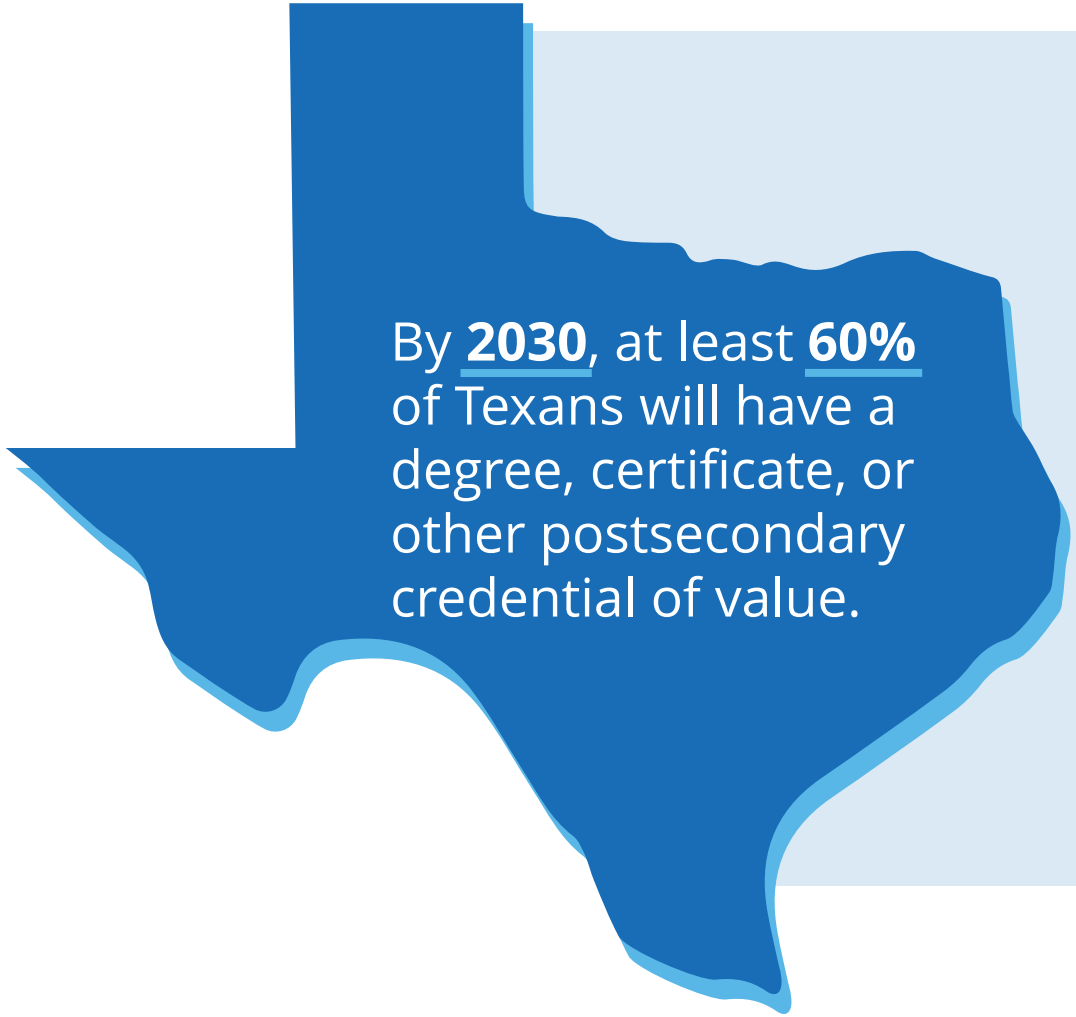
Texas Assessment Conference

November 8, 2023

Pursuing our vision for Texas students



At K-12 Graduation

Every Child, Prepared for Success in College, a Career, or the Military

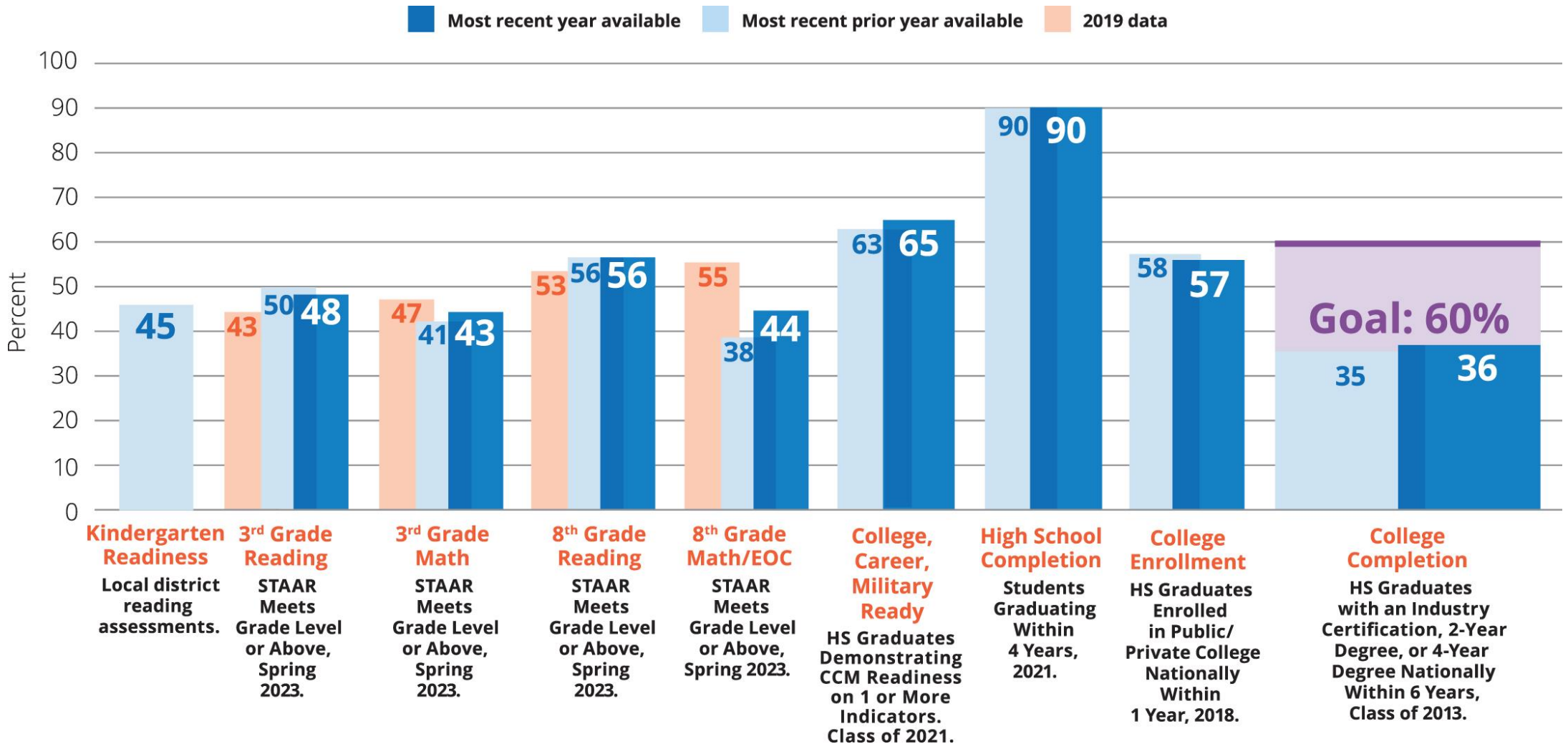
Post-Secondary Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

Student Outcomes

YEAR-OVER-YEAR STUDENT OUTCOMES

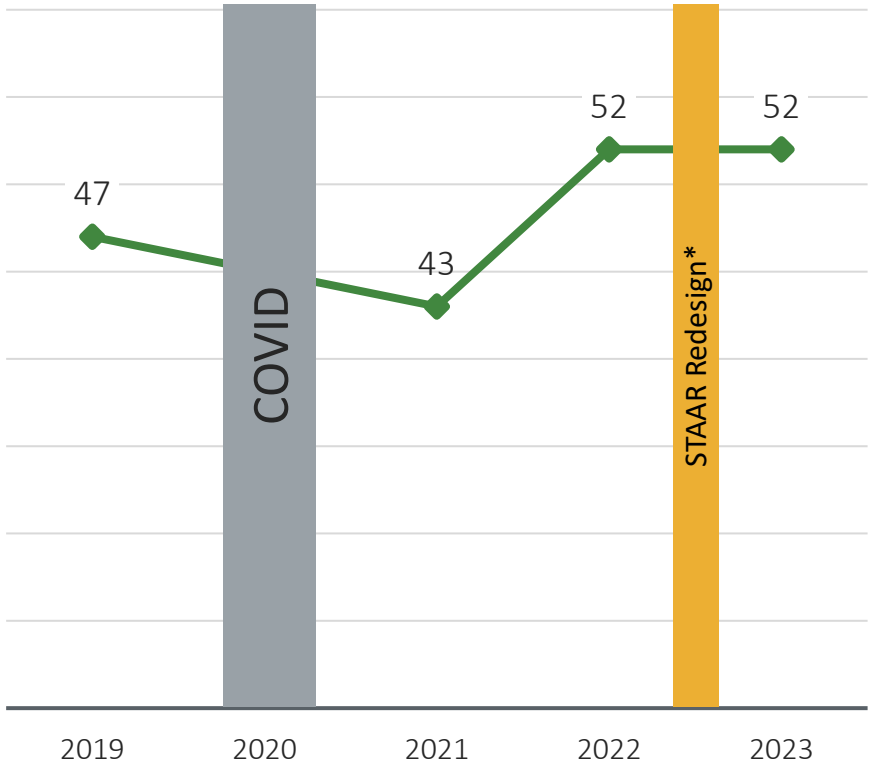


Overall RLA – Grades 3-8, English I & II

ALL

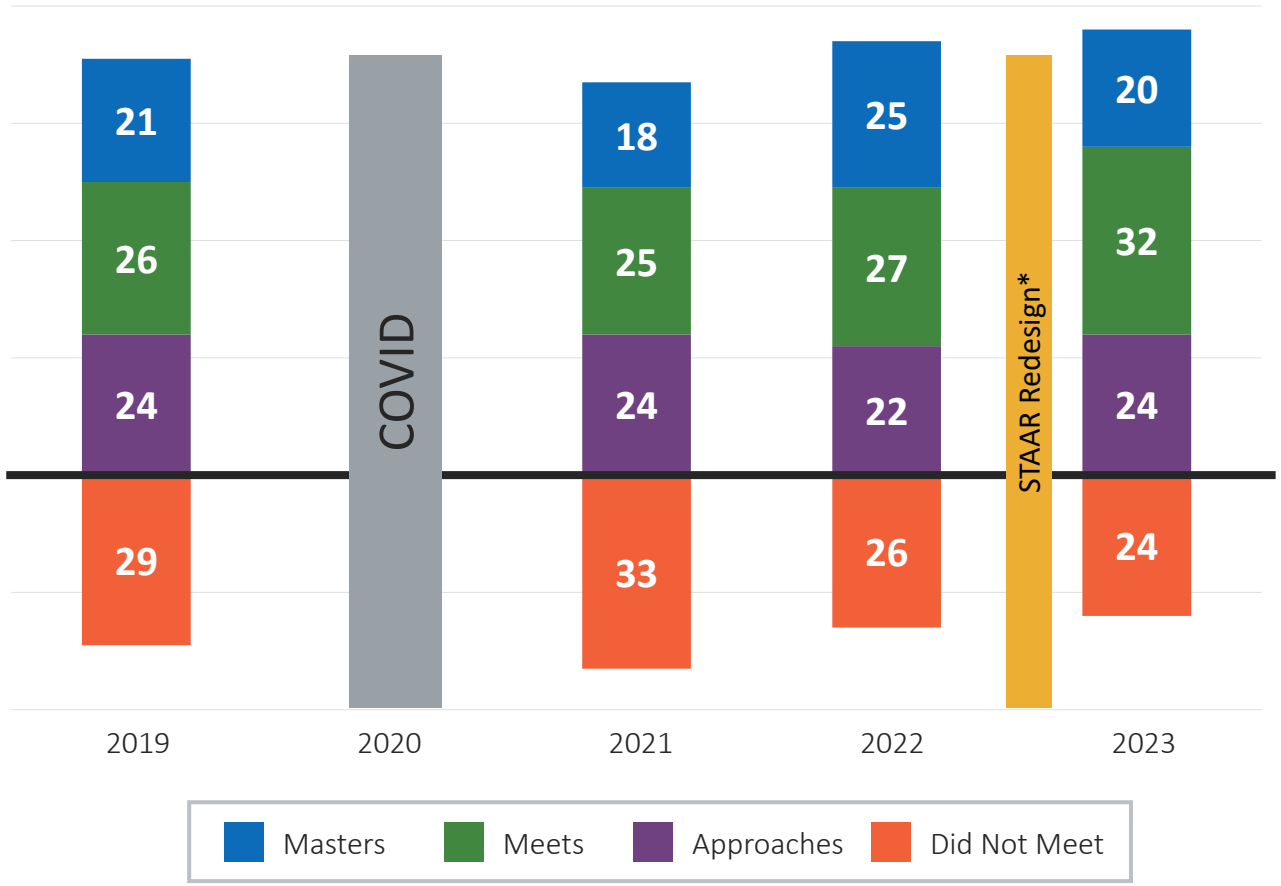
Percent of Students that Met Grade Level or Above in RLA

