Impact of STAAR Redesign on Student Performance: A longitudinal Analysis

Presented By

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History

HISTORY OF TEXAS TESTING (1980- 2011)

- ◉ TABS (Texas Assessment of Basic Skills)
- ◉ TEAMS (Texas Educational Assessment of Minimum Skills)
- ◉ TAAS (Texas Assessment of Academic Skills)
- ◉ TAKS (Texas Assessment of Knowledge and Skills)
- ◉ STAAR (State of Texas Assessments of Academic Readiness)

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History

Assessment Timeline

Texas has a long history of student assessment dating back to 1979, when its first statewide testing program was required by statute. Over the years, changes in legislation and policy have impacted the size and scope of the Texas Assessment Program. This chapter provides an overview of these changes, including an assessment timeline and a description of changes to the assessment program over time.

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History

—1979–1980

The Texas Assessment of Basic Skills (TABS) was administered for the first time in February 1980. TABS included mathematics, reading, and writing assessments in grades 3, 5, and 9. The final administration of TABS was in fall 1985.

—1986–1987

The Texas Educational Assessment of Minimum Skills (TEAMS) was first administered in fall 1986 and included mathematics, reading, and writing assessments in grades 1, 3, 5, 7, 9, and 11. TEAMS represented the first time that Texas students were required to pass a state assessment to be eligible to receive a high school diploma; students had to pass the TEAMS grade 11 exit-level tests in mathematics and reading to graduate. The final administration of TEAMS was in fall 1989. After that, students who were required to meet TEAMS graduation requirements had to take the Texas Assessment of Academic Skills (TAAS) exit-level assessments with adjusted performance standards.

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History

—1990–1991

First administered in fall 1990, TAAS shifted the focus of assessment from minimum skills to academic skills and included mathematics, reading, and writing assessments in grades 3, 5, 7, 9, and 11. Students had to pass the TAAS grade 11 exit-level assessments in mathematics, reading, and writing to receive their high school diploma.

—1993–1994

Administration of TAAS moved to the spring, and the grades and subjects assessed were reconfigured. From 1994 to 2002, TAAS was administered every spring to students in grades 3–8 and 10 in mathematics and reading; grades 4, 8, and 10 in writing; and grade 8 in science and social studies. Students had to pass the TAAS grade 10 exit-level assessments in mathematics, reading, and writing to be eligible to graduate.

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History

The final administration of TAAS for grades 3–8 was in spring 2002. Because TAAS remained the graduation requirement for students in grade 9 or above on January 1, 2001, exit-level TAAS tests continued to be administered through July 2009. Subsequently, students who were required to meet TAAS graduation requirements were able to take Texas Assessment of Knowledge and Skills (TAKS) exit-level assessments with adjusted performance standards.

—1995–1996

Spanish-language TAAS mathematics and reading assessments were incorporated into the testing program for grades 3 and 4.

Algebra I and Biology end-of-course (EOC) assessments were administered for the first time to students who completed these courses.

—1996–1997

Spanish-language TAAS mathematics and reading assessments were incorporated into the testing program for grades 5 and 6.

—1998–1999

English II and U.S. History EOC assessments were administered for the first time to students who completed these courses. Through spring 2002, the four EOC assessments—Algebra I, English II, Biology, and U.S. History—were administered as state-mandated assessments and as an option for meeting graduation requirements.

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History

—2002–2003

To satisfy legislative requirements, TAKS was designed to be more comprehensive than its predecessors and to measure more of the state-mandated curriculum known as the Texas Essential Knowledge and Skills (TEKS). TAKS was first administered in spring 2003 and included assessments in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7;

English language arts (ELA) in grades 10 and 11; science in grades 5, 10, and 11; and social studies in grades 8, 10, and 11. Spanish versions of TAKS were administered in grades 3–6. Students had to pass the TAKS grade 11 exit-level tests in mathematics, ELA, science, and social studies to receive a high school diploma.

The final administration of TAKS for grades 3–10 was in spring 2011. Because TAKS remained the graduation requirement for students in grade 9 or above in the 2011–2012 school year, exit-level TAKS tests continued to be administered through June 2017. After that, students who were required to meet TAKS graduation requirements could take the State of Texas Assessments of Academic Readiness (STAAR®) EOC assessments with adjusted performance standards.

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History

—2011–2012

STAAR replaced TAKS as the state academic assessment program beginning in spring 2012. STAAR included mathematics and reading in grades 3–8, writing in grades 4 and 7, science in grades 5 and 8, and social studies in grade 8. For high school, grade-specific assessments were replaced with 15 STAAR EOC assessments: Algebra I, Geometry, Algebra II, English I reading, English I writing, English II reading, English II writing, English III reading, English III writing, Biology, Chemistry, Physics, World Geography, World History, and U.S. History. STAAR Spanish was administered in grades 3–5.

In compliance with SSI, satisfactory performance on STAAR grades 5 and 8 mathematics and reading were requirements for promotion to the next grade level through spring 2021.

Depending on their graduation program, high school students were required to meet the passing standard (or achieve a predetermined minimum score) on at least 11 of the 15 STAAR EOC assessments. Additionally, students needed to meet a cumulative score requirement in each content area.

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History

—**2012–2013**

Based on legislative changes, spring 2013 was the final administration of STAAR Geometry, Chemistry, Physics, World Geography, and World History EOC assessments. STAAR Algebra II and English III post-secondary readiness assessments became optional, and their administration was suspended until spring 2016.

STAAR Modified EOC assessments in Algebra I, Geometry, English I reading, English I writing, English II reading, English II writing, Biology, World Geography, and World History were added to the testing program.

—**2013–2014**

Based on legislative requirements, STAAR high school English assessments were redesigned to combine reading and writing into a single assessment. The redesigned STAAR English I and English II EOC assessments were first administered in spring 2014.

The STAAR Modified U.S. History EOC assessment was added to the testing program.

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TAKS to STAAR Bridge Study (AYP)

- A bridge study will identify the *Met Standard* performance standard for the previous assessment system, the Texas Assessment of Knowledge and Skills (TAKS), on the STAAR assessments in 2012.

- Students who meet the bridged TAKS *Met Standard* performance standard on STAAR assessments will be counted as proficient for AYP purposes in 2012.

- The bridge study methods, as supported by the Texas Technical Advisory Committee (TTAC), vary by test type and content area (in some cases) due to different testing conditions for the assessments and the availability of student data.

- Content alignment, or overlap, analyses will determine whether there is sufficient shared content between the two assessments so that mapping the TAKS *Met Standard* performance standards onto the STAAR assessments will result in a meaningful interpretation.

- The empirical analyses will statistically map the TAKS *Met Standard* performance standard to the STAAR 2012 assessments using student performance data. The impact data analyses can provide supplemental data to support the results from the empirical analyses.

- The bridge study will only be used for AYP evaluations in spring 2012 while Texas transitions from TAKS to STAAR. In spring 2013, AYP will use the performance standards for STAAR for AYP evaluations.

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TAKS to STAAR Bridge Study (AYP)

• The empirical analyses will statistically map the TAKS *Met Standard* performance standard to the STAAR 2012 assessments using student performance data. The impact data analyses can provide supplemental data to support the results from the empirical analyses.

Stage 2. Empirical Analysis
The empirical analysis stage statistically maps the TAKS *Met Standard* performance standard to the STAAR 2012 assessments using student performance data. Different empirical methods, as supported by the Texas Technical Advisory Committee (TTAC), will be conducted based on the availability of student data. For STAAR 3–8, student data were collected in spring 2011 by embedding STAAR field-test items in the TAKS operational assessments (see Appendix 3 for technical details). For STAAR EOC, student data were collected in spring 2011 by administering both TAKS and STAAR assessments to the same students (see Appendix 3 for technical details).

Stage 3. Impact Data Analysis
The third stage involves evaluating the percent of students attaining the TAKS *Met Standard* on the TAKS 2011 assessments (referred to as impact data) in relation to student performance on STAAR assessments in 2012. The impact data analysis can provide supplemental data to support the results from the empirical analyses. As supported by the TTAC, the impact data analysis will identify the percentage of students at and above the *Met Standard* on each TAKS 2011 assessment and find the raw score on the STAAR assessment that corresponds to the TAKS passing percentage in 2011 (see Appendix 6).

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TAKS to STAAR Bridge Study (AYP)

Stage 3. Impact Data Analysis
The third stage involves evaluating the percent of students attaining the TAKS *Met Standard* on the TAKS 2011 assessments (referred to as impact data) in relation to student performance on STAAR assessments in 2012. The impact data analysis can provide supplemental data to support the results from the empirical analyses. As supported by the TTAC, the impact data analysis will identify the percentage of students at and above the *Met Standard* on each TAKS 2011 assessment and find the raw score on the STAAR assessment that corresponds to the TAKS passing percentage in 2011 (see Appendix 6).

The purpose of the impact data analysis stage is to validate the empirical method results and, if needed, make an adjustment to the identified TAKS performance standards on the STAAR assessments. The method for the impact data analysis involves identifying the percentage of students at and above the *Met Standard* on the TAKS 2011 assessment and finding the raw score on the STAAR assessment that corresponds to the TAKS passing percentage in 2011 given the percent of students at each raw score on the STAAR 2012 assessment. It is expected that the STAAR raw scores identified by using the same percentages will be equal or close to the TAKS cut points on the STAAR test identified through empirical analyses in the previous stage.

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TAKS to STAAR Bridge Study (AYP)

Hypothetical example of the results of the impact data analysis
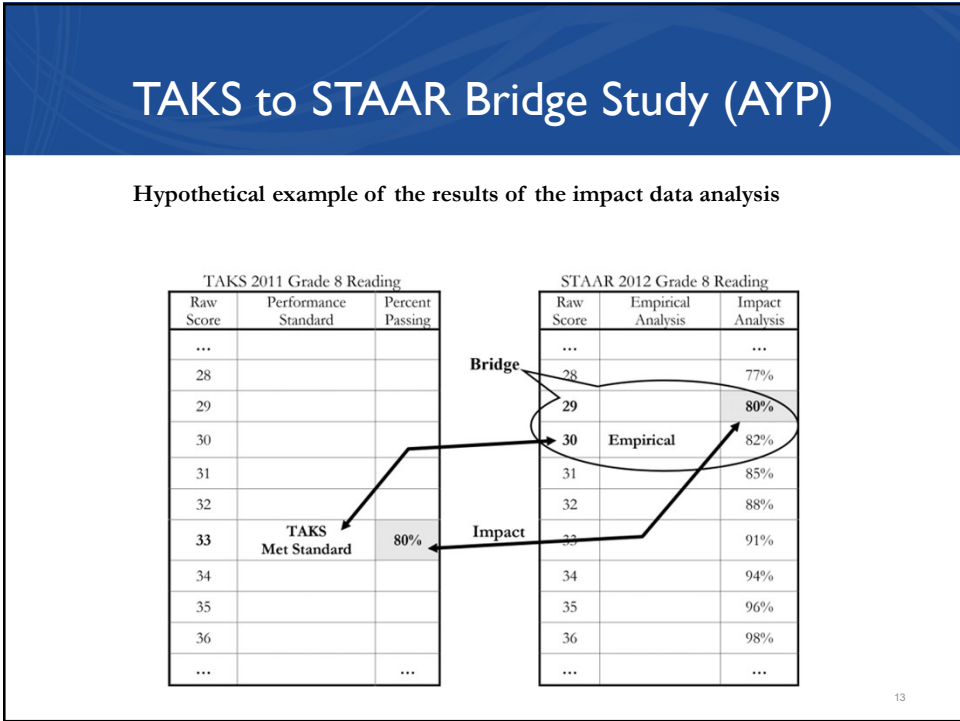
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TAKS to STAAR Bridge Study (AYP)
Phase-In Performance Standards

3. **Why are STAAR performance standards being phased in?**

A phase-in period has been implemented for STAAR performance standards to provide school districts with time to adjust instruction, provide new professional development, increase teacher effectiveness, and close knowledge gaps. A two-step phase-in for Level II is in place for all general STAAR assessments.

To be eligible to graduate from a Texas public school, a student must achieve the Level II performance standard. The STAAR EOC phase-in performance standard for Level II is based on the performance standard in place when the student takes his or her first EOC assessment. The same standard applies to all five EOC assessments. For example, for students who took STAAR Algebra I in spring 2013, the first phase-in standard for Level II: Satisfactory Performance would apply to STAAR Algebra I, English I, English II, biology, and U.S. history.

The STAAR 3–8 phase-in standards for Level II performance began with the 2012 test administration. Phase-in 1 standards for Level II are in effect for the 2011–2012, 2012–2013, and 2013–2014 school years. Phase-in 2 standards and eventually final recommended Level II standards will take effect in

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TAKS to STAAR Bridge Study (AYP)
Phase-In Performance Standards

4. **How were the phase-in cut scores determined?**

Phase-in cut scores were determined empirically for each STAAR assessment based on the recommended Level II cut scores. For STAAR EOC, phase-in 1 cut scores for Level II were set at 1.0 standard deviation (SD) below the Level II recommended cut scores for the STAAR mathematics, science, and social studies assessments and at 0.5 SD below the Level II recommended cut scores for the STAAR English assessments. Phase-in 2 cut scores for Level II were set at 0.5 SD below the Level II recommended cut scores for the STAAR mathematics, science, and social studies assessments, and at 0.2 SD below the Level II recommended cut scores for the STAAR English assessments.

