

CONFERENCE COMMITTEE REPORT FORM

Austin, Texas

May 30, 2015

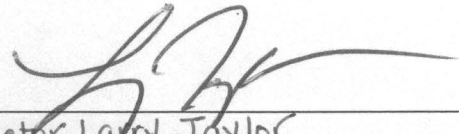
Date

Honorable Dan Patrick
President of the Senate

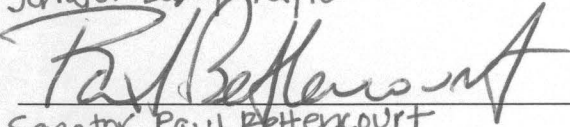
Honorable Joe Straus
Speaker of the House of Representatives

Sirs:

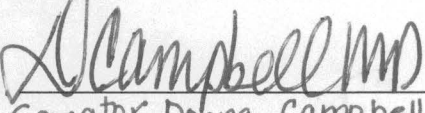
We, Your Conference Committee, appointed to adjust the differences between the Senate and the House of Representatives on HB 2804 have had the same under consideration, and beg to report it back with the recommendation that it do pass in the form and text hereto attached.



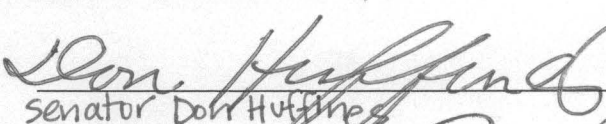
Senator Larry Taylor



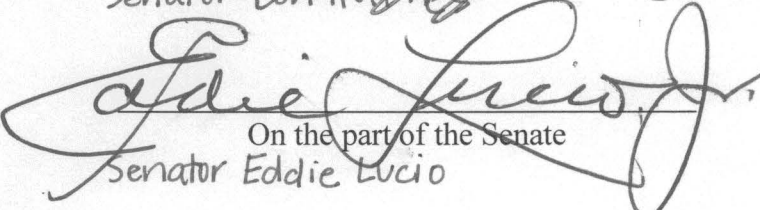
Senator Paul Bettencourt



Senator Donna Campbell




Senator Don Huffines



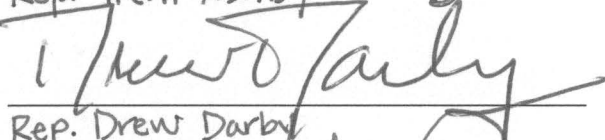
On the part of the Senate
Senator Eddie Lucio



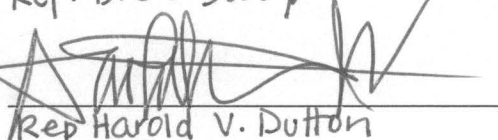
Rep. Jimmie Don Aycock



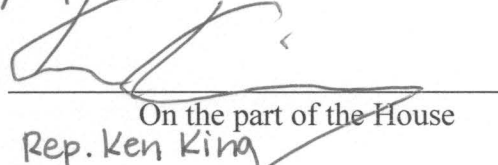
Rep. Trent Ashby



Rep. Drew Darby



Rep. Harold V. Dutton



On the part of the House
Rep. Ken King

Note to Conference Committee Clerk:

Please type the names of the members of the Conference Committee under the lines provided for signature. Those members desiring to sign the report should sign each of the six copies. Attach a copy of the Conference Committee Report and a Section by Section side by side comparison to each of the six reporting forms. The original and two copies are filed in house of origin of the bill, and three copies in the other house.

CONFERENCE COMMITTEE REPORT

3rd Printing

H.B. No. 2804

A BILL TO BE ENTITLED

1 AN ACT

2 relating to evaluation of public school performance.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

4 SECTION 1. The heading to Section 39.053, Education Code,
5 is amended to read as follows:

6 Sec. 39.053. PERFORMANCE INDICATORS: [STUDENT]
7 ACHIEVEMENT.

8 SECTION 2. Section 39.053, Education Code, is amended by
9 amending Subsections (a), (b), (c), (f), (g), and (g-1) and adding
10 Subsection (a-1) to read as follows:

11 (a) The commissioner shall adopt a set of indicators of the
12 quality of learning and [~~student~~] achievement. The commissioner
13 biennially shall review the indicators for the consideration of
14 appropriate revisions.

15 (a-1) The indicators adopted by the commissioner under
16 Subsection (a), including the indicators identified under
17 Subsection (c), must measure and evaluate school districts and
18 campuses with respect to:

19 (1) improving student preparedness for success in:

20 (A) subsequent grade levels; and

21 (B) entering the workforce, the military, or
22 postsecondary education;

23 (2) reducing, with the goal of eliminating, student
24 academic achievement differentials among students from different

1 racial and ethnic groups and socioeconomic backgrounds; and
2 (3) informing parents and the community regarding
3 campus and district performance in the domains described by
4 Subsection (c) and, for the domain described by Subsection (c)(5),
5 in accordance with local priorities and preferences.

6 (b) Performance on the [~~student~~] achievement indicators
7 adopted under Subsections (c)(1)-(4) [~~this section~~] shall be
8 compared to state-established standards. The indicators must be
9 based on information that is disaggregated by race, ethnicity, and
10 socioeconomic status.

11 (c) School districts and campuses must be evaluated based on
12 five domains of indicators [~~Indicators~~] of [~~student~~] achievement
13 adopted under this section that [~~must~~] include:

14 (1) in the first domain, the results of:

15 (A) assessment instruments required under
16 Sections 39.023(a), (c), and (l), including the results of
17 assessment instruments required for graduation retaken by a
18 student, aggregated across grade levels by subject area, including:

19 (i) [~~(A)~~] for the performance standard
20 determined by the commissioner under Section 39.0241(a), [+

21 [~~(i)~~] the percentage of students who
22 performed satisfactorily on the assessment instruments, aggregated
23 across grade levels by subject area; and

24 (ii) [~~for students who did not perform~~
25 ~~satisfactorily, the percentage of students who met the standard for~~
26 ~~annual improvement, as determined by the agency under Section~~
27 ~~39.034, on the assessment instruments, aggregated across grade~~

1 ~~levels by subject area, and~~
2 ~~[(B)]~~ for the college readiness performance
3 standard as determined under Section 39.0241, ~~[+~~
4 ~~[(i)]~~ the percentage of students who
5 performed satisfactorily on the assessment instruments, aggregated
6 across grade levels by subject area; and
7 (B) assessment instruments required under
8 Section 39.023(b), aggregated across grade levels by subject area,
9 including the percentage of students who performed satisfactorily
10 on the assessment instruments, as determined by the performance
11 standard adopted by the agency, aggregated across grade levels by
12 subject area;
13 (2) in the second domain:
14 (A) for assessment instruments under Subdivision
15 (1)(A):
16 (i) for the performance standard determined
17 by the commissioner under Section 39.0241(a), the percentage of
18 students who met the standard for annual improvement on the
19 assessment instruments, as determined by the commissioner by rule
20 or by the method for measuring annual improvement under Section
21 39.034, aggregated across grade levels by subject area; and
22 (ii) for the college readiness performance
23 standard as determined under Section 39.0241, the percentage of
24 students who met the standard for annual improvement on the
25 assessment instruments, as determined by the commissioner by rule
26 or by the method for measuring annual improvement under Section
27 39.034, aggregated across grade levels by subject area; and

1 (B) for assessment instruments under Subdivision
2 (1)(B), the percentage of students who met the standard for annual
3 improvement on the assessment instruments, as determined by the
4 commissioner by rule or by the method for measuring annual
5 improvement under Section 39.034, aggregated across grade levels by
6 subject area;

7 (3) in the third domain, the student academic
8 achievement differentials among students from different racial and
9 ethnic groups and socioeconomic backgrounds;

10 (4) in the fourth domain:

11 (A) for evaluating the performance of high school
12 campuses and districts that include high school campuses:

13 (i) [~~(ii)~~ for students who did not perform
14 satisfactorily, the percentage of students who met the standard for
15 annual improvement, as determined by the agency under Section
16 39.034, on the assessment instruments, aggregated across grade
17 levels by subject area,

18 [~~2~~] dropout rates, including dropout rates and
19 district completion rates for grade levels 9 through 12, computed
20 in accordance with standards and definitions adopted by the
21 National Center for Education Statistics of the United States
22 Department of Education;

23 (ii) [~~3~~] high school graduation rates,
24 computed in accordance with standards and definitions adopted in
25 compliance with the No Child Left Behind Act of 2001 (20 U.S.C.
26 Section 6301 et seq.);

27 (iii) [~~4~~] the percentage of students who

1 successfully completed the curriculum requirements for the
2 distinguished level of achievement under the foundation high school
3 program;

4 (iv) [(5)] the percentage of students who
5 successfully completed the curriculum requirements for an
6 endorsement under Section 28.025(c-1); ~~and~~

7 (v) the percentage of students who
8 completed a coherent sequence of career and technical courses;

9 (vi) [(6) at least three additional
10 indicators of student achievement to evaluate district and campus
11 performance, which must include either:

