

Postsecondary Readiness Indicators

House Bill 5 (83rd Texas Legislature, 2013) requires that additional postsecondary readiness indicators are evaluated for state accountability and distinction designations beginning with the 2013-14 school year. Section 1 below summarizes the postsecondary readiness indicators added to TEC §39.053 to determine the state accountability ratings for districts and campuses. Section 2 summarizes the requirement for new distinction designations to be assigned to both districts and campuses based on postsecondary readiness indicators.

Section 1: Postsecondary Readiness Indicators Evaluated for State Accountability

The following table outlines the HB 5 statutory requirements for indicators required to be incorporated in the state accountability rating system.

Indicator Referenced in TEC §39.053	Data Availability for 2014		
	Currently Available and Reported – Use for 2014 Accountability	Data Available but not calculated	Data Not Available
(4) the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;			Based on new high school graduation requirements for future graduates
(5) the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); and			Based on new high school graduation requirements for future graduates
(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	TSI college readiness indicators are reported annually on TAPR reports (see below).		
(B) the number of students who earn: (i) 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); (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.			Based on new high school graduation requirements for future graduates.

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Indicator Referenced in TEC §39.053	Data Availability for 2014		
	Currently Available and Reported – Use for 2014 Accountability	Data Available but not calculated	Data Not Available
(c-1) An indicator adopted under Subsection (c) that would measure improvements in student achievement cannot negatively affect the commissioner's review of a school district or campus if that district or campus is already achieving at the highest level for that indicator.	n/a		
(c-2) The commissioner by rule shall determine a method by which a student's performance may be included in determining the performance rating of a school district or campus under Section 39.054 if, before the student graduates, the student: (1) satisfies 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 designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or (2) performs satisfactorily on an assessment instrument under Section 39.023(c), notwithstanding Subsection (d).	TSI college readiness indicators are reported annually on TAPR reports (see below).		

Texas Success Initiative (TSI) College Readiness Benchmarks. The *College-Ready Graduates* indicator reported on the 2013 Texas Annual Performance Report (TAPR) and former Academic Excellence Indicator System (AEIS) reports can be used to meet this new requirement. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test.

The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

The 2013 TAPR and former AEIS reports include three values for this indicator: English language arts, Mathematics, and Both Subjects. The two individual subject values show the percent of graduates who scored at or above the criterion score on TAKS, SAT, or ACT in the respective subjects and the "Both Subjects" values show the percent of graduates who scored at or above the criterion score on TAKS, SAT, or ACT in **both** ELA and mathematics. See *Appendix A: Excerpt from the 2013 Texas Annual Performance Report (TAPR) Glossary* for the definition of the reported indicator.

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Indicator Referenced in TEC §39.202	Data Availability		
	Currently Available and Reported – Use for 2014 Accountability	Data Available but not calculated	Data Not Available
(2)(B) Students who completed a coherent sequence of career and technical courses		Data are available, but not currently reported in this manner.	
(2)(C) Students who completed a dual credit course or an articulated postsecondary course provided for local credit	Data are available and currently reported annually on TAPR.		
(2)(D) Students who achieved applicable College Readiness Benchmarks or the equivalent on the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), or the ACT Plan assessment program		Data are available, but not currently reported in this manner.	
(2)(E) Students who received a score on either an advanced placement test or an international baccalaureate examination to be awarded college credit	Data are available and currently reported annually on TAPR.		
Other factors for determining sufficient student attainment of postsecondary readiness			

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Texas Education Code

Chapter 39 Public School System Accountability

§39.053. Performance Indicators: Student Achievement (new language)

- (4) the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;
 - (5) the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); and
 - (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
 - (B) the number of students who earn:
 - (i) 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);
 - (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.
- (c-1) An indicator adopted under Subsection (c) that would measure improvements in student achievement cannot negatively affect the commissioner's review of a school district or campus if that district or campus is already achieving at the highest level for that indicator.
- (c-2) The commissioner by rule shall determine a method by which a student's performance may be included in determining the performance rating of a school district or campus under Section 39.054 if, before the student graduates, the student:
- (1) satisfies 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 designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or
 - (2) performs satisfactorily on an assessment instrument under Section 39.023(c), notwithstanding Subsection (d).

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Sec. 39.202. Academic Distinction Designation for Districts and Campuses.

The commissioner by rule shall establish an academic distinction designation for districts and campuses for outstanding performance in attainment of postsecondary readiness. The commissioner shall adopt criteria for the designation under this section, including:

- (1) percentages of students who:
 - (A) performed satisfactorily, as determined under the college readiness performance standard under Section 39.0241, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area; or
 - (B) met the standard for annual improvement, as determined by the agency under Section 39.034, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area, for students who did not perform satisfactorily as described by Paragraph (A);
- (2) percentages of:
 - (A) students who earned a nationally or internationally recognized business or industry certification or license;
 - (B) students who completed a coherent sequence of career and technical courses;
 - (C) students who completed a dual credit course or an articulated postsecondary course provided for local credit;
 - (D) students who achieved applicable College Readiness Benchmarks or the equivalent on the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), or the ACTPlan assessment program; and
 - (E) students who received a score on either an advanced placement test or an international baccalaureate examination to be awarded college credit; and
- (3) other factors for determining sufficient student attainment of postsecondary readiness.

(Enacted by Acts 2001, 77th Leg., ch. 914 (S.B. 218), § 1, effective September 1, 2001; am. Acts 2006, 79th Leg., 3rd C.S., ch. 5 (H.B. 1), art. 2, § 2.05, effective May 31, 2006; am. Acts 2009, 81st Leg., ch. 895 (H.B. 3), § 59, effective June 19, 2009; am. Acts 2013, 83rd Leg., ch. 211 (H.B. 5), § 54(a), effective June 10, 2013.)

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Appendix A: Excerpt from the 2013 Texas Academic Performance Report (TAPR) Glossary

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2012) with ELA results to evaluate}}$$

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2012) with mathematics results to evaluate}}$$

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2012) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance is shown for the class of 2013 and 2012. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources: TEA Student Assessment Division, The College Board, Aug. 2012, Aug. 2013, ACT, Inc. Oct. 2012, Oct. 2011; and PEIMS, Oct. 2012, Oct. 2011)