

## **BILL ANALYSIS**

Senate Research Center  
86R2515 CAE-D

S.B. 351  
By: Powell  
Education  
4/6/2019  
As Filed

### **AUTHOR'S / SPONSOR'S STATEMENT OF INTENT**

The 2018 Accountability Manual, Domain I, Student Achievement, contains many indicators related to post-secondary readiness, among which include students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks and those who satisfy relevant performance standards on advanced placement tests. S.B. 351 would add a performance indicator for students who complete a coherent sequence of career and technical education (CTE) courses or a work-based learning through an approved CTE program. Without the coherent sequence and work-based experience outcome, ISDs (independent school districts) will only have two narrow indicators for career readiness based on the few industry-based certifications approved by the Texas Education Agency and enrollment in a post-secondary certificate program.

Adding a coherent sequence completion strengthens the accountability system and highlights investment in CTE programs aligned with a wide variety of post-secondary and workforce opportunities. This is critical to achieving a greater number of adults who hold a post-secondary degree or certificate by 2030.

Career and Technical Association of America as well as school districts will support this legislation.

As proposed, S.B. 351 amends current law relating to indicators of achievement under the public school accountability system.

### **RULEMAKING AUTHORITY**

This bill does not expressly grant any additional rulemaking authority to a state officer, institution, or agency.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Reenacts Section 39.053(c), Education Code, as amended by Chapters 807 (H.B. 22), 82 (H.B. 2233), and 1088 (H.B. 3593), Acts of the 85th Legislature, Regular Session, 2017, and amends it as follows:

(c) Requires that school districts and campuses be evaluated based on three domains of indicators of achievement that include students who successfully completed, rather than percentage of students who successfully completed, a practicum or internship approved by the State Board of Education and students who successfully completed, a coherent sequence of career and technology courses. Makes nonsubstantive changes.

SECTION 2. Provides that to the extent of any conflict, this Act prevails over another Act of the 86th Legislature, Regular Session, 2019, relating to nonsubstantive additions to and corrections in enacted codes.

SECTION 3. Provides that this Act applies beginning with the 2019–2020 school year.

SECTION 4. Effective date: upon passage or September 1, 2019.