12 [(A)] the percentage of students who satisfy the
13 Texas Success Initiative (TSI) college readiness benchmarks
14 prescribed by the Texas Higher Education Coordinating Board under
15 Section 51.3062(f) on an assessment instrument in reading, writing,
16 or mathematics designated by the Texas Higher Education
17 Coordinating Board under Section 51.3062(c); ~~or~~

18 (vii) [(B)] the percentage ~~[number]~~ of
19 students who earn ~~+~~

20 [(i)] at least 12 hours of postsecondary
21 credit required for the foundation high school program under
22 Section 28.025 or to earn an endorsement under Section 28.025(c-1);

23 (viii) the percentage of students who have
24 completed an advanced placement course;

25 (ix) the percentage of students who enlist
26 in the armed forces of the United States; and

27 (x) the percentage of students who earn

1 ~~[(ii) at least 30 hours of postsecondary credit required for the~~
2 ~~foundation high school program under Section 28.025 or to earn an~~
3 ~~endorsement under Section 28.025(c-1);~~

4 ~~[(iii) an associate's degree; or~~

5 ~~[(iv)] an industry certification;~~

6 (B) for evaluating the performance of middle and
7 junior high school and elementary school campuses and districts
8 that include those campuses:

9 (i) student attendance; and

10 (ii) for middle and junior high school
11 campuses:

12 (a) dropout rates, computed in the
13 manner described by Paragraph (A)(i); and

14 (b) the percentage of students in
15 grades seven and eight who receive instruction in preparing for
16 high school, college, and a career that includes information
17 regarding the creation of a high school personal graduation plan
18 under Section 28.02121, the distinguished level of achievement
19 described by Section 28.025(b-15), each endorsement described by
20 Section 28.025(c-1), college readiness standards, and potential
21 career choices and the education needed to enter those careers; and

22 (C) any additional indicators of student
23 achievement not associated with performance on standardized
24 assessment instruments determined appropriate for consideration by
25 the commissioner in consultation with educators, parents, business
26 and industry representatives, and employers; and

27 (5) in the fifth domain, three programs or specific

1 categories of performance related to community and student
2 engagement locally selected and evaluated as provided by Section
3 39.0546.

4 (f) Annually, the commissioner shall define the state
5 standard for the current school year for each [~~student~~] achievement
6 indicator described by Subsections (c)(1)-(4) [~~Subsection (c)~~] and
7 shall project the state standards for each indicator for the
8 following two school years. The commissioner shall periodically
9 raise the state standards for the college readiness [~~student~~]
10 achievement indicator described by Subsection (c)(1)(A)(ii)
11 [~~(c)(1)(B)(i)~~] for accreditation as necessary to reach the goals of
12 achieving, by not later than the 2019-2020 school year:

13 (1) student performance in this state, disaggregated
14 by race, ethnicity, and socioeconomic status, that ranks nationally
15 in the top 10 states in terms of college readiness; and

16 (2) student performance[~~r~~] with no significant
17 achievement gaps by race, ethnicity, and socioeconomic status.

18 (g) In defining the required state standard for the dropout
19 rate indicator described by Subsections (c)(4)(A)(i) and
20 (B)(ii)(a) [~~Subsection (c)(2)~~], the commissioner may not consider
21 as a dropout a student whose failure to attend school results from:

22 (1) the student's expulsion under Section 37.007; and

23 (2) as applicable:

24 (A) adjudication as having engaged in delinquent
25 conduct or conduct indicating a need for supervision, as defined by
26 Section 51.03, Family Code; or

27 (B) conviction of and sentencing for an offense

1 under the Penal Code.

2 (g-1) In computing dropout and completion rates under
3 Subsections (c)(4)(A)(i) and (B)(ii)(a) [~~Subsection (c)(2)~~], the
4 commissioner shall exclude:

5 (1) students who are ordered by a court to attend a
6 high school equivalency certificate program but who have not yet
7 earned a high school equivalency certificate;

8 (2) students who were previously reported to the state
9 as dropouts, including a student who is reported as a dropout,
10 reenrolls, and drops out again, regardless of the number of times of
11 reenrollment and dropping out;

12 (3) students in attendance who are not in membership
13 for purposes of average daily attendance;

14 (4) students whose initial enrollment in a school in
15 the United States in grades 7 through 12 was as unschooled refugees
16 or asylees as defined by Section 39.027(a-1);

17 (5) students who are in the district exclusively as a
18 function of having been detained at a county detention facility but
19 are otherwise not students of the district in which the facility is
20 located; and

21 (6) students who are incarcerated in state jails and
22 federal penitentiaries as adults and as persons certified to stand
23 trial as adults.

24 SECTION 3. Effective September 1, 2015, Subchapter C,
25 Chapter 39, Education Code, is amended by adding Section 39.0535 to
26 read as follows:

27 Sec. 39.0535. TEMPORARY PROVISION: ASSIGNMENT OF

1 PERFORMANCE RATINGS. (a) Notwithstanding any other law, the
2 commissioner shall assign each district and campus a performance
3 rating not later than August 15 of each year.

4 (b) This section expires September 1, 2016.

5 SECTION 4. Effective September 1, 2016, Section 39.054(a),
6 Education Code, is amended to read as follows:

7 (a) The commissioner shall adopt rules to evaluate school
8 district and campus performance and assign each district and campus
9 a performance rating [~~of A, B, C, D, or F~~]. In adopting rules under
10 this subsection, the commissioner shall determine the criteria for
11 each [~~designated letter~~] performance rating. [~~A district~~
12 ~~performance rating of A, B, or C reflects acceptable performance~~
13 ~~and a district performance rating of D or F reflects unacceptable~~
14 ~~performance. The commissioner shall also assign each campus a~~
15 ~~performance rating of exemplary, recognized, acceptable, or~~
16 ~~unacceptable. A campus performance rating of exemplary,~~
17 ~~recognized, or acceptable reflects acceptable performance, and a~~
18 ~~campus performance rating of unacceptable reflects unacceptable~~
19 ~~performance. A district may not receive a performance rating of A~~
20 ~~if the district includes any campus with a performance rating of~~
21 ~~unacceptable.] Not later than August 15 [~~8~~] of each year, the
22 performance rating of each district and campus shall be made
23 publicly available as provided by rules adopted under this
24 subsection. If a district or campus received a performance rating
25 that reflected unacceptable performance for the preceding school
26 year, the commissioner shall notify the district of a subsequent
27 such designation on or before June 15.~~

1 SECTION 5. Effective September 1, 2017, Section 39.054,
2 Education Code, is amended by amending Subsections (a), (c), (e),
3 and (f) and adding Subsections (a-1), (a-2), and (a-3) to read as
4 follows:

5 (a) The commissioner shall adopt rules to evaluate school
6 district and campus performance and assign each district and campus
7 an overall [a] performance rating of A, B, C, D, or F. In addition to
8 the overall performance rating, the commissioner shall assign each
9 district and campus a separate domain performance rating of A, B, C,
10 D, or F for each domain under Sections 39.053(c)(1)-(4). An overall
11 or domain [In adopting rules under this subsection, the
12 commissioner shall determine the criteria for each designated
13 letter performance rating. A district] performance rating of A
14 reflects exemplary performance. An overall or domain performance
15 rating of B reflects recognized performance. An overall or domain
16 performance rating of [, B, or] C reflects acceptable performance.
17 An overall or domain [and a district] performance rating of D or F
18 reflects unacceptable performance. [The commissioner shall also
19 assign each campus a performance rating of exemplary, recognized,
20 acceptable, or unacceptable. A campus performance rating of
21 exemplary, recognized, or acceptable reflects acceptable
22 performance, and a campus performance rating of unacceptable
23 reflects unacceptable performance.] A district may not receive an
24 overall or domain [a] performance rating of A if the district
25 includes any campus with a corresponding overall or domain
26 performance rating of D or F [unacceptable]. A reference in law to
27 an acceptable rating or acceptable performance includes an overall

1 or domain performance rating of A, B, or C or exemplary, recognized,
2 or acceptable performance.

3 (a-1) For purposes of assigning an overall performance
4 rating under Subsection (a), the commissioner shall attribute:

5 (1) 55 percent of the performance evaluation to the
6 achievement indicators for the first, second, and third domains
7 under Sections 39.053(c)(1)-(3);

8 (2) for middle and junior high school and elementary
9 campuses and districts that include only those campuses, 35 percent
10 of the performance evaluation to the applicable achievement
11 indicators for the fourth domain under Section 39.053(c)(4);

12 (3) for high school campuses and districts that
13 include those campuses:

14 (A) 10 percent of the performance evaluation to
15 the high school graduation rate achievement indicator described by
16 Section 39.053(c)(4)(A)(ii); and

17 (B) 25 percent to the remaining applicable
18 achievement indicators for the fourth domain under Section
19 39.053(c)(4); and

20 (4) 10 percent of the performance evaluation to the
21 locally selected and evaluated achievement indicators provided for
22 under the fifth domain under Section 39.053(c)(5).

23 (a-2) The commissioner by rule shall adopt procedures to
24 ensure that a repeated performance rating of D or F or unacceptable
25 in one domain, particularly performance that is not significantly
26 improving, is reflected in the overall performance rating of a
27 district or campus and is not compensated for by a performance

1 rating of A, B, or C in another domain.

