

TABLES & GRAPHICS

Graphic images included in rules are published separately in this tables and graphics section. Graphic images are arranged in this section in the following order: Title Number, Part Number, Chapter Number and Section Number.

Graphic images are indicated in the text of the emergency, proposed, and adopted rules by the following tag: the word “Figure” followed by the TAC citation, rule number, and the appropriate subsection, paragraph, subparagraph, and so on.

Figure: 19 TAC §97.1002(b)

Accountability Ratings Appeals Process and Timeline

The commissioner of education is required to provide a process for school districts (districts) and open-enrollment charter schools (charter schools) to challenge an agency decision relating to an academic rating that affects the district or school, including a determination of consecutive school years of unacceptable performance ratings (Texas Education Code [TEC], §39.151). **This figure supersedes the timelines referenced in Chapter 8 of the 2023 and 2024 Accountability Manuals and applies to all Accountability Rating Appeals from 2023 and beyond until otherwise updated.**

Appeals Process Overview and General Timeline

While districts and charter schools may appeal for any reason, the accountability system framework limits the likelihood that a single indicator or measure will result in a reduced rating. For this reason, a successful accountability appeal is usually limited to such rare cases as a data or calculation error attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA). Online applications provided by TEA and the testing contractors ensure that districts and charter schools are aware of data correction opportunities, particularly through TSDS PEIMS data submissions and the Test Information Distribution Engine (TIDE). District and charter schools' responsibility for data quality is the cornerstone of a fair and uniform rating determination.

District and charter school appeals that challenge the agency's determination of the accountability rating and/or determination of consecutive school years of unacceptable performance ratings are carefully reviewed by an external panel. District superintendents and chief operating officers of charter schools may appeal accountability ratings by following the guidelines in this figure. Local Accountability System (LAS) districts that wish to appeal LAS campus ratings must follow the LAS appeals process in the *Local Accountability System Technical Guide*.

The following is the annual timeline for appealing ratings. The appeals timeline follows this pattern each year. The calendar dates for the accountability year will be announced in conjunction with the release of preliminary accountability ratings in [TEA Login](#) (TEAL). Late appeals are denied to maintain a fair appeal process.

Timeline	Appeal Process
Appeal Window Opens	<i>Ratings Release on TEAL.</i> No appeals will be resolved before the public release of ratings.
2 days after the appeal window opens	<i>Preliminary Ratings and Preliminary Count of Consecutive Years of Unacceptable Performance Release on TEA Public Website.</i> Ratings and counts of consecutive years are subject to change due to the results of an audit, compliance review, investigation, or appeal.
30 calendar day period	<i>Appeals Window.</i> Appeals may be submitted by the superintendent or chief operating officer once ratings and year counts are released. Districts and charter schools register their intent to appeal using the TEA Login (TEAL) Accountability application, and mail (e-mail or postal mail) their appeal letter with supporting documentation. Appeals not signed by the district superintendent or chief operating officer of the charter school are denied.

Timeline	Appeal Process
Day 30 of appeal window	<i>Appeals Deadline.</i> Appeals must be uploaded in the TEAL Accountability Appeals system, postmarked, or hand-delivered by 5pm no later than the date shared by TEA in conjunction with the preliminary ratings release into the TEAL Accountability application.
90 calendar days after appeal window closes	<i>Decisions Released.</i> Commissioner’s decisions are provided in the form of response letters to each district and charter school that filed an appeal by the submission deadline. Letters are posted to the TEAL Accountability application.
90 calendar days after appeal window closes	<i>Final Ratings and Count of Consecutive Years of Unacceptable Performance Release.</i> The outcomes of all appeals are reflected in the final ratings and year counts update. The TEAL and public websites are updated. Ratings and year counts are subject to change due to the results of an audit, compliance review, or investigation.

Figure: 19 TAC Chapter 231, Subchapter F - Preamble

SBEC Meetings	SBEC Discussion
December 2023	<ul style="list-style-type: none"> • Overview of federal and state requirements • Core challenges related to current rule text • Initial set of recommendations shared by Texas Education Agency (TEA) staff • Directive to TEA staff to explore development of a Texas-specific worksheet to replace current High Objective Uniform State Standard of Evaluation (HOUSSE) worksheet
February 2024	<ul style="list-style-type: none"> • Additional context around federal requirements, current rule text, and HOUSSE provisions • Texas-specific worksheet development update
July 2024	<ul style="list-style-type: none"> • Directive to TEA staff to move forward with content competency requirements for special education teachers of record only and allow worksheet flexibilities for elementary and secondary special education teachers of record
September 2024	<ul style="list-style-type: none"> • Updated draft of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)

ATTACHMENT II
Text of

Figure: 19 TAC §231.701(d)

**TEXAS CONTENT COMPETENCY WORKSHEET FOR SPECIAL EDUCATION TEACHERS OF RECORD
(GRADES EC-12)**

FOR USE BEGINNING IN THE 2025-2026 SCHOOL YEAR

Directions: The following sections of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) must be completed only for those educators who do not hold the appropriate grade-banded, content area certification for their current role, per 19 TAC §231.701.