(Grades 3-8, English I & II)



Percent of Students by Performance Level – RLA

(Grades 3-8, English I & II)



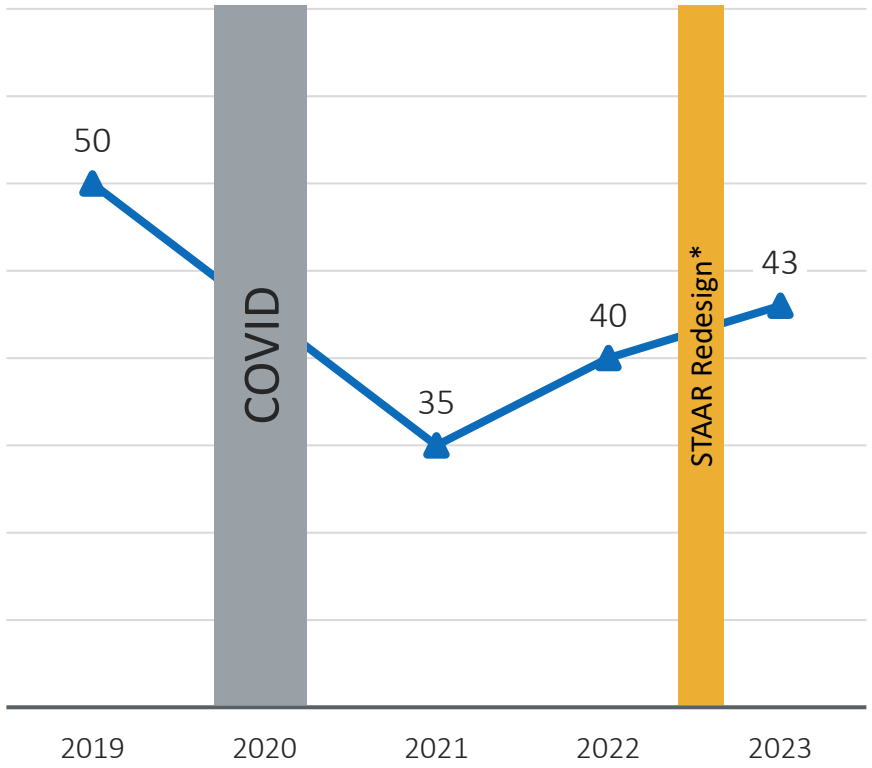
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

Overall Math - Grades 3-8 and Algebra I

ALL

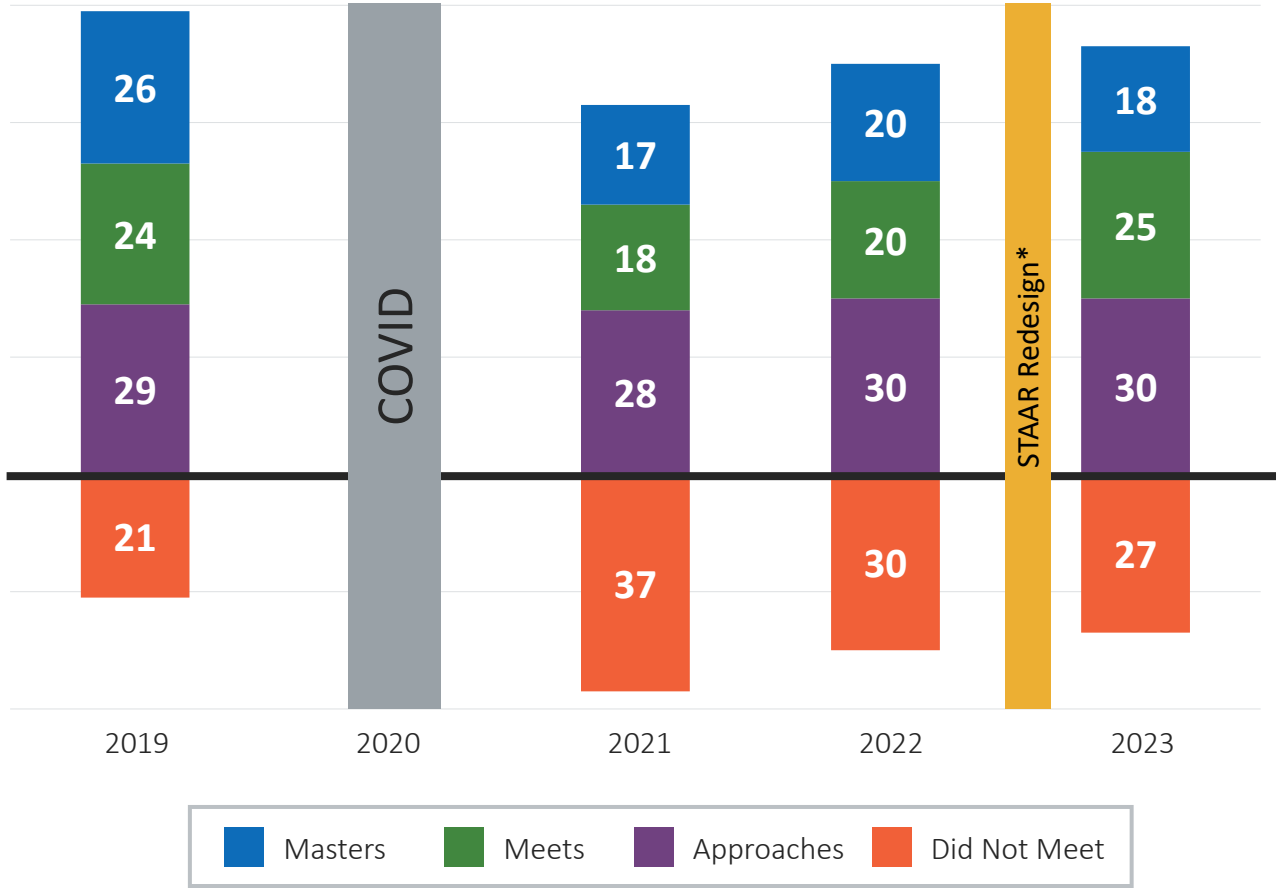
Percent of Students that Met Grade Level or Above in Math

(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math

(Grades 3-8 & Algebra I)



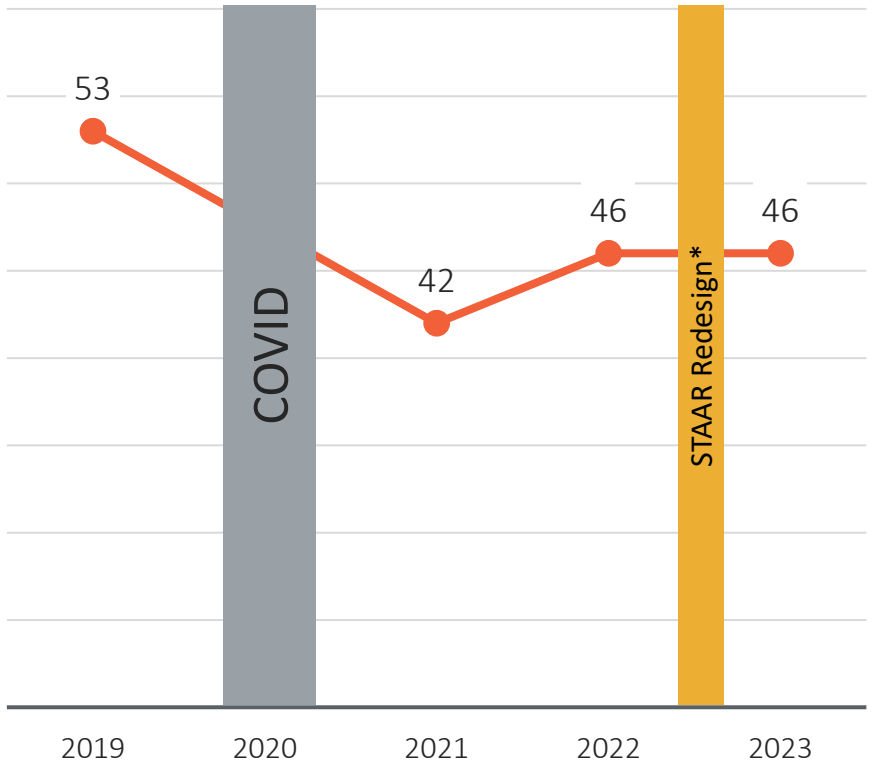
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

Overall Science – Grades 5 & 8 and Biology

ALL

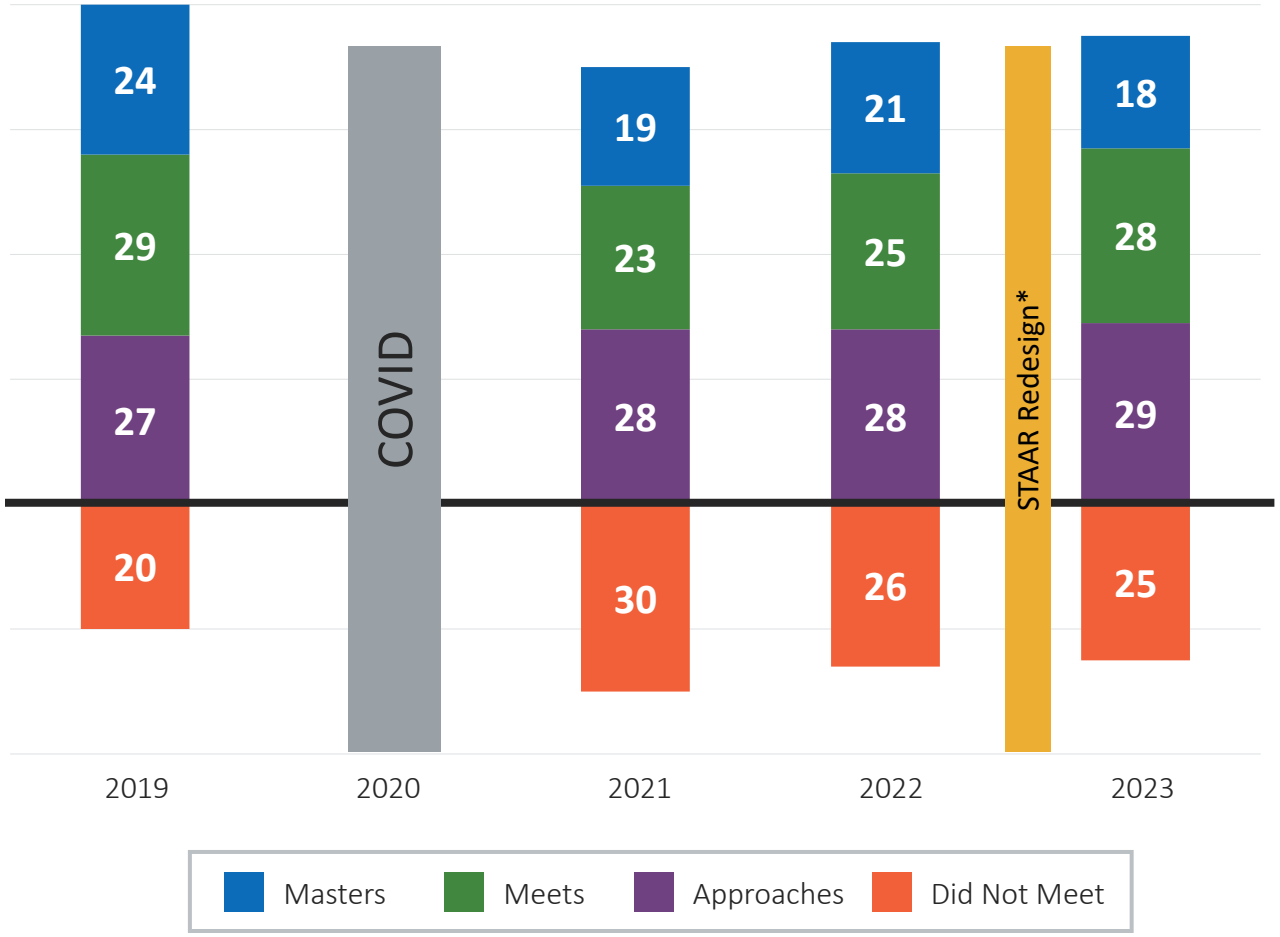
Percent of Students that Met Grade Level or Above in Science

(Grades 5 & 8 and Biology)



Percent of Students by Performance Level – Science

(Grades 5 & 8 and Biology)