2 (a-3) Not later than August 15 [~~8~~] of each year, the
3 performance ratings [~~rating~~] of each district and campus shall be
4 made publicly available as provided by rules adopted under this
5 section [~~subsection~~]. If a district or campus received an overall
6 or domain [~~a~~] performance rating of D or F [~~that reflected~~
7 ~~unacceptable performance~~] for the preceding school year, the
8 commissioner shall notify the district of a subsequent such
9 designation on or before June 15.

10 (c) In evaluating school district and campus performance on
11 the [~~student~~] achievement indicators for student performance on
12 assessment instruments [~~indicators~~] adopted under Sections
13 39.053(c)(1) and (2) and the dropout rate indicator adopted under
14 Sections 39.053(c)(4)(A)(i) and (B)(ii)(a), the commissioner shall
15 define acceptable performance as meeting the state standard
16 determined by the commissioner under Section 39.053(f) [~~39.053(e)~~]
17 for the current school year based on:

- 18 (1) student performance in the current school year; or
19 (2) student performance as averaged over the current
20 school year and the preceding two school years.

21 (e) Each annual performance review under this section shall
22 include an analysis of the [~~student~~] achievement indicators adopted
23 under Sections 39.053(c)(1)-(4) [~~Section 39.053(c)~~] to determine
24 school district and campus performance in relation to [~~+~~

25 [~~(1)~~] standards established for each indicator [~~, and~~
26 [~~(2)~~ ~~required improvement as defined under Section~~
27 ~~39.053(e)~~].

1 (f) In the computation of dropout rates under Sections
 2 39.053(c)(4)(A)(i) and (B)(ii)(a) [~~Section 39.053(c)(2)~~], a
 3 student who is released from a juvenile pre-adjudication secure
 4 detention facility or juvenile post-adjudication secure
 5 correctional facility and fails to enroll in school or a student who
 6 leaves a residential treatment center after receiving treatment for
 7 fewer than 85 days and fails to enroll in school may not be
 8 considered to have dropped out from the school district or campus
 9 serving the facility or center unless that district or campus is the
 10 one to which the student is regularly assigned. The agency may not
 11 limit an appeal relating to dropout computations under this
 12 subsection.

13 SECTION 6. Sections 39.0545(b), (c), and (d), Education
 14 Code, as added by Chapter 167 (S.B. 1538), Acts of the 83rd
 15 Legislature, Regular Session, 2013, are amended to read as follows:

16 (b) Notwithstanding Section 39.053(c)(4)(A)(i)
 17 [~~39.053(c)(2)~~], the commissioner shall use the alternative
 18 completion rate under this subsection to determine the dropout rate
 19 [~~student achievement~~] indicator under Section 39.053(c)(4)(A)(i)
 20 [~~39.053(c)(2)~~] for a dropout recovery school. The alternative
 21 completion rate shall be the ratio of the total number of students
 22 who graduate, continue attending school into the next academic
 23 year, or receive a high school equivalency certificate to the total
 24 number of students in the longitudinal cohort of students.

25 (c) Notwithstanding Section 39.053(c)(4)(A)(i)
 26 [~~39.053(c)(2)~~], in determining the performance rating under
 27 Section 39.054 of a dropout recovery school, the commissioner shall

1 include any student described by Section 39.053(g-1) who graduates
2 or receives a high school equivalency certificate.

3 (d) Notwithstanding Section 39.053(c), for purposes of
4 evaluating ~~For~~ a dropout recovery school under the accountability
5 procedures adopted by the commissioner to determine the performance
6 rating of the school under Section 39.054:

7 (1) ~~[7]~~ only the best result from the primary
8 administration or ~~[and]~~ any retake of an assessment instrument
9 administered to a student in the school year evaluated ~~[under the~~
10 ~~accountability procedures adopted by the commissioner]~~ may be
11 considered; and

12 (2) only a student enrolled continuously for at least
13 90 days during the school year evaluated may be considered ~~[in~~
14 ~~determining the performance rating of the school under Section~~
15 ~~39.054].~~

16 SECTION 7. Subchapter C, Chapter 39, Education Code, is
17 amended by adding Section 39.0546 to read as follows:

18 Sec. 39.0546. PERFORMANCE IN COMMUNITY AND STUDENT
19 ENGAGEMENT AS COMPONENT OF OVERALL DISTRICT AND CAMPUS RATING. (a)
20 For purposes of including the local evaluation of districts and
21 campuses under Section 39.053(c)(5) and assigning an overall rating
22 under Section 39.054, before the beginning of each school year:

23 (1) each school district shall:

24 (A) select and report to the agency three
25 programs or categories under Section 39.0545(b)(1), as added by
26 Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular
27 Session, 2013, under which the district will evaluate district

1 performance;

2 (B) submit to the agency the criteria the
3 district will use to evaluate district performance and assign the
4 district a performance rating; and

5 (C) make the information described by Paragraphs
6 (A) and (B) available on the district's Internet website; and

7 (2) each campus shall:

8 (A) select and report to the agency three
9 programs or categories under Section 39.0545(b)(1), as added by
10 Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular
11 Session, 2013, under which the campus will evaluate campus
12 performance;

13 (B) submit to the agency the criteria the campus
14 will use to evaluate campus performance and assign the campus a
15 performance rating; and

16 (C) make the information described by Paragraphs
17 (A) and (B) available on the Internet website of the campus.

18 (b) Based on the evaluation under this section, each school
19 district shall assign the district and each campus shall assign the
20 campus a performance rating of A, B, C, D, or F, for both overall
21 performance and for each program or category evaluated. An overall
22 or a program or category performance rating of A reflects exemplary
23 performance. An overall or a program or category performance rating
24 of B reflects recognized performance. An overall or a program or
25 category performance rating of C reflects acceptable performance.
26 An overall or a program or category performance rating of D or F
27 reflects unacceptable performance.

1 education, or a representative designated by the chair;

2 (6) the chair of the house of representatives
3 committee on public education, or a representative designated by
4 the chair;

5 (7) the chair of the house of representatives
6 committee on higher education, or a representative designated by
7 the chair; and

8 (8) a member of the State Board of Education, as
9 designated by the chair of that board.

10 (c) In making appointments under Subsections (b)(1), (2),
11 and (3), the governor, lieutenant governor, and speaker of the
12 house of representatives shall coordinate to ensure that the
13 commission includes at least one of each of the following
14 representatives:

15 (1) a parent or person standing in parental relation
16 to a student enrolled in the public school system;

17 (2) an educator in the public school system;

18 (3) an educator in a school district that is a
19 participant in the Texas High Performance Schools Consortium under
20 Section 7.0561;

21 (4) a member of the business community;

22 (5) a member of the civic community;

23 (6) a leader in student assessment development and
24 use; and

25 (7) a leader in research concerning student assessment
26 and education outcomes.

27 Sec. 39.503. PRESIDING OFFICER. The governor shall

1 designate the presiding officer of the commission.

2 Sec. 39.504. COMPENSATION AND REIMBURSEMENT. A member of
3 the commission is not entitled to compensation for service on the
4 commission but is entitled to reimbursement for actual and
5 necessary expenses incurred in performing commission duties.

6 Sec. 39.505. ADMINISTRATIVE SUPPORT AND FUNDING.

7 (a) Staff members of the agency shall provide administrative
8 support for the commission.

9 (b) Funding for the administrative and operational expenses
10 of the commission shall be provided by appropriation to the agency
11 for that purpose.

12 Sec. 39.506. RECOMMENDATIONS. The commission shall develop
13 recommendations under this subchapter to address:

14 (1) the purpose of a state accountability system and
15 the role of student assessment in that system;

16 (2) opportunities to assess students that:

17 (A) provide actionable information for a parent
18 or person standing in parental relation to a student, an educator,
19 and the public;

20 (B) support learning activities;

21 (C) recognize application of skills and
22 knowledge;

23 (D) measure student educational growth toward
24 mastery; and

25 (E) value critical thinking;

26 (3) alignment of state performance standards with
27 college and career readiness requirements in collaboration with the

1 Texas Workforce Commission and Texas Higher Education Coordinating
2 Board;

3 (4) policy changes necessary to enable a student to
4 progress through subject matter and grade levels on demonstration
5 of mastery; and

6 (5) policy changes necessary to establish a student
7 assessment and public school accountability system that meets state
8 goals, is community based, promotes parent and community
9 involvement, and reflects the unique needs of each community.

10 Sec. 39.507. REPORT. (a) The commission shall prepare and
11 deliver a report to the governor and the legislature that
12 recommends statutory changes to improve systems of student
13 assessment and public school accountability not later than
14 September 1, 2016.

15 (b) In preparing the report, the commission shall consider
16 the recommendations of the Texas High Performance Schools
17 Consortium established under Section 7.0561, including
18 recommendations related to innovative, next-generation learning
19 standards and assessment and accountability systems.

20 Sec. 39.508. PUBLIC MEETINGS AND PUBLIC INFORMATION.
21 (a) The commission may hold public meetings as needed to fulfill
22 its duties under this subchapter.

23 (b) The commission is subject to Chapters 551 and 552,
24 Government Code.

