

**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.

HB 2804 Requirements for Domain 4	
Indicators required by TEC 39.053(c)(4)(A) for high school campuses and districts that include high school campuses	
(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)

Indicators required by TEC 39.053(c)(4)(B) for middle and junior high school campuses and districts that include those campuses	
(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
Indicators required by TEC 39.053(c)(4)(B) for elementary schools and districts that include those campuses	
(i)	Student attendance
Indicators required by TEC 39.053(c)(4)(C) for elementary, middle and junior high schools, high school campuses, and districts	
	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
Indicators required by TEC 39.0545(d)(2) for dropout recovery schools evaluated under AEA provisions	
	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.

HB 2804 Requirements for Domain 5	
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.

For reference purposes, Attachment A provides an overview of the TEA Data Governance Process for the collection of legislatively-mandated data from Texas public school districts. Attachment B is an excerpt from House Bill 18 (84th Texas Legislature, 2015) regarding the requirement for districts to provide instruction to students in grades 7 and 8 in preparing for high school, college, and career. Attachment C is an excerpt of Texas Education Code §28.025 (c-5) regarding performance acknowledgements on student diplomas and transcripts. Attachment D is an excerpt of selected indicators related to performance acknowledgements described in the 2015-16 TREx Data Standards (version 4.2).

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.

SB 1867 Requirements	
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"> • are at least 18 years of age as of September 1; • have satisfied credit requirements for high school graduation; • have not completed their individualized education program (IEP); and • are enrolled and receiving IEP services.

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.

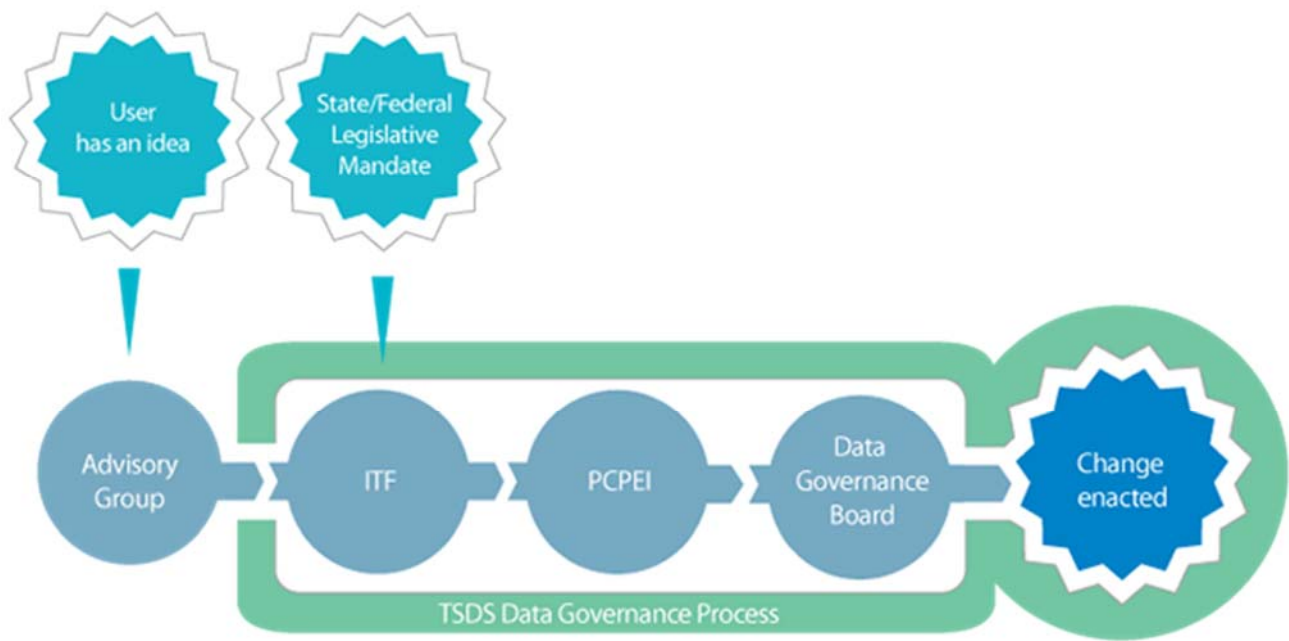
The class of 2016 longitudinal rates will be the first rates affected by SB 1867. In order to have the eligible special education student exclusions included in 2016–17 leaver processing, the new data collection will be added to the 2016–17 Public Education Information Management System (PEIMS) Data 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*.

