



Strong Accountability Matters for Students

April 2023



EDUCATE TEXAS
at COMMUNITIES FOUNDATION of TEXAS



GOOD REASON HOUSTON



The Education Trust
IN TEXAS



Austin
Chamber

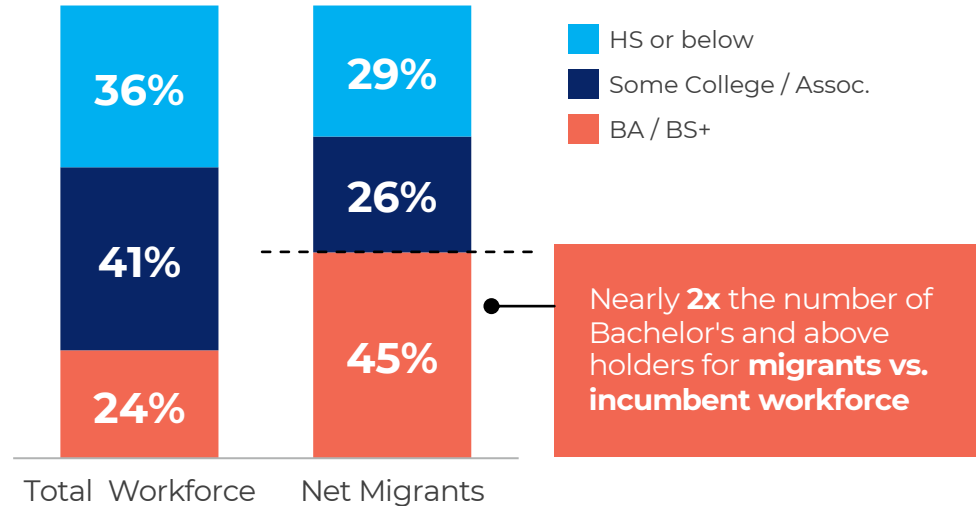


The economics of our state make a strong accountability system a must.

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

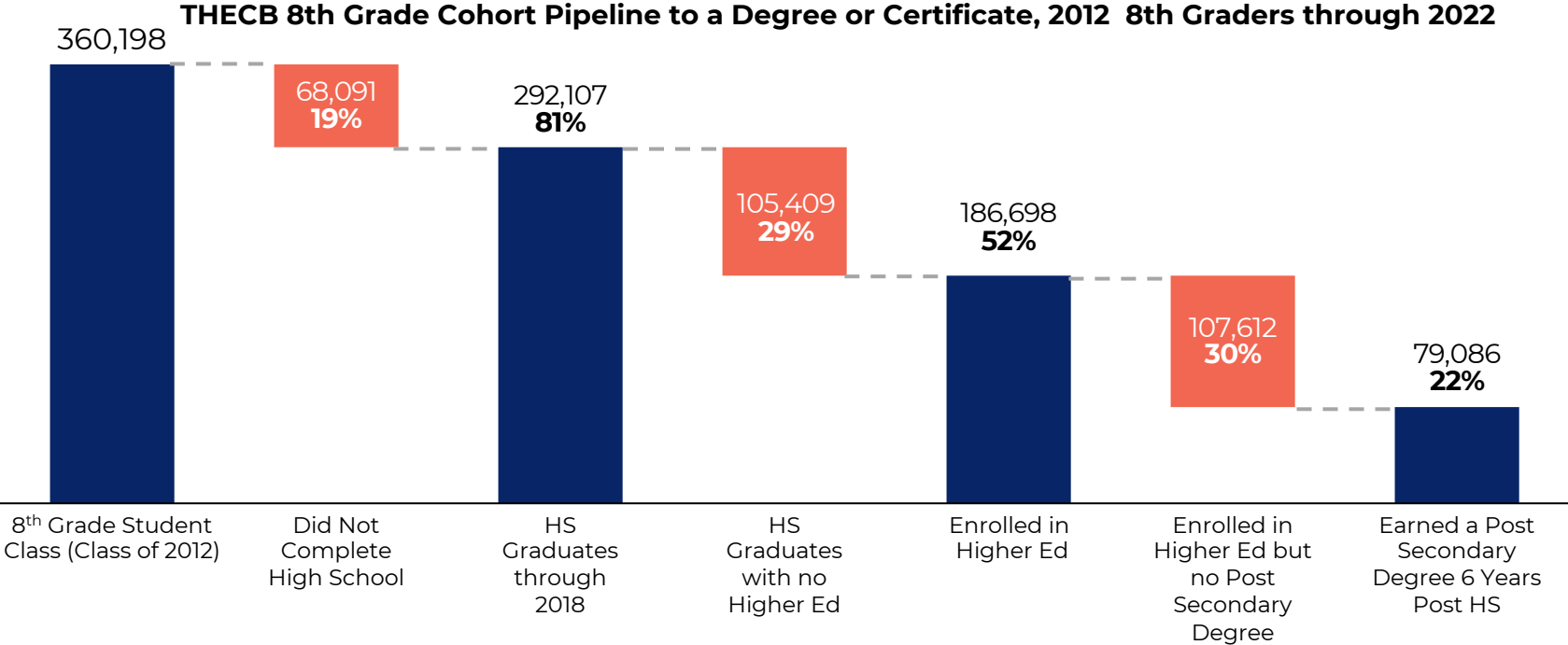
Texas imports a significant amount of its talent. Without a concerted effort to improve the quality of public education in our state, **we risk relegating our own children to second-class status.**

