

Research Question: How does SB 2051 by Chairman Taylor compare to HB 22 by Chairman Huberty also compare to HB 2804 (current law)?

TOPIC	HB 2804 (current law)	HB 22 (as filed by Chairman Huberty)	SB 2051 (as filed by Chairman Taylor)
	<ul style="list-style-type: none"> ❖ A quick, high-level summary of SB 2051 (as filed) is that it reduces the domains to “at least” 3, gives blanket authorization to the commissioner to implement rules, it keeps an overall A-F rating and A-F ratings for each domain, maintains that both Ds and Fs are unacceptable, requires an August 2018 implementation, weights performance based on continuously enrolled students, AND it revises PEG. ❖ A quick, high-level summary of HB 22 (as filed) is that it reduces the domains from 5 to 3, it keeps A-F ratings for the domains, it removes an overall rating, differentiates between Ds and Fs, it postpones implementation until 2019, requires TEA to publish 2 more models, weights performance based on continuously enrolled students, AND it revises PEG. ❖ Key details and differences are shown in the side-by-side document below. 		
	<p>Stated Purpose: Sec. 39.053. To measure and evaluate school districts, and campuses with respect to:</p> <ul style="list-style-type: none"> • improving student preparedness for success in subsequent grade levels; and entering the workforce, the military or postsecondary education; • reducing, with the goal of eliminating, student academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds; and • informing parents and the community regarding campus and district performance 		
Domains	5 Domains: I – Student Achievement II – Student Progress III – Closing Performance Gaps IV – Postsecondary Readiness V – C & SE	HB 22 requires 3 domains which are not numbered: <ul style="list-style-type: none"> • Student Achievement • School Progress • School Climate <u>Comments / Key Features:</u> <ul style="list-style-type: none"> • Postpones implementation until 2019 • Requires TEA to publicly provide a 2nd model in 2018 and a 3rd model in 2019. 	SB 2051 requires “ <i>at least</i> ” 3 domains which are not numbered: <ul style="list-style-type: none"> • Student Achievement • School Performance • School Climate <u>Comments / Key Features:</u> <ul style="list-style-type: none"> • Does not postpone implementation. • Does not require additional models.
Ratings	A-F letter grades in each domain and overall performance rating	<u>HB 22 Comments / Key Features:</u> <ul style="list-style-type: none"> • Does not give broad authority to the Commissioner to implement accountability rules • There is NO overall performance rating • Maintains A-F letter grades in each domain • STAAR is limited to 50% of overall score in D1 and D2. • Includes a safeguard for growth in high-performing districts / campuses • D and F ratings are differentiated. A grade of D = Needs Improvement and a grade of F = Unacceptable • Commissioner may adjust a domain rating by one letter grade if disaggregated results (by race, ethnicity, SES status or other factors) do not meet the target 	<u>SB 2051 Comments / Key Features:</u> <ul style="list-style-type: none"> • Gives broad authority to the Commissioner to implement accountability rules (new section 39.0211) • Maintains an overall performance rating • Maintains A-F letter grades in each domain • Does not limit STAAR in D1 and D2 in overall score calculations. • Does not include a safeguard for growth in high-performing districts / campuses • D and F ratings are not differentiated. Both = Unacceptable • Commissioner may adjust a domain rating if disaggregated results (by race, ethnicity, SES status or other factors) do not meet the target. Does not limit to one letter grade adjustment.

Research Question: How does SB 2051 by Chairman Taylor compare to HB 22 by Chairman Huberty also compare to HB 2804 (current law)?

