



PRESIDENT

Hurst-Euleless-Bedford ISD
Mr. Steve Chapman

PRESIDENT ELECT

Corpus Christi ISD
Dr. Roland Hernandez

VICE PRESIDENT

Dallas ISD
Dr. Michael Hinojosa

SECRETARY

Northside ISD
Dr. Brian Woods

TREASURER

Alief ISD
Mr. HD Chambers

PAST PRESIDENT

Alief ISD
Mr. HD Chambers

EXECUTIVE DIRECTOR

Dr. Curtis Culwell

MEMBER DISTRICTS

Abilene ISD*	Killeen ISD*
Aldine ISD	Lubbock ISD
Alief ISD*	McAllen ISD
Amarillo ISD*	Mesquite ISD*
Arlington ISD	Midland ISD
Austin ISD	North East ISD
Corpus Christi ISD*	Northside ISD*
Cypress-Fairbanks ISD	Pasadena ISD
Dallas ISD*	Pflugerville ISD
Ector County ISD	Pharr-San Juan-Alamo ISD
El Paso ISD	Plano ISD
Fort Bend ISD	Richardson ISD
Fort Worth ISD	Round Rock ISD
Garland ISD	San Angelo ISD*
Harlingen CISD	San Antonio ISD
Houston ISD	Socorro ISD
Humble ISD*	Spring Branch ISD*
Hurst-Euleless-Bedford ISD*	Tyler ISD
Irving ISD*	United ISD
Katy ISD	Waco ISD

*Board of Directors

www.TexasSchoolAlliance.org

March 27, 2020

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Re: New Proposed ESSA Waiver Testing Requirements for Accelerated Students; and Proposed Amendment to 19 TAC §101.3011, Requiring All Students to be Administered Appropriate Assessments to be used for Federal Accountability

Commissioner Morath,

The 40 member districts of the Texas School Alliance (TSA) appreciate the opportunity to comment on the proposed ESSA waiver that would *“broaden the [ESSA 8th grade Algebra I] advanced mathematics exception to include all middle school students administered EOC assessments in mathematics, language arts, and science.”*

We realize that the topic of accelerated student testing has been an ongoing debate between the TEA and USDE since February 2019 and TSA **appreciates** the agency’s willingness to apply yet again for another ESSA waiver in order to keep from double testing Texas’ accelerated middle school students.

TSA **strongly agrees** with this proposed waiver because it is instructionally appropriate. One TSA district reports that if this waiver is approved by USDE, it would *“save over 2,400 (or 34%) of the district’s 6th and 7th graders from being tested twice, while ensuring that their state assessments match the instruction they receive this year.”*

Including the requirement to *“administer an EOC assessment (not a grade-level assessment) to a middle school student who is completing instruction in the corresponding course”*, while at the same time allowing the EOC assessment to fulfill the student’s graduation requirement and be used for the campus’ and district’s federal accountability calculations, provides a valid measure of instruction; and according to USDE’s Testing FAQ that’s the point of state assessments...to measure student learning.

TSA members understand the agency’s statement on page 2 that reads, *“The approval of this waiver would not exempt any sixth through eighth grade students enrolled in the advanced courses from the annual assessment requirement.”* However, the proposed amendment does not appear to provide the testing sequence for the approximately 13,000 hyper-accelerated 6th and 7th grade students; therefore we respectfully **request clarification** as to how the agency intends to assess these hyper-accelerated middle schools students the following school year after they have taken their EOC and are not yet eligible to use the SAT or ACT because they are not yet enrolled in high school.

TSA recognizes the complex parameters that have been specified by the ESSA testing regulations and offer the following **proposed solutions** for TEA's consideration:

1. **Include AP/IB/PSAT/ASPIRE as 'nationally recognized tests'** that could be used as testing options for hyper-accelerated middle school students in English language arts, mathematics, and/or science as necessary. These particular tests are shown in *Figure: 19 TAC §101.4002(b)* and are recognized by TEA as approved substitute assessments for STAAR EOC tests.
 - a. If necessary, TEA could utilize existing funding to complete any peer reviews that USDE may require of the AP/IB/PSAT/ASPIRE assessments.
2. **Include TSI Assessments as 'state designated tests'** in addition to the EOC tests.
 - a. NOTE: TSA members understand that TSI Assessments will not meet USDE's definition of a 'nationally recognized test'; but encourage TEA to utilize existing funding to complete any peer review that USDE may require receive an approved 'state test' designation.