In-migrant educational attainment is substantially **higher than the total workforce.**

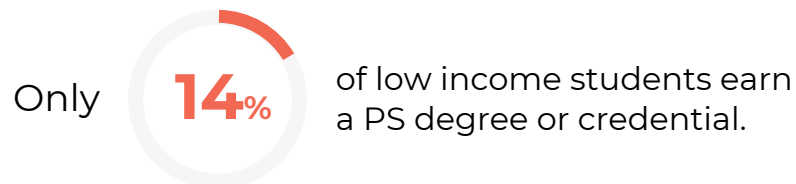


Too few Texas students earn a postsecondary degree or credential.

Only 22% of 8th graders earn a PS degree or credential. Only 14% of economically disadvantaged students earn one.



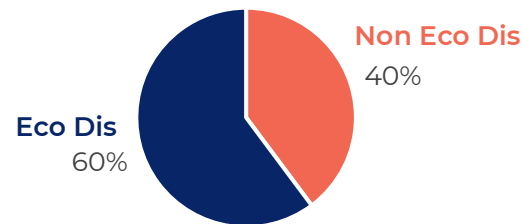
These numbers are worse for economically disadvantaged students and young men.



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.



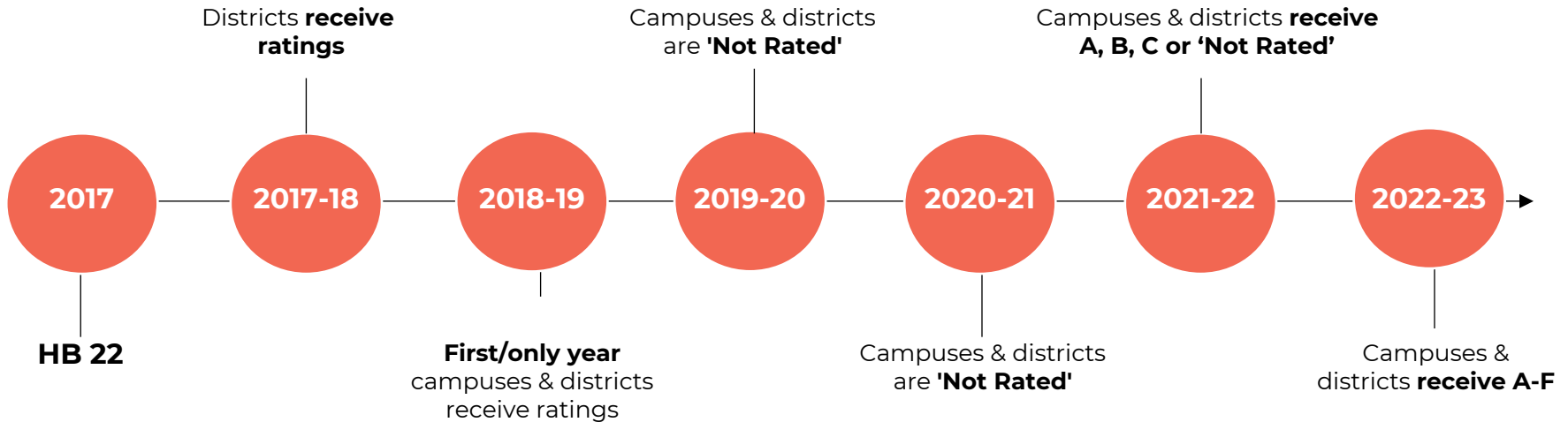
Ratings - Schools receive a rating (e.g., A-F), based on factors defined by the state (e.g., student achievement, school progress, and closing achievement gaps).



