

ESSA State Plan, Title III, Part A: Proposed Revisions and Next Steps

Proposed Revision to Current Procedure	Implementation Date	Next Steps
<p>1. Identify students for program entrance within four weeks of enrollment (no longer 20 school days).</p>	<p>2018-2019 School Year</p>	<ul style="list-style-type: none"> • Adjust language in Chapter 89 Rule text to bring rule in alignment with federal requirements under ESSA. • Update Language Proficiency Assessment Committee (LPAC) training materials.
<p>2. Utilize a standardized <i>Student Exit Rubric</i> to inform Subjective Teacher Evaluation portion of program exit criteria (no longer a variety of data points).</p>	<p>2018-2019 School Year</p>	<ul style="list-style-type: none"> • Develop <i>Student Exit Rubric</i> in meaningful consultation with stakeholders. • Train ESCs/LEAs on <i>Student Exit Rubric</i>.
<p>3. Utilize a single, TEA-approved English language proficiency test as part of standardized, statewide program entrance procedure.</p>	<p>2019-2020 School Year</p>	<ul style="list-style-type: none"> • Encourage school districts to make use of any purchased tests from the <i>List of Approved Tests</i> in 2018-2019 • Develop and implement a process for identifying the single, TEA-approved language proficiency test for program entry, in meaningful consultation with statewide stakeholders. • Ensure that adequate training is provided for administration of the single TEA-approved English language proficiency test for program entry.
<p>4. Utilize a single, TEA-approved English language proficiency test as part of standardized, statewide program exit procedure.</p>	<p>2019-2020 School Year</p>	<ul style="list-style-type: none"> • Encourage school districts to make use of any purchased tests from the <i>List of Approved Tests</i> in 2018-2019