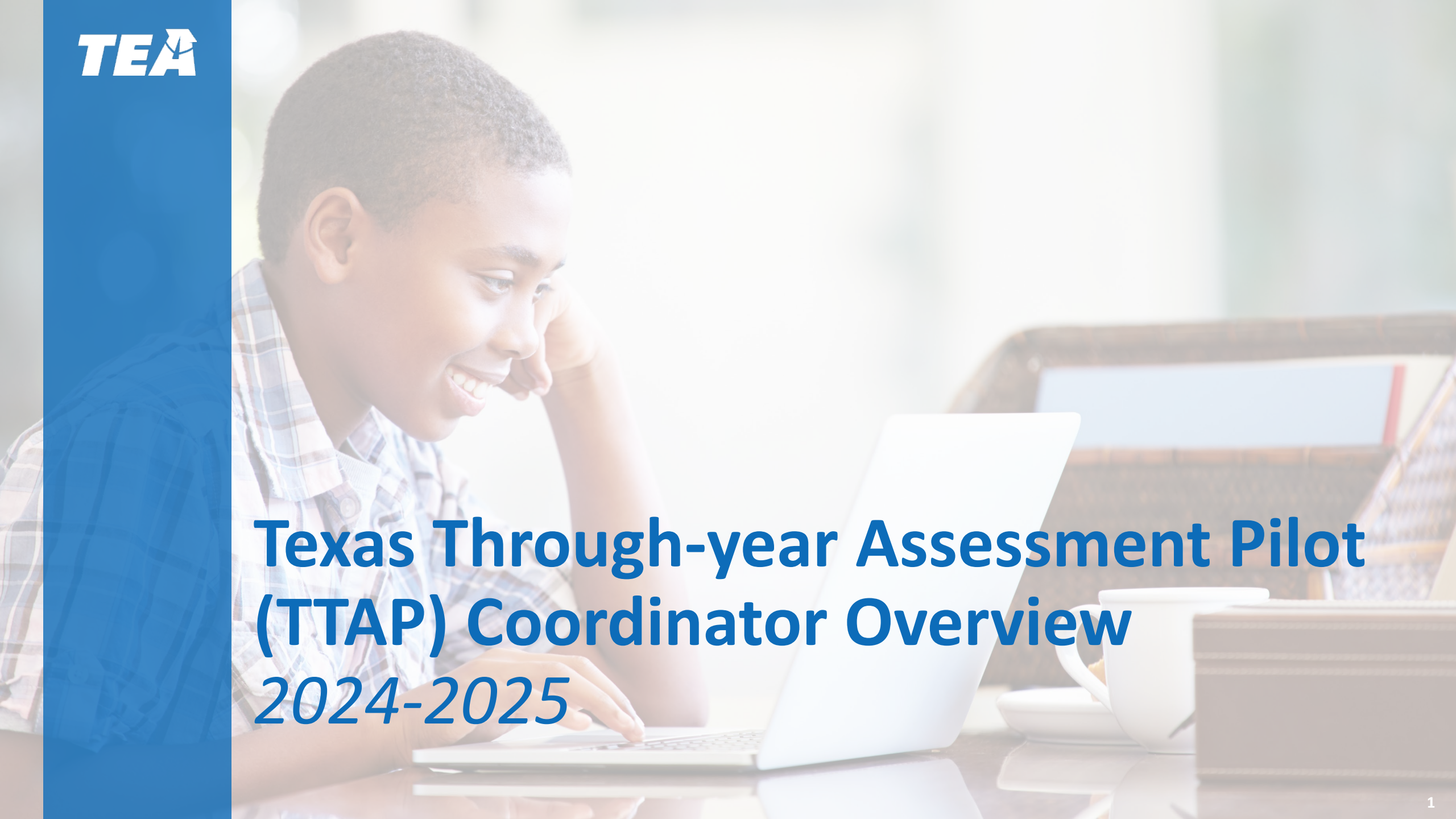
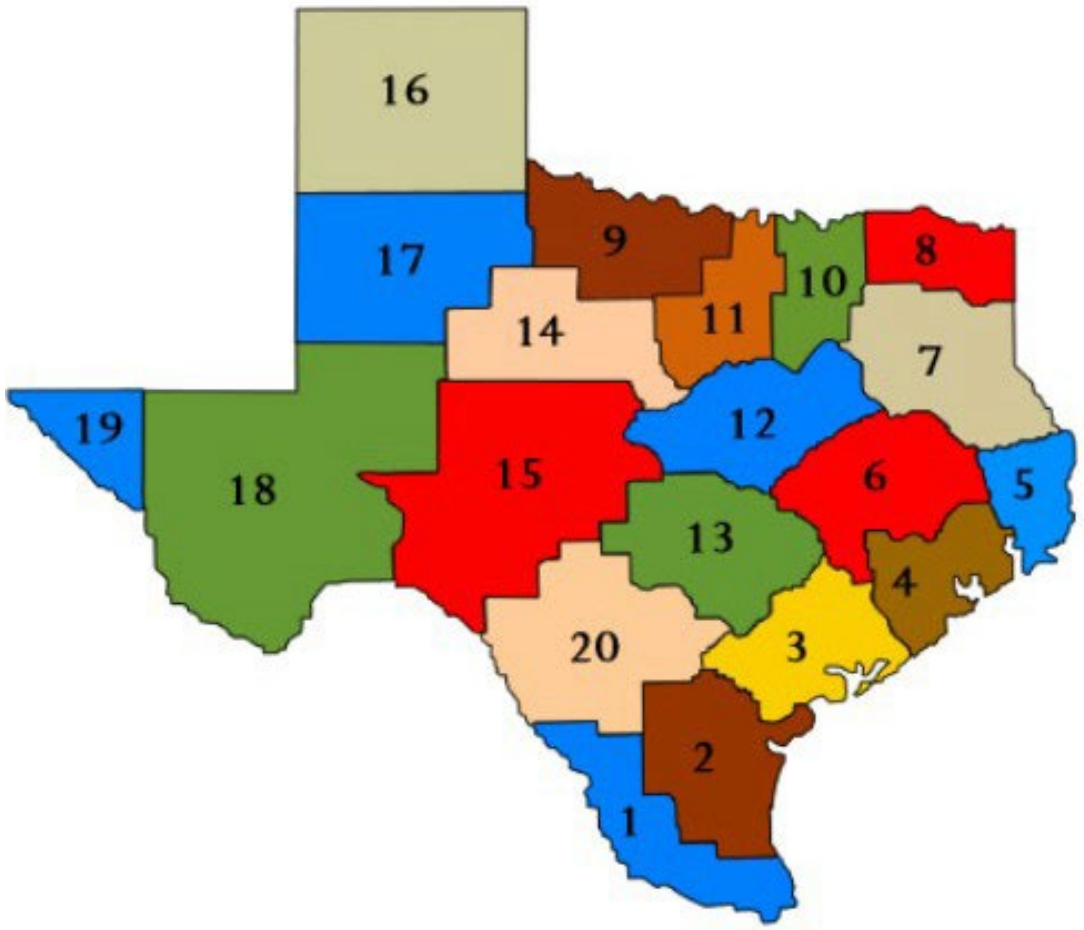


Texas Through-year Assessment Pilot (TTAP) Coordinator Overview

2024-2025

All 20 regions and over 59,000 students will be participating in TTAP this school year

- **20 REGIONS**
- **87 LEAS**
  - 52 rural
  - 16 town
  - 10 suburban
  - 9 urban
- **59K STUDENTS**
  - Grade 3 Math: 8K
  - Grade 6 Math: 13K
  - Grade 7 Math: 9K
  - Grade 8 Math: 12k
  - Grade 8 Social Studies: 17K



Note: Updated as of 9/23/24

Staff Intros

Jamie Kwan
Director of Assessment Initiatives

Emily Winward
Program Coordinator

Agenda

1. Pilot Overview

2. Participant Responsibilities

3. SY24-25 Updates and Supports

House Bill 3906 addresses several assessment components, one of which is to create an Integrated Formative Assessment Pilot

Overview:

House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.
Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Purposes:

Create a pilot assessment to inform teaching decisions and improve instructional supports

Create a pilot assessment that can potentially replace the current summative

We first launched this optional, small-scale pilot in SY22-23; it requires multiple years of piloting to assess its feasibility

A through-year assessment model has many benefits…

- Provides **more timely and frequent feedback** that can be used help with monitoring students progress before they move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **in-year growth** information

…but is still relatively new and innovative

- **Only a handful states** have implemented a model that isn't a traditional end-of-year summative
- Texas will need to address **technical questions** around design, administration, and scoring specific to local context
- Pilot will be rolled out over **multiple years** prior to potential adoption

All pilot participation is optional; no new testing requirements, and no requirement for district participation

It will take until at least SY25-26 before we have enough data to report to the legislature about the feasibility of replacing STAAR