Note: A copy of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) should be filed in the educator's Human Resources file and provided to the educator for their records. A copy of this worksheet completed by a special education teacher's previous administration should be considered valid and re-filed by the receiving district in the event the educator transitions to a new district within the State of Texas.

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SECTION A: GENERAL INFORMATION

Teacher Name:

TEA ID #:

Date Completed:

- Administrator has verified the teacher holds a valid, SBEC-approved special education certification appropriate for the grade level of assignment and instruction.**

SECTION B: SPECIAL EDUCATORS UTILIZING PREVIOUS SUBJECT MATTER COMPETENCY PROVISIONS

For those educators utilizing previous subject matter competency provisions through state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers (HOUSSE) prior to 9/1/2025, campus administration attests to the following:

- **Administrator attests that the special education teacher met previous HOUSSE provisions prior to 9/1/2025 at either the Elementary or Secondary Level**
- **Administrator attests that the special education teacher has demonstrated the required subject matter content knowledge to continue to serve in their assigned placement**

NOTE: ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

SECTION C: ELEMENTARY SPECIAL EDUCATION TEACHER OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES EC-5)

An elementary special education teacher of record must demonstrate competency in each core content area. Teachers must reach a combined total of at least 24 points across all content areas with no areas having less than 3 points. The following may be combined to reach the required points:

	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>ELAR</u>
<u>Obtained a passing score on an aligned PACT exam (See Section G of this document)</u>	___ pts	___ pts	___ pts	___ pts
<u>College credit hours in the content area (1 point for each credit hour)</u>	___ pts	___ pts	___ pts	___ pts
<u>Elementary and/or secondary teaching experience in the content area (3 points for each year of experience)</u>	___ pts	___ pts	___ pts	___ pts
<u>Documented relevant professional development aligned to the content area completed within the last three years at the elementary level that meet standard for CPE credit, outside of development required for successful completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)</u>	___ pts	___ pts	___ pts	___ pts
<u>Completed an approved residency placement* under the supervision of a special education teacher of record in the content area* (3 points)</u>	___ pts	___ pts	___ pts	___ pts

<u>Experience as a paraprofessional under the supervision of a special education teacher of record in the content area (1 point per year)</u>	_____ pts	_____ pts	_____ pts	_____ pts
<u>Science of Teaching Reading Exam and Texas Reading Academies:</u> <ul style="list-style-type: none"> • <u>Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)</u> • <u>Passing score on Science of Teaching Reading Exam or Documented completion of Texas Reading Academies (9 points)</u> 				_____ pts
<u>Totals Per Content Area:</u>				
<u>Total Combined Points: /24</u>				

SECTION D: SECONDARY SPECIAL EDUCATION TEACHERS OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES 6-12)

A secondary special education teacher of record must demonstrate competency in each core content area for which they are assigned. The following may be combined to reach the required 18 points in each area:

	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>ELAR</u>
<u>Holds a minor or major in the content area (18 points)</u>	_____ pts	_____ pts	_____ pts	_____ pts
<u>Obtained a passing score on an aligned PACT exam (See Section G of this document)</u>	_____ pts	_____ pts	_____ pts	_____ pts
<u>College credit hours in the content area assigned or closely related field (1 point for each credit hour)</u>	_____ pts	_____ pts	_____ pts	_____ pts
<u>Secondary teaching experience in the content area or closely related field (3 points for each year of experience)</u>	_____ pts	_____ pts	_____ pts	_____ pts
<u>Documented relevant professional development aligned to the content area or closely related field completed within the last three years at the secondary level that meet standard for CPE credit, outside of development required for successful completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)</u>	_____ pts	_____ pts	_____ pts	_____ pts

