86R2743 GCB-D

By:  Landgraf H.B. No. 736

A BILL TO BE ENTITLED

AN ACT

relating to eliminating the requirement to use public school assessment instruments as a criterion for promotion or graduation or to make certain accountability determinations.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1.  Section 18.005(c), Education Code, is amended to read as follows:

(c)  A Job Corps diploma program shall:

(1)  develop educational programs specifically designed for persons eligible for enrollment in a Job Corps training program established by the United States Department of Labor;

(2)  coordinate educational programs and services in the diploma program with programs and services provided by the United States Department of Labor and other federal and state agencies and local political subdivisions and by persons who provide programs and services under contract with the United States Department of Labor;

(3)  provide a course of instruction that includes the required curriculum under Subchapter A, Chapter 28; and

(4)  [~~require that students enrolled in the diploma program satisfy the requirements of Section 39.025 before receiving a diploma under this chapter; and~~

[~~(5)~~]  comply with a requirement imposed under this title or a rule adopted under this title relating to the Public Education Information Management System (PEIMS) to the extent necessary to determine compliance with this chapter, as determined by the commissioner.

SECTION 2.  Section 18.006(b), Education Code, is amended to read as follows:

(b)  In addition to other factors determined to be appropriate by the commissioner, the accountability system must include consideration of[~~:~~

[~~(1)  student performance on the end-of-course assessment instruments required by Section 39.023(c); and~~

[~~(2)~~]  dropout rates, including dropout rates and diploma program completion rates for the grade levels served by the diploma program.

SECTION 3.  Section 19.0043(b), Education Code, is amended to read as follows:

(b)  A student may graduate and receive a diploma from a Windham School District educational program if:

(1)  the student successfully completes the curriculum requirements identified by the State Board of Education under Section 28.025(a) [~~and complies with Section 39.025~~]; or

(2)  the student successfully completes the curriculum requirements under Section 28.025(a) as modified by an individualized education program developed under Section 29.005.

SECTION 4.  Section 25.005(b), Education Code, is amended to read as follows:

(b)  A reciprocity agreement must:

(1)  address procedures for:

(A)  transferring student records; and

(B)  awarding credit for completed course work; and

[~~(C)  permitting a student to satisfy the requirements of Section 39.025 through successful performance on comparable end-of-course or other exit-level assessment instruments administered in another state; and~~]

(2)  include appropriate criteria developed by the agency.

SECTION 5.  Section 28.006(j), Education Code, is amended to read as follows:

(j)  No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.301(c)(6) [~~39.301(c)(5)~~] and may implement interventions or sanctions under Chapter 39A. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

SECTION 6.  Section 28.021(c), Education Code, is amended to read as follows:

(c)  In determining promotion under Subsection (a), a school district shall consider:

(1)  the recommendation of the student's teacher;

(2)  the student's grade in each subject or course; and

(3)  [~~the student's score on an assessment instrument administered under Section 39.023(a), (b), or (l), to the extent applicable; and~~

[~~(4)~~]  any other necessary academic information, as determined by the district.

SECTION 7.  The heading to Section 28.0211, Education Code, is amended to read as follows:

Sec. 28.0211.  [~~SATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED;~~] ACCELERATED INSTRUCTION.

SECTION 8.  Sections 28.0211(a-1), (c), (d), (g), (i), and (k), Education Code, are amended to read as follows:

(a-1)  Each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) [~~in the third, fourth, fifth, sixth, seventh, or eighth grade~~], the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

(c)  [~~Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.~~] An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.

(d)  In addition to providing accelerated instruction to a student under Subsection (a-1) [~~(c)~~], the district shall notify the student's parent or guardian of:

(1)  the student's failure to perform satisfactorily on the assessment instrument; and

(2)  the accelerated instruction program to which the student is assigned[~~; and~~

[~~(3)  the possibility that the student might be retained at the same grade level for the next school year~~].

(g)  This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument [~~specified under Subsection (a)~~].

(i)  The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter A, Chapter 29, and who does not perform satisfactorily on an assessment instrument [~~specified under Subsection (a) and~~] administered under Section 39.023(a) or (b) must meet before the student is administered the assessment instrument for the second time. The committee shall determine[~~:~~

[~~(1)~~]  the manner in which the student will participate in an accelerated instruction program under this section[~~; and~~

[~~(2)  whether the student will be promoted in accordance with Subsection (i-1) or retained under this section~~].

(k)  The commissioner shall adopt rules as necessary to implement this section[~~, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.054~~].