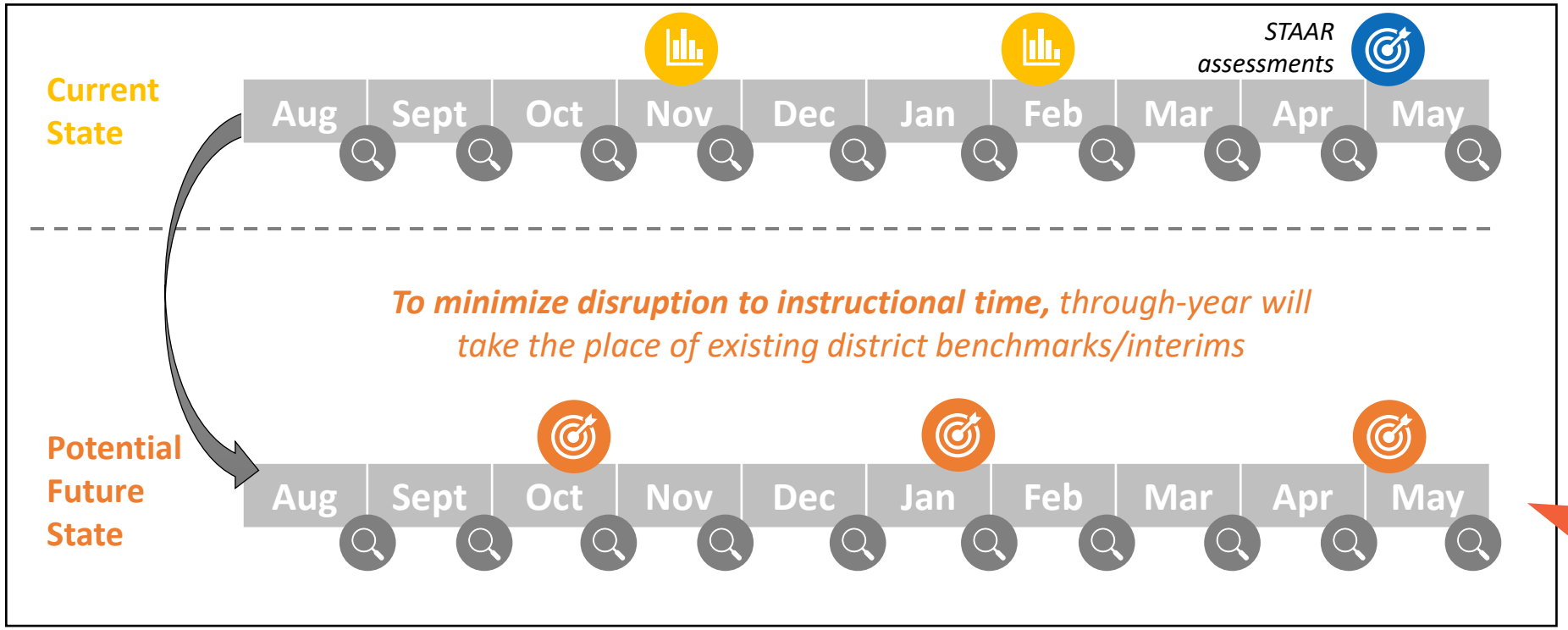
- TTAP's goal is to provide a progress monitoring system that gives students multiple opportunities to demonstrate their mastery of standards and contribute to their summative performance level at the end of the year

- In order to gauge its feasibility to replace STAAR, we must take in several years of data from a representative group of districts to ensure validity and comparability

2022-2023	2023-2024	2024-2025	2025-2026
Pilot Year 1	**Pilot Year 2**	**Pilot Year 3**	**Pilot Year 4**
G5 Science *G6 Math* *G7 Math* *G8 Social Studies*	Report to legislature	*- G5 Science* *+ G3 Math* *+ G8 Math*	Report to legislature – earliest possible decision to potentially replace STAAR with through-year model

Note: All pilot participation is optional, and participation does not exempt districts from STAAR

TTAP is designed to replace both benchmarking/interims and summative tests, combining them into one cohesive system across the year



Legend

- Formative Assessments (unit and mid-unit assessments)
- District benchmarks (e.g., STAAR Interims)
- Summative Assessment
- Through-Year Assessments

Visit the TTAP: Balanced Assessment System (Supplemental Video) now available in the LMS for more information.

A first look – TTAP Theory of Action

If we adjust our current summative model to have

Features…

100% TEKS-aligned, valid, and reliable assessments that replaces other assessment systems

Assessments that are minimally disruptive to instructional time

Progress monitoring system that provides timely data and information to support instruction

Cumulative scoring model that takes into account student proficiency demonstrated throughout the year

…and Supports

Training for teachers and administrators on how to interpret and use TTAP data

…that results in the following

Actions…

Students understand their progress, track towards grade level proficiency, and have greater ownership over their learning

Teachers analyze TTAP data to identify students in need of intervention

Administrators use TTAP data to better support campuses and teachers

…which will lead to positive

Short-term Outcomes…

Administrators and teachers better understand the relationship between instruction and assessment

Students will have a better testing experience

…and Long-term Outcomes

Students proficiency in the state academic standards will improve

Agenda

1. Pilot Overview

2. Participant Responsibilities

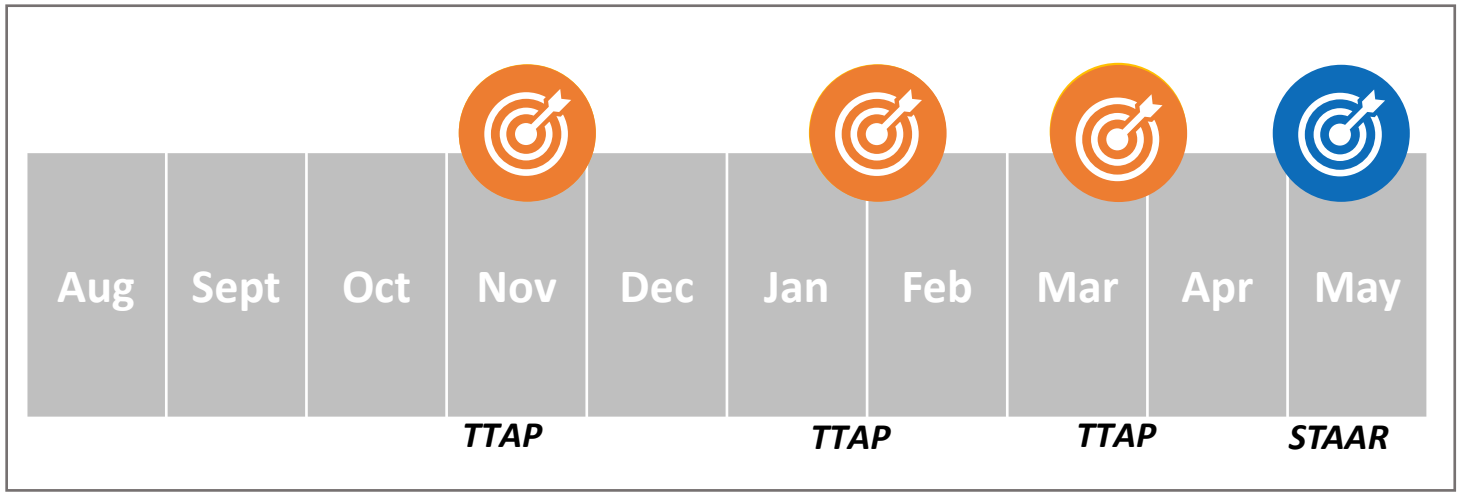
3. SY24-25 Updates and Supports

Responsibilities: We will break down these DTC expectations in the following slides

1 Assessment Strategy	Enforce security requirements and confirm that no other benchmarks are given.
2 Administration Logistics	Register and roster students in TIDE and create test sessions in TDS
3 Training Tracking	Ensure staff are completing required trainings and feedback loops (e.g., surveys)
4 Contact List	Upload initial TTAP participant contact list and update as needed throughout the school year
5 Teacher Liaison	Communicate with the TTAP team when participants have pilot-related questions.

1 Assessment Strategy: DTCs should ensure that test security guidelines are followed and that additional benchmarks are not administered

To minimize disruption to instructional time, TTAP will take the place of existing district benchmarking and interim assessment systems.



Test security procedures should be followed during each TTAP testing opportunity.

All TTAP participants must adhere to the instructions and procedures contained in the District and Campus Coordinator Resources (DCCR) and the Test Administration Information (TAI) resource.

We will review the contents of the TAI later in the module.

Available now on the TTAP webpage.

