



Evaluating and Improving Student Outcomes (2026)

School Board Trustee Training



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Your Why

What inspired you to serve as a school board member?

What is the most important goal you've set this year to positively influence student outcomes in your role as a trustee?

What is the role of the School Board?



Texas Education Code (TEC), Section 11.1515



Texas Education Code (TEC), Section 11.1515

Oversight of Academic Achievement

- The board of trustees of an independent school district or the governing body of an open-enrollment school shall provide oversight regarding student academic achievement and strategic leadership for maximizing student performance.

Share with your shoulder partner:

- What does oversight of *academic achievement and strategic leadership* look in our district?
- How do we know that it is maximizing student performance?

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Texas Administrative Code (TAC), 19 TAC 61.1

Continuing Education for School Board Members



Texas Board Framework

10 Hours (first year)

5 Hours (additional years)

Authorized or Registered Provider

Team Building

3 Hours (every year)

Authorized or Registered Provider

EISO (HB3 Included)

3 Hours (every other year)

Authorized Provider

Cyber Security

1 Hour (every year)

Department of Informational Resources

Public Information Act

1-2 hours (first year)

Office of the Attorney General

Open Meetings Act

1-2 hours (first year)

Office of the Attorney General

School Safety Training

Self-Paced (every other year)

TEA Learn

Local Orientation

3 hours (first year)

LEA

Human Trafficking

1 hour (every other year)

Authorized or Registered Provider

Update to the Texas Education Code

Adequate Length (after legislative session)

Authorized or Registered Provider

Introduction to the Texas Education Code

3 hours (first year)

ESC

SCHOOL BOARD TRAINING REQUIREMENTS

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Continuing Education for School Board Members



Texas Administrative Code (TAC), 19 TAC 61.1

Chapter 61. School Districts

Subchapter A. Board of Trustees Relationship

§61.1. Continuing Education for School Board Members.

- (a) Under the Texas Education Code (TEC), §11.159, the State Board of Education (SBOE) shall adopt a framework for school board development to be used in structuring continuing education for school board members. The framework shall be posted to the Texas Education Agency (TEA) website and shall be distributed annually by the president of each board of trustees to all current board members and the superintendent.

What is the EISO Continuing Education Requirement?



Chapter 61. School Districts
Subchapter A. Board of Trustees Relationship
§61.1. Continuing Education for School Board Members.



Texas Administrative Code (TAC), 19 TAC 61.1

(6) Each school board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

- (A) The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in the TEC, §11.1515.
- (B) The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of TEC, §11.185 and §11.186.
- (D) The continuing education shall be completed every two years.
- (E) The training shall be at least three hours in length.
- (F) The continuing education required by this subsection shall include, at a minimum:
 - (i) **instruction in school board behaviors correlated with improved student outcomes with emphasis on:**
 - (I) setting specific, quantifiable student outcome goals; and
 - (II) adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in Board of Trustees Relationship §61.A. May 2022 Update Page 4 of 7 the Closing the Gaps domain of the state accountability system established under TEC, Chapter 39;
 - (ii) **instruction in progress monitoring practices to improve student outcomes; and**
 - (iii) **instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the TEC, Chapter 39, and the state accountability system established under the TEC, Chapter 39.**

<https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch061a.pdf>

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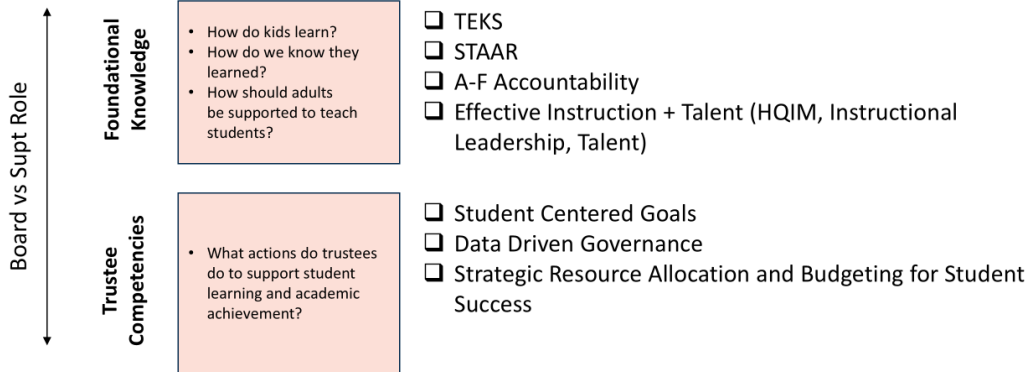
Learning Objectives



Texas Administrative Code 61.1

Trustees will:

Discuss effective governance practices and school board behaviors correlated with evaluating and improving student outcomes as we make connections among:



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Texas Essential Knowledge and Skills (TEKS)



Texas Essential Knowledge and Skills (TEKS)

Our objective:

We will understand the student learning expectations for each subject and grade level in Texas public education

Checking our Learning:

- ☐ What are the TEKS?
- ☐ What agency defines the TEKS at each grade level?
- ☐ Which grade levels and subjects have TEKS standards?

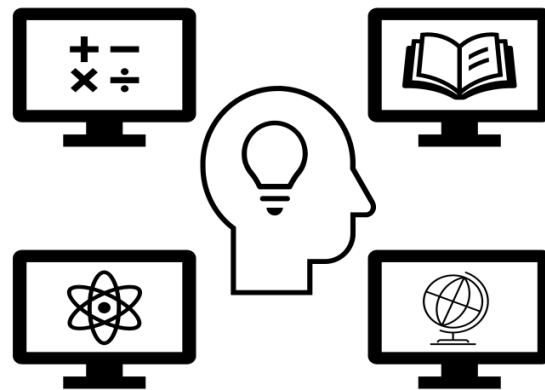
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The State of Texas Assessment of Academic Readiness (STAAR)

School System Expectations



- What boards value, they must measure, for what gets measured gets done.
- What are the measures used to determine the accountability rating and student outcomes performance?



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STAAR reflects educator feedback to improve alignment to the classroom experience



In effective classrooms, teachers are...

- 1 Coherently building students' **background knowledge and vocabulary** in all subject areas...  Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
- 2 Asking students to **write about what they read using evidence from text...**  Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
- 3 Providing **various open-ended formats** for students to respond to questions...  Includes, **non-multiple-choice questions** that are more like questions teachers ask in class
- 4 Supporting the learning needs of all students by providing **appropriate accommodations...**  Online assessments provide a **full suite of robust accommodations** for students with specific learning needs
- 5  **Online assessments** supports all the changes above and provides faster test results to support accelerated learning.

Assessment Data and Measurement



As a board trustee, what type of assessment data do you currently (or would like to) receive to understand how well students are learning in your school district?