These **proposed solutions** are shown below in Table 1.

Table 1. Possible instruction and assessment sequences for hyper-accelerated students in 6th and 7th grade who are enrolled in high school mathematics and English courses

Hyper-Accelerated Student Sequences	Grade Enrolled in Algebra I	+ 1 Year	+ 2 Years	+ 3 Years
Grade	Grade 6	Grade 7	Grade 8	High School
Instruction Sequence	Algebra I	Algebra II Geometry Pre-AP	Algebra II Geometry Pre-AP	Algebra II Geometry AP/IB
Assessment Sequence	Algebra I EOC	TSIA Math / PSAT/ASPIRE	SAT/ACT PSAT/ASPIRE	AP/IB SAT/ACT

Grade	Grade 7	Grade 8	High School
Instruction Sequence	Algebra I	Algebra II Geometry Pre-AP	Algebra II Geometry AP/IB
Assessment Sequence	Algebra I EOC	TSIA Math / PSAT / ASPIRE	TSIA Math / SAT/ACT/AP/IB

Hyper-Accelerated Student Sequences	Grade Enrolled in English I	+ 1 Year	+ 2 Years	+ 3 Years
Grade	Grade 6	Grade 7	Grade 8	High School
Instruction Sequence	English I	English II Pre-AP	English III Pre-AP	English IV AP/IB
Assessment Sequence	English I EOC	TSIA ELA / PSAT/ASPIRE	TSIA ELA / PSAT/ASPIRE	SAT/ACT / AP/IB

Grade	Grade 7	Grade 8	High School
Instruction Sequence	English I	English II Pre-AP	English III & IV AP/IB
Assessment Sequence	English I EOC	TSIA ELA / PSAT/ASPIRE	TSIA Math / SAT/ACT/AP/IB



Thank you again for the opportunity to comment on the proposed revisions to Texas' ESSA plan for testing accelerated students. TSA member districts would be happy to discuss any questions and proposed solutions with you and to serve as a resource to Agency staff as you move through the waiver and rule adoption process.

Sincerely,

Steven A. Chapman

Steve Chapman, President, Texas School Alliance
Superintendent, Hurst-Euless-Bedford Independent School District

The Texas School Alliance (TSA) comprises 40 of Texas' largest school districts, serving over 2 million students or nearly 40 percent of the state's total pupil enrollment. Our students represent 44 percent of the state's economically disadvantaged student population, 52 percent of its English Language Learners, and 45 percent of all at-risk students in the state. The organization works on issues that will improve educational quality for Texas students, particularly those in large and urban districts.



PRESIDENT

Hurst-Euleless-Bedford ISD
Mr. Steve Chapman

PRESIDENT ELECT

Corpus Christi ISD
Dr. Roland Hernandez

VICE PRESIDENT

Dallas ISD
Dr. Michael Hinojosa

SECRETARY

Northside ISD
Dr. Brian Woods

TREASURER

Alief ISD
Mr. HD Chambers

PAST PRESIDENT

Alief ISD
Mr. HD Chambers

EXECUTIVE DIRECTOR

Dr. Curtis Culwell

MEMBER DISTRICTS

Abilene ISD*	Killeen ISD*
Aldine ISD	Lubbock ISD
Alief ISD*	McAllen ISD
Amarillo ISD*	Mesquite ISD*
Arlington ISD	Midland ISD
Austin ISD	North East ISD
Corpus Christi ISD*	Northside ISD*
Cypress-Fairbanks ISD	Pasadena ISD
Dallas ISD*	Pflugerville ISD
Ector County ISD	Pharr-San Juan-Alamo ISD
El Paso ISD	Plano ISD
Fort Bend ISD	Richardson ISD
Fort Worth ISD	Round Rock ISD
Garland ISD	San Angelo ISD*
Harlingen CISD	San Antonio ISD
Houston ISD	Socorro ISD
Humble ISD*	Spring Branch ISD*
Hurst-Euleless-Bedford ISD*	Tyler ISD
Irving ISD*	United ISD
Katy ISD	Waco ISD

*Board of Directors

March 30, 2020

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Re: Proposed Texas ESSA waiver due to the COVID-19 pandemic and resulting school closures

Commissioner Morath,

The 40 member districts of the Texas School Alliance (TSA) appreciate the opportunity to comment on the proposed ESSA waiver *“requesting the Department of Education (DOE) to waive the federal testing and accountability requirements for the 2019-2020 school year, which include the end-of-course (EOC) and grade 3–8 assessments for every school district and open-enrollment charter school in the state.”*

TSA member districts **greatly appreciate** Governor Abbott’s decision on March 16, 2020 to waive the state requirements related to STAAR for the 2019-2020 school year, and his decision to immediately request the DOE also waive the federal testing and accountability requirements.

