Chapter 4 State of Texas Assessments of Academic Readiness (STAAR)

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Overview

In 2007, the 80th Texas Legislature enacted Senate Bill (SB) 1031, which expanded the role of the end-of-course (EOC) assessment program. The bill phased out the Texas Assessment of Knowledge and Skills (TAKS) assessments for grades 9–11 and replaced them with the EOC assessments as a component of new high school graduation requirements, beginning with the incoming freshman class of 2011–

supports, text-to-speech (TTS), speech-to-text (STT), refreshable braille, basic calculator, signed videos, or spelling assistance.

STAAR Spanish

Students take STAAR Spanish assessments when the language proficiency assessment committee (LPAC) decides these assessments are the most appropriate way to measure their mastery of skills. These assessments are also available to students who receive academic instruction in Spanish while they learn English. The STAAR Spanish assessments are offered at grades 3–5, including grades 3–5 mathematics and reading, and grade 5 science. The English and Spanish versions of STAAR assessments have the same test blueprint and assess the same TEKS student expectations for reading, mathematics, and science. STAAR Spanish online tests with embedded supports became available in spring 2019.

STAAR Alternate 2

STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards for students receiving special education services who have significant cognitive disabilities. STAAR Alternate 2 is described in Chapter 5, “STAAR Alternate 2.”

STAAR Interim

STAAR Interim Assessments are a set of optional online interim assessments that are aligned to the TEKS. The interim assessments are available at no cost to districts and are not tied to accountability. The purpose of the interim assessment is to monitor student progress and predict student performance on STAAR summative assessments. This interim assessment also provides additional information about student learning and understanding that can be used in tandem with educators’ knowledge to create active learning environments and improve outcomes for students in Texas. STAAR Interim is described on TEA’s website.

Testing Requirements for Graduation

Students enrolled in grade 9 or below for the first time in the 2011–2012 school year or later were required to take the STAAR EOC assessments for graduation. With the passage of HB 3, performance on the STAAR EOC assessments was linked to a student’s graduation program. The provisions of HB 3 were modified by HB 5 passed in June 2013. Under HB 5, in order to graduate, a student must score at or above the Level II: Satisfactory Academic Performance standard on five STAAR EOC assessments: Algebra I, English I, English II, Biology, and U.S. History.

Students who took the separate STAAR English reading and writing assessments prior to 2014 were still eligible to meet their STAAR English graduation requirements based on their performances from each test. In the 2013–2014 school year, the separate reading and writing assessments transitioned to combined STAAR English assessments. During this time, TEA proposed using the minimum—and cumulative—score concepts to determine whether students taking these separate assessments met their English I and English II graduation requirements. These concepts were applied within each course, not

across courses, and required students who took separate reading and writing assessments to meet three criteria:

- pass one assessment (either reading or writing)
- meet at least the minimum score on the other
- achieve a combined scale score of 3750 (the phase-in 1 standard), which represented the sum of the scale scores needed to reach Level II for reading (1875) and Level II for writing (1875)

In 2015, the 84th Texas Legislature passed SB 149, which revised the state's assessment graduation requirements. Beginning in May 2015, an eligible student may receive a Texas high school diploma by means of an individual graduation committee (IGC) if the student fails to achieve Satisfactory Academic Performance on no more than two STAAR EOC assessments. Eligibility criteria for an individual graduation committee are located in the Texas Education Code (TEC) §28.0258.

The admission, review, and dismissal (ARD) committee makes educational decisions for a student receiving special education services, including decisions related to state assessments and graduation requirements as described in Texas Administrative Code (TAC) §89.1070.

Due to the impact of COVID-19, STAAR testing was suspended for spring and summer 2020. In addition, STAAR EOC assessment graduation requirements were waived. The waiver reduced the number of EOC assessments the student was required to pass to meet assessment graduation requirements. To qualify for the waiver, a student must have:

- been enrolled in the course during spring or summer 2020;
- completed the full course by the end of spring or summer

mathematics and science assessments in English are constructed first and then transadapted to Spanish.

