

A young boy with short dark hair, wearing a 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 is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting with a window and a chair.

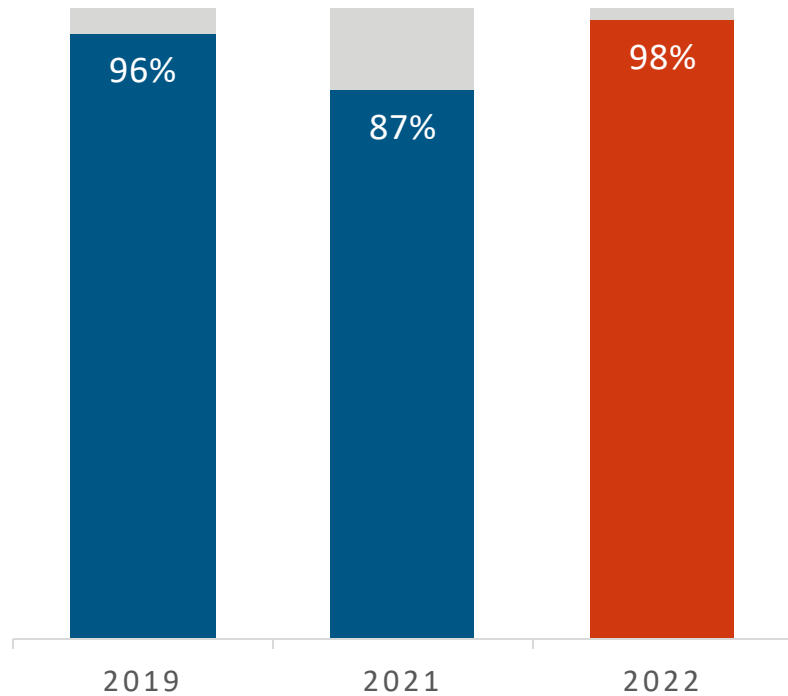
2022 STAAR Results Summary

STAAR is an important part of academic recovery

- After two years of pandemic-related disruptions, it is more important than ever for teachers and families to have a clear picture of how students are performing academically so that students receive the support they need.
- STAAR is just one of many ways to measure student learning. It isn't meant to tell the whole story but should be considered with other measures like personal observations, teacher feedback, and grades to give families and teachers a more complete picture of student's academic progress.

Data from STAAR will help us better target support for Texas kids

Participation in STAAR

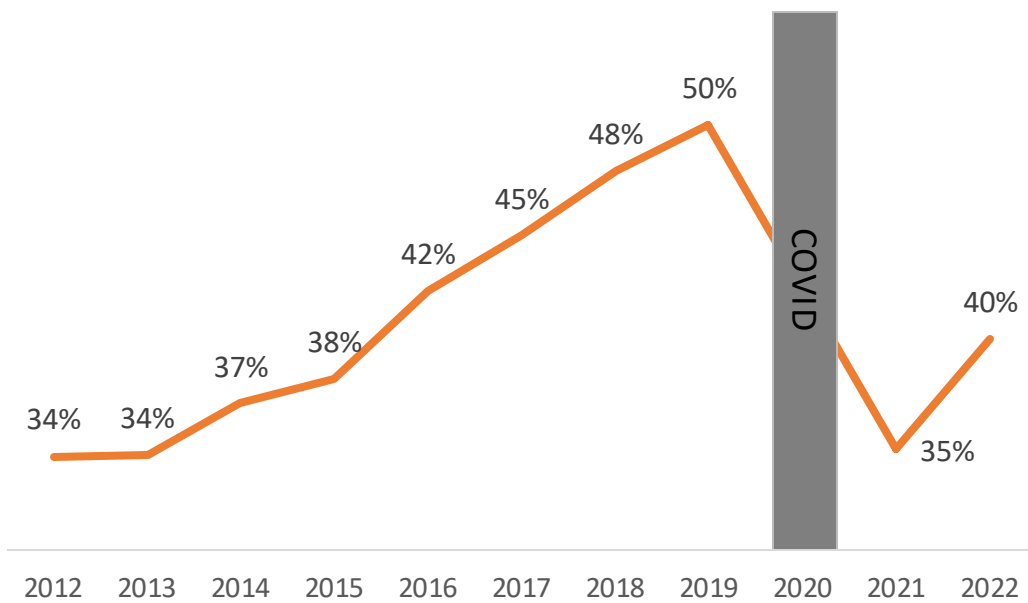


This year, we had **98%** participation in STAAR, with 87% of tests taken online.

