

W E L C O M E

Accountability Updates



Topics to discuss

Accountability 2021 (What to expect?)

House Bill 3906 Update (86th Legislature)

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he looks at a laptop. His right hand is on the keyboard. To his right, there is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting.

Reporting: What to Expect in 2021



What to Expect in 2021

- No overall or domain scaled scores or A–F ratings. All districts and campuses labeled *Not Rated: Declared State of Disaster*.
 - All data will be report only.
 - Raw component scores will be displayed.
 - Raw domain scores will *not* be displayed.
- No School Progress, Part A or Closing the Gaps: Academic Growth data
- CCMR indicators updated
 - CTE coherent sequence and military enlistment removed
- STAAR components may include accelerated testers' results pending USDE response.
- Closing the Gaps federal graduation rate methodology includes growth toward target (Jan 2020 amendment).

What to Expect in 2021

Texas Education Agency
2021 Accountability Ratings Overall Summary
TEXAS H S (123456001) - TEXAS ISD

Accountability Rating Summary

	Component Score
Student Achievement	
STAAR Performance	55
College, Career and Military Readiness	63
Graduation Rate	100
School Progress	
Academic Growth	N/A
Relative Performance (Eco Dis: 46.7%)	57
	% Met of Indicators
Closing the Gaps	
Academic Achievement Status	56
Growth Status	N/A
Graduation Rate Status	0
English Language Proficiency Status	0
Student Success Status	90
School Quality Status	80
% Participation (All Tests)	
2019	100
2021	74

Distinction Designations

Distinction designations were not awarded in 2021.



A word to the wise ...

(from the TEA's Friday, March 5th Performance Reporting Email)

2021 Assessment Results

Districts should exercise caution when using 2021 assessment outcomes for evaluating or planning purposes. **Assessment data from 2021 should be used in conjunction with other, more stable data points and local data that documents the impact of COVID-19 on instruction.**

Performance Reporting will *not* publish a 2021 A–F Estimator. The impact of COVID-19 will vary greatly among districts and campuses, and the scaling set in 2018 may not appropriately account for variations in 2021 outcomes.

HB 3906 Assessment Updates



Overview of Assessment Changes

Near-Term STAAR Redesign (by 2022-23)

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

Long-Term STAAR Redesign

-  Allows assessments to be administered in multiple parts over multiple days
-  Creates integrated formative assessment pilot program

Other House Bill 3906 Assessment Changes

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

High level timeline of STAAR Redesign

Pending legislative session

1



Transition to online

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none">• <i>Transition to Online Assessments Feasibility Study</i>	<ul style="list-style-type: none">• <i>Training and resources to support districts transitioning online</i>	 <p>Full implementation of STAAR Redesign</p>

Transition to Online Assessments



Among other benefits, online assessments enable faster results and new, innovative item types



Faster test scores and results



Reduced operational complexity and waste



Matches realities of today's online learning classrooms



Better test security and improved administration



Potential for new item types to better assess students and positively impact instruction



More equitable access to accommodations



What does it mean for testing to be 100% online?

NOTE: 70% of states currently have 100% electronic testing for their primary state assessments.

This includes all STAAR assessments...

- ✓ grades 3–8 assessments
- ✓ EOC assessments
- ✓ Spanish assessments
- ✓ accommodated assessments

...But does not include STAAR Alternate 2 assessments

Given the unique needs of students, the STAAR Alternate 2 assessment should be permitted to be administered in the format that is most appropriate for participating students.

Most students who need accommodations already test online because of online accommodations such as content and language supports, text-to-speech, speech-to-text, spelling assistance, American sign language videos, and refreshable braille.

