

Chapter 14

Performance Reports: 2013 and Beyond

Overview of Statutory Requirements

Statute adopted during the 81st Legislative Session in 2009 in House Bill 3 (HB 3), modified and reorganized all performance reporting requirements into Subchapter J, Parent and Educator Reports. This section of the report addresses the requirements for reporting performance.

While HB 3 did not significantly change the reporting requirements that existed in prior statute, these aggregate reports will be designed to provide detailed academic and financial information that is relevant, meaningful, and easily accessible to the public. Statute specifies the following regarding reports:

Report to District: Comparisons for Annual Performance Assessment (§39.302). *(This is new, but similar to legislation from 2007.)* The agency, through the testing contractor, shall provide annual improvement information on assessments to districts.

Report to Parents (§39.303). *(New)* The testing contractor shall provide to each parent or guardian student-level assessment information such as is currently reported on the Confidential Student Reports.

Teacher Report Card (§39.304). *(New)* Districts are required to use Comparisons for Annual Performance Assessments (§39.302) to prepare a report for teachers at the beginning of the school year, to let them know how their students performed on assessments.

Campus Report Card (§39.305). The language in statute describing this report is similar to the language used in prior statute to describe the current school/campus report cards. These reports will include information on the following:

- §39.305(b)(1) where applicable, the student achievement indicators described by Section 39.053(c):
 - for the performance standard determined by the commissioner:
 - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
 - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
 - for the college readiness performance standard:
 - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
 - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
 - dropout rates, including dropout rates and district completion rates for grade levels 9 through 12; and
 - high school graduation rates.

- the reporting indicators described by Sections 39.301(c)(1) through (5):
 - §39.301(c)(1). The percentage of graduating students who meet the course requirements for the minimum high school program, the recommended high school program, and the advanced high school program.
 - §39.301(c)(2). The results of the SAT, ACT, a tech-prep program, and certified workforce training.
 - §39.301(c)(3). The subsequent performance of students who initially failed to perform satisfactorily on a state assessment instrument, aggregated by grade level and subject area.
 - §39.301(c)(4) The number of students, disaggregated by major student subpopulations, that agree to take courses under the minimum high school program.
 - §39.301(c)(5) (Student Success Initiative). The percentage of students in grades 5 and 8 who failed the STAAR tests for reading or mathematics:
 - who were provided accelerated instruction;
 - who were promoted through the grade placement committee process; and
 - their performance on the assessment in the school year following that promotion.
- §39.305(b)(2). average class size by grade level and subject;
- §39.305(b)(3). the administrative and instructional costs per student, computed in a manner consistent with Section 44.0071; and
- §39.305(b)(4). the district’s instructional expenditures ratio and instructional employees ratio computed under Section 44.0071, and the statewide average of those ratios, as determined by the commissioner.

Performance Report (§39.306). The language in statute describing performance reports is similar to the language used in prior statute to describe the Academic Excellence Indicator System reports (AEIS). The agency will produce and disseminate these reports annually.

Indicators for the performance report are stipulated in §39.301 and §39.306, sometimes referring to indicators that are described in sections elsewhere in statute. The following list includes the statutory references.

- §39.053(c). The results of required assessments [(a) STAAR, (c) EOC, (l) STAAR (Spanish)], including the results of assessments required for graduation retaken by a student, aggregated across grade levels by subject area, including:
 - for the performance standard determined by the commissioner:
 - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
 - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and

- for the college readiness performance standard:
 - the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and
 - for students who did not perform satisfactorily, the percentage of students who met the standard for student progress, aggregated across grade levels by subject area; and
- Dropout rates, including dropout rates and district completion rates for grade levels 9 through 12; and
- High school graduation rates.
- §39.301(c)(1). The percentage of graduating students who meet the course requirements for the minimum high school program, the recommended high school program, and the advanced high school program.
- §39.301(c)(2). The results of the SAT, ACT, a tech-prep program, and certified workforce training.
- §39.301(c)(3). The subsequent performance of students who initially failed to perform satisfactorily on a state assessment instrument, aggregated by grade level and subject area.
- §39.301(c)(4). The number of students, disaggregated by major student subpopulations, that agree to take courses under the minimum high school program.
- §39.301(c)(5). (Student Success Initiative). The percentage of students in grades 5 and 8 who failed the STAAR tests for reading or mathematics:
 - who were provided accelerated instruction;
 - who were promoted through the grade placement committee process; and
 - their performance on the assessment in the school year following that promotion.
- §39.301(c)(6). The percentage of students of limited English proficiency exempted from the administration of the STAAR assessments.
- §39.301(c)(7). The percentage of students in a special education assessed through alternate assessments.
- §39.301(c)(8). The percentage of students who satisfy the college readiness measure.
- §39.301(c)(9). The measure of progress toward dual language proficiency for students of limited English proficiency.
- §39.301(c)(10). The percentage of students who are not educationally disadvantaged.
- §39.301(c)(11). The percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation.
- §39.301(c)(12). The percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