How can this information provide you with progress updates of student learning to comprehend the status of the superintendent's plan for improvement and achievement of student goals?



State of Texas Assessments of Academic Readiness (STAAR)

Our objective:

We will understand the assessment instruments and tools used to measure student learning in Texas public education

Checking our Learning:

- ☐ What type of assessment is STAAR?
- ☐ What does the STAAR measure?
- ☐ At what grade level do students take their first STAAR exam?
- ☐ What are the four performance levels on the STAAR?

A-F Accountability

For current and historical ratings, visit [TXschools.gov](https://txschools.gov)



FIND SCHOOLS

FIND DISTRICTS

ANALYTIC TOOLS

TexasAssessment.gov

EN ESPAÑOL

Learn more about your school or district

Discover how your school and district are preparing your child for the future.

Search by School or District Name

or

Search by Address, City, or Zip Code

Parent Resources

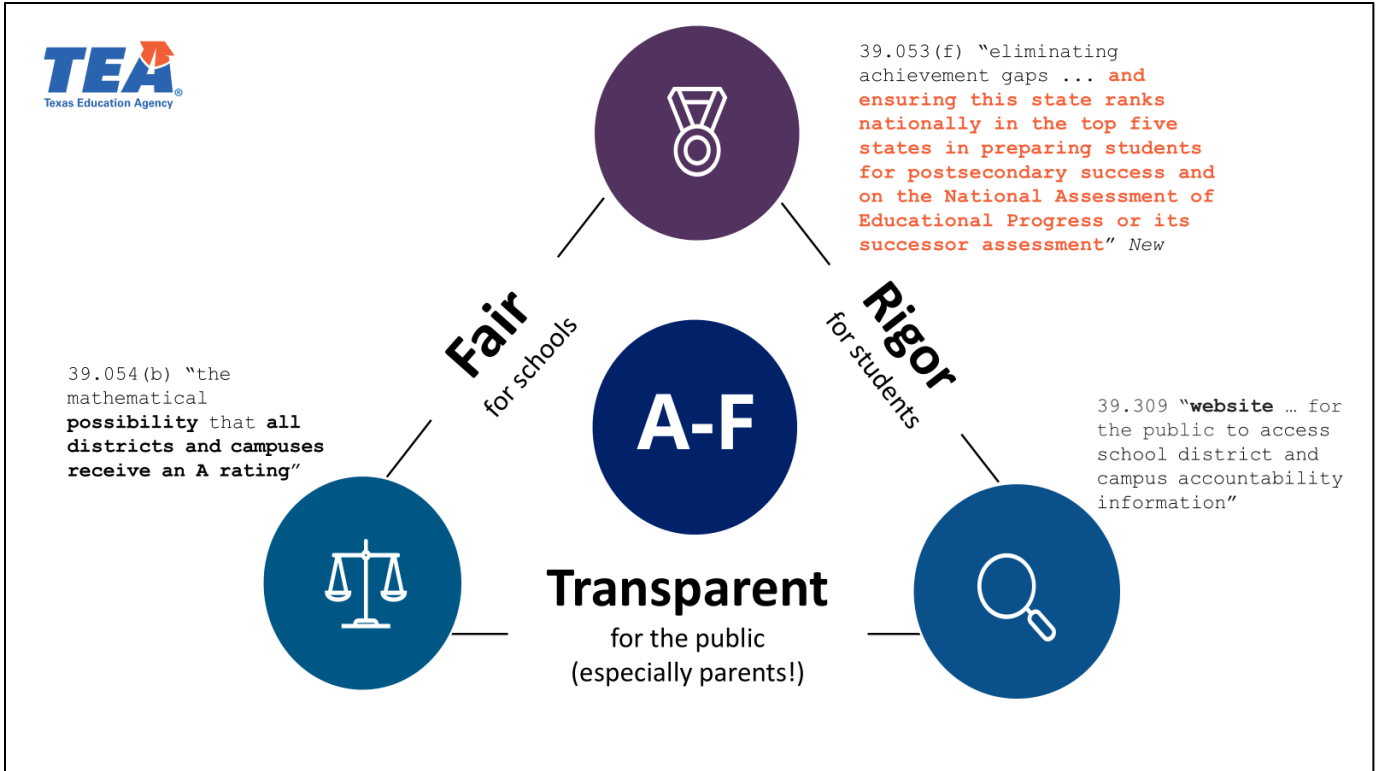


Technical Resources

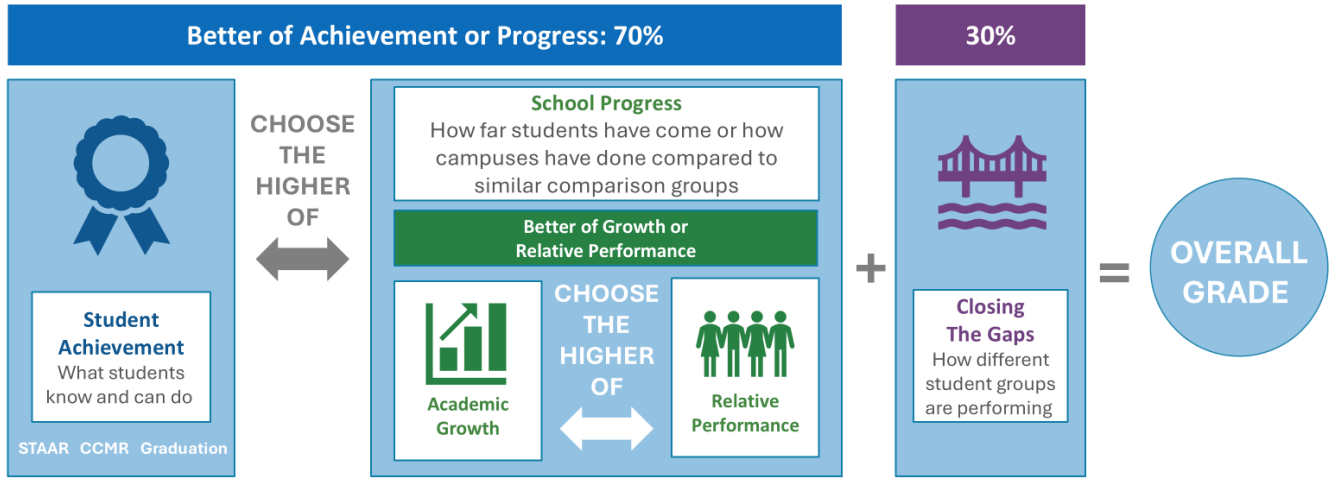


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Evaluating and Improving Student Outcomes 2026



Calculating Overall A-F Ratings



Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Domain 1 – Student Achievement





Domain 1

Student Achievement



100% STAAR

Elementary



100% STAAR

Middle



40% STAAR

40% College, Career, Military Ready (CCMR)