25 Sec. 39.509. COMMISSION ABOLISHED; EXPIRATION OF
26 SUBCHAPTER. (a) The commission is abolished January 1, 2017.

27 (b) This subchapter expires January 1, 2017.

1 SECTION 9. Section 11.252(a), Education Code, is amended to
2 read as follows:

3 (a) Each school district shall have a district improvement
4 plan that is developed, evaluated, and revised annually, in
5 accordance with district policy, by the superintendent with the
6 assistance of the district-level committee established under
7 Section 11.251. The purpose of the district improvement plan is to
8 guide district and campus staff in the improvement of student
9 performance for all student groups in order to attain state
10 standards in respect to the ~~[student]~~ achievement indicators
11 adopted under Sections 39.053(c)(1)-(4) ~~[Section 39.053]~~. The
12 district improvement plan must include provisions for:

13 (1) a comprehensive needs assessment addressing
14 district student performance on the ~~[student]~~ achievement
15 indicators, and other appropriate measures of performance, that are
16 disaggregated by all student groups served by the district,
17 including categories of ethnicity, socioeconomic status, sex, and
18 populations served by special programs, including students in
19 special education programs under Subchapter A, Chapter 29;

20 (2) measurable district performance objectives for
21 all appropriate ~~[student]~~ achievement indicators for all student
22 populations, including students in special education programs
23 under Subchapter A, Chapter 29, and other measures of student
24 performance that may be identified through the comprehensive needs
25 assessment;

26 (3) strategies for improvement of student performance
27 that include:

- 1 (A) instructional methods for addressing the
2 needs of student groups not achieving their full potential;
- 3 (B) methods for addressing the needs of students
4 for special programs, including:
- 5 (i) suicide prevention programs, in
6 accordance with Subchapter O-1, Chapter 161, Health and Safety
7 Code, which includes a parental or guardian notification procedure;
- 8 (ii) conflict resolution programs;
- 9 (iii) violence prevention programs; and
- 10 (iv) dyslexia treatment programs;
- 11 (C) dropout reduction;
- 12 (D) integration of technology in instructional
13 and administrative programs;
- 14 (E) discipline management;
- 15 (F) staff development for professional staff of
16 the district;
- 17 (G) career education to assist students in
18 developing the knowledge, skills, and competencies necessary for a
19 broad range of career opportunities; and
- 20 (H) accelerated education;
- 21 (4) strategies for providing to middle school, junior
22 high school, and high school students, those students' teachers and
23 school counselors, and those students' parents information about:
- 24 (A) higher education admissions and financial
25 aid opportunities;
- 26 (B) the TEXAS grant program and the Teach for
27 Texas grant program established under Chapter 56;

1 (C) the need for students to make informed
2 curriculum choices to be prepared for success beyond high school;
3 and

4 (D) sources of information on higher education
5 admissions and financial aid;

6 (5) resources needed to implement identified
7 strategies;

8 (6) staff responsible for ensuring the accomplishment
9 of each strategy;

10 (7) timelines for ongoing monitoring of the
11 implementation of each improvement strategy;

12 (8) formative evaluation criteria for determining
13 periodically whether strategies are resulting in intended
14 improvement of student performance; and

15 (9) the policy under Section 38.0041 addressing sexual
16 abuse and other maltreatment of children.

17 SECTION 10. Sections 11.253(c) and (d), Education Code, are
18 amended to read as follows:

19 (c) Each school year, the principal of each school campus,
20 with the assistance of the campus-level committee, shall develop,
21 review, and revise the campus improvement plan for the purpose of
22 improving student performance for all student populations,
23 including students in special education programs under Subchapter
24 A, Chapter 29, with respect to the ~~[student]~~ achievement indicators
25 adopted under Sections 39.053(c)(1)-(4) ~~[Section 39.053]~~ and any
26 other appropriate performance measures for special needs
27 populations.

- 1 (d) Each campus improvement plan must:
- 2 (1) assess the academic achievement for each student
- 3 in the school using the [~~student~~] achievement indicator system as
- 4 described by Section 39.053;
- 5 (2) set the campus performance objectives based on the
- 6 [~~student~~] achievement indicator system, including objectives for
- 7 special needs populations, including students in special education
- 8 programs under Subchapter A, Chapter 29;
- 9 (3) identify how the campus goals will be met for each
- 10 student;
- 11 (4) determine the resources needed to implement the
- 12 plan;
- 13 (5) identify staff needed to implement the plan;
- 14 (6) set timelines for reaching the goals;
- 15 (7) measure progress toward the performance
- 16 objectives periodically to ensure that the plan is resulting in
- 17 academic improvement;
- 18 (8) include goals and methods for violence prevention
- 19 and intervention on campus;
- 20 (9) provide for a program to encourage parental
- 21 involvement at the campus; and
- 22 (10) if the campus is an elementary, middle, or junior
- 23 high school, set goals and objectives for the coordinated health
- 24 program at the campus based on:
- 25 (A) student fitness assessment data, including
- 26 any data from research-based assessments such as the school health
- 27 index assessment and planning tool created by the federal Centers

1 for Disease Control and Prevention;

2 (B) student academic performance data;

3 (C) student attendance rates;

4 (D) the percentage of students who are
5 educationally disadvantaged;

6 (E) the use and success of any method to ensure
7 that students participate in moderate to vigorous physical activity
8 as required by Section 28.002(1); and

9 (F) any other indicator recommended by the local
10 school health advisory council.

11 SECTION 11. Section 12.1013(c), Education Code, is amended
12 to read as follows:

13 (c) The report must include the performance of each public
14 school in each class described by Subsection (b) as measured by the
15 [~~student~~] achievement indicators adopted under Sections
16 39.053(c)(1)-(4) [~~Section 39.053~~] and student attrition rates.

17 SECTION 12. Section 29.062(a), Education Code, is amended
18 to read as follows:

19 (a) The legislature recognizes that compliance with this
20 subchapter is an imperative public necessity. Therefore, in
21 accordance with the policy of the state, the agency shall evaluate
22 the effectiveness of programs under this subchapter based on the
23 [~~student~~] achievement indicators adopted under Sections
24 39.053(c)(1)-(4) [~~Section 39.053~~], including the results of
25 assessment instruments. The agency may combine evaluations under
26 this section with federal accountability measures concerning
27 students of limited English proficiency.

1 SECTION 13. Section 39.023(a-8), Education Code, as
2 effective on or before September 1, 2015, is amended to read as
3 follows:

4 (a-8) A school district or open-enrollment charter school
5 may, for its own use in determining whether students are performing
6 at a satisfactory level, administer to a student at the appropriate
7 grade level, other than a student required to be assessed, an
8 assessment instrument developed for purposes of Subsection (a-4),
9 (a-5), or (a-6). At the request of a district or open-enrollment
10 charter school, the agency shall provide, allow for the
11 administration of, and score each assessment instrument
12 administered under this subsection in the same manner and at the
13 same cost as for assessment instruments required to be administered
14 under the applicable subsection. The results of an assessment
15 instrument administered under this subsection may not be included
16 as an indicator of [~~student~~] achievement under Section 39.053 or
17 any other provision.

18 SECTION 14. Section 39.052(b), Education Code, is amended
19 to read as follows:

20 (b) In determining the accreditation status of a school
21 district, the commissioner:

22 (1) shall evaluate and consider:

23 (A) performance on [~~student~~] achievement
24 indicators described by Section 39.053(c); and

25 (B) performance under the financial
26 accountability rating system developed under Subchapter D; and

27 (2) may evaluate and consider:

1 (A) the district's compliance with statutory
2 requirements and requirements imposed by rule of the commissioner
3 or State Board of Education under specific statutory authority that
4 relate to:

5 (i) reporting data through the Public
6 Education Information Management System (PEIMS) or other reports
7 required by state or federal law or court order;

8 (ii) the high school graduation
9 requirements under Section 28.025; or

10 (iii) an item listed under Sections
11 7.056(e)(3)(C)-(I) that applies to the district;

12 (B) the effectiveness of the district's programs
13 for special populations; and

14 (C) the effectiveness of the district's career
15 and technology program.

16 SECTION 15. Section 39.055, Education Code, is amended to
17 read as follows:

18 Sec. 39.055. STUDENT ORDERED BY A JUVENILE COURT OR STUDENT
19 IN RESIDENTIAL FACILITY NOT CONSIDERED FOR ACCOUNTABILITY
20 PURPOSES. Notwithstanding any other provision of this code except
21 to the extent otherwise provided under Section 39.054(f), for
22 purposes of determining the performance of a school district,
23 campus, or open-enrollment charter school under this chapter, a
24 student ordered by a juvenile court into a residential program or
25 facility operated by or under contract with the Texas Juvenile
26 Justice Department, a juvenile board, or any other governmental
27 entity or any student who is receiving treatment in a residential

1 facility is not considered to be a student of the school district in
2 which the program or facility is physically located or of an
3 open-enrollment charter school, as applicable. The performance of
4 such a student on an assessment instrument or other [~~student~~]
5 achievement indicator adopted under Section 39.053 or reporting
6 indicator adopted under Section 39.301 shall be determined,
7 reported, and considered separately from the performance of
8 students attending a school of the district in which the program or
9 facility is physically located or an open-enrollment charter
10 school, as applicable.

