

Spring 2026 STAAR

Preliminary Results

UVALDE
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



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Spring 2026 STAAR Results Overview

- Results are preliminary and subject to TEA updates.
- Grade 5 and Grade 8 Science performance standards have not yet been finalized.

This presentation focuses on preliminary STAAR 3-8 and EOC results and is intended to identify trends, strengths, and opportunities for continued improvement.

2023–2026 Results in Context

School Year	What Changed?
2023	STAAR Redesign
2024–2025	Eureka Math & Carnegie Learning Launch
2024–2026	Science TEKS Transition
2025–2026	Bluebonnet Math & RLA Launch

Results should be interpreted within the context of these instructional and assessment changes.

STAAR Reading Language Arts (2023–2026)

Percent of students who met the Approaches, Meets, or Masters performance level.

Grade Level	2023	2024	2025	2026
▼ Grade 3	62%	63%	63%	50%
▼ Grade 4	73%	72%	70%	52%
▼ Grade 5	65%	64%	58%	54%
▼ Grade 6	70%	65%	71%	57%
▲ Grade 7	63%	59%	55%	66%
▲ Grade 8	63%	68%	72%	67%
◆ English I	56%	50%	45%	56%
▼ English II	66%	58%	50%	48%

STAAR Math (2023–2026)

Percent of students who met the Approaches, Meets, or Masters performance level.

Grade	2023	2024	2025	2026
▼ Grade 3	52%	51%	48%	35%
▼ Grade 4	57%	47%	43%	34%
▼ Grade 5	59%	49%	38%	43%
▼ Grade 6	65%	55%	56%	47%
▼ Grade 7	33%	27%	23%	25%
▼ Grade 8	50%	53%	42%	42%
▼ Algebra I	74%	62%	60%	67%

STAAR Science (2023–2026)

23-25 = % of students who met the Approaches, Meets, or Masters performance level.

Grade	2023	2024	2025	2026
Grade 5 Science	40% 18/39	45% ↑ 18/39	37% ↓ 17/39	10/30
Grade 8 Science	46% 17/46	41% ↓ 18/46	58% ↑ 21/46	15/35
Biology	79% 21/53	83% ↑ 20/53	88% ↑ 28/53	87% 18/40

Note: Spring 2026 Science assessments were redesigned and are not directly comparable to prior years. Historical data includes Approaches+ rates and average items correct; 2026 reflects average items correct only based on preliminary TEA guidance tables.

STAAR Social Studies (2023–2026)

23-25 = % of students who met the Approaches, Meets, or Masters performance level.

Grade	2023	2024	2025	2026
Grade 8	14%	12% ↓	14% ↑	10% ↓
U.S. History	89%	87% ↓	90% ↑	87% ↓

Districtwide Takeaways

Strengths

- Biology remained strong (87% Approaches+).
- U.S. History remained strong (87% Approaches+).
- Grade 7 and Grade 8 RLA improved since 2023.

Opportunities

- Elementary RLA declined across Grades 3–6.
- Mathematics proficiency declined across most grade levels despite evidence of student growth.
- Grade 8 Social Studies remains the lowest-performing assessment.

RLA Cohort Growth

Starting Grade	2026 Cohort	Starting Approaches+	2026 Approaches+	Average Annual Scale Score Growth
Grade 3 (2025)	Grade 4	63%	49%	+51
Grade 3 (2024)	Grade 5	60%	50%	+110
Grade 3 (2023)	Grade 6	69%	78%	+241
Grade 4 (2023)	Grade 7	75%	68%	+131
Grade 5 (2023)	Grade 8	67%	66%	+120

RLA Key Findings

Student learning growth is evident through increasing scale scores across all cohorts, though gains do not always translate into higher performance-level attainment.

- All cohorts increased scale scores over time.
- Current Grade 6 cohort showed strongest growth.
- Grades 7–8 maintained stable proficiency while growing academically.
- Elementary cohorts demonstrated growth, but fewer students reached proficiency benchmarks.

Math Cohort Growth

Starting Grade	2026 Cohort	Starting Approaches+	2026 Approaches+	Average Annual Scale Score Growth
Grade 3 (2025)	Grade 4	44%	26%	+53
Grade 3 (2024)	Grade 5	51%	39%	+112
Grade 3 (2023)	Grade 6	55%	42%	+209
Grade 4 (2023)	Grade 7	51%	30%	+210

Math Key Findings

Mathematics cohorts demonstrated substantial scale score growth (+53 to +210 points), but fewer students are meeting performance standards over time.

