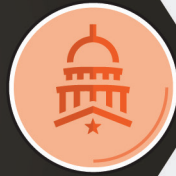


2025 LEGISLATIVE PRIORITIES

FROM

CAPITOL TO CLASSROOM:

MAKING AN IMPACT



POLICY RECOMMENDATIONS ON ASSESSMENT AND ACCOUNTABILITY:

- ▶ Expand the scope of Texas' A-F accountability ratings system to include factors beyond STAAR test scores
- ▶ Limit STAAR test scores to 50% of any domain or the overall score for districts and schools in the state's accountability ratings system
- ▶ Remove all high-stakes testing consequences for high school students
- ▶ Design and implement a formative assessment that helps inform instruction throughout the school year without adding additional testing time and pressure

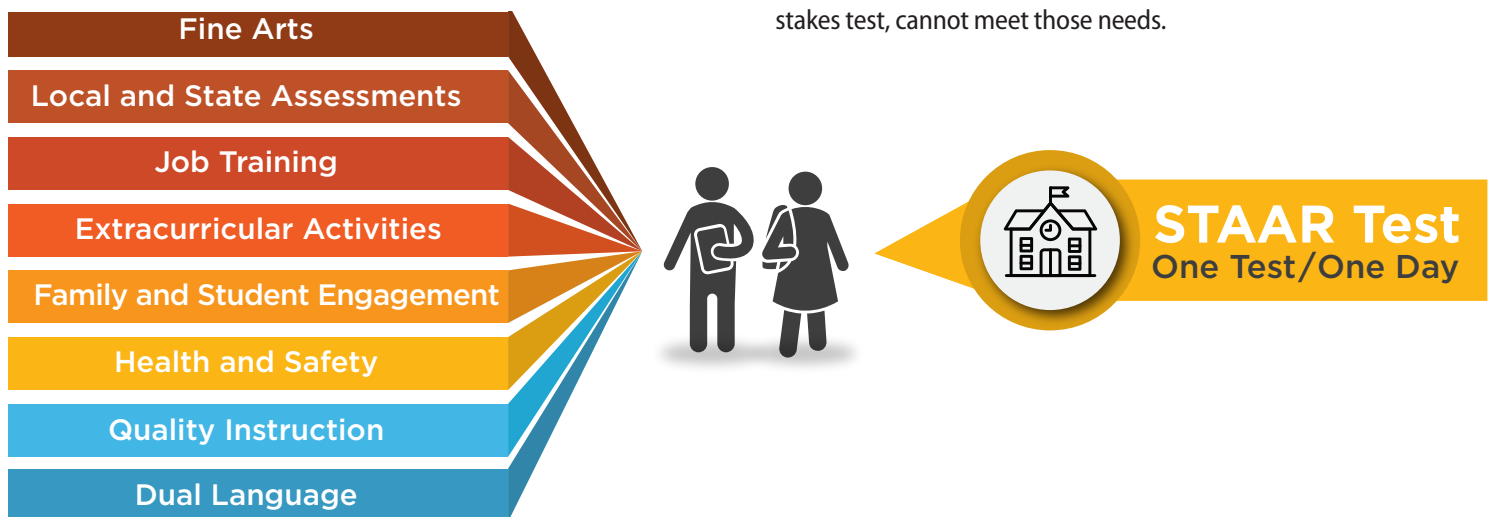
Where We Stand on Assessment and Accountability

Texas public schools do so much more than prepare students for a single test on a single day. In addition to delivering high-quality core curriculum, public schools offer programming such as fine arts, extracurriculars, and dual language instruction. Beyond academics, Texas schools do the vital work of community and family engagement, addressing health and safety issues, and creating an environment where all children can thrive. Texas' current A-F accountability system ignores these indicators of school quality and oversimplifies the important work of school districts and campuses. Texans deserve an accountability system that increases the transparency of school performance for all valuable services that our public schools provide. The Texas Legislature can lead the way on assessment and accountability reform by reducing the emphasis on the State of Texas Assessments of Academic Readiness (STAAR) and recognizing the many factors contributing to a great school and quality education.¹

Student Assessments Must be Timely and Inform Instruction

STAAR tests should not be the only tools used for grade advancement or high school graduation. To effectively address individual student needs, teachers must use appropriate and timely assessments to better inform instruction, address student learning gaps, and provide appropriate feedback to parents. Schools already have a number of other diagnostic tools that can be used locally to meet these needs.