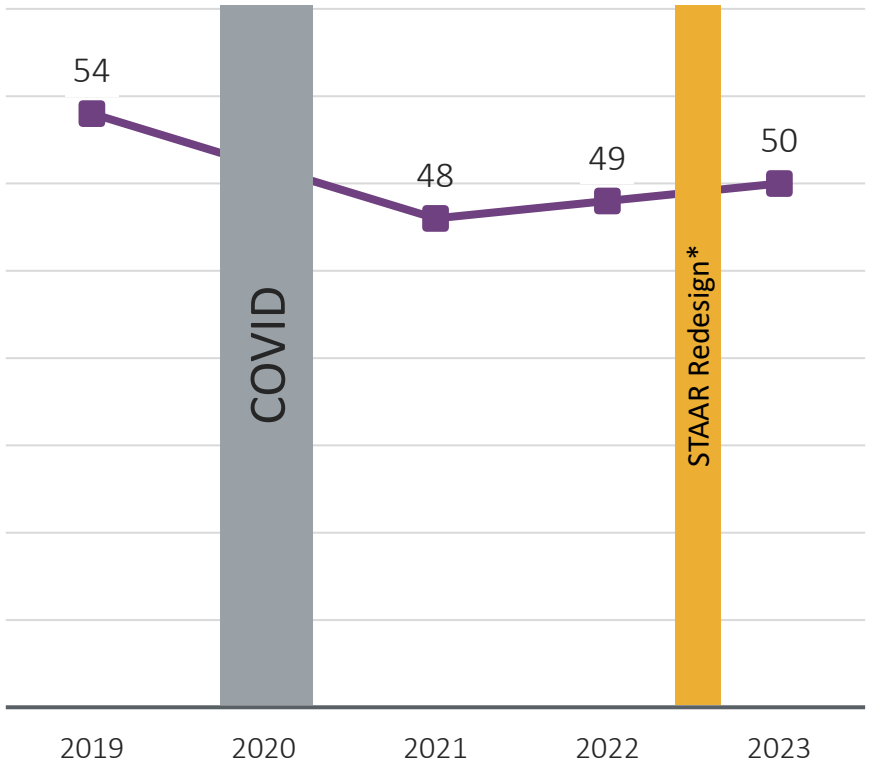
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

Overall Social Studies – Grade 8 and US History

ALL

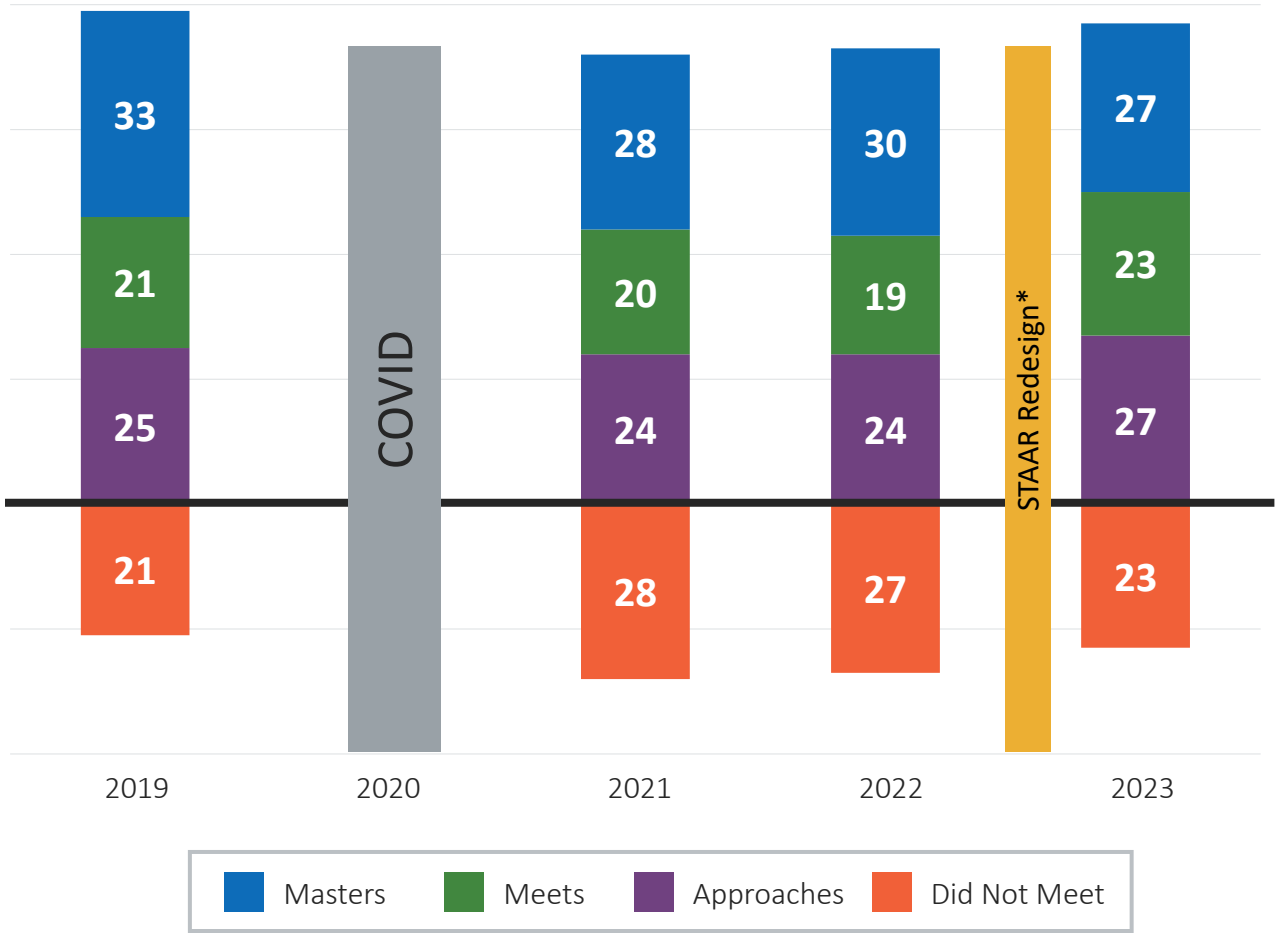
Percent of Students that Met Grade Level or Above in Social Studies

(Grade 8 and US History)



Percent of Students by Performance Level – Social Studies

(Grade 8 and US History)

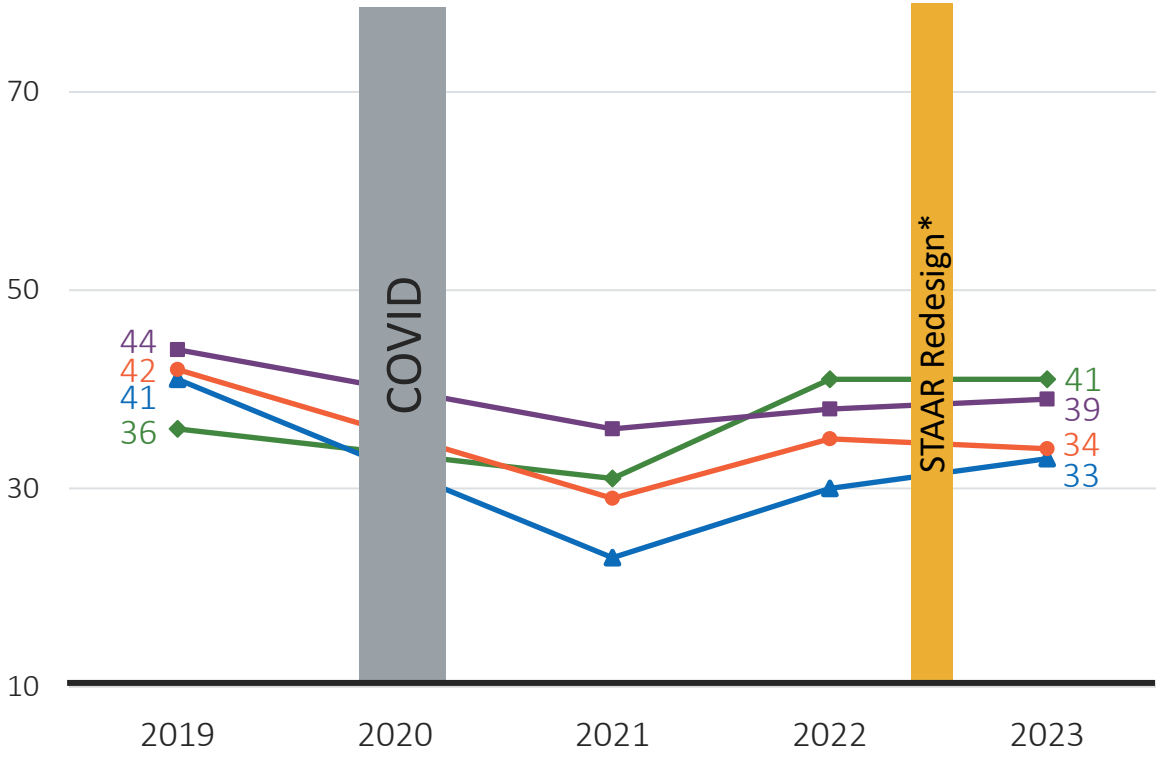


*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

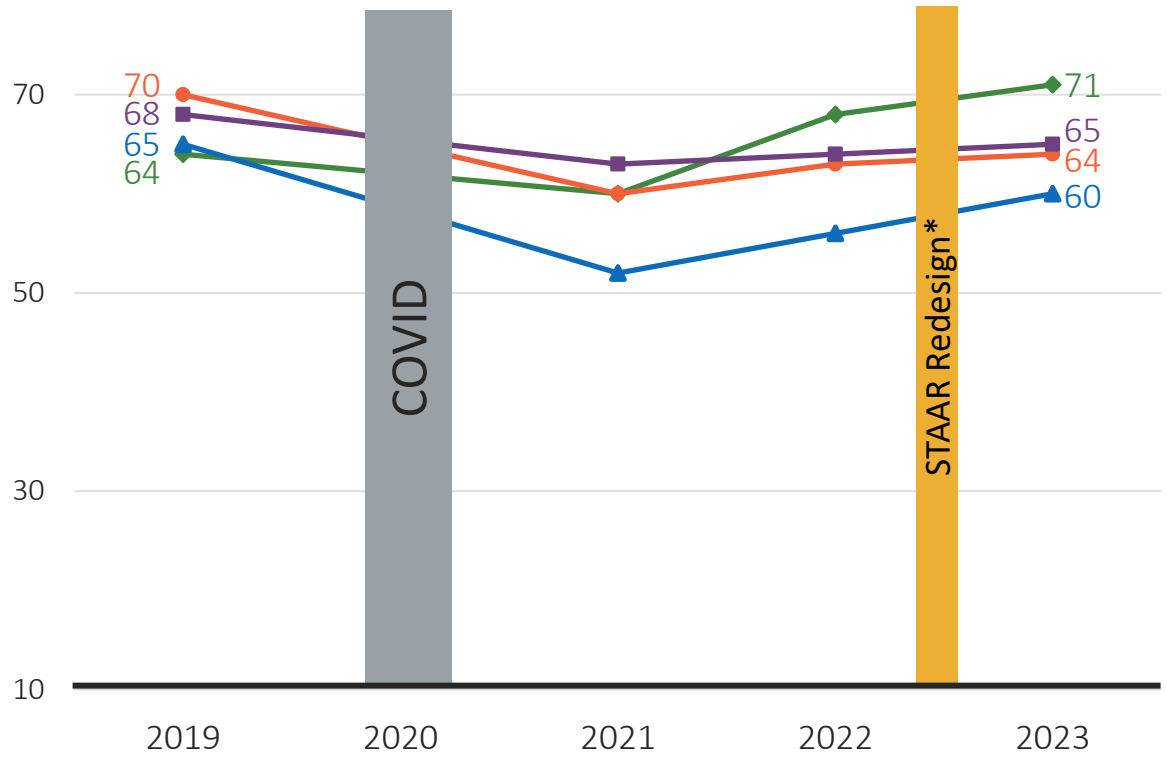
Economically Disadvantaged

ALL

Economically Disadvantaged –
Percentage of Students Who Met Grade Level



Non-Economically Disadvantaged –
Percentage of Students Who Met Grade Level



Math Grades 3-8 and Algebra I

RLA Grades 3-8 and English I & II

Science Grades 5 & 8 and Biology

Social Studies Grade 8 and US History

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

“If you don’t measure it, you don’t know what to improve”

Fitness

Weighing yourself regularly helps with hitting weight loss targets.

University of Pittsburgh, University of California, San Francisco School of Medicine.

Health

Food journals can dramatically reduce the progression of type 2 diabetes.

American Heart Association

Business

Firms who conduct routine budget audits have increased profitability.

Harvard Business Review

The 2016 *Commission on Next Generation Assessments and Accountability* made 9 recommendations that have largely been addressed

Recommendation	Status
1. Implement a computer-adaptive assessment system of multiple integrated assessments administered throughout the school year	**In progress – HB 3906 resulted in STAAR Interims, Texas Formative Assessment Resource, and the Through-Year Assessment Pilot**
2. Allow the commissioner of education to approve locally developed writing assessments.	**Addressed** – HB 1164's Texas Writing Pilot in 2015 couldn't validate the creation of an alternative writing assessment, but learnings from the pilot were incorporated into the STAAR redesign
3. Support the continued streamlining of the TEKS.	**Addressed** – SB 313 required the SBOE to streamline the TEKS
4. Limit state testing to the readiness standards.	*Not possible under federal requirements*
5. Add college-readiness assessments to Domain IV of the accountability system and fund a broader administration.	**Addressed** – SAT, ACT, AP, & IB are post-secondary readiness options under the *A-F* system. Funding for SAT/ACT provided under HB 3.
6. Align the state accountability system with ESSA requirements.	**Addressed** – HB 22 incorporated ESSA requirements into the Closing the Gaps domain of the *A-F* accountability system.
7. Eliminate Domain IV from state accountability calculations for elementary schools.	**Addressed** – HB 22 removed this domain from the *A-F* accountability system.
8. Place greater emphasis on student growth in Domains I–III in the state accountability system.	**Addressed** – Through the HB 22 *A-F* methodology, schools get the better of growth or proficiency.
9. Retain the individual graduation committee option for graduation as allowed under TEC, §28.0258.	**Addressed** – HB 1603 removed the expiration date for the law providing for individual graduation committees.

