

ACCOUNTABILITY & ASSESSMENT UPDATE



2023 & Beyond: What Will the Reset Accountability System Look Like?

Accountability Reset Timeline

**SOURCE: ATAC/APAC MTG
APRIL 2021**

The accountability system reset framework will be released in **May 2022** for implementation in the 2022-23 school year.

Targets will likely be released fall 2022 after processing 2022 STAAR data.



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MISSION: SCHOOL TRANSFORMATION

TEXAS PUBLIC ACCOUNTABILITY CONSORTIUM (TPAC)

Mesquite ISD Wants to Be More Accountable, Just Not to the State

How Mesquite ISD is building their alternative to the state's A-F accountability system

Mesquite ISD started the process in 2017 by working with the **Texas Public Accountability Consortium**, a group of 44 Texas school districts working to build community-based accountability systems. From there, the district formed work committees composed of trustees, district administrators, teachers, parents, and community members to create a district-level accountability model.

<https://www.mesquiteisd.org/community/accreditation-system>

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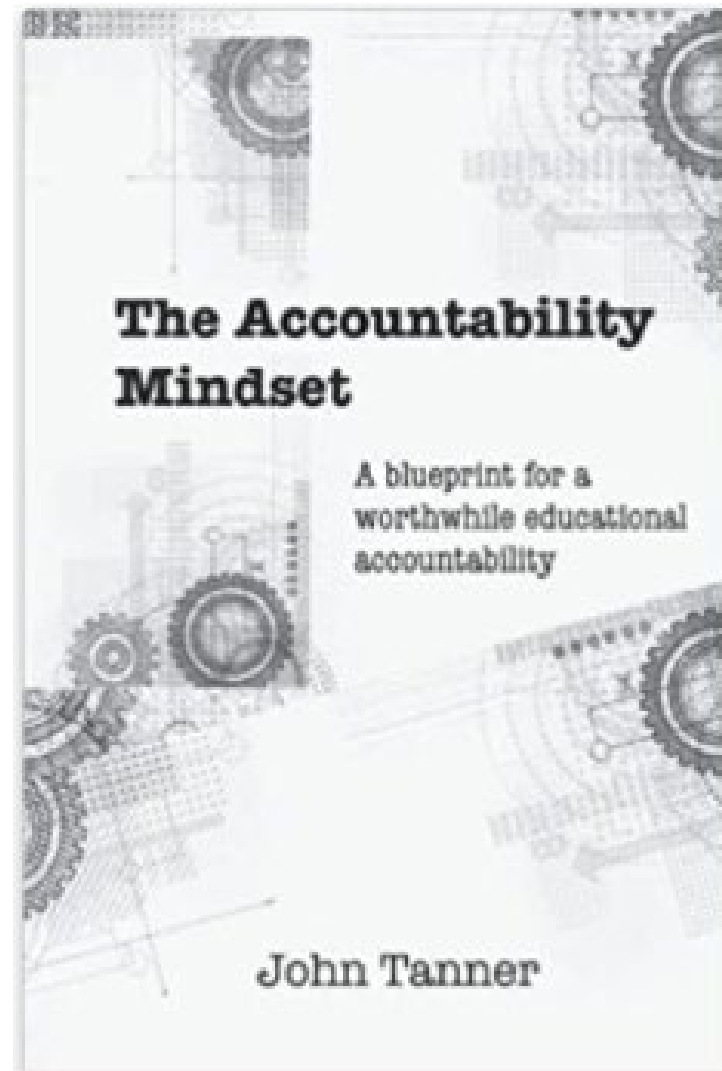


John Tanner
@testsensejt

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Why test-based accountability must be replaced with something better (which actually exists). And why we can't wait. edcontrarian.blogspot.com/2021/09/why-te...

John Tanner has spent well over a decade researching and exploring what a meaningful educational accountability could look like. His findings are profound and simple: effective organizations of all types follow the same underlying formula when it comes to their organizational accountabilities, which is not the accountability schools currently use. Furthermore, the accountability structure assigned to schools was designed for an entirely different purpose, and excellence, organizational effectiveness, innovation, equity, and quality are not in that purpose. The fact is that the harder schools work within the current system the less likely they are to meet the needs of the students they serve.



