

**End-Of-Course Testing Program to begin 2011-2012**  
**SB 1031 by Sen. Florence Shapiro/Rep. Rob Eissler**

**Testing Program**

The current program of testing will continue for students in grades 3-8.

Beginning in 2011-2012 school year, end-of-course exams for secondary level courses will be adopted by TEA in Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and U. S. History. The Algebra I, Algebra II, and Geometry end-of-course tests must be administered with the aid of technology.

Students must achieve a cumulative score that is at least equal to the product of the number of end-of-course tests administered to the student in that subject and 70, with each end-of-course test scored on a scale of 100. A student must achieve a score of at least 60 for the score to count towards the student's cumulative score. A student's cumulative score is determined using the student's highest score on each end-of-course test. A student may not receive a high school diploma until the student has performed satisfactorily on the appropriate end-of-course tests. A student is not required to demonstrate readiness to enroll in an institution of higher education.

If the school district determines that a student who has completed 11<sup>th</sup> grade is unlikely to achieve the cumulative requirements for one or more subjects in order to receive a high school diploma, the district shall require the student to enroll in a related content-area college preparatory course for which an end-of-course test has been adopted, if available. Then the student will take an end-of-course test for the course with the score based on a scale of 40. A student may use this score to count toward satisfying the cumulative score requirements.

A student who has been denied a high school diploma and who subsequently performs at the necessary level shall be issued a high school diploma.

TEA will determine a way for a student's satisfactory performance on an advanced placement test, international baccalaureate exam, SAT subject test or another assessment determined to be at least as rigorous as an end-of-course test to be used as a factor in determining whether a student satisfies the requirements including the cumulative score requirement.

Students who fail to score 60 on an end-of-course test must retake the test. Students who score 60 or higher may retake an end-of-course test for any reason. A student is not required to retake a course as a condition of retaking the test.

Students who fail to achieve a score of at least 70 on an end-of-course test will be provided with accelerated instruction in that subject.

A school district shall adopt a policy that requires a student's performance on end-of-course tests to account for 15% of the student's final grade for the course. If a student retakes an end-of-course test a school district is not required to use the student's performance on the subsequent administration of the test to determine the student's final grade for the course.

The end-of-course tests must be able to be administered on computer. By September 1, 2008 each school district must report to TEA its ability to administer end-of-course tests by computer. By December 1, 2008 TEA will compile the data and issue a plan and timeline for enabling each district to administer end-of-course tests by computer.

Requirements for students in special education programs remain the same.

### **Schedule for Test Administration**

The State Board of Education shall adopt a schedule for the administration of end-of-course tests so that

- The first assessment instrument is administered at least 2 weeks later than the date on which the first assessment instrument was administered during 2006-2007.
- The spring administration must occur no earlier than the first full week in May, except that spring administration of tests in English I, English II, and English III must be permitted to occur at an earlier date.

For the subject areas for which end-of-course tests are to be administered, a school district may not administer **local** assessment instruments to any student on more than 10% of the instructional days in a school year. This prohibition does not apply to the administration of a college prep test, an advanced placement test, an international baccalaureate exam, or an end-of-course test.

### **End-of-Course Tests**

The end-of-course tests must allow for measurement of annual improvement in student achievement. The new tests must be developed in a manner that measures a student's performance under college readiness standards validated by national postsecondary education experts for college readiness content and performance standards. Results must be included in the student's academic achievement record.

TEA does not have to create the end-of-course tests, but must consider using an existing assessment instrument if it is aligned with the essential knowledge and skills of the subject being assessed and if it allows for the measurement of annual improvement in student achievement.

TEA may adopt end-of-course tests for courses not listed in this legislation.

TEA will release questions and answer keys to each test every three years (rather than the current routine of releasing them every other year).

TEA will adopt a series of questions to be included in all end-of-course tests in a manner consistent with college readiness standards.