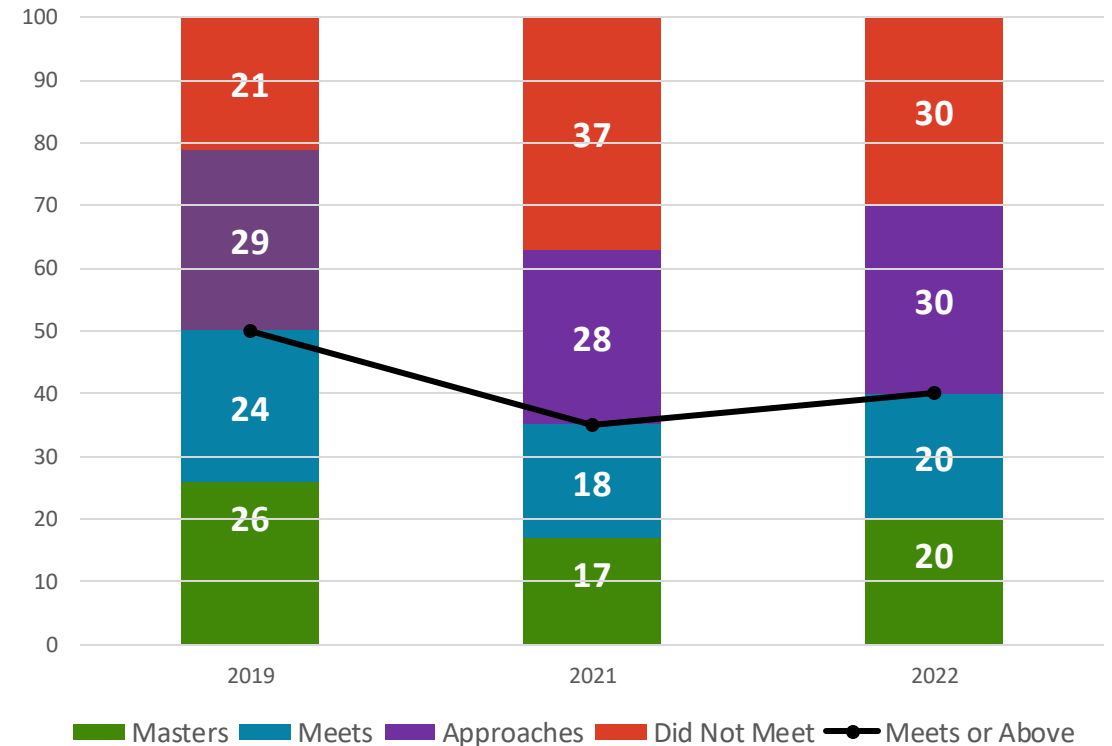
Participation is important because when we have STAAR data, we can **better target support to Texas kids**, accelerating their academic growth this summer and next year.

In Math, Texas students have improved since last year, but are still recovering from the significant impacts of COVID

Percent of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)

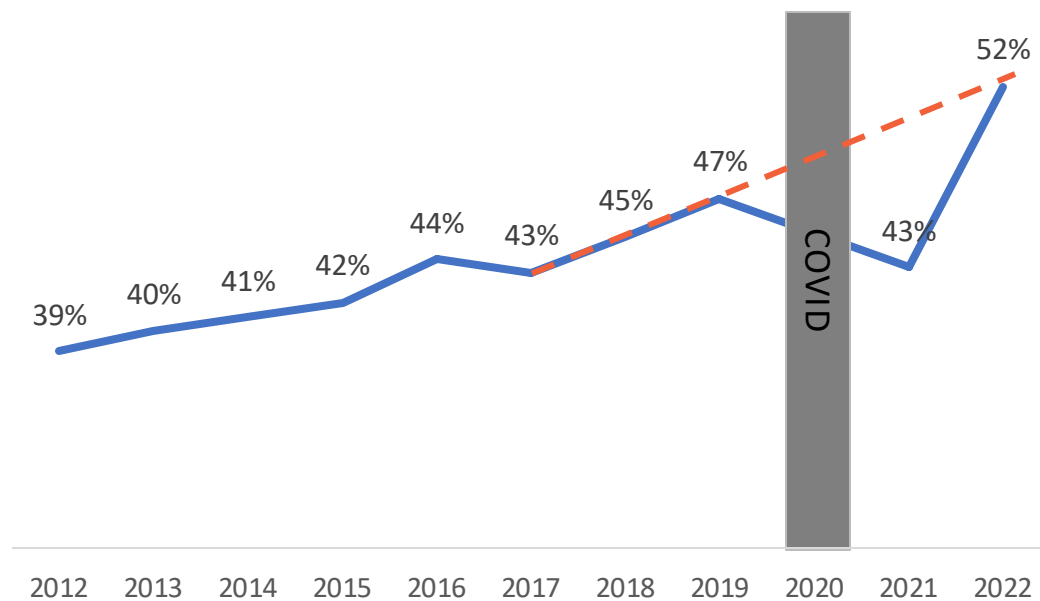


Percent of Students by Performance Level in Math (Grades 3-8 and Algebra I)

