Strong Accountability Matters for Students

April 2023
The economics of our state make a strong accountability system a must.

There is nothing more important to Texas’ future than the quality of public education that we provide our students.

Texas imports a significant amount of its talent. Without a concerted effort to improve the quality of public education in our state, we risk relegating our own children to second-class status.
Too few Texas students earn a postsecondary degree or credential.

Only 22% of 8th graders earn a PS degree or credential. Only 14% of economically disadvantaged students earn one.
These numbers are worse for economically disadvantaged students and young men.

Only 14% of low income students earn a PS degree or credential.

Only 18% of young men earn a PS degree or credential.

African American young men (10%)
Hispanic young men (13%)

Economically disadvantaged students make up the majority of Texas students

49.3% of Texans under the age of 18 are Hispanic.
Accountability is more than just letter grades

**Report cards on Schools** - Parents and stakeholders understand school quality through publicly-shared and disaggregated data.

**Ratings** - Schools receive a rating (e.g., A-F), based on factors defined by the state (e.g., student achievement, school progress, and closing achievement gaps).

**Consequences** - High-performing schools are recognized and rewarded, while low-performing schools must implement an intervention plan and may receive some funding to do so.
As a result of the A-F system we have seen student outcomes improve. This is remarkable, because the system has not been in place for very long.

Put in place by HB 22 in 2017, the Texas Legislature enacted our A-F accountability system to “continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in preparing students for postsecondary success.”
While Texas struggles with readiness, these numbers would be much worse without the accountability system.

Over time, accountability systems have spurred district improvement.

% of Texas Students Attending Campuses by TEA Accountability Rating, by Year, 2013-2019

- 2013: 93% Met Standard (A-D), 7% Not Rated
- 2017: 97% Met Standard (A-D), 3% Not Rated
- 2019: 21% A, 39% B, 26% C, 13% D/F, 7% Not Rated
- 2022: 28% A, 46% B, 19% C, 7% Not Rated

While Texas struggles with readiness, these numbers would be much worse without the accountability system.

Over time, accountability systems have spurred district improvement.
Texas’ accountability system mirrors district results. Districts with higher readiness rates have higher scores.

Students on A- and B-rated campuses are:

- 2.7x As likely to meet college ready upon graduation
- 2.6x As likely to meet grade-level math expectations
- 1.8x As likely to meet grade-level reading expectations

Than students on D or F campuses.
The STAAR is the first Texas assessment aligned to CCMR success. Before Covid learning losses, Texas was improving every year in reading and math, meaning that more students were on track for success as adults.
Myth vs. Fact: The A-F system is not a representation of poverty.

Campus % EcoDis versus Campus Accountability Rating, 2022

Despite high poverty rates, several campuses earned A- and B-ratings in 2022.
How does our A-F System actually work?

Right now, our system measures three things:

- High School Graduation
- College, Career, and Military Readiness (CCMR) Rates
- Performance in the 4 core subjects (math, reading, science, social studies).

Performance in these three areas is measured in several different ways. The main point of this is to provide parity in the system.

**Districts with higher rates of poverty still can achieve an A or B rating, even if their outcomes are lower than more affluent peers.**
The A-F System has three domains

A district’s score is divided 70/30.

70%
Domain 1, Domain 2A, or Domain 2B.

30%
Domain 3.

Domain 1
Student Achievement

Domain 2A: Academic Growth

Domain 2B: Relative Performance

Domain C: Closing the Gaps
For 70% Of Their Score, Districts Get The Best Score of Three Domains:
Appendix
There are certain STAAR exams required at each grade:

- **3rd Grade**: Reading, Math, Science, Social Studies, English
- **4th Grade**: Reading, Math, Science
- **5th Grade**: Reading, Math, Science, Social Studies, English
- **6th Grade**: Reading, Math, Science, Social Studies, English
- **7th Grade**: Reading, Math, Science, Social Studies, English, Biology, U.S. History
- **8th Grade**: Reading, Math, Science, Social Studies, English, Biology, U.S. History
- **9th-12th Grade**: Reading, Math, Science, Social Studies, English, Biology, U.S. History

Who requires it:
- Federal
- State
A-F Accurately Measures Relative Student Proficiency When Controlling for Family Income, Reflecting Higher Proficiency for “A” Campuses

“A” campuses achieve 2.6x greater STAAR proficiency than D/F campuses, regardless of family income.