- The Spanish mathematics and science assessments are transadapted from the corresponding English assessments. The item writing and review processes for transadapted items ensure that items in each language are linguistically and culturally appropriate and that the interpretations of grade-level performance expectations are the same for English and Spanish.
- The test blueprints for the English and Spanish assessments are the same, including the number of items that assess each reporting category and the number of items on the test.
- Each year, STAAR English and STAAR Spanish development staff review the newly developed test items. They focus on the best ways to assess the TEKS, further enhancing the alignment between the English and Spanish assessments. When the performance standards for STAAR grades 3–8 were established, standard-setting panels reviewed both the English and Spanish transadapted tests to establish comparable performance standards.

Training

Test administration procedures provided in the

STAAR Assessment	Assessments Administered
English I	700,363
English II	585,559
Biology	546,561
U.S. History	443,141

NOTE: For EOC assessments, the assessments administered include the sum total of the December 2021, April 2022, May 2022, and June 2022 administrations; for the other tests, only the spring 2022 administration is included.

The Test Delivery System

In 2021–2022, STAAR online assessments were administered using Cambium Assessment's Test Delivery System (TDS). The TDS system includes the Test Administrator Interface (TAI), which is used for scheduling test sessions; the Student

Out-of-School Testing

Beginning in the 2014–2015 school year, OOS testing was available for STAAR examinees who were no longer enrolled in school. This allowed examinees who had not passed a STAAR EOC assessment and were no longer enrolled in school, but had otherwise completed requirements for graduation, to take an assessment during a test administration at a participating district.

Medical Exclusion

With the implementation of the new accountability system in 2018, TEA closely monitors assessment participation rates for campuses, districts, and charter schools. Students with medical exclusion designations are not included in the participation rate calculation. Refer to the Accountability Manual for more information. To ensure that students who have experienced a significant medical event do not impact participation rates, a new process was developed for a medical exclusion from STAAR. The medical exclusion student eligibility criteria and identification process are described below.

ELIGIBILITY CRITERIA

To be considered to receive a medical exclusion from STAAR, the student must have been absent during the testing and make-up window and meet one of the following criteria:

classroom instruction and classroom testing to the extent allowable. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, the dictionary must be commercially produced. Teacher-made, student-made, subject-specific, or slang dictionaries are not allowed. At minimum, schools need one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student.

Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

CALCULATORS

Per the

Accessibility Features

Accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from their use during instruction; however, a student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Locally-Approved Designated Supports

Locally-approved designated supports include accommodations that may be made available to students who meet eligibility criteria. The appropriate team of people at the campus level (e.g., Response to Intervention [RtI] team; language proficiency assessment committee [LPAC]; Section 504 committee; admission, review, and dismissal [ARD] committee) determines eligibility as indicated in each policy document. The decision to use a designated support during a state assessment should be made on an individual student basis and consider the needs of the student and whether the student routinely receives the support during classroom instruction and classroom testing. In addition, the support has been proven to be effective in meeting the student's specific needs, as evidenced by student scores or teacher observations.

Designated Supports Requiring TEA Approval

These designated supports require the submission of an Accommodation Request Form
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mathematics or reading, a new local education agency (LEA) requirement to establish an accelerated learning committee to develop an individualized educational program (IEP) for the student and monitor progress

- For any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course (EOC) assessments, clarification of prior accelerated instruction

Scale scores are also used to compare the performance of an individual student with the performance of a demographic group, a program group, an entire campus, or a district at a particular grade. For example, the scores for a Hispanic student in a gifted and talented

- Algebra I
- English I and English II
- Biology
- U.S. History

- Meets Grade Level
- Masters Grade Level

More detailed descriptions, known as policy definitions, of each performance level are outlined below.

Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Standard-Setting Process for STAAR

Standard setting for STAAR took into consideration a variety of factors such as policy, TEKS content standards, educator knowledge about what students should know and be able to do, and information about how student performance on state assessments aligns with performance on other assessments. Standard-setting committees made up of diverse groups of stakeholders carefully considered the interaction of these elements for each STAAR assessment.