- §39.301(d). Performance on the indicators described by Section 39.053(c) and Subsections (c)(3), (4), and (9) must be based on longitudinal student data that is disaggregated by the bilingual education or special language program, if any, in which current or former students of limited English proficiency were enrolled.
- §39.306(a)(1). Campus performance objectives and the progress toward those objectives.
- §39.306(a)(2). Information indicating the district’s accreditation status, district and campus ratings and distinction designations (Subchapters E and G). Distinctions include:
 - A rating of *Recognized* or *Exemplary* based on performance on the STAAR college readiness standard. (§39.202, These distinctions will not be available for campuses and districts until the 2014 rating cycle.);
 - Campuses ranked in the top 25 percent in Annual Improvement on STAAR (§39.203(a));
 - Campuses ranked in the top 25 percent in performance gap reduction on STAAR (§39.203(b));
 - Campuses that satisfy criteria in academic achievement in English language arts, mathematics, science, or social studies (§39.203(c)(1));
 - Campuses that satisfy criteria in fine arts (§39.203(c)(2));
 - Campuses that satisfy criteria in physical education (§39.203(c)(3));
 - Campuses that satisfy criteria in 21st Century Workforce Development program (§39.203(c)(4)); and
 - Campuses that satisfy criteria in second language acquisition program (§39.203(c)(5)).
- §39.306(a)(3). The district’s current special education compliance status with the agency;
- §39.306(a)(4). A statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus (included in report by the district);
- §39.306(a)(5). Information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students (included in report by the district);
- §39.306(a)(6). The findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act (included in report by the district); and
- §39.306(a)(7). refers to §51.403(e) Student performance during the first year enrolled after graduation from high school to the high school or junior college last attended, including, but not be limited to, appropriate student test scores, a description of developmental courses required, and the student's grade point average (included in report by the district);
- §39.306(b). Supplemental information determined by the district’s board of trustees (included in report by the district);
- §39.306(d)(1). The performance of each campus to its previous performance and to state-established standards; and

- §39.306(d)(2). The performance of each district to its previous performance and to state-established standards.

The report may include the following information:

- §39.306(e)(1). Student information, including total enrollment, enrollment by ethnicity, socioeconomic status, and grade groupings and retention rates;
- §39.306(e)(2). Financial information, including revenues and expenditures;
- §39.306(e)(3). Staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;
- §39.306(e)(4). Program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and
- §39.306(e)(5). The number of students placed in a disciplinary alternative education program under Chapter 37.

Comprehensive Annual Report (§39.322). (The legislation is substantially the same as that which existed prior to HB 3.) Texas Education Code requires that the Comprehensive Annual Report on Texas Public Schools be released to the legislature by December 1 each year. The 2012 Comprehensive Annual Report on Texas Public Schools will reflect the 2011–2012 school year and is scheduled to be published December 1, 2012. The 2011–2012 STAAR results for Grades 3–8 will not be available in time for a December 1 publication date, since the student performance standards for these assessments will not be finalized until late fall 2012. Chapter 2, which summarizes student performance on the state assessments, and Chapter 3, which summarizes performance of students at risk of dropping out of school, are the only chapters of the report that rely exclusively on assessment results. In other chapters, student assessment results are not discussed at all or represent only a component of the discussion. Grade 3–8 STAAR results will be published on the agency website in spring 2013. The *2012 Comprehensive Annual Report on Texas Public Schools* will maintain the December 1, 2012, publication date by providing a link to the anticipated website location of the grade 3–8 STAAR results made available in spring 2013.

Decisions To Be Made

The following topics summarize a portion of the issues that will be explored during the accountability development process.

Performance Reports and Campus Report Cards in 2011–2012. During the interim year of no ratings, the performance on STAAR grades 3–8 will not be available because the passing standards will not be set in time. Options will be considered for providing an abbreviated version of these reports during this transition year.

Reporting of Future Indicators. As new indicators or additional assessments are planned for inclusion in the current state accountability rating system, the AEIS reports have included “preview indicators” that provide current year results reformulated to reflect the future indicator. These “preview indicators” are typically reported for two years before use of the indicator in ratings system in the third

year. During the development of the new performance reports, options will be explored to address how best to “preview” performance on future indicators that are based on higher student performance standards or include additional assessments.

Consolidation with Other Reports. The possibility of consolidating the campus report cards and/or the performance reports with the No Child Left Behind (NCLB) Report Card will be considered for the 2012–2013 school year and beyond.

Stakeholder Advice

The commissioner of Education and the Texas Education Agency will depend on the advice and guidance of advisory committees in reviewing and designing Campus Report Cards and Performance Reports. These shall be comprised of education leaders, business leaders, parents, community members, educator organizations, and legislative staff. Further, public comment will be sought on the recommendations from the advisory groups.

Rulemaking Process

Texas Education Code provides the commissioner of education with rule-making authority. The following references, which deal specifically with the Campus Report Card and the Performance Report, will be adopted as rule in the fall 2013:

- Sec. 39.305. CAMPUS REPORT CARD. (c) The commissioner shall adopt rules requiring dissemination of the information required under Subsection (b)(4) and appropriate class size and student performance portions of campus report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the campus. On written request, the school district shall provide a copy of a campus report card to any other party.
- Sec. 39.306. PERFORMANCE REPORT.
 - (a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner.
 - (c) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents of and other persons standing in parental relation to a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.
 - (f) The commissioner by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

Timeline for Development of Performance Reports

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| 2011 | |
| June | Dropout and Completion data are released to districts. |
| July 29 | Release of 2011 Accountability Data Tables |
| Early November | Release of updated, post-appeal 2011 Accountability Data Tables |
| November | Release of Academic Excellence Indicator System reports |
| December 1 | Release of the Comprehensive Annual Report |
| December | Release of Campus Report Cards |

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| 2012 | |
| November | Release of abbreviated Academic Excellence Indicator System reports |
| December 1 | Release of the Comprehensive Annual Report |
| December | Release of abbreviated Campus Report Cards |

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| 2013 | |
| November | Release of first Performance Report |
| December 1 | Release of the Comprehensive Annual Report |
| December | Release of Campus Report Cards |

