

MEASURE WHAT  
**MATTERS**

# **The Past, Present, and Future of Assessment and Accountability in Texas**

**Dee Carney**

**Raise Your Hand Texas  
Accountability Consultant**

**Assessment and Accountability Conference  
January 18, 2022**

**RAISE**<sup>®</sup>  
YOUR HAND TEXAS



PAST PRESENT FUTURE



# TABS-TEAMS-TAAS-TAKS

MEASURE WHAT  
**MATTERS**



1980

Gr. 3, 5, & 9

Math, Reading, Writing

66<sup>th</sup> Legislature

Gov. Clements (R)



1986

Gr. 1, 3, 5, 7, 9, & 11 Exit Level

Math, Reading, Writing

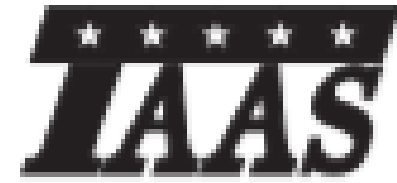
68<sup>th</sup> Legislature

Gov. White (D)

--- No Accountability Ratings ---



3

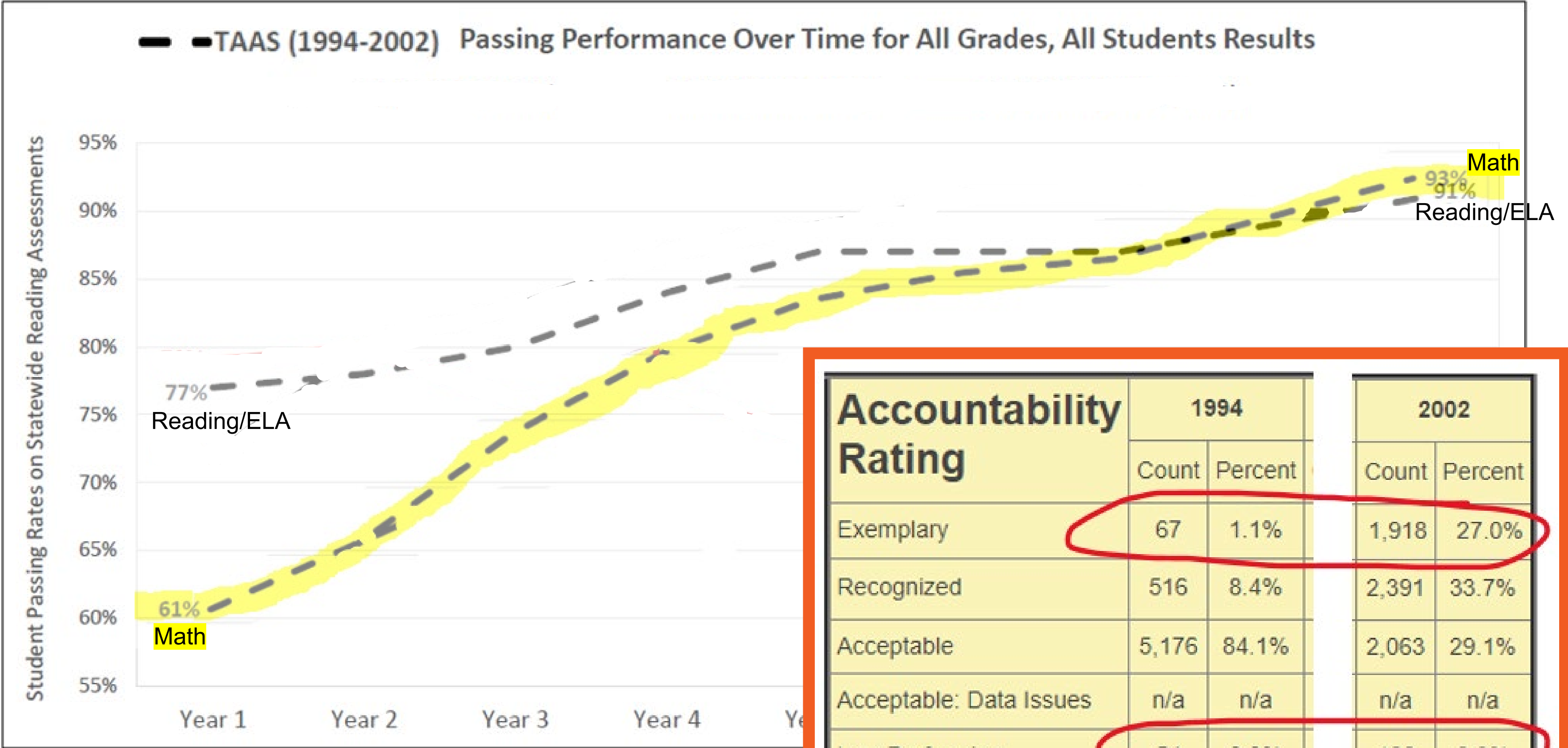


## 1990 - 2002

MEASURE WHAT  
**MATTERS**

Grades & Subjects	Accountability Ratings	Interesting to Note
<p><b>1990:</b> Fall, Gr. 3, 5, 7, 9 &amp; 11 Math, Reading, Writing</p> <p><b>1993:</b> Spring, Gr. 8 SS &amp; Sci Gr. 4, 8, 10 Writing Gr. 10 Exit Level M, R,W</p> <p><b>1996:</b> Spanish versions Gr. 3-6</p> <p><b>1998:</b> 4 EOCs</p> <p><b>2000:</b> RPTE Gr. 3-12</p> <p><b>2001:</b> SDAA Gr. 3-8</p>	<p><b>4 Ratings:</b></p> <ul style="list-style-type: none"><li>• Exemplary (90%)</li><li>• Recognized (80%)</li><li>• Acceptable</li><li>• Unacceptable</li></ul> <p>Student Groups: All, AA, H, W, Other EcD, SPED, EL</p>	<p><b>1995:</b> 74<sup>th</sup> Legislature PEG</p> <p><b>Federal Accountability</b></p> <p><b>2001:</b> NCLB</p> <ul style="list-style-type: none"><li>• Met or Missed AYP</li><li>• 100% proficiency by 2013-2014</li></ul>

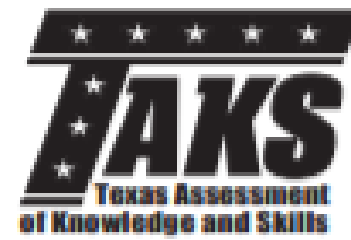




Source: TEA Statewide Summary Reports; AEIS 1994-2002 (TAAS)

Accountability Rating	1994		2002	
	Count	Percent	Count	Percent
Exemplary	67	1.1%	1,918	27.0%
Recognized	516	8.4%	2,391	33.7%
Acceptable	5,176	84.1%	2,063	29.1%
Acceptable: Data Issues	n/a	n/a	n/a	n/a
Low Performing	54	0.9%	166	2.3%

