

Texas Association of School Administrators Legislative Positions- 2019

Education Programs Outside the FSP:

Advocate for increased funding for programs such as compensatory education and flexibility with the use of these funds.

Note: removed pre-k grants in favor of full day for all in the priority section.

Graduation Requirements

Foundation High School Program & Endorsements:

Advocate for maintaining the current Foundation High School Program statutory requirements. Support maintaining the current statutory requirements for the endorsements and oppose any measure that adds Algebra II for an endorsement other than STEM.

Education Service Centers (ESCs):

Advocate for increased funding for ESCs.

Assessment & Accountability

Support the reduction of the length of state assessments and of the number of field test items.

Oppose measures to increase the number of end-of-course exams (EOCs) required for graduation purposes.

Advocate for the restructuring of the statewide student assessment program for grades 3–8 and the high school EOC exams so that it assesses only high-priority learning standards (readiness standards could be used on an interim basis).

Advocate for the development of high-priority learning standards by the State Board of Education.

Advocate for eliminating the requirement that students enrolled in dual-credit courses must take and pass comparable EOCs.

Advocate for extending the number of days used to determine school year enrollment for English Language Learners who are unschooled asylees or refugees from 60 to 120 consecutive days.

Advocate for a public school accountability system that ensures ratings are reflective of overall student performance at campus and district levels and not limited to the lowest performing students.

Local Control / Governance

Teacher and Principal Evaluations:

Oppose state-required teacher and principal evaluations being tied to student scores on high-stakes standardized tests. Whether student test scores are factored into a teacher's/principal's evaluation should be a local decision.

Local Debt (ballot language):

Oppose any legislation that expands ballot language, does not provide accurate information, or that seeks to confuse voters and is inconsistent with ballot language required of other local subdivisions and the state. School districts communicate, seek input, and educate local communities on bond information extensively prior to elections.

Removed Items

Minutes of Instruction:

Advocate for aligning state statutes to ensure full funding for districts that provide dropout prevention/recovery programs, pre-K programs, and other programs that are fewer than 420 minutes per day.

Rationale: changes were made last session so this language is no longer needed

Achievement School Districts:

Oppose the creation of Achievement School Districts. Such interventions should not be considered until the state has an assessment system that is valid and reliable and an accountability system that uses factors other than standardized test scores to determine if a school is failing.

Rationale: this idea is no longer being discussed at the legislature. TASA would oppose if it resurfaces.

Parent Trigger:

Oppose any parent trigger or similar legislation that removes authority from locally elected school board members who are directly accountable to *all* students, parents, local taxpayers, and local businesses.

Rationale: this idea is no longer being discussed at the legislature. TASA would oppose if it resurfaces.