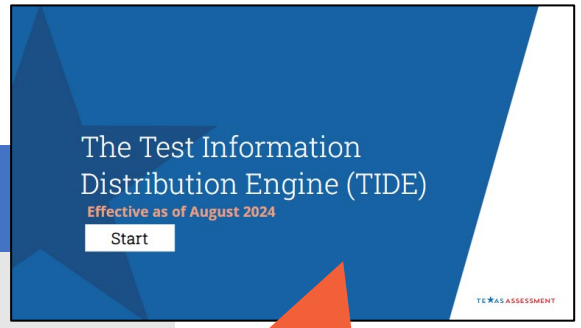
2 Administration Logistics: Participants are expected to the administer TTAP three times per year during the windows below

	Test Admin Window	Score Report Availability
Opportunity 1	November 11 – 15, 2024	November 18
Opportunity 2	January 27 – 31, 2025	February 3
Opportunity 3	March 24 – 28, 2025	March 31 – Math April 7* – Social Studies

**Results will be available on a rolling basis, with all scores distributed by April 7*

2 Administration Logistics: DTCs should register and roster students in TIDE, and create test session prior to each opportunity

Step	When	Role
1) Ensure students are registered and rostered in TIDE	By October 31, 2024	DTC
2) Create test sessions in TDS	Up to 3 weeks before beginning of testing window (November 11 – 15)	DTC
3) Generate and print test tickets in TDS	At least 1 day before testing	Testing coordinators, test administrators, or technology staff



Additional guidance can be found in the LMS TIDE overview.

2 Administration Logistics: DTCs should register and roster students in TIDE, and create test session prior to each opportunity

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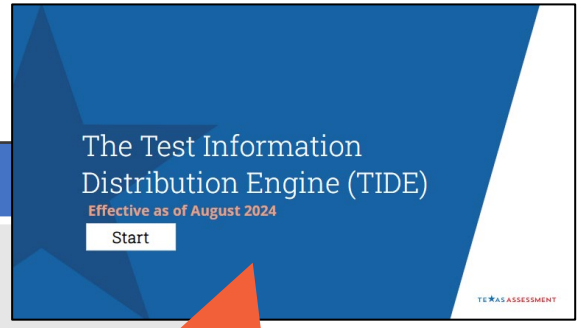
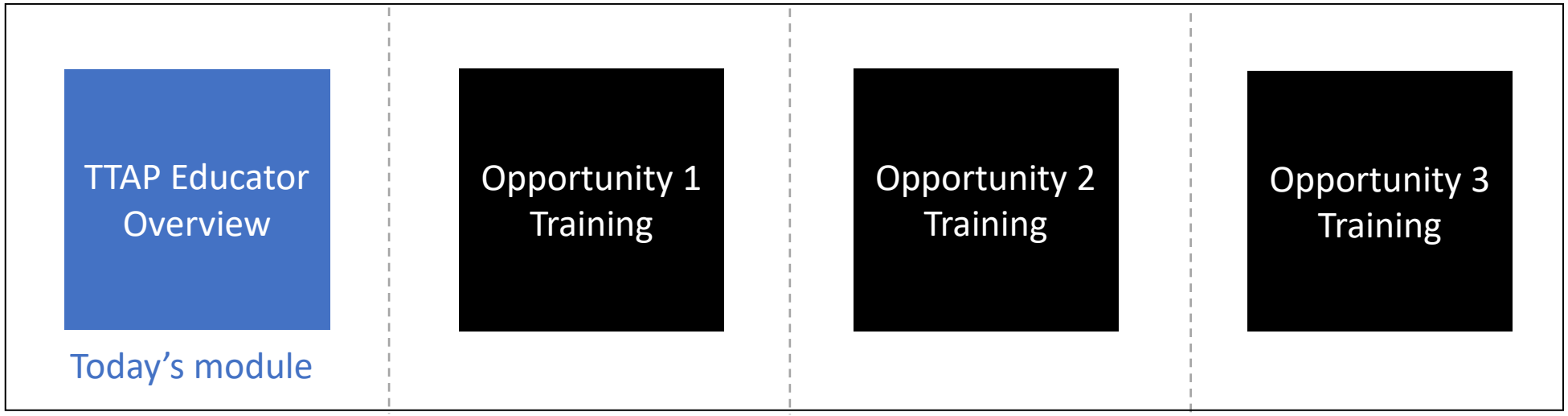


Additional guidance can be found in the LMS TIDE overview.

3 Training Tracking: Teachers and campus admin are required to complete one orientation and a module around each testing opportunity

These trainings can be found in the LMS -



All trainings are required for new TTAP teachers and campus admin but are highly encouraged for academic support staff.

Opportunity 1, 2, and 3 trainings will have synchronous and asynchronous options.

3 Training Tracking: Based on participant feedback from the 2023-2024 school year, some training requirements have been adjusted

Admin requirements have changed to ensure leadership on each campus to guide teachers through interpreting score reports.

	Coordinator Orientation	Educator Orientation	Opp 1 Training	Opp 2 Training	Opp 3 Training
LMS Window	*10/1/24-10/3/24*	*10/7/24-10/25/24*	*11/11/24-11/22/24*	*1/27/25 – 2/10/25*	*3/10/25 – 3/28/25*
Campus Admin		X	X	X	X
Teachers (Returning to TTAP)		X	X		
Teachers (New to TTAP)		X	X	X	X
DTCs	**(Completed)**				
CTCs	**(Completed)**				
Curriculum Staff		*Recommended*	*Recommended*	*Recommended*	*Recommended*

Note: Teachers who have previously participated in the pilot will only be responsible for the TTAP orientation and the Opportunity 1 training.

3 Training Tracking: DTCs are responsible for ensuring that staff complete all required training modules

Tracking Trainings in LMS

- Users who have manager (or admin) access for their organization can generate a Learner Transcript via the Reports section.
- By filtering the course within the report Excel file, DTCs can see which teachers have completed trainings.
- More information is provided in the appendix on how to download certificates of completion for each TTAP training via LMS.

Tracking Live Trainings

- Certificates of completion will be emailed to participants from the TTAP team by the end of the week following each live session.
- We recommend staff save these for their records and provide these certificates to DTCs to help with training tracking.

DTCs will also receive regular emails reminders with names of staff who have not completed required trainings.

4 Contact Lists: DTCs have the unique link to their district contact list that can be updated throughout the year

- ✓ These live links are merged with the TTAP master contact list so DTCs can update their contact lists at anytime
- ✓ Regular updates help keep training counts accurate and prevent unnecessary reminders

Be sure to bookmark your district's link for future use!

4 Contact Lists: Contacts do not need to be added more than once even if they serve multiple roles or serve multiple grades

For teachers, select the subject and grade taught. Leave blank for non-teachers.

First Name	Last Name	Email	Role	Title	Notes (Optional)
Samwise	Gamgee	sgamgee@middleearth.net	Teacher	Grade 6 Math	*Rubiks MS; also teaches grade 7*
Sarah	Blackmon	sblackmon@yahoo.com	Campus Admin		*Clover elementary; also CTC*
Lemony	Snickett	lemony.snickett@asoue.org	District Testing Coordinator		
Frito	Pie	fp@northoaks.net	Campus Testing Coordinator		*Rubiks MS*
Jessica	Johnson	jjohnson@hotmail.com	Campus Instructional Support		*Rubiks MS, SS/RLA interventionist*
Lauren	Moreno	lauren.moreno@gmail.com	District Admin		*K-12 math specialist*
Katelyn	Shelton	k.shelton@aol.com	Teacher	Other	*Test proctor*
Jackie	Renner	jrenner@gmail.com	Teacher	Grade 8 Social Studies	

For staff who serve in multiple roles, select the "highest" designation: DTC > Campus Admin > Teacher > CTC > Other

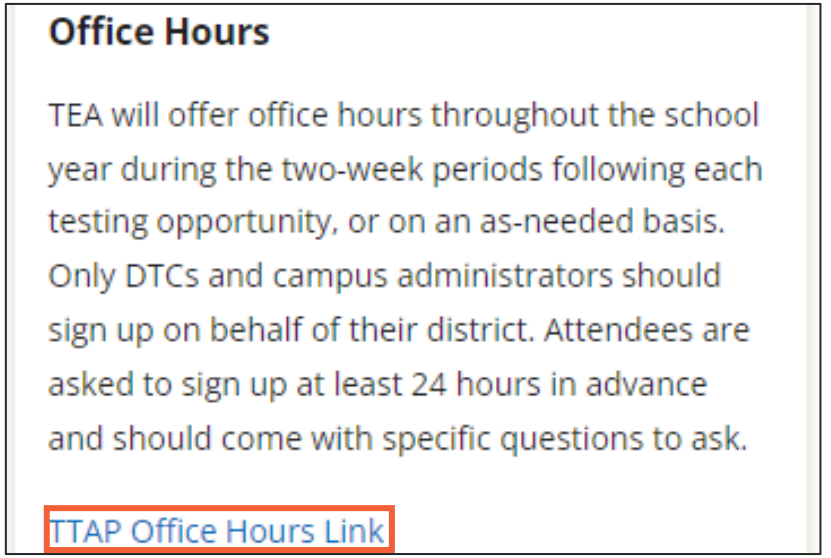
The optional notes column is for local use only.