Source: TEA Texas Accountability Rating Systems, various years

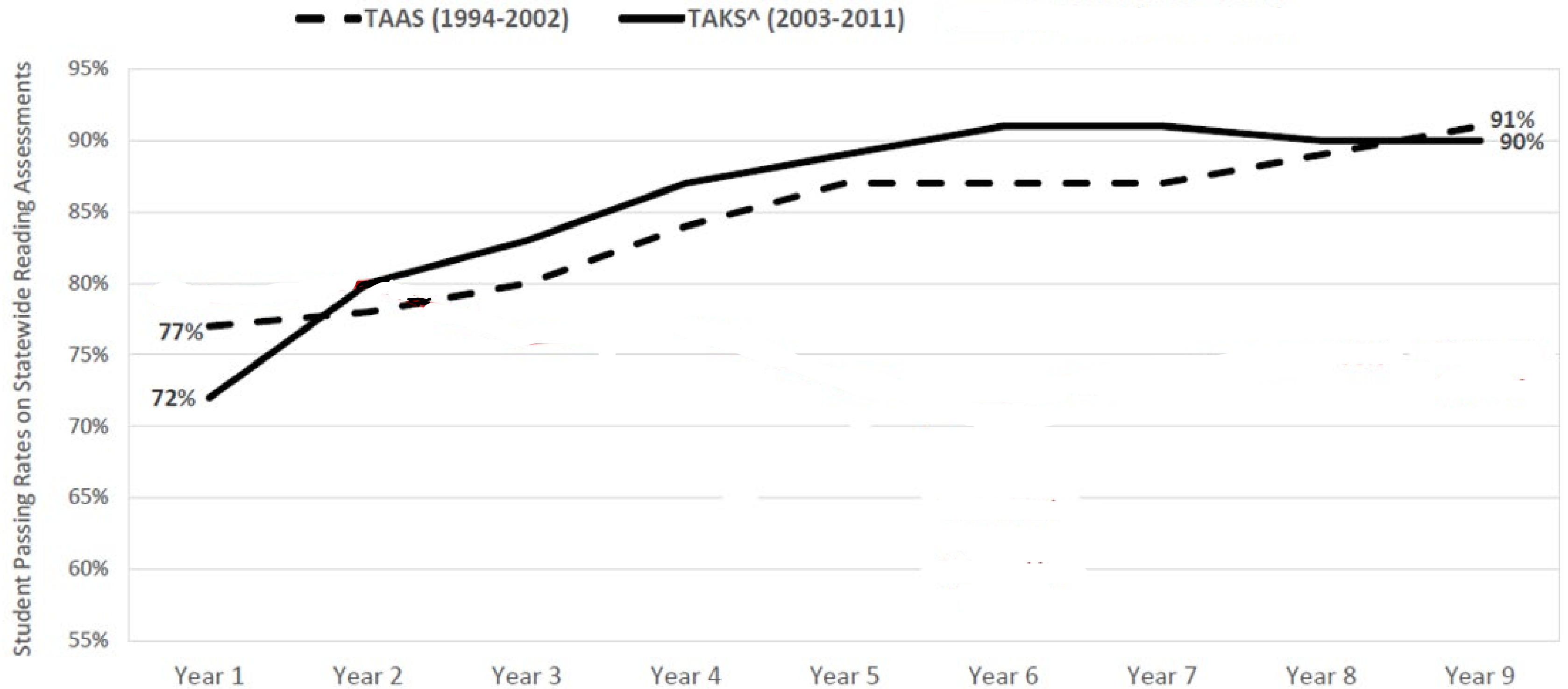


## 2003 - 2013

MEASURE WHAT  
**MATTERS**

Grades & Subjects	Accountability Ratings	Interesting to Note
<p><b>2003:</b> Gr. 3-8, HS Math, Reading, Writing, Science, Soc. Studies</p> <p><b>Standards:</b> 2-year phase-in to Panel Recommended</p> <p><b>2004:</b> TELPAS <b>2005:</b> SDAA II Gr. 3-10 <b>2008:</b> TAKS-Alt, Acc, Mod</p>	<p><b>4 Ratings:</b></p> <ul style="list-style-type: none"><li>• Exemplary (90%)</li><li>• Recognized (80%)</li><li>• Acceptable</li><li>• Unacceptable</li></ul>	<p><b>2007:</b> 80<sup>th</sup> Legislature Select Committee on Public School Accountability</p> <p><b>2011:</b> 82<sup>nd</sup> Legislature Cut \$5 billion from TXED <u>SB 1031</u> → 15 EOCs &amp; 15% of final course grade</p> <p><b>Federal Accountability</b></p> <p><b>2011:</b> No Child Left Behind <i>Waivers</i></p>

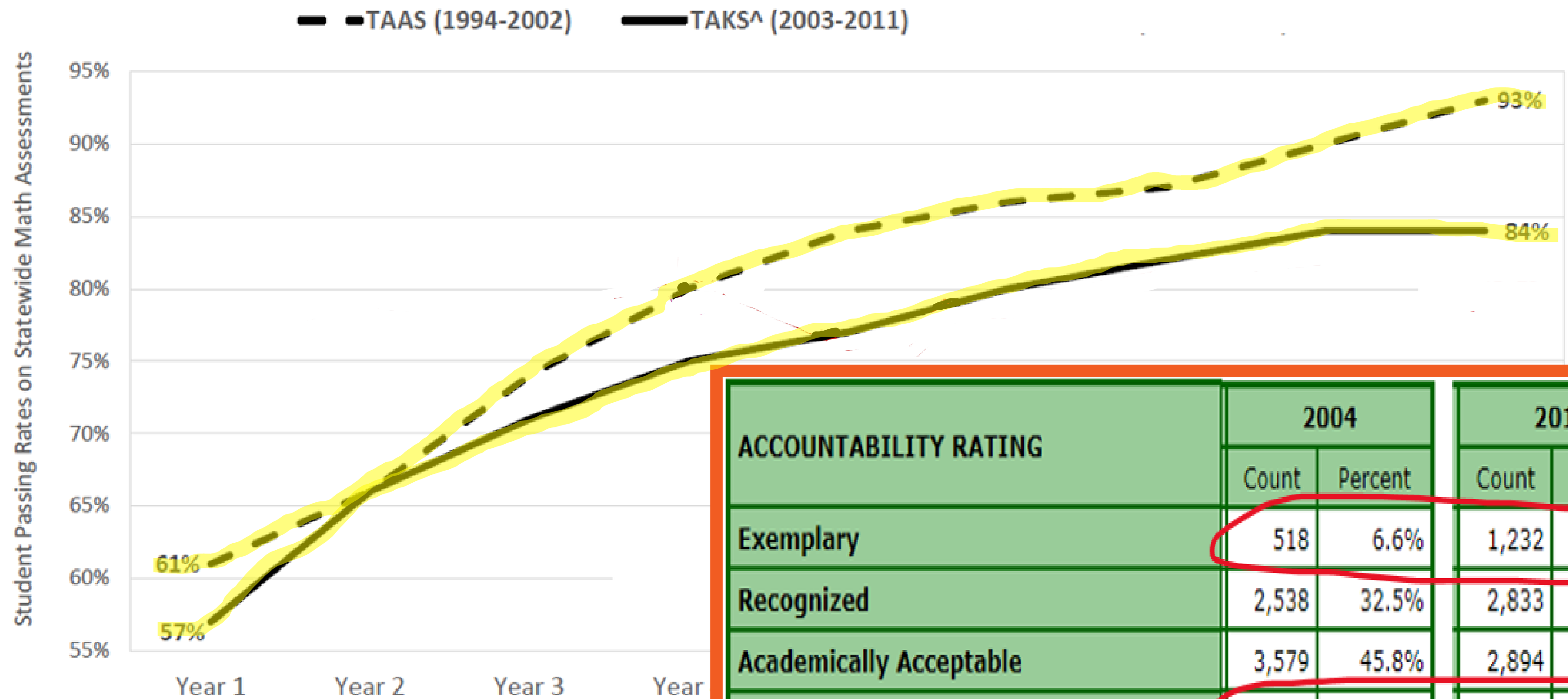
## Texas Reading/ELA Passing Performance Over Time for All Grades, All Students Results



Source: TEA Statewide Summary Reports; AEIS 1994-2002 (TAAS), AEIS 2003-2011 (TAKS),

^All TAKS results are shown at the Panel Recommended student passing standard.

## Texas **Mathematics** Passing Performance Over Time for All Grades, All Students Results



ACCOUNTABILITY RATING	2004		2011	
	Count	Percent	Count	Percent
Exemplary	518	6.6%	1,232	14.4%
Recognized	2,538	32.5%	2,833	33.2%
Academically Acceptable	3,579	45.8%	2,894	33.9%
Academically Unacceptable	95	1.2%	496	5.8%

Source: TEA Statewide Summary Reports; AEIS 1994-2002 (TAAS), AEIS 2003-2011 (TAKS), and TAPR 2012

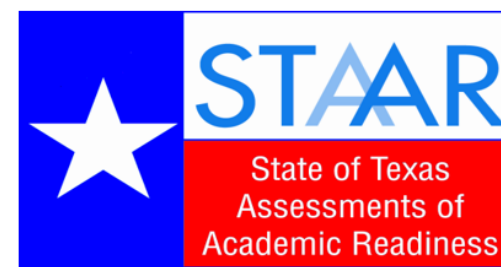
^All TAKS results are shown at the Panel Recommended student passing standard.

Source: TEA Texas Accountability Rating Systems, various years



PAST PRESENT FUTURE

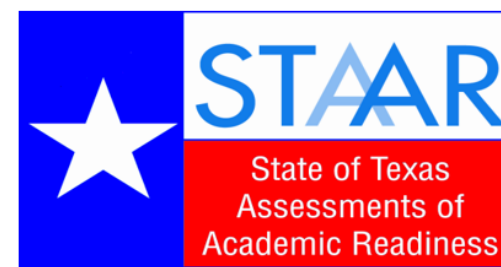




## 2012 - Present



Grades & Subjects	Accountability Ratings	Interesting to Note
<p><b>2012:</b> Gr. 3-8 - STAAR tests were administered for the same subjects and grades as TAKS. High Schools - 15 STAAR EOCs &amp; counts 15% of final course grade</p> <p><b>2013:</b> Reduced EOCs from 15 to 5</p> <p><b>Passing Standards:</b> Level II Phase-in 1, 2, 3, Final Recommended &amp; Level III Advanced</p>	<p><b>2 Ratings:</b></p> <ul style="list-style-type: none"><li>• Met Standard</li><li>• Improvement Required</li></ul> <p><b>4 Indexes:</b></p> <ul style="list-style-type: none"><li>• Student Achievement</li><li>• Student Progress</li><li>• Closing Perf. Gaps</li><li>• Postsecondary Readiness</li></ul>	<p><b>2013:</b> 83<sup>rd</sup> Legislature <u>HB 5</u> → Reduced EOCs</p> <p><b>2015:</b> 84<sup>th</sup> Legislature</p> <ul style="list-style-type: none"><li>• Texas Achievement District</li><li>• Texas Opportunity District</li></ul> <p><u>HB 2804</u> → A-F Ratings, 5 Domains, 'What If' Ratings, &amp; Commission on Next Gen Assessments &amp; Accountability</p> <p><u>HB 1842</u> → CITs, Turnaround Plans, BOM or Closure</p> <p><u>SB 149</u> → IGCs</p>



## 2012 - Present

MEASURE WHAT  
**MATTERS**

Grades & Subjects	Accountability Ratings	Interesting to Note
<p><b>2016:</b> STAAR Reading linked to Lexiles</p> <p><b>2017:</b> STAAR A and L replaced by STAAR online w accommodations</p> <p><b>Passing Standards:</b> Approaches, Meets, &amp; Masters GL</p> <p><b>2020:</b> Testing cancelled (COVID)</p>	<p><b>Ratings:</b></p> <p>A = Exemplary B = Recognized C = Acceptable F = Unacceptable</p> <p><b>3 Domains:</b></p> <ul style="list-style-type: none"><li>• Student Achievement</li><li>• Student Progress</li><li>• Closing the Gaps</li></ul> <p>Incl Local Accountability System</p> <p><b>2020:</b> <i>Not Rated: Declared State of Disaster</i></p>	<p><b>2017:</b> 85<sup>th</sup> Legislature <u>HB 22</u> → A-F ratings, 3 Domains &amp; LAS</p> <p><u>SB 1882</u> → charter partnerships</p> <p><b>2019:</b> Commissioner's Proposed Rules D ratings = Unacceptable</p> <p><b>2021:</b> 87th Legislature <u>SB 1365</u> → Ds/Fs</p> <p><b>Federal Accountability</b></p> <p><b>2017:</b> Every Student Succeeds Act (ESSA)</p>







State Representative Dan Huberty  
House District 127  
E2.408 | 512-463-0520

## House Bill 22

Relating to public school accountability.