20% Graduation Rate
AEA Completion Rate

High Schools & K–12s



STAAR

One point is given for each percentage of STAAR results at the following:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

# of Students	%
2,977	92.7%
1,945	60.6%
878	27.3%

Illustrative data
 $93 + 61 + 27 = 181 \div 3$
Average of 3



College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student



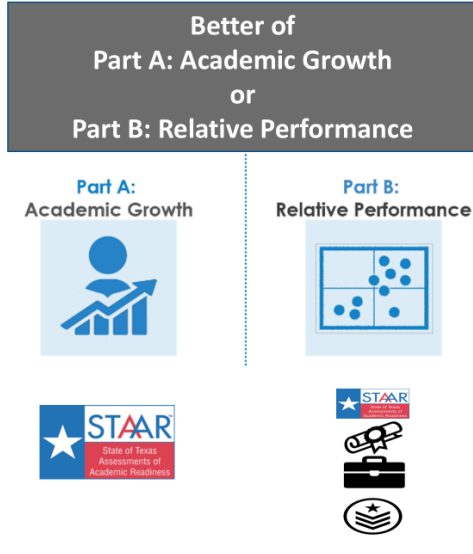
Career & Military Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Unchanged from 2018.

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The School Progress Domain allows us to not only look at flat scores for students, but also at growth and relative performance



The School Progress domain measures district and campus outcomes in two areas:

- The number of students that grew at least one year academically and number of students that were accelerated as measured by STAAR results
- The achievement of students relative to campuses with similar economically disadvantaged percentages

Domain 3 – Closing the Gaps is part of the federally required work we do to make sure all students achieve at high levels



Academic Achievement (EL, MS, HS)

- STAAR RLA at Meets Grade Level
- STAAR mathematics at Meets Grade Level

Growth (EL, MS)

- Growth RLA
- Growth mathematics

Graduation Rate (HS)

- 4-year federal graduation rate

Progress to English Language Proficiency (EL, MS, HS)

School Quality/Student Success (SQSS)

- SQSS: STAAR (All subjects, all performance levels) (EL, MS)
- CCMR (HS)

Student Groups Evaluated and Reported

- All Students
- Seven racial/ethnic groups
- Economically Disadvantaged**
- Current EB/EL**
- Current special education**
- Former special education
- Continuously enrolled
- Highly mobile**
- Foster Care
- Homeless
- Migrant



Domain 3

Closing the Gaps

While 18 student groups may be evaluated and reported, **ratings are based upon 4 Super Groups****



A-F Accountability

Our objective:

We will understand how student learning is measured in Texas public education

Checking our Learning:

- ☐ What three domains make up the A-F System?
- ☐ As required by Statute, the A-F system is mandated to be updated every how many years?
- ☐ How is an A-F accountability system helpful for all community members to understand current academic performance?

Expectations Matter



**How do A-F Accountability, STAAR,
and the TEKS help school boards
meet the oversight responsibility
of academic achievement?**

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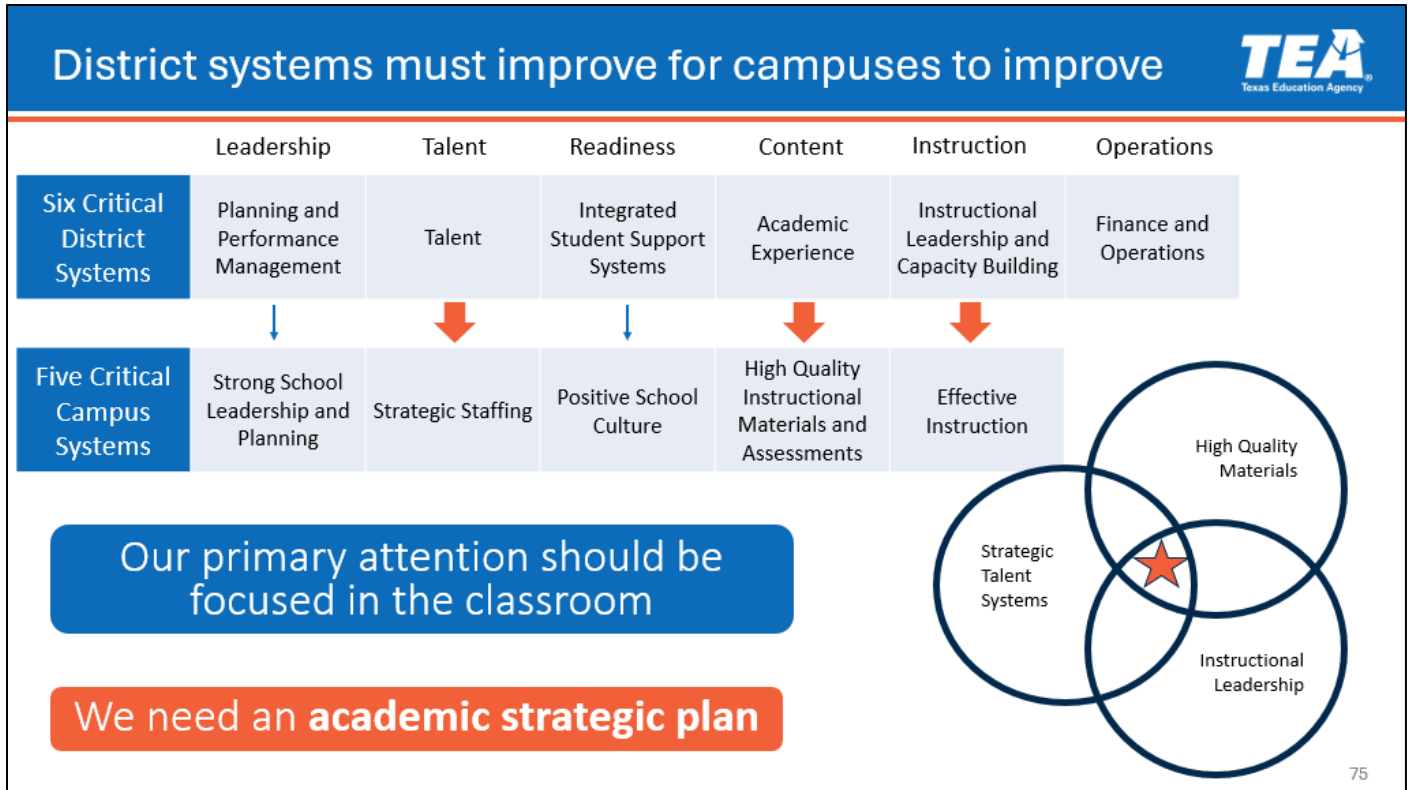
Effective Instruction + Talent (HQIM, Instructional Leadership, Talent)

