

ACCOUNTABILITY & ASSESSMENT LEGISLATIVE UPDATE

April 9, 2025



- **TEA Update: Release of 2023 A-F Ratings**
- **Beyond the Agenda: The Conversations That Mattered Most**
- **Testing in Transition: The Rise of Through-Year Assessments for Accountability**
- **Capitol Connections: Assessment & Accountability Bills & TSA Legislative Priorities**



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 8, 2025
SUBJECT:	2023 A–F Accountability Ratings
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

The purpose of this communication is to inform school systems about the planned public posting of the 2023 A–F Academic Accountability Ratings, following the recent judicial ruling by the 15th Court of Appeals. Release of accountability ratings for 2024 are pending a separate judicial ruling.

Release of 2023 A-F Academic Accountability Ratings

The 2023 district-level and campus ratings will be available to school systems in the [TEA Login](#) (TEAL) Accountability application on **Thursday, April 17, 2025**, and publicly available and accessible on TXSchools.gov **Thursday, April 24, 2025.**

House Public Education Committee February 28, 2023

- **Rep. Hinojosa:** *"I heard specifically superintendents being told at the end of last week, that they would see their performance going up, but their ratings going down in some cases.*
- **Morath:** *Right, if you set cut scores higher, all things being equal ratings will go down."*

Highlights of the 2022 Accountability System Ratings

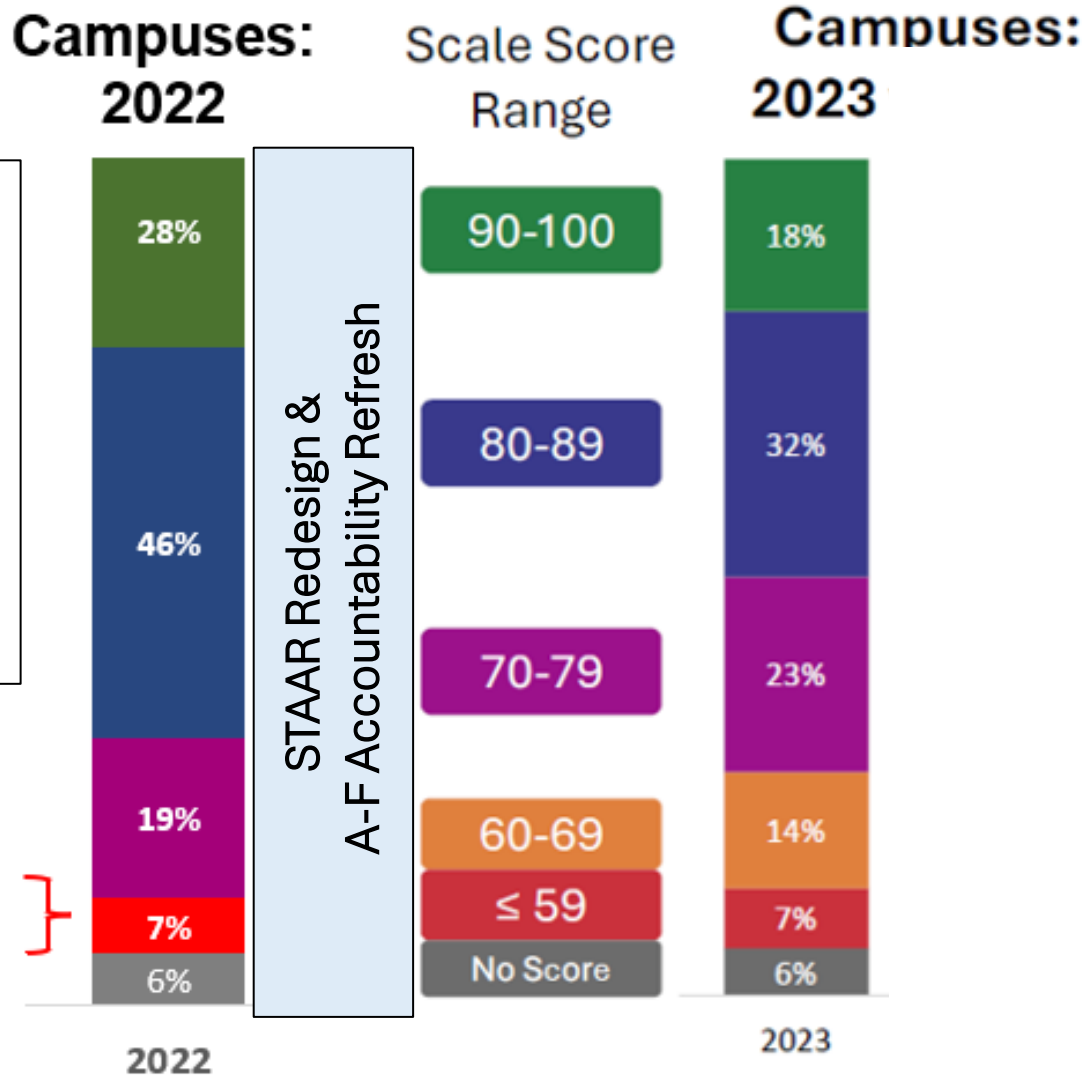
Campuses (including Open-Enrollment Charter Schools)

