

**ACCOUNTABILITY
& ASSESSMENT
UPDATE**



HB 4545 – TSA Survey & TEA

**What We Know Now – 2022 & 2023
Accountability**

**House Public Education Committee
Hearings**

To accurately represent the impact of HB 4545 on TSA districts, members were asked **3 open-ended survey questions**: 1) what is going well? 2) what requirements need legislative attention? 3) what recommendations and/or changes would you ask elected officials to consider making during the next legislative session?

21 out of 44 TSA districts (or 47%) responded to the survey and the top 4 recommendations are shown below:

- **57%** of TSA districts recommend **eliminating the 3:1 ratio and/or expanding** “small group” size based on best practice research.
- **52%** of TSA districts recommend **limiting** the requirement to receive supplemental AI to reading and math STAAR tests in grades 3-8 and EOCs.
- **33%** of TSA districts recommend **eliminating the standardized 30-hour AI requirement** and replacing it with instructional guidance that includes student demonstration of mastery using TEKS-based diagnostic test and includes teacher expertise.
- **33%** of TSA districts recommend **providing new dollars** to support supplemental AI, or sunset the HB 4545 requirements when ESSER funding ends.

Considerations

- Feedback from the field indicates that Accelerated Learning Committees would likely be more effective if they occurred only after the initial 4545 Accelerated Instruction intervention fails.
- Determine whether the same requirements should apply to science & social studies as reading & math.
- Determine whether it would be appropriate to support a range of supplemental instruction intensity, varied by student need.
- Clarify the conditions under which parents can opt-out of supplemental instruction requirements.
- Clarify the conditions under which supplemental instruction will be required upon the expiration of federal funds.
- Given interest from districts, sustain & consider expanding Strong Foundations grant funding

Source: Commissioner Morath presentation to House Public Education Committee, 5-24-2022

What We Know Now... 2022 Assessment Results & Accountability Ratings

MATHEMATICS					
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	
3	Approaches	78%	61%	70%	
	Meets	47%	29%	41%	
	Masters	24%	14%	20%	
4	Approaches	74%	58%	68%	
	Meets	46%	34%	41%	
	Masters	27%	21%	22%	
5	Approaches	83%	69%	75%	
	Meets	55%	42%	45%	
	Masters	35%	24%	23%	
6	Approaches	79%	66%	72%	
	Meets	45%	34%	37%	
	Masters	20%	14%	15%	
7	Approaches	73%	54%	59%	
	Meets	41%	25%	29%	
	Masters	16%	11%	12%	
8	Approaches	81%	60%	69%	
	Meets	55%	35%	38%	
	Masters	16%	10%	13%	

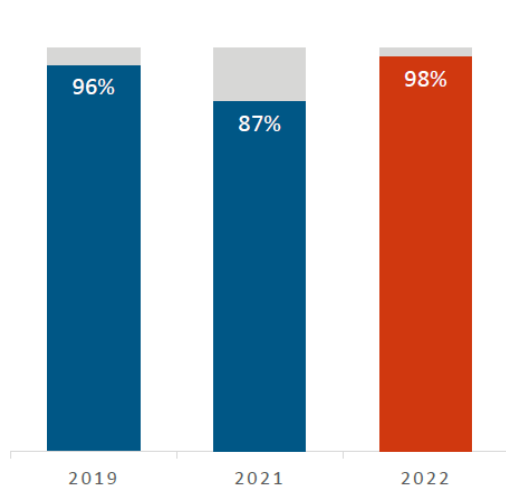
READING					
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	
3	Approaches	75%	66%	75%	
	Meets	43%	37%	50%	
	Masters	27%	19%	30%	
4	Approaches	73%	62%	76%	
	Meets	43%	35%	52%	
	Masters	21%	17%	28%	
5	Approaches	77%	72%	80%	
	Meets	51%	45%	56%	
	Masters	28%	30%	36%	
6	Approaches	66%	61%	69%	
	Meets	35%	31%	42%	
	Masters	17%	14%	22%	
7	Approaches	74%	68%	78%	
	Meets	47%	44%	54%	
	Masters	28%	25%	36%	
8	Approaches	77%	72%	82%	
	Meets	53%	45%	56%	
	Masters	27%	21%	36%	