Staff Contact: Amy Peterson, Committee Director  
[Amy.Peterson\\_HC@house.texas.gov](mailto:Amy.Peterson_HC@house.texas.gov)  
512-463-0804

H Passed VOTE (Y: 146/N: 0)

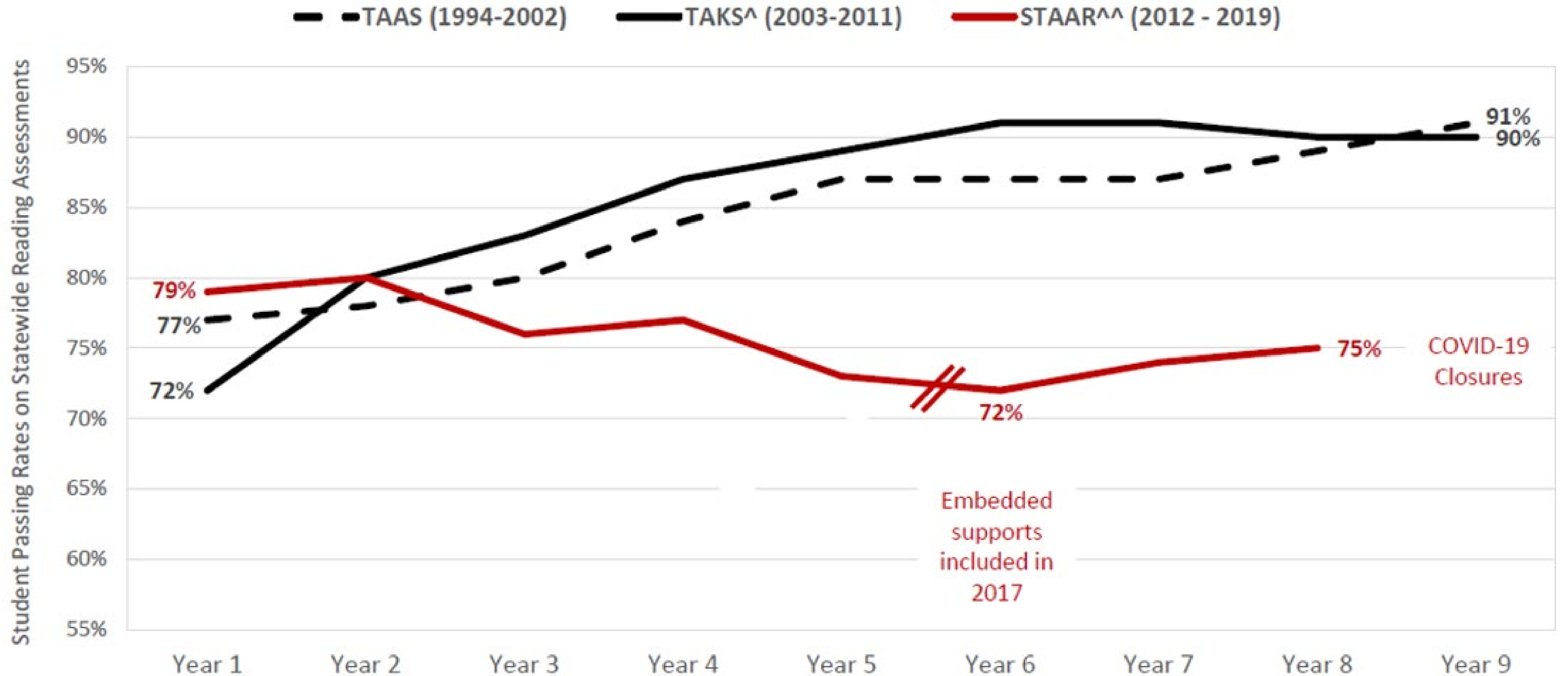
### HB 22 makes the following changes to the current public school accountability system:

- Changes the current five-domain model with numbered indicators, to a three-domain model with more indicators that are unnumbered to better signify their intent
- Alleviates concerns about Domain IV (as currently codified)
- Removes the summative "A-F" rating (and the weights surrounding each domain) in order to give parents a better understanding of how schools are performing
- Protects the "A-F" rating for each domain
- Safeguards progress ratings for high performing campuses, districts, and students
- STAAR Testing limited to 50% of overall scores, where applicable
- Postpones implementation until 2019 to prevent a repeat of the problems that existed in the roll-out of the current system and requires two models prior to implementation
- Revises Public Education Grant eligibility
- Disaggregates data based on race, ethnicity, and socioeconomic status
- Differentiates between D and F ratings for campuses and districts

### The new domains are detailed below:

<b><u>Student Achievement Domain</u></b> <i>a holistic picture of academic success</i>	<b><u>School Progress Domain</u></b> <i>school and student improvement year-to-year</i>	<b><u>School Climate Domain</u></b> <i>a snapshot of the unique aspects of the school environment</i>
<ul style="list-style-type: none"><li>• Standardized testing<ul style="list-style-type: none"><li>› STAAR, EOCs, SAT, ACT, PSAT, AP etc.</li><li>› Only applies to students/grade levels that take these exams</li><li>› Can only count for up to 50% of grade for this domain</li></ul></li><li>• Dual credit courses</li><li>• Career Certifications</li><li>• Occupational Licensures</li><li>• Military enlistment</li><li>• College preparatory classes</li><li>• Graduation rates</li><li>• Associate degrees</li><li>• Graduation plan rates for distinguished achievement</li></ul>	<ul style="list-style-type: none"><li>• Growth rates on standardized tests<ul style="list-style-type: none"><li>› STAAR, EOCs, SAT, ACT, PSAT, AP etc.</li><li>› Only applies to students/grade levels that take these exams</li><li>› Can only count for up to 50% of grade for this domain</li></ul></li><li>• Performance compared to similar campuses</li><li>• English Language Learners (ELL) reclassification rates</li><li>• AP/SAT/ACT/PSAT/PreACT participation rates</li><li>• Varied &amp; rigorous course work</li><li>• For high school students:<ul style="list-style-type: none"><li>› on track to graduate with cohort</li></ul></li><li>• For elementary and middle school students:<ul style="list-style-type: none"><li>› Promotion rates</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Community and School engagement<ul style="list-style-type: none"><li>› at least 50% of this domain</li></ul></li><li>• A climate survey for educators, administration, students, and parents</li><li>• Postsecondary readiness for economically disadvantaged students</li><li>• Teacher quality indicators</li><li>• Healthy and wellness indicators</li><li>• For high school students:<ul style="list-style-type: none"><li>› Endorsement rates for graduation plans, and</li><li>› CTE or Fine Arts sequence course completion rates</li></ul></li><li>• For elementary and middle school students:<ul style="list-style-type: none"><li>› elementary literacy and math academy participation rates,</li><li>› full day pre-K participation</li></ul></li></ul>

## Texas Reading/ELA Passing Performance Over Time for All Grades, All Students Results



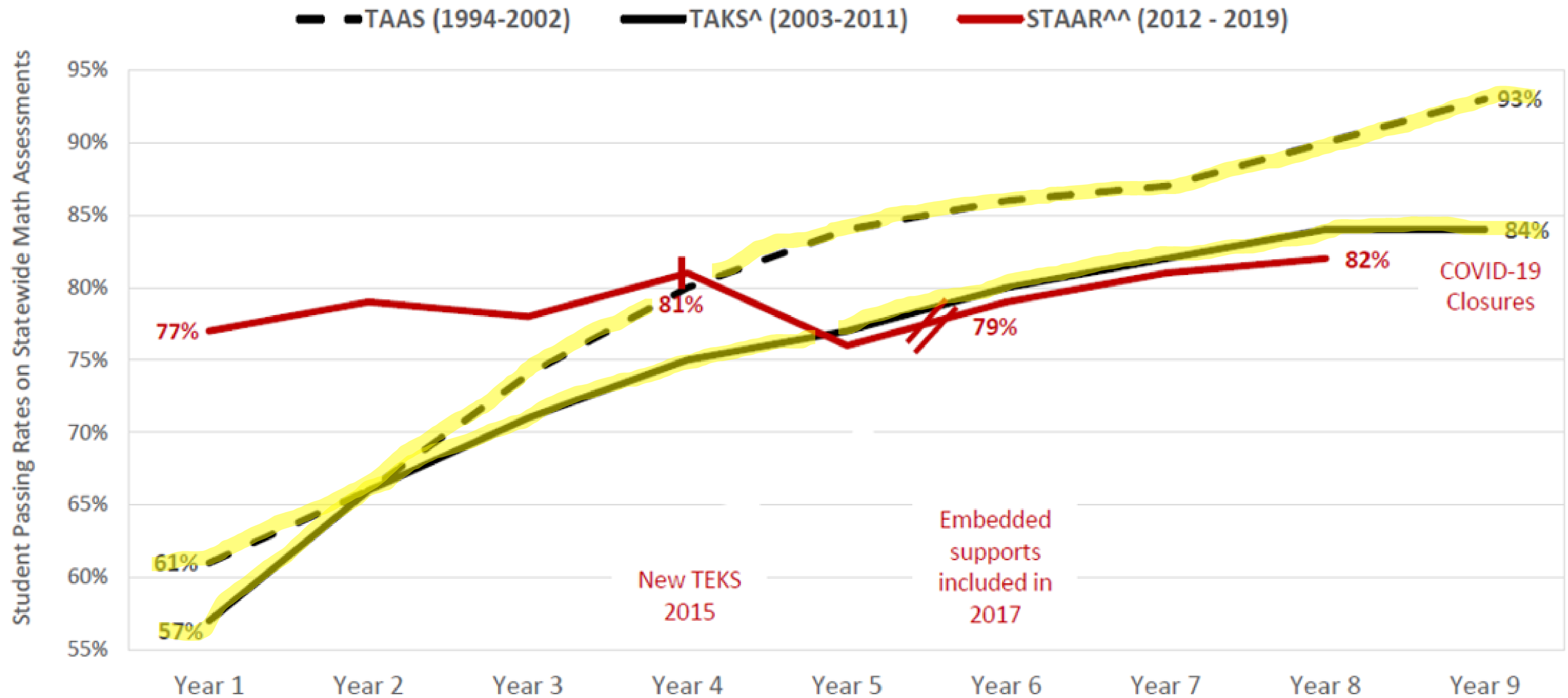
Source: TEA Statewide Summary Reports; AEIS 1994-2002 (TAAS), AEIS 2003-2011 (TAKS), and TAPR 2012 - 2019 (STAAR)

^All TAKS results are shown at the Panel Recommended student passing standard.

