2024–2025 STAAR Interim Assessment Technical Report

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1. Introduction

The Texas Education Agency (TEA) has created optional online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS). Test questions for the State of Texas Assessments of Academic Readiness (STAAR®) interim assessments are a mixture of former STAAR summative test items and items developed with Texas teachers. The interim assessments are available at no cost to districts and are not tied to accountability. These assessments are not intended to serve formative purposes such as measuring student performance on specific student expectations. The purpose of the interim assessments is to monitor student progress, predict student performance on the STAAR summative assessments, and provide additional information about student learning and understanding that can be used in tandem with educators' knowledge to create active learning environments. This tool is intended to support educators in tailoring instructional practice to address individual students' needs during learning, thereby providing opportunities to improve the learning outcomes for students in Texas. All interim assessments are designed to be delivered in a computerized multistage testing (MST) system and include the same accommodations that are available for the STAAR summative assessments.

This technical report provides comprehensive information about the 2024–25 STAAR interim assessments, focusing on six essential aspects. It covers the STAAR interim test design, administration, and participation; elucidates student growth across opportunities; and assesses the reliability, validity, and fairness of the STAAR interim assessments. Specifically, this report includes an overview of the following six key aspects:

1) **Test Design, Administration, and Participation.** This section provides an overview of the intended use and purpose of the interim assessment, assessment design, and details related to assessment administration, such as testing windows and the number of administrations by test title and window. This section also delves into test participation data at the student, campus, and district levels and the demographics of the students involved.
2) **Interim Scores from 2024–25.** This section summarizes performance patterns in students' scale scores, performance levels, percentage correct scores by reporting category, and their growth trends across multiple assessment opportunities.
3) **Reliability.** This section discusses the internal test reliability of interim assessments.
4) **Validity.** This section provides criterion validity evidence reflected by the correlations between interim and STAAR summative scores.
5) **Fairness.** This section summarizes differential item functioning (DIF) analysis and item bias review procedures.

6) **Reporting.** This section provides an introduction about the interim reports at both the student level and the aggregated campus and district levels.

1.1 Interim Intended Uses and Purposes

To guide the design and development of interim assessments, TEA and its vendors employ theories of action (TOAs) to establish connections between intended use and the fundamental challenges that assessment usage aims to address. The assessment stands as a critical component of this solution, with valid test score interpretation and utilization being critical outcomes.

TEA's TOA envisions multiple short-term and long-term outcomes for the interim assessment testing program. It hypothesizes that interim assessments will:

- improve educator understanding of the relationship between instruction and assessment;
- improve student testing experience; and
- increase long-term learning of students.

These outcomes theoretically will result from the following actions:

- Students will take greater ownership of their learning.
- Educators will identify students in need of intervention.
- Administrators will provide better support to educators.

These outcomes may be enabled because the interim assessments have been designed to be minimally disruptive to instruction. (They are only 47% to 84% as long as the typical summative test.) They are 100% TEKS-aligned, and they provide progress monitoring feedback. Consequently, the interim assessment has the potential to furnish teachers with monitoring feedback for their instruction, enhance students' testing experiences, and promote long-term learning throughout the year.

1.2 Test Design and Item Development

The science and social studies interim assessments follow a fixed-form design in which all students respond to the same set of items.

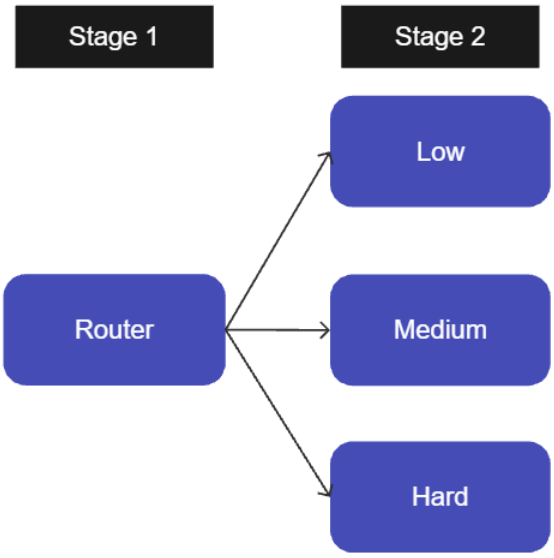
The mathematics, reading language arts (RLA), and Spanish RLA interim assessments follow a multistage test design. Multistage test design offers several advantages, including enhanced measurement precision through adaptive testing, efficient use of testing time by targeting areas of a student's ability, and reduced test anxiety by presenting appropriately challenging items. Such tests provide a customized assessment experience that matches individual abilities and ensure comprehensive coverage of content domains by strategically selecting items from a large

item pool. Overall, multistage tests offer a more accurate, efficient, and personalized assessment experience, leading to more reliable and valid results.

In a multistage test, forms within a stage are designed at varying difficulty levels (i.e., low, medium, or high) to adapt to students' abilities. This adaptive approach enables the test to more accurately measure a wider range of student abilities. Test developers create these forms by calculating the average item difficulty within each form. For instance, in grade 6 mathematics, the average item difficulty for low-, medium-, and high-level forms is approximately –0.75, 0.0, and 1.07, respectively. These difficulty levels ensure that students encounter test items that are appropriately challenging based on their ability. This method helps in providing a more personalized assessment experience, improving the precision of the measurement across different ability levels.

There are three total interim assessment windows. Two opportunities (window 1 and window 3) are provided for mathematics, RLA, and Spanish RLA. Each window is a multistage assessment with two stages. The students take a router form and then are routed to a form at the correct level of difficulty. The multistage adaptive test design is depicted in Figure 1. One opportunity (window 2) is provided for science and social studies.

Figure 1: Mathematics, RLA, and Spanish RLA Interim Assessment Test Design



Appendix B presents the test information function (TIF) curves of the test forms in each content-area and grade-level interim assessment in relationship to the corresponding STAAR Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance cut scores.

1.3 Item Development

Pearson takes on the major role for interim assessment item development, with TEA personnel being involved throughout the item development process. For a comprehensive overview of the item development process, readers can consult the Item Development and Review section of Chapter 2 in the *STAAR Technical Digest*[1].

1.4 Blueprints

Interim assessment test forms are constructed by Pearson based on criteria detailed in their Test Construction Specifications and blueprints that represent proportionally shortened versions of the corresponding STAAR summative assessment. Table 1 compares the total number of items and points on the Interim and STAAR summative assessments. Table 2 shows the reporting category names.

Table 1: Comparison Between Interim Assessment and STAAR Summative Blueprints

Subject	Grade	2024–25 Interim		2024–25 STAAR		Percent	
		Items	Points	Items	Points	Items	Points
Mathematics	3	24	28	30	37	80%	76%
	4	24	28	32	40	75%	70%
	5	28	34	34	42	82%	81%
	6	28	34	36	43	78%	79%
	7	32	38	38	46	84%	83%
	8	32	38	40	48	80%	79%
	Algebra I	34	40	50	59	68%	68%
RLA	3	24	26	41	52	59%	50%
	4	24	26	41	52	59%	50%
	5	24	26	41	52	59%	50%
	6	28	30	45	56	62%	54%
	7	28	30	45	56	62%	54%
	8	28	30	45	56	62%	54%
	English I	36	39	52	64	69%	61%
	English II	36	39	52	64	69%	61%
Science	5	22	26	32	39	69%	67%
	8	26	30	38	46	68%	65%
	Biology	30	36	45	53	67%	68%
Social Studies	8	22	26	40	49	55%	53%
	U.S. History	30	36	64	78	47%	46%

[1] https://tea.texas.gov/student-assessment/reports-and-studies/2023-2024-technical-digest.pdf

Table 2: STAAR Reporting Category Names

Test	Grade	Reporting Categories
Mathematics	3–6, 8	Cat 1. Numerical Representations and Relationships
		Cat 2. Computations and Algebraic Relationships
		Cat 3. Geometry and Measurement
		Cat 4. Data Analysis and Personal Financial Literacy
Mathematics	7	Cat 1. Probability and Numerical Representations
		Cat 2. Computations and Algebraic Relationships
		Cat 3. Geometry and Measurement
		Cat 4. Data Analysis and Personal Financial Literacy
RLA	3–8	Cat 1. Reading
		Cat 2. Writing
Science	5, 8	Cat 1. Matter and Energy
		Cat 2. Force, Motion, and Energy
		Cat 3. Earth and Space
		Cat 4. Organisms and Environments
Social Studies	8	Cat 1. History
		Cat 2. Geography and Culture
		Cat 3. Government and Citizenship
		Cat 4. Economics, Science, Technology, and Society
Algebra I		Cat 1. Number and Algebraic Methods
		Cat 2. Describing and Graphing Linear Functions, Equations, and Inequalities
		Cat 3. Writing and Solving Linear Functions, Equations, and Inequalities
		Cat 4. Quadratic Functions and Equations
		Cat 5. Exponential Functions and Equations
English I and II		Cat 1. Reading
		Cat 2. Writing
Biology		Cat 1. Cell Structure and Function
		Cat 2. Mechanisms of Genetics
		Cat 3. Biological Evolution and Classification
		Cat 4. Biological Processes and Systems
		Cat 5. Interdependence within Environmental Systems
U.S. History		Cat 1. History
		Cat 2. Geography and Culture
		Cat 3. Government and Citizenship
		Cat 4. Economics, Science, Technology, and Society

1.5 Interim Administration

The 2024–25 interim assessments included three testing windows. Two opportunities (window 1 and window 3) were provided for mathematics, RLA, and Spanish RLA. One opportunity (window 2) was provided for science and social studies. Table 3 represents the interim assessment scope and administration schedules. No field-test items were administered.

Table 3: 2024–25 STAAR Interim Assessments Administration Schedule

Window 1	Window 2	Window 3
October 14 – December 20, 2024	October 14, 2024 – April 4, 2025	January 21 – April 4, 2025
RLA grades 3–8	Science grades 5 and 8	RLA grades 3–8
Mathematics grades 3–8	Spanish Science grade 5	Mathematics grades 3–8
Spanish RLA grades 3–5	Social Studies grade 8	Spanish RLA grades 3–5
Spanish Mathematics grades 3–5	Biology	Spanish Mathematics grades 3–5
English I	U.S. History	English I
English II		English II
Algebra I		Algebra I

In the 2024–25 school year, more than four million interim assessments were administered. The numbers of students who participated for each interim assessment are provided in Table 4 and Table 5 for windows 1 and 3 and Table 6 for window 2. The numbers in these tables reflect sample sizes following the application of exclusion rules, which helps exclude test cases like off-grade examinees and students who did not meet attemptedness rules. A comprehensive list of these exclusion rules can be found in Appendix A.

Table 4: Window 1 and Window 3 Interim Assessments Administered in the 2024–25 School Year in Mathematics

Assessment	Window 1		Window 3		Total (N)
	Total (N)	% Administered in November 2024[a]	Total (N)	% Administered in February 2025[b]	
Grade 3 Mathematics	85,194	68	126,370	58	211,564
Grade 4 Mathematics	88,185	67	128,994	57	217,179
Grade 5 Mathematics	84,482	67	126,896	56	211,378
Grade 6 Mathematics	66,225	68	113,345	58	179,570
Grade 7 Mathematics	47,539	65	87,649	55	135,188
Grade 8 Mathematics	45,687	65	80,212	58	125,899
Grade 3 Spanish Mathematics	4,889	80	6,717	61	11,606
Grade 4 Spanish Mathematics	4,009	79	5,196	65	9,205
Grade 5 Spanish Mathematics	3,291	78	4,316	64	7,607
Algebra I	82,961	74	158,097	44	241,058
Total	512,462	68	837,792	55	1,350,254

Notes:

[a] The percentages of assessments taken during the recommended window for window 1. For example, 68% of the 85,194 grade 3 mathematics window 1 assessments were taken in November 2024.

[b] The percentages of assessments taken during the recommended window for window 3. For example, 58 % of the 126,370 grade 3 mathematics window 3 assessments were taken in February 2025.

Table 5: Window 1 and Window 3 Interim Assessments Administered in the 2024–25 School Year in RLA

Assessment	Window 1		Window 3		Total (N)
	Total (N)	% Administered in November 2024[a]	Total (N)	% Administered in February 2025[b]	
Grade 3 RLA	89,421	72	132,215	71	221,636
Grade 4 RLA	87,955	70	132,536	70	220,491
Grade 5 RLA	86,332	72	133,222	70	219,554
Grade 6 RLA	91,952	71	136,670	76	228,622
Grade 7 RLA	92,425	72	136,405	74	228,830
Grade 8 RLA	89,973	72	133,903	74	223,876
Grade 3 Spanish RLA	8,421	80	11,472	81	19,893
Grade 4 Spanish RLA	6,890	81	8,656	81	15,546
Grade 5 Spanish RLA	5,031	81	6,463	81	11,494
English I	91,584	72	149,561	63	241,145
English II	86,310	71	143,859	65	230,169
Total	736,294	72	1,124,962	70	1,861,256

Notes:

[a] The percentages of assessments taken during the recommended window for window 1. For example, 72% of the 89,421 grade 3 RLA window 1 assessments were taken in November 2024.

[b] The percentages of assessments taken during the recommended window for window 3. For example, 71% of the 132,215 grade 3 RLA window 3 assessments were taken in February 2025.

Table 6: Window 2 Interim Assessments Administered in the 2024–25 School Year in Science and Social Studies

Assessment	Window 2	
	Total (N)	% Administered in February 2024[a]
Grade 5 Science	155,540	52
Grade 8 Science	143,267	46
Grade 8 Social Studies	132,979	41
Grade 5 Spanish Science	6,389	50
Biology	168,795	36
U.S. History	137,375	38
Total	744,345	43

[a] The percentages of assessments taken during the recommended window for window 2. For example, 52% of the 155,540 grade 5 science window 2 assessments were taken in February 2025.

1.6 Test Participation

This section provides more details about the number of students, campuses, and districts that took interim assessments during the 2024–25 school year. Table 7 presents participation by districts, campuses, and students by grade or EOC in the 2024–25 academic year. Table 8, Table 9, and Table 10 present the same summary by interim assessment. In this period, a total of 773 school districts, 3,777 campuses, and 1,541,793 students participated in interim assessments, which highlights the extensive reach of the interim assessments.

Table 7: Interim Assessments District, Campus, and Unique Students Participation for Each Grade

Grade/Subject	Number of Districts	Number of Campuses	Number of Unique Students
Grade 3	615	2,011	167,775
Grade 4	604	1,969	166,717
Grade 5	625	2,008	178,538
Grade 6	567	1,140	166,009
Grade 7	546	1,087	165,274
Grade 8	599	1,154	184,099
Grade 3 Spanish	197	788	13,858
Grade 4 Spanish	203	783	10,697
Grade 5 Spanish	215	815	9,112
Algebra I	551	1,576	182,870
English I	493	945	168,795
English II	518	1,006	175,666
Biology	510	933	168,715
U.S. History	457	836	137,375
Total	773	3,777	1,541,793

Table 8: Interim Assessments District, Campus, and Unique Students Participation for Mathematics

Assessment	Number of Districts	Number of Campuses	Number of Unique Students
Grade 3 Mathematics	571	1,851	149,403
Grade 4 Mathematics	593	1,882	152,660
Grade 5 Mathematics	588	1,818	148,860
Grade 6 Mathematics	515	1,004	132,307
Grade 7 Mathematics	490	908	102,731
Grade 8 Mathematics	494	903	94,432

Assessment	Number of Districts	Number of Campuses	Number of Unique Students
Grade 3 Spanish Mathematics	173	674	7,874
Grade 4 Spanish Mathematics	190	695	6,159
Grade 5 Spanish Mathematics	188	683	5,154
Algebra I	551	1,576	182,870
Total	728	3,400	979,590

Table 9: Interim Assessments District, Campus, and Unique Students Participation for RLA and Spanish RLA

Assessment	Number of Districts	Number of Campuses	Number of Unique Students
Grade 3 RLA	601	1,952	155,737
Grade 4 RLA	592	1,926	156,539
Grade 5 RLA	582	1,862	155,860
Grade 6 RLA	548	1,114	158,380
Grade 7 RLA	528	1,059	158,768
Grade 8 RLA	526	1,041	155,742
Grade 3 Spanish RLA	191	760	13,289
Grade 4 Spanish RLA	197	755	10,338
Grade 5 Spanish RLA	194	735	7,773
English I	518	1,006	175,666
English II	510	933	168,715
Total	723	3,430	1,305,819

Table 10: Interim Assessments District, Campus, and Unique Students Participation for Science and Social Studies

Assessment	Number of Districts	Number of Campuses	Number of Unique Students
Grade 5 Science	564	1,822	155,540
Grade 8 Science	512	967	143,267
Grade 8 Social Studies	464	886	132,979
Grade 5 Spanish Science	179	661	6,389
Biology	493	945	168,795
U.S. History	457	836	137,375
Total	696	3,156	618,912

In addition, the demographic characteristics of the 2024–25 interim assessment participants were compared to the STAAR summative student population to evaluate the sample representativeness of the interim assessment participants. Demographic variable names and mappings can be found in Appendix C. Summarized demographic data for all students who took the STAAR summative tests in spring 2025 and those who participated in at least one interim assessment are presented in Appendix D. Each table shows the total number of students and the percentage of students in each demographic subgroup.

1.7 Percentage of Students Taking Different Test Forms

Table 11, Table 12, and Table 13 list the percentages of students who were routed to each of the stage 2 forms during the 2024–25 administrations for mathematics, RLA, and Spanish RLA during window 1 and window 3. The N counts include all students who attempted the test and were routed to a stage 2 form. Complementing this, visual representations of the number of students routed to different stage 2 forms for window 1 and window 2 are shown in Appendix E.

Table 11: Number and Percentage of Students by Stage 2 Routing for Mathematics Interim Assessments

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 Mathematics	Low	50,406	59.2	23,121	18.3
	Medium	26,485	31.1	48,508	38.4
	High	8,303	9.7	54,741	43.3
Grade 4 Mathematics	Low	53,089	60.2	52,399	40.6
	Medium	27,864	31.6	29,494	22.9
	High	7,232	8.2	47,101	36.5
Grade 5 Mathematics	Low	16,424	19.4	37,031	29.2
	Medium	56,107	66.4	48,362	38.1
	High	11,951	14.1	41,503	32.7
Grade 6 Mathematics	Low	30,260	45.7	19,825	17.5
	Medium	25,711	38.8	63,322	55.9
	High	10,254	15.5	30,198	26.6
Grade 7 Mathematics	Low	28,527	60	34,795	39.7
	Medium	13,950	29.3	36,683	41.9
	High	5,062	10.6	16,171	18.4
Grade 8 Mathematics	Low	20,389	44.6	41,279	51.5
	Medium	18,594	40.7	27,264	34
	High	6,704	14.7	11,669	14.5
	Low	3,726	76.2	1,840	27.4

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 Spanish Mathematics	Medium	1,058	21.6	2,997	44.6
	High	105	2.1	1,880	28
Grade 4 Spanish Mathematics	Low	2,999	74.8	3,042	58.5
	Medium	918	22.9	1,164	22.4
	High	92	2.3	990	19.1
Grade 5 Spanish Mathematics	Low	1,194	36.3	2,423	56.1
	Medium	1,999	60.7	1,454	33.7
	High	98	3	439	10.2
Algebra I	Low	42,854	51.7	41,422	26.2
	Medium	21,631	26.1	78,645	49.7
	High	18,476	22.3	38,030	24.1

Table 12: Number and Percentage of Students by Stage 2 Routing for RLA Interim Assessments

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 RLA	Low	18,403	20.6	19,257	14.6
	Medium	46,974	52.5	44,202	33.4
	High	24,044	26.9	68,756	52
Grade 4 RLA	Low	24,844	28.2	11,653	8.8
	Medium	27,807	31.6	57,809	43.6
	High	35,304	40.1	63,074	47.6
Grade 5 RLA	Low	3,276	3.8	13,404	10.1
	Medium	38,996	45.2	29,070	21.8
	High	44,060	51	90,748	68.1
Grade 6 RLA	Low	27,497	29.9	14,856	10.9
	Medium	25,636	27.9	41,526	30.4
	High	38,819	42.2	80,288	58.7
Grade 7 RLA	Low	23,016	24.9	28,738	21.1
	Medium	22,252	24.1	42,981	31.5
	High	47,157	51	64,686	47.4
Grade 8 RLA	Low	25,379	28.2	30,106	22.5
	Medium	19,698	21.9	27,664	20.7
	High	44,896	49.9	76,133	56.9
English I	Low	27,492	30	45,492	30.4
	Medium	16,592	18.1	56,496	37.8
	High	47,500	51.9	47,573	31.8

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
English II	Low	18,500	21.4	37,498	26.1
	Medium	11,576	13.4	23,902	16.6
	High	56,234	65.2	82,459	57.3

Table 13: Number and Percentage of Students by Stage 2 Routing for Spanish RLA Interim Assessments

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 Spanish RLA	Low	3,158	37.5	2,094	18.3
	Medium	3,684	43.7	4,293	37.4
	High	1,579	18.8	5,085	44.3
Grade 4 Spanish RLA	Low	2,069	30	1,836	21.2
	Medium	3,181	46.2	3,004	34.7
	High	1,640	23.8	3,816	44.1
Grade 5 Spanish RLA	Low	671	13.3	1,125	17.4
	Medium	2,515	50	1,172	18.1
	High	1,845	36.7	4,166	64.5

2. Interim Scores from 2024–25

At the individual student level, the reported scores included item scores (i.e., whether a student answered each item correctly), raw scores, scale scores, reporting category raw score, percentage of correct responses categorized by reporting category, reporting category targets, and predicted STAAR performance level.

In this section, a detailed overview of the results is provided from the reported scores. Additionally, a comparison of the mathematics, RLA, and Spanish RLA scale scores across window 1 and window 3 is provided for students who participated in both windows. This offers valuable insights into the trends and patterns of student growth as the students progress through the year.

2.1 Scaling and Equating

Scaling and equating are statistical procedures that account for the differences in difficulty across test forms and administrations. These procedures place scores on a common scale for meaningful comparison. The interim assessments are reported on the same scale as the STAAR summative assessments. As with the STAAR summative assessments, the interim assessments use the Rasch partial-credit model (RPCM; Masters & Wright, 1997), calibrated with Winsteps version 5.6.3.0 (Linacre, 2023). All interim assessments are pre-equated prior to test administration. Detailed information on the scaling and equating method can be found in Chapter 3 in the *STAAR Technical Digest*[2]. This method links newly developed items to the existing item bank scale through a set of items that have previously appeared on one or more test forms. This approach enables the determination of the difficulty of newly developed items even before their administration.

With pre-equated item parameters, students' theta scores and the conditional standard error of measurement (CSEM) for each theta score are estimated. Theta scores represent a student's ability level on a standardized scale. To make these scores more interpretable and comparable across different tests and administrations, the theta scores are converted to scaled scores through a linear transformation. This transformation ensures that the scores are presented in a format easier for interpretation and comparison of student performance.

2.2 Scale Score Summaries

One of the reported scores is the scale score, which allows comparisons across different test windows and test forms. Descriptive statistics of scale scores are presented in Table 14 for

[2] https://tea.texas.gov/student-assessment/reports-and-studies/2023-2024-technical-digest.pdf

mathematics, Table 15 for RLA, Table 16 for Spanish RLA, and Table 17 for science and social studies. Each row includes all students who received a score within a given test and window.

Table 14: Mathematics Interim Assessment Scale Score Summaries

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
Grade 3 Mathematics	Window 1	85,194	1,318.49	115.694	860	1,232	1,306	1,383	2,070
	Window 3	126,370	1,401.09	138.173	860	1,307	1,394	1,471	2,070
Grade 4 Mathematics	Window 1	88,185	1,416.40	119.027	910	1,329	1,394	1,485	2,130
	Window 3	128,994	1,485.24	151.249	910	1,374	1,462	1,583	2,130
Grade 5 Mathematics	Window 1	84,482	1,525.33	116.923	1,000	1,437	1,509	1,593	2,200
	Window 3	126,896	1,580.09	153.27	1,000	1,465	1,565	1,679	2,200
Grade 6 Mathematics	Window 1	66,225	1,630.91	121.454	1,175	1,553	1,616	1,706	2,350
	Window 3	113,345	1,670.37	122.902	1,131	1,582	1,653	1,745	2,350
Grade 7 Mathematics	Window 1	47,539	1,685.24	103.437	1,150	1,619	1,667	1,735	2,400
	Window 3	87,649	1,709.80	140.549	1,150	1,610	1,682	1,784	2,400
Grade 8 Mathematics	Window 1	45,687	1,753.85	109.476	1,385	1,677	1,742	1,804	2,470
	Window 3	80,212	1,778.09	124.118	1,306	1,694	1,754	1,843	2,470
Grade 3 Spanish Mathematics	Window 1	4,889	1,273.15	90.783	860	1,232	1,259	1,322	1,734
	Window 3	6,717	1,345.14	115.235	919	1,264	1,331	1,416	1,930
Grade 4 Spanish Mathematics	Window 1	4,009	1,370.72	92.469	910	1,304	1,352	1,414	2,044
	Window 3	5,196	1,416.76	119.343	910	1,325	1,397	1,484	2,076
Grade 5 Spanish Mathematics	Window 1	3,291	1,458.29	87.971	1,072	1,395	1,455	1,509	1,905
	Window 3	4,316	1,475.88	115.892	1,054	1,382	1,458	1,549	2,140
Algebra I	Window 1	82,961	3,659.31	394.073	1,500	3,391	3,630	3,937	6,430
	Window 3	158,097	3,809.83	489.02	1,500	3,472	3,750	4,107	6,430

Table 15: RLA Interim Assessment Scale Score Summaries

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
Grade 3 RLA	Window 1	89,421	1,390.49	140.008	720	1,294	1,407	1,467	2,120
	Window 3	132,215	1,429.19	154.583	720	1,318	1,431	1,533	2,120
Grade 4 RLA	Window 1	87,955	1,493.14	157.301	820	1,384	1,493	1,610	2,210
	Window 3	132,536	1,517.77	161.332	820	1,413	1,515	1,620	2,210
Grade 5 RLA	Window 1	86,332	1,557.32	157.558	830	1,439	1,573	1,674	2,220
	Window 3	133,222	1,597.44	181.021	830	1,468	1,592	1,700	2,220
Grade 6 RLA	Window 1	91,952	1,597.56	154.046	880	1,484	1,600	1,703	2,280
	Window 3	136,670	1,610.17	154.827	880	1,500	1,625	1,714	2,280

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
Grade 7 RLA	Window 1	92,425	1,639.78	172.709	890	1,518	1,648	1,771	2,290
	Window 3	136,405	1,643.14	176.068	890	1,526	1,659	1,761	2,290
Grade 8 RLA	Window 1	89,973	1,666.50	151.67	980	1,566	1,673	1,781	2,360
	Window 3	133,903	1,693.02	161.95	1,048	1,582	1,698	1,803	2,360
English I	Window 1	91,584	3,953.81	487.521	1,750	3,581	3,981	4,299	6,000
	Window 3	149,561	4,042.59	516.223	1,750	3,668	4,085	4,398	6,000
English II	Window 1	86,310	3,975.58	489.642	1,650	3,641	4,000	4,333	6,050
	Window 3	143,859	4,004.74	566.448	1,650	3,575	4,000	4,415	6,050

Table 16: Spanish RLA Interim Assessment Scale Score Summaries

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
Grade 3 Spanish RLA	Window 1	8,421	1,274.60	138.78	780	1,175	1,258	1,371	2,070
	Window 3	11,472	1,304.67	142.902	744	1,208	1,314	1,396	2,070
Grade 4 Spanish RLA	Window 1	6,890	1,325.54	130.572	805	1,239	1,323	1,408	1,954
	Window 3	8,656	1,378.68	152.044	794	1,269	1,375	1,473	2,110
Grade 5 Spanish RLA	Window 1	5,031	1,419.59	145.47	833	1,331	1,411	1,532	1,999
	Window 3	6,463	1,437.24	151.504	720	1,337	1,431	1,540	2,180

Table 17: Science and Social Studies Interim Assessment Scale Score Summaries

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
Grade 5 Science	Window 2	155,540	3,566.22	439.293	1,140	3,304	3,475	3,798	6,200
Grade 8 Science	Window 2	143,267	3,755.61	582.531	1,000	3,343	3,702	4,115	6,800
Grade 8 Social Studies	Window 2	132,979	3,676.34	556.282	1,050	3,298	3,550	3,983	6,550
Grade 5 Spanish Science	Window 2	6,389	3,400.33	312.018	1,883	3,211	3,391	3,550	5,387
Biology	Window 2	168,795	4,039.34	399.84	1,900	3,759	3,991	4,263	6,260
U.S. History	Window 2	137,375	4,192.83	487.492	1,420	3,832	4,132	4,506	6,750

2.3 Gain Score Summaries

For students who participated in mathematics, RLA, or Spanish RLA in both window 1 and window 3, it is possible to calculate the difference in scale score. The difference is calculated as:

$$Difference = Window\ 3\ Scale\ Score - Window\ 1\ Scale\ Score.$$

The $Difference$ is then classified as follows:

- If $Difference < 0$, then loss
- If $Difference > 0$, then gain
- If $Difference = 0$, then no change

Table 18 presents the total number of students matched for mathematics, RLA, or Spanish RLA between windows 1 and 3, as well as the percentage who experienced losses, gains, or no changes in their scaled scores across opportunities.

Table 18: Percentage of Students with Gain, Loss, or No Change Interim Assessment Scale Scores Across Windows 1 and 3

Assessment	N Count	Window 3 vs. Window 1		
		Loss %	Gain %	No Change %
Grade 3 Mathematics	62,161	21.3	78.0	0.7
Grade 4 Mathematics	64,519	26.8	71.9	1.3
Grade 5 Mathematics	62,518	28.7	70.5	0.8
Grade 6 Mathematics	47,263	32.8	66.2	1.0
Grade 7 Mathematics	32,457	44.0	55.2	0.8
Grade 8 Mathematics	31,467	37.9	60.4	1.7
Grade 3 Spanish Mathematics	3,732	22.5	77.3	0.2
Grade 4 Spanish Mathematics	3,046	30.4	68.2	1.4
Grade 5 Spanish Mathematics	2,453	37.5	61.9	0.7
Grade 3 RLA	65,899	38.2	59.8	2.0
Grade 4 RLA	63,952	44.0	54.1	1.9
Grade 5 RLA	63,694	38.7	59.2	2.0
Grade 6 RLA	70,242	46.3	51.6	2.1
Grade 7 RLA	70,062	50.7	47.9	1.4
Grade 8 RLA	68,134	42.3	56.0	1.7
Grade 3 Spanish RLA	6,604	36.7	61.9	1.4
Grade 4 Spanish RLA	5,208	27.8	69.5	2.7
Grade 5 Spanish RLA	3,721	41.8	57.0	1.2
Algebra I	58,188	32.6	66.4	0.9
English I	65,479	38.2	60.8	0.9
English II	61,454	45.5	53.7	0.7

To evaluate the magnitude of scale score growth across opportunities, the effect size of scale score gain between opportunities is presented in Table 19. The effect size is determined using Cohen's *d*, a widely used statistical measure that quantifies the effect size of the difference between two groups or conditions and assesses the magnitude of an effect. Cohen's *d* is calculated as:

$$Cohen's\ d = \frac{M_1 - M_2}{SD_{pooled}} = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2 + SD_2^2}{2}}}$$

Where M_1 is mean value of window 3, M_2 is mean value of window 1, SD_1 is standard deviation of window 3, and SD_2 is standard deviation of window 1. For reference, Cohen's *d* values are typically interpreted as follows: approximately 0.2 signifies a small effect size; 0.5 represents a medium effect size; and values around 0.8 or higher indicate a large effect size.

Table 19: Effect Size of Interim Assessment Scale Score Growth Across Windows 1 and 3

Assessment	Window 3 vs. Window 1
Grade 3 Mathematics	0.60
Grade 4 Mathematics	0.47
Grade 5 Mathematics	0.35
Grade 6 Mathematics	0.30
Grade 7 Mathematics	0.12
Grade 8 Mathematics	0.23
Grade 3 Spanish Mathematics	0.71
Grade 4 Spanish Mathematics	0.49
Grade 5 Spanish Mathematics	0.25
Grade 3 RLA	0.20
Grade 4 RLA	0.10
Grade 5 RLA	0.16
Grade 6 RLA	0.04
Grade 7 RLA	-0.02
Grade 8 RLA	0.11
Grade 3 Spanish RLA	0.23
Grade 4 Spanish RLA	0.40
Grade 5 Spanish RLA	0.12
Algebra I	0.29
English I	0.16
English II	0.05

2.4 Performance Level Summaries

Student performance on the interim assessments was categorized into four performance levels:

- Level 1: *Did not meet* grade level
- Level 2: *Approaches* grade level
- Level 3: *Meets* grade level
- Level 4: *Masters* grade level

Because the interim assessments and STAAR summative assessments are on the same scale, the STAAR cuts were applied to the interim assessment scale scores. Note that these were not reported to students but were calculated for the technical report. The distribution of students across these performance levels in each subject, as well as the distribution of performance levels in STAAR, are summarized in Table 20 for mathematics, Table 21 for RLA, Table 22 for Spanish RLA, and Table 23 for science and social studies.

For mathematics, RLA, and Spanish RLA, when comparing the distributions between window 1 and window 3, overall students exhibit a trend of advancing to higher performance levels from window 1 to window 3. In general, the percentages at each performance level between windows 2 and 3 and STAAR show similar trends. It is notable that STAAR reports slightly higher percentages of students at the Masters and Meets performance levels than the interim assessments.

Table 20: Mathematics Student Performance Level Distribution

Assessment	Window	N	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Grade 3 Mathematics	Window 1	85,194	67.4	21.6	9.2	1.7
	Window 3	126,370	42.7	28.7	19.9	8.6
	STAAR	376,505	30.0	25.1	25.6	19.3
Grade 4 Mathematics	Window 1	88,185	69.3	18.5	9.5	2.6
	Window 3	128,994	48.4	21.7	19.6	10.2
	STAAR	380,830	31.7	22.5	21.9	23.8
Grade 5 Mathematics	Window 1	84,482	52.7	30.5	14.0	2.9
	Window 3	126,896	36.1	29.1	23.6	11.2
	STAAR	381,611	27.1	26.9	24.3	21.7
Grade 6 Mathematics	Window 1	66,225	45.3	38.6	13.3	2.8
	Window 3	113,345	35.3	38.8	20.0	5.9
	STAAR	386,208	28.1	34.8	22.3	14.8
Grade 7 Mathematics	Window 1	47,539	63.6	23.9	10.6	2.0
	Window 3	87,649	56.4	20.0	17.8	5.8
	STAAR	292,856	48.9	21.2	20.4	9.5
Grade 8 Mathematics	Window 1	45,687	52.6	32.8	12.4	2.2
	Window 3	80,212	46.3	32.6	16.5	4.5
	STAAR	271,045	37.7	26.3	25.0	10.9

Assessment	Window	N	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Grade 3 Spanish Mathematics	Window 1	4,889	84.4	12.5	3.0	0.2
	Window 3	6,717	59.8	26.0	11.8	2.4
	STAAR	21,318	44.1	28.0	19.6	8.3
Grade 4 Spanish Mathematics	Window 1	4,009	85.2	11.2	3.1	0.5
	Window 3	5,196	68.5	18.3	10.5	2.7
	STAAR	15,379	53.5	23.5	15.0	8.0
Grade 5 Spanish Mathematics	Window 1	3,291	78.6	17.9	3.2	0.3
	Window 3	4,316	65.8	23.8	9.1	1.3
	STAAR	12,178	54.4	26.8	13.5	5.4
Algebra I	Window 1	82,961	41.2	39.9	13.7	5.2
	Window 3	158,097	29.8	38.4	18.4	13.4
	STAAR	455,622	24.1	28.9	18.2	28.8

Note: Level 1 is *Did Not Meet* grade level, Level 2 is *Approaches* grade level, Level 3 is *Meets* grade level, and Level 4 is *Masters* grade level.

Table 21: RLA Student Performance Level Distribution

Assessment	Window	N	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Grade 3 RLA	Window 1	89,421	36.4	31.9	26.5	5.3
	Window 3	132,215	30.9	28.0	27.4	13.7
	STAAR	363,662	22.2	25.6	28.9	23.2
Grade 4 RLA	Window 1	87,955	32.2	29.5	24.1	14.2
	Window 3	132,536	28.8	28.5	23.5	19.3
	STAAR	371,448	18.6	27.6	29.9	23.9
Grade 5 RLA	Window 1	86,332	31.5	22.6	24.4	21.5
	Window 3	133,222	25.3	18.6	25.4	30.6
	STAAR	378,240	23.3	18.8	27.7	30.2
Grade 6 RLA	Window 1	91,952	35.4	22.6	26.6	15.4
	Window 3	136,670	29.9	23.5	28.4	18.2
	STAAR	396,470	24.6	21.2	26.2	28.0
Grade 7 RLA	Window 1	92,425	34.4	20.2	20.1	25.4
	Window 3	136,405	32.6	22.2	21.3	23.8
	STAAR	397,993	25.9	22.4	25.2	26.5
Grade 8 RLA	Window 1	89,973	33.3	23.0	23.3	20.3
	Window 3	133,903	29.0	20.2	24.5	26.3
	STAAR	396,636	20.2	23.5	25.6	30.8
English I	Window 1	91,584	34.1	16.3	40.6	9.0
	Window 3	149,561	30.2	16.0	41.0	12.7
	STAAR	483,644	33.8	14.9	35.7	15.6
English II	Window 1	86,310	32.1	16.2	46.7	4.9
	Window 3	143,859	35.0	12.0	42.8	10.2
	STAAR	464,246	28.9	14.8	47.8	8.5

Note: Level 1 is *Did Not Meet* grade level, Level 2 is *Approaches* grade level, Level 3 is *Meets* grade level, and Level 4 is *Masters* grade level.

Table 22: Spanish RLA Student Performance Level Distribution

Assessment	Window	N	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Grade 3 Spanish RLA	Window 1	8,421	65.1	24.2	5.4	5.3
	Window 3	11,472	55.8	29.9	7.0	7.3
	STAAR	34,164	47.7	30.5	11.1	10.7
Grade 4 Spanish RLA	Window 1	6,890	72.7	15.3	9.4	2.6
	Window 3	8,656	58.1	18.1	13.8	10.0
	STAAR	26,357	48.6	17.5	20.1	13.8
Grade 5 Spanish RLA	Window 1	5,031	53.1	26.7	15.0	5.2
	Window 3	6,463	45.1	33.3	16.2	5.4
	STAAR	19,392	35.6	31.4	20.8	12.2

Note: Level 1 is *Did Not Meet* grade level, Level 2 is *Approaches* grade level, Level 3 is *Meets* grade level, and Level 4 is *Masters* grade level.

Table 23: Science and Social Studies Student Performance Level Distribution

Assessment	Window	N	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
Grade 5 Science	Window 2	155,540	50.2	35.4	8.9	5.4
	STAAR	383,142	36.0	34.4	17.4	12.2
Grade 8 Science	Window 2	143,267	41.9	26.3	24.6	7.2
	STAAR	383,173	28.9	25.4	28.2	17.6
Grade 8 Social Studies	Window 2	132,979	45.2	30.8	12.6	11.4
	STAAR	401,059	44.6	25.8	13.8	15.8
Grade 5 Spanish Science	Window 2	6,389	67.9	28.5	2.6	0.9
	STAAR	14,380	67.3	25.8	5.7	1.2
Biology	Window 2	168,795	7.9	44.3	35.7	12.1
	STAAR	423,312	9.2	28.7	41.3	20.7
U.S. History	Window 2	137,375	5.1	31.8	33.1	30
	STAAR	393,624	5.9	26.2	30.5	37.4

Note: Level 1 is *Did Not Meet* grade level, Level 2 is *Approaches* grade level, Level 3 is *Meets* grade level, and Level 4 is *Masters* grade level.

2.5 Reporting Category Scores

In addition to reporting category raw scores, students also receive a reporting category target score. Reporting category target scores are intended to provide additional, unique information from a content perspective, and educators find these scores valuable. There is generally a compromise between the psychometric considerations of dimensionality and the practical need to report scores at levels below the total or overall test score. This approach uses the observed reporting category score, which is taken as a random variable, and compares it to the overall Meets cut score on the test, which is taken as a fixed variable. Note there is only one proficiency cut score and not a cut score specific to each category. The approach uses the equated ability

estimate, which can be directly compared across forms and make use of its conditional standard error of measurement.

Reporting category target scores are implemented as follows. First, using the pre-equated item parameters to construct maximum likelihood estimates (MLEs) for each unique score point and form, the score conversion table at the reporting category level is created. Let $\hat{\theta}_{ij}$ denote the ability estimate for student i in reporting category j, and let σ_{ij} denote the conditional standard error of measurement corresponding to the ability estimate, and finally, let θ_c denote the Meets cut score for overall proficiency on the test in the unscaled ability metric.

Then, using this information, find

$$\text{Above Target if } \hat{\theta}_{ij} - z * \sigma_{ij} \geq \theta_c,$$
$$\text{Under Target if } \hat{\theta}_{ij} + z * \sigma_{ij} < \theta_c,$$
$$\text{otherwise, Near Target,}$$

where $z = 1$ to creates some differentiation in the categories knowing that the variance in the observed score at the strand level is large. For example, using $z = 1.96$ would classify too many students into the 'Near Target' category.

The approach is simple statistically, is transparent, and uses the same fixed Meets cut score within a grade for all decisions assuming that the cut score was established in a manner that can be defensible from a content perspective. Additionally, the reporting category target score is relative to a content expectation on the test form rather than being determined based on the student's total score.

Appendix F contains reporting category target scores by interim assessment and window.

3. Reliability

3.1 Marginal Reliability

The marginal reliability coefficient (Samejima, 1977, 1994) is used to evaluate the internal test reliability. This measure evaluates how well the items on a test that reflect the same construct yield similar results. Marginal reliability is the result of combining measurement errors estimated at different points on the achievement scale into a single index. The formula used to calculate marginal reliability is:

$$\rho_\theta = \frac{\sigma_\theta^2 - M_{S_\theta^2}}{\sigma_\theta^2}$$

where σ_θ^2 is the observed variance of the ability estimates, θ, and $M_{S_\theta^2}$ is the observed mean of the score's conditional error variances at each value of θ. Tests are considered to be of sound reliability when their marginal reliability coefficients range from 0.80 and above.

Comparisons of the marginal reliability coefficients for the interim assessments and the STAAR summative assessments are provided in Table 69 for mathematics, Table 70 for RLA, Table 71 for Spanish RLA, and Table 72 for science and social studies. The tables also include reliabilities at the subgroup level for the same gender and ethnicity subgroups as STAAR, but only for subgroups with sample sizes equal to or larger than 200. Reliabilities for smaller subgroups are omitted to prevent potentially misleading conclusions based on limited data.

For assessments with multiple opportunities, in general, the reliabilities are higher in window 3 when compared to window 1. The reliabilities on the corresponding STAAR assessments are higher than the reliabilities across the interim assessment windows with few exceptions. The longer test length of the STAAR assessments contributes to the expected increase in reliability.

3.2 Classification Consistency and Accuracy

Information regarding classification consistency and accuracy has been derived from actual test outcomes from the 2024–25 test administrations. Since all test scores have inherent errors, these classifications are also prone to errors. Two metrics are often used to assess the quality of these classifications: consistency and accuracy. Consistency measures the percentage of students who are placed in the same performance levels if they take two parallel forms of a test. Accuracy measures the percentage of students correctly classified into their true performance levels based on their observed test scores. Although related, classification consistency and accuracy are distinct concepts; high consistency does not always equate to high accuracy, and vice versa. To gain a better understanding of classification quality, we analyzed both consistency and accuracy

of students' performance level classifications, using results from tests with established performance standards.

The same methods outlined in the *STAAR Technical Digest* to compute classification consistency and accuracy were applied to the interim assessments. Estimates of marginal classification accuracy and consistency are calculated using Rudner's (2000, 2005) method and its extensions by Li (2006). For detailed information about these methods, refer to Chapter 3, Standard Technical Processes[3]. The classification consistency and accuracy are presented in Table 24 for mathematics, Table 25 for RLA, Table 26 for Spanish RLA, and Table 27 for science and social studies. The classification consistencies are in the range 0.607–0.838 and the classification accuracies are in the range 0.707–0.886. These ranges resemble the classification accuracy and consistency values observed in the STAAR assessments.