Of the 8,966 campuses in Texas, 8,449 were evaluated for ratings. Of the campuses considered for ratings 2,355 (27.9%) earned an A overall rating, 3,889 (46.0%) campuses earned a B overall rating, 1,637 (19.4%) earned a C overall rating, 561 (6.6%) campuses earned a *Not Rated: Senate Bill 1365* overall rating and 7(0.1%) earned a *Not Rated: Data Under Review*. 517 campuses were labeled *Not Rated*.

Campus Accountability Rating	Count	Percentage
A	2,355	27.9%
B	3,889	46.0%
C	1,637	19.4%
Not Rated: Senate Bill 1365	561	6.6%
Not Rated: Data Under Review	7	0.1%
Not Rated	517	
Totals	8,966	

Source: TEA Highlights of the 2022 Accountability Rating System_8-15-2022

Not Rated: Senate Bill 1365
(Scale Score Range <70)
N = 561 campuses



If 8,500 campuses receive a 2023 rating, then...

- 18% or 1,530 campuses receive an A; **825 fewer campuses than in 2022.**
- 32% or 2,720 campuses receive a B; **1,169 fewer campuses than in 2022.**

- 21% or 1,785 campuses will receive a D or F rating. This is a **218% increase** from the 561 D/F campuses in 2022.

House Public Education Committee February 28, 2023

- **Rep. H:** *"I heard specifically superintendents being told at the end of last week, that they would see their performance going up, but their ratings going down in some cases"*
- **Morath:** *Right, if you set cut scores higher, all things being equal ratings will go down."*
- **Morath:** *"One of the things that has been underway is that the legislature has told us to do a pretty significant rewrite of the STAAR test, almost so that it might even be worth calling it a new name. So, this year that rewrite takes effect."*