4 Contact Lists: Frequent communications are sent throughout the year and will vary by role

	Quarterly Newsletter	Test Admin Dates	Survey Links	Score Report Availability	Office Hours	Training Reminders	Rostering	Contact List Updates
DTC	X	X	X	X	X	X	X	X
Campus Admin	X	X	X	X	X	X		
CTC + Campus Instructional Staff	X	X	X	X				
Teachers	X	X	X	X		X		
District Admin + District Curriculum Staff	X	X						
Other	X							

5 Teacher Liaison: DTCs can ask questions on behalf of teachers and staff through TTAP@tea.Texas.gov or year-round office hours

- The TTAP inbox is monitored daily for questions from participants
- The Office Hours link is available directly on the participant webpage
- DTCs and campus admin can schedule office hours as needed; others requesting a meeting should contact their DTC to coordinate



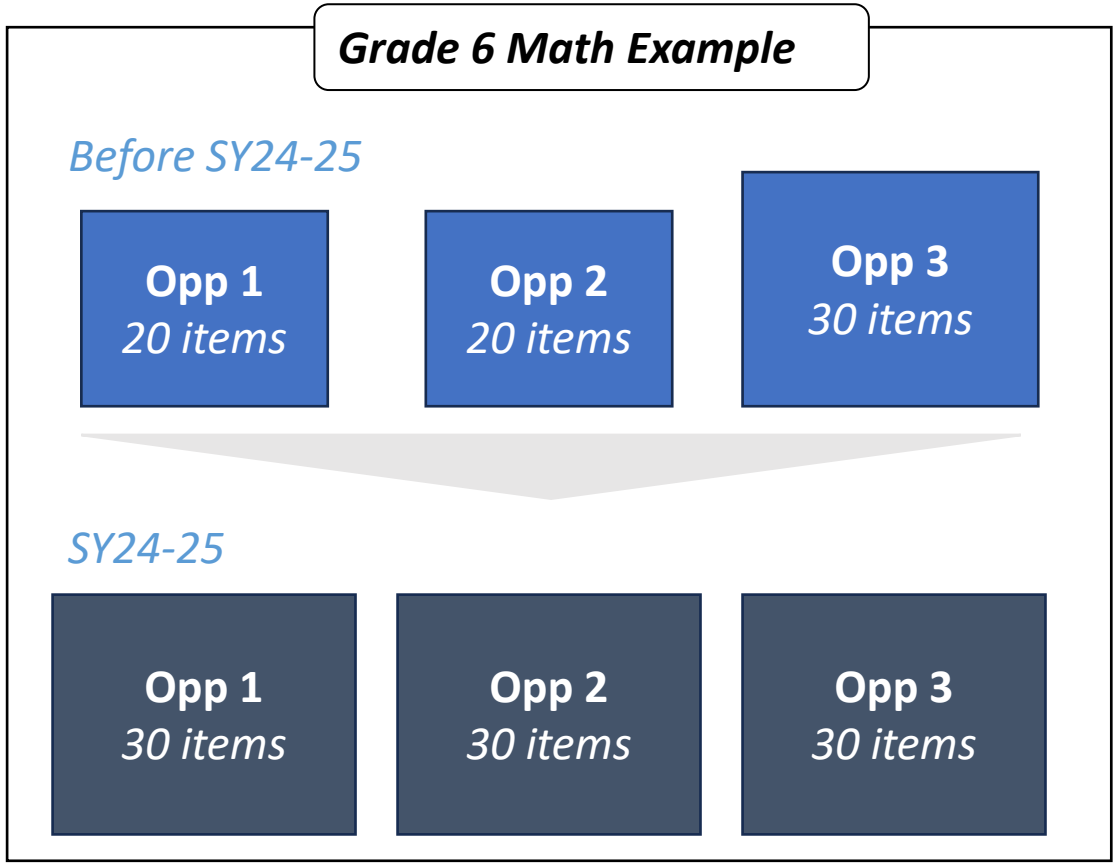
Agenda

1. Pilot Overview

2. Participant Responsibilities

3. SY24-25 Updates and Supports

Update: Testing times for TTAP Opportunity 1 and 2 have increased this year



Each individual opportunity needs to have sufficient reliability **in order to contribute any portion of a total score**. By adding items to the pilot design, we should be able to increase our reliability to a sufficient level.

Each testing opportunity is designed to be completed in one sitting, with a **testing time of roughly 80-120 minutes**. When scheduling, testing personnel should also consider the time it will take to set up the testing environment and administer test instructions.

To maximize instructional time, we encourage districts to set aside **no more than 2.5 hours** for each testing session in the fall and winter.

Note: Similar to past years, grade 8 social studies has a short-constructed response in the third opportunity

Update: The reporting scale for all math assessments has increased by 300 points to make room for grade 3

- Scores from SY23-24 have been rescored using this new scale
- Performance levels still maintain the same meaning across years
- New versions of the 2023-24 math reports should be downloaded before making comparisons between scale scores from this school year

Reporting scale and performance level cut scores

Grade	SY23-24	Meaning	SY24-25
3	360	Approaches	**660**
6	616	Approaches	**916**
		proaches	**1003**
		proaches	**1054**
		Meets	**771**
6	889	Meets	**1045**
7	965	Meets	**1093**
8	1009	Meets	**1159**
3	471	Masters	**900**
6	745	Masters	**771**
7	793	Masters	**1045**
8	859	Masters	**1159**

A score of 360 on the old scale is equivalent to 660 on the new scale, and the scores from both maintain the same performance level.

Training Resources: Supplemental training videos will be available on the LMS

1. **Balanced Assessment System Supplemental Video**

2. **CRS Navigation Tool Supplemental Video**

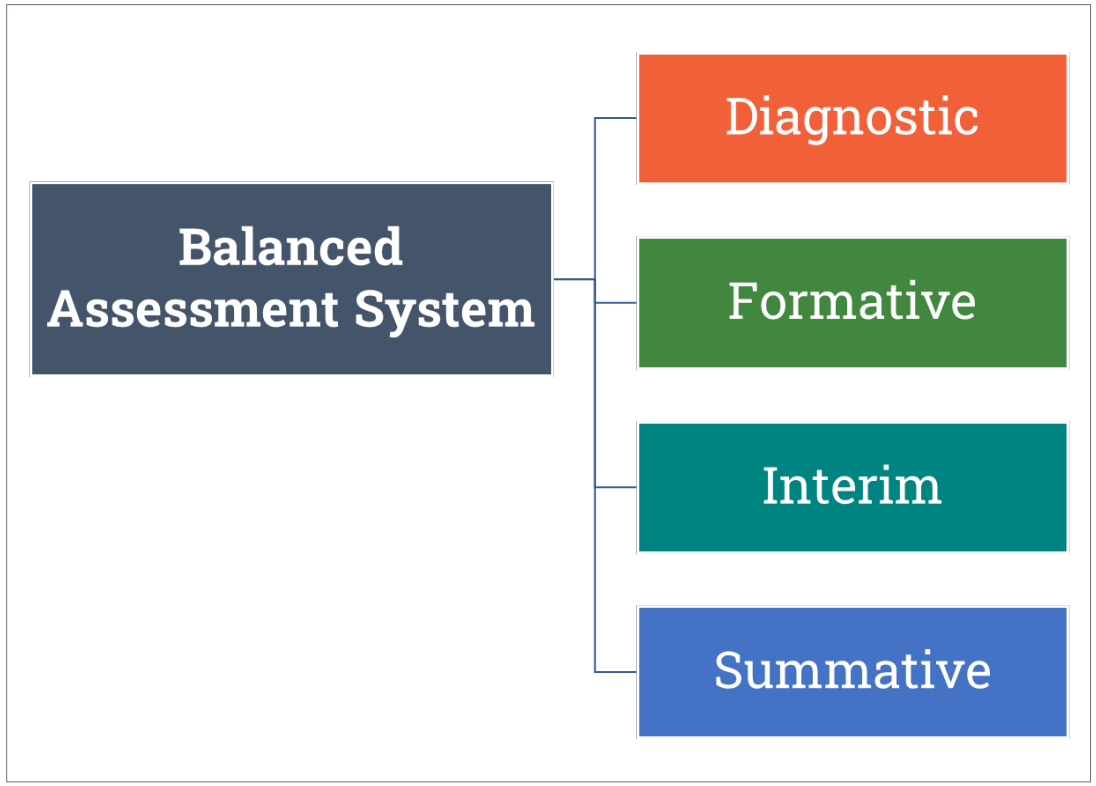
3. **Range PLD Supplemental Video**

New for SY24-25!