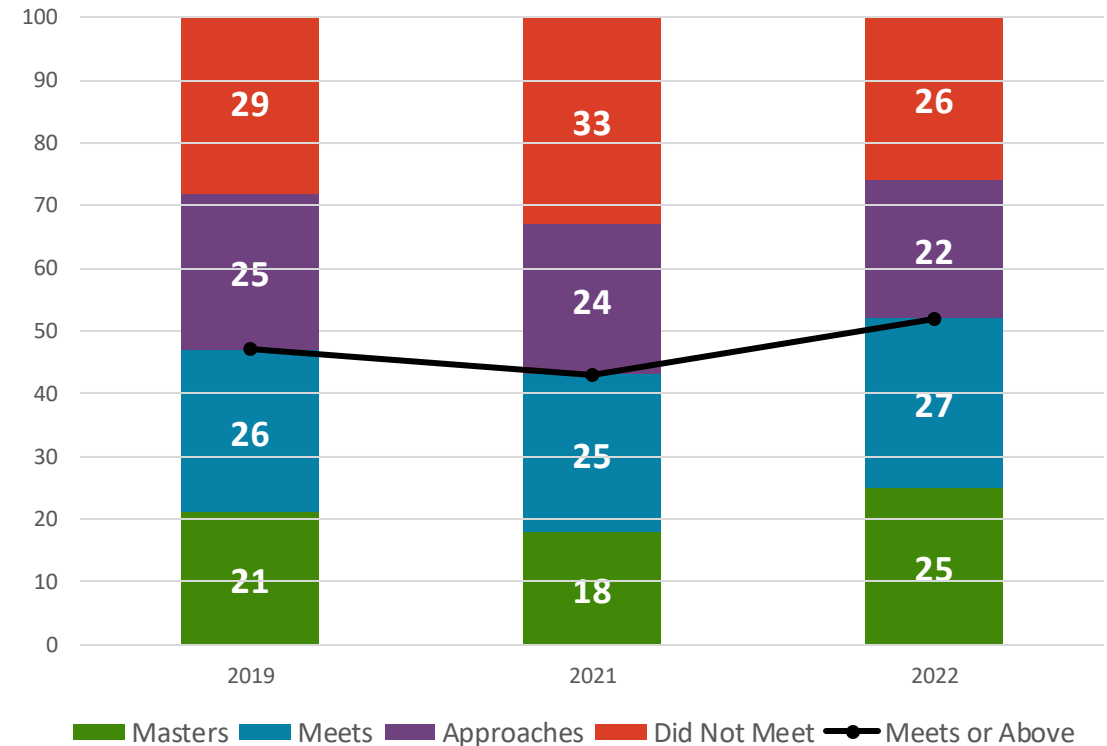


In RLA, which was impacted less by COVID, Texas students appear to have recovered

Percent of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)

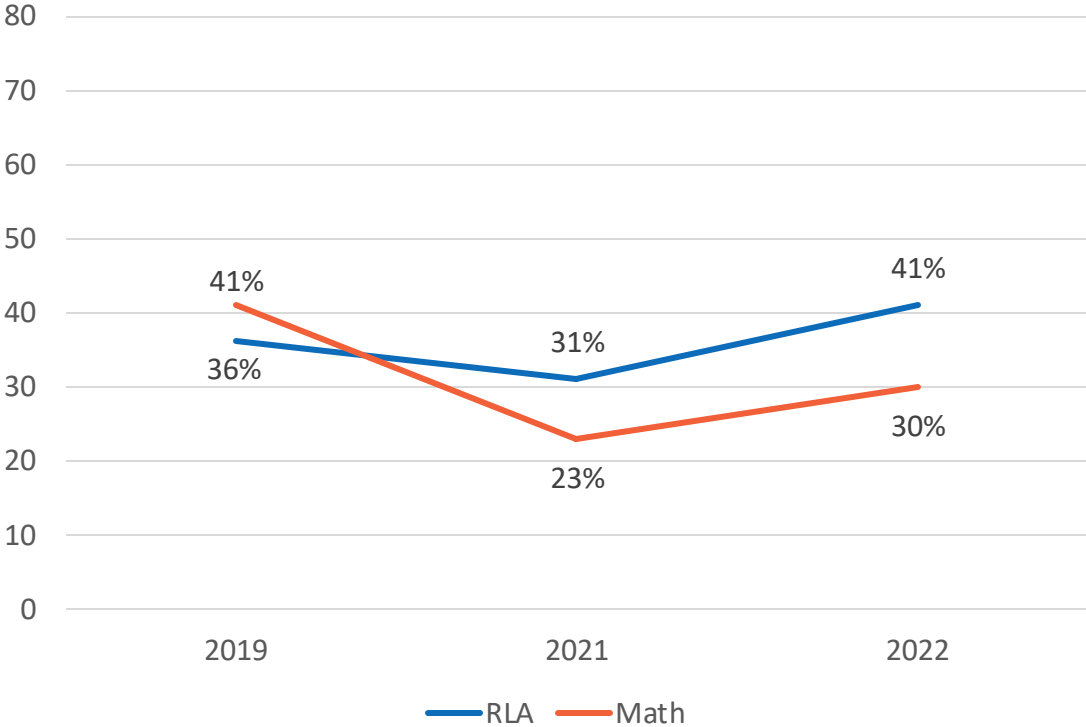


Percent of Students by Performance Level in Reading Language Arts (Grades 3-8, English I & II)

