

# Texas State Accountability System



Select Committee on  
Public School Accountability  
February 18, 2008

# State Accountability for Public Education

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- 1) What legislative mandates have driven the development and revisions of the system?
- 2) What are the system principles/goals?
- 3) How is the system developed?
- 4) What are the system requirements?
- 5) What are the major policy issues/decision points?

# Key Legislation – Curriculum and Student Assessment

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- 1979 SB 350 – TABS (implemented 1980-81 school year)
- 1981 HB 246 – state curriculum (adopted 1984)
- 1984 HB 72 – TEAMS (1985-86)
- 1990 SB 1 – TAAS (1990-91)
- 1991 HB 2885 – TEKS curriculum (adoption completed 1997, in schools 1998-99 school year)
- 1997 HB 1800 – SDAA (2000-01)
- 1999 SB 103 – TAKS (2002-03), RPTE (1999-00)  
SB 4 – Student Success Initiative (Gr. 3 in 2002-03)
- 2006 HB 1 – Growth and College Readiness
- 2007 SB 1031 – EOC Replaces High School TAKS

# Key Legislation – Accountability

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- 1984 HB 72 – Annual Performance Report (1985-86)
- 1989 SB 417 – AEIS (1990-91 replaces APR)
- 1990 SB 1 – Accreditation criteria expanded to include AIES performance
- 1993 SB 7 – Integrated Accountability System (1994 ratings)
- 1997 HB 1800 – Special Education Performance in Ratings (1999 ratings)
  - SB 133 – Alternative Education Accountability (1997 ratings)
- 2001 HB 1144 – Gold Performance Acknowledgment (2002 ratings)
- 2002 NCLB – AYP (2003 ratings)
- 2003 HB 3459 – Performance-Based Monitoring
- 2006 HB 1 – Expanded Sanctions and Interventions

# Guiding Accountability Principles and Goals

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- ◆ **STUDENT PERFORMANCE**

The system is first and foremost designed to improve student performance;

- ◆ **RECOGNITION OF DIVERSITY**

The system is fair and recognizes diversity among schools and students;

- ◆ **SYSTEM STABILITY**

The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;

- ◆ **STATUTORY COMPLIANCE**

The system is designed to comply with statutory requirements;

- ◆ **APPROPRIATE CONSEQUENCES**

The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;

- ◆ **LOCAL PROGRAM FLEXIBILITY**

The system allows for flexibility in the design of programs to meet the individual needs of students;

# Guiding Accountability Principles and Goals (continued)

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- ◆ **LOCAL RESPONSIBILITY**

The system relies on local school districts to develop and implement local accountability systems that complement the state system; and

- ◆ **PUBLIC'S RIGHT TO KNOW**

The system supports the public's right to know levels of student performance in each school district and on each campus.

***State Accountability Goals:***

To improve the achievement of all students in the core subjects of the state curriculum.