*Live now! Filter for "TTAP Trainings" and use passcode **"TTAP-24-25"** for all modules.*

Training Resources: The Balanced Assessment System Supplemental Video is currently available in the LMS

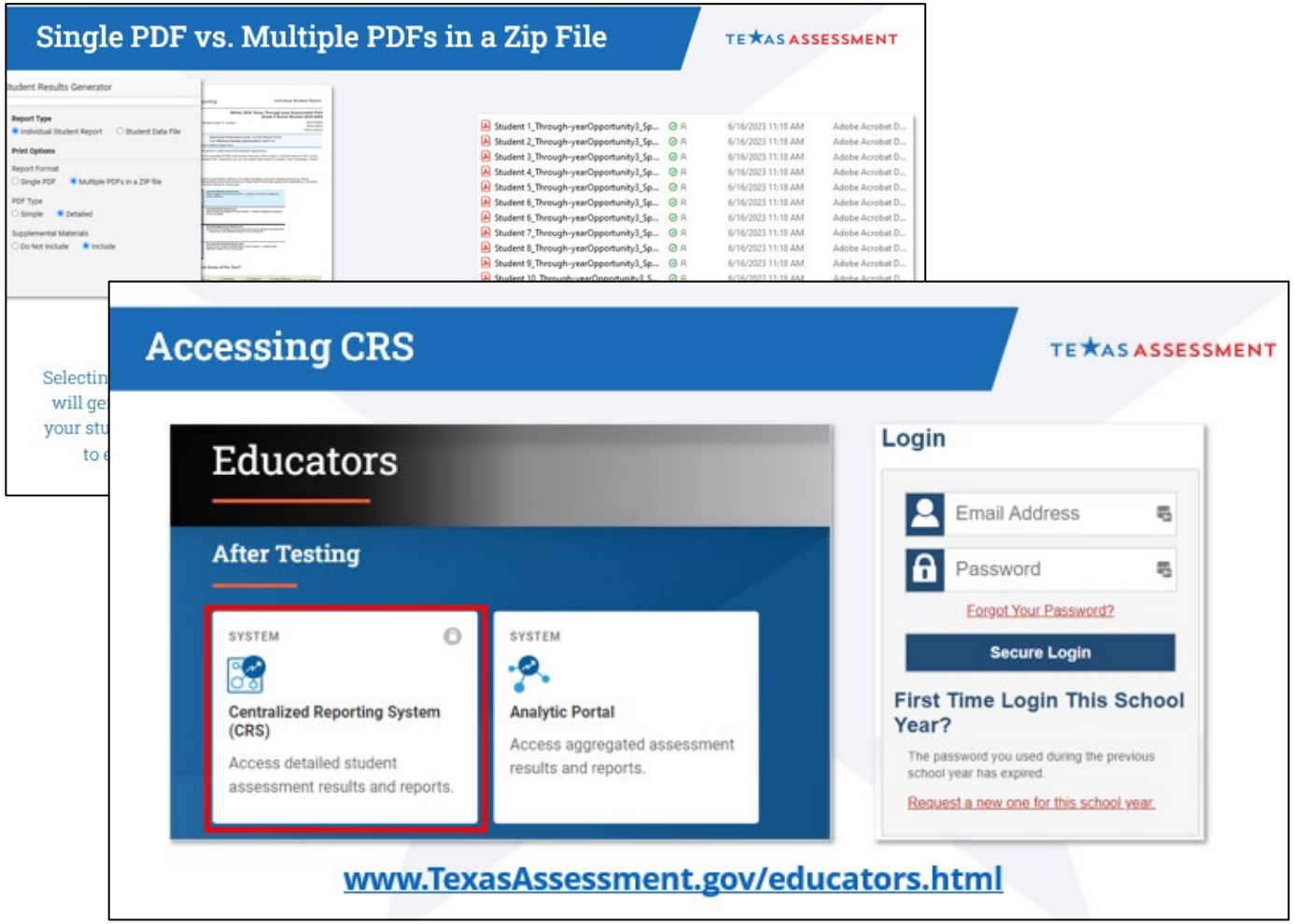
1



This supplemental video will cover:

- What a balanced assessment system is and why it is important
- The data each type of assessment provides and its intended uses
- How TTAP fits into a balanced assessment system

Training Resources: The CRS Navigation Tool Supplemental Video will be available soon



This supplemental video will cover how to:

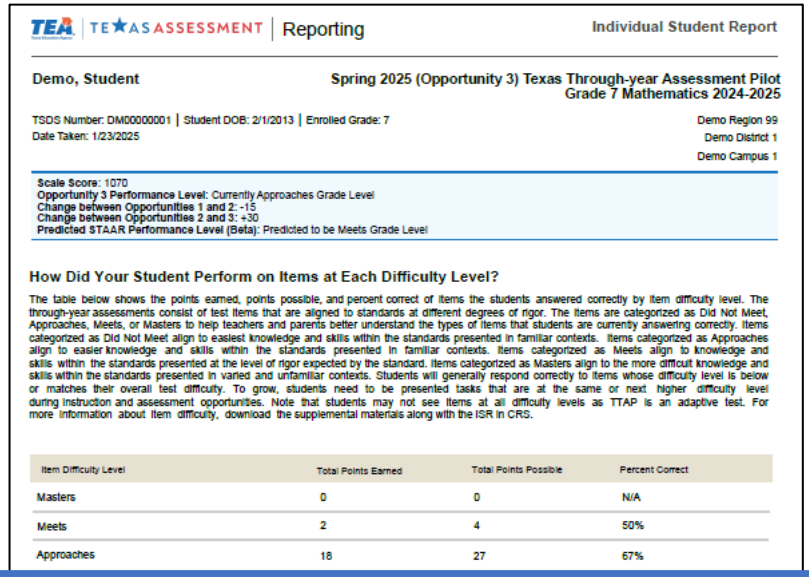
- Navigate CRS
- Access and generate Individual Student Reports (ISRs)
- Export data from CRS

Training Resources: The Range PLD Supplemental Video is made to support educators in using this new resource

Draft Range Performance Level Descriptors (PLDs) will be available this year to provide additional guidance on these item difficulty levels for each student expectation.

Standard	Did Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student at this level...	Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level...	Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level:	Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering the grade level:
5.2.B.i spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Writing includes spelling errors that are basic and include a greater density of errors in the writing sample provided that disrupt fluency and interfere with clarity or demonstrate little to no command of spelling conventions.	Writing includes spelling errors that are basic and include a greater density of errors in the writing sample provided that are distracting and may disrupt fluency and clarity or demonstrate a limited command of spelling conventions.	Writing includes few spelling errors that do not affect fluency and clarity or demonstrate a consistent command of spelling conventions.	Writing may include minor spelling errors that do not affect fluency or clarity or demonstrate an advanced command of spelling conventions.

DRAFT



TEA | TEXAS ASSESSMENT | Reporting — Individual Student Report

Demo, Student — Spring 2025 (Opportunity 3) Texas Through-year Assessment Pilot Grade 7 Mathematics 2024-2025

TSDS Number: DM00000001 | Student DOB: 2/1/2013 | Enrolled Grade: 7 — Demo Region 99
Date Taken: 1/23/2025 — Demo District 1
Demo Campus 1

Scale Score: 1070
Opportunity 3 Performance Level: Currently Approaches Grade Level
Change between Opportunities 1 and 2: -15
Change between Opportunities 2 and 3: +30
Predicted STAAR Performance Level (Beta): Predicted to be Meets Grade Level

How Did Your Student Perform on Items at Each Difficulty Level?

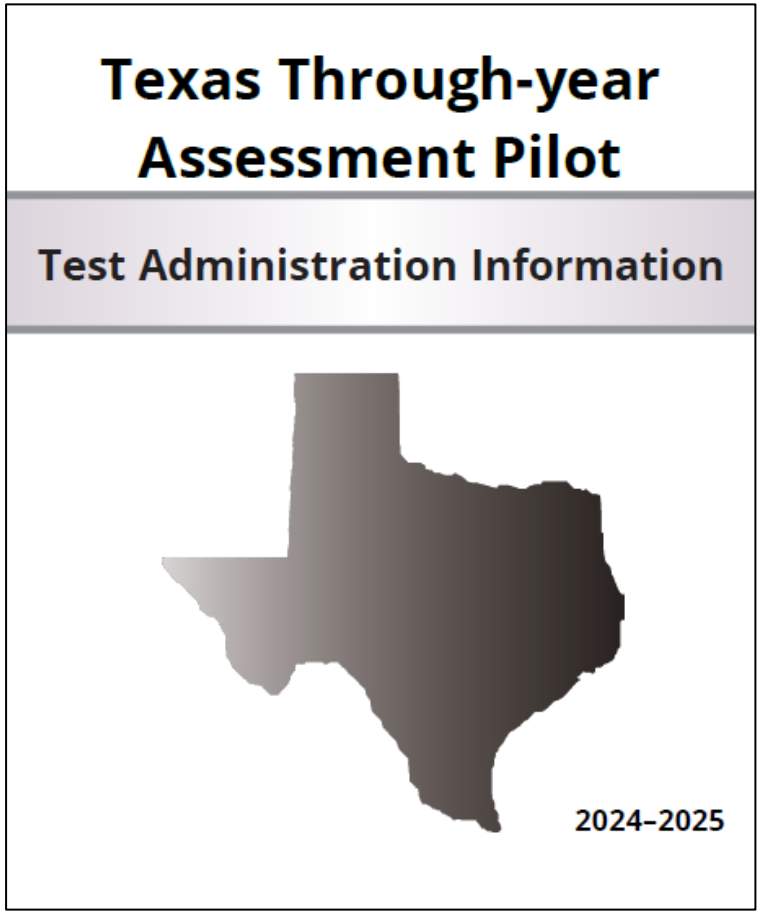
The table below shows the points earned, points possible, and percent correct of items the students answered correctly by item difficulty level. The through-year assessments consist of test items that are aligned to standards at different degrees of rigor. The items are categorized as Did Not Meet, Approaches, Meets, or Masters to help teachers and parents better understand the types of items that students are currently answering correctly. Items categorized as Did Not Meet align to easiest knowledge and skills within the standards presented in familiar contexts. Items categorized as Approaches align to easier knowledge and skills within the standards presented in familiar contexts. Items categorized as Meets align to knowledge and skills within the standards presented at the level of rigor expected by the standard. Items categorized as Masters align to the more difficult knowledge and skills within the standards presented in varied and unfamiliar contexts. Students will generally respond correctly to items whose difficulty level is below or matches their overall test difficulty. To grow, students need to be presented tasks that are at the same or next higher difficulty level during instruction and assessment opportunities. Note that students may not see items at all difficulty levels as TTAP is an adaptive test. For more information about item difficulty, download the supplemental materials along with the ISR in CRS.

