SZS	Candidate	Endorsements	Position toward public ed	Supports 25x25?	Current Year	History
SBOE District 1	Georgina Perez **BLOCK VOTE**		Friendly	yes	Serves on Committee on Instruction. Voted against Royal Charter application. During phone interview, pledged support to TAPE and wants to work with us on issues like 25x25. Very vocally anti-charter. Per phone call with candidate on 1/8/20, candidate does not believe in voting for any charters, ever. During phone call also expressed strong support for more educator influence on SBOE. Survey responses: PRIMARY ROLE: If I am re-elected, I hope to continue on the Committee of Instruction (CO)and serving as the TXSBOE Secretary. The COI oversees curriculum and instruction, student testing, special education programs, and alternatives to social promotion. The Texas State Board of Education (TXSBOE) website states this as our responsibilities: Sets policies and standards for Texas public schools. The primary responsibilities of the SBOE include: Setting curriculum standards, Reviewing and adopting instructional materials, Establishing graduation requirements, Overseeing the Texas Permanent School Fund, Appointing board members to military reservation and special school districts, Providing final review of rules proposed by the State Board for Educator Certification, Reviewing the commissioner's proposed award of new charter schools, with authority to veto a recommended applicant. However, and in addition to the statutory obligations above, TXSOE Members absolutely have the duty of advocating for public schools, classroom teachers, the teaching profession, and most importantly - access and equity for all Texas students. We have a bully pulpit and a microphone that should be put to use for the greater good. CURRENT NUMBER OF TEKS: In some cases, Social Studies, particularly, there are as many as triple the required objectives when compared to other content tested courses and grade levels. Please see the chart, "Student Expectations as of 6 Feb 2019," here: http://www.ginatxsboe1.com/news2019.html REVISING TEKS: One, we should visit mathematical formulas, data, and research, which illustrates best practices as it pertains to time required to teach, learn, re-teach, review, etc.; this should be reviewed according to the amount of time teachers have to cover all of the required objectives. We should also take into serious consideration our special populations: English Learners, Special Needs, Specific Needs, etc. Placing the same expectations as a one-size-fits-all is the equivalent of a rigged system intended to fail students and label schools as failing. Two, the TXSBOE has recently adopted the "Green Method" for teacher workgroups. I support this new method because it encourages and includes more highly-qualified and credentialed teachers to participate in the TEKS review, revision, and/or streamlining process. Details here: https://tea.texas.gov/Academics/Texas_Essential_Knowledge_and_Skills/TEKS_Review_and_Revision. CHARTERS: I am anti-charter. There are copious amounts of data that illustrate charters do not outperform ISD's. I do not believe in granting a second education system every economic and political advantage while we underfund the first. I do not support any public system that provides a mechanism to exclude the public voice, the public's oversight, and the entity's public accountability while simultaneously hijacking taxpayer dollars. TEXTBOOKS: Because the TXSBOE is responsible for authoring the TEKS, we do and should play a role in the approval of textbooks and instructional materials. It's beneficial to publisher's understanding of the intent when developing content. That being said, ISD's also have control over which products they purchase. Senate Bill 6 provides ISD's the ability to determine their community's needs and select the best materials to meet those needs. CURRENT CURRICULUM: The curriculum options may provide a more well-rounded education; however, the graduation requirements would better serve our students with courses such as Civic Engagement, Ethnic Studies, Speech and Debate, and Personal Financial Literacy. While I do not support adding to the graduation requirements, I would like to include these courses and others as substitutions for existing requirements. ROLE OF EDUCATORS: Teachers and Public Education Advocacy Groups should play a hand-on role in each of the statutory obligations of the TXSBOE. Additionally, the TXSBOE should play more of a checks-and-balances role for the Texas Education Agency (TEA). Teachers and Public Education Advocacy Groups should be included in this work as well. TESTING/Standardized tests that are evaluated by a third-party and receive above minimal acceptance scores should be used as diagnostics at the beginning of the school year. Our STAAR/EOC assessments have not met these requirements, and they are administered at the end of the school year. Not only is this measure unbalanced, but there is also little to no opportunity to improve - resulting in retention or remediation in the next grade. Neither of which increase student performance. PRIORITIES: I will continue to work on always improving the TEKS and including more highly qualified and credentialed teachers in this process. Additionally, I will continue to focus on access and equity in our public schools. My first term's initiatives included Path2Diploma (http://www.ginatxsboe1.com/path2diploma.html) and Dual Language (http://www.ginatxsboe1.com/dual-language.html), both were accomplished. My second term's initiatives include Diploma Opportunities for Texas' Incarcerated Youth and a TXSBOE focus on Childhood Adversity. 25x25: • I commit to this challenge and actively work in my district and on the TXSBOE to achieve #25x25. One way we can accomplish this is reducing the investment in STAAR/STAAR prep; STAAR prep materials, data micromanaging, data dissemination, data shaming, test day shutdowns, and substitutes - far too much money, time, and stress that are sent parcel to the drill-and-kill, test-to-death current processes) and investing these dollars into teachers, classrooms, and students. A system that focuses on student outcomes with an unequal focus on access and equity (adult inputs) is not a plan to succeed but rather a destructive path to economic instability. Personal initiatives as member of SBOE: El Paso Back2School drive, helping to build libraries especially in rural communities, Cotton Valley scholarship, Difference Maker Student Leadership award, expanding the Dual Language Program, Every Student Every Day (Each year, during the month of May, I invite community leaders to join me as I visit public schools to lay down student debt in cafeterias, libraries, and textbook rooms. The purpose of the initiative is to ensure that students in need do not face any negative consequences due to the inability to pay), GSA student food and toiletry pantries in high schools across the SBOE 1 area; expanding the IB program; IGCs; Texas Student Civic Engagement; SBOE 1 mentorship program. Holds a monthly breakfast with area School Board Trustees. Served on Long Range Plan committee. Helped to create African American studies class. Pushing for more thorough health TEKS. Made the following recommendations for the Generation 26 charter application, beginning in 2021: In June 2019, our office made several recommendations to the Charter Application. Data - In the past, charter applicants were able to use their own accountability ratings rather than the state's TAPR or A-F Accountability Scores. Now, charter applicants must use only TEA published data. Timeline - Application interviews will occur during the week of July 27th 2020; Commissioner Approval will occur in August 2020; TXSBOE Veto Public Hearing will be in September 2020. This schedule provides advance notice to the public and ISD leadership to make arrangements to attend the TXSBOE Public Hearing. Application Notice - Board of Trustees President and TXSBOE will receive a signature required certified letter of notice. Community Meeting Notice - TXSBOE will receive: Legislature, Superintendent Notice of Agency Website - Applicant notice of Community Public Meeting will be placed on TEA's website https://tea.texas.gov/texas-schools/texas-schools-charter-school/charter-school-applicants-notice-community-meetings. Charter Location - Applicants are not required to list an address, zip code, or ISD boundaries from which they will pull students. Keeps her constituents thoroughly informed through her website, which features a News section, a blog, a list of her personal initiatives, and more. Her website is here: http://www.ginatxsboe1.com/.	**Information**: Elected in 2016. Up for re-election in 2020. Retired teacher working on doctorate in Educaitonal Leadership. Holds certification in ELA/Reading for 8-12 and Generalist 4-8. Author of Unity Framework: Critical Literacy Lessons. Community activist for women and Latinos. Founder of El Libro, an advocacy and lobbying group. Founder and creative director of Texas Student Civic Engagement Project. Quoted in El Paso newspaer in Aug 2017 claiming to be against the expansion of charter schools without accountabilitlity. Crafted prclaimation supporting the implementation of ethnic studies courses. Serves on the Long-Range Plan for Public Education Steering Committee. Recognized by her peers for leadership on Path2Diploma, an initiative resulting from SB 463 (IGCs). **2016 ATPE Survey Responses**: ROLE OF EDUCATORS: I believe that educators should occupy all 15 elected member seats at the SBOE. Educator groups should be represented on all review panels - from textbooks to TEKS, etc. NUMBER OF TEKS: I believe that too many Standards are taught / tested each year. For example, 8th grade ELA teaches / tests more standards than any other year. Another example is in middle school math. Rather than developing on previously taught standards, teachers are forced to reteach previously taught standards and then forced to teach too many, too fast, in order to prepare for tests. CHANGES TO PROCESS OF ADOPTING TEKS: Yes. We need input from students. We need lots more input from teachers who are in the classrooms implementing these standards. On too many occasions, we have witnessed educators review TEKS and point out factual inaccuracies - only to be ignored by SBOE members, committees, etc. CHARTERS: Texas charter schools, and charter schools in general, have been a colossal failure. In addition to siphoning public funds into private schools, charter schools are not preparing kids for career or college any better than public schools. Often, the charter school experience is worse. TEXTBOOKS: SBOE should play a leadership role in textbook development and adoption, as well as instructional materials. SBOE members should be educators. CURRICULUM CHANGES: I would like to less standardization in state curriculum. I would like to see a more holistic approach to teaching and learning. I would like to see teachers be able to actually teach, create curriculum and lessons. I would love to see kids having fun and looking forward to going to school each morning. I would love to see teachers have the autonomy to develop the schools they know their kids need (and deserve). SBOE VETO POWER OVER SBEC: I do believe that SBOE members (who are certified educators) should be able to review rule actions taken.
	Jennifer Ivey		Neutral	yes	Survey responses: PRIMARY ROLE: The most important rolls if elected would be to ensure that conservative values are included in all aspects of educational decisions. CURRENT # OF TEKS: I feel very embarrassed that the state of Texas continues to do so poorly. REVISING TEKS: I would recommend that we remove the teks completely and allow teachers to teach instead of teaching how to test. CHARTERS: I do feel that charter schools have been successful especially in Texas. TEXTBOOKS: I think that the State Board of Education should have a primary role in approving textbooks and instructional material. However I want to empower parents to opt-out or have the ability to remove their child from classrooms that could be offensive to their religious beiefs. CURRENT CURRICULUM: I do not think that our children are receiving a well-rounded education. The changes that I would make is to offer more courses in vocational studies. As well as including life studies so that kids can be more prepared for living independently from their parents. EDUCATORS' ROLE: Educators and public groups should be at the forefront in all activities of the sboe. They are the ones on the front line and are able to provide direct observation of what is transpiring in the classroom. GRADUATION/PROMOTION: I do not feel that standardized testing is necessary. I think our goal today is to create a successful citizen as well as a good student. PRIORITIES: My priorities would be to provide a thorough oversight for parents to be represented correctly in that they will have the ultimate decision as to what their child will be exposed to with the Texas curriculum. 25x25: Definitely I am committed to working towards moving Texas as far up the ladder as possible in comparison to the nation.	
SBOE District 2	Ruben Cortez	2020 - Texas Parent PAC 2018 - TSTA, Texas AFT 2018 - TSTA, Texas AFT	Friendly	Yes	Self-Employed. Current SBOE member. Voted to reject Royal Public Schools application in committee.WHAT'S BROKEN?The only thing broken about our public school system is how underfunded it is. While HB 3 helped restore much of the funding cut in 2011, it is nowhere near what schools need to provide adequate classroom resources for students and to recruit and retain the best teachers. We need to dedicate reliable, long-term revenue sources to funding public education going forward and ensure that future legislatures cannot starve our schools. We also need to reassess the way our students are tested and reduce the reliance on high-stakes standardized tests. PRIORITIES: Providing permanent, adequate, and reliable long-term funding for public education. Reducing high-stakes testing. Increasing teacher pay in order to recruit and retain the best candidates to the teaching profession. FUNDING: It should increase significantly. MONEY FOR INCREASED FUNDING: This is a matter of budget prioritization. For example, Texas is spending almost $1 billion every two years to have DPS troopers write traffic tickets in the Rio Grande Valley in the name of "border security." This money could be better spent on giving our students the resources they need to succeed in the classroom and beyond. We can also address loopholes in taxes and fees the state is already assessing. CHARTERS/VOUCHERS: Under no circumstance would I support a voucher of any type. STAAR/CHANGES: There are well-documented flaws with the STAAR test, including problems with the reading level of many of the questions. The recent study has only clouded the issue. We should fully investigate whether STAAR can and should be fixed or replaced with something different, and in the meantime we should eliminate the high-stakes nature of STAAR and decouple it from the school accountability system. PROMOTION/GRADUATION: I fully support IGCs and allowing educators and parents determine what is appropriate for each individual student. IGCs: I would support eliminating the sunset provision and making IGCs permanently available. A-F SCHOOL RATINGS: A-F unfairly labels students as failures based upon test scores across an entire campus or district. This is harmful and unfair, not to mention inaccurate. A-F relies almost entirely on STAAR data and oversimplifies what goes into school performance.MERIT PAY: Teacher pay should never be tied to STAAR scores. All teachers deserve to be paid a professional salary that acknowledges their training and expertise. Pay should be high enough to attract top candidates to the teaching profession and should increase significantly over time to incentivize retention and reward teaching as a lifelong career. CLASS SIZE CAPS/WAIVERS: I support class size caps and oppose any waivers from class size limits. ATTRACTING/RETAINING TEACHERS: It begins with better compensation, which is a matter of budget prioritization. We also need to improve teacher healthcare by updating the funding formulas for TRS-ActiveCare and TRS-Care. We should also encourage a much more robust mentor teacher program in order to decrease early burnout. COLAs: Retired teachers should receive an annual COLA, and doing so requires getting TRS actuarially sound. Finding a long-term fix to begin reducing the amortization period should be a top priority. TRS CARE: The funding formulas for both TRS-ActiveCare and TRS-Care are in need of updating. We should reassess the long-term funding needs for each and focus on building a long-term solution. TRS PENSION SYSTEM: TRS should remain a defined benefit plan to ensure retirees receive lifetime benefits. That is the promise we made and it is still a cost-effective plan. I oppose converting TRS to a defined contribution plan. SUPPORTS 25x25: I will happily fight to achieve the #25x25 goal for public education in Texas!	**Information:** First elected to the board in 2012, re-elected in 2014 to a full term, and 2018. Up for re-election in 2022. Current board secretary. Businessman from Brownsville. Former board member for Brownsville ISD.-Former Region 1 board member. Serves on Committee for School Initiatives, which oversees agenda items related to charter schools, SBEC rules, and the appointment of school board members for districts located on military bases. He also served on the board's Ad Hoc Committee on the Long-Range Plan for Public Education. -No large personal donations from PACs (checked personal financial statement- just contributions from individuals) -Supported court decision that found school funding unconstitutional **Board/Voting Record:** Very involved with Mexican American textbook controversy (was against state's recommended book). Voted against Great Hearts Charter in 2013. Wrote an anti-voucher resolution in 2013.
