Interim Update on Legislation Passed by the 84th Texas Legislature

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Texas Assessment Conference
February 2016

Overview

- Implementation of key bills from the 84th Legislature
- Overview of the Every Student Succeeds Act (ESSA)
- Outlook for the 85th Legislature
  - Issues related to testing and accountability: Some recurrent, some due to confluence of political circumstances
  - With great opportunity comes risk

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Key Legislation from 84th Session Related to *Assessment*

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HB 743 by Huberty

Gr. 3-8 Test Requirements

- Empirical validity, reliability of STAAR
- Duration of test administration in grades 3-5 and grades 6-8
- Review of the TEKS to SBOE by March 2016
- Review of scope/design of testing program
- Specific appropriation required for universal administration of preliminary college preparatory assessments
- Methodology by which TEA can check test contractors' compliance

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Update on HB 743

Implementation Status

- Two reliability studies undertaken via TEA contract with Human Resources Research Organization (HumRRO)
- Changes made this year:
  - Gr. 4 & & Writing tests given on one day
  - Embedded field test items removed
  - Students may leave testing environment as they finish their tests
  - Testing coordinators furnishing data to the state regarding time needed by students to finish their tests

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HB 1164 by Van Deaver

Pilot Test Requirements

- TEA and testing contractor develop an alternative to writing assessments at Gr. 4, 7, English I and English II
- Pilot testing in SYs 2016-17 and 2017-18
  - Must include at least 1 rural, 1 medium-sized, and 1 large urban district
- Alternative assessment must gauge:
  - TEKS mastery via timed writing samples
  - Improvement from BOY to EOY
  - Ability to follow writing process from rough draft to final product
  - Ability to produce more than one writing style

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Update on HB 1164

Implementation Status

- Study design work is underway
- TEA plans to implement a trainer-of-trainers system for scoring at local level
  - TEA to gather random samples of scored tests
- Reminder: Students in pilot sites are ***not*** exempt from graduation exam requirements
- Bill requires TEA to produce annual reports by Sept. 1 for next 3 years
- TEA indicates that a full technical report will be provided by Sept. 2018

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SB 149 by Seliger

Graduation Requirements

- Allows students in 12th grade yr. to graduate by Individual Graduation Committee (IGC) decision
- Applies to students who have attempted and failed no more than two STAAR EOC tests
  - For ELLs, Eng. I EOC counts toward 2-test limit
- Includes *additional requirements* for all IGC graduates
- Requires participation by teacher of the failed EOC test(s), department chair, parent or approved alternate, principal or designee
- Requires review of 15 sources of information
- Requires unanimous decision for graduation

Update on SB 149

Implementation Status

- In effect for graduating classes of 2015, 2016, and 2017
  - Provisions expire Sept. 1, 2017 unless the legislature takes action to extend them
  - Initial implementation under emergency rule
- Updated proposed rules posted, Dec. 2015 (19 TAC §74.1025)
- Final/adopted language not yet available, but anticipated by mid-February 2016
- Official grad rates to be announced *next summer* will be the first that reflect impact of SB 149

HB 2349 by Aycock

Assessment Provisions

- TEA must track and separately report test results for students who transfer into TX
- TEA can delay release of test answer keys as needed for test development
- College readiness items integrated into test scores and used for accountability
- Students only take EOC tests for courses in which they enroll
- Students must be notified of graduation test requirements by date of entry into 8th grade
- Students have more ways in which to earn Performance Acknowledgments on transcripts

Update on HB 2349

Implementation Status

- Test administrator manuals being updated re coding students new to Texas
- Administrative code has been updated:
  - 19 TAC §101.3014(f)(2) – out-of-state transfers
  - 19 TAC §101.3017 – test release specific to SY 2015-16
  - 19 TAC §101.3021 – test in courses that are actually being taken

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HB 1613 by Guillen with Update

Assessment Provisions

- Basis for **exemption** from retesting on Algebra I or English I and II end-of-course tests:
  - Meet TSI benchmarks in ELA/math on approved test(s) at end of college prep course

Implementation Status

- Administrative code has been updated:
  - 19 TAC §101.4002(d) – substitute assessments

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SB 1776 by Menéndez with Update

Assessment Provisions	▪ Basis for **2-year exemption** from TSI requirements for taking credit-bearing college courses: ▪ Successful completion of college prep course, AND ▪ Enrollment in credit-bearing course in the relevant subject during first year of college enrollment
Implementation Status	▪ Administrative code has been updated: ▪ 19 TAC §4.54(a)(10) – limits the TSI exemption to the higher education institution that partnered with the school district to provide the college prep course

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SB 453 by Seliger with Update

Assessment Provision	▪ The cut score for award of credit by examination using College-Level Examination Program (CLEP) tests with students in grades 6-12 is now ***50***
Implementation Status	▪ Administrative code has been updated: ▪ 19 TAC §74.24(c)(5)(B) – captures the revised cut score

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HB 505 by E. Rodriguez with Update

Dual Credit Provisions	▪ THECB rules cannot limit the number of dual credit courses/hours that high school students can take: ▪ While enrolled in high school ▪ Within a semester or given school year
Implementation Status	▪ Proposed SY 2015-16 Student Attendance Accounting Handbook removes outdated language (rule to adopt SAAH posted Feb. 5) ▪ http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student__Attendance_Accounting_Handbook/ ▪ http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Proposed/16_01_Proposed_Amendment_to_19_TAC_%C2%A7129_1025/

Key Legislation from 84th Session Related to *Accountability*

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Policies Must Address Multiple, Simultaneous State/Federal Changes