SECTION 9.  Sections 28.025(b-7), (c), and (e), Education Code, are amended to read as follows:

(b-7)  The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section 61.822. Notwithstanding Subsection (b-15) or (c) [~~of this section, Section 39.025,~~] or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section 61.822, as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.

(c)  A person may receive a diploma if the person is eligible for a diploma under Section 28.0251. In other cases, a student may graduate and receive a diploma only if:

(1)  the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) [~~and complies with Section 39.025~~]; or

(2)  the student successfully completes an individualized education program developed under Section 29.005.

(e)  Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. [~~The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.~~]

SECTION 10.  Section 28.0255(g), Education Code, is amended to read as follows:

(g)  A student is entitled to a high school diploma if the student[~~:~~

[~~(1)~~]  successfully complies with the curriculum requirements specified under Subsection (e)[~~; and~~

[~~(2)  performs satisfactorily, as determined by the commissioner under Subsection (h), on end-of-course assessment instruments listed under Section 39.023(c) for courses in which the student was enrolled~~].

SECTION 11.  Section 29.062(a), Education Code, is amended to read as follows:

(a)  The legislature recognizes that compliance with this subchapter is an imperative public necessity. Therefore, in accordance with the policy of the state, the agency shall evaluate the effectiveness of programs under this subchapter based on the achievement indicators adopted under Section 39.053(c)[~~, including the results of assessment instruments~~]. The agency may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.

SECTION 12.  Section 29.081(b-1), Education Code, is amended to read as follows:

(b-1)  Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument listed in Section 39.023(c) [~~required for graduation~~].

SECTION 13.  Section 29.087(l), Education Code, is amended to read as follows:

(l)  The commissioner may revoke a school district's or open-enrollment charter school's authorization under this section after consideration of relevant factors, including [~~performance of students participating in the district's or school's program on assessment instruments required under Chapter 39,~~] the percentage of students participating in the district's or school's program who complete the program and perform successfully on the high school equivalency examination[~~,~~] and other criteria adopted by the commissioner. A decision by the commissioner under this subsection is final and may not be appealed.

SECTION 14.  Sections 29.259(g), (i), and (o), Education Code, are amended to read as follows:

(g)  A person who is at least 19 years of age and not more than 50 years of age is eligible to enroll in the adult education program under this section if the person has not earned a high school equivalency certificate and:

(1)  has failed to complete the curriculum requirements for high school graduation; or

(2)  has failed to perform satisfactorily on an assessment instrument that, before the 2019-2020 school year, was required for high school graduation.

(i)  A charter granted under this section must:

(1)  include a description of the adult education program to be offered under this section; and

(2)  establish specific, objective standards for receiving a high school diploma, including[~~:~~

[~~(A)~~]  successful completion of:

(A) [~~(i)~~]  if applicable to the program participant, the curriculum requirements under Section 28.025; or

(B) [~~(ii)~~]  the appropriate curriculum requirements applicable to the program participant[~~; and~~

[~~(B)  satisfactory performance on the standardized secondary exit-level assessment instrument described by Subsection (c)~~].

(o)  The commissioner shall develop and adopt performance frameworks that establish standards by which to measure the performance of an adult high school program operated under a charter granted under this section in a manner consistent with the requirements provided for an open-enrollment charter school under Sections 12.1181(a) and (b). The commissioner shall include in the performance frameworks adopted under this subsection the following performance indicators:

(1)  [~~the percentage of program participants who performed satisfactorily on the standardized secondary exit-level assessment instrument described by Subsection (c);~~

[~~(2)~~]  the percentage of program participants who successfully completed the high school program and earned a high school diploma;

(2) [~~(3)~~]  the percentage of program participants who successfully completed career and technology education courses and obtained industry certification;

(3) [~~(4)~~]  the percentage of program participants who have enrolled in an institution of higher education or private or independent institution of higher education, as those terms are defined under Section 61.003; and

(4) [~~(5)~~]  the percentage of program participants who earned a wage, salary, or other income increase that was significant as determined and reported by the Texas Workforce Commission.

SECTION 15.  Section 29.402(c), Education Code, is amended to read as follows:

(c)  A public junior college under this section shall:

(1)  design a dropout recovery curriculum that includes career and technology education courses that lead to industry or career certification;

(2)  integrate into the dropout recovery curriculum research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:

(A)  high quality, college readiness instruction with strong academic and social supports;

(B)  secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and

(C)  information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose;

(3)  offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses; and

(4)  coordinate with each partnering school district to provide in the articulation agreement that the district retains accountability for student attendance and[~~,~~] student completion of high school course requirements[~~, and student performance on assessment instruments~~] as necessary for the student to receive a diploma from a high school of the partnering school district.