11 SECTION 16. Section 39.056(b), Education Code, is amended
12 to read as follows:

13 (b) The commissioner shall determine the frequency of
14 on-site investigations by the agency according to annual
15 comprehensive analyses of student performance and equity in
16 relation to the [~~student~~] achievement indicators adopted under
17 Section 39.053.

18 SECTION 17. Section 39.102(a), Education Code, is amended
19 to read as follows:

20 (a) If a school district does not satisfy the accreditation
21 criteria under Section 39.052, the academic performance standards
22 under Section 39.053 or 39.054, or any financial accountability
23 standard as determined by commissioner rule, the commissioner shall
24 take any of the following actions to the extent the commissioner
25 determines necessary:

26 (1) issue public notice of the deficiency to the board
27 of trustees;

1 (2) order a hearing conducted by the board of trustees
2 of the district for the purpose of notifying the public of the
3 insufficient performance, the improvements in performance expected
4 by the agency, and the interventions and sanctions that may be
5 imposed under this section if the performance does not improve;

6 (3) order the preparation of a student achievement
7 improvement plan that addresses each academic [~~student~~]
8 achievement indicator under Section 39.053(c) for which the
9 district's performance is insufficient, the submission of the plan
10 to the commissioner for approval, and implementation of the plan;

11 (4) order a hearing to be held before the commissioner
12 or the commissioner's designee at which the president of the board
13 of trustees of the district and the superintendent shall appear and
14 explain the district's low performance, lack of improvement, and
15 plans for improvement;

16 (5) arrange an on-site investigation of the district;

17 (6) appoint an agency monitor to participate in and
18 report to the agency on the activities of the board of trustees or
19 the superintendent;

20 (7) appoint a conservator to oversee the operations of
21 the district;

22 (8) appoint a management team to direct the operations
23 of the district in areas of insufficient performance or require the
24 district to obtain certain services under a contract with another
25 person;

26 (9) if a district has a current accreditation status
27 of accredited-warned or accredited-probation, fails to satisfy any

1 standard under Section 39.054(e), or fails to satisfy financial
2 accountability standards as determined by commissioner rule,
3 appoint a board of managers to exercise the powers and duties of the
4 board of trustees;

5 (10) if for two consecutive school years, including
6 the current school year, a district has received an accreditation
7 status of accredited-warned or accredited-probation, has failed to
8 satisfy any standard under Section 39.054(e), or has failed to
9 satisfy financial accountability standards as determined by
10 commissioner rule, revoke the district's accreditation and:

11 (A) order closure of the district and annex the
12 district to one or more adjoining districts under Section 13.054;
13 or

14 (B) in the case of a home-rule school district or
15 open-enrollment charter school, order closure of all programs
16 operated under the district's or school's charter; or

17 (11) if a district has failed to satisfy any standard
18 under Section 39.054(e) due to the district's dropout rates, impose
19 sanctions designed to improve high school completion rates,
20 including:

21 (A) ordering the development of a dropout
22 prevention plan for approval by the commissioner;

23 (B) restructuring the district or appropriate
24 school campuses to improve identification of and service to
25 students who are at risk of dropping out of school, as defined by
26 Section 29.081;

27 (C) ordering lower student-to-counselor ratios

1 on school campuses with high dropout rates; and

2 (D) ordering the use of any other intervention
3 strategy effective in reducing dropout rates, including mentor
4 programs and flexible class scheduling.

5 SECTION 18. Section 39.263(a), Education Code, is amended
6 to read as follows:

7 (a) The criteria that the commissioner shall use to select
8 successful schools and districts must be related to the goals in
9 Section 4.002 and must include consideration of performance on the
10 ~~[student]~~ achievement indicators adopted under Section 39.053(c)
11 and consideration of the distinction designation criteria
12 prescribed by or developed under Subchapter G.

13 SECTION 19. Section 39.301(b), Education Code, is amended
14 to read as follows:

15 (b) Performance on the indicators adopted under this
16 section shall be evaluated in the same manner provided for
17 evaluation of the ~~[student]~~ achievement indicators under Sections
18 39.053(c)(1)-(4) ~~[Section 39.053(c)]~~.

19 SECTION 20. Section 39.305(b), Education Code, is amended
20 to read as follows:

21 (b) The report card shall include the following
22 information:

23 (1) where applicable, the ~~[student]~~ achievement
24 indicators described by Section 39.053(c) and the reporting
25 indicators described by Sections 39.301(c)(1) through (5);

26 (2) average class size by grade level and subject;

27 (3) the administrative and instructional costs per

1 student, computed in a manner consistent with Section 44.0071; and

2 (4) the district's instructional expenditures ratio
3 and instructional employees ratio computed under Section 44.0071,
4 and the statewide average of those ratios, as determined by the
5 commissioner.

6 SECTION 21. Sections 39.332(b)(2) and (20), Education Code,
7 are amended to read as follows:

8 (2) The report must contain an evaluation of the
9 status of education in the state as reflected by:

10 (A) the [~~student~~] achievement indicators
11 described by Section 39.053; and

12 (B) the reporting indicators described by
13 Section 39.301.

14 (20) The report must contain a comparison of the
15 performance of open-enrollment charter schools and school
16 districts on the [~~student~~] achievement indicators described by
17 Section 39.053(c), the reporting indicators described by Section
18 39.301(c), and the accountability measures adopted under Section
19 39.053(i), with a separately aggregated comparison of the
20 performance of open-enrollment charter schools predominantly
21 serving students at risk of dropping out of school, as described by
22 Section 29.081(d), with the performance of school districts.

23 SECTION 22. Sections 39.053(e) and 39.054(b), (d), and
24 (d-1), Education Code, are repealed.

25 SECTION 23. Not later than December 1, 2016, the
26 commissioner of education shall adopt the set of indicators to
27 measure and evaluate school districts and campuses as required by

1 Section 39.053, Education Code, as amended by this Act.

2 SECTION 24. Not later than January 1, 2017, the
3 commissioner of education shall submit a report to the standing
4 committees of the legislature having primary jurisdiction over
5 primary and secondary education that provides for a preliminary
6 evaluation of school districts and campuses under Section 39.054,
7 Education Code. The report must include:

8 (1) the rating each school district and campus would
9 have received for the first through fourth domains of indicators as
10 provided by Sections 39.053(c)(1)-(4), Education Code, as amended
11 by this Act, for the 2015-2016 school year if the indicators adopted
12 by the commissioner of education under Section 39.053, Education
13 Code, as amended by this Act, existed during the 2015-2016 school
14 year; and

15 (2) the correlation between each designated letter
16 performance rating the school district or campus would have
17 received and the percentage of students at each district and
18 campus:

19 (A) qualifying for the free or reduced-price
20 breakfast under the national school breakfast programs provided for
21 by the Child Nutrition Act of 1966 (42 U.S.C. Section 1773);

22 (B) that are students of limited English
23 proficiency as defined by Section 29.052, Education Code; and

24 (C) disaggregated by race, ethnicity, and
25 socioeconomic status used to assign ratings in the system.

26 SECTION 25. (a) Except as provided by Subsections (b), (c),
27 and (d) of this section, this Act applies beginning with the

1 2017-2018 school year.

2 (b) Section 39.0535, Education Code, as added by this Act,
3 applies beginning with the 2015-2016 school year.

4 (c) Section 39.054(a), Education Code, as amended by this
5 Act effective September 1, 2016, applies beginning with the
6 2016-2017 school year.

7 (d) Subchapter N, Chapter 39, Education Code, as added by
8 this Act, applies beginning with the effective date of this Act.

9 SECTION 26. Except as otherwise provided by this Act, this
10 Act takes effect immediately if it receives a vote of two-thirds of
11 all the members elected to each house, as provided by Section 39,
12 Article III, Texas Constitution. If this Act does not receive the
13 vote necessary for immediate effect, this Act takes effect
14 September 1, 2015.

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HOUSE VERSION

SECTION 1. The heading to Section 39.053, Education Code, is amended.

SECTION 2. Section 39.053, Education Code, is amended by amending Subsections (a), (b), (c), (f), (g), and (g-1) and adding Subsection (a-1) to read as follows:

(a) The commissioner shall adopt a set of indicators of the quality of learning and [student] achievement. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(a-1) The indicators adopted by the commissioner under Subsection (a), including the indicators identified under Subsection (c), must measure and evaluate school districts and campuses with respect to:

(1) improving student preparedness for success in:

(A) subsequent grade levels; and

(B) entering the workforce, the military, or postsecondary education;

(2) reducing, with the goal of eliminating, student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds; and

(3) informing parents and the community regarding campus and district performance in the domains described by Subsection (c) and, for the domain described by Subsection (c)(5), in accordance with local priorities and preferences.

(b) Performance on the [student] achievement indicators adopted under Subsections (c)(1)-(4) [~~this section~~] shall be compared to state-established standards. The indicators must be based on information that is disaggregated by race, ethnicity, and socioeconomic status.

(c) School districts and campuses must be evaluated based on five domains of indicators [~~Indicators~~] of [student]

SENATE VERSION (CS)

SECTION 1. Same as House version.