SBOE District 3	Marisa B. Perez-Diaz	2018 - TSTA	neutral		THIS SEAT IS NOT UP IN 2020. Voted against Royal Charter application. Serves on Committee on School Initiatives. Survey responses: PRIMARY ROLE: If re-elected to the Texas State Board of Education, as I have made it my priority over the last 7 years; I will continue to ensure that students (the board) review our TEKS and implement our curriculum standards for K-12 public education, our current Texas educators and administrators have a seat at the decision-making table with us in the school; that is being reviewed. Likewise, as we make decisions on board member training, support and/or make recommendations associated with the State Board for Educator Certification, and the many other important topics we cover I will communicate with stakeholders so that the policy being created is best informed by those individuals and communities who are directly impacted, ALWAYS keeping in mind that the educational success of the 5.4 million children in Texas must be at the center of my "why." CURRENT # OF TEKS: I believe that our current curriculum standards cover an incredible amount of information, and I support the ongoing work in the development of our students, can be reviewed for clarity, brevity and outcomes. During my tenure on the board, the SBOE has undertaken the process of streamlining our core content areas for this exact reason. It has been a long process thus far, but the work is necessary and should absolutely continue, so that we may give our educators in the classroom the time necessary to engage in learning with our students on a deeper and more informative level. ADOPTING/REVISING TEKS: Absolutely. I am aware of the timeline challenges and constraints that the Board has to align to instructional materials adoptions and the biennial allotments provided to districts by the Legislature; however and more than ever, we must ensure that we do not "rush" information, but provide ample time for the board to digitize recommendations well before the board meeting so that stakeholders who are not formally a part of the board, the SBOE has dedicated the process of review the recommendations with more time to provide questions or additionally recommendations on what is being recommended by the review committees. Perhaps working toward video and audiorecording all review committee meetings and making them public would further support transparency. CHARTERS: I have always taken a balanced approach when it comes to the State Board of Education's role in charter schools. By law, charter schools are public schools, and though I have concerns regarding the practices of some of the charter operators in Texas (Texas Education Agency issues a legislatively mandated letter of intent to each charter school that has been identified), I also understand that there are some successful charter schools that could be a model for traditional public school districts. Under the veto power that the SBOE has, I always look to see whether the charter has done their due diligence in getting to know and understand the community they hope to serve, that they have strong and proven curriculum proposal, that they value family and community engagement, and are proposing an innovative approach to education that has ties to the community they propose to serve. TEXTBOOKS: I believe that the State Board of Education plays a critical role in approving textbooks and instructional materials for the State of Texas. As a result of SB6 in the 82nd Legislative Session, districts have the flexibility in decision-making when it comes to the adoption of instructional materials; which I believe is a beneficial piece of legislation that I support, as districts that have the capacity to internally make those decisions. However, for smaller school districts with limited staff, a reliance on the SBOE instructional materials review process results in an important and necessary resource in the creation of a list of formally vetted (TEKS alignment) options for instructional materials. CURRENT CURRICULUM: Again, I believe that our TEKS are currently heavy in both content standards and process standards not allowing for the depth that our students could benefit from in core content areas. Additionally, as a result of our graduation pathways and graduation requirements, our students may not have the opportunity to engage in many important and enriching elective options in our curriculum choices. A review of the graduation requirements to better align our students' expectations across different content areas might be away for the board to alleviate some time-restrictions for student pathways. ROLE OF EDUCATORS: Educators and educator groups should always have a seat at the decision making table when it comes to the policy decisions of the SBOE. The majority of the Board's work directly impacts the work they are expected to execute in their daily responsibilities. Their voices are critical as they are able to provide perspective regarding practical application of policy. TESTING/PROMOTION: I believe that formative testing to assess progress is critical to the growth and development of our students. This provides a way for educators to understand where learning gaps exist for students and can then inform necessary interventions to address those gaps. That said, high stakes summative testing provides unnecessary stress on both educators and students which moves our education system away from the work of true teaching and learning! PRIORITIES: a. Ensure that I continue to remain communicative with the districts that I represent and consistently offer opportunities for educators and practitioners to engage in decision-making. b. Highlight the priorities of the stakeholders in my community and address them with the Board and/or Commissioner of Education when necessary c. Engage in local conversations in District 3, ensuring that I remain aware of trends, perceptions and challenges in my district. 25x25: Without a doubt. Offering opportunity, equity and access is critical to that mission and that is what I have worked toward and will continue to do should I be elected.	**Information:** CPS officer. Worked for San Antonio ISD as governmental relations. Vice-chair of SBOE Committee on School Initiatives(SBEC review, long range plans, extracurricular, school board member training). Elected 2012. Served on Committee on Instruction 2013-2016. Currently serves as vice chair on Committee on School Initiatives. From webpage: advocates for "proper public education, equitable textbook review processes, local control of teachers and school districts and strengthening the relationship between policymakers and school officials." **Voting record:** Supported SBOE's anti-voucher resolution. **2016 ATPE Survey Responses**: PRIMARY ROLE: If re-elected to the State Board of Education, I will continue to prioritize, as my primary role and responsibility, 1) the nomination of practicing educators from across District 3 to serve on TEKS review and textbook review committees; 2) make informed and responsible investment decisions pertaining to the Permanent School Fund that will yield the best results for return on investment back into our schools; and 3) keep all necessary stakeholders informed of issues pertinent to their roles in the education sphere to ensure that the most beneficial decisions are being made to support the success of our scholars in the classroom. ROLE OF EDUCATORS ON SBOE: Educator/Educator groups are vital and necessary partners not only in the final policy decisions being made by the SBOE, but are also significant contributors for proving guidance toward future issues/challenges/decisions that need to be taken up, which are not always clear to those who do not work in the field. As individuals who are fully committed to the work of education on a daily basis, educators are THE best people to engage in order for policy makers to understand the short and long-term implications that decisions have on everyday practice and thus projecting the impact on student achievement. Educators/Educator groups must have a seat at the table and be heard and should always have their opinions/recommendations considered. Not only does this help to support our schools and scholars; when an educator's voice is heard and respected in the decision-making process, this could be a turning point in teacher retention. NUMBER OF TEKS: Unfortunately, the breadth of our Texas Essential Knowledge and Skills, in many cases, far outweighs the depth. Time and again, I have engaged in conversations with practitioners who are passionate about the content they teach, but disheartened with the amount of time they have to cover the subject matter. The "180 instructional days" that are so often spoken about are not truly reflective of what is happening in our schools. Our scholars are pulled from instructional time, throughout the year, for a variety of reasons, which further exasperates the issue of "mile wide and inch deep" standards. Now, not only are we looking at too many standards in a short amount of time, we are also facing interruptions within that insufficient time. CHANGES TO CURRICULUM: I believe that recent graduation requirement changes (HB5) have unfairly opened the door for not only more well-rounded scholars, but also more opportunity for our scholars to explore future careers that they may not have otherwise been exposed to. That said, this change only benefited our high school scholars. While I believe that all of us who work in education intend to foster well-rounded scholars, I feel as though our curriculum standards are so expansive that they pose a serious challenge for so many of our committed educators to wholly provide a meaningful experience in the content. Thoughtful unpacking of our curriculum standards is absolutely necessary. Since serving on the board, we have started this process by prioritizing core content areas, beginning with Science, with a plan to work our way to additional TEKS assigned content. I believe that as long as the SBOE continues this process with educator feedback, we are on the right track. CHANGES TO ADOPTION OF TEKS: There is always room for improvement and as a committed life long learner, I recognize, after having gone through a few TEKS review cycles, that there are certainly some things that we must change. The first would be maintaining fidelity to the transparency in our process: we must do better to communicate to the community when our committees are meeting and who is serving on our committees. Although the review committee capacity is limited, that does not mean that committee members should work in silos. Other individuals should have access to our committee members as they work through the review process to provide as much feedback as possible on what is relevant, necessary and applicable. The board should also be given more than two to three days to make decisions based on final public comments and review committee recommendations. There have been times when the board receives stacks of recommendations for changes just a few days before a final decision is to be made. This is not a sufficient amount of time for board members to go through recommendations and make a truly informed decision, in cases where there are stacks and stacks of submissions to read. CHARTERS: Overall, the performance of charter schools is unimpressive. There remain early generation charter schools that serve a particular niche, however throughout the generations, the need to innovate and expand has resulted in redundancy and saturation in some parts of our state. I believe that Texas currently has a multitude of choice in our traditional school districts and current charter schools. It would be my desire to see a halt to the expansion of additional charter schools, until a proper assessment can be made to determine the efficacy on student achievement that current charters have and begin the process of closing down those institutions that are not turning out results before adding new ones. We cannot continue to add schools and add schools for the sake of "choice," without responsible insight to the current environment. Texas scholars deserve to have their schools assessed and be held accountable. TEXTBOOKS: Just as the SBOE seeks out stakeholders to serve on review committees for the Texas Essential Knowledge and Skills, the SBOE must do the same for the review and adoption of all instructional materials. It is the responsibility of each member to identify and recruit individuals who bring to the conversation expertise in the subject matter, an understanding of pedagogy and classroom application. The SBOE must also listen and consider the recommendations made through public comment and weigh the most appropriate feedback given to determine whether an instructional material is appropriate and classroom ready. SBEC VETOES: Absolutely! SBEC is an appointed board and therefore is answerable to the Commissioner of Education. As an elected body, the SBOE has a responsibility and is accountable to our constituents. SBOE members serve to speak for the public and share concerns or questions that arise with certification issues. Therefore, the authority to review and veto rule actions should remain intact.
SBOE District 4	Lawrence A. Allen, Jr.		neutral	YES	Educator. Current SBOE member. HISD administrator and son of current House member Alma Allen. Survey responses: WHAT IS BROKEN? Adequate and equal funding, as well as teacher pay to recruit for high need campuses. PRIORITIES: Funding, stopping the HISD takeover, and affordable healthcare. FUNDING: increase. FINDING THE MONEY: We desperately need to do two things: first, we need to make the current funding more productive, less redundant process, testing, or administrative burdens placed on the districts and individual schools. This will allow districts to do the job they were hired to do and are passionate about, not spend their time jumping through hoops. Second, with the Texas population expected to double in the next 30 years, we need to find new sustainable long-term funding streams to account for those population increases and inflation. Many funding streams have been proposed in the past such as using the Rainy Day fund, increasing property tax, or increasing the portion from oil and gas severance tax and motor fuels taxes. While any of these would potentially get more money, we need to be careful that any structure put in place is not regressive or burdensome for our hard working families. PRIVATES/CHARTERS: None. CHARTER CURRENT TERM: While assessment is very important and should be used as a diagnostic tool at the beginning of the school year, so it becomes a diagnostic tool. PROMOTION/ADVANCEMENT: I support IGCs. IGCs/SUNSET DATE: I believe they work and that we should end the sunset date. A-F CAMPUS ACCOUNTABILITY: The A-F tool is an oversimplification of the things that make a campus and the students successful. Measuring student growth and across the board access to quality Pre-K programs would do more than an A-F system that relies heavily on test scores. MERIT PAY: I do not agree with merit pay tied to test scores/student performance. I do agree with providing extra pay to teachers that go to struggling campuses. If we tie money to test scores we discourage that from happening. CLASS SIZE CAPS/WAIVERS: I support class size camps. The current system of waivers is not strict enough. I understand waivers for an influx of students in the middle of the school year. I believe districts are currently being granted unnecessary waivers. ATTRACTING/RETAINING TEACHERS: Increase pay, provide classroom resources in order to eliminate out of pocket expenses, make tests diagnostic instead of punitive, and restore loan forgiveness programs. We also need to expand Medicaid in order to access more affordable health care. COLAs: Every year. TRS CARE: The state should base the funding of TRS Care on the actual cost of healthcare, rather than teacher salaries. TRS PENSION: It should stay a defined benefit program. Despite the fact that we owe it to retirees who worked despite being paid well below the national average, a 401k plan does not provide adequate stability to retirees, especially because 401k plans are extremely sensitive to market fluctuations and can be devastated by economic downturns. 25x25: Yes. As of 2/25, received $5000 from Charter Schools Now PAC.	**Information:** 3rd- generation educator. Former HISD administrator. Mother is Representative Alma Allen of District 131. Elected to the State Board of Education in 2004 and re-elected in 2006, 2010, 2012 and 2014. He serves as a member of the board's Committee on School Finance/Permanent School Fund, the committee which oversees the Permanent School Fund, the nation's largest education endowment. The committee also oversees policies for some funding and auditing functions. He previously served two terms as vice chair of this committee. Allen previously served on the Committee on Planning and Committee on Instruction. Allen also served a term as vice chair of the 15-member board. He thinks lawmakers may need to reassess a provision that forbids keeping the same principal on a campus rated academically unacceptable for two consecutive years. Such schools must be addressed, he said, but officials should be able to look at why a school is rating before disposing of the principal. **Voting Record:** Voted against Great Hearts Charter in 2013.