^^TEA set the STAAR passing standard at Phase in 1 Satisfactory for 2012-2016; then "Approaches / Meets / Masters Grade Level" for 2017 - 2019.



## Texas **Mathematics** Passing Performance Over Time for All Grades, All Students Results



Source: TEA Statewide Summary Reports; AEIS 1994-2002 (TAAS), AEIS 2003-2011 (TAKS), and TAPR 2012 - 2019 (STAAR)

^All TAKS results are shown at the Panel Recommended student passing standard.

^^TEA set the STAAR passing standard at Phase in 1 Satisfactory for 2012-2016; then "Approaches / Meets / Masters Grade Level" for 2017 - 2019.

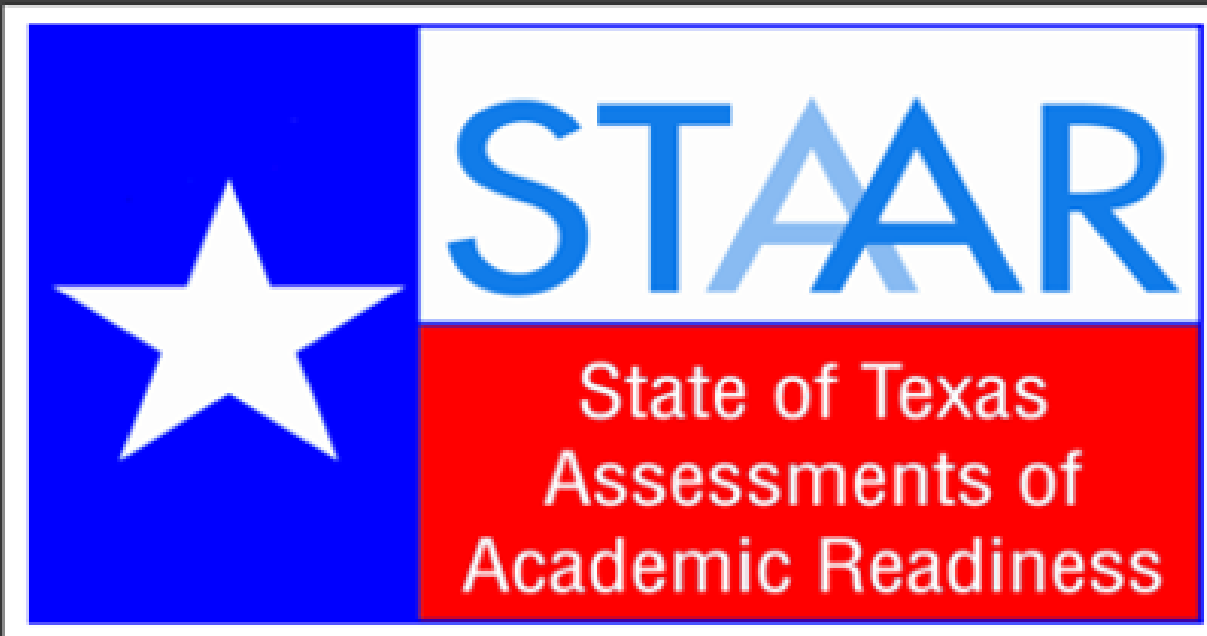
	2013		2018	
Accountability Rating	Count	Percent	Count	Percent
<b>Met Standard/Alternative</b>	7,207	84.2%	7,824	89.3%
Met Standard	6,987	81.7%	7,607	86.8%
Met Alternative Standard	220	2.6%	217	2.5%
<b>Improvement Required</b>	768	9.0%	339	3.9%
<b>Not Rated</b>	579	6.8%	506	5.8%
<b>Not Rated: Annexation</b>	0	0	4	0.0%
<b>Data Integrity Issues</b>	1	0.0%	86	1.0%
<b>Totals</b>	8,555	100.0%	8,759	100.0%

	2019	
Accountability Rating*	Count	Percent
<b>A</b>	1,753	19.8%
<b>B</b>	3,266	37.0%
<b>C</b>	2,170	24.6%
<b>D</b>	702	7.9%
<b>F</b>	399	4.5%
<b>Not Rated</b>	541	6.1%
<b>Data Integrity Issues</b>	7	0.1%
<b>Totals</b>	8,838	100.0%

# FAQ #1:

MEASURE WHAT  
**MATTERS**

How much does Texas spend on STAAR testing?



## Texas hires two companies to run STAAR, moving toward statewide online testing

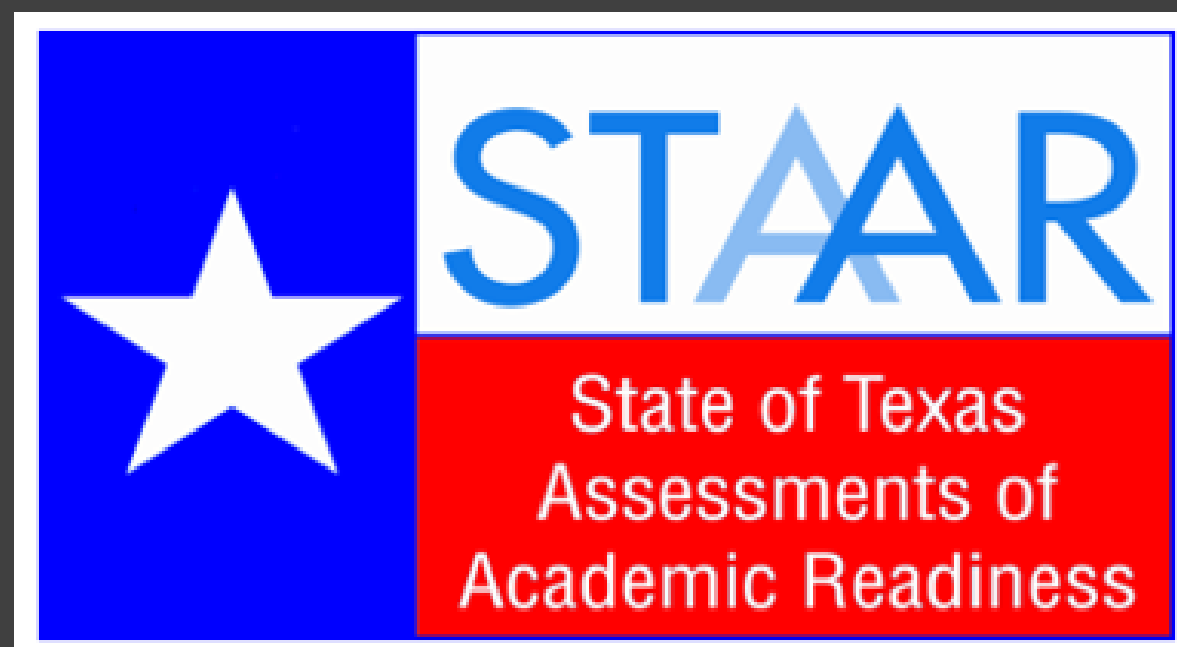
Contracts totaling \$388 million have been awarded to Cambium Assessment and Pearson, a longtime player in testing Texas public school students, to develop and administer STAAR for the next four years.

BY ALIYYA SWABY JAN. 4, 2021 UPDATED: 4 PM CENTRAL

# FAQ #2:

## Which tests does ESSA / USDE require?

ESSA maintains the NCLB requirement that states test students annually in reading or language arts and math in grades 3-8 and once in grades 10-12, and in science once in each of the following grade spans: 3-5, 6-9 and 10-12.

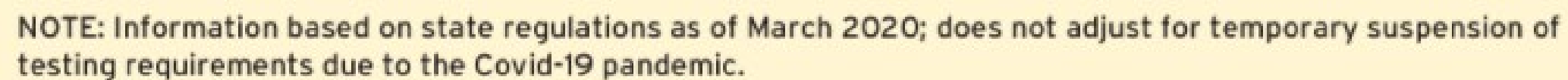


## What IS NOT required by ESSA / USDE?

- STAAR ~~gr 4 & 7 writing~~, gr 8 social studies, U.S. History & English II EOCs
- High stakes – ~~gr 5 & 8 for promotion~~, EOCs for HS graduation

*Only 11 states have high-school exit exams—the lowest number since the mid-1990s. Eighteen additional states once had exit exams but no longer do.*

*Only 11 states have high-school exit exams—the lowest number since the mid-1990s. Eighteen additional states once had exit exams but no longer do.*





# FAQ #3:

MEASURE WHAT  
**MATTERS**

Does ESSA / USDE require states to use letter grades as accountability ratings labels?