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Campuses: 2022

Scale Score Range

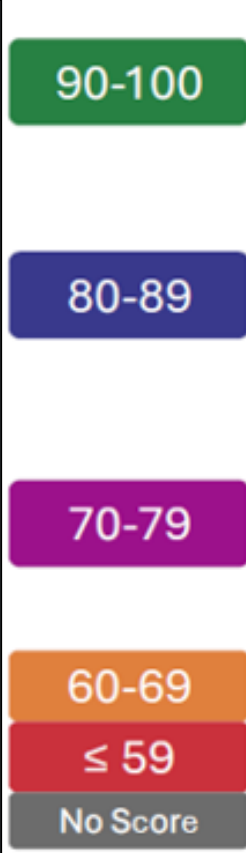
Campuses: 2023 vs. 2024

% Change 2022 vs 2024

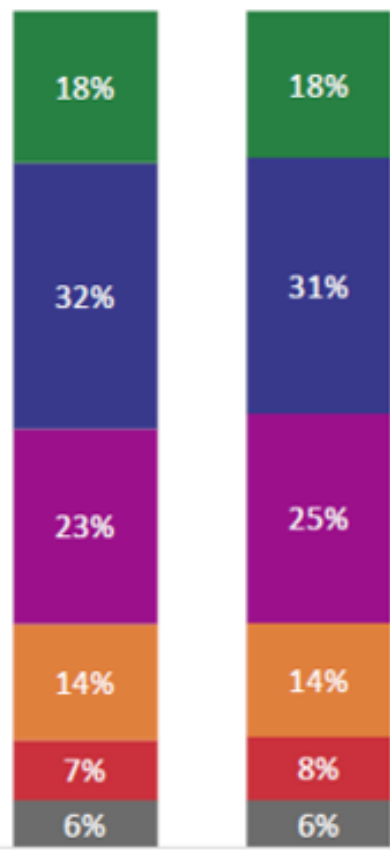


2022

STAAR Redesign &
A-F Accountability Refresh



2023



2023

2024

- 10%

- 15%

+ 6%

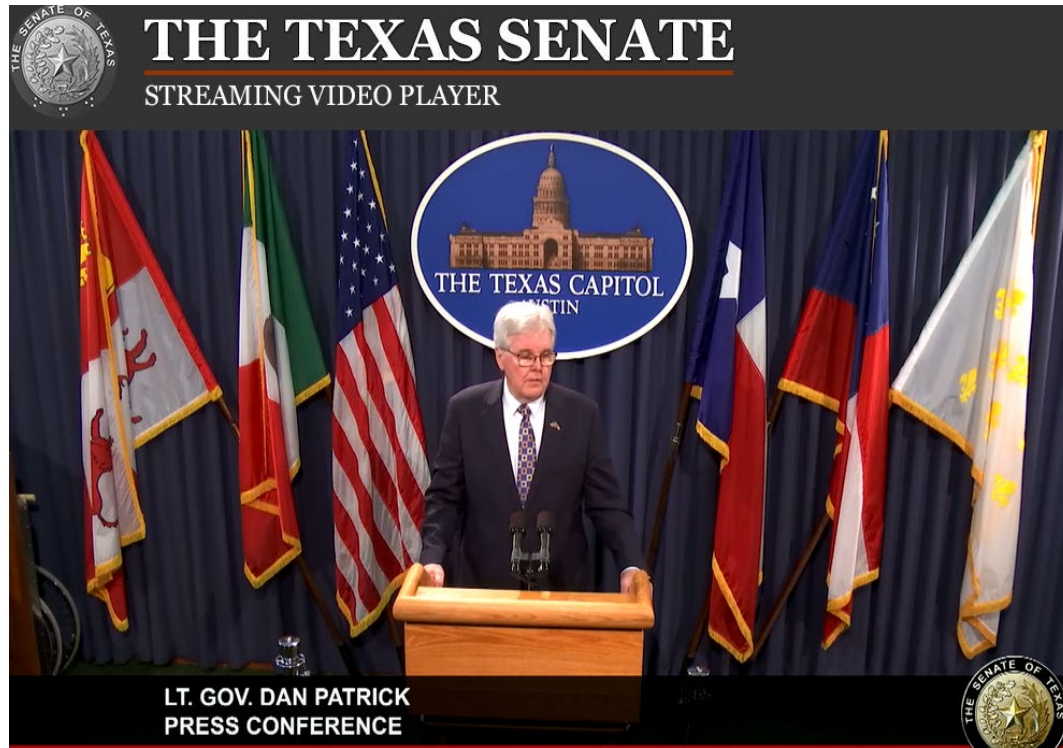
+ 15%

If 8,500 campuses receive a 2024 rating, then...

- 18% or 1,530 campuses receive an A; **825 fewer campuses than in 2022.**
- 31% or 2,635 campuses receive a B; **1,254 fewer campuses than in 2022.**

- 22% or 1,870 campuses will receive a D or F rating. This is a **233% increase** from the 561 D/F campuses in 2022.

Meanwhile back at the Capitol...