For all STAAR 3–8 assessments, phase-in 1 cut scores for Level II were set at 1.0 SD below the Level II recommended cut scores, and phase-in 2 cut scores were set at 0.5 SD below the Level II recommended cut scores. These phase-in cut scores are all higher than the TAKS "Met" performance standard.

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TAKS to STAAR Equivalents

State of Texas Assessments of Academic Readiness (STAAR) General Assessments—2012
Texas Assessment of Knowledge and Skills (TAKS) Equivalent Information*

Grades 3–8 Reading and Mathematics**		TAKS Cut Score on STAAR		Items Tested		Number of Students Tested		Number Met TAKS Cut Score on STAAR		Percent Met TAKS Cut Score on STAAR	
Grade	Language	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
3	English	14	19***	40	46	327,998	346,008	301,186	297,561	92	86
3	Spanish	13	19	40	46	36,256	19,808	32,164	15,645	89	79
	Grade 3 Total					364,254	365,816	333,350	313,206	92	86
4	English	19	20	44	48	334,511	348,285	290,571	309,317	87	89
4	Spanish	17	20	44	48	23,242	10,817	18,773	8,677	81	80
	Grade 4 Total					357,753	359,102	309,344	317,994	86	89
5	English	21	22	46	50	348,809	355,101	303,588	306,662	87	86
5	Spanish	21	22	46	50	9,983	3,632	7,480	2,221	75	61
	Grade 5 Total					358,792	358,733	311,068	308,883	87	86
6	English	23	19	48	52	354,388	349,035	302,145	286,311	85	82
	Grade 6 Total					354,388	349,035	302,145	286,311	85	82
7	English	22	19	50	54	347,911	327,397	303,069	270,058	87	82
	Grade 7 Total					347,911	327,397	303,069	270,058	87	82
8	English	22	21	52	56	340,837	316,678	302,909	248,028	89	78
	Grade 8 Total					340,837	316,678	302,909	248,028	89	78

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TAKS to STAAR Bridge Study (AYP)
Phase-In Performance Standards

3rd Grade Reading
District Data Calculated at 2 SEM or Raw Score = 21 / STATE Calculation = Raw Score 20 / TEA AYP Bridge Study = Raw Score 14

3rd Grade Math
District Data Calculated at 2 SEM or Raw Score = 25 / STATE Calculation = Raw Score 26 / TEA AYP Bridge Study = Raw Score 19

4th Grade Reading
District Data Calculated at 2 SEM or Raw Score = 23 / STATE Calculation = Raw Score 23 / TEA AYP Bridge Study = Raw Score 19

4th Grade Math
District Data Calculated at 2 SEM or Raw Score = 26 / State Calculation = Raw Score 28 / TEA AYP Bridge Study = Raw Score 19

5th Grade Reading
District Data Calculated at 2 SEM or Raw Score = 26 / State Calculation = Raw Score / TEA AYP Bridge Study = Raw Score 21

5th Grade Math
District Data Calculated at 2 SEM or Raw Score = 26 / State Calculation = Raw Score / TEA AYP Bridge Study = Raw Score 22

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TAKS to STAAR Bridge Study (AYP)
Phase-In Performance Standards

6th Grade Reading
District Data Calculated at 2 SEM or Raw Score = 24 / State Calculation = Raw Score 27 / TEA Bridge Study = Raw Score 23

6th Grade Math
District Data Calculated at 2 SEM or Raw Score = 22 / State Calculation = Raw Score 21 / TEA AYP Bridge Study = Raw Score 19

7th Grade Reading
District Data Calculated at 2 SEM or Raw Score = 25 / State Calculation = Raw Score 27 / TEA Bridge Study = Raw Score 22

7th Grade Math
District Data Calculated at 2 SEM or Raw Score = 23 / State Calculation = Raw Score 23/ TEA AYP Bridge Study = Raw Score 19

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History

—**2022–2023**

STAAR transitioned to a primarily online assessment program beginning with the December 2022 administration.

Spring 2023 marked the launch of the STAAR redesign. New non-multiple-choice question types were present across all grades, subjects, and courses. STAAR reading language arts (RLA) assessments included reading and writing components.

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STAAR Redesign

- STAAR redesign is a result of House Bill (HB) 3906 passed by the 86th Texas Legislature in 2019.
- The redesign will be implemented in the state summative assessments administered in the 2022–2023 school year.

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STAAR Redesign

■The STAAR redesign includes several components:

- Online Testing and Accommodations
- New Question Types
- Cross-curricular Passages
- Evidence-based Writing

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STAAR Grade 3 Math Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Numerical Representations and Relationships	Readiness:	4	7-9	10-12
	Supporting:	10		
2: Computations and Algebraic Relationships	Readiness:	5	11-13	13-17
	Supporting:	9		
3: Geometry and Measurement	Readiness:	3	5-7	6-10
	Supporting:	6		
4: Data Analysis and Personal Financial Literacy	Readiness:	1	3-5	3-6
	Supporting:	6		
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		23	23
	2-point questions (non-multiple choice)		7	14
Total			30	37

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-70% of the total points on the base test.

Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 30-45% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called "field-test questions."

Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

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STAAR Grade 3 Reading Language Arts Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Reading	Readiness: 12	Supporting: 19	24-26	26-28
2: Writing	Readiness: 13	Supporting: 12	15-17	24-26
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		38	38
	2-point questions (non-multiple choice)		2	4
	Extended Constructed Response		1	10
Total			41	52

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.

Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 25-45% of the total points on the base test.

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STAAR Grade 4 Math Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Numerical Representations and Relationships	Readiness: 3	Supporting: 10	7-9	8-12
2: Computations and Algebraic Relationships	Readiness: 5	Supporting: 7	10-12	12-16
3: Geometry and Measurement	Readiness: 4	Supporting: 7	8-10	9-13
4: Data Analysis and Personal Financial Literacy	Readiness: 1	Supporting: 4	3-5	3-6
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		24	24
	2-point questions (non-multiple choice)		8	16
Total			32	40

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-70% of the total points on the base test.

Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 30-45% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called "field-test questions."

Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

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STAAR

STAAR Grade 4 Reading Language Arts Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Reading	Readiness: 13	Supporting: 18	24-26	26-28
2: Writing	Readiness: 12	Supporting: 12	15-17	24-26
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		38	38
	2-point questions (non-multiple choice)		2	4
	Extended Constructed Response		1	10
Total			41	52

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.
Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.
Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 25-45% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called "field-test questions."

Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

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STAAR

STAAR Grade 5 Math Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Numerical Representations and Relationships	Readiness: 2	Supporting: 4	5-7	5-9
2: Computations and Algebraic Relationships	Readiness: 6	Supporting: 9	15-17	17-21
3: Geometry and Measurement	Readiness: 3	Supporting: 5	7-9	8-12
4: Data Analysis and Personal Financial Literacy	Readiness: 1	Supporting: 6	3-5	3-7
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		26	26
	2-point questions (non-multiple choice)		8	16
Total			34	42

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.
Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-70% of the total points on the base test.
Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 30-45% of the total points on the base test.

Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.

STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.

Step 1: Passages and questions are written to align with the TEKS, which describe what students should know and be able to do in each grade and subject.

Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

Step 3: Questions are tested out by Texas students but do not count towards their scores to confirm that the questions are unbiased and accurate. These are called "field-test questions."

Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test to provide educators and families with information to support teaching and learning.

STAAR Math Resources, Grades 3–8   STAAR Resources for all Assessments   STAAR Redesign Resources

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STAAR Grade 5 Reading Language Arts Blueprint
Effective as of School Year 2022–23

Reporting Category	Number of Standards		Number of Questions	Number of Points
1: Reading	Readiness: 13		24-26	26-28
	Supporting: 18			
2: Writing	Readiness: 12		15-17	24-26
	Supporting: 12			
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)		38	38
	2-point questions (non-multiple choice)		2	4
	Extended Constructed Response		1	10
Total			41	52

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.

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STAAR Grades 3–8 Assessments

Date	Event	Format and Location	Additional Details
05/12/23	End of Spring Testing Windows	—	—
05/22/23	Early Raw Scores and Supporting Guidance	• Data files sent to district testing coordinators' secure inboxes in the Test Information Distribution Engine (TIDE) • Student results available in the Centralized Reporting System (CRS) • PDFs of Supporting Guidance posted on STAAR Redesign webpage	Districts will see raw scores (how many points students earned), student responses to all questions, and whether the student response was correct or incorrect. These scores are considered preliminary until quality control processes are complete. To support accelerated instruction decision-making before performance levels are available on 08/11/23, TEA will provide supporting guidance that indicates whether the total raw score earned is likely passing, likely not passing, or in the zone of uncertainty for each test. (Passing = Approaches or higher.) Images of student responses for each item on the test will be available in CRS to assist in planning accelerated instruction activities See sample guidance at the end of this document.
06/09/23	Preliminary Assessment Reports (raw scores only)	Preliminary assessment reports sent to district coordinator's secure inbox in TIDE	Preliminary assessment reports will show only raw score information and not the performance level achieved. These reports include data files, district and campus summary reports, and confidential campus rosters. Districts may request corrections based on these reports.
08/11/23	Final Assessment Reports (scale scores and performance levels)	• Standard final assessment reports sent to district coordinator's secure inbox in TIDE • Student results available in CRS	Scale scores and performance levels will be available for the first time on the final assessment reports, which include updated data files and student report cards. Final student-level determinations may be made from these reports. Individual student results will be available in CRS.
08/16/23	Final Assessment Results for Families	Assessment results published in Family and Analytic Portals	Final assessment results are available in the Family and Analytic Portals.

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Reporting Timelines for Spring 2023 STAAR

Sample Supporting Guidance for Raw Scores

To support accelerated instruction and graduation decision-making before performance levels are available (05/31/23 for STAAR EOC assessments and 08/11/23 for STAAR grades 3–8 assessments), supporting guidance will indicate whether the total raw score earned is likely passing, likely not passing, or in the zone of uncertainty for each test. (Passing = Approaches or higher.)

In addition, images of student responses for each item on the test and how many points the student received will be available in CRS to assist in planning accelerated instruction activities

Until the standard-setting process and all quality control processes are completed, performance levels cannot be finalized. Once preliminary or final results with performance levels are available, use of this guidance will no longer be needed, and school systems should use the performance level information to inform decision-making for each student.

Spring 2023 STAAR EOC Assessment

Raw Score	Preliminary Determination
1	Likely did not pass
2	Likely did not pass
3	Likely did not pass
4	Likely did not pass
5	Likely did not pass
6	Likely did not pass
7	Zone of uncertainty
8	Zone of uncertainty
9	Zone of uncertainty
10	Zone of uncertainty
11	Zone of uncertainty
12	Zone of uncertainty
13	Zone of uncertainty
14	Likely passed
15	Likely passed
16	Likely passed
17	Likely passed
18	Likely passed
19	Likely passed
20	Likely passed

29

To support local educational agencies (LEAs) in making decisions regarding accelerated instruction and graduation before performance levels are available, TEA published Early Results Guidance Tables, which indicate whether the total raw score earned is likely passing, likely not passing, or in the zone of uncertainty for each test. Until the standard-setting process and all quality control processes are completed, performance levels cannot be finalized. Once results with performance levels are available, use of the early results guidance tables will no longer be needed, and LEAs should use the performance level information to inform decision-making for each student.

State of Texas Assessments of Academic Readiness

STAAR
Early Results Guidance
Grade 3 Mathematics
Spring 2023

Raw Score	Early Results Guidance
0	Likely did not pass
1	Likely did not pass
2	Likely did not pass
3	Likely did not pass
4	Likely did not pass
5	Likely did not pass
6	Likely did not pass
7	Likely did not pass
8	Likely did not pass
9	Zone of uncertainty
10	Zone of uncertainty
11	Zone of uncertainty
12	Zone of uncertainty
13	Zone of uncertainty
14	Zone of uncertainty
15	Zone of uncertainty
16	Zone of uncertainty
17	Zone of uncertainty
18	Zone of uncertainty
19	Likely passed
20	Likely passed
21	Likely passed
22	Likely passed
23	Likely passed
24	Likely passed
25	Likely passed
26	Likely passed
27	Likely passed
28	Likely passed
29	Likely passed
30	Likely passed
31	Likely passed
32	Likely passed
33	Likely passed
34	Likely passed
35	Likely passed
36	Likely passed
37	Likely passed

State of Texas Assessments of Academic Readiness

STAAR
Early Results Guidance
Grade 3 Reading Language Arts
Spring 2023

Raw Score	Early Results Guidance
0	Likely did not pass
1	Likely did not pass
2	Likely did not pass
3	Likely did not pass
4	Likely did not pass
5	Likely did not pass
6	Likely did not pass
7	Likely did not pass
8	Likely did not pass
9	Likely did not pass
10	Likely did not pass
11	Zone of uncertainty
12	Zone of uncertainty
13	Zone of uncertainty
14	Zone of uncertainty
15	Zone of uncertainty
16	Zone of uncertainty
17	Zone of uncertainty
18	Zone of uncertainty
19	Zone of uncertainty
20	Zone of uncertainty
21	Likely passed
22	Likely passed
23	Likely passed
24	Likely passed
25	Likely passed
26	Likely passed
27	Likely passed
28	Likely passed
29	Likely passed
30	Likely passed
31	Likely passed
32	Likely passed
33	Likely passed
34	Likely passed
35	Likely passed
36	Likely passed
37	Likely passed
38	Likely passed
39	Likely passed
40	Likely passed

30

31

32

33

34

Table B.4.1. Spring 2022 STAAR English Grade 3 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
MATHEMATICS	OVERALL TEST	32	364,518	19.71	7.20	0.90	2.29	61.58
	Numerical Representations and Relationships	8	364,518	5.95	2.00	0.72	1.07	74.32
	Computations and Algebraic Relationships	13	364,518	7.89	3.31	0.81	1.45	60.72
	Geometry and Measurement	7	364,518	3.70	1.89	0.64	1.14	52.8
	Data Analysis and Personal Financial Literacy	4	364,518	2.17	1.08	0.42	0.82	54.24
READING	OVERALL TEST	34	350,251	23.09	7.59	0.91	2.32	67.9
	Understanding/Analysis Across Genres	5	350,251	4.16	1.22	0.68	0.69	83.21
	Understanding/Analysis of Literary Texts	15	350,251	10.40	3.88	0.86	1.47	69.31
	Understanding/Analysis of Informational Texts	14	350,251	8.53	3.29	0.76	1.63	60.93

Notes:
1. Total number of Score Points (may exceed the number of items for tests/reporting categories with essay questions).
2. Stratified Alpha Reliability computed for tests involving essay questions, KR-20 reliability computed for all others.
3. Mean of percent correct (0~100%) for the multiple-choice and gridded items only.