**No.** ESSA does not require states to use letter grades. It requires some type of accountability rating label that differentiates performance.

- Texas is one of **13 states** that uses an A-F rating system
- 11 states use a descriptive rating system (Needs Improvement, Average, Good, Great, Excellent)
- 12 states use an index rating system (1-100 or 1-10)
- 4 states and D.C. use 1-5 stars
- Other states use a tier-of-support system that aligns to ESSA's labels (Comprehensive Support and Improvement, Targeted Support and Improvement, None)

Source: Education Commission of the States

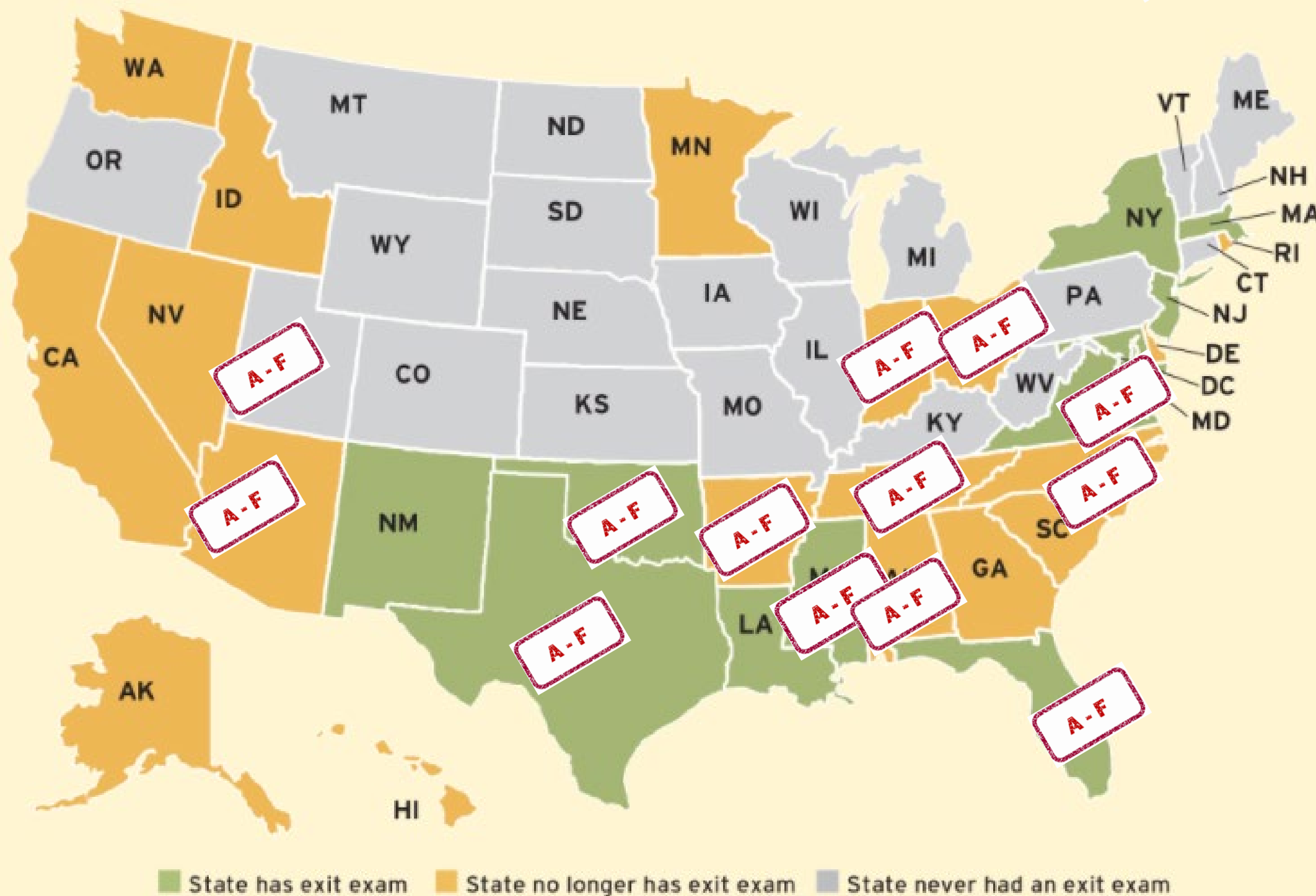


**RAISE**  
YOUR HAND TEXAS

## Eleven states require high-school exit exams (Figure 1)

Only 11 states have high-school exit exams—the lowest number since the mid-1990s.  
Eighteen additional states once had exit exams but no longer do.

**A-F**



NOTE: Information based on state regulations as of March 2020; does not adjust for temporary suspension of testing requirements due to the Covid-19 pandemic.

# FAQ #4:

MEASURE WHAT  
**MATTERS**

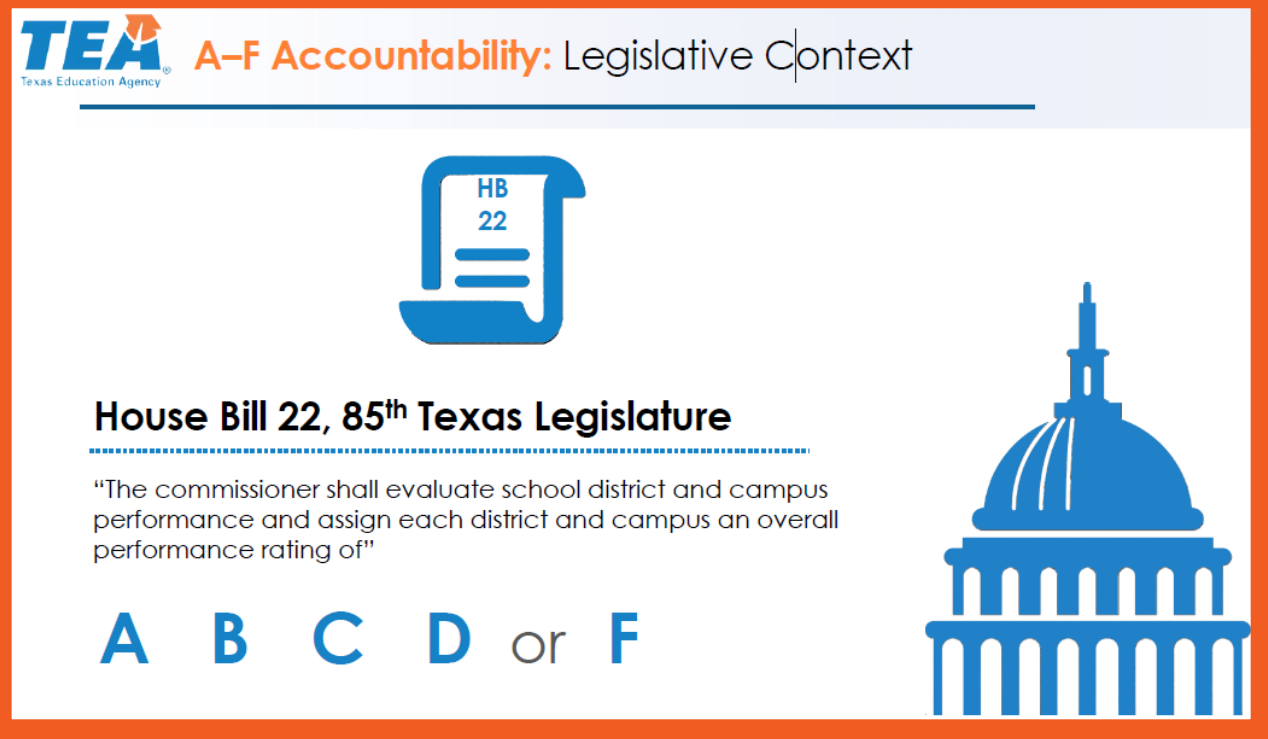
How are Texas' A-F accountability letter grades calculated?

*"School grading is not clear, simple or transparent... it creates confusion among educators, and fails to offer the public useful or accurate information about their schools. Educators can't explain why a school earned a C or D without referring to a ~~60~~-page technical manual."*