<https://senate.texas.gov/videoplayer.php?vid=21578&lang=en>



<https://www.youtube.com/live/BZppyGyqtCg>

1:43:20

REP. TRENT ASHBY
(R-Lufkin)

SB2 discussion in
House Public Education
Cmte on April 4, 2025



Amy Duncan Fennell @amyDfennell - Apr 3



As SB2 moves to the floor, @TrentAshbyTX requests “common sense measures” be added to improve accountability, strengthen taxpayer protections, address the imbalance between public and private school testing, and add a review or sunset process. #txed #txlege



6

21

76

4.8K



<https://x.com/amyDfennell>

2025 NATIONAL CONFERENCE



PUBLIC SCHOOLS

WHERE ALL STUDENTS ARE WELCOME

NPE/NPE ACTION 2025 CONFERENCE - APRIL 5-6 - COLUMBUS, OH

<https://networkforpubliceducation.org/>

Beyond the Agenda:
The Conversations That Mattered Most at the
Network for Public Education Conference

Voucher Program Oversight in 4 States

- **Indiana, Ohio, and New Orleans** require voucher students to take same tests as public-school students and publicly report results when more than 10 students are tested.
- **Philadelphia** does **not** require any testing for voucher students.
- **Accountability for performance:**
 - **Indiana** once restricted low-performing voucher schools from enrolling new students, but that policy was eliminated post-pandemic.
 - **Ohio and New Orleans** have **no accountability measures** in place for low-performing voucher schools.
 - **Philadelphia** lacks both testing and accountability requirements.



“Billions of dollars can’t fix bad ideas”

Dr. Josh Cowan, the Education Law Center (ELC), Public Funds  Public Schools, as well as other national advocacy groups, discuss the Educational Choice for Children Act or ECCA (HR 833 / S292).



**KEEP PUBLIC FUNDS IN PUBLIC SCHOOLS.
OPPOSE SPENDING \$10 BILLION PER YEAR FOR A
NATIONAL PRIVATE SCHOOL VOUCHER
PROGRAM.**

The Educational Choice for Children Act (H.R. 833 and S.292 in the 119th Congress) would give away \$10 billion per year to fund private school vouchers. Vouchers divert critical funds from public schools to subsidize/pay for students, many who already attend private schools. Private schools cherry pick which students they want to admit, resulting in discrimination.

FAST FACTS

- Public schools educate 90% of American children.
- In states with voucher programs, 70% of the students receiving vouchers

<https://www.novouchers.org/>

Meanwhile back at the Capitol...



HISD Superintendent Mike Miles testifies in Austin in favor of A-F accountability reform legislation

By **Megan Menchaca**, Staff Writer
April 2, 2025

<https://www.houstonchronicle.com/news/houston-texas/education/hisd/article/hisd-superintendent-texas-senate-20252685.php>

[“Senate Bill 1962](#), by Senator Bettencourt, if passed, would amend the Texas Education Code to prevent school districts from challenging the state’s annual accountability ratings in court. Districts also would be prohibited under the legislation from using public funds to sue state agencies except when explicitly authorized in state law.

If a district sues the state anyways, the bill would allow the TEA commissioner to appoint a conservator over the district to order them to withdraw from the legal proceedings. Districts that ignore the conservator’s order and continue their lawsuit could then have their elected trustees replaced with a state-appointed Board of Managers.”

“State Sen. Paul Bettencourt, the Houston Republican who proposed the bill, invited Miles and three other education advocates to give testimony on the bill. He said during the meeting that the bill would ensure that “taxpayer-funded litigation” can not block the state’s release of A-F accountability ratings.”

“Bettencourt also presented a updated version of the legislation, known as a committee substitute, that he said would replace the [State of Texas Assessments of Academic Readiness](#) with a shorter test that is *“better designed to support student learning” and would occur later in the academic year.*”

“The replacement will monitor student progress over time by testing student learning in three stages, providing fair representation of student learning,” Bettencourt said. *“We’ve been working with our House counterparts on this substitute. It prohibits the overuse of benchmark exams, practice tests and returns valuable time to teachers to devote to classroom instruction.”*

CSSB 1962

Sen. Bettencourt
(R-Houston)

- SEC. 39.022. “The agency shall create and implement a balanced and streamlined statewide assessment program... that **prioritizes student learning.**”
- Optional BOY and MOY
- Shorter EOY than Spring 2025
- Provide technical support
- “Reduces assessment burden on students and school personnel”
- Begin redesigned assessments in 27-28 SY
- Provide results “as quickly as practicable”
- RLA incl open-ended Qs scored using a process that “involves classroom teachers”

HB 4 (as filed)

Ch. Brad Buckley
(R-Salado)

- SEC. 39.022. “The agency shall create and implement a balanced and streamlined statewide assessment program... that supports **classroom instruction.**”
- SEC. 39.0225. REDESIGN OF ASSESSMENT INSTRUMENTS.
 - 1. Reduce the length of the assessment;
 - 2. Begin redesigned assessment in Spring 2026; and
 - 3. Provide technical support.