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Table B.4.1. Spring 2023 STAAR Grade 3 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
Mathematics	OVERALL TEST	37	369,987	19.40	7.75	0.88	2.68	50.16
	Numerical Representations and Relationships	10	369,987	5.28	2.69	0.73	1.40	53.90
	Computations and Algebraic Relationships	15	369,987	7.28	3.54	0.77	1.71	46.05
	Geometry and Measurement	7	369,987	3.45	1.68	0.52	1.17	46.02
	Data Analysis and Personal Financial Literacy	5	369,987	3.38	1.18	0.31	0.97	63.68
RLA	OVERALL TEST	52	356,509	27.14	10.75	0.92	3.03	57.92
	Reading	26	356,509	15.86	5.39	0.82	2.26	61.37
	Writing	26	356,509	11.29	6.04	0.89	2.00	53.05

Notes:
1. Maximum possible score points (may exceed the number of items because of multiple-point items).
2. Stratified alpha computed using item types (binary, two-point non-handscored, two-point handscored, essay question conventions domain, essay question ideas domain) as strata. Interrater correlation was used as stratum reliability where applicable for the purpose of computing stratified alpha. If stratified alpha was not viable because a stratum had only one item, KR-20 was computed instead.
3. Mean of percent correct (0–100%) across all items.

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2022 3ʳᵈ Grade Math

37

2023 3ʳᵈ Grade Math

38

2022 3rd Grade Reading

Figure B.7.7. Spring 2022 STAAR English Grade 3 Reading
Frequency Distribution of Scale Scores
All Students

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2023 3rd Grade Reading

Figure B.7.7. Spring 2023 STAAR Grade 3 RLA
Frequency Distribution of Scale Scores
All Students
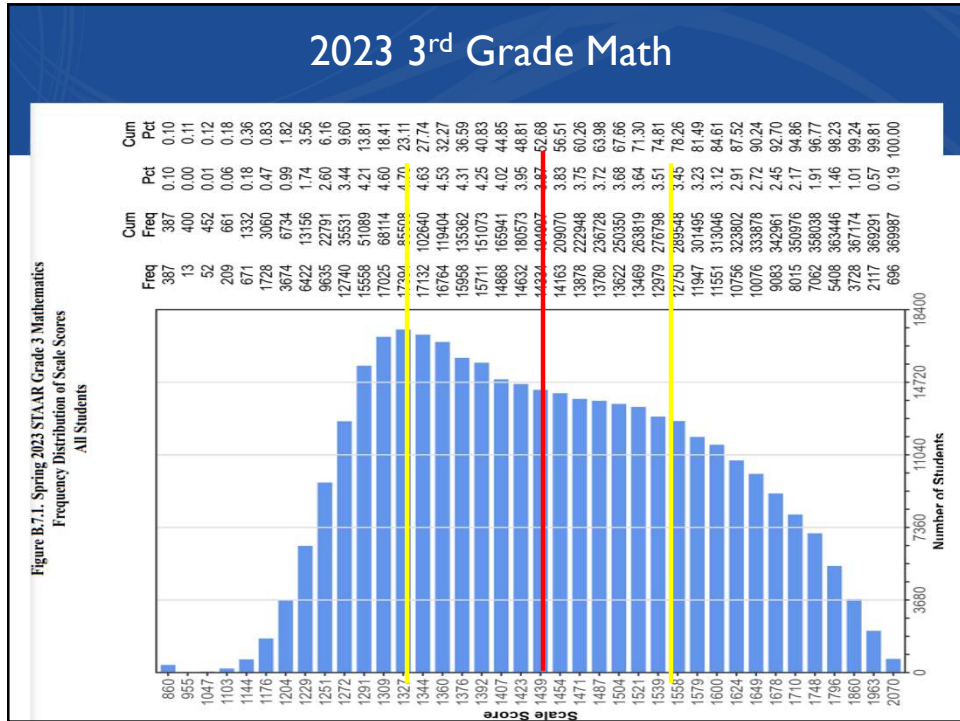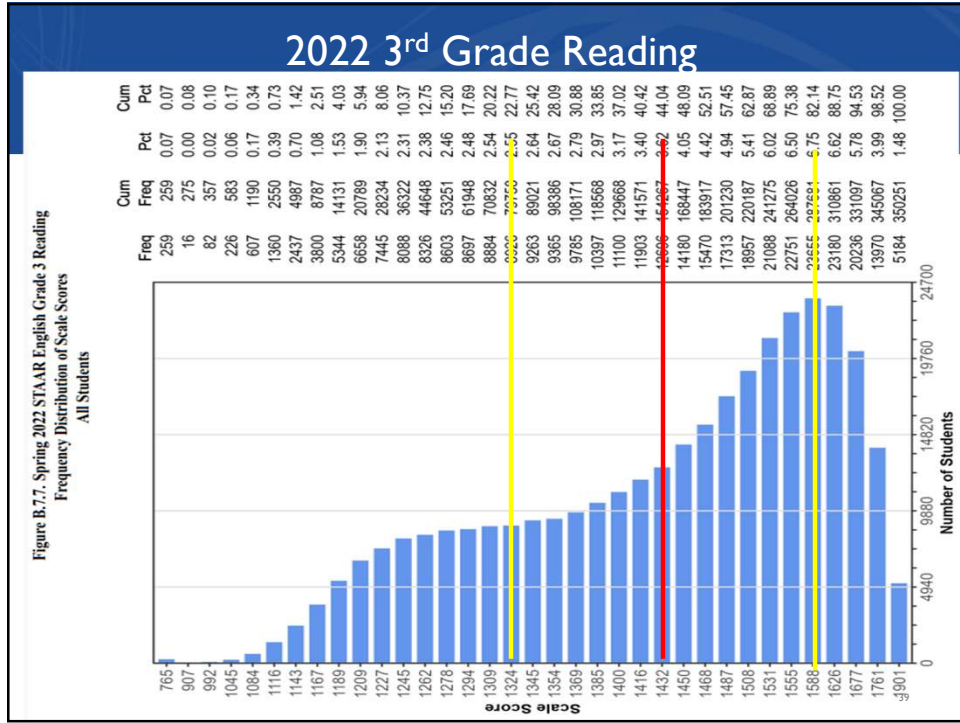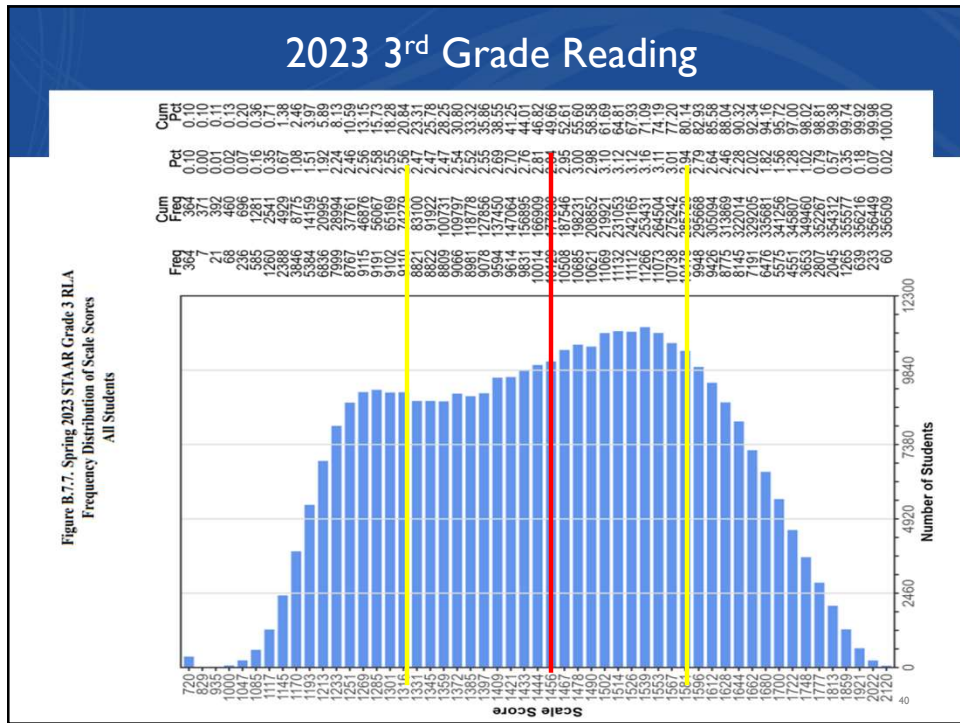
40

Mathematics Grade 3

YEAR	MATH3 Score Points	MATH3 Mean	MATH3 SD	MATH3 Upper Range	MATH3 Lower Range	MATH3 Range Difference	MATH3 Mean P Value	MATH3 Alpha
2019	32	21.69	6.55	28.24	15.14	13.10	67.77	0.88
2021	32	17.93	7.37	25.30	10.57	14.74	56.20	0.90
2022	32	19.45	7.05	26.51	12.40	14.11	60.63	0.89
2023	37	19.08	7.53	26.61	11.55	15.06	49.29	0.87
	5			-1.63	-3.59			

Reading Language Arts Grade 3

YEAR	RLA3 Score Points	RLA3 Mean	RLA3 SD	RLA3 Upper Range	RLA3 Lower Range	RLA3 Range Difference	RLA3 Mean P Value	RLA3 Alpha
2019	34	22.73	7.05	29.78	15.68	14.10	66.82	0.89
2021	34	20.90	7.22	28.12	13.68	14.44	61.55	0.89
2022	34	22.83	7.50	30.33	15.32	15.00	67.18	0.90
2023	52	26.82	10.54	37.36	16.28	21.09	57.33	0.92
	18			7.58	0.60			

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Table B.4.9. Spring 2022 STAAR English Grade 4 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
MATHEMATICS	OVERALL TEST	34	370,720	20.67	7.63	0.90	2.38	60.79
	Numerical Representations and Relationships	9	370,720	5.71	2.46	0.77	1.19	63.4
	Computations and Algebraic Relationships	11	370,720	6.47	2.59	0.72	1.37	58.8
	Geometry and Measurement	10	370,720	6.32	2.45	0.73	1.27	63.25
	Data Analysis and Personal Financial Literacy	4	370,720	2.17	1.23	0.50	0.87	54.24
READING	OVERALL TEST	36	359,470	25.17	7.39	0.90	2.37	69.93
	Understanding/Analysis Across Genres	8	359,470	6.19	1.89	0.72	1.01	77.4
	Understanding/Analysis of Literary Texts	15	359,470	10.98	3.34	0.81	1.45	73.22
	Understanding/Analysis of Informational Texts	13	359,470	8.00	2.94	0.71	1.57	61.54

Notes:
1. Total number of Score Points (may exceed the number of items for tests/reporting categories with essay questions).
2. Stratified Alpha Reliability computed for tests involving essay questions, KR-20 reliability computed for all others.
3. Mean of percent correct (0~100%) for the multiple-choice and gridded items only.
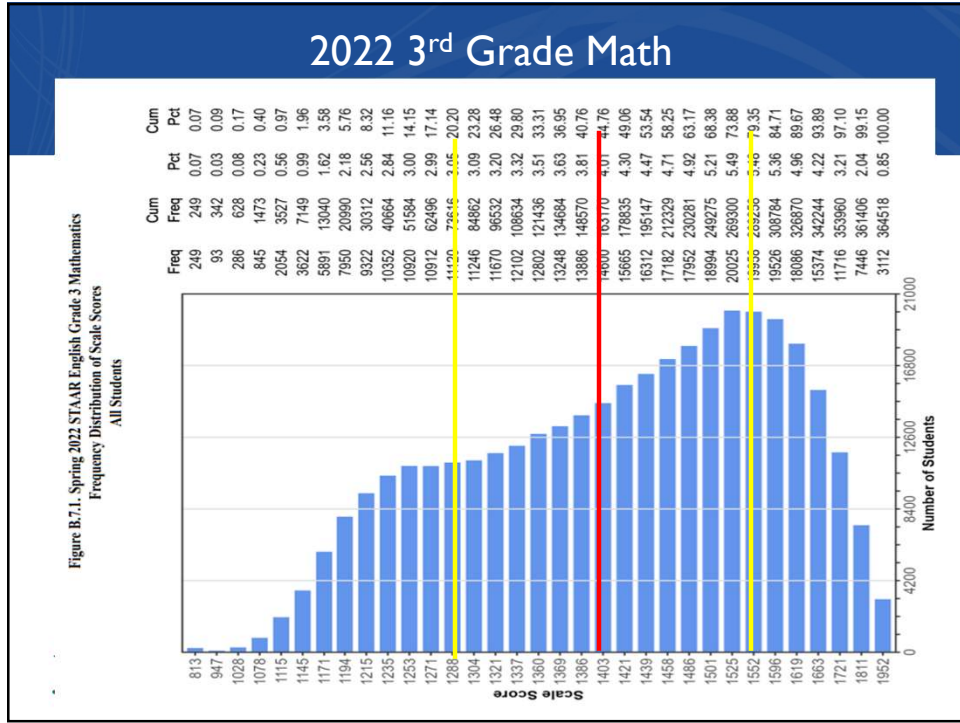
42