<u>Completed an approved residency placement under the supervision of a special education teacher of record in the content area or closely related field (3 points)</u>	____ pts	____ pts	____ pts	____ pts
<u>Experience as a paraprofessional under the supervision of a special education teacher of record in the content area or closely related field (1 point per year)</u>	____ pts	____ pts	____ pts	____ pts
<u>Science of Teaching Reading Exam and Texas Reading Academies:</u> <ul style="list-style-type: none"> • <u>Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)</u> • <u>Passing score on Science of Teaching Reading Exam or Documented completion of Texas Reading Academies (9 points)</u> 				____ pts
Totals:	/18	/18	/18	/18

Section E: FOR FIRST YEAR SPECIAL EDUCATION TEACHERS OF RECORD ONLY

For the purposes of the Texas Core Content Competency Worksheet a first-year teacher:

- holds a standard, intern, or probationary certificate,
- is a teacher for whom the applicable year is the first year of providing instruction, AND
- who does not hold the appropriate grade-banded, content area certification for their current role OR does not meet the content competency requirements detailed above for the grade band of their assignment.

Authorized administrators must provide teachers considered to be a first-year teacher with the following year-long runway to meet the content requirements as outlined in Sections C or D (e.g., professional development, passing score on an aligned PACT exam, seeking content certification, etc.):

Start Date: / /

End Date: / /

ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

Section F: ADMINISTRATOR ASSURANCES

The administrator completing this worksheet assures that the teacher identified above has met the following requirements as specified in the appropriate section(s) above (Mark the assurance that applies):

- The teacher meets subject matter competency provisions via HOUSSE prior to 9/1/25 through the attestation in Section B of this document.**
- The teacher meets the minimum point threshold for content competency in each area in which the teacher is assigned in Section C or Section D of this document.**
- The teacher meets provisions for first year teachers in Section E of this document.**

In addition to the assurances above, the administrator also attests:

- The teacher's campus administration will assist the teacher in seeking out continuing professional education (CPE), as required by 19 TAC §232.11, that addresses both the CPE requirements for the teacher's special education certificate renewal and education related specifically to the content area(s) for which the teacher is assigned to support or teach.**

AUTHORIZED ADMINISTRATOR SIGNATURE:

AUTHORIZED ADMINISTRATOR NAME (PRINTED):

DATE:

Section G: Appendix

I. PACT Alignment

PACT Core Subjects Exams

If a special education teacher of record obtains a passing score on the 701/702/703 TX PACT Essential Academic Skills (Reading, Writing, and Mathematics) and

- serves in an EC-5 placement, the teacher may count 12 points each for both math and ELAR, for a total of 24 points**
- serves in a 6th grade placement, the teacher may count 18 points each for ELAR and Math**
- There is no point value assigned for a passing score on the 701/702/703 TX PACT Essential Academic Skills for teachers serving in grade 7-12 placements.**

If a special education teacher of record obtains a passing score on the 790 TX PACT Core Subjects: 4-8 exam and

- serves in a 4-8 placement, the teacher has satisfied the content requirement in all four core content areas for that assignment.**
- and serves in an EC-3rd grade placement, the teacher may count 9 points each for math, science, social studies, and ELAR.**
- There is no point value assigned for a passing score on the 790 Core Subjects:4-8 exam for those special education teachers of record serving in grade 9-12 assignments.**

	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>English Language Arts and Reading</u>
<u>Elementary PACT Alignment (EC-5)</u>	<u>715 TX PACT Mathematics: Grades 4-8</u>	<u>716 TX PACT Science: Grades 4-8</u>	<u>718 TX PACT Social Studies: Grades 4-8</u>	<u>717 TX PACT English Language Arts and Reading: Grades 4-8</u>
	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>
<u>Secondary PACT Alignment (6-12)</u>	<u>715 TX PACT Mathematics: Grades 4-8</u>	<u>736 TX PACT Science: Grades 7-12</u>	<u>732 TX PACT Social Studies: Grades 7-12</u>	<u>731 TX PACT English Language Arts and Reading: Grades 7-12</u>
	<u>(6th-8th Placement: 18 pts)</u>	<u>738 TX PACT Life Science: Grades 7-12</u>	<u>733 TX PACT History: Grades 7-12</u>	
	<u>735 TX PACT Mathematics: Grades 7-12</u>	<u>737 TX PACT Physical Science: Grades 6-12</u>		
	<u>(6th-12th Placement: 18 pts)</u>	<u>739 TX PACT: Physics Grades 7-12</u>		
		<u>740 TX PACT Chemistry: Grades 7-12</u>		
	<u>6-12 Placement: 18 pts</u>	<u>6-12 Placement: 18 pts</u>	<u>6-12 Placement: 18 pts</u>	

II. Closely Related Fields

The following list is not exhaustive, and school districts may consider additional fields but must maintain documentation to support the determination.