HB 3796

Rep. James Frank
(R- Wichita Falls)

- SEC. 39.023. (1) provide for the assessment of a student at the beginning, middle, and end of a school year, with the results of each assessment providing:
 - A. BOY and MOY, growth projections for the student;
 - B. EOY growth analysis for the student;
 - C. Adaptive;
 - D. Provide detailed diagnostic reports within 48 hours; and
 - E. Provide cumulative data for each campus and district.

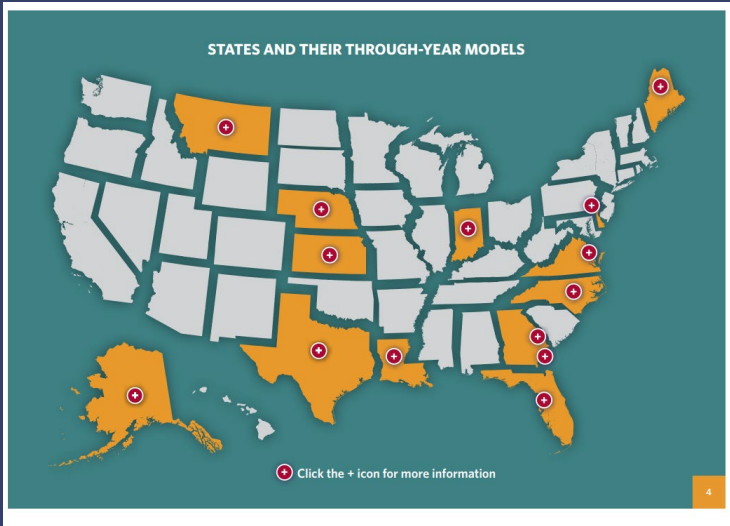
HB 5353

Rep. Bernal
(D-San Antonio)

- SEC. 39.023. “The agency shall adopt nationally norm-referenced assessment instruments to assess essential knowledge and skills...”

Testing in Transition:

The Rise of Through-Year Assessments for Accountability



Can state tests be both assessments OF learning and assessments FOR learning?

- At least 13 states, including Texas, are in varying stages of developing, piloting and implementing through-year assessment models.
- At their core, through-year assessments measure student performance multiple times throughout the school year rather than in a single end-of-year test.
- The goal is to provide more frequent, shorter tests that offer ongoing insight into student progress
- Research on through-year assessments for accountability is limited:
 - Education First – January 2023
 - Center for Assessment – March 2023
 - Bellwether Study – November 2023

Challenges & Concerns: What the research says

INCREASED TESTING TIME

Both the Center for Assessment and Bellwether report that total testing time increases - unless state through-year assessments replace existing local interim assessments.

In Florida testing time has gone up.

IMPACT ON CURRICULUM & INSTRUCTION

The Center for Assessment highlights that through-year testing impacts what and when content is taught, potentially leading to misalignment between instruction and assessment.

BALANCING ACCOUNTABILITY & INSTRUCTION

- All three studies found that districts worry that breaking up summative tests into multiple administrations could turn into a year-round high-stakes testing model, rather than improving formative instructional support.
- Problem of how to get a summative score on through-year assessments: are states just creating multiple, shorter, high stakes tests?

States Must Decide Design Trade-Offs

1. Whether each test administration measures all grade-level standards or just a subset.
2. Whether tests align with the timing of instruction or create a statewide scope and sequence.
3. Whether to use the final test or an aggregate of all tests for summative scores.
4. Through-year models enable within-year growth calculations but require a reevaluation of accountability systems.

Bottom Line

Through-year assessments offer the potential for more timely student performance data, but they also risk increasing testing time, creating instructional disruptions, and reinforcing high-stakes accountability pressures. States must carefully design their systems to ensure they serve both learning and accountability without overwhelming students, teachers, and schools.