Table 24: Interim Assessment Classification Consistency and Accuracy in Mathematics

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 Mathematics	Window 1	85,194	0.748	0.820
	Window 3	126,370	0.644	0.739
Grade 4 Mathematics	Window 1	88,185	0.758	0.824
	Window 3	128,994	0.682	0.764
Grade 5 Mathematics	Window 1	84,482	0.697	0.783
	Window 3	126,896	0.702	0.786
Grade 6 Mathematics	Window 1	66,225	0.707	0.791
	Window 3	113,345	0.664	0.756
Grade 7 Mathematics	Window 1	47,539	0.729	0.804
	Window 3	87,649	0.743	0.815
Grade 8 Mathematics	Window 1	45,687	0.708	0.788
	Window 3	80,212	0.700	0.783
Grade 3 Spanish Mathematics	Window 1	4,889	0.817	0.874
	Window 3	6,717	0.682	0.768
Grade 4 Spanish Mathematics	Window 1	4,009	0.838	0.886
	Window 3	5,196	0.746	0.813
Grade 5 Spanish Mathematics	Window 1	3,291	0.779	0.845
	Window 3	4,316	0.777	0.841
Algebra I	Window 1	82,961	0.685	0.773
	Window 3	158,097	0.690	0.776

[3] https://tea.texas.gov/student-assessment/reports-and-studies/2023-2024-technical-digest.pdf

Table 25: Interim Assessment Classification Consistency and Accuracy in RLA

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 RLA	Window 1	89,421	0.61	0.707
	Window 3	132,215	0.607	0.707
Grade 4 RLA	Window 1	87,955	0.633	0.728
	Window 3	132,536	0.608	0.707
Grade 5 RLA	Window 1	86,332	0.617	0.711
	Window 3	133,222	0.633	0.724
Grade 6 RLA	Window 1	91,952	0.643	0.734
	Window 3	136,670	0.616	0.711
Grade 7 RLA	Window 1	92,425	0.658	0.742
	Window 3	136,405	0.655	0.739
Grade 8 RLA	Window 1	89,973	0.624	0.716
	Window 3	133,903	0.629	0.721
English I	Window 1	91,584	0.728	0.799
	Window 3	149,561	0.719	0.793
English II	Window 1	86,310	0.727	0.797
	Window 3	143,859	0.757	0.82

Table 26: Interim Assessment Classification Consistency and Accuracy in Spanish RLA

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 Spanish RLA	Window 1	8,421	0.724	0.796
	Window 3	11,472	0.662	0.745
Grade 4 Spanish RLA	Window 1	6,890	0.733	0.793
	Window 3	8,656	0.665	0.739
Grade 5 Spanish RLA	Window 1	5,031	0.668	0.749
	Window 3	6,463	0.639	0.725

Table 27: Interim Assessment Classification Consistency and Accuracy in Science and Social Studies

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 5 Science	Window 2	155,540	0.639	0.731
Grade 8 Science	Window 2	143,267	0.625	0.724
Grade 8 Social Studies	Window 2	132,979	0.618	0.712
Grade 5 Spanish Science	Window 2	6,389	0.689	0.771
Biology	Window 2	168,795	0.671	0.766
U.S. History	Window 2	137,375	0.64	0.738

4. Validity

4.1 Interim and STAAR Correlations

The Pearson correlations between the interim assessments and STAAR summative assessment scale scores are calculated as criterion validity evidence of the interim assessment scores. Pearson correlation is a statistical measure that quantifies the strength and direction of the linear relationship between two continuous variables. It provides a value between –1 and 1, where –1 indicates a perfect negative linear relationship, 1 indicates a perfect positive linear relationship, and 0 suggests no linear relationship between the variables.

The Pearson correlations between interim assessment and STAAR summative assessment scale scores are provided in Table 28 for mathematics, Table 29 for RLA, and Table 30 for Spanish RLA. The correlations between window 1 and STAAR and window 3 and STAAR will include students matched between a given window and STAAR. The correlations between window 1 and window 3 will include only students matched between the two windows.

Table 31 shows the Pearson correlations between interim assessment and STAAR summative assessment scale cores for science and social studies. Since there is a single window for these interim assessments, there is a single correlation between window 2 and the corresponding STAAR assessment.

The correlations between window 1 and window 3 for mathematics, RLA, and Spanish RLA are moderately strong, generally ranging from 0.605 to 0.840. This suggests a consistent positive relationship in scores across the windows. When compared to STAAR, the correlations between window 3 and STAAR are higher than the correlations between window 1 and STAAR. The correlations for window 2 and STAAR are also moderately strong, generally ranging from 0.643 to 0.759. The correlations, considered criterion validity evidence of the interim assessment scores, are moderately high, with some exceptions for Spanish titles across all comparisons, where the sample sizes are smaller.

Table 28: Pearson Correlation Coefficients Between the Interim and Summative Assessment Scale Scores for Mathematics

Assessment	Window	Window 1	Window 3	STAAR
Grade 3 Mathematics	Window 1	1	0.661	0.675
	Window 3		1	0.779
	STAAR			1
Grade 4 Mathematics	Window 1	1	0.730	0.750
	Window 3		1	0.813
	STAAR			1

Assessment	Window	Window 1	Window 3	STAAR
Grade 5 Mathematics	Window 1	1	0.784	0.779
	Window 3		1	0.840
	STAAR			1
Grade 6 Mathematics	Window 1	1	0.746	0.734
	Window 3		1	0.790
	STAAR			1
Grade 7 Mathematics	Window 1	1	0.726	0.671
	Window 3		1	0.783
	STAAR			1
Grade 8 Mathematics	Window 1	1	0.697	0.638
	Window 3		1	0.729
	STAAR			1
Grade 3 Spanish Mathematics	Window 1	1	0.481	0.525
	Window 3		1	0.694
	STAAR			1
Grade 4 Spanish Mathematics	Window 1	1	0.605	0.651
	Window 3		1	0.738
	STAAR			1
Grade 5 Spanish Mathematics	Window 1	1	0.65	0.677
	Window 3		1	0.771
	STAAR			1
Algebra I	Window 1	1	0.698	0.638
	Window 3		1	0.752
	STAAR			1

Table 29: Pearson Correlation Coefficients Between the Interim and Summative Assessment Scale Scores for RLA

Assessment	Window	Window 1	Window 3	STAAR
Grade 3 RLA	Window 1	1	0.710	0.743
	Window 3		1	0.777
	STAAR			1
Grade 4 RLA	Window 1	1	0.747	0.765
	Window 3		1	0.778
	STAAR			1
Grade 5 RLA	Window 1	1	0.766	0.795
	Window 3		1	0.796
	STAAR			1
Grade 6 RLA	Window 1	1	0.760	0.803

Assessment	Window	Window 1	Window 3	STAAR
	Window 3		1	0.788
	STAAR			1
	Window 1	1	0.809	0.823
Grade 7 RLA	Window 3		1	0.817
	STAAR			1
	Window 1	1	0.746	0.767
Grade 8 RLA	Window 3		1	0.774
	STAAR			1
	Window 1	1	0.818	0.826
English I	Window 3		1	0.826
	STAAR			1
	Window 1	1	0.798	0.790
English II	Window 3		1	0.811
	STAAR			1

Table 30: Pearson Correlation Coefficients Between the Interim and Summative Assessment Scale Scores for Spanish RLA

c	Window	Window 1	Window 3	STAAR
	Window 1	1	0.701	0.733
Grade 3 Spanish RLA	Window 3		1	0.748
	STAAR			1
	Window 1	1	0.702	0.727
Grade 4 Spanish RLA	Window 3		1	0.774
	STAAR			1
	Window 1	1	0.704	0.749
Grade 5 Spanish RLA	Window 3		1	0.771
	STAAR			1

Table 31: Pearson Correlation Coefficients Between the Interim and Summative Assessment Scale Scores for Science and Social Studies

Assessment	Window	STAAR
Grade 5 Science	Window 2	0.689
Grade 8 Science	Window 2	0.759
Grade 8 Social Studies	Window 2	0.720
Grade 5 Spanish Science	Window 2	0.495
Biology	Window 2	0.732
U.S. History	Window 2	0.643

4.2 Prediction Agreement

Student scale scores on the interim assessments are used to predict their performance level on the corresponding spring STAAR summative assessment. Predictions are categorized into four levels with three cut scores. These four predicted performance levels are:

1. Predicted to be Masters Grade Level
2. Predicted to be Meets Grade Level
3. Predicted to be Approaches Grade Level
4. Predicted to be Did Not Meet Grade Level

4.2.1 ROC Curve Methodology

Receiver operating characteristic (ROC) curves were employed to predict students' STAAR performance level based on their interim assessment scale score. These curves were employed to find the interim assessment scale score that optimizes the accuracy of predicting STAAR performance levels while balancing true positives and true negatives. In essence, ROC curve analyses help identify the threshold interim assessment scale score that strikes the best balance in accurately predicting students' performance on the STAAR assessment. ROC curve analysis summaries include prediction accuracy, specificity (true negative rate), sensitivity (true positive rate), and area under the ROC curve (AUC). The AUC measures the overall ability of the classifier to discriminate between positive and negative instances.

A ROC curve is a graphical plot that illustrates the diagnostic instrument's capability to precisely classify a binary variable, while varying potential cut scores along the diagnostic scale. In the Texas assessment system, stakeholders desire that the interim assessment scale predicts whether a student is likely to fall into a particular performance level, e.g., Meets, on the summative assessment by the end of the year. The ROC curve shows the interim scale score that optimizes prediction accuracy by striking a balance between true positives and true negatives. The consistency of performance level classifications from the interim to the summative assessments can be summarized in a 2×2 contingency table, as shown in Table 32.

Figure 2 depicts an empirical ROC curve. The *x* axis represents the False Positive Rate (FPR), and the *y* axis represents the True Positive Rate (TPR), or the sensitivity. Specificity is defined as the percentage of students who were accurately predicted as below Meets on the STAAR assessment or one minus the False Positive Rate (1–FPR). Sensitivity is defined as the percentage of students accurately predicted as Meets or above on STAAR assessments.

The ROC curve depicts relative trade-offs between true positive and false positive classifications. The best possible prediction method would yield a point in the upper-left corner of the coordinate (0,1) of the ROC space, representing 100% sensitivity (no false negatives) and 100%

specificity (no false positives). A random guess would give a point along a diagonal line from the bottom-left to the top-right corners (the dotted line in Figure 2). The diagonal divides the ROC space. Points above the diagonal represent better than random results.

Table 32: An Example 2×2 Contingency Table for Interim Predictions

		Summative	
		Approaches or Above	Below Approaches
Interim Cut for Approaches or Above	Predicted to be Approaches or Above	TP	FP
	Predicted to be Did not Meet	FN	TN
		Meets or Above	Below Meets
Interim Cut for Meets or Above	Predicted to be Meets or Above	TP	FP
	Predicted to be Below Meets	FN	TN
		Masters	Below Masters
Interim Cut for Masters or Above	Predicted to be Masters	TP	FP
	Predicted to be Below Masters	FN	TN

Note: Take the performance level Meets as an example:

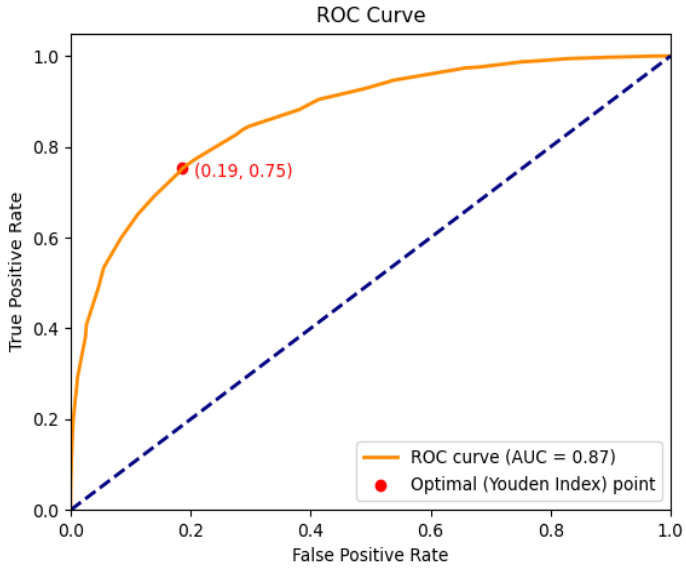
TP (True Positive): Number of students predicted to be *Meets or Above* on STAAR and are actually *Meets or Above* on STAAR

FN (False Negative): Number of students predicted to be *Below Meets* on STAAR but are actually *Meets or Above* on STAAR

FP (False Positive): Number of students predicted to be *Meets or Above* on STAAR but are actually *Below Meets* on STAAR

TN (True Negative): Number of students predicted to be *Below Meets* on STAAR and are actually *Below Meets* on STAAR

Figure 2: An Example ROC Curve (TPR = 0.75; FPR = 0.19; AUC = 0.87)



The AUC is the cumulative area under the ROC curve, indicating how well each interim scale score, if used as the cut score for the summative performance level prediction, accurately identifies students as falling in the Meets or above performance level on the summative assessment. An AUC above 0.85 is considered "convincing evidence" of classification accuracy, between 0.75 and 0.85 is "partially convincing evidence," and less than 0.75 is "unconvincing evidence" (National Center on Response to Intervention, 2010). Sensitivity above or equal to 0.80 and specificity above or equal to 0.80 are desired, and indexes above or equal to 0.70 are acceptable (National Center on Intensive Intervention, 2012). The "Optimal (Youden Index) point" is the cut point that optimizes the classifications when equal weight is given to sensitivity and specificity (Ruopp, Perkins, Whitcomb, et al., 2008; Youden, 1950).

4.2.2 ROC Curve Results

Table 33, Table 34, and Table 35 summarize the prediction results by interim assessment window. In each of the tables, the optimally derived interim assessment cut scores using the Youden Index (Youden, 1950) for Approaches, Meets, and Masters are presented in the 'Cut Score' column. The other columns present values based on the evaluation metrics. The values highlighted in green show cells with convincing evidence (> = 0.8), and values highlighted in yellow show acceptable evidence (> = 0.7 and < 0.8) according to the National Center on Intensive Intervention criteria.

Results show that all the AUC observed were at or above 0.70. The specificity and sensitivity values are either above 0.80 or close to 0.80. Among the three windows, the specificity, sensitivity, and AUC values are lowest in window 1 and highest in window 3. This pattern aligns

with expectations, given that window 3, administered closest to the STAAR assessment, is anticipated to yield superior predictions of STAAR performance levels in comparison to the other two windows.

Additionally, contingency tables that show the alignment between the 2024–25 interim assessment predictions and student performance on the STAAR summative assessment were generated. These summary tables can be found in Appendix H.

Table 33: Prediction Study Results for Window 1

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
Mathematics	3	Approaches	1291	0.70	0.75	0.67	0.78
		Meets	1337	0.79	0.85	0.71	0.85
		Masters	1400	0.86	0.88	0.79	0.91
	4	Approaches	1388	0.76	0.81	0.74	0.85
		Meets	1430	0.81	0.87	0.74	0.88
		Masters	1462	0.84	0.84	0.83	0.91
	5	Approaches	1466	0.80	0.72	0.83	0.87
		Meets	1515	0.82	0.81	0.84	0.90
		Masters	1586	0.85	0.86	0.82	0.92
	6	Approaches	1589	0.78	0.73	0.81	0.84
		Meets	1644	0.80	0.78	0.85	0.89
		Masters	1701	0.83	0.83	0.88	0.92
	7	Approaches	1660	0.74	0.68	0.81	0.82
		Meets	1692	0.78	0.76	0.86	0.88
		Masters	1755	0.86	0.86	0.91	0.94
	8	Approaches	1712	0.72	0.65	0.77	0.77
		Meets	1742	0.70	0.62	0.85	0.82
		Masters	1786	0.73	0.71	0.91	0.90
	Algebra I	Approaches	3453	0.74	0.70	0.76	0.77
		Meets	3652	0.76	0.76	0.75	0.82
		Masters	3744	0.78	0.77	0.80	0.85
RLA	3	Approaches	1306	0.70	0.62	0.85	0.82
		Meets	1370	0.73	0.71	0.91	0.90
		Masters	1444	0.74	0.70	0.76	0.77
	4	Approaches	1376	0.76	0.76	0.75	0.82
		Meets	1474	0.78	0.77	0.80	0.85
		Masters	1527	0.82	0.74	0.84	0.88
	5	Approaches	1428	0.80	0.72	0.88	0.89
		Meets	1509	0.77	0.74	0.88	0.89

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
		Masters	1564	0.84	0.72	0.87	0.89
	6	Approaches	1466	0.81	0.79	0.84	0.89
		Meets	1535	0.75	0.70	0.92	0.90
		Masters	1617	0.86	0.67	0.93	0.92
	7	Approaches	1532	0.83	0.76	0.89	0.91
		Meets	1588	0.73	0.65	0.94	0.90
		Masters	1645	0.72	0.64	0.96	0.92
	8	Approaches	1542	0.85	0.62	0.91	0.89
		Meets	1627	0.81	0.70	0.89	0.89
		Masters	1698	0.78	0.74	0.88	0.89
	English I	Approaches	3703	0.86	0.82	0.87	0.92
		Meets	3775	0.84	0.70	0.93	0.92
		Masters	4170	0.80	0.78	0.92	0.93
	English II	Approaches	3707	0.84	0.76	0.86	0.90
		Meets	3775	0.82	0.67	0.91	0.90
		Masters	4320	0.81	0.80	0.91	0.93
Spanish RLA	3	Approaches	1258	0.78	0.72	0.84	0.87
		Meets	1318	0.79	0.77	0.88	0.91
		Masters	1368	0.81	0.81	0.87	0.92
	4	Approaches	1342	0.79	0.82	0.76	0.87
		Meets	1387	0.81	0.86	0.70	0.88
		Masters	1436	0.83	0.85	0.75	0.89
	5	Approaches	1414	0.78	0.88	0.72	0.88
		Meets	1465	0.80	0.81	0.79	0.88
		Masters	1520	0.81	0.81	0.84	0.90

Table 34: Prediction Study Results for Window 2

Subject	Grade	Performance Level	Cut	Accuracy	Specificity	Sensitivity	AUC
Science	5	Approaches	3386	0.75	0.60	0.83	0.82
		Meets	3735	0.83	0.88	0.69	0.88
		Masters	4000	0.89	0.93	0.63	0.90
	8	Approaches	3453	0.79	0.76	0.81	0.86
		Meets	3747	0.82	0.83	0.81	0.89
		Masters	4000	0.82	0.81	0.88	0.92
	Biology	Approaches	3730	0.81	0.67	0.82	0.83

Subject	Grade	Performance Level	Cut	Accuracy	Specificity	Sensitivity	AUC
		Meets	3839	0.80	0.67	0.86	0.85
		Masters	4150	0.80	0.78	0.88	0.91
Social Studies	8	Approaches	3508	0.79	0.78	0.80	0.86
		Meets	3715	0.81	0.79	0.86	0.90
		Masters	3822	0.79	0.76	0.91	0.92
	U.S. History	Approaches	3747	0.85	0.54	0.86	0.80
		Meets	3930	0.80	0.68	0.85	0.83
		Masters	4252	0.80	0.79	0.82	0.86

Table 35: Prediction Study Results for Window 3

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
Mathematics	3	Approaches	1348	0.79	0.76	0.80	0.87
		Meets	1402	0.82	0.83	0.80	0.90
		Masters	1468	0.85	0.85	0.85	0.93
	4	Approaches	1434	0.80	0.83	0.79	0.89
		Meets	1485	0.84	0.85	0.82	0.92
		Masters	1545	0.86	0.86	0.85	0.94
	5	Approaches	1515	0.83	0.85	0.83	0.91
		Meets	1578	0.85	0.83	0.88	0.93
		Masters	1662	0.87	0.88	0.86	0.94
	6	Approaches	1640	0.75	0.87	0.70	0.85
		Meets	1689	0.85	0.85	0.84	0.92
		Masters	1773	0.89	0.90	0.84	0.95
	7	Approaches	1692	0.81	0.82	0.79	0.88
		Meets	1739	0.85	0.85	0.86	0.92
		Masters	1818	0.88	0.88	0.93	0.96
	8	Approaches	1754	0.76	0.78	0.75	0.83
		Meets	1786	0.79	0.77	0.83	0.87
		Masters	1849	0.84	0.83	0.89	0.93
	Algebra I	Approaches	3603	0.77	0.77	0.77	0.83
		Meets	3773	0.81	0.82	0.80	0.88
		Masters	3937	0.83	0.84	0.81	0.90
RLA	3	Approaches	1372	0.80	0.87	0.78	0.90
		Meets	1444	0.81	0.87	0.76	0.90
		Masters	1507	0.81	0.81	0.84	0.90

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
	4	Approaches	1446	0.80	0.89	0.78	0.91
		Meets	1539	0.82	0.85	0.79	0.90
		Masters	1610	0.83	0.84	0.78	0.90
	5	Approaches	1508	0.86	0.81	0.87	0.92
		Meets	1573	0.83	0.75	0.87	0.91
		Masters	1645	0.79	0.76	0.87	0.89
	6	Approaches	1532	0.84	0.77	0.86	0.90
		Meets	1610	0.82	0.81	0.82	0.90
		Masters	1682	0.83	0.84	0.81	0.91
	7	Approaches	1587	0.83	0.89	0.82	0.93
		Meets	1648	0.84	0.84	0.83	0.92
		Masters	1717	0.83	0.83	0.83	0.91
	8	Approaches	1592	0.82	0.77	0.83	0.88
		Meets	1674	0.81	0.79	0.83	0.89
		Masters	1737	0.81	0.79	0.86	0.91
	English I	Approaches	3775	0.86	0.79	0.88	0.92
		Meets	3920	0.84	0.78	0.89	0.92
		Masters	4231	0.77	0.73	0.94	0.93
	English II	Approaches	3775	0.82	0.87	0.81	0.91
		Meets	3973	0.82	0.85	0.81	0.91
		Masters	4386	0.81	0.80	0.92	0.93
Spanish RLA	3	Approaches	1317	0.80	0.82	0.79	0.89
		Meets	1386	0.82	0.81	0.83	0.90
		Masters	1402	0.82	0.82	0.87	0.92
	4	Approaches	1375	0.81	0.77	0.85	0.90
		Meets	1401	0.80	0.78	0.86	0.90
		Masters	1438	0.74	0.71	0.93	0.91
	5	Approaches	1421	0.79	0.81	0.78	0.89
		Meets	1481	0.79	0.77	0.85	0.89
		Masters	1556	0.84	0.85	0.80	0.91

Other validity evidence for the interim assessment comes from a variety of sources in relation to the STAAR assessments, including test content, response processes, internal structure, and analysis of the consequences of testing. Refer to Chapter 3 and Chapter 4 in the *STAAR Technical Digest*[4], for additional information about validity.

[4] https://tea.texas.gov/student-assessment/reports-and-studies/2023-2024-technical-digest.pdf

5. Fairness

Fairness of the interim assessments can be examined by a statistical evaluation using DIF and a bias review by content specialists. For the statistical evaluation, the Mantel-Haenszel (MH) method (1959) has been applied to the interim assessments to assess DIF of the items. DIF refers to items that appear to function differently across identifiable groups, typically across different demographic groups. DIF is officially collected on this program using field-test data. The MH method is the most cited and studied method for detecting DIF. DIF analysis has been conducted for all items regarding gender and ethnicity bias. All field-tested items are carefully evaluated for DIF prior to being placed on an operational form. The following focal and reference groups are used:

Focal Group		Reference Group
Females (F)	vs.	Males (M)
African Americans (AA)	vs.	Whites (W)
Hispanics (H)	vs.	Whites (W)

A generalized MH procedure is applied to calculate DIF. The generalizations include (1) adaptation to polytomous items and (2) improved variance estimators to render the test statistics valid under complex sample designs. With this procedure, each student's ability estimate on the operational items (e.g., raw score) on a given test is used as the ability-matching variable. The corresponding scores are typically divided into 10 intervals to compute the MH Chi-Square ($MH\chi^2$) DIF statistics for balancing the stability and sensitivity of the DIF scoring category selection, population permitting. The analysis program computes the $MH\chi^2$ value, the conditional odds ratio, and the MH-delta for dichotomous items; the generalized MH Chi-Square ($GMH\chi^2$) and the standardized mean difference (SMD) are computed for polytomous items.

Items are classified into three categories (A, B, or C), ranging from no evidence of DIF to severe DIF according to the Educational Testing Service (ETS) classification convention for dichotomous items (Dorans & Holland, 1993) and the ETS/National Assessment of Educational Progress (NAEP) classification generalization for polytomous items (as cited in Michaelides, 2008), which is illustrated in Table 36. Table 36 presents the criteria for each level of classification. Items are also categorized as positive DIF (+A, +B, or +C), signifying that the item favors the focal group (e.g., African American/Black, Hispanic, female), or negative DIF (–A, –B, or –C), signifying that the item favors the reference group (e.g., White, male). Items are flagged if their DIF statistics fall into the "C" category for any group. A DIF classification of "C" indicates that the item shows significant DIF and should be reviewed for potential content bias, differential validity, or other issues that

may reduce item fairness. These items are flagged regardless of whether the DIF statistic favors the focal or reference group.

It should be noted that DIF analyses serve merely to identify test items that have unusual statistical characteristics related to student group performance. The DIF analyses alone do not prove that specific items are biased. Such judgments are made by item reviewers who are knowledgeable about the state's content standards, instructional methodology, and student testing behavior.

Table 36: DIF Classification Rules for Items

DELTA Metric	
Category	Rule
C	$GMH\chi^2$ is significant at .05 and $\lvert\Delta_{MH}\rvert > 1.5$
B	$GMH\chi^2$ is significant at .05 and $1 < \lvert\Delta_{MH}\rvert \leq 1.5$
A	$GMH\chi^2$ is not significant at .05 or $\lvert\Delta_{MH}\rvert \leq 1$
SMD Metric	
Category	Rule
C	$GMH\chi^2$ is significant at .05 and $\frac{\lvert SMD\rvert}{\sigma} > .25$
B	$GMH\chi^2$ is significant at .05 and $.17 < \frac{\lvert SMD\rvert}{\sigma} \leq .25$
A	$GMH\chi^2$ is not significant at .05 or $\frac{\lvert SMD\rvert}{\sigma} \leq .17$

6. Reporting

Reporting occurs at various levels, including the student, campus, and district levels. More detailed information is accessible at the individual student level compared to the aggregated levels. Figure 3, Figure 4, Figure 5, and Figure 6 provide visual representations of the reports available at the individual student level, offering detailed insights into each student's performance. On the other hand, Figure 7 and Figure 8 depict the reports available at the campus and district levels, providing a broader overview of performance trends and patterns across groups of students.

6.1 Student-Level Reports

Student reports provide valuable insights for educators, families, and students themselves to monitor academic progress throughout the school year. At the individual student level, Figure 3 outlines the comprehensive set of scores and indicators that students receive.

- **Scale Score.** Students are provided with a scale score displayed as a horizontal barrel chart.
- **Predicted STAAR Performance.** Students are provided with a predicted performance level on the STAAR assessment, categorized into four levels:

    1. Predicted to be Masters Grade Level
    2. Predicted to be Meets Grade Level
    3. Predicted to be Approaches Grade Level
    4. Predicted to be Did Not Meet Grade Level

Figure 3: Individual Student Report (Overall Scores)

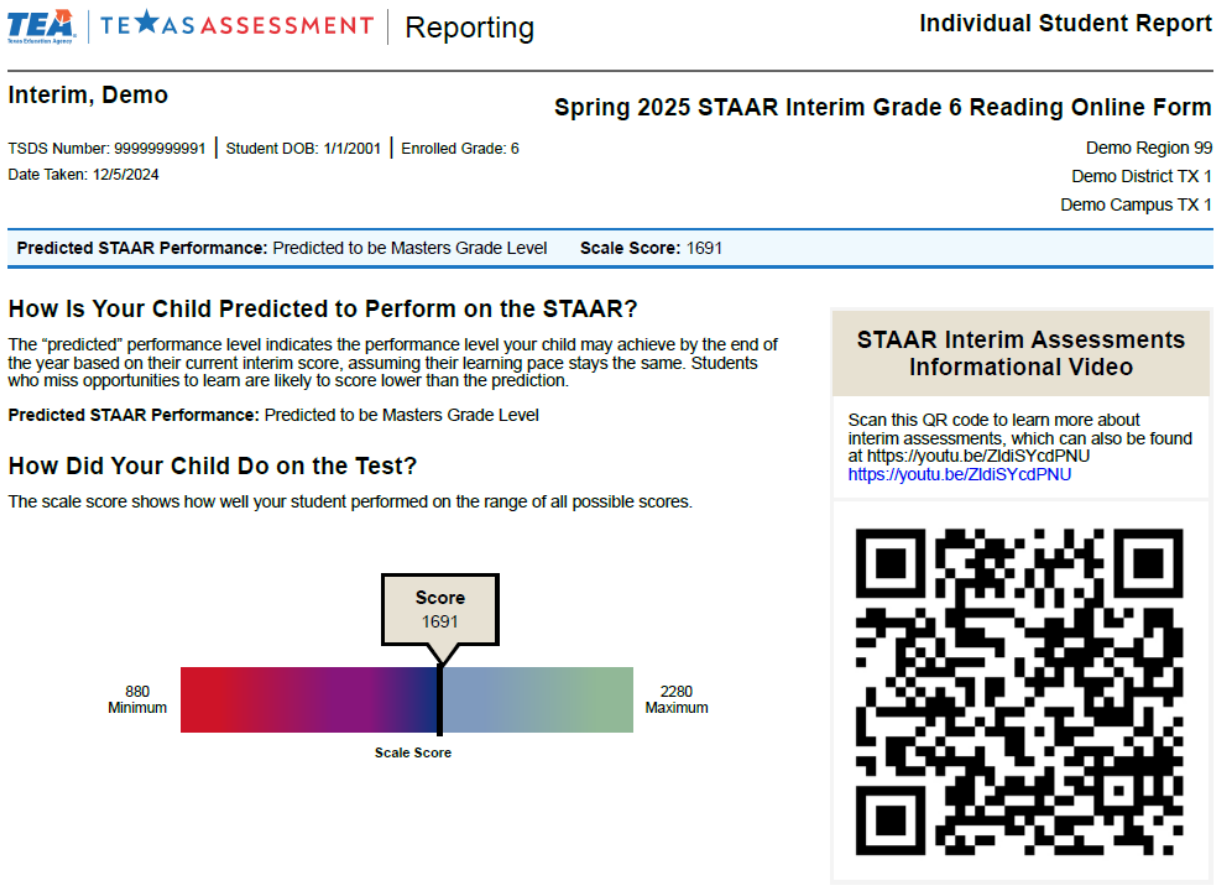


Figure 4 illustrates that in addition to the previously mentioned scores, students also receive detailed information within each reporting category. This includes:

- **Reporting Category Performance.** Students are provided with their reporting category performance, classified as under, near, or above target.

Figure 5 illustrates that students also receive detailed information about their performance on each item by reporting category. This information includes the standard key of the item, the student expectation of that item, and points earned out of points possible.

Figure 4: Individual Student Report (Reporting Category Performance)

How Did Your Child Perform on Different Areas of the Test?

Reporting categories are groupings of related skills.

Under Target | Near Target | Above Target

Reporting Category	Performance
1. Reading	
2. Writing	

Figure 5: Individual Student Report (Item Scores by Reporting Category)

How Did Your Child Perform on Each Item?

The tables below are organized by reporting category and show how your student scored on each question in the assessment.

1. Reading

Item #	Standard Key	Student Expectation	Points
1	6.R.2.B	use context such as definition, analogy, and examples to clarify the meaning of words.	1/1
2	6.R.5.F	make inferences and use evidence to support understanding.	0/1
3	6.R.6.D	paraphrase and summarize texts in ways that maintain meaning and logical order.	2/2
4	6.R.9.A	Explain the author's purpose and message within a text.	1/1
5	6.R.7.C	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.	1/1
6	6.R.5.E	Make connections to personal experiences, ideas in other texts, and society.	1/1
7	6.R.9.E	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.	0/1
15	6.R.5.H	synthesize information to create new understanding.	0/1
16	6.R.8.Dii	Analyze characteristics and structural elements of informational text, including: (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information.	0/1
17	6.R.9.A	Explain the author's purpose and message within a text.	0/1
18	6.R.9.B	analyze how the use of text structure contributes to the author's purpose.	0/1
19	6.R.6.C	Use text evidence to support an appropriate response.	1/1
20	6.R.5.E	Make connections to personal experiences, ideas in other texts, and society.	0/2
21	6.R.5.F	make inferences and use evidence to support understanding.	0/1
22	6.R.9.E	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.	1/1
23	6.R.7.C	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.	1/1
24	6.R.9.B	analyze how the use of text structure contributes to the author's purpose.	1/1
25	6.R.9.A	Explain the author's purpose and message within a text.	1/1

2. Writing

Item #	Standard Key	Student Expectation	Points
8	6.W.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety.	1/1
9	6.W.10.Bi	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.	1/1
10	6.W.10.Bi	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.	0/1
11	6.W.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety.	0/1
12	6.W.10.Bii	Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	1/1
13	6.W.10.Bii	Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	0/1

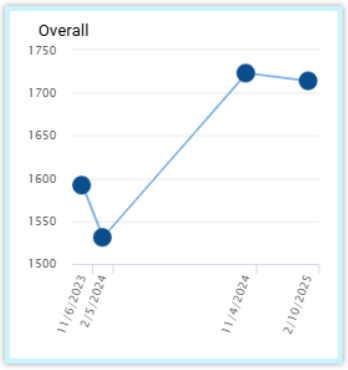
Finally, a student's longitudinal performance is tracked. Figure 6 serves to illustrate the tracking of a student's performance across interim opportunities on the same subject. Student scale scores are displayed in both chart and table formats in the student-level report. This allows for monitoring progress over time, facilitating identification of trends. Note that this report is available only via the user interface and not on the individual student reports.

Figure 6: Performance on Student Report (Longitudinal Report)

Longitudinal Report

Longitudinal report of Score and Performance on Spring 2025 STAAR Interim Grade 6 Reading Online Form: Demo, Student, 2022-2024

Filtered By **Test Administrations:** All Test Administrations **School Year:** 2023,2024 **Reporting Date:** 10/02/2025



Date	Test Label	Test Administration	Overall	Overall
				My Student's Score
11/6/2023	Fall 2023 STAAR Interim Grade 5 Reading Online, Paper, Braille, and Content and Language Supports Forms	Window 1		1592
2/5/2024	Spring 2024 STAAR Interim Grade 5 Reading Online Form	Window 3		1531
11/4/2024	Fall 2024 STAAR Interim Grade 6 Reading Online, Paper, Braille, and Content and Language Supports Forms	Window 1		1723
2/10/2025	Spring 2025 STAAR Interim Grade 6 Reading Online Form	Window 3		1714

6.2 Campus-/District-Level Reports

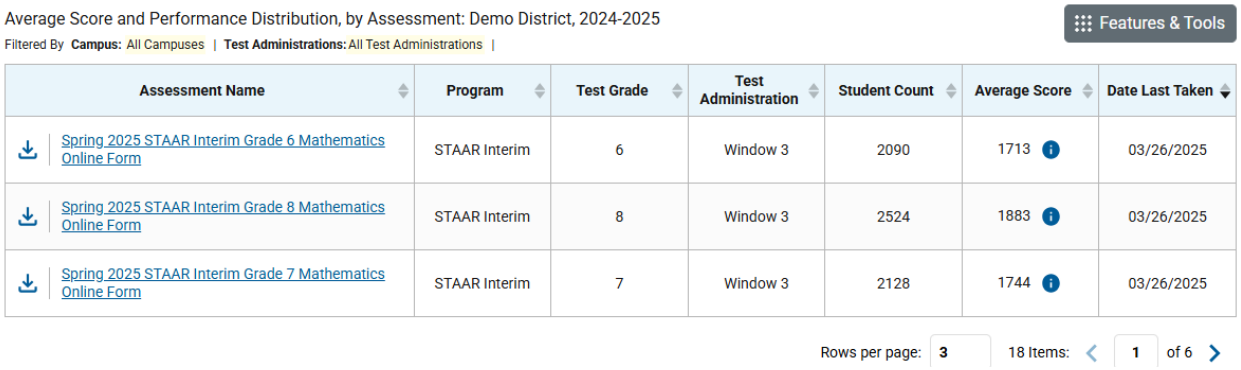
As depicted in Figure 7 and Figure 8, the following scores are presented in the district- or campus-level reports by assessment and test administration window.

- **Student Count.** This count indicates how many students are included in the summaries.
- **A Mean Scale Score Across District or Campus (Average Score).** This score represents the average scale score attained by students within the district or campus, offering a measure of academic achievement by students within the aggregated unit overall.
- **Distribution of Students Among Predicted STAAR Performance Levels (Predicted STAAR Performance).** This highlights how students are distributed across different predicted performance levels (i.e., Predicted to be Did Not Meet Grade Level, Predicted to be Approaches Grade Level, Predicted to be Meets Grade Level, and Predicted to be Masters

Grade Level), providing insights into the overall predicted performance levels of the students within the district or campus.

- **Mean Raw Score by Item.** This denotes the average raw score attained by students for each individual item, providing a nuanced understanding of performance at the granular level. It aids in identifying specific areas of strength and weakness within the curriculum, guiding instructional decisions.

Figure 7: Performance on Test Report (Scale Score)



Average Score and Performance Distribution, by Assessment: Demo District, 2024-2025

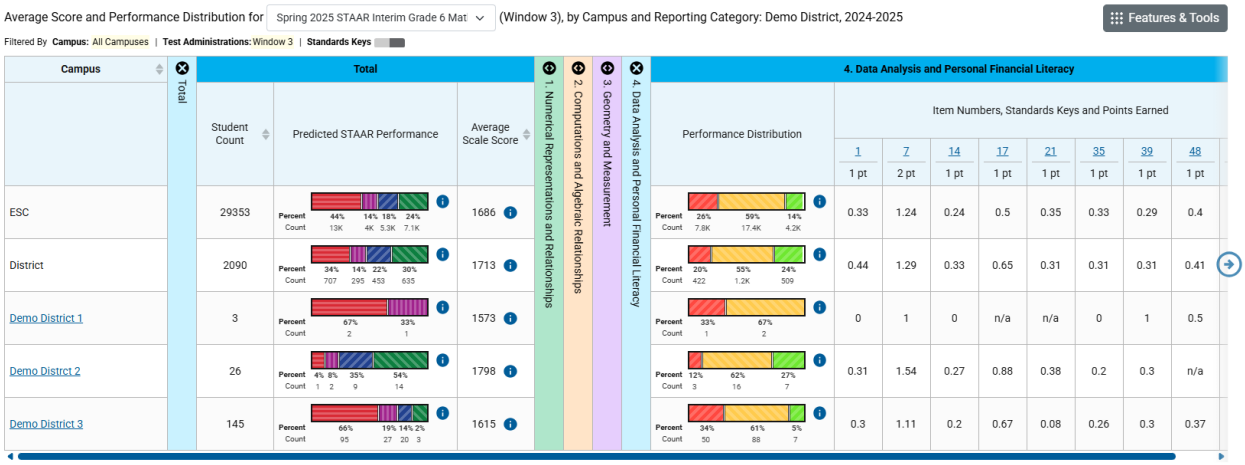
Filtered By **Campus:** All Campuses | **Test Administrations:** All Test Administrations |

Features & Tools

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Date Last Taken
Spring 2025 STAAR Interim Grade 6 Mathematics Online Form	STAAR Interim	6	Window 3	2090	1713	03/26/2025
Spring 2025 STAAR Interim Grade 8 Mathematics Online Form	STAAR Interim	8	Window 3	2524	1883	03/26/2025
Spring 2025 STAAR Interim Grade 7 Mathematics Online Form	STAAR Interim	7	Window 3	2128	1744	03/26/2025

Rows per page: 3 | 18 Items: 1 of 6

Figure 8: District/Campus Performance on Test Report



Average Score and Performance Distribution for Spring 2025 STAAR Interim Grade 6 Mat (Window 3), by Campus and Reporting Category: Demo District, 2024-2025

Filtered By **Campus:** All Campuses | **Test Administrations:** Window 3 | **Standards Keys**

Features & Tools

Campus	Total	Student Count	Predicted STAAR Performance	Average Scale Score	1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy	Performance Distribution	1 (1 pt)	7 (2 pt)	14 (1 pt)	17 (1 pt)	21 (1 pt)	35 (1 pt)	39 (1 pt)	48 (1 pt)
ESC		29353	Percent 44% 14% 18% 24%; Count 13K 4K 5.3K 7.1K	1686					Percent 26% 59% 14%; Count 7.8K 17.4K 4.2K	0.33	1.24	0.24	0.5	0.35	0.33	0.29	0.4
District		2090	Percent 34% 14% 22% 30%; Count 707 295 453 635	1713					Percent 20% 55% 24%; Count 422 1.2K 509	0.44	1.29	0.33	0.65	0.31	0.31	0.31	0.41
Demo District 1		3	Percent 67% 33%; Count 2 1	1573					Percent 33% 67%; Count 1 2	0	1	0	n/a	n/a	0	1	0.5
Demo Distrct 2		26	Percent 4% 8% 35% 54%; Count 1 2 9 14	1798					Percent 12% 62% 27%; Count 3 16 7	0.31	1.54	0.27	0.88	0.38	0.2	0.3	n/a
Demo District 3		145	Percent 66% 19% 14% 2%; Count 95 27 20 3	1615					Percent 34% 61% 5%; Count 50 88 7	0.3	1.11	0.2	0.67	0.08	0.26	0.3	0.37

Appendix A: Data Variable Mapping and Data Cleaning Exclusion Rules

Database of Record (DOR) Extract Variable Mapping

DOR Extract Variables	Values/Definitions	Rules for Inclusion/Exclusion
Status	Status of the opportunity. Possible values are completed, submitted, scored, reported, expired, invalidated, and reset.	Keep values of *scored* and *completed.*
Overall_Attempted	Attempted indicates if the student met the attemptedness criteria for the given assessment. Possible values are Y and N (some blanks may occur with certain status values).	Keep values of *Y.*
RTS_REGION_EXTERNALID	Numeric identifier (external ID) for the region to which the student belongs. Private schools are denoted with a region identifier of 21, and demo schools are listed under a region identifier of 99.	Keep values between *1* and *20.*
RTS_EnrlGrdCd	The grade in which a student is registered in the Test Information Distribution Engine (TIDE). Possible values are EE, PK, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, and OS.	For grades 3–8, remove off-grade testers. For end-of-course (EOC), remove *"OS."*
isDemo	The demo variable indicates if the record is for a demo student or actual student.	Keep values of *0*.

Interim Data Files

The following cleaning rules will be applied for the interim DOR data files within each window. The data dictionary explains each exclusion variable, possible values, and rules applied for inclusion or exclusion.

- Keep students with appropriate test status values.
    - Using the variable "*status*", include values of "*scored*" and "*completed*".

- Remove students who have not attempted the test.
    - Using the variable "*Overall_Attempted*", keep values of "*Y*".
- Remove private schools.
    - Using "*RTS_REGION_EXTERNALID*", keep values between 1 and 20.
        - Private schools are denoted under a region identifier with a value of 21.
        - Demo schools are listed under region 99.
- For grades 3–8, remove students who tested off-grade.
    - For example, for grade 6 summaries, keep only students with an "*RTS_EnrlGrdCd*" = 6.
- For EOC assessments, remove students who have an "*RTS_EnrlGrdCd*" of "*OS*" (out of school, which corresponds to grade 14).
- Remove demo students:
    - Using the variable "IsDemo", keep values of 0.
- Remove students with a blank opportunityDateCompleted:
    - Note that this may appear as "NA", "", or " " in the DOR extracts.
- Separate English and Spanish for mathematics grades 3, 4, and 5 and science grade 5.
    - For mathematics grades 3–5 and science grade 5, use the variable "*segment_1_formID*" to determine if the student took an English or Spanish version of the interim assessment.
    - Spanish RLA extracts are run separately, so no additional work is needed.
- Within a given grade and subject, if a duplicate "*RTS_EXTERNALID*" occurs, keep the first observation.