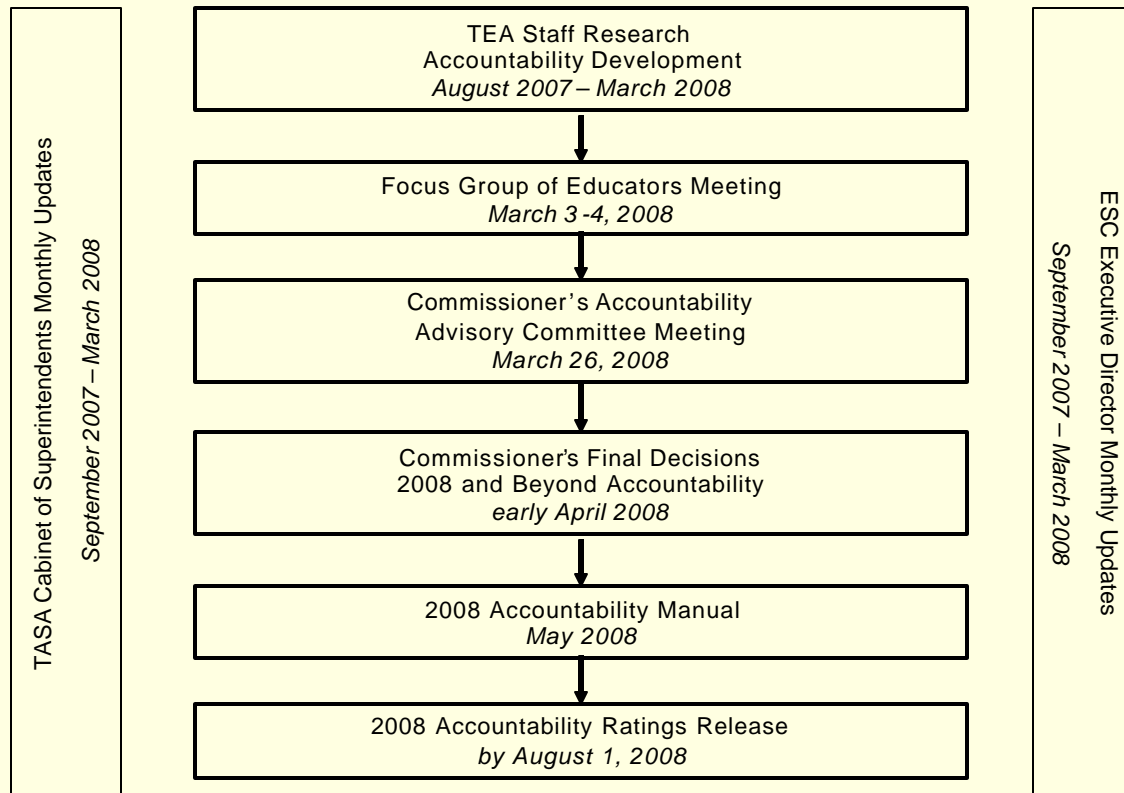
To increase the number of students who earn a high school diploma.

To reduce the performance and high school completion gaps among student groups.

# Accountability Development: 2008 and Beyond

## August 2007 – March 2008

### Accountability Development: 2008 and Beyond *August 2007 – March 2008*



# Commissioner's Final Accountability Decisions

<b>TAKS 2008 Final Accountability Standards</b>	<b>Focus Group Recommendation</b>	<b>CAAC Recommendation</b>
Reading/ELA	65	<b>70</b>
Writing	65	<b>65</b>
Social Studies	65	<b>65</b>
Mathematics	50	<b>50</b>
Science	45	<b>45</b>



# 2007 Accountability Ratings

**Table 6: Requirements for Each Rating Category**

	Academically Acceptable	Recognized	Exemplary
<b>Base Indicators</b>			
<p><b>TAKS (2006-07)</b>            • All students  <i>and each student group meeting minimum size:</i>            • African American            • Hispanic            • White            • Econ. Disadv.</p>	<p>meets each standard:            • Reading/ELA ... <b>65%</b>            • Writing ..... <b>65%</b>            • Social Studies . <b>65%</b>            • Mathematics.... <b>45%</b>            • Science..... <b>40%</b>  <b>OR</b> meets Required Improvement</p>	<p>meets <b>75%</b> standard for each subject  <b>OR</b>            meets <b>70%</b> floor and Required Improvement</p>	<p>meets <b>90%</b> standard for each subject</p>
<p><b>SDAA II (2007)</b>            All students            (if meets minimum size criteria)</p>	<p>Meets <b>50%</b> standard  <i>(Met ARD Expectations)</i>  <b>OR</b> meets Required Improvement</p>	<p>Meets <b>70%</b> standard  <i>(Met ARD Expectations)</i>  <b>OR</b> meets <b>65%</b> floor and Required Improvement</p>	<p>Meets <b>90%</b> standard  <i>(Met ARD Expectations)</i></p>
<p><b>Completion Rate I (class of 2006)</b>            • All students  <i>and each student group meeting minimum size:</i>            • African American            • Hispanic            • White            • Econ. Disadv.</p>	<p>meets <b>75.0%</b> standard  <b>OR</b>            meets Required Improvement</p>	<p>meets <b>85.0%</b> standard  <b>OR</b>            meets <b>80.0%</b> floor and Required Improvement</p>	<p>meets <b>95.0%</b> standard</p>
<p><b>Annual Dropout Rate (2005-06)</b>            • All students  <i>and each student group meeting minimum size:</i>            • African American            • Hispanic            • White            • Econ. Disadv.</p>	<p>meets <b>1.0%</b> standard</p>	<p>meets <b>0.7%</b> standard</p>	<p>meets <b>0.2%</b> standard</p>

