

**TEXAS ASSOCIATION OF
SCHOOL ADMINISTRATORS (TASA)**

Recommendations on State Accountability

TASA Recommendations for the State Accountability System Hearing

- Consider the suggestions and recommendations offered by many superintendents who testified before the committee as it held meetings in various locations throughout the state.
- Include measures of growth and improvement over time. Recognizing student progress and growth is a key incentive for schools, districts, and students.
- Simplify language so that the system can be explained and understood by all stakeholders; e.g., 2008 Accountability Manual is over 200 pages in length.
- Condense all parts of the accountability system into one area in state law.
- Focus system on ways to help identify areas in need of improvement and to support and guide districts in making these improvements vs. current system which focuses on “labeling” a school based on the weakest link (lowest performing subgroup for any of the 36 indicators).
- Eliminate duplicative efforts; e.g., the School Report Card requirement in which the data is already covered in the *Academic Excellence Indicator System* (AEIS) is a burdensome and duplicative effort.
- Include factors other than performance on the state assessment when evaluating a district; e.g., multiple vs. a single performance indicator, *Texas Assessment of Knowledge and Skills* (TAKS).
- Accommodate diversity by grouping schools with similar demographics and size when comparing growth and achievement in schools as the current system is biased against large and diverse districts.
- Establish laws and regulations that support and reward district efforts to encourage students whom have dropped out of school to return to school vs. the current system which penalizes efforts. (Student can be counted as a dropout more than once. Districts are not rewarded for dropouts that they recover and graduate.)
- Reward schools that retain students at risk of dropping out by allowing students seeking their *General Equivalency Diploma* (GED) to count as “completers” in the state system.
- Continue to disaggregate data on student performance as part of the system.
- Expand performance indicators to give credit for students completing career and technology, or arts and humanity graduation pathways vs. current system which only awards those graduating under the *Recommended High School Program* (RHSP) or *Distinguished Achievement Program* (DAP).
- Eliminate *Public Education Grant* (PEG) Program to reduce conflicts with state funding and accountability when students transfer under this program.