However, the **very small number of students (<1%) with circumstances that prevent them from testing online** (e.g., visual impairments) **will continue to test on paper.**

A two-year transition will allow educators and students time to increase familiarity and comfort with online testing



TEA:

- Continue to provide training for districts and educators
- Continue to provide practice tests, tutorials, and other tools (e.g., STAAR Interim Assessments) for students to practice interacting with the online testing platform

ESCs:

- Provide PD opportunities for educators to learn more about online testing and gain familiarity with the online testing platform

Districts:

- Continue to move towards digital literacy goals and connect the transition to online assessments to other technology initiatives
- Provide PD and other opportunities to increase digital literacy and fluency among educators and students and to increase familiarity with the online testing platform

Remote learning during COVID-19 has already increased educator and student familiarity with online platforms

High level timeline of STAAR Redesign

Pending legislative session

	2020-2021	2021-2022	2022-2023
 1 Transition to online	<ul style="list-style-type: none">• <i>Transition to Online Assessments Feasibility Study</i> <p>Legislative action required</p>	<ul style="list-style-type: none">• Training and resources to support districts transitioning online	 Full implementation of STAAR Redesign
 2 New item types	<ul style="list-style-type: none">• Educator focus groups• Cognitive labs to study how students interact with proposed item types• Sample new item types	<ul style="list-style-type: none">• Stand-alone field testing• Continued educator engagement• Blueprints and more sample new item types within online platform	

New Item Types to Meet 75% Multiple-Choice Cap





So far, over **550 educators** have participated in focus groups related to the new item types

- **92%** of educators agree that the new item types **allow students to better demonstrate their knowledge.**
- **90%** of educators agree that the new item types **will provide useful information about student performance.**
- **80%+** of educators agree that new item types will **impact instructional planning.**

TEA has been working closely with educators to determine new item types



Item Types Under Consideration				
Multipart (EBSR) - Student provides a response and a justification for the response.		SCI	RDG	SS
Multiselect - Student must select more than one correct response	MATH	SCI	RDG	SS
Constructed response - Student provides a written response (e.g., one or more sentences, an equation, or a mathematical expression)	MATH	SCI	RDG	SS
Drag and drop - Student selects and drags text or an object to a different location	MATH	SCI		SS
Hot spot - Student selects one or more areas of a graphic image	MATH	SCI		SS
Inline choice - Student chooses from a drop-down list of options	MATH			SS
Text entry - Student enters a numeric quantity, a word, or a phrase	MATH	SCI	RDG	
Highlight text - Student highlights text from a given passage			RDG	SS
Sliders (bar graph) - Student moves bars on a graph to show correct quantities	MATH			
Graphing – Student plots a function on a coordinate grid using a dynamic tool	MATH			

Multipart Items (Evidence-based Selected Response)

Science Grade 8

This question has two parts.

This excerpt is from a newspaper article in response to the U.S. Supreme Court decision of *Dred Scott v. Sandford*

"Now there is no concealing the fact that under this decision the rights which the Free States have all along believed themselves to possess, are denied and can no longer be recognized. . . .

. . . [Slave Owner A] from Louisiana, may bring his family to New York City, with as many slaves to wait upon them as he chooses. . . . [Slave Owner B] may also come from South Carolina, under similar circumstances and with a similar . . . number of slaves. . . . Then [Slave Owner A] may sell a part of his slaves to [Slave Owner B] . . . [U]nder that decision slaveholders in [transit] might thus convert this Empire City into a slave-mart."

—From the *New York Commercial Advertiser, The Anti-Slavery Bugle, March 21, 1857*

Part A

How does the excerpt explain how tensions increased between the North and the South prior to War?

- A. It shows that the Supreme Court increased the power of Congress.
- B. It shows that the Northerners felt forced into the system of slavery.
- C. It shows that the Southerners had excessive power in the country.
-

Part B

Which

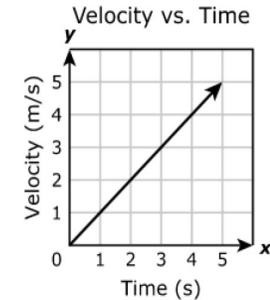
- A. Slave owners from the South bringing their families to Free States
- B. The fear of New York City being converted into a slave-mart
- C. Slave owners from two different states selling their slaves
- D. The failure of Free States to understand their rights

Which evidence from the excerpt supports the answer to Part A?

Social Studies G8

This question has two parts.

The graph represents the motion of an object.



Part A

Which statement correctly describes the motion of the object represented in the graph?