# 2007 State Accountability Ratings

## Additional Provisions

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- Mobility
- Minimum size criteria
- Exceptions
- Under-reported students
- Check for *Academically Unacceptable* campuses (district only)
- School Leaver Provision
- Procedures for Alternative Education Accountability
- Gold Performance Acknowledgements

# State Accountability System in Context

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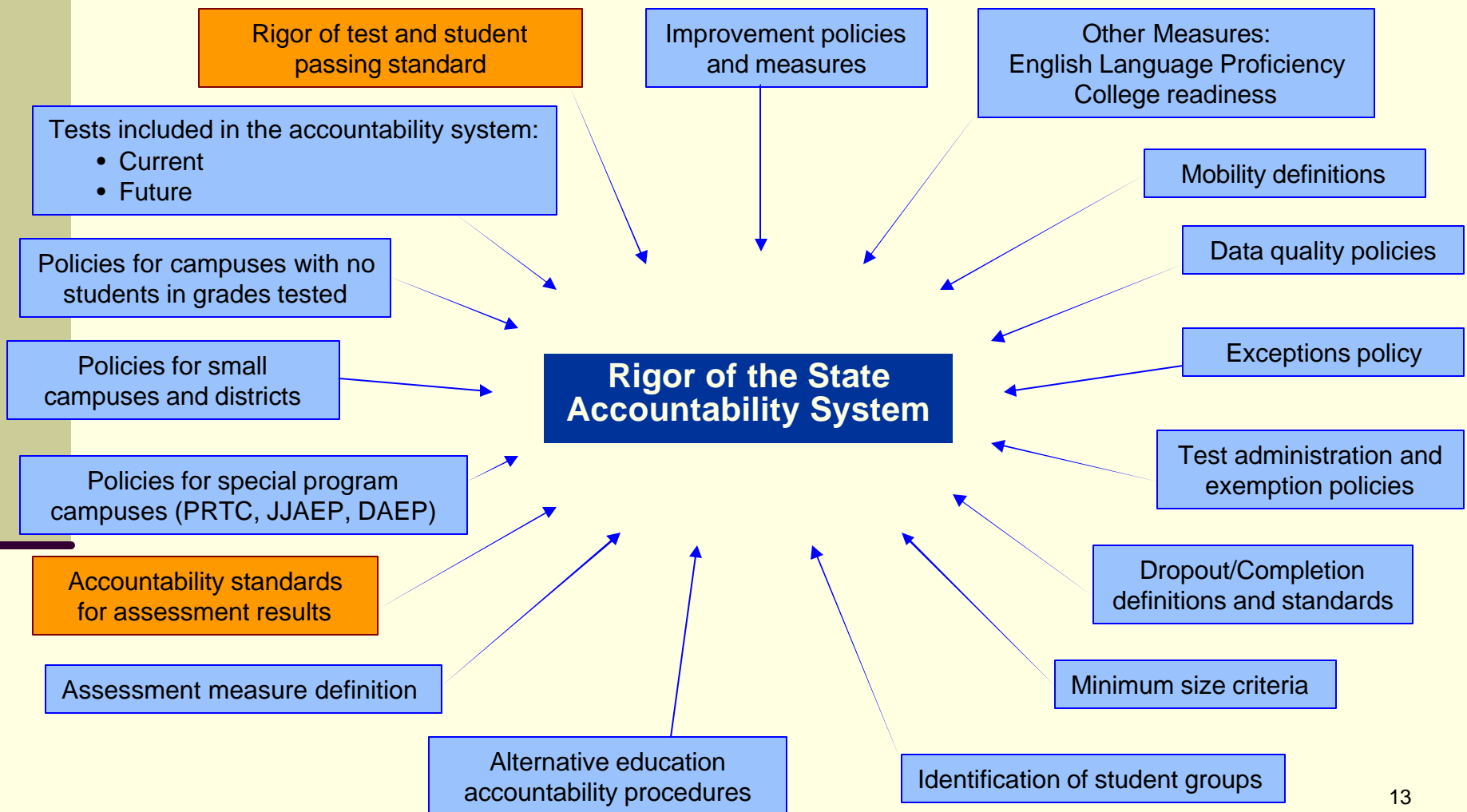
- 1,031 public school districts
  - 191 charters operating 332 schools
- 8,061 campuses
- 4.6 million students
  - 55.5% Economically Disadvantaged
  - 14.8% Bilingual/ESL Programs
  - 10.6% Special Education Programs
- 311,467 teachers

