

SUBJECT: Expanding achievement indicators under the school accountability system

COMMITTEE: Public Education — favorable, without amendment

VOTE: 12 ayes — Dutton, Lozano, Allen, Allison, K. Bell, Bernal, Buckley, Huberty, K. King, Meza, Talarico, VanDeaver

0 nays

1 absent — M. González

WITNESSES: For — (*Registered, but did not testify:* Andrea Chevalier, Association of Texas Professional Educators; Valerie DeBill, League of Women Voters of Texas; Charles Gaines, Raise Your Hand Texas; Grover Campbell, TASB; Paulina Van Eeden Hill and Molly Quirk, Texas Association for the Gifted and Talented; Barry Haenisch, Texas Association of Community Schools; Amy Beneski, Texas Association of School Administrators; Paige Williams, Texas Classroom Teachers Association; Mark Terry, Texas Elementary Principals and Supervisors Association; Starlee Coleman, Texas Public Charter Schools Association; Gilbert Zavala, The Greater Austin Chamber of Commerce; Ramiro Canales)

Against — None

On — Beth Cooper, The University of Texas at Austin; (*Registered, but did not testify:* Jeff Cottrill and Eric Marin, Texas Education Agency)

BACKGROUND: Under Education Code sec. 39.053, the education commissioner must adopt a set of indicators of the quality of learning and achievement that measure and evaluate school districts and campuses. The statute lists three domains of indicators that districts and campuses must be evaluated on: student achievement, school progress, and closing the gaps.

It has been suggested that the public school accountability system should better account for certain academic achievements, such as early graduation, pre-advanced placement courses, advanced grade promotion,

course credit by examination, and project-based learnings, in evaluating campuses and districts.

DIGEST: HB 1302 would expand the list of items included in the student achievement domain of achievement indicators for evaluating school districts and campuses.

For evaluating the performance of high school campuses and districts that included high school campuses, the indicators would have to account for students who earned a diploma after no more than three and a half years of high school attendance.

For evaluating the performance of elementary, middle, and junior high school campuses and districts that included those campuses, the indicators would have to account for students who:

- in grade seven or eight, completed a pre-advanced placement course or pre-international baccalaureate course;
- had been promoted to higher grade levels than they would ordinarily be assigned;
- were identified as gifted and talented and had been promoted to higher grade levels than they would ordinarily be assigned;
- had received credit by examination;
- were identified as gifted and talented and had received credit by examination; and
- completed no less than 10 project-based learning projects during a school year.

The bill would apply beginning with the 2021-2022 school year.

The bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2021.

NOTES: According to the fiscal note, the bill would cost \$203,797 in general revenue in fiscal 2022-23.

