

STATE BOARD OF EDUCATION POSITION PAPER

The State Board of Education supports continuing the current system of textbook procurement. Through a regular rules review process, the SBOE is constantly improving the system. Radical changes to this successful system do not serve the best interest of Texas public schools and their students.

- Texas' textbook adoption system is widely acknowledged as among the best in the nation.
- Texas' textbook adoption system ensures every student in Texas has the materials that cover the curriculum standards (TEKS) and state accountability measures (TAKS).
- Texas' textbook adoption system for procuring textbooks is characterized by equity, adequacy and educational quality.
- The Texas system has never been the subject of litigation on adequacy or equity grounds. The strong link between textbooks, curriculum standards, and state assessment has protected the state against litigation that alleges students do not have the opportunity to learn the content over which they are tested.

Discussion Topic	SBOE Position
<p>FUNDING</p> <p>The Texas Constitution, Article VII, Section 3, requires the State Board of Education to set aside a sufficient amount of funds to provide free textbooks for the use of children who attend Texas public schools.</p>	<p>To continue this charge of providing curriculum materials to students, any proposed legislation should:</p> <ul style="list-style-type: none"> • Guarantee the SBOE continues to be the body that provides free textbooks for every child Texas. The systems in place to purchase, track and distribute approved materials functions effectively & efficiently. Shifting this responsibility to the more than 1,000 school districts (with more than 7,800 campuses) is costly, unnecessary and inefficient. Studies have shown that requiring small and rural districts to run their own textbook distribution systems increases costs substantially. • Guarantee the SBOE continues to enter into and enforce textbook contracts. SBOE rules enforce contracts with publishers and penalize non-performance in a uniform, transparent fashion. This ensures accountability, timely delivery of the materials, and the maintenance of resources that are provided both via text and the Internet. School districts should not have to spend their time and resources dealing with these issues when the SBOE has a proven, efficient and effective system in place. Putting this burden on another state agency, likewise, is unnecessary and duplicative.
<p>APPROPRIATION LEVELS</p>	<p>The State Board of Education recognizes that projections for textbook appropriations have varied, sometimes by a large amount, from year to year. The SBOE is dedicated to improving communications with the Texas Legislature and creating more predictable spending levels from biennium to biennium to achieve a more consistent appropriations request.</p>
<p>ADEQUACY & EQUITY FOR STUDENTS, SCHOOLS & DISTRICTS</p> <p>During the past decade, the state's textbook system has provided approximately \$70 per student per year for instructional materials – less than 1 percent of the public education budget. This is consistent with funding in other states that use a textbook</p>	<p>States that do not designate specific monies to textbooks sacrifice a crucial element in ensuring that every child has an equal opportunity to learn in all curriculum areas.</p> <p>Curriculum content should not be subordinate to technology. Under an allotment system – particularly one that allows diversion of funding for computer hardware rather than instructional content – others within the district, such as technology coordinators, might choose the curriculum for teachers as part of a technology package.</p> <p>This would be particularly detrimental if computer hardware were packaged with lowest-bid or one-vendor "curriculum lite" bundles that every teacher in the school must use. Such an intra-district shift of control would</p>