The STAAR program's goal is to have a comprehensive assessment system with curriculum standards and performance standards that are vertically aligned within a content area (i.e., the curriculum and performance standards link from the high school courses back to the middle school and elementary school grades and subjects). The STAAR performance standards were set for the STAAR EOC assessments first, the middle school assessments next, and the elementary school assessments last.

TEA used an evidence-based standard-setting approach (O'Malley, Keng, & Miles, 2012) for the STAAR program. This evidence-based standard-setting approach incorporated elements of a traditional standard-setting framework (e.g., performance-level descriptors, item-mapping methods) and supported that framework with empirical-based research studies and policy considerations. Using this approach, TEA defined and implemented a

Standard-Setting Step	Description	Timeline
5. Convene standard-setting committees	Committees comprising K–12 educators and higher education faculty used the performance labels, policy definitions, PLDs, and neighborhoods set by the policy committee to recommend cut scores for each STAAR EOC assessment.	Mathematics and English: Feb. 22–24, 2012; Science and Social Studies: Feb. 29–March 2, 2012
6. Review performance standards for reasonableness	TEA and THECB reviewed the cut-score recommendations across content areas.	March 2012
7. Approve performance standards	The commissioner of education approved the performance standards for satisfactory academic performance and advanced academic performance.*	April 2012
8. Implement performance standards	Performance standards were reported to students for the spring 2012 administration with phase-in standards applied.	May 2012
9. Review performance standards	Performance standards are reviewed at least once every three years.**	If applicable

* Minimum scores were also established empirically below the satisfactory and advanced academic performance standards and approved by the commissioner of education.

** In June 2013, the 83rd

Standard-Setting Step	Description	Timeline
5. Convene standard- setting committees	Committees comprising K–12 educators used the performance labels, policy definitions, PLDs, and neighborhoods to recommend cut scores for each STAAR assessment.	October 2–12, 2012
6. Review performance standards for reasonableness	TEA reviewed the cut score recommendations across grades and subject areas.	October 2012
7. Approve performance standards	The commissioner of education approved the performance standards.	December 2012
8. Implement performance standards	Performance standards were reported to students for the spring 2012 administration with phase-in standards applied.	January 2013
9. Review performance standards	Performance standards are reviewed at least once every three years.*	If applicable

* In June 2013, the 83rd Texas

Table 4.5. STAAR 3–8 Performance Standards

Assessment	Approaches Grade Level (Scale

Beginning in the 2018–2019 accountability year, qualifying EB

constant (*A*)

For the STAAR English grades 3–8 mathematics and reading vertical scales, a scale score of 1700 represents the Meets Grade Level performance standard for the grade 8 assessment. Those scales' standard deviations were set to 150.

For the STAAR English and Spanish grade 5 reading assessments, a scale score of 1582 represents the Meets Grade Level performance standard. This scale score is set to be the equivalent value to the Meets Grade Level performance standard on the STAAR English grade 5 reading assessment. The Spanish reading vertical scale's standard deviations were also set to 150.

It is important to note that although Meets Grade Level scale score values are fixed for the highest grade in the vertical scale, the Meets Grade Level scale score for the other assessments in the vertical scale will vary across grades. However, these Meets Grade Level scale score values, as well as the Approaches Grade Level and Masters Grade

Assessment			A	B	V_g
Grade	Language	Content Area			
3	Spanish	Reading	135.2141	1393.7820	-0.8513
4	Spanish	Reading	135.2141	1393.7820	-0.2700
5	Spanish	Reading	135.2141	1393.7820	0.0000

Equating

Overview

details and procedures in Chapter 3, “Standard Technical Processes.”pc[(n)]TJEMC /P <</MCID 0 >>BDC Tc -0