- Increases in student-level performance standards
- Increased sources of data to be included
- Calculations to be conducted, including use of weights (and how much those should be)
- Targets to be applied
- Rules for ratings evaluations
- Shift over to letter grades A-F as rating labels

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HB 2804 by Aycock

- Authorizes creation of Texas Commission on Next Generation Assessments and Accountability
- Restructures content of accountability system
- Weights relative importance of assessment and non-assessment components

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TX Commission on Next Generation Assessments and Accountability

Andrew Kim, Comal ISD*	Michael McLendon, Baylor University
Kim Alexander, Roscoe Collegiate ISD	Kel Seliger, Chair, Senate Higher Education Committee
Jimmie Don Aycock, Chair, House Public Education Committee	Catherine Susser, Corpus Christi ISD Trustee
Erika Beltran, State Board of Education	Larry Taylor, Chair, Senate Education Committee
Paul Castro, A+ Unlimited Potential Charter	Theresa Trevino, TAMSA
Pauline Dow, North East ISD	Quinton Vance, KIPP
Maria Hernandez Ferrier, TAMU-SA	John Zerwas, Chair, House Higher Education Committee
Stacy Hock, Hock, LLC	**Denotes Chair of Commission*

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TX Commission on Next Generation Assessments and Accountability

- Recommendations by Sept. 2016:
  - Purpose of accountability system
  - Role, nature and utility of assessments
  - Alignment to college and career readiness
  - Policy changes to support or ensure:
    - Student growth, mastery-based progress
    - State goals re postsecondary readiness
    - Parent and community involvement, and
    - Responsiveness to parents and community

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TCNGAA Future Meeting Dates

Tuesday, February 23, 2016:
Public testimony will be taken at this meeting; there is a registration deadline

Wednesday, March 23, 2016

Wednesday, April 20, 2016

Wednesday, May 25, 2016

Wednesday, July 27, 2016

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SBOE Efforts Related to the TCNGAA

- Invited stakeholder dialogue with parents, educators and business leaders
- Structured around guiding questions:
  - Important lessons learned
  - Roles/purposes of testing and accountability
  - What's working well in current system
  - Goals, key factors, and suggestions for improvement

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Developments in Accountability Policy

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Current System

- Final Decisions for 2016, posted 2/11/2016
  - Include STAAR math 3-8, STAAR A, L, Alt. 2, <u>except</u>:
    - STAAR L to be excluded for students who do not have an ELL progress measure
    - STAAR Alt. 2 n/a for Index 4, STAAR Final Level II
    - No progress measure for Gr. 7 writing this year
  - Index 4:
    - Include applicable TX Success Initiative (TSI) results in postsecondary readiness
    - Give credit for IGC graduates just as for any other grad
    - Use "best of" RHSP/DAP or RHSP/DAP/FHSP+E/FHSP+D
  - Attendance recommended for discontinuation in 2018 for Distinctions

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Current System

- Targets evaluated for 2016

Either/Or

Regular System Targets for:	Index 1	Index 2	Index 3	Index 4, All Components	Index 4, STAAR Component Only
Districts	60	5th Percentile**	5th Percentile**	60	13
Campus Types:					
Elementary	(same)	**	**	n/a	12
Middle/JH	(same)	**	**	n/a	13
High School/ K-12/MultiE/S	(same)	**	**	60	21

**Fifth percentile targets are set by campus type; for districts, the target is set at the 5th percentile for all campuses. Actual values cannot be determined ahead of time.

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Future System (HB 2804)

- New components and/or indicators
- How to weight indicators, domains
- Rules for assignment of letter grades

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TEA's October Draft View of HB 2804

Domain I: Student Achievement
- STAAR satisfactory standard
- STAAR college-readiness standard

Domain II: Student Progress
- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard

Domain III: Closing Performance Gaps
Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

Domain IV: Postsecondary Readiness

Districts and High Schools
- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner

Middle/Junior High Schools
- Student attendance
- Dropout rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner

Elementary Schools
- Student attendance
- Other indicators as determined by the commissioner

Domain V: Community and Student Engagement
- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus

HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating
For districts and high schools, graduation rate is10%; the remaining indicators are 25%.

10% of Overall Rating

Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

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Domain I: STAAR Test Score Achievement

- Phase-in, Level II standard for all grade levels by subject
- College Readiness standard for all grade levels by subject
- Alt. 2 standard for all grade levels by subject
- To be determined:
  - Percent who met/exceeded ELL Progress
  - Percent who met criterion on approved EOC Substitute Assessments
  - Precise nature of calculations and weighting

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Domain II: STAAR Test Score Progress

- Met Phase-in Level II annual improvement standard for all grade levels by subject
- Met College Readiness annual improvement standard for all grade levels by subject
- Met Alt. 2 annual improvement standard for all grade levels by subject
- To be determined:
  - Percent who met/exceeded ELL Progress
  - Precise nature of calculations and weighting

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Domain III: Closing Test Score Gaps

- "Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds"
  - Inclusive of all student racial/ethnic groups with sufficient data
  - May specifically contrast performance of students who are, or are not, economically disadvantaged

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Domain IV: Postsecondary Readiness

Districts and high schools

- Dropout rate; Graduation rate at 10% of total weight
- Percent meeting 1+ of these criteria:
  - Distinguished level on FHSP
  - FHSP with endorsement(s)
  - Coherent sequence of CTE courses
  - TSI Benchmarks
  - 12+ hours postsecondary credit
  - Complete 1+ AP course(s)
  - Enlist in a branch of the armed forces
  - Industry certification
- Additional indicators

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Domain IV: Postsecondary Readiness, continued

Middle/junior high schools

- Attendance
- Dropout rate
- Percent of 7th/8th graders who receive instruction to prepare for HS, college and career
- Additional indicators