Table B.4.9. Spring 2023 STAAR Grade 4 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
Mathematics	OVERALL TEST	40	373,970	21.82	9.15	0.91	2.80	52.60
	Numerical Representations and Relationships	12	373,970	6.90	3.18	0.78	1.50	54.79
	Computations and Algebraic Relationships	13	373,970	6.60	3.43	0.77	1.65	48.52
	Geometry and Measurement	11	373,970	5.69	2.66	0.70	1.47	49.92
	Data Analysis and Personal Financial Literacy	4	373,970	2.62	1.11	0.48	0.80	65.52
RLA	OVERALL TEST	52	365,003	26.01	11.12	0.92	3.10	54.93
	Reading	26	365,003	14.27	5.58	0.83	2.28	55.04
	Writing	26	365,003	11.74	6.21	0.89	2.09	54.78

Notes:
1. Maximum possible score points (may exceed the number of items because of multiple-point items).
2. Stratified alpha computed using item types (binary, two-point non-handscored, two-point handscored, essay question conventions domain, essay question ideas domain) as strata. Interrater correlation was used as stratum reliability where applicable for the purpose of computing stratified alpha. If stratified alpha was not viable because a stratum had only one item, KR-20 was computed instead.
   rect (0–100%) across all items.

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2022 4ᵗʰ Grade Math

Figure B.7.2. Spring 2022 STAAR English Grade 4 Mathematics Frequency Distribution of Scale Scores — All Students

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2023 4th Grade Math

Figure B.7.2. Spring 2023 STAAR Grade 4 Mathematics
Frequency Distribution of Scale Scores
All Students

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2022 4th Grade Reading

Figure B.7.8. Spring 2022 STAAR English Grade 4 Reading
Frequency Distribution of Scale Scores
All Students

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46

2023 4th Grade Reading

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Mathematics Grade 4								
YEAR	MATH4 Score Points	MATH4 Mean	MATH4 SD	MATH4 Upper Range	MATH4 Lower Range	MATH4 Range Difference	MATH4 Mean P Value	MATH4 Alpha
2019	34	21.58	7.29	28.87	14.29	14.58	63.43	0.90
2021	34	18.84	7.94	26.78	10.89	15.89	55.49	0.91
2022	34	20.38	7.46	27.83	12.92	14.91	59.77	0.90
2023	40	21.42	8.91	30.33	12.52	17.82	51.62	0.90
	6			1.46	-1.78			

Reading Language Arts Grade 4								
YEAR	RLA4 Score Points	RLA4 Mean	RLA4 SD	RLA4 Upper Range	RLA4 Lower Range	RLA4 Range Difference	RLA4 Mean P Value	RLA4 Alpha
2019	36	23.57	7.41	30.97	16.16	14.82	65.36	0.88
2021	36	21.94	7.75	29.69	14.19	15.50	61.04	0.89
2022	36	24.92	7.33	32.25	17.60	14.65	69.30	0.89
2023	52	25.65	10.83	36.49	14.82	21.67	54.32	0.92
	16			5.51	-1.34			

48

Table B.4.17. Spring 2022 STAAR English Grade 5 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
MATHEMATICS	OVERALL TEST	36	376,641	22.85	7.81	0.90	2.46	63.47
	Numerical Representations and Relationships	6	376,641	4.10	1.55	0.61	0.97	68.26
	Computations and Algebraic Relationships	17	376,641	10.58	3.93	0.82	1.69	62.21
	Geometry and Measurement	9	376,641	5.87	2.28	0.69	1.26	65.26
	Data Analysis and Personal Financial Literacy	4	376,641	2.30	1.12	0.46	0.82	57.57
READING	OVERALL TEST	38	369,356	27.87	7.86	0.91	2.35	73.34
	Understanding/Analysis Across Genres	8	369,356	5.82	2.01	0.71	1.08	72.7
	Understanding/Analysis of Literary Texts	16	369,356	11.68	3.41	0.80	1.52	72.99
	Understanding/Analysis of Informational Texts	14	369,356	10.37	3.15	0.80	1.42	74.1
SCIENCE	OVERALL TEST	36	376,142	23.61	7.53	0.89	2.52	65.57
	Matter and Energy	6	376,142	4.06	1.63	0.63	0.99	67.59
	Force, Motion, and Energy	8	376,142	5.23	1.80	0.55	1.20	65.34
	Earth and Space	10	376,142	6.17	2.41	0.68	1.37	61.67
	ms and Environments	12	376,142	8.16	2.98	0.78	1.40	67.97

1. Total number of Score Points (may exceed the number of items for tests/reporting categories with essay questions).

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Table B.4.17. Spring 2023 STAAR Grade 5 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
Mathematics	OVERALL TEST	42	378,653	23.61	9.29	0.90	2.88	56.18
	Numerical Representations and Relationships	9	378,653	5.62	2.11	0.64	1.26	58.74
	Computations and Algebraic Relationships	20	378,653	11.18	4.93	0.84	2.00	58.04
	Geometry and Measurement	9	378,653	4.40	2.35	0.63	1.43	48.48
	Data Analysis and Personal Financial Literacy	4	378,653	2.40	1.15	0.45	0.85	60.11
RLA	OVERALL TEST	52	372,636	30.96	10.49	0.92	2.98	64.39
	Reading	26	372,636	16.77	5.01	0.82	2.11	65.57
	Writing	26	372,636	14.19	6.14	0.89	2.08	62.71
Science	OVERALL TEST	39	378,696	20.93	7.48	0.87	2.74	52.98
	Matter and Energy	6	378,696	3.16	1.46	0.48	1.05	51.28
	Force, Motion, and Energy	9	378,696	4.64	2.32	0.68	1.32	53.34
	Earth and Space	11	378,696	4.88	2.39	0.56	1.59	45.89
	Organisms and Environments	13	378,696	8.25	2.80	0.73	1.47	59.34

50

2022 5ᵗʰ Grade Math

Figure B.7.3. Spring 2022 STAAR English Grade 5 Mathematics
Frequency Distribution of Scale Scores
All Students

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2023 5ᵗʰ Grade Math

Figure B.7.3. Spring 2023 STAAR Grade 5 Mathematics
Frequency Distribution of Scale Scores
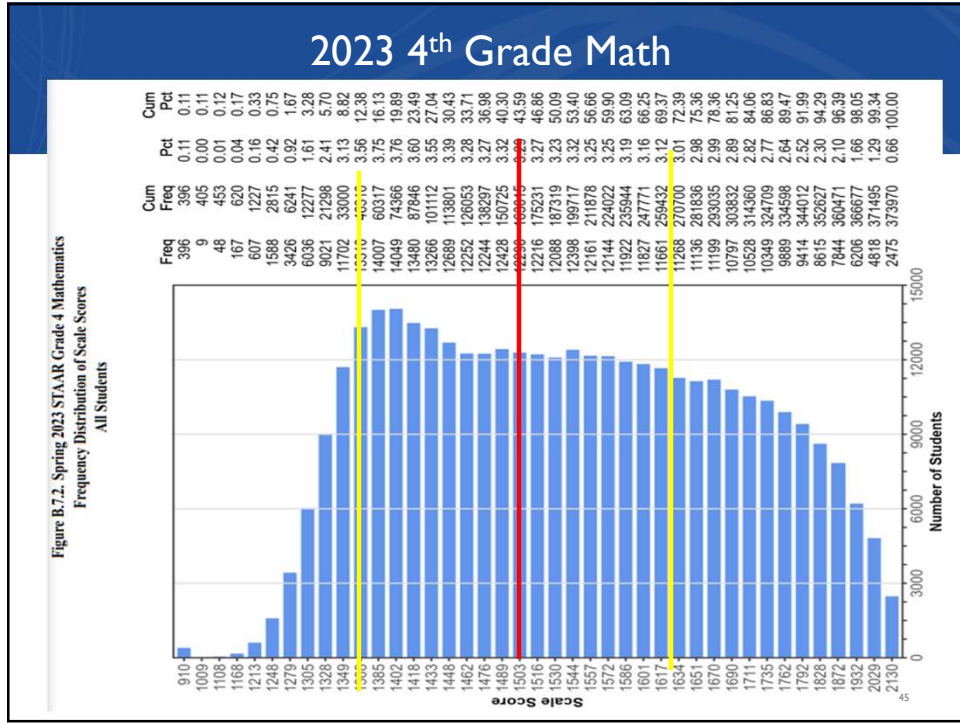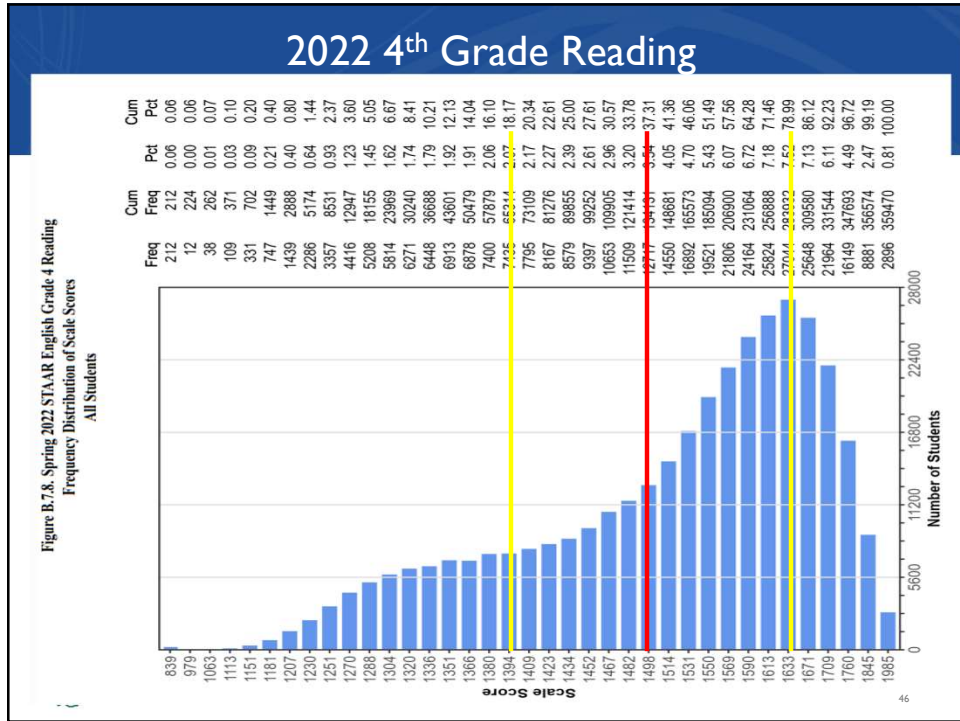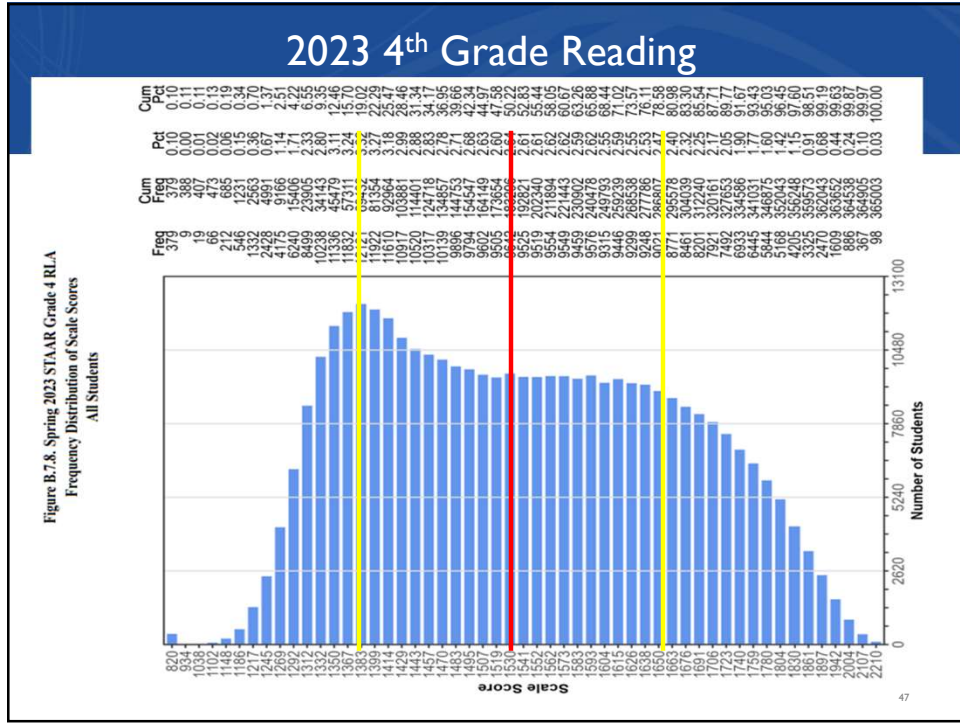All Students