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The Equity Of Accountability

13 September 2021

“Our state's accountability and assessment system was created to provide transparency and critical information to students, parents, and community members across Texas. This system, sometimes referred to as “A-F” in reference to the letter grades campuses and districts receive, is an opportunity to identify trends and areas to better support student learning, as well as expose inequities in access to a high quality public education.

Without this accountability framework, families, lawmakers and taxpayers would have no knowledge of which schools are successfully supporting students in their academic journey, and which require more resources and engagement in order to do so.”

<https://commitpartnership.org/blog/the-equity-of-accountability>

Now is Not the Time for a Punitive Accountability System

As Texas' public education system adjusts to new instructional approaches and deals with technology issues due to COVID-19, state policymakers must take this time to re-evaluate whether our accountability system appropriately measures all the factors of an effective education.

Policy Recommendations:

- ▶ Suspend the use of the punitive A-F accountability system throughout the current pandemic.
- ▶ Establish a statewide working group to create a new school accountability system that appropriately measures all factors of an effective education.
- ▶ Provide assessments that are timely and inform instruction.

In Texas, one test on one day is the most significant factor that determines an A-F rating



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RAISE
YOUR HAND TEXAS

<https://www.raiseyourhandtexas.org/advocacy/futureoftexastesting>

Raise Your Voice

The Future of Testing and
School Accountability in Texas



Bob Popinski – Director of Policy
Dr. Libby Cohen – Director of Advocacy

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Making Sure School Performance Measures Provide the Right Diagnosis to Improve Student Outcomes

"How are the students doing?" is a different question from "What does the school contribute?"

*"For example, a low rate of proficiency in grade 3 reading suggests that students need additional support to read proficiently. **It does not necessarily mean the school is underperforming in serving its students, because they might be learning rapidly from a very low starting point.** Conversely, a high rate of proficiency does not necessarily mean a school is enhancing students' learning, if they started out as high performing.*

Assessing whether a school is underperforming requires isolating its contribution from factors outside its control, thereby assessing whether students would do better if they were at a different school."



TSA Represents:



42% of all students in Texas



45% of the state's economically disadvantaged student population



52% of English Language Learners

Will the system reset recognize that not all students start from the same place?

Will the system reset include non-test based indicators?

Will the system reset identify effective schools regardless of income?

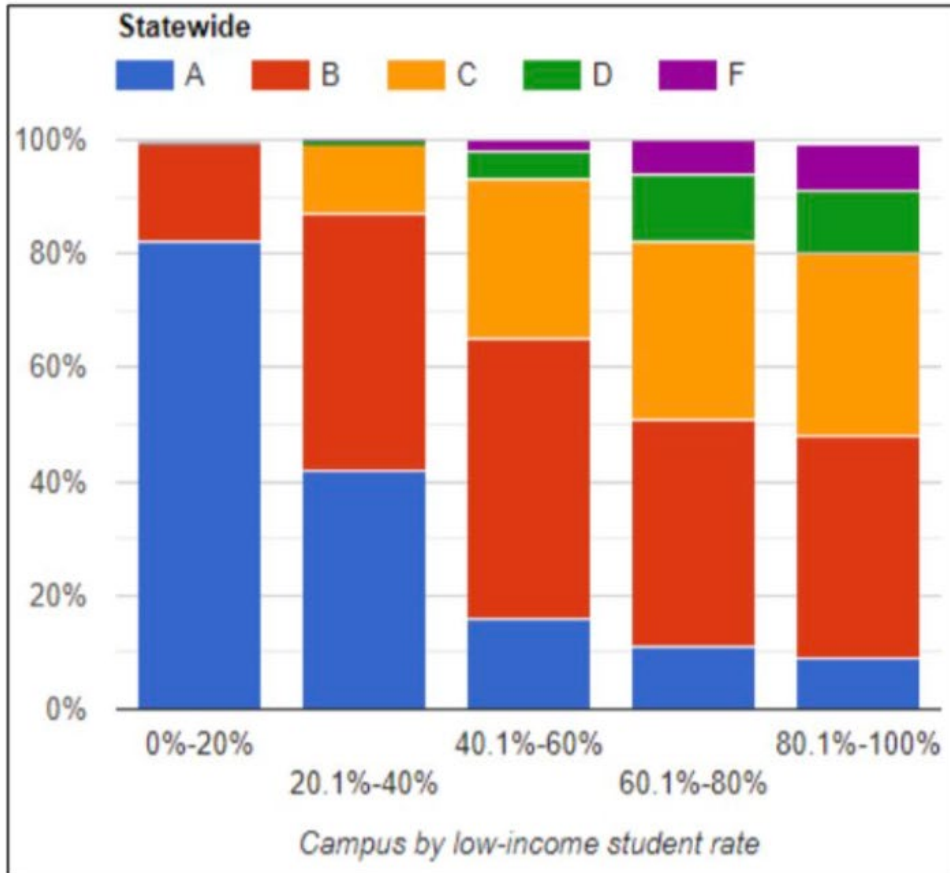
Will the system reset include a Spanish to English growth indicator?