<p>adoption system, although it is lower than in the major adoption states of California and Florida.</p> <p>Under the current system, teachers at each school typically review and select materials that work best for their school & student populations. Decisions are made close to the students.</p> <ul style="list-style-type: none"> - Materials reflect Texas standards. - The state review is consistent & rigorous. - State review and approval provides a high degree of quality assurance to local ISD's. 	<p>Under the current system, teachers at each school typically review and select materials that work best for their school & student populations. Decisions are made close to the students.</p> <ul style="list-style-type: none"> - Materials reflect Texas standards. - The state review is consistent & rigorous. - State review and approval provides a high degree of quality assurance to local ISD's.
<p>Public school students must be guaranteed the opportunity to learn the Texas Essential Knowledge and Skills (TEKS) upon which they will be tested.</p> <p>TEKS ALIGNMENT, WITH FACTUAL AND UP-TO-DATE MATERIALS</p>	<p>be disastrous. Texas education policymakers should continue to ensure that teachers have a voice in selecting instructional materials.</p> <p>Creating inducements to divert constitutionally dedicated Permanent School Fund (PSF) funding away from strong curriculum content should never be considered. Any move away from this system – including a diversion of funds to provide for computer hardware – will harm education by de-emphasizing instructional content, resulting in a watered-down curriculum and less rigor in the classroom. Such an action would be particularly ironic, as the state legislature is trying to focus more resources on the classroom in an effort to prepare increasing numbers of students for college (i.e., recent requirement for 65% of resources spent on classroom instruction, and new four-year math & science graduation initiatives).</p> <p>The current state-purchase textbook system ensures each public school student has the instructional content needed for each academic subject on which they subsequently are tested. An allotment system creates inducements for school districts to send fewer, less comprehensive and/or outdated instructional materials to schools or classrooms.</p> <p>For example, instead of every 5th grade student having his or her own math materials, an allotment system might mean students are asked to share resources during class time and not have a textbook available for homework so a district can use the "leftover" funding to buy laptops for 12th graders or purchase new e-mail software for the central office. While these may be acceptable expenditures, they should not come at the expense of the essential tool – the instructional content – to which <u>every</u> child is entitled for all academic subjects.</p> <p>The State Board of Education does not support an allotment system that would lead to these poor choices, even if the board retained the purchasing and contracting responsibilities. Any new textbook legislation should:</p> <ul style="list-style-type: none"> • Guarantee that schools and classrooms are not shortchanged on the number of materials or the quality of the content available; • Continue the Texas Constitution's promise that <u>every</u> student has the instructional materials they need in every subject. The legislature must ensure it doesn't create an inducement for school districts to select fewer materials, delay the purchase of, or not provide materials in certain subjects; • Ensure that students, teachers, classrooms and schools are not shortchanged on the necessary instructional materials. Districts should certify to the Texas Education Agency or post on their websites a listing of instructional resources used for each grade and subject, stating whether each student has his or her own set of materials. This would also provide more transparency for parents seeking to know what their children are doing in the classroom; and • Allotment legislation must require that the state audit to ensure proper resources per child. <p>The current approval and purchasing system ensures that textbooks are aligned to the state curriculum expectations and accountability measures, are factual, up to date, and support the latest research and best practices for instruction.</p> <p>Any textbook legislation must continue the "best in the nation" SBOE review process to ensure alignment with the curriculum standards and factual accuracy. It also should guarantee that textbook funding is used only for instructional materials that have been adopted by the SBOE.</p> <p>Any legislation that allows use of multiple sources to cover a subject must continue the guarantee that <u>every</u></p>

	<p>student has the opportunity to learn all elements of the required Texas Essential Knowledge & Skills (TEKS) curriculum for that subject. Schools should certify to the state or post on their website the resources that are used and whether each child has up-to-date materials that cover all the required elements. This would help ensure students are not shortchanged on content, and it would continue to protect the state against lawsuits that allege inequality among instruction.</p>
<p>ADOPTION CYCLES AND PROCLAMATIONS</p> <p>The current system, with its regular cycle of textbook replacement through a proclamation process whereby the SBOE requests publishers produce materials for a particular subject and grade, ensures that teachers and students have the opportunity to learn from the most up-to-date materials designed specifically for Texas curriculum standards.</p> <p>As more instructional products become available in digital formats, revisions occur. With SBOE encouragement, publishers have in recent years – and with increased frequency continue to – provide electronic updates of their online materials.</p>	<p>The State Board of Education cycle for regular review and approval of state-provided instructional materials is beneficial to students and teachers.</p> <p>The SBOE has a process for improving its system of aligning the textbook proclamations with the cycle for curriculum revisions. After revised curriculum standards are approved for a particular subject based the latest research for best instructional practices, it would make sense to issue the proclamation so that the new textbook materials reach classrooms at the same time the new curriculum expectations take effect. The SBOE is working on such a revision and timeline now for the area of English/Language Arts & Reading (ELAR). Given that the existing ELAR materials pre-date the No Child Left Behind Act, and new research is available to show how curriculum standards should be aligned and taught, the SBOE believes an update of the reading/language arts expectations and materials is warranted.</p> <p>A legislative change to repeal the "rescind future textbook proclamations" language adopted in HB 1 during the last special session will be necessary so new instructional materials across this subject area can be provided to students.</p> <p>The SBOE is adopting rules to allow for expedited approval of updated content and technology features in adopted materials.</p>

CONCLUSION

The State Board of Education members appreciate the opportunity to discuss the benefits of the textbook adoption system, and the board remains committed to improving the delivery of those materials as the Texas public schools enter the digital age. A constructive dialogue on funding expectations, flexibility in the adoption process, revisions and updates to align the curriculum standards and proclamation timelines will improve the process. SBOE members look forward to working with the legislators during the 80th Texas Legislative Session to improve our state's system of education.