Core Idea of Effective Instruction

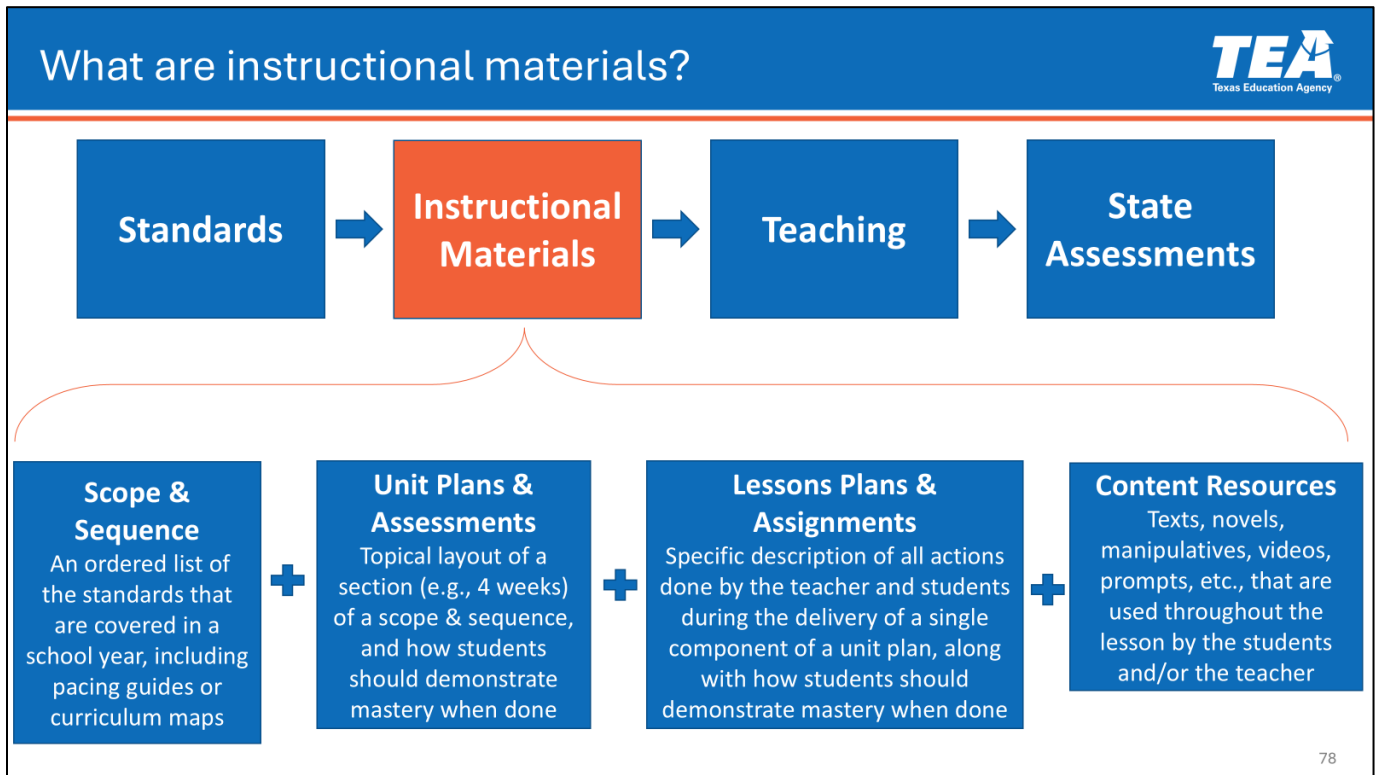


- To lead an institution, you must understand the institution
- Trustees must be curious, think about systems, and support changes that improve student learning
- This requires board focus on student outcomes and the critical enabling systems through discipline, courage and commitment

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Effective Instruction: High Quality Materials





District *Management* of Instruction

School Board

Superintendent

Adopt Strong curriculum	Support Excellent curriculum-aligned teaching	Monitor & Adjust The health of instruction (consistent, curriculum-aligned teaching and learning)
<ul style="list-style-type: none"> Centrally adopt and provide access to high-quality instructional materials (HQIM) to campuses across the district. Curriculum must be designed consistent with cognitive science research on Direct Instruction and how kids learn. 	<ul style="list-style-type: none"> Professional Learning: Deliver high-quality professional learning (HQPL) aligned to HQIM and Research-Based Instructional Strategies (RBIS). Observation and Coaching: Provide job-embedded coaching for teachers and leaders. Collaborative Planning: Facilitate collaborative planning focused on effective use of curriculum. Align on direct instructional approaches that ensure students learn all content required for mastery. 	<ul style="list-style-type: none"> Use observation, feedback, and implementation data to identify where additional support is needed and inform ongoing teacher and school leader supports and continuous improvement.

Alignment and Coherence

State Support for HQIM



Instructional Material Review & Approval (IMRA) Process

The State Board of Education has approved new, high quality instructional materials in reading math. This includes Bluebonnet Learning materials.

School systems now receive extra money to purchase these high-quality materials, and additional supports to ensure they can be implemented well in the classroom.

New school system funds per year:

\$540M

for acquiring materials

Accessed via EMAT

\$175M

for implementation supports

Accessed via LASO grants

High-Quality Instruction Materials

LEARNING QUALITY



Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).



Aligned to evidence-based best practices in the relevant content areas of reading/language arts, math, science, and social studies.

IMPLEMENTATION QUALITY



Support all learners, including students with disabilities, emergent bilingual/English learners, and students identified as gifted and talented.



Enables frequent progress monitoring through embedded and aligned assessments.



Features implementation supports, including teacher and student-facing lesson-level materials.



High Quality Instructional Materials (HQIM)

Our objective:

We will understand the importance of HQIM and how to support implementation with integrity to improve student outcomes.

Checking our Learning:

- ☐ What instructional materials is the district using?
- ☐ What questions would you like to ask your superintendent after this training about your district's instructional materials?
- ☐ How does understanding your district's instructional materials help you in your role of oversight as a trustee?