Elementary schools

- Attendance
- Additional indicators

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Domain V: Community & Student Engagement (CaSE): ISDs/Schools Choose Any 3

- Fine Arts
- Wellness & PE
- Community & Parent Involvement
- 21st Century Workforce Development
- Second Language Acquisition
- Digital Learning Environments
- Dropout Prevention Strategies
- Education Programs for G/T Students

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Rules for Assignment of Letter Grades to Districts and Campuses

- Normative v. criterion-referenced approaches
  - Combination of quartiles and index scores
  - Application of any "absolutes"
  - Adjustments based on certain considerations
    - In the calculation of index scores
    - In the assignment of letter grades
- By 2018, local assignment of letter grades to Community and Student Engagement (CaSE) ratings

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Considerations in Assigning Letter Grades

- Weights before/after index score calculations
- Options to "bump" up (or down) a letter grade based on particular considerations
  - Quartile of performance within comparison group of "like" schools or districts
  - *Campus or district contexts that make it more or less challenging to reach high academic standards*

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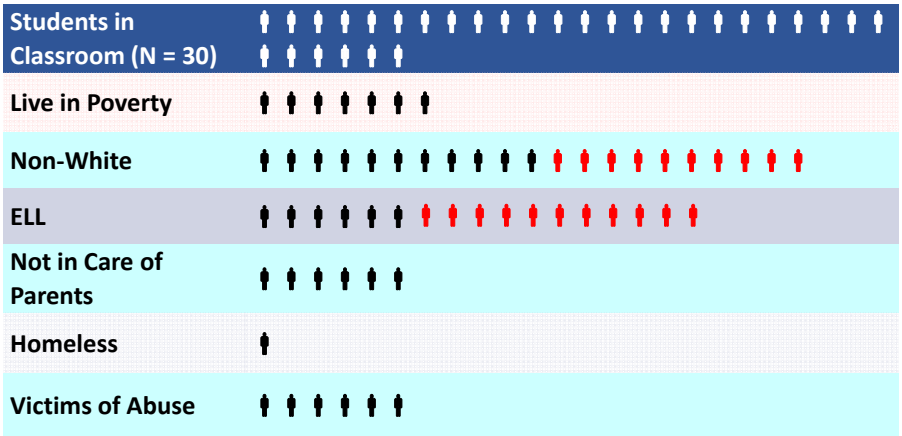
Students in today's U.S. schools are not the same as those in classrooms 30 years ago…



Data Sources: http://www.theatlantic.com/education/archive/2015/12/when-grit-isnt-enough/418269/?utm_source=SFFB, accessed on 12/4/2015 at 10:23 a.m.; TEA, Enrollment in Texas Public Schools, 2013-14, accessed on 12/4/2015 at 11:10 a.m.

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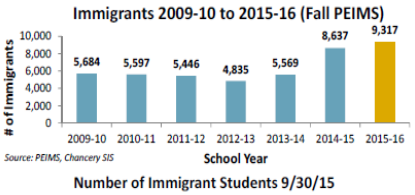
As Texas Grows, More Languages Spoken At Home

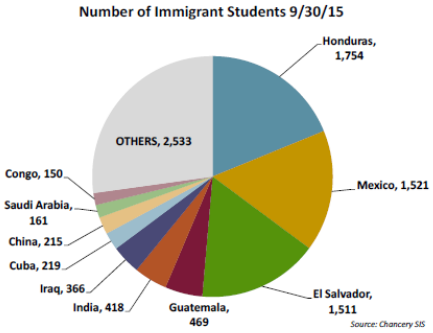
Texas Tribune, December 2, 2015

- "In the Houston area, a common immigrant resettlement spot, public schools face some of the toughest challenges associated with a growing number of spoken languages"



Number of Immigrant Students 9/30/15

Source: HISD Research and Accountability



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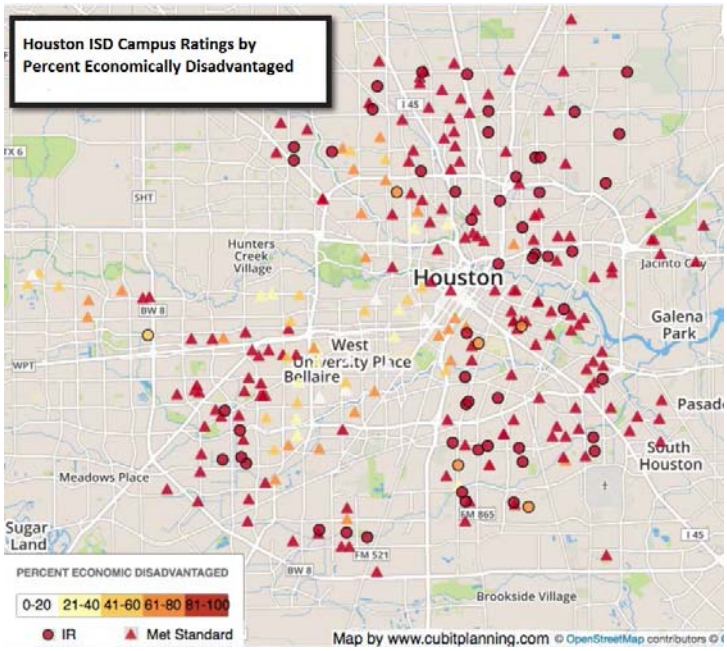

