

Proposed ESSA State Plan, Title III, Part A

Frequently Asked Questions (FAQ)

This document has been created in direct response to the questions and comments concerning the proposed ESSA State Plan, Title III, Part A submitted by stakeholders who viewed the Texas Education Agency (TEA) webinar delivered on February 15, 2018, which is accessible via this [link](#). A summary of key provisions discussed in the webinar may be accessed via this page. All information provided in this document is pending US Department of Education (USDE) approval of the Texas ESSA State Plan, Title III, Part A.

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General

1) *What is the rationale for the proposed changes to current practice, based on the proposed Texas ESSA State Plan, Title III, Part A?*

- The proposed changes to current practice are pending approval of the proposed Texas ESSA State Plan, Title III, Part A.
- The changes to current practice proposed in the Texas ESSA State Plan, Title III, Part A, are in response to the following prompt posed by the United States Department of Education (USDE):

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement
Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, ***standardized, statewide entrance and exit procedures***, including an ***assurance that all students*** who may be English learners ***are assessed for such status within 30 days of enrollment in a school in the State.***

- The use of a single assessment for identification and program entry and a single assessment for program exit for all students in Texas proposes to fulfill the USDE requirement for having “standardized, statewide procedures” in place because it promotes consistency across the state.
 - Similarly, the use of a standardized rubric for the subjective teacher evaluation portion of the exit process is proposed to further promote statewide consistency.
 - Moving from the time frame for identification of twenty days to the four weeks stipulated in Texas Education Code (TEC) Chapter 29, Subchapter B is proposed to provide the USDE the “assurance that all students ... are assessed ... within 30 days of enrollment.”
- 2) *When will TEA receive final approval of the ESSA State Plan from the USDE?*
- The USDE has not provided a timeline for granting final approval of the Texas ESSA State Plan. The TEA will communicate with Education Service Centers (ESCs) and Local Education Agencies (LEAs) as soon this information becomes available.

3) *How does the ESSA State Plan affect current provisions in the TAC Chapter 89?*

- Prior to the final submission of the Texas ESSA State Plan in January, 2018, a committee of statewide stakeholders had already begun the process of drafting potential revisions to Texas Administrative Code (TAC) Chapter 89, Subchapter BB. In anticipation of approval of the Texas ESSA State Plan, Title III, Part A section, the process for drafting potential revisions to TAC Chapter 89 was impacted in two ways:
 - the timeline for completing proposed Chapter 89 revisions was accelerated, and
 - some proposed Chapter 89 revisions were made specifically to ensure alignment with USDE provisions.

Testing Materials

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4) *When will the List of Approved Tests for 2018-2019 be available?*

- The List of Approved Tests for 2018-2019 will be posted in the summer for use **only** within the 2018-2019 school year.

5) *If the proposed ESSA State Plan, Title III, Part A is approved by the USDE, what is to be done with unused identification tests that cannot be used beyond the 2018-2019 school year?*

- In the case that the proposed ESSA State Plan, Title III, Part A is approved by the USDE, districts would need to decide how to utilize any remaining materials. The TEA would encourage school districts to make use of any purchased tests from the List of Approved Tests during the 2017-2018 and 2018- 2019 school years.

Four Calendar Weeks

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6) *What is the purpose of the change to four weeks instead of 20 school days?*

- The USDE requires an assurance that all students are assessed within thirty days of enrollment. In Texas, TEC 29 requires that this process be completed within four weeks. The current practice in Texas of allowing twenty school days for this process to occur does not guarantee that every student in Texas will be identified and served within the required thirty (calendar) days. Therefore, pending USDE approval of the proposed ESSA State Plan, Title III, Part A, students will be identified following the four-week requirement put forth in TEC 29.

7) *How would the four calendar weeks be calculated?*

MARCH 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			7	1	2	3
4	5	6	14	8	9	10
11	12	13	21	15	16	17
18	19	20	28	22	23	24
25	26	27		29	30	31

APRIL 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Example: Student A enrolls on Wednesday, March 7th, 2018.