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.

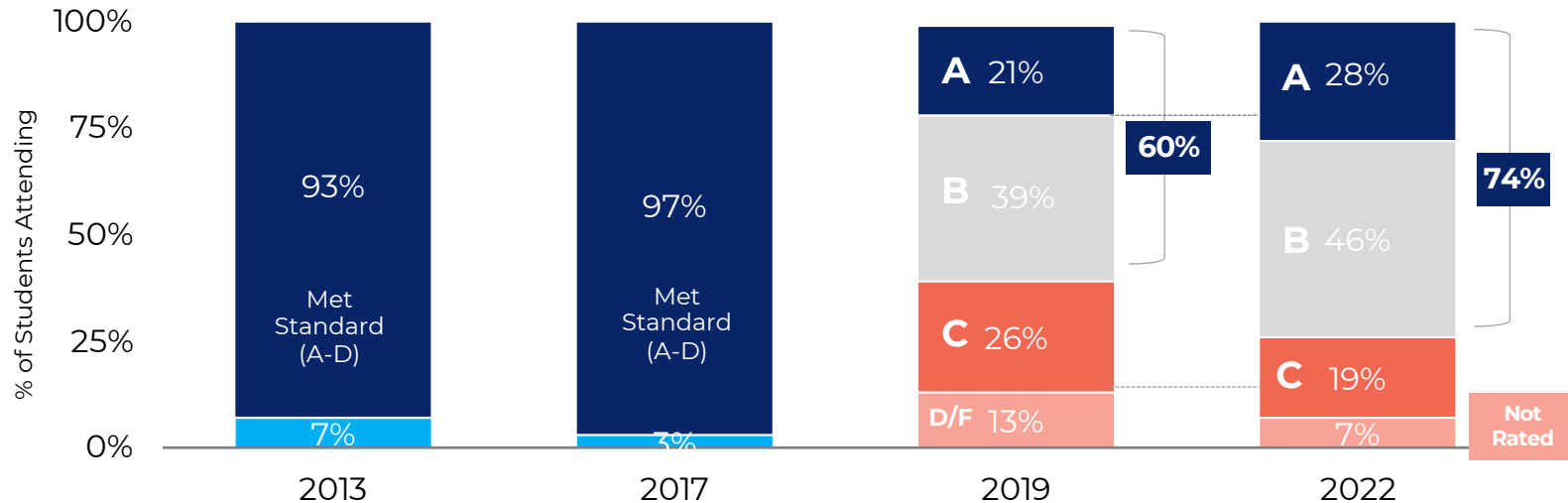
Put in place by HB 22 in 2017, the Texas Legislature enacted our A-F accountability system to “**continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a **national leader** in 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