TSA members **strongly support** the proposed Texas ESSA waiver due to the extraordinary circumstances created by the COVID-19 pandemic and resulting school closures.

However, TSA respectfully asks for **clarification and assurances** regarding how the agency intends to implement the following statements that were included in the Texas ESSA waiver documents that were submitted to DOE:

- *“The approval of this waiver will not break the chain of consecutive years of low performance under section 1111(b)(4)(D). TEA will monitor the performance of previously identified campuses...” (See Figure 1, emphasis added); and*
- *“Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school’s support and improvement plan in the 2020-2021 school year.” (See Figure 2, emphasis added.)*



Specifically, for the 2020 accountability ratings, does TEA intend to:

- 1) Apply a **'Not Rated' label** to all districts and campuses in August 2020? (Please see Table 1 below.)
- 2) **Maintain** the August 2019 accountability rating and federal identification status for all districts and campuses in August 2020? (Please see Table 1 below.)
- 3) **Maintain** the August 2019 interventions, sanctions, and supports for all districts and campuses during the 2020-2021 school year? (Please see Table 1 below.)

Table 1. Two examples of how the Texas ESSA waiver statements could be applied to the 2020 and 2021 Accountability Ratings, Federal Identification, Interventions and Sanctions.

State & Federal Accountability Rating, Interventions, & Sanctions	August 2019 Rating	August 2020 Rating "Not Rated" due to COVID-19 Pandemic	August 2021 Rating
Campus #1 State Accountability Rating:	D year 1	Maintain D year 1 rating – there will not be an increase in the number of years of low performance; nor will there be a reset	New Ratings Calculated A, B, C, D year 2 or F year 1
Campus #1 Federal Identification:	Targeted Support	Maintain Federal Identification of Targeted Support	New Federal Identification
Campus #1 Interventions & Sanctions:	D year 1	Maintain D year 1 Interventions – there will not be an increase in sanctions or interventions; nor will there be a reset	New interventions and sanctions (if D year 2 or F year 1)
Campus #2 State Accountability Rating:	F year 3	Maintain F year 3 rating – there will not be an increase in the number of years of low performance; nor will there be a reset	New Ratings Calculated A, B, C, D year 1 or F year 4
Campus #2 Federal Identification:	CS&I	Maintain Federal Identification of CS&I	New Federal Identification
Campus #2 Interventions & Sanctions:	F year 3	Maintain F year 3 Interventions – there will not be an increase in sanctions or interventions; nor will there be a reset	New interventions and sanctions (if D year 1 or F year 4)

Finally, TSA **strongly encourages** the agency to file an ESSA waiver (when the timing is right) to request additional flexibility for the 2020-2021 and 2021-2022 school years in terms of measuring student growth, graduation rates, CCMRs and school quality indicators, and student group targets. The lagging indicators used to calculate Domain 3 / Closing the Gaps / ESSA Domain will be impacted by this year's COVID-19 waiver and are scheduled to be used for federal identification in the 2021 and 2022 accountability cycles. (See Figure 3.)

Thank you again for the opportunity to comment on the proposed Texas ESSA waiver due to COVID-19. TSA member districts would be happy to serve as a resource to Agency staff as you move through the waiver adoption process.

Sincerely,

Steven A. Chapman

Steve Chapman, President, Texas School Alliance
Superintendent, Hurst-Euless-Bedford Independent School District

The Texas School Alliance (TSA) comprises 40 of Texas' largest school districts, serving over 2 million students or nearly 40 percent of the state's total pupil enrollment. Our students represent 44 percent of the state's economically disadvantaged student population, 52 percent of its English Language Learners, and 45 percent of all at-risk students in the state. The organization works on issues that will improve educational quality for Texas students, particularly those in large and urban districts.