To calculate the four-week time frame, count ahead one week to March 14th, then the second week to March 21st, the third week to March 28th, and the fourth week to Wednesday, April 4th. In this example, the Language Proficiency Assessment Committee (LPAC) identification process needs to be completed for Student A by April 4th.

Please note: The calculation for the four-week period would not be adjusted for school days missed due to illness, holidays, school-wide testing, variance in school start/end dates, etc.

8) *If the proposed ESSA State Plan, Title III, Part A is approved by the USDE, in what ways could the state assist with documentation collection within four weeks?*

- TEA staff in the English Learner Support Division is continually working with internal staff to explore options for electronic storage and transfer of student records, particularly the Home Language Survey. At this time, school districts are encouraged to utilize the Texas Records Exchange (TReX) system for maintaining and accessing student records, including the Home Language Survey. For information on how to use TReX to upload a student Home Language Survey, visit the 2017-2018 TReX Data [web page](#) and click on the Overview Document.

Single Test for Identification and for Exit

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- 9) *If the proposed ESSA State Plan, Title III, Part A is approved by the USDE, what would be the process for selecting the single TEA-approved English Language Proficiency test for identification and entrance to be implemented beginning in the 2019-2020 school year?*
- If the proposed ESSA State Plan, Title III, Part A is approved by the USDE, the TEA would develop the formal process for selecting the single TEA-approved English Language Proficiency test for identification and entrance. This process would be conducted in timely and meaningful consultation with statewide stakeholders. The timeline would be determined to complete the process in time for full implementation in the 2019-2020 school year. Once the TEA-approved test for identification and entrance is selected, information regarding test format, pricing, and test administration training would be provided.
 - Pending USDE approval of the proposed ESSA State Plan, Title III, Part A, the TEA-approved English Language Proficiency test for identification and entrance would be for pre-kindergarten through Grade 12 and would assess listening and speaking for pre-kindergarten through Grade 1 and listening, speaking, reading, and writing for Grades 2-12, eliminating the need for a norm-referenced assessment for identification in Grades 2-12 beginning in the 2019-2020 school year. A TEA-approved norm-referenced assessment would be selected to be used as part of the exit criteria in Grades 1, 2, 11, and 12.
 - Funding sources for the purchase of tests for identification and exit will not change. Currently, the bilingual education allotment is an allowable funding source to purchase tests for identification, entrance, and exit of English learners, and this would continue to be the case as the state complies with the new ESSA requirements. The use of Title III funds for purchase of tests used for identification, entrance, and exit is not an allowable expenditure.

Exit Criteria

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- 10) *If the proposed ESSA State Plan, Title III, Part A is approved by the USDE, what assessments would be used for student exit at each grade level in 2018-2019 and 2019-2020?*
- For 2018-2019, the assessments used for the exit process would remain **unchanged** with the exception that the TEA-approved, standardized Student Exit Rubric would be used to complete the subjective teacher evaluation (no longer a variety of data points). TEA staff in the English Learner Support Division is currently developing the Student Exit Rubric in meaningful consultation with stakeholders pending USDE approval of the proposed ESSA State Plan, Title III, Part A. ESCs would be trained during the July LPAC Framework annual training in order for ESCs to turn around this training to LEAs. The purpose of the Student Exit Rubric would be to provide teachers with a standardized format for collection of student progress data, per the ESSA provisions.

- Pending USDE approval of the proposed ESSA State Plan, Title III, Part A, the key changes in exit criteria for the 2019-2020 school year would be:
 - the use of a single, TEA-approved English language proficiency test as part of the standardized, statewide program exit procedure to consist of the four TELPAS domains (listening, speaking, reading, and writing) in all grade levels eligible for exit (Grades 1-12).
 - the use of TELPAS writing as the state criterion-referenced writing assessment, and
 - the use of a single, TEA-approved norm-referenced test to be utilized in Grades 1, 2, 11, and 12 for the state-required standardized reading assessment.