SBOE District 5	~~Ken Mercer~~		~~Unfriendly~~		~~Absent for Royal Charters vote. Not seeking re-election.~~	**Information:** No previous education experience. First elected to the board in 2006. Up for re-election in 2020. Former member of the texas House. Current member of the Committee on School Finance/Permanent School Fund. Previously served as chair of Committee on School Initiatives, vice chair of the same committee and vice chair of the Committee on Instruction. **Voting Record:** Part of the voting bloc involved in altering social studies textbooks. Voted against a requirement to give the board 24 hour notice before submitting amendments. Voted for throwing out ELAR standards and presented his own with no introduction, research, or warning. Voted to bring in Great Hearts Charter Schools out of Arizona. Voted for hiring a Permanent School Fund investment consultant that was the highest bidder and had been rated the lowest by PSF professional staff. Voted for teaching creationist arguments against evolution in science textbooks. Voted against teaching social studies students that the U.S. Constitution protects religious freedom by barring gov from promoting one religion over others. Opposes teaching students medically accuration info about contraception. Voted for Language Arts standards fo phonics and grammar that were opposed by a majority of English teachers in Texas. Against Pre-K programs. Voted against 2013 SBOE anti voucher resolution. **Incumbent not running for re-election.**
	Rebecca Bell-Metereau **BLOCK VOTE**		Friendly	YES	ROLE: My primary role will be to research and advocate for the best, most effective curriculum, based on data, critical and scientific research on the most effective programs, not just in the United States, but in other countries as well. My role will be to form a collaborative and productive relationship with the education community, TEA, citizens of Texas, and the legislature so that we can all achieve our common goal of providing the best, most relevant education for our young people. I pledge to be open-minded, tolerant, respectful, and rigorous in my thinking, my research, and my efforts to find common ground and solutions to difficult problems. TEKS: The number of standards is not the main problem, but the attempt to streamline without being certain of terminology seems to be an issue, according to Dr. J. Richard Gentry's research in "Raising Readers, Writers, and Spellers: Messing Up Literacy in Texas," addressing the question, "Why have reading scores flatlined in Texas?" Other researchers in the field seem to agree with his assessment. The board and those working on TEKS will need to do more homework and actually research and analyze terms, rather than use handy catch phrases indiscriminately. For example, encoding and decoding are used interchangeably in some areas. Also, the board needs to see where the existing TEKS overlap with common core and not try to reinvent the wheel. At the same time, they should look at changes in the college board exams and update materials accordingly, as they have done with great success in the Los Angeles school district, the largest in the nation, working with a similarly diverse population. CHANGES TO TEKS ADOPTION: I would recommend that we carefully examine the qualifications and publications of subject area experts and also work on making sure that terms are used accurately, that the writing is clear and readable, and that it be geared toward the practical issues teachers face. CHARTERS: According to the studies done comparing charter and public schools, they do not perform as well as public schools overall. While there are some excellent public charter schools, and many good private charter schools, these need to be evaluated on a case-by-case basis, and new charters should not be approved indiscriminately. TEXTBOOKS: I believe that SBOE should have oversight, as long as the board is actually qualified, well informed, and basing their assessments on the latest research and best practices. The board should not undermine the work of teachers and scholars who are subject area experts, and they should not base their critiques on idiosyncratic personal or religious views. DO YOU FEEL CURRENT STUDENTS RECEIVE WELL-ROUNDED EDUCATION? There are a number of areas that would like to see developed more in the curriculum that could be de-emphasized. I teach English and film at the college level, and when I teach various films, I often have to fill in my students in on historical issues, or information about the various forms of government and social norms around the world. They often ask why they never learned about these things in high school, and I've kept notes on some of the areas they seem to have missed. Of course, this may simply have been a lack of attention on their part. I would like to see an age-appropriate, comprehensive and up-to-date sex education curriculum, because many parents don't seem to be comfortable discussing these issues with their children. These days, the internet can be a matter of life or death, and to let embarrassment or fear dictate what we leave out of our education is not a service to society or to our young people. They are more sophisticated and mature than many parents realize, and trying to shelter them or whitewash issues is simply futile in the age of the internet. I would also like to emphasize determining facts and using a variety of fact-checking and research methods. Students often inadvertently plagiarize material from blogs, not realizing that their teachers can and should be able to see sources that could be easily checked. I would like to see more about the failure of native American boarding schools and their impact on Native American culture, women's history, and history, and they would like to learn skills and tools that will be useful for them in finding satisfying and useful employment. Some teachers overcome these gaps with their own initiatives, but the curriculum needs to be made more stimulating and relevant to real-world problems and challenges, in my view. Also, students on the spectrum or students with disabilities need to be included and mainstreamed wherever feasible, sharing in common discussions of issues that will affect the lives of young people. WHAT WOULD YOU CHANGE? I believe that some requirements are included in the curriculum in order to look rigorous, and that they really do not address the needs of the 21st century. For example, Algebra II is very useful for students who wish to pursue certain areas of study, but it is not as useful as a course that would include statistical and financial literacy, which address the needs of all students. Many of today's students need more work on research skills, some familiarity with coding, and a stronger education in civics, the rights and responsibilities of citizenship, and how to conduct civil discourse and fact-checking. ROLE OF EDUCATORS IN SBOE? Educators and educator groups should be strong partners with the board, allies in finding the most challenging, effective, inspiring and useful materials and methods. This should be a collaborative effort, where everyone is free to express opinions and offer the best research and evidence for decisions. STAAR FOR PROMOTION/GRADUATION: All of the studies of high stakes testing indicate that testing is detrimental to education. Diagnostic and formative testing at the beginning of the year can be useful in establishing a baseline information for teachers, but it should never be punitive. Testing should also allow students a variety of measures and ways of demonstrating competency. We must give teachers guidelines, the latest research, and time to plan cooperatively (not competitively), allowing teachers to teach the subject, not teach to the test. A number of other states have had success with a variety of materials and methods, and the SBOE and the educators who work to develop curriculum should collaborate to arrive at the best, most effective standards, methods, and curriculum. PRIORITIES: My main priority will be to encourage my fellow board members to address in some practical ways through education the issues that will face Texas in the near future, such as the harmful effects of climate change, demands of a rapidly changing population and labor force, income inequality, and a growing atmosphere of intolerance for diversity of values, backgrounds, and views in our society. I teach, and I know from experience that our students are the most generous, tolerant, and open-minded generation I have witnessed in over three decades of teaching. We need to nurture their natural curiosity and provide them with the tools to succeed and solve the many problems that face us as a state, a nation, and a planet. I would also like to address some process issues on the board. I would like to see the board improve the procedures for hearing public comments. I have attended so many SBOE meetings where board members simply take the opportunity to express their own views and opinions, rather than listen to the many scholars, experts, parents, students, teachers, and concerned citizens who travel many miles to have their three minutes of time to comment. Often people have to wait until late in the evening to get a chance to speak, or they may miss that opportunity. That is wrong. I will also do my research so that I am familiar with the issues and the strongest findings and best practices in public education, so that my recommendations and decisions are based on data and research, not on my personal feelings or possible prejudices. I will maintain an open mind and come to conclusions and often, I hope, consensus on the education that will best serve our students and our communities. 25x25: I will absolutely commit to this modest goal, but I will also encourage all of us to shoot for a higher level of performance, along with greater commitment of resources to our most precious population and our most important product--students and their education for the future.	Volunteered in San Marcos Public schools; both daughters public-school graduates. Former teacher. Ran for HD 45 in 2018. Priorities: funding for education, defined benefits for retirees and an up to date curriculum. Legislature needs to access Rainy Day funds for education. Texas should accept Medicaid funding to help support health care needs. TRS should be a defined benefit. Test scores should not be used for school accountability, teacher evaluation, or student progress. Supports holistic and portfolio work being evaluated to measure student progress. We need to look for best practices around the world. Supports a state funded across the board pay raise for all Texas classroom teachers. Student performance should not determine teacher pay. We need to encourage teachers to work with the high risk students, not attach penalties. Does not support vouchers, tax credits or the like. Supports payroll deduction for membership dues.
	Lani Popp		Neutral		From website, her priorities: "Ensure historically amd scientifically accurate, age appropriate curriculum standards, review textbooks to prevent bias, protect permanent school fund, reform our broken state standardized testing system, and recognize excellent schools, teachers, and students." Candidate did not respond to survey despite two reminders.	
	Stephanie Berlin		NR			

SZS	Candidate	Endorsements	Position toward public ed	Supports 25x25?	Current Year	History
SBOE District 6	~~Donna Bahorich~~	~~Greg Abbott, Dan Patrick~~	~~Unfriendly~~		**Incumbent not running for re-election. Absent for Royal Charters vote.**	**Information:** ~~First elected in 2012. Up for re-election in 2020. Appointed chair of the board by Governor Abbott. Dan Patrick's former campaign manager. Member of Committee on Instruction, which oversees issues such as curriculum standards, instructional materials, innovative courses and career and technical education. Previously served on Committee for School Initiatives, and Ad Hoc Committee for Long Range Plan for Public Education.~~ **Voting Record:** ~~Voted to bring in Great Hearts Charter Schools out of Arizona. Not an educator. Voted against 2013 SBOE anti-voucher resolution.~~ **Incumbent not running for re-election.**
	Michelle Palmer **BLOCK VOTE**		Friendly	yes	ROLE: My primary role would be to make certain that experts in each field are put on the committees that analyze the curriculum and make adjustments as necessary during the review process. I would also make certain that the curriculum includes factual information so that our students are not left behind in the economy of the future because they do not know the facts that are agreed upon by the majority of scientists, historians, or health experts. However, I would also make certain to testify and lobby in the state legislature for greater funding for public schools as well as a moratorium on approval of any new charter schools or charter school systems until such time as an audit can be completed. This audit would need to include not just a financial audit but an audit of accommodations provided to special education students and those with 504 accommodations. I would also lobby and testify for a law that shuts down charter schools if their state accountability rating is not at least as high as the public schools around it or if they are not educating special education students at approximately the same percentage rate as the schools around it. CURRENT # OF TEKS: I am a social studies teacher so I am horrified by the number of standards in some of the courses that I have taught. I would like to see Texas history taken away and added as a unit in US History and US History split into 3 years instead of 2. I would also like to see World Geography and World History combined but taught in 2 years. Perhaps, one semester of World Geography and one of World History in the Freshman Year and then continue the rest of World History the sophomore year. I am not as familiar with other subjects in high school, but I have mentored English and Science teachers and know that they feel overwhelmed trying to get students to truly understand every skill or piece of content at a deep enough level to not just pass the STAAR but also use that knowledge after the course is over. I taught eighth-grade math and felt that the standards at that time were acceptable. They built on the skills of the prior grades and prepared the students for Algebra. However, now most schools are teaching Algebra in eighth grade and skipping the skills they were learning in eighth grade and that worries me. We need to adjust the sixth and seventh-grade curriculum to fill in this gap. I am also worried about the Health standards. I know that they are reviewing it this year but I worry about the chosen committee continuing the abstinence-plus route that Texas has been on for the last decade-plus. In addition, it seriously concerns me that the only mention of rape in the curriculum is in how not to be a victim. This is a very victim-blaming mindset and I would like to see the concept of consent taught from Pre-K through high school. I realize this might add to the curriculum that is already overburdened but there are possibly other areas in which we can trim. One of the reasons that the standards are so specific as they are is because of testing. If we did not have mandatory STAAR then we would not have as specific of TEKS. Case in point, the World Geography (not tested) standards number about half those of eleventh grade US History (tested.) RECOMMENDED CHANGES TO TEKS: I would like to see more active teachers of the subject involved in the process. Experienced teachers who have taught the subject for several years bring an invaluable knowledge base to the process. They know how students react to the curriculum, how they process it, and whether it is age-appropriate. I would like to see less politics involved in the process as well. CHARTERS: I do not believe charter schools have been a good thing for Texas students as a whole. I completely understand why parents make the choice to send their children to a charter; however, charters have caused more segregation in our urban areas and they often tend to pick their students by suggesting to parents that their special education child or EL child would be better served elsewhere. Therefore, I would fight for a moratorium on approval of any new charter schools and would vote against approval of new charter systems. I would fight for (as mentioned above) an audit of all existing charters. The audit would include financial issues as well as the percentage of special education students taught and whether they are getting their accommodations, whether EL students are getting their accommodations and have teachers who are ESL certified. I would also fight for SOME KIND of public accountability for charter schools as well as transparency. Our tax dollars are being used, our children are in their hands, and we cannot see how those dollars are being used or how the schools are being run. TEXTBOOKS: Texas is the largest state that controls this at a state level. It should NOT be under state control. The districts in Texas are so diverse, that one body choosing instructional materials that ALL of them will use goes completely against all logic and best practice. Large districts shouldn't even have complete control over which materials are used in their very diverse schools. PROPOSED CURRICULUM CHANGES: According to many experts, the eighth-grade US History standards are full of erroneous information. If students are learning incorrect information as factual, then how will they be able to determine the bias of news sources? I would also like to see the LGBT civil rights movement added to the civil rights unit in eleventh grade US History.In the science standards, there is no mention of climate change even though 98% of scientists agree that it is at least partially caused by the actions of humanity. The standards in our chemistry and environmental systems courses (at least) need to explicitly teach the science behind climate change. In Health, there are several issues. The first is that rape is taught in a way that blames those who have been and will be raped. It never mentions consent, how to get it, what it looks like, or why it is important. Consent is taught in elementary "don't touch her if she doesn't want to be touched,' but is rarely mentioned again. We need to explicitly teach our students about consent in this world in which 1 in 6 women and 1 in 33 men will be raped in their lifetime. ROLE OF EDUCATOR GROUPS: Educators, Professional organizations (NCTE, NSTA, NCTM, NCSS,) educator groups, PTAs and PTOs, Unions, and other community members should ALWAYS play a role in policy decisions made by any body that makes such decisions. They should be on the committees that analyze and revise curriculum, they should testify (either in person, electronically, or via written communication) for and against any policy or piece of curriculum being decided upon. ROLE OF TESTING IN GRADUATION/PROMOTION: I don't feel standardized testing should play ANY role in a student's graduation. I taught for 5 years at a very small school and our student body was mostly made up of students who had not succeeded elsewhere for some reason. Many of our students had health issues that kept them out of school for long periods of time, many had anxiety that precluded them from attending school at times, many just had to work to help support their families. The students with anxiety had a HORRIBLE time with the STAAR. They knew the information but just sitting there looking at the test or even walking into the room caused a panic attack. We learned over time ways to mitigate these reactions but they were so unnecessary. A test cannot truly measure a student's knowledge. States should switch over to something like a portfolio system. Students keep their work in a physical portfolio or in an electronic portfolio and that is analyzed by a graduation committee to determine if a student is ready for graduation. Texas already has this option for students who fail 2 or fewer STAAR tests. A Graduation committee can be assembled to look at the work done by the student over time and determine their eligibility for graduation. The state of Texas should go to a portfolio graduation system however many elected officials are quite beholden to the testing companies and the donations provided to their reelection campaigns. PRIORITIES IF ELECTED: Fix the curriculum. Moratorium on charter school approvals and audit of existing charter schools and systems. Lobby the State Legislature to switch to a portfolio system when the current testing contracts are over. Lobby the State Legislature to turn control of adoption of instructional materials over to districts. SUPPORTS 25x25? I have tweeted this hashtag and the graphic provided by several of my representatives and others in the Houston area. I will definitely commit to lobbying not only my own representatives but the others who are SBOE 6 and on the education committees. It will not solve all of the problems with education in the state of Texas but it will put us much further on the road to excellence.	
