

Texas Public School Accountability

Select Committee on Public School Accountability

October 21, 2008

ISSUES WITH THE CURRENT SYSTEM

- overemphasizes minimal performance on one test
 - students face excessive pressure to pass tests
 - disregards students performing above minimum
 - district/campus can fail due to performance of one student on one test in one year
- fails to recognize/reward growth
- narrows scope of curriculum and instruction

ISSUES WITH THE CURRENT SYSTEM

- focuses on minimum passing standard
 - tests fail to diagnose students on the higher- and lower-end of academic achievement
 - lacks long-term goals linked to state workforce needs
- reports do not provide easily understandable information for parents, educators, or the public
- poor alignment with NCLB requirements



POINTS OF CONSENSUS

- Focus on **individual student achievement**
- Educate students to a **postsecondary readiness** standard
- Promote the **efficient use of resources**
- **Recognize excellence** in individual campuses
- Provide **robust, meaningful, and relevant reports** of student, campus, and district performance

PROPOSED FRAMEWORK

ACCREDITATION TIER

- Campus and district accreditation based on:
 1. student achievement in terms of postsecondary readiness or growth in individual student achievement
 2. completion and dropout rates
 3. financial integrity (districts only)

DISTINCTION TIER

- Districts may earn distinction for financial efficiency
- Campuses may earn distinctions for excellence, especially in areas valued by the local community

Accreditation Tier

- Accreditation based on three-year rolling averages of student achievement.
- Credit for growth, especially growth that is on target to meet standards within three years.
- Disaggregate by major subpopulations.
- Incrementally increase standards so that within ten years Texas will perform among the top ten states in postsecondary readiness.

Distinction Tier

- For districts, state distinction for the top quartile of districts demonstrating outstanding efficiency in resource allocation
- For campuses, state distinction for the top quartile in terms of overall individual student growth
- Campuses may also earn distinctions for:
 - outstanding academic achievement
 - 21st century workforce development
 - second language learning
 - fine arts

These additional distinctions will consider multiple indicators of success, including but not limited to standardized test performance.

Efficiency in Resource Allocation

Estimates of district efficiency should:

1. consider student achievement versus expenditures, taking into account variations in student and district characteristics;
2. give credit for campuses that have received additional state distinctions;
3. give credit to districts that use weighted student funding

Assessments

- New state tests should measure broader range of achievement.
- Standards should be vertically aligned across grades.
 - Benchmark passing standards for end-of-course assessments to student success in college courses.
 - Periodically benchmark against other countries.
- Supplemental instruction for students in grades 3, 5 and 8 who fail to meet standards.
 - Promotion decisions determined locally, based on more than test scores.

Reporting Requirements

- Easily understandable, relevant reports
 - Parent and educator reports include specific diagnoses and recommendations to improve student achievement
 - Administrator reports include detailed academic and financial information, with comparisons to similar districts and campuses
 - Public reports include district and campus academic and fiscal performance, with comparisons to similar districts and campuses