

**Accountability System Development  
Accountability Technical Advisory Committee (ATAC)**

**Options for New Indicators Required by HB 2804 and SB 1867**

House Bill (HB) 2804 requires new indicators to be evaluated in the state accountability system beginning with the 2017–18 school. Senate Bill (SB) 1867 requires the agency to remove certain students receiving special education services from longitudinal rates calculated for state accountability beginning with the 2015–16 school year. This document provides an overview of the new indicators to assist ATAC members in developing recommendations on the indicator definitions and timelines necessary to collect the data from districts in order to meet the requirements of these two bills.

**Overview of New Indicators and Data Collection Requirements for HB 2804**

The following table lists the indicators that are required by HB 2804 to be evaluated in Domain 4 beginning in the 2017–18 school year for each campus type and for the overall district. The Domain 4 indicators highlighted in yellow are addressed in this document. Domain 4 indicators related to the foundation high school program, endorsements, and the Texas Success Initiative (TSI) college readiness benchmarks are discussed separately. Indicators related to graduation rates, dropout rates, student attendance, advanced placement courses, and career and technical courses are currently reported by districts to the agency and do not require a new data collection.

<b>HB 2804 Requirements for Domain 4</b>	
<b>Indicators required by TEC 39.053(c)(4)(A) for high school campuses and districts that include high school campuses</b>	
(i)	Dropout rates
(ii)	Graduation rates
(iii)	Percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program
(iv)	Percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1)
(v)	Percentage of students who completed a coherent sequence of career and technical courses
(vi)	Percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks
(vii)	Percentage of students who earn at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1)
(viii)	Percentage of students who have completed an advanced placement course
(ix)	Percentage of students who enlist in the armed forces of the United States
(x)	Percentage of students who earn an industry certification (required by HB 5, 83rd Texas Legislature, 2013)

<b>Indicators required by TEC 39.053(c)(4)(B) for middle and junior high school campuses and districts that include those campuses</b>	
(i)	Student attendance
(ii)(a)	Dropout rates
(ii)(b)	Percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under Section 28.02121, the distinguished level of achievement described by Section 28.025(b-15), each endorsement described by Section 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers
<b>Indicators required by TEC 39.053(c)(4)(B) for elementary schools and districts that include those campuses</b>	
(i)	Student attendance
<b>Indicators required by TEC 39.053(c)(4)(C) for elementary, middle and junior high schools, high school campuses, and districts</b>	
	Any additional indicators of student achievement not associated with performance on standardized assessment instruments determined appropriate for consideration by the commissioner in consultation with educators, parents, business and industry representatives, and employers
<b>Indicators required by TEC 39.0545(d)(2) for dropout recovery schools evaluated under AEA provisions</b>	
	For dropout recovery schools evaluated under AEA provisions, districts will need to identify which students have been continuously enrolled for 90 days.

The following table describes the community and student engagement indicators that are required by HB 2804 to be evaluated in Domain 5 beginning in the 2017–18 school year.

<b>HB 2804 Requirements for Domain 5</b>	
TEC 39.0546(a)	Before the beginning of each school year, districts and campuses must select three programs or categories from the Community and Student Engagement (CaSE) ratings and submit to TEA the locally determined criteria that will be used to evaluate those programs or categories. Districts and campuses are also required to post this information on their district websites before the beginning of each school year.
TEC 39.0546(b) and (c)	On or before a date determined by the commissioner, districts and campuses must report to TEA the A–F rating assigned to each of the three programs or categories that were selected before the beginning of that school year. These ratings will determine the grade rating for Domain 5. Note that CaSE ratings are currently reported to TEA in PEIMS submission 3. In order to include the CaSE ratings for the three programs or categories in Domain 5, an earlier data submission will be necessary.

For each new indicator, ATAC members will review and discuss options for the indicator definition and data collection requirement including the advantages/disadvantages associated with each option. Once all possible options are determined, ATAC members may either decide on their final recommendation including the supporting rationale or identify additional questions/concerns that need to be researched for review and discussion at the next ATAC meeting.

## Overview of Data Collection Requirements for SB 1867

The following table describes the changes to the longitudinal graduation rate indicator that are required by SB 1867 beginning with the 2015–16 school year.

<b>SB 1867 Requirements</b>	
TEC 39.053 (g-2)	<p>SB 1867 requires the agency to remove certain students receiving special education services from longitudinal rates calculated for state accountability. These exclusions apply to students who</p> <ul style="list-style-type: none"> <li>• are at least 18 years of age as of September 1;</li> <li>• have satisfied credit requirements for high school graduation;</li> <li>• have not completed their individualized education program (IEP); and</li> <li>• are enrolled and receiving IEP services.</li> </ul>

Currently, a student who continues to enroll in high school after his or her class's expected graduation date is included in longitudinal rates calculated for state accountability. This continuing students group includes students with IEPs that specify continued high school enrollment. TEC §39.053(g-2) excludes the special education students specified from longitudinal rate calculations. SB 1867 applies beginning with the 2015–16 school year.

The class of 2016 longitudinal rates will be the first rates affected by SB 1867. In order to have the eligible special education student exclusions included in 2016–17 leaver processing, the new data collection will be added to the 2016–17 Public Education Information Management System (PEIMS) Data Standards for collection in fall 2016. Therefore, the SB 1867 exclusions will first apply to state accountability ratings issued in August 2017. For state accountability ratings issued in August 2016, TEA anticipates that districts will be given an opportunity to appeal their 2016 rating if the inclusion of students receiving special education services who meet the SB 1867 eligibility requirements is the sole reason for the district or campuses receiving a rating of *Improvement Required*.