52

2022 5th Grade RLA

53

2023 5th Grade RLA
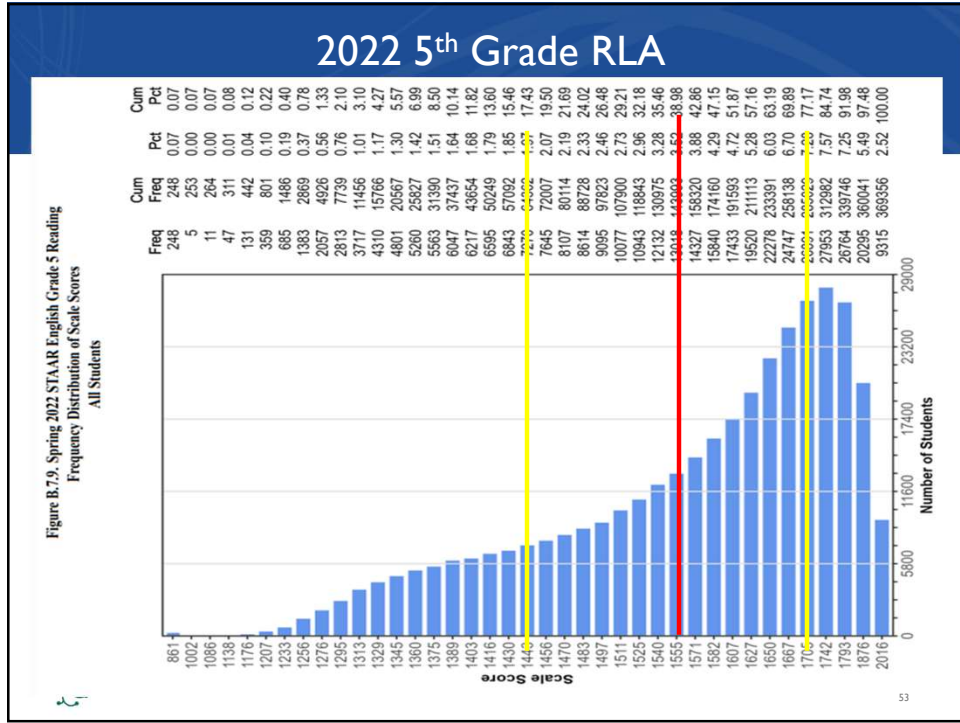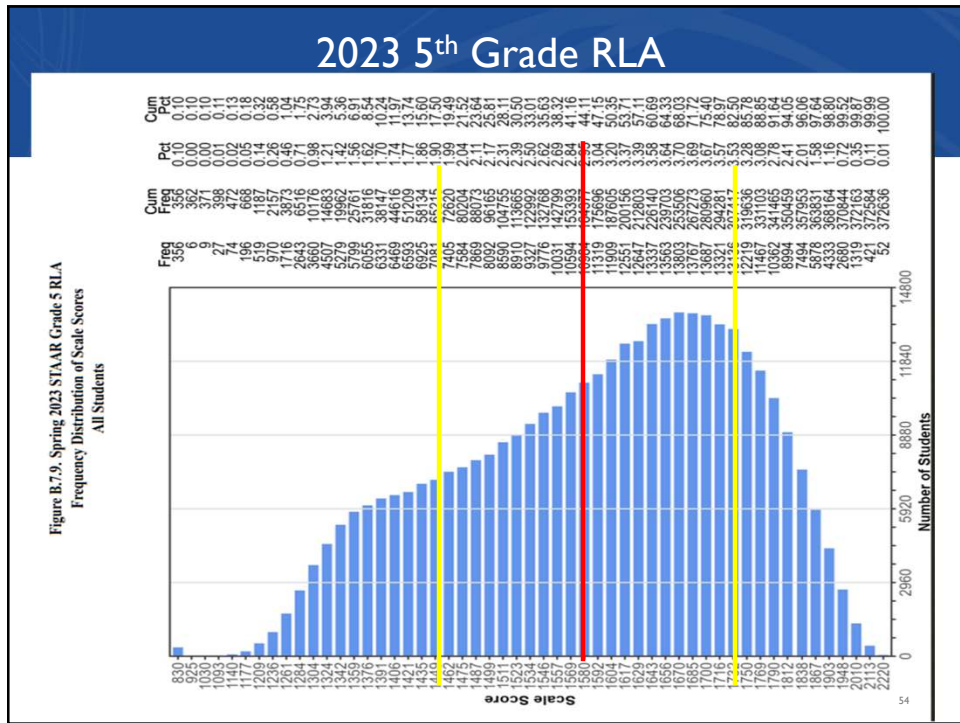
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Mathematics Grade 5

YEAR	Math5 Score Points	Math5 Mean	Math5 SD	MATH5 Upper Range	MATH5 Lower Range	MATH5 Range Difference	Math5 Mean P Value	Math5 Alpha
2019	35	24.93	7.43	32.36	17.50	14.86	69.39	0.90
2021	36	21.55	8.37	29.92	13.18	16.75	59.81	0.91
2022	36	22.54	7.66	30.20	14.87	15.33	62.53	0.90
2023	42	23.17	9.03	32.20	14.14	18.06	55.17	0.90
	7			-0.16	-3.36			

Reading Language Arts Grade 5

YEAR	RLA5 Score Points	RLA5 Mean	RLA5 SD	RLA5 Upper Range	RLA5 Lower Range	RLA5 Range Difference	RLA5 Mean P Value	RLA5 Alpha
2019	37	26.88	7.36	34.23	19.52	14.72	70.75	0.89
2021	38	25.16	8.16	33.31	17.00	16.31	66.41	0.90
2022	38	27.68	7.78	35.46	19.91	15.55	72.79	0.91
2023	52	30.63	10.30	40.93	20.33	20.61	63.81	0.92
	15			6.70	0.81			

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Table B.4.25. Spring 2022 STAAR English Grade 6 Total Group

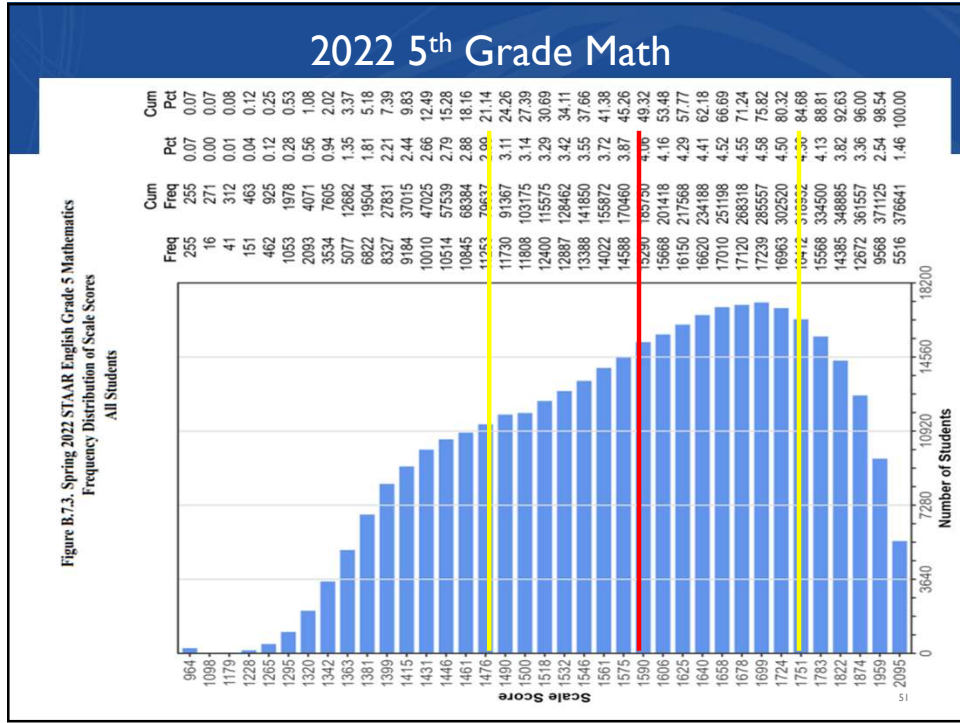| Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
MATHEMATICS	OVERALL TEST	38	386,604	19.66	8.25	0.90	2.66	51.74
	Numerical Representations and Relationships	10	386,604	4.70	2.37	0.67	1.36	47.04
	Computations and Algebraic Relationships	15	386,604	8.21	3.50	0.77	1.69	54.72
	Geometry and Measurement	6	386,604	3.21	1.63	0.62	1.01	53.54
	Data Analysis and Personal Financial Literacy	7	386,604	3.54	1.94	0.64	1.16	50.5
READING	OVERALL TEST	40	393,377	25.74	8.75	0.91	2.61	64.36
	Understanding/Analysis Across Genres	8	393,377	5.02	2.02	0.67	1.16	62.77
	Understanding/Analysis of Literary Texts	17	393,377	10.85	4.11	0.83	1.70	63.85
	Understanding/Analysis of Informational Texts	15	393,377	9.87	3.42	0.78	1.59	65.78

Notes:
1. Total number of Score Points (may exceed the number of items for tests/reporting categories with essay questions).
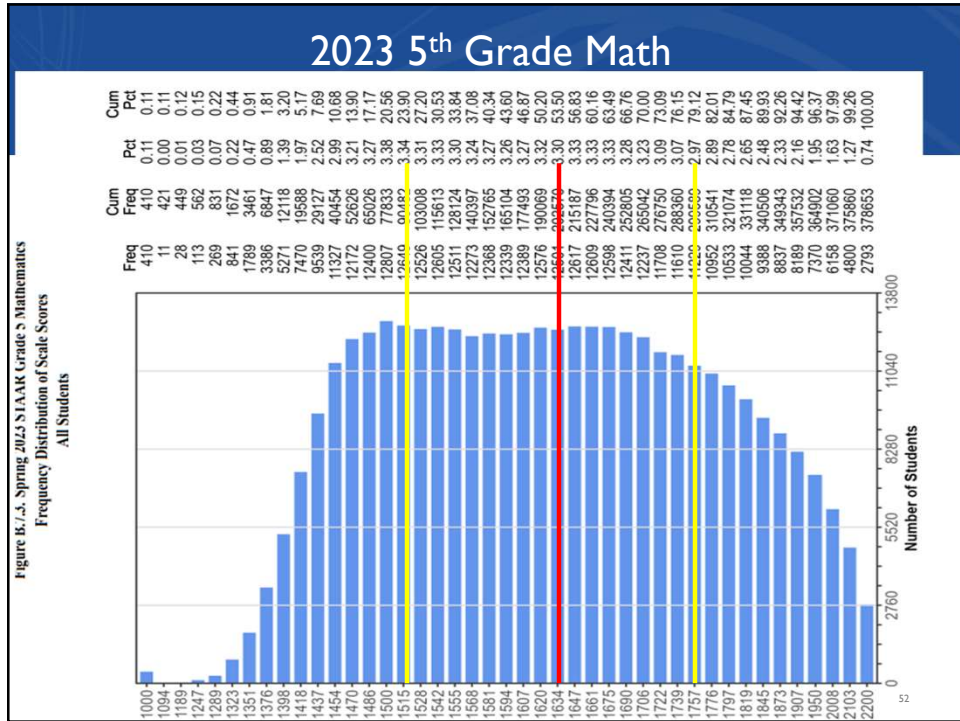2. Stratified Alpha Reliability computed for tests involving essay questions, KR-20 reliability computed for all others.
3. Mean of percent correct (0~100%) for the multiple-choice and gridded items only.