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

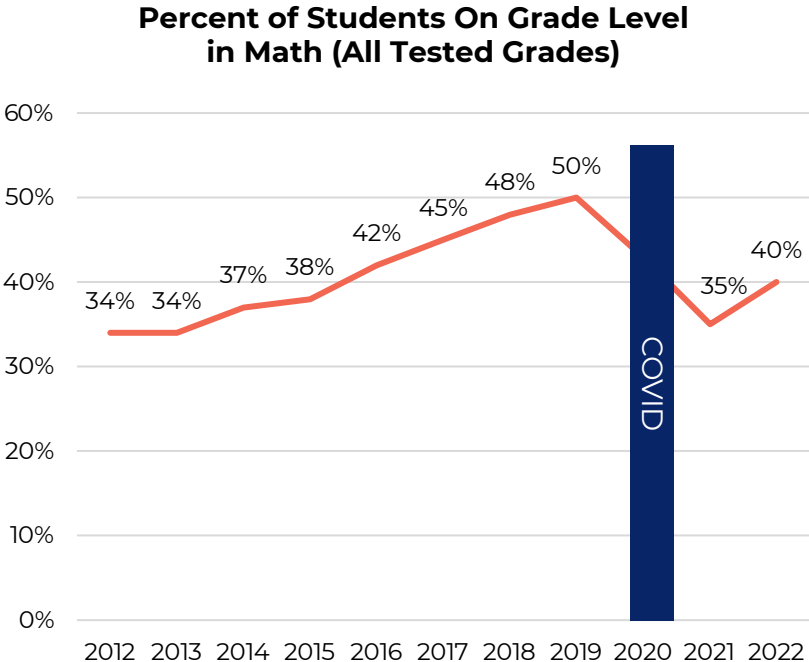
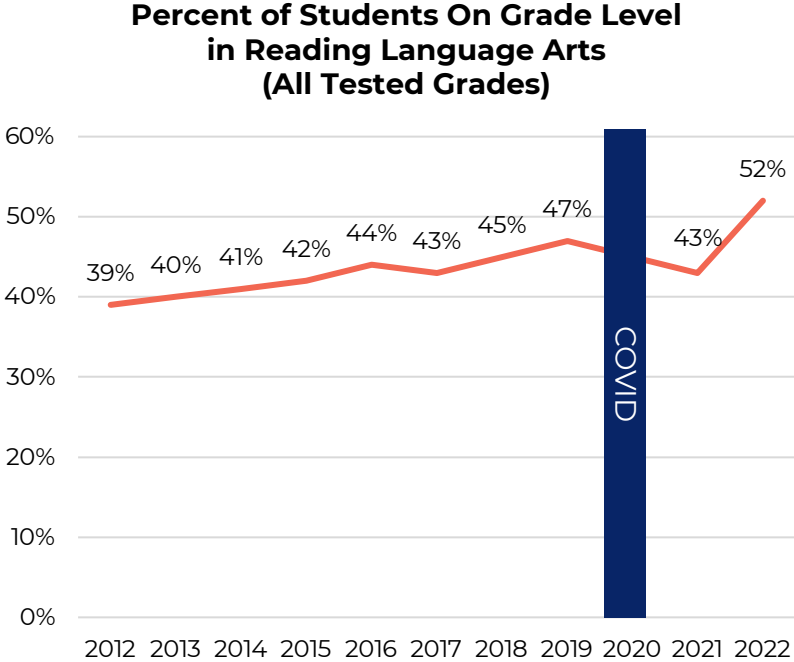
As likely to meet
grade-level math
expectations