Item Difficulty Level	Total Points Earned	Total Points Possible	Percent Correct
Masters	0	0	N/A
Meets	2	4	50%
Approaches	18	27	67%

This supplemental video will include:

- Intended uses of Range PLDS and how to use them when combined with TTAP performance data
- Guidance on aligning tasks to Range PLDs
- Scaffolding support to promote student growth

Administration Resources: The updated Test Administration Information (TAI) has more details on the student experience when taking TTAP



After reviewing feedback from the field this school year, we have added some notable changes and updates to the 2024-25 Test Administration Information:

- Detailed information on the student experience in the test environment (i.e., removal of landing page, review screen visuals)
- Additional administration instructions for test administrators
- Guidance on testing opportunity preparation for assessment staff

Scoring Resources: The data file layout explains what each component of the downloadable data file looks like in CRS

Texas Statewide Assessments

2024-2025 Layout for Student Results Data Files – Texas Through-year Assessment Pilot (TTAP)

Administrations:
Fall 2024 Texas Through-year Assessment Pilot
Winter 2025 Texas Through-year Assessment Pilot
Spring 2025 Texas Through-year Assessment Pilot

Start	End	Width	Field Title	Note
1	4	4	Assessment Type	TTAP = Texas Through-year Assessment Pilot
5	17	13	Administration	Opportunity 1; Opportunity 2; Opportunity 3
18	25	8	Test Date	MMDDYYYY
26	33	8	Time Taken	hh:mm:ss
34	35	2	ESC Region Number	
36	44	9	County District Campus Number	
45	144	100	District Name	
145	244	100	Campus Name	
245	304	60	Last Name	
305	364	60	First Name	
365	424	60	Middle Name	
425	433	9	PEIMS-ID	
434	436	3	Test Code	*Refer to Test Code Mapping Chart on page 10.*
437	438	2	Grade Level Tested	03; 04; 05; 06; 07; 08; BLANK for EOC
439	442	4	Blank	

- All TTAP participants are expected to be able to access the downloadable data files
- As a result, the data columns have been updated and re-ordered in a way that it's more usable to the average person
- The data file layout could also help with any file ingestion by online data platforms

4 Scoring Resources: More resources are available to help guide participants through the process of interpreting score report data

Expanded item sampler sets with updated item difficulty labels will be available to illustrate examples of items at different degrees of rigor.

Expanded Item Sampler Sets

6.4(B): apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates

LOW 6.2.4.B	MEDIUM 6.2.4.B	HIGH 6.2.4.B
...vage. Taylor ...n Raimi. ...n Taylor.	...ble shows the amount of sugar Felisha mixes ...ith each amount of water she puts in her hummingbird feeder.	The table shows the ratio of people who ate a certain type of lunch to the total number of people who ate lunch.

Hummingbird Feeder

Amount of Sugar (cups)	Amount of Water (cups)
$\frac{1}{8}$	$\frac{1}{2}$
$\frac{1}{2}$	2
$\frac{3}{4}$	3
$\frac{5}{6}$	$3\frac{1}{3}$

Based on the information in the table, how many cups of sugar should Felisha mix with 6 cups of water?

A. 1 ½ c
B. 5 ¾ c
C. 4 ½ c

Lunch

Type of Lunch	Ratio to the Total
Turkey sandwich	$\frac{1}{3}$
Vegetarian sandwich	$\frac{1}{6}$
Chicken sandwich	$\frac{4}{15}$
Salad	$\frac{7}{30}$

A total of 840 people ate lunch. Which statement is true?

A. Half as many people ate a turkey sandwich as ate a vegetarian sandwich.
B. One-fourth as many people ate a vegetarian sandwich as ate a salad.
C. There are 56 more people who ate a turkey sandwich than ate a chicken sandwich.
D. There were 28 more people who ate a salad than ate a chicken sandwich.

...nswer: C

Draft Range Performance Level Descriptors (PLDs)

Standard	Did Not Meet Grade Level: Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. A student at this level...	Approaches Grade Level: Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. A student approaching grade level...	Meets Grade Level: Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. A student meeting grade level:	Masters Grade Level: Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. A student mastering the grade level:
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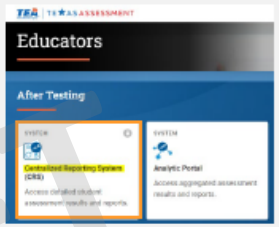
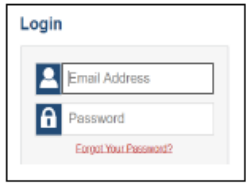
TTAP Facilitation Guide

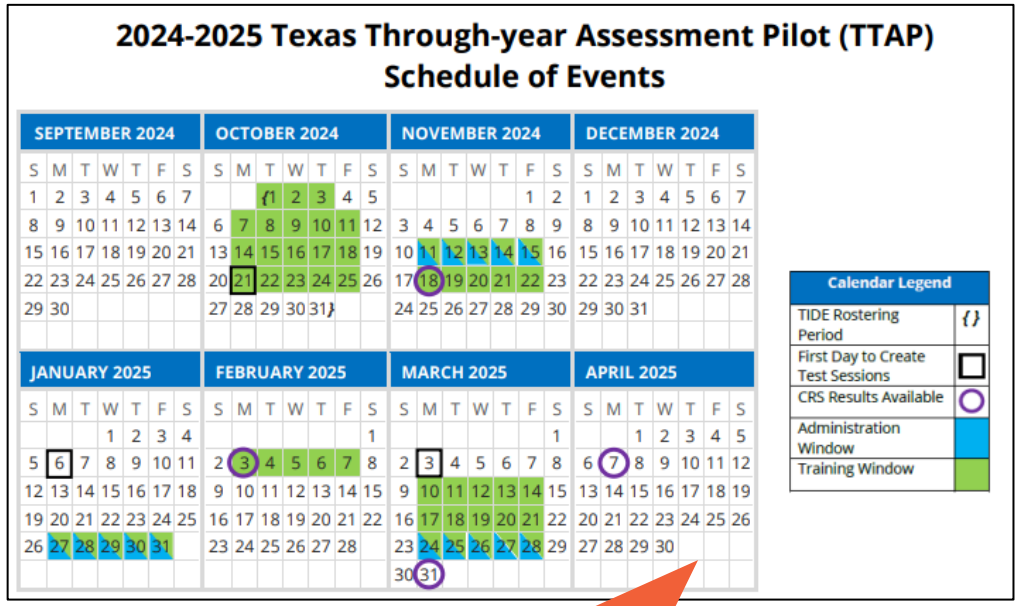
Step	Training Materials	Visuals
1. Access the Texas Assessment website at https://www.texasassessment.gov/educators.html and select the CRS card.	CRS Navigation Tool Supplemental ↓ Section 1 ↓ Accessing CRS	
2. On the login screen, enter the email address and password associated with your Test Information Distribution Engine (TIDE) account, which is the same login credential you use to access the LMS. ***Note: Ensure teachers have access to their TIDE Login Credentials.***	CRS Navigation Tool Supplemental ↓ Section 1 ↓ Accessing CRS	
3. Click Secure Login.	CRS Navigation Tool Supplemental ↓ S... 1 ↓ Access...	

Facilitation guides help participants with combining TTAP and formative data and provide suggested next steps.

DRAFT

Additional Resources: The district participation list, schedule of events, and FAQs are also available on the participant webpage

FAQs are updated frequently throughout the year with commons questions that we receive.