Overemphasis on STAAR undermines the student-centered process at the heart of quality assessment. The most effective assessments are low-stakes, identify strengths and weaknesses, and inform instruction throughout the school year. STAAR, as a single high-stakes test, cannot meet those needs.



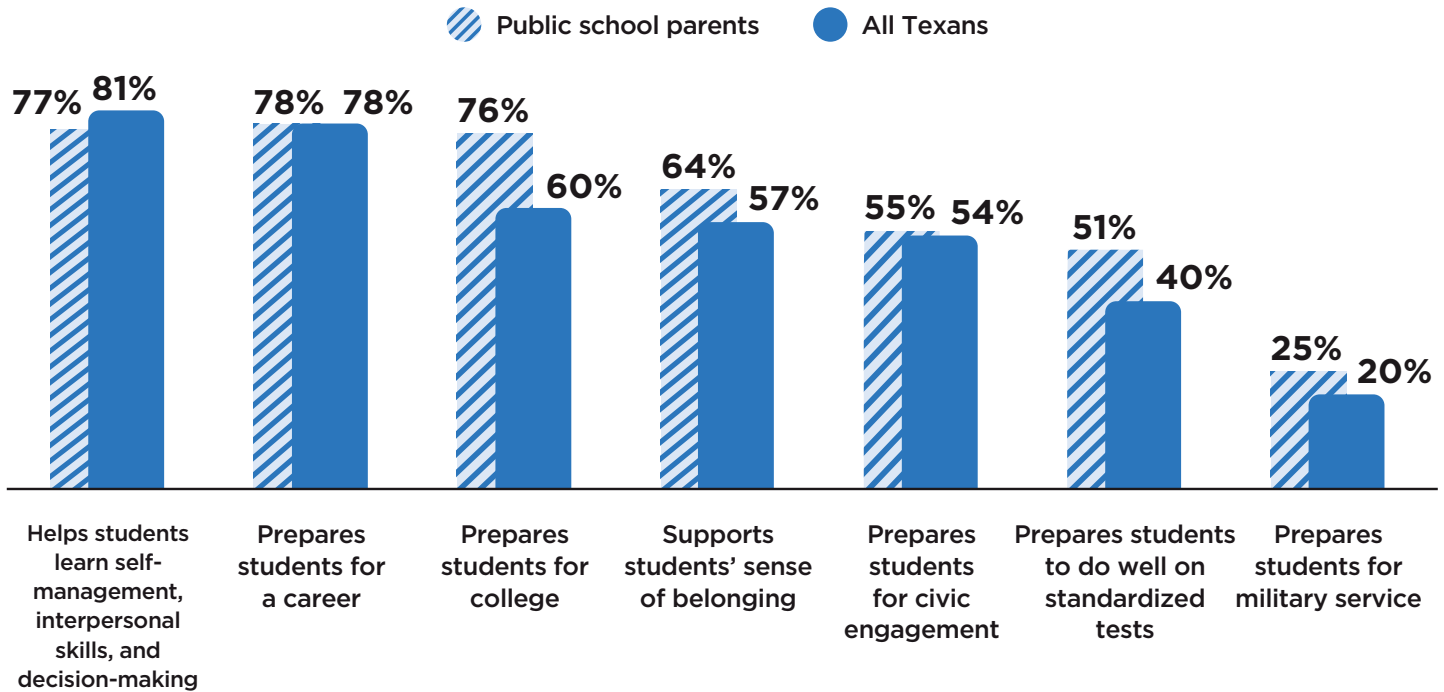
What Schools Provide → What the State Measures

Texans Don't Rank STAAR as the Most Important Indicator of School Quality

Almost nine out of 10 Texas parents are satisfied with their child's public school education, compared to just 76% nationally.² However most Texans don't believe preparing students for a standardized test ranks among the most important school

indicators of school quality. The 2024 Charles Butt Foundation Texas Education Poll shows preparing students with other skills like self-management and decision-making ranks higher in school accountability measures.

What Matters in School Quality



Source: Charles Butt Foundation 2024 Texas Education Poll



Read our Measure What Matters Report and reimagine assessment and accountability for Texas public schools.

Sources

- ¹ Raise Your Hand Texas. (2022). Measure What Matters Report. Retrieved from <https://www.raiseyourhandtexas.org/wp-content/uploads/2020/11/Measure-What-Matters-report.pdf>
- ² Charles Butt Foundation. (2024). 2024 Texas Education Poll. Retrieved from <https://charlesbuttdn.org/what-were-learning/public-opinion-research/>