HB 3906 (2019) Required STAAR to be Upgraded to Better Align with Instructional Practices, in Two Phases

STAAR Redesign
(implemented 2022-23)

- Prioritize cross-curricular content integration for RLA passages
- Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
- Caps multiple choice questions at 75% of test by 2022-23
- Ensure access to accommodations for students with specific learning needs
- Moves toward electronic administration of all assessments by 2022-23

Through-Year Pilot
(begun 2022-23)

- Creates integrated through-year formative assessment pilot program

Other Changes
(already done)

- Ensures availability of optional interim assessments
- Creates educator advisory committee and continues technical advisory
- Permits use of calculator applications

Texas Education Agency

STAAR Redesign

HB 3906 was intended to improve instructional alignment

- The question isn't whether STAAR is designed to accurately measure student knowledge and skills. We know the answer, and it is yes.
- The question is whether STAAR can be designed differently in order to more positively influence instructional practices.

Measuring whether students have learned a concept well isn't the same as teaching it well

It is possible for the state summative assessment to be designed so that it better aligns with strong instructional practices, while still accurately measuring student mastery.

Phase 1: STAAR Redesign reflects educator feedback to improve alignment to the classroom experience

In effective classrooms, teachers are…

1	Coherently building students' **background knowledge and vocabulary** in all subject areas...	→	Prioritize **cross-curricular passages** in RLA that reference topics that students have learned about in other classes
2	Asking students to **write about what they read using evidence from text**…	→	Include **writing in all RLA tests**, reflecting our updated TEKS, and having **students write text-based responses**
3	Providing **various open-ended formats** for students to respond to questions…	→	Add new**, non-multiple-choice questions** that are more like questions teachers ask in class
4	Supporting the learning needs of all students by providing **appropriate accommodations**…	→	Move to online assessments that provide a **full suite of robust accommodations** for students with specific learning needs
5	Moving to **online assessments** supports all the changes above and provides faster test results to support accelerated learning.		

TEA greatly expanded educator outreach to ensure the STAAR redesign was implemented in an instructionally supportive way

In addition to the groups of current Texas educators who review and approve every passage and question on STAAR to ensure:

- Alignment with TEKS
- Grade level appropriateness
- Lack of bias
- Accessibility for all students

TEA has worked closely with students and educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types
- **200+** students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing
- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge.
- **89%** of educators believe that the new question types are more engaging for students
- **80%+** of educators agree that new question types will impact instructional planning

Quotes from students who interacted with potential new question types

I enjoyed answering some of these questions more than multiple choice problems.

The dropdown box in the sentence **allows me to think, put words into sentences, and help me organize my thought.** The highlighting on the map and dragging the pieces was **interactive**, and it **made me more interested** in the question than if it was multiple choice.

The questions **allowed me to better organize my thoughts** and **pick the best option** to me. **Overall, I enjoyed this more than a normal test.**

It **had a different feel** to it and **made me feel more engaged** in what I was doing.

Source: Student Cognitive Labs, 2021-2022

TEA briefed every superintendent in the state and collected feedback from over 100 superintendents

When asked "On a scale of 1-5, how positive do you think the impact of the STAAR Redesign will be?", **71%** of superintendents answered with a 4 or a 5.

Cross-curricular passages are *"more aligned with best instructional practices and encourages schools/teachers to increase instructional time [for] sci. and ss in earlier grades"*

The robust accommodations available online *"makes a big difference for many 504 students – level[s] the playing field"* and *"will help with the number of staff needed to administer tests."*

"Reading and writing is an integral part of effective instruction and writing assessment should not be limited to only a few grade levels."

"Assessment variety of items will more closely match current formative assessment items that students are using."

Source: Superintendent presentation exit tickets, January 2022

Successful Transition to Fully Online STAAR

Moving to fully online STAAR tests administrations allows us to **provide a suite of robust accommodations** for students with specific learning needs.

Across all testing programs **we administered 20M+ online tests** during SY 2022-2023.

Through our redesigned system infrastructure, we were **able to support 1,129,362 million students testing at the same time.**

On the day of its launch, Healthcare.gov **crashed at about 250,000** concurrent users.

We are committed to deliver the best testing program in the nation

	TX	CA	OK	KY	RI
Testing Window Opens	Second Week of April	First Week of January	Second Week of April	Last Week of March	Last Week of March
Average Number of Weeks until Scores are Available	3-8: 4 weeks EOC: <2 weeks	4 weeks	6 weeks	20 weeks	20 weeks
Release of Test Questions	Yes	NO	NO	NO	NO
Allow Test Rescore Requests	Yes	YES	NO	NO	NO

Texas Education Agency

Through-Year Texas Assessment Pilot

The Next Phase: TEA is currently conducting a Through-Year Assessment Pilot as required by HB 3906

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.
Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Texas Through-year Assessment Pilot
(optional, small-scale pilot launched in 2022-23)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace STAAR as Texas's summative assessment**

TEA launched an optional, small-scale pilot in SY 2022-23; multiple years of piloting is required to determine if this system can replace our current summative test

A through-year assessment model has many benefits…

- Provides **more timely and frequent feedback** that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **in-year growth** information

…but is still relatively new and innovative

- Texas will need to address **technical questions** around design, administration, and scoring
- Pilot will be rolled out over **multiple years** prior to potential adoption (based on STAAR comparability, stakeholder feedback, and legislative input)

2022-2023	2023-2024	2024-2025	2025-2026
Pilot Year 1	**Pilot Year 2** *Report to legislature*	**Pilot Year 3**	**Pilot Year 4** *Report to legislature*

Grade 5 Science
Grades 6 and 7 Math
Grade 8 Soc Studies

All pilot participation is optional; no new testing requirements, and no requirement for district participation

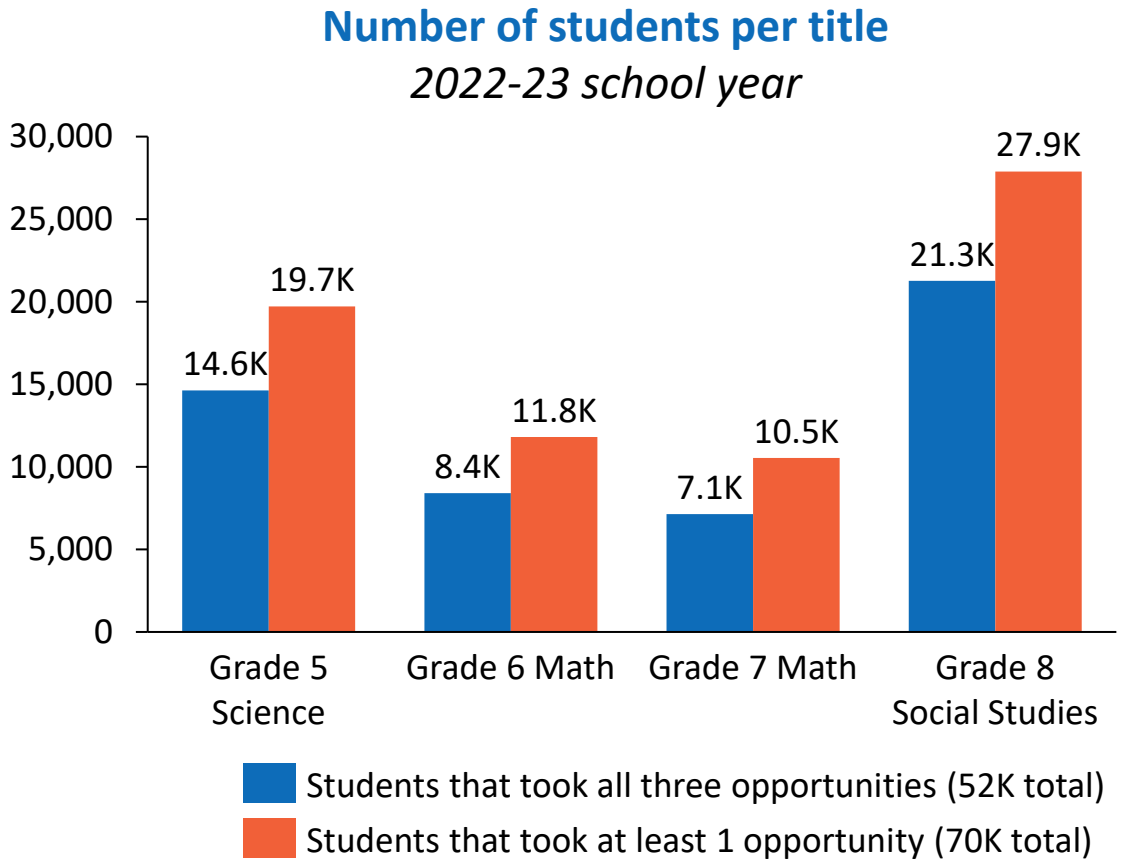
10% of LEAs across the state opted into year 1 of TTAP

121

Districts participated

19

Regions represented



TTAP's design was informed by stakeholders' feedback

Because stakeholders value…*	*The through-year assessment pilot will…*
A more cohesive assessment system that can replace existing benchmarking assessments	1 Be **administered three times a year** (fall, winter, spring), serving as viable replacement to locally adopted district benchmarks
Assessments that minimize the disruption of instructional time	2 Limit the amount of test time across the year by leveraging a **stage adaptative model**
Providing students with multiple opportunities to demonstrate proficiency	3 Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores
Preserving local scope and sequence of curriculum	4 Be **full scope** for every testing opportunity (covering entire curriculum proportionately to the STAAR blueprint)
Providing measures of in-year growth to track student performance within the year	
More timely and frequent feedback	5 Be **fully online**, yielding **immediate reports containing different types of data** after each test opportunity

*Stakeholders engagements include – Educator Advisory committee and subcommittee meetings, CAO council presentation, superintendents survey, teacher and parent focus groups, student focus groups

Pilot Design Question: Computer-adaptive

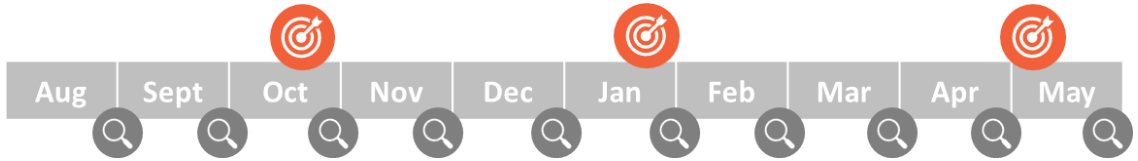
	Pros	Cons
Static	• Easier to understand (same items for all) • **Can release all items each year** (educators and families see the exact questions their students got right or wrong) • Less expensive than adaptive	• Requires a longer test • Not individualized to each student
Multi-stage Computer-adaptive	• Allows for a shorter test than a static test • Possible to release subset of items each year	• More complex test construction than a static test • More expensive than a static test • May not be able to release all items each year
Item-level Computer-adaptive	• Allows for a shorter test than a static test • Individualized for each student	• Most complex test construction • **Does not allow for item release each year** • Most expensive • Will require a separate test for special forms (e.g., ASL, Braille)

Pilot Design Question: Curricular scope

	Pros	Cons
Full Scope	• Enables districts to **keep local curricula** and doesn't penalize students who switch districts during the school year • Allows for **within-year growth measures**	• Students will be tested on content they have not yet been taught during fall and winter
Curricular-aligned	• Students aren't tested on content they haven't yet been taught	• Requires all districts to adopt **statewide curricula** • Does **not** allow for **within-year growth measures**

Full scope state assessments aligned to state standards

Local formative assessments aligned to local curriculum



Although through-year assessments are full scope, districts will continue to use curricular-aligned formative assessments throughout the year

Two other states used a through-year assessment model in the 2022-2023 school year