Note: One foreign language is not closely related to another foreign language.

<u>Math</u>	<u>ELAR</u>	<u>Science</u>	<u>Social Studies and Social Sciences</u>
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<u>Engineering</u>	<u>English</u>	<u>Life or Physical Science</u>	<u>History</u>
<u>Statistics</u>	<u>Communication</u>	<u>Biology</u>	<u>Economics</u>
<u>Accounting</u>	<u>Speech</u>	<u>Chemistry</u>	<u>Geography</u>
<u>Finance</u>	<u>Journalism</u>	<u>Physics</u>	<u>Political Science, Civics,</u>
<u>Economics</u>	<u>Reading</u>		<u>or Government</u>
			<u>Philosophy</u>
			<u>Sociology</u>
			<u>Psychology</u>

III. Residency Information*

If a teacher at either the elementary or secondary level completes an approved residency program under the supervision of a special education teacher of record in a self-contained setting where the supervising teacher of record is responsible for one or more content areas, each content area will be worth 3 points in the residency row.

IV. Definitions

<u>Teacher of Record</u>	<u>Per 19 TAC §230.1 (24) a teacher serving as teacher of record is “An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.”</u>
<u>CPE</u>	<u>More information regarding the types of acceptable continuing professional education (CPE) activities can be found in 19 TAC §232.15.</u>
<u>Approved Residency Program</u>	<u>A residency completed by the candidate at an EPP approved to offer a teacher residency preparation route per 19 TAC §228.15.</u>

Figure: 19 TAC Chapter 235-Preamble

Standards	Current Subchapter and Section	Proposed Action	Proposed Subchapter and Section
PPR Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.11	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
Content Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.13	No change to standards	New Subchapter B. New §235.11
PPR Standards, Early Childhood-Grade 6	Subchapter B. §235.21	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 4-8	Subchapter C. §235.41	Repeal and replace updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 7-12	Subchapter D. §235.61	Repeal and replace updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 6-12, Trade and Industrial Workforce Training	Subchapter D. §235.63	No change to standards	New Subchapter D. New §235.61

**DISCLOSURE AND CONSENT FORM
ABORTION AND RELATED PROCEDURES PERFORMED
ON AN UNEMANICIPATED MINOR**

This Form is available for downloading on the Texas Medical Board website at www.tmb.state.tx.us.

Unemancipated Minor is a patient who is under 18 years old, unmarried, and has not had the disabilities of minority removed by court order.

PATIENT NAME: _____ **DATE OF BIRTH:** _____ **AGE:** _____

NOTICE: When performing an abortion on an unemancipated minor a physician must obtain informed consent as required Chapter 33 of the Texas Family Code and Chapter 171 of the Texas Health and Safety Code.

This consent must be written consent obtained from one of the patient’s parents, legal guardian, or managing conservator before we can perform an abortion on an unemancipated minor.

This consent is not required if the unemancipated minor has a court order waiving the parental consent requirement (a “judicial bypass order”).

REQUIRED DISCLOSURES AND SPECIFIC CONSENT

The patient’s parent, legal guardian, or managing conservator must initial each page only after the physician performing the abortion provides information and answers all questions about the procedure and consent. This Form must also be signed by a witness present during the disclosure and consent process.

This process should be done in the presence of the unemancipated minor to ensure full understanding of the procedure in addition to the individual consenting.

Initials of parent, guardian, or conservator

DISCLOSURES

1. The physician performing the procedures is _____.
2. I have been told specifically:
 - (1) the probable gestational age of the fetus;
 - (2) the medical risks associated with carrying the child to term;

- (3) medical assistance benefits may be available for prenatal care, childbirth, and neonatal care;
- (4) the father is liable for assistance in the support of the child without regard to whether the father has offered to pay for the abortion;
- (5) public and private agencies provide pregnancy prevention counseling and media referrals for obtaining pregnancy medications or devices, including emergency contraception for victims of rape or incest; and
- (6) the woman has the right to review the printed materials provided by the Department of State Health Services.

3. The following list is not meant to scare the patient, but to give her and her parent, legal guardian, or managing conservator adequate information to be used in making their decisions to have the physician perform the particular procedures listed and the **Risks and Hazards** of the procedure.

The patient and consenting individual must initial the following blanks indicating their understanding of the information.