	Will Hickman	Donna Bahorich	Neutral	No	Current general counsel for Harris County Republican Party, longtime engineer for Shell, and member of Bellaire City Council. Advocate for school choice.Platform from campaign announcement speech: "I am running to serve as your next State Board of Education Member for the following reasons:1. Apply over 20 years of business, finance, and investment experience to oversee the $44 billion Permanent School Fund investments and distributions for the 5.4 million students of Texas; 2. Leverage my educational, public service and professional learnings and experiences to build a consensus of parents, educators, subject matter experts, and other board members to develop and approve curriculum standards and approve instructional materials that will best prepare our children for college, career, or military upon graduation; 3. Expanding the process to include feedback from students about creation of courses that are more relevant to preparing students for a 21st century workforce, for example, more courses such as financial literacy and cyber security; 4. Approve high quality charter schools to allow more public school choices for parents and students." Candidate survey responses: ROLE/RESPONSIBILITY: For me, the job is to do my homework, study the agenda and related issues, seek input from teachers, parents, and students, and be prepared to discuss and vote on the agenda items at the meeting. CURRENT NUMBER OF TEKS: If the question is about the number of TEKS requirements in a given course, I have heard that teachers struggle to make it through all of the content standards. So the SBOE has a job to do in streamlining the TEKS in courses where there is too much content. If the question is about the number of courses offered or required, I am in favor of adopting many electives that better prepare today's students to be a part of the 21st century workforce. In addition, I am in favor of new elective courses in topics like Mexican-American and African-American studies that are of interest to students and that are designed through the innovative course process. CHANGES TO TEKS APPROVAL: I am in favor of increasing teacher, parent, and student input. As an parent involved at 3 SBISD schools, I have never heard about a textbook or curriculum review. I would try and seek input online or through email, make the textbooks and TEKS under review easily accessible, and publicize the process to all the ISD's in my district. CHARTERS: I am in favor of choice and options for all parents and students in Texas. Whether that is a zoned public school, a neighboring ISD, a magnet school, a charter school, a private school, or home schooling. Charter schools have been a positive choice for some students. That said, not all charters are successful or are a benefit to Texas education. I need to further study the issues to determine what role the SBOE should play in applications for new charters, oversight of existing charters, and shutting down failing charters. TEXTBOOKS: One of SBOE's main functions is to approve textbooks and instructional materials. This is an important function for Texas students, and the students of a number of other states that adopt the Texas materials. If each ISD mandated its own curriculum locally, this would be unmanageable for the publishers to provide over 1000 different textbooks. REVISIONS TO TEKS: At this point, I have not seen any major changes needed to the TEKS. I am in favor of more courses to prepare students to start their chosen career at graduation. ROLE OF EDUCATORS: If elected, I will reach out to educators, parents, and students in my district about agenda items before the SBOE TESTING AND PROMOTION: Testing is critical to benefit students and schools where intervention is needed. We should ensure the original intent of the legislation of checking reading level for 3, 5, and 8th graders is being measured. I am open to discussions about whether the STAAR is the best way to do that, or if we should look at other tests to evaluate Texas students' and schools' performance. PRIORITIES: I believe in the American Dream, and that education is the pathway for each Texas student: "Education, then, beyond all other divides of human origin, is a great equalizer of conditions of men." (Horace Mann) Our Texas schools should be preparing each student to pursue their own American Dream, whether it is to enlist in the military, start a career or business, or enroll in college. All of us, whether we are parents or not, should be interested in how our public schools are doing in this regard. 25X25: I disagree with the premise of the question that funding is the problem or answer. There are certainly areas where we can invest more to improve performance. I am in favor of smaller class sizes. We also have a problem with teacher recruiting and retention. We should have a teacher pay scale that attracts the best and brightest into education, and rewards high performing teachers to encourage them to stay. However, not all money is spent wisely. We have issues with pay to play of ISD contractors and conflicted board members, and construction of luxurious school and athletic facilities. I can commit to studying the issues and advocating legislation and policies that target funding that will lead to increased student performance.	
	Whitney Bilyeu		NR			
SBOE District 7	Matt Robinson		Unfriendly		Voted to reject Royal Public Schools charter application in committee. Voted for Royal Charters in full meeting. **Seat not up in 2020.**	**Information**: First elected 2018. Up for re-election in 2022. Not an educator. Doctor from Galveston. Did serve on Friendswood ISD school board. States on his page that his time as a board member has impressed upon him the need for school choice. Tx Trib reports 2/23/18 that he does support school choice or vouchers, but he argues for the same accountability if private schools accept state dollars. "it would not be fair to have no restrictions or oversight for private schools where state dollars are going," includes standardized testing and other accountability.
SBOE District 8	~~Barbara Cargill~~		~~Unfriendly~~		~~Voted for Royal Public Schools charter application in committee. Voted for Royal Charters in full meeting.~~ **Incumbent not running for re-election.**	**Information:** ~~First elected to the SBOE in 2004. Up for re-election in 2020. Served as SBOE chair from 2011-2015. Served on governor appointed Commission for College Ready Texas. Served as a conservative fiduciary of the Permanent School Fund. Served as chair and vice chair of Committee on Instruction. Has also been a member of Committee on Planning and Committee on School Initiatives. Current chair of Committee on Initiatives, which oversees agenda items related to charter schools, SBEC rules, and school boards on military bases. Former Science teacher (20+ years) from the Woodlands. Runs a summer science camp near the Woodlands. Controversies have arisen in regard to her involvement in adoption of standards and textbooks, especially in regards to sciences and social studies. 1. Faced criticism about social studies standards not being aligned to the state's college readiness standards 2. Science (2009) and social studies (2010) standards adopted under her chairmanship have been criticized for such verbage as "African slaves were brought to America as workers." In addition, science TEKS have been described as too "detailed and unwieldy", making it difficult for teachers to cover in one year. Described as a creationist social conservative. Cargill fought to have the intelligence design theory added to science textbooks along with evolution as a "theory". She lobbied to get one of her candidates, Dr.Charles Garner (an evolution denier), added to the biology panel at the last minute.Her FB posts show her posing and promoting various charter schools.~~ **Voting Record:** ~~Voted to bring Great Hearts Charter Schools out of AZ. Voted against 2013 SBOE anti-voucher resolution.~~ **Incumbent not running for re-election.**
	Audrey Young **BLOCK VOTE**		Neutral	YES	Presumptive winner - no opponent. Apple springs ISD School Board President. Former educator. Survey responses: PRIMARY ROLE: Adopt rules and establish policies that are in the best interest of the children of Texas. CURRENT # TEKS: I feel there are too many standards. CHANGES TO TEKS: Yes. **CHARTERS**: Non-profit public charter schools have their place in the system. Based on the information that has been available to the public, I understand that there is a need to provide additional regulation and accountability to determine the success of non-profit public charters in comparison to public schools (including areas of teacher certification; state testing; and curriculum). TEXTBOOKS: The SBOE currently oversees a rigorous adoption process for instructional materials. In order to align the TEKS and materials, I believe that the SBOE should be a direct part of the process. Local school districts ought to make the final decision as to the instructional materials and textbooks (based on a selection offered through the state and approved by the SBOE) that they adopt. CURRICULUM: More Art, resurrect Health, and add Culture and Civics Education classes as a requirement for students. EDUCATORS ROLE: Educators and educator groups should continue to advocate, provide the data (boots on the ground, and information that is necessary for the SBOE to make informed decisions. Knowledge is power. TESTING AND PROMOTION: None. PRIORITIES: Priority 1: Become an expert on the areas of TEC that the SBOE is responsible for and utilizing that information to make decisions in the best interest of students, teachers, and staff. Which includes writing, revising or removing policies in place that do not meet students' needs. Priority 2: Become an expert in evaluating charter school performance and charter school applications and utilizing that information to make decisions in the best interest of school districts and students. This includes districts and charters that are not of educational value to the students of the impacted school district or community. Priority 3: Propose the establishment of an Ethics Committee for school board training in order to establish accountability and recourse for non-compliance. 25x25: Absolutely 100%.	
	Brian P. Leonard		NR			
SBOE District 9	Keven M. Ellis **BLOCK VOTE**	2016 - Texas Parent PAC, Trent Ashby, Jimmie Don Aycock	Friendly	No (answer was vague)	Voted for Royal Public Schools charter application in committee. Voted for Royal Charters in full meeting. Survey responses: PRIMARY ROLE: Primary roles include approving revisions and streamlining of the TEKS, approving instructional material, and managing the Permanent School Fund. CURRENT # OF TEKS: I ran my campaign on streamlining the TEKS which was stressed to me by Mary Ann Whiteker in my very first meeting after I decided to run. This was also echoed by every superintendent and educator I visited with. I have consistently worked toward this goal with the full revision of the ELAR TEKS in 2017, which was performed with a streamline in mind. We streamlined science in 2017 as well as social studies in 2018. Social Studies was the chief offender of "too many student expectations" and the streamlined TEKS that were placed into the classroom in this current school year should be a great improvement. CHANGES TO ADOPTION OF TEKS: I believe the relatively new changes to the process are a significant improvement. This includes incorporating an "evergreen process" for the workgroups which allows more educators to participate in the process. Additionally, the survey of educators at the beginning of the process is a key component. CHARTERS: Charters have now been in Texas for almost 25 years. To answer the question of have they been successful, it would depend on what definition of success one is using. The simplest method would be to look at the accountability ratings of these charters. Yet this would not consider how charters have affected neighboring ISD's. Coming from a background of a school board member and board president of Lufkin ISD, my focus had been on ISD's. Yet as a member of the SBOE who has veto authority over any charter recommended by the Commissioner, I have spent a significant amount of time reviewing new charter applications. I do not believe the legislature gave us the authority for us to determine if we "should not have" charters in Texas. I believe we were given that authority for cases where the Commissioner has either overlooked a critical component of an application or if new information came out after the time the Commissioner made his recommendation. I will continue to keep a critical eye on the financial, curriculum and board governance plan of any new charter applicant. TEXTBOOKS: Since SB6 that was passed in 2011, this is both under state and local control. The SBOE still approves IM for the adopted list and many districts look to the SBOE to give guidence in this process. Yet, following the adoption of SB6, a district can adopt material directly from a publisher as long as they adopt at least 50% of the TEKS. This process gives districts the choice of local decision directly with a publisher or to use the SBOE if they feel more comfortable with our review of the material. CURRENT CURRICULUM: I believe our current TEKS provide an excellent education for our students. Yet I also believe in continuous improvement process and we continue to streamline and revise the TEKS on a regular schedule. ROLE OF EDUCATORS: Teachers and administrators provide critical input on the decisions I make on the SBOE. I have a group of superintendents in my district that I will often email during the middle of a meeting to provide quick feedback before we come to a vote. I also work with many educator group and groups that work to improve education such as TASA, TASB, TASBO, ATPE, TCTA, TSTA (I am 1 of only 3 SBOE incumbents that have been endorsed by TSTA), Friends of Texas Public Schools, Raise Your Hand Texas as well as many others. TESTING: I think the STAAR test gives critical information for individual students to determine if the TEKS have been mastered. Yet, the "one test on one day" is very much an issue and that is why I am also a big proponent of Individual Graduation Committees. PRIORITIES: The SBOE has worked very hard to improve its reputation based on focusing on students needs rather than political ideologies. My priority is to have everything we do focused on improving student outcomes. 25x25: ? I literally spent hundreds and hundreds of hours in 2018 serving on the Commission on Public School Finance that laid the groundwork for HB3 which resulted in likely the largest infusion of new bunds into public education in our states history. I don't prescribe to an arbitrary state rank in an arbitrary year, but I do commit to continue to work with Chairman Huberty and Chairman Taylor to take the next step for improving school finance in the next legislative session.	**Information:** First elected 2016. Up for re-election 2020. Chiropractor from Lufkin. Lufkin ISD board member. Served as LISD board president. On SBOE serves on Committee on School Initiatives/SBEC review, long range plans, extracurricular, school board member training). **2016 ATPE SURVEY:** ROLE OF EDUCATORS: Educators should be very involved in the policy decisions of the SBOE, just as they must be by statute with the TEKS review committees which must include educators, parents, business and industry leaders and employers. The purpose of this is to aid the SBOE by providing input from those that are involved daily with our children.NUMBER OF TEKS: It is my opinion that the TEKS are a mile wide and an inch deep. Teachers have so much to cover each year that their students are not able to master any of the concepts. The TEKS need to be streamlined to a depth that will allow a majority of students to master the concepts as opposed to being just introduced to the concepts. CHANGES TO TEK ADOPTION?: Not necessary changes, but the process must be very thoughtful and intentional. For example, currently there are some who feel the new math STAAR tests are too focused on process and not enough with just getting the right answer. When the SBOE questioned the test writers about this they pointed back to the most recent math TEKS approved in 2012 which are heavily focused on process. So an in depth, deliberate and thought out process must be undertaken every time the standards are opened up for review. Also, just to be clear, Texans know best how to educate Texas children. The Texas educators that draft the TEKS are better suited to develop our curriculum standard than anyone from the federal government. CHARTERS: The data will show that there are charters that have been very successful, charters that have not performed adequately and those in between. Exactly the same as the results of public schools. The original intent of charters was for a group of educators to identify a struggling subpopulation of students and develop innovative teaching techniques and then determine if those strategies were successful or not. So if charters are providing this type of quality education within their financial means, then they should be allowed to continue. If this is not the case, let's focus our time and resources on improving our traditional public schools. TEXTBOOKS: The role of approving textbooks and instructional materials is one of the five primary responsibilities of the SBOE. The SBOE should work with the commissioner in making recommendations to the state review panels. The commissions is charged with ensuring that at least 50% of the TEKS and 100% of the English Language Proficiency Standards are covered and then providing a list of what texts he recommends to be adopted. This is where the boards role is critical in listening the expert testimony of any factual error as well as any public testimony and making a final decision of which instructional materials are approved. CURRICULUM CHANGES: Yes, I do believe Texas students can achieve a well-rounded education but we should always continually work towards improvement. As I mentioned previously, the changes needed include streamlining the TEKS. Additionally, we need to continue to decrease the emphasis on high stakes standardized testing that requires schools to focus only or core subjects. A deemphasize of high stakes testing will allow more time for music, art and theatre which is vitally important in providing a student a well-rounded education. SBEC OVERSIGHT: Yes, an example of this was just recently when the SBEC proposed a rule that would allow a superintendent to be hired with no public educational experience. The SBOE was able to reject this proposed rule and that power should be retained. PRIMARY ROLE: The primary role and responsibility of an SBOE member is clear: 1. Setting curriculum standards 2. Reviewing and adopting instructional materials 3. Establishing graduation requirements and 4. Overseeing the Texas Permanent School Fund. The question become by what means does one accomplish this. In my time as a Lufkin ISD board member, I have seen the challenges our teachers, educators and administrators face. I take a thoughtful, leavel headed and studied approach to each problem and I think this will allow me to become a board members that makes a positive difference.