# Increasing TAKS Accountability Standards

<b>TAKS Standards</b>	<b>2004 &amp; 2005*</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009**</b>	<b>2010**</b>
<b>Exemplary</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
<b>Recognized</b>	<b>70</b>	<b>70</b>	<b>75</b>	<b>75</b>	<b>80</b>	<b>80</b>
<b>Academically Acceptable</b>						
R/ELA	<b>50</b>	<b>60</b>	<b>65</b>	<b>70</b>	<b>70</b>	<b>70</b>
W, SS	<b>50</b>	<b>60</b>	<b>65</b>	<b>65</b>	<b>70</b>	<b>70</b>
Mathematics	<b>35</b>	<b>40</b>	<b>45</b>	<b>50</b>	<b>55</b>	<b>60</b>
Science	<b>25</b>	<b>35</b>	<b>40</b>	<b>45</b>	<b>50</b>	<b>55</b>

\*The TAKS accountability standards were held constant in 2004 and 2005 during phase-in of the student passing standards.  
\*\*Proposed

# Assessment and Accountability Factors Affecting System Rigor



# Is the current accountability system working?

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- Is the current process working to drive improvements in student performance?
  - Performance on TAKS in percent of students performing at *Met Standard* level is increasing each year.
  - Performance gaps between student groups are beginning to narrow.
  - Performance on TAKS in percent of students performing at the *Commended* level is increasing each year.

# Is the current accountability system working?

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- Is the current process working to set high standards?
  - The overall design of the state accountability system has a good track record and is on a trajectory to meet higher accountability standards with the new assessments.
  - The *Exemplary* and *Recognized* standards are the targets for most campuses.

# Is the current accountability system working?

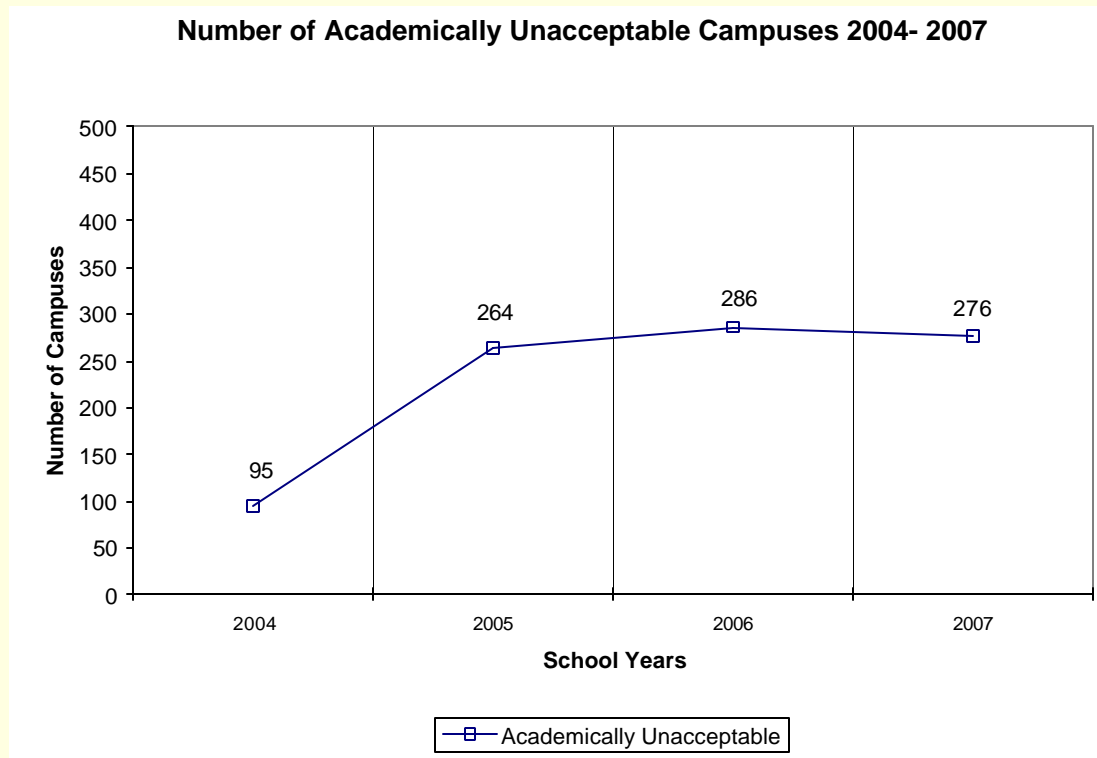
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- Is the current process working to communicate high standards to educators, parents, policymakers, and the public?
  - A challenging curriculum and rigorous assessment program communicates high standards.
  - Advance notice combined with a phase-in to higher accountability standards communicates the expectation of higher standards.