SECTION 16.  Section 30.021(e), Education Code, is amended to read as follows:

(e)  The school shall cooperate with public and private agencies and organizations serving students and other persons with visual impairments in the planning, development, and implementation of effective educational and rehabilitative service delivery systems associated with educating students with visual impairments. To maximize and make efficient use of state facilities, funding, and resources, the services provided in this area may include conducting a cooperative program with other agencies to serve students who have graduated from high school by completing all academic requirements applicable to students in regular education[~~, excluding satisfactory performance under Section 39.025,~~] who are younger than 22 years of age on September 1 of the school year and who have identified needs related to vocational training, independent living skills, orientation and mobility, social and leisure skills, compensatory skills, or remedial academic skills.

SECTION 17.  Section 30.104(b), Education Code, is amended to read as follows:

(b)  A student may graduate and receive a diploma from a department educational program if:

(1)  the student successfully completes the curriculum requirements identified by the State Board of Education under Section 28.025(a) [~~and complies with Section 39.025~~]; or

(2)  the student successfully completes the curriculum requirements under Section 28.025(a) as modified by an individualized education program developed under Section 29.005.

SECTION 18.  Section 32.258(b), Education Code, is amended to read as follows:

(b)  The system established under Subsection (a) shall provide a means for a student or the student's parent or other person standing in parental relationship to track the student's progress on end-of-course assessment instruments administered under Section 39.023(c) [~~instrument requirements for graduation~~].

SECTION 19.  Section 37.008(m), Education Code, is amended to read as follows:

(m)  The commissioner shall adopt rules necessary to evaluate annually the performance of each district's disciplinary alternative education program established under this subchapter. The evaluation required by this section shall be based on indicators defined by the commissioner[~~, but must include student performance on assessment instruments required under Sections 39.023(a) and (c)~~]. Academically, the mission of disciplinary alternative education programs shall be to enable students to perform at grade level.

SECTION 20.  Section 39.023(c-2), Education Code, is amended to read as follows:

(c-2)  The agency may adopt end-of-course assessment instruments for courses not listed in Subsection (c). A student's performance on an end-of-course assessment instrument adopted under this subsection is not subject to any [~~the~~] performance requirements [~~established under Subsection (c) or Section 39.025~~].

SECTION 21.  The heading to Section 39.025, Education Code, is amended to read as follows:

Sec. 39.025.  USE OF END-OF-COURSE ASSESSMENT INSTRUMENT [~~SECONDARY-LEVEL PERFORMANCE REQUIRED~~].

SECTION 22.  Section 39.025(a), Education Code, is amended to read as follows:

(a)  The commissioner shall adopt rules requiring a student in the foundation high school program under Section 28.025 to be administered an end-of-course assessment instrument listed in Section 39.023(c) only for a course in which the student is enrolled and for which an end-of-course assessment instrument is administered. Each student's performance on an end-of-course assessment instrument shall be evaluated to determine whether the [~~A~~] student achieved [~~is required to achieve~~] a scale score that indicates satisfactory performance, as determined by the commissioner under Section 39.0241(a)[~~, on each end-of-course assessment instrument administered to the student~~]. The results of the administration of an end-of-course assessment instrument required under this subsection may not be used as criteria for graduation. The results may be used only for the purpose of diagnosing the academic strengths and deficiencies of a student and guiding specific instruction to the student. [~~For each scale score required under this subsection that is not based on a 100-point scale scoring system, the commissioner shall provide for conversion, in accordance with commissioner rule, of the scale score to an equivalent score based on a 100-point scale scoring system. A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course assessment instruments in the manner provided under this subsection. This subsection does not require a student to demonstrate readiness to enroll in an institution of higher education.~~]

SECTION 23.  Section 39.034(d), Education Code, is amended to read as follows:

(d)  The agency shall determine the necessary annual improvement required each year for a student to be prepared to perform satisfactorily on, as applicable:

(1)  the grade five assessment instruments;

(2)  the grade eight assessment instruments; and

(3)  the end-of-course assessment instruments listed in Section 39.023(c) [~~required under this subchapter for graduation~~].