**200**

John Tanner, The Pitfalls of School Grading,  
2016 TASA/TASB presentation

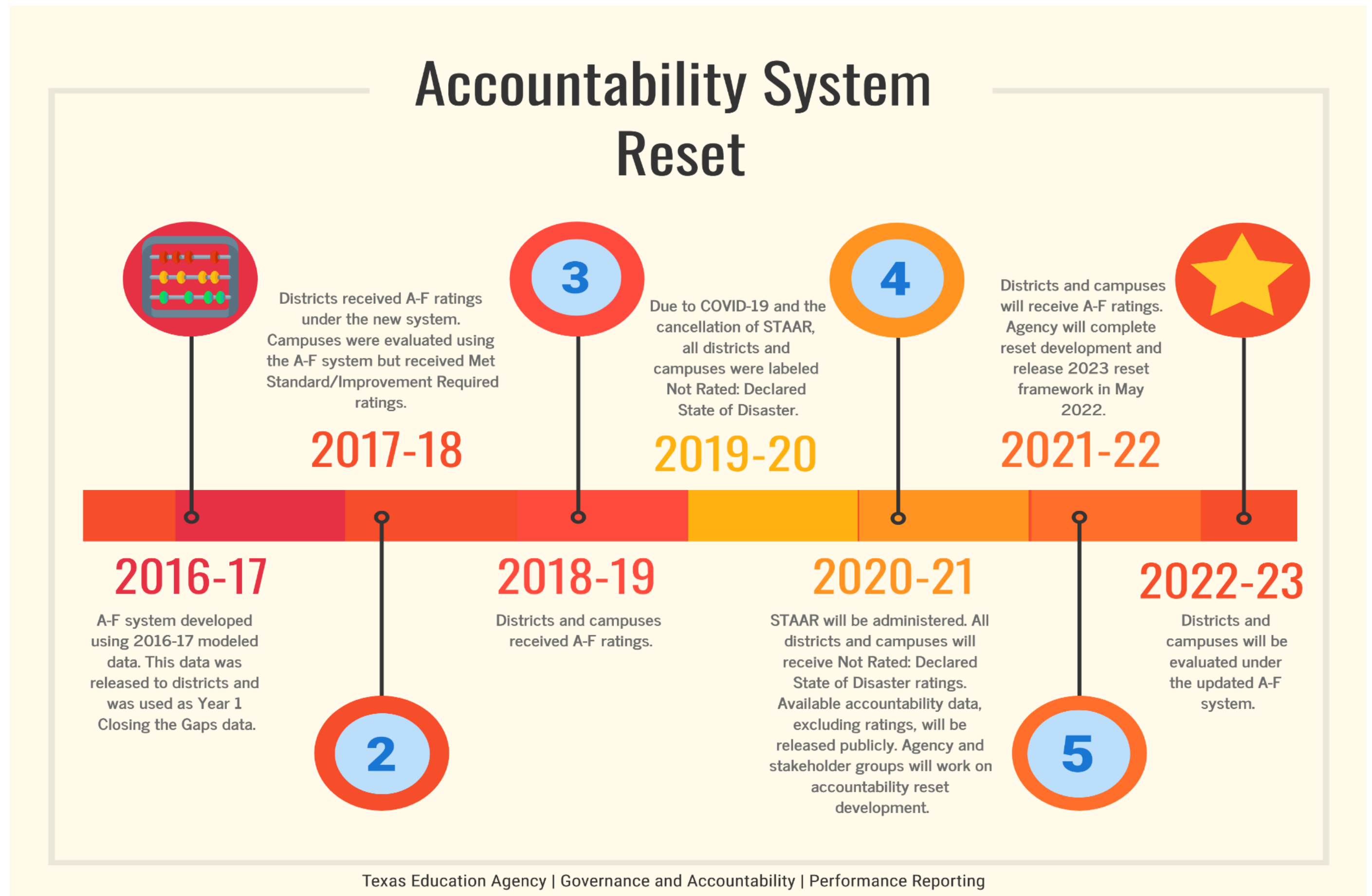
**RAISE**  
YOUR HAND TEXAS



The screenshot shows the header of a document titled "TEA A-F Accountability: Legislative Context". The TEA logo is on the left. Below the header, there is a blue icon of a document labeled "HB 22". To the right of this icon is a blue silhouette of the Texas State Capitol dome. Below the icon, the text reads "House Bill 22, 85th Texas Legislature" followed by a quote: "The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of". At the bottom, the letters "A B C D or F" are displayed in blue.

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.



Source: TEA ATAC/APAC, April 2021

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

## **What We Know Now...**





MEASURE WHAT  
**MATTERS**

# STAAR Redesign Updates

## July 2021

# Three Domains: Calculating an Overall Accountability Rating

**Better of Achievement or Progress  
70%**

**30%**



**Student  
Achievement**



**School  
Progress**



**Closing  
The Gaps**

## Elementary/Middle Schools

## Weight

- STAAR [Approaches, Meets, & Masters GL]

100%

## High Schools, K–12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

40%

20%

# Accountability Reset Ideas: Student Achievement Domain

---

- **STAAR**
  - Reset scaling and cut points.
- **CCMR**
  - Reset scaling and cut points.
  - Incorporate programs of study and industry-based certification updates.
  - Incorporate Texas National Guard enlistment (pending data).
- **Graduation Rate**
  - Likely no changes needed.

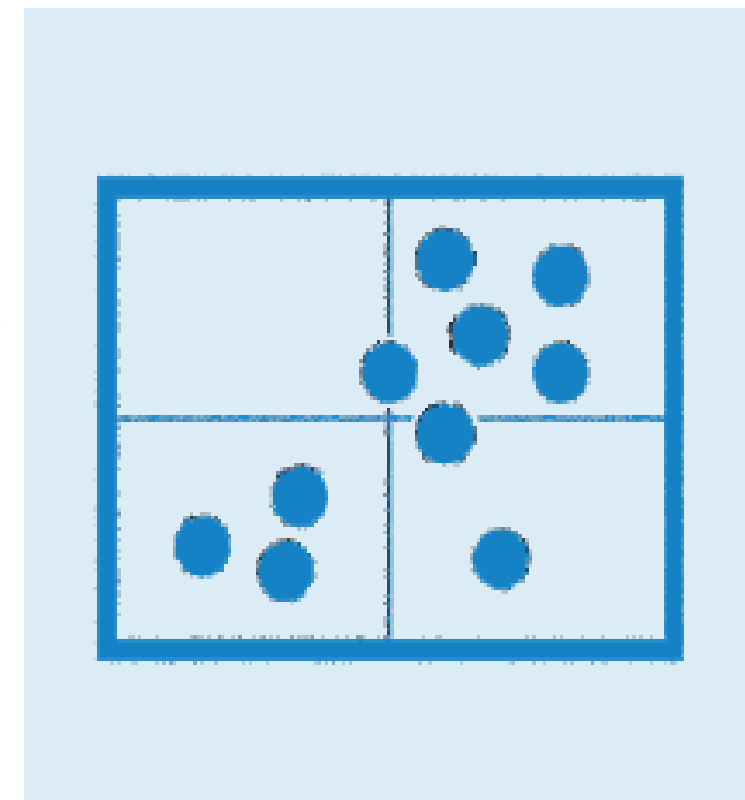
# School Progress Domain: Two Aspects to Progress

## Part A: Academic Growth



**Better of  
A or B**

## Part B: Relative Performance



• CCMR



# Accountability Reset Ideas: School Progress Domain

## School Progress: Academic Growth

Transition (categorical) tables define growth by transitions among status categories (PLDs).

## School Progress: Relative Performance

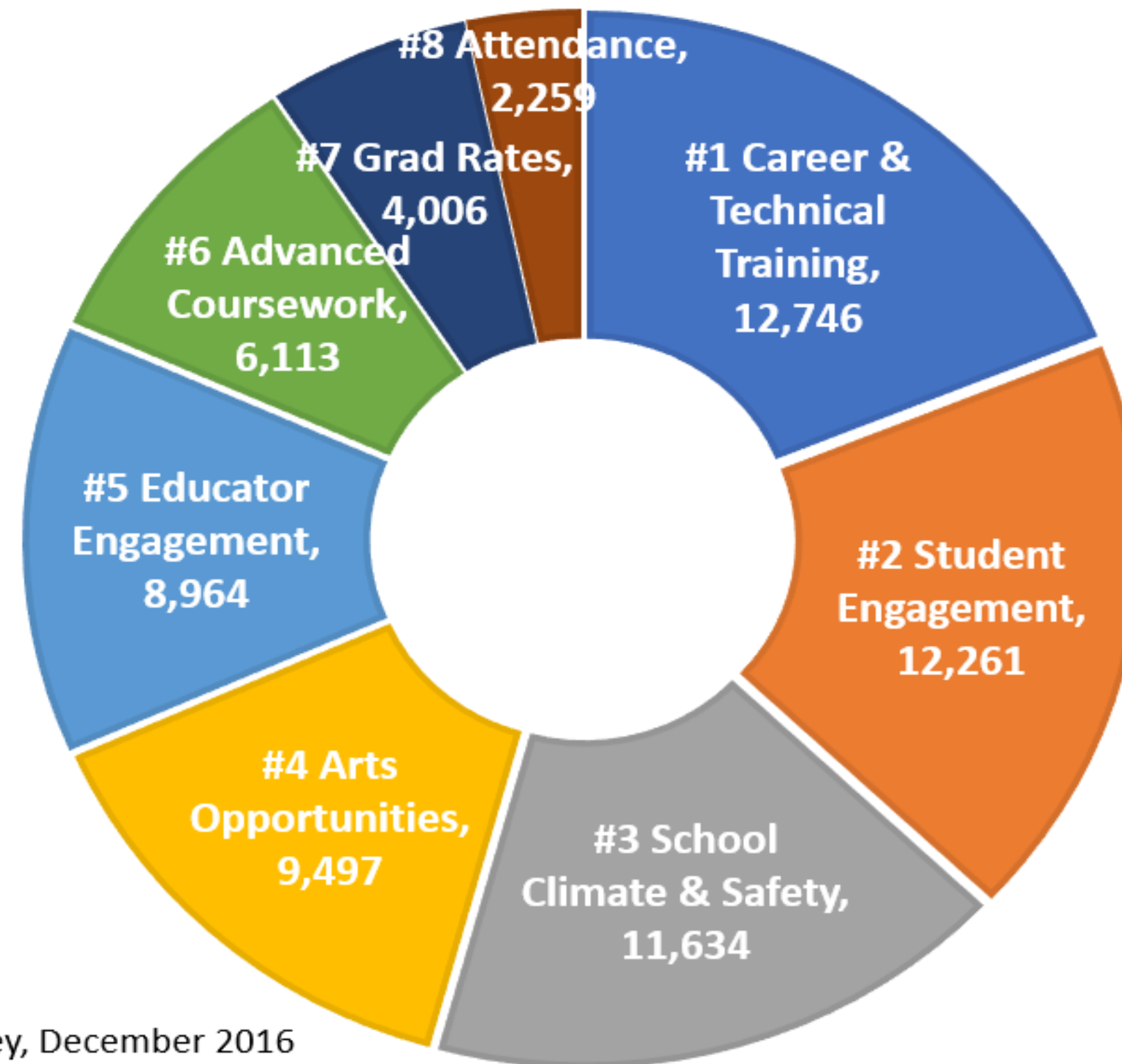
- Methodology will remain steady.
- Cut points will be adjusted to account for 2021 and 2022 economically disadvantaged percentages and STAAR/CCMR outcomes.

