

Bob Popinski

**Senior Director of
Policy, Raise Your
Hand Texas**

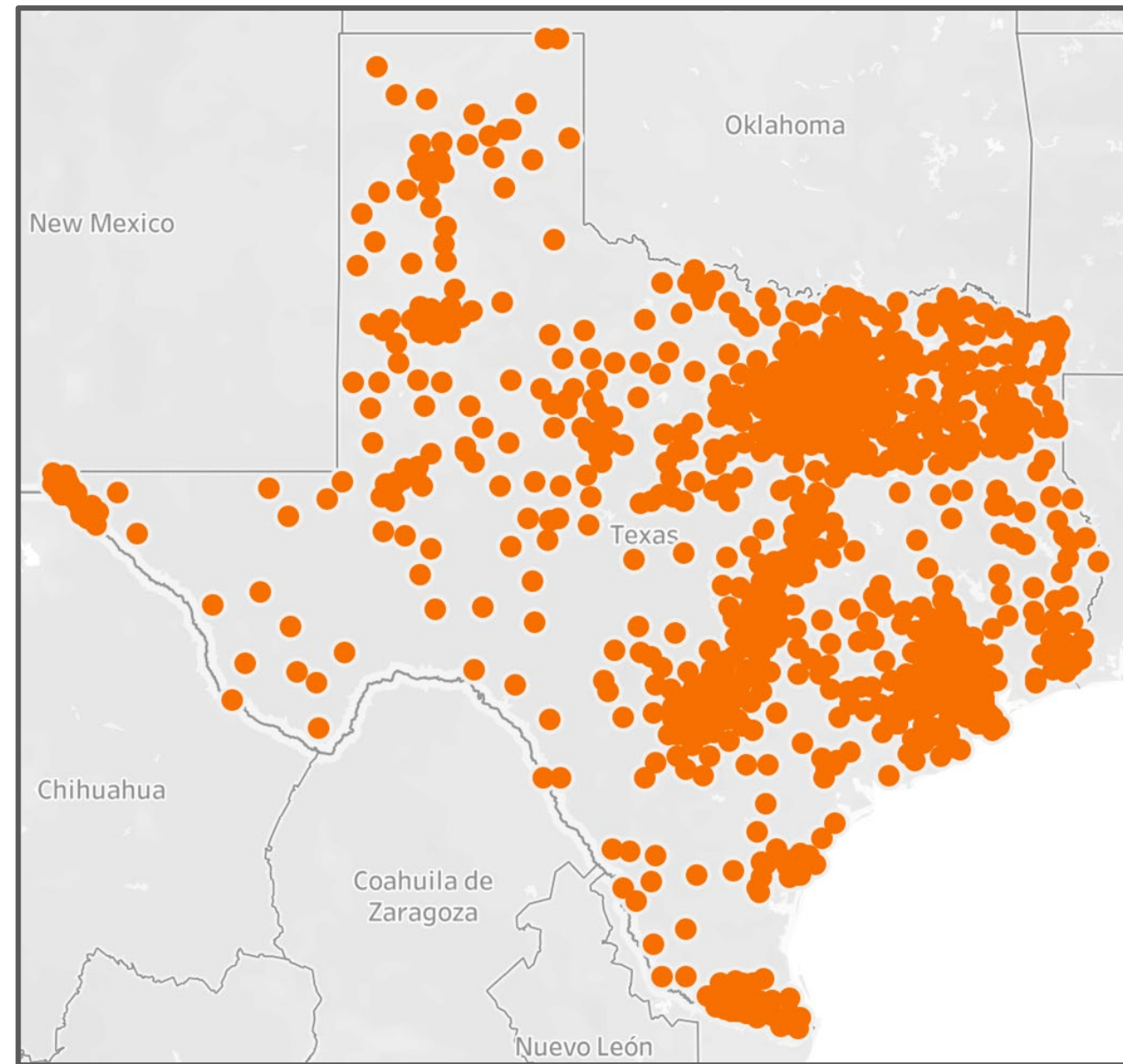
Raise Your Hand
Texas supports public
policy solutions that
invest in our
students, encourage
innovation and
autonomy, and
improve college and
workforce readiness.