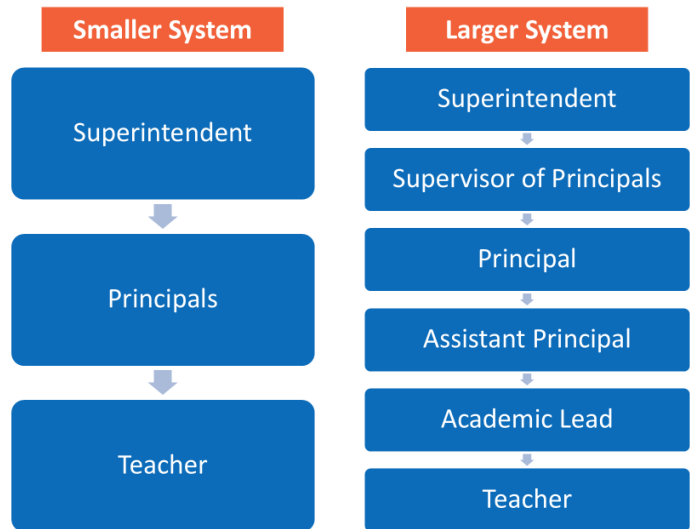
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Effective Instruction: Instructional Leadership

Success in every classroom requires us to align the system on high leverage instructional delivery practices



Everyone in the **instructional leadership** chain must be able to clearly identify **effective instructional delivery**

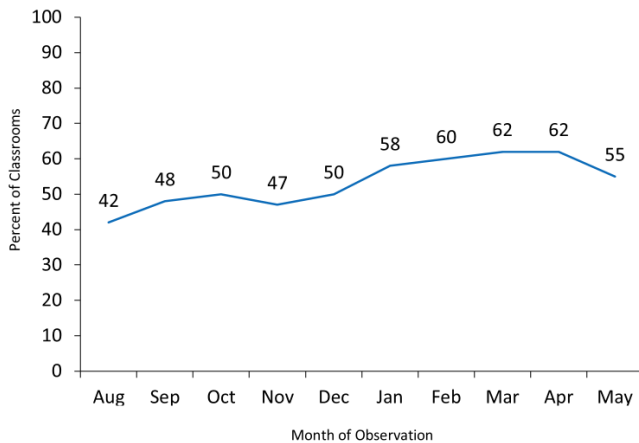


Ensuring the system delivers quality instruction every day in every classroom requires tight systems management



Districts must have systems to monitor instructional delivery quality throughout the year, and take action based upon that performance data

Instructional Delivery Quality At/Above Proficient



Instructional Delivery Quality Monthly Report

View: Campus Level

Period: October 2024

Campus Name	October Average	Change in Ave Since Last Month	Oct % Classes At/Above Proficient	Change in % At/Above Since Last Month
Lone Star Elem	6.5	(0.5)	30%	-5%
Longhorn Elem	8.5	0.0	45%	-5%
Blue Bonnet Elem	8.0	0.5	35%	0%
Big Tex MS	9.0	1.5	55%	15%
Mockingbird HS	9.5	1.5	65%	20%

Views allow districts to track performance:

- By feeder pattern
- By campus
- By grade level / subject
- By teacher

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Effective Instruction – Instructional Leadership

Our objective:

We will understand the importance of building leadership capacity in effective instruction to support teachers with instructional delivery.

Checking our Learning:

- ☐ What systems does your district currently use for supporting teachers in instructional practices?
- ☐ How can strong instructional coaching systems support teachers and improve student learning?

Effective Instruction: Strategic Talent Systems

- ☐ Retention Challenges
- ☐ Teachers receive a slower rate of raises than other professions
- ☐ Teacher Raises in Texas:
 - The Status Quo
 - With House Bill 2 Teacher Retention Allotment
 - What Could It Be With Strategic Compensation
- ☐ Teacher Opinions
- ☐ Giving Pay Raises Based on Effectiveness
 - Increased Teacher Retention
 - Let to Major Gains for Students
- ☐ Teacher Incentive Allotment (TIA) Designated Teachers are Retained in Classrooms at Higher Rates Across the State



Effective Instruction - Talent Systems

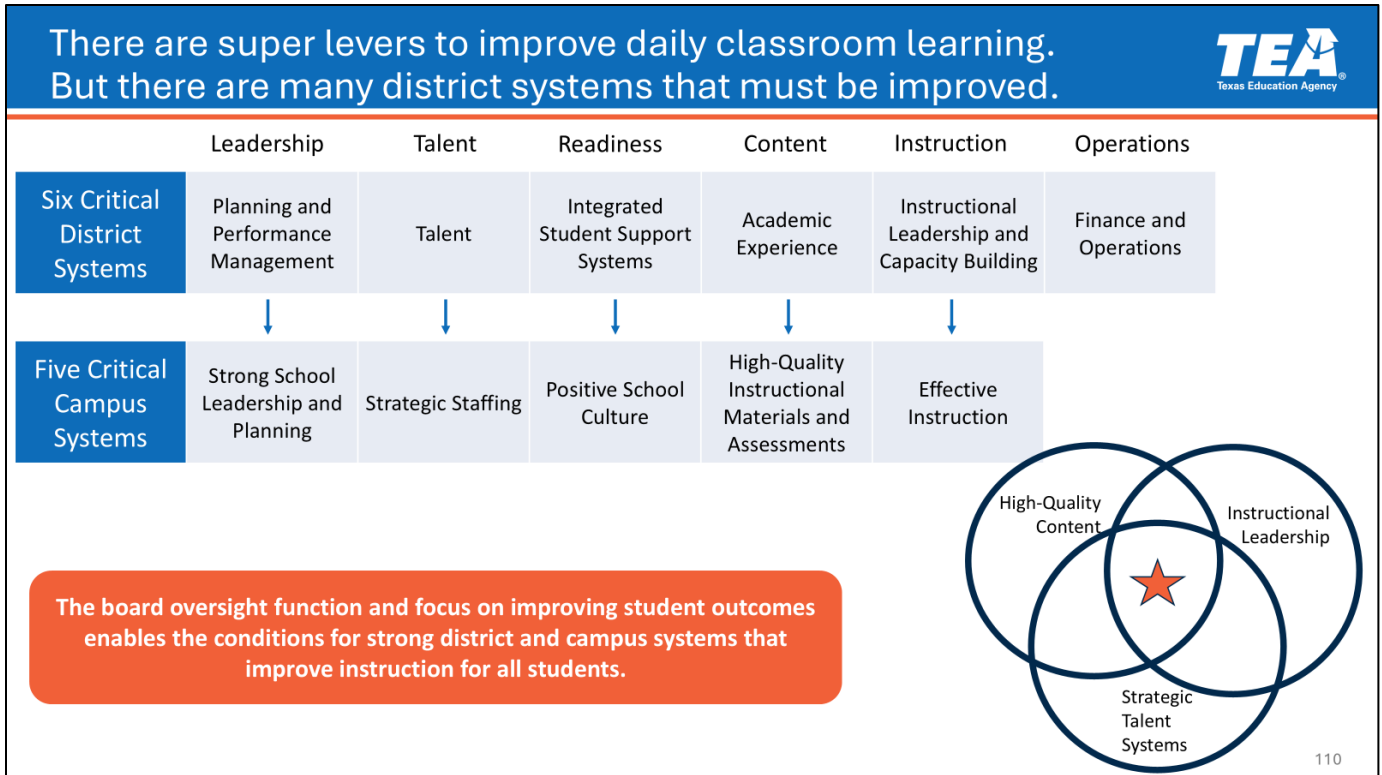
Our objective:

We will understand the importance of systems to retain talent while rewarding performance for achieving student outcomes results.