	Brenda Davis		Neutral	YES	Retired teacher. Website: has no real info that is pertinent to our research.. Facebook:My PRIORITY when I get to Austin is to advocate for teachers and students alike especially rural areas. My FOCUS will be on public schools and how to make them better and for rural schools to have parity. My PUBLIC STANCE is to never vote to expand charter or voucher schools in Texas. I am a strong willed Texas Woman who is tenacious to a fault, stubborn as a mule, and will fight for Texas Public schools. Survey answers: PRIMARY ROLE: My primary role is to support Texas students and teachers. My responsibility is to make sure all students are well-represented and their best interests are considered in all decisions. CURRENT # TEKS: I feel the TEKS could be streamlined a little better. As a former teacher, wading through the requirements was at times daunting. First year teachers have a hard time correlating lesson plans with TEKS due to the large number. CHANGES TO TEK REVISION: Yes, I would. For example, classroom teachers should have more input as to what is working and what is not. Also, student learning styles need to be thoroughly considered in adopting or revising TEKS. CHARTERS: I have mixed emotions about charter schools. While I think some schools were well planned and are doing amazing work, I have toured other schools that should have not received a charter. I think more investigation into the applications is needed before issuing a charter.TEXTBOOKS: SBOE should have some say so into textbooks and instructional materials. I think teachers should have an equal say so. Giving the control to the state will slow down the approval process. Giving total control to local districts could and probably would raise some concerns about school parity. CURRENT CURRICULUM: For the most part I think Texas students are receiving a well-rounded education. I would advocate for better parity between larger districts and smaller rural districts. I would suggest every board member tour inner city and rural districts to see the disparities between larger well-funded districts and districts that need help. EDUCATORS ROLE: Educators especially classroom teachers need a bigger voice on the board. They are the ones in the trenches every day and they know what they need. As for teacher organizations, I would recommend they listen to their educators and participate in actions that benefit the classroom teachers and students. TESTING AND PROMOTION: Testing is a necessary evil in evaluating student achievement but that should not be the only criteria. Again, classroom teachers and counselors have a better understanding of student progress than a yearly test. I think both should factor into the decision as to whether a student should graduate. PRIORITIES: My priorities if elected is to give classroom teachers more voice on the board. While a business person might have the expertise of running a successful business, Texas students are not a business. Business input can be valuable but due to many variables students are not a commodity. What works for one does not necessarily work for another. I would work to bring both sides together to work for Texas students not against them. 25x25: I will absolutely work towards that goal and work to go beyond the national average. In the past, Texas was a leader in public education. It can be again.	

SZS	Candidate	Endorsements	Position toward public ed	Supports 25x25?	Current Year	History
SBOE District 10	Tom Maynard **BLOCK VOTE**	2012 - Texas Homeschool Coalition	Neutral	No	Voted for Royal Charter application. Survey responses: PRIMARY ROLE: As a member of a representative body, my first duty is to represent my constituents in the deliberations of the board. The State Board of Education has had many iterations since early days of Texas public education. After the adoption of the 1876 constitution, the SBOE was the governor, comptroller and the secretary of state. Texas' first elected SBOE came as a result of the 1949 Gilmer-Akin Law. Prior to that, the State Superintendent of School was elected and the board was appointed. Clearly, Texans believed that Texans should have a voice in the vital work of public education. The board is a rulemaking body. The Legislature frequently authorizes boards, commissions and commissioners to promulgate rules in the implementation of legislation. The rules that are probably most familiar to most citizens are the Texas Essential Knowledge and Skills and rules related to graduation requirements. As a representative, a board member has a duty to listen to constituents, carefully examining solutions to address critical needs and to weigh the ramifications of proposed policies. In addition to rulemaking, the SBOE has a constitutional duty to manage assets of the Permanent School Fund in a prudent manner, protecting it from unnecessary risk, growing the corpus and making distributions that address todays needs while not compromising tomorrow's students—a concept known as intergenerational equity. In addition, I believe that there is a duty of advocacy. First, we frequently advocate for constituents, both individuals and school districts. I have done this directly with the commissioner and at other times assisted constituents in navigating certain agency processes. Second, it is important to communicate and advocate SBOE priorities and processes with the Legislature and with stakeholders. Stakeholders need to understand the processes and how they can connect to and engage with them. I have found that Legislators are frequently uninformed or misinformed about the board and its work. We have a duty to maintain a line of communication with lawmakers. This has been particularly true with issues related to the Permanent School Fund. Over the past few years, we have worked to increase awareness of the fund and the board's stewardship of it. Unfortunately, there has been a lot of misinformation being propagated and disseminated about the PSF. Finally, the State Board of Education exists solely for the governance and advancement of public education, and its members have a duty of advocacy for the state's public schools. I remind people that we fought a war in 1836, in part, because of public education and the failure of the government from which we declared independence, to adequately fund it. This was one of the grievances discussed in the Texas Declaration of Independence, a fact that the framers of the 1876 Texas Constitution repeatedly referenced in their deliberations in the fall of1875. My belief in the importance of public education is more personal. I invested 13 years as a classroom teacher, 17 years as a statewide administrator of a career and technical student organization, as executive director of the FFA, and six years as a local school board trustee. I have navigated public education with five students, four of whom have worked in public education in some capacity and have nine grandchildren all of whom are or will be enrolled in Texas public schools. My own story testifies to the power educators have to mold a young person's character and change his or her life trajectory. I was one of many disadvantaged boys who landed at Cal Farley's Boys Ranch near Amarillo. We all had a circumstance, a story and perhaps some justification for some degree of victimhood. We also had teachers who mentored us and drove us to aspire to rise above the hand we'd been dealt in life. Such classroom heroes still work in Texas classrooms, and my daughter is one of them. CURRENT # OF TEKS: In my judgment, we are in a better place on the number of student expectations than we were seven years ago. As a freshman SBOE member, my first motion was to amend the board's operating rules to make 11th-hour additions to the TEKS on second reading and final adoption more difficult. This had been a recurring issue, adding to the volume of content in the standards. As chair of the board's Committee on Instruction, I held hearings regarding the volume of content in the TEKS in relation to the number of instructional days available. Those insightful hearings were the tip of the spear for a discussion the board would have that would lead to important process changes, including an estimation by work group members of how much instructional time was represented in proposed TEKS and whether or not the student expectations could be taught in a 180-day school year. Streamlining of the science and social studies TEKS came as a result. ADOPTING/REVISING TEKS: First, I believe that the board has made significant progress in adopting clearly stated, measurable student expectations, which can be taught in a 180-day school year. Some of these process changes are described in my previous response. The engagement of the Higher Education Coordinating Board has been key in seeing the standards through the lens of college of readiness. The TEKS process now uses more work group members for shorter time frames which allows for more stakeholder participation with a less onerous time commitment. This is particularly important for educators from small rural schools who may not have the capacity to commit large swathes of time away from classrooms. In terms of process, I believe that the board will need to have a discussion at some point concerning how work group members are appointed from applicants approved by board members. There have been highly qualified nominees, approved by board members, who would be an asset to the process, but passed over in the staff management of the work groups. Every set of TEKS has its own challenges that are somewhat unique to the academic discipline. The current mathematic standards were adopted in 2012, the year before I came onto the board, but there are lingering questions about the role of process standards and the actual strength of standards once the process standards are stripped away. There are also questions regarding certain standards in the context of developmental appropriateness. These are questions to be examined in the next mathematics review and revision. CHARTERS: Whether or not open enrollment public charter schools continue to be part of the public education landscape is not a question for the State Board of Education; it has been decided by the Legislature. Charter schools can be useful in fulfilling purposes and niches which are harder for traditional I.S.D.'s to fill or which are simply outside of the mainstream public school mission. However charter schools are not a panacea for all public education challenges. Historically, many charter schools underperform in areas such as fine arts and career and technical education, and many charter schools are ill-equipped to work effectively with special needs students or students of extreme poverty. However, because different charters are formed for different demographics, circumstances and missions, one should not attempt to paint the entire movement with a broad brushstroke. There are some charter schools which have fulfilled their stated mission extremely well, and there have been charter schools which have underperformed and have been closed by the commissioner. TEXTBOOKS: I believe in local control. Currently, the board's role is a support role. Local districts have the discretion of purchasing whatever instructional materials they deem appropriate, as long as these materials meet the statutory mandate regarding TEKS coverage. The SBOE process is a process for which most school districts don't have adequate resources to conduct, so the SBOE vetting process is a valuable resource. Materials not placed on the SBOE list may still be purchased and distributed by school districts, but most do not because the process of scrutiny by review teams and the public usually exposes issues which create objections by local instructional materials committees. CURRENT CURRICULUM: The current graduation requirements do provide all Texas students with a foundation in core content, fine arts and opportunities for career and technical education. The board has also worked to ensure that the graduation requirements (19 TAC Chapter 74), work for enhanced programs such as the International Baccalaureate program. I believe that we are shortchanging our students in terms of acquiring languages other than English. Waiting to teach this content in high school makes no sense from a developmental standpoint, since the language acquisition developmental window is largely closed at that point. Therefore, students tend to take LOTE courses with a compliance mindset and walk away with very little if any fluency. Research also tells us that students taught at a young age to be bilingual easily transition to multilingualism. Language skills will be increasingly important for young people to compete in a diverse and global economy. There is an ongoing conversation regarding financial literacy. The Legislature directed the SBOE to develop financial literacy courses, and we have. However, while there is evidence that suggests that there is great need for this content, there is little impetus for enrollment. We should explore options that ensure that content that empowers young Texans to manage their financial wellbeing are available, accessible and perhaps part of the graduation plan. ROLE OF EDUCATORS: Educators and educator groups are important stakeholders in all policy deliberations. Classroom teachers are the professional practitioners with the daily student contact where the rubber meet the road in classrooms across the state. Most teachers know what works and what doesn't work in a classroom. Educator organizations have an important role engaging educators and facilitating discussions. The board has continually worked with teacher organizations from the various subject disciplines and with administrator associations such as TASA. There are other stakeholders we engage in the process such as parents, the Higher Education Coordinating Board and other higher education parties, industry groups, especially in CTE-related issues and a host of other interest groups who have a stake in the process. Ultimately, however, decisions the SBOE make must be student-driven decisions. I have discovered that there are groups who have agendas that are not necessarily student-oriented. TESTING: I have a somewhat unique perspective on the beginnings of standardized assessments, since I was on a legislative staff in 1984 when the Legislature passed H.B. 72, the product of then Governor Mark White's Select Committee on Public Education chaired by H. Ross Perot, formed on the heels of the Reagan-era report "Nation at Risk." This was the dawn of standards-based education and standardized assessments. The concern that put us on this path was that we were promoting and graduating students who didn't have requisite knowledge and skills. Recently I listened to a nationally recognized media personality railing on public education, claiming that today's high school graduates can't read the words on their diplomas. Clearly, in Texas, this is untrue, and we can easily and empirically disprove this false narrative. Texas has a 90% graduation rate and Texans cannot earn a diploma without demonstrating mastery on our standards-based assessment. The assessment actually supports public education advocacy. It is worth noting that a number of private schools pay to use and administer the STAAR. I don't have an issue with a TEKS-based standardized assessment as a backstop to Texas standards, as long as we recognize that there is a subset of the student population that doesn't test well, and there are alternative avenues for a student to demonstrate mastery. Additionally, TEKS should not be so onerous and voluminous that they cannot be taught for mastery before the assessment. I object to an overemphasis on the assessment that results in untested content being marginalized or valuable programs being discounted. While it is true that students will have other assessments in their futures as they go to college and pursue certain professions, we mustn't deaden a child's natural curiosity and thirst for knowledge and understanding by making the test the epicenter of their education. There are lingering concerns about grade-level readability and overthought and overwrought questions that have questionable validity which should be addressed. We must also be clear as to what we truly intend to measure and make sure that the test truly measures what should be measured. PRIORITIES: Generally, always listen and learn. Education is a complex endeavor and one can always learn and understand by listening to constituents. An SBOE member must be engaged and prepared on SBOE business, a communicator with constituents, key stakeholders and influencers and an advocate for constituents, for public education in the public arena. Because I chair the SBOE Committee on School Finance/Permanent School Fund, many of my priorities are related to the PSF: Protect and grow the Permanent School Fund. Maximize distributions while maintaining intergenerational equity. Complete expansion of PSF bond guarantee from its current IRS-mandated $117 billion cap. Enhance PSF transparency and controls. Continue work to improve relationships with Legislature, School Land Board and other influencers. Implement an emerging managers program which should further diversify the PSF portfolio and improve returns. Complete implementation and full investment of the SLB/PSF Liquid Fund. Additionally, completing a robust, collaborative review of science TEKS will be in the mix for the next term, which will be a two-year term because of redistricting. 25x25: First, it's important to understand that comparing expenditure-per-student can be a bit perilous. Cost of operations are different between states and not all states fully fund kindergarten or pre-k at all. The state constitution calls for an efficient system of public free schools, and I fail to see how having a goal to spend more money is conducive to efficiency. However, I believe strongly in investing in initiatives that increase student achievement and supporting classroom teachers. I am also committed to growing resources to make that happen. We have a unique opportunity to grow the Permanent School Fund at a higher rate than before. This won't totally solve all the nagging fiscal ills, but there is no silver bullet solution. Our approach must be multi-faceted. If we do all these things, the per-student expenditures will naturally rise, but I would not support a goal to simply spend more money.	**Information:** First elected to board in 2012. Up for re-election 2020. Former educator and school board trustee. Served as Executive Director of the Texas FFA Association. Has served as Chair of Committee on Instruction and is current vice chair of Committee on School Finance/Permanent School Fund. Also served on Ad Hoc Committee on the Long-Range Plan for Public Education. Values: Protect the Permanent School fund, local control, parental rights, fiscal discipline and transparency, accountability and preparing students for tomorrow's careers. **Voting Record:** voted against bringing in GH Charter Schools.