# Is the current accountability system working?

- Is the current process working to identify low performing campuses?



- 74% of campuses *Academically Unacceptable* in 2006 were *Academically Acceptable* or higher in 2007.

# Is the current accountability system working?

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- Is the current process working to balance feedback from educators and policymakers?
  - System is developed to be statutorily compliant.
  - Legislative staff, business, university, and foundation interests are represented on the CAAC and provide input at other times throughout the year.
  - An accountability development process that gives educators a strong voice has been considered a strength of the system.

# Is the current accountability system working?

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- Is the current process working to address multiple goals in public education?
  - The accountability system addresses goals related to:
    - increased student performance
    - closing achievement gaps
    - reducing dropout rates and increasing graduation rates
    - increasing student participation and inclusion in the testing program and accountability system
    - college readiness
    - English language proficiency

# Is the current accountability system working?

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- Why has the current accountability system (2004 to present) been characterized as more challenging and complex compared to the former accountability system (1994-2002)?
  - New Assessment Program (TAKS):
    - More difficult tests
    - Student performance statewide varied substantially across subjects
    - Phase in of student passing standards
    - Incorporation of science and social studies
    - Student Success Initiative
    - New NCLB testing requirements

# Is the current accountability system working?

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- New Federal Accountability System (AYP/NCLB)
  - Much more complex federal accountability system
  - Requires different interventions/sanctions
  - Adds additional requirements
- New State Interventions and Sanctions
  - Increased the high stakes associated with *Academically Unacceptable* and *Academically Acceptable*
  - Introduced new focus on performance of students in special programs and additional interventions
- New Dropout Definition
- Hurricanes Katrina and Rita
- New Incentive Programs for Teachers
- New Test Security Requirements

# Is the current accountability system working?

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- Are the expectations for the current system in line with available resources?
  - Shortage of certified mathematics and science teachers
  - Shortage of certified bilingual/ESL teachers
  - No common definition of “college ready” yet
  - Need to address rapidly growing student population that is increasingly economically disadvantaged and increasingly Limited English Proficient

# Is the current accountability system working?

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- Is the current process working to balance system stability and system responsiveness?
  - The overall design of the current accountability system is stable but it is flexible enough to be responsive to changes.
  - Each component of the system that is narrowly defined in statute leaves less flexibility in the other components.

# Accountability “Trade-offs”

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state mandates	↔	local program flexibility
where you are	↔	where you want to be
same expectations for all	↔	diversity of student populations
bringing up the “bottom”	↔	bringing up the “top”
student test results	↔	other “successful school” measures
understandability	↔	measurement precision
absolute standards	↔	comparative standards
system stability	↔	need to increase scope and rigor
raising standards	↔	increasing student participation
negative consequences (sanctions)	↔	positive consequences (rewards)
public’s right to know	↔	fairness in reporting
student/parent responsibility	↔	school responsibility
advance notice of standards	↔	system responsiveness
achievement	↔	improvement
rigor of the assessment program	↔	rigor of the accountability system
raising expectations	↔	local capacity for change
performance	↔	process
consistency across systems	↔	different requirements
targeting specific subjects	↔	continuous improvement in all subjects



# Accountability System Design Decisions

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- Overall System Design
  - All or nothing
  - Either/or
  - Exceptions/Proportional
- Calculation
  - Averaged
  - Comparative
  - Index
- Growth
  - Increasing standards
  - Improvement
  - Cohort growth
  - Growth to proficiency
  - Value-added