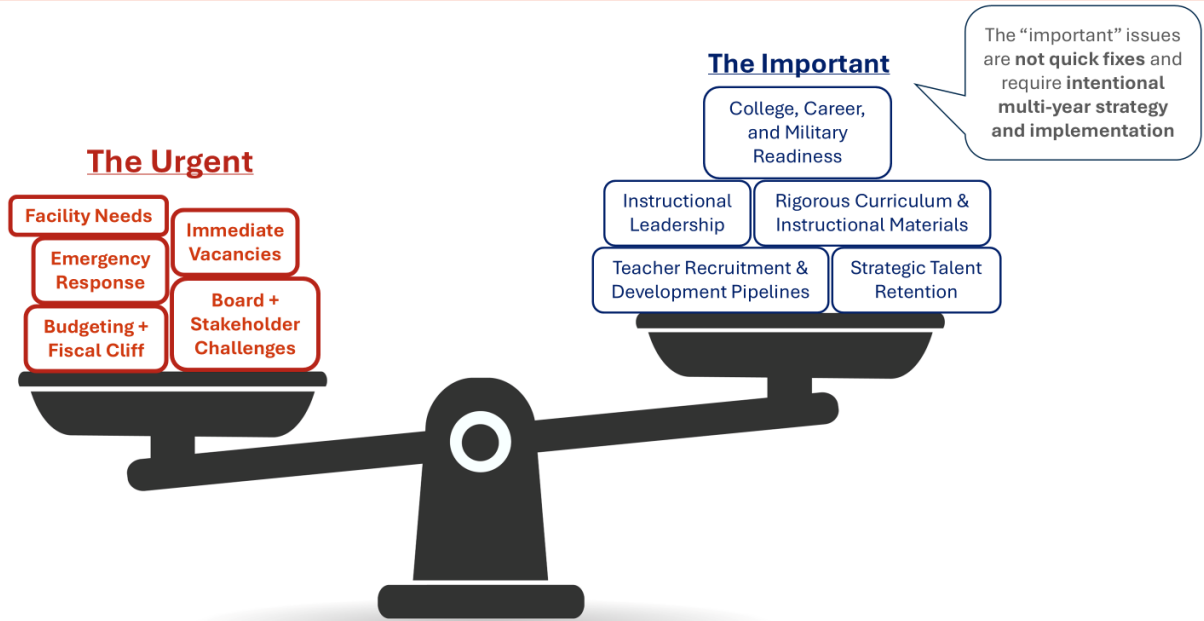
Checking our Learning:

- ☐ What systems and incentives does your district provide to retain and reward high performing teachers achieving student outcome results?
- ☐ Why is performance based pay an effective strategy for improving student outcomes?
- ☐ What statewide supports are available for strategic compensation?

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Especially in recent years, the “urgent” can sometimes take precedence over the “important”



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What kind of board will you be?

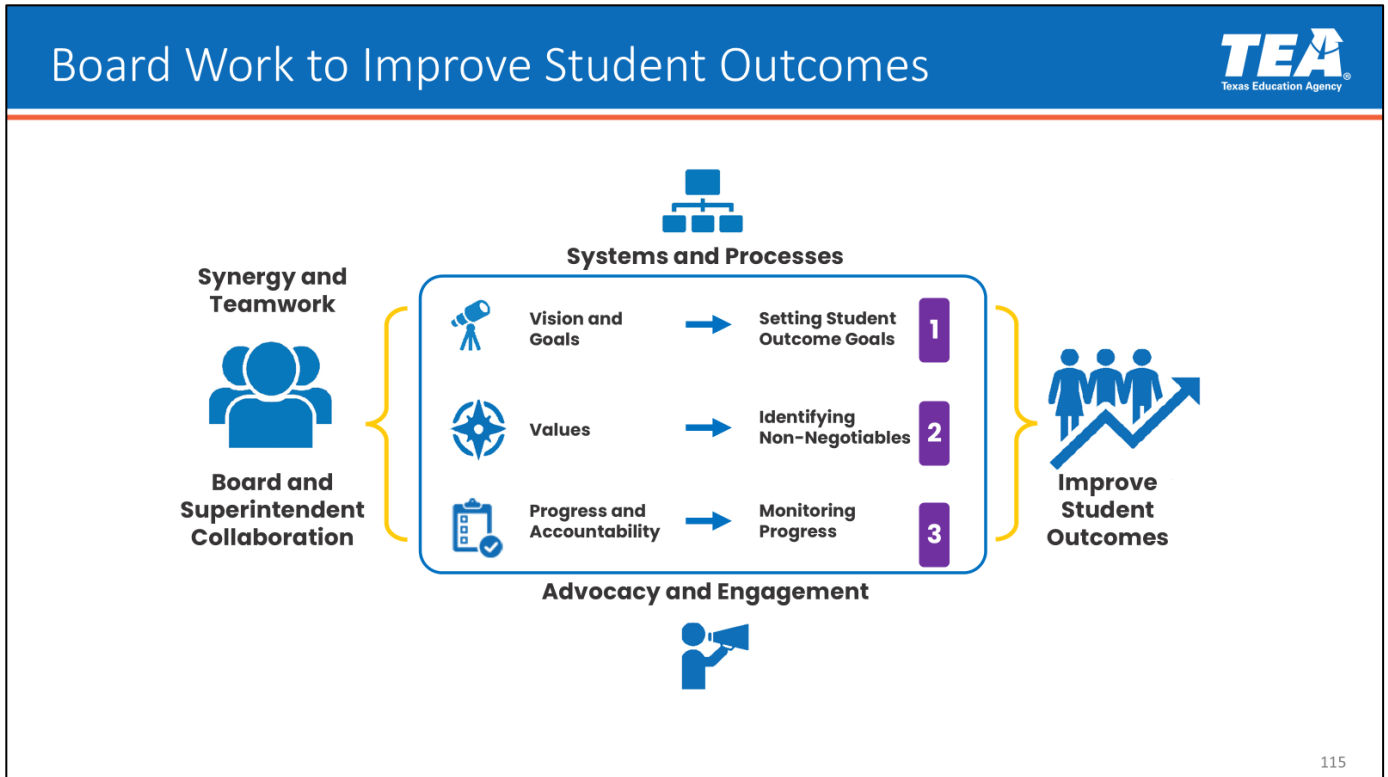
- Will you keep your district's leadership team focus on the urgent?
- Will you keep your district's leadership team focus on the important?
- Will you have no impact on the focus of your district's leadership team?

What kind of board trustee will you be?