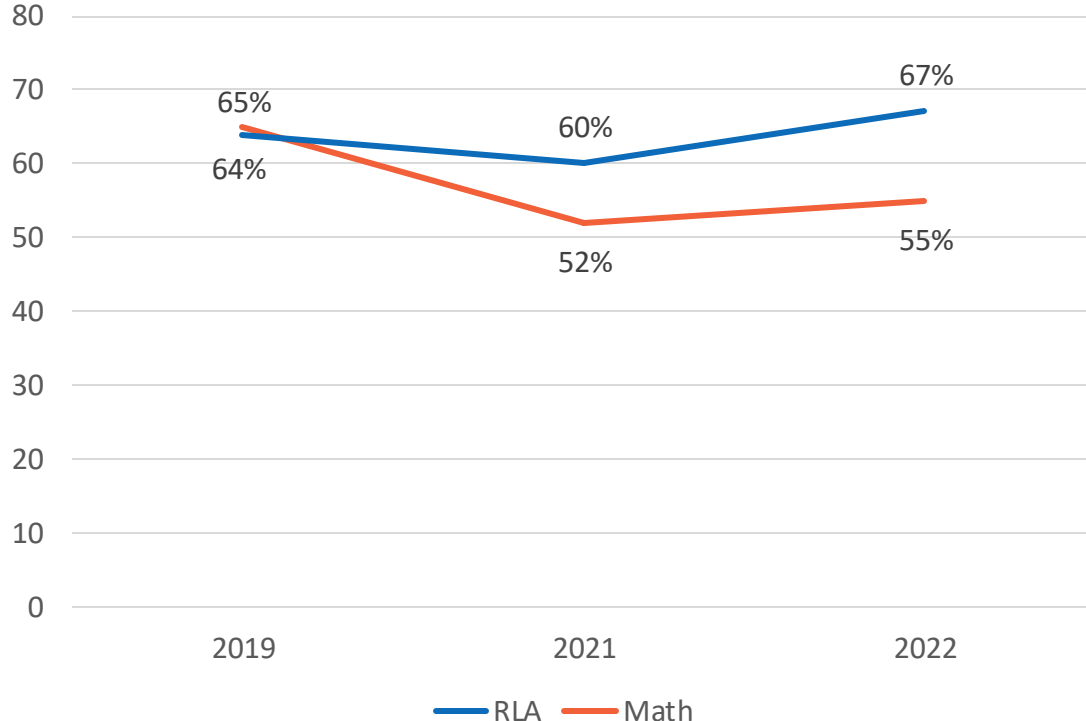


Economically disadvantaged and non-economically disadvantaged students saw improvements, but the achievement gap persists

Economically Disadvantaged: Percent of Students that Met Grade Level or Above

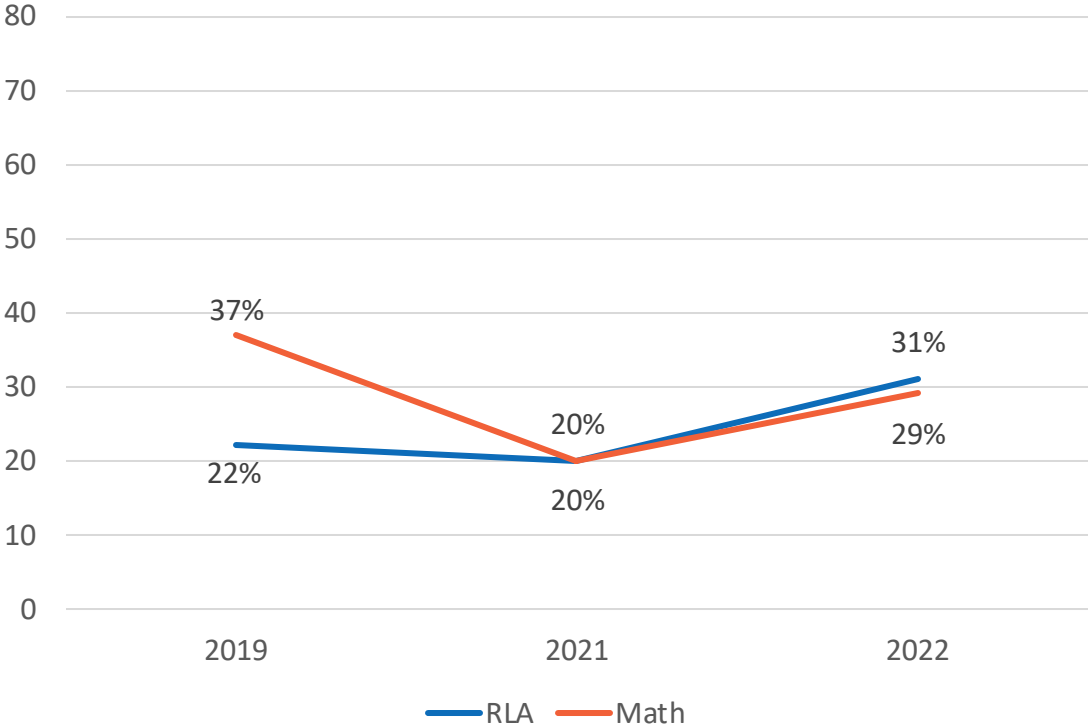


Non-Economically Disadvantaged: Percent of Students that Met Grade Level or Above