	Marsha Burnette Webster		Neutral	Yes	From website platform: Curriculum Standards. Ensure our educational standards are aligned with college and work expectations; are clear, understandable, and consistent; and include rigorous application of knowledge through critical thinking. School Safety. Implement standards and protocols stressing school safety as an integral component of the learning environment. Student Testing & School Accountability Ratings. Schools are not businesses and they must not be expected to operate as such. Focus testing and accountability on student needs and not on arbitrary mandates. Charter Schools/Vouchers. If charter schools receive any public funding (which I oppose), then they must adhere to the same standards as public schools. Survey responses: PRIMARY ROLE: The charter of the SBOE does a good job in laying out the roles and responsibilities of its members. I fully support that mission set, which includes setting curriculum standards, reviewing and adopting instructional materials, establishing graduation requirements, and having veto authority over the approval of new charter schools. Looking at this from an overarching perspective, I would go further and say that the #1 mission of the SBOE is to develop and implement strategies and programs which ensure the success of all public school students - academically, socially, and professionally. They are the future leaders of our society, and if they fail in school today for lack of adequate resources and instruction, then our state and the nation will fail tomorrow. We must not let that happen.CURRENT # of TEKS: I do not question the intent of the TEKS curriculum standards. I do question what audience they were written for and our ability to determine when a student is proficient in meeting its many requirements, especially through standardized testing. As an example, §110.39. English Language Arts and Reading, English IV lists 11 critical standards with 69 supposedly measurable components. And that is only one course, one credit! Just understanding the criteria can be difficult for parents without a PhD (e.g., "The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; … The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.") In my opinion this is overboard and over the top! These need to be written in laymen's terms if students and parents are expected to understand them, and to be able to judge when those requirements have been met. I am afraid that is not the case today. ADOPTING/REVISING TEKS: Given my response to Q2 above, I obviously believe that the TEKS curriculum standards need to be rewritten in more 'user-friendly' language. Not only that, but I also believe that the number of skills and measurable components need to be reduced to something more manageable and quantifiable. Additionally, instead of having a company of PhDs write the standards, a panel of teachers (active and/or retired) and laypersons should be given that responsibility. CHARTERS: In accordance with the Texas Constitution, and per society mores, we have a responsibility to offer a first class public education to our children. We fail if we do anything other than that. My emphasis will always be to promulgate public schools which are accountable and reportable to taxpayers and their representatives. Charter schools (and private schools) offer students and parents an alternative means of obtaining this education. Unfortunately though, too often charter schools are not subjected to the same standards as public schools are: they do not have to accept the same students; they do not have to offer the same courses; they are not required to include extracurricular activities as part of their program; they are not required to have certified teachers; etc. For those reasons, while philosophically I do not have an issue with charter schools, I do have an issue when much needed taxpayer money is diverted from public schools and given to charter schools (or private schools). I do not support that for it is only destroying, not helping, all children receive the public education they deserve. TEXTBOOKS: I believe both local and state leaders should be involved in approving textbooks and instructional materials. With local input from concerned citizens, and professional support from qualified academicians, the SBOE must have the final authority in approving an assortment of textbooks and instructional material from which local school districts can select for use in their classrooms. This is critically important given our mobile society, where a large number of students transition into and out of school districts every year. This also supports efforts to maintain statewide standards of education. CURRENT CURRICULUM: For the most part, I support current curriculum requirements. I do believe students can get a well-rounded education, depending on how you define well-rounded. We are obviously in a fast-paced technological era, and our students and schools must adapt to this 'new' environment. Thus, the increased emphasis on STEM programs in many schools. Too often, however, we force students into career paths that they are not interested in by not offering them alternative career paths. This is especially true in city and urban schools, and less so in rural schools. While it can be expensive to do so, I believe we need to revitalize our vocational, industrial arts, and arts and humanities programs. This is where you provide a well-rounded and balanced education to our students, even to those who are in STEM tracks. EDUCATOR ROLE: The SBOE cannot establish policy in a vacuum. We often say 'it takes a whole village to raise a child.' The corollary is that 'it takes the SBOE, the legislature, school trustees, teachers, administrators, professional organizations, parents, business leaders, and even the child to teach a child. So to some degree each of these needs to be actively engaged in the policy decision-making process. The challenge is to determine which policy each should be involved in, and at what stage. Obviously, most of them should be involved in submitting and recommending policies within their area of expertise. These grassroots level policies should probably be vetted at intermediate levels before they reach the SBOE. Ultimately, the final decision rests with the SBOE (at least at its level). TESTING: Some students feel quite comfortable taking standardized tests and perform exceedingly well on them, while other highly intelligent students are simply terrified of these tests and 'score' accordingly. That is why standardized tests have been shown to not be a good tool for assessing what students have learned (or are capable of learning). So I do not believe they should be used as a determinant for promotion and graduation. However, these tests can be useful to teachers and administrators in devising and implementing alternative teaching strategies that may assist students who appear to be struggling. PRIORITIES: As a member of the SBOE, my priorities would focus on developing curricula that are predicated on proven, fact-based methodologies. I would push for increased and enhanced STEM offerings, while at the same time reviving fledging but much needed vocational and industrial arts programs. I would work to ensure that the arts and humanities programs receive greater emphasis than they now receive. I would lead and support efforts to reduce the reliance on and use of standardized testing for graduation purposes, but instead return its use to that of a diagnostic tool for developing different learning strategies. I would champion a teacher and school evaluation system that focuses on the resources and abilities available to them, and not on actions beyond their control (e.g., how well students perform on standardized tests). I would propose limits on classroom size to maximize student learning opportunities. These are just a few of the things I would prioritize, if elected. 25x25: The U.S. News & World Report recently listed Texas as #34 in terms of education nationally. This is at the same time that Texas proclaims itself as the nation's leader economically. Obviously, there is a huge disparity between these two numbers. So, yes, I fully support the #25x25 goal and will commit to working toward accomplishment of it. I believe though that we need to establish a longer range strategic plan that paves a pathway toward even higher standards. We need to commit to a plan that takes us to #25 by 2025 (if not before then), to the top 15 by 2032 (?), and to the top 5 by 2040 (?). To not do so will encourage the legislature (and us) to say "Mission Accomplished" when we reach #25, and that we can then take a break for a while. When it comes to the public education of our children, we should never take a break. Their future is too important!	
	Trip Seibold		neutral	Yes (conditional - see last question)	Survey responses: PRIMARY ROLE: Serve all of the students, parents, and teachers in public schools within the state of Texas. Protect the permanent school fund that allows a significant portion of public school funding. Ensure the funds are being used wisely and that funds in waiting are invested wisely. Select good textbooks for our students that avoid indoctrination and too much bias. Education should not be political. CURRENT # TEKS: Having reviewed them on several occasions, my initial gut reaction is that there sure are a lot of them. However, how I feel about the number of TEKS standards is far less relevant than how the teachers in Texas feel about them. I would ask several teachers: are these TEKS standards serving a good purpose or do you feel that you're being encumbered by them? CHANGES TO TEKS? Currently no. I would want to at least go through the process of adopting and revising TEKS curriculum standards once. After reflection about the process, I'd likely recommend some change to the process. SCHOOL CHOICE: I attended a public school in Texas. I see nothing wrong with charter schools so long as they do not come at the expense of public schools. I hold this view because public schools serve the large majority of our students. However, parents (and students) must be allowed to choose the school that is right for the student. I believe that an expansion of school choice is the right direction for attaining better student outcomes. By eliminating all public school boundary lines and allowing parents the right to choose the school, I feel that this would go a long way towards alleviating systemic racism and economic segregation. How would this work in practice? Local school districts would still maintain boundary lines, but they would all be "soft". If a parent or guardian doesn't want to send their child to their zoned school, then that's fine so long as the parent takes the child to and from school. The school will not pay to bus the student out of of zone. This soft zoning would also be applicable between neighboring school districts. Residents of one district could choose to send their child to a neighboring school district if they desire, but no busing provided of course. Have charter schools been more successful than public schools in Texas? I don't know. And I still don't know after having read the article below. I do know that they've been successful at irritating superintendents of public school districts by their mere presence. I do think that public schools would be remiss to not borrow/"steal" any best practices that they find being utilized in charter schools.https://www.dallasnews.com/news/education/2018/08/24/are-charters-better-than-traditional-schools-texas-a-f-grading-system-suggests-maybe-not/ Ultimately, I think the question of have charter schools been successful is a good question. Probably it's better to look to a state like Arizona in attempting to answer whether or not charter schools have their place. Arizona is much more reliant upon charter schools. TEXTBOOKS: The SBOE should only approve textbooks and instructional materials that don't have blatant indoctrination. The SBOE should review these materials for too much right or left leaning bias and approve materials that present more complete views instead. What the SBOE approves should be viewed as a "minimum standard" with the local school districts and boards able to go above and beyond by proposing alternative materials to the SBOE for review & approval. It is too simplistic to view it as a push/pull of either state control or local control. Education needs to be a cooperative where all parties are working together and invested to ensure better outcomes. CURRENT CURRICULUM: I feel that Texas students today mostly receive a well-rounded education, but there's always room for improvement. Finding creative ways to have local school districts offer students more elective choices would go a long way towards ensuring a well-rounded education. For health education, I'd elevate the importance of mental health education. Also, I'd elevate the ability to read and analyze food labels and ingredient lists. The current TEKS does not focus enough on these areas. For math, I'd elevate logic. Currently, it's only mentioned in the geometry TEKS in high school. This is too late. We'll end up with more well-rounded students by having them constructing and understanding logical arguments during elementary school. In both math and social studies TEKS, I would seek to embed financial literacy education. In English and reading, the TEKS already mentions bias identification in middle school and high school levels. It's vague though. There are often way more than 2 sides to every story and the TEKS doesn't make clear how teachers are to interpret the word bias while putting the TEKS into practice. ROLE OF EDUCATORS: These groups should provide as much input as they reasonably can. Education needs to be a highly collaborative endeavor to ensure excellent student outcomes. The policy decisions ultimately reside with the SBOE, but it is the responsibility of the SBOE to listen to ideas which could improve the lives of students, teachers, and parents. TESTING: Far less than today. Both Texas and the US over-test and under-deliver on student educational outcomes. The US ranks in the mid 20s among all nations despite spending the most money per student. We should be looking more and more to countries like Finland and other high-ranking countries to see what from their educational models are creating better results. Then, we should borrow/"steal" those ideas. Finland has no standardized tests that are mandatory. PRIORITIES: I'm seeking to elevate the following in public education -- logic, financial literacy, mental health education, life skills, bias identification while reading, and a broader view of civics. I feel that measuring outcomes for our students goes far beyond asking questions like "What percentage attend college?". Properly measuring long-term outcomes involves asking deeper questions. "Are the students graduating from Texas public schools HAPPY in life 10 years later; 20 years later?" "Are those students prepared for adult life (.i.e. adulting)?" "Do those students have the skills and knowledge to earn not just a living wage but a wage where they manage to save money?" "Do those students know the importance of saving and investing" "How many of those students develop and maintain a passion for lifelong learning?" 25x25: Yes, but only if money is being spent efficiently and actually resulting in improved student outcomes (as measured in the very long term) and higher teacher pay. Many local school districts have been suffering from increased corruption and administrative bloat when viewing the last several decades in Texas. Paying superintendents and their surrounding high level staff more money doesn't tend to result in improved outcomes. Creating new administrative positions doesn't tend to result in improved outcomes. Of course every state in the nation wants to be at or above median in education (which isn't possible). However, a wide spread in expenditures and outcomes isn't right either. A tighter variance is needed across the US. More money is great, but the money must be applied at the correct pressure points that actually result in the desired improvements.	
SBOE District 11	Patricia Hardy		neutral		Voted against Royal Charter application. **Seat not up in 2020.**	**Information:** First elected to the SBOE in 2002. Up for re-election 2022. Has served on all 3 committees on SBOE, currently serves on Committee on School Finance/Permanent School Fund. Has been vice chair and chair of this committee. Former educator and social studies instructional specialist. Former Fulbright scholar. Serves on the National Geographic Society, Texas Council for the Social Studies, and Texas Social Studies Supervisors Association. Co-director for Kids Hope mentorship program at her church. Was appointed by Tx Speaker of House to the Texas Education Economic Policy Center in 1989 and the Committee on Student Learning in 1992. Current FB page shows affiliation with Texas Educators Vote, Friends of Texas Public Schools, Raise Your Hand Texas. Anti-voucher graphics present on the page. **Voting Record:** Voted against Great Hearts Charter in 2013. **2014 ATPE Survey Responses**: ROLE OF EDUCATORS: Good policy evolves from conscious cooperation among Board members, educators, and educator groups. In general, individuals have been welcomed by the SBOE; however, professional associations have not enjoyed easy access. I am proud to be a leader in developing connections between professionals in the field and policy makers in Austin. For example, I encouraged math educator associations to frame an online process to facilitate professional involvement in developing the math TEKS. As a result, over three hundred math educators had a voice in the TEKS math adoption. NUMBER OF TEKS: Some people have criticized the TEKS as being "a mile wide and an inch deep." Having spent over three decades in the classroom, I empathize with core subject teachers who are burdened with many TEKS. Including more professional education groups in the review of standards combined with recent changes on the SBOE reduce the likelihood that teachers will face this problem in the future. CHANGES TO TEK ADOPTION: The process for adopting and revising the TEKS is a good one. However, one change that I recommend is training both Board and committee members before beginning the process. Training can clarify procedures and inform participants of the ripple effect changes made by one group may unexpectedly generate. An example of such unintended consequences is the burdensome list of historical figures in the social studies TEKS, which teachers cannot adequately address in the number of days allotted for teaching them. Both committee and Board members are often guilty of overlooking the big picture. CHARTERS: While I support charter schools as another vehicle for public education, my experience in evaluating them dispels the myth that charter schools are a panacea. In fact, they frequently fail to implement innovative solutions for educating Texas students. A close examination of our charter schools reveals some highly successful examples and others that have failed miserably. Consequently, I believe we should proceed cautiously and cap the number of charters we grant. TEXTBOOKS: The process for approving instructional materials is excellent and has consistently benefitted school districts across Texas. Vetting and identifying worthy resources at the state level reduce the cost and time that school districts must devote to the selection of textbooks and ancillaries. This also facilitates consistency in instruction throughout the state so that students in every region have the necessary materials to master standards. CURRICULUM CHANGES: We do not have state curriculum requirements, rather we have state standards. The curricula, which are the structures for teaching the standards, are determined by local districts. The state standards, or TEKS, which are set by the SBOE, guide local school districts in the development of their frameworks for teaching. Following the state standards will prepare students for both college and careers. My only concern with the standards is their length, and I would like to see fewer standards after each future review. PRIMARY ROLE: My responsibilities as a member of the SBOE are threefold. First, I listen to constituents. Second, I interact with the State Legislature to frame laws about our Texas schools. Third, I serve on a committee established by the Board. The Board is divided into three different committees: the Permanent School Fund Committee, the Committee on Instruction, and the Committee on School Initiatives. These committees reflect the fundamental roles of the state board. I have been fortunate in my tenure on the Board to serve on all three of the committees. This experience gives me a great advantage when the Board as a whole deals with issues addressed by the different committees.