Texas Voices

on Testing and Accountability

15,600+ respondents



MEASURE WHAT
MATTERS



**Who Participated
in our Texas
Voices Survey?**



01
6,800+
Teachers



02
4,700+
Parents/Family



03
1,700+
School Staff



04
1,400+
Principals/
Administrators



05
1,300+
Students



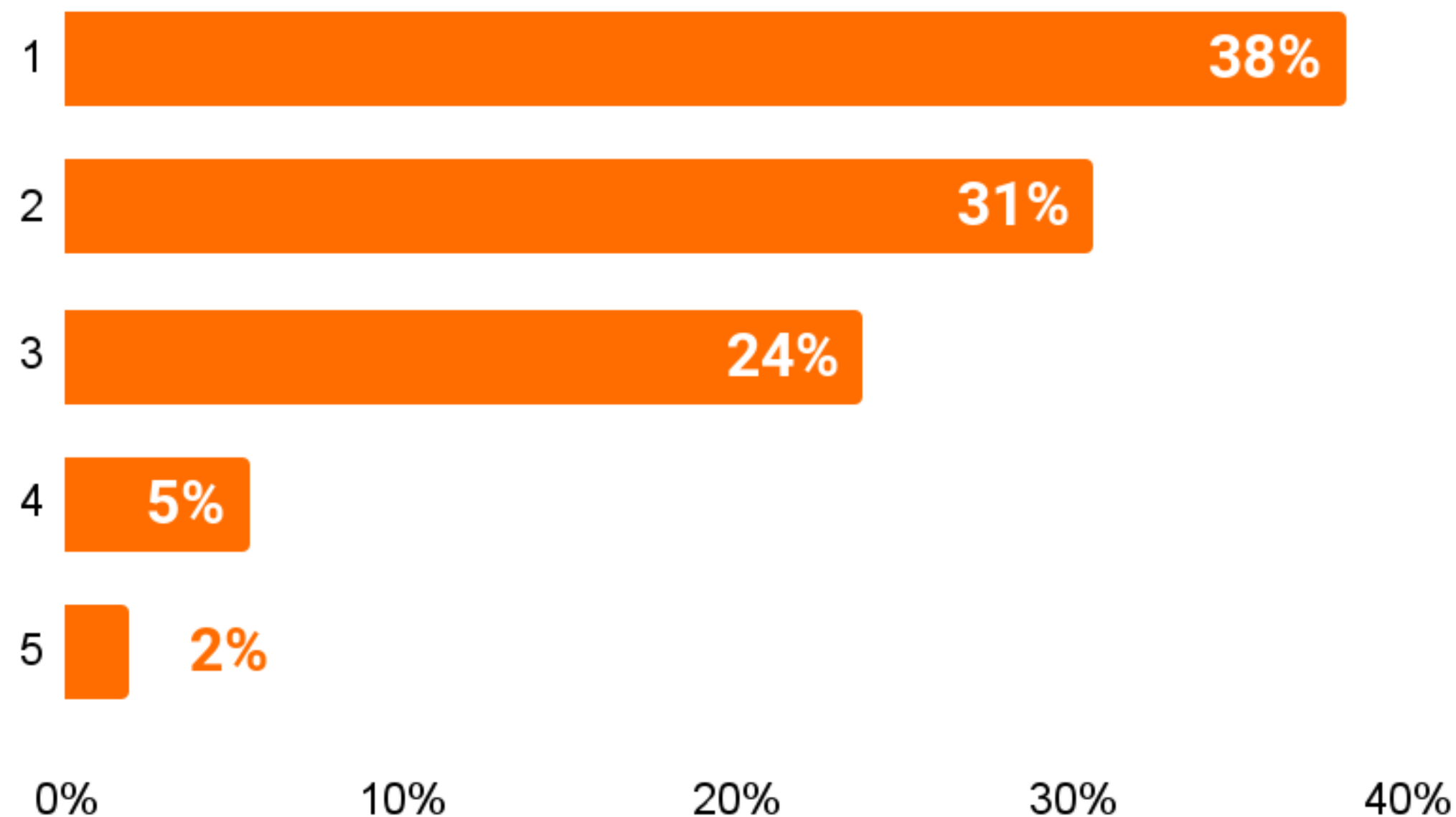
06
950+
Community
Advocates



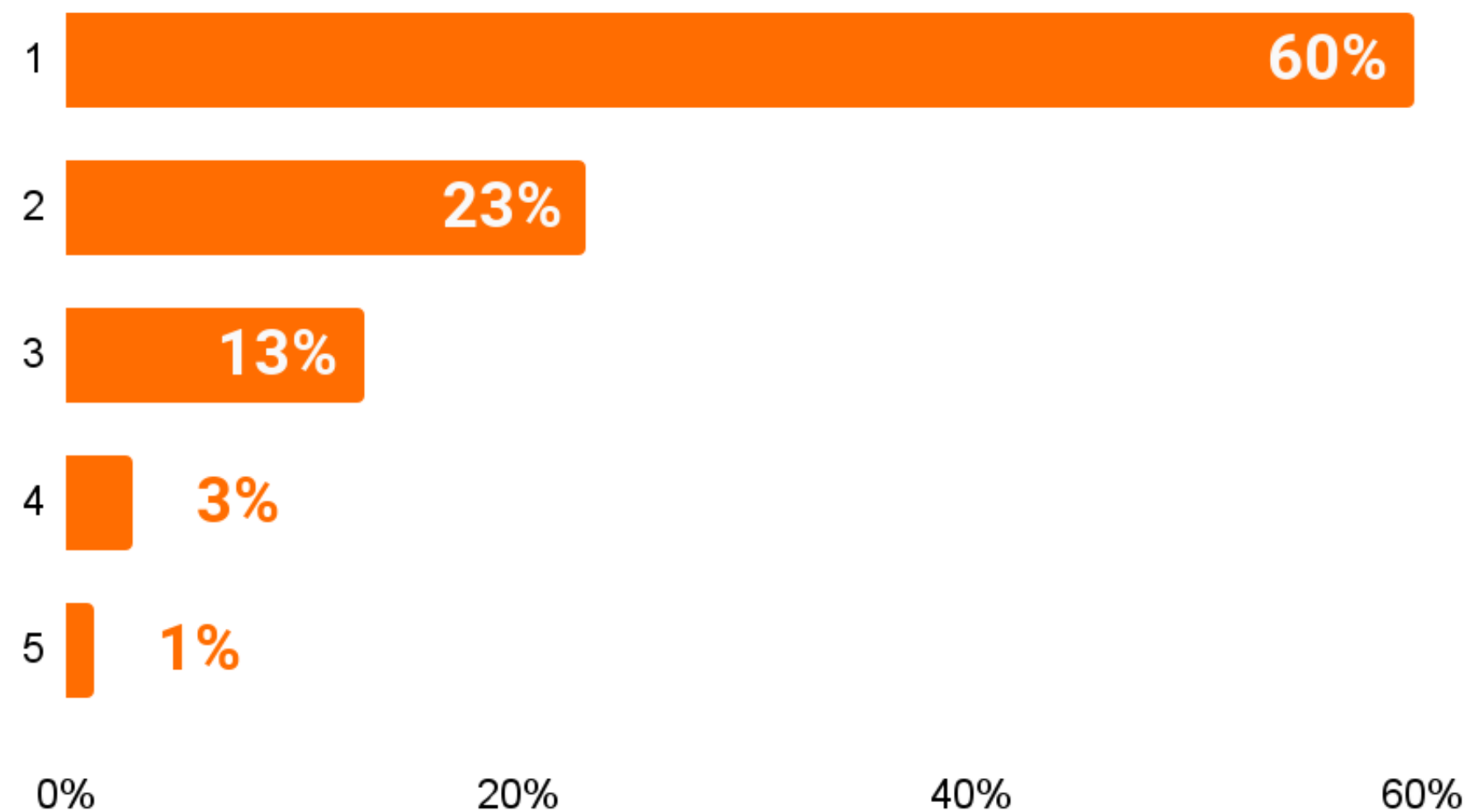
07
1,100+
Other



On a scale of 1 to 5, with 1 being not a good measure at all and 5 being an excellent measure, how effectively do you believe STAAR measures **how well students are learning?**



On a scale of 1 to 5, with 1 being not a good measure at all and 5 being an excellent measure, how effectively do you believe STAAR measures the full range of things that **make for a good school**?



Apart from student learning, choose the **top 3 things** that you believe schools' accountability ratings should be based upon:

Answer	%
Whether or not students feel safe, supported, and engaged at school	23%
Teacher quality	18%
Access to fine arts, foreign language instruction, and other enrichment programs	17%
School outreach to families, businesses, and other community groups to participate in the life of a campus	9%
Teacher turnover rates	8%
Availability of resources like health services, food pantries, and job hubs to meet the needs of students and their families	7%
Presence of nurses, counselors, and social workers	5%
Other	4%
Student scores on standardized tests	4%
Chronic student absenteeism	4%
Student suspension/expulsion	1%

Which statement best describes you:

Answer	%
I'm okay with the idea of letter grades, but I would find it more valuable to see multiple letter grades to describe different kinds of work happening in a campus or district, rather than just one combined letter grade	39%
I'm okay with a letter grade, but I think the things that determine the letter grade should rely less on standardized tests and be different/more varied than what they currently are	30%
I don't believe we should be using letter grades to describe all the work that happens in a campus or district	26%
I find the A-F system meaningful, informative, and easy to understand	6%

MEASURE WHAT
MATTERS

Assessment and Accountability Council



What happened with all this feedback we received from Texans? All of the results were reviewed by our **Measure What Matters Advisory Council**, as well as Raise Your Hand Texas' policy team. Additional research and survey results will shape our Assessment and Accountability policy recommendations for the 2023 legislative session.