Summative Data files

The following cleaning rules will be applied for the summative assessment data files:

- Remove private schools:
    - Using "ESCREGIONNUMBER", keep values between 1 and 20.
        - Private schools are denoted under a region identifier with a value of 21.
- For grades 3–8, remove students who tested off-grade:
    - Using "ENROLLEDGRADE" to select valid grade(s)
- Select language:
    - Using "READINGLANGUAGEVERSION", "MATHEMATICSLANGUAGEVERSION", or "SCIENCELANGUAGEVERSION" to select "E" for English and "S" for Spanish versions for grades 3–5 RLA, grade 3–5 mathematics, and grade 5 science
- Only keep records with a score code of S:
    - For grades 3–8:
        - Using "SCORECODE-READING" of "S" for valid RLA records

        - Using “SCORECODE-MATHEMATICS” of “S” for valid mathematics records
        - Using “SCORECODE-SOCIALSTUDIES” of “S” for valid social studies records
        - Using “SCORECODE-SCIENCE” of “S” for valid science records
    - For EOC:
        - Using “SCORECODE” of “S” for valid EOC records
- Keep only records with respective DISCREPANCYINDICATOR value of 0:
    - Using “DISCREPANCYINDICATORREADING” for RLA
    - Using “DISCREPANCYINDICATORMATHEMATICS” for mathematics
    - Using “DISCREPANCYINDICATORSCIENCE” for science
    - Using “DISCREPANCYINDICATORSOCIALSTUDIES” for social studies
- Remove duplicated records by subject, grade, and student ID number. Keep the first observation.

Data Merging

Once the summative and interim data files are cleaned separately, they will be merged by student ID (TSDS). CAI will use the merged data files to generate the statistics for the interim technical report.