- A. The object is at rest.
- B. The object has an acceleration.
- C. The speed of the object is constant.

Part B

Which

- A. The line for velocity has a constant value.
- B. The value for time depends on the value for velocity.
- C. The velocity changes as time increases.

Which statement provides evidence for the answer to Part A?

Multiselect Items

Reading

Which of the following ideas are conveyed in **both** “Red Crab Invasion” and “Monarch Magic”? Select two correct answers.

- A. Animal migration can be inconvenient for people in the surrounding area.
- B. People are often sad when an animal species leaves the area during migration.
- C. Animals have natural instincts that help them during migration.
- D. People can be strongly affected by animal migration.
- E. Animals often encounter great danger during migration.

U.S. History

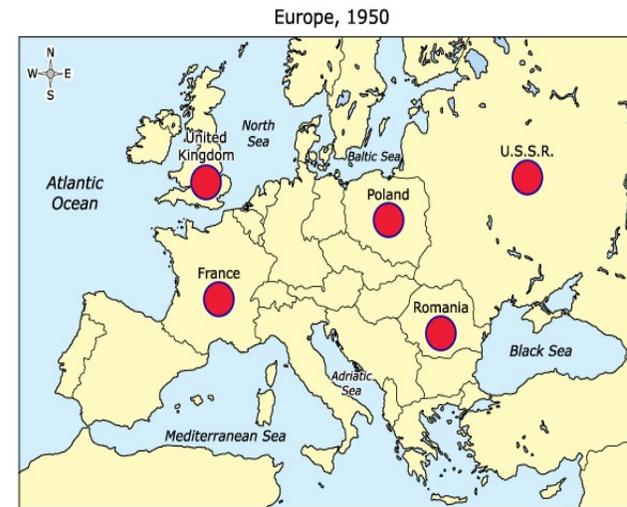
This excerpt is from a speech given by the U.S. Secretary of State in 1947.

In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy.

—U.S. Secretary of State George C. Marshall, *The Marshall Plan Speech*, June 4, 1947

Which European countries received economic aid as a result of this speech?

Select the correct answers.



Short Constructed Response Items

Reading

Read the question carefully. Then enter your answer in the space provided.

In “Red Crab Invasion,” what is one positive aspect of the red crab migration on Christmas Island? Support your answer with evidence from the article.

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The annual migration attracts visitors to the island and helps boost the local economy

- Paragraph 7: “Also it is a way for the remote island to attract visitors”
- “Many tourists travel to Christmas Island to witness the red crab migration, boosting the local economy”

The red crab migration ensures the survival of the species

- Paragraph 6: “Then the tiny crabs travel to the forest where they will grow into adulthood and take part in the next migration”

Drag and Drop

Social Studies Grade 8

Which characteristic describes either the Virginia Plan or the New Jersey Plan debated during the Constitutional Convention in 1787?

Move the answers to the correct boxes.

Characteristics of Government Plan

Supported by states with large populations

Supported by states with small populations

Representation determined by population

All states receive equal representation

Virginia Plan

All states receive equal representation

New Jersey Plan

Supported by states with small populations

Mathematics Grade 3

A shop sells flowers and will deliver the flowers for an additional cost. The table shows the relationship between the cost of the flowers and the total cost of the flowers with delivery, in dollars.

Cost of Flowers and Delivery

Cost of Flowers (dollars)	Total Cost of Flowers With Delivery (dollars)
10	15
20	25
40	45
60	65

Complete the statement to explain the relationship between the cost of flowers and the total cost of the flowers with delivery, in dollars.

Move the correct word, phrase, or number to each box. Not all answers will be used.

plus

minus

times

divided by

0

5

10

15

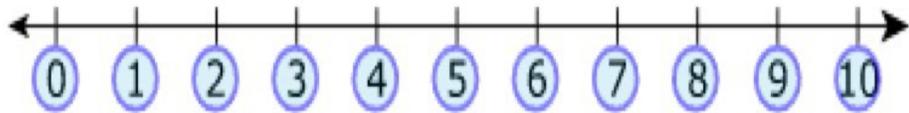
The total cost of the flowers with delivery is equal to the cost of the flowers .