# Texas' ESSA Public Input Survey, Dec. 2016

## 29,000 responses

4. Measuring School Quality To help promote a broader vision of school success that extends beyond traditional measures, ESSA requires state to incorporate a measure of school quality and student success into the school's accountability rating. This measure should capture what we want to see for our students in schools beyond learning goals and academic success. What should Texas adopt for its measure of school quality or school success? (Please rank your top 3 choices.)

## What should Texas adopt for its' measure of school success or quality?



Source: TEA ESSA Public Input Survey, December 2016

## Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, weight each component for which the district or campus has at least the minimum number of evaluated indicators based on the following table.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights		
Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement <b>STAAR Meets Grade Level on R &amp; M</b>	30%
	Academic Growth Status <b>STAAR R and M</b>	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement <b>STAAR Meets Grade Level on R &amp; M</b>	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



## 2019 Closing the Gaps Performance Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) <sup>1</sup>														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)													
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

English Language Proficiency Status <sup>2</sup>														
											36%			

<sup>1</sup> Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

<sup>2</sup> English Language Proficiency Status evaluates current ELs only.

# Accountability Reset Ideas: Closing the Gaps Domain

---

- Gradated outcomes for student group targets.
  - 0–4 points awarded instead of yes/no.
  - Include growth to target methodology like the graduation rate methodology.
  - Incorporate a non-STAAR School Quality/Student Success indicator such as chronic absenteeism for elementary/middle schools.
  - Update targeted and additional targeted identification and exit methodologies focusing on lowest performing groups and campuses (0–4 points methodology).
  - Align federal identifications with state rating as closely as possible.



PAST PRESENT FUTURE



# FAQ #5: What are other states doing?

Florida says it's ending year-end, high-stakes standardized testing. Here's what it's really doing.

Washington Post, 9-18-2021

Illinois legislators call on state school board to pause state assessment switch

Chalkbeat Chicago, 12-14-2021

War on public education in Idaho causes businesses to rethink locating, expanding there, leaders say

Updated: Dec. 16, 2021, 5:28 a.m. | Published: Dec. 16, 2021, 5:28 a.m.

Indiana wants holistic view of school performance

By Margaret Menge | The Center Square contributor Dec 20, 2021

**No more A-F school grades: New ratings coming for New Mexico schools**

**Dillon Mullan** The Santa Fe New Mexican

Published 4:47 p.m. MT July 15, 2019 | Updated 4:48 p.m. MT July 15, 2019

**KENTUCKY: Empowering locally driven assessment systems**

Under the leadership of Commissioner of Education Jason Glass, Kentucky is undertaking a new initiative to provide communities with opportunities to explore innovations in the creation of local assessments. Through a partnership with the Center for Innovation in Education begun earlier this year, the Kentucky Department of Education is [giving districts](#) an opportunity to engage in inclusive assessment co-design. The goal of this process, titled the **Kentucky Reciprocal Learning Partnerships**, is the creation of a more equitable system of assessments and accountability that serves the self-identified needs of the community.

#MeasureWhatMattersTX

## 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**



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

**Unintended Consequences as Opportunities for Improvement**

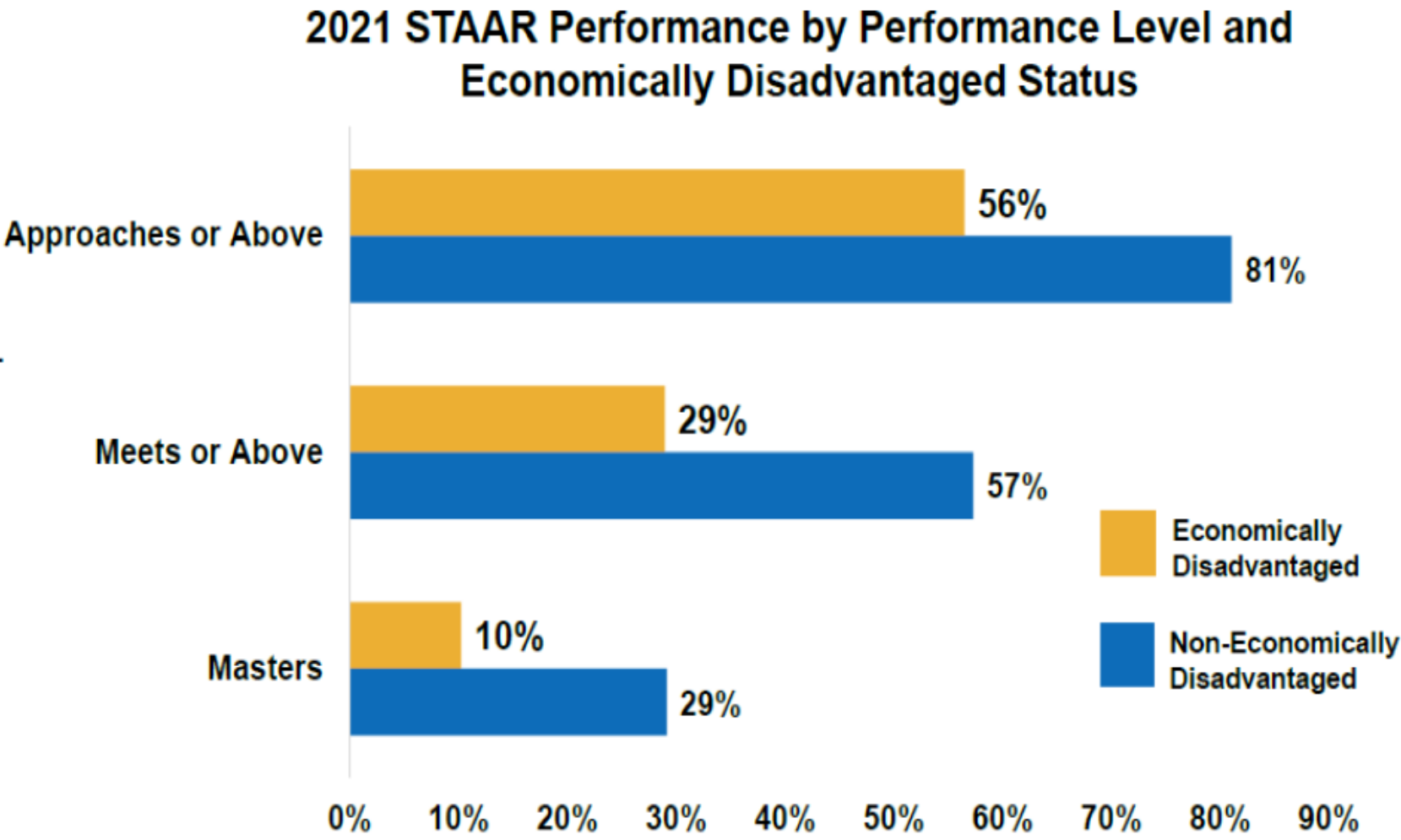
**Fair – Just – Equitable**



# Impacts of COVID-19: STAAR Performance by Performance Level



Overall, economically disadvantaged students performed lower than non-economically disadvantaged students.



Source: Student Achievement Domain 1A STAAR performance student level state and federal data.

Will the A-F accountability system reset recognize that not all students start from the same place academically?



*“Connecticut’s Next Generation Accountability System is a **broad set of 12 indicators** that help tell the story of how well a school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates and instead provides a **more holistic, multifactor perspective of district and school performance.**”*

Source: EdSight at <http://edsight.ct.gov>.

edsight.ct.gov/SASPortal/...in.do

TEA USDE Legislators Voting FT The National Centre... Brave Schools | bra... Σ Square Root Calcul...

**EdSight** INSIGHT INTO EDUCATION Connecticut State Department of Education CSDE

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned
1a. ELA Performance Index - All Students	67.7	75	45.1	50	90.2
1b. ELA Performance Index - High Needs Students ✓	58.1	75	38.8	50	77.5
1c. Math Performance Index - All Students	63.1	75	42.0	50	84.1
1d. Math Performance Index - High Needs Students ✓	52.7	75	35.1	50	70.2
1e. Science Performance Index - All Students	63.8	75	42.5	50	85.0
1f. Science Performance Index - High Needs Students ✓	54.2	75	36.1	50	72.2
2a. ELA Academic Growth - All Students	59.9%	100%	59.9	100	59.9
2b. ELA Academic Growth - High Needs Students ✓	55.1%	100%	55.1	100	55.1
2c. Math Academic Growth - All Students	62.5%	100%	62.5	100	62.5
2d. Math Academic Growth - High Needs Students ✓	55.2%	100%	55.2	100	55.2
2e. Progress Toward English Proficiency - Literacy	60.0%	100%	30.0	50	60.0
2f. Progress Toward English Proficiency - Oral	52.1%	100%	26.1	50	52.1
4a. Chronic Absenteeism - All Students	10.4%	<=5%	39.2	50	78.3
4b. Chronic Absenteeism - High Needs Students ✓	16.1%	<=5%	27.8	50	55.7
5. Preparation for CCR - Percent Taking Courses	80.0%	75%	50.0	50	100.0
6. Preparation for CCR - Percent Passing Exams	42.6%	75%	28.4	50	56.7
7. On-track to High School Graduation	88.0%	94%	46.8	50	93.6
8. 4-year Graduation: All Students (2018 Cohort)	88.3%	94%	93.9	100	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort) ✓	83.3%	94%	88.6	100	88.6
10. Postsecondary Entrance (Graduating Class 2018)	70.9%	75%	94.5	100	94.5
11. Physical Fitness (estimated participation rate = 96.4% )	52.9%	75%	35.3	50	70.6
12. Arts Access	51.9%	60%	43.3	50	86.5
<b>Accountability Index</b>			<b>1076.2</b>	<b>1450</b>	<b>74.2</b>



*“The new push for equity measures has important policy and practice implications. **It challenges traditional definitions of a good school.** And it could result in a reframing of the national debate on accountability in education.”*

**Thomas Toch**

**Director, FutureEd**

# CHANGING THE NARRATIVE

## THE PUSH FOR NEW EQUITY MEASURES IN EDUCATION

Officials in Tulsa, Oklahoma, for example, in 2018 created a **Child Equity Index** to track the influence of a student's community on their learning outcomes.

