

BILL ANALYSIS

Senate Research Center
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S.B. 1412
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Education
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As Filed

AUTHOR'S / SPONSOR'S STATEMENT OF INTENT

Background:

The Accelerating Campus Excellence (ACE) Turnaround Plan is an equity-driven initiative that seeks to change the student learning model by incentivizing a school district's most effective educators to lead and teach at historically underperforming campuses plagued by large achievement gaps that failed to meet state accountability standards.

Current law lists contents that must be included in the ACE plan. S.B. 1412 outlines how the plan will provide strategic staffing of effective teachers and principals to the identified campus to be reconstituted. Instructional excellence will be focused on data-driven instruction and early interventions. It also takes into account social and emotional learning support for students and training for educators, as well as strong partnerships with parents and community organizations.

Key Points:

- Ultimately, S.B. 1412's goal is to ensure the students of the highest need have the most effective educators and a nurturing environment that supports the "whole child."

Rulemaking Authority:

This bill grants the commissioner of education the final decision-making authority regarding campus selection and adjustments to the timelines for the campus, as well as approval of third-party providers, guidance, and adoption of rules.

As proposed, S.B. 1412 amends current law relating to the creation of accelerated campus excellence turnaround plans for low-performing schools.

RULEMAKING AUTHORITY

Rulemaking authority is expressly granted to the commissioner of education in SECTION 1 (Section 39A.105, Education Code) of this bill.

SECTION BY SECTION ANALYSIS

SECTION 1. Amends Section 39A.105, Education Code, as follows:

Sec. 39A.105. CONTENTS OF CAMPUS TURNAROUND PLAN. (a) Creates this subsection from existing text and makes no further changes.

(b) Authorizes a campus to submit an accelerated campus excellence turnaround plan as provided by this subsection. Requires the plan to provide:

(1) the assignment of a principal to the campus who has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked;

(2) that the principal has final authority over personnel decisions at the campus;

(3) that at least 80 percent of the classroom teachers assigned to the campus be teachers who performed in the top quartile of teachers in the district that employed the teacher during the previous school year, with performance determined by:

(A) for a teacher who taught in the district during the previous school year:

(i) the teacher's impact on student growth; and

(ii) an evaluation of the teacher based on classroom observation; and

(B) for a teacher who did not teach in the district during the previous school year, data and other evidence indicating that if the teacher had taught in the district during the previous school year, the teacher would have performed in the top quartile of teachers in the district;

(4) a detailed description of the employment and compensation structures for the principal and classroom teachers, which is required to include:

(A) significant incentives for a high-performing principal or teacher to remain at the campus; and

(B) a three-year commitment by the district to continue incentives for the principal and teachers;

(5) policies and procedures for the implementation of best practices at the campus, including:

(A) data-driven instructional practices;

(B) a system of observation of and feedback for classroom teachers;

(C) positive student culture on the campus;

(D) family and community engagement, including partnerships with parent and community groups; and

(E) extended learning opportunities for students, which is authorized to include service or workforce learning opportunities;

(6) assistance by a third-party provider that is approved by the commissioner of education (commissioner) in the development and implementation of the district's plan; and

(7) any other requirements adopted by the commissioner by rule.

(c) Authorizes the commissioner to provide guidance to districts as necessary to implement an accelerated campus excellence turnaround plan under Subsection (b).

SECTION 2. Amends Section 39A.107, Education Code, by adding Subsection (a-3), as follows:

(a-3) Requires the commissioner, notwithstanding Subsection (a) (relating to authorizing the commissioner to approve a campus turnaround plan only if the commissioner determines that the campus will satisfy all student performance standards), to approve a campus turnaround plan that the commissioner determines meets the requirements for an accelerated campus excellence turnaround plan under Section 39A.105(b).

SECTION 3. Amends Subchapter C, Chapter 39A, Education Code, by adding Section 39A.116, as follows:

Sec. 39A.116. COMMISSIONER AUTHORITY. Provides that a decision by the commissioner under this subchapter (Campus Turnaround Plan) is final and is prohibited from being appealed.

SECTION 4. (a) Requires the commissioner to select one campus that received an unacceptable rating for the 2017–2018 school year to submit an accelerated campus excellence turnaround plan as provided by Section 39A.105(b), Education Code, as added by this Act, for the 2019–2020 school year. Authorizes the commissioner to adjust timelines established under Chapter 39A (Accountability Interventions and Sanctions), Education Code, for the campus selected by the commissioner under this section for purposes of developing and implementing the accelerated campus excellence turnaround plan.

(b) Provides that, except as provided by Subsection (a), this Act applies beginning with the 2020–2021 school year.

SECTION 5. Effective date: upon passage or September 1, 2019.