Hot Spot

Mathematics Grade 8

Between which two consecutive points on the number line is $\sqrt{11}$?

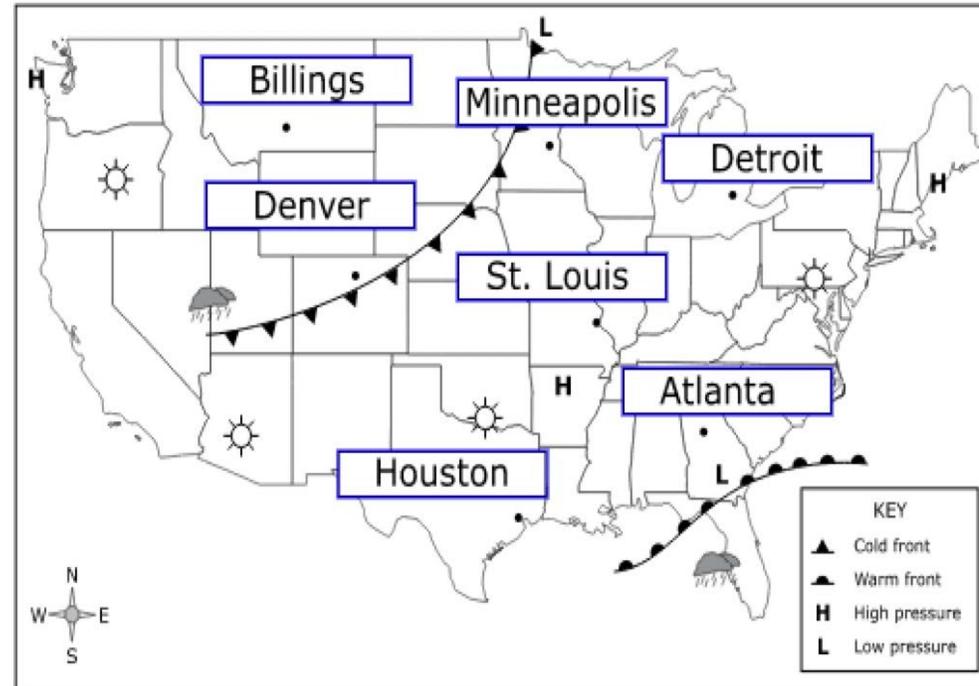
Select the locations on the number line to plot two points.



Science Grade 5

Two fronts are moving through the United States. What will be the next two cities on the map to experience colder temperatures if the fronts continue to move?

Select the correct answers.



Inline Choice Items

Social Studies US History

Complete the sentences by selecting the correct answers from the drop-down menus.

Two months after declaring war on Germany, Congress passed the in June 1917. This law was intended to prevent residents of the United States from undermining the country's war effort in World War I.

Critics of the law feared that it could be used to target any citizen who opposed the war. In the U.S. Supreme Court case of *Schenck v. United States* (1919), the Court ruled that Congress could limit the freedom of when the country faced a "clear and present danger."



- Choose...
- religion
- speech
- the press

Social Studies Grade 8

This list shows three North American cities that were founded in the 1700s.

North American Cities Founded in the 1700s

- Detroit (1701)
- New Orleans (1718)
- St. Louis (1764)

Complete the sentence by selecting the correct answers from the drop-down menus.

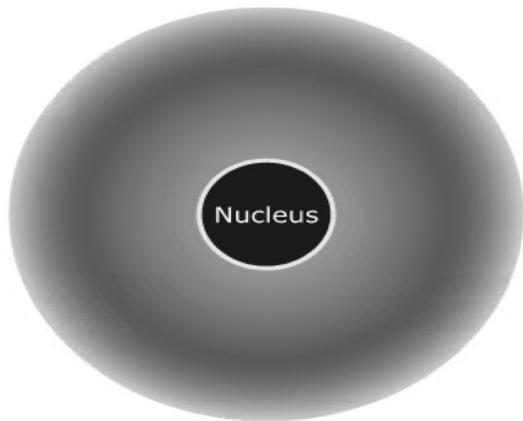
The country of founded these locations because it was seeking

Text Entry Items

Science Grade 8

This incomplete model represents an atom of an element.