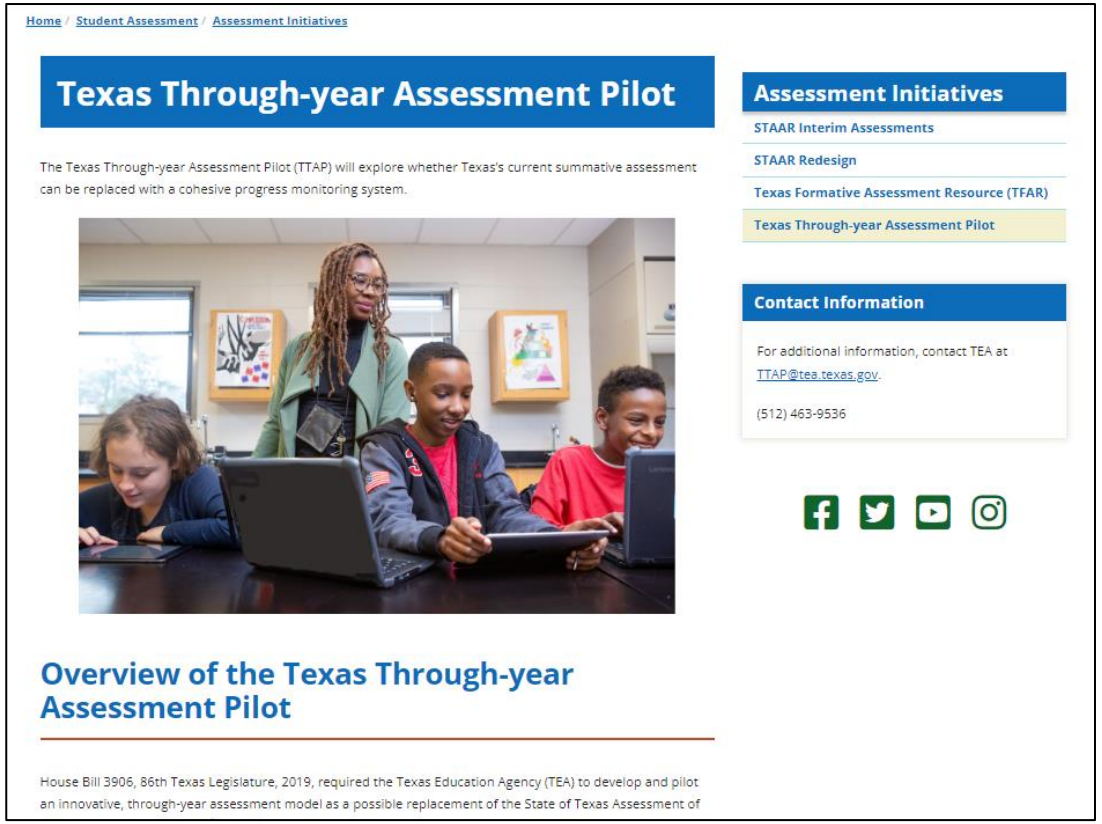
Florida's model is similar to our existing STAAR Interim Assessments if they were required rather than optional

	Texas – Current	Nebraska	Florida	Texas - Next Phase
Testing System	STAAR and optional STAAR Interims	NSCAS Growth	FAST	Through-year Assessment Pilot
Status 2022-23	**Operational**	**Operational**	**Operational**	**Pilot**
Content areas & grade levels	**Grades 3-8 math and RLA, 5 & 8 science, 8 S.S. and EOC tests**	**Grades 3-8 math and RLA**	**Grades 3-8 math, 3-10 RLA, 5 & 8 science**	**Select grades and content areas**
Windows	1 required spring summative 2 optional interims during the fall and winter	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring	3 tests administered during the fall, winter & spring
Design	Full scope, **static tests** for all spring summative tests **(items released)** Full scope, **multi-stage computer-adaptive tests** for interims (**items released**)	Full scope, **item-level computer-adaptive tests** (**items not released**)	Full scope, **item-level computer-adaptive tests** (**items not released**)	Full scope, **multi-stage computer-adaptive tests** (**partial item release**)
Cumulative Scoring	Cumulative score is a student's **spring score**	Cumulative score is a student's **spring score**, but a student's 'starting place' on the spring test is informed by the results from fall and winter	Cumulative score is a student's **spring score**; will provide recommendation to legislature by Jan 31, 2025, of how to incorporate fall and winter scores in cumulative score	Cumulative score is a student's **spring score or a weighted average of all opportunities, whichever is highest**

Texas pilot is the only one attempting to incorporate results from the first two tests into a student's final score

This coming spring, TEA will be recruiting for additional districts with expanded test titles for the 2024-25 school year!

We hope to see participation from all 20 regions next year as we expand to elementary (Grade 3 Math) and high school (Algebra 1)

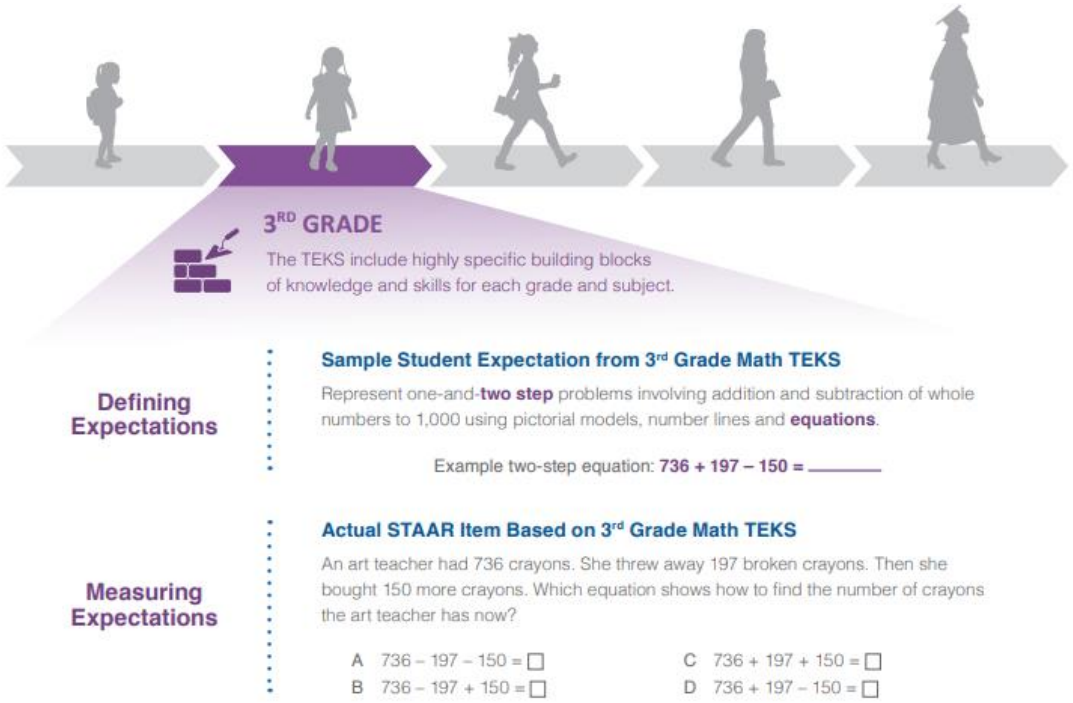


Keep up to date by visiting: https://tea.texas.gov/student-assessment/assessment-initiatives/texas-through-year-assessment-pilot

Texas Education Agency

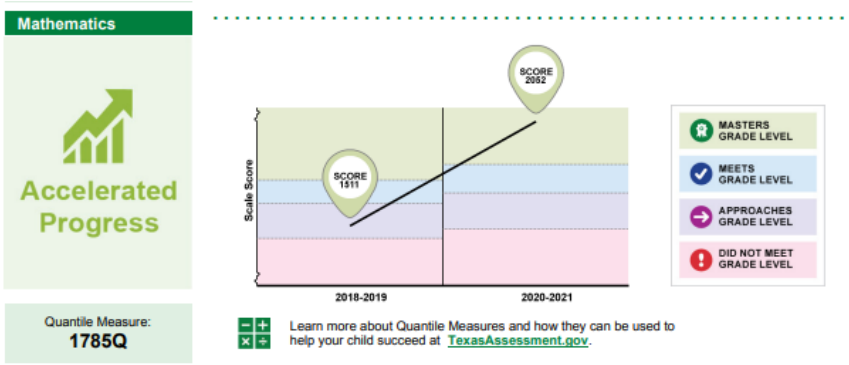
Improved Family Portal

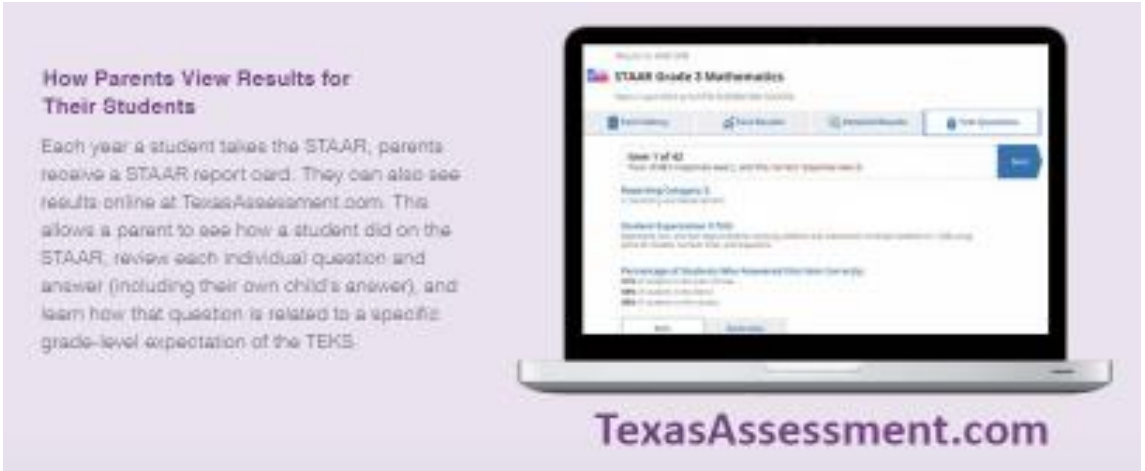
STAAR Provides Families Key Insight as to How Well Their Children Have Mastered State Grade-Level Standards

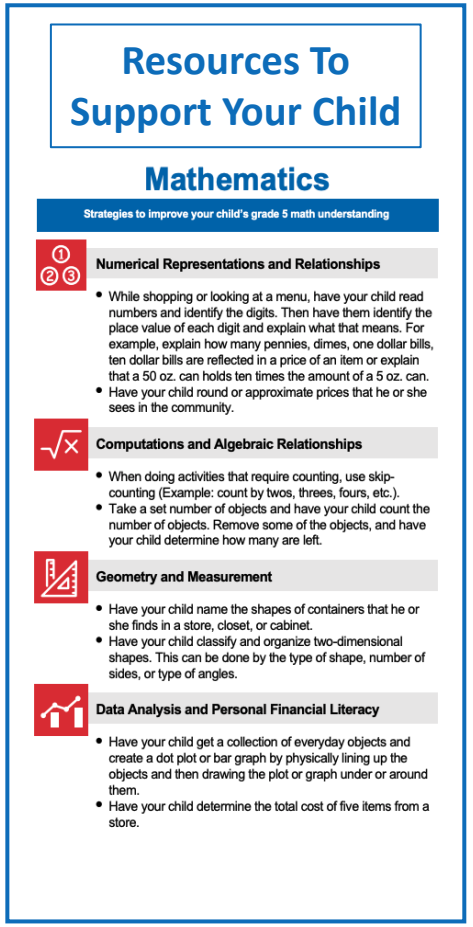


STAAR Report Card

Helps parents understand where their students are and how to support their continued academic growth