Source: TEA 2022 STAAR Results Press Release, 7-1-2022

What We Know Now... 2022 Assessment Results & Accountability Ratings

Data from STAAR will help us better target support for Texas kids

Participation in STAAR

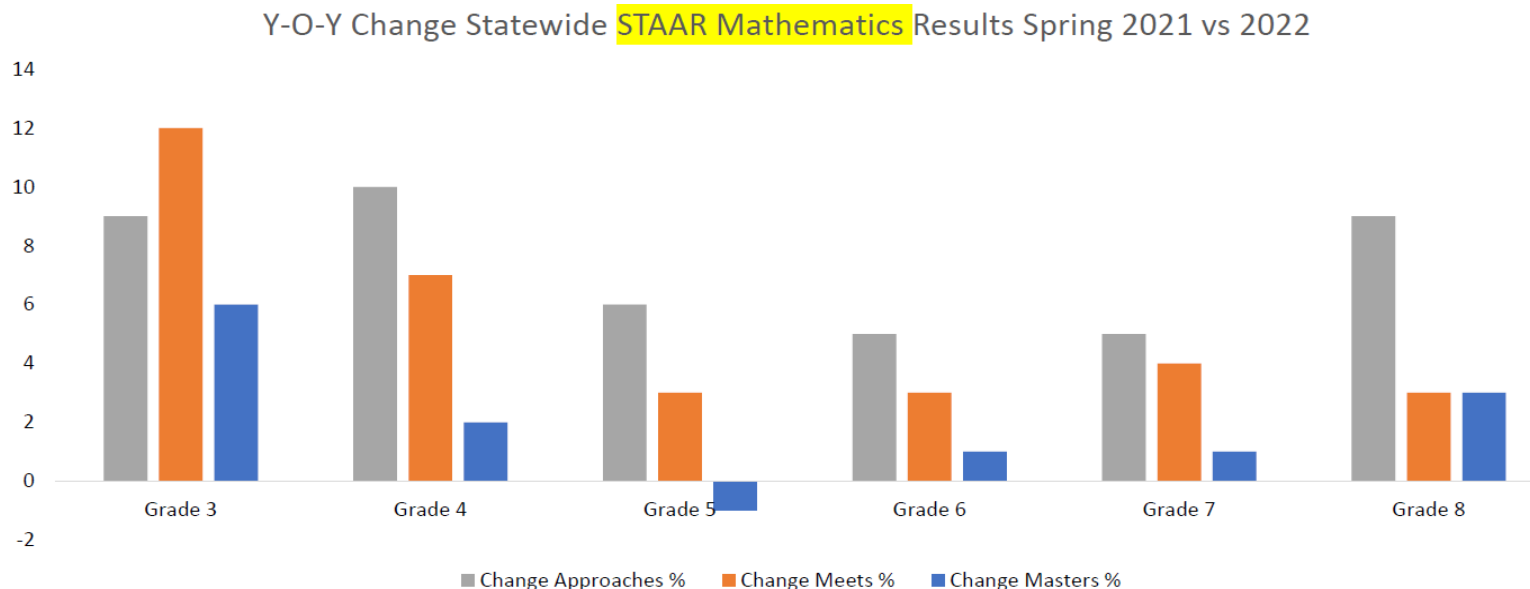


This year, we had **98%** participation in STAAR, with 87% of tests taken online.

Participation is important because when we have STAAR data, we can **better target support to Texas kids**, accelerating their academic growth this summer and next year.