Education First Report:

While through-year assessments may not be reducing overall state testing time, states are hoping through-year assessments will change educators and families perspective on the value of that time in a number of ways:

- ⊕ By providing data on student performance at multiple points during the year, the time will be viewed as supporting instruction.
- ⊕ By spreading testing time across multiple, shorter administrations, assessment will be more integrated and less disruptive and burdensome. To support this, models like the Navvy system and Montana and Louisiana's Instructionally Aligned Assessment System are utilizing tests which can be administered within a single class period.
- ⊕ By serving the same function as traditional interim or benchmark assessments, through-year assessments will reduce the need for locally administered exams thereby potentially reducing the total amount of time devoted to state and local testing each year.

⁴For example, see the [press release](#) announcing Florida's F.A.S.T. through-year model.

Research Question: Can state tests be both assessments OF learning and assessments FOR learning?

	FEATURE	ALASKA	DELAWARE	FLORIDA	GEORGIA	INDIANA	KANSAS	LOUISIANA ELA ONLY	MAINE	MONTANA	NEBRASKA	NORTH CAROLINA	TEXAS	VIRGINIA
ASSESSMENT SYSTEM FEATURES	Timeline / Implementation	August 2022: Full Implementation	August 2024: Full Implementation	August 2023: Full Implementation	ON HOLD	Pilot: 2025-2026 Full Implementation	Refresh 2024-2025 Full Implementation	August 2023: Full Implementation	August 2023: Full Implementation	August 2025: Full Implementation	August 2023: Full Implementation	Pilot: Began in 19-20	Pilot: Began in 22-23 Year 3 of 5-Year Pilot	August 2022: Full Implementation
	Subjects & Grades	ELA & Math, Gr 3-9	Soc. Studies, Gr. 4-8	ELA Reading, Gr. VPK-10 Math, Gr. VPK-8	ELA & Math, Gr 3-8 Science, 5 & 8	ELA & Math, Gr 3-8	ELA & Math, Gr 3-12	ELA , Gr 3-8	Reading & Math, Gr 3-8 and Gr. 10	ELA & Math, Gr 3-8	ELA & Math, Gr 3-8	Reading & Math, Gr 3-8	Science, Gr 5; Math, Gr 6 & 7; Soc. Studies, Gr 8	Reading & Math, Gr 3-8
	Primary Vendor	NWEA	Pearson	VPK - 2: Renaissance 3-10: Cambium	NWEA	Cambium	State created	NWEA	NWEA	New Meridian	NWEA	State created	Pearson, Cambium	Pearson
	# of Administrations	BOY = MAP Growth MOY = MAP Growth EOY = AK STAR	BOY MOY EOY	BOY = FAST MOY = FAST EOY = FAST	BOY MOY EOY	BOY = ILEARN MOY = ILEARN EOY = ILEARN 1 Summative	BOY = KAP interim MOY = KAP interim EOY = KAP interim 1 summative	BOY = IAP MOY = IAP EOY = IAP	BOY = required MOY = optional EOY = required	BOY = testlets MOY = testlets EOY = testlets Anchor Test	BOY = required MOY = optional EOY = required	BOY = optional MOY = optional EOY = optional 1 flexible summative	BOY MOY EOY STAAR summative	BOY MOY EOY Standards of Learning summative
	Total Testing Time	2 hours per test for 4 hours + AK STAR Summative	Avg. 30 minutes per testing admin. approx. 1.5 hrs total	VPK - 45 min. K-1: 120 min. 2: 128 min. 3-5: 560 min. 6-8: 620 min. 9-10: 300 min.	Approx. 90 min. per test for about 4.5 hour total	TBD	Each interim has between 17 and 25 questions. Approx. 45 - 60 min per session for a total of approx. 3 hours	Unit models are 8-11 items and should take approx. 45-60 min. to complete	Approx. 60-min. sessions for each content area admin during BOY (fall) and EOY(spring) admin windows	40 min. per testing session for no more than four hours of total testing time over the academic year	90 minutes per test for roughly 4.5 hours total	Test admin. for NC Check-Ins 2.0 is less than 90 minutes	BOY & MOY have around 20 items each and the EOY has around 30 items.	Growth assessments are untimed, but each admin is estimated to take about half as long as the spring summative
	Adaptability	Item-level adaptive	Fixed forms	Item-level adaptive	Item-level adaptive	Initial - Fixed forms, Move to adaptive interims by 27-28	N/A	Non-adaptive	Computer adaptive	Non-adaptive in the pilot phase; explore future adaptability	Item-level adaptive	The flexible summative is a multi-staged fixed adaptive design.	Multi-stage adaptive	Item-level adaptive
TESTING WHAT'S TAUGHT	Assesses all grade-level standards each time	☑	--	☑	☑	☑	☑	☑	☑	--	☑	--	☑	☑
	Assesses a subset of standards each time	--	☑	--	--	--	--	--	--	☑	--	☑	--	--
	Syncs test w learning or scope & sequence	--	☑	--	--	☑	--	☑	--	☑	--	☑	--	--
CALCULATING SUMMATIVE SCORES FOR ACCOUNTABILITY RATINGS	Summative score based on final test	☑	--	☑	☑	☑	☑	--	☑	--	☑	☑	☑	☑
	Aggregates tests to create summative score	--	☑	--	--	--	--	☑	--	☑	--	--	--	--
	Weights Used for Accountability Ratings	BOY = 0 MOY = 0 EOY = 100% AK STAR	N/A	BOY = 0 MOY = 0 EOY = 100% FAST	N/A	TBD - legislature in session	BOY = 0 MOY = 0 EOY = 100% KAP	LA intends to weigh each admin. equally.	BOY = 0 MOY = 0 EOY = 100% GROWTH = BOY to EOY 100%	MT intends to aggregate results from all testlets to produce a summative score.	BOY = 0 MOY = 0 EOY = 100%	No decision has been made	No decision has been made	BOY = 0 MOY = 0 SoL = 100%
NOTES	High School Tests Used for ESSA	ELA, Math grade 9 Science grade 10	No state high school exams - use SAT	EOCs: RLA grade 9, Algebra I, Geometry, Biology, Civics, US History	EOCs: American Lit.& Composition, Algebra I, Biology, US History	ELA, & Math - SAT, Biology EOC, & Naturalization Exam (after US Government)	ELA, Math - grade 10 Science - grade 11	EOCs: English I, English II, Algebra I, Geometry, Biology, US History, Civics	Reading, Math - through year assessment year 2 of HS; Science - year 3 of HS	Reading, Math, Science - ACT with Writing in grade 11	Reading, English, Math, Science, Writing ACT with Writing in year 3	Biology, English II, NC Math 1, and NC Math 3 EOCs; Pre-ACT; ACT	EOCs: Algebra 1, English 1, English 2, Biology, US History	EOCs: Reading, algebra 1, geometry, algebra 2, biology, chemistry, earth science, world geography, world history 1, world history 2, Virginia & US History