Education consultancies Public Impact in North Carolina and Wisconsin-based Education Analytics are **developing an algorithm that captures everything from** students' movement from school to school to mean neighborhood income in an effort to identify schools that successfully educate the nation's neediest students.

And in 2019, just before the coronavirus pandemic sent the nation into a tailspin, a committee of the prestigious National Academies of Sciences, Engineering and Medicine recommended that states and school districts monitor **no fewer than 16 categories of educational equity and opportunity.** These categories range far beyond school test scores, from the depth and breadth of classroom curricula to students' perceptions of school safety.

**FutureEd**

GEORGETOWN UNIVERSITY

## HB 3290 by Rep. M. Gonzales (87-R) | Adds School Portfolio Domain

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 9<sup>th</sup> graders earn credit for promotion
- Are absent fewer than 15 days during the school year.

**Will the A-F  
accountability  
system reset  
expand  
traditional  
definitions of a  
“good school”?**



**Texas schools** with high percentages of low-income students tended to earn poor scores in the revamped school rating system, while schools with more affluent students tended to earn higher marks.



DO TEXAS SCHOOL RATINGS MEASURE  
CAMPUS SUCCESS OR STUDENT POVERTY?

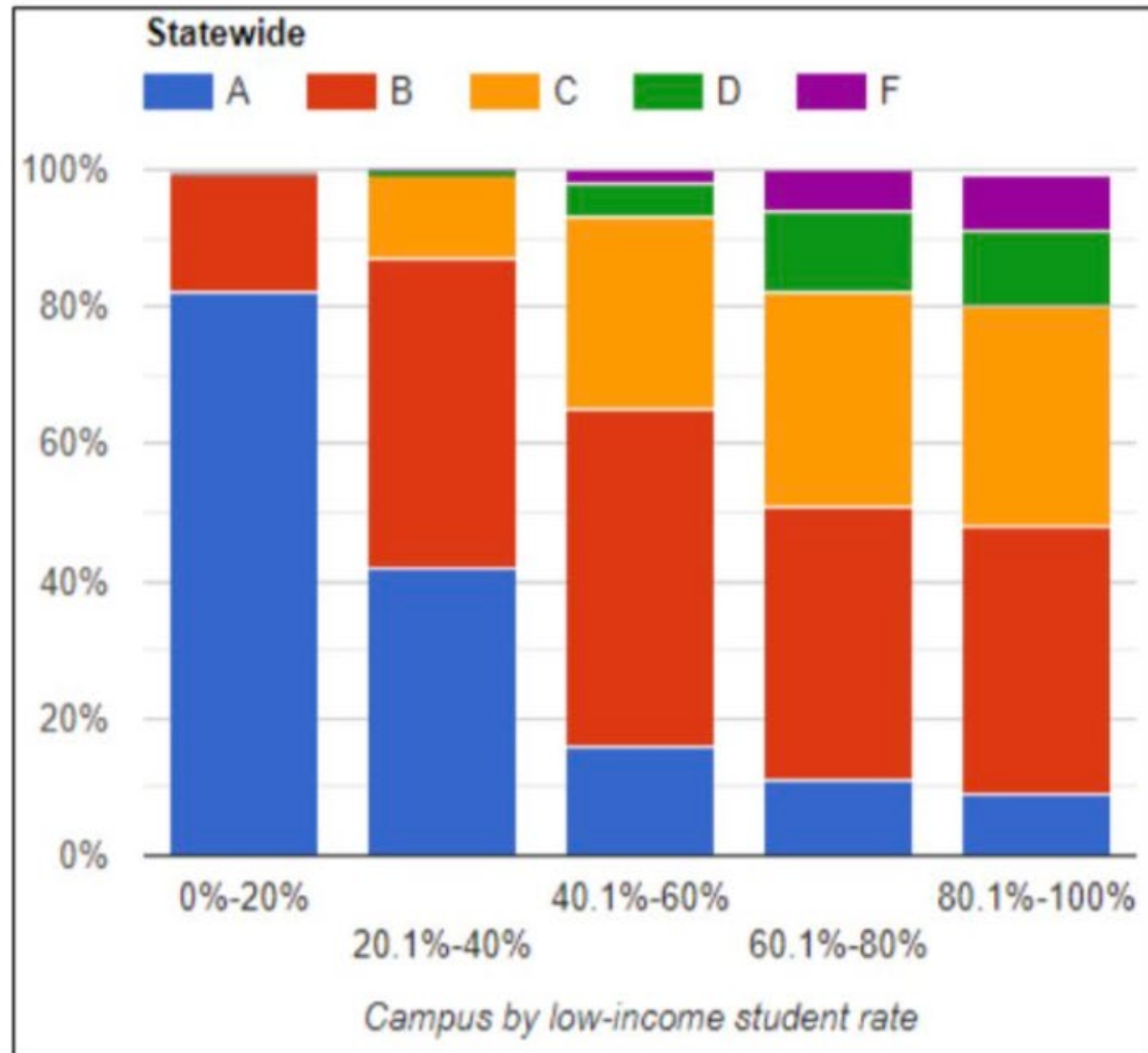
<https://stories.usatodaynetwork.com/low-income-students-and-school-ratings/home/> Published 8-30-2019

## 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 family income?



Research Question:  
*Which states' accountability ratings system identifies effective schools regardless of family income?*

## **An internal literature review of 2019 state accountability ratings systems found:**

- 32 states accountability ratings correlate to family income
- 11 states are unknown due to a lack of publicly published research
- 3 states delayed or replaced A-F in 2019 so there is no analysis
- 3 states do not have summative ratings
- 1 state claims that their new ESSA ratings are “*somewhat less correlated*” than those in previous years.

# Poverty levels in schools key determinant of achievement gaps, not racial or ethnic composition, study finds

MEASURE WHAT  
**MATTERS**

**W**hile racial and ethnic segregation in the nation's schools is strongly correlated with gaps in academic achievement, the income level of students' families in a school rather than its racial or ethnic composition account for those gaps, according to a new study.

The study, based on massive amounts of data from schools attended by nearly all of the nation's black and Hispanic students, was conducted by Sean Reardon, a professor at Stanford University's Graduate School of Education, and other researchers from Stanford, Pennsylvania State University and St. John's University in New York City.

Achievement gaps among black, Hispanic and white students, the study found, is "completely accounted for" by the poverty level of students in a school, as measured by the percentage of students who qualify for free and reduced priced meals.

"While racial segregation is important, it's not the race of one's classmates that matters," the researchers concluded in the study released today. "It's the fact that in America today, racial segregation brings with it very unequal concentrations of students in high and low poverty

2021 Academic Achievement Economically Disadvantaged vs. Non-Economically Disadvantaged											
		All Student		African American		Hispanic		White		Asian	
		Non-Econ Disadv	Econ Disadv	Non-Econ Disadv	Econ Disadv	Non-Econ Disadv	Econ Disadv	Non-Econ Disadv	Econ Disadv	Non-Econ Disadv	Econ Disadv
ELA/Reading Target		44%	44%	32%	32%	37%	37%	60%	60%	74%	74%
	Target Meet	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	% at Meets GL Standard or Above	62%	33%	49%	27%	52%	31%	67%	42%	80%	56%
	# at Meets GL Standard or Above	711623	548165	46660	68249	191528	351146	366673	93604	76638	20352
	Total Tests	1155986	1672504	95165	252707	371794	1118900	546849	225227	95796	36414
Math Target		46%	46%	31%	31%	40%	40%	59%	59%	82%	82%
	Target Meet	Yes	No	Yes	No	Yes	No	Yes	No	No	No
	% at Meets GL Standard or Above	55%	26%	36%	18%	42%	24%	61%	35%	80%	56%
	# at Meets GL Standard or Above	527655	358843	27742	37972	126074	224750	285577	69089	65769	17141
	Total Tests	967708	1406420	78046	211818	303670	934912	464706	194882	81851	30746

Source: TEA ATAC/APAC, October 2021

How will the A-F accountability system reset adjust the Closing the Gaps (ESSA) targets?

# 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."*



Fall 2021

Vol. 21, No. 4





RaiseYourHandTexas  
@RYHTexas

...

As we say at Raise Your Hand Texas, every session is a public education session. 2021 was like no other & one we won't soon forget. We are proud to have fought for 5.5 million public school students & look forward to helping Texas schools recover and move forward. [#TxEd](#) [#TxLege](#)



MEASURE WHAT  
**MATTERS**

**RAISE**  
YOUR HAND TEXAS