

LONE STAR  
GOVERNANCE  
Student Outcome  
Goal Report

November 21, 2024



*“Fueling Minds, Accelerating Success”*



## **CHECKING FOR UNDERSTANDING (CFU)**

A teaching strategy that involves teachers regularly assessing whether students are learning the material being taught.

### **Common Assessments (CA)**

**Benchmarks**

**Six Weeks Exams**

- **4-Week**
- **6-Week**
- **9-Week**

**Semester Exams**

### **Unit Assessments**

- **content specific**

### **Skill Based Assessments**

- **problem-solving skills**
- **verbal abilities**
- **memory**

# SSAISD HB 3 Goals: GOAL 2

Early Childhood Literacy Goal: The percentage of SSAISD 3rd grade students performing at the *MEETS* level or higher on STAAR Reading will increase from the August 2024 percentage of 25% to 55% by the end of August 2029.

AUGUST 2025	AUGUST 2026	AUGUST 2027	AUGUST 2028	AUGUST 2029
29%	35%	41%	48%	55%



## Preliminary New Question Types by Grade Level and Content Area

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential. State of Texas Assessments of Academic Readiness (STAAR®) is a summative assessment that serves several primary purposes, including determining student mastery of Texas Essential Knowledge and Skills (TEKS); determining effectiveness of curriculum and instruction programs; helping determine which individual students should receive additional holistic supports; and serving as a bar for rigor and standards alignment in planning.

State and federal laws require a redesign of the STAAR that will ensure it is more aligned with how students are learning in the classroom. Beginning with the spring 2023 STAAR administration, students who test online will interact with a variety of new question types in addition to traditional multiple-choice questions. **The following table indicates all preliminary new question types\*** and the subject areas and grade levels where they could appear on the summative test.

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

## 9-Week Assessments

- STAAR Released Items
- Allows for students to practice the question types
- Help teachers track student progress throughout the course, and identify areas where students may need extra support

<b>3<sup>rd</sup> Grade Reading Language Arts</b>			
	<b>2023-2024</b>	<b>2024-2025</b>	<b>Goal</b>
<b>1<sup>st</sup> 9 Weeks English</b>	11%	17%	29%
<b>1<sup>st</sup> 9 Weeks Spanish</b>	12%	12%	29%
<b>1<sup>st</sup> 9 Weeks (All Students)</b>	12%	16%	29%
<b>STAAR</b>	25%	TBD	29%



9 Week Assessment (STAAR Released Items)

**STUDENT GROUP TARGETS 3rd Grade Reading Language Arts**

	<b>CURRENT</b>	<b>1st 9 Weeks</b>	<b>TARGET</b>		<b>CURRENT</b>	<b>1st 9 Weeks</b>	<b>TARGET</b>
African American	*	*	45%	Special Education current	14%	1%	38%
Hispanic	23%	17%	49%	Special Education former	25%	**	48%
White	24%	12%	66%	Continuously Enrolled	24%	18%	56%
American Indian	*	*	53%	Economically Disadvantaged	23%	15%	46%
Asian	*	*	78%	Emergent Bilingual current/ monitored	18%	13%	48%
Pacific Islander	*	*	55%	High Focus	**	**	48%
2 or more races	*	*	63%				



**STUDENT GROUP TARGETS FOR GOAL 2**

# SSAISD HB 3 Goals: GOAL 3

Early Childhood Math Goal: The percentage of SSAISD 3rd grade students performing at the *MEETS* level or *higher* on STAAR Math will increase from the August 2024 percentage of 20% to 50% by the end of August 2029.

AUGUST 2025	AUGUST 2026	AUGUST 2027	AUGUST 2028	AUGUST 2029
24%	28%	35%	42%	50%



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<b>3<sup>rd</sup> Grade Math</b>			
	<b>2023-2024</b>	<b>2024-2025</b>	<b>Goal</b>
<b>1<sup>st</sup> 9 Weeks English</b>	21%	<b>27%</b>	24%
<b>1<sup>st</sup> 9 Weeks Spanish</b>	15%	18%	24%
<b>1<sup>st</sup> 9 Weeks (All Students)</b>	20%	<b>25%</b>	24%
<b>STAAR</b>	20%	TBD	24%



9 Week Assessment (STAAR Released Items)

**STUDENT GROUP TARGETS 3rd Grade Math**

	<b>CURRENT</b>	<b>1st 9 Weeks</b>	<b>TARGET</b>		<b>CURRENT</b>	<b>1st 9 Weeks</b>	<b>TARGET</b>
African American	*	*	44%	Special Education current	17%	11%	41%
Hispanic	20%	26%	53%	Special Education former	17%	**	54%
White	18%	19%	67%	Continuously Enrolled	20%	28%	59%
American Indian	*	*	56%	Economically Disadvantaged	20%	23%	50%
Asian	*	*	85%	Emergent Bilingual current/ monitored	17%	22%	54%
Pacific Islander	*	*	59%	High Focus	**	**	52%
2 or more races	*	*	78%				



**STUDENT GROUP TARGETS FOR GOAL 3**