Appendix B: 2024–25 Interim Assessment Test Information Functions

Window 1

Figure 9: Window 1 Mathematics Grade 3

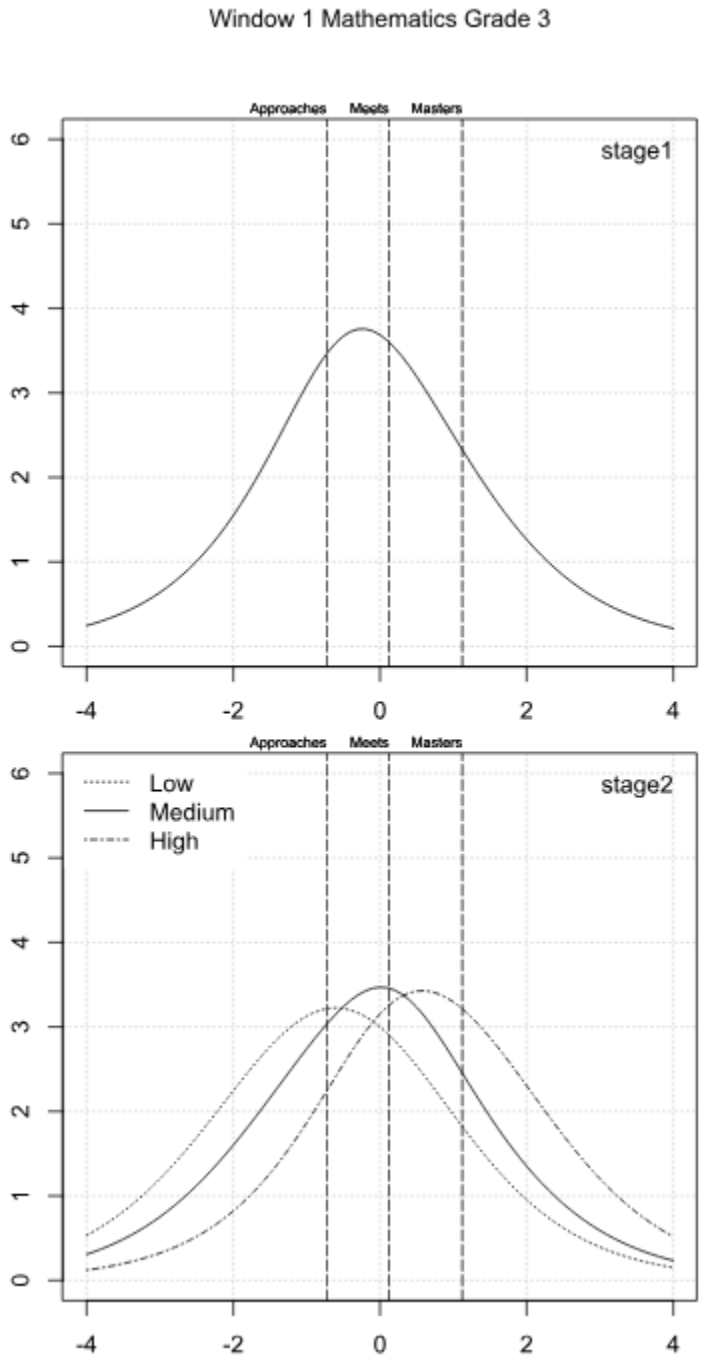


Figure 10: Window 1 Mathematics Grade 4 TIF

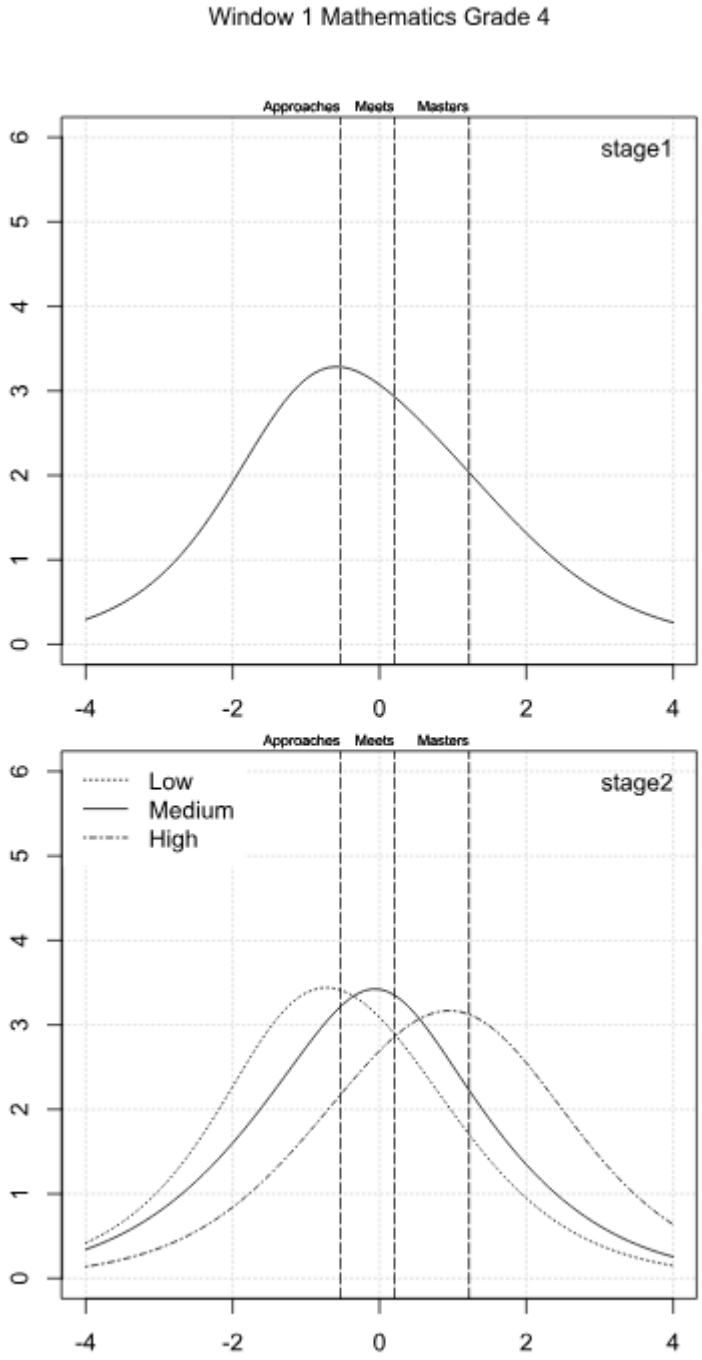


Figure 11: Window 1 Mathematics Grade 5

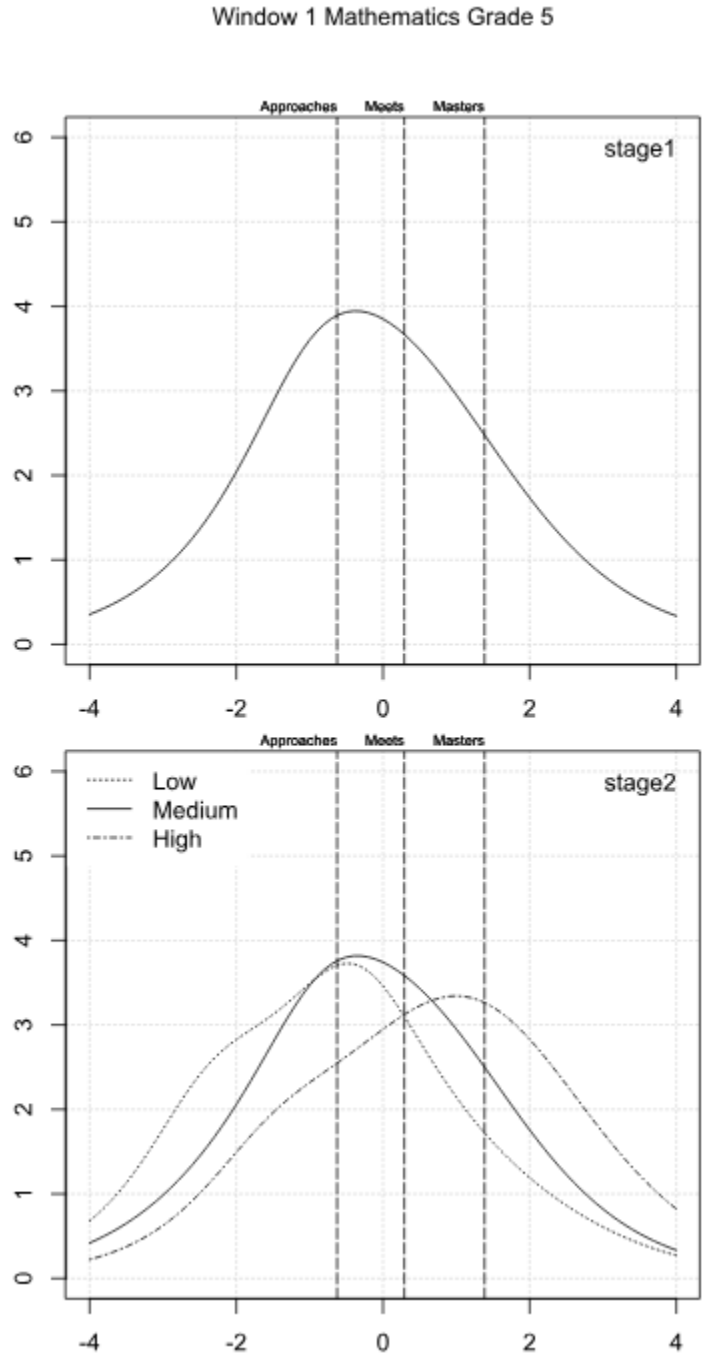


Figure 12: Window 1 Mathematics Grade 6

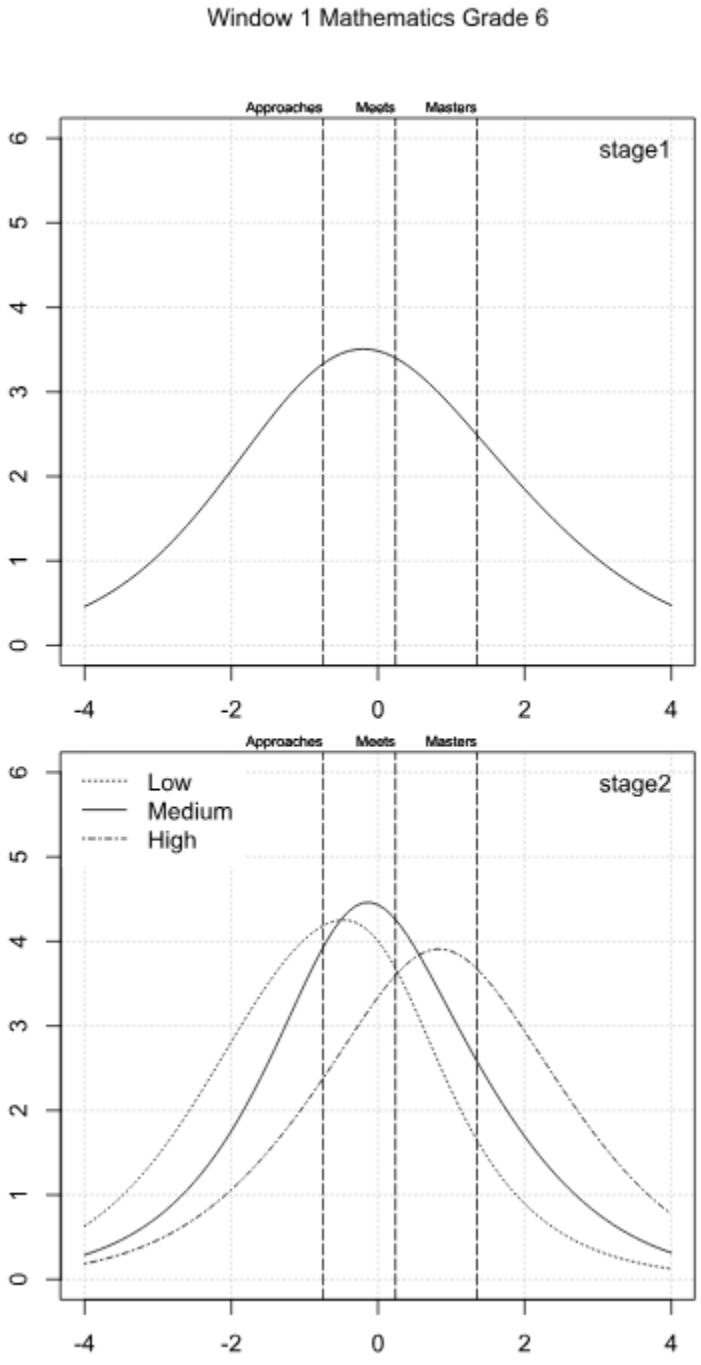


Figure 13: Window 1 Mathematics Grade 7

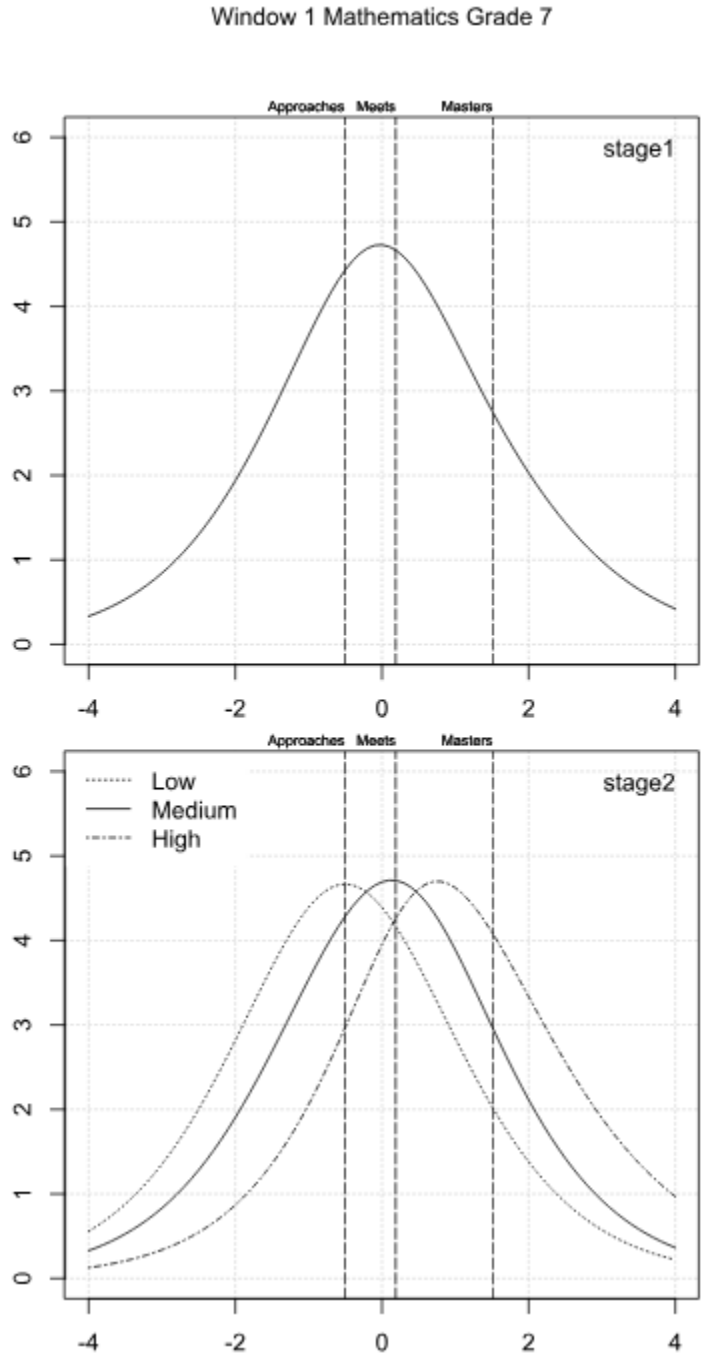


Figure 14: Window 1 Mathematics Grade 8 TIF

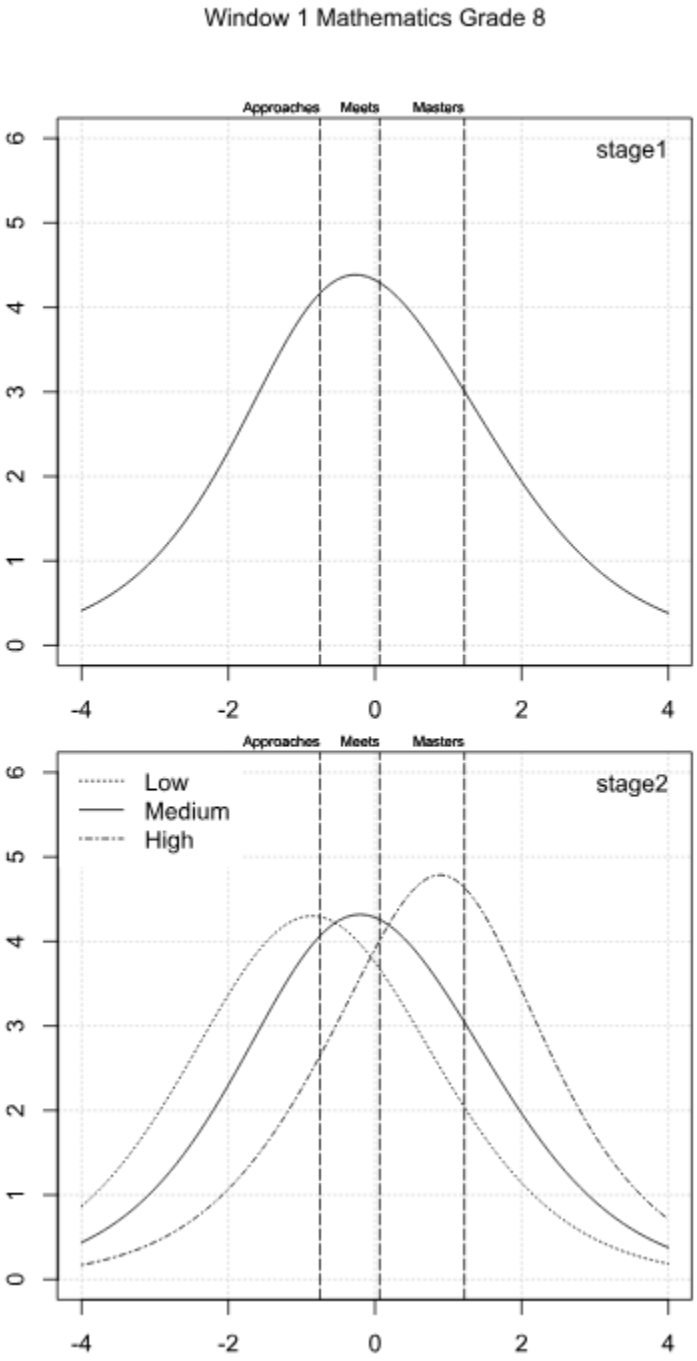


Figure 15: Window 1 EOC Algebra I TIF

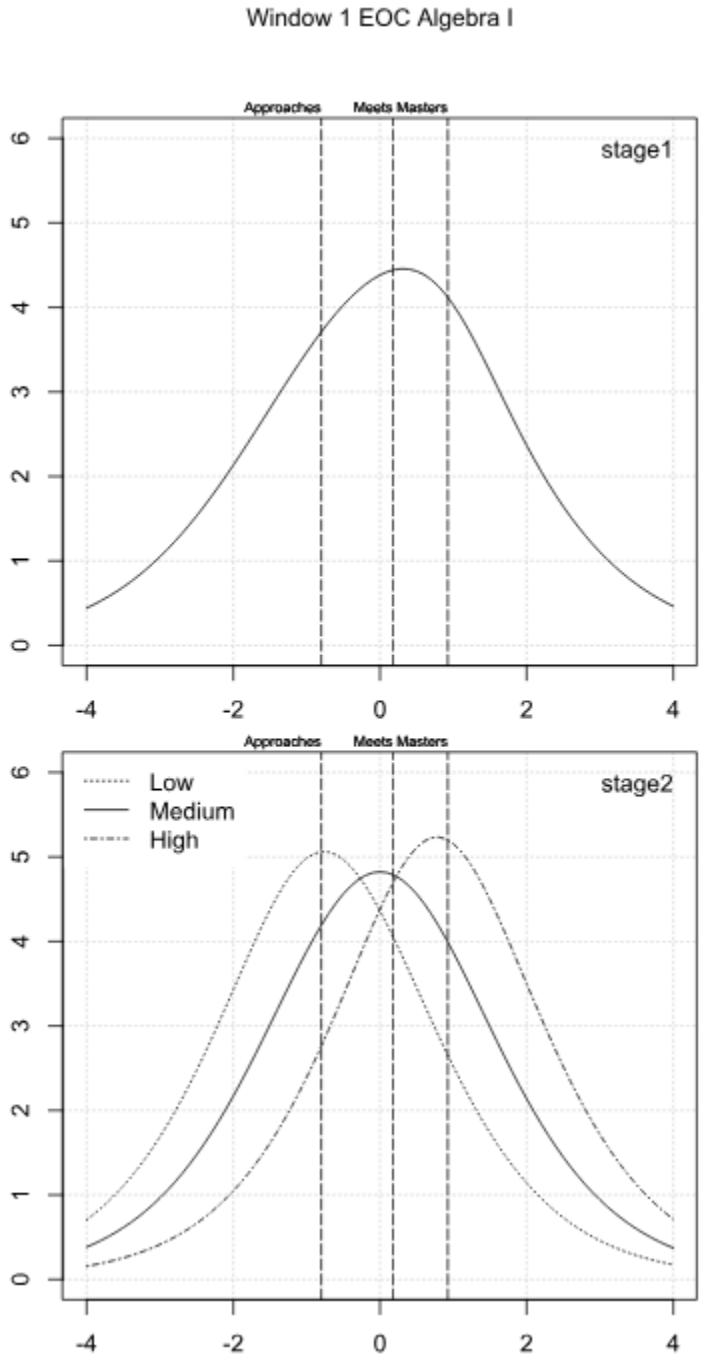


Figure 16: Window 1 RLA Grade 3

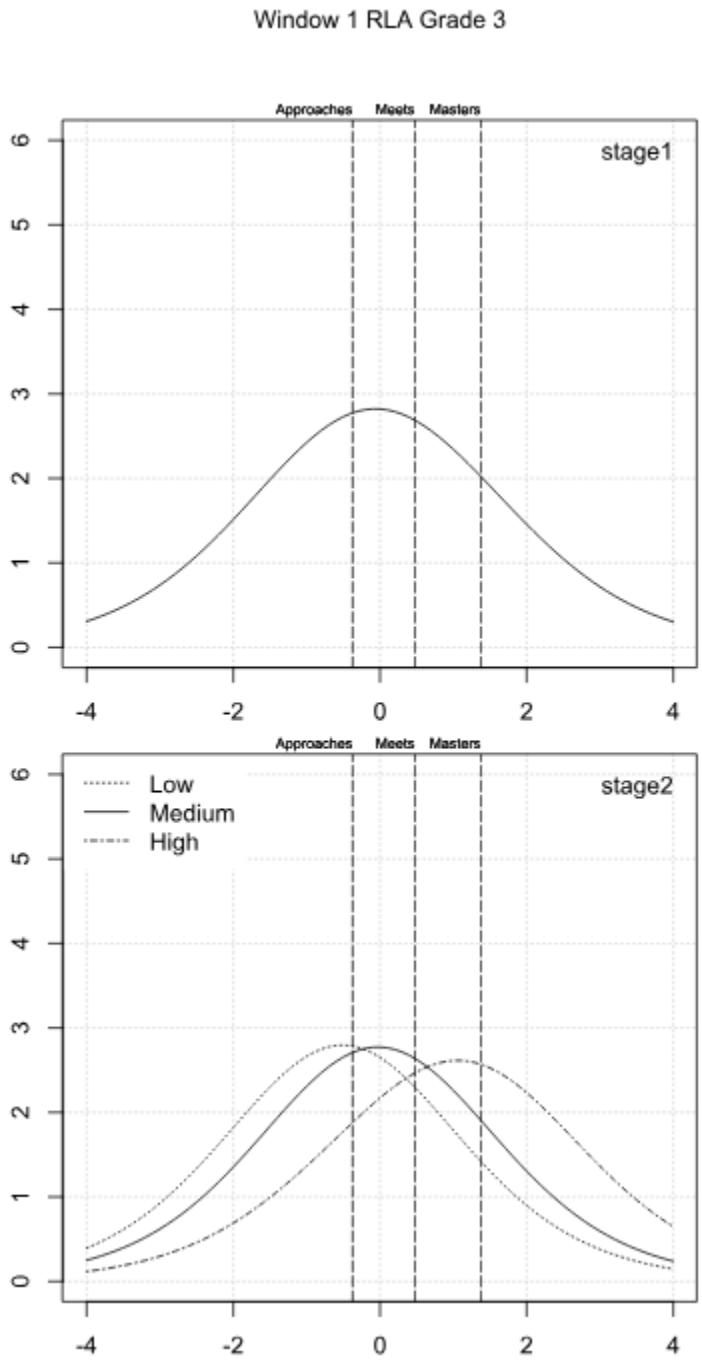


Figure 17: Window 1 RLA Grade 4

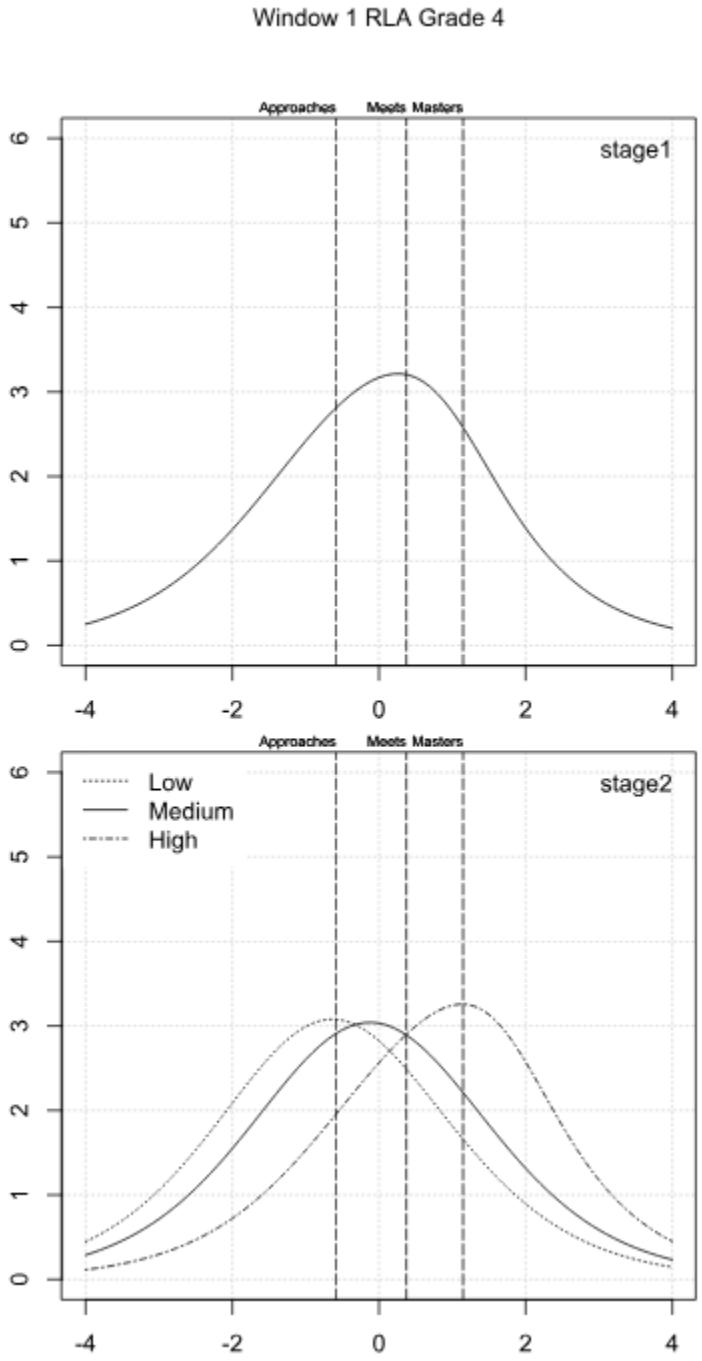


Figure 18: Window 1 RLA Grade 5 TIF

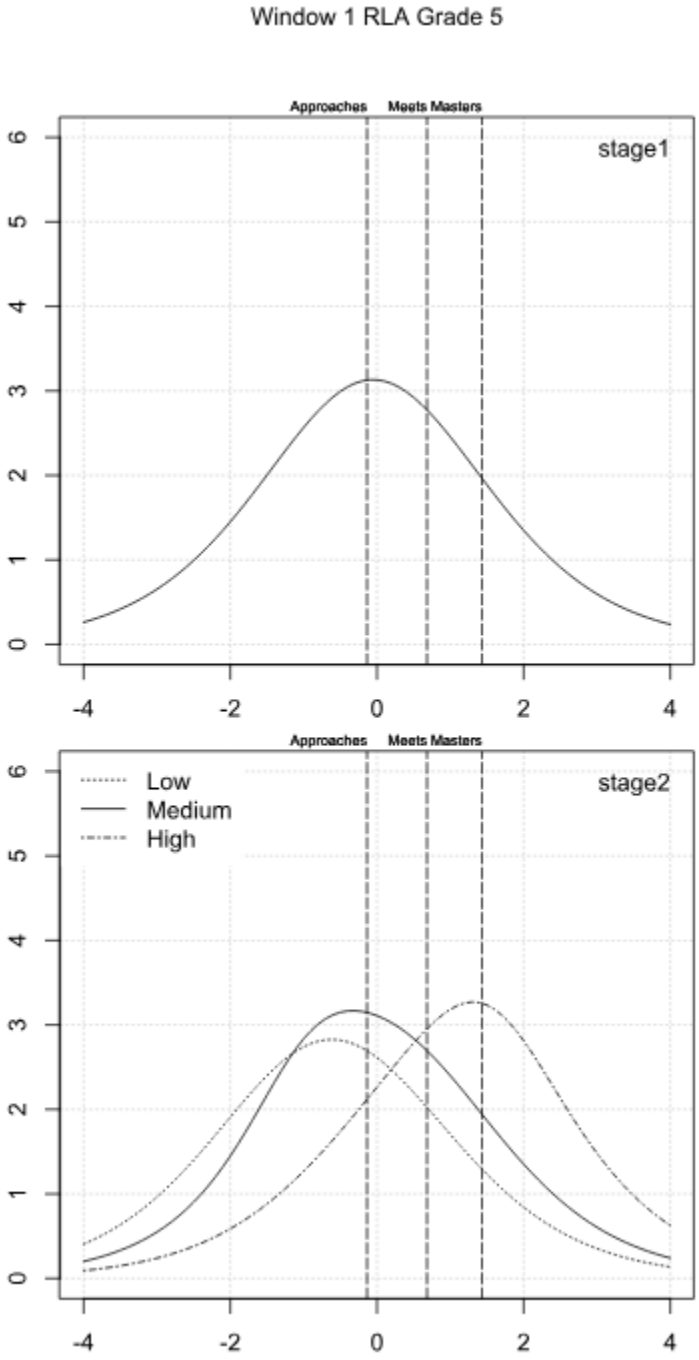


Figure 19: Window 1 RLA Grade 6

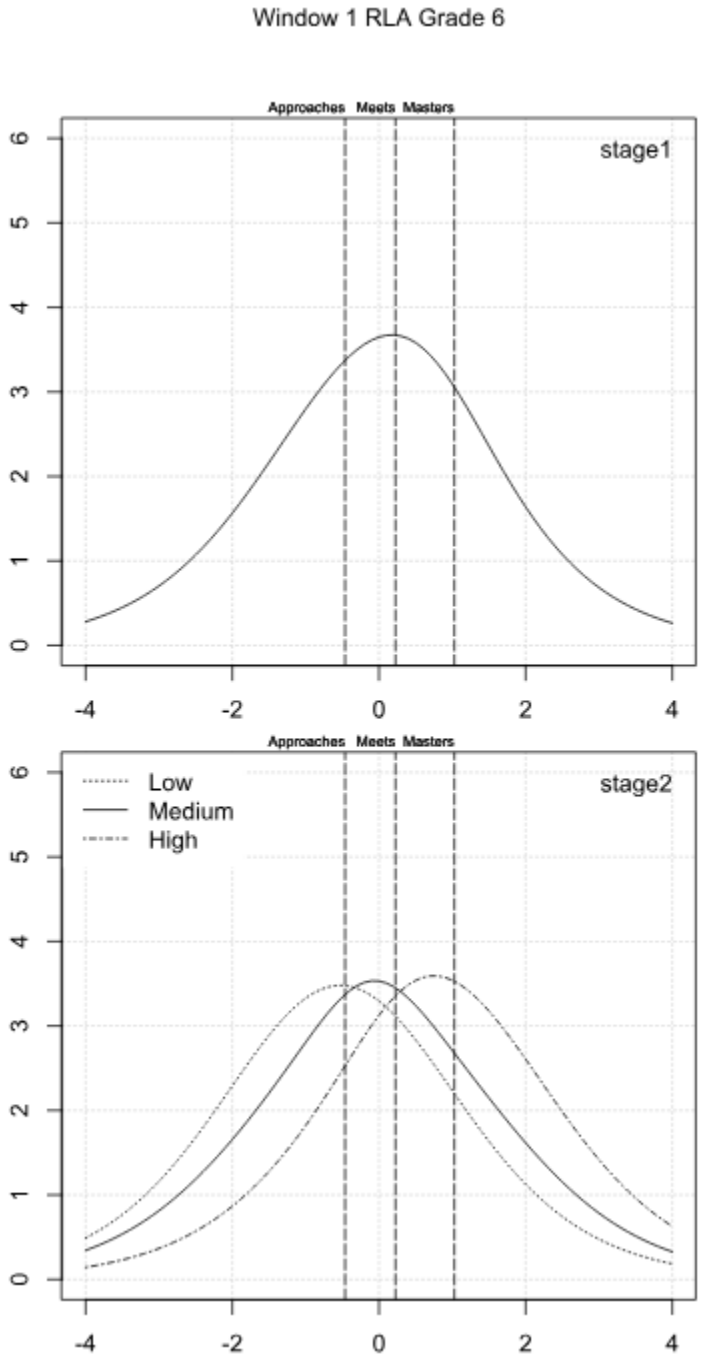


Figure 20: Window 1 RLA Grade 7

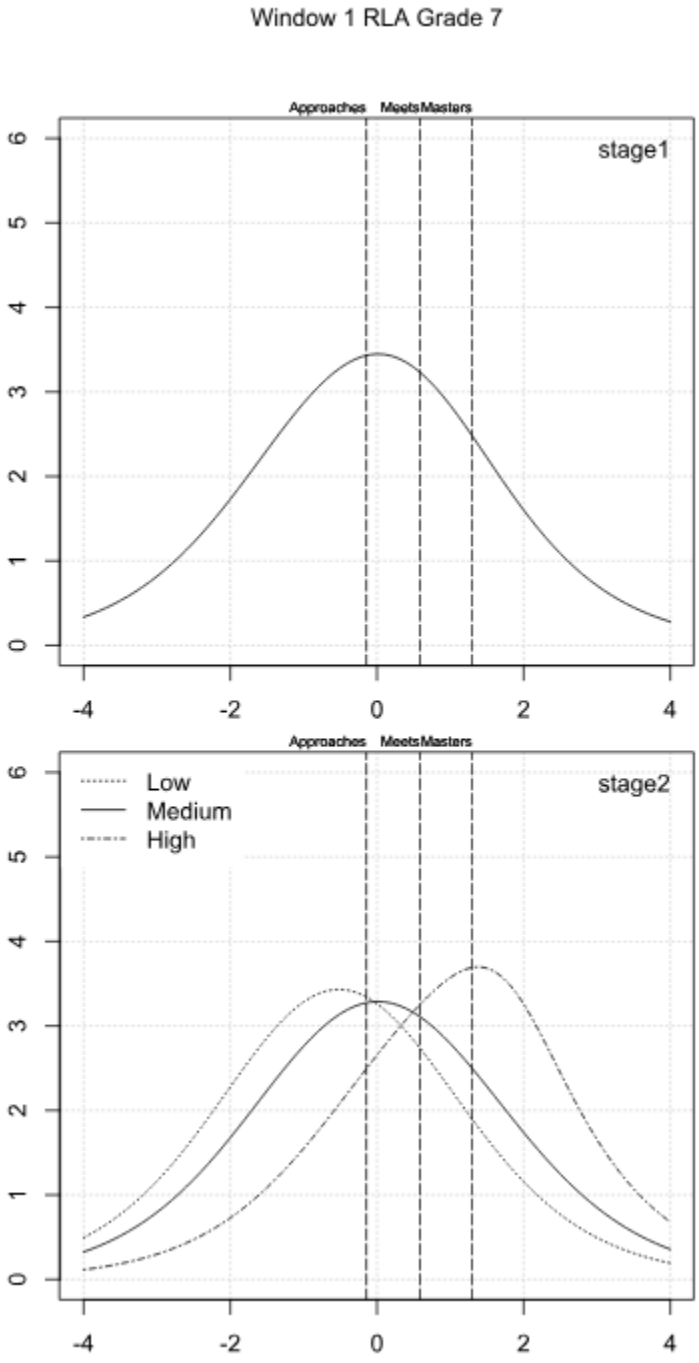


Figure 21: Window 1 RLA Grade 8 TIF

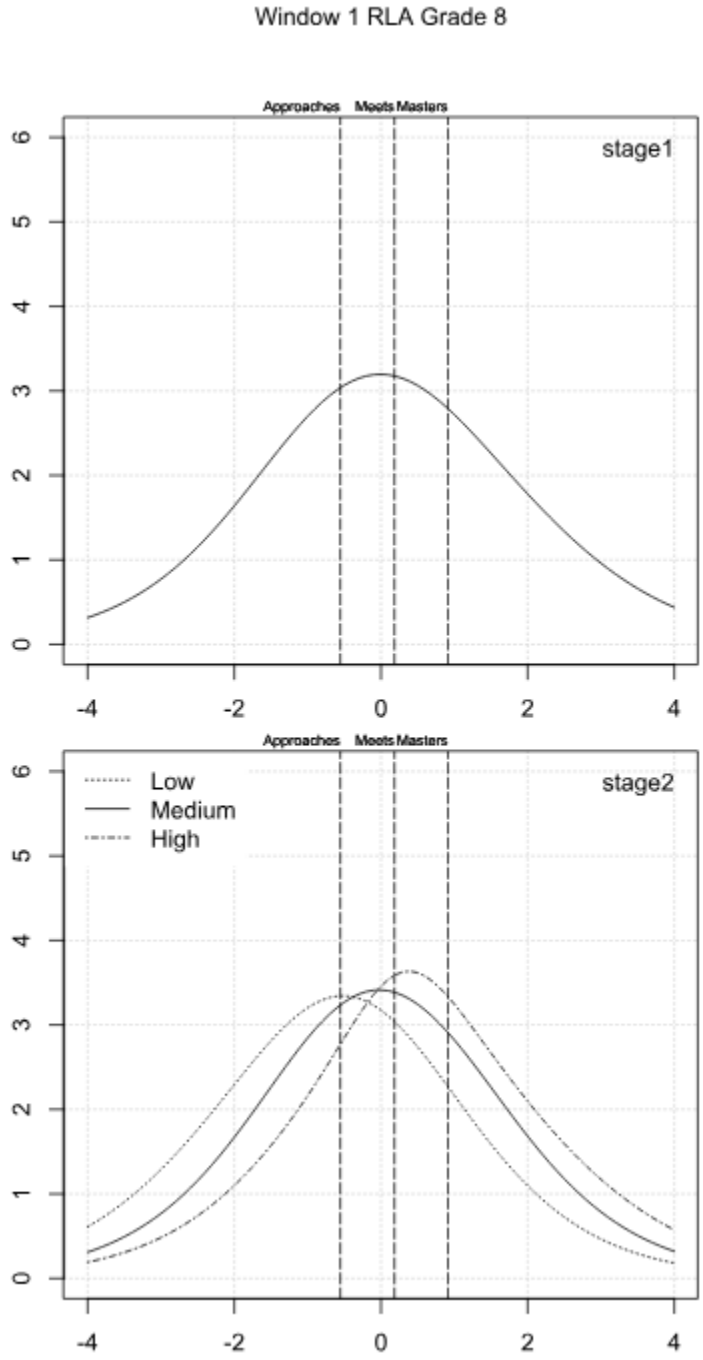


Figure 22: Window 1 EOC English I TIF

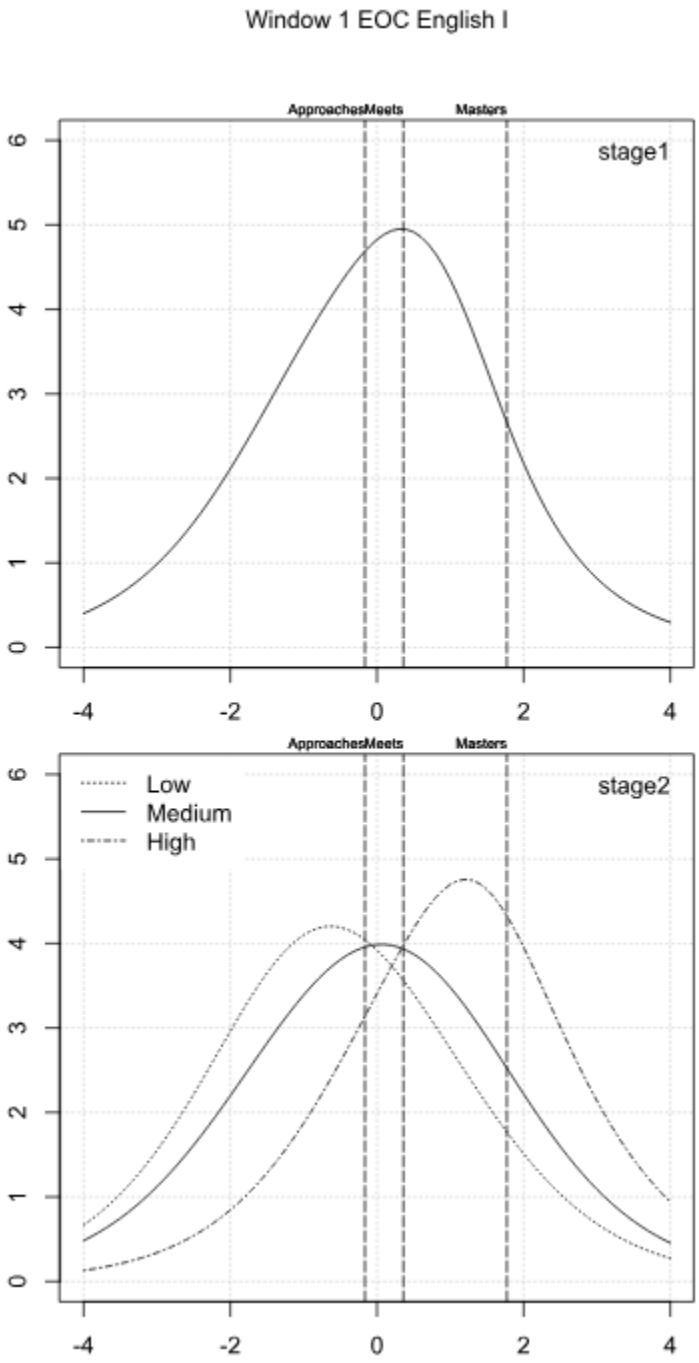


Figure 23: Window 1 EOC English II TIF

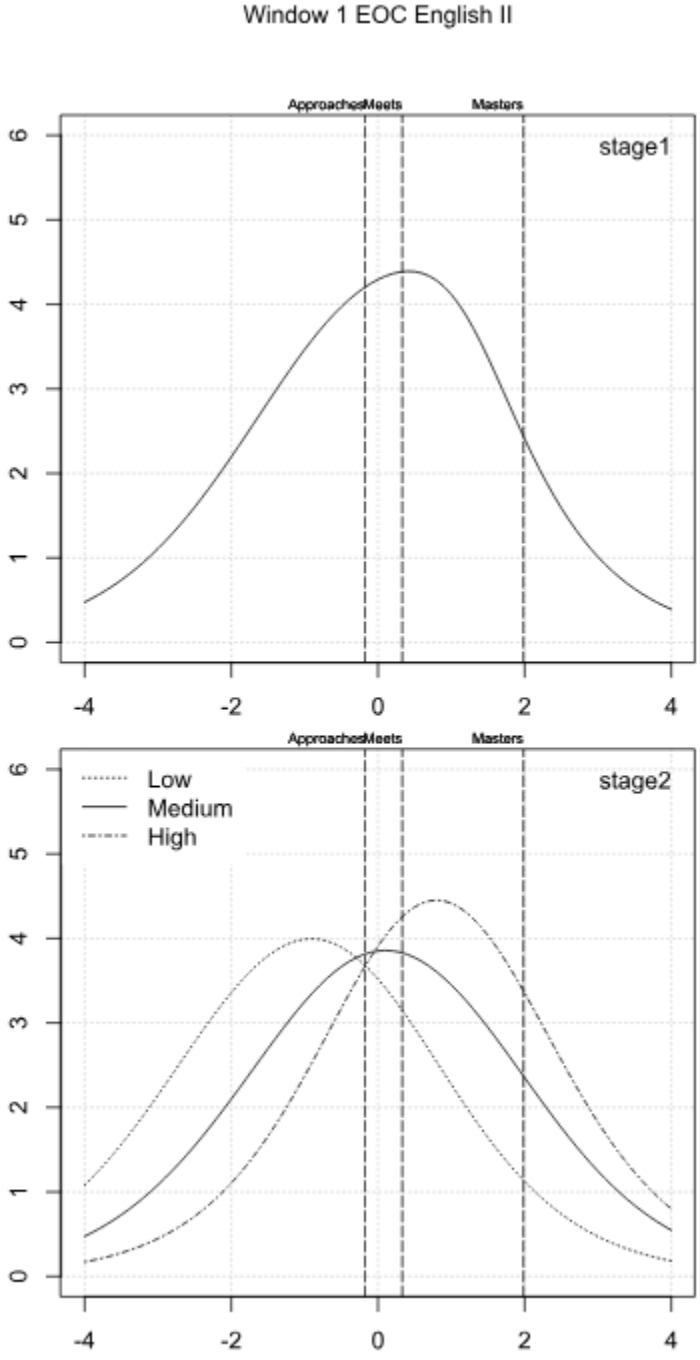


Figure 24: Window 1 Spanish RLA Grade 3

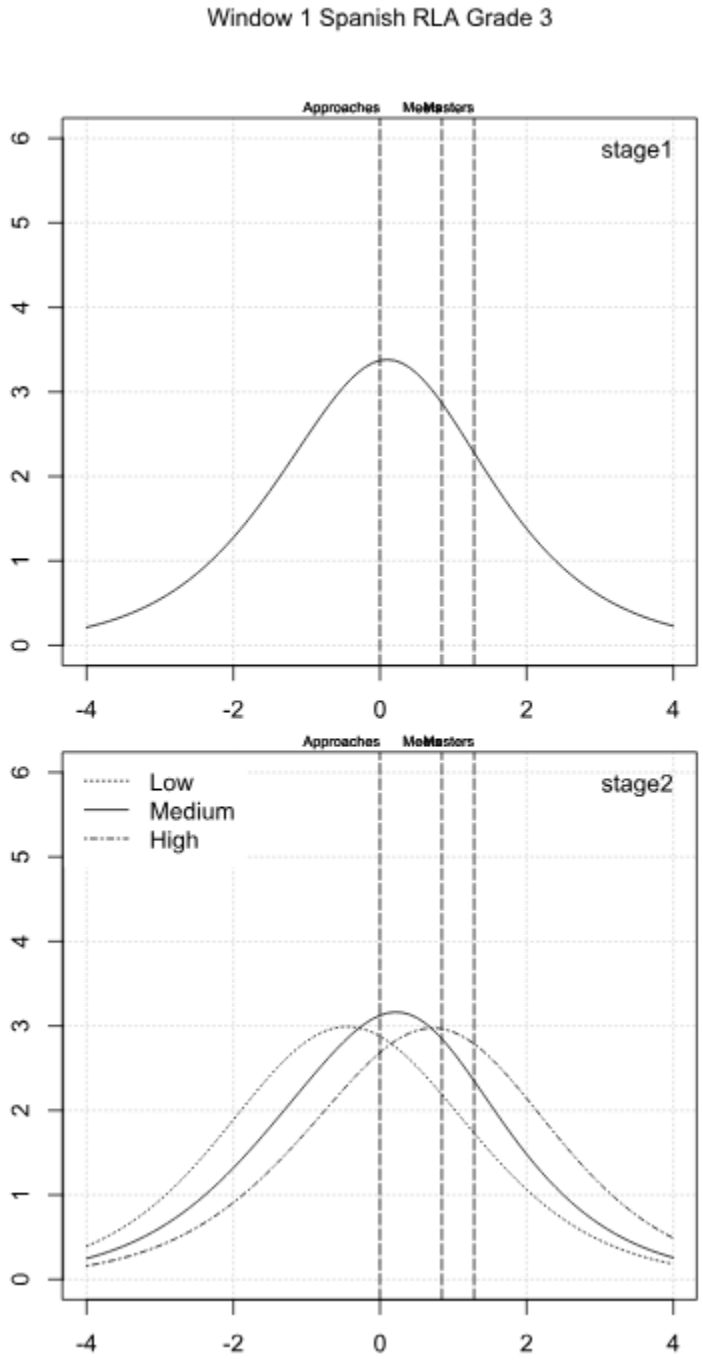


Figure 25: Window 1 Spanish RLA Grade 4

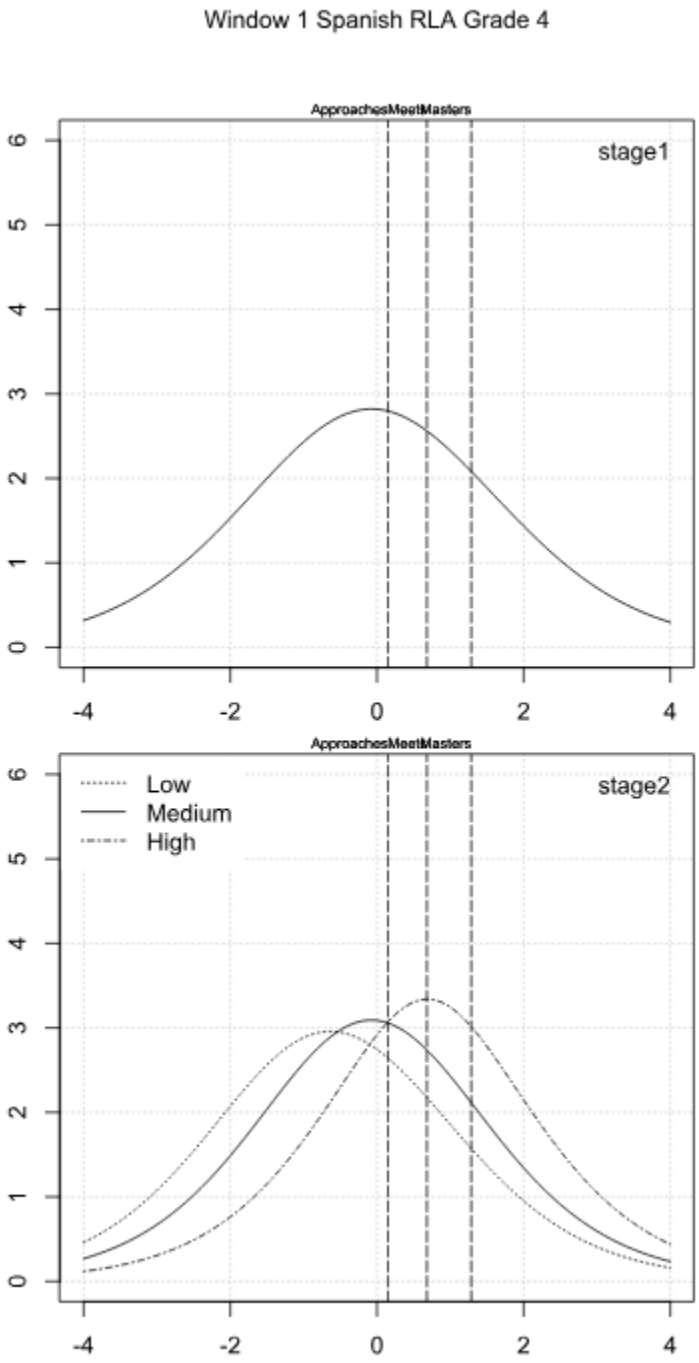
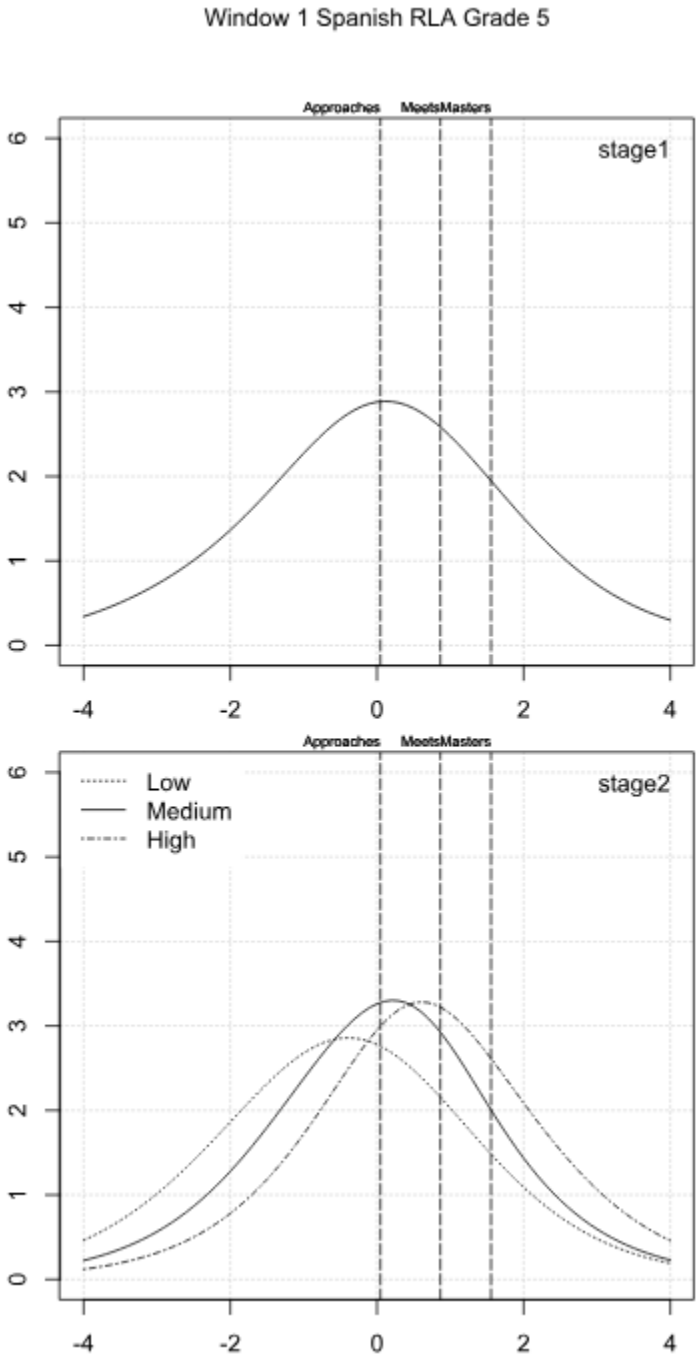


Figure 26: Window 1 Spanish RLA Grade 5



Window 2

Figure 27: Window 2 Science Grade 5

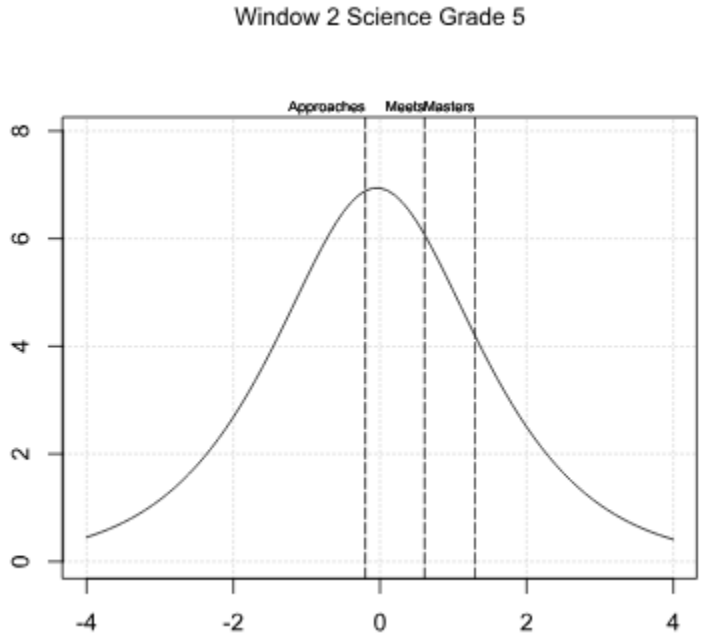


Figure 28: Window 2 Science Grade 8

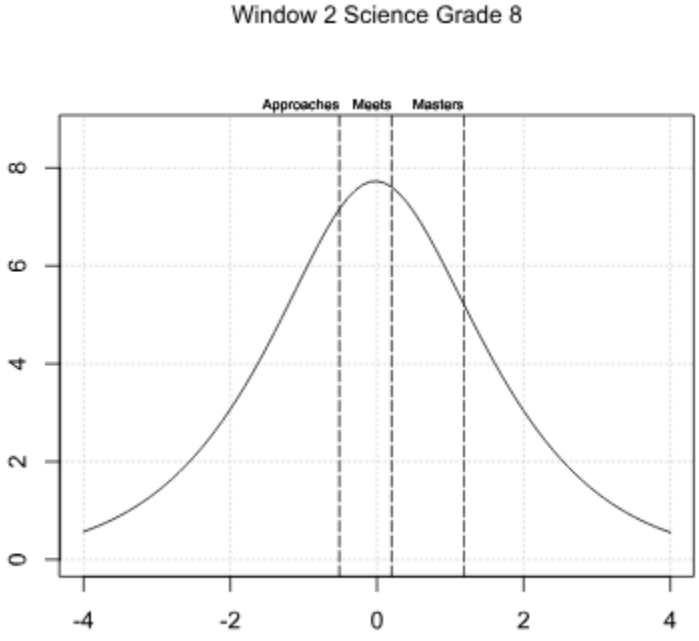


Figure 29: Window 2 EOC Biology TIF

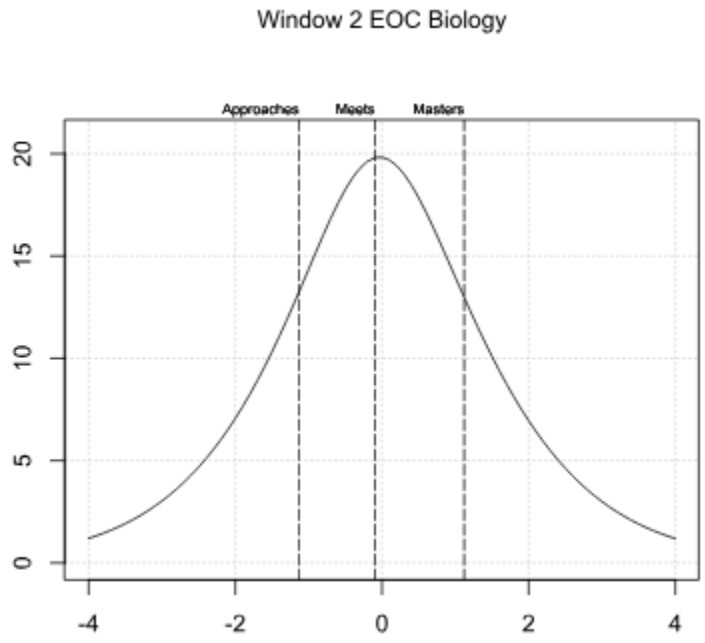


Figure 30: Window 2 Social Studies Grade 8 TIF

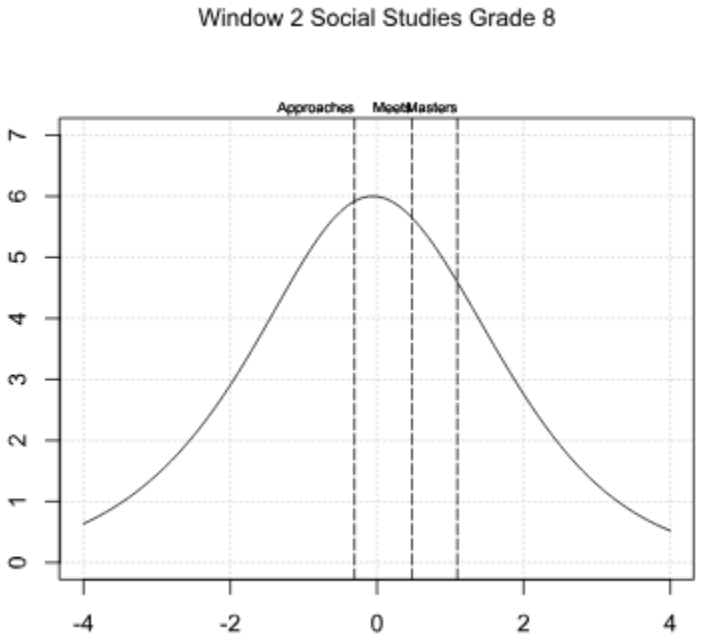
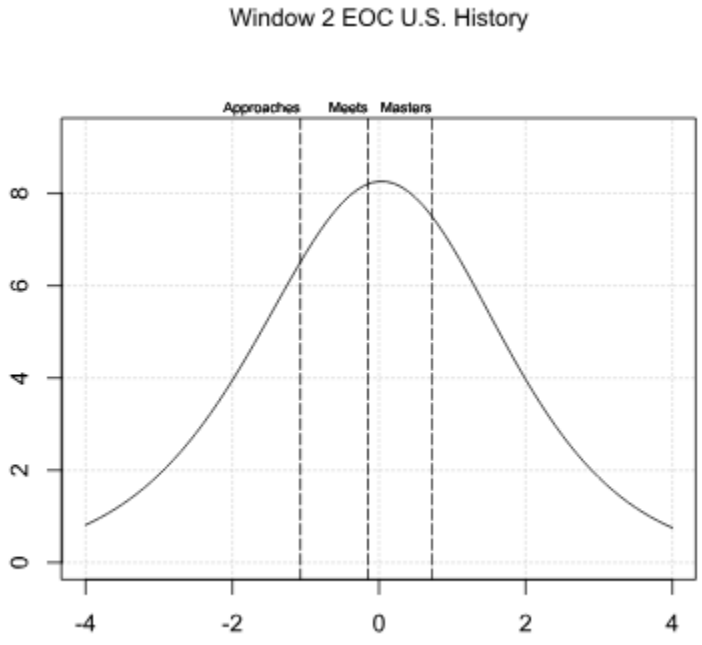