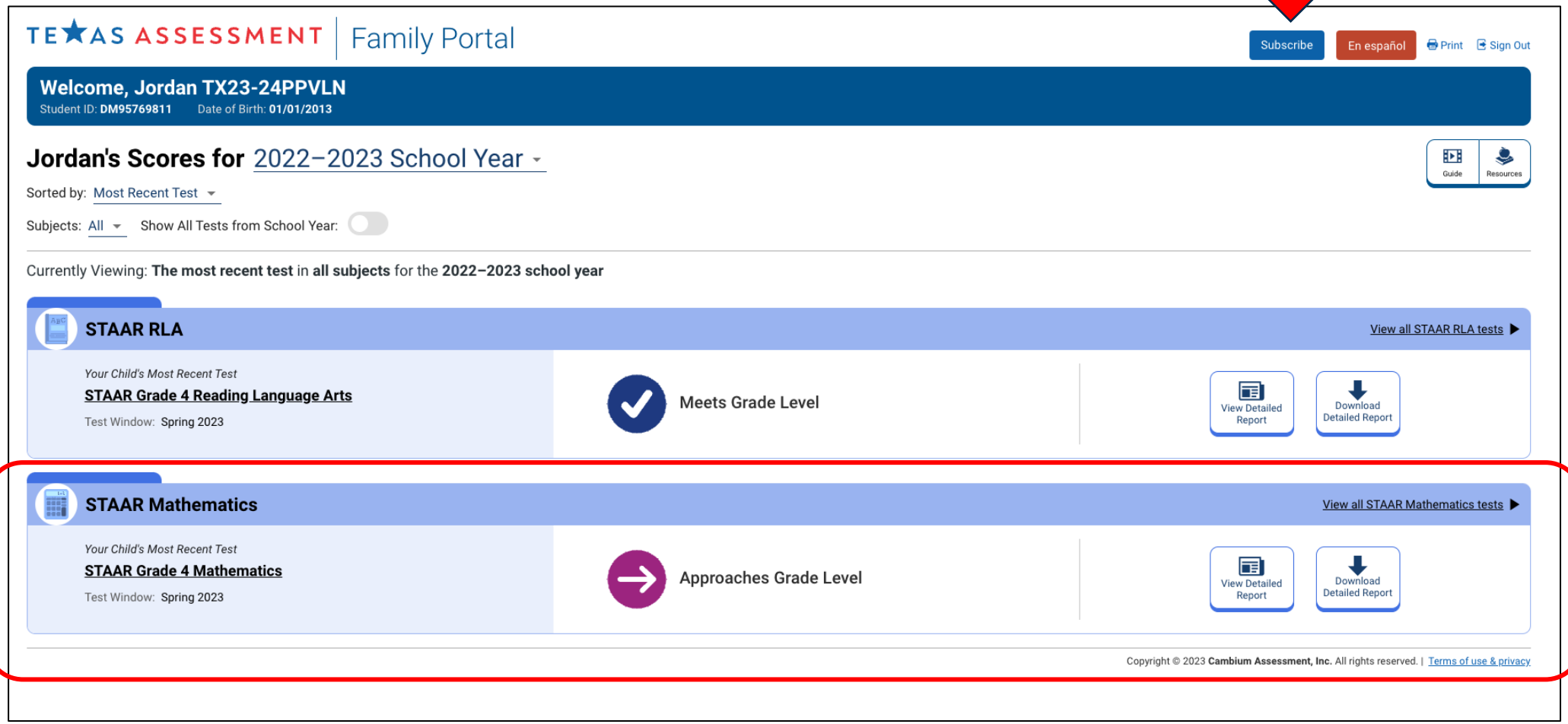






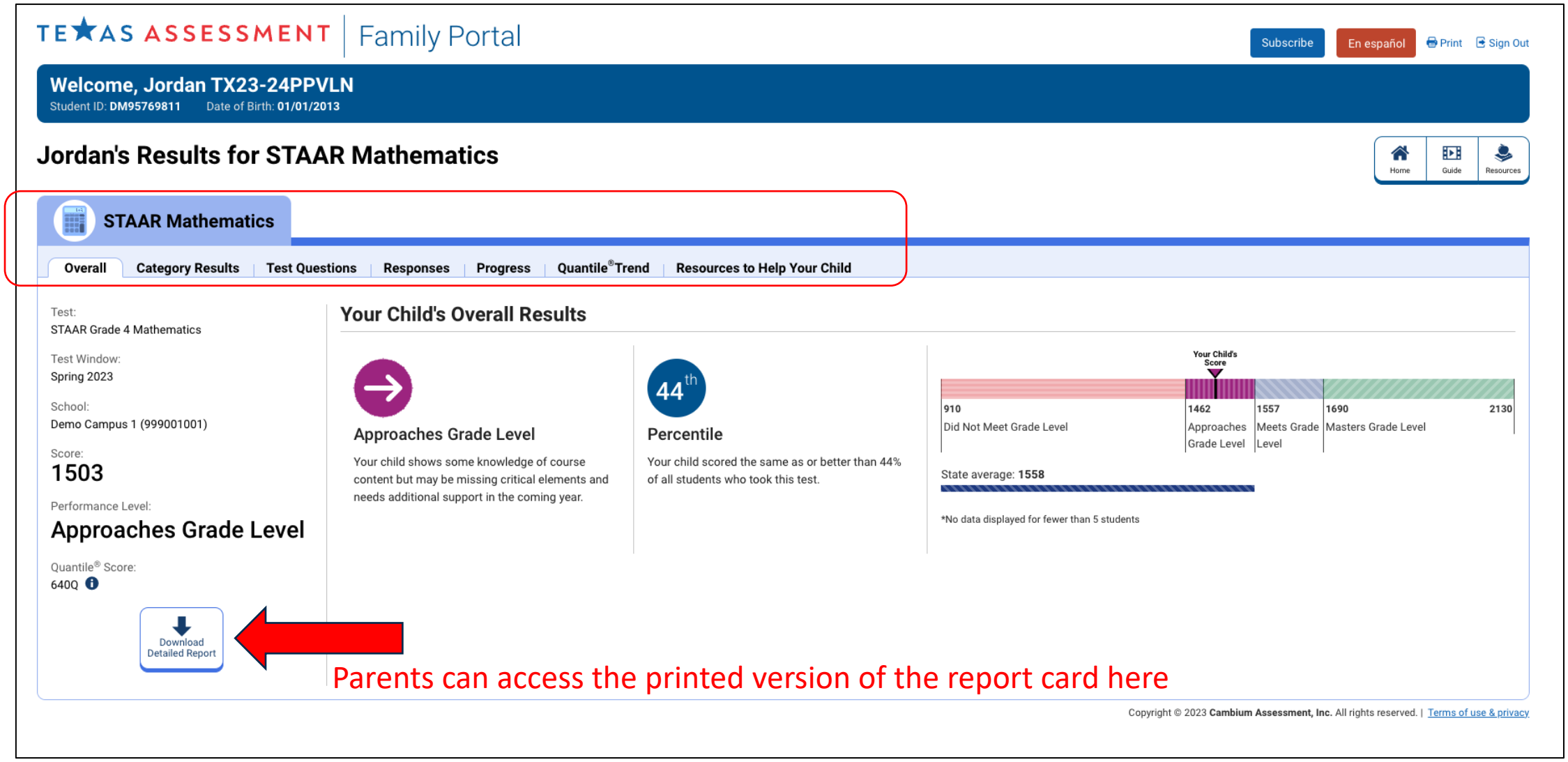
Family Portal – Parent Login

Please remind parents to subscribe for updates

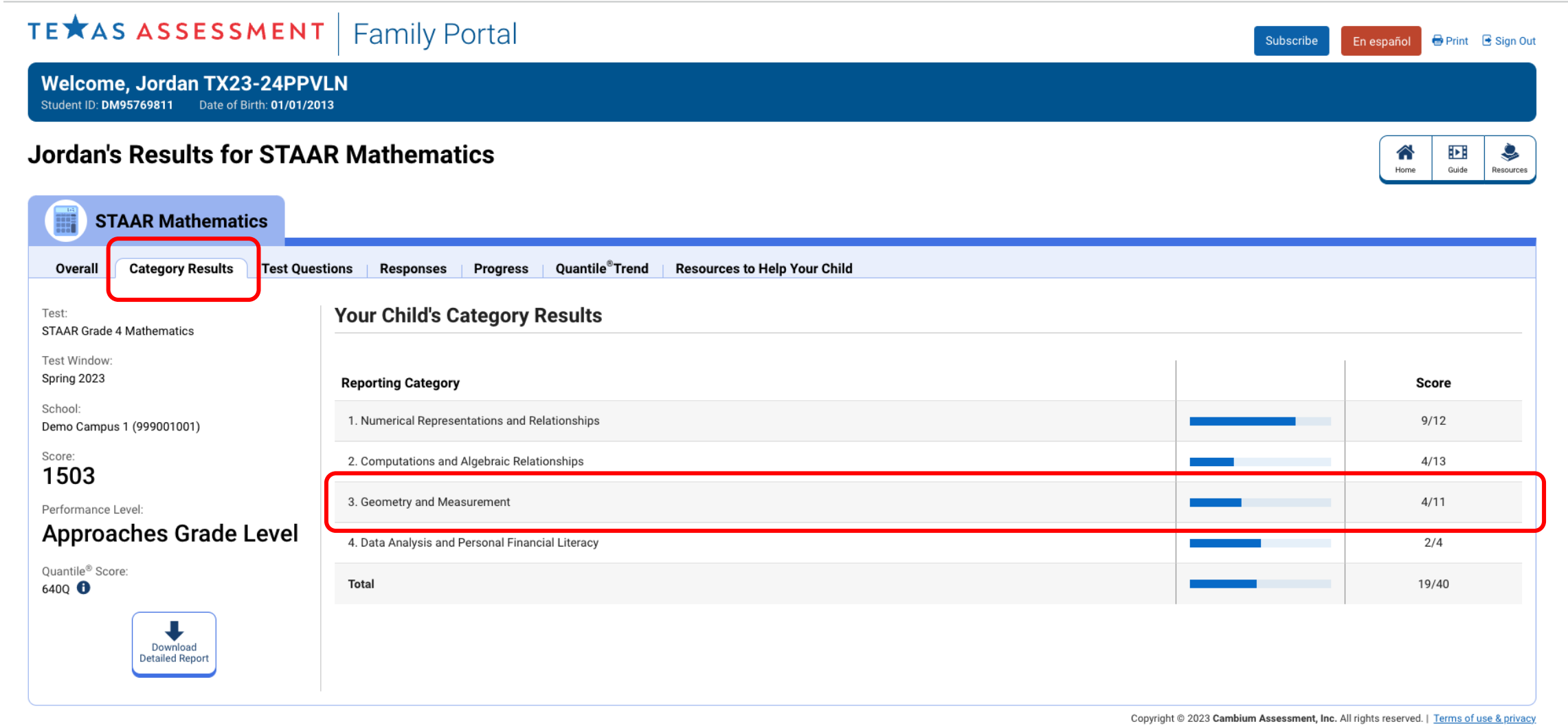


Let's begin here

Family Portal – Walkthrough Math



Family Portal – Reporting Category Information

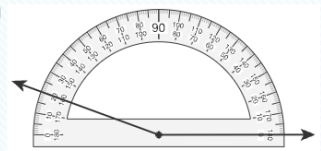
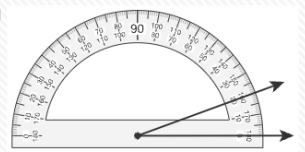
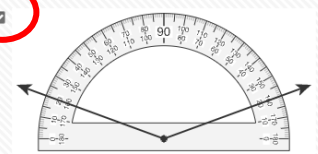
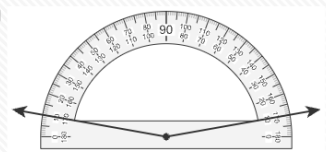
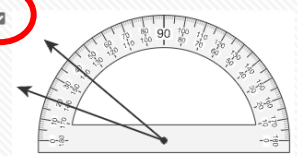


Family Portal – Test Item Label Information

▼ Item

25

Which angles appear to have a measure of 160°?
Select **TWO** correct answers.