SBOE District 12	Pam Little	2018 - retiring SBOE district 12 member Geraldine Miller	neutral		Voted against Royal Charter application. **Seat not up in 2020.**	**Information:** previously ran for SBOE in 2012 before winning in 2018. New member of board. Up for re-election in 2022. Co-owner of Ace Fence of DFW. Former community college instructor, and previously worked in educational publishing with Houghton Mifflin. From Miller's endorsement: Committed to protecting the permanent school fund, the children's textbook fund, wants strong programs for children with dyslexia and supports scientific research-based reading curriculum. Also opposed to Common Core. **2018 ATPE Survey Responses**: PRIMARY ROLE: Upcoming for the SBOE will the streamlining of the TEKS. Board members will need knowledge of the TEKS to facilitate this streamlining. I have a 20 year career in educational publishing where I worked closely with the SBOE and teachers around the state in the development of new materials. I know the state's curriculum. Improving math, reading and writing literacy, stronger critical thinking and collaboration should be improved in the curriculum. Our students should be reading on grade level by 3rd grade as from then on they will read to learn. Supporting the special needs students is an important role of the SBOE. I am endorsed by Tincy Miller, retiring SBOE member as she wanted someone to continue her legacy in the areas of Dyslexia, phonics and research based reading strategies. Having a son who is dyslexic I understand how important this is. Overseeing the Permanent School fund which is performing at a very solid rate of around 8% return. Professional management of this fund is important for future growth. Charter Schools - as of now SBOE on has a thumbs up or thumbs down on a new charter school. I would push for more information about curriculum and budget before making a decision to approve a new charter. ROLE OF EDUCATORS: Educators will play a critical part in the streamlining of the TEKS. The SBOE should rely on teacher input as to how best to accomplish this goal. I would always have my door open to educators about SBOE actions. Working closely with local school districts to find ways to help them will be one of my priorities, along with Student Success. NUMBER OF TEKS: The TEKS are too broad. See above. CURRICULUM CHANGES: Yes - I am also supportive of the career and technology programs that the districts have been implementing for the past few years. I think these courses with certificates are one of the reasons our graduation rates are up. REVISING TEKS: More teacher input - and possibly a shorter cycle in years. CHARTERS: Some charter schools perform very well and serve a student population that the ISD's can't do effectively - Like the Texas Can Academy for returning drop outs. I do think charter schools should be held fiscally accountable. I would want to see a real purpose for a charter school like academic rigor or a language academy. Not just someone decides to open a charter school and fails miserably after a few months. TEXTBOOKS: Recent legislation has given the SBOE the authority to provide a quality review of textbooks which I think has been needed for some time. Recently a book only had to show it had the TEK and now only 50% of the TEKS are required in the book/online edition. SBEC OVERSIGHT: No - I think SBEC can handle their own rules.
SBOE District 13	Aicha Davis	2018 - Texas AFT, Senator Royce West, Dallas Morning News	neutral		Voted against Royal Charter application. Received 2019 Heroes of Children Award from SBOE. Interview responses DMN: WHY DID YOU RUN? I am running for the State Board of Education because I seek to increase opportunities for students to improve their outcomes. If education is to be the "great equalizer," policymakers must intimately understand the needs of our public schools. I served as an educator for over a decade, and I have fiercely advocated for students' right to learn. I began teaching in Louisiana after Hurricane Katrina to uplift children who lost everything they had. I worked with Southern University and ExxonMobil to create engineering pathways. In Texas, I have fought for students to receive increased language support, learning opportunities, resources, and guidance. My experience as a teacher, administrator, advocate, and researcher allows me to make decisions that drastically improve education for all students in Texas public schools. WHY SHOULD VOTERS CHOOSE YOU? Voters should choose me because not only have I served as an educator, I also have extensive experience and influence with state education policy. I previously worked with Members, testified before the Board, and led SBOE and TEA committees. I testified before the Texas House Public Education Committee on inclusion in American Principles TEKS. I attended national education policy meetings as a Texas representative and advised education groups on policy trends and concerns. I currently research equity and best practices, write grants for school partnerships, and prepare budding teachers for the classroom. I have also worked with school districts to ensure they were current with policy information and found areas for needed advocacy. I am sincerely dedicated to improving Texas public schools. EDUCATIONAL LEADER I ADMIRE: I sincerely admire Mavis Knight, who served on the Texas State Board of Education from 2002-2014 . She strongly fought for Texas children, especially against biased influence on curriculum. She was a model representative of District 13 and frequently worked with school districts around Dallas and Tarrant Counties to improve learning. I have had the honor of learning from her during this race, and I am grateful for her shared wisdom. LONG-RANGE PLAN: n order to ensure plans are sustainable for the future, the SBOE must ensure innovative strategies to address learning are incorporated. I attended several long-range meetings across Texas, and I am extremely pleased with the value given to teacher input. However, more research and innovation must be discussed as education will drastically evolve in the coming years. FUNDING CONCERNS: Lawmakers must ensure classrooms are equipped with resources needed to emphasize curriculum. Funding should be allocated directly to districts and classrooms to support student learning. They must also find support for professional development and workforce connections. NEEDED LEGISLATION: Equitable practices to address student behavior, Funding for resources and support, Special education regulation, Task force for addressing achievement and opportunity gaps, Review of charter school application and process. TEA: The Texas Education Agency is sincerely dedicated to increasing the number of high-performing schools in Texas. There is also a true emphasis on correcting problems with special education. However, leadership struggles to find effective methods of improving outcomes for students in rural and urban schools. CHARTERS: I am a strong supporter of Independent School Districts. Charters hurt local school districts because of funding. I do not support the current application guidelines for opening Charter schools. Charters approved in 2018 included schools without counselors, nurses, security, libraries, and sufficient special education personnel. Some also required criminal and behavior history checks as a condition of enrollment. A true public school must be accessible to all students, regardless of their needs. Vouchers also hurt school districts due to funding. While a voucher may allow more choice, it would not sufficiently cover costs for students from low socioeconomic households to attend private schools. Therefore, those students would still not have an adequate choice. I am against any vouchers that decrease funding from public schools. **Seat not up in 2020.**	**Information:** New member, first elected in 2018. Up for re-election in 2022. Testified in front of SBOE on amendments to Science TEKS in April. From the Leadership ISD website (she seems to be a fellow): Aicha is a Research Assistant and Superintendency candidate with the University of North Texas. Her studies focus on innovative educational programs for students in poverty. She formerly taught secondary STEM courses, including AP physics, mechanical engineering, and robotics, and served as an Instructional Coordinator with DeSoto ISD. She also studies Spanish language and culture abroad each year. Seems to be working on a PhD in education and from her Facebook page appears to serve on a committee for the SBOE and spend a lot of time going to their meetings and getting to know the members of the board. Survey responses: Primary role as a state board member is to ensure students in TX public schools have increasing opportunities to imrove their outcomes. Will make student-centered decisions based on research, educator input, and expert opinion. Will be even more active in my district, ensuring all schools have access to needed resources to support learning. Educators must have an active role when policy decisions are made, we must treat our educators as professionals and consider and value their voice. Encourage educators to be aware of meeting agendas and topics of discussions and testify at public hearings. Also encourage educators to join committees. Number of TEKS is generally sufficient, but standards must be revised to meet demands of technology. Curriculum must advance to progress student outcomes. SBOE currently streamlines content area to ensure that teachers have sufficient time to cover TEKS. I believe this effort should not simply reduce the number of standards, but rather ensure that content is focused on skill development and allows students the ability to pursue ranges of opportunities. Charter schools evaluation from 2014 shows charter school students scored significantly lower in reading and math than public school students. There are successful charters, but we need to focus resources to independent school districts. SBOE should continue to provide lists of approved textbooks and give districts local control of the choice of text. Believes current curriculum prepares students for post-secondary success, but we need to include technology and college and career readiness in revised standards as we develop long-range plans. SBOE should remain the supreme decision-making body because it is elected while SBEC is appointed by the governor.

SZS	Candidate	Endorsements	Position toward public ed	Supports 25x25?	Current Year	History
SBOE District 14	Sue Melton Malone **BLOCK VOTE**		neutral		Voted against Royal Charter application. From website: ROLE OF EDUCATORS: The State Board of Education establishes policy and standards for the classroom. They also design and mandate the instruction in the knowledge and skills taught in the classroom. Who better to make these decisions than the teachers who are or have been in the classroom . Teachers who have "been there and done that" know what materials they need and what techniques will be successful; they know what the students need from the curriculum. Our children deserve a well-balanced curriculum that will prepare them for a successful future. Teachers should be the primary force on the State Board to develop the curriculum and instruction that is taught in the area of their expertise – the classroom. TESTING: Testing is a very big issue in the education field today. Much too much emphasis is being placed on the importance of state mandated tests. One out of every five days in the classroom is spent testing. That amounts to 20% of the school year. According to the Texas Education Agency, 34 days out of 185 school days are spent testing. This is only state mandated testing and doesn't include days spent on six-week tests, weekly or semester tests. Valuable teaching time is also spent on teaching test-taking strategies. This current testing situation only creates students who are great test takers, but cannot apply the material learned to the everyday world. Students are also being penalized for the results of this one-time test. A child's knowledge cannot be measured in a single-shot picture. As accurate measurement of a child's abilities can only be made using different tools and assessments. Teachers cannot teach creatively when they must spend valuable teaching time instructing students in test-taking strategies. Teachers should be able to challenge and engage students in creative learning experiences. They should be able to use their creative teaching talents to spark interest and excitement in their students, not spend their time teaching students how to fill in bubbles on an answer sheet. Teachers and students need and want to be accountable for the knowledge taught and learned. However, a one-size-fits-all test does not do this. Local districts and teachers know best what their students need. Districts need to have the flexibility to design assessments that meet or exceed state standards, but reflect their student's needs. My opponent has done nothing to alleviate these problems with testing during her tenure. As a member of the State Board, I want to change the emphasis on testing from a test-penalizing teachers and students to a valuable diagnostic tool that will be a means of helping students in the classroom be successful. I want to ensure that teachers can have the chance to teach creatively and can offer challenging learning experiences that students can take into the future. TEKS: Standards for curriculum in the classroom are important and needed in education. Achievement standards for each grade level should be in place to guide teachers in the classroom. The process of creating the TEKS for the classroom should be a joint effort between teachers and business advisors. Teachers know best what students in each grade level should achieve by the end of the year to be prepared to advance to the next level in the education. Teachers need to be in the majority when making these decisions. Input from experts in the business field is also needed to ensure that our students are well prepared for a successful future. The TEKS should be broad goals that allow teachers to use their skills and creativity to reach the set standards, not a long list of specifics that micro-manage the classroom. The standards set in the TEKS should represent what is essential for students' success, not what looks good on paper. TEXTBOOKS: The instructional materials and textbooks used in the classroom are an invaluable tool for the students and teachers. However, each year billions of dollars are spent on textbooks and materials that sit unused in state warehouses. School districts are limited in the selections for classroom instruction because the State Board of Education only selects and approves a limited number of options. Local school districts should be given the funds allocated for textbook purchases and allowed to purchase the materials they think are the most appropriate for their students. I applaud the Texas Legislature for taking steps toward this end in 2011 through SB6 which represents a shift in policy that moves toward giving local districts more control over materials used in the classroom. As a 36 year educator, I have worked with many textbooks and served on numerous textbook committees. I feel that my experience in the classroom gives me better insight into what flexibility districts need to best serve local students. One size does not fit all in the classroom. Each local district needs to be able to do what is best for their students to succeed. PERMANENT SCHOOL FUND: I will bring experience and integrity to the management of funding intended for public education. The Permanent School Fund was established in 1854 by State leaders and is sometimes referred to as "the children's fund". It has helped pay a share of the cost of educating Texas school children since that time. The State Board of Education is charged with the responsibility of overseeing the investment portfolio assets of the fund. It is imperative the use of this fund be managed properly and that decisions concerning the investments of the fund be made with wisdom. This fund is not intended for political use, but must be used for students and only for students. The use of this fund should reflect fiduciary responsibility on the part of the SBOE, with emphasis on what is best for the students in the classrooms in Texas. As an officer of the largest non-union educator association in Texas and the United States, I have had experience overseeing a similar fund and have learned the importance of making decisions that affect the fund.	**Information:** First elected to the SBOE in 2012. Up for re-election in 2020. Chair of Committee on Instruction, previously served as vice-chair. Retired educator (36 years). President ATPE 2007-2008. Feels students are overtested and teachers forced to spend too much time teaching the test. In 2012, Sue said. "I will bring experience and integrity to the management of funding intended for public education. The Permanent School Fund was established in 1854 by State leaders and is sometimes referred to as "the children's fund". It has helped pay a share of the cost of educating Texas school children since that time. The State Board of Education is charged with the responsibility of overseeing the investment portfolio assets of the fund. It is imperative the use of this fund be managed properly and that decisions concerning the investments of the fund be made with wisdom. This fund is not intended for political use, but must be used for students and only for students. The use of this fund should reflect fiduciary responsibility on the part of the SBOE, with emphasis on what is best for the students in the classrooms in Texas. As an officer of the largest non-union educator association in Texas and the United States, I have had experience overseeing a similar fund and have learned the importance of making decisions that affect the fund."