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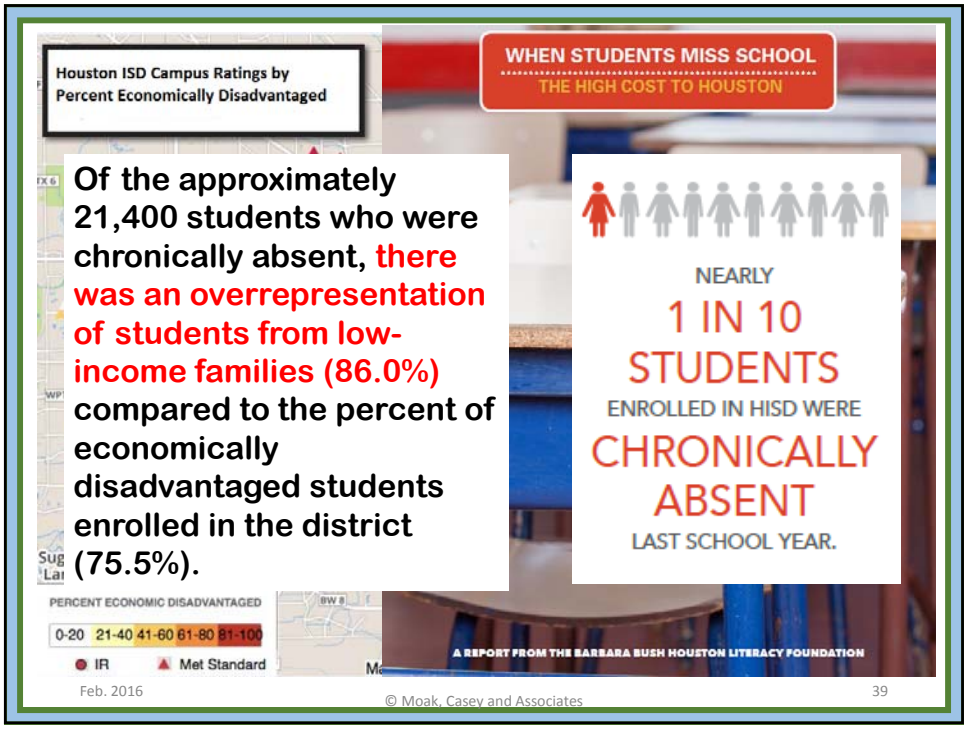
Houston ISD Campus Ratings by Percent Economically Disadvantaged
WHEN STUDENTS MISS SCHOOL
THE HIGH COST TO HOUSTON
Of the approximately 21,400 students who were chronically absent, there was an overrepresentation of students from low-income families (86.0%) compared to the percent of economically disadvantaged students enrolled in the district (75.5%).
NEARLY
1 IN 10
STUDENTS
ENROLLED IN HISD WERE
CHRONICALLY
ABSENT
LAST SCHOOL YEAR.
PERCENT ECONOMIC DISADVANTAGED
0-20 21-40 41-60 61-80 81-100
IR
Met Standard
A REPORT FROM THE BARBARA BUSH HOUSTON LITERACY FOUNDATION
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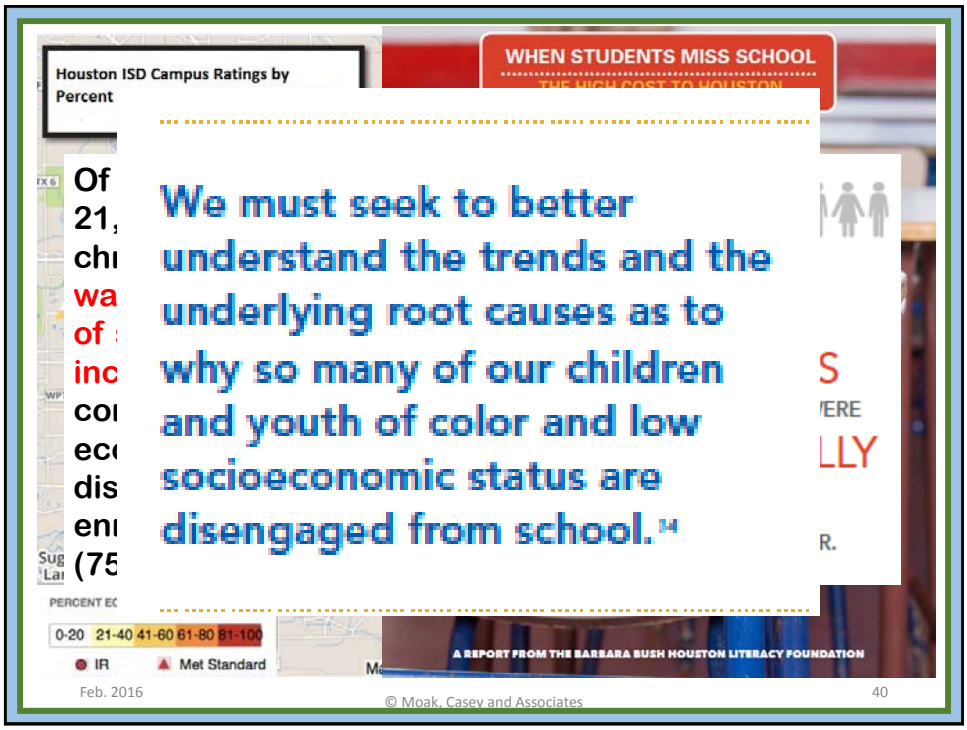
Houston ISD Campus Ratings by Percent
WHEN STUDENTS MISS SCHOOL
We must seek to better understand the trends and the underlying root causes as to why so many of our children and youth of color and low socioeconomic status are disengaged from school.[14]
0-20 21-40 41-60 61-80 81-100
IR
Met Standard
A REPORT FROM THE BARBARA BUSH HOUSTON LITERACY FOUNDATION
Feb. 2016
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A Tale of Two Schools…

