

District Plan for the Delay of Teacher Certification Requirements

(HB 2 / TEC §§21.003 and 21.0032 Compliance Plan)

I. Purpose and Statutory Alignment

This plan is submitted in accordance with Texas House Bill 2 (HB 2) and guidance issued by the Texas Education Agency (TEA) to request approval for a delay of teacher certification requirements for foundation curriculum courses. The plan outlines the district's Board of Trustees-approved systematic strategy to ensure that uncertified teachers progress toward full certification within the allowable timeline and that the district returns to full statutory compliance by the beginning of the 2029–2030 school year.

Denial of this extension would result in the loss of teachers, significantly impacting staffing ability and creating additional challenges for the coming school year.

The plan satisfies TEA's requirement that districts:

- Identify uncertified teachers,
- Provide a reasonable and measurable certification timeline,
- Specify Educator Preparation Program (EPP) partners,
- Detail supports provided to teachers,
- Demonstrate annual progress toward certification compliance,
- Receive approval from the district board of trustees,
- Make the plan publicly accessible on the district website.

II. Current District Certification Status

As of the 2025–2026 academic year, the district has 76 teachers assigned to foundation teaching roles for which they are not yet fully certified.

Distribution by Campus Level:

- Early Childhood Centers: 8 teachers
- Elementary Schools: 56 teachers
- Secondary Schools: 12 teachers

This data establishes the baseline from which annual certification progress will be measured, as required by TEA.

III. Certification Completion Timeline

The district has developed a multi-year, exam-based certification completion timeline designed to produce the most significant reduction in the percentage of uncertified foundational teachers during the first year of implementation, followed by tapered annual reductions that culminate in full certification compliance by the end of the 2028–2029 academic year. This approach reflects exam load realities, teacher capacity, and testing windows while meeting TEA expectations for measurable annual progress.

Beginning Spring 2025, all uncertified foundation teachers are required to attempt and pass at least one certification exam per semester or summer term until all required examinations are successfully completed. Progress will be reviewed at the end of each academic year.

Projected Annual Reduction of Uncertified Foundational Teachers:

- End of 2025–2026 Academic Year:

Reduction of 40% of uncertified foundation teachers from the baseline, representing the greatest annual gain as teachers with fewer required exams complete certification early.

- End of 2026–2027 Academic Year:

Additional reduction of 30%, reflecting continued progress among teachers with moderate exam requirements.

- End of 2027–2028 Academic Year:

Additional reduction of 20%, as remaining teachers complete higher exam loads and supplemental requirements.

- End of 2028–2029 Academic Year:

Final reduction of 10%, resulting in 100% certification of all foundation teachers and full statutory compliance prior to the 2029–2030 school year.

This phased reduction model demonstrates consistent, good-faith annual progress and aligns with TEA's requirement that districts show a declining percentage of uncertified foundation teachers throughout the approved delay period.

IV. Educator Preparation Program (EPP) Partnerships

To meet TEA requirements, the district has identified and engaged multiple EPP partners to support certification progress and reduce uncertified staffing levels.

1. Teachers of Tomorrow / The Learning Liaisons (TLL)

Through a partnership with Teachers of Tomorrow, the district has secured services from The Learning Liaisons (TLL) to provide:

- In-person TExES test preparation sessions,
- Complimentary 12-month access to online test prep boot camps,
- Exam-specific instructional supports aligned to teacher certification needs.

2. Teachworthy (Grow-Your-Own Support)

Through a partnership with Teachworthy, the district provides structured supports to Grow-Your-Own teachers, including:

- Regular progress monitoring,
- Academic advising,
- Certification-aligned curriculum modules
- Ongoing test preparation assistance.

3. Other Alternative Certification Options:

- Teacher Orientation and Preparation Program (TOPP) through Region 20 ESC
- i-Teach

These partnerships meet TEA's requirement that districts identify at least one EPP partner supporting certification efforts during the delay period.

V. District Provided Certification Supports

The district will provide intentional, no-cost supports to ensure uncertified foundation teachers are positioned for successful and timely completion of certification requirements.

Test Preparation Boot Camps

The district will offer targeted preparation for required TExES exams, including but not limited to:

- Core Subjects EC–6
- STR (Science of Teaching Reading)
- Pedagogy and Professional Responsibilities (PPR)
- Secondary content areas
- Special Education and Bilingual Supplemental exams.

In-person certification support sessions have been scheduled for Spring 2026, and additional sessions will be scheduled in future academic years to directly address the evolving needs of remaining uncertified foundation teachers. These future sessions will be strategically aligned to high-need certification exams, teacher progress data, and exam performance trends to ensure continued annual reductions and on-time completion for all participants.

These supports satisfy TEA’s requirement for documented, ongoing strategies to assist uncertified foundational teachers throughout the duration of the HB 2 delay period.

VI. Monitoring, Accountability, and Continuous Improvement

The district will:

- Track certification progress by teacher, campus, and content area,
- Meet with each uncertified foundation teacher and collaboratively develop a Transition to Certification plan that the teacher, principal, and HR representative will sign,
- Review certification data with principals and teachers three times a school year (September, November, and February) to ensure declining uncertified percentages,
- Adjust supports based on teacher progress and exam outcomes,
- Maintain documentation for TEA review and audit purposes.

This monitoring process aligns with TEA’s expectation that districts demonstrate ongoing evaluation and intentional transition planning.

VII. Board Approval and Public Access

Approved on February 23, 2026, by the Edgewood ISD Board of Trustees, this plan is:

- Posted in an easily accessible location on the district website,
- Provides a link to the board meeting agenda,
 - [Public Meeting Agenda: February 23, 2026 at 6:00 PM - Regular Meeting - BoardBook Premier](#)
- Was submitted to TEA through the Smartsheet application process.

VIII. Conclusion

Through structured timelines, formal EPP partnerships, targeted supports, and continuous monitoring, the Edgewood ISD will provide a good-faith, board-approved plan to transition uncertified foundation teachers to full certification status. This plan satisfies TEA's statutory and procedural requirements for approval of a Delay of Teacher Certification Requirements under HB 2 while ensuring instructional quality and long-term compliance.