1.8x

As likely to meet
grade-level reading
expectations

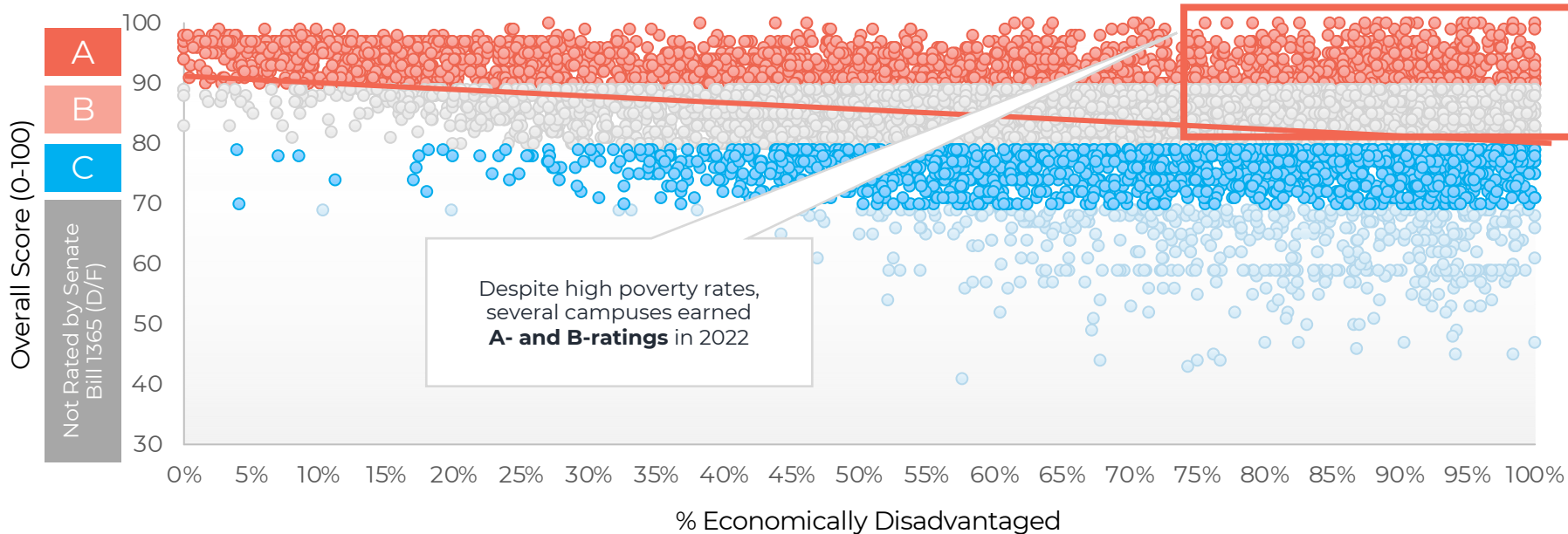
Than students on D or F campuses.

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



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.