Electron Cloud Model



Fill in the missing parts of the table to provide more information about the characteristics of the element represented by the atom.

Enter your answers in the spaces.

Characteristics of the Element

Characteristic	Value
Atomic number	<input type="text"/>
Atomic mass (amu)	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	<input type="text"/>
Number of neutrally charged particles in each atom	<input type="text"/>
Total number of particles in the nucleus of each atom	<input type="text"/>

Algebra I

What is the solution to the inequality $8k + 14 > -2(12 - 5k)$?

Enter your answers in the boxes provided.

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Highlight Text Items

Social Studies US History

This excerpt is from the U.S. Constitution.

Which phrase shows evidence of the Framers' commitment to the principle of consent of the governed?

Select the correct answer.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

—Preamble to the U.S. Co

Which statement from President Abraham Lincoln's first inaugural address contrasts with the beliefs of Jefferson Davis about the United States in 1861?

Select the correct answer.

I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. . . .

I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual. [Permanence] is implied, if not expressed, in the fundamental law of all national governments

One party to a contract may violate it—break it, so to speak—but does not it require all to lawfully [cancel] it?

. . . The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776.

—President Abraham Lincoln, first inaugural address, March 4, 1861

Sliders (Bar Graph) Items

Mathematics Grade 5

A store owner buys and sells books. The selling price of each type of book is determined from the purchase price the owner pays for the book.

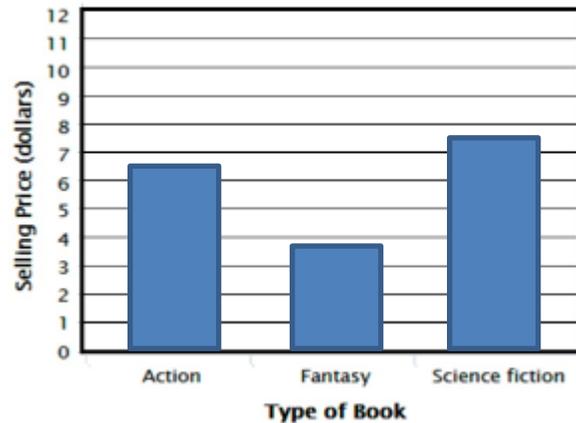
Book Prices

Type of Book	Purchase Price (dollars)	Selling Price
Action	5.00	2 times the purchase price
Fantasy	3.50	3 times the purchase price
Science fiction	4.50	2 times the purchase price

Create a bar graph that represents the selling price of each type of book.

Drag the top of each bar to the correct height.

Book Prices



Marie measured the heights in inches of three different vegetable plants. The height of each plant is shown in the table.

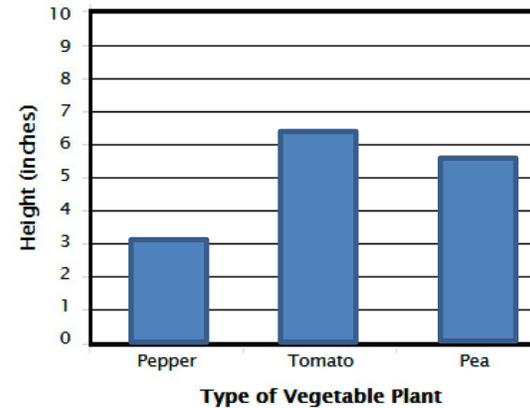
Heights of Vegetable Plants

Type of Vegetable Plant	Height (inches)
Pepper	2
Tomato	$4\frac{1}{2}$
Pea	$3\frac{1}{2}$

Create a bar graph that represents the height in inches of each plant.

Drag the top of each bar to the correct height.

