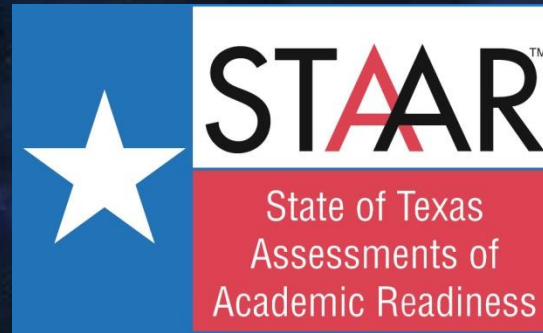


STAAR TREK

THE NEXT GENERATION



NEW ASSESSMENT PROGRAM IS READY TO LAUNCH



WARP DRIVE ENGAGED

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

- ★ *Will begin in the 2011–2012 school year. A new test design will focus on readiness for success in subsequent grades or courses and, ultimately, for college and career.*
- ★ *Grades 3 – 8 tests are in same grades and subjects as TAKS*
- ★ *At high school 12 end-of-course assessments rather than a grade-specific test (currently grade 11) covering four subject areas*

STAAR Assessments for Grades 3-8

★ 3-8 mathematics

★ 3-8 reading

★ 4 and 7 writing

★ 5 and 8 science

★ 8 social studies

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

English I, English II, English III

Algebra I, Geometry, Algebra II

Biology, Chemistry, Physics

World Geography, World History, U.S. History

Starts in 2011-2012 School Year
With Entering 9th Graders

STAR

DESIGN DIFFERENCES

- ★ *STAAR grades 3-8 assessments will be administered on paper only; STAAR EOC assessments will be offered in both online and paper formats.*
- ★ *TEA is considering adopting policies to limit the time a student spends taking a STAAR assessment on a given day to align Texas' testing policies with other state and national assessments and better prepare students for timed tests such as SAT, ACT, and AP.*
- ★ *The overall field-test burden of STAAR on students and school districts has been significantly reduced from that of TAKS through the embedding of field test items whenever possible beginning with operational assessments in 2012.*

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

- ★ *Testing requirements for graduation will significantly increase. While TAKS represented four “hurdles” for students, STAAR represents 12 hurdles for students taking the recommended high school program.*
- ★ *To graduate under STAAR, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance.*

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

In addition to meeting cumulative score requirement in each of four core content areas, students on the recommended high school program have to perform satisfactorily on –

- ★ Algebra II assessment*
- ★ English III assessment*

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

In addition to meeting cumulative score requirement in each of four core content areas, students on the distinguished achievement program have to perform satisfactorily on the college and career readiness component of –

- ★ Algebra II assessment*
- ★ English III assessment*

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

- ★ *Student is not required to retake course if he or she received credit for the course as a condition of retaking assessment*
- ★ *School district shall provide accelerated instruction to each student who fails to perform satisfactorily on assessment*

STAAR END-OF-COURSE HIGH SCHOOL ASSESSMENTS

- ★ *Student's score on assessment must be worth 15% of student's final grade for that course*
- ★ *School district is not required to use student's score on subsequent administrations to determine student's final grade for that course*

STANDARD SETTING PROCESS

- ★ *STAAR performance standards will be set so that they require a higher level of student performance than is required on the current TAKS assessments.*
- ★ *STAAR performance standards for STAAR EOC will be set in February 2012 and reports will be available in June 2012 after the first May 2012 administration.*
- ★ *Performance standards for STAAR at grades 3–8 will be set in fall 2012, after the first spring administration of STAAR. This standard-setting schedule will result in the following:*

STANDARD SETTING PROCESS

- ★ *The Student Success Initiative (SSI) promotion requirements will not include use of the STAAR results in the 2011–2012 school year only, since passing standards will not yet be established. Statute continues to require the use of other academic information (teacher recommendations, student grades, etc.) in promotion decisions.*
- ★ *Reporting of STAAR grades 3-8 results will be delayed until fall 2012.*
- ★ *Different measures of student progress will likely be implemented for STAAR. Texas will implement a multi-step process to identify the student progress measures that will be used for the STAAR assessment program*

PERFORMANCE STANDARDS

★ Each general grade 3-8 and EOC STAAR assessment will have a satisfactory cut score and an advanced cut score. There will also be EOC minimum scores set below but within a reasonable range of the satisfactory scores that will be used to determine whether a student's score on a particular EOC assessment may count toward his or her cumulative score in that content area.

PERFORMANCE STANDARDS

★ Performance at the highest cut score will be interpreted differently depending on the assessment.

✦ The highest cut will indicate college readiness for Algebra II and English III.

✦ It will indicate advanced course readiness for Algebra I, English I, and II.

✦ It will indicate advanced performance for the remaining courses.

PERFORMANCE STANDARDS

- ★ *It is anticipated that the satisfactory performance standards for STAAR will be phased in over several years, but the highest performance standard (including the college and career readiness standards for Algebra II and English III) would not be phased in, but applied as approved when STAAR becomes operational.*
- ★ *Performance standards will be reviewed at least every three years, as required by state statute.*

SPECIAL POPULATIONS

- ★ *As with the current modified assessments, the STAAR Modified assessments will cover the same content as the general STAAR assessments, but will be modified in format and test design.*
- ★ *Modified assessments will be developed for all content areas for grades 3-8 that are part of the general STAAR program and for nine of the twelve STAAR EOC assessments. Modified assessments are not being developed for Algebra II, chemistry, or physics.*
- ★ *The new STAAR Modified assessments will reflect the same increased rigor and focus of the general assessments and now will include more rigorous item types.*

