Legislative Updates in Public Education
Framing Our Lesson

WE WILL:
Explore updates and changes in public education as a result of the 85th legislative session.

I WILL:
Explain a new fact learned to a friend.
Public School Legislation

- SB 463
- SB 826
- SB 7
- SB 671
- HB 657
- SB 1005
- SB 1843
- HB 2442
- HB 2263
- HB 22
SB 463

• Extension of Individual Graduation Committee’s
  • New Expiration of September 1, 2019

• May not fail more than 2 EOC’s

• TSI Math may replace Algebra I EOC if the EOC was failed twice

• TSI Reading may replace English II EOC if the EOC was failed twice
SB 463

• Greater inclusivity for IGC participation

  • Includes students who entered ninth grade before 2011-2012 school year

  • Alternative requirements include:
    • Alternative assessment
    • Work experience
    • Military or Life experience

_A school district’s decision to award a diploma will be considered final and may not be appealed._
This section applies only to a student who:

1. entered the ninth grade before the 2011-12 school year;
2. successfully completed the curriculum requirements for high school graduation applicable to the student when the student entered the ninth grade;
3. has not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under Section 39.025(c-1) (which addresses alternate assessments for students who are subject to exit level TAAS requirements);
4. has been administered the assessment instrument or the part of the assessment instrument for which the student has not performed satisfactorily at least three times.
SB 463

• Because of the greater inclusivity and extension of IGC’s, there is an inherent impact on school and district accountability for dropouts and graduates.

• Coding in PEIMS

  00          Not Applicable
  01          IGC Reviewed (Submission 3 Only)
  02          IGC Graduate (Submission 1 Only)
SB 463

• Best Practices for SB 463
  • IGC Committee selection and participation is critical
  • Documentation and record keeping
  • Timely submission of IGC candidates to PEIMS clerk/registrar
    • Entry and Exit date along with completion of IGC
## SB 463

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SB 826

Sequencing of Required ELA and Math Courses

• TEC Sec. 28.025(b-1) **amended to eliminate the requirement** that for purposes of FHSP graduation course credits:
  
  • an advanced English course must be taken after successful completion of English I, English II, and English III;

  • an advanced Math course must be taken after successful completion of Algebra I and Geometry
SB 7

Improper Student Teacher Relationships

• Expands criteria to include public or private employees of primary or secondary schools
  • Whether or not the employee holds a certificate, credential, permit, or license, they are included
  • Principals required to notify superintendents of serious grounds for termination of teachers
  • Increases penalty for superintendents who fail to report misconduct to SBEC
  • Automatic revocation of certificates for educators required to register as a sex offender
SB 671

• Public high school graduation credit requirements for a language other than English

• the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) by successfully completing a dual language immersion program under Section 28.0051 at an elementary school.
HB 657

Special Education and SSI for Reading and Math in Grades 5 and 8

• Amended to provide that if a student receiving special education services does not perform satisfactorily on the first administration of a STAAR Reading or Math assessment in Grades 5 or 8, the student’s ARD committee must meet before the assessment is administered for the second time to determine whether the student will be retained or will be promoted in accordance with newly added Subsection 29.0122.

• At a meeting of the ARD committee of a student, the committee may promote the student to the next grade level if the committee concludes that the student has made sufficient progress in the measurable academic goals contained in the student’s IEP.

• A school district that promotes a student under this subsection is not required to provide an additional opportunity for the student to perform satisfactorily on the assessment instrument.

• Not later than September 1 of each school year, a school district must notify the parents of students receiving special education services of the options of the ARD committee if the student does not perform satisfactorily on an SSI STAAR assessment.
• Exit Level Assessments for Students Who Entered 9th Grade Prior to 2011-12
  • a student who entered a grade above the 9th grade during the 2011-12 school year or who repeated 9th grade during the 2011-12 school year may not receive a high school diploma unless the student has performed satisfactorily on the SAT, the ACT, the TSI diagnostic assessment, or the current assessment instrument or instruments administered for graduation purposes (i.e. STAAR EOCs)
  • The commissioner shall establish satisfactory performance levels for the SAT, the ACT, the TSI diagnostic assessment, and the current assessment instrument or instruments administered for graduation purposes (i.e. STAAR EOCs) that are equivalent in rigor to the performance level required to be met on Exit-Level TAKS, that qualify a student who entered a grade above the 9th grade during the 2011-12 school year or who repeated 9th grade during the 2011-12 school year to receive a high school diploma.
  • The commissioner is not required after September 1, 2017, to maintain and administer Exit Level TAKS.
  • A school district shall determine which assessment or assessments qualify a student to receive a high school diploma from the district.
SB 1843

- Armed Services Vocational Aptitude Battery (ASVAB) Test
  - each school year each school district and open-enrollment charter school shall provide students in grades 10 through 12 an opportunity to take the ASVAB test and consult with a military recruiter

- must be scheduled during normal school hours, and, to optimize student participation, at a time that limits conflicts with extracurricular activities

- Each school district and open-enrollment charter school shall provide each student in grades 10 through 12 and the student ’s parent a notice of the date, time, and location of the scheduled administration of the ASVAB test.
SB 1843

• A school district or open-enrollment charter school may elect not to provide the ASVAB test only if the district or school provides an alternative test that:
  (1) assesses a student’s aptitude for success in a career field other than a career field that requires postsecondary education;
  (2) is free to administer;
  (3) requires minimal training and support of district or school faculty and staff to administer the test; and
  (4) provides the student with a professional interpretation of the test results that allows the student to:
    (A) explore occupations that are consistent with the student’s interests and skills;
    (B) develop strategies to attain the student’s career goals
Operation of Schools

Requirement that a school day be at least 7 hours – repealed.