Figure 31: Window 2 EOC U.S. History TIF



Window 3

Figure 32: Window 3 Mathematics Grade 3 TIF

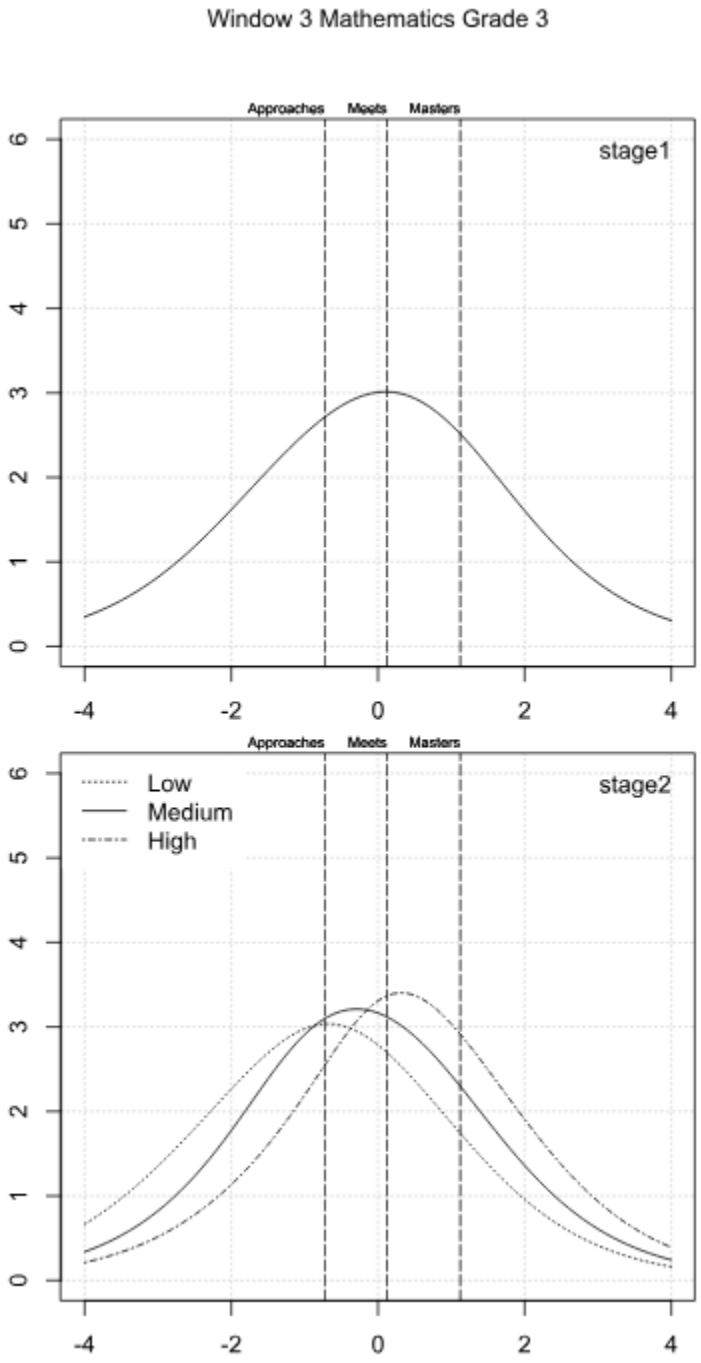


Figure 33: Window 3 Mathematics Grade 4

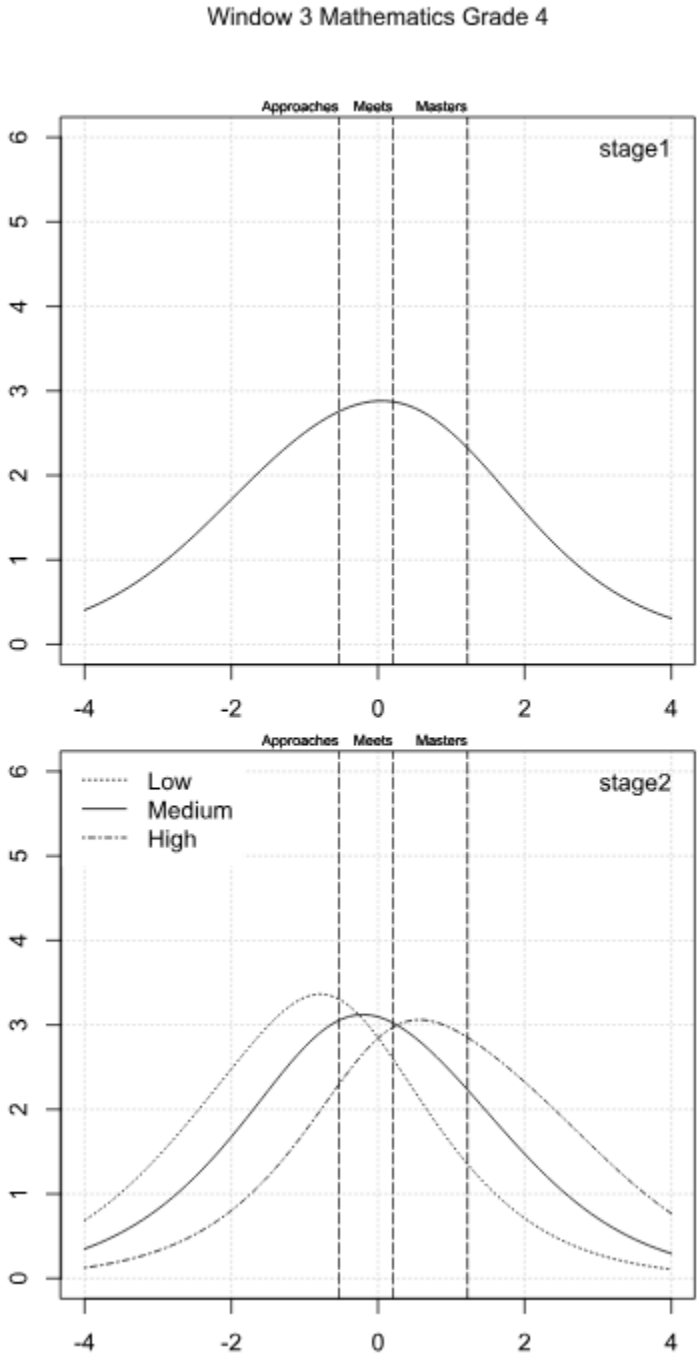


Figure 34: Window 3 Mathematics Grade 5 TIF

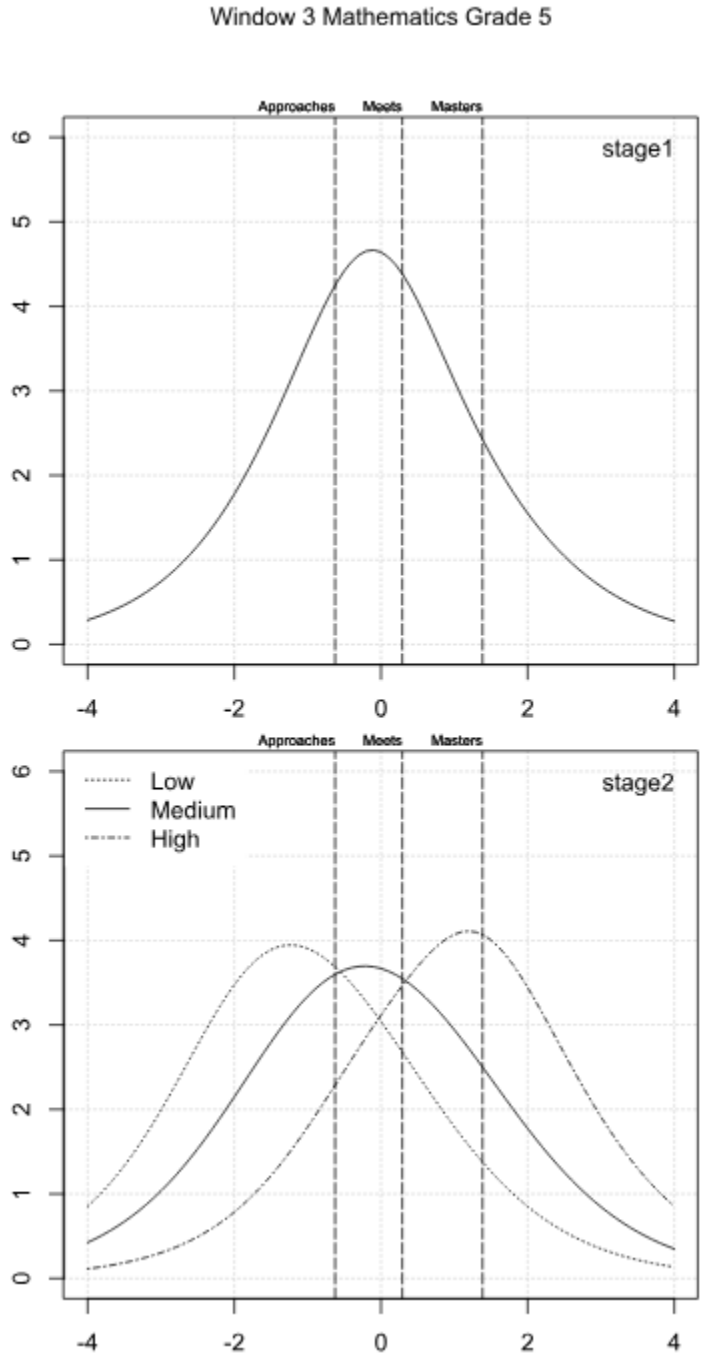


Figure 35: Window 3 Mathematics Grade 6

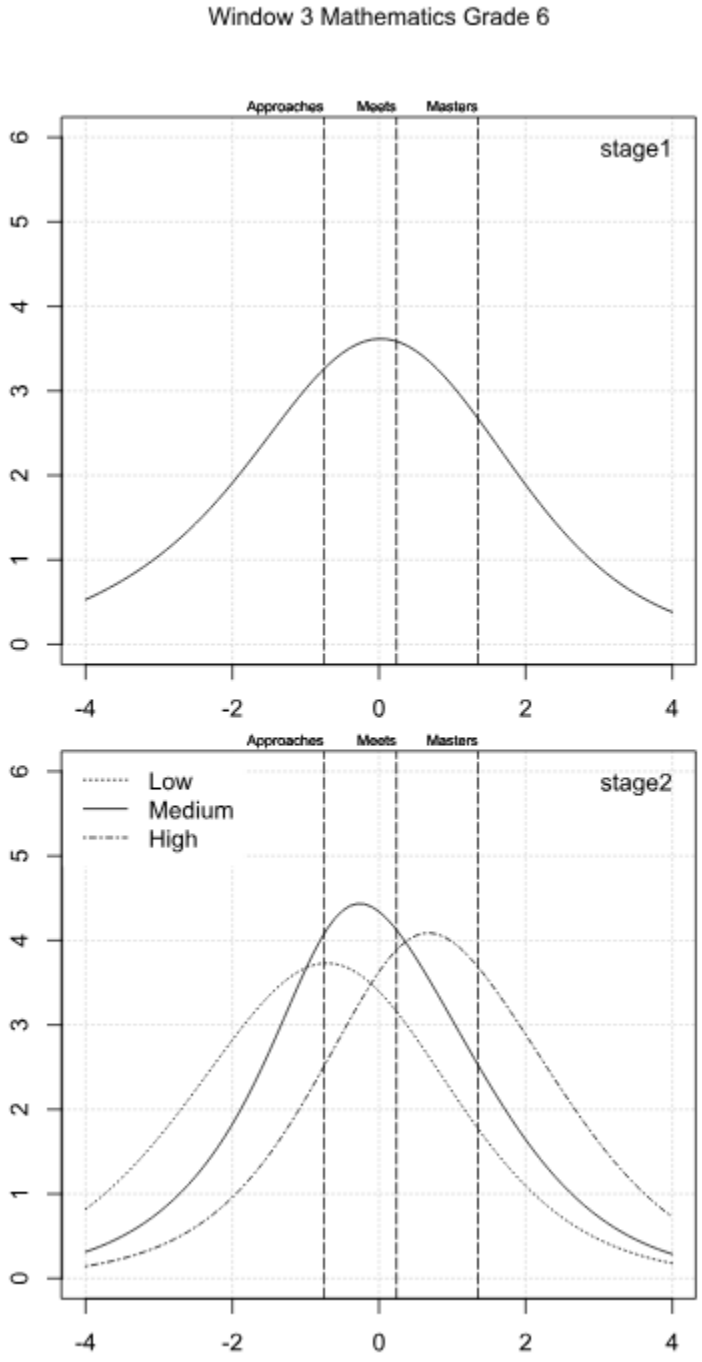


Figure 36: Window 3 Mathematics Grade 7

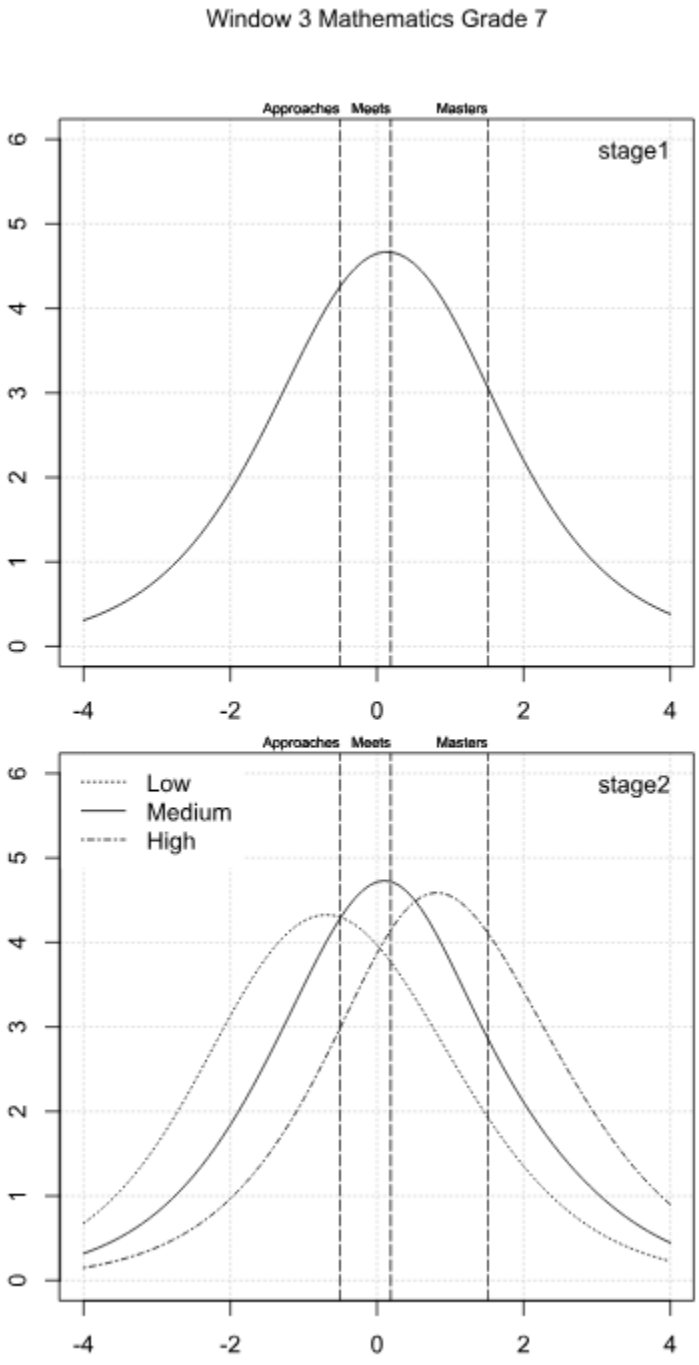


Figure 37: Window 3 Mathematics Grade 8 TIF

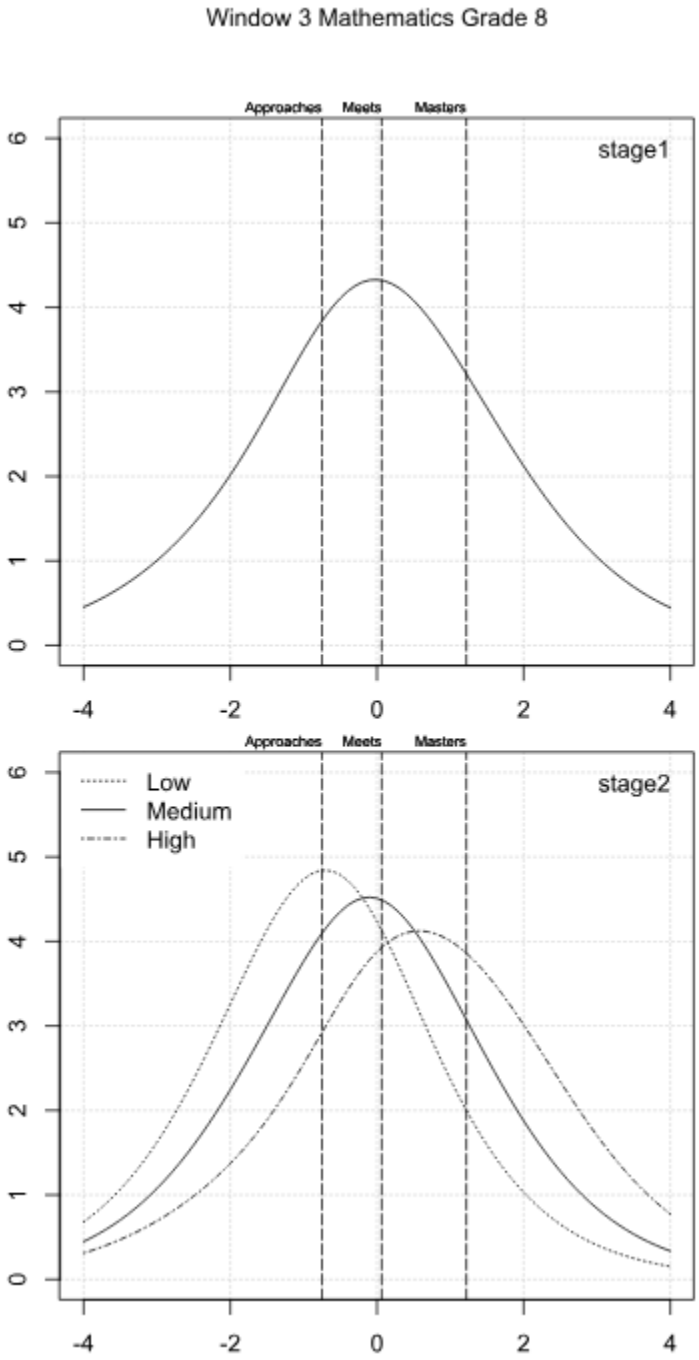


Figure 38: Window 3 EOC Algebra I TIF

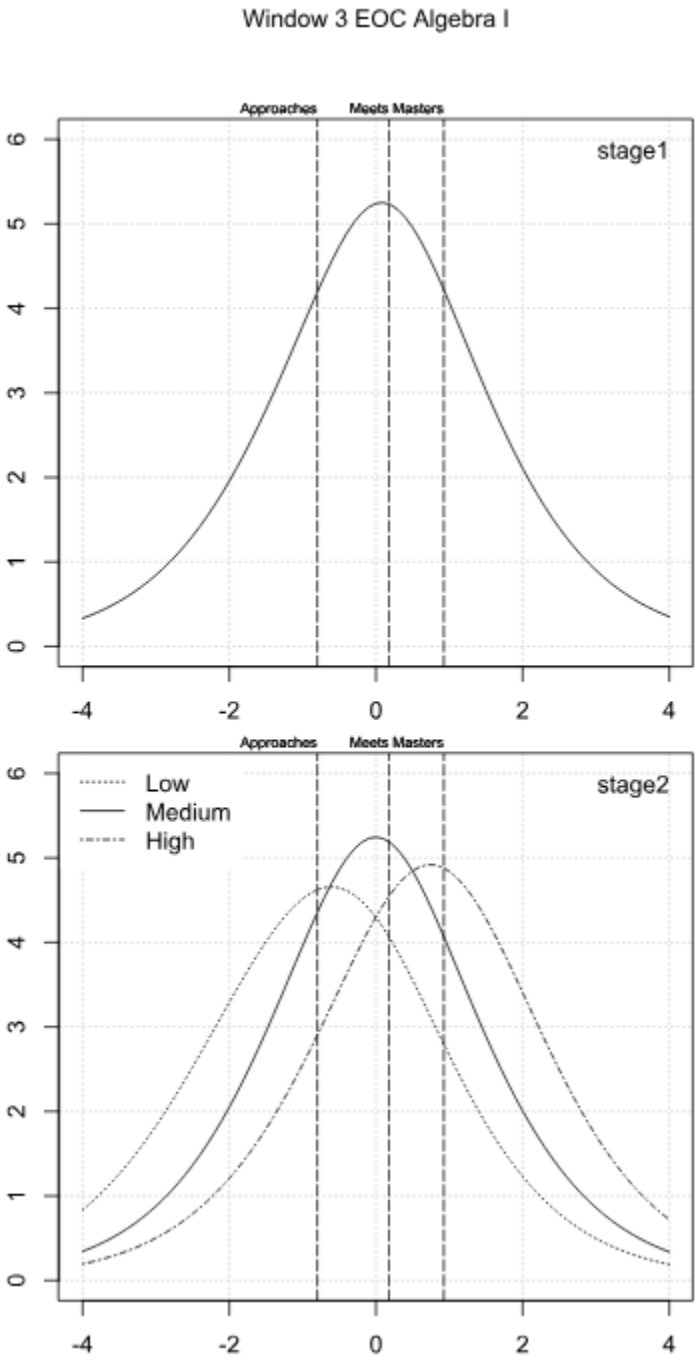


Figure 39: Window 3 RLA Grade 3

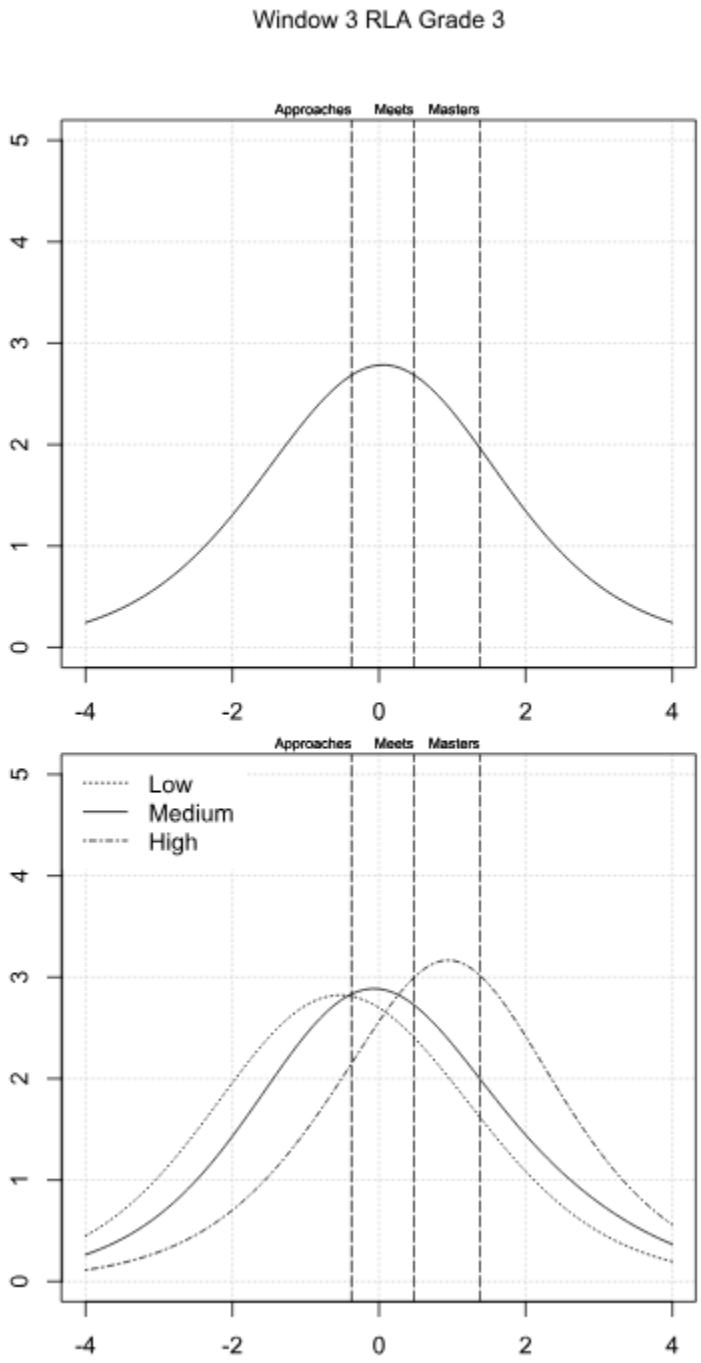


Figure 40: Window 3 RLA Grade 4

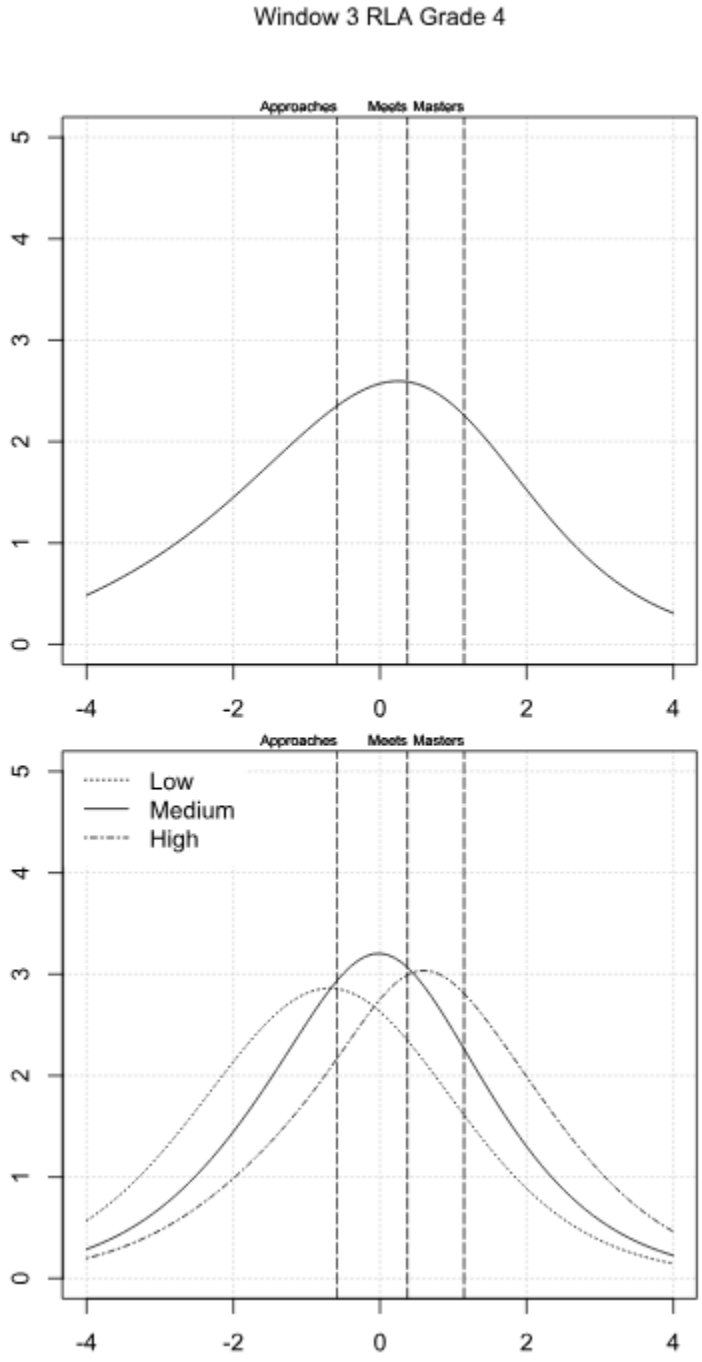


Figure 41: Window 3 RLA Grade 5

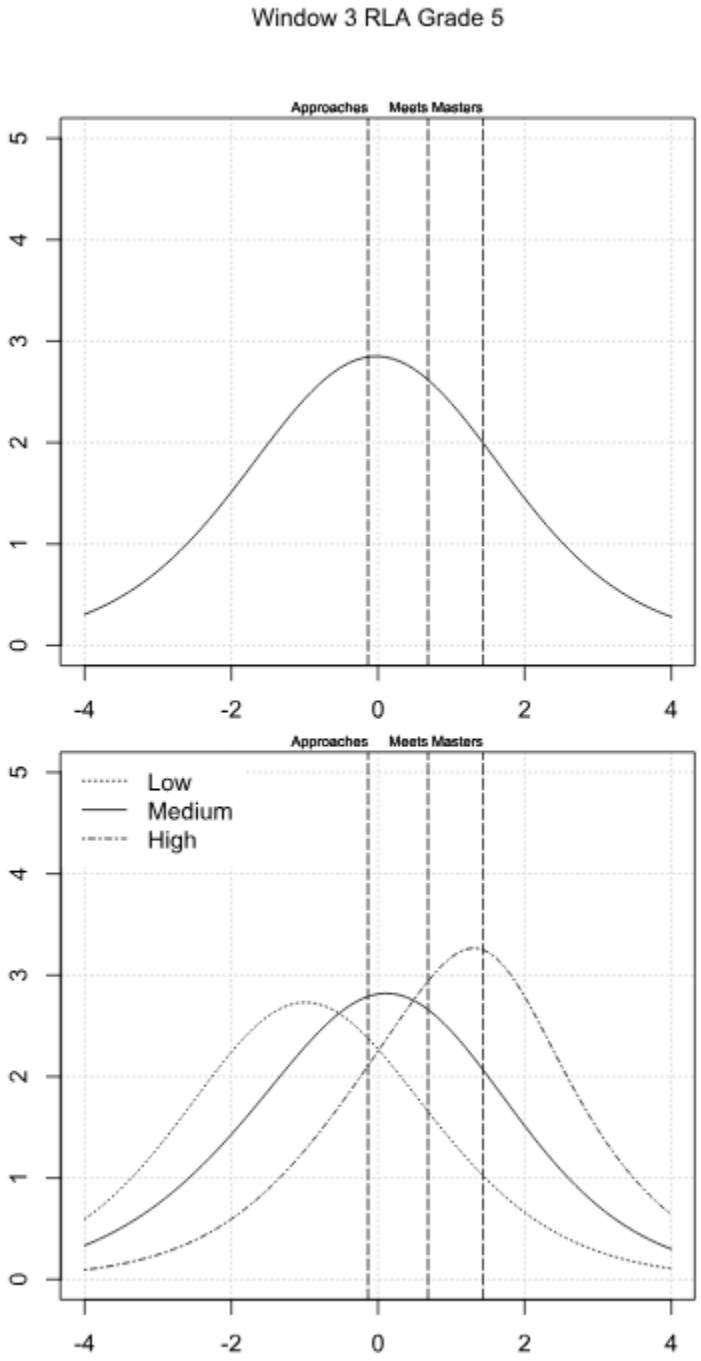


Figure 42: Window 3 RLA Grade 6

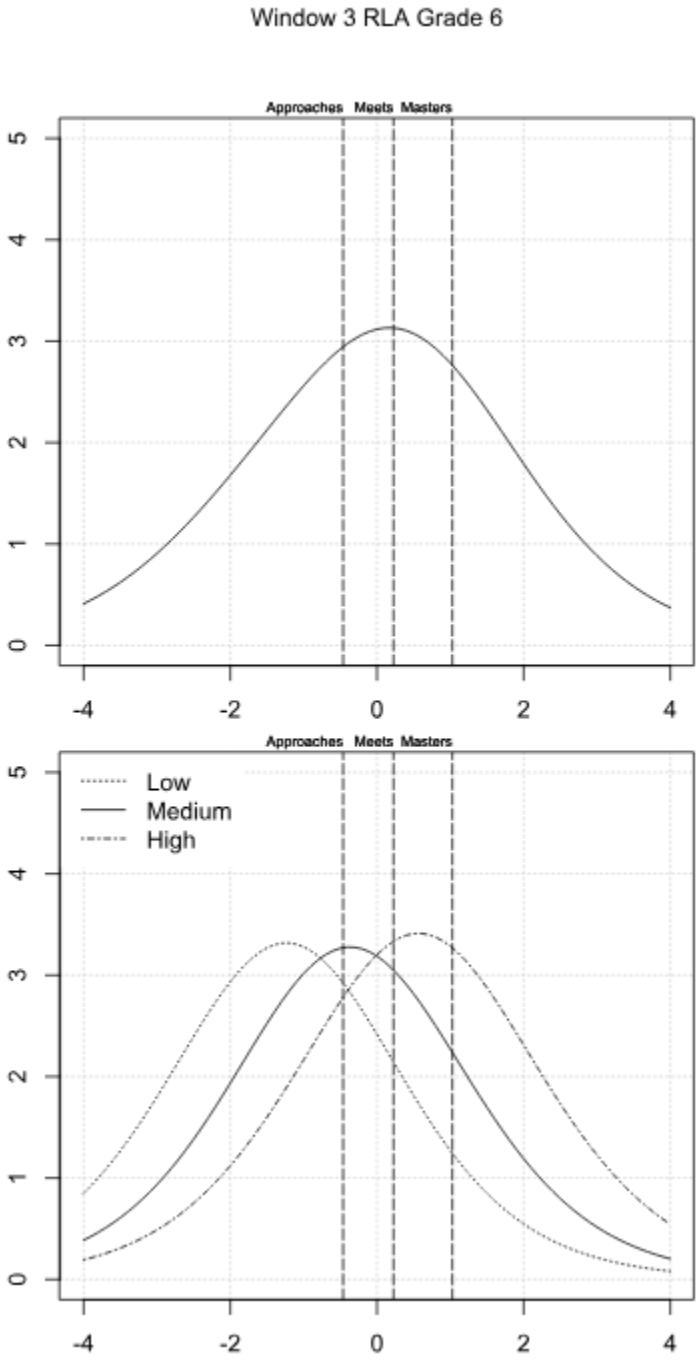


Figure 43: Window 3 RLA Grade 7

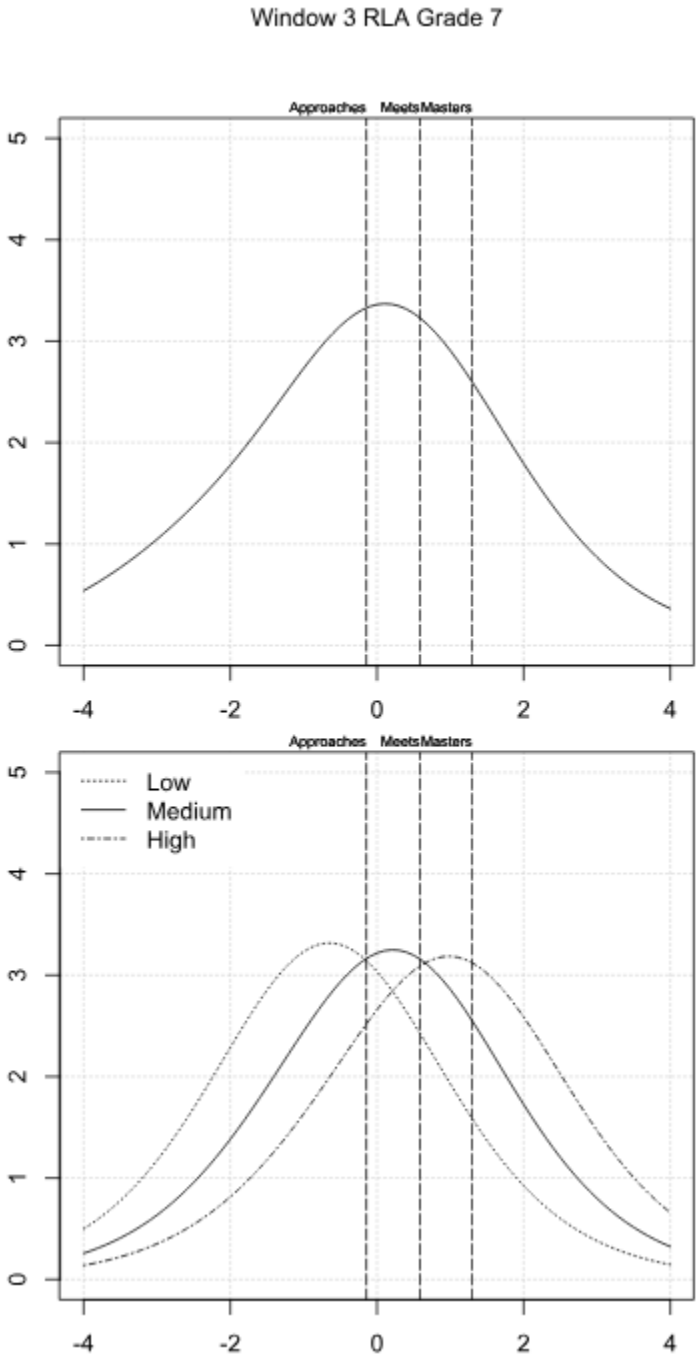


Figure 44: Window 3 RLA Grade 8 TIF

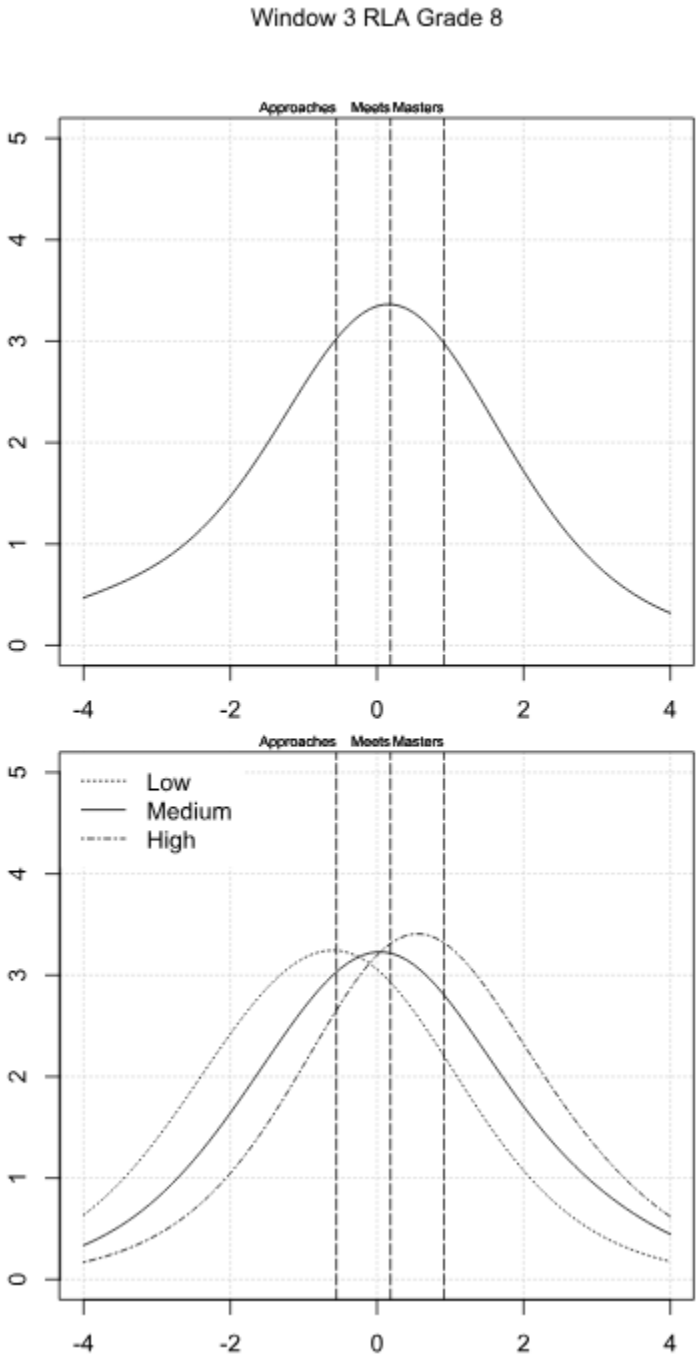


Figure 45: Window 3 EOC English I TIF

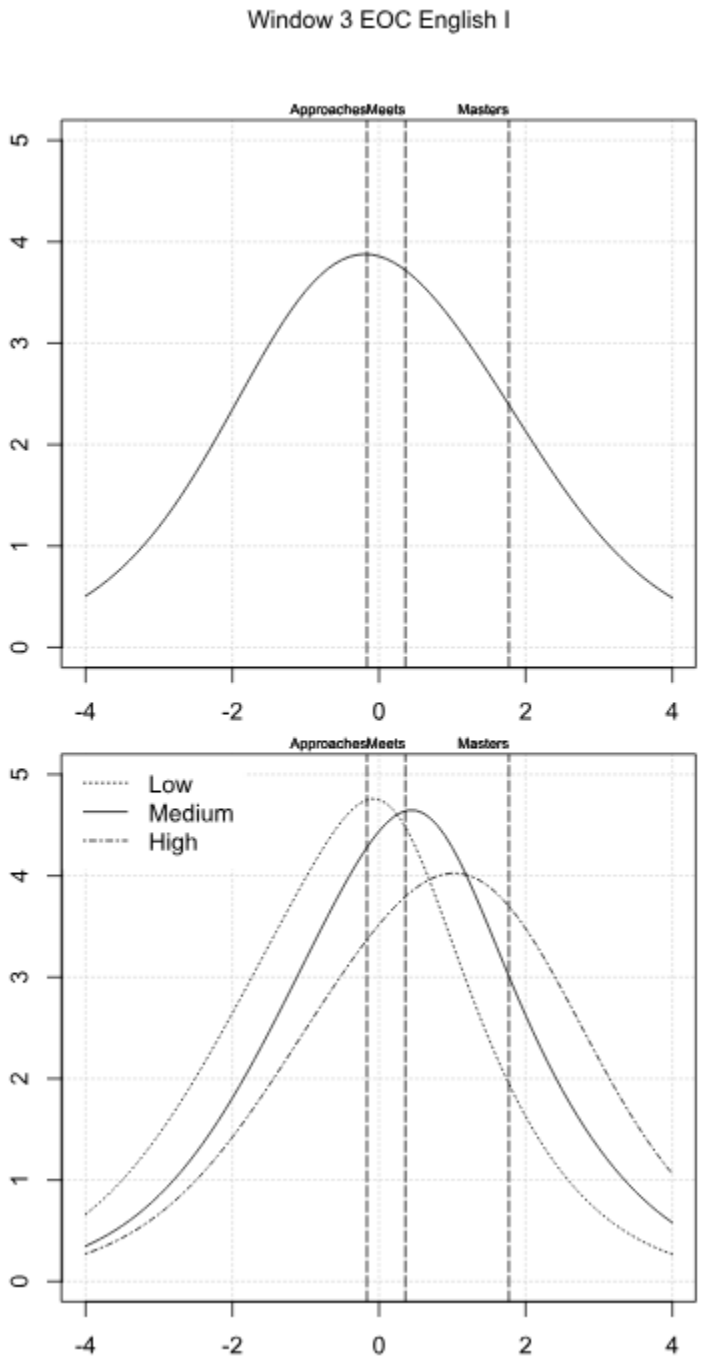


Figure 46: Window 3 EOC English II TIF

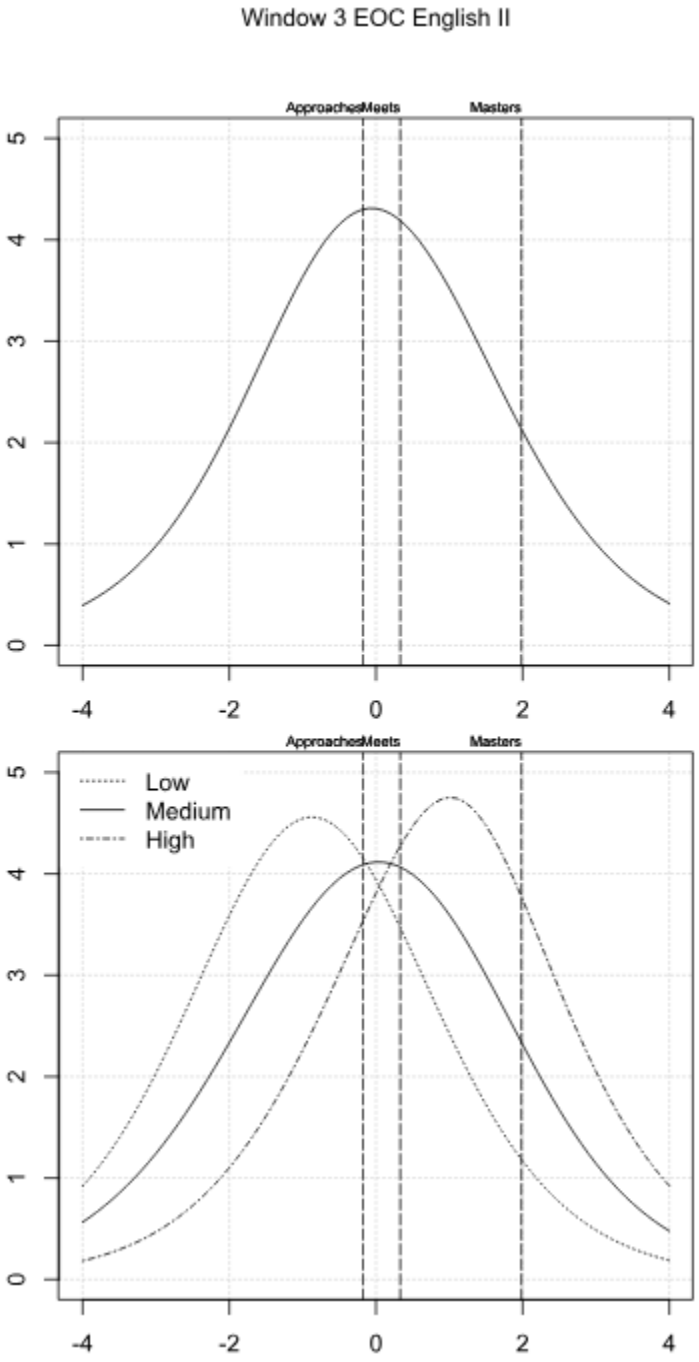


Figure 47: Window 3 Spanish RLA Grade 3

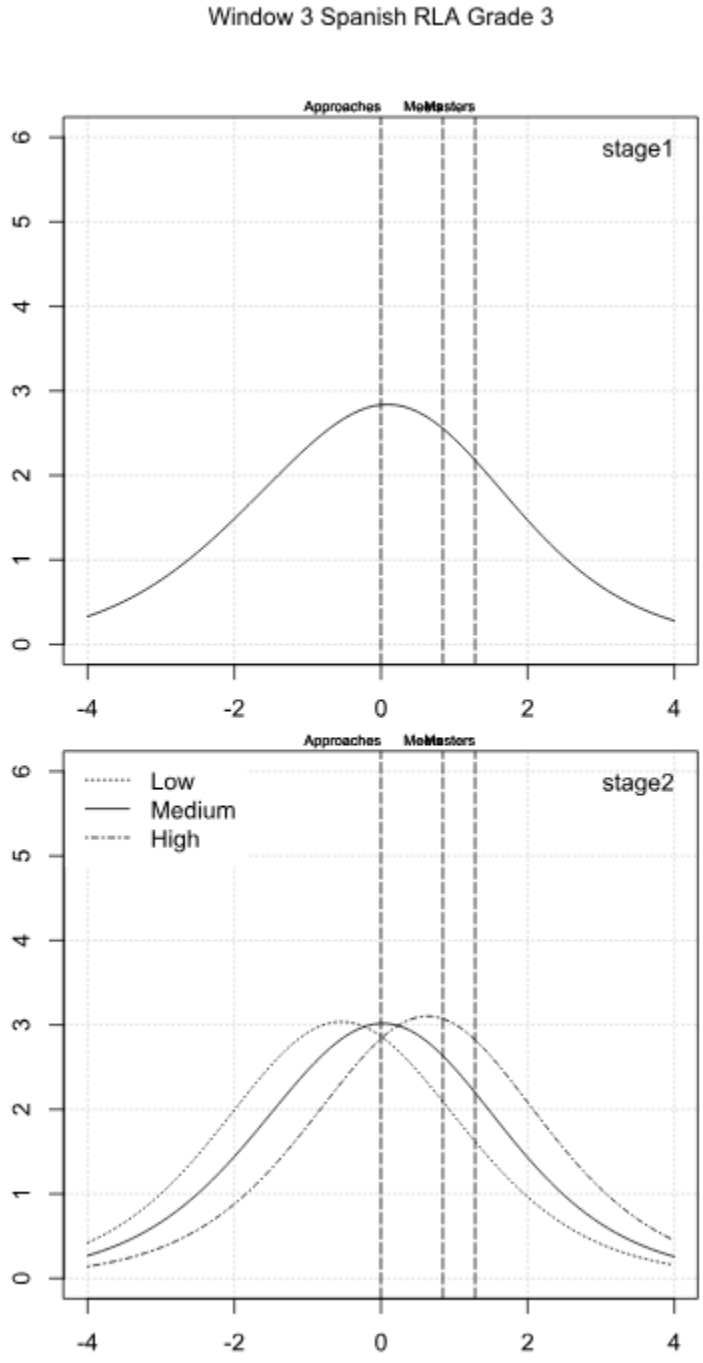


Figure 48: Window 3 Spanish RLA Grade 4

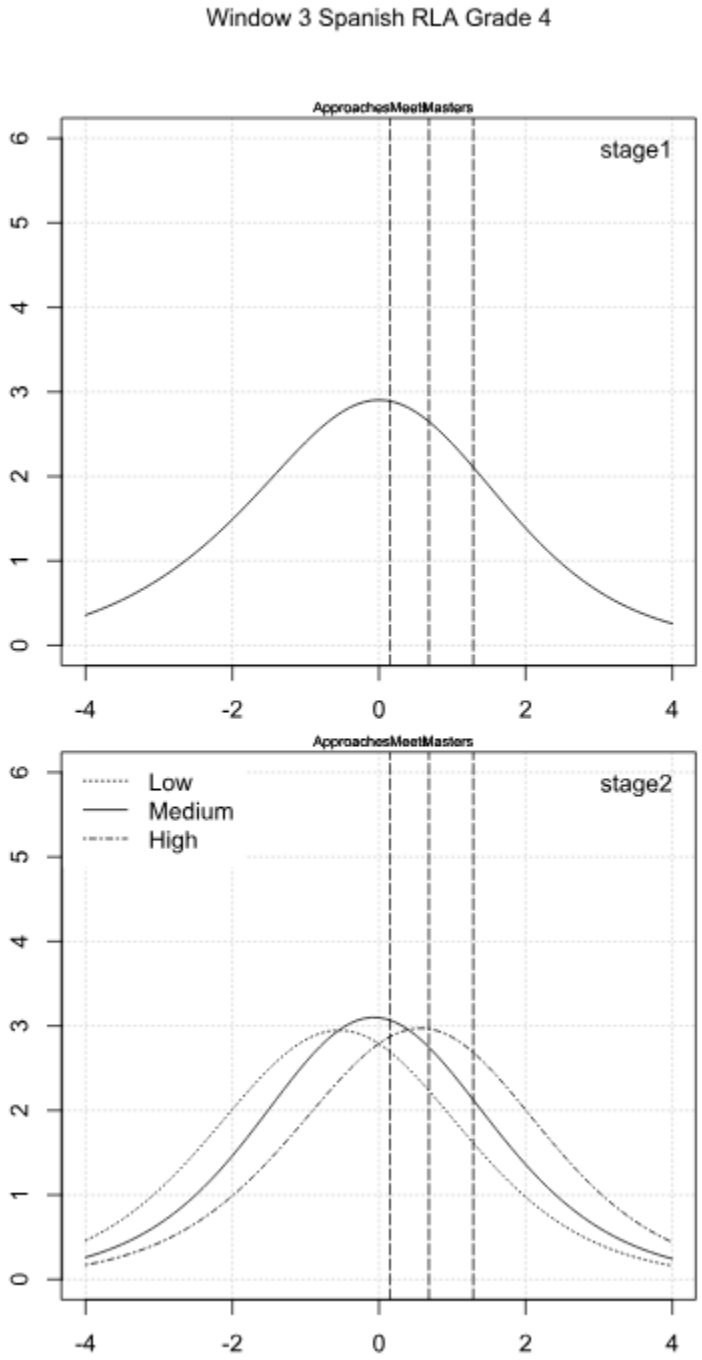
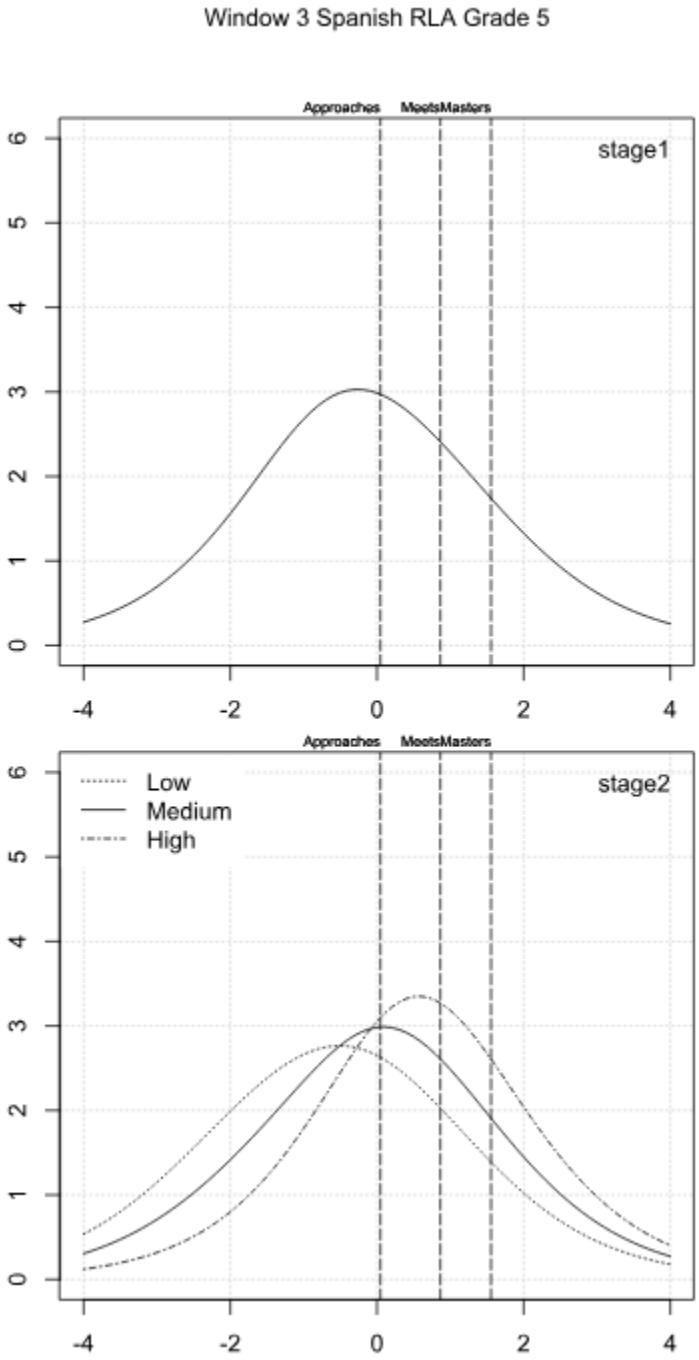


Figure 49: Window 3 Spanish RLA Grade 5



Appendix C: Demographic Variable Recode

The following table indicates the values for each demographic variable used in the summaries and how they will be recoded for analyses.

Summative Data Variables	Values/Definitions	Recode for Analysis
SEX-CODE	M = Male F = Female	M = Male F = Female
ETHNICITY/RACEREPORTINGCATEGORY	H = Hispanic/Latino I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian or Other Pacific Islander W = White T = Two or More Races N = No Information Provided	H = Hispanic/Latino I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian or Other Pacific Islander W = White T = Two or More Races N = No Information Provided
ECONOMIC-DISADVANTAGE-CODE	1 = Eligible for free meals under the National School Lunch and Child Nutrition Program 2 = Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program 9 = Other economic disadvantage 0 = Not identified as economic disadvantaged	1,2,9 = Economically Disadvantaged 0 = Otherwise
TITLE-I-PART-A-INDICATOR-CODE	6 = Student attends campus with schoolwide program 7 = Student participates in program at targeted assistance school 8 = Student is previous participant in program at targeted assistance school (not a current participant) 9 = Student does not attend a Title I, Part A school but receives Title I, Part A services because the student is homeless 0 = Student does not currently participate in and has not previously	6,7,9 = Title-I Part A 0,8 = Otherwise

Summative Data Variables	Values/Definitions	Recode for Analysis
	participated in program at current campus	
MIGRANT-INDICATOR-CODE	1 = Yes 0 = No	1 = Migrant 0 = Otherwise
EMERGENTBILINGUALINDICATORCODE	C = Identified as Emergent Bilingual (EB)/English learner (EL) F = Monitored 1st Year (M1), reclassified from EB/EL S = Monitored 2nd Year (M2), reclassified from EB/EL T = Monitored 3rd Year (M3), reclassified from EB/EL R = Monitored 4th Year (M4), reclassified from EB/EL E = Former EB/EL (Post Monitoring) 0 = Non-Emergent Bilingual (Non-EB)/Non-English learner (Non-EL)	C = Emergent Bilingual 0,E,F,S,T,R = Otherwise
BILINGUAL-INDICATOR-CODE	2 = Transitional bilingual/early exit 3 = Transitional bilingual/late exit 4 = Dual language immersion/two-way 5 = Dual language immersion/one-way 0 = Student is not participating in a state-approved full bilingual program	2,3,4,5 = Bilingual 0 = Otherwise
ESL-INDICATOR-CODE (English as a Second Language-INDICATOR-CODE)	2 = ESL/content-based 3 = ESL/pull-out 0 = Student is not participating in a state-approved ESL program	2,3 = ESL 0 = Otherwise
SPECIAL-ED-INDICATOR-CODE	1 = Student is participating in a special education program 0 = Student is not participating in a special education program	1 = Special Ed 0 = Otherwise
GIFTED-TALENTED-INDICATOR-CODE	1 = Yes 0 = No	1 = Gifted and Talented 0 = Otherwise
AT-RISK-INDICATOR-CODE	1 = Yes 0 = No	1 = At Risk 0 = otherwise

Appendix D: Demographic Summary

Table 37: Interim Assessment Student Demographic Characteristics Mathematics Grade 3

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	376,505	146,382	
Female	49.2	49.3	0.1
Male	50.8	50.7	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.1	6.7	0.6
Black or African American	13.1	13.6	0.5
Hispanic/Latino	50.5	49.4	1.1
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.7	3.7	0.0
White	25.9	25.6	0.3
At-Risk	47.7	45.4	2.3
Bilingual	11.9	10.4	1.5
Current Limited English Proficient	22.9	21.7	1.2
Economically Disadvantaged	59.7	57.8	1.9
ESL Participants	7.0	6.9	0.1
Gifted/Talented Participants	10.4	10.0	0.4
Migrant	0.3	0.3	0.0
Special Education	20.5	20.9	0.4
Title I, Part A Participants	73.5	71.9	1.6

Table 38: Interim Assessment Student Demographic Characteristics Mathematics Grade 4

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	380,830	149,945	
Female	49.3	49.6	0.3
Male	50.6	50.4	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.9	6.8	0.9
Black or African American	13.0	13.7	0.7
Hispanic/Latino	51.4	49.4	2.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.5	3.5	0.0
White	25.3	25.6	0.3

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
At-Risk	48.3	46.4	1.9
Bilingual	12.4	10.6	1.8
Current Limited English Proficient	23.1	22	1.1
Economically Disadvantaged	60.2	57.9	2.3
ESL Participants	6.6	6.9	0.3
Gifted/Talented Participants	11.2	10.6	0.6
Migrant	0.2	0.2	0.0
Special Education	20.8	20.9	0.1
Title I, Part A Participants	73.9	71.7	2.2

Table 39: Interim Assessment Student Demographic Characteristics Mathematics Grade 5

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	381,611	146,313	
Female	49.1	49.1	0.0
Male	50.9	50.9	0.0
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.9	6.8	0.9
Black or African American	12.9	13.3	0.4
Hispanic/Latino	51.6	50.0	1.6
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.3	3.3	0.0
White	25.4	25.7	0.3
At-Risk	48.9	47.5	1.4
Bilingual	11.3	10.1	1.2
Current Limited English Proficient	22.8	21.7	1.1
Economically Disadvantaged	59.7	57.3	2.4
ESL Participants	6.6	6.9	0.3
Gifted/Talented Participants	11.9	11.1	0.8
Migrant	0.2	0.3	0.1
Special Education	19.6	19.7	0.1
Title I, Part A Participants	72.6	70.2	2.4

Table 40: Interim Assessment Student Demographic Characteristics Mathematics Grade 6

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	386,208	130,039	
Female	49.3	49.4	0.1
Male	50.7	50.6	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.4	5.1	0.3
Black or African American	12.6	13.9	1.3
Hispanic/Latino	53.6	54.5	0.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.1	2.9	0.2
White	24.5	22.6	1.9
At-Risk	53.8	54.1	0.3
Bilingual	2.9	2.8	0.1
Current Limited English Proficient	23.6	23.8	0.2
Economically Disadvantaged	60.9	62	1.1
ESL Participants	15.4	15.1	0.3
Gifted/Talented Participants	10.9	9.6	1.3
Migrant	0.3	0.3	0.0
Special Education	17.4	17.3	0.1
Title I, Part A Participants	65.4	65.4	0.0

Table 41: Interim Assessment Student Demographic Characteristics Mathematics Grade 7

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	292,856	99,190	
Female	49.5	49.7	0.2
Male	50.5	50.3	0.2
American Indian or Alaska Native	0.3	0.4	0.1
Asian	4.5	4.7	0.2
Black or African American	13.6	15.1	1.5
Hispanic/Latino	54.5	54.1	0.4
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	2.9	0.0
White	23.5	22.3	1.2
At-Risk	59.6	59.9	0.3
Bilingual	0.8	0.8	0.0
Current Limited English Proficient	26.3	26.5	0.2
Economically Disadvantaged	63.8	64.1	0.3
ESL Participants	19.4	19.4	0.0
Gifted/Talented Participants	5.9	5.2	0.7
Migrant	0.3	0.4	0.1
Special Education	18.0	17.5	0.5
Title I, Part A Participants	63.7	62.9	0.8

Table 42: Interim Assessment Student Demographic Characteristics Mathematics Grade 8

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	271,045	91,526	
Female	49.0	49.3	0.3
Male	51.0	50.7	0.3
American Indian or Alaska Native	0.3	0.4	0.1
Asian	3.9	3.9	0.0
Black or African American	14.3	16.0	1.7
Hispanic/Latino	55.1	55.1	0.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	2.8	0.1
White	22.9	21.2	1.7
At-Risk	66.1	66.0	0.1
Bilingual	0.7	0.8	0.1

Current Limited English Proficient	26.3	26.9	0.6
Economically Disadvantaged	64.3	64.9	0.6
ESL Participants	21.1	20.4	0.7
Gifted/Talented Participants	5.1	4.5	0.6
Migrant	0.4	0.4	0.0
Special Education	17.6	17.3	0.3
Title I, Part A Participants	63.0	62.9	0.1

Table 43: Interim Assessment Student Demographic Characteristics Mathematics Grade 3 Spanish

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	21,318	7,007	
Female	50.6	51.5	0.9
Male	49.3	48.4	0.9
American Indian or Alaska Native	0.3	0.4	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.8	97.9	0.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.0	0.1
White	1.4	1.3	0.1
At-Risk	95.3	96.2	0.9
Bilingual	83.7	77.8	5.9
Current Limited English Proficient	97.8	97.8	0.0
Economically Disadvantaged	87.4	87.7	0.3
ESL Participants	1.4	1.5	0.1
Gifted/Talented Participants	5.6	5.0	0.6
Migrant	0.3	0.3	0.0
Special Education	10.8	12.3	1.5
Title I, Part A Participants	94.1	92.7	1.4

Table 44: Interim Assessment Student Demographic Characteristics Mathematics Grade 4 Spanish

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	15,379	5,379	
Female	50.2	49.4	0.8
Male	49.7	50.5	0.8
American Indian or Alaska Native	0.3	0.4	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.7	97.8	0.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.3	1.1	0.2
At-Risk	94.6	95.7	1.1
Bilingual	81.0	75.0	6.0
Current Limited English Proficient	98.0	98.0	0.0
Economically Disadvantaged	85.9	85.6	0.3
ESL Participants	2.2	2.4	0.2
Gifted/Talented Participants	3.4	3.7	0.3
Migrant	0.4	0.5	0.1
Special Education	9.9	11.0	1.1
Title I, Part A Participants	93.5	91.6	1.9

Table 45: Interim Assessment Student Demographic Characteristics Mathematics Grade 5 Spanish

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	12,178	4,449	
Female	50.2	50.5	0.3
Male	49.7	49.4	0.3
American Indian or Alaska Native	0.4	0.5	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.2	0.1
Hispanic/Latino	97.6	97.9	0.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.3	1.0	0.3
At-Risk	94.4	96.8	2.4

Bilingual	74.4	69.8	4.6
Current Limited English Proficient	98.8	99.4	0.6
Economically Disadvantaged	84.4	84.8	0.4
ESL Participants	4.1	3.8	0.3
Gifted/Talented Participants	2.3	2.5	0.2
Migrant	0.5	0.6	0.1
Special Education	7.8	9.1	1.3
Title I, Part A Participants	92.0	91.7	0.3

Table 46: Interim Assessment Student Demographic Characteristics EOC Algebra I

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	455,622	170,894	
Female	48.2	48.9	0.7
Male	51.8	51.1	0.7
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.3	6.4	1.1
Black or African American	13.4	14.3	0.9
Hispanic/Latino	53.9	53.7	0.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	2.9	0.0.
White	23.6	21.9	1.7
At-Risk	58.3	56.6	1.7
Bilingual	0.5	0.5	0.0
Current Limited English Proficient	24.5	24.0	0.5
Economically Disadvantaged	59.8	59.0	0.8
ESL Participants	18.3	17.7	0.6
Gifted/Talented Participants	10.7	10.7	0.0
Migrant	0.3	0.3	0.0
Special Education	12.2	11.4	0.8
Title I, Part A Participants	53.3	54.1	0.8

Table 47: Interim Assessment Student Demographic Characteristics RLA Grade 3

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	363,662	152,431	
Female	49.1	49.3	0.2
Male	50.8	50.7	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.3	7.5	1.2
Black or African American	13.5	13.9	0.4
Hispanic/Latino	48.8	46.6	2.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.8	4.0	0.2
White	26.7	27.0	0.3
At-Risk	45.8	43.6	2.2
Bilingual	9.2	7.7	1.5
Current Limited English Proficient	20.2	19.6	0.6
Economically Disadvantaged	58.5	55.6	2.9
ESL Participants	7.2	7.9	0.7
Gifted/Talented Participants	10.5	10.1	0.4
Migrant	0.3	0.3	0.0
Special Education	20.8	21.1	0.3
Title I, Part A Participants	72.7	69.6	3.1

Table 48: Interim Assessment Student Demographic Characteristics RLA Grade 4

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	371,448	153,695	
Female	49.2	49.4	0.2
Male	50.8	50.6	0.2
American Indian or Alaska Native	0.3	0.3	0
Asian	6.2	7.7	1.5
Black or African American	13.4	13.9	0.5
Hispanic/Latino	49.9	47.1	2.8
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.6	3.7	0.1
White	26.1	26.6	0.5
At-Risk	46.7	44.4	2.3
Bilingual	10.1	8.5	1.6

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Current Limited English Proficient	20.8	19.8	1.0
Economically Disadvantaged	59.1	55.9	3.2
ESL Participants	6.8	7.3	0.5
Gifted/Talented Participants	11.5	11.1	0.4
Migrant	0.2	0.2	0.0
Special Education	20.9	21.2	0.3
Title I, Part A Participants	72.9	69.2	3.7

Table 49: Interim Assessment Student Demographic Characteristics RLA Grade 5

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	378,240	153,044	
Female	48.9	49.0	0.1
Male	51.0	51.0	0.0
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.2	7.7	1.5
Black or African American	13.1	13.6	0.5
Hispanic/Latino	50.5	47.8	2.7
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.4	3.5	0.1
White	26.1	26.5	0.4
At-Risk	47.6	45.7	1.9
Bilingual	9.8	8.8	1.0
Current Limited English Proficient	21.2	20.0	1.2
Economically Disadvantaged	58.7	55.5	3.2
ESL Participants	6.7	7.1	0.4
Gifted/Talented Participants	12.5	11.8	0.7
Migrant	0.2	0.2	0.0
Special Education	19.6	19.8	0.2
Title I, Part A Participants	71.8	68.6	3.2

Table 50: Interim Assessment Student Demographic Characteristics RLA Grade 6

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	396,470	155,897	
Female	49.1	49.3	0.2
Male	50.9	50.7	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.0	6.6	0.6
Black or African American	12.4	13.6	1.2
Hispanic/Latino	52.9	53.1	0.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.1	3.2	0.1
White	24.8	22.7	2.1
At-Risk	52.8	52.7	0.1
Bilingual	2.9	2.5	0.4
Current Limited English Proficient	23.1	22.5	0.6
Economically Disadvantaged	59.9	59.4	0.5
ESL Participants	15.2	14.8	0.4
Gifted/Talented Participants	12.1	11.2	0.9
Migrant	0.3	0.3	0.0
Special Education	17.0	17.0	0.0
Title I, Part A Participants	64.6	61.7	2.9