School A	School B
• 500 students	• 1,800 students
• 99% AA and Hispanic	• 98% AA and Hispanic
• 70% Econ. Disadv.	• 84% Econ. Disadv.
• First Time EOC testers in Spring 2015	• First Time EOC testers in Spring 2015
• English I EOC = 27%	• English I EOC = 46%
• English II EOC = 24%	• English II EOC = 43%

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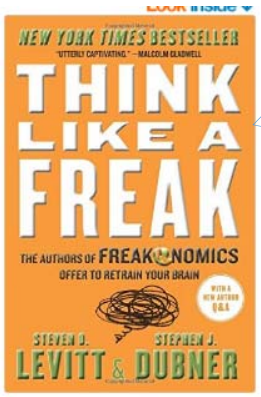
There is more than 1 right answer



"The fact is that solving problems is hard. If a given problem still exists, you can bet that a lot of people have already come along and failed to solve it. **Easy problems evaporate; it is the hard ones that linger.** Furthermore, it takes **a lot of time to track down, organize, and analyze the data to answer even one small question well."** pg. 2

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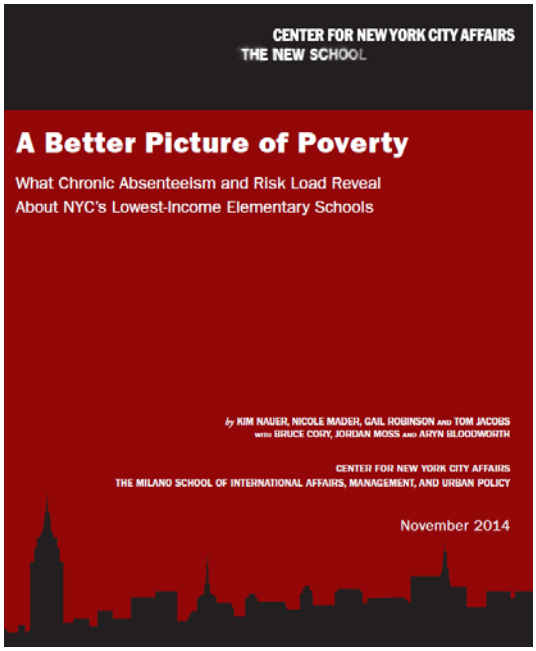

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Measuring a School's Total "Risk Load"

SCHOOL FACTORS:

1. Students eligible for free lunch
2. Students known to be in temporary housing
3. Students eligible for welfare benefits
4. Students with disabilities
5. Black or Hispanic students
6. Immigrant students
7. Refugee/Asylee students
8. Principal turnover
9. Teacher turnover
10. Student turnover
11. Student suspensions
12. Teacher vacancies not filled
13. Safety score on student survey

NEIGHBORHOOD FACTORS:

14. Involvement with CPS
15. Presence of public housing in a school's attendance zone
16. Presence of homeless shelter in a school's attendance zone
17. Poverty Rate (census)
18. Adult education levels (census)
19. Professional employment (census)
20. Male unemployment (census)
21. Home language (census)
22. Rental costs (census)

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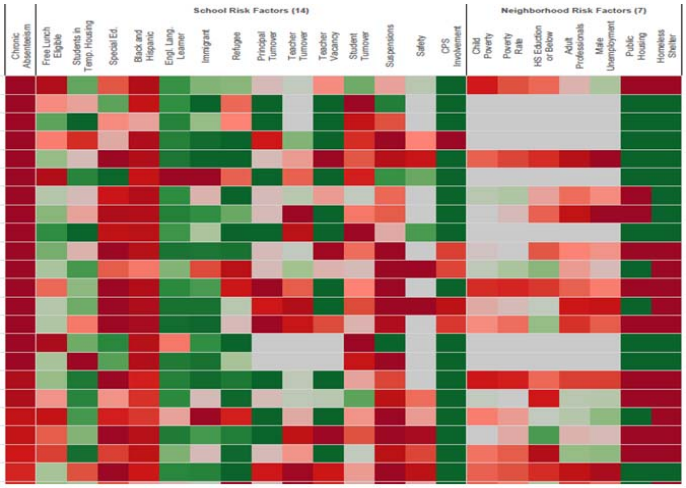
Inspired by the research in NY and Chicago's "most disadvantaged" public schools, HISD and other districts across the nation are exploring the development of risk load profiles that bring together community and school-level risk factors commonly mentioned in the academic literature as strong predictors of assessment scores and chronic absenteeism.



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A Tale of Two Schools

CAMPUS RISK LOAD = 14
36% chronically absent*
37% student mobility rate
21% teacher turnover rate
Numerous Teacher vacancies
Few adult professionals
High levels of male unemployment

- 900 students
- 99% African American/Hispanic
- 70% Econ. Disadv.
- First Time EOC testers in Spring 2015
  - English I EOC = 27%
  - English II EOC = 24%

CAMPUS RISK LOAD = 12
15% chronically absent*
18% student mobility rate
10% teacher turnover rate
Few Teacher vacancies
Numerous adult professionals
Low levels of male unemployment

- 1,800 students
- 98% African American/Hispanic
- 84% Econ. Disadv.
- First Time EOC testers in Spring 2015
  - English I EOC = 46%
  - English II EOC = 43%

*Chronic absence defined as missing more than 18 days (nearly a month) of school for any reason.

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"A"? Or "F"?

What does it tell us about teaching and learning…

If a campus with a risk load of 15 receives the same "B" rating as a campus with a risk load of 4?