Classical Standard Error of Measurement

Classical standard error of measurement (SEM) represents the amount of variance in a score that results from random factors other than what the assessment is intended to measure. The SEM is helpful for quantifying the margin of uncertainty that occurs on every test. For the primary STAAR English and STAAR Spanish assessments in spring 2022, SEM values are approximately between two to three raw score points for grades 3–8 tests. The lowest SEM value is 2.29 in Math Grade 3; the highest is 2.88 for Social Studies Grade 8. The SEM values are approximately between 3 to 4 raw score points for EOC tests. The lowest SEM is 2.91 for Biology while the highest is 3.48 for English II online. The SEM values for the primary STAAR assessments (including STAAR Spanish) administered in spring 2021 are provided in Appendix B.

Conditional Standard Error of Measurement

It is important to note that the SEM index provides only an estimate of the average test score error for all students regardless of their individual levels of proficiency. By comparison, the conditional standard error of measurement (CSEM) provides a reliability estimate at each score point on a test. More specifically, CSEM is an estimate of the average test score measurement error that is conditional on the proficiency or scale score estimate. For the 2021–2022 school year, CSEM values for vertically scaled assessments were approximately 35 to 60 scale score points in the middle of the scale score ranges.

For the remaining STAAR horizontally scaled tests, the CSEM values were approximately 110 to 260 scale score points in the middle of the scale score ranges. CSEM values for all spring 2022 STAAR administrations (including STAAR Spanish) are provided in Appendix B.

Classification Consistency and Accuracy

Classification consistency is the degree to which a test consistently classifies students into the same performance levels if they look at two parallel forms of the test, while classification accuracy provides an estimate of the accuracy of student classifications into performance categories based on current test results.

Classification consistency rates for primary STAAR assessments during the 2021–2022 school year range from 63.8 to 72.5 percent for grades 3–8 assessments and from 72.8 to 75.8 for EOC assessments.

Classification accuracy rates for primary STAAR assessments during the 2021–2022 school year range from 72.8 to 80.2 percent for grades 3–8 assessments and from 80.5 to 83.4 percent for EOC assessments.

Classification consistency and accuracy rates for all spring 2021 STAAR primary

stimulus, such as a literary selection or an informational passage. The use of passage-
26jDocbasA al-6 (es)-2 (ee)]TJe-22 (e e)]TJec2.6 (6 (i)6TJn or)5 (l)2.6 (rn or)5 fC2.6 (tha)8.95 (p6 (i)7ese)8

In 2012–2013, STAAR progress measures were reported for the first time. In 2021–2022, progress measures were calculated and reported for STAAR English mathematics and reading for grades 4–8, Spanish mathematics and reading for grades 4–5, and the Algebra I and English II assessments.

2013–2014 Progress Measure Updates

Updates to the implementation of progress measures both to include more students in the calculation of progress measures and to respond to legislative changes were made in 2013.

CHANGES MADE TO INCLUDE MORE STUDENTS IN PROGRESS MEASURE CALCULATIONS

- Accelerated students/skipped grade(s)

  In 2013, students had to follow the typical grade/course sequence and test in consecutive grades/courses in order to receive a progress measure, except for students who went from grade 7 mathematics to Algebra I. Beginning in 2014, progress measures were also provided for students who received accelerated instruction and skipped grades or courses. For example, a progress measure was reported if a student tested in grade 5 reading in the 2012–2013 accountability year and in grade 7 reading in the 2013–2014 accountability year.

- Changes related to different language-version tests

  Beginning in 2014, progress measures were reported for students who test in a different language in subsequent school years for mathematics. Because Spanish and English mathematics tests consist of the same items (i.e., the Spanish items are transadapted versions of the English items) and because the Spanish and English mathematics scores are reported on the same scale, progress measures are generated despite the change from one language-version test to the other. Specifically, progress measures are reported for students who test in Spanish and then in English, as well as those who test in English and then in Spanish.

  The same change was not made for reading because the Spanish and English tests contain different items, and scores are reported on separate scales. Therefore, progress measures for reading are provided only for students who test in the same language in the prior accountability year and the current accountability year.