SECTION 24.  Section 39.053(c), Education Code, as amended by Chapters 807 (H.B. 22), 842 (H.B. 2223), and 1088 (H.B. 3593), Acts of the 85th Legislature, Regular Session, 2017, is reenacted and amended to read as follows:

(c)  School districts and campuses must be evaluated based on three domains of indicators of achievement adopted under this section that include:

(1)  in the student achievement domain, indicators of student achievement that must include:

(A)  for evaluating the performance of districts and campuses generally,[~~:~~

[~~(i)~~]  an indicator that accounts for the percentage of students promoted to the next grade level [~~results of assessment instruments required under Sections 39.023(a), (c), and (l), as applicable for the district and campus, including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:~~

[~~(a)  for the performance standard determined by the commissioner under Section 39.0241(a), the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and~~

[~~(b)  for the college readiness performance standard as determined under Section 39.0241, the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and~~

[~~(ii)  an indicator that accounts for the results of assessment instruments required under Section 39.023(b), as applicable for the district and campus, including the percentage of students who performed satisfactorily on the assessment instruments, as determined by the performance standard adopted by the agency, aggregated across grade levels by subject area~~]; and

(B)  for evaluating the performance of high school campuses and districts that include high school campuses, indicators that account for:

(i)  students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.334 on an assessment instrument in reading or mathematics designated by the coordinating board under that section;

(ii)  students who satisfy relevant performance standards on advanced placement tests or similar assessments;

(iii)  students who earn dual course credits in the dual credit courses;

(iv)  students who enlist in the armed forces of the United States;

(v)  students who earn industry certifications;

(vi)  students admitted into postsecondary industry certification programs that require as a prerequisite for entrance successful performance at the secondary level;

(vii)  students whose successful completion of a course or courses under Section 28.014 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;

(viii)  students who successfully met standards on a composite of indicators that through research 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;

(ix)  high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the Every Student Succeeds Act (20 U.S.C. Section 6301 et seq.) subject to the exclusions provided by Subsections (g), (g-1), (g-2), and (g-3);

(x)  students who successfully completed an OnRamps dual enrollment course; [~~and~~]

(xi)  [~~the percentage of~~] students who successfully completed a practicum or internship approved by the State Board of Education; and

(xii)  students who are awarded an associate [~~associate's~~] degree;

(2)  in the school progress domain, indicators for effectiveness in promoting student learning, which must include[~~:~~

[~~(A)  for assessment instruments, including assessment instruments under Subdivisions (1)(A)(i) and (ii), the percentage of students who met the standard for improvement, as determined by the commissioner; and~~

[~~(B)  for evaluating relative performance,~~] the performance of districts and campuses compared to similar districts or campuses; and

(3)  in the closing the gaps domain, the use of disaggregated data to demonstrate the differentials among students from different racial and ethnic groups, socioeconomic backgrounds, and other factors, including:

(A)  students formerly receiving special education services;

(B)  students continuously enrolled; and

(C)  students who are mobile.

SECTION 25.  Section 39.054(b-1), Education Code, is amended to read as follows:

(b-1)  Consideration of the effectiveness of district programs under Section 39.052(b)(2)(B) or (C):

(1)  must[~~:~~

[~~(A)~~]  be based on data collected through the Public Education Information Management System (PEIMS) for purposes of accountability under this chapter; and

[~~(B)  include the results of assessments required under Section 39.023; and~~]

(2)  may be based on the results of a special accreditation investigation conducted under Section 39.057.

SECTION 26.  Section 39.055, Education Code, is amended to read as follows:

Sec. 39.055.  STUDENT ORDERED BY A JUVENILE COURT OR STUDENT IN RESIDENTIAL FACILITY NOT CONSIDERED FOR ACCOUNTABILITY PURPOSES. Notwithstanding any other provision of this code except to the extent otherwise provided under Section 39.053(g-3), for purposes of determining the performance of a school district, campus, or open-enrollment charter school under this chapter, a student ordered by a juvenile court into a residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility is not considered to be a student of the school district in which the program or facility is physically located or of an open-enrollment charter school, as applicable. The performance of such a student on an [~~assessment instrument or other~~] achievement indicator adopted under Section 39.053 or reporting indicator adopted under Section 39.301 shall be determined, reported, and considered separately from the performance of students attending a school of the district in which the program or facility is physically located or an open-enrollment charter school, as applicable.