SECTION 2. Section 39.053, Education Code, is amended by amending Subsections (a), (b), (c), (f), (g), and (g-1) and adding Subsection (a-1) to read as follows:

(a) The commissioner shall adopt a set of indicators of the quality of learning and [student] achievement. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(a-1) The indicators adopted by the commissioner under Subsection (a), including the indicators identified under Subsection (c), must measure and evaluate school districts and campuses with respect to:

(1) improving student preparedness for success in:

(A) subsequent grade levels; and

(B) entering the workforce, the military, or postsecondary education;

(2) reducing, with the goal of eliminating, student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds; and

(3) informing parents and the community regarding campus and district performance in the domains described by Subsection (c) and, for the domain described by Subsection (c)(5), in accordance with local priorities and preferences.

(b) Performance on the [student] achievement indicators adopted under Subsections (c)(1)-(4) [~~this section~~] shall be compared to state-established standards. The indicators must be based on information that is disaggregated by race, ethnicity, and socioeconomic status.

(c) School districts and campuses must be evaluated based on five domains of indicators [~~Indicators~~] of [student]

CONFERENCE

SECTION 1. Same as House version.

SECTION 2. Same as Senate version.

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achievement adopted under this section ~~that~~ ~~[must]~~ include:

(1) in the first domain, the results of:

~~(A)~~ assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:

~~(i)~~ ~~[(A)]~~ for the performance standard determined by the commissioner under Section 39.0241(a),~~]:~~

~~[(+)]~~ the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

~~(ii)~~ ~~[for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area; and~~

~~[(B)]~~ for the college readiness performance standard as determined under Section 39.0241,~~]:~~

~~[(+)]~~ the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

~~(B)~~ assessment instruments required under Section 39.023(b), aggregated across grade levels by subject area, including the percentage of students who performed satisfactorily on the assessment instruments, as determined by the performance standard adopted by the agency, aggregated across grade levels by subject area;

(2) in the second domain:

(A) for assessment instruments under Subdivision (1)(A):

(i) for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who met the standard for annual improvement on the

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achievement adopted under this section ~~that~~ ~~[must]~~ include:

(1) in the first domain, the results of:

~~(A)~~ assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:

~~(i)~~ ~~[(A)]~~ for the performance standard determined by the commissioner under Section 39.0241(a),~~]:~~

~~[(+)]~~ the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

~~(ii)~~ ~~[for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area; and~~

~~[(B)]~~ for the college readiness performance standard as determined under Section 39.0241,~~]:~~

~~[(+)]~~ the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

~~(B)~~ assessment instruments required under Section 39.023(b), aggregated across grade levels by subject area, including the percentage of students who performed satisfactorily on the assessment instruments, as determined by the performance standard adopted by the agency, aggregated across grade levels by subject area;

(2) in the second domain:

(A) for assessment instruments under Subdivision (1)(A):

(i) for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who met the standard for annual improvement on the

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assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and
(ii) for the college readiness performance standard as determined under Section 39.0241, the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and
(B) for assessment instruments under Subdivision (1)(B), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area;
(3) in the third domain, the student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds;
(4) in the fourth domain:
(A) for evaluating the performance of high school campuses and districts that include high school campuses:
(i) [(ii) for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area;
[(2)] dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States

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assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and
(ii) for the college readiness performance standard as determined under Section 39.0241, the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area; and
(B) for assessment instruments under Subdivision (1)(B), the percentage of students who met the standard for annual improvement on the assessment instruments, as determined by the commissioner by rule or by the method for measuring annual improvement under Section 39.034, aggregated across grade levels by subject area;
(3) in the third domain, the student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds;
(4) in the fourth domain:
(A) for evaluating the performance of high school campuses and districts that include high school campuses:
(i) [(ii) for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area;
[(2)] dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States

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Department of Education;

(ii) [(3)] high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.);

(iii) [(4)] the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;

(iv) [(5)] the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); ~~and~~

(v) the percentage of students who completed a coherent sequence of career and technical courses;

(vi) [(6)] ~~at least three additional indicators of student achievement to evaluate district and campus performance, which must include either:~~

~~[(A)]~~ the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); ~~or~~

(vii) [(B)] the percentage [number] 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) the percentage of students who have completed an advanced placement course;

(ix) the percentage of students who enlist in the armed forces of the United States; and

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Department of Education;

(ii) [(3)] high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.);

(iii) [(4)] the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;

(iv) [(5)] the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); ~~and~~

(v) the percentage of students who completed a coherent sequence of career and technical courses;

(vi) [(6)] ~~at least three additional indicators of student achievement to evaluate district and campus performance, which must include either:~~

~~[(A)]~~ the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); ~~or~~

(vii) [(B)] the percentage [number] 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) the percentage of students who have completed an advanced placement course;

(ix) the percentage of students who enlist in the armed forces of the United States; and

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~~(x) the percentage of students who earn [(ii) at least 30 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);~~

~~[(iii) an associate's degree; or
[(iv)] an industry certification;~~

~~(B) for evaluating the performance of middle and junior high school and elementary school campuses and districts that include those campuses:~~

~~(i) student attendance;~~

~~*(ii) the percentage of elementary school students assigned for two consecutive school years to a teacher who has less than one year of teaching experience or who does not hold the appropriate certificate required under Section 21.003;*~~
~~*and*~~

~~(iii) for middle and junior high school campuses, dropout rates, computed in the manner described by Paragraph (A)(i);~~
~~*or*~~

~~(C) 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; and~~

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~~(x) the percentage of students who earn [(ii) at least 30 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);~~

~~[(iii) an associate's degree; or
[(iv)] an industry certification;~~

~~(B) for evaluating the performance of middle and junior high school and elementary school campuses and districts that include those campuses:~~

~~(i) student attendance; and~~

~~(ii) for middle and junior high school campuses:~~

~~(a) dropout rates, computed in the manner described by Paragraph (A)(i); *and*~~

~~*(b) the 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; and*~~

~~(C) 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; and~~

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(5) in the fifth domain, three programs or specific categories of performance related to community and student engagement locally selected and evaluated as provided by Section 39.0546.

(f) Annually, the commissioner shall define the state standard for the current school year for each [student] achievement indicator described by Subsections (c)(1)-(4) [~~Subsection (e)~~] and shall project the state standards for each indicator for the following two school years. The commissioner shall periodically raise the state standards for the college readiness [student] achievement indicator described by Subsection (c)(1)(A)(ii) [~~(e)(1)(B)(i)~~] for accreditation as necessary to reach the goals of achieving, by not later than the 2019-2020 school year:

(1) student performance in this state, disaggregated by race, ethnicity, and socioeconomic status, that ranks nationally in the top 10 states in terms of college readiness; and

(2) student performance[;] with no significant achievement gaps by race, ethnicity, and socioeconomic status.

(g) In defining the required state standard for the dropout rate indicator described by Subsections (c)(4)(A)(i) and (B)(iii) [~~Subsection (e)(2)~~], the commissioner may not consider as a dropout a student whose failure to attend school results from:

(1) the student's expulsion under Section 37.007; and

(2) as applicable:

(A) adjudication as having engaged in delinquent conduct or conduct indicating a need for supervision, as defined by Section 51.03, Family Code; or

(B) conviction of and sentencing for an offense under the Penal Code.

(g-1) In computing dropout and completion rates under Subsections (c)(4)(A)(i) and (B)(iii) [~~Subsection (e)(2)~~], the commissioner shall exclude:

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(5) in the fifth domain, three programs or specific categories of performance related to community and student engagement locally selected and evaluated as provided by Section 39.0546.

(f) Annually, the commissioner shall define the state standard for the current school year for each [student] achievement indicator described by Subsections (c)(1)-(4) [~~Subsection (e)~~] and shall project the state standards for each indicator for the following two school years. The commissioner shall periodically raise the state standards for the college readiness [student] achievement indicator described by Subsection (c)(1)(A)(ii) [~~(e)(1)(B)(i)~~] for accreditation as necessary to reach the goals of achieving, by not later than the 2019-2020 school year:

(1) student performance in this state, disaggregated by race, ethnicity, and socioeconomic status, that ranks nationally in the top 10 states in terms of college readiness; and

(2) student performance[;] with no significant achievement gaps by race, ethnicity, and socioeconomic status.

(g) In defining the required state standard for the dropout rate indicator described by Subsections (c)(4)(A)(i) and (B)(ii)(a) [~~Subsection (e)(2)~~], the commissioner may not consider as a dropout a student whose failure to attend school results from:

(1) the student's expulsion under Section 37.007; and

(2) as applicable:

(A) adjudication as having engaged in delinquent conduct or conduct indicating a need for supervision, as defined by Section 51.03, Family Code; or

(B) conviction of and sentencing for an offense under the Penal Code.

(g-1) In computing dropout and completion rates under Subsections (c)(4)(A)(i) and (B)(ii)(a) [~~Subsection (e)(2)~~], the commissioner shall exclude:

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- (1) students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate;
- (2) students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out;
- (3) students in attendance who are not in membership for purposes of average daily attendance;
- (4) students whose initial enrollment in a school in the United States in grades 7 through 12 was as unschooled refugees or asylees as defined by Section 39.027(a-1);
- (5) students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located; and
- (6) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults.