Figure 1. Source: TEA Texas ESSA Waiver Request Letter, signed March 17, 2020, page 2

Advancing Student Achievement—ESEA, §8401(b)(1)(C)

The approval of this waiver would support the state's prioritization of student and public health in the face of the COVID-19 pandemic crisis.

Monitoring and Evaluation of Implementation Effectiveness—ESEA, §8401(b)(1)(D)

The approval of this waiver will not break the chain of consecutive years of low performance under section 1111(b)(4)(D). TEA will monitor the performance of previously identified campuses.

Sincerely,

Mike Morath
Commissioner of Education

Figure 2. Source: TEA Texas ESSA Waiver Request Letter, signed March 24, 2020, page 2

In seeking this waiver, I assure that:

- ☒ Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year.
- ☒ The State educational agency will provide the public and all LEAs in the State with notice of and the opportunity to comment on this request (e.g., by posting information regarding the waiver request and the process for commenting, on the State website).

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature

Mike Morath

Digitally signed by Mike Morath
Date: 2020.03.24 09:17:06
-05'00'

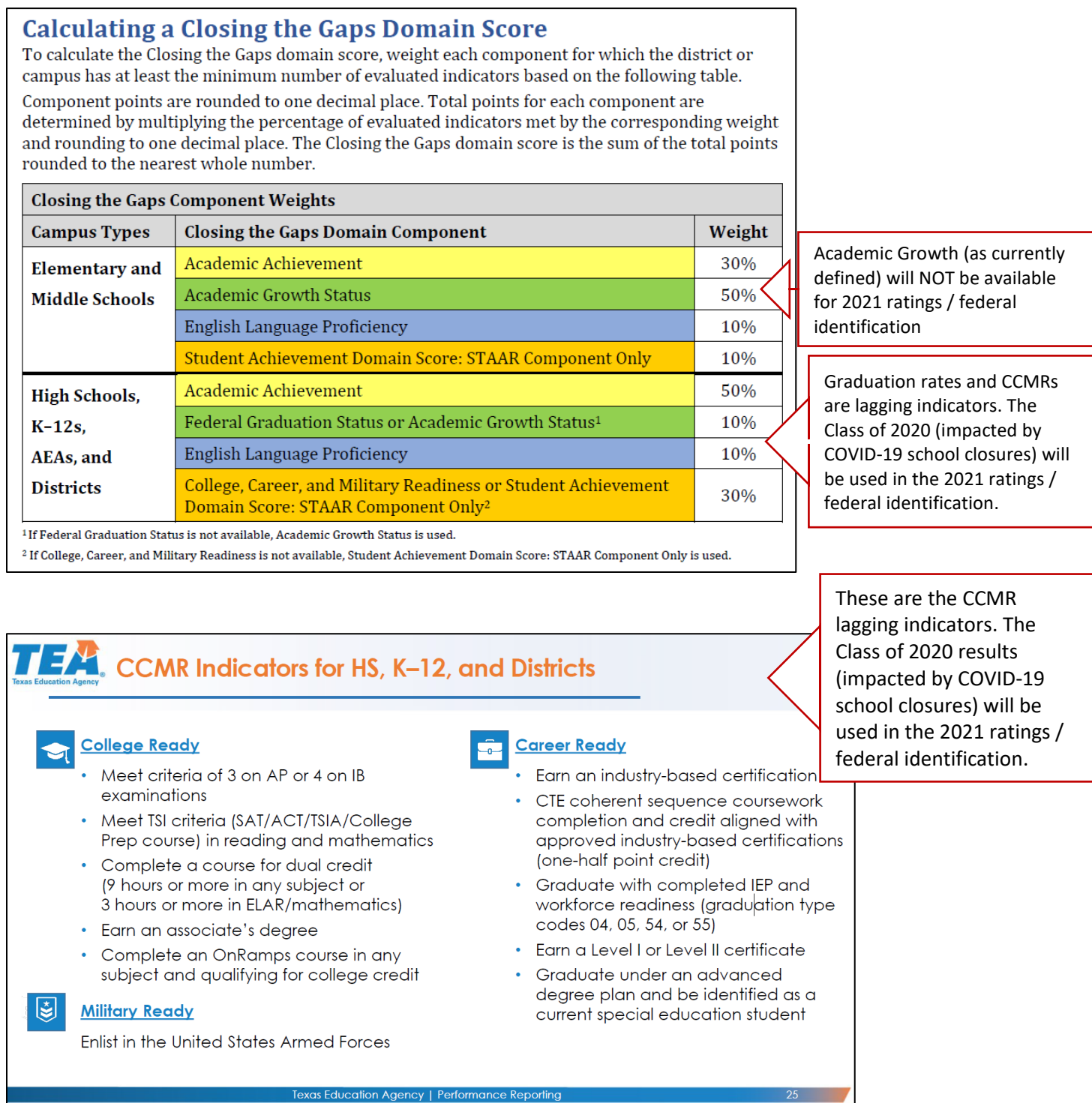
OR

Typed Name and Date

Mike Morath - 3/24/2020

Figure 3. Source: TEA 2019 Accountability Manual, Chapter 4 - Closing the Gaps Domain, Appendix H – Data Sources, TEA 2020 Accountability Updates, November 2019

The Class of 2020 lagging indicators that will be used in the 20201 and 2022 accountability cycles are noted in red boxes below.





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 27, 2020

The Honorable Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am writing in response to Texas's request on March 24, 2020 that the U.S. Department of Education (Department) waive statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Specifically, Texas requested a waiver of the following:

- Assessment requirements in section 1111(b)(2) for the school year 2019-2020.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
 - Section 1111(h)(1)(C)(i) (accountability system description);
 - Section 1111(h)(1)(C)(ii) (assessment results);
 - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results);
 - Section 1111(h)(1)(C)(iv) (English language proficiency results);
 - Section 1111(h)(1)(C)(v) (school quality or student success indicator results);
 - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress);
 - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed);
 - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment); and
 - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in an LEA and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

After reviewing Texas's request, I am pleased to approve, pursuant to my authority under section 8401(b) of the ESEA, a waiver of the assessment, accountability and reporting requirements listed above for the 2019-2020 school year.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

As part of this waiver, Texas assures that:

- Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year.
- The State educational agency will provide the public and all LEAs in the State with notice of and the opportunity to comment on this request (*e.g.*, by posting information regarding the waiver request and the process for commenting, on the State website).