		<ul style="list-style-type: none"> • Extra weight is given for continuously enrolled student performance – 4 + years enrolled • Newcomer exclusions for accountability calculations 	<ul style="list-style-type: none"> • Extra weight is given for continuously enrolled student performance. Commissioner determines time enrolled. • Does not include Newcomer exclusions for accountability calculations
Overall Rating Domain Weights	D1-2-3 = 55% D4 = 35% D5 – 10%	HB 22 Comments / Key Features No weights are assigned to domains because there is no overall rating to be calculated	SB 2051 Comments / Key Features: No weights are specified since the new section 39.0211 gives the commissioner authority to implement accountability rules.
DOMAIN 1	Domain I: <ul style="list-style-type: none"> • STAAR and EOCs all versions – passing • STAAR and EOCs all versions – PSR • EOC substitutes 	The Student Achievement domain in HB 22 includes performance on standardized tests + additional student achievement indicators that are NOT related to test performance. NOTE: STAAR results are limited to 50% of the overall score in D1 and D2. Standardized Tests: <ul style="list-style-type: none"> • STAAR gr 3-8 • 5 STAAR EOCs • TSIA, SAT, ACT, AP/IB, CLEP (includes MS and HS) • Locally selected alternative assessments to be adopted by the commissioner Additional Achievement Indicators: <ul style="list-style-type: none"> • HS/MS/ES – Course completion rates for fine arts, P.E. or second language acquisition or enrichment classes • HS/MS/ES – Extra-curricular participation rates – including UIL (academic, fine arts, athletic), clubs (i.e. foreign language, chess, robotics, etc.) and other extra-curricular activities • HS - Qualifying number of dual credit courses • HS – Certifications, Licensures, Military • HS - Students whose successful completion of a course or courses indicates the student's preparation to enroll and succeed, without remediation, in an entry level general education course for a baccalaureate degree or associate degree [i.e. college preparatory courses in Chapter 28] • HS - graduation rates 	The Student Achievement domain in SB 2051 includes performance on standardized tests + additional student achievement indicators that are NOT related to test performance. NOTE: Does not limit STAAR in D1 and D2 in overall score calculations. Standardized Tests: <ul style="list-style-type: none"> • STAAR gr 3-8 • 5 STAAR EOCs • TSIA, SAT, ACT, AP/IB, CLEP (HS only) • Does not include locally selected alternative assessments Additional Achievement Indicators: <ul style="list-style-type: none"> • Does not include HS/MS/ES – Course completion rates for fine arts, P.E. or second language acquisition or enrichment classes • Does not include HS/MS/ES – Extra-curricular participation rates – including UIL (academic, fine arts, athletic), clubs (i.e. foreign language, chess, robotics, etc.) and other extra-curricular activities • HS - Qualifying number of dual credit courses • HS – Certifications, Licensures, Military • HS - Students whose successful completion of a course or courses indicates the student's preparation to enroll and succeed, without remediation, in an entry level general education course for a baccalaureate degree or associate degree [i.e. college preparatory courses in Chapter 28] • HS - graduation rates • Does not include HS - graduation plan rates for Distinguished Level of Achievement

Research Question: How does SB 2051 by Chairman Taylor compare to HB 22 by Chairman Huberty also compare to HB 2804 (current law)?

		<ul style="list-style-type: none"> • HS - graduation plan rates for Distinguished Level of Achievement • HS – Associates degrees earned in HS • MS – Dropout rates 	<ul style="list-style-type: none"> • Does not include HS – Associates degrees earned in HS • Does not include MS – Dropout rates
DOMAIN 2	Domain II – Student Progress - Refer to HB 2804 <ul style="list-style-type: none"> • Student progress on STAAR 	The School Progress domain in HB 22 includes student growth + comparable campus growth + additional school progress indicators that are NOT related to test performance. NOTE: STAAR results are limited to 50% of the overall score in this domain <u>and</u> there is a safeguard for growth in high-performing districts / campuses. Standardized Tests: <ul style="list-style-type: none"> • Student growth based on STAAR and EOCs • Student growth based on TELPAS • Performance of districts or campuses compared to similar districts or campuses Additional School Progress Indicators: <ul style="list-style-type: none"> • HS/MS/ES – ELL reclassification rates • HS/MS/ES – students who complete varied, rigorous, and relevant courses that lead to PSR success • HS/MS – AP/IB/SAT/ACT/PSAT/Pre-ACT <u>participation</u> rates • MS/ES – 1st thru 8th gr promotion rates • HS – 9th gr. credit accumulation – on track to graduate with cohort 	The School Progress domain in SB 2051 includes student growth + comparable campus growth only. NOTE: Does not include additional progress indicators, does not limit STAAR in D1 and D2 in overall score calculations. Standardized Tests: <ul style="list-style-type: none"> • Student growth based on STAAR and EOCs • Does not include student growth based on TELPAS • Performance of districts or campuses compared to similar districts or campuses Does not include Additional School Progress Indicators:
DOMAIN 3	Domain III – Closing Gaps - Refer to HB 2804	There is not a separate domain for Closing Gaps	There is not a separate domain for Closing Gaps
DOMAIN 4	Domain IV – Postsecondary Readiness- Refer to HB 2804	There is not a separate domain for Postsecondary Readiness	There is not a separate domain for Postsecondary Readiness