Heights of Vegetable Plants



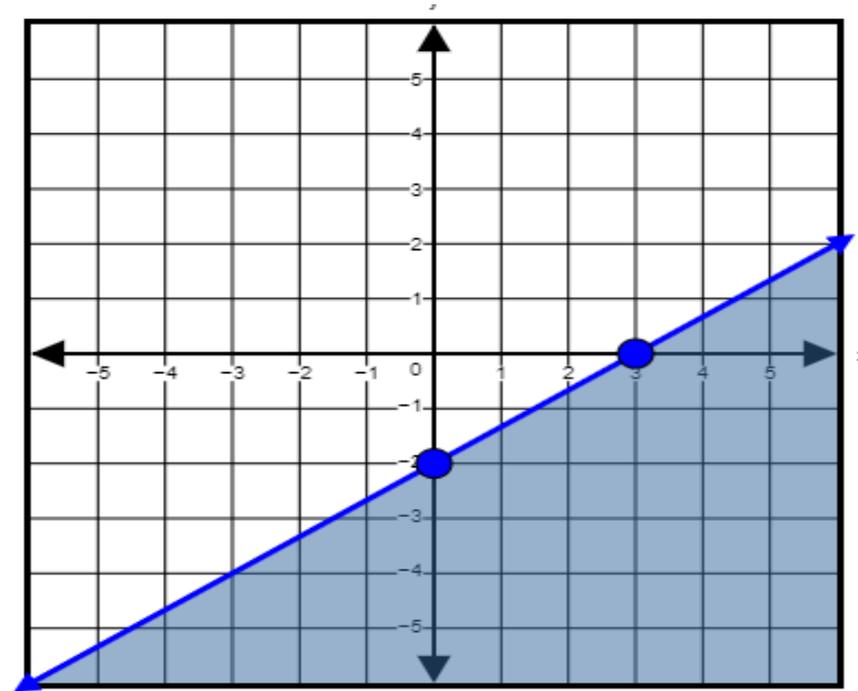
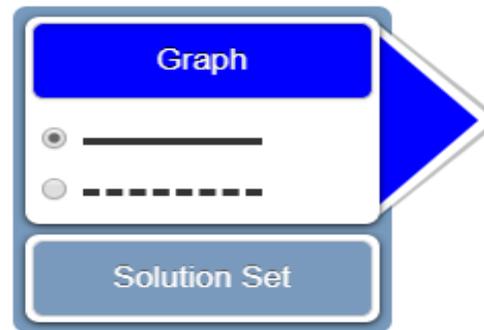
Graphing Items

Algebra I

What is the solution set for $2x - 3y \geq 6$?

Graph the solution set of the linear inequality in the coordinate plane by

- first selecting the Graph button to graph the line and choose the line style
- then selecting the Solution Set button to select the desired region



High level timeline of STAAR Redesign

Pending legislative session

	2020-2021	2021-2022	2022-2023
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<p>2  New item types</p>	<ul style="list-style-type: none"> • Educator focus groups • Cognitive labs to study how students interact with proposed item types • Sample new item types 	<ul style="list-style-type: none"> • Stand-alone field testing • Continued educator engagement • Blueprints and more sample new item types within online platform 	
<p>3  Writing in RLA</p>	<ul style="list-style-type: none"> • Multiple choice writing items field-tested in Spring RLA tests at all grade levels 	<ul style="list-style-type: none"> • G4 and G7 Writing eliminated • Continue field-testing multiple-choice writing items in RLA tests 	

Eliminating Stand-Alone Writing and Assessing New ELAR TEKS



Assessing Writing as Part of Reading

House Bill 3906 eliminates standalone grades 4 and 7 writing in 2021-2022.

The revised reading language arts TEKS emphasize the importance of integrating reading, writing, listening and speaking.

Federal government requires Texas to assess the breadth of the RLA TEKS.

As part of the STAAR redesign (to be implemented in 2022-2023), the reading assessments are being redesigned with educator input to best assess the new TEKS, include writing in all grades, and support strong instruction.



The current 4 & 7th grade writing tests ask students to write in response to a standalone prompt, without being asked to read any passages.

Here is an example:

WRITTEN COMPOSITION: Expository

READ the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

THINK about inventions that you believe are useful.

WRITE about one invention that is important in your life. Tell what the invention is and explain what makes it important.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

*Grade 4 STAAR assessment, 2019

Students will now be asked to write in response to information they have read.