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Table B.4.25. Spring 2023 STAAR Grade 6 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
Mathematics	OVERALL TEST	43	384,765	21.45	8.87	0.90	2.86	49.39
	Numerical Representations and Relationships	10	384,765	5.21	2.51	0.75	1.27	48.98
	Computations and Algebraic Relationships	17	384,765	8.07	3.78	0.77	1.81	47.45
	Geometry and Measurement	7	384,765	3.06	1.62	0.50	1.14	44.34
	Data Analysis and Personal Financial Literacy	9	384,765	5.11	2.30	0.63	1.40	58.38
RLA	OVERALL TEST	56	391,376	29.57	11.80	0.92	3.25	54.11
	Reading	28	391,376	15.47	5.64	0.83	2.34	54.50
	Writing	28	391,376	14.10	6.83	0.89	2.24	53.57

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2022 6th Grade Math

58

2023 6th Grade Math

59

2022 6th Grade RLA

60

2023 6th Grade RLA

61

Mathematics Grade 6								
YEAR	Math6 Score Points	Math6 Mean	Math6 SD	MATH6 Upper Range	MATH6 Lower Range	MATH6 Range Difference	Math6 Mean P Value	Math6 Alpha
2019	38	21.04	7.99	29.03	13.04	15.99	55.51	0.90
2021	38	19.05	7.89	26.95	11.16	15.79	50.28	0.89
2022	38	19.47	7.97	27.44	11.50	15.94	51.09	0.89
2023	43	21.19	8.52	29.70	12.67	17.04	48.77	0.89
	5			0.68	-0.38			

Reading Language Arts Grade 6								
YEAR	RLA6 Score Points	RLA6 Mean	RLA6 SD	RLA6 Upper Range	RLA6 Lower Range	RLA6 Range Difference	RLA6 Mean P Value	RLA6 Alpha
2019	40	25.70	8.28	33.98	17.43	16.55	64.18	0.89
2021	40	24.78	8.17	32.95	16.62	16.33	61.92	0.89
2022	40	25.61	8.57	34.18	17.04	17.14	63.93	0.91
2023	56	29.33	11.47	40.80	17.86	22.94	53.75	0.92
	16			6.82	0.43			

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Table B.4.33. Spring 2022 STAAR English Grade 7 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
MATHEMATICS	OVERALL TEST	40	350,296	19.45	8.73	0.90	2.70	48.61
	Numerical Representations and Relationships	6	350,296	2.95	1.59	0.63	0.97	49.13
	Computations and Algebraic Relationships	15	350,296	7.27	3.66	0.79	1.66	48.46
	Geometry and Measurement	12	350,296	5.64	2.82	0.72	1.50	47.01
	Data Analysis and Personal Financial Literacy	7	350,296	3.59	1.84	0.60	1.16	51.27
READING	OVERALL TEST	42	410,261	29.28	8.97	0.92	2.56	69.72
	Understanding/Analysis Across Genres	8	410,261	5.78	1.88	0.66	1.10	72.29
	Understanding/Analysis of Literary Texts	18	410,261	12.04	4.21	0.83	1.73	66.9
	Understanding/Analysis of Informational Texts	16	410,261	11.46	3.61	0.82	1.53	71.62

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Table B.4.33. Spring 2023 STAAR Grade 7 Total Group

Subject	Reporting Category	Score Point[1]	N	Mean	SD	Alpha[2]	SEM	Mean P-Value[3]
Mathematics	OVERALL TEST	46	331,698	22.75	9.21	0.89	3.03	47.96
	Probablility and Numerical Representations	8	331,698	4.75	2.13	0.63	1.29	55.93
	Computations and Algebraic Relationships	17	331,698	8.09	3.72	0.76	1.83	47.83
	Geometry and Measurement	12	331,698	4.97	2.60	0.67	1.48	41.63
	Data Analysis and Personal Financial Literacy	9	331,698	4.94	2.20	0.60	1.39	51.93
RLA	OVERALL TEST	56	400,416	32.40	11.74	0.93	3.17	60.57
	Reading	28	400,416	16.90	5.49	0.82	2.34	60.77
	Writing	28	400,416	15.49	6.93	0.91	2.13	60.31

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2022 7th Grade Math

Figure B.7.5. Spring 2022 STAAR English Grade 7 Mathematics
Frequency Distribution of Scale Scores
All Students

65

2023 7th Grade Math

Frequency Distribution of Scale Scores
All Students

66

65

66

2022 7th Grade RLA

67

2023 7th Grade RLA
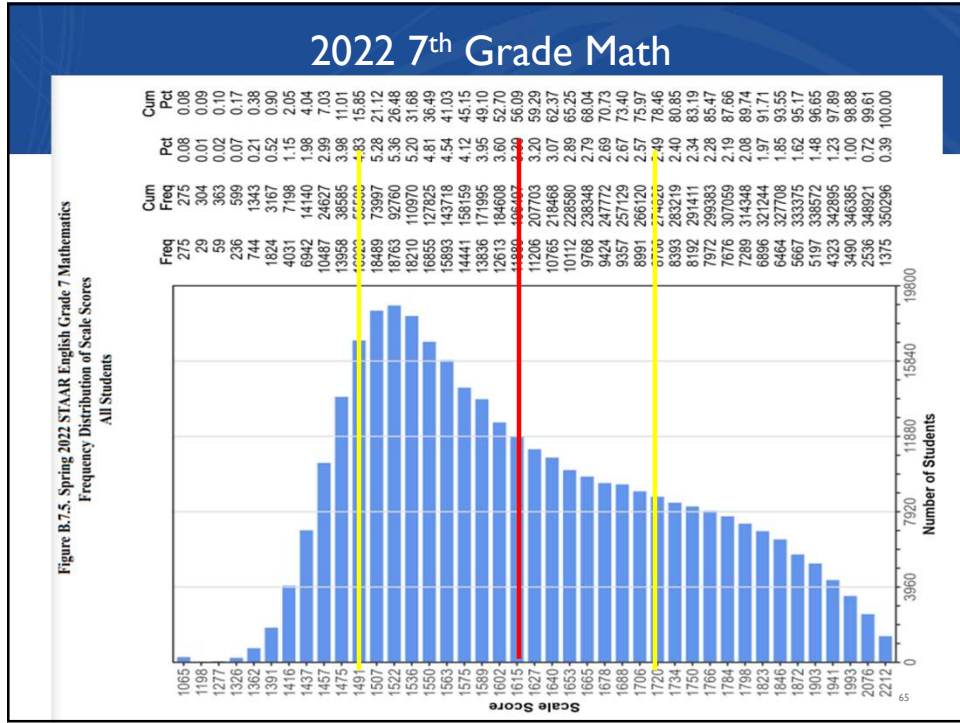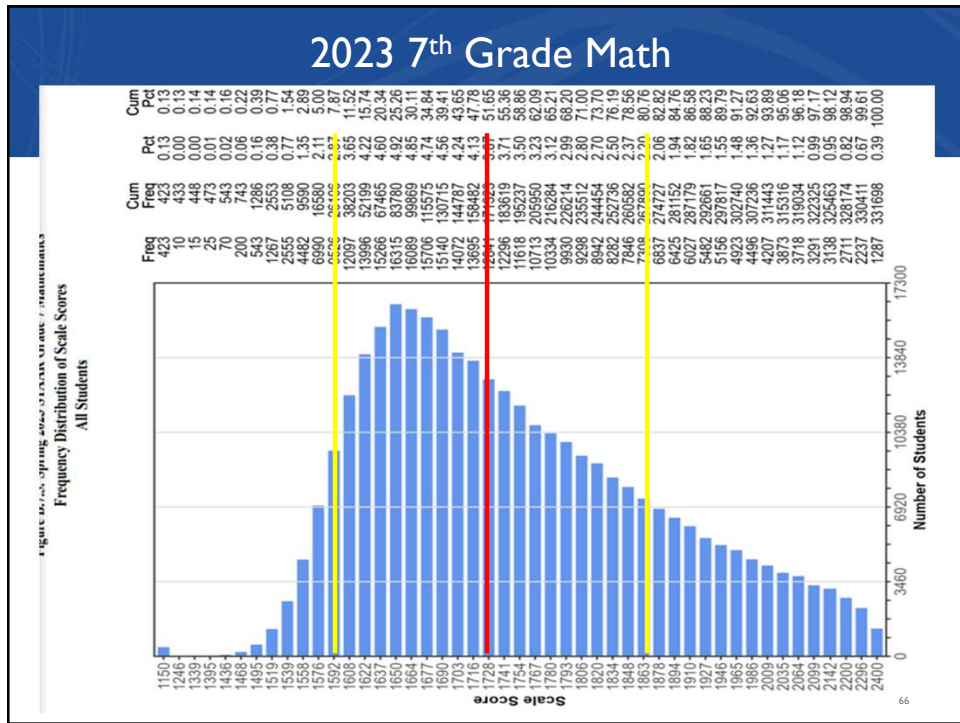
68

Mathematics Grade 7

YEAR	Math7 Score Points	Math7 Mean	Math7 SD	MATH7 Upper Range	MATH7 Lower Range	MATH7 Range Difference	Math7 Mean P Value	Math7 Alpha
2019	40	21.90	8.57	30.46	13.33	17.13	54.82	0.90
2021	40	18.16	8.36	26.51	9.80	16.71	45.54	0.89
2022	40	19.15	8.41	27.56	10.74	16.81	48.06	0.90
2023	46	22.54	8.84	31.38	13.70	17.68	47.45	0.88
	6			0.91	0.37			

Reading Language Arts Grade 7

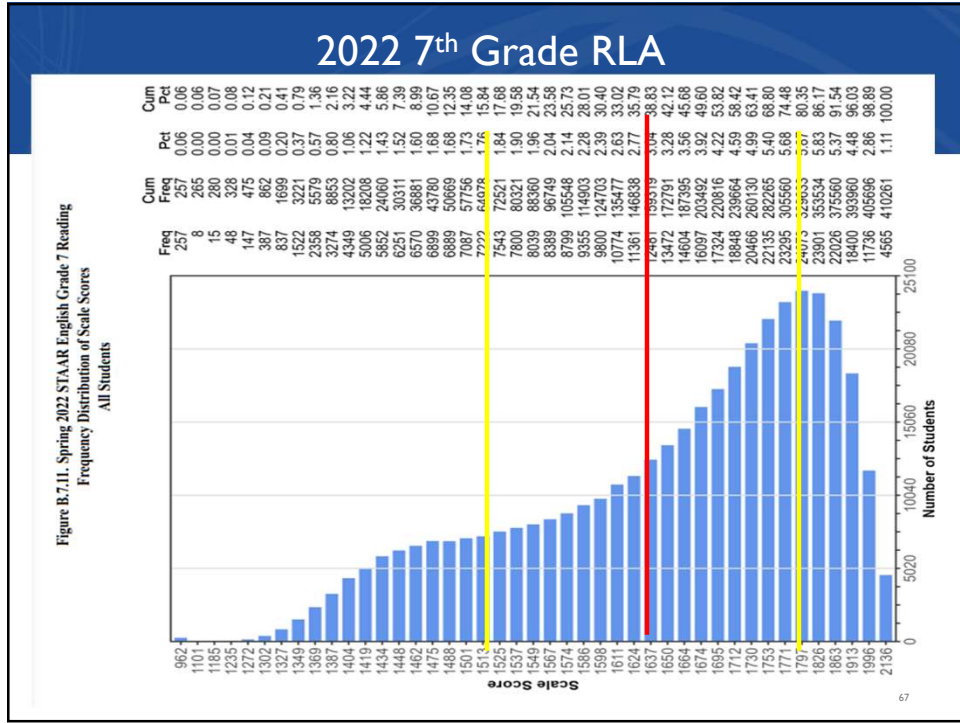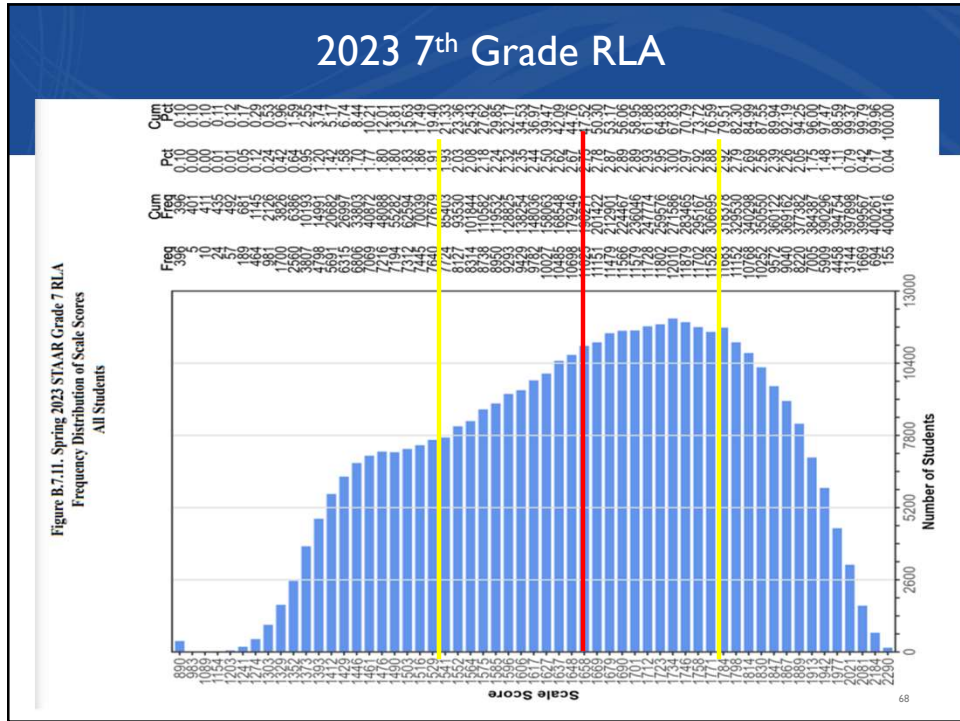| YEAR	RLA7 Score Points	RLA7 Mean	RLA7 SD	RLA7 Upper Range	RLA7 Lower Range	RLA7 Range Difference	RLA7 Mean P Value	RLA7 Alpha
2019	42	27.91	8.58	36.49	19.33	17.16	66.50	0.90
2021	42	27.49	9.20	36.69	18.29	18.40	65.31	0.91
2022	42	29.13	8.77	37.90	20.35	17.55	69.46	0.91
2023	56	32.19	11.40	43.59	20.78	22.80	60.27	0.92
	14			7.09	1.46			

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Mathematics Grade 8

YEAR	Math8 Score Points	Math8 Mean	Math8 SD	MATH8 Upper Range	MATH8 Lower Range	MATH8 Range Difference	Math8 Mean P Value	Math8 Alpha
2019	42	26.49	8.31	34.80	18.19	16.61	62.95	0.90
2021	42	21.96	9.04	31.00	12.92	18.08	52.37	0.90
2022	42	23.90	8.78	32.68	15.12	17.57	56.98	0.91
2023	48	24.42	9.92	34.33	14.50	19.83	49.33	0.90
	6			-0.47	-3.69			