- Progress measures for EOC assessments

  In 2013, only the spring administrations of EOC assessments were used to compute progress measures. Beginning in 2014, all EOC administrations were considered for use within these calculations. However, a progress measure is computed only on a student's first attempt of an EOC test.

- Previous accountability year retests

student who retested in grade 8 mathematics), the higher valid score between the primary administration and May administration is used for progress measure calculation. Retest scores for the June grades 5 and 8 administration from the previous accountability year are not used for progress measure calculations. If a student took the same EOC test multiple times during the previous accountability year, the score from the first administration of the previous accountability year test is used to calculate progress.

PROGRESS MEASURE UPDATES MADE IN RESPONSE TO LEGISLATIVE CHANGES IN 2013

- English tests

  Beginning in 2014, redesigned STAAR English tests were administered. Rather than having separate English reading and writing tests, these assessments were combined into one test per course (STAAR English I and STAAR English II). This change to the assessments impacted STAAR progress measures. To measure progress across two assessments, the tests must measure the same construct or content area. For example, in 2013 progress was measured from grade 8 reading to English I reading. Beginning in 2014, however, the English I test included both reading and writing content; therefore, progress could not be measured from either grade 8 reading or grade 7 writing to the new combined English I test.

  Additionally, students took separate STAAR English I reading and STAAR English I writing tests in 2013, and progress could not be measured from those separate English I tests to the new combined STAAR English II test administered in 2014. For most students, progress for STAAR English II was measured for the first time in spring 2015, after the new combined English tests had been administered for two years.

2014–2015 Progress Measure Updates

Changes to various aspects of the STAAR program affected TEA's ability to report student progress on the assessments. The following list outlines adjustments to the STAAR progress measures reported for the 2014–2015 school year:

- Students did not receive a STAAR progress measure for mathematics in grades 4–8 (Algebra I students still received a STAAR progress measure).
- A STAAR progress measure was reported for the first time for grade 7 writing.
- A STAAR progress measure was reported for eligible STAAR A students who took STAAR or STAAR L in 2013–2014.
- Students did not receive a STAAR Alternate 2 progress measure.

2015–2016 Progress Measure Updates

There were some adjustments to the STAAR progress measures reported for the 2015–2016 accountability year:

- Students did not receive a STAAR progress measure for grade 7 writing because grades 4 and 7 writing tests were shortened in the 2015–2016 school year.

- A progress measure was available for STAAR Alternate 2 in 2016.

2016–2017 Progress Measure Updates

- Beginning in spring 2017, the previous three-performance level system (i.e., Unsatisfactory, Satisfactory, and Advanced) was replaced with the four-performance level system (i.e., Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level).
- The previous labels for STAAR progress measure (i.e., Did Not Meet, Met, and Exceeded) were replaced with Limited, Expected, and Accelerated.
- STAAR A and STAAR L were no longer administered. The elimination of STAAR A and STAAR L changed the eligibility rules.
- Blueprints for STAAR grades 3–8 tests, STAAR English I, STAAR English II, and STAAR English III were changed. Short-answer items were removed from the STAAR EOC tests (STAAR English I, STAAR English II, and STAAR English III) beginning in spring 2017. This had impacts on the maximum and chance scores in Table 4.12.

2017–2018 Progress Measure Updates

- Beginning in the 2017–2018 accountability year, progress measure was also calculated for emergent bilingual* (EB) students. Progress for students who take STAAR or STAAR Spanish was measured in the same way for all students, including EBs. Prior to the 2017– 2018 accountability year, qualifying EBs who tested in English received the ELL progress measures rather than the STAAR progress measures.

2018–2019 PROGRESS MEASURE UPDATES

- The ELL progress m (The E

Progress Classifications

To interpret the gain scores, the scores are compared to progress targets to determine if a student made Limited, Expected, and Accelerated progress. The progress targets

Subject	Language	Current Grade	Prior Grade	A[1]	X[2]	B[3]	MAX[4]	