In this example, students read a single literary excerpt and respond to this prompt using evidence from the text to support their responses.

Writing Prompt

10. You have read an excerpt from “After Twenty Years.” Write an essay in which you describe how the author uses dialogue and events to reveal characterization and theme in the story. Use key details and examples from the passage to support your ideas.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

*Grade 8 Mississippi Academic Assessment Program (MAAP), 2016

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 <p>4 Cross-curricular passages</p>	<ul style="list-style-type: none"> • Develop and identify informational texts that include cross-curricular content covered in other subjects 	<ul style="list-style-type: none"> • Increased number of informational texts will have cross-curricular links 	

Legislative action required

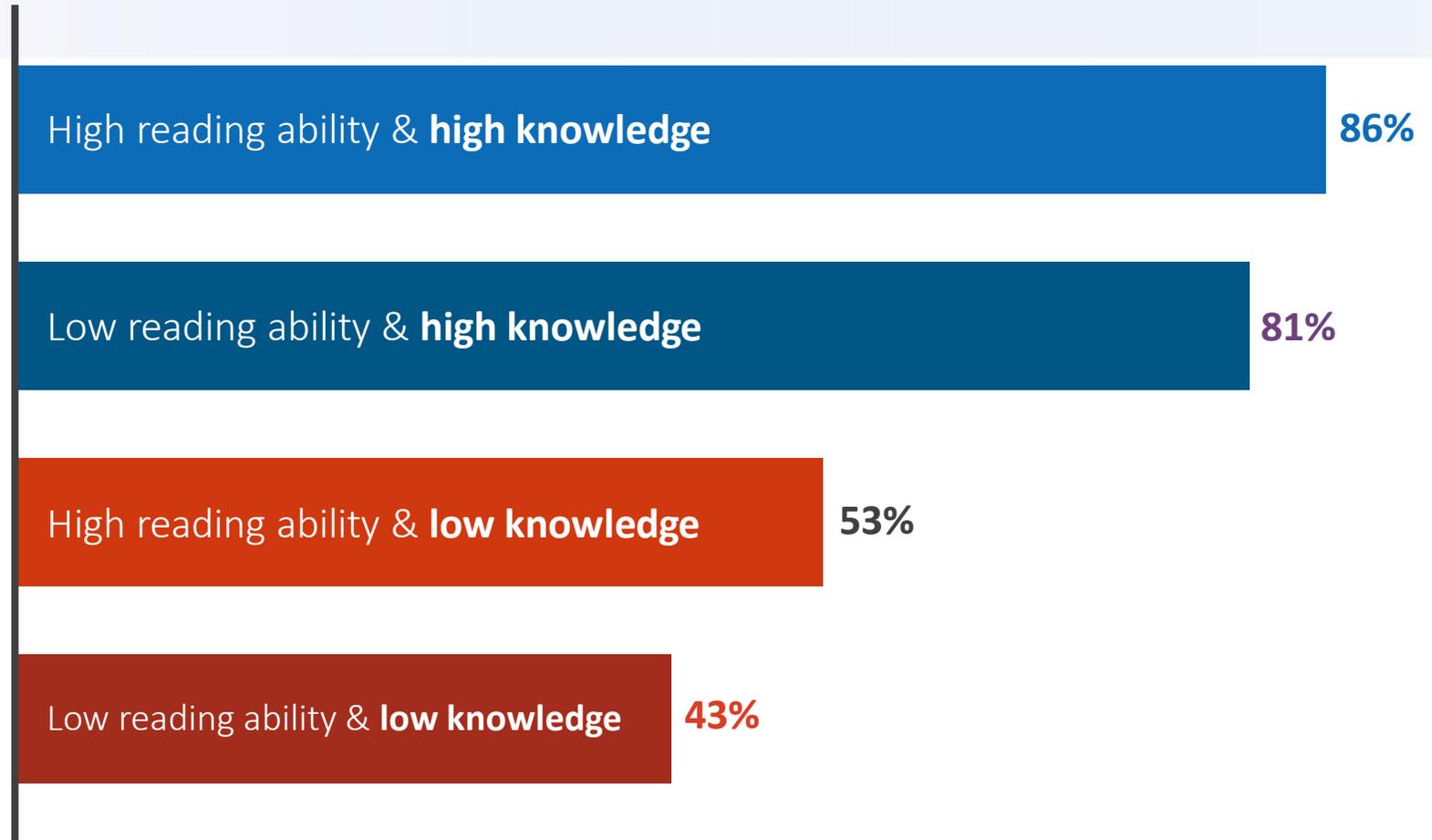
Cross-Curricular Content Integration for RLA passages



