ESSA Update

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Who Is Here Today?
GOALS & OBJECTIVES
GOALS

• Gather your input

• Provide a high level overview of the legislation

• Answer your questions and get you assistance in developing FAQ
Objectives

• Overview of timeline for development of state plan

• Highlight major changes in the bill

• Feedback activity
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USDE Rulemaking Timeline

- June 1—First round of proposed rules released
- Summer 2016—Remaining rules released
- August-September 2016—Public comment period closes
- Fall 2016—Final Rules Released
Every Student Succeeds Act (ESSA)

en Español
TEA Timeline for State Plan

• Spring and Summer 2016—Gather stakeholder input
• Early Fall 2016—Draft initial state plan
• Winter 2016—Release draft plan for public comment (based on finalization of USDE regulations)
• Spring 2017—Submit final state plan to USDE for approval
• Final approval from USDE within 120 days
QUESTIONS?
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Assessment

- Basics of the NCLB assessment system remain the same
- New flexibility for states to consider shifting from one summative assessments to:
  - multiple statewide interim assessments that, when combined, produce an annual summative score.
  - portfolios, projects, or extended performance tasks.
  - computer-adaptive assessments to measure a student’s academic proficiency above or below grade level to determine a student’s actual performance level.
Accountability

- Adequate Yearly Progress
Accountability

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Accountability

- Each statewide system must “meaningfully differentiate” schools using:
  - Academic proficiency on state assessments
  - Graduation rates for high school
  - English Language Proficiency
  - Growth or another statewide academic indicator for K-8 schools
  - Not less than 1 other state-set indicator of school quality or student success
  - 95% assessment participation rate
Accountability-What does this mean?

• Goal: Build one accountability system

• HB 2804: Five Domains:
  • Student Achievement
  • Student Progress
  • Closing Performance Gaps
  • Postsecondary Readiness
  • Community and Student Engagement
School Improvement

- SES
- Corrective Action
- Restructuring
- Parental Notification
- Reconstitution
School Improvement

• SES
• Corrective Action
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• Parental Notification
• Reconstitution
• State Developed Intervention System
School Improvement

• Comprehensive Support and Improvement:
  • Lowest-performing 5% of Title I schools on state accountability index;
  • High schools with <67% graduation rates, and
  • Schools with underperforming subgroups that do not improve after a state-determined number of years.

• Targeted Support and Improvement:
  • Schools with consistently underperforming subgroups, as defined by the state.
Title II—Highly Qualified

Highly Qualified Teacher Requirements
Title II—Highly Qualified

Highly Qualified Teacher Requirements
Title II

- Does not require specific educator evaluation measures or methods.
- Title II Part A allows states to fund their priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.
- Requirements aligned with state equity plan
- New funding flexibilities for state activities and state supports
Title IV

- Eliminates separate funding streams for Safe and Drug Free Schools and Enhancing Education through Technology Programs
- Shift to block grants for portions of this section
What do these changes mean?

• Input

• Blend federal and state law

• Minimize burden and maximize flexibility
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School Improvement

• How can the Agency support the use of evidence-based strategies for school turnarounds in a way that both provides districts with structure and guidelines while providing them as much flexibility as possible?

• What do district and schools most need from a statewide school improvement support system?

• How can the Agency best target resources to campuses and districts?
Teacher Quality

• How does the Agency provide better supports to districts to develop and grow teachers?

• What are the most critical areas of knowledge for a 1st year teacher; and how can the Agency work to address those gaps?

• With new flexibility to support the preparation of new teachers, what are your recommendations for areas of focus for the Agency to provide resources and support to educator preparation programs?
School Leaders

• How does the Agency help districts identify, develop, and place leaders?

• What are the most critical areas of knowledge for a 1st year principal; and how can the Agency work to address those gaps?

• With new flexibility to support the preparation of new principals, what are your recommendations for areas of focus for the Agency to provide resources and support to educator preparation programs?
share
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