SECTION 3. Effective September 1, 2015, Subchapter C, Chapter 39, Education Code, is amended.

SECTION 4. Effective September 1, 2016, Section 39.054(a), Education Code, is amended.

SECTION 5. Effective September 1, 2017, Section 39.054, Education Code, is amended by amending Subsections (a), (c), (e), and (f) and adding Subsections (a-1), (a-2), (a-3), and (a-4) to read as follows:

- (a) The commissioner shall, after consulting with the

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- (1) students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate;
- (2) students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out;
- (3) students in attendance who are not in membership for purposes of average daily attendance;
- (4) students whose initial enrollment in a school in the United States in grades 7 through 12 was as unschooled refugees or asylees as defined by Section 39.027(a-1);
- (5) students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located; and
- (6) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults.

SECTION 3. Same as House version.

SECTION 4. Same as House version.

SECTION 5. Effective September 1, 2017, Section 39.054, Education Code, is amended by amending Subsections (a), (c), (e), and (f) and adding Subsections (a-1), (a-2), and (a-3) to read as follows:

- (a) The commissioner shall adopt rules to evaluate school

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SECTION 3. Same as House version.

SECTION 4. Same as House version.

SECTION 5. Effective September 1, 2017, Section 39.054, Education Code, is amended by amending Subsections (a), (c), (e), and (f) and adding Subsections (a-1), (a-2), and (a-3) to read as follows:

- (a) Same as Senate version.

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performance rating work group described by Subsection (a-3), adopt rules to evaluate school district and campus performance and assign each district and campus an overall [a] performance rating of A, B, C, D, or F. In addition to the overall performance rating, the commissioner shall assign each district and campus a separate domain performance rating of A, B, C, D, or F for each domain under Sections 39.053(c)(1)-(4). An overall or domain [In adopting rules under this subsection, the commissioner shall determine the criteria for each designated letter performance rating. A district] performance rating of A reflects exemplary performance. An overall or domain performance rating of B reflects recognized performance. An overall or domain performance rating of [B, or] C reflects acceptable performance. An overall or domain [and a district] performance rating of D or F reflects unacceptable performance. [The commissioner shall also assign each campus a performance rating of exemplary, recognized, acceptable, or unacceptable. A campus performance rating of exemplary, recognized, or acceptable reflects acceptable performance, and a campus performance rating of unacceptable reflects unacceptable performance.] A district may not receive an overall or domain [a] performance rating of A if the district includes any campus with a corresponding overall or domain performance rating of D or F [unacceptable]. A reference in law to an acceptable rating or acceptable performance includes an overall or domain performance rating of A, B, or C or exemplary, recognized, or acceptable performance.

(a-1) For purposes of assigning an overall performance rating under Subsection (a), the commissioner shall attribute 55

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district and campus performance and assign each district and campus an overall [a] performance rating of A, B, C, D, or F. In addition to the overall performance rating, the commissioner shall assign each district and campus a separate domain performance rating of A, B, C, D, or F for each domain under Sections 39.053(c)(1)-(4). An overall or domain [In adopting rules under this subsection, the commissioner shall determine the criteria for each designated letter performance rating. A district] performance rating of A reflects exemplary performance. An overall or domain performance rating of B reflects recognized performance. An overall or domain performance rating of [B, or] C reflects acceptable performance. An overall or domain [and a district] performance rating of D or F reflects unacceptable performance. [The commissioner shall also assign each campus a performance rating of exemplary, recognized, acceptable, or unacceptable. A campus performance rating of exemplary, recognized, or acceptable reflects acceptable performance, and a campus performance rating of unacceptable reflects unacceptable performance.] A district may not receive an overall or domain [a] performance rating of A if the district includes any campus with a corresponding overall or domain performance rating of D or F [unacceptable]. A reference in law to an acceptable rating or acceptable performance includes an overall or domain performance rating of A, B, or C or exemplary, recognized, or acceptable performance.

(a-1) For purposes of assigning an overall performance rating under Subsection (a), the commissioner shall attribute:

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(a-1) For purposes of assigning an overall performance rating under Subsection (a), the commissioner shall attribute:

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percent of the performance evaluation to the achievement indicators for the first, second, and third domains under Sections 39.053(c)(1)-(3), 35 percent of the performance evaluation to the achievement indicators for the fourth domain under Section 39.053(c)(4).

and 10 percent of the performance evaluation to the locally selected and evaluated achievement indicators provided for under the fifth domain under Section 39.053(c)(5).

The commissioner by rule shall adopt procedures to ensure that a repeated performance rating of D or F or unacceptable in one domain, particularly performance that is not significantly improving, is reflected in the overall performance rating of a district or campus and is not compensated for by a performance rating of A, B, or C in another domain.

(a-2) Not later than August 15 [8] of each year, the performance ratings [rating] of each district and campus shall be made publicly available as provided by rules adopted under this section [subsection]. If a district or campus received an

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(1) 55 percent of the performance evaluation to the achievement indicators for the first, second, and third domains under Sections 39.053(c)(1)-(3);

(2) for middle and junior high school and elementary campuses and districts that include only those campuses, 35 percent of the performance evaluation to the applicable achievement indicators for the fourth domain under Section 39.053(c)(4);

(3) for high school campuses and districts that include those campuses:

(A) 20 percent of the performance evaluation to the high school graduation rate achievement indicator described by Section 39.053(c)(4)(A)(ii); and

(B) 15 percent to the remaining applicable achievement indicators for the fourth domain under Section 39.053(c)(4); and

(4) 10 percent of the performance evaluation to the locally selected and evaluated achievement indicators provided for under the fifth domain under Section 39.053(c)(5).

(a-2) Same as House version.

(a-3) Same as House version.

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(1) 55 percent of the performance evaluation to the achievement indicators for the first, second, and third domains under Sections 39.053(c)(1)-(3);

(2) for middle and junior high school and elementary campuses and districts that include only those campuses, 35 percent of the performance evaluation to the applicable achievement indicators for the fourth domain under Section 39.053(c)(4);

(3) for high school campuses and districts that include those campuses:

(A) 10 percent of the performance evaluation to the high school graduation rate achievement indicator described by Section 39.053(c)(4)(A)(ii); and

(B) 25 percent to the remaining applicable achievement indicators for the fourth domain under Section 39.053(c)(4); and

(4) 10 percent of the performance evaluation to the locally selected and evaluated achievement indicators provided for under the fifth domain under Section 39.053(c)(5).

(a-2) Same as House version.

(a-3) Same as House version.

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overall or domain [a] performance rating of D or F [that reflected unacceptable performance] for the preceding school year, the commissioner shall notify the district of a subsequent such designation on or before June 15.

(a-3) For the purpose of adopting rules under Subsection (a), the commissioner shall convene a performance rating work group comprised of individuals designated as follows:

(1) two members of a school district board of trustees, each of whom:

(A) is nominated by a statewide association that serves school district board members; and

(B) serves on a separate school district board of trustees;

(2) two superintendents, each of whom is nominated by a statewide association that serves school superintendents;

(3) one elementary school principal who is nominated by a statewide association that serves elementary school principals;

(4) one secondary school principal who is nominated by a statewide association that serves secondary school principals;

(5) four classroom educators, with one each nominated by each of the four largest associations that serve educators in at least 20 counties in this state; and

(6) three parents designated by the commissioner, at least one of whom must be the parent of a student who was enrolled at a campus that has received the lowest performance rating in one or more of the three years preceding the designation of that parent by the commissioner.

(a-4) If an association described by Subsection (a-3) fails to nominate one or more individuals for a position on the performance rating work group, the commissioner may designate an individual who meets the appropriate

No equivalent provision.

Same as Senate version.

No equivalent provision.

Same as Senate version.

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qualifications to fill that position.

(c) In evaluating school district and campus performance on the [student] achievement indicators for student performance on assessment instruments [indicators] adopted under Sections 39.053(c)(1) and (2) and the dropout rate indicator adopted under Sections 39.053(c)(4)(A)(i) and (B)(iii), the commissioner shall define acceptable performance as meeting the state standard determined by the commissioner under Section 39.053(f) [~~39.053(e)~~] for the current school year based on:

- (1) student performance in the current school year; or
- (2) student performance as averaged over the current school year and the preceding two school years.

(e) Each annual performance review under this section shall include an analysis of the [student] achievement indicators adopted under Sections 39.053(c)(1)-(4) [~~Section 39.053(e)~~] to determine school district and campus performance in relation to[:

- [~~(1)~~] standards established for each indicator[; ~~and~~
- [~~(2)~~] ~~required improvement as defined under Section 39.053(e)~~.

(f) In the computation of dropout rates under Sections 39.053(c)(4)(A)(i) and (B)(iii) [~~Section 39.053(e)(2)~~], a student who is released from a juvenile pre-adjudication secure detention facility or juvenile post-adjudication secure correctional facility and fails to enroll in school or a student who leaves a residential treatment center after receiving treatment for fewer than 85 days and fails to enroll in school may not be considered to have dropped out from the school

(c) Substantially the same as House version.

(e) Same as House version.

(f) Substantially the same as House version.