Low poverty schools earn more A's

Eighty-two percent of the state's lowest poverty schools (where 0%-20% of students are low-income) received A's, compared to nine percent of the state's highest poverty schools (where 80.1%-100% of students are low-income).

Note: The analysis excludes charter school performance.

Source: Texas Education Agency



Source: USA Today Network. *Do Texas School Ratings Measure Campus Success or Student Poverty?* August 2019.

Will the A-F
accountability
system reset
identify effective
schools regardless
of income?

A-F Domain and Overall Ratings Correlations to Percentage Economically Disadvantaged Enrollment

Campus Correlations to Percentage Economically Disadvantaged	Student Achievement		School Progress		Closing the Gaps		Overall Ratings	
	2018 What IF	2019 Actual	2018 What IF	2019 Actual	2018 What IF	2019 Actual	2018 What IF	2019 Actual
All Campuses	-0.65	-0.63	-0.11	-0.14	-0.38	-0.40	-0.41	-0.42
Elementary	-0.66	-0.65	-0.10	-0.14	-0.36	-0.37	-0.39	-0.39
Middle School	-0.72	-0.73	-0.15	-0.14	-0.45	-0.50	-0.46	-0.48
HS / K-12	-0.51	-0.49	-0.07	-0.03	-0.41	-0.37	-0.43	-0.37

Numbers represent r-values from linear regression models

Sources: 2017-18 “What If” A-F Ratings for Campuses: A report to the 86th Texas Legislature from TEA, December 28, 2018; 2019 “Actual Values” Texas School Alliance Regression Models using TEA 2019 A-F Ratings Data Files.

Strength of Association	Coefficient, <i>r</i>	
	Positive	Negative
Small / Weak	.1 to .3	-.01 to -.03
Medium / Moderate	.3 to .5	-.03 to -.05
Large / Strong	.5 to 1.0	-.05 to -.10

Source: <https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

“Poverty is not an excuse, but it is a factor.

This system is a work in progress. It’s not yet recognizing effective schools as much as it is recognizing where wealthy student or poor students are located.”

Source: USA Today Network. Do Texas School Ratings Measure Campus Success or Student Poverty, August 2019.

TEA removed the Spanish to English Transition Proxy from the 2018 Accountability Calculations. Why?

18_07 Public Comments on 19 TAC §97.1001

ATTACHMENT III

Summary of Public Comments and Agency Responses Related to Proposed Amendment to 19 TAC Chapter 97, Planning and Accountability, Subchapter AA, Accountability and Performance Monitoring, §97.1001, Accountability Rating System

Comment. TSA, the Texas Urban Council, and six district staff members commented that the School Progress, Part A: Academic Growth domain should include the Spanish to English proxy calculation. TSA recommended that if the inclusion lowers the rating of the campus, then a hold harmless provision should be applied.

Agency Response. The agency disagrees. The School Progress, Part A: Academic Growth domain evaluates eligible STAAR® progress measures. Spanish to English transition assessments are not evaluated for progress. It is not possible to have a viable accountability system based on analyses of best-case scenarios for districts and campuses. The decision to exclude the Spanish to English proxy was made in response to accountability advisory committee and stakeholder feedback.

Will the A-F accountability system reset include a Spanish to English growth indicator?