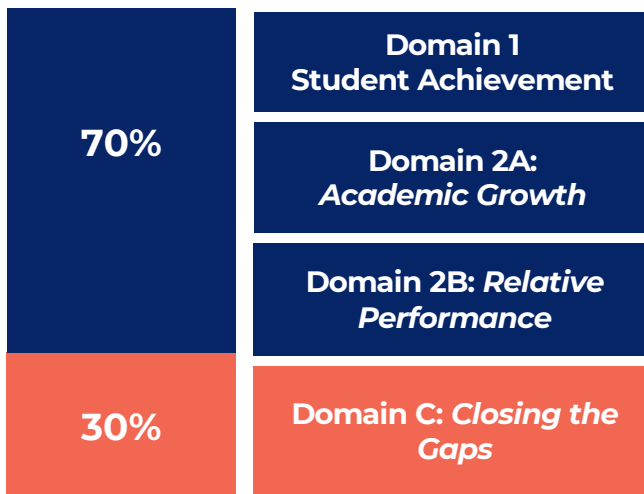


The A-F System has three domains

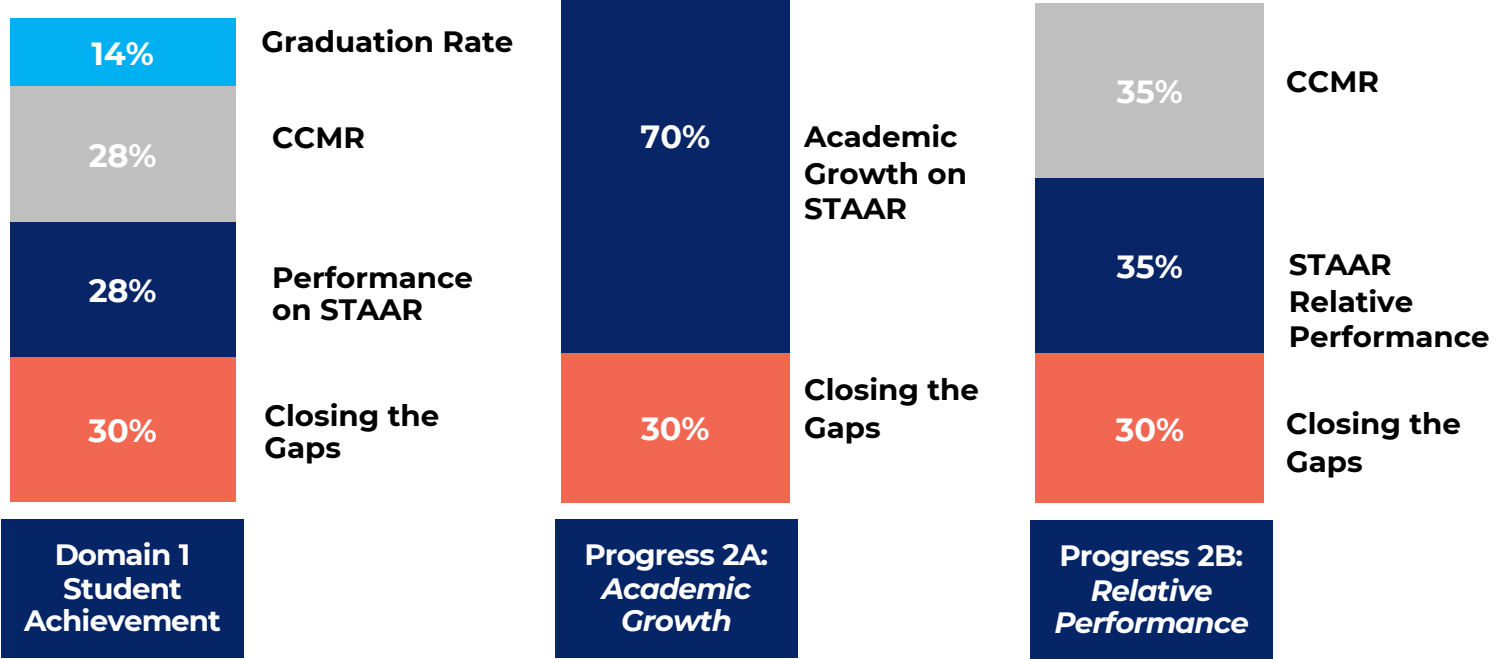
A district's score is divided 70/30.

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

30%
Domain 3.