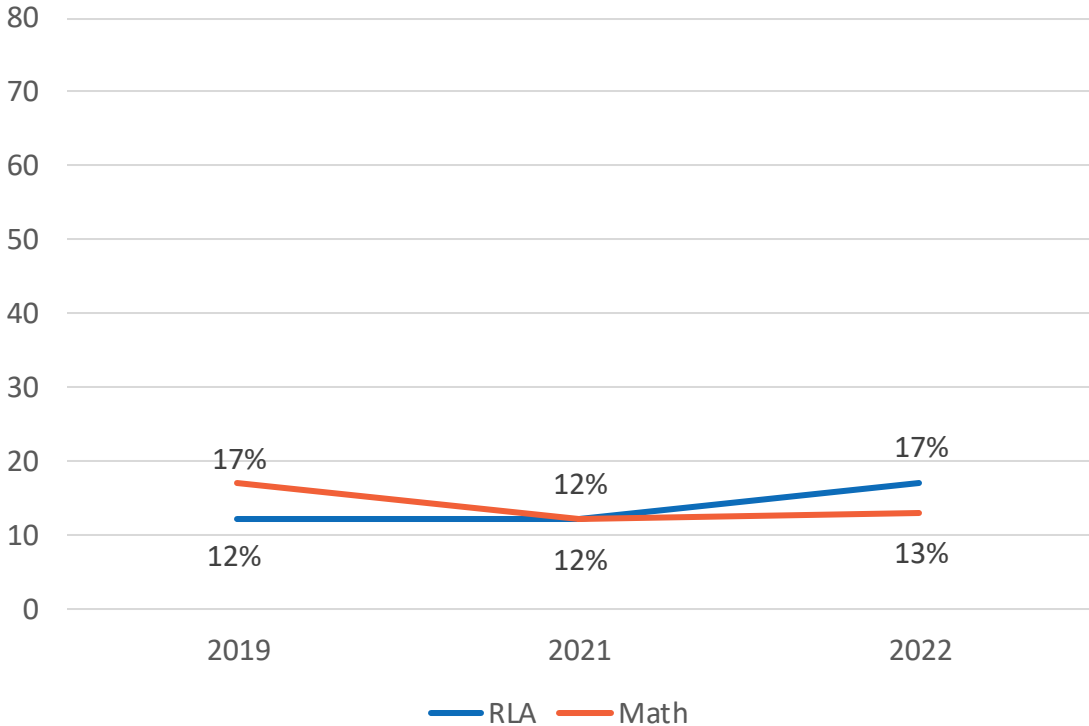


We see similar trends across Emergent Bilingual and Special Education students

Emergent Bilingual: Percent of Students that Met Grade Level or Above

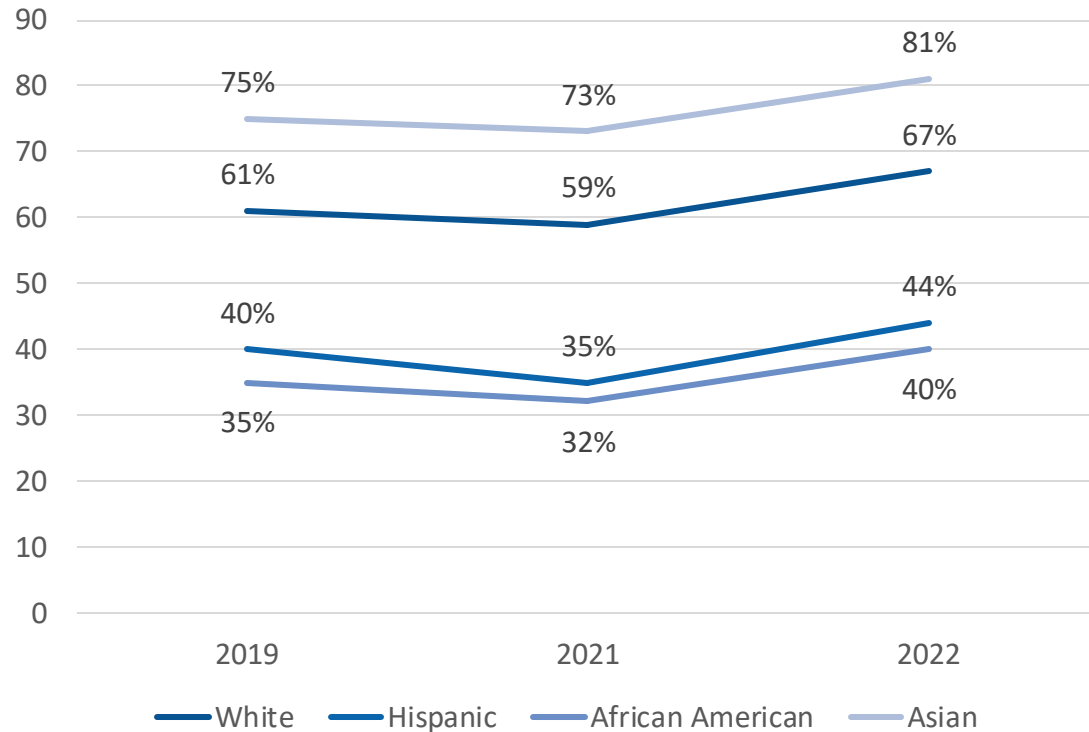


Special Education: Percent of Students that Met Grade Level or Above

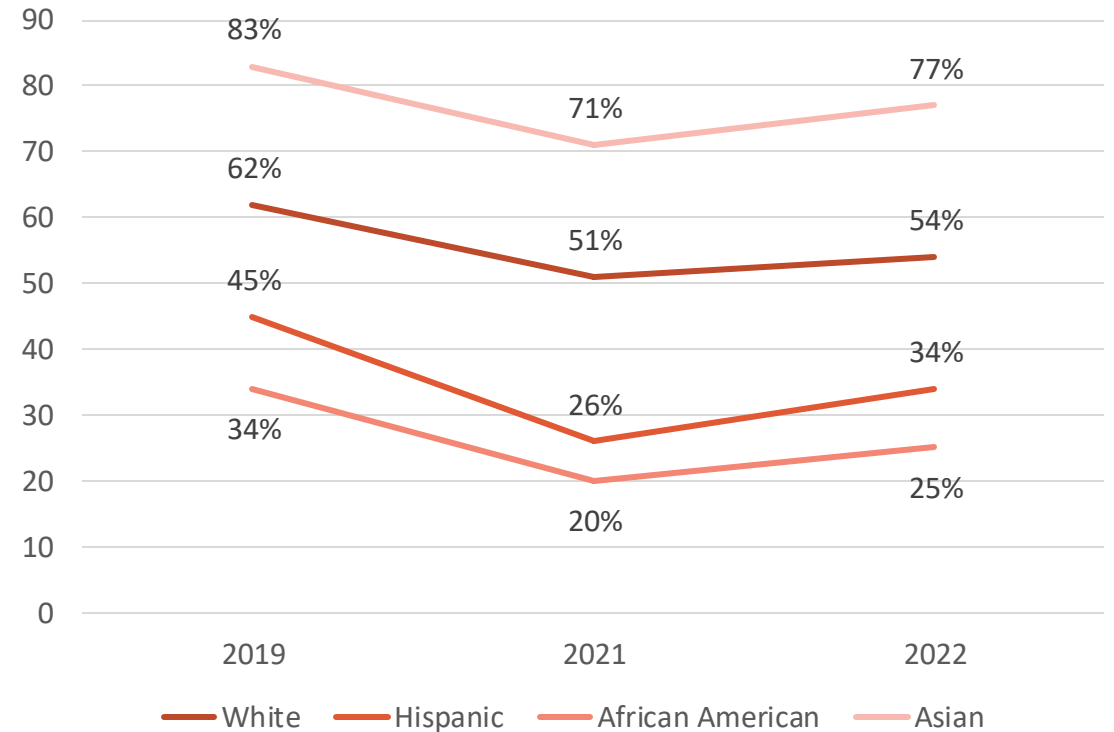


We see similar trends across race and ethnicity

RLA: Percent of Students that Met Grade Level or Above by Race/Ethnicity

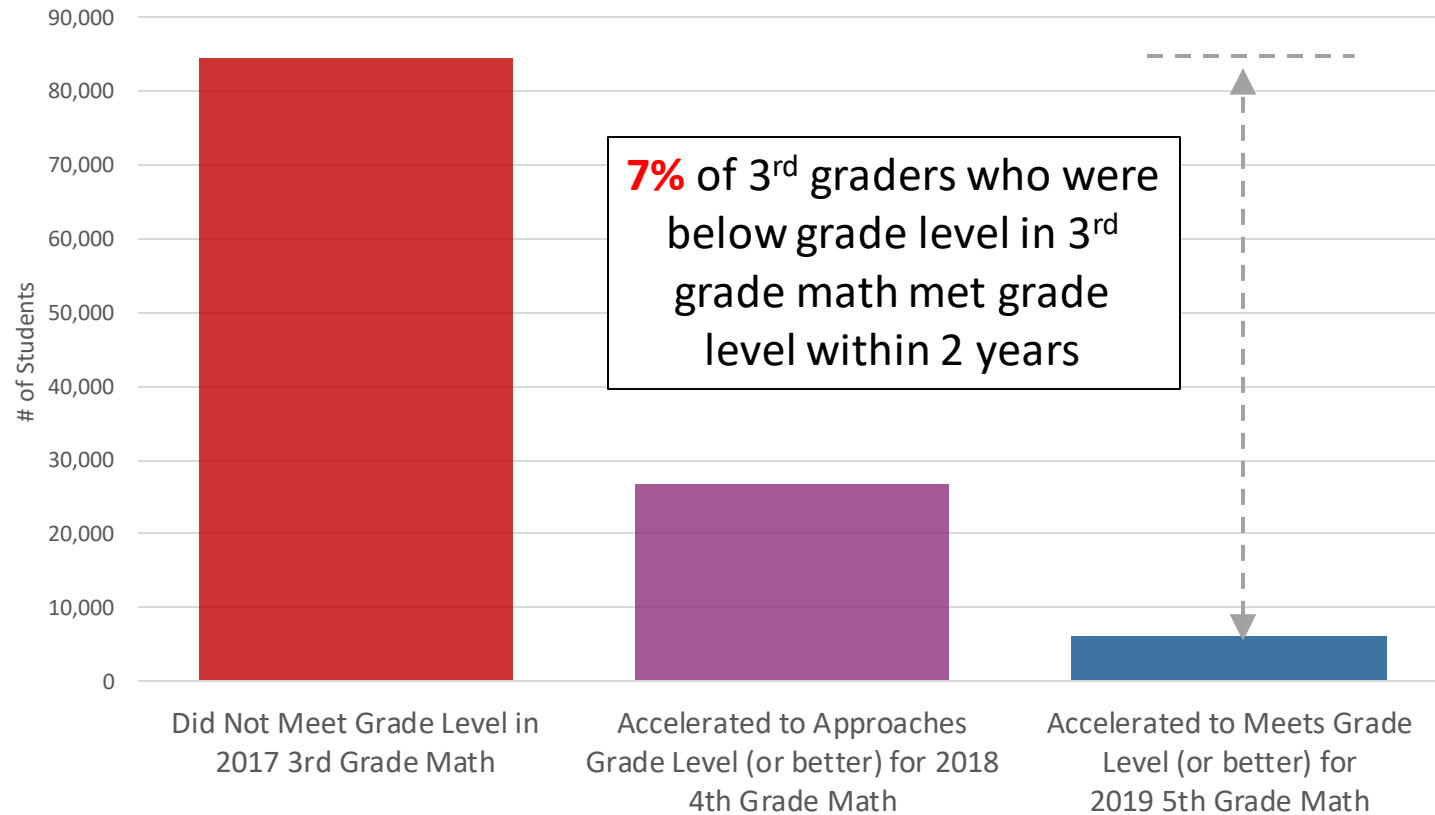