Table 51: Interim Assessment Student Demographic Characteristics RLA Grade 7

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	397,993	156,208	
Female	48.9	49.2	0.3
Male	51.0	50.8	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.9	6.4	0.5
Black or African American	12.5	13.5	1.0
Hispanic/Latino	53.0	53.2	0.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.1	0.1
White	24.8	22.9	1.9
At-Risk	52.6	52.2	0.4
Bilingual	0.9	0.8	0.1

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Current Limited English Proficient	24.2	23.7	0.5
Economically Disadvantaged	59.4	58.8	0.6
ESL Participants	17.8	16.8	1.0
Gifted/Talented Participants	11.7	10.6	1.1
Migrant	0.3	0.3	0.0
Special Education	14.7	14.7	0.0
Title I, Part A Participants	61.8	60.1	1.7

Table 52: Interim Assessment Student Demographic Characteristics RLA Grade 8

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	396,636	153,000	
Female	48.7	49.1	0.4
Male	51.3	50.9	0.4
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.7	6.3	0.6
Black or African American	12.7	13.8	1.1
Hispanic/Latino	53.0	53.2	0.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.0	0.0
White	24.8	22.9	1.9
At-Risk	55.8	55.1	0.7
Bilingual	0.7	0.8	0.1
Current Limited English Proficient	23.3	22.6	0.7
Economically Disadvantaged	58.8	58.1	0.7
ESL Participants	17.7	16.4	1.3
Gifted/Talented Participants	11.1	10.1	1.0
Migrant	0.3	0.3	0.0
Special Education	13.3	13.2	0.1
Title I, Part A Participants	61.3	59.5	1.8

Table 53: Interim Assessment Student Demographic Characteristics Spanish RLA Grade 3

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	34,164	11,965	
Female	50.8	50.9	0.1
Male	49.2	49.1	0.1
American Indian or Alaska Native	0.3	0.4	0.1
Asian	0.0.	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.7	98.1	0.4
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.0	0.1
White	1.3	1.3	0.0
At-Risk	96.7	97.6	0.9
Bilingual	85	81.8	3.2
Current Limited English Proficient	98.7	98.8	0.1
Economically Disadvantaged	89.5	88.8	0.7
ESL Participants	1.0	1.1	0.1
Gifted/Talented Participants	7.3	4.7	2.6
Migrant	0.4	0.4	0.0
Special Education	11.7	14.4	2.7
Title I, Part A Participants	94.6	93.9	0.7

Table 54: Interim Assessment Student Demographic Characteristics Spanish RLA Grade 4

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	26,357	9,205	
Female	50.8	50.0	0.8
Male	49.1	50.0	0.9
American Indian or Alaska Native	0.2	0.3	0.1
Asian	0.0	0.0	0.0
Black or African American	0.0	0.1	0.1
Hispanic/Latino	97.9	98.1	0.2
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.1	0.0
White	1.3	1.1	0.2
At-Risk	96.4	97.2	0.8
Bilingual	84.2	80.6	3.6

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Current Limited English Proficient	98.7	98.8	0.1
Economically Disadvantaged	89.0	88.4	0.6
ESL Participants	1.4	1.5	0.1
Gifted/Talented Participants	6.8	4.2	2.6
Migrant	0.4	0.4	0.0
Special Education	11.5	13.9	2.4
Title I, Part A Participants	94.7	93.3	1.4

Table 55: Interim Assessment Student Demographic Characteristics Spanish RLA Grade 5

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	19,392	6,768	
Female	50.7	50.9	0.2
Male	49.2	49.1	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	98	98.4	0.4
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.0	0.9	0.1
At-Risk	95.9	97.5	1.6
Bilingual	78.3	74.1	4.2
Current Limited English Proficient	99.1	99.5	0.4
Economically Disadvantaged	87.7	86.8	0.9
ESL Participants	2.8	2.8	0.0
Gifted/Talented Participants	6.5	3.0	3.5
Migrant	0.5	0.5	0.0
Special Education	9.3	10.5	1.2
Title I, Part A Participants	93.7	93.0	0.7

Table 56: Interim Assessment Student Demographic Characteristics EOC English I

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	483,644	165,337	
Female	47.1	48.8	1.7
Male	52.9	51.2	1.7
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.0	6.2	1.2
Black or African American	13.2	14.0	0.8
Hispanic/Latino	55.8	53.1	2.7
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.7	2.9	0.2
White	22.5	23.0	0.5
At-Risk	61.0	55.7	5.3
Bilingual	0.4	0.4	0.0
Current Limited English Proficient	27.2	23.5	3.7
Economically Disadvantaged	61.2	58.7	2.5
ESL Participants	20.8	17.2	3.6
Gifted/Talented Participants	9.4	10.9	1.5
Migrant	0.3	0.3	0.0
Special Education	12.4	11.1	1.3
Title I, Part A Participants	51.2	51.2	0.0

Table 57: Interim Assessment Student Demographic Characteristics EOC English II

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	464,246	159,565	
Female	47.9	49.2	1.3
Male	52.1	50.7	1.4
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.0	6.2	1.2
Black or African American	13.1	13.9	0.8
Hispanic/Latino	55.5	53.8	1.7
Native Hawaiian or Pacific Islander	0.2	0.1	0.1
Two or More Races	2.7	2.7	0.0
White	22.8	22.6	0.2
At-Risk	57.4	52.7	4.7
Bilingual	0.2	0.2	0.0

Current Limited English Proficient	24.8	21.5	3.3
Economically Disadvantaged	59.4	57.7	1.7
ESL Participants	19.4	16.6	2.8
Gifted/Talented Participants	9.6	10.5	0.9
Migrant	0.3	0.3	0.0
Special Education	10.8	10.0	0.8
Title I, Part A Participants	50.0	50.5	0.5

Table 58: Interim Assessment Student Demographic Characteristics Science Grade 5

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	383,142	153,561	
Female	49.0	49.0	0.0
Male	51.0	51.0	0.0
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.1	7.6	1.5
Black or African American	12.9	12.7	0.2
Hispanic/Latino	51.1	49.2	1.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.4	3.5	0.1
White	25.7	26.1	0.4
At-Risk	48.3	45.7	2.6
Bilingual	10.8	9.3	1.5
Current Limited English Proficient	22.2	20.5	1.7
Economically Disadvantaged	59.1	55.3	3.8
ESL Participants	6.6	6.9	0.3
Gifted/Talented Participants	12.5	12.0	0.5
Migrant	0.2	0.2	0.0
Special Education	19.5	19.6	0.1
Title I, Part A Participants	72.2	66.9	5.3

Table 59: Interim Assessment Student Demographic Characteristics Science Grade 8

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	383,173	141,555	
Female	48.9	49.2	0.3
Male	51.1	50.8	0.3

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.7	6.6	0.9
Black or African American	12.8	13.3	0.5
Hispanic/Latino	52.7	52.2	0.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.0	0.0
White	25.0	24.1	0.9
At-Risk	56.1	54.7	1.4
Bilingual	0.7	0.7	0.0
Current Limited English Proficient	23.0	22.7	0.3
Economically Disadvantaged	58.6	57.4	1.2
ESL Participants	17.9	16.7	1.2
Gifted/Talented Participants	10.6	10.2	0.4
Migrant	0.3	0.3	0.0
Special Education	13.5	13.0	0.5
Title I, Part A Participants	60.7	60.1	0.6

Table 60: Interim Assessment Student Demographic Characteristics Science Grade 5 Spanish

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	14,380	5,988	
Female	50.1	50.5	0.4
Male	49.8	49.4	0.4
American Indian or Alaska Native	0.3	0.4	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.5	97.5	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.2	0.0
White	1.4	1.5	0.1
At-Risk	94.9	96.7	1.8
Bilingual	76.7	76.0	0.7
Current Limited English Proficient	98.8	98.3	0.5
Economically Disadvantaged	85.6	86.1	0.5
ESL Participants	3.4	2.9	0.5

Gifted/Talented Participants	4.1	3.7	0.4
Migrant	0.5	0.4	0.1
Special Education	8.7	10.2	1.5
Title I, Part A Participants	92.1	91.4	0.7

Table 61: Interim Assessment Student Demographic Characteristics EOC Biology

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	423,312	160,793	
Female	48.7	48.9	0.2
Male	51.3	51.1	0.2
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.5	6.6	1.1
Black or African American	12.9	13.3	0.4
Hispanic/Latino	53.3	52.5	0.8
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	3.1	0.2
White	24.4	23.7	0.7
At-Risk	55.6	53.4	2.2
Bilingual	0.4	0.3	0.1
Current Limited English Proficient	23.2	21.4	1.8
Economically Disadvantaged	58.0	55.8	2.2
ESL Participants	17.4	15.8	1.6
Gifted/Talented Participants	10.6	10.5	0.1
Migrant	0.3	0.2	0.1
Special Education	11.8	10.9	0.9
Title I, Part A Participants	49.4	46.4	3.0

Table 62: Interim Assessment Student Demographic Characteristics Social Studies Grade 8

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	401,059	131,278	
Female	48.8	49.2	0.4
Male	51.1	50.7	0.4
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.8	7.5	1.7
Black or African American	12.7	14.1	1.4

Hispanic/Latino	53.1	50.5	2.6
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.1	0.1
White	24.7	24.1	0.6
At-Risk	55.5	52.9	2.6
Bilingual	0.7	0.8	0.1
Current Limited English Proficient	23.2	22.1	1.1
Economically Disadvantaged	58.7	56.3	2.4
ESL Participants	17.6	16.4	1.2
Gifted/Talented Participants	11.5	10.8	0.7
Migrant	0.3	0.3	0.0
Special Education	13.1	12.8	0.3
Title I, Part A Participants	61.2	57.7	3.5

Table 63: Interim Assessment Student Demographic Characteristics U.S. History

	STAAR Spring 2025	Interim 2024–25	Difference in Percentage
Number of Students	393,624	131,635	
Female	49.3	49.3	0
Male	50.6	50.7	0.1
American Indian or Alaska Native	0.3	0.4	0.1
Asian	5.3	5.8	0.5
Black or African American	12.7	13.3	0.6
Hispanic/Latino	53.4	54.2	0.8
Native Hawaiian or Pacific Islander	0.1	0.1	0.0
Two or More Races	2.7	2.9	0.2
White	25.0	23.0	2.0
At-Risk	51.4	50.7	0.7
Bilingual	0.2	0.2	0.0
Current Limited English Proficient	18.4	17.4	1.0
Economically Disadvantaged	55.5	55.1	0.4
ESL Participants	14.6	13.7	0.9
Gifted/Talented Participants	10.7	8.6	2.1
Migrant	0.3	0.3	0.0
Special Education	9.6	9.6	0.0
Title I, Part A Participants	48.7	47.8	0.9