(c) Same as Senate version.

(e) Same as House version.

(f) Same as Senate version.

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district or campus serving the facility or center unless that district or campus is the one to which the student is regularly assigned. The agency may not limit an appeal relating to dropout computations under this subsection.

SECTIONS 6-7.

No equivalent provision.

SECTIONS 6-7. Same as House version.

SECTION 8. Chapter 39, Education Code, is amended by adding Subchapter N to read as follows:
SUBCHAPTER N. TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY

Sec. 39.501. DEFINITION. In this subchapter, "commission" means the Texas Commission on Next Generation Assessments and Accountability.

Sec. 39.502. TEXAS COMMISSION ON NEXT GENERATION ASSESSMENTS AND ACCOUNTABILITY. (a) The Texas Commission on Next Generation Assessments and Accountability is established to develop and make recommendations for new systems of student assessment and public school accountability. (b) The commission is composed of 15 members, consisting of the following:
(1) four members appointed by the governor;
(2) three members appointed by the lieutenant governor;
(3) three members appointed by the speaker of the house of representatives;
(4) the chair of the senate committee on education, or a representative designated by the chair;
(5) the chair of the senate committee on higher education, or

SECTIONS 6-7. Same as House version.

SECTION 8. Same as Senate version.

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a representative designated by the chair;
(6) the chair of the house of representatives committee on public education, or a representative designated by the chair;
(7) the chair of the house of representatives committee on higher education, or a representative designated by the chair;
and
(8) a member of the State Board of Education, as designated by the chair of that board.
(c) In making appointments under Subsections (b)(1), (2), and (3), the governor, lieutenant governor, and speaker of the house of representatives shall coordinate to ensure that the commission includes at least one of each of the following representatives:
(1) a parent or person standing in parental relation to a student enrolled in the public school system;
(2) an educator in the public school system;
(3) an educator in a school district that is a participant in the Texas High Performance Schools Consortium under Section 7.0561;
(4) a member of the business community;
(5) a member of the civic community;
(6) a leader in student assessment development and use; and
(7) a leader in research concerning student assessment and education outcomes.
Sec. 39.503. PRESIDING OFFICER. The governor shall designate the presiding officer of the commission.
Sec. 39.504. COMPENSATION AND REIMBURSEMENT. A member of the commission is not entitled to compensation for service on the commission but is entitled to reimbursement for actual and necessary expenses incurred in performing commission duties.
Sec. 39.505. ADMINISTRATIVE SUPPORT AND

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FUNDING. (a) Staff members of the agency shall provide administrative support for the commission.

(b) Funding for the administrative and operational expenses of the commission shall be provided by appropriation to the agency for that purpose.

Sec. 39.506. RECOMMENDATIONS. The commission shall develop recommendations under this subchapter to address:

(1) the purpose of a state accountability system and the role of student assessment in that system;

(2) opportunities to assess students that:

(A) provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public;

(B) support learning activities;

(C) recognize application of skills and knowledge;

(D) measure student educational growth toward mastery; and

(E) value critical thinking;

(3) alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board;

(4) policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery; and

(5) policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community.

Sec. 39.507. REPORT. (a) The commission shall prepare and deliver a report to the governor and the legislature that

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recommends statutory changes to improve systems of student assessment and public school accountability not later than September 1, 2016.

(b) In preparing the report, the commission shall consider the recommendations of the Texas High Performance Schools Consortium established under Section 7.0561, including recommendations related to innovative, next-generation learning standards and assessment and accountability systems.

Sec. 39.508. PUBLIC MEETINGS AND PUBLIC INFORMATION. (a) The commission may hold public meetings as needed to fulfill its duties under this subchapter.

(b) The commission is subject to Chapters 551 and 552, Government Code.

Sec. 39.509. COMMISSION ABOLISHED; EXPIRATION OF SUBCHAPTER. (a) The commission is abolished January 1, 2017.

(b) This subchapter expires January 1, 2017.

SECTIONS 8-20.

SECTION 21. *Subchapter C, Chapter 38*, and Sections 39.053(e) and 39.054(b), (d), and (d-1), Education Code, are repealed.

SECTION 22. Not later than December 1, 2016, the commissioner of education shall adopt the set of indicators to measure and evaluate school districts and campuses as required by Section 39.053, Education Code, as amended by this Act.

SECTION 23. Not later than January 1, 2017, the commissioner of education shall submit a report to the

SECTIONS 9-21. Same as House version.

SECTION 22. Sections 39.053(e) and 39.054(b), (d), and (d-1), Education Code, are repealed.

SECTION 23. Same as House version.

SECTION 24. Substantially the same as House version.

SECTIONS 9-21. Same as House version.

SECTION 22. Same as Senate version.

SECTION 23. Same as House version.

SECTION 24. Same as Senate version.

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standing committees of the legislature having primary jurisdiction over primary and secondary education that provides for a preliminary evaluation of school districts and campuses under Section 39.054, Education Code. The report must include:

(1) the rating each school district and campus would have received for the first through fourth domains of indicators as provided by Sections 39.053(c)(1)-(4), Education Code, as amended by this Act, for the 2015-2016 school year if the indicators adopted by the commissioner of education under Section 39.053, Education Code, as amended by this Act, existed during the 2015-2016 school year;

(2) the correlation between each designated letter performance rating the school district or campus would have received and the percentage of students at each district and campus:

(A) qualifying for the free or reduced-price breakfast under the national school breakfast programs provided for by the Child Nutrition Act of 1966 (42 U.S.C. Section 1773);

(B) that are students of limited English proficiency as defined by Section 29.052, Education Code; and

(C) disaggregated by race, ethnicity, and socioeconomic status used to assign ratings in the system.

SECTION 24. (a) Except as provided by Subsections (b) and (c) of this section, this Act applies beginning with the 2017-2018 school year.

(b) **Section 3** of this Act applies beginning with the 2015-2016 school year.

(c) **Section 4** of this Act applies beginning with the 2016-2017 school year.

SECTION 25. (a) Except as provided by Subsections (b), (c), **and (d)** of this section, this Act applies beginning with the 2017-2018 school year.

(b) **Section 39.0535, Education Code, as added by this Act**, applies beginning with the 2015-2016 school year.

(c) **Section 39.054(a), Education Code, as amended by this Act effective September 1, 2016**, applies beginning with the 2016-2017 school year.

SECTION 25. Same as Senate version.

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(d) Subchapter N, Chapter 39, Education Code, as added by this Act, applies beginning with the effective date of this Act.

SECTION 25. Effective date.

SECTION 26. Same as House version.

SECTION 26. Same as House version.

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

May 30, 2015

TO: Honorable Dan Patrick, Lieutenant Governor, Senate
Honorable Joe Straus, Speaker of the House, House of Representatives

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB2804 by Aycock (Relating to evaluation of public school performance.), **Conference Committee Report**

No significant fiscal implication to the State is anticipated.

The bill would require the Commissioner of Education to adopt a set of performance indicators of the quality of learning and achievement. The bill would amend the accountability indicators in Education Code §39.053 and would require the Commissioner to assign a separate rating for the five domains. Beginning September 1, 2016, the bill would require the Commissioner to assign performance ratings of A, B, C, D, or F to districts, campuses, and each domain.

The bill would establish the Texas Commission on Next Generation Assessments and Accountability, composed of members appointed by the Governor, Lieutenant Governor, Speaker of the House of Representatives, Chair of the Senate Committee on Education, Chair of the Senate Committee on Higher Education, Chair of the House of Representatives Committee on Public Education, Chair of the House of Representatives Committee on Higher Education, and a member of the State Board of Education. The commission would develop and make recommendations for new systems of student assessment and public school accountability. The commission would be abolished on January 1, 2017.

The agency estimates there would be costs associated with implementing the provisions of the bill; however, this estimate assumes these costs could be absorbed within existing resources.

Local Government Impact

The bill would require districts to submit relevant data to TEA in order to assess the campuses and district in community and student engagement. Districts could incur costs associated with implementing the provisions of the bill. These costs would vary by school district.

Source Agencies: 701 Central Education Agency

LBB Staff: UP, SD, AW, JBi, AM

**Certification of Compliance with
Rule 13, Section 6(b), House Rules of Procedure**

Rule 13, Section 6(b), House Rules of Procedure, requires a copy of a conference committee report signed by a majority of each committee of the conference to be furnished to each member of the committee in person or, if unable to deliver in person, by placing a copy in the member's newspaper mailbox at least one hour before the report is furnished to each member of the house under Rule 13, Section 10(a). The paper copies of the report submitted to the chief clerk under Rule 13, Section 10(b), must contain a certificate that the requirement of Rule 13, Section 6(b), has been satisfied, and that certificate must be attached to the copy of the report furnished to each member under Rule 13, Section 10(d). Failure to comply with this requirement is not a sustainable point of order under Rule 13.

I certify that a copy of the conference committee report on HB 2804 was furnished to each member of the conference committee in compliance with Rule 13, Section 6(b), House Rules of Procedure, before submission of the paper copies of the report to the chief clerk under Rule 13, Section 10(b), House Rules of Procedure.

Jim Don Juan
(name)

5-30-15
(date)