Research Question: How does SB 2051 by Chairman Taylor compare to HB 22 by Chairman Huberty also compare to HB 2804 (current law)?

<p>DOMAIN 5</p>	<p>Domain V – Community & Student Engagement - Refer to HB 2804</p>	<p>The School Climate domain in HB 22 includes CaSE + climate survey + additional school climate indicators. NOTE: CaSE shall comprise at least 50% of the school climate rating, teacher quality and health and wellness indicators are to be determined by the commissioner.</p> <p>School Climate Indicators:</p> <ul style="list-style-type: none"> • Three programs or specific categories of performance related to community and student engagement locally selected and evaluated • School or district Climate Survey <p>Additional School Climate Indicators:</p> <ul style="list-style-type: none"> • HS/MS/ES – Teacher quality indicators • HS/MS/ES – Health and wellness indicators • HS/MS/ES – Chronic absenteeism • HS – CTE OR Fine Arts sequence course completions • HS – PSR course completion by economically disadvantaged students (i.e. AVID) • HS – graduation plan endorsement rates • ES – Literacy and Math academies – participation rates • ES – Full-day PK participation rates 	<p>The School Climate domain in SB 2051 includes CaSE + additional school climate indicators. NOTE: CaSE shall comprise at least 50% of the school climate rating and does not include teacher quality and health and wellness indicators.</p> <p>School Climate Indicators:</p> <ul style="list-style-type: none"> • Three programs or specific categories of performance related to community and student engagement locally selected and evaluated • Does not include school or district Climate Survey <p>Additional School Climate Indicators:</p> <ul style="list-style-type: none"> • Students who complete varied, rigorous, and relevant courses that lead to PSR success • HS – CTE course completions • Does not include Teacher quality indicators • Does not include Health and wellness indicators • Does not include HS/MS/ES – Chronic absenteeism • Does not include Fine Arts sequence course completions • Does not include HS – PSR course completion by economically disadvantaged students (i.e. AVID) • Does not include HS – graduation plan endorsement rates • Does not include ES – Literacy and Math academies – participation rates • Does not include ES – Full-day PK participation rates
<p>Public Education Grant (PEG)</p>	<p>at which 50% or more of the students did not perform satisfactorily on an assessment instrument or in any two of the preceding three years...”</p>	<p>The PEG language in HB 22:</p> <ul style="list-style-type: none"> • eliminates the 50% or less passing rates on STAAR sanction • requires unacceptable performance in BOTH the student achievement domain and the student progress domain at a campus before a student is eligible for a PEG transfer • aligns PEG transfers to the year of unacceptable performance 	<p>The PEG language in SB 2051:</p> <ul style="list-style-type: none"> • eliminates the 50% or less passing rates on STAAR sanction • An overall unacceptable performance rating triggers PEG eligibility. Does not require unacceptable performance in BOTH the student achievement domain and the student progress domain for a PEG transfer • aligns PEG transfers to the year of unacceptable performance