Reading Language Arts Grade 8

YEAR	RLA8 Score Points	RLA8 Mean	RLA8 SD	RLA8 Upper Range	RLA8 Lower Range	RLA8 Range Difference	RLA8 Mean P Value	RLA8 Alpha
2019	44	30.70	8.68	39.38	22.01	17.36	69.71	0.91
2021	44	29.14	8.83	37.98	20.31	17.67	66.38	0.90
2022	44	31.12	8.86	39.98	22.26	17.72	70.85	0.91
2023	56	30.64	11.29	41.92	19.35	22.57	55.32	0.92
	12			2.55	-2.66			

70

Science Grade 5

YEAR	Science5 Score Points	Science5 Mean	Science5 SD	Science5 Upper Range	Science5 Lower Range	Science5 Range Difference	Science5 Mean P Value	Science5 Alpha
2019	36	25.47	6.81	32.28	18.65	13.62	70.59	0.88
2021	36	22.44	7.03	29.47	15.40	14.07	62.14	0.87
2022	36	23.41	7.35	30.76	16.07	14.69	64.85	0.88
2023	39	20.65	7.23	27.88	13.42	14.46	52.23	0.86
	3			-4.39	-5.23			

Science Grade 8

YEAR	Science8 Score Points	Science8 Mean	Science8 SD	Science8 Upper Range	Science8 Lower Range	Science8 Range Difference	Science8 Mean P Value	Science8 Alpha
2019	42	27.93	7.70	35.63	20.24	15.39	66.59	0.88
2021	42	25.56	8.53	34.09	17.04	17.05	60.77	0.90
2022	42	26.78	8.25	35.03	18.53	16.50	63.76	0.89
2023	46	23.41	9.29	32.70	14.12	18.58	51.40	0.88
	4			-2.94	-6.12			

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Social Studies Grade 8

YEAR	SOCSTD8 Score Points	SOCSTD8 Mean	SOCSTD8 SD	SOCSTD8 Upper Range	SOCSTD8 Lower Range	SOCSTD8 Range Difference	SOCSTD8 Mean P Value	SOCSTD8 Alpha
				Social Studies Grade 8				
2019	44	25.85	8.61	34.46	17.24	17.22	58.75	0.89
2021	44	23.72	8.69	32.41	15.03	17.38	53.91	0.88
2022	44	24.23	8.81	33.05	15.42	17.63	55.26	0.89
2023	49	23.92	9.60	33.51	14.32	19.19	49.44	0.89

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Algebra 1

YEAR	EOCALG 1 Score Points	EOCALG 1 Mean	EOCALG 1 SD	EOCALG 1 Upper Range	EOCALG 1 Lower Range	EOCALG 1 Range Difference	EOCALG 1 Mean P Value	EOCALG 1 Alpha
2019	54	34.61	11.99	46.59	22.62	23.97	64.09	0.94
2021	54	28.95	12.05	41.00	16.90	24.10	53.61	0.93
2022	54	31.06	12.53	43.60	18.53	25.07	57.53	0.94
2023	59	29.72	11.85	41.57	17.86	23.71	50.05	0.92
	5	-4.89		-5.02	-4.76		-14.03	

Biology

YEAR	EOCBIO Score Points	EOCBIO Mean	EOCBIO SD	EOCBIO Upper Range	EOCBIO Lower Range	EOCBIO Range Difference	EOCBIO Mean P Value	EOCBIO Alpha
2019	50	32.27	9.94	42.21	22.32	19.89	64.54	0.91
2021	50	30.93	10.62	41.55	20.31	21.24	61.85	0.93
2022	50	30.70	10.41	41.10	20.29	20.81	61.40	0.92
2023	53	27.24	10.71	37.95	16.53	21.42	52.36	0.91
	3			-4.26	-5.79			

English 1

YEAR	EOCENG1 Score Points	EOCENG1 Mean	EOCENG1 SD	EOCENG1 Upper Range	EOCENG1 Lower Range	EOCENG1 Range Difference	EOCENG1 Mean P Value	EOCENG1 Alpha
2019	68	44.99	12.13	57.13	32.86	24.26		0.91
2021	68	40.57	13.46	54.03	27.11	26.93		0.93
2022	68	40.97	13.51	54.48	27.46	27.02		0.94
2023	64	36.48	14.05	50.53	22.44	28.09	59.01	0.94
	-4			-6.60	-10.43			

English II

YEAR	EOCENG2 Score Points	EOCENG2 Mean	EOCENG2 SD	EOCENG2 Upper Range	EOCENG2 Lower Range	EOCENG2 Range Difference	EOCENG2 Mean P Value	EOCENG2 Alpha
2019	68	46.96	10.97	57.93	36.00	21.93		0.90
2021	68	42.55	13.43	55.98	29.12	26.86		0.93
2022	68	43.34	12.84	56.18	30.51	25.67		0.93
2023	64	36.95	13.41	50.35	23.54	26.82	59.03	0.93
	-4			-7.57	-12.46			

QUESTION DIFFICULTY

p-value = The probability of the correct response to the question.

Grade		2019	2021	2022	2023
3	Math	68.68	57.19	61.58	48.34
	Reading	67.53	62.22	67.90	59.79
4	Math	64.44	56.44	60.79	52.60
	Reading	66.13	61.70	69.93	54.93
5	Math	70.34	60.82	63.47	56.18
	Reading	71.27	67.05	73.34	64.39
	Science	71.36	62.81	65.57	52.98
6	Math	56.19	50.87	51.74	49.39
	Reading	64.50	62.27	64.36	54.11

COVID

STAAR REDESIGN

Notes:
1. Total number of Score Points (may exceed the number of items for tests/reporting categories with essay questions).
2. Stratified Alpha Reliability computed for tests involving essay questions, KR-20 reliability computed for all others.
3. Mean of percent correct (0~100%) for the multiple-choice and gridded items only.
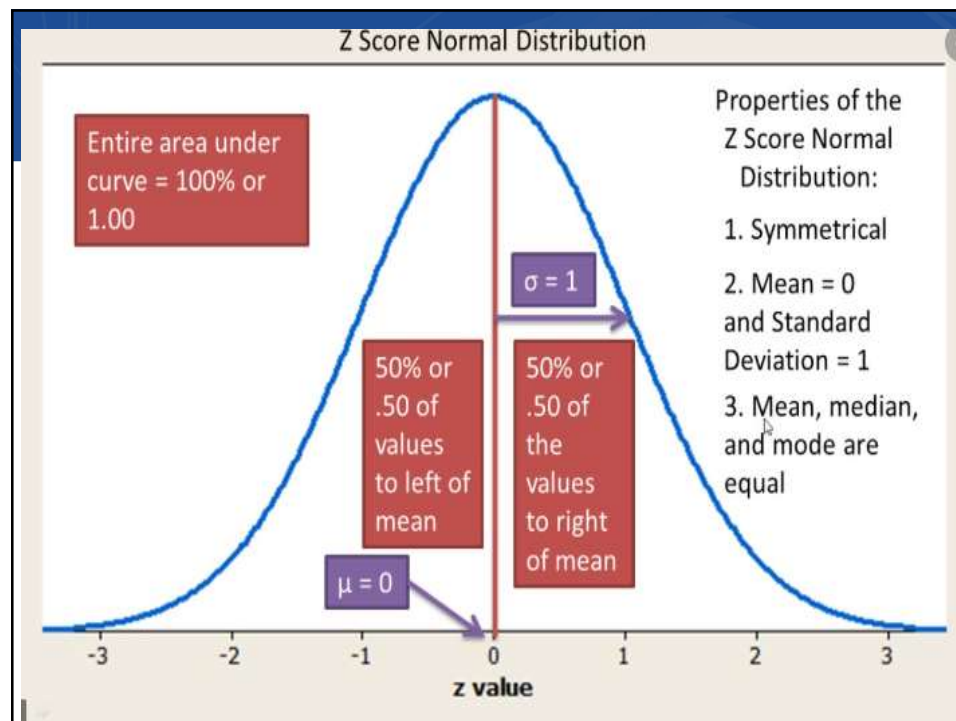
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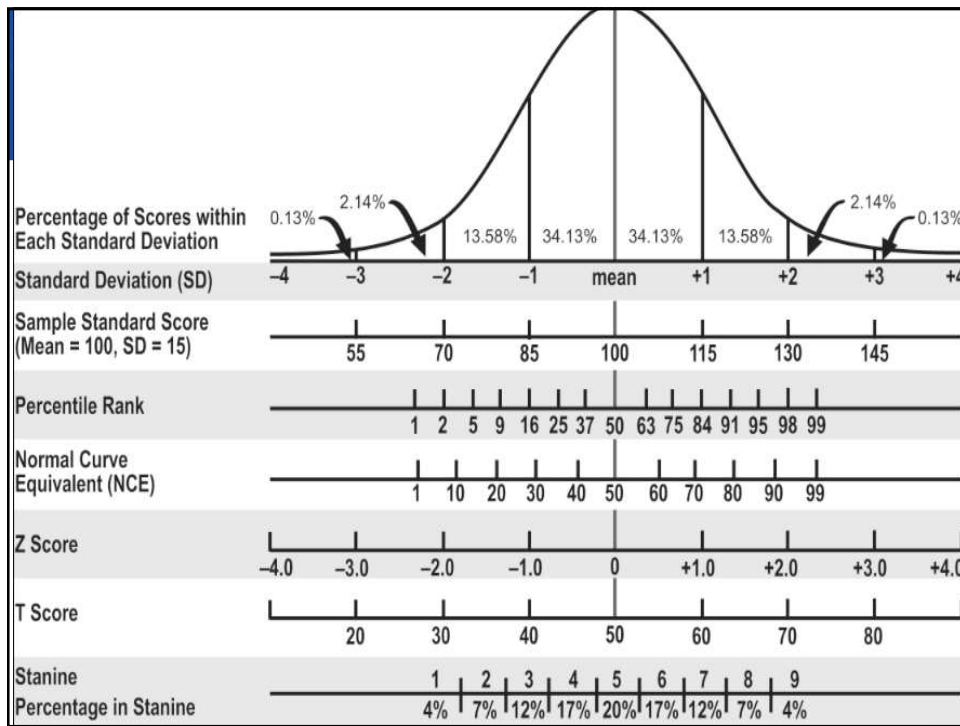| Grade		2019	2021	2022	2023
7	Math	53.53	46.19	48.61	47.96
	Reading	66.91	65.78	69.72	60.57
8	Math	63.54	52.85	57.61	49.96
	Reading	70.15	66.80	71.18	55.64
	Science	67.13	61.31	64.29	51.92
	Social Studies	59.23	54.31	55.62	49.91
EOC	Algebra I	64.96	54.31	59.21	52.10
	ENG I	NA			58.98
	ENG II	NA			59.02
	BIO	64.98	62.31	61.72	52.70
	US History	72.33	69.61	70.08	57.44