2024-2025 Texas Through-year Assessment Pilot (TTAP)
Schedule of Events

SEPTEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025

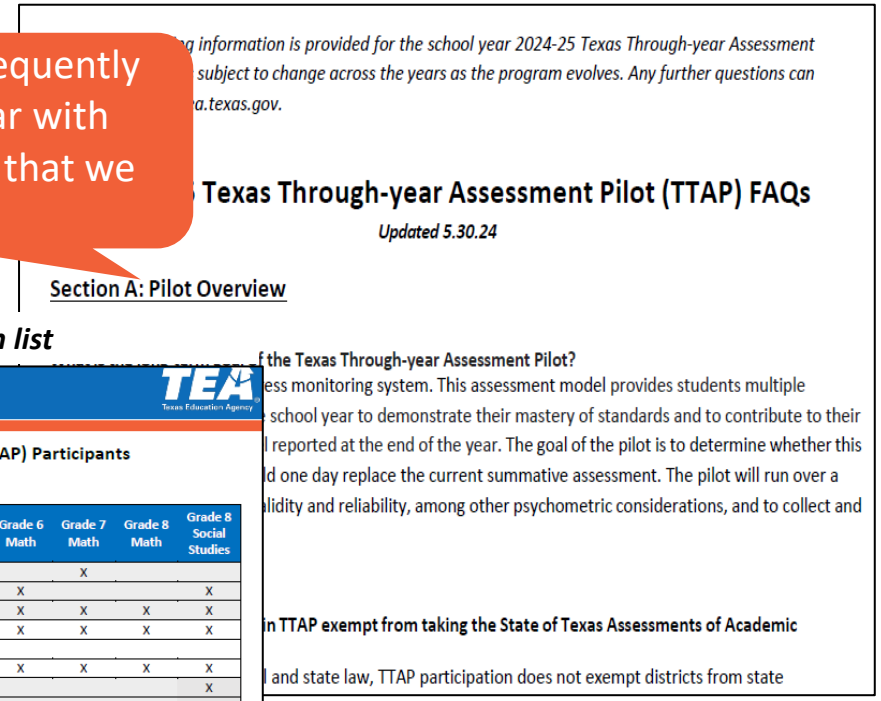
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendar Legend	
TIDE Rostering Period	{ }
First Day to Create Test Sessions	
CRS Results Available	
Administration Window	
Training Window	

We recommend making the **schedule of events** easily accessible throughout the pilot.



g information is provided for the school year 2024-25 Texas Through-year Assessment
subject to change across the years as the program evolves. Any further questions can
a.texas.gov.

Texas Through-year Assessment Pilot (TTAP) FAQs

Updated 5.30.24

Section A: Pilot Overview

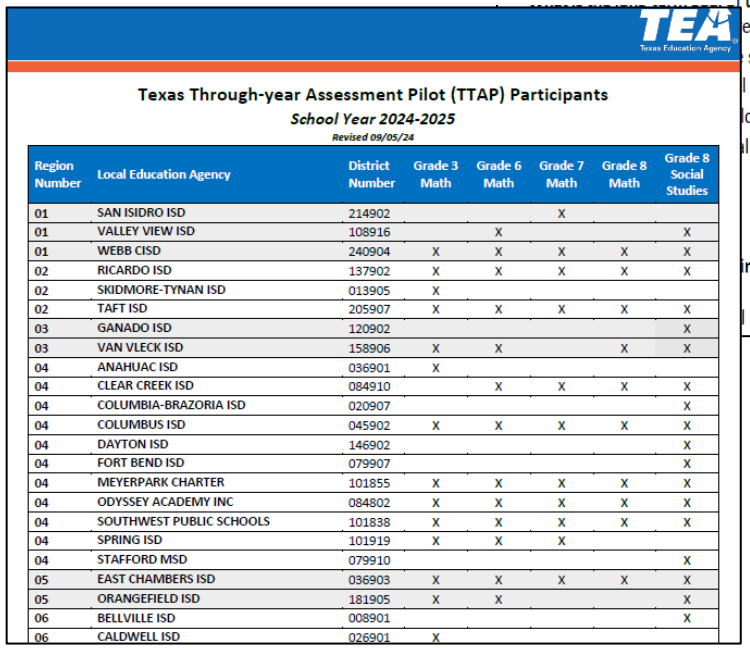
f the Texas Through-year Assessment Pilot?

ess monitoring system. This assessment model provides students multiple
school year to demonstrate their mastery of standards and to contribute to their
l reported at the end of the year. The goal of the pilot is to determine whether this
d one day replace the current summative assessment. The pilot will run over a
lidity and reliability, among other psychometric considerations, and to collect and

n TTAP exempt from taking the State of Texas Assessments of Academic

l and state law, TTAP participation does not exempt districts from state

District participation list



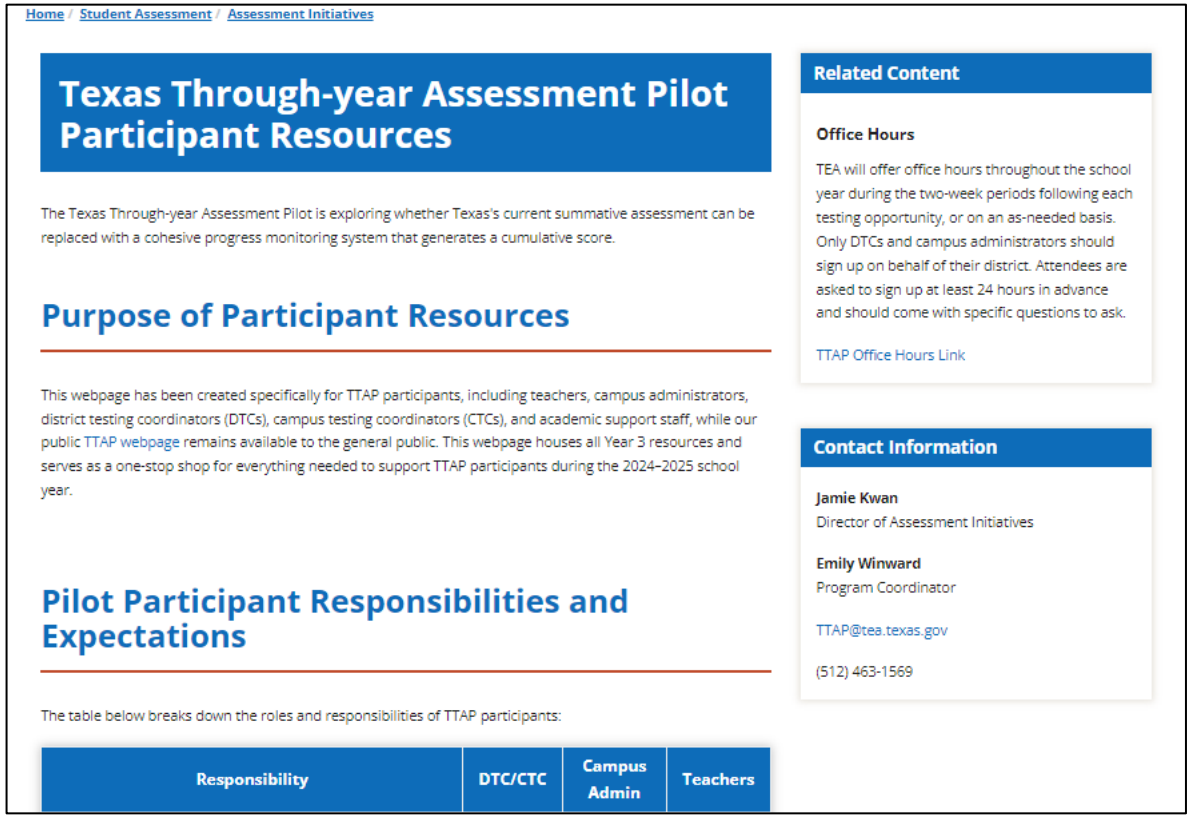
Texas Through-year Assessment Pilot (TTAP) Participants

School Year 2024-2025

Revised 09/05/24

Region Number	Local Education Agency	District Number	Grade 3 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Grade 8 Social Studies
01	SAN ISIDRO ISD	214902			X		
01	VALLEY VIEW ISD	108916		X			X
01	WEBB CISD	240904	X	X	X	X	X
02	RICARDO ISD	137902	X	X	X	X	X
02	SKIDMORE-TYNAN ISD	013905	X				
02	TAFT ISD	205907	X	X	X	X	X
03	GANADO ISD	120902					X
03	VAN VLECK ISD	158906	X	X		X	X
04	ANAHUAC ISD	036901	X				
04	CLEAR CREEK ISD	084910		X	X	X	X
04	COLUMBIA-BRAZORIA ISD	020907					X
04	COLUMBUS ISD	045902	X	X	X	X	X
04	DAYTON ISD	146902					X
04	FORT BEND ISD	079907					X
04	MEYERPARK CHARTER	101855	X	X	X	X	X
04	ODYSSEY ACADEMY INC	084802	X	X	X	X	X
04	SOUTHWEST PUBLIC SCHOOLS	101838	X	X	X	X	X
04	SPRING ISD	101919	X	X	X		
04	STAFFORD MSD	079910					X
05	EAST CHAMBERS ISD	036903	X	X	X	X	X
05	ORANGEFIELD ISD	181905	X	X			X
06	BELLVILLE ISD	008901					X
06	CALDWELL ISD	026901	X				

Participant Resources: The TTAP participant webpage is a private page to house these resources for teachers and involved in the pilot



Home / Student Assessment / Assessment Initiatives

Texas Through-year Assessment Pilot Participant Resources

The Texas Through-year Assessment Pilot is exploring whether Texas's current summative assessment can be replaced with a cohesive progress monitoring system that generates a cumulative score.