Why does cross-curricular passage content matter?



- Evidence indicates students with knowledge of the subject matter have higher levels of comprehension than students with lower levels of subject matter knowledge.
- Since subject matter knowledge is covered in the TEKS for other subjects, and all students are taught the TEKS, ensuring STAAR passages have content aligned to the TEKS for other subjects ensures a level playing field when assessing comprehension.



Measure of Comprehension

Source: Recht, D. & Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers Memory of Text." (1998) Journal of Educational Psychology, Vol. 80, No. 1, 16-20



Reading assessments will continue to include informational passages and literary passages.

- An **informational text** presents information to explain, clarify, and/or educate. These texts can clearly link to subjects such as science and social studies.
- A **literary text** is generally recognized as having artistic value and the purpose of entertaining the reader (e.g., prose fiction, drama, poetry, and literary nonfiction). These texts *might* reflect topics covered in other subject areas.

By the spring 2024 administration, 100% of **information texts** included in STAAR Reading & English EOC will be based on cross-curricular content covered in other TEKS subjects.

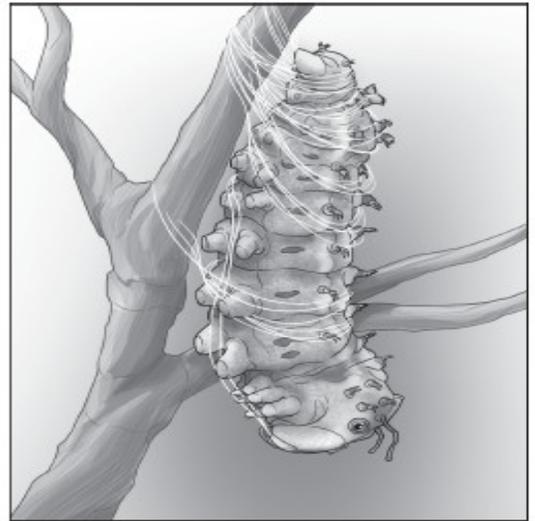


Grade 4 Reading Passage Example, Linked to Science TEKS

A Caterpillar's Tale

by Christine Allison

1 A caterpillar had crawled up on a twig. It looked the twig over, then fastened itself tightly to it by its hind legs and began twisting itself and moving its head up and down. Every time the caterpillar's head moved, it left behind something that looked like a glistening thread of silk.



2 An ant crawling nearby stopped and looked in wonder. "What in the world are you doing?"

3 "I'm making a house," the caterpillar said, as it paused to rest for a moment.

4 A bee that had lighted close by began to buzz with laughter. "Will you tell me, if you please, what sort of house that is?" he cried.

Certain K-4 Science Topics from the TEKS

- observing the life cycles of animals (SE 1.10.D)
- investigating the unique stages that insects undergo (SE 2.10.C)
- Investigating how plants and animals undergo a series of changes (SE 3.10.B)
- exploring, illustrating, and comparing life cycles (SE 4.10.C)

Sample K-4 Science Vocabulary Taken from the TEKS

- cycle
- environment
- habitat
- investigate
- life cycle
- organism
- pattern
- system



Cross-curricular passages will be phased in

2020

Informational passages are identified or developed.

Spring 2022

The number of passages with cross-curricular links will increase over previous year.

Spring 2024

100% of informational selections on the grades 3-EOC STAAR will have a cross-curricular link.

Spring 2021

Informational passages with cross-curricular links will be introduced.

Spring 2023

The number of passages with cross-curricular links will increase over previous year.



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