In addition, questions will be included that help to identify students who are likely to succeed in advanced high school courses. Questions will be contained in a separate section of end-of-course tests. Students' performance on these questions must be evaluated separately from performance on the remainder of the end-of-course test. Students' performance on these questions may not be used to determine performance on end-of-course test. School districts will notify students who perform at a high level on these questions, as well as their parents, of their potential to succeed in advanced high school courses. School districts may not require students to perform at a certain level on these questions in order to take a particular advanced high school course.

End-of-course tests will begin to be administered beginning with students entering the 9<sup>th</sup> grade during 2011-2012 school year. Students entering a grade above the 9<sup>th</sup> grade during 2011-2012

TEA will retain, administer and use for campus and district ratings the assessment instruments required previous to this legislation.

Students must be notified by the end of 8<sup>th</sup> grade of new test requirements.

### **Other Testing**

Each year the state shall pay for the administration to students in the spring of 8<sup>th</sup> grade an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment for the purpose of diagnosing the academic strengths and deficiencies of students before they enter high school.

Each year the state shall pay for the administration to students in 10<sup>th</sup> grade an established, reliable and nationally norm-referenced preliminary college preparation assessment for the purpose of measuring a student's progress toward readiness for college and the workplace.

In the spring of 11<sup>th</sup> grade or during the 12<sup>th</sup> grade students may select and take once at state cost one of the nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes. Students may take the exams more than once at their own expense.

TEA may require training for school district employees involved in administration of the tests.

TEA will determine criteria for annual improvement required each year for a student to be prepared to perform satisfactorily on end-of-course tests required for graduation.

TEA will develop a vertical scale so that student performance can be assessed in a manner that allows the agency to compare performance of a student from one grade level to the next.

### **Select Committee on Public School Accountability**

The bill establishes The Select Committee on Public School Accountability to conduct a comprehensive review of the public school accountability system. The committee will have 15 members appointed as follows: The presiding officers of the Senate and House standing committees on education, one member of the senate appointed by the Lt. governor, one member of the house of representatives appointed by the speaker of the house of representatives, the commissioner of education, the commissioner of higher education, one public school teacher currently employed in Texas, one public school principal currently employed in Texas, one public school superintendent currently employed in Texas, all three jointly appointed by the Lt. governor and the speaker of the house of representatives, 2 persons who are currently employed as an educator in a Texas public school and each appointed by the Lt. governor and speaker of the house, 1 person from the business community or the public appointed by the Lt. governor, one person from the business community or public appointed by the speaker, 2 persons from the business community and the public at least one of whom has one or more children in Texas public schools appointed by the governor.

The committee will begin meeting no later than October 1, 2007. The committee shall conduct a comprehensive review of the public school accountability system, studying the mission, organizational structure, design, processes, and practices of similar accountability systems in other states and requirements established by federal law. Special emphasis will be placed on the indicators used to determine accreditation status, rewards and incentives for campus excellence, the responsibilities of the commissioner in assisting and imposing sanctions on districts that do not meet state performance standards, the extent to which the accountability system

- Is aligned with the requirements prescribed by No Child Left Behind Act of 2001
- Reflects public education mission, objectives and goals, the extent to which the system meets public expectations
- Fairly and accurately reports the effectiveness of educators, instructional programs, support services, and financial expenditures and the impact of these elements on student achievement

The committee will review the methods available to monitor progress of each student, with special emphasis on

- Methods to monitor demonstrable growth in academic achievement
- The performance indicators that would successfully measure the effectiveness of the campus teaching and learning environment including the effect of student discipline on that environment
- The effectiveness of the system in reporting the performance of open-enrollment charter schools and alternative education programs
- The implementation of statewide assessment instruments, including specifically end-of-course tests.

The committee will review the extent to which the system

- Measures the performance of districts and campuses on important indicators and aspects of the educational process, other than student scores on standardized instruments
- Clearly and accurately reports to parents the overall performance of districts and campuses
- Considers the different student demographics of districts and campuses.

The committee will conduct public hearings throughout the state and solicit testimony about the accountability system from parents of public school children and other interested persons. At least one public hearing must be held at a public school during a time that students are able to attend the hearing.

The committee will issue a report not later than December 1, 2008 that

- States the findings of the study
- Includes recommendations for statutory changes