Parents can see the actual question and student response

+

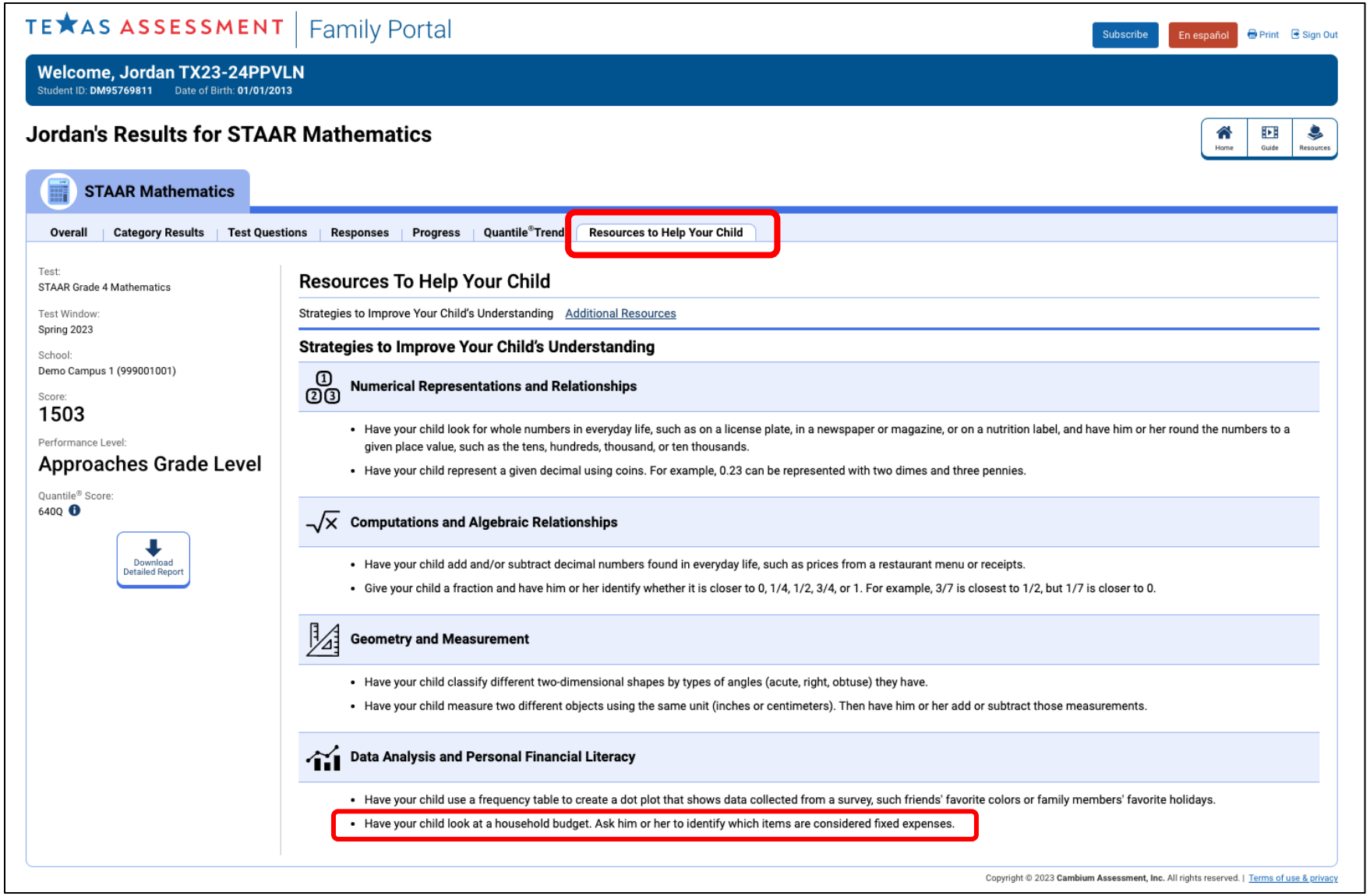
▼ Rationales

2023 STAAR Grade 4 Math Rationales

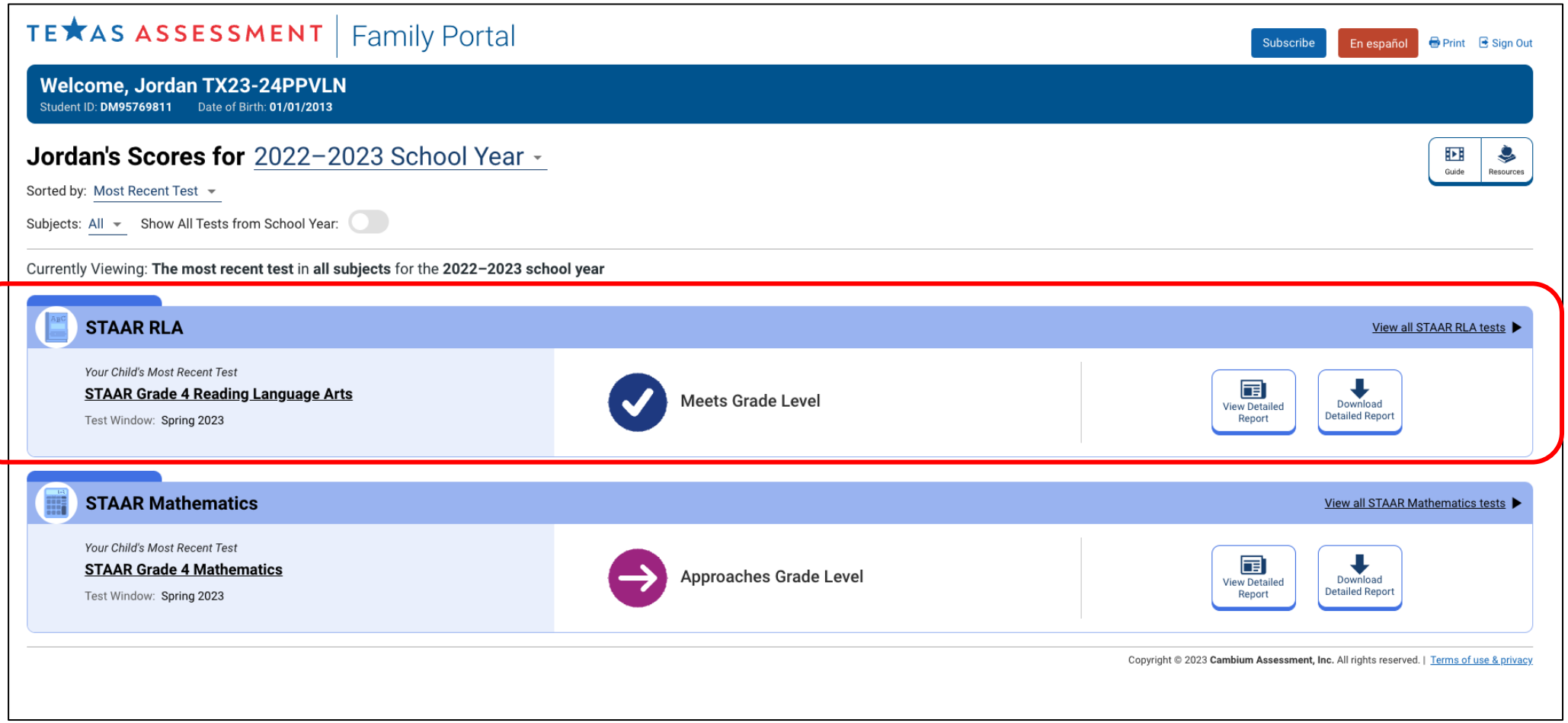
Item #		Rationale
25	Option A is correct	To determine which angles appear to have a measure (amount of turn between two lines around their common point) of 160°, the student could have found the two measures on the same scale (the measurement values shown on the protractor) through which the two rays (→, part of a line with only one endpoint) of the angle pass. The student then could have subtracted the smaller measure from the larger measure. On the outside scale, the left ray passes through 20° and the right ray passes through 180°, so the measure of the angle is 160° (180° − 20° = 160°). This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.
	Option D is correct	To find the other angle with a measure of 160°, the student could have used the outside scale to find that the left ray passes through 10° and the right ray passes through 170°, so the measure of the angle is 160° (170° − 10° = 160°).
	Option B is incorrect	The student likely selected a supplementary angle (one of two angles whose sum is 180°) of 160°. The student likely identified the angle as having a measure of 20° and added the given angle measure 160° (20° + 160° = 180°). The student needs to focus on using a protractor to find approximate measures of angles.
	Option C is incorrect	The student likely selected an angle with one ray at 160° but the other at 20°, so the angle measures 140° (160° − 20° = 140°). The student needs to focus on using a protractor to find approximate measures of angles.
	Option E is incorrect	The student likely selected an angle with one ray at 140° but read the measure on the other scale for the other ray to get 20°. The student likely added these to get 160° (140° + 20° = 160°). The student needs to focus on using a protractor to find approximate measures of angles.

Parents can also see an explanation for each answer option

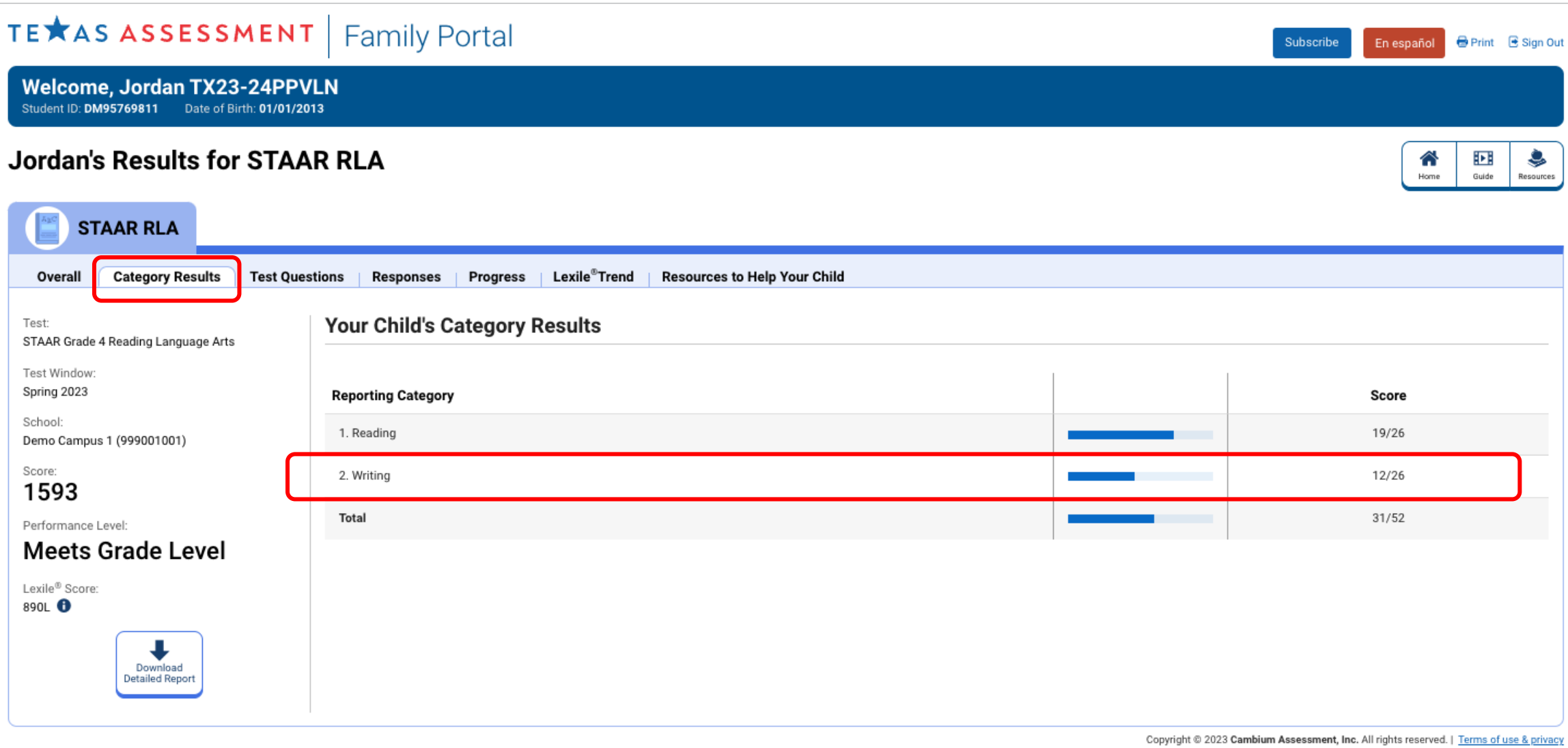
Family Portal – but wait, there's more



Family Portal – Now Let's Navigate the RLA Results



Family Portal – Reporting Category Information



Family Portal – Test questions at a glance

STAAR RLA

Overall | Category Results | Test Questions | Responses | Progress | Lexile® Trend | Resources to Help Your Child

Test:
STAAR Grade 4 Reading Language Arts

Test Window:
Spring 2023

School:
Demo Campus 1 (999001001)

Score:
1593

Performance Level:
Meets Grade Level

Lexile® Score:
890L

Download Detailed Report

Your Child's Test Questions

✔ Correct ▲ Partial ✖ Incorrect — *Not available for a 1-point item*

Item #	Reporting Category	Result	Score	State No Credit	State Partial Credit	State Full Credit
1	1. Reading	✖	0/1	51%	–	49%
2	1. Reading	✔	1/1	69%	–	31%
3	1. Reading	✔	1/1	39%	–	61%
4	1. Reading	✔	1/1	23%	–	77%
5	1. Reading	✔	1/1	28%	–	72%
6	1. Reading	✖	0/1	55%	–	45%
7	1. Reading	✔	1/1	46%	–	54%
8	1. Reading	✔	1/1	31%	–	69%
9	1. Reading	✖	0/1	53%	–	47%
10	1. Reading	✔	1/1	46%	–	54%
11	1. Reading	✔	1/1	50%	–	50%
12	1. Reading	✔	1/1	53%	–	47%
13	1. Reading	✔	1/1	55%	–	45%
14	1. Reading	✖	0/1	29%	–	71%
15	1. Reading	✔	1/1	59%	–	41%
16	1. Reading	▲	1/2	21%	63%	16%
17	1. Reading	✔	1/1	59%	–	41%
18	1. Reading	✔	1/1	22%	–	78%
19	1. Reading	✔	1/1	48%	–	52%
20	1. Reading	✔	2/2	33%	16%	50%
21	1. Reading	✔	1/1	49%	–	51%
22	1. Reading	✔	1/1	39%	–	61%
23	1. Reading	✖	0/1	37%	–	63%
24	1. Reading	✖	0/1	43%	–	
25	2. Writing	▲	2/10	46%	52%	
26	2. Writing	✖	0/1	52%	–	48%

Let's focus on the ECR question, item #25

24	1. Reading	✖	0/1	
25	2. Writing	▲	2/10	

Family Portal – let's review the actual question

Item

Read the selection and choose the best answer to each question.

Austin's Secret Salamander

1 Splash!

2 Before you even had a chance to see, it's gone, back into the water.

3 But if you had managed to get a look, you might have seen a salamander!

All about Salamanders

4 Salamanders look like lizards, but they are a kind of amphibian. That means they can live in water and on land. Amphibians are cold-blooded and have a skeleton with a backbone.

5 Salamanders are generally long and skinny. They have wet skin. There are hundreds of different species of salamanders that live all around the world.

Texas's Special Salamander

6 The Austin Blind Salamander lives in the capital of Texas, and it has only been spotted in one place—below the Barton Springs in Austin. While it's not the only kind of salamander that lives in Barton Springs, it is a special one.

7 Below Barton Springs is an aquifer—the Edwards Aquifer. An aquifer is a layer of rock with holes going through it like honeycomb. Aquifers store water underground. The Austin Blind Salamander dwells in the water-filled caves of the Edwards Aquifer. Just as its name says, the Austin Blind Salamander is unable to see. It is so skilled at living in deep, dark places that it almost never swims to the surface. The salamander's red gills allow it to stay underwater for most of its life.

8 Austin Blind Salamanders are usually between half an inch and three inches long. They come in a couple of different colors. Some salamanders are a shiny white, similar to pearls, while others are a light purple.

9 But there's more to this salamander than how it looks. Scientists learned that it does an important job for the people of Austin.