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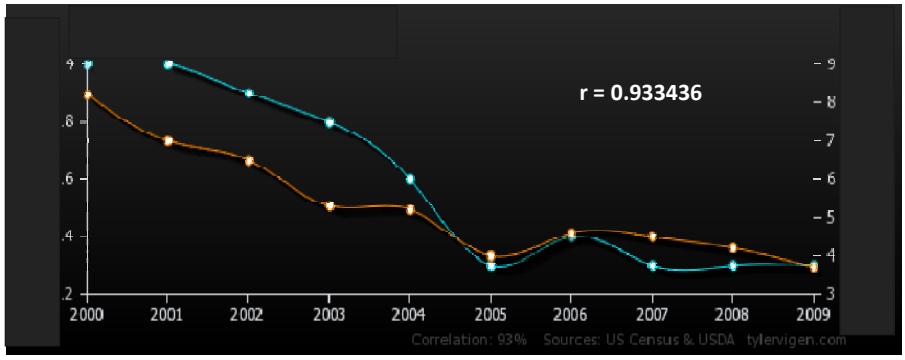
¿Qué es esto?



Source: http://tylervigen.com/view_correlation?id=28681, 2/8/2016, 3:37 p.m.

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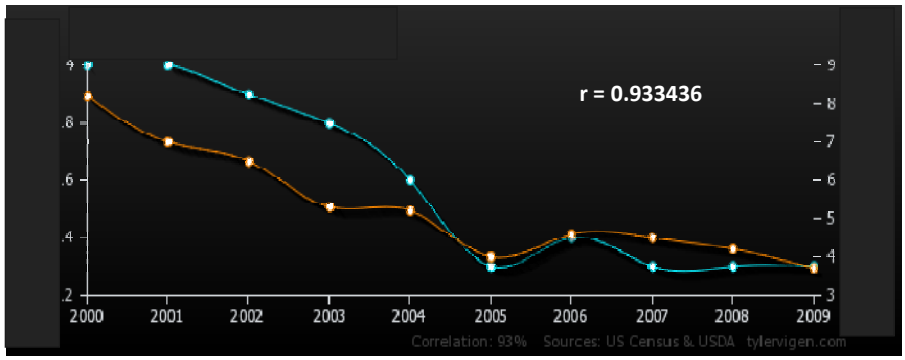
The Divorce Rate in TX Correlates Highly with Per Capita Consumption of Margarine



No one can afford to have an accountability system that is either uninformed or unhelpful.

Source: http://tylervigen.com/view_correlation?id=28681, 2/8/2016, 3:37 p.m.

Key Thoughts on Development of Accountability Policies

- The complexity and sophistication of accountability has increased dramatically
- We are witnessing a new era of epistemology in accountability
- A relentless focus on instructional practice and student learning is STILL necessary for success – because the complexity of instructional challenges also is rising
- Educational systems need to become more nimble in adapting and responding to student needs

Time Line for Transition to New Sanctions Structure

Dec. 2015	Existing sanctions structure continues
Dec. 2015 – Jan. 2016	TEA conducts rules adoption process
Jan. 2016	TEA releases Turnaround Plan template
Feb. 2016	Training provided to affected role groups
March 2016	TEA adopts final rules
May 1, 2016	ISDs submit Turnaround Plans to TEA
June 1, 2016	Local boards approve applicable Plans
Late June, 2016	TEA Commissioner approves Plans

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HB 1842 Transition Chart – Adapted from TEA Chart, October 2015

SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20
August 2015 Rating: **1st Year IR**	**August 2016** Rating: **2nd Year IR** Develop TA Plan	**August 2017** Rating: **3rd Year IR** Implement TA Plan	**August 2018** Rating: **4th Year IR** Implement TA Plan	**August 2019** Rating: **5th Year IR** **BoM or Closure Process**
August 2015 Rating: **2nd Year IR** Develop TA Plan in spring	**August 2016** Rating: **3rd Year IR** Implement TA Plan	**August 2017** Rating: **4th Year IR** Implement TA Plan	**August 2018** Rating: **5th Year IR** **BoM or Closure Process**	
August 2015 Rating: **3rd Year IR** Implement Reconst'n. Plan; Transition to TA Plan in spring	**August 2016** Rating: **4th Year IR** Implement TA Plan	**August 2017** Rating: **5th Year IR** Implement TA Plan	**August 2018** Rating: **6th Year IR** **BoM or Closure Process**	
August 2015 Rating: **4th/5th/6th Year IR** Develop TA Plan in spring	**August 2016** Rating: **5th/6th/7th Year IR** Implement TA Plan	**August 2017** Rating: **6th/7th/8th Year IR** Implement TA Plan	**August 2018** Rating: **7th/8th/9th Year IR** **BoM or Closure Process**	

Districts should recall that under HB 3106 by Rep. Huberty, the commissioner can decide to keep a Board of Managers in place for multiple years for "insufficient progress."

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Districts of Innovation (HB 1842)

- Intent: Afford districts flexibility similar to that available to charter operators; implement innovative reform/improvement initiatives
- Intended benefits:
  - Broaden availability of improvement mechanisms
  - Improve responsiveness to local community
  - Increase marketability relative to charters
  - Increase administrative freedoms
- No published rules as of this writing

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The Every Student Succeeds Act (ESSA)

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Every Student Succeeds Act (ESSA)

- Purpose: provide all children "significant" opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps
- Timing: Provisions generally apply to grants awarded on/after October 1, 2016
  - ESEA waivers expire August 1, 2016
  - States continue to support Priority and Focus schools until new state plans take effect

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Familiar ESSA Provisions for States

Plans	• Submit consolidated plans to USDE for approval
Standards	• Maintain challenging academic content standards
Assessments	• Reading/ELA & Math: 3-8 + HS • Science once in 3-5, 6-9, 10-12 • Alternate assessments capped at 1%
Reports	• Contain disaggregated results but will display more information than before

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Accountability Provisions in ESSA

State establishes:

- Long-term goals
- Interim progress

Includes "All Students" and:

- Racial/ethnic groups
- Economically disadvantaged group
- ELL group
- Group of students with disabilities

Examines improvements in:

- Proficiency on annual assessments
- 4-year grad rates
- For ELLs, progress in English proficiency
- *At least one additional measure*

NOTE: 95% participation on assessments is required, but the state must determine how to include that in accountability evaluations.