Appendix E: Graphical Representation of Routing Percentages

Window 1

Figure 50: Window 1 Mathematics Grade 3 English Routing Percentages

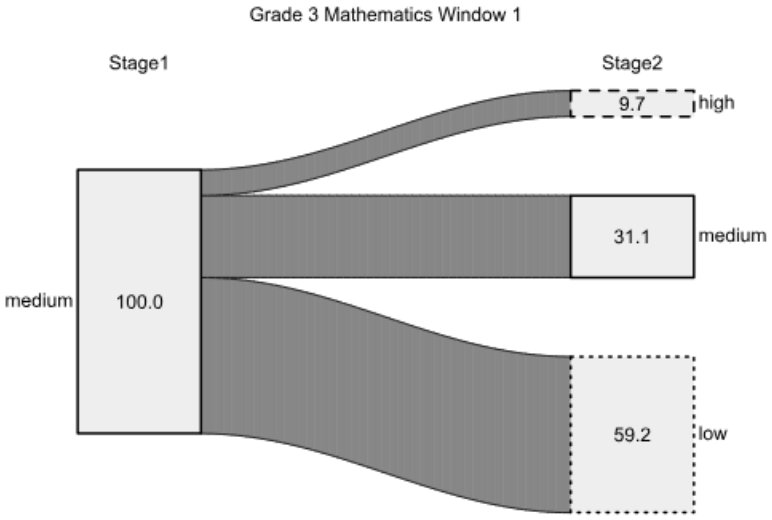


Figure 51: Window 1 Mathematics Grade 3 Spanish Routing Percentages

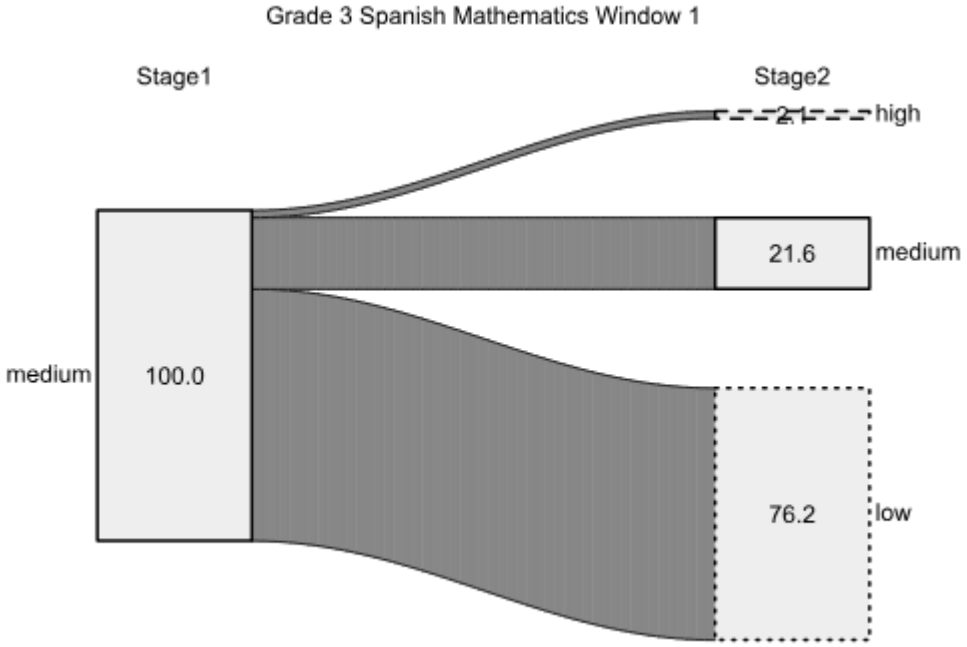


Figure 52: Window 1 Mathematics Grade 4 English Routing Percentages

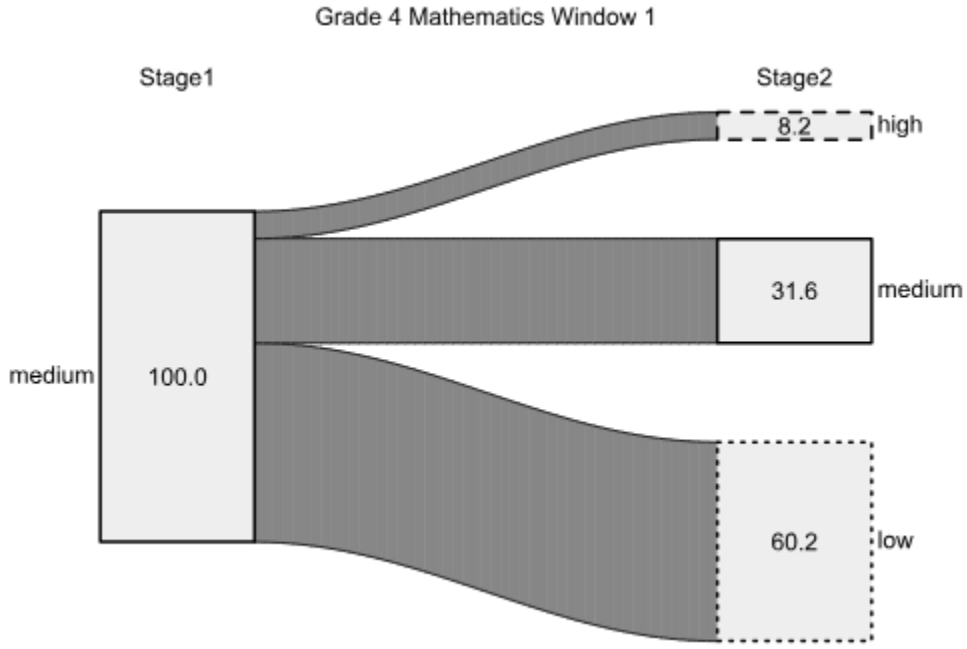


Figure 53: Window 1 Mathematics Grade 4 Spanish Routing Percentages

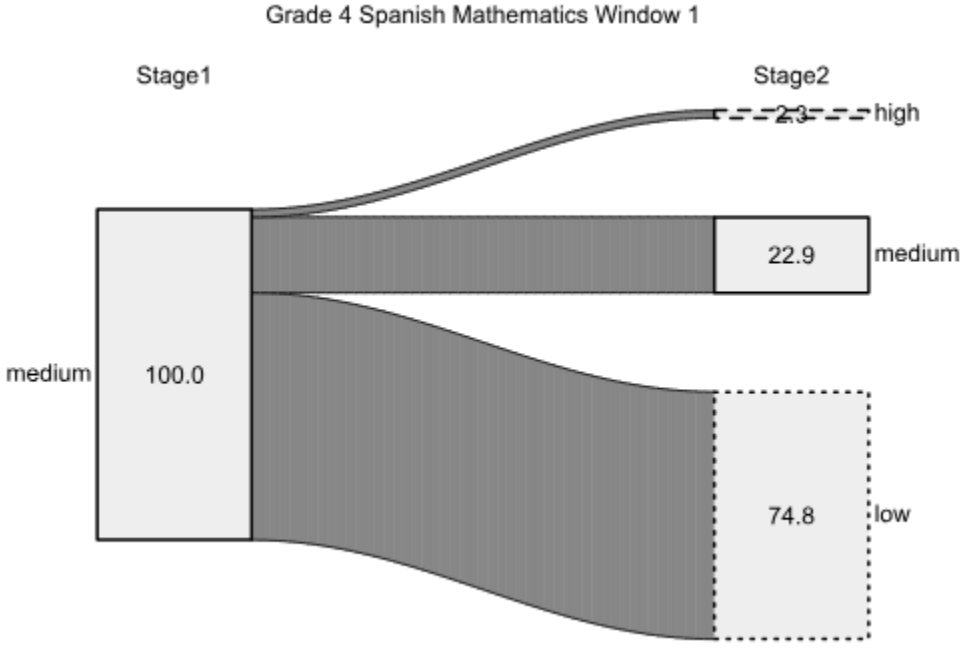


Figure 54: Window 1 Mathematics Grade 5 English Routing Percentages

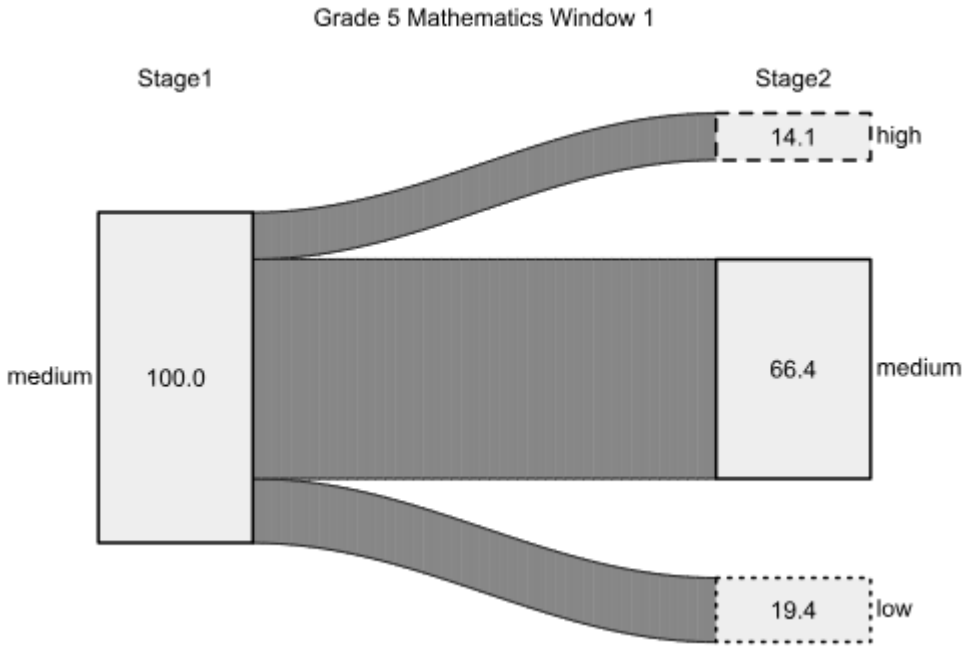


Figure 55: Window 1 Mathematics Grade 5 Spanish Routing Percentages

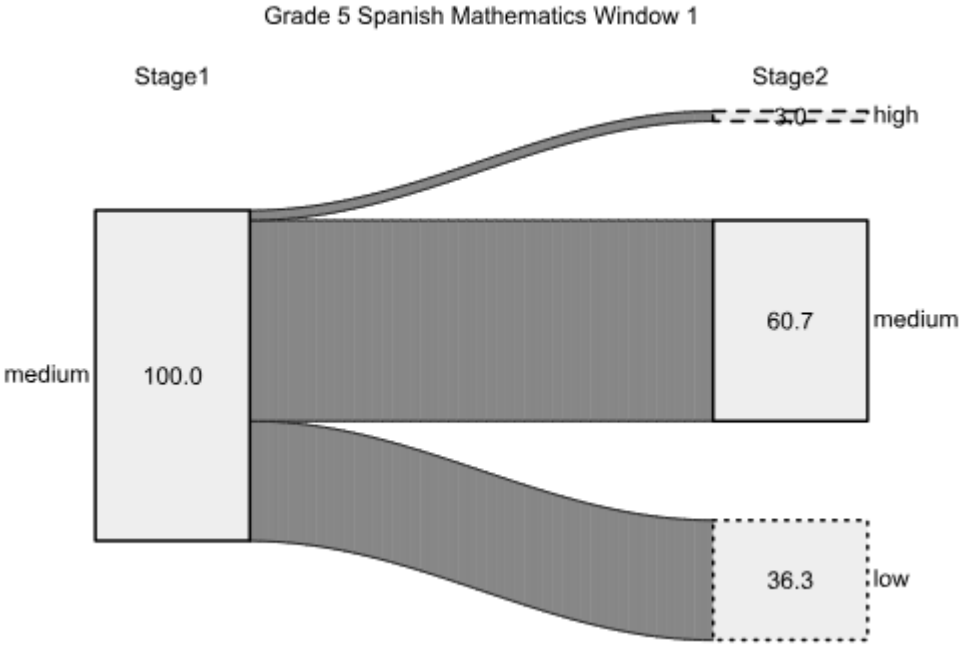


Figure 56: Window 1 Mathematics Grade 6 Routing Percentages

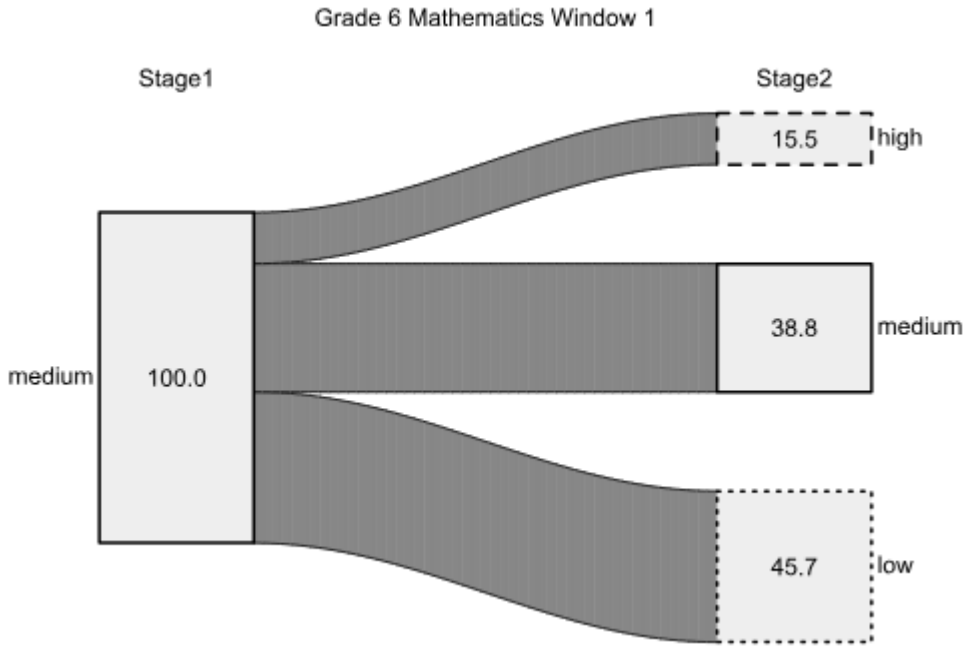


Figure 57: Window 1 Mathematics Grade 7 Routing Percentages

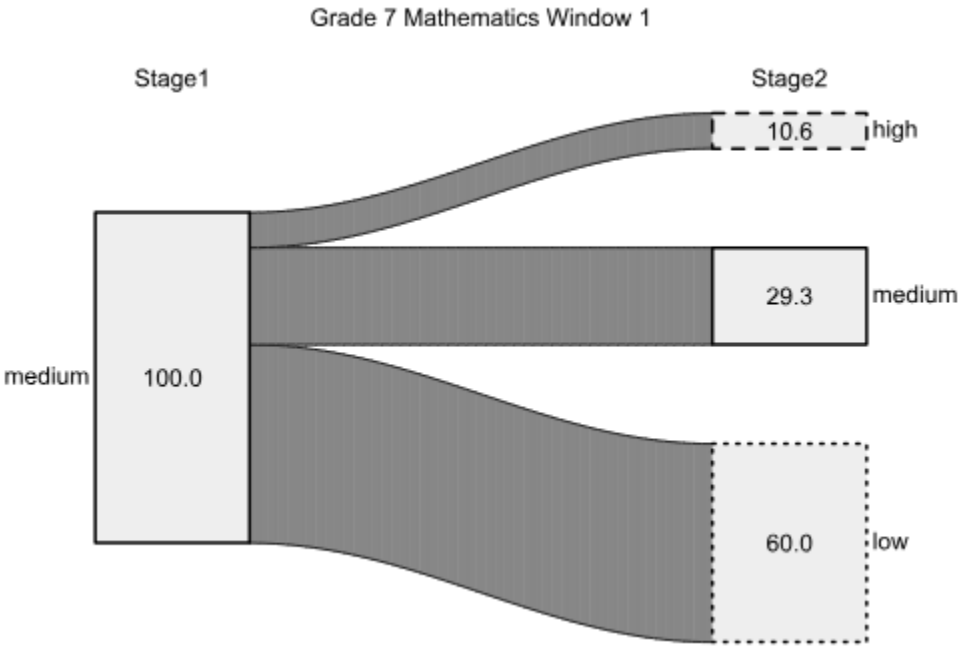


Figure 58: Window 1 Mathematics Grade 8 Routing Percentages

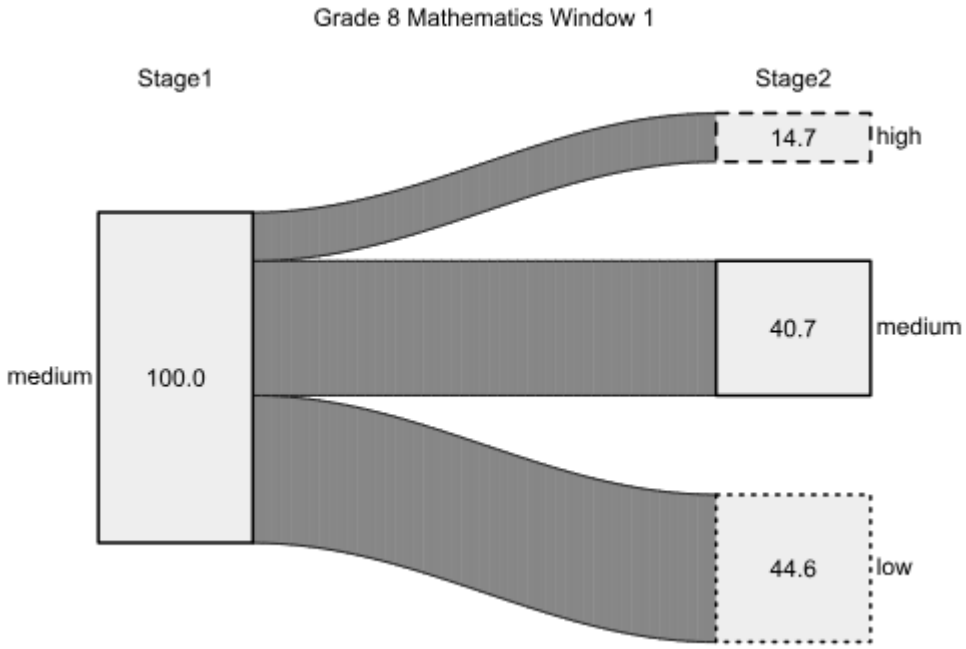


Figure 59: Window 1 EOC Algebra I Routing Percentages

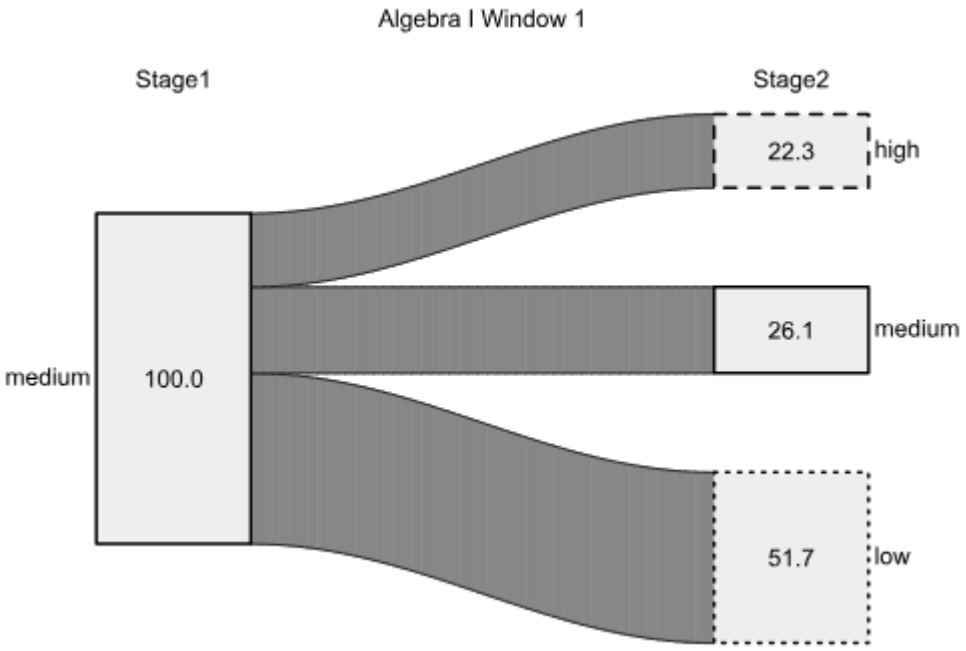


Figure 60: Window 1 RLA Grade 3 Routing Percentages

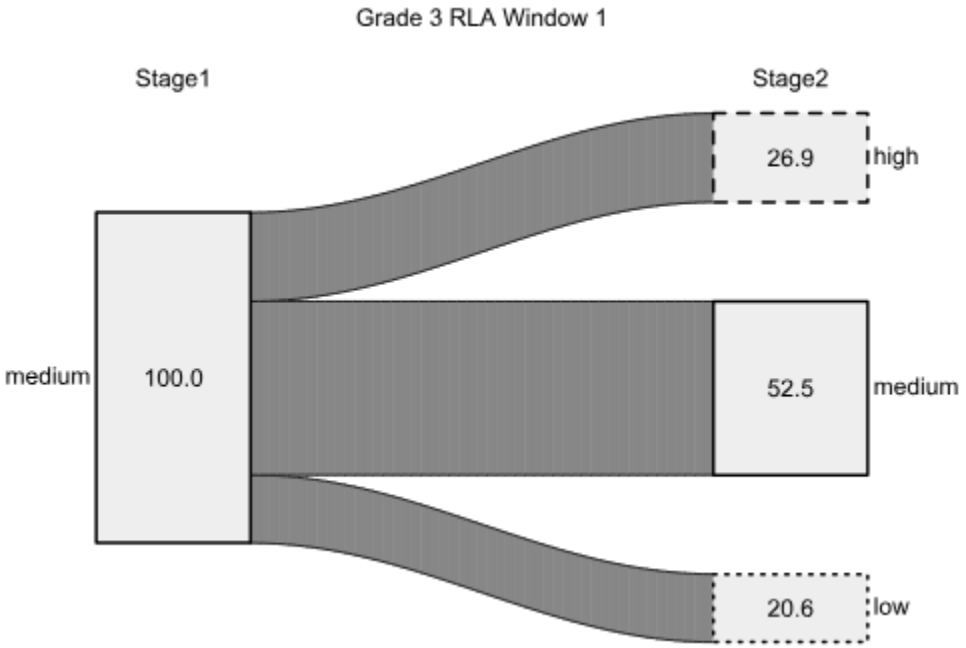


Figure 61: Window 1 RLA Grade 4 Routing Percentages

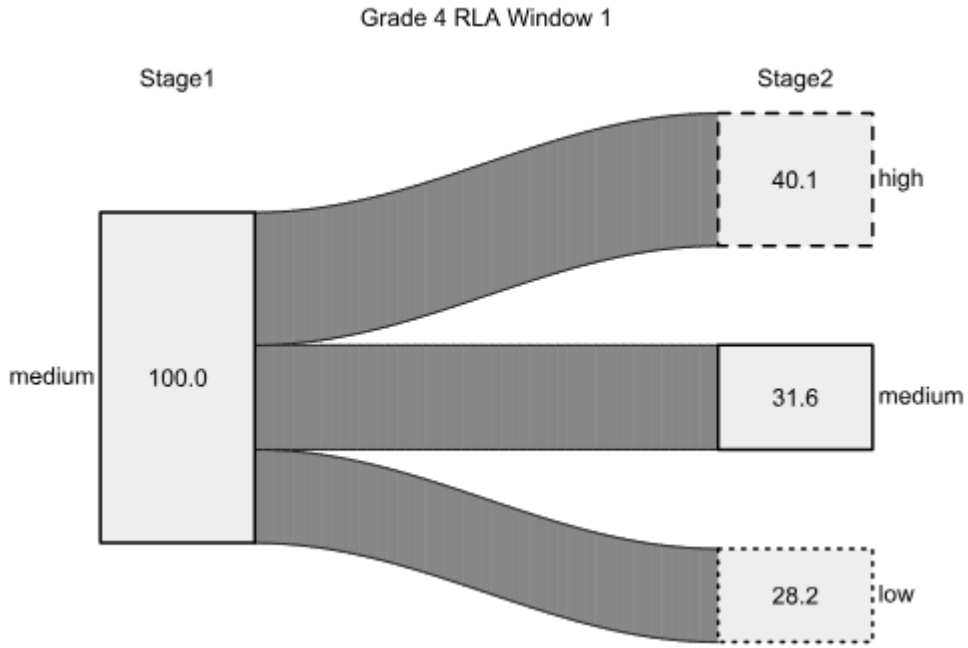


Figure 62: Window 1 RLA Grade 5 Routing Percentages

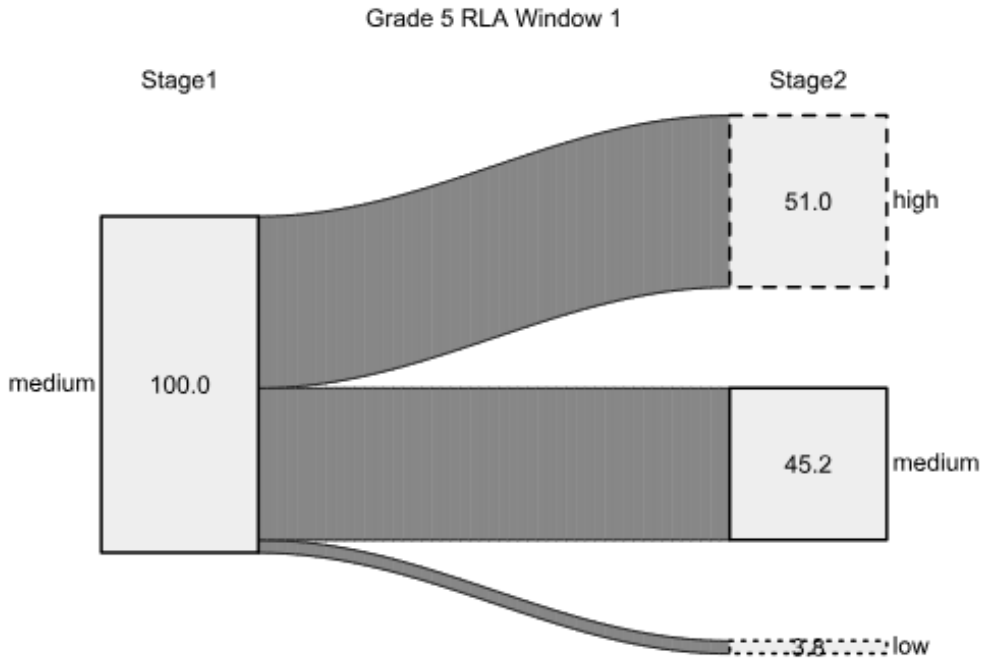


Figure 63: Window 1 RLA Grade 6 Routing Percentages

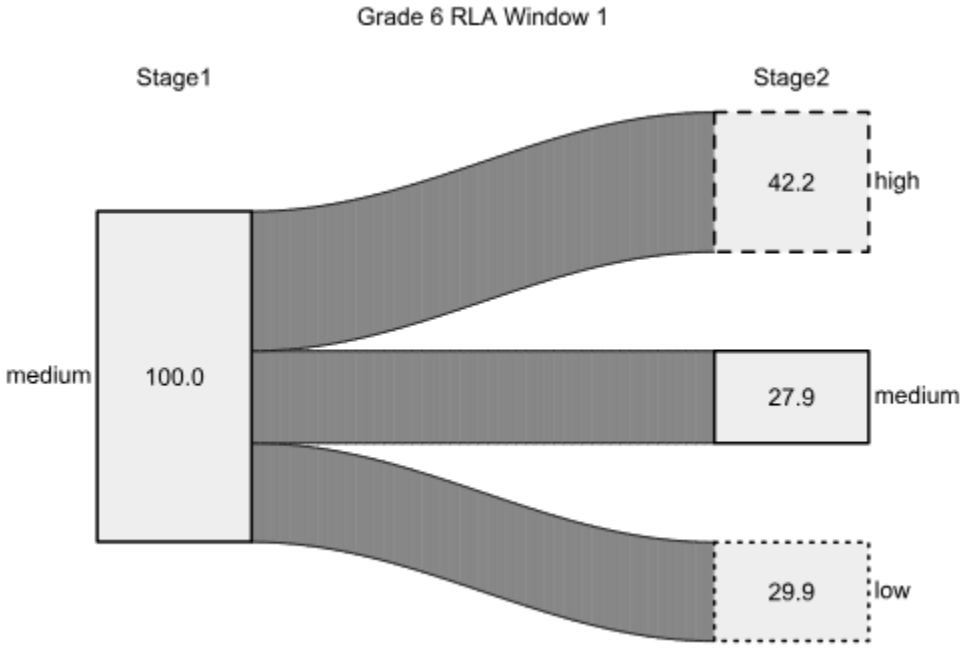


Figure 64: Window 1 RLA Grade 7 Routing Percentages

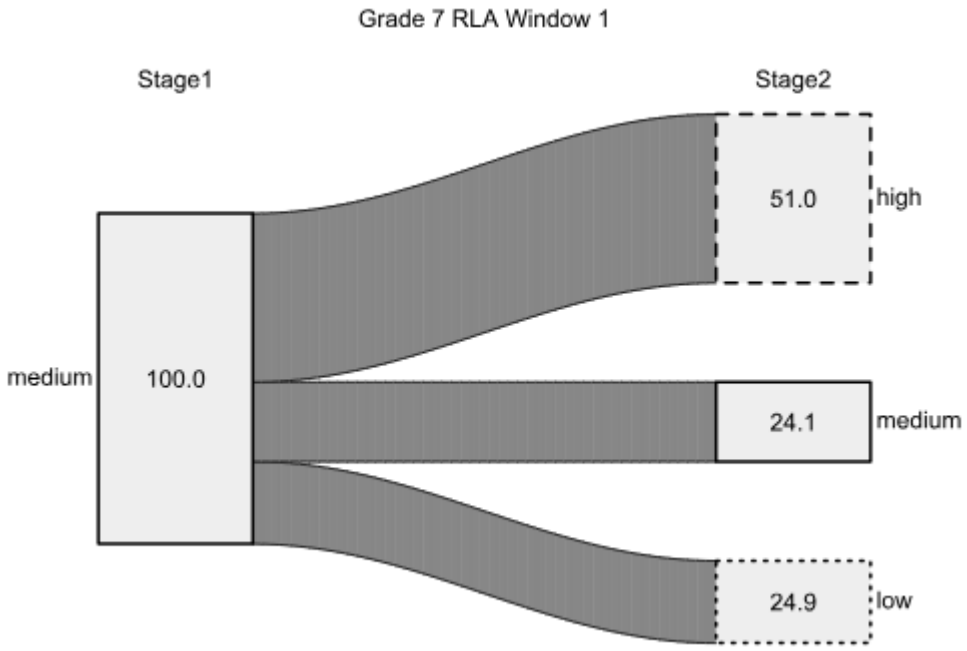


Figure 65: Window 1 RLA Grade 8 Routing Percentages

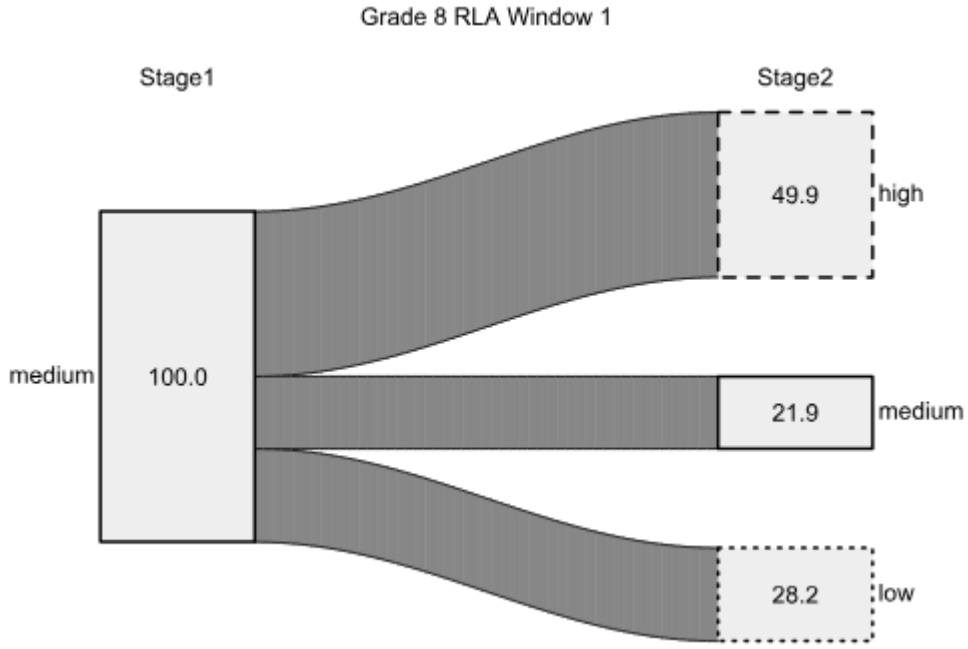


Figure 66: Window 1 EOC English I Routing Percentages

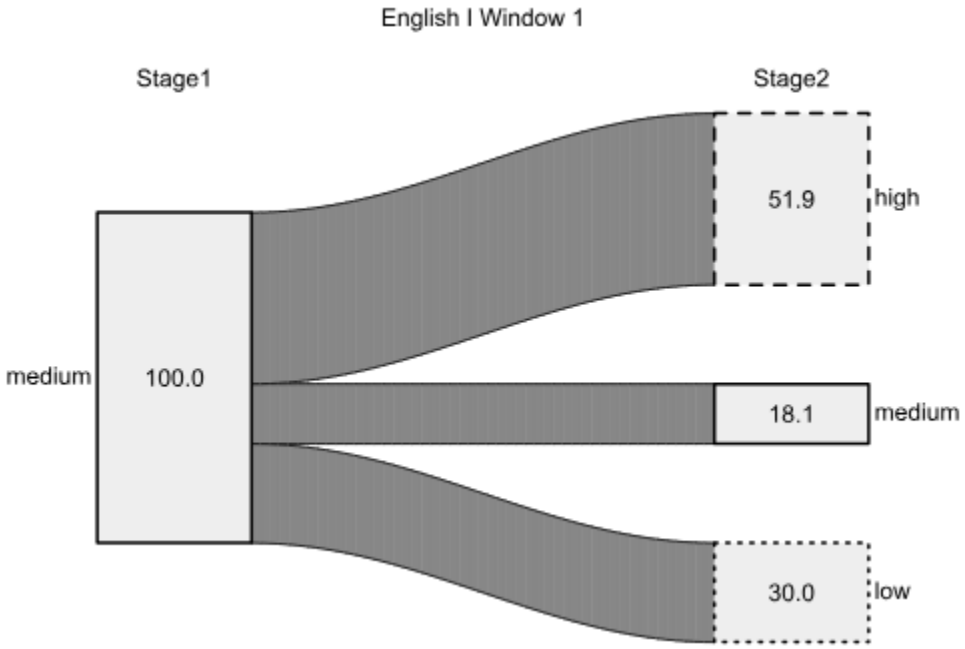


Figure 67: Window 1 EOC English II Routing Percentages

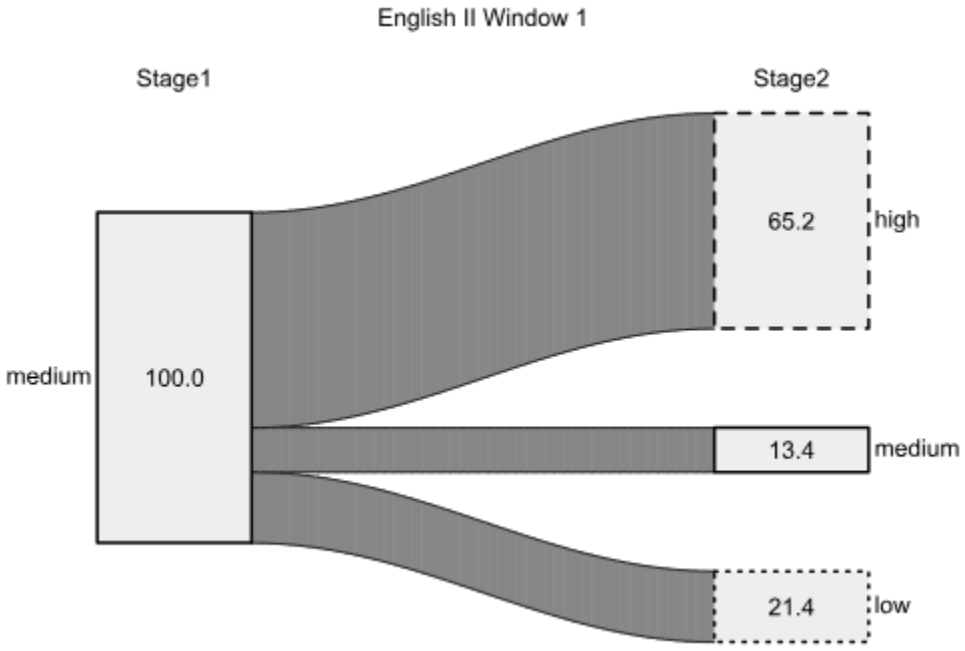


Figure 68: Window 1 Spanish RLA Grade 3 Routing Percentages

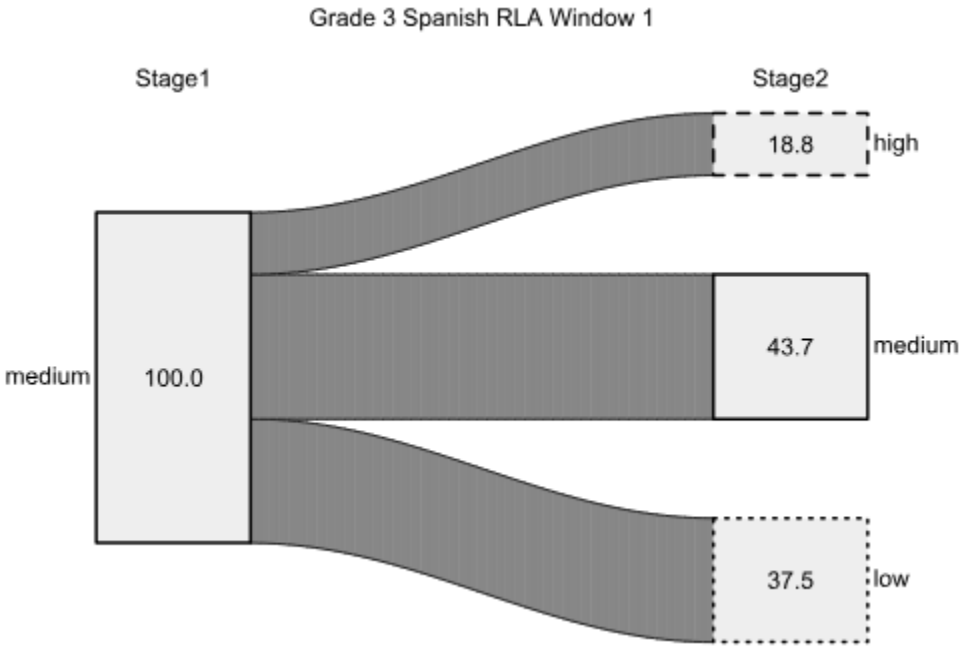


Figure 69: Window 1 Spanish RLA Grade 4 Routing Percentages

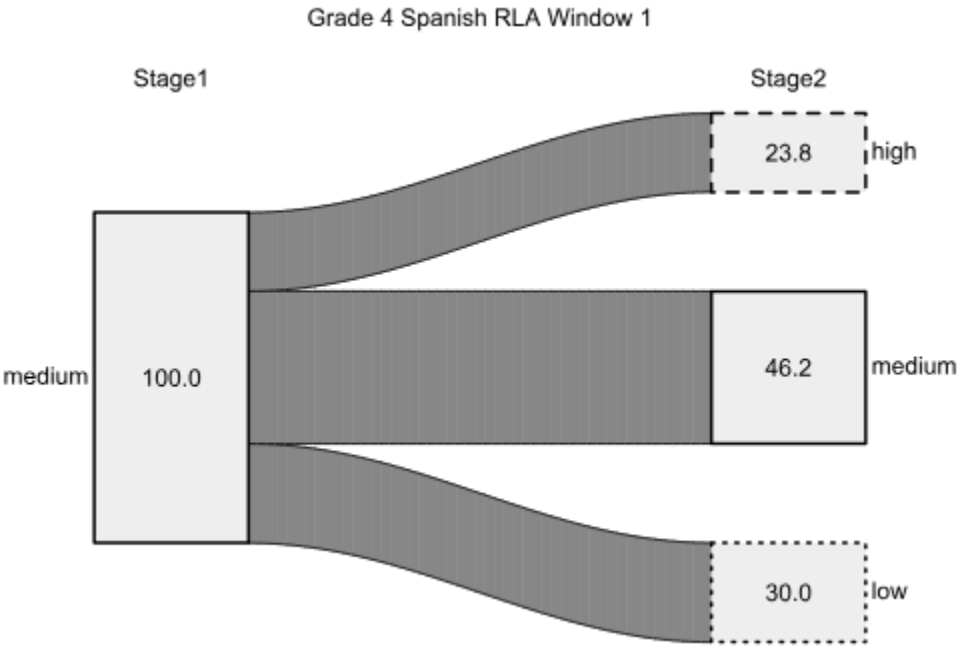
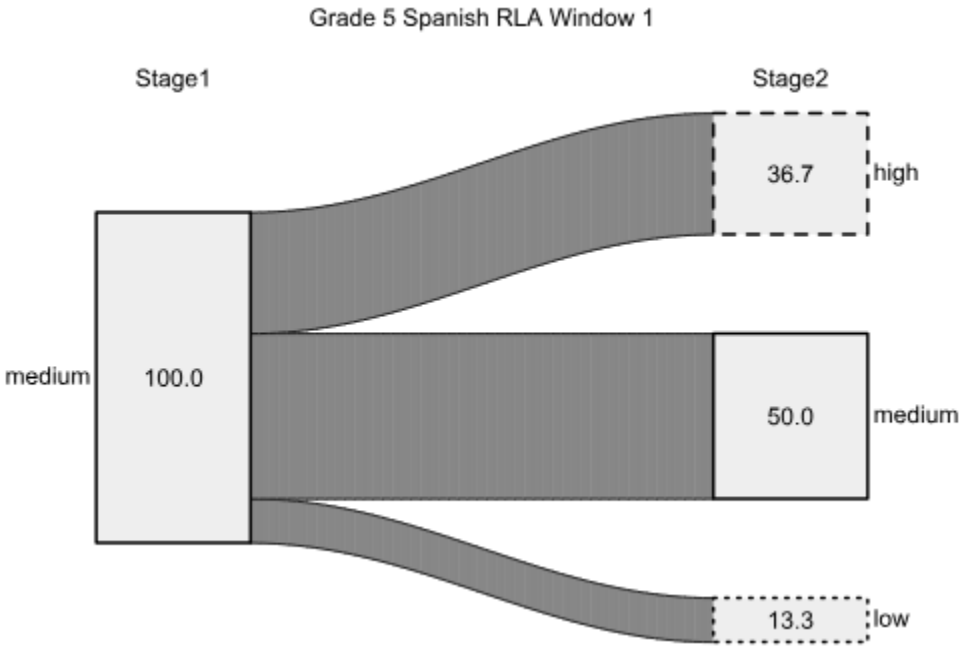


Figure 70: Window 1 Spanish RLA Grade 5 Routing Percentages



Window 3

Figure 71: Window 3 Mathematics Grade 3 English Routing Percentages

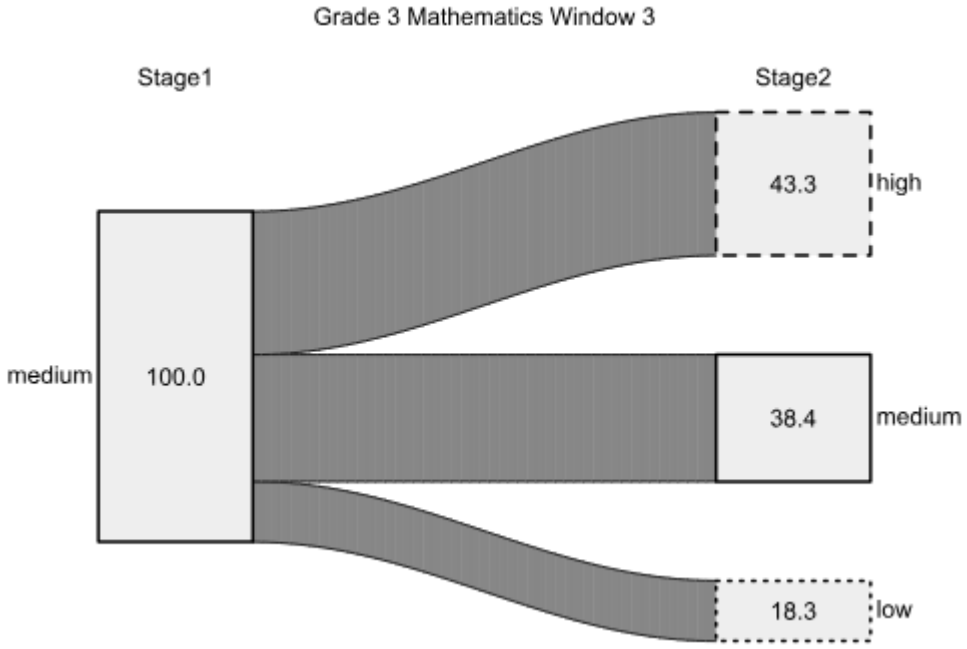


Figure 72: Window 3 Mathematics Grade 3 Spanish Routing Percentages

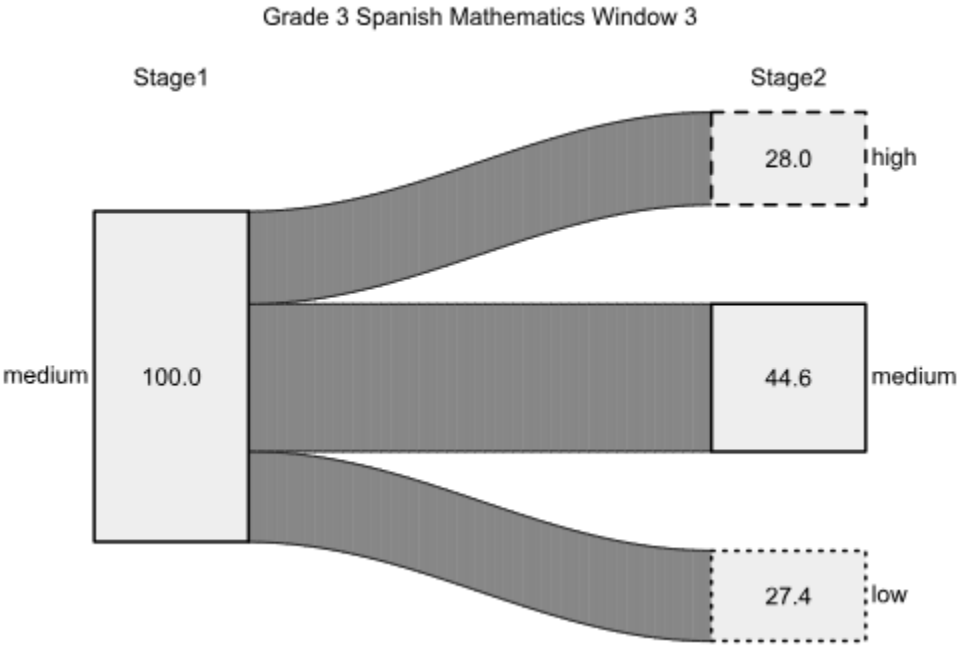


Figure 73: Window 3 Mathematics Grade 4 English Routing Percentages

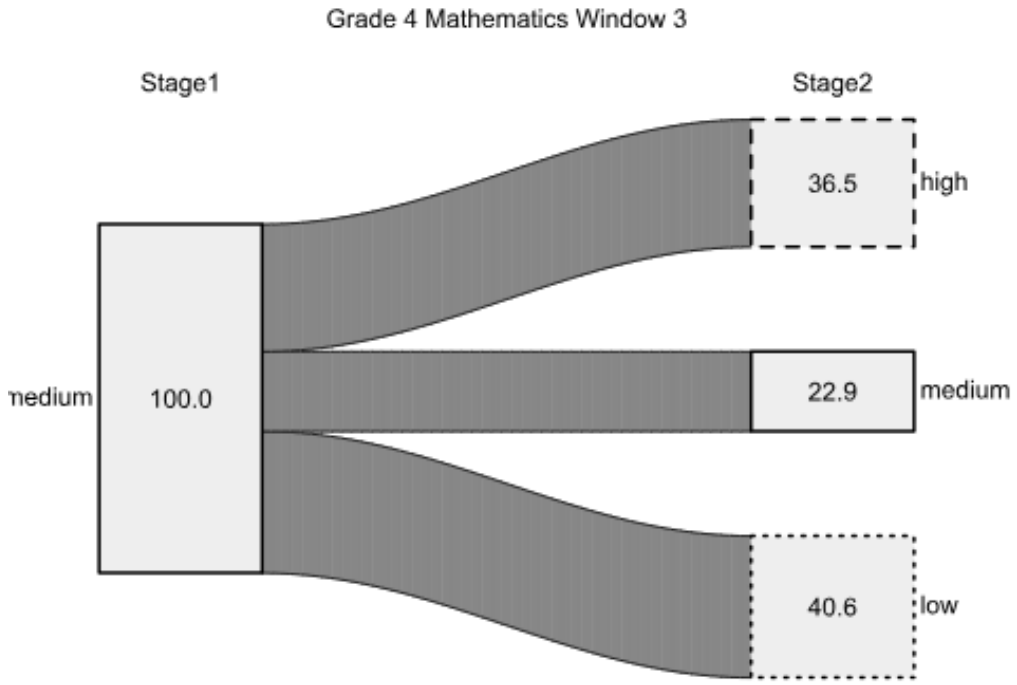


Figure 74: Window 3 Mathematics Grade 4 Spanish Routing Percentages

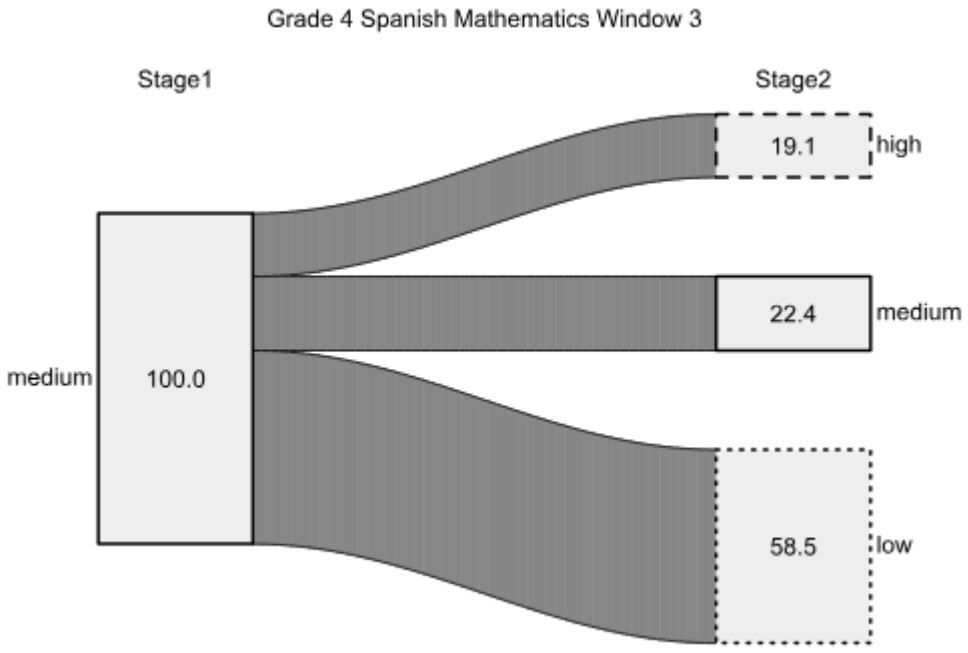


Figure 75: Window 3 Mathematics Grade 5 English Routing Percentages

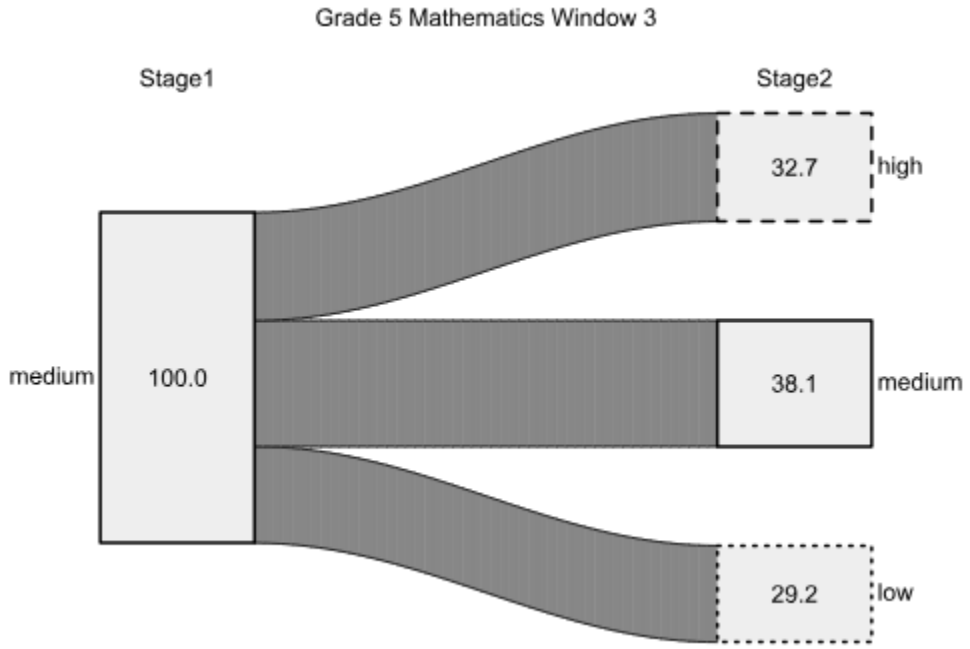


Figure 76: Window 3 Mathematics Grade 5 Spanish Routing Percentages

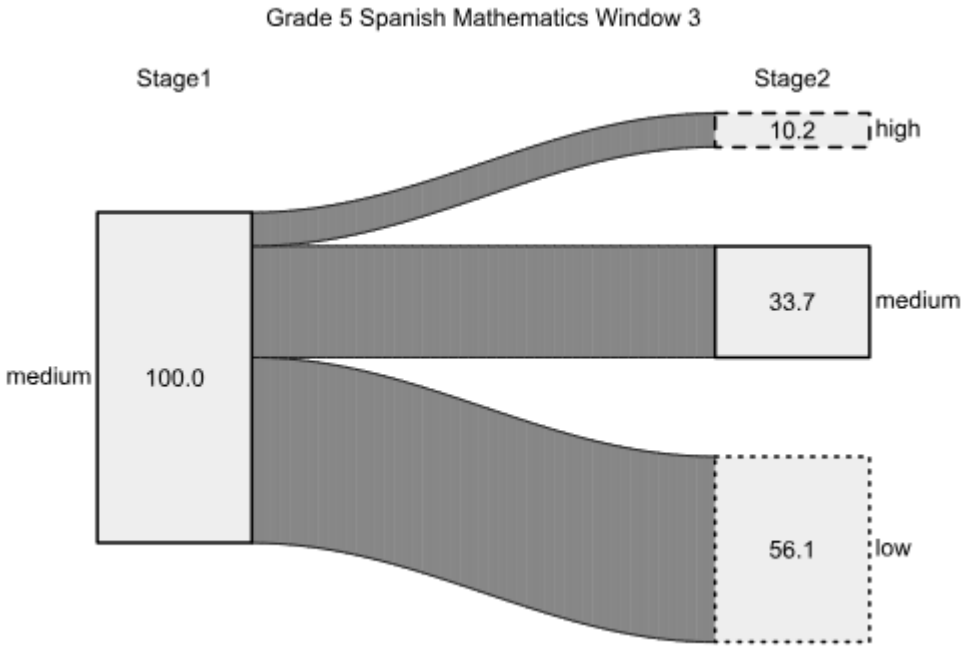


Figure 77: Window 3 Mathematics Grade 6 Routing Percentages

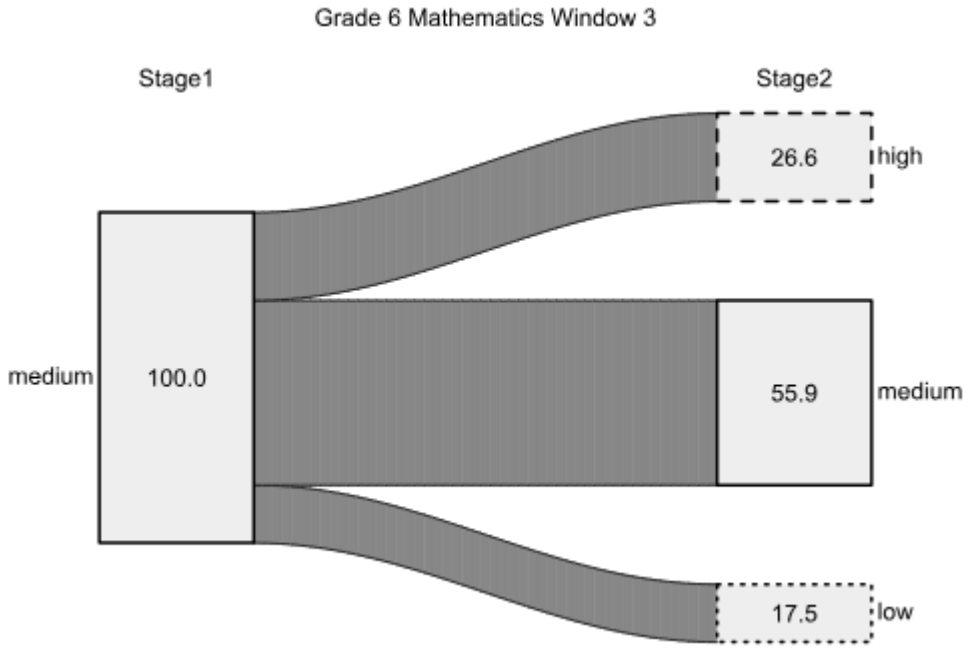


Figure 78: Window 3 Mathematics Grade 7 Routing Percentages

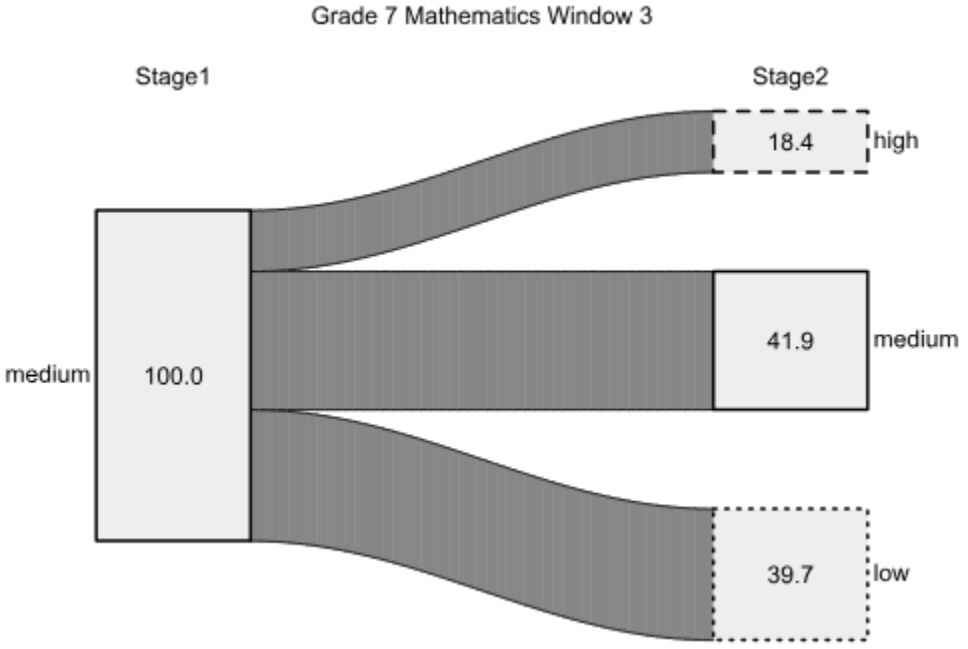


Figure 79: Window 3 Mathematics Grade 8 Routing Percentages

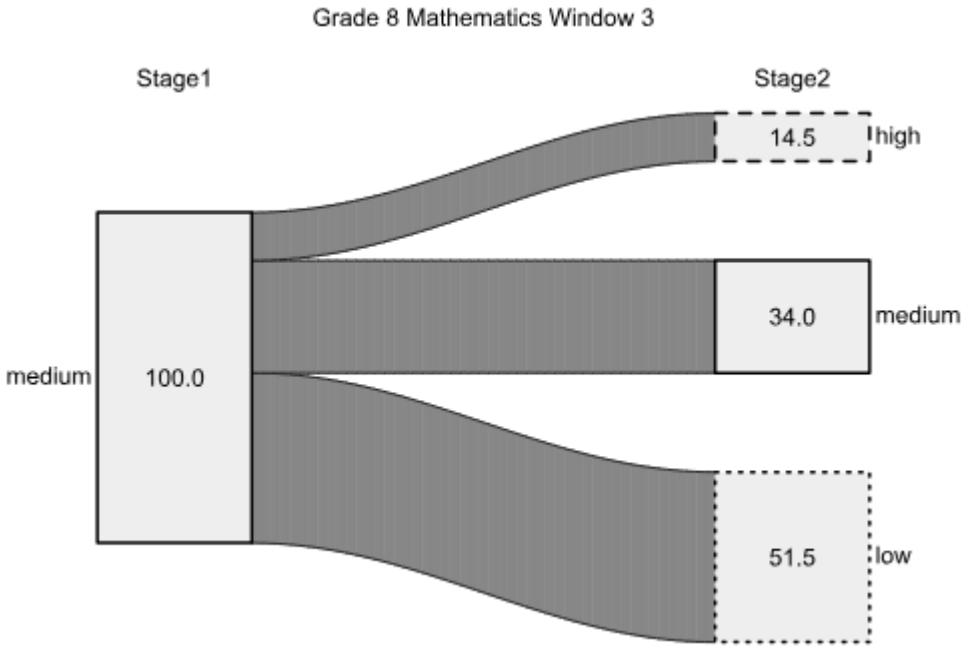


Figure 80: Window 3 EOC Algebra I Routing Percentages

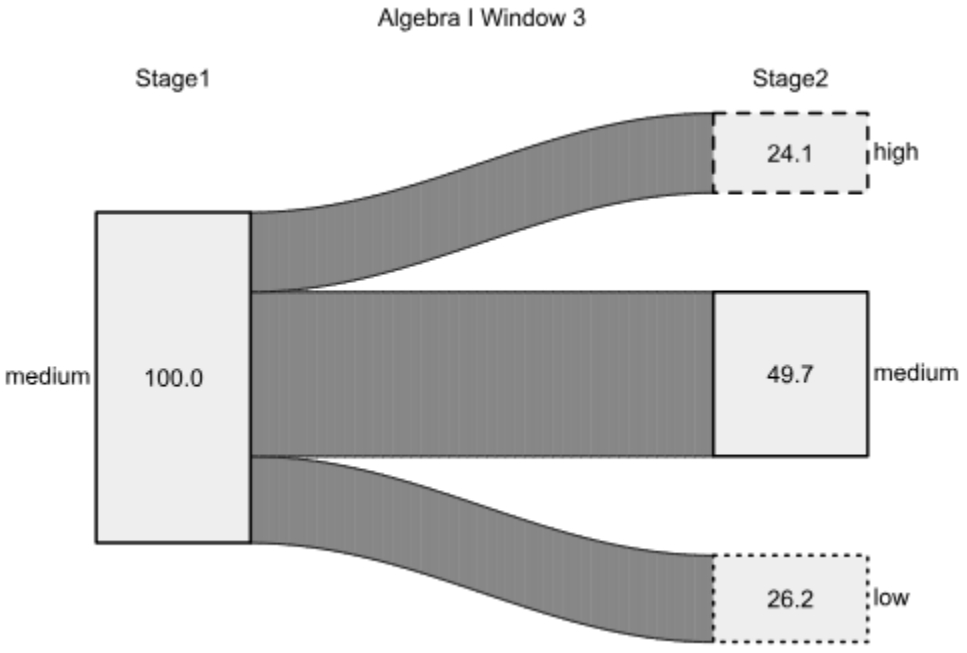


Figure 81: Window 3 RLA Grade 3 Routing Percentages

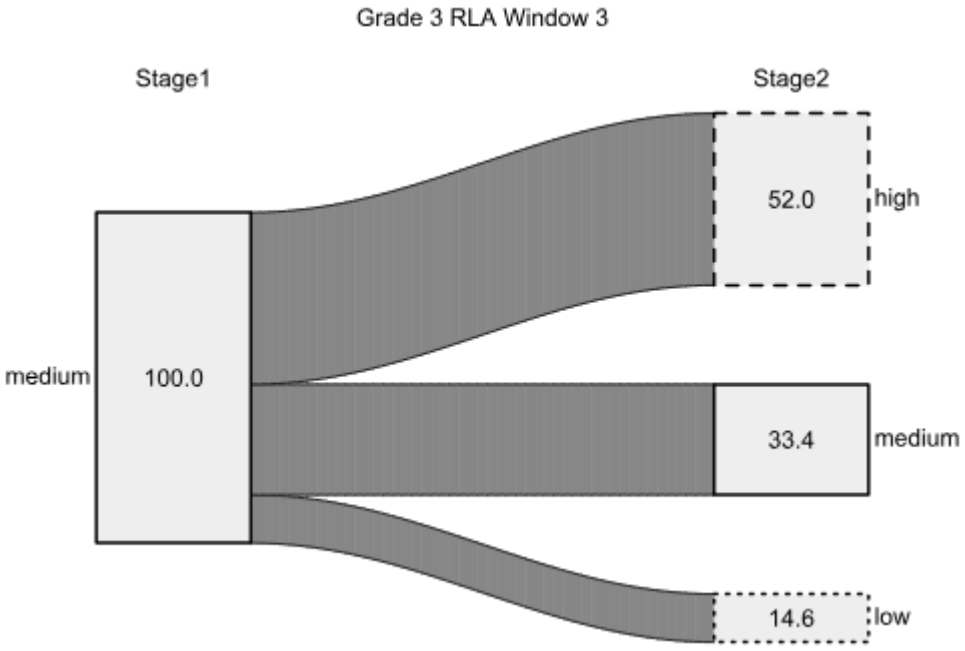


Figure 82: Window 3 RLA Grade 4 Routing Percentages

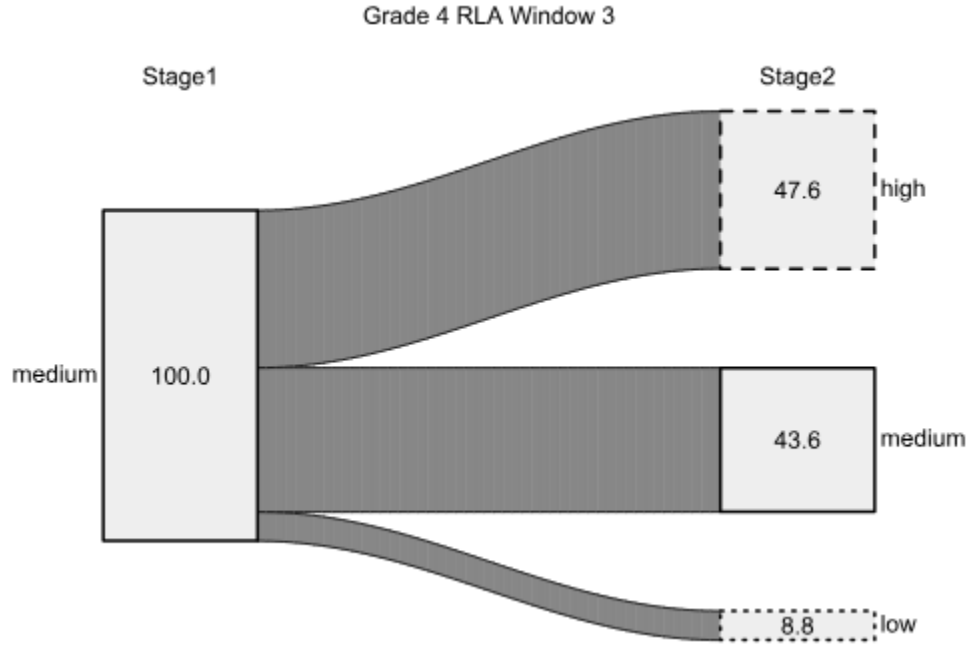


Figure 83: Window 3 RLA Grade 5 Routing Percentages

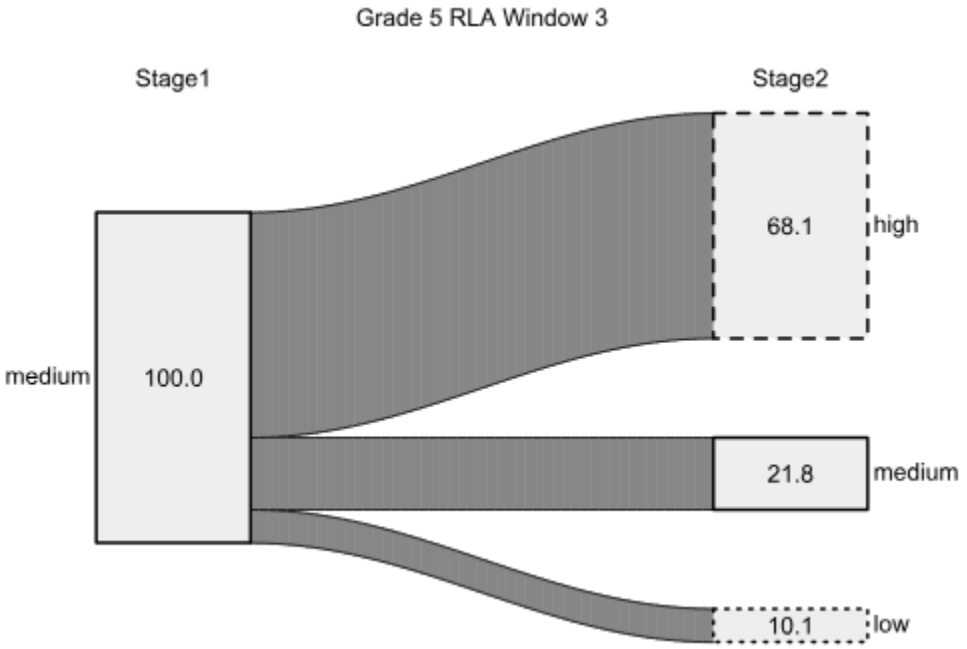


Figure 84: Window 3 RLA Grade 6 Routing Percentages

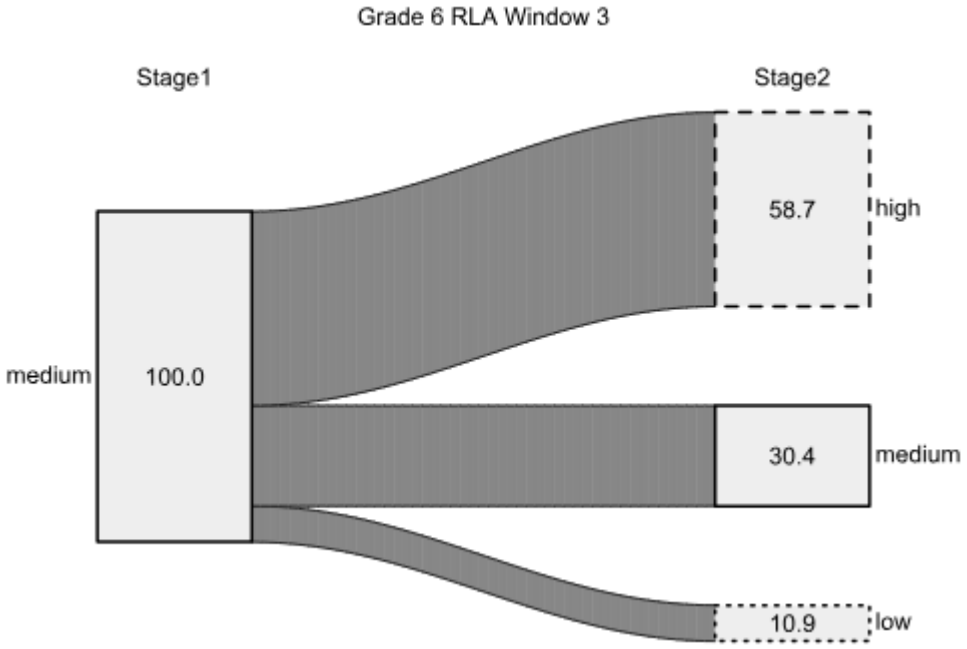


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Figure 85: Window 3 RLA Grade 7 Routing Percentages