- What questions would you like to ask your superintendent about Effective Instruction?
- How can you and the board support the superintendent with Effective Instructional initiatives?

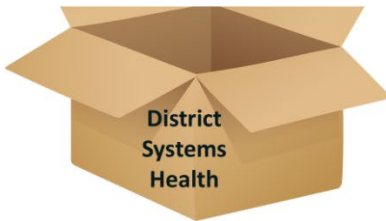
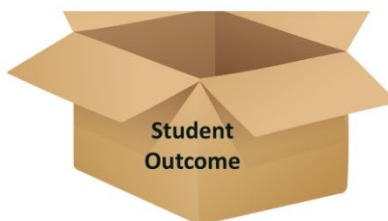
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Student Centered Goals



Which ones are system health results vs student outcomes?

- HQIM teacher training
- STAAR results
- Student performance in extracurricular activities
- Balanced Budget
- Classroom Walkthroughs
- Kindergartner attendance
- SAT/ACT results
- Enrollment in CTE Programs of Study
- Earned Student Industry based certifications
- Teacher Incentive Plans
- Instructional planning and pacing



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Setting Student Outcome Goals



Board Adopted Goals (HB3)



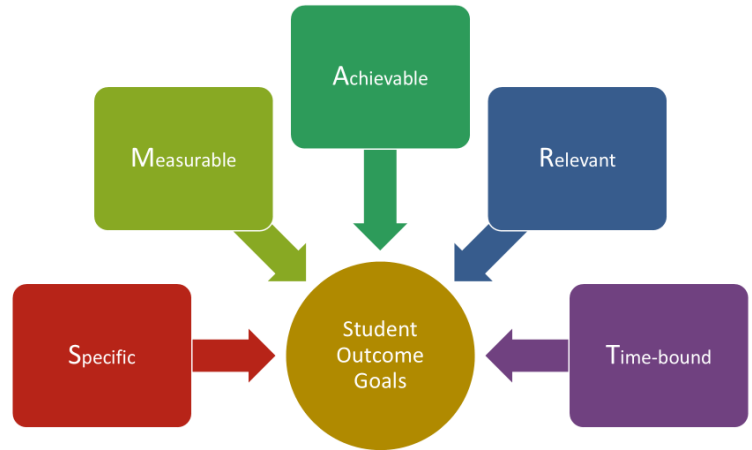
Texas Education Code (TEC),
Section 11.185 and 11.186

Early Childhood Literacy	Early Childhood Mathematics	College, Career, and Military Readiness
<ul style="list-style-type: none"> Five-year goals for aggregate student growth on 3rd grade reading and mathematics STAAR or on an alternative assessment instrument Annual targets for students in bilingual or ESL programs Early childhood education support, K-3 progress monitoring (HB2) 	<ul style="list-style-type: none"> Five-year goals for aggregate student growth on CCMR indicators evaluated under the student achievement domain (Domain I) 	<ul style="list-style-type: none"> Five-year goals for aggregate student growth on CCMR indicators evaluated under the student achievement domain (Domain I)
<ul style="list-style-type: none"> Annual student group targets for each group evaluated under closing the gaps domain (Domain III) with 10 or more students in a group. Assign at least one district-level administrator or employee of the regional education service center to oversee the coordination of each plan. Set specific, quantifiable, annual goals for five years at each campus Be reviewed at least annually by the board at a public meeting <ul style="list-style-type: none"> Special education support (HB2) Post annual report on district and campus websites 		
<ul style="list-style-type: none"> Targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs = Reading Academies 		<ul style="list-style-type: none"> Additional criteria for CCMR and postsecondary outcomes (HB120)

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Setting Student Outcome Goals

- **Baseline:** Measures agreed starting point, current state. Used for comparing and monitoring growth.
 - Includes month and year
- **Target:** Measures desired future state.
- **Population:** Group of students who will be impacted, evaluated, and/or who are being measured.
- **Deadline:** Month and year when the measure will reach the target.



** Student outcomes can be measured by setting SMART goals, which are required.



Texas Education Code (TEC),
Section 11.185 and 11.186

11/12/2

Student Outcome Goal Example



GOAL 1 The percentage of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 45% in June 2025 to 67% by June 2030.

Targets	All	AA	H	W	AI	A	PI	2+	ED	EB/EL C	EB/EL C+M	SE C	SE F	CE	NCE	HM	F	Ho	Mi
Baseline Jun. 2025	45%	32%	46%	60%	19%	74%	58%	70%	41%	30%	32%	19%	26%	39%	37%	29%	30%	31%	25%
Jun. 2026	46%	34%	47%	62%	23%	75%	59%	71%	42%	32%	34%	23%	27%	42%	30%	31%	32%	34%	27%
Jun. 2027	49%	42%	50%	67%	30%	78%	61%	73%	45%	39%									
Jun. 2028	54%	51%	55%	73%	40%	81%	66%	77%	50%	47%									
Jun. 2029	60%	58%	61%	75%	51%	83%	70%	79%	56%	55%									
Jun. 2030	67%	62%	68%	80%	59%	85%	75%	81%	65%	61%									

- Draw a box around the annual targets
- Underline population
- Use brackets to ID measurement tool
- Draw rectangle around baseline with month and year
- Draw circle around final target
- Draw two lines under deadline

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Student Outcome Goals for Evaluating and Improving Performance



- Include **baseline** (with month and year), **target**, **population**, and **deadline**
- **Challenge** the organization with ambitious targets
- **Inspire** system **change** and **implementation** of research-based **strategy**
- Align and quantify progress towards the **vision**
- **Board owns** the **goal** while working collaboratively with superintendent through the process to create SMART goals with annual targets.
- Board adopts **3-5** goals
- **Five-year deadline** with yearly targets
- **Closing the Gaps** domain **group** yearly **targets**
- Superintendent's **first priority** for **resource allocation**
- **Influenceable** by the superintendent through an **academic strategic plan**
- HB3 requirements from the 86th regular legislative session, requires boards to adopt **3 goals**:
 1. **Third** grade **reading**
 2. **Third** grade **mathematics**
 3. **College, Career, and Military Readiness**

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Setting Student Outcome Goals

Our objective:

We will understand the purpose of goal setting, along with the process and requirements for all ISDs and Open Enrollment charters

Checking our Learning:

- ☐ What is the role of the board in setting student outcome goals?
- ☐ What are the 3 goals districts and open enrollment charters are required to have?
- ☐ What are the attributes necessary when considering the adoption of student outcome goals?

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Data Driven Governance

What are Goal Progress Measures (GPMs)?



Goal Progress Measures (GPMs): Specific graph-plottable **student output** indicators used to determine if the goal is likely to be met or not.