- Every cohort increased average scale scores.
- Despite score growth, Approaches + rates declined across all cohorts.
- The largest decline occurred in the current Grade 7 cohort (-21 percentage points). (Advanced MS Math)
- Students demonstrated scale score growth over time, though proficiency rates have not yet improved at the same pace.

EOC Subgroup Data Analysis

Domain III

Closing the Gaps

Student group performance

**Subgroup STAAR, TELPAS, CCMR,
Graduation Outcomes**

Spring 2026 STAAR EOC Emerging Bilingual Subgroup

Biology

49% Meets+Masters

Takeaway: Stronger relative performance

Algebra I

21% Meets+Masters

Takeaway: Foundational math concern

English I

36% Meets+Masters

Takeaway: Academic language and inferencing concerns

English II

35% Meets+Masters

Takeaway: Largest accountability concern

U.S. History

47% Meets+Masters

Takeaway: Most stable performance

Spring 2026 STAAR EOC Economic Disadvantage Subgroup

Biology	Eco Dis: 15% DNM / 43% M+M Non-Eco: 5% DNM / 67% M+M	Takeaway: Stronger overall performance, though rigorous application and Masters-level gaps remain.
Algebra I	Eco Dis: 39% DNM / 20% M+M Non-Eco: 33% DNM / 30% M+M	Takeaway: Performance reflects significant instructional disruption and unfinished learning recovery efforts.
English I	Eco Dis: 49% DNM / 28% M+M Non-Eco: 23% DNM / 58% M+M	Takeaway: Significant literacy gaps remain in analytical reading and writing performance.
English II	Eco Dis: 54% DNM / 31% M+M Non-Eco: 26% DNM / 51% M+M	Takeaway: Secondary literacy performance remains a major accountability concern.
U.S. History	Eco Dis: 14% DNM / 42% M+M Non-Eco: 6% DNM / 61% M+M	Takeaway: Most stable overall performance with comparatively smaller subgroup gaps.

Spring 2026 STAAR EOC Special Education Subgroup

Biology	SpEd: 28% DNM / 28% M+M	Takeaway: Biology showed comparatively stronger outcomes, though significant rigor and mastery gaps remain.
Algebra I	SpEd: 42% DNM / 18% M+M	Takeaway: Foundational algebra readiness and conceptual understanding remain areas of concern.
English I	SpEd: 79% DNM / 7% M+M	Takeaway: Significant reading and writing performance gaps remain critical concerns.
English II	SpEd: 81% DNM / 9% M+M	Takeaway: Represents the largest accountability concern for Special Education performance.
U.S. History	SpEd: 29% DNM / 27% M+M	Takeaway: Most stable performance relative to RLA EOCs, though gaps remain significant.

Spring 2026 STAAR EOC Student Growth Analysis



Algebra I

Limited Growth~**56%**
Expected Growth~**24%**
Accelerated Growth~**12%**

Key Takeaway

Performance reflects the impact of midyear instructional transitions and the challenge of accelerating students with varying levels of unfinished learning.

English I

Limited Growth **40%**
Expected Growth **28%**
Accelerated Growth **4%**

Key Takeaway

Students are demonstrating growth, but not yet at rates sufficient to close literacy gaps before EOC administration.

English II

Limited Growth~**31%**
Expected Growth~**37%**
Accelerated Growth<**1%**

Key Takeaway

Strongest growth profile among EOC subjects despite low proficiency rates.

Note: Data indicates areas of significant acceleration needed in Literacy and Math to meet EOC proficiency benchmarks.

2026–2027 EOC Next Steps & Strategic Priorities

Algebra I HQIM

Strengthen Bluebonnet/Mathia implementation through internalization, SWAP analysis, coaching, and Tier 1 expectations.

RBIS Expansion

Expand implementation across all EOC courses: instruction, discourse, writing, and formative assessment.

Acceleration Model

Shift toward acceleration models providing grade-level rigor with embedded targeted scaffolds and supports.

Secondary Literacy

Campuswide focus on analytical reading, vocabulary, writing, and structured discourse routines.

PLC & Coaching

Strengthen PLCs, ILT calibration, and data-driven planning aligned to TIP priorities.

Student Group Supports

Strengthen linguistic supports and inclusion for EB, Eco Dis, and SpEd groups across all content.

Progress Monitoring

Frequent monitoring via CSAs, Interims, walkthroughs, and subgroup analysis to guide adjustments.

CCMR Readiness

Expand TSIA2 prep, industry certs, dual credit, and postsecondary readiness aligned to TIP goals.

Strategic Goal Alignment

All focus areas are designed to close subgroup gaps and accelerate achievement toward STAAR EOC proficiency targets.