SECTION 27.  Sections 39.301(c) and (d), Education Code, are amended to read as follows:

(c)  Indicators for reporting purposes must include:

(1)  the percentage of graduating students who meet the course requirements established by State Board of Education rule for:

(A)  the foundation high school program;

(B)  the distinguished level of achievement under the foundation high school program; and

(C)  each endorsement described by Section 28.025(c-1);

(2)  the results of the SAT, ACT, and certified workforce training programs described by Chapter 311, Labor Code;

(3)  the percentage of students, aggregated by grade level and subject area, who satisfy each performance standard under Section 39.0241 on assessment instruments required under:

(A)  Section 39.023(a); and

(B)  Section 39.023(c);

(4)  for students who have failed to perform satisfactorily, under each performance standard under Section 39.0241, on an assessment instrument required under Section 39.023(a) or (c), the performance of those students on subsequent assessment instruments required under those sections, aggregated by grade level and subject area;

(5) [~~(4)~~]  for each campus, the number of students, disaggregated by major student subpopulations, that take courses under the foundation high school program and take additional courses to earn an endorsement under Section 28.025(c-1), disaggregated by type of endorsement;

(6) [~~(5)~~]  the percentage of students, aggregated by grade level, provided accelerated instruction under Section 28.0211 [~~28.0211(c), the results of assessment instruments administered under that section, the percentage of students promoted through the grade placement committee process under Section 28.0211~~], the subject of the assessment instrument on which each student failed to perform satisfactorily under each performance standard under Section 39.0241, and the performance of those students in the following school year [~~following that promotion~~] on the assessment instruments required under Section 39.023;

(7) [~~(6)~~]  the percentage of students of limited English proficiency exempted from the administration of an assessment instrument under Sections 39.027(a)(1) and (2);

(8) [~~(7)~~]  the percentage of students in a special education program under Subchapter A, Chapter 29, assessed through assessment instruments developed or adopted under Section 39.023(b);

[~~(8)  the percentage of students who satisfy the college readiness measure;~~]

(9)  the measure of progress toward dual language proficiency under Section 39.034(b), for students of limited English proficiency, as defined by Section 29.052;

(10)  the percentage of students who are not educationally disadvantaged;

(11)  the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation; and

(12)  the percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

(d)  Performance on the indicators described by Section 39.053(c) and Subsections (c)(3), (4), (5), and (9) must be based on longitudinal student data that is disaggregated by the bilingual education or special language program, if any, in which students of limited English proficiency, as defined by Section 29.052, are or former students of limited English proficiency were enrolled. If a student described by this subsection is not or was not enrolled in specialized language instruction, the number and percentage of those students shall be provided.

SECTION 28.  Section 39.305(b), Education Code, is amended to read as follows:

(b)  The report card shall include the following information:

(1)  where applicable, the achievement indicators described by Section 39.053(c) and the reporting indicators described by Sections 39.301(c)(1) through (6) [~~(5)~~];

(2)  average class size by grade level and subject;

(3)  the administrative and instructional costs per student, computed in a manner consistent with Section 44.0071; and

(4)  the district's instructional expenditures ratio and instructional employees ratio computed under Section 44.0071, and the statewide average of those ratios, as determined by the commissioner.

SECTION 29.  Section 39.332(b)(20), Education Code, is amended to read as follows:

(20)  The report must contain a comparison of the performance of open-enrollment charter schools and school districts on the achievement indicators described by Section 39.053(c) and [~~,~~] the reporting indicators described by Section 39.301(c), [~~and the accountability measures adopted under Section 39.053(i),~~] with a separately aggregated comparison of the performance of open-enrollment charter schools predominantly serving students at risk of dropping out of school, as described by Section 29.081(d), with the performance of school districts.

SECTION 30.  Effective September 1, 2019, the following provisions of the Education Code are repealed:

(1)  Section 19.0043(c);

(2)  Section 21.4551(c);

(3)  Sections 28.0211(a), (a-2), (b), (e), (f), (i-1), (i-2), (n), (o), and (p);

(4)  Section 28.025(d);

(5)  Section 28.0255(h);

(6)  Section 29.259(c);

(7)  Section 30.104(c);

(8)  Section 39.0231;

(9)  Sections 39.025(a-1), (a-4), (b), (c), (c-1), (c-2), (d), (e), (f), (f-1), (f-2), and (g);

(10)  Section 39.025(a-2), as added by Chapter 1036 (H.B. 1613), Acts of the 84th Legislature, Regular Session, 2015; and

(11)  Sections 39.053(c-2), (c-3), (d), and (d-1).

SECTION 31.  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 32.  This Act applies beginning with the 2019-2020 school year.

SECTION 33.  Except as otherwise provided by this Act, this Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2019.