Attachment A

The Data Governance Process

All data collected by TEA must be reviewed via the TSDS data governance process. This process provides **user oversight** on how TEA collects legislatively mandated data from LEAs AND on any changes to data collected for the studentGPS® Dashboards.

General TSDS Process Mandate Process



(ITF = Information Task Force, PCPEI = Policy Committee on Public Education Information)

Advisory Committees

The first formal groups that are involved in the process are the Advisory Committees. Each ESC has appointed TSDS "Champions" who are responsible for support and communication about TSDS in one of four areas: **studentGPS® Dashboards**, **TSDS PEIMS**, **TSDS Unique ID**, and **Technical**.

Collectively across Texas, the ESC champions in each area make up the four Advisory Committees.

TEA will regularly meet with these Advisory Committees to alert them to upcoming changes to TSDS and to elicit feedback on the system. Advisory Committee members should communicate any forthcoming changes out to the LEAs and solicit user feedback. In addition, the Advisory Committees will provide ideas and guidance to the TSDS data governance participants. However, the governance of any state or federal mandated changes begins in the ITF governance committee.

The Review and Approval Process

The TSDS data governance process is the outcome of an external review of TEA's legacy data governance structure. One of the review's key recommendations was that internal and external groups be included in the process of setting data policy for TSDS. Consequently, the TSDS data governance process includes three main bodies:

1. TEA's **Information Task Force (ITF)**—which is made up of ESC PEIMS Coordinators, school district PEIMS Coordinators, school district dashboard representatives, charter school PEIMS Coordinators, PEIMS software vendors, and TEA staff serving as information resources—makes recommendations to PCPEI regarding PEIMS and TSDS data. Note that ITF members are appointed by the Policy Committee on Public Education Information (PCPEI).
2. The external **PCPEI**—which is made up of school district Superintendents or their designees, ESC Executive Directors, and TEA staff serving as information resources—reviews ITF's recommendations: PCPEI makes binding decisions about general TSDS data. They also make formal recommendations to the TEA Data Governance Board about PEIMS and other federal- or state-mandated data. Note that PCPEI is mandated by the Texas Legislature and appointed by the Commissioner of Education: [19 TAC §61.1025 \(c\)](#).
3. TEA's **Data Governance Board**—which is made up of the directors of TEA divisions that use state and federally mandated data as well as legal and security representatives—approves the implementation of changes to mandated data. The Data Governance Board also reviews all TSDS changes from PCPEI for informational purposes only.

Proposed changes can come from the state or federal legislature, the data governance group, TEA, or ordinary users. If you are a system user, you can request changes to TSDS through any of your representative bodies: the Advisory Committees, ITF, or PCPEI. Once an idea has been received, it can be channeled through the process shown above.

Source:

http://www.texasstudentdatasystem.org/TSDS/About/Data_Governance/User_Involvement_and_Data_Governance/

Attachment B

Excerpt of House Bill 18 (84th Texas Legislature, 2015)

Sec. 28.016. INSTRUCTION IN HIGH SCHOOL, COLLEGE, AND CAREER PREPARATION. (a) Each school district shall provide instruction to students in grade seven or eight in preparing for high school, college, and a career.

(b) The instruction must include information regarding:

- (1) the creation of a high school personal graduation plan under Section 28.02121;
- (2) the distinguished level of achievement described by Section 28.025(b-15);
- (3) each endorsement described by Section 28.025(c-1);
- (4) college readiness standards; and
- (5) potential career choices and the education needed to enter those careers.

(c) A school district may:

- (1) provide the instruction as part of an existing course in the required curriculum;
- (2) provide the instruction as part of an existing career and technology course designated by the State Board of Education as appropriate for that purpose; or
- (3) establish a new elective course through which to provide the instruction.

(d) Each school district shall ensure that at least once in grade seven or eight each student receives the instruction under this section.

SECTION 9. Section 28.016, Education Code, as added by this Act, applies beginning with the 2015-2016 school year.

Attachment C

Excerpt of TEC §28.025 (c-5) regarding performance acknowledgements on student diplomas and transcripts

(c-5) A student may earn a performance acknowledgment on the student's diploma and transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule.

An acknowledgment under this subsection may be earned:

(1) for outstanding performance:

(A) in a dual credit course;

(B) in bilingualism and biliteracy;

(C) on a college advanced placement test or international baccalaureate examination; or

(D) on the PSAT, the ACT-Plan, the SAT, or the ACT; or

(2) for earning a nationally or internationally recognized business or industry certification or license.

Attachment D

Excerpts from 2015-2016 TREx Data Standards Version 4.2