General Risks with any Surgical Procedure:

- (A) Potential for infection.
- (B) Blood clots in veins and lungs.
- (C) Hemorrhage.
- (D) Allergic reactions.
- (E) Death.

Initials of Parent,
Guardian, or Conservator

Patient Initials

Surgical Abortion Procedures:

_____ Dilation and Curettage (D&C)

_____ Dilation and Evacuation (D&E)

_____ Manual Vacuum Aspiration

_____ Machine Vacuum Aspiration

Risks with Surgical Abortion Procedures:

- (A) Hemorrhage (heavy bleeding).
- (B) A hole in the uterus (uterine perforation) or other damage to the uterus.
- (C) Sterility.
- (D) Injury to the bowel and/or bladder.

- (E) A possible hysterectomy as a result of complication or injury during the procedure.
- (F) Failure to remove all products of conception that may result in an additional procedure.

Medical Abortion Procedures:

_____Methotrexate

_____Misoprostol

Risks with Medical Abortion Procedures:

- (A) Hemorrhage (heavy bleeding)
- (B) Failure to remove all products of conception that may result in an additional procedure.
- (C) Sterility.
- (D) Possible continuation of pregnancy.

Initials of parent, guardian, or conservator

Patient initials

Risks with any Abortion Procedure:

- (A) Cramping of the uterus or pelvic pain.
- (B) Infection of the female organs: uterus, tubes, and ovaries.
- (C) Cervical laceration, incompetent cervix.
- (D) Emergency treatment for any of the above-named complications.
- (E) Other as written:

Initials of parent, guardian, or conservator

Patient Initials

Specific Consent and Acknowledgement

Each line must be initialed by the patient and the individual consenting:

_____, _____ I understand that the physician listed above is going to perform an abortion on me, which will end my pregnancy and will result in the death of the fetus.

_____, _____ I am not being forced by anyone including the consenting individual to have this abortion and have the choice on whether to have this procedure.

_____, _____ I give my permission to this doctor and such other associates, technical assistants, and other health providers as the doctor thinks is needed to perform the abortion on me using the surgical and medical procedures checked above.

_____, _____ I understand that my physician may discover other or different conditions that require additional or different procedures than those planned.

_____, _____ I give my permission to my physician and such associates, technical assistants and other health care providers to perform such other procedures that are advisable in their professional judgment.

_____, _____ I **do** **do not** give my permission for the use of blood and blood products as deemed necessary.

_____, _____ I understand that my doctor cannot make any promise regarding the end results of the abortion or my care.

_____, _____ I understand that there are risks and hazards that could affect me if I have the surgical or medical procedures checked above.

_____, _____ I have been given an opportunity to ask questions about my condition, alternative forms of treatment, risk of nontreatment, the procedures to be used, and the risks and hazards involved.

_____, _____ I understand that information about abortion that is included in the law as the Woman's Right to Know Act has been made available to me as required by §171.001, *et seq.*, Texas Health and Safety Code, specifically the "Women's Right to Know Informational Brochure" and the "Women's Right to Know Resource Directory."

PATIENT ACKNOWLEDGEMENT: This Form has been fully explained to me. I have read it or have had it read to me, the blank spaces have been filled in, and I understand what it says.

Printed Name of Patient

Signature of Patient

Date

CONSENTING PARTY ATTESTATION:

I state and affirm that I am the patient's:

Father Mother Legal Guardian Managing Conservator

By my signature below, I give permission for _____ (print the name of the patient), who is an unemancipated female, to have the surgical or medical procedure set out above.

Printed Name of Parent, Legal Guardian,
or Managing Conservator

Signature of Parent, Legal Guardian,
or Managing Conservator

Date

Physician Declaration:

I and/or my assistant have explained the procedure and the contents of this Form to the patient and her parent, legal guardian, or managing conservator as required and have answered all questions. To the best of my knowledge, the patient and her parent, legal guardian, or managing conservator have been adequately informed and have consented to the above-described procedure.

Signature of Physician

Date

Authentication of Parent, Legal Guardian, or Managing Conservator.

The signature of the parent, legal guardian, or managing conservator must be authenticated. This means that the parent, legal guardian, or managing conservator must sign this Form in front of

- (1) a person who is a notary public; or
- (2) a person, other than the physician or their assistant, who was present at the time the procedure and the contents of this Form were explained to the patient and her parent, legal guardian, or managing conservator.

The signing in front of a notary public can occur at any time and at any place prior to the procedure. The signed and initialed form with the notary statement then can be brought to the physician's office or clinic by the patient.