Goals/GPMs Similarities

- Include **baseline, target, population,** and **deadline**
- Challenge the organization
- Requires adult behavior change
- Influenceable by the superintendent

Goals/GPMs Differences

- Board owns goals
- Superintendent owns GPMs
- GPMs **provide an update that is leading to, or predictive** of goals
- No more than **3 GPMs per goal**
- Status of GPMs is **updatable** multiple times a year

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What is a Monitoring Report?



A report that provides evidence of progress to the Board regarding their adopted student outcome goal. A monitoring report must contain:

1. The student outcome goal and Goal Progress Measure
2. The current status of the student outcome goal and Goal Progress Measure compared to previous, annual, and deadline targets
3. The Superintendent's interpretation of performance
4. Supporting information that describes any needed next steps

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Evaluating and Improving Student Outcomes 2026

1

1

2

3

Monitoring Report (Example)

Date:

Overall Progress

3

Goal 1: The percentage of 3rd grade students whose score meets grade level or above on STAAR Reading will increase from 45% in June 2022 to 64% by June 2027. (Current 2022: 45% | 2023: 48% | 2024: 52% | 2025: 56% | 2026: 60% | 2027: 64%)

Goal Progress Measure 1.2: The percentage of 2nd grade students reading on grade level according to [district's chosen interim assessment] will increase from 60% in June 2022 to 73% by June 2027.

(2022: 60% | 2023: 62% | 2024: 64% | 2025: 67% | 2026: 70% | 2027: 73%)

Annual Targets

Student Group Targets		
	Current	Target
African American	xx%	xx%
American Indian	xx%	xx%
Asian	xx%	xx%
Cont. Enrolled	xx%	xx%
Economic Disadv.	xx%	xx%
EL	xx%	xx%
Hispanic	xx%	xx%
Special Ed	xx%	xx%
White	xx%	xx%

Evidence and Future Plans

Campus 1: 38% Economically Disadvantaged Students

Campus 2: 83% Economically Disadvantaged Students

3

4

We are slightly off track because ...

The plan moving forward is ...

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11/12/2025

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Effective Monitoring Questions



When was the data measured?

- Focus on understanding details surrounding the assessment and goal details

Why was this data collected?

- Focus on understanding details surrounding goal implementation of the assessment and goal

What information will the data provide in alignment with our priorities?

- Focus on understanding, relative to the goal, what we've learned about system performance and what we've learned from that performance

Understanding past actions:

- Where are we?
- How did we get here?
- What worked?
- What did not work?
- What did we learn?

Focusing on future actions:

- What strategies will we deploy given our current performance?

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Data Driven Governance Progress Monitoring Student Data

Our objective:

We will understand how to progress monitor student outcome goals with an aligned calendar and report.

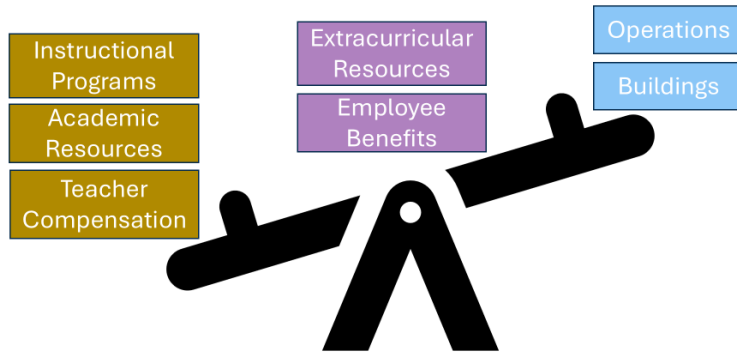
Checking our Learning:

- ☐ What are goal progress measures?
- ☐ Why is a monitoring calendar and report important for improving outcomes for all students and meeting student outcome goals?
- ☐ How does a progress monitoring report support the board oversight function of academic achievement and strategic leadership?

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Strategic Resource Allocation and Budgeting for Student Success

As a Board Member, how do I ensure that the budget is aligned to the academic priorities of the district to improve student outcomes?



The Legislature has increased financial supports to help school districts prioritize key systems improvements



School boards determine:

- **how funds are spent** within a district, and
- **whether extra funding** streams are accessed by a district

In total, the factors under an LEA's control can increase M&O funds generated by **over 15%**

Many different funding components make up total M&O funding

ATTENDANCE-BASED

- Regular Program (BA)
- Early Education
- School Safety (in part)
- Career and Technology
- Special Education
- Bilingual Education

ENROLLMENT-BASED

- Compensatory Education
- Allotment for Basic Costs
- TIMA
- Gifted & Talented
- Dyslexia

DISTRICT-BASED

- Small and Mid-Sized
- Fast Growth
- School Safety (in part)
- Regional Wind Insurance

SPENDING-BASED

- Teacher Retention Allotment
- Support Staff Retention Allotment
- Transportation Allotment
- TRS On-Behalf
- Special Ed Evals
- NIEA
- College Readiness Assessments
- IBCs

TAX RATE-DEPENDENT

- Tier I Tax Rate
- Tier II Tax Rate
- LOHE

DISTRICT ACTION-DEPENDENT

- Teacher Incentive Allotment
- CTE Sequences
- CCMR Outcomes Bonus
- P-TECH
- R-PEP
- PREP: Mentor Program
- PREP: Grow Your Own
- PREP: Preservice Teachers
- Dual Language
- Additional Days School Year
- SB 1882 Partnerships
- Resource (ACE) Campuses
- Non-Enrolled UIL Participation
- HQIM (SBOE & OER)
- Blended Learning
- Hybrid Learning
- Dropout Recovery
- Day Placement Campus
- Reading Intervention Allotment
- K-3 Reading Summer School
- PreK (direct & partnership)

Reflection



What type of budget did your school district recently adopt (surplus, balanced, or deficit)?

What is the current status of your district fund balance?

How does the board prioritize money aligned to the actions and activities that are research based to improve student outcomes?

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Strategic Resource Allocation and Budgeting for Student Success

Our objective:

We will understand the importance of aligning the district budget with the student outcome goals.

Checking our Learning:

- ☐ What are some additional funding sources to support district priorities and improve academic outcomes?
- ☐ How do you know whether your budget is aligned to highest impact strategies for student outcomes?

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Learning Objectives



Texas Administrative Code (TAC), 19 TAC 61.1

Did Trustees:

Discuss effective governance practices and school board behaviors correlated with improved student outcomes as we make connections among:

✓ A-F Accountability

✓ State of Texas Assessments of Academic Readiness (STAAR)

✓ Texas Essential Knowledge and Skills (TEKS)

✓ Setting Student Outcome Goals

✓ Effective Instruction

✓ Finance and Operations
Impact on Academics

✓ Data Driven Governance
Practices

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Revisiting our Why

What inspired you to serve as a school board member?

What is the most important goal you've set this year to positively influence student outcomes in your role as a trustee?

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