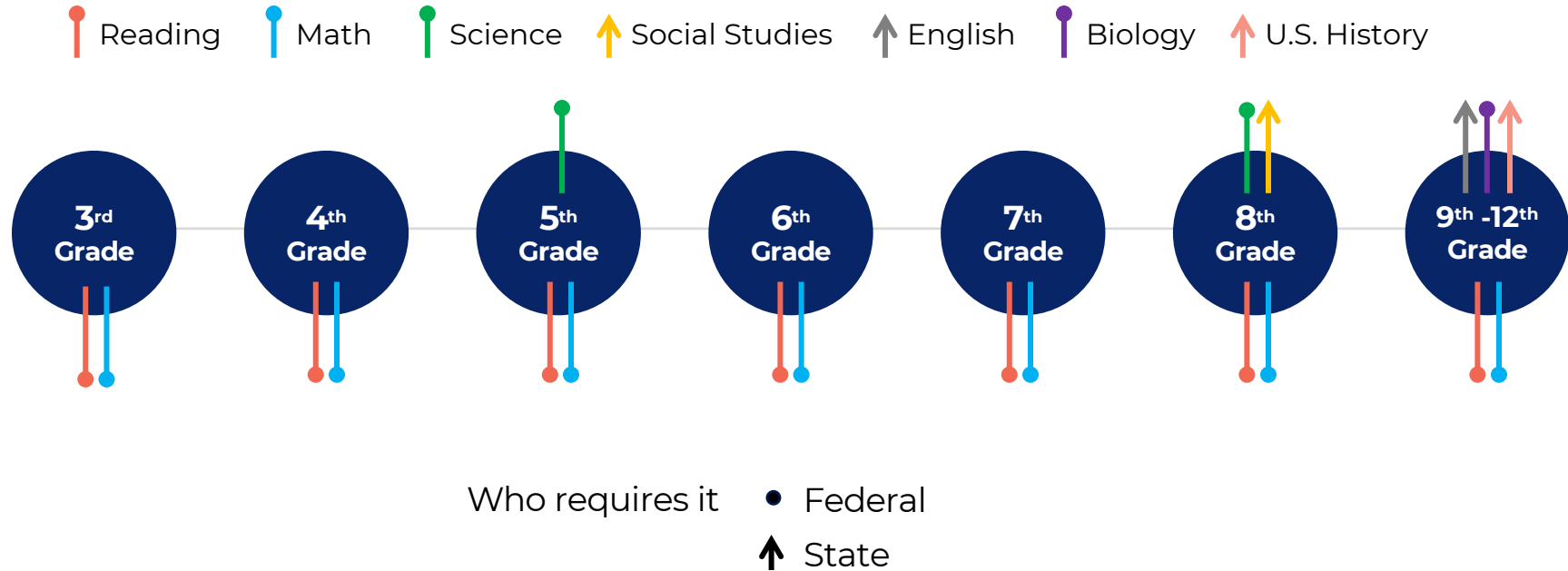


For 70% Of Their Score, Districts Get The Best Score of Three Domains:



Appendix

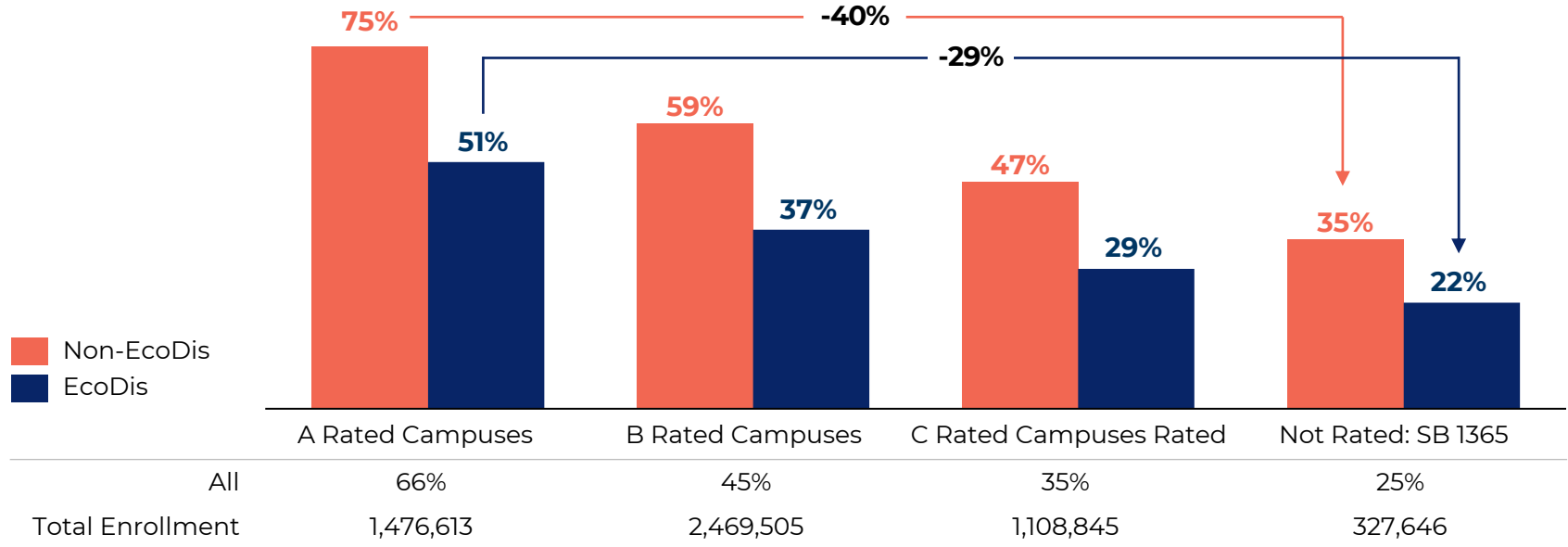
There are certain STAAR exams required at each grade