	Greg Alvord		Neutral	Yes	Candidate background (from candidate): TA in University (U of Minnesota), public High School teacher (South Shore SD), was on a local school board for 12 years (East Greenbush NY), did gifted and talented programs elementary, middle and high school, taught at community colleges in three states (NY, OH, TN), taught at University (SUNY Albany), has degrees in Physics and Computer Science plus Graduate work in Physics and Astrophysics..Principle investigator for NASA on Apollo 14-17, researcher at the Wadsworth Center of Health Research in the Statistic and Epidemiology Laboratory. PRIMARY ROLE: My background in public education, science and math will allow me to help push the curriculum to be more competitive on the world stage. Our students are in competition for jobs worldwide and we are just not helping them compete. The TEA is painfully tied down with manual processes that slow everything. For example, in the age of instant publication why does it take 1-3 years for instructional material to become available to classrooms. The TEA push for testing and the ISD's reaction of testing to the test depletes the available classroom time for meaningful instruction. CURRENT # OF TEKS: There is a balance point someplace between laisse fair state leadership and dictating lesson plans. The TEA has not yet found it. I support the "By Design" concept of designing educational outcomes that the TEA claims to use. They seem to miss the mark by dictating too much on the lesson plan side of the work. CHANGES TO ADOPTING/REVISING TEKS: Let me count the ways! Technology can help gather input from a wider more representative set of sources. Technology can help unifying that gather input into a unified whole. Technology can help compare the SBOE standard (TEKS) to offered instructional material.There are startup companies that would love to give away free help to develop these tools. CHARTERS: Charter schools are the only contractors to Texas state government that receive money with zero accountability. They should be held to, at least, the same accounting and governance standards as any other vendor. The primary source of "profit" for charter schools is the lack of accountability. Where public ISD systems have at a minimum one and sometimes as many as three assistant superintendents dedicated to the delivery of reporting data to TEA. TEA's own reports show that the promised "better out comes" has just not been delivered. There is no statistically significant difference in outcomes. There is a claim that the reason for reduced oversight is to produce an environment for innovation. It is certainly true that the oversight burden on public schools diminishes the time and energy for innovation. However, in the years of the Charter Experiment I know of not a single innovation that has made it back into the public domain. Yet all the recent curricular innovations have come from Public Schools. TEXTBOOK ADOPTION: Clearly state level standard for curriculum without a vetting process for instructional material is meaningless. The state should provide a tool for automatic review of 99% of instructional material. The exception is the set of physical manipulation objects used in Pre-K and Kindergarten. Publishers should be able to submit their material and get a score. The score might be percent of TEK coverage but should also include reading level score using standard metric algorithms. If a district finds a publisher that meets a certain minimal score they should be free to purchase it and receive subsidy from the state fund. CURRENT CURRICULUM: "Well rounded" is a vague term that is difficult to measure. I do not think that Texas students are receiving an appropriate education to prepare them for their next 30 years in a future we cannot predict. There are, however, trends today that presage the future. We know that literacy is important, but more than just traditional literacy is required. I use the term literacy as a proxy for all the language-based communications in all the media that is available. It include writing an impactful sentence or two withing the space constraints of a Twitter feed. Numerical literacy is increasingly important. Tools exist to gatherstruly astounding collections of data. Jobs to understand and use that data exist now and cannot be filled because of lack of skilled candidates. Even reading a new feed requires the skill to evaluate the appropriateness of the facts being given. Gone are the days when one person can know it all and do it all. Teams are everywhere in business today and will continue to be. Therefore, collaboration skills are fundamental. Athletic team experiences are not the correct ones to become a flexible team member. In athletic teams everyone has an assigned position/role. In business teams' members must be able to play a variety of roles. Our student must become comfortable with the concept that will be lifetime learners. We do not know what the future will bring. They will need to embrace that coming change and learn how they learn best. I have been a fan of Project based learning my entire academic life. I would increase it use in Texas. EDUCATORS ROLE: We have a representational democracy. The SBOE is a representational organization. That put an obligation on the part of representatives to know the needs and wants to the district they represent. Certainly, educators and educator groups are a great source of that information. However, do also represent the parents, student and voters. Good collaboration with educators and educator groups is necessary but not sufficient. TESTING: First of all, let's be clear. The STAAR test is NOT a standardized test. Standardized tests have an entire published protocol they use to assert that each question measures what it is we think it measures. STAAR tests are a set of questions a contractor throws together each few years. A student should have an entrance assessment at the beginning of the year and an exist assessment at the end of the year. It is OK to do it every few years like the Iowa tests do. Since there is a poverty related correlation in the drop of grade level over the summer, I prefer every year. One can then measure the success of community projects to stem summer break drops. PRIORITIES: Texas has one of the highest incidence teen pregnancy and maternal mortality. SBOE does not allow teaching of sex education. I would work to fix that. It is a preventative measure. Texas has one of the longest ocean coastlines in the country. Yet, SBOE does not allow teaching of the consequences of climate change. I would try to fix that. Our future will need individuals to find creative solutions. 25x25: Yes. Although the SBOE has no direct authority over school finance as an SBOE member I would use the Bully Pulpit to advocate for it. When I was on local school board we had bumper stickers that said "I look forward to the day when education has all the money it needs and they need to have a bake sale to buy a bomber."	
SBOE District 15	~~Marty Rowley~~	~~2012 - Texas Homeschool Coalition, 2016 – Charles Perry, Drew Springer~~	~~neutral~~		**Incumbent not running for re-election. Voted against Royal Charter application.**	~~**Information:** First elected to the SBOE in 2012. Up for re-election in 2020. Attorney, no experience in education. Rowley is the Vice chair of the board. He is Chairman of the Committee on School Initiatives, which oversees Charter Schools. Chair of the Ad Hoc Committee to develop a Long Range Plan for Texas public schools. Chaired the committee assigned to review the CSCOPE Social Studies lessons. In a letter to Amarillo Globe News (February 26, 2017) Rowley defended charter schools "charter schools are public schools and have been since their inception...Charters are required by law to be non-profits and are subject to the same Open Meetings and Public Information Acts, conflict of interest laws and board member training as are local school districts. Finally, charter schools are held to the same standards as are traditional schools districts. The final point is charter schools would not receive any potential benefit from school vouchers as proposed by SB3(as stated on 2/28/2017)." In June 20, 2017 article in San Antonio Express News - Rowley stated he was anti vouchers. "He was quoted: "We're doing everything we can to prioritize, protect, and carve the interest to come infant of public education. Everyone's perception of what school vouchers is is it doesn't serve public education in the best manor." In Aug 2016, he made this statement on his fb page regarding if he was a proponent of scrathching STAAR testing all together: I did not say that the STAAR tests will be, or even should be "suspended"; but rather that they should carry less emphasis in determining campus, district and student performance. I do believe there's a place for standardized tests in public schools, not to mention the fact that a large portion of our federal funding depends on a standardized testing system being in place. But I think we should be reducing the time spent preparing for and taking these exams. To do that we will need to reduce the weight and importance those tests are given in order to get our assessment system back in balance. That is, of course, a legislative function and not a State Board of Education decision. However, as I said in the story, hopefully the legislature will provide some relief in the upcoming session in that regard. Voting Record: Voted to Bring a Great Hearts Charter Schools out of Arizona. Voted in June 2017 to let Legacy School of Sports Science go before a full vote. In 2016, voted against the bid for Athlos Academies. In 2016, voted in favor for Athlos charter school (rejected by majority of board). Incumbent not running for re-election.~~
	Jay Johnson	~~Marty Rowley~~	NR		**Former Trustee Pampa ISD. Dentist. Still no website as of 4/26.**	
	John Betancourt **BLOCK VOTE**		Neutral	Yes	Former Amarillo school board member. Survey responses. PRIMARY ROLE: If Elected my primary role and responsibility as a SBOE member should be to make certain that every decision and vote I cast will be determined on how it would impact student outcomes. The SBOE's role is to determine the curriculum standards, set the graduation requirements and graduation endorsements, approve text books (reviewing/adopting instructional materials). CURRENT # OF TEKS: Although I feel we should provide a rigorous educational foundation for every student, I do not feel that our teachers should be required to teach to a test. TEKS curriculum standards used as the basis in our class rooms consumes the majority of the instructional time. REVISING TEKS: I would definitely recommend changes to the process for adopting and revising the TEKS curriculum standard. I personally I would welcome input from our educators on what that process and recommendation should look like as they are our subject matter experts. CHARTERS: I do not support charter schools as I strongly support Public Education and believe that there is a big difference in the data that has been reported. Public schools for example, have out perform Charter schools in comparison to the letter grades that have been received by the state. TEXTBOOKS: The SBOE should have a large role in what standards are being defined when looking at approving textbooks and instructional materials. That is why it is so important that the SBOE receives input from educators. Just as important as they should receive input from community leaders, parents, and students. I am a firm believer in Hispanic and African American Studies. Fortunately, several ISD's Board Trustees throughout the state have approved such studies in an effort to educate their students. Such curriculum positively promotes diversity in our classrooms throughout the state. CURRENT CURRICULUM: I feel there are improvements that most certainly need to be made so that we can provide the best educational experience for every student across the state. I would first look at ending standardize testing as there is no true measure that can be evaluated when looking at the data. ROLE OF EDUCATORS: Educators and educator groups are stakeholders in Public Education as they have answered the calling to make an educational impact in the students of our state. The SBOE should allow them to have a seat at the table in allowing them to provide input and opinions in which they are the subject matters experts. TESTING AND PROMOTION: Standardized testing should have no role in a student promotion/graduation as I previously mentioned that there is no true way to look at the data from the assessment results. If we were going to look at the data, then we should most certainly look at it subjectively to determine how we can make improvements in curriculum in an effort in decreasing the educational gaps within our subgroups. PRIORITIES: If elected, my main priority would be to keep politics out of the equation when it comes to Public Education. My main focus would be to ensure every student within our state receives a quality education. This can be accomplished by ensuring every decision is reviewed to determine how it would affect student outcomes, how it would reduce the educational gap, and to make certain that every student has the same opportunities no matter what their socio economic status is. 25x25: Yes, most definitely! I believe this is a goal that everyone that is a stakeholder in public education can commit too!	
Governor	Greg Abbott	2018 - Texas Homeschool Coalition	Unfriendly		Tweet on 1/3/19 called for state takeover of HISD board, calling them self-centered and inept. Current plan for property taxes would create a statewide cap of 2.5%, which will take millions from public education unless more funding is added by the state.	Signed bill in 2015 to allow seniors who hadn't passed all 5 STAAR tests to graduate with provisions (IGC). During campaign, said that local districts should be given control over how to evaluate and pay teachers. Said that the most important factor in determining teacher pay should be "effectiveness in the classroom." Supports Governor's University Research Initiative - to bring recruits from academia to Texas universities. Supports additional funding for Pre-K (proposal was de-funded by House). Anti Common Core. In 2011 as Attorney General, fought lawsuit aimed at fixing school funding. Abbott lost, judge found 4 areas in which the state had violated the Constitution. Case was dismissed by TX Supreme Court. Education isn't even listed as an issue on his web site. 2017 Special session: suggested teacher pay increase of $1000 (unfunded). Supported administrative flexibility in teacher hiring and retention practices. Supported a school finance reform commission. Supported school choice for special needs students. Supported prohibition of taxpayer dollars to collect union dues. Calls school choice a "civil rights issue." Issued edict that he was "making a list" of anyone who did not fall in line with Dan Patrick and that they would be punished. Labeled House as dysfunctional for supporting PubEd.
Lt. Gov	Dan Patrick	2018 - Texans for Fiscal Responsibility/Empower Texans, Texas Homeschool Coalition 2014 - Texans for Fiscal Responsibility/Empower Texans	Unfriendly			**PRO-VOUCHER**: Jan, 2016 per Texas Tribune "vowed to pass a bigger and better tax credit scholarship program — and possibly other school choice legislation — out of the Senate in 2017, saying school choice remains his top policy priority aside from 'protecting life'...As a former state senator and chairman of the Senate Education Committee...(he) unsuccessfully pushed for a private school voucher program." **PROHIBIT DUES DEDUCTIONS FROM TEACHERS' CHECKS:** Teach the Vote reports Lt. Gov. Patrick pushed SB7 through the Senate. This bill, which would "eliminate educators' right to utilize payroll deduction to pay voluntary professional association dues, has been a priority of the Lt. Gov. and Texas Senate for years now." **FUNDING**: In 2014 Lt. Gov. race, Patrick received $768 K from Empower Texans and $675,426 from Texans for Education Reform (pro-privitization group). **ADDITIONAL MONEY FOR TEACHERS:** *Texas Tribune* reports June 23, 2017 that before the special session began, Patrick proposed to give "teachers bonuses and increase their retirement benefits, with plans to pay for both long-term using money from the Texas lottery. Patrick's plan, in part, would provide $600 to $1,000 bonuses to long-term and retired teachers, inject $200 million into the Teacher Retirement System, give $150 million to struggling small, rural districts, and provide $60 million for new facilities for fast-growth school districts and charter schools... BUT...Over the next two years, Patrick said, $700 million to pay for the plan would come from a deferral of funds to managed care organizations. Over the long-term, $700 million would be directly allocated from the Texas Lottery if voters approved an amendment to the Texas Constitution to ensure that transfer of funds continues indefinitely. Currently, about $1.3 billion annually, or 27 percent of lottery funds, goes to public schools. Patrick is currently proposing taking the $700 million from that $1.3 billion rather than reallocating additional lottery revenue." AND, he called the House plan a "Ponzi scheme." Endorsed by Patriot Texas, Conservative Activists.