

Purposeful Assessment and School Accountability

IDRA Texas Policy Priorities for 2021

Assessment should...



Guide instruction

Inform school improvement

Identify student support needs

Accountability should...



Facilitate community oversight with:

- **Disaggregated data**
- **Input factors, like fair funding**
- **Opportunity-to-learn metrics, such as social-emotional learning, school climate & student engagement**

Assessment & accountability should...

Not use test scores for high-stakes decisions:

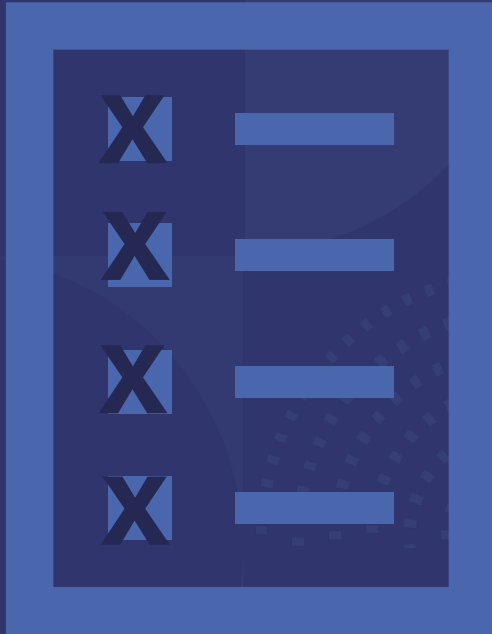
Diploma denial

In-grade retention

State takeovers

Not excuse school district poor performance because of the characteristics* of the community it serves

** Such as low-wealth areas and communities of color*



IDRA Texas Policy Priorities for 2021

01

Reduce the number state end-of-course exams in Texas by eliminating the English II and U.S. History exams that are not required by federal law (ESSA)

02

Remove high-stakes punishments for students associated with STAAR performance in grade promotion requirements for fifth & eighth grades

03

Continue use of individual graduation committees permanently to ensure diplomas are not denied to students based on a single test score

04

Discontinue A-F accountability ratings and state take-overs due to a lack of normal assessment data & drastic changes in school enrollment this year

IDRA Texas Policy Priorities for 2021

05

Pause STAAR in 2020-21 in favor of an interim assessment while Texas schools and students grapple with the emergency of the pandemic.

Texas should use an interim assessment given to a representative sample of students based on the same methodology used by NAEP across an expanded testing time between January and April of 2021.

All interim assessments should be used as formative assessments for diagnostic purposes to determine how students are learning.

Texas should use opportunity-to-learn metrics to provide a more holistic picture of students' learning and schools' educational environments this year.

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