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ESSA's Accountability Outcomes

- Meaningful differentiation among schools based on indicator data
  - "Much greater weight" given to traditional indicators, such as proficiency rates and cohort graduation rates
  - Differentiation of those campuses "in which any subgroup of students is consistently underperforming"

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ESSA's Accountability Interventions

- Significant limitations on Ed. Secretary's authority
- General approach: focus on improvement plans
- Two main approaches to graduated interventions:
  - "Comprehensive Support and Improvement" **(CS&I)**
  - "Targeted Support and Improvement" **(TS&I)**
    - "Additional Targeted Support" **(ATS)** if student group performance is low enough for CS&I identification

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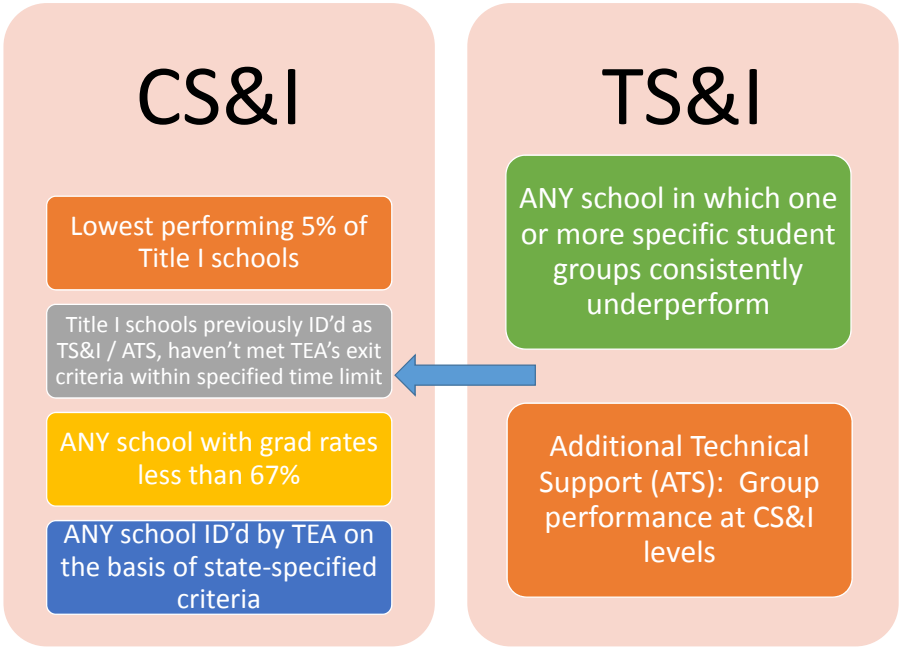

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Differentiated Roles for TEA

Give notice of identification; determine exit criteria for CS&I schools

Approve, monitor & review CS&I schools' improvement plans

Set time limits for ATS schools to reach targets

Intensify CS&I schools' interventions after a ***max*** of 4 yrs.; may affect school operations

Set asides: Up to 7% of Title I for school improvement; up to 3% for *direct* student services

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TEA's Role in Districts/Charters with Multiple CS&I, TS&I Campuses

TEA

MAY forego requirements for very small schools (100 or less in total enrollment)

MUST review resource allocation practices *and* provide technical assistance

MAY differentiate requirements for dropout recovery schools

MAY take district-level actions; MAY establish other strategies for school improvement

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Response to TS&I Identification

1. School obtains stakeholder input into locally developed, targeted improvement plans
2. District/charter must approve and monitor plan implementation
3. District /charter must take additional action if plan isn't successful after a TEA-determined span of time
4. *Resource inequities must be addressed* if school is also identified as ATS due to group performance

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Response to CS&I Identification

1. Conduct comprehensive needs assessment
2. Develop, implement comprehensive support and improvement plan – approved by school, district, *and* TEA
3. If exit criteria aren't met within 4 years, complete additional state-required interventions
4. Respond to state resource allocation reviews, if applicable
5. Respond to additional state-driven district-level interventions, if applicable

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Optional Responses to CS&I Identification

- Districts may provide a transfer option for students
  - Priority given to lowest-achieving students
  - Up to 5% of Title I funds can be used for transportation costs

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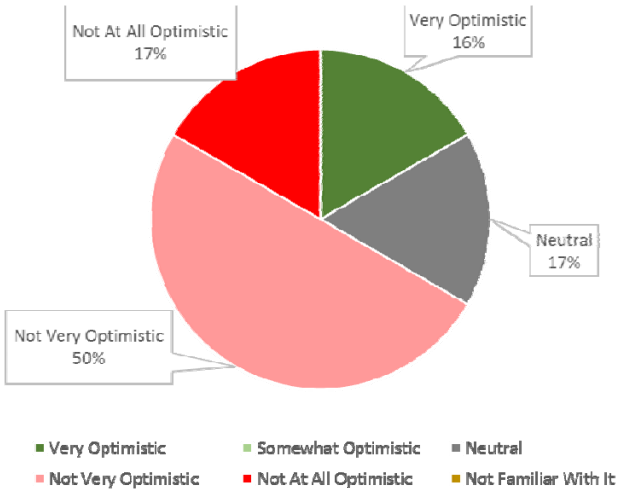
"How Optimistic Are You That the New Rewrite of the Elementary and Secondary Education Act Will Help Failing Schools and Help Close the Achievement Gap?"