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions about this waiver, please contact my staff at OESE.TitleI-a@ed.gov

Sincerely,

A handwritten signature in black ink that reads "Frank T. Brogan". The signature is fluid and cursive, with the first name "Frank" and last name "Brogan" clearly legible, and "T." as a small middle initial.

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* [letter](#) dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Updated as of 4/2/20

1. Will state accountability provisions be carried out this year?

In recognition of the disruption caused by the COVID-19 emergency, TEA is proposing to label all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. It is important to note that this rating does not break the chain of consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions. The proposed accountability manual, including this proposal, will be available for public comment beginning May 1 as part of the established accountability manual adoption process.

2. Will any sanctions be carried out in 2020-2021 for districts or campuses who were designated in need of improvement 2019-2020? What about comprehensive campuses?

Under the *Not Rated: Declared State of Disaster* rating, districts and campuses shall continue to implement any previously ordered sanctions and interventions. This rating does not break the chain of consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions. As a result, ordered sanctions and interventions carried out by districts and/or campuses in school year 2019-2020 will carry over and continue for school year 2020-2021.

3. If a campus believes they would have gotten out of F status, can they use other data, such as a benchmark STAAR test, to provide evidence to change their rating?

No. All campuses will receive a *Not Rated: Declared State of Disaster* rating, and districts and campuses shall continue to implement any previously ordered sanctions and interventions. This rating does not break the chain of consecutive years of unacceptable ratings for purposes of accountability interventions and sanctions. As a result, ordered sanctions and interventions carried out by districts and/or campuses in school year 2019-2020 will carry over and continue for school year 2020-2021.

4. Will College, Career and Military Readiness (CCMR) data be used?

CCMR data will be reported only on TEA reports such as Texas Academic Performance Reports (TAPR). It will not be used in ratings calculations for the 2019-2020 school year.

5. Will provisions be made to prevent loss of points in next year's ratings if CCMR points are affected by test cancellations?

This has yet to be determined. We have also asked the US Department of Education for guidance on how lagging indicators affected by COVID-19 will impact next year's accountability.

Updated as of 4/2/20

1. What school improvement interventions will be required for the remainder of the school year?

TEA is currently focused on supporting districts and campuses across the state in what matters most right now - the health and safety of students, staff, families and school communities. Additionally, we are doing our best to help support instructional continuity for students across the state. We believe this is where our schools and districts should be spending their time as well.