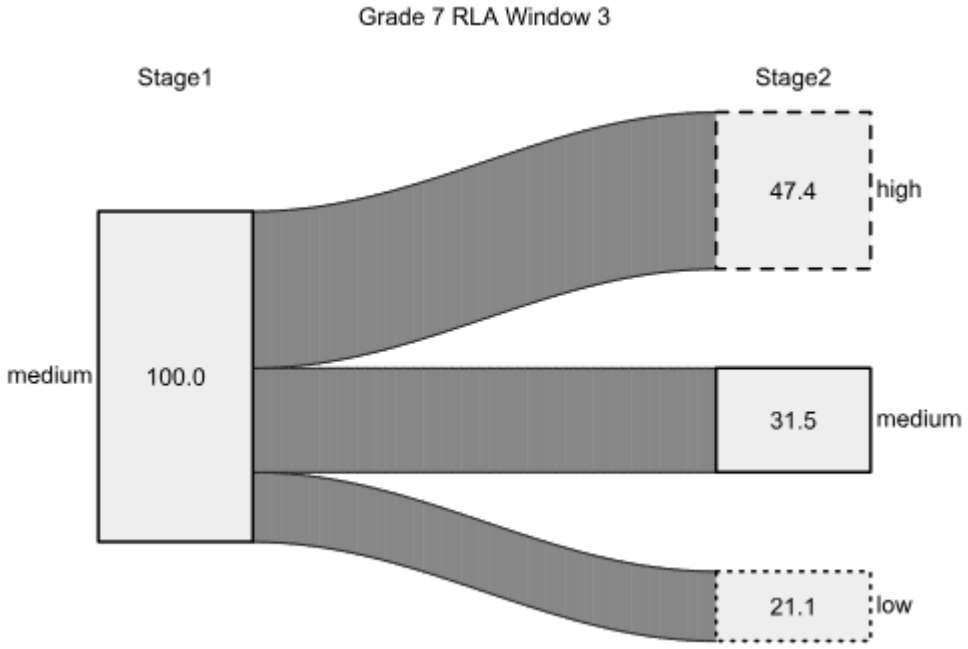


Figure 86: Window 3 RLA Grade 8 Routing Percentages

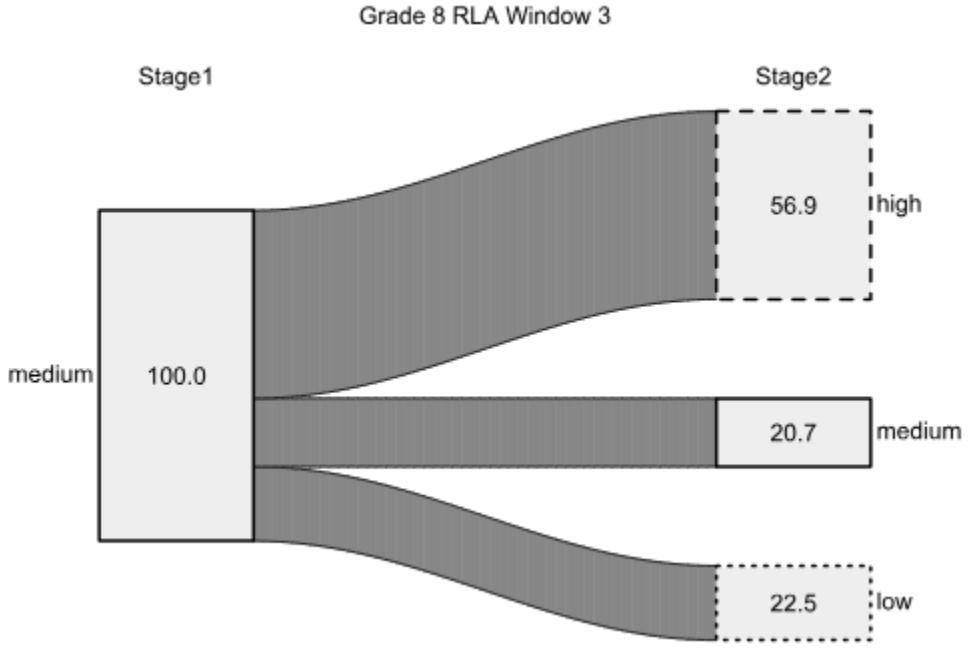


Figure 87: Window 3 EOC English I Routing Percentages

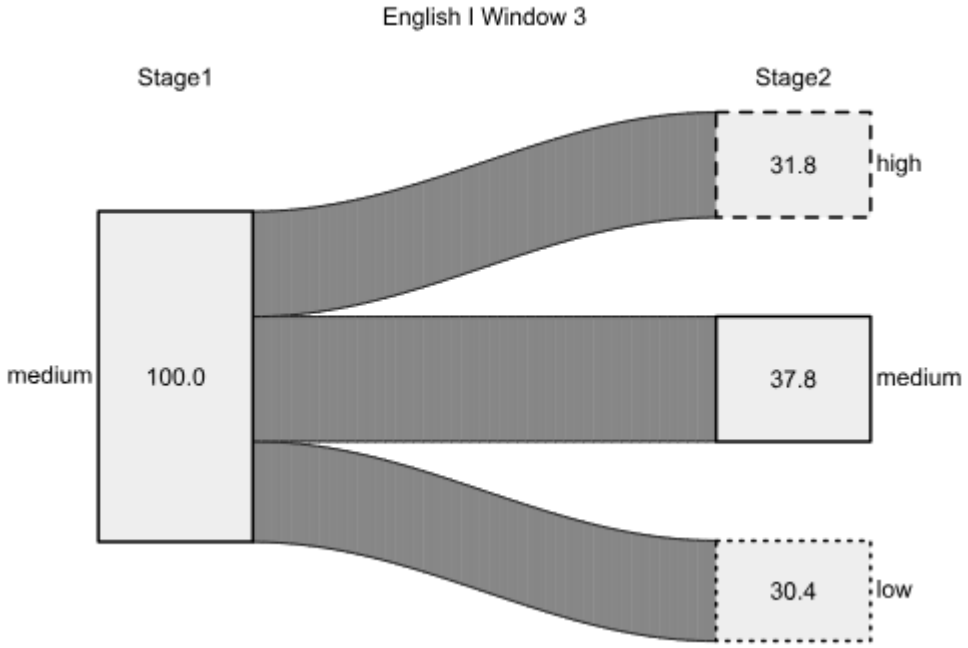


Figure 88: Window 3 EOC English II Routing Percentages

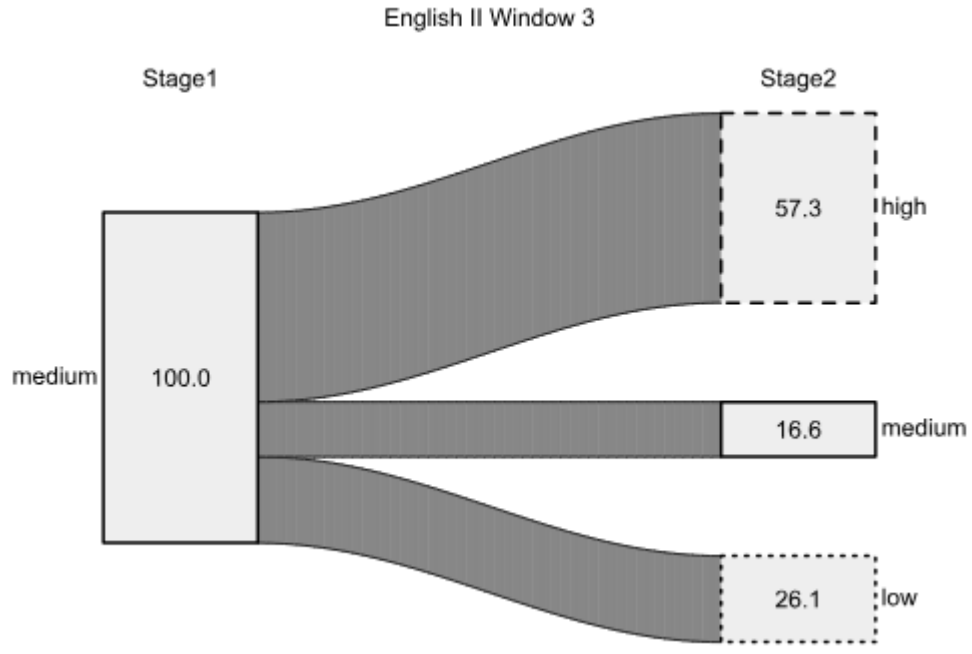


Figure 89: Window 3 Spanish RLA Grade 3 Routing Percentages

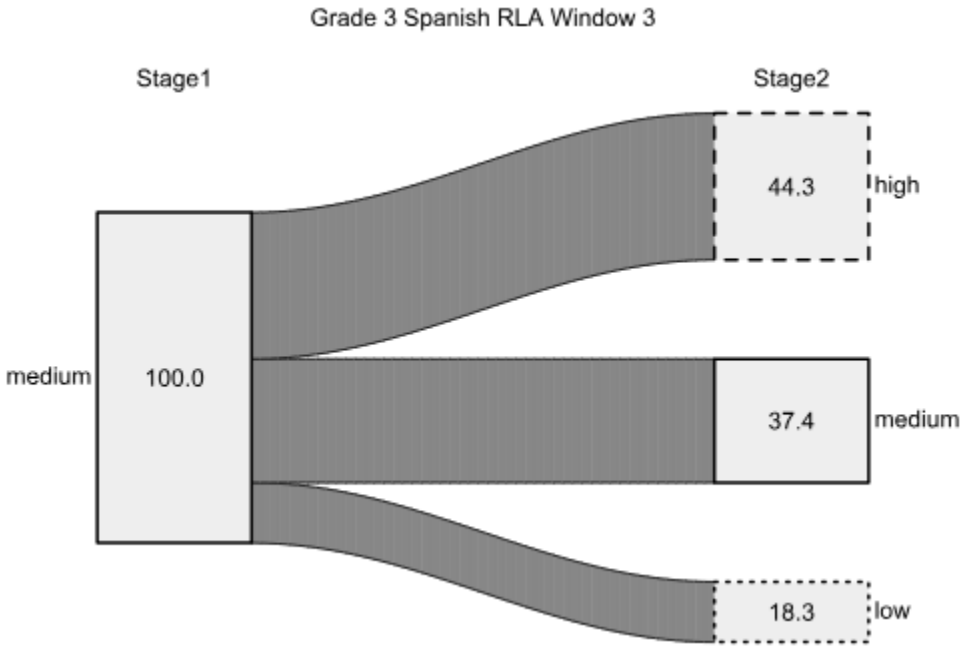


Figure 90: Window 3 Spanish RLA Grade 4 Routing Percentages

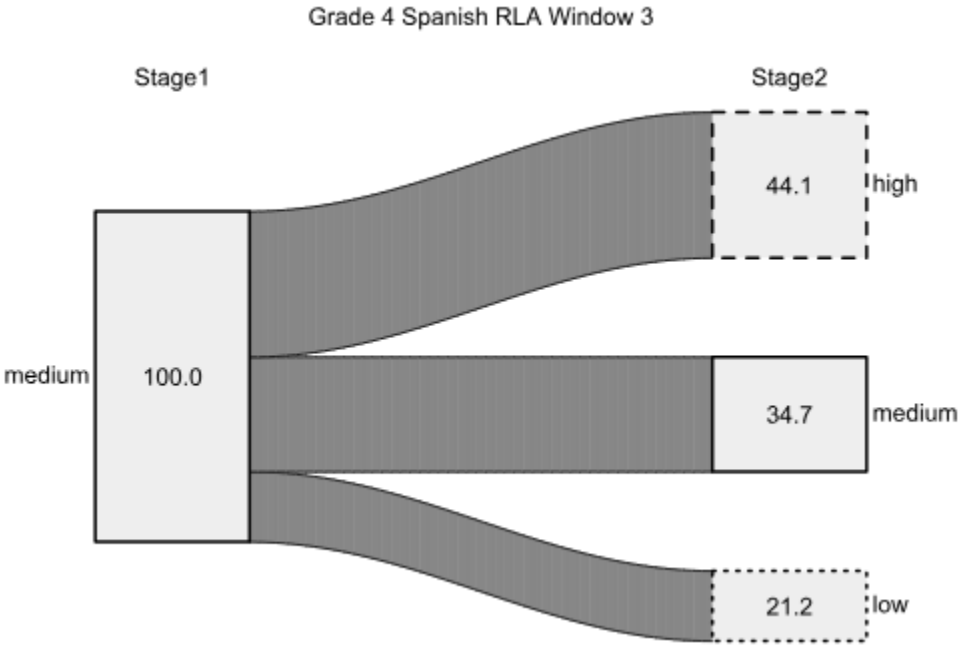
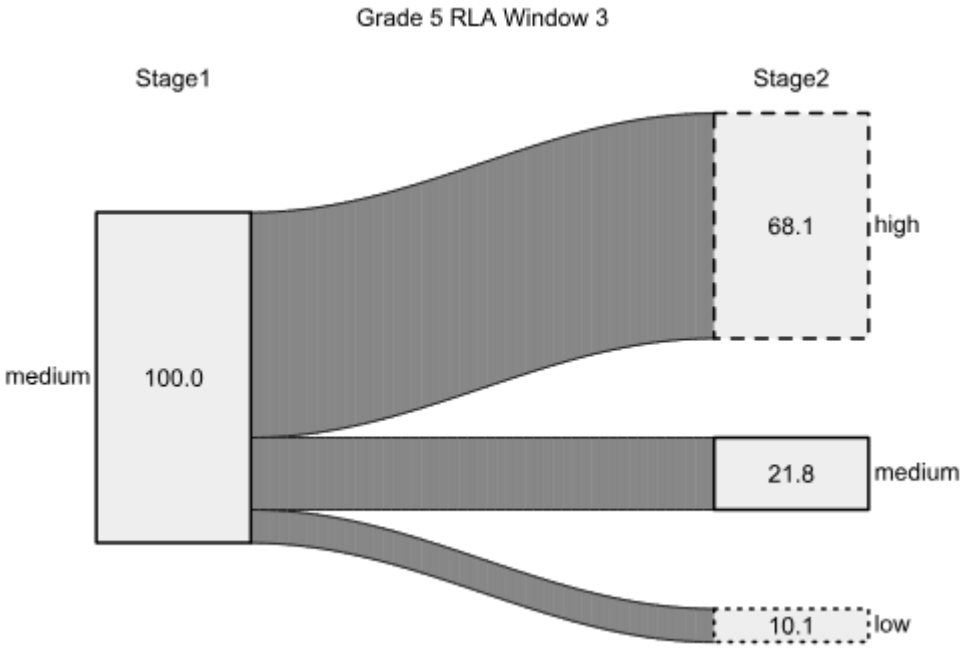


Figure 91: Window 3 Spanish RLA Grade 5 Routing Percentages



Appendix F: Reporting Category Target Score Summaries

Window 1

Table 64: Reporting Category Target Score Summary for Window 1 Mathematics

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 Mathematics	Low	1	59.76	39.18	1.06
		2	29.66	62.91	7.43
		3	36.76	61.43	1.81
		4	54.82	41.02	4.16
	Medium	1	94.39	5.52	0.10
		2	85.87	13.83	0.30
		3	74.00	24.89	1.12
		4	87.70	12.29	0.00
	High	1	23.22	40.54	36.24
		2	1.93	43.20	54.87
		3	17.82	52.96	29.22
		4	9.91	53.37	36.72
Grade 4 Mathematics	Low	1	90.09	9.35	0.55
		2	71.55	28.14	0.31
		3	94.45	5.46	0.09
		4	70.79	29.07	0.14
	Medium	1	44.03	44.12	11.85
		2	26.09	56.22	17.69
		3	72.43	24.18	3.39
		4	37.84	55.47	6.69
	High	1	4.07	36.66	59.28
		2	0.40	31.84	67.75
		3	21.38	50.44	28.18
		4	4.77	51.83	43.40
Grade 5 Mathematics	Low	1	96.55	3.43	0.02
		2	97.58	2.42	0.00
		3	92.63	7.36	0.02
		4	65.43	34.41	0.16
	Medium	1	43.01	44.55	12.45
		2	64.48	27.99	7.54
		3	83.55	15.20	1.25
		4	35.16	61.59	3.25
	High	1	2.87	40.21	56.92
		2	3.13	36.98	59.89

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		3	27.18	49.69	23.13
		4	3.79	36.20	60.01
Grade 6 Mathematics		1	78.04	21.66	0.30
	Low	2	85.19	14.75	0.06
		3	79.73	20.25	0.02
		4	72.54	26.61	0.84
	Medium	1	49.42	41.71	8.87
		2	32.87	63.96	3.17
		3	66.36	33.02	0.63
		4	40.49	54.25	5.26
	High	1	6.74	36.13	57.13
		2	3.13	43.92	52.95
		3	10.60	45.78	43.62
		4	2.65	57.36	39.98
Grade 7 Mathematics	Low	1	68.21	31.55	0.24
		2	91.41	8.32	0.27
		3	85.57	14.04	0.39
		4	63.92	35.77	0.30
	Medium	1	55.13	37.69	7.18
		2	50.33	40.49	9.18
		3	52.92	45.00	2.08
		4	26.39	70.45	3.16
	High	1	7.51	56.89	35.60
		2	1.03	28.98	69.99
		3	9.76	41.82	48.42
		4	1.19	56.99	41.82
Grade 8 Mathematics		1	76.11	22.43	1.46
	Low	2	88.26	11.53	0.22
		3	98.11	1.89	0.00
		4	81.09	18.51	0.41
	Medium	1	32.69	53.30	14.00
		2	45.46	43.28	11.26
		3	73.17	26.34	0.48
		4	31.46	57.38	11.16
	High	1	6.59	41.86	51.55
		2	2.39	46.23	51.39
		3	13.34	57.59	29.07
		4	4.61	70.88	24.51
	Low	1	94.55	5.45	0.00

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 Spanish Mathematics		2	87.84	11.78	0.38
		3	77.00	21.90	1.10
		4	90.90	9.10	0.00
	Medium	1	57.66	40.93	1.42
		2	37.81	54.82	7.37
		3	46.41	52.36	1.23
		4	72.40	25.52	2.08
	High	1	25.71	42.86	31.43
		2	0.00	42.86	57.14
		3	14.29	61.90	23.81
		4	17.14	56.19	26.67
Grade 4 Spanish Mathematics		1	94.40	5.37	0.23
	Low	2	80.13	19.84	0.03
		3	95.50	4.47	0.03
		4	71.39	28.48	0.13
	Medium	1	59.37	34.75	5.88
		2	33.33	56.54	10.13
		3	74.29	23.75	1.96
		4	40.31	54.68	5.01
	High	1	3.26	36.96	59.78
		2	2.17	40.22	57.61
		3	29.35	40.22	30.43
		4	6.52	64.13	29.35
Grade 5 Spanish Mathematics		1	98.49	1.51	0.00
	Low	2	98.16	1.84	0.00
		3	92.21	7.79	0.00
		4	73.28	26.63	0.08
	Medium	1	53.43	40.77	5.80
		2	74.34	20.11	5.55
		3	86.69	12.71	0.60
		4	57.43	42.17	0.40
	High	1	6.12	53.06	40.82
		2	1.02	44.90	54.08
		3	25.51	58.16	16.33
		4	8.16	52.04	39.80
Algebra 1	Low	1	14.00	60.35	25.65
		2	4.85	30.43	64.72
		3	3.18	41.83	54.98

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		4	24.81	50.24	24.96
		5	7.12	52.95	39.93
	Medium	1	33.05	61.13	5.82
		2	29.29	60.68	10.03
		3	26.08	62.12	11.80
		4	66.50	29.48	4.02
		5	47.19	48.98	3.83
	High	1	78.41	21.36	0.23
		2	83.50	15.17	1.33
		3	87.12	11.93	0.96
		4	67.50	32.15	0.35
		5	73.19	26.07	0.74

Table 65: Reporting Category Target Score Summary for Window 1 RLA

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 RLA	Low	1	97.38	2.61	0.01
		2	97.35	2.65	0.00
	Medium	1	51.22	39.18	9.61
		2	45.91	48.42	5.66
	High	1	2.23	45.32	52.45
		2	3.07	44.73	52.20
Grade 4 RLA	Low	1	97.51	2.47	0.02
		2	91.99	8.01	0.00
	Medium	1	46.65	51.82	1.53
		2	60.61	38.36	1.03
	High	1	1.67	38.43	59.90
		2	5.04	50.69	44.27
Grade 5 RLA	Low	1	99.97	0.03	0.00
		2	99.82	0.18	0.00
	Medium	1	69.66	28.68	1.66
		2	75.31	24.21	0.48
	High	1	2.52	49.09	48.40
		2	3.46	44.65	51.90
Grade 6 RLA	Low	1	92.21	7.59	0.20
		2	80.79	18.97	0.24
	Medium	1	50.91	46.36	2.73

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		2	44.55	51.69	3.75
	High	1	3.45	35.84	60.71
		2	3.23	41.80	54.97
Grade 7 RLA	Low	1	95.06	4.86	0.08
		2	92.34	7.63	0.02
	Medium	1	56.88	39.44	3.68
		2	64.88	34.32	0.80
	High	1	3.88	37.31	58.81
		2	7.01	43.64	49.35
Grade 8 RLA	Low	1	92.41	7.49	0.09
		2	91.80	8.17	0.03
	Medium	1	41.06	56.45	2.49
		2	44.74	51.34	3.92
	High	1	2.39	45.45	52.16
		2	6.94	52.78	40.28
Grade 3 Spanish RLA	Low	1	99.05	0.95	0.00
		2	98.99	1.01	0.00
	Medium	1	79.64	19.38	0.98
		2	61.48	36.43	2.09
	High	1	13.24	60.67	26.09
		2	9.31	56.30	34.39
Grade 4 Spanish RLA	Low	1	99.08	0.92	0.00
		2	92.07	7.93	0.00
	Medium	1	79.41	20.25	0.35
		2	65.99	33.54	0.47
	High	1	36.71	49.88	13.41
		2	14.33	70.67	15.00
Grade 5 Spanish RLA	Low	1	99.7	0.30	0.00
		2	98.96	1.04	0.00
	Medium	1	80.16	19.32	0.52
		2	78.33	21.59	0.08
	High	1	20.38	54.42	25.20
		2	15.45	63.52	21.03
English I	Low	1	95.10	4.89	0.01
		2	84.06	15.51	0.43
	Medium	1	45.64	52.26	2.10
		2	35.60	56.28	8.12
	High	1	1.40	37.87	60.73

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		2	2.92	39.12	57.97
English II	Low	1	98.21	1.79	0.00
		2	91.94	7.95	0.12
	Medium	1	71.54	27.85	0.60
		2	58.15	36.55	5.30
	High	1	9.44	37.19	53.36
		2	9.14	44.09	46.77

Window 2

Table 66: Reporting Category Target Score Summary for Window 2 Science and Social Studies

Assess.	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 5 Science	1	50.43	43.14	6.43
	2	47.09	49.75	3.16
	3	52.18	42.73	5.09
	4	57.09	32.97	9.94
Grade 8 Science	1	47.36	36.27	16.36
	2	31.36	45.23	23.41
	3	26.80	59.61	13.59
	4	47.71	27.33	24.96
Grade 5 Science Spanish	1	66.40	31.68	1.93
	2	63.31	36.27	0.42
	3	65.03	33.59	1.38
	4	62.26	33.06	4.68
Biology	1	18.82	53.11	28.07
	2	16.54	58.18	25.28
	3	26.53	40.43	33.03
	4	32.25	40.14	27.61
	5	29.23	50.64	20.13
Grade 8 Social Studies	1	46.00	40.18	13.82
	2	32.15	51.21	16.64
	3	43.03	42.45	14.52
	4	43.51	41.16	15.33
U.S. History	1	14.50	40.05	45.45
	2	18.69	40.88	40.44
	3	12.74	61.59	25.67
	4	7.87	54.20	37.93

Window 3

Table 67: Reporting Category Target Score Summary for Window 3 Mathematics

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 Mathematics	Low	1	82.74	17.24	0.02
		2	86.52	13.43	0.05
		3	54.93	43.86	1.21
		4	86.70	13.30	0.00
	Medium	1	47.09	51.58	1.33
		2	69.48	29.99	0.53
		3	42.53	56.54	0.93
		4	51.53	43.58	4.88
	High	1	15.78	46.36	37.86
		2	16.89	50.16	32.95
		3	13.61	51.79	34.60
		4	10.83	50.90	38.27
Grade 4 Mathematics	Low	1	79.40	20.07	0.53
		2	79.77	19.95	0.27
		3	73.68	25.15	1.17
		4	72.27	27.62	0.11
	Medium	1	55.43	38.80	5.77
		2	24.95	69.28	5.76
		3	57.23	37.53	5.24
		4	48.13	45.80	6.08
	High	1	2.90	49.97	47.12
		2	10.51	44.30	45.18
		3	13.29	55.80	30.91
		4	15.06	52.30	32.64
Grade 5 Mathematics	Low	1	74.96	25.00	0.05
		2	96.83	3.17	0.00
		3	84.72	15.23	0.05
		4	87.78	12.11	0.11
	Medium	1	45.02	44.07	10.91
		2	53.48	42.00	4.52
		3	33.68	62.15	4.17
		4	46.84	48.67	4.49
	High	1	3.58	46.27	50.15
		2	3.48	30.23	66.28
		3	2.53	47.26	50.20

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		4	7.23	57.10	35.67
Grade 6 Mathematics	Low	1	94.92	5.08	0.00
		2	98.23	1.77	0.00
		3	73.38	25.42	1.20
		4	67.70	31.98	0.31
	Medium	1	61.26	36.12	2.62
		2	61.40	34.70	3.90
		3	63.46	31.23	5.32
		4	23.97	74.53	1.51
	High	1	3.32	47.12	49.56
		2	3.92	39.78	56.30
		3	7.60	65.98	26.42
		4	11.53	56.38	32.09
Grade 7 Mathematics	Low	1	60.16	39.72	0.12
		2	93.00	6.90	0.10
		3	91.00	8.98	0.01
		4	78.81	21.12	0.07
	Medium	1	49.12	47.91	2.97
		2	52.89	41.76	5.35
		3	48.14	46.17	5.69
		4	39.70	58.78	1.52
	High	1	8.76	33.00	58.24
		2	0.68	30.87	68.45
		3	1.49	36.26	62.25
		4	2.38	66.26	31.36
Grade 8 Mathematics	Low	1	62.48	37.52	0.00
		2	90.41	9.29	0.29
		3	88.04	11.69	0.27
		4	80.32	19.23	0.46
	Medium	1	34.88	55.63	9.48
		2	20.00	69.87	10.13
		3	31.72	62.64	5.64
		4	26.64	59.70	13.66
	High	1	7.27	41.79	50.95
		2	1.48	26.15	72.37
		3	3.42	31.53	65.05
		4	7.56	50.48	41.96
	Low	1	86.90	13.04	0.05

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 Spanish Mathematics		2	86.74	13.26	0.00
		3	66.41	32.45	1.14
		4	88.32	11.68	0.00
	Medium	1	55.62	43.98	0.40
		2	71.60	28.03	0.37
		3	46.55	53.02	0.43
		4	52.05	43.58	4.37
	High	1	22.93	52.13	24.95
		2	23.35	56.70	19.95
		3	17.93	56.76	25.32
		4	12.34	54.04	33.62
Grade 4 Spanish Mathematics		1	85.57	14.23	0.20
	Low	2	82.87	16.96	0.16
		3	79.03	20.25	0.72
		4	74.52	25.35	0.13
	Medium	1	64.00	31.62	4.38
		2	28.18	67.27	4.55
		3	65.55	31.27	3.18
		4	40.72	52.49	6.79
	High	1	4.04	59.70	36.26
		2	15.96	51.72	32.32
		3	20.51	58.79	20.71
		4	18.08	58.99	22.93
Grade 5 Spanish Mathematics		1	84.77	15.23	0.00
	Low	2	96.95	3.05	0.00
		3	89.10	10.85	0.04
		4	87.54	12.42	0.04
	Medium	1	56.40	36.11	7.50
		2	62.38	35.21	2.41
		3	44.36	52.61	3.03
		4	52.82	43.81	3.37
	High	1	7.97	57.18	34.85
		2	2.73	45.10	52.16
		3	7.74	61.05	31.21
		4	11.16	67.65	21.18
Algebra 1	Low	1	77.82	21.75	0.42
		2	85.27	14.69	0.04
		3	92.71	7.20	0.09

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		4	71.48	28.29	0.22
		5	84.76	14.93	0.31
	Medium	1	28.08	59.92	12.00
		2	27.60	61.83	10.58
		3	37.72	56.30	5.98
		4	42.66	50.19	7.15
		5	46.13	45.96	7.91
	High	1	2.80	43.31	53.89
		2	2.13	49.61	48.26
		3	1.94	30.78	67.29
		4	3.18	38.96	57.86
		5	2.31	55.04	42.65

Table 68: Reporting Category Target Score Summary for Window 3 RLA

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 RLA	Low	1	93.04	6.95	0.01
		2	96.47	3.53	0.00
	Medium	1	56.06	42.42	1.52
		2	77.80	22.03	0.17
	High	1	6.13	48.89	44.98
		2	8.86	52.65	38.49
Grade 4 RLA	Low	1	99.06	0.94	0.00
		2	96.78	3.22	0.00
	Medium	1	66.88	30.72	2.40
		2	52.33	45.05	2.62
	High	1	5.42	48.39	46.2
		2	4.00	45.81	50.18
Grade 5 RLA	Low	1	99.25	0.75	0.00
		2	99.03	0.97	0.00
	Medium	1	77.49	20.82	1.70
		2	76.55	23.23	0.22
	High	1	2.76	36.39	60.84
		2	9.52	57.52	32.96
Grade 6 RLA	Low	1	98.34	1.66	0.00
		2	95.05	4.95	0.00
	Medium	1	69.21	29.15	1.64
		2	51.44	45.46	3.11

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
	High	1	5.76	41.44	52.79
		2	10.95	55.95	33.09
Grade 7 RLA	Low	1	98.37	1.63	0.00
		2	89.53	10.46	0.01
	Medium	1	53.06	39.54	7.40
		2	55.00	43.65	1.34
	High	1	2.04	32.42	65.54
		2	7.34	50.78	41.89
Grade 8 RLA	Low	1	90.62	9.31	0.08
		2	76.49	23.23	0.28
	Medium	1	56.86	41.27	1.87
		2	40.15	55.46	4.39
	High	1	2.66	44.88	52.46
		2	6.77	42.71	50.51
Grade 3 Spanish RLA	Low	1	99.71	0.29	0.00
		2	97.76	2.24	0.00
	Medium	1	89.61	10.25	0.14
		2	82.93	15.82	1.26
	High	1	38.21	42.08	19.71
		2	24.37	60.98	14.65
Grade 4 Spanish RLA	Low	1	98.04	1.96	0.00
		2	96.46	3.54	0.00
	Medium	1	85.62	13.68	0.70
		2	57.46	40.78	1.76
	High	1	22.46	58.96	18.58
		2	11.11	55.71	33.18
Grade 5 Spanish RLA	Low	1	99.91	0.09	0.00
		2	98.84	1.16	0.00
	Medium	1	91.38	8.62	0.00
		2	85.24	14.76	0.00
	High	1	37.28	50.70	12.03
		2	28.28	54.34	17.38
English I	Low	1	93.48	6.48	0.04
		2	71.66	26.56	1.78
	Medium	1	19.68	56.61	23.71
		2	11.82	58.01	30.17
	High	1	0.00	7.29	92.71
		2	0.43	19.74	79.84

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
English II	Low	1	98.11	1.89	0.00
		2	86.96	12.16	0.87
	Medium	1	56.71	41.52	1.77
		2	41.52	53.76	4.72
	High	1	2.19	23.14	74.67
		2	3.17	36.97	59.86

Appendix G: Marginal Reliability

Table 69: Test Reliabilities of Interim Assessments and STAAR for Mathematics

Assessment	Group	Window 1	Window 3	STAAR
Grade 3 Mathematics	All	0.751	0.825	0.90
	Sex: F	0.722	0.804	0.89
	Sex: M	0.771	0.838	0.91
	Ethnic: B	0.682	0.780	0.89
	Ethnic: H	0.704	0.791	0.89
	Ethnic: W	0.791	0.833	0.90
Grade 4 Mathematics	All	0.783	0.854	0.91
	Sex: F	0.756	0.833	0.90
	Sex: M	0.802	0.868	0.92
	Ethnic: B	0.705	0.813	0.89
	Ethnic: H	0.747	0.833	0.90
	Ethnic: W	0.810	0.854	0.91
Grade 5 Mathematics	All	0.816	0.890	0.92
	Sex: F	0.793	0.882	0.91
	Sex: M	0.832	0.896	0.92
	Ethnic: B	0.776	0.865	0.90
	Ethnic: H	0.790	0.874	0.91
	Ethnic: W	0.821	0.885	0.92
Grade 6 Mathematics	All	0.827	0.833	0.90
	Sex: F	0.812	0.815	0.90
	Sex: M	0.837	0.845	0.91
	Ethnic: B	0.819	0.799	0.88
	Ethnic: H	0.808	0.801	0.88
	Ethnic: W	0.827	0.834	0.90
Grade 7 Mathematics	All	0.797	0.880	0.91
	Sex: F	0.784	0.875	0.90
	Sex: M	0.807	0.885	0.91
	Ethnic: B	0.750	0.844	0.87
	Ethnic: H	0.773	0.853	0.88
	Ethnic: W	0.821	0.889	0.91
Grade 8 Mathematics	All	0.813	0.852	0.92
	Sex: F	0.802	0.844	0.92
	Sex: M	0.822	0.859	0.93
	Ethnic: B	0.788	0.816	0.90
	Ethnic: H	0.774	0.823	0.91
	Ethnic: W	0.825	0.857	0.92
	All	0.560	0.750	0.87

Assessment	Group	Window 1	Window 3	STAAR
Grade 3 Spanish Mathematics	Sex: F	0.514	0.712	0.86
	Sex: M	0.591	0.777	0.88
	Ethnic: H	0.562	0.750	0.87
	Ethnic: W	0.735	0.778	0.90
Grade 4 Spanish Mathematics	All	0.627	0.772	0.87
	Sex: F	0.569	0.735	0.85
	Sex: M	0.665	0.796	0.88
	Ethnic: H	0.623	0.773	0.87
	Ethnic: W	0.773	0.801	0.88
Grade 5 Spanish Mathematics	All	0.661	0.812	0.88
	Sex: F	0.636	0.793	0.87
	Sex: M	0.683	0.827	0.88
	Ethnic: H	0.663	0.811	0.88
	Ethnic: W	0.623	0.834	0.88
Algebra I	All	0.832	0.887	0.94
	Sex: F	0.823	0.882	0.93
	Sex: M	0.840	0.891	0.94
	Ethnic: B	0.825	0.873	0.92
	Ethnic: H	0.815	0.870	0.93
	Ethnic: W	0.829	0.883	0.94

Note: Reliability is only reported for subgroups with sample sizes equal to or greater than 200.

Sex: F – Female, Sex: M – Male

Ethnic: A – Asian, Ethnic: B – Black or African American, Ethnic: H – Hispanic/Latino, Ethnic: T – Two Races, Ethnic: W – White

Table 70: Test Reliabilities of Interim Assessments and STAAR for RLA

Assessment	Group	Window 1	Window 3	STAAR
Grade 3 RLA	All	0.787	0.820	0.92
	Sex: F	0.787	0.821	0.92
	Sex: M	0.787	0.819	0.92
	Ethnic: B	0.776	0.812	0.91
	Ethnic: H	0.773	0.808	0.91
	Ethnic: W	0.780	0.812	0.92
Grade 4 RLA	All	0.841	0.829	0.92
	Sex: F	0.839	0.826	0.92
	Sex: M	0.842	0.830	0.92
	Ethnic: B	0.829	0.821	0.92
	Ethnic: H	0.827	0.815	0.92
	Ethnic: W	0.836	0.818	0.92

Assessment	Group	Window 1	Window 3	STAAR
Grade 5 RLA	All	0.837	0.856	0.93
	Sex: F	0.830	0.850	0.93
	Sex: M	0.841	0.861	0.93
	Ethnic: B	0.833	0.865	0.92
	Ethnic: H	0.829	0.854	0.92
	Ethnic: W	0.818	0.830	0.93
Grade 6 RLA	All	0.853	0.846	0.94
	Sex: F	0.850	0.839	0.93
	Sex: M	0.854	0.851	0.94
	Ethnic: B	0.841	0.832	0.93
	Ethnic: H	0.835	0.836	0.93
	Ethnic: W	0.849	0.834	0.93
Grade 7 RLA	All	0.874	0.873	0.93
	Sex: F	0.867	0.870	0.93
	Sex: M	0.878	0.873	0.93
	Ethnic: B	0.861	0.864	0.92
	Ethnic: H	0.868	0.866	0.93
	Ethnic: W	0.857	0.852	0.93
Grade 8 RLA	All	0.841	0.854	0.93
	Sex: F	0.834	0.848	0.93
	Sex: M	0.844	0.858	0.93
	Ethnic: B	0.828	0.836	0.92
	Ethnic: H	0.824	0.836	0.93
	Ethnic: W	0.832	0.843	0.92
English I	All	0.897	0.897	0.95
	Sex: F	0.891	0.888	0.95
	Sex: M	0.900	0.903	0.95
	Ethnic: B	0.888	0.888	0.94
	Ethnic: H	0.889	0.89	0.94
	Ethnic: W	0.884	0.883	0.94
English II	All	0.889	0.911	0.94
	Sex: F	0.882	0.906	0.94
	Sex: M	0.892	0.915	0.94
	Ethnic: B	0.883	0.907	0.93
	Ethnic: H	0.883	0.907	0.94
	Ethnic: W	0.874	0.899	0.94

Note: Reliability is only reported for subgroups with sample sizes equal to or greater than 200.

Sex: F – Female, Sex: M – Male

Ethnic: A – Asian, Ethnic: B – Black or African American, Ethnic: H – Hispanic/Latino, Ethnic: T – Two Races, Ethnic: W – White

Table 71: Test Reliabilities of Interim Assessments and STAAR for Spanish RLA

Assessment	Group	Window 1	Window 3	STAAR
Grade 3 Spanish RLA	All	0.774	0.782	0.90
	Sex: F	0.778	0.782	0.90
	Sex: M	0.770	0.781	0.90
	Ethnic: H	0.774	0.781	0.90
	Ethnic: W	0.814	0.821	0.91
Grade 4 Spanish RLA	All	0.742	0.801	0.91
	Sex: F	0.739	0.795	0.91
	Sex: M	0.744	0.806	0.91
	Ethnic: H	0.744	0.801	0.91
	Ethnic: W	0.665	0.752	0.91
Grade 5 Spanish RLA	All	0.788	0.804	0.92
	Sex: F	0.790	0.796	0.92
	Sex: M	0.784	0.809	0.92
	Ethnic: H	0.786	0.804	0.92
	Ethnic: W	0.785	0.790	0.91

Note: Reliability is only reported for subgroups with sample sizes equal to or greater than 200.

Sex: F – Female, Sex: M – Male

Ethnic: A – Asian, Ethnic: B – Black or African American, Ethnic: H – Hispanic/Latino, Ethnic: T – Two races, Ethnic: W – White

Table 72: Test Reliabilities of Interim Assessments and STAAR for Science and Social Studies

Assessment	Group	Window 2	STAAR
Grade 5 Science	All	0.711	0.85
	Sex: F	0.687	0.85
	Sex: M	0.726	0.86
	Ethnic: B	0.638	0.82
	Ethnic: H	0.656	0.83
	Ethnic: W	0.728	0.85
Grade 8 Science	All	0.800	0.90
	Sex: F	0.786	0.89
	Sex: M	0.810	0.90
	Ethnic: B	0.759	0.88
	Ethnic: H	0.770	0.88
	Ethnic: W	0.801	0.89
Grade 5 Spanish Science	All	0.468	0.75

Assessment	Group	Window 2	STAAR
	Sex: F	0.431	0.73
	Sex: M	0.497	0.77
	Ethnic: H	0.473	0.75
	Ethnic: W	0.486	0.76
Biology	All	0.831	0.90
	Sex: F	0.824	0.89
	Sex: M	0.836	0.90
	Ethnic: B	0.806	0.88
	Ethnic: H	0.807	0.88
	Ethnic: W	0.826	0.88
Grade 8 Social Studies	All	0.777	0.91
	Sex: F	0.768	0.90
	Sex: M	0.784	0.91
	Ethnic: B	0.756	0.89
	Ethnic: H	0.743	0.89
	Ethnic: W	0.771	0.90
U.S. History	All	0.837	0.93
	Sex: F	0.830	0.92
	Sex: M	0.842	0.94
	Ethnic: B	0.837	0.92
	Ethnic: H	0.826	0.92
	Ethnic: W	0.830	0.93

Note: Reliability is only reported for subgroups with sample sizes equal to or greater than 200.
Sex: F – Female, Sex: M – Male
Ethnic: A – Asian, Ethnic: B – Black or African American, Ethnic: H – Hispanic/Latino, Ethnic: T – Two races, Ethnic: W – White

Appendix H: Prediction Performance

Window 1

Table 73: Prediction Performance for Mathematics Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	21,960	13,476	5,409	547
Approaches	4,523	4,627	3,711	740
Meets	2,147	3,733	5,361	1,770
Masters	587	1,425	6,932	11,234

Table 74: Prediction Performance for Mathematics Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	25,451	10,677	4,099	667
Approaches	4,140	5,158	4,046	1,136
Meets	1,003	2,326	3,020	1,299
Masters	883	2,800	7,981	15,636

Table 75: Prediction Performance for Mathematics Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	18,546	8,321	1,702	121
Approaches	5,316	7,824	3,698	435
Meets	1,405	5,982	7,521	2,334
Masters	396	1,744	7,457	13,324

Table 76: Prediction Performance for Mathematics Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	14,704	7,770	578	32
Approaches	3,736	7,866	2,411	180

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Meets	1,180	5,001	3,963	709
Masters	644	2,814	6,547	6,558

Table 77: Prediction Performance for Mathematics Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	16,733	3,207	713	28
Approaches	3,984	1,959	841	20
Meets	2,858	3,034	2,789	220
Masters	1,064	1,216	3,821	2,670

Table 78: Prediction Performance for Mathematics Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	11,475	4,367	1,440	105
Approaches	1,154	958	602	41
Meets	2,779	2,936	2,437	260
Masters	2,358	2,931	6,022	3,924

Table 79: Prediction Performance for Algebra I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	11,105	10,886	2,906	907
Approaches	2,297	5,870	3,611	1,578
Meets	669	2,726	2,570	1,715
Masters	1,833	4,169	6,555	16,793

Table 80: Prediction Performance for RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	14,738	8,259	2,061	142
Approaches	3,016	5,028	2,883	322
Meets	1,489	5,920	7,072	1,813
Masters	621	3,743	1,3158	16,057

Table 81: Prediction Performance for RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	11,955	7,393	1,336	95
Approaches	3,740	9,549	5,071	551
Meets	503	3,132	3,827	810
Masters	453	4,719	1,5112	17,110

Table 82: Prediction Performance for RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	13,728	3,647	929	68
Approaches	4,784	5,795	3,586	460
Meets	944	2,550	3,119	781
Masters	989	4,533	1,5632	22,228

Table 83: Prediction Performance for RLA Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	14,046	4,268	849	58
Approaches	4,834	4,716	2,004	195
Meets	2,436	6,271	6,177	1,136
Masters	869	4,393	14,676	22,296

Table 84: Prediction Performance for RLA Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	17,660	5,386	975	75
Approaches	3,019	4,778	2,069	154
Meets	1,297	4,057	3,382	600
Masters	1,100	6,269	16,548	22,217

Table 85: Prediction Performance for RLA Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	10,765	5,201	1,260	143
Approaches	4,468	6,444	3,167	550
Meets	1,510	5,720	6,544	2,491
Masters	524	3,836	11,697	22,546

Table 86: Prediction Performance for English I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	16,708	5,254	2,690	27
Approaches	811	899	755	10
Meets	2,711	6,547	17,508	1,184
Masters	257	867	14,392	13,513

Table 87: Prediction Performance for English II

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	12,697	5,154	3,703	18
Approaches	767	903	1,088	7
Meets	3,017	6,005	24,231	659
Masters	161	317	14,209	6,914

Table 88: Prediction Performance for Spanish RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	2,666	557	43	5
Approaches	721	605	106	28
Meets	196	371	121	61
Masters	119	657	507	652

Table 89: Prediction Performance for Spanish RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	2,368	457	268	29
Approaches	343	248	228	76
Meets	103	160	234	90
Masters	80	197	518	588

Table 90: Prediction Performance for Spanish RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	1,381	623	114	12
Approaches	111	264	122	17
Meets	48	223	171	39
Masters	30	259	440	366

Window 2

Table 91: Prediction Performance for Science Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	35,942	14,680	1,777	205
Approaches	21,902	28,148	9,818	2,392
Meets	1,647	8,484	8,194	4,345
Masters	414	3,010	7,114	11,850

Table 92: Prediction Performance for Science Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,751	15,174	4,312	211
Approaches	6,626	10,805	7,627	689
Meets	1,592	6,466	10,701	2,151
Masters	1,243	3,353	17,768	22,820

Table 93: Prediction Performance for Biology

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	7,491	18,933	7,236	343
Approaches	1,732	8,868	6,538	264
Meets	1,378	13,352	32,526	3,747
Masters	544	3,166	23,607	30,907

Table 94: Prediction Performance for Social Studies Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	43,988	12,393	2,006	438
Approaches	7,049	7,943	2,599	722
Meets	1,944	3,644	1,838	698
Masters	3,735	10,078	12,087	19,853

Table 95: Prediction Performance for U.S. History

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	3,515	12,116	4,141	888
Approaches	1,706	9,781	7,149	1,344
Meets	671	7,917	17,302	6,980
Masters	611	3,824	12,779	40,733

Window 3

Table 96: Prediction Performance for Mathematics Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31,144	13,929	3,646	256
Approaches	7,020	10,244	6,757	789
Meets	2,179	6,664	9,647	2,535
Masters	745	2,797	12,929	20,265

Table 97: Prediction Performance for Mathematics Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	37,246	14,532	3,944	397
Approaches	4,696	7,530	5,199	954
Meets	2,103	5,771	8,339	3,011
Masters	758	2,658	10,620	24,970

Table 98: Prediction Performance for Mathematics Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31,743	13,910	2,055	104
Approaches	4,239	10,633	4,600	328
Meets	1,028	8,944	13,755	3,308
Masters	435	1,678	10,649	22,371

Table 99: Prediction Performance for Mathematics Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,406	21,205	2,118	70
Approaches	2,927	9,523	3,742	218
Meets	993	7,809	10,443	2,003

Masters	512	1,557	7,566	11,689

Table 100: Prediction Performance for Mathematics Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	35,311	7,414	1,331	45
Approaches	4,571	4,675	2,167	62
Meets	1,871	4,663	6,293	423
Masters	1,142	1,154	7,330	7,292

Table 101: Prediction Performance for Mathematics Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	24,291	9,486	2,390	97
Approaches	2,813	3,474	1,921	95
Meets	2,513	5,495	6,497	669
Masters	1,604	2,245	8,016	6,924

Table 102: Prediction Performance for Algebra I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	21,981	21,823	4,730	1,265
Approaches	3,625	12,460	7,124	2,314
Meets	821	6,411	8,529	5,351
Masters	2,027	4,199	10,337	38,347

Table 103: Prediction Performance for RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	23,795	17,098	5,236	411
Approaches	2,583	9,149	9,229	1,800

Meets	618	3,865	7,845	2,825
Masters	338	2,794	15,815	25,632

Table 104: Prediction Performance for RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	20,844	18,039	4,697	402
Approaches	1,879	9,918	8,534	1,351
Meets	551	6,213	12,646	4,993
Masters	143	2,134	13,126	24,463

Table 105: Prediction Performance for RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	23,801	9,432	3,596	400
Approaches	2,575	4,754	4,662	1,003
Meets	2,286	6,485	10,391	4,062
Masters	625	3,774	17,624	35,175

Table 106: Prediction Performance for RLA Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	24,786	10,516	3,508	338
Approaches	4,781	9,056	7,540	1,414
Meets	2,153	6,615	12,048	5,360
Masters	493	2,514	12,532	30,149

Table 107: Prediction Performance for RLA Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,542	14,117	3,965	397

Approaches	2,485	7,683	6,072	1,136
Meets	938	5,991	10,746	4,274
Masters	289	2,819	13,703	29,307

Table 108: Prediction Performance for RLA Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	19,137	13,157	4,251	521
Approaches	3,596	8,478	6,580	1,472
Meets	1,335	5,745	8,638	3,714
Masters	733	3,911	14,578	34,947

Table 109: Prediction Performance for English I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	26,880	8,371	4,804	123
Approaches	3,693	4,705	4,659	127
Meets	2,727	7,185	21,132	1,325
Masters	602	1,744	28,624	25,058

Table 110: Prediction Performance for English II

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	24,554	11,545	9,382	34
Approaches	1,578	3,458	7,059	43
Meets	1,714	4,942	33,617	1,077
Masters	294	481	23,990	12,809

Table 111: Prediction Performance for Spanish RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	4,397	1,034	87	20
Approaches	687	955	194	70
Meets	140	359	139	46
Masters	149	966	695	897

Table 112: Prediction Performance for Spanish RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	3,146	452	167	14
Approaches	443	247	169	24
Meets	181	170	142	32
Masters	317	573	1,156	965

Table 113: Prediction Performance for Spanish RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	1,847	695	105	12
Approaches	248	437	136	24
Meets	160	546	390	94
Masters	17	249	545	508

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