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

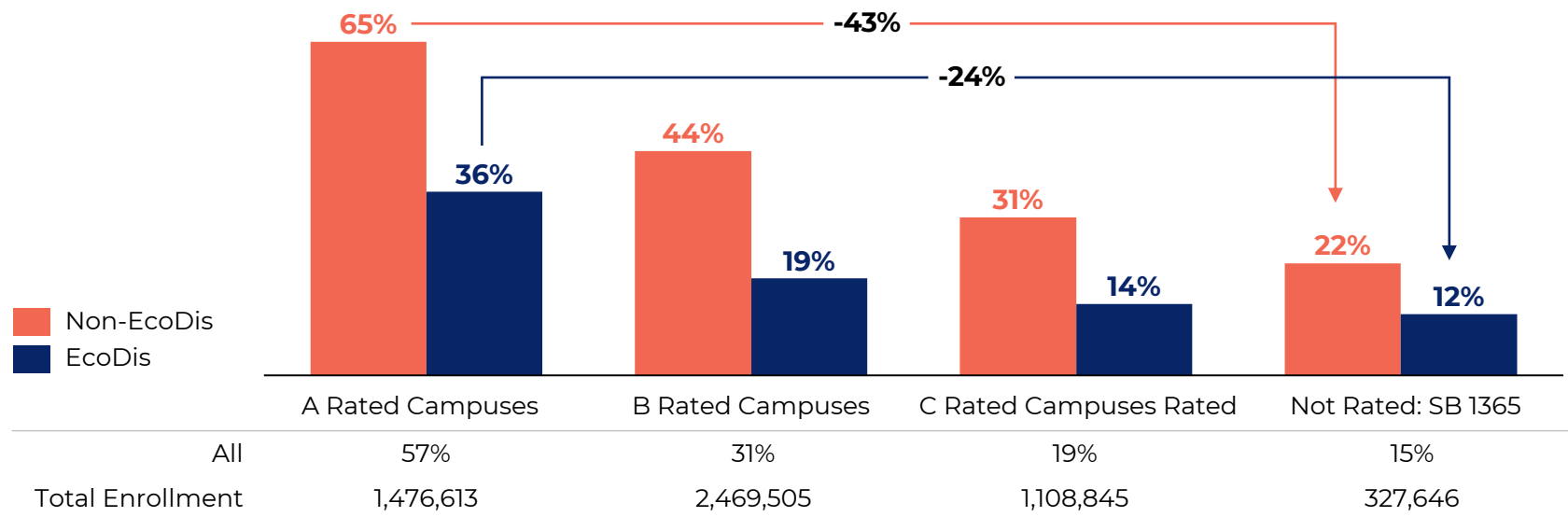
Percent Meets, STAAR, All Grades, All Subjects by Campus Accountability Rating



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



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)

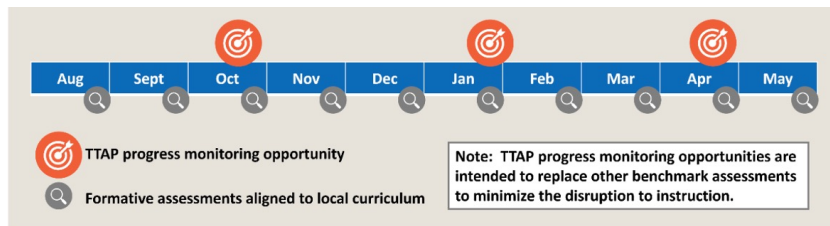
- **120+ ISDs** and charters have signed up to participate in the multi-year pilot beginning this School Year 2022-23.
- Focuses on 4 initial grades/subjects:
 - 5th grade science
 - 6th grade math
 - 7th grade math
 - 8th grade social studies

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



Thank You!

TEXAS²⁰₃₆