Math: Percent of Students that Met Grade Level or Above by Race/Ethnicity



Historically, we have had limited success accelerating students from below-grade to meets-grade level

Historical Ability to Catch Students Up



Additional Evidence from After Hurricane Katrina



After **4 years** of intervention, students impacted by Hurricane Katrina recovered to state averages in reading. **They did not recover in math.**

Source: TEA

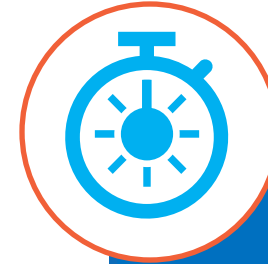
The Legislature took action to support learning acceleration



Rigorous **instructional materials** designed to make up ground



Supported teachers who are equipped to deliver excellence



More time for the students most in need, including in the summer and with targeted **tutoring**



HB 1525

Texas COVID-19 Learning Acceleration Supports



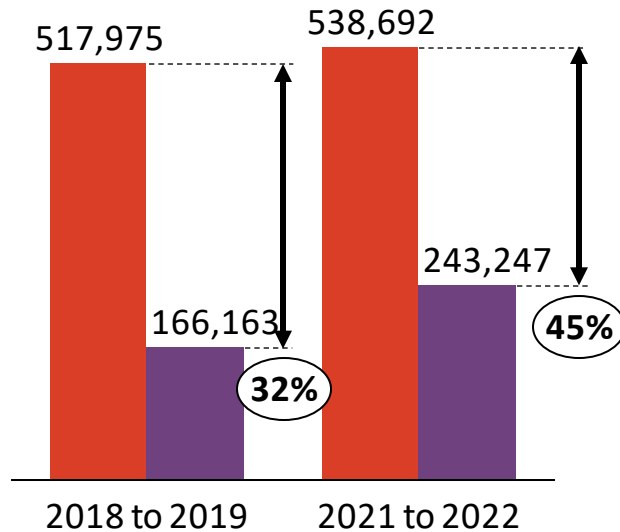
HB 4545

Accelerated Instruction & Tutoring

We're seeing some promising early indicators that these accelerated instruction efforts could be working