The Austin Blind Salamander at Work

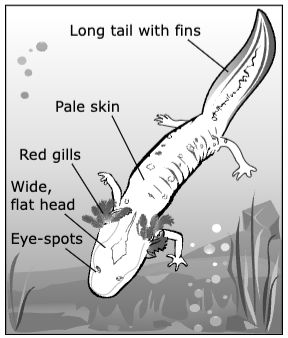
10 The Austin Blind Salamander is a keystone species. That means that the environment depends on the animal to stay balanced and healthy. Austin Blind Salamanders are especially important to humans because they help take care of the water in the Edwards Aquifer. This aquifer is a source of drinking water for over 2 million people. It also provides water for agriculture.

11 As a keystone species, Austin Blind Salamanders are important because they are predators that hunt other animals. If the salamanders left the aquifer, there would be a lot more of their prey animals in the environment and the quality of the water would change. This could make the water unsafe to drink. The salamanders are key to keeping the balance of animals the same, which means that the water stays healthy! It can be hard to see all the good these salamanders do. It's almost as if they're doing an invisible—but important—job!

12 The Austin Blind Salamanders need to be healthy in their environment. To stay healthy, the water in the aquifer needs to keep moving and stay around 70 degrees. If the salamanders stay healthy, the water is healthy.

13 So next time you see someone getting a drink of water, you can tell him or her to thank the salamanders!

Austin Blind Salamander



Note the cross-curricular content focus of this reading selection

25

Read the article "Austin's Secret Salamander." Based on the information in the article, write a response to the following:

Explain why the Edwards Aquifer is important in the article.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Family Portal – We can review the actual response

Explain why the Edwards Aquifer is important in the article.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

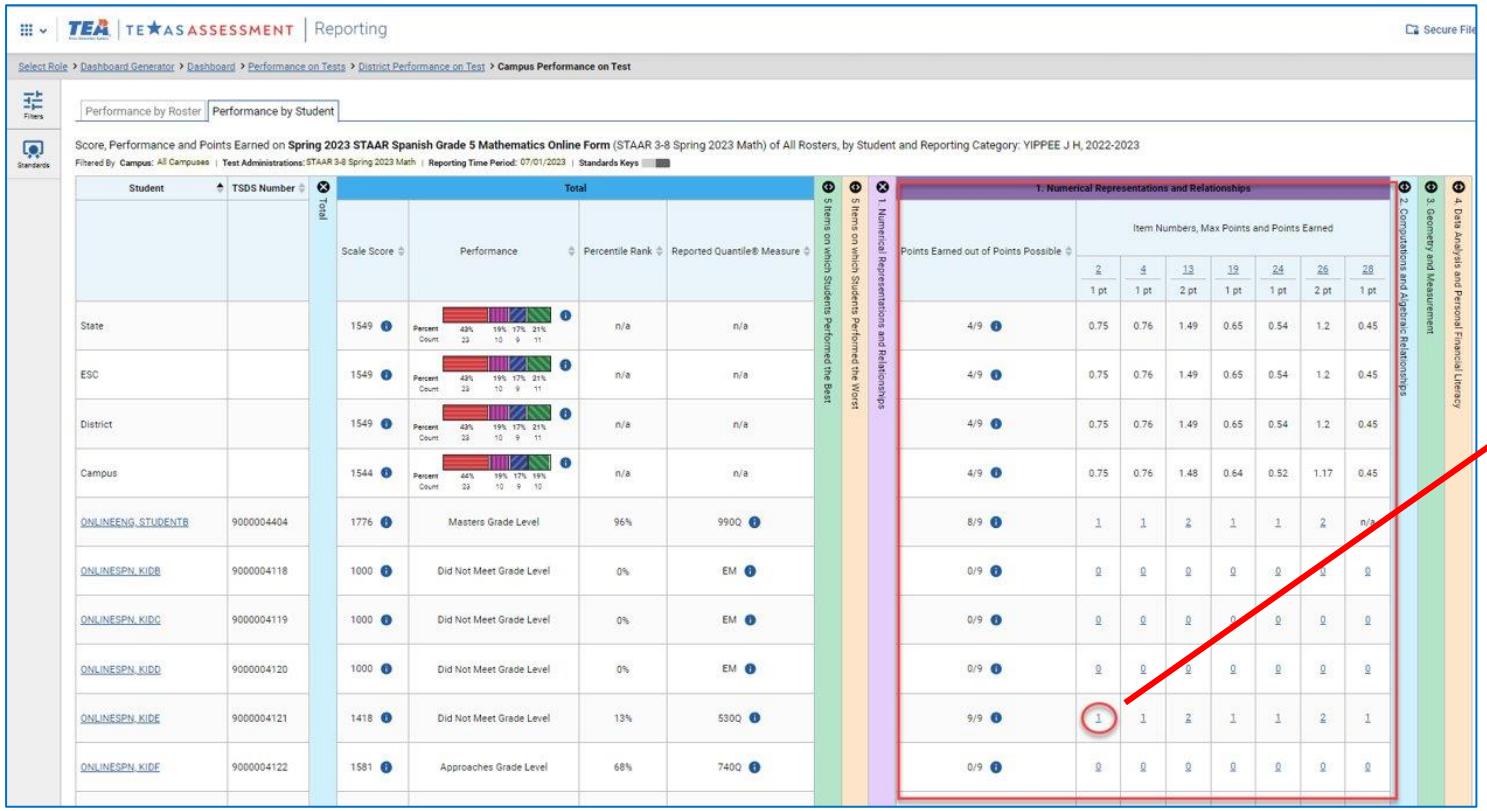
have you ever read Austin's secret salamander? In Austin's secret salamander their is a speshol salamander it's called the blind salamander it lives in edwards aquifer.edwards aquafier is imprtont beacas thies reasons speshol salamander the ecostym and it's beuti

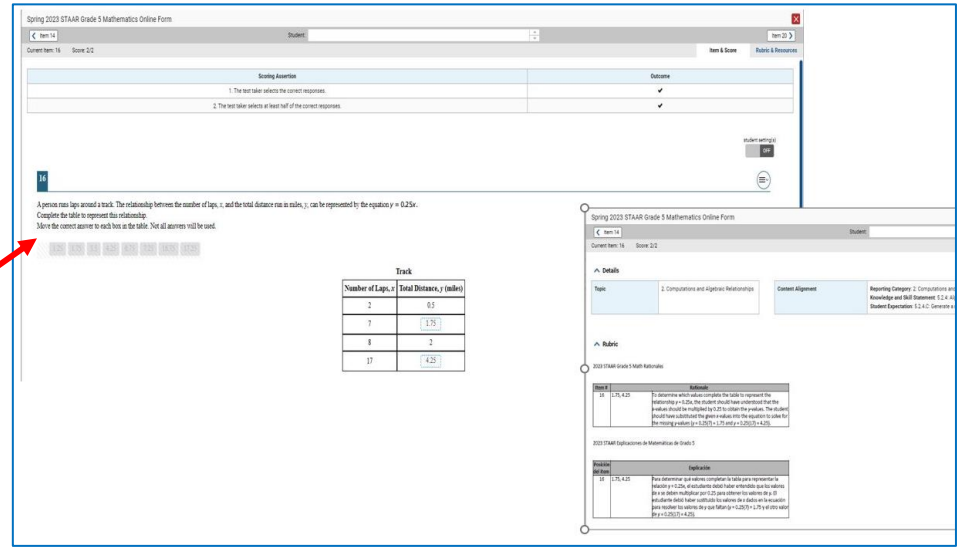
the speshol salamender hellps clean the water so we can drink it without him the water wod not be ediball
the ecosistum in edwards aquafier is home to meny crechers

- Response shows spelling and grammar concerns
- The question was asking WHY the Aquifer was important.
- Student didn't read the question properly, and there's some concerns with idea's organization

Family Portal – Connection with Teacher View of Results

- Teachers can access the same individual student response information in the Centralized Reporting System (CRS) to support meaningful parent-teacher conversations.

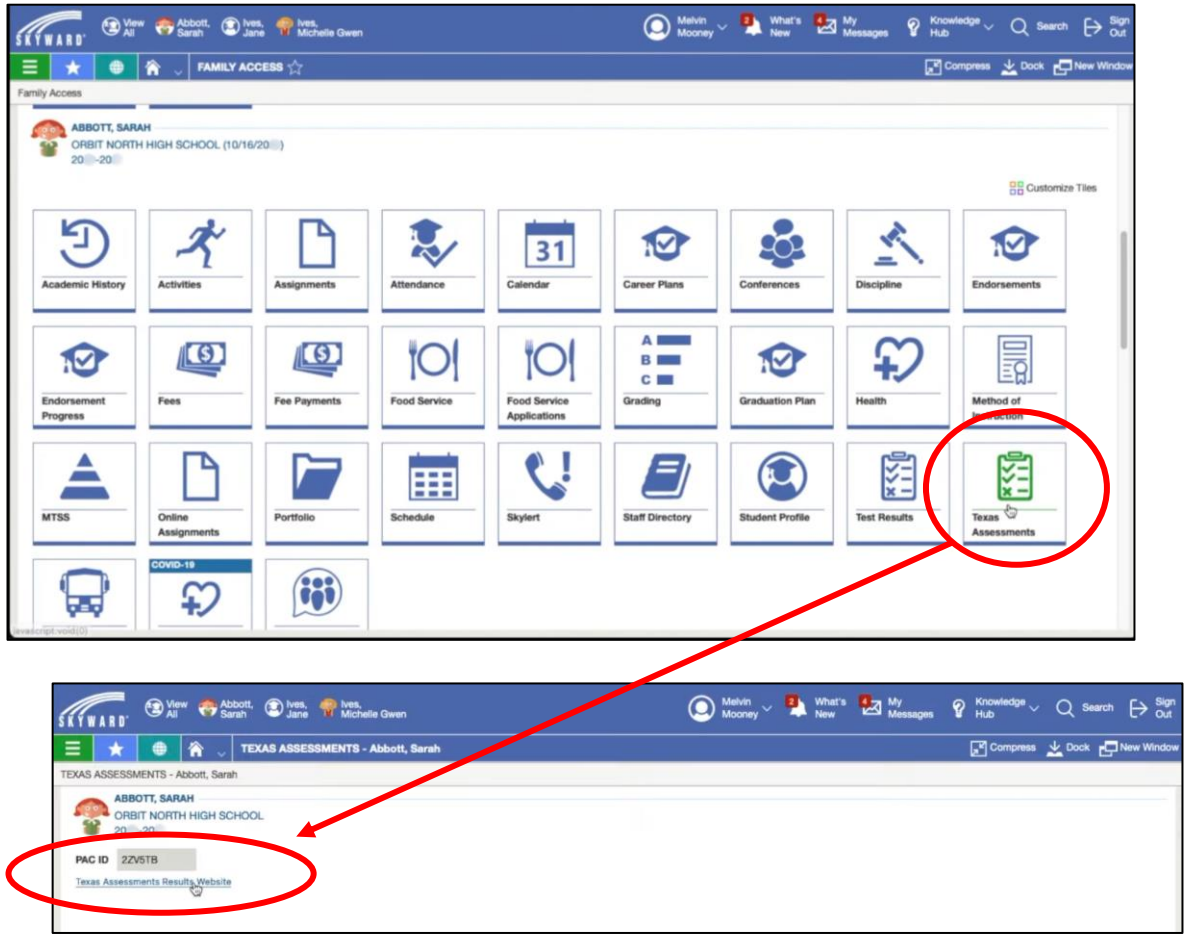




Connecting the Family Portal with Your District's Portal

- This past school year **about 4 million students took a test that is reported** on the Family Portal.
- Since the release of STAAR 3-8 results (early August), **1,415,016 parents have logged** into the portal to see their kids results.
- Up to now, **just over a third** of LEAs have **implemented single-sign-on (SSO)** between their local portals and the Family Portal.

SSO integration with your local portal helps us bridge the information gap!



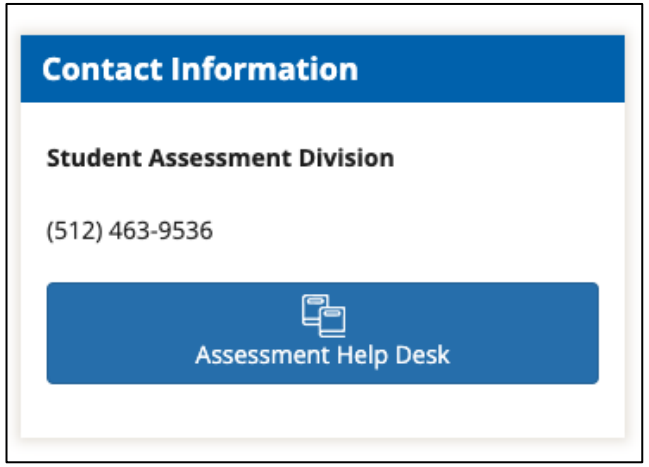
How can we help?

- Please visit texasassessment.gov for additional resources to assist with Single Sign-On Integration, or use the QR code below:

- Additionally, you can contact our Texas Testing Support team at:

  (833) 601-8821

- Or, our Student Assessment team Help Desk in our website:



Texas Education Agency

Thank you