Percent Meets, STAAR, All Grades, All Subjects by Campus Accountability Rating

<table>
<thead>
<tr>
<th>Campus Accountability Rating</th>
<th>All</th>
<th>A Rated Campuses</th>
<th>B Rated Campuses</th>
<th>C Rated Campuses Rated</th>
<th>Not Rated: SB 1365</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>66%</td>
<td>Non-EcoDis 51%</td>
<td>Non-EcoDis 59%</td>
<td>Non-EcoDis 47%</td>
<td>EcoDis 37%</td>
</tr>
<tr>
<td></td>
<td>66%</td>
<td>Non-EcoDis 51%</td>
<td>Non-EcoDis 59%</td>
<td>Non-EcoDis 47%</td>
<td>EcoDis 37%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75%</td>
<td>59%</td>
<td>47%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>35%</td>
<td>29%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>
| Source: TEA, Accountability Reports, Report Years 2019-2022; TEA, STAAR Aggregate, Report Year 2022; Note: Under Senate Bill 1365, campuses that would have received a D or F rating in 2022 were Not Rated. Campuses that did not receive an overall score are not included in the analysis.
A-F Accurately Measures College Readiness

“A” campuses achieve **4x greater SAT/ACT “Ready”** than D/F campuses, regardless of family income

Average Percentage of College Ready Graduates (Class of 2020) by Campus Accountability Rating

<table>
<thead>
<tr>
<th></th>
<th>Non-EcoDis</th>
<th>EcoDis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Rated Campuses</strong></td>
<td>65%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>B Rated Campuses</strong></td>
<td>44%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>C Rated Campuses</strong></td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Not Rated: SB 1365</strong></td>
<td>22%</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>“A” campuses</th>
<th>D/F campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-EcoDis</td>
<td>65%</td>
<td>31%</td>
</tr>
<tr>
<td>EcoDis</td>
<td>36%</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>B Rated Campuses</th>
<th>C Rated Campuses Rated</th>
<th>Not Rated: SB 1365</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>1,476,613</td>
<td>2,469,505</td>
<td>1,108,845</td>
<td>327,646</td>
</tr>
</tbody>
</table>

- **65%** of “A” campuses achieve greater SAT/ACT “Ready” compared to **31%** of D/F campuses.
- **36%** of “A” campuses achieve greater SAT/ACT “Ready” compared to **19%** of D/F campuses.
- **31%** of “A” campuses achieve greater SAT/ACT “Ready” compared to **14%** of D/F campuses.
- **22%** of “A” campuses achieve greater SAT/ACT “Ready” compared to **12%** of D/F campuses.

Source: TEA, Accountability Reports, Report Years 2019-2022; TAPR, SAT/ACT Reporting, Report Year 2022, Note: Under Senate Bill 1365, campuses that would have received a D or F rating in 2022 were Not Rated. Campuses that did not receive an overall score are not included in the analysis.
Standardized Assessment Updates

Annual statewide testing undergoing multiple changes through HB 3906 implementation in response to stakeholder feedback

STAAR Redesign

- Caps percentage of multiple-choice questions
- Moves to fully online by 2022-23 school year
- Eliminates writing-only tests in 4th & 7th grades
- Created optional STAAR interim assessments

Through-Year Assessment Pilot (TTAP)

- 120+ ISDs and charters have signed up to participate in the multi-year pilot beginning this School Year 2022-23.
- Focuses on 4 initial grades/subjects:
  - 5th grade science
  - 6th grade math
  - 7th grade math
  - 8th grade social studies

HB 3906 Addresses Top Stakeholder Concerns

- Requires students to focus on test answers rather than deeper thinking
  - Forces teachers to “teach to the test”
  - Puts too much pressure on students

Sources: TEA Materials; Connected Through Our Schools: The 2022 poll on Texans’ attitudes toward public education, Charles Butt Foundation.
https://charlesbuttfdn.org/2022txedpoll/#testing
Thank You!