Source: ASCD, online survey, 12-10-2015 at 10:47 a.m.

Key Thoughts with Regard to ESSA

- There is more continuity re testing requirements, than not, with NCLB's requirements
  - Key concerns: the 1% cap; advanced MS students
  - Opportunity with regard to testing flexibility
- ESSA may be the best opportunity that Texas has had to move to a single, integrated accountability system, given near-simultaneous implementation of HB 2804
- Don't just watch development… PARTICIPATE in it

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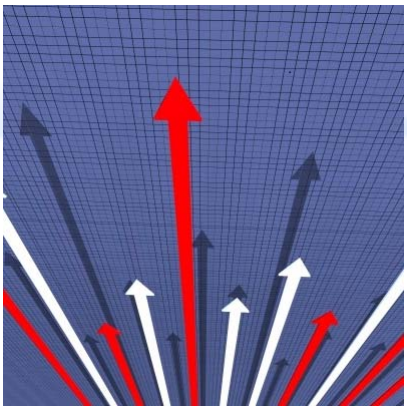

Outlook for the 85th Texas Legislature

Image courtesy of Stuart Miles at FreeDigitalPhotos.net.

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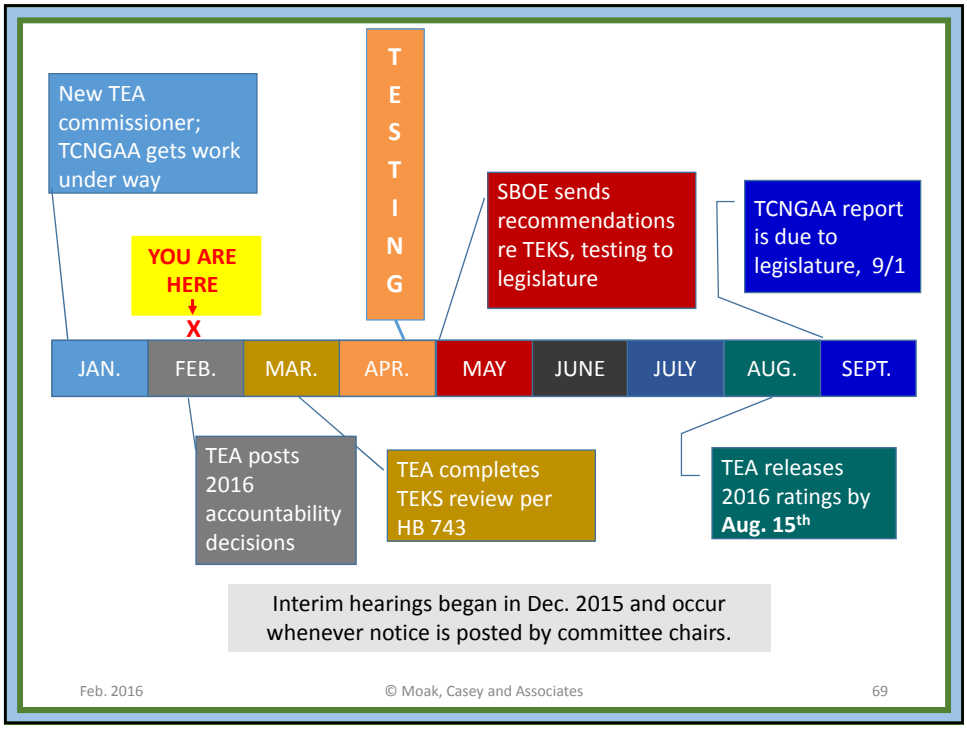

Elections and Appointments

- New Commissioner of Education Mike Morath
- Active Chair of State Board of Education Donna Bahorich
- 16 Senate seats up, 99 House seats up for election
- New chair for the House Committee on Public Education in the 85th Texas Legislature
- Speaker Straus up for re-election

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Overlap in Interim Charges for House and Senate

- Choice
- Educator/student relationships; student safety
- Educator preparation
- Broadband access; digital learning
- Implementation of HB 4 (high quality PreK) and SB 149 (IGCs)
- Facilities funding (Senate is specific to charters) and debt/transparency
- Truancy

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Key Thoughts on Interim Activity

- There continues to be extensive interest in assessments and accountability
  - The whys
  - The hows
  - The linkages to resources
  - The what nexts

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Hearings to Date

- Senate Education Committee
  - December 7:
    - Charters: expansion, revocation, facilities funding, and disposition of property on closure
    - Inappropriate student-teacher relationships: prevention, investigation, penalties, prosecution
  - February 10:
    - Cameras in special education classrooms
    - Counselor training
- House Public Education Committee
  - February 9:
    - Middle grades, at-risk youth
    - G/T programs and accountability

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Outlook

- Supreme Court decision on school finance
- Recognition of key issues in accountability
  - Assessment data alone are insufficient
  - Absence of school context is a problem
  - Letter grades
  - Renewed interest in considering resource allocation practices at the local level

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Outlook, continued

- Receptivity of the 85th Legislature to recommendations from TCNGAA and from TEA-SBOE studies of TEKS and STAAR
- **Risks** that the ***perceived*** "epidemic of failing schools" will serve as justification for vouchers or other radical actions
- **Opportunity** for system alignment to new requirements in both state and federal law
  - Accountability indicators and evaluations
  - SUPPORTS, interventions and sanctions

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