Regarding interventions and submissions, we will be focusing on how districts and campuses can proactively prepare during the summer of 2020, in order to plan for a strong start to the 2020-2021 school year. We are delaying pending submissions for the remainder of this school year. We will be working on guidance and resources that will allow campuses and districts to reflect on the implementation of this year's Targeted Improvement Plans in a way that provides focus and a strong starting point for next school year's Targeted Improvement Plans.

2. Should we expect any communication from the School Improvement Division regarding required interventions at this time?

The most recent communication sent to districts and schools indicated that we were postponing conference calls regarding Targeted Improvement Plans through April 3rd.

However, given the circumstances and the impact of COVID-19, we want to allow our districts and campuses the time and space needed to support their school communities, and so we will not be reaching out to LEAs regarding required interventions during closure. Additionally, we will refrain from providing feedback on current intervention submissions at this time.

3. Do campuses still need to work with school improvement staff at the ESC? Do they still need to complete the Effective Schools Framework (ESF) diagnostic? Will ESF diagnostics that have been postponed or cancelled be rescheduled for next year?

We will not be conducting the remainder of the ESF diagnostics this year; instead, we will provide guidance and resources for districts and campuses to engage in a reflective and planning process at the end of this year and over the summer to create a strong Targeted Improvement Plan for next school year.

Additionally, we will reschedule all outstanding ESF Diagnostic visits for the Spring of 2021, to support long-term school improvement efforts for the 2021-2022 school year and beyond.

4. Due to all districts and campuses receiving a *Not Rated: Declared State of Disaster* for 2019-2020 in the state accountability system, what interventions will be required for the 2020-2021 school year?

Districts and campuses shall continue to implement interventions based on their 2019 state accountability ratings. The *Not Rated: Declared State of Disaster* rating will not impact previously

ordered sanctions and interventions therefore, all interventions carried out by districts and/or campuses in school year 2019-2020 will carry over and continue for school year 2020-2021. More guidance on specific intervention requirements will be released in subsequent guidance.

5. Can School Improvement Grants (given to districts with Comprehensive Support and Improvement campuses) be used to support instructional continuity, and if it can, does a district need to amend its School Improvement Grant to do so?

Districts are able to use the School Improvement Grant (SIG) on any expenditure tied to the Effective Schools Framework, and since Effective Schools Framework Essential Action 4.1 addresses curriculum and curricular resources for all students, districts can reserve up to 50% of the SIG funds to support instructional continuity.

These funds can apply to comprehensive campuses or campuses that feed into or are fed from a comprehensive campus, so long as those campuses are designated Title 1. For further guidance on eligible uses, see [here](#). For more information on when to amend a grant, please see the [When to amend the application](#) document found on TEA website.

6. Will districts have access to SIG carryover? What is the process for carrying over funds next year?

The 2019-2020 Title 1, 1003 School Improvement Grant ends September 30, 2020. All grant funds will carry over into the 2020-2021 Title 1, 1003 School Improvement Grant. Once a notice of grant award has been awarded the district will be able to amend its grant and accept the carry over funds from the 2019-2020 Title 1, 1003 School Improvement Grant.

7. Will there be any additional funding for campuses to support instructional continuity this year?

TEA will release the Instructional Continuity Grant on April 6, 2020. This grant provides an opportunity for LEAs with identified Targeted Support and Improvement campuses to increase their capacity to facilitate instructional continuity and distance, remote, and/or virtual learning for identified targeted support and improvement campuses that have been affected by campus closures due to COVID-19. District awards will range between \$10,500 and \$220,000. The grant will cover costs associated with building capacity to deploy curriculum, curricular resources and assessments aligned to TEKS for Instructional Continuity and/or at-home schools, professional development in developing effective virtual learning instruction, providing monitoring and support to teachers, students, and parents, addressing or developing areas associated with any of the above actions or technical assistance provided by a Regional Education Service Center.

Eligible districts can apply for the grant by submitting an electronic application to grantapplications@tea.texas.gov. The application and other important grant information can be found on the TEA Grant Opportunities page. Pre-award costs will be allowable from March 13, 2020 and the grant end date will be July 30, 2021. For additional guidance and support in planning for instructional continuity, find TEA's Instructional Continuity planning framework [here](#).

Five-Year Accountability System Reset