School Portfolio Domain includes students who:

- successfully complete courses in fine arts, P.E. a LOTE or enrichment curriculum courses;
- participate in extracurricular activities, including UIL academic, fine arts, foreign language, chess, robotics, and athletic events;
- successfully complete the distinguished level of achievement;
- successfully complete at least one endorsement;
- successfully complete a sequence of fine arts courses;
- successfully complete a character education program (SEC. 29.906)
- Educationally disadvantaged students who successfully complete a postsecondary readiness course;
- Results from school and student safety survey of district and campuses;
- Efforts relating to increasing teacher retention incl mentoring programs and professional development;
- Health and wellness indicators
- PreK participation rates
- Grades 5-8 students earn credit for advanced courses;
- First time 9th graders earn credit for promotion
- Are absent fewer than 15 days during the school year.

Will the A-F
accountability
system reset include
non-test based
indicators?

Advocacy Needed for 2022 Ratings & A-F System Reset



Accountability Experts, CAOs, etc. contact your ATAC/APAC member with the following concerns and recommendations:

2022 Ratings: Scaling, Targets, Reporting

Recommendations: Use the 2021 or 2022 STAAR results to recalculate and/or adjust the 2022 alternative evaluation scaling methodologies and cut scores to accurately reflect the impact of the pandemic on teaching, learning, and assessment.

2023 & Beyond Reset: Stakeholder input upfront, increase transparency in the reset design process

Recommendations:

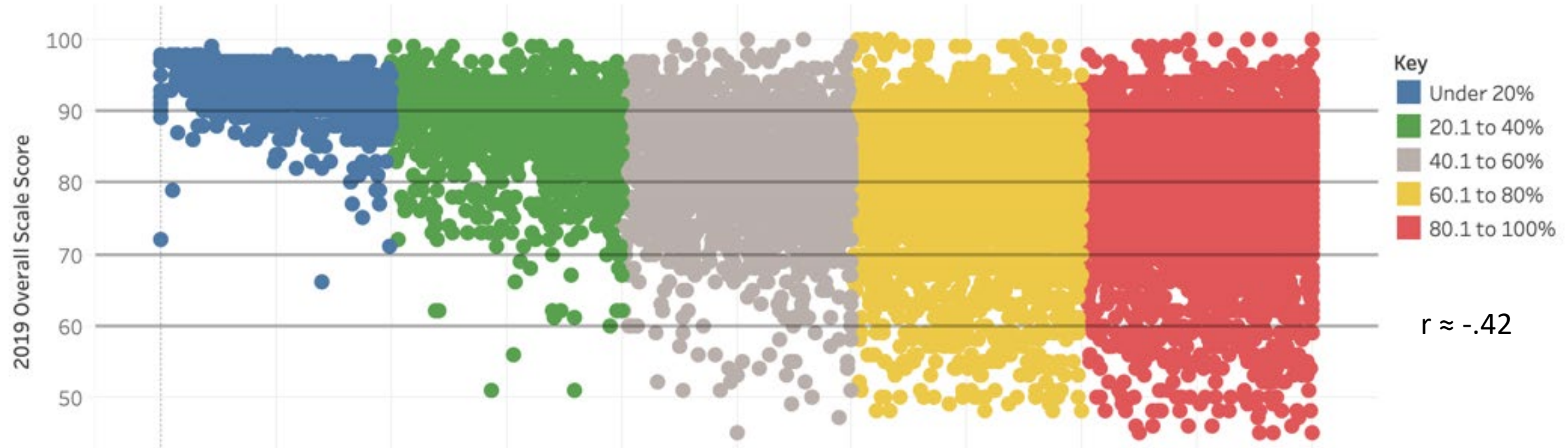
Ratings do not correlate to poverty

Include non-test based indicators

Include a Spanish to English growth indicator

2019 Campus Letter Grades by %EcD Enrollment

Each dot represents a campus, N=8,302



Total = 8,302

A = 1,750 (21%)

B = 3,276 (39%)

C = 2,171 (26%)

D = 703 (9%)

F = 402 (5%)

Total = 636

A = 508 (80%)

B = 119

C = 8

D = 1

F = 0

Total = 979

A = 410 (42%)

B = 433

C = 118

D = 15

F = 3

Total = 1,631

A = 277 (17%)

B = 773

C = 457

D = 93

F = 31 (2%)

Total = 2,235

A = 259 (12%)

B = 872

C = 686

D = 273

F = 145 (7%)

Total = 2,821

A = 296 (11%)

B = 1,079

C = 902

D = 321

F = 223 (8%)

87% of Ds or Fs
enroll 60-100%
EcD students