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z scores standardize *scores. They transform scores to a common unit of measurement, the standard deviation. This allows researchers to compare variables that are measuring different things on different scales.*
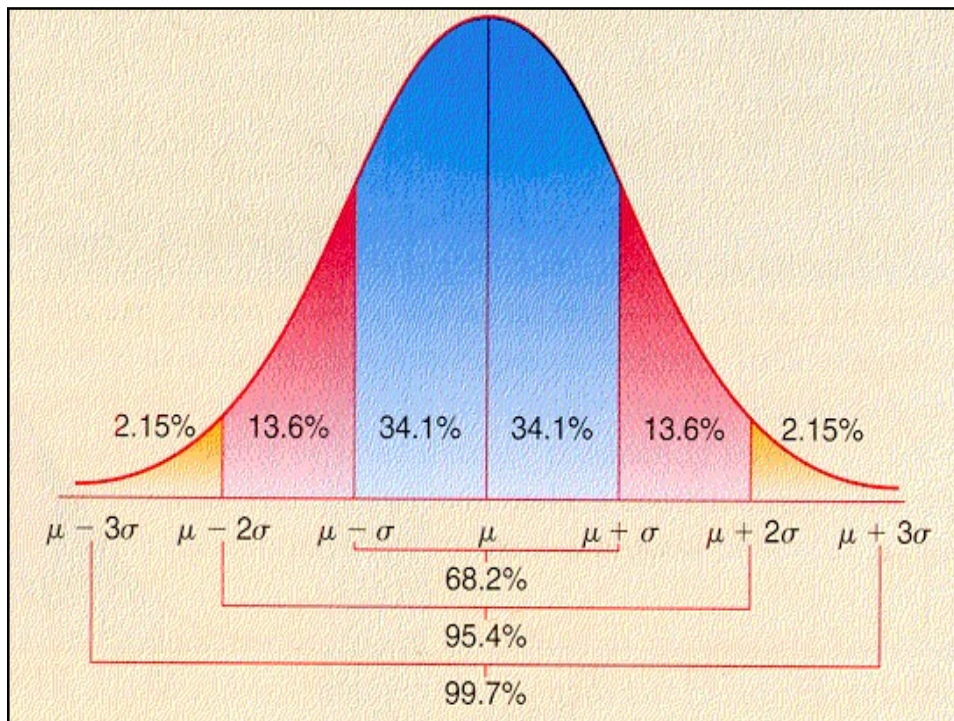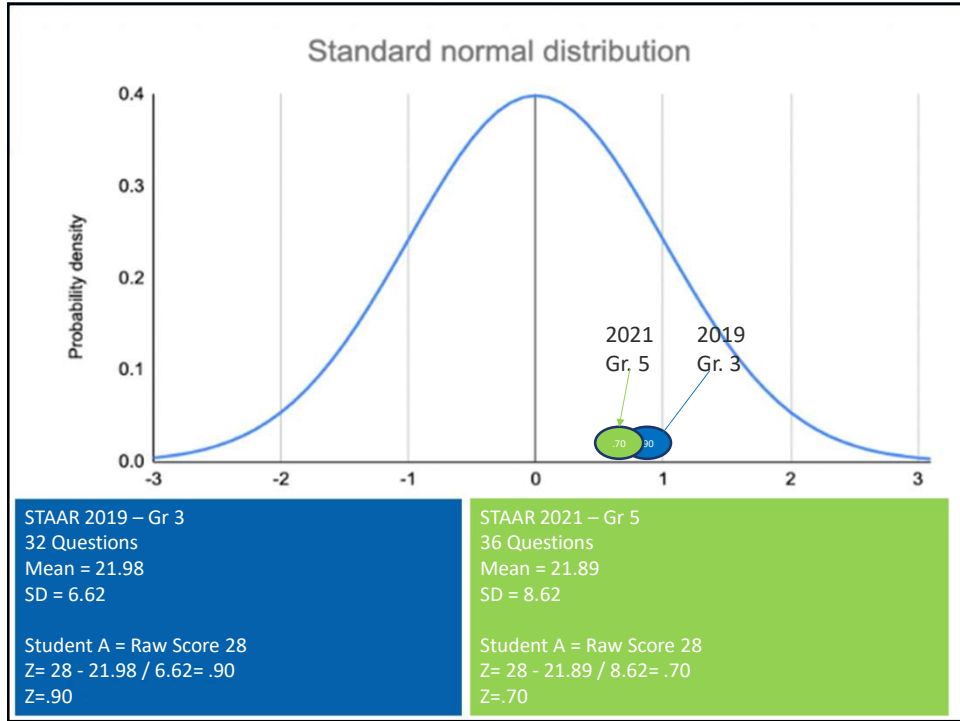
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Percentage of Scores within Each Standard Deviation	0.13%	2.14%		13.58%	34.13%	34.13%	13.58%		2.14%	0.13%
Standard Deviation (SD)	−4	−3	−2	−1	mean	+1	+2	+3	+4
Sample Standard Score (Mean = 100, SD = 15)		55	70	85	100	115	130	145	
Percentile Rank			1 2 5 9 16 25 37 50 63 75 84 91 95 98 99							
Normal Curve Equivalent (NCE)			1 10 20 30 40 50 60 70 80 90 99							
Z Score	−4.0	−3.0	−2.0	−1.0	0	+1.0	+2.0	+3.0	+4.0
T Score		20	30	40	50	60	70	80	
Stanine			1 2 3 4 5 6 7 8 9							
Percentage in Stanine			4% 7% 12% 17% 20% 17% 12% 7% 4%							

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2.15% 13.6% 34.1% 34.1% 13.6% 2.15%

$\mu - 3\sigma$ $\mu - 2\sigma$ $\mu - \sigma$ μ $\mu + \sigma$ $\mu + 2\sigma$ $\mu + 3\sigma$

68.2%

95.4%

99.7%

80

STAAR 2019
36 Questions
Mean = 26.01
SD = 7.13

STAAR 2021
36 Questions
Mean = 21.89
SD = 8.62

26.01 + 7.13 = 33.14
26.01 − 7.13 = 18.88

21.89 + 8.62 = 30.51
21.89 − 8.62 = 13.27

$$z = \frac{x - M}{s}$$

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$$z = \frac{x - M}{s}$$

STAAR 2019 – Gr 3
32 Questions
Mean = 21.98
SD = 6.62

Student A = Raw Score 28
Z= 28 - 21.98 / 6.62= .90
Z=.90

STAAR 2021 – Gr 5
36 Questions
Mean = 21.89
SD = 8.62

Student A = Raw Score 28
Z= 28 - 21.89 / 8.62= .70
Z=.70

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Standard normal distribution

STAAR 2019 – Gr 3	STAAR 2021 – Gr 5
32 Questions	36 Questions
Mean = 21.98	Mean = 21.89
SD = 6.62	SD = 8.62
Student A = Raw Score 28	Student A = Raw Score 28
Z= 28 - 21.98 / 6.62= .90	Z= 28 - 21.89 / 8.62= .70
Z=.90	Z=.70

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Standardized z-Score

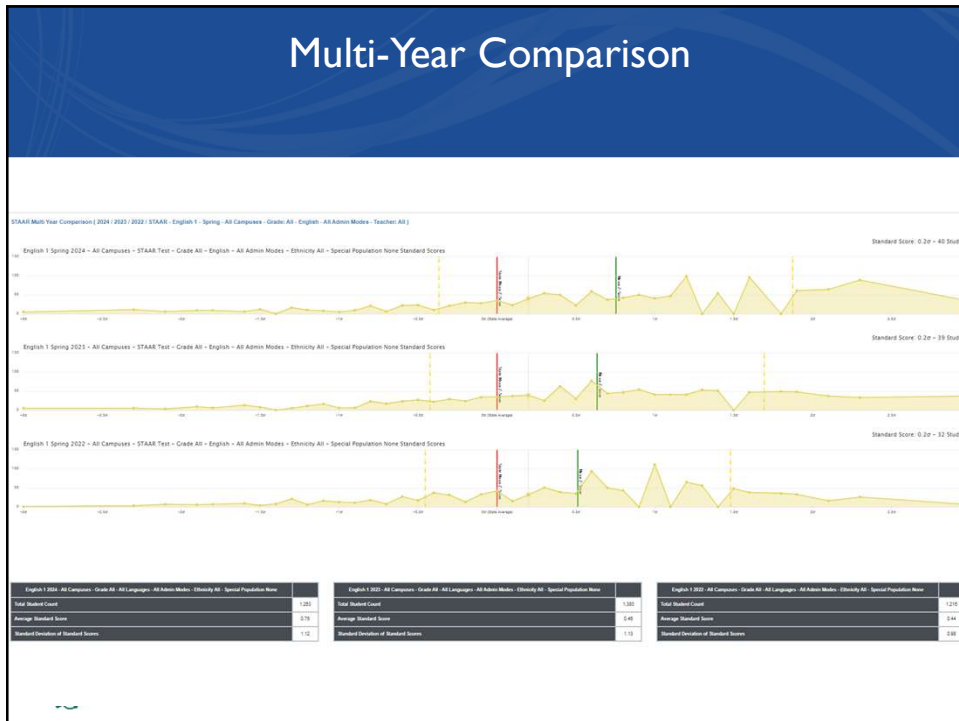Average Standard Scores for STAAR Tests – 2022, 2023 and 2024
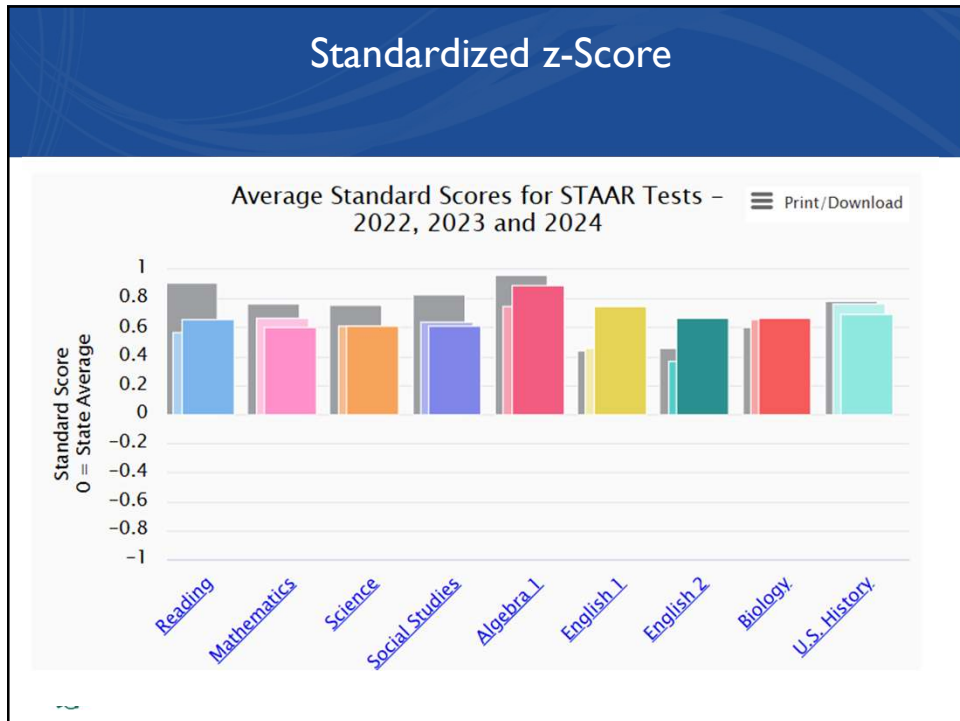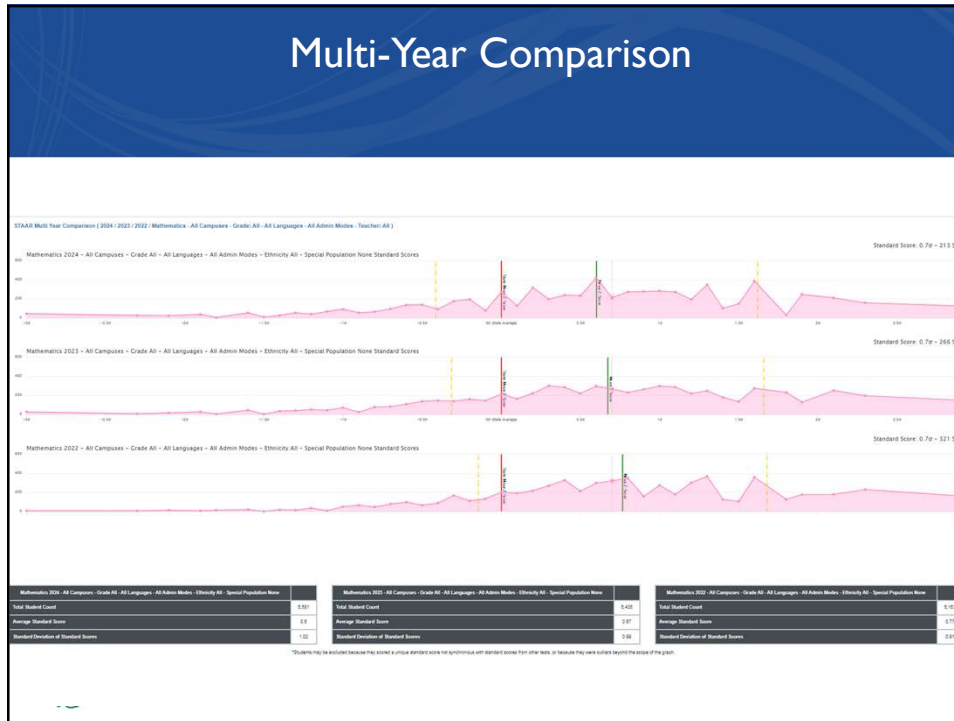
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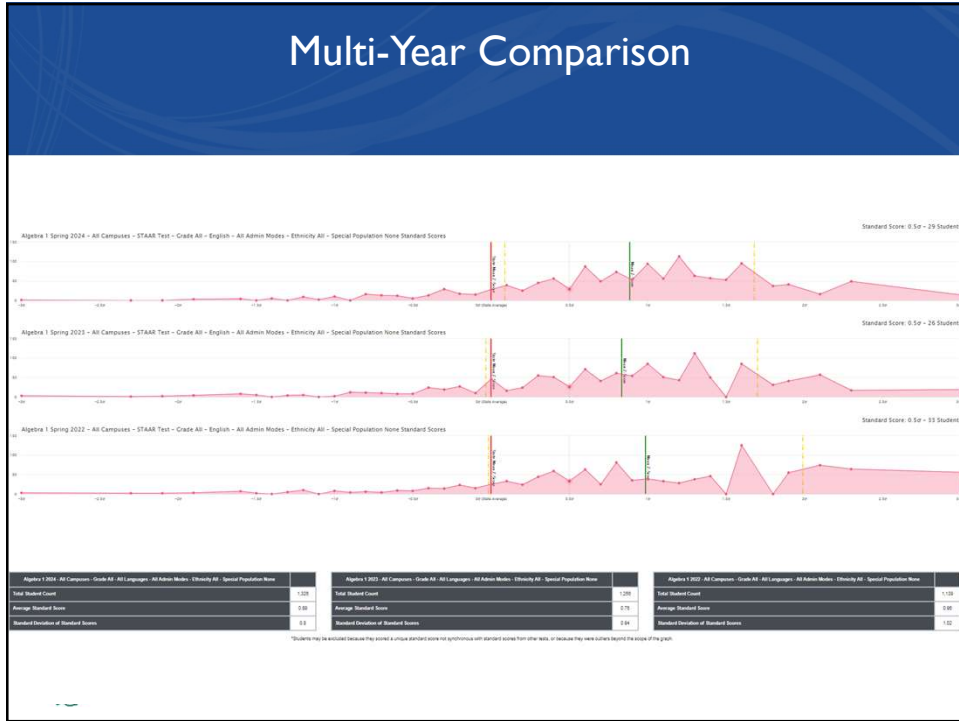
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