What We Know Now... 2022 Assessment Results & Accountability Ratings

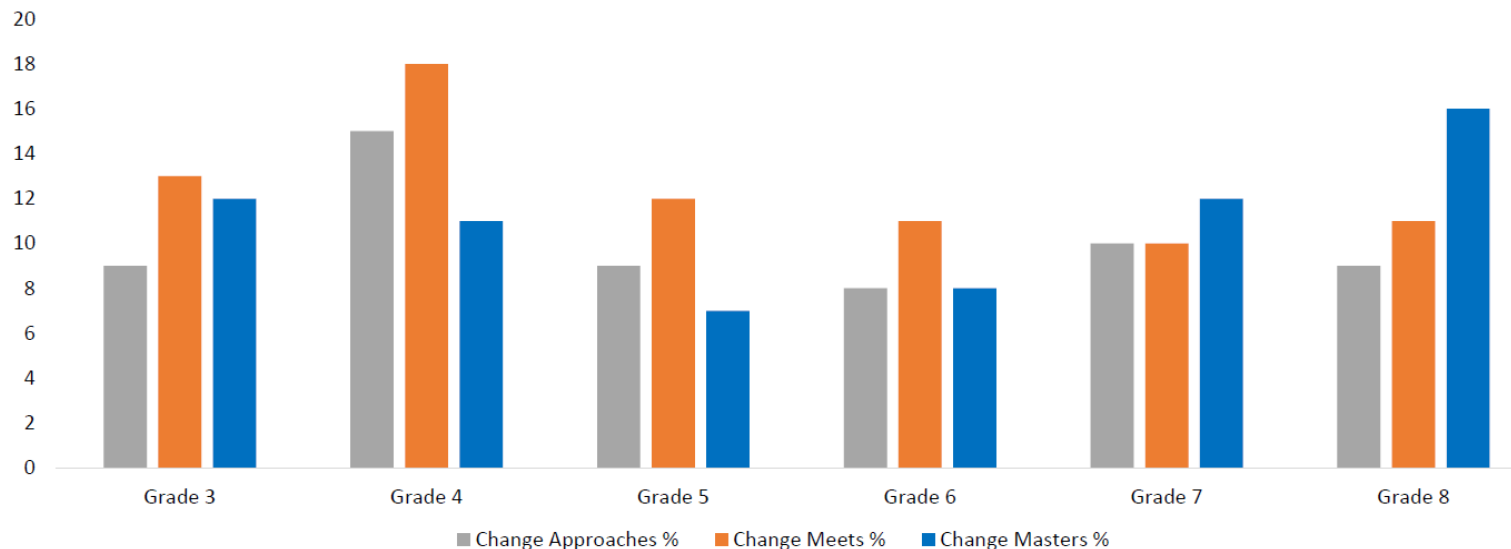


Number of scored STAAR Math tests in grades 3-8:

- 2021 = 1,928,258
- 2022 = 2,193,652
- There were 265,394 more tests scored in 2022 than in 2021

What We Know Now... 2022 Assessment Results & Accountability Ratings

Y-O-Y Change Statewide STAAR Reading Results Spring 2021 vs 2022



Number of scored STAAR Reading tests in grades 3-8:

- 2021 = 1,994,245
- 2022 = 2,281,667
- There were 287,422 more tests scored in 2022 than in 2021

What We Know Now... 2022 Assessment Results & Accountability Ratings



This Week in Performance Reporting

Source: *Performance Reporting Bulletin*, 7-15-2022

Did You Know?

Texas' request to waive the Every Student Succeeds Act (ESSA) 95% assessment participation requirements for the 2021–22 school year was not approved by the U.S. Department of Education. Participation rates will be calculated for 2022 accountability, and campuses and districts that do not meet the 95% participation rate (in reading and/or math) will have the Academic Achievement component of Closing the Gaps adjusted to meet 95%. More information can be found in [Chapter 4](#) of the *2022 Accountability Manual*.

Performance Reporting Calendar

July 29: Final 2022 CCMR Student Listing released in TEAL

August 5: Adopted *2022 Accountability Manual* published in the *Texas Register*

August 15: Accountability ratings released publicly

What We Know Now... 2023 Proposed Accountability System Reset



**2023 Accountability
System Reset Preliminary
Framework Overview
*Spring/Summer 2022***

HOUSE OF REPRESENTATIVES
NOTICE OF PUBLIC HEARING

COMMITTEE: Public Education
TIME & DATE: 9:00 AM, Monday, July 25, 2022
PLACE: E2.012
CHAIR: Rep. Harold V. Dutton, Jr.

The Committee will meet to hear INVITED and PUBLIC testimony over the following interim charges:

1. Monitor the agencies and programs under the Committee's jurisdiction and oversee the implementation of relevant legislation passed by the 87th Legislature. Conduct active oversight of all associated rulemaking and other governmental actions taken to ensure the intended legislative outcome of all legislation, including the following:

- HB 1525 and HB 3(86R), relating to public school finance and public education;
- HB 4545, relating to assessment of public school students and providing accelerated instruction;
- SB 1365, relating to public school organization, accountability, and fiscal management; and
- SB 1716, relating to supplemental special education services and instructional materials for certain public school students.

2. Study the effects of COVID-19 on K-12 learning loss and best practices that exist to address learning loss. Monitor the implementation of state and local plans to address students' achievement gaps. Make recommendations for supporting the state and local efforts to increase academic development.

3. Examine the causes and contributors for chronic absenteeism in public schools and its impact on student outcomes. Consider techniques and approaches that have been utilized by public schools to identify students who are chronically absent and return these students to classrooms.

HOUSE OF REPRESENTATIVES
NOTICE OF PUBLIC HEARING

COMMITTEE: Public Education
TIME & DATE: 10:00 AM, Tuesday, August 9, 2022
PLACE: E2.012
CHAIR: Rep. Harold V. Dutton, Jr.

The Committee will meet to hear INVITED and PUBLIC testimony over the following interim charges:

1. HB 3906 (86R), relating to the assessment of public school students, including the development and administration of assessment instruments, and technology permitted for use by students.

2. Study the unfulfilled recommendations from the 2016 Commission on Next Generation Assessments and Accountability. Evaluate the state's progress on assessments and accountability and consider possible legislation to support the recommendations from the report. Study and recommend measures needed at the state level to prevent unintended consequences to students, campuses, and districts, including changes that could improve the system for students or help public schools serving a disproportionate number of educationally disadvantaged students impacted by the pandemic.