SPECIAL POPULATIONS

- ★ *The STAAR Alternate assessments will be very similar in design to the current TAKS-Alt assessments. Students will continue to perform standardized assessment tasks linked to the grade-level TEKS that measure student progress on skills aligned with the academic grade-level content standards.*
- ★ *However, STAAR Alternate will incorporate a vertical alignment in the program's assessment tasks, and the high school assessments will move from grade-level assessments to course-based assessments.*
- ★ *The new STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments.*

SPECIAL POPULATIONS

- ★ *For eligible English language learners in grades 3-8 and high school, plans are being made for the development of computer-based linguistically accommodated versions of STAAR, currently referred to as STAAR L.*
- ★ *Spanish versions of STAAR for grades 3-5 will be implemented in spring 2012.*
- ★ *TELPAS will be adjusted as needed to ensure a strong link between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR.*

IMPLEMENTATION CHALLENGES

- ★ *STAAR significantly increases the number of testing days at the high school level because of the increase in the number of assessments students will be taking.*
- ★ *Currently on TAKS there is a total of 25 testing days, including exit level retest administrations. With three testing opportunities each year (fall, spring, and summer), STAAR EOC will require up to 45 testing days when it is fully implemented.*
- ★ *Students are allowed by statute to retest for any reason.*

IMPLEMENTATION CHALLENGES

- ★ *Because of the number of high stakes EOC assessments that will be administered at the same time and the provision in statute to allow students to retest an EOC assessment for any reason, there will be much greater security challenges associated with the STAAR program.*
- ★ *Testing windows vs assigned days – the spring 2012 administration will be used to determine how well testing windows work in high stakes environments.*
- ★ *The first full release of primary test forms of STAAR will occur in 2014.*

WHAT DATA WILL BE AVAILABLE WHEN

- ★ ***TAKS – last year for grades 3-9 is 2011 and for grade 10 is 2012; last primary administration of exit level TAKS is spring 2013***
- ★ ***STAAR EOC – first reports will be available in late spring 2012; first retest will be offered in summer 2012***
- ★ ***STAAR 3-8 – first reports with performance standards applied will be available in late fall 2012***
- ★ ***Students, parents, and teachers will be able to access results through a data portal, a secure system that will provide the ability to view reports, track student progress, provide assessment data to institutions of higher education, and provide information to the general public.***

ACCOUNTABILITY ISSUES

- ★ A new accountability system based on the STAAR grades 3–8 and STAAR EOC assessments will be developed during the 2011–2012 school year and implemented in 2012-2013.*
- ★ Accountability ratings will not be released in 2011-2012 while student performance standards are set on the STAAR and the new accountability system is developed.*
- ★ Reporting in 2011-2012 will be modified based on the availability of student performance data.*

ACCOUNTABILITY ISSUES

The new accountability rating system will include the following indicators and other features.

- ★ Student performance on the STAAR grades 3–8 and EOC assessments, measured against both student passing standards and college-readiness standards. Student progress is also factored in, allowing more students to be identified as meeting or progressing toward meeting these standards.*
- ★ Accountability standards defined by the commissioner of education for the current year and projected for the next two years. Standard for the college-ready performance indicator increases so that by 2019-2020 Texas ranks in the top ten among states nationally on two measures – the percent college-ready and the percent graduating under the recommended or advanced high school program, with no gaps by race, ethnicity, or socioeconomic status.*

ACCOUNTABILITY ISSUES

- ★ *Dropout rates (including district completion rates) for grades 9 through 12 and high school graduation rates.*
- ★ *Student group performance based on race/ethnicity and socioeconomic status is evaluated.*
- ★ *Required Improvement over the prior year is a required feature.*
- ★ *Average performance of the last three years is a required feature.*
- ★ *Performance on 85 percent of the measures meeting the standard is an optional feature.*
- ★ *Accountability rating labels assign districts and campuses to one of two rating categories: "Unacceptable" and "Acceptable."*

- ★ *Distinction designations will recognize high performance by students in academics and on broader indicators of excellence beyond results based on state assessments.*
 - *Recognized and Exemplary ratings are distinction designations for meeting higher college- and career-ready performance standards, rather than higher performance on the same indicators used for accountability ratings.*

ACCOUNTABILITY ISSUES

- *Campus distinction designations will be awarded for campuses in the top 25 percent in annual improvement, campuses in the top 25 percent of those demonstrating ability to close performance gaps, and for academic performance in ELA, mathematics, science, and social studies.*
- *Campus distinction designations will also be awarded in four new areas: fine arts, physical education, 21st Century Workforce development program, and second language acquisition program.*

ACCOUNTABILITY ISSUES

- ★ *The intent of the accountability development process is to design a new accountability system rather than modify the current system. The new system may look very different from the current state accountability system.*
- ★ *Accountability development in 2011-2012 and 2012-2013 will include several coordinated efforts to simultaneously develop the new state accountability rating system, new federal AYP system, new state distinction designations, a new Performance-Based Monitoring Analysis System, new state accountability reports, and possibly new alternative education accountability procedures.*

- ★ *Phase-in of the new accountability system will begin with the 2013 and 2014 accountability ratings.*
 - *Final decisions for 2013 ratings will be released in spring 2012. Districts and campuses will not receive advanced notice of performance under the new accountability system.*
 - *The 2013 ratings will be based on percent of students meeting the satisfactory student performance standard. College-ready performance will be reported in 2012-2013.*

ACCOUNTABILITY ISSUES

- *The 2014 ratings will be based on college-ready performance on STAAR as well as satisfactory performance. Distinction designations for which performance on the college-ready indicator is an eligibility requirement will be introduced with the 2014 ratings.*
- *Campus and district ratings and distinction designations will be issued by August 8 beginning with the 2013 ratings. Notification to districts and campuses previously rated "Unacceptable" of a subsequent unacceptable rating will be done as early as possible in 2013 and by June 15 beginning in 2014.*