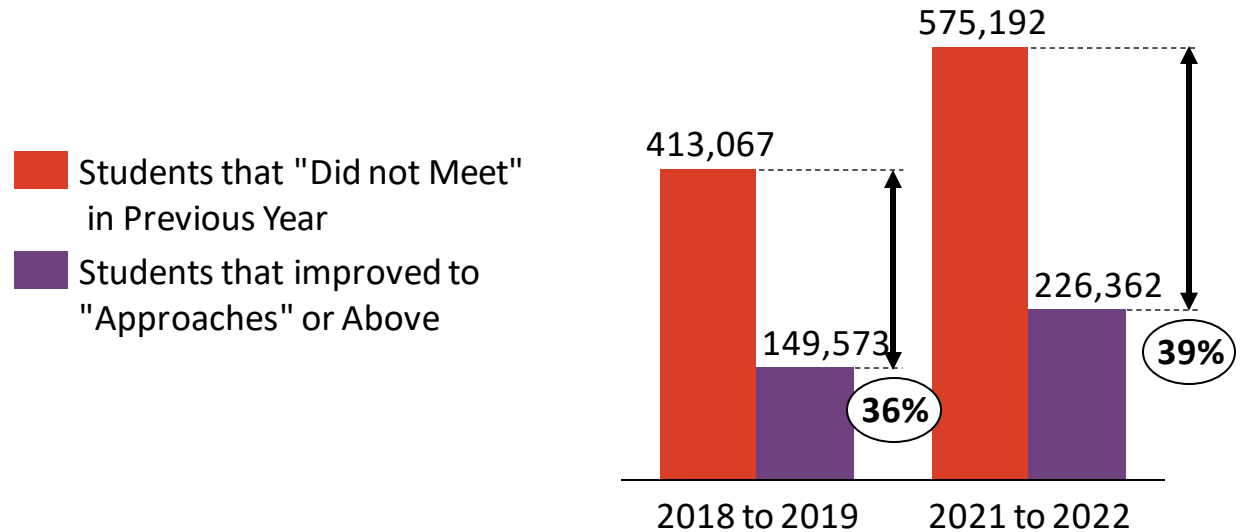
RLA (Grades 3-8)*

Number of Students that "Did Not Meet" and improved to "Approaches or Above" in the following year



Math (Grades 3-8)*

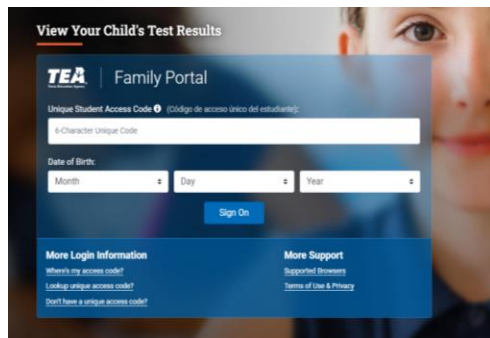
Number of Students that "Did Not Meet" and improved to "Approaches or Above" in the following year



*In each pair of years, student results are from the Grades 3-7 in the first year (2018 and 2021) and Grades 4-8 in the second year (2019 and 2022)

Families can log in and learn more on TexasAssessment.gov

Parents can see how their children answered each question and details of each question, including the linked curriculum concept, and why one might get it wrong



Test History Test Results Detailed Results Test Questions Resources

Item #	Student's Response	Correct Response	% of Students Who Answered Correctly		
			State	District	Campus
1	D	✓	73	57	62
2	F	✓	65	54	58
3	B	✓	60	51	55
4	H	✓	73	83	87
5	D	C	64	26	28
6	F	✓	80	43	47
7	B	✓	80	49	60
8	H	✓	60	45	55
13	D	✓	63	35	38
14	G	✓	65	31	32
15	D	C	64	26	28
16	F	✓	62	69	70
17	A	✓	71	66	68
18	*	H	62	25	30
19	D	✓	69	49	60

Previous **Item 6 of 38** Next
Your child's response was J, and it was correct.

Reporting Category 2:
2. Computations and Algebraic Relationships

Student Expectation 6.10(B):
(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to
(B) determine if the given value(s) make(s) one-variable, one-step

Percentage of Students Who Answered this Item Correctly:
45% of students in the state of Texas
71% of students in the district
79% of students on the campus

Item Rationales

Which inequality is true if $p = 3.4$?

F $3p < 10.2$
G $13.6 \leq 3.9p$
H $5p > 17.1$
J $8.5 \geq 2.5p$

Item	Rationales
Rationales	
Option J is correct	To determine which inequality is true when $p = 3.4$, the student should have substituted the value of 3.4 for p in the inequality $8.5 \geq 2.5p$ and determined that $8.5 \geq 2.5(3.4)$ because $8.5 \geq 8.5$ (8.5 is greater than or equal to 8.5).
Option F is incorrect	The student likely substituted the value of 3.4 for p in the inequality $3p < 10.2$, mistook the less than symbol ($<$) for an equal sign ($=$), and determined that $3(3.4) = 10.2$, resulting in $10.2 = 10.2$. The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.
Option G is incorrect	The student likely substituted the value of 3.4 for p in the inequality $13.6 \leq 3.9p$, determined that $13.6 \leq 3.9(3.4)$, resulting in $13.6 \leq 13.26$, and confused \leq (less than or equal to) for \geq (greater than or equal to). The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.
Option H is incorrect	The student likely substituted the value of 3.4 for p in the inequality $5p > 17.1$, determined that $5(3.4) > 17.1$, resulting in $17 > 17.1$, and confused $>$ (greater than) for $<$ (less than). The student needs to focus on understanding the difference between comparison symbols ($<$, $>$, $=$, \leq , \geq) in inequalities and equations.