TEC Sec. 25.081(a) amended to clarify that for each school year “each school district must operate for at least 75,600 minutes, including time allocated for instruction, intermissions, and recesses for students.”
HB 2263

• Campus Intervention Teams and Campus Turnaround Plans
• TEC Sec. 39.106(e) amended to eliminate the requirement that a campus intervention team formed as a result of the assignment of an unacceptable rating to a campus continue to work with the campus until the campus satisfies all performance standards under Section 39.054(e) for a two-year period or the campus satisfies all performance standards under Section 39.054(e) for a one-year period and the commissioner determines that the campus is operating and will continue to operate in a manner that improves student achievement. (The amendment to Sec. 39.106(e) means that a campus intervention team will work with a campus each year that a campus is assigned an unacceptable performance rating.)
HB 2263

• Campus Intervention Teams and Campus Turnaround Plans

• TEC Sec.39.107 amended by adding subsections (b-10) and (b-11) to provide: (b-10) Not later than June 15 of each year, the commissioner shall, in writing, either approve or reject any campus turnaround plan prepared and submitted to the commissioner by a district. If the commissioner rejects a campus turnaround plan, the commissioner must also send the district an outline of the specific concerns regarding the turnaround plan that resulted in the rejection.

• If the commissioner rejects a campus turnaround plan, the district must create a modified plan with assistance from agency staff and submit the modified plan to the commissioner for approval not later than the 60th day after the date the commissioner rejects the campus turnaround plan. The commissioner shall notify the district in writing of the commissioner’s decision regarding the modified plan not later than the 15th day after the date the commissioner receives the modified plan.
# MAKING THE GRADE UPDATE

## A - F Letter Grades

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<td>B</td>
<td>Recognized Performance</td>
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<tr>
<td>C</td>
<td>Acceptable Performance</td>
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<tr>
<td>D</td>
<td>Performance That Needs Improvement</td>
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<tr>
<td>F</td>
<td>Unacceptable Performance</td>
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Grades:
- Each domain will receive a letter grade.
- Overall letter grades will also be given.

Districts receive A-F rating beginning 2018.
- Campuses receive Met Standard or Improvement Required in 2018 and A-F rating beginning in 2019.

## DOMAIN DETAILS

### Elementary and Middle Schools
- STAAR Approaches CL
- STAAR Meets CL
- STAAR Meets Modified CL
- Improvement: Non-Attendance Rate
- Improvement: Reading/Math
- Improvement: Grade Levels 4-12

### For All Schools and Districts
- STAAR Growth Measure
- Performance of Districts and Campuses Compared to Similar Districts and Campuses
- Final School Progress Domain methodology will be determined after consultation with stakeholder group which will be convened in Fall 2017/Spring 2018
- Real Closing the Gaps Domain methodology will be determined after consultation with stakeholder group which will be convened in Fall 2017/Spring 2018

### ADDITIONAL INFORMATION
- Ex-ccurricular/X-ccurricular Indicator Study to determine feasibility for accountability incorporation.
- District/Campus Improvement Plan requirements
- January 1, 2019 “What if report”
- PES list from unacceptable campuses
- Local accountability system development
- Commissioner visits with ESCs and superintendents throughout 2017 for additional input
- Administrative Rating Adoption Spring 2018

**APPROVED BY GOVERNOR ON 6/16/2017**
HB 22

- A–F letter grades are described as follows:
  - A = exemplary performance
  - B = recognized performance
  - C = acceptable performance
  - D = performance that needs improvement
  - F = unacceptable performance

- A–F letter grades will be given for three domains:
  - Student Achievement
  - School Progress
  - Closing the Gaps
Overall A–F letter grade will be calculated as follows:
- Considers best of Student Achievement or School Progress, unless the district or campus receives an F in either domain, in which case the district or campus may not be assigned a rating higher than a B for the composite for the two domains
- The Closing the Gaps domain makes up at least 30 percent of the overall rating

- Districts will receive an A–F rating beginning in 2018.
- Campuses will receive a Met Standard or Improvement Required rating in 2018.
- Campuses will receive an A–F rating beginning in 2019.
- Community and Student Engagement ratings repealed
January 1, 2019 “What If” Report

- Overall and domain ratings each campus would have received for 2017–18
- Correlation between letter grades and student characteristics:
  - Students qualifying for the free or reduced-price meals
  - Students of limited English proficiency
  - Race/ethnicity
  - Socioeconomic status
Creating Quality Assessments

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