The Measure What Matters Assessment and Accountability Council was announced in January 2022. Later that month, the first-ever Measure What Matters Conference was held in-person and live-streamed. The event featured presentations from experts in their field on assessment and accountability and advocacy.

RYHT Assessment and Accountability Council



Dr. Darlene Breaux

Director, Research and
Evaluation Institute
Houston, TX



HD Chambers

Superintendent of Schools
Alief Independent School
District
Houston, TX



Tracy Fisher

Education Advocate in
Coppell ISD and State of
Texas
Dallas/Fort Worth, TX



Andrea Greene

Elementary English Language
Arts Curriculum Specialist
Leander, TX



Dr. Kelli Moulton

TASA Executive
Superintendent
Corsicana, TX



Norma Osuna

Blended Learning Program
Manager
Ysleta, TX



Mario Pina

Instructional Coach in Austin
ISD
Austin, TX



Melina Recio

High School Teacher in
McAllen ISD
McAllen, TX



Dr. Macy Satterwhite

Lubbock-Cooper ISD Deputy
Superintendent
Lubbock, TX



Robert Scott

Powell Law Group Of
Counsel/Consultant
Austin, TX



David Thompson

Partner at Thompson &
Horton LLP
Houston, TX



Theresa Valls Trevino

Texans Advocating for Meaningful
Student Assessment
Austin, TX



**Dr. Angela
Valenzuela**

Professor, Department of
Educational Leadership and
Policy at The University of Texas
at Austin
Austin, TX



Chris E. Wallace

President/CEO North Texas
Commission
Dallas/Fort Worth, TX



Dee Carney

Assessment, Accountability,
and Education Consultant
Austin, TX

Measure What Matters: Key Findings

- 1. Texas' test-centric A-F accountability system overemphasizes the STAAR test.**
- 2. The high-stakes consequences attached to STAAR results place excessive pressure on our students.**

Texas measures student learning based on the results of a test given on a single day. This does not provide a full picture of an individual's achievement and growth - especially for emergent bilingual students and students receiving special education services.

- 3. Texas' A-F accountability system excludes highly valuable indicators of school quality and performance.**

The new accountability system should measure programming such as fine arts, extra-curricular offerings, dual language programs as well as student safety and teacher quality.

- 4. Assigning a single letter grade of A-F oversimplifies the important work of school districts and campuses.**

By creating a multi-dimensional system of accountability, Texas increases the level of transparency regarding the successes and areas of strength, as well as opportunities for improvement, for each public school and district.

Key Recommendations: Assessment

1. Remove all high-stakes consequences for students.

Rationale: STAAR tests should be one of a variety of assessment tools to help inform classroom instruction and monitor student progress over time. STAAR tests should not be the only tools used for grade advancement or high-school graduation.

Policy change: Eliminate the STAAR End-of-Course (EOC) exam requirements for high school graduation. STAAR EOC exams could continue to be administered to meet federal testing requirements, but the high-stakes graduation requirement for students should be removed. Consider using ACT, SAT or TSIA as an alternative to EOC tests, which directly aligns to post-secondary success measures that Texas schools are ultimately preparing students to achieve.

Key Recommendations: Assessment

2. Reduce the number of STAAR tests in order to align with federal testing requirements.

Rationale: College admission and placement tests are already taken by most Texas students and could be used to meet federal testing requirements without the cost and time taken from instruction to administer additional high school EOC tests.

Policy change: Eliminate tests that are not required by federal law including the 8th grade Social Studies STAAR test, the U.S History STAAR EOC exam, and the English II STAAR EOC exam. Consider utilizing federal testing waivers to create and administer local assessments, project-based learning activities and experiences, or student portfolios in lieu of STAAR tests.

Key Recommendations: Assessment

3. Require the Texas Education Agency to report to the Legislature on the progress of the Texas Through-Year Assessment Pilot (TTAP) school districts.

Rationale: Assessments must help inform classroom instruction for all students, including students receiving special education services and emergent bilingual students.