Sources: What Are Through-Year Assessments? State Profiles, Education First, January 2023; various state education department documents.

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Sources: What Are Through-Year Assessments? State Profiles, Education First, January 2023; various state education department documents.

TSA Assessment & Accountability Legislative Priorities	89R Bills Filed that Align with TSA Legislative Priorities
Require TEA to finalize all “ <i>accountability performance measures, methods, and procedures</i> ” by July 15 BEFORE the school year begins	• HB 825 (Gervin-Hawkins) – delay accountability until second year after approval • HB 2597 (Villalobos) – delay accountability until the year after approval • HB 5353 (Bernal) – finalize rules BEFORE July 15
Replace the graduation requirement of passing 5 End-of-Course tests with achieving at least 1 College, Career, & Military Readiness (CCMR) indicator beginning with the Class of 2028	• HB 221 (Landgraf) – removes EOCs for graduation • HB 297 (Bucy) – removes EOCs for graduation • HB 3470 (Metcalf) – removes EOCs for graduation • HB 5353 (Bernal) – replaces EOCs for graduation with CCMR
Expand the definition of “Military Readiness” beyond enlistment	• HB 4 (Buckley) – ASVAB <u>AND</u> JROTC • HB 1388 (Buckley) – ASVAB <u>OR</u> JROTC
Advocate to better align the CCMR Outcome Bonus Methodology with the CCMR Accountability	No bills filed
Advocate for Innovative Assessment Options and/or a Pilot Program	• HB 1073 (Schatzline) – alternative assessments • HB 1095 (Shaheen) – alternative assessments with waiver • HB 1249 (Zwiener) – writing portfolios