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**State Accountability System:  
Process for Developing the  
System and Setting Standards  
for the System**

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# Factors Related to Accountability

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- Bringing up the bottom versus bringing up the top
  - Gold Performance Acknowledgement (GPA)
  - Commended performance on TAKS percentages increasing each year
  - Rating label reflects Commended performance beginning next year

# Factors Related to Accountability

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- Same expectations for all versus diversity of campuses and districts
  - student demographics (student groups)
  - grade span (high school/middle/elementary)
  - alternative/special program campuses
  - charters
  
- ▪ Raising standards versus increasing student participation

# Factors Related to Accountability

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- TAKS results versus other measures of student and school success
    - dropout and completion rates
    - students with disabilities (SDAA II / TAKS I)
    - English language learners (RPTE)
    - data quality
    - college readiness
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# Factors Related to Accountability

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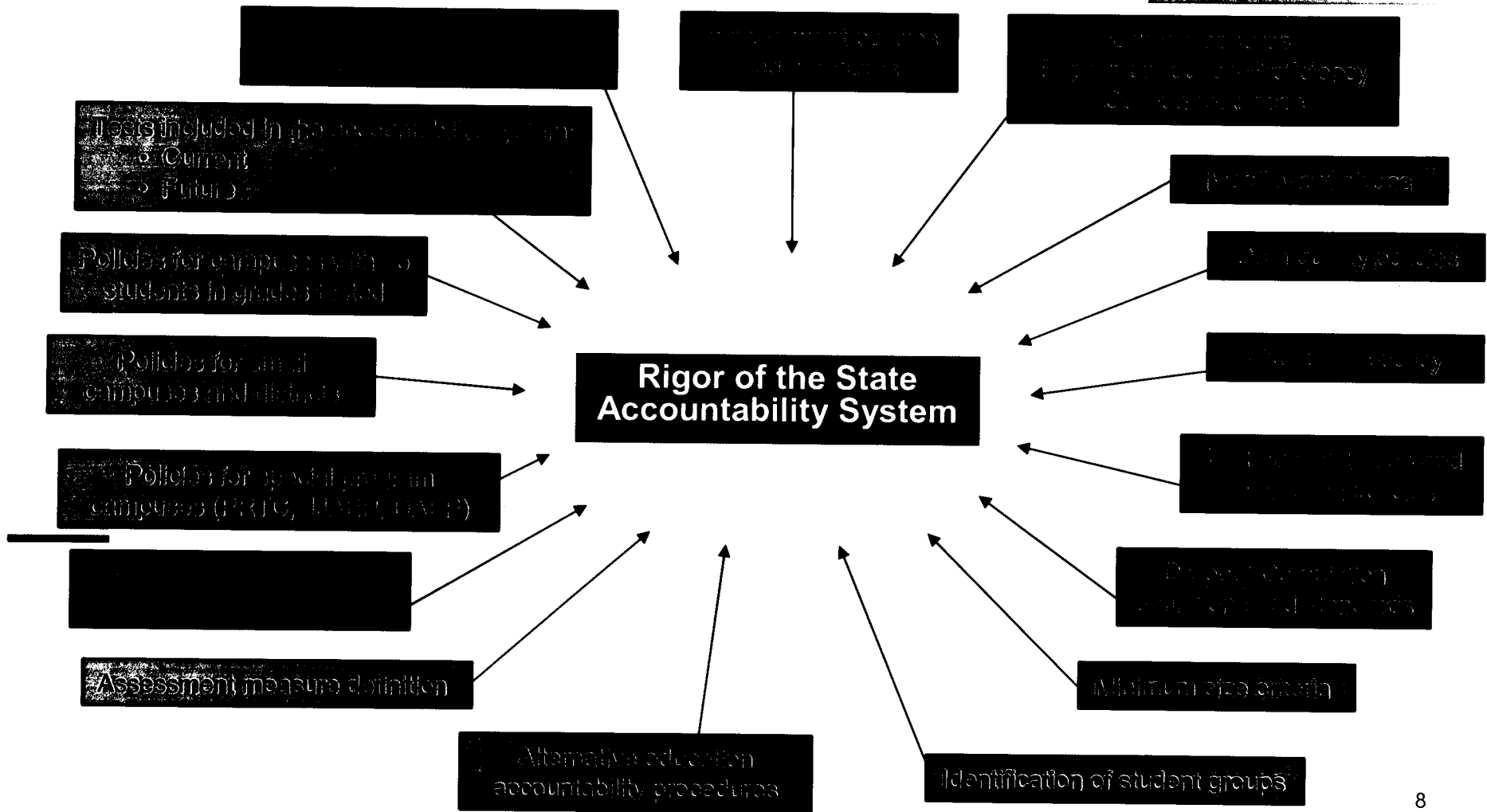
- Relationship between state accountability and federal Adequate Yearly Progress (AYP)
- Relationship between state accountability and Performance-Based Monitoring (PBM)

# State Accountability System in Context

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- 1,229 public school districts
  - 192 charters operating 296 schools
- 7,908 campuses
- 4.4 million students
  - 55% Economically Disadvantaged
  - 14% Bilingual/ESL Programs
  - 12% Special Education Programs
- 294,258 teachers

# Assessment and Accountability Factors Affecting System Rigor



# Is the current process for setting accountability standards 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 process for setting accountability standards 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 we are on a trajectory to meet higher accountability standards with the new assessments.

The *Exemplary* and *Recognized* standards are the targets for most campuses.

# TAKS Accountability Standards

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

# Is the current process for setting accountability standards 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 process for setting accountability standards working?

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

More campuses are being identified as AU than ever before.

- 321 AU campuses in 2006
- 8% of high schools rated AU in 2006

An AU rating is devastating for the entire community.

75% of campuses AU in 2005 were *Academically Acceptable* or higher in 2006.

# Is the current process for setting accountability standards 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 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.

# Commissioner's Final Accountability Decisions

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<b>TAKS 2006 Accountability Standards</b>	<b>Focus Group Recommendation (5% increase)</b>	<b>CAAC Recommendation (10% increase)</b>
Reading/ELA	55	60
Writing	55	60
Social Studies	55	60
Mathematics	40	45
Science	30	35

# Is the current process for setting accountability standards working?

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- Is the current process working to address multiple goals in a complex accountability system?

The accountability system addresses goals related to:

- increased student performance
- closing achievement gaps
- reducing dropout rates and increasing graduation rates
- increasing student participation in testing program and accountability system
- college readiness
- English language proficiency

# Is the current process for setting accountability standards 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.



Is the current process for setting accountability standards working within the broader state context?

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Shortage of certified mathematics and science teachers

Shortage of certified bilingual/ESL teachers

No common definition of “college ready”

Shortage of public education resources to address rapidly growing student population that is increasingly economically disadvantaged