Policy change: Create annual reports to the Legislature from TTAP districts. The reports will detail implementation challenges and success, the amount of time spent testing students, as well as whether the assessments informed meaningful instruction. It will be important to ensure there are no unintended consequences associated with the TTAP such as the over-testing of students or engaging with assessments that provide little direct impact on instruction and student learning.

Key Recommendations: Assessment

4. Actively engage and evaluate the validity, readability, and instructional sensitivity of the STAAR tests to determine if the tests are subject and grade-level appropriate

Rationale: Parents, students, and policymakers must trust the validity and readability of our state tests. There needs to be more clarity and research to demonstrate that questions are written with both grade-level and cultural appropriateness for all students, including our special education students, bilingual students, and our students of color.

Policy Change: Provide an independent review to the Legislature related to the readability and grade-level appropriateness of the STAAR and EOC tests

Key Recommendations: Accountability

1. **Expand the traditional definition of a “good school” beyond STAAR test scores in Texas’ A-F accountability ratings system.**

Rationale: Texas’ public school accountability rating system should reflect multiple, measurable indicators that provide information about the effectiveness of schools and districts.

Policy changes: Add indicators, in addition to STAAR, for elementary school and middle school ratings such as student safety, teacher quality, and access to enrichment programs like fine arts and second language programs. Add career workforce indicators to the College, Career, and Military Readiness component for high school ratings, such as high school endorsement rates for graduation plans.

What Gets Measured?

Student Achievement Domain

Elementary/Middle Schools

STAAR (Approaches, Meets & Masters Grade Level)

Weight

100%

High Schools

STAAR

40%

College, Career, and Military Readiness (CCMR)

40%

Graduation Rate

20%

Key Recommendations: Accountability

2. Use only individual domain letter grades to inform parents, educators, and communities on what is working well and what needs to be improved in their schools

Rationale: *“How are students doing?”* is a different question from *“What does the school contribute?”*

Policy change: Remove the summative A-F rating and provide ratings for each of the domains in order to increase the transparency for all indicators that are part of the state assessment and accountability system.

Key Recommendations: Accountability

3. Limit the high-stakes nature of STAAR tests used to calculate school A-F accountability ratings

Rationale: STAAR tests should not be the determining factor in Texas public school accountability ratings.

Policy change: STAAR test results may only count for up to 50% in certain domains or the overall score in the state's accountability ratings system.

Possible Well-Rounded Education Indicators

- Full Day Pre-K participation rates
- Attendance - Absent fewer than 15 days during the school year
- Access to and participation in fine arts, P.E., Language Other Than English, or enrichment curriculum courses
- Access to & participation in extra- and co-curricular activities, including UIL academics, fine arts, Languages Other Than English, chess, robotics, and athletic event
- Successfully complete a character education program required by statute SEC. 29.906
- Results from a state-developed School & Student Safety and/or Climate Survey for educators, administrators, students, and parents



Well Rounded-Indicators



- Health & Wellness metrics
- Documentable strategies for increasing teacher retention including mentoring programs and professional development
- High School Graduation On-Track Credit Accumulation
- Employability Micro-credentials – Skills aligned to workforce industry credentials (middle & high school)
- Workforce Partnerships & High-Quality Work-Based Learning (examples include Boeing, Grow with Google, T-10 Toyota)

What Are Other States Doing?

- While all states are held to federal standards of assessment and accountability, many have developed innovative approaches that expand the measurement of school performance into more holistic and inclusive indicators:
 - College and Career Readiness: 37 states and Washington D.C.
 - Chronic Absenteeism: 36 states and Washington D.C.
 - School Climate: 12 states and Washington D.C.
- Other states' accountability indicators include: fine arts, on-track to graduation, access to well-rounded curriculum

Key Recommendations: Local Accountability System

1. Continue to explore new approaches to school accountability ratings

Rationale: Texas should continue to explore and pilot new ways to improve the state's accountability ratings system.

Policy change: Require the Texas Education Agency to produce a report on alternative accountability rating systems, including but not limited to, Local Accountability Systems, Community-Based Accountability Systems, and Benefits-Based Accountability Systems to provide detailed information regarding how schools are continually improving over time.



THANK YOU

GET THE SCOOP, GET ENGAGED,
AND GET CONNECTED

RAISE[®]
YOUR HAND TEXAS



THE FUTURE OF TEXAS IS IN OUR PUBLIC SCHOOLS.

GET CONNECTED:

 /RaiseYourHandTexas  @RYHTexas  /RaiseYourHandTexas  /RaiseYourHandTexas

QUESTIONS:

Libby Cohen
lcohen@ryht.org

Bob Popinski
bpopinski@ryht.org