Purpose of Participant Resources

This webpage has been created specifically for TTAP participants, including teachers, campus administrators, district testing coordinators (DTCs), campus testing coordinators (CTCs), and academic support staff, while our public TTAP webpage remains available to the general public. This webpage houses all Year 3 resources and serves as a one-stop shop for everything needed to support TTAP participants during the 2024–2025 school year.

Pilot Participant Responsibilities and Expectations

The table below breaks down the roles and responsibilities of TTAP participants:

Responsibility	DTC/CTC	Campus Admin	Teachers

Related Content

Office Hours

TEA will offer office hours throughout the school year during the two-week periods following each testing opportunity, or on an as-needed basis. Only DTCs and campus administrators should sign up on behalf of their district. Attendees are asked to sign up at least 24 hours in advance and should come with specific questions to ask.

TTAP Office Hours Link

Contact Information

Jamie Kwan
Director of Assessment Initiatives

Emily Winward
Program Coordinator

TTAP@tea.texas.gov

(512) 463-1569

This webpage is not available to the public and can only be accessed through this link: **https://tea.texas.gov/student-assessment/assessment-initiatives/texas-through-year-assessment-pilot-participant-resources**

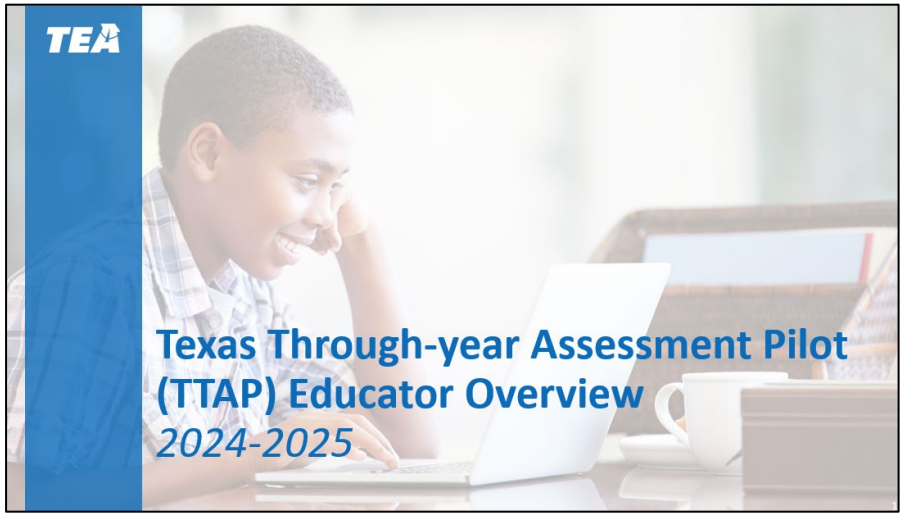
General Resources: The TTAP public webpage is a resource geared towards non-participants who want to learn more about the pilot

The general public can find high-level information about the pilot on the public TTAP webpage.

Reminder: All remaining trainings will be offered both asynchronously and synchronously.

For example, the upcoming Educator Overview..

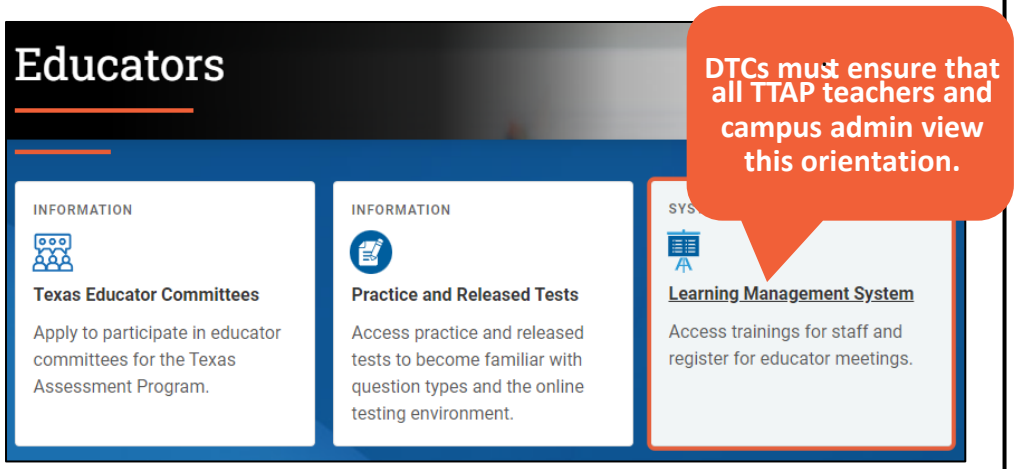
..will be offered through two live sessions on **October 17 and 23.**



The registration links were provided in the TTAP launch emails.

Thursday, October 17 (3:30-4:30PM, CT)
Wednesday, October 23 (4:00-5:00PM, CT)

..and the recoded module will be available in the LMS starting on Monday, **October 7**

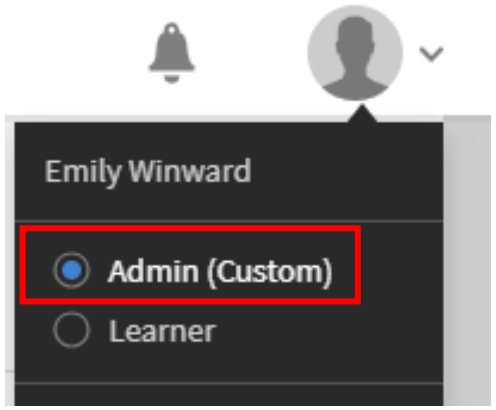


This module must be completed by **October 25.** The passcode for all TTAP trainings is "TTAP-24-25".

Appendix

Tracking Trainings in LMS: Admin roles can download learner transcripts for a report of staff who have completed trainings

1

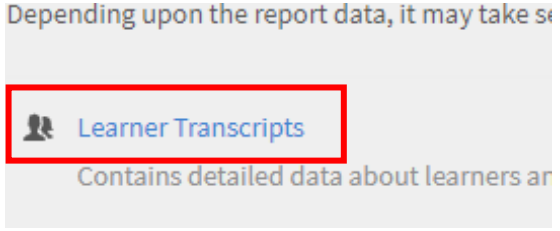


Once logged in, switch to Admin or Manager under the profile icon.

2

Click on Reports in the left menu pane.

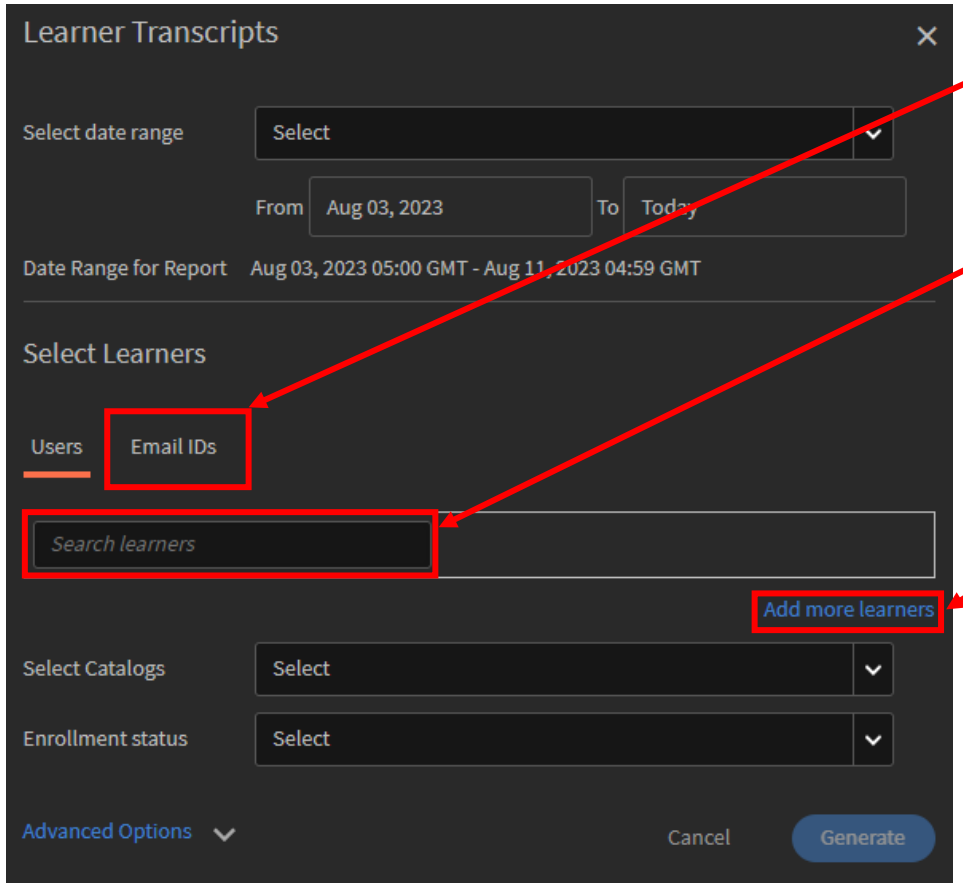
3



On the Reports Summary page, click on the Learner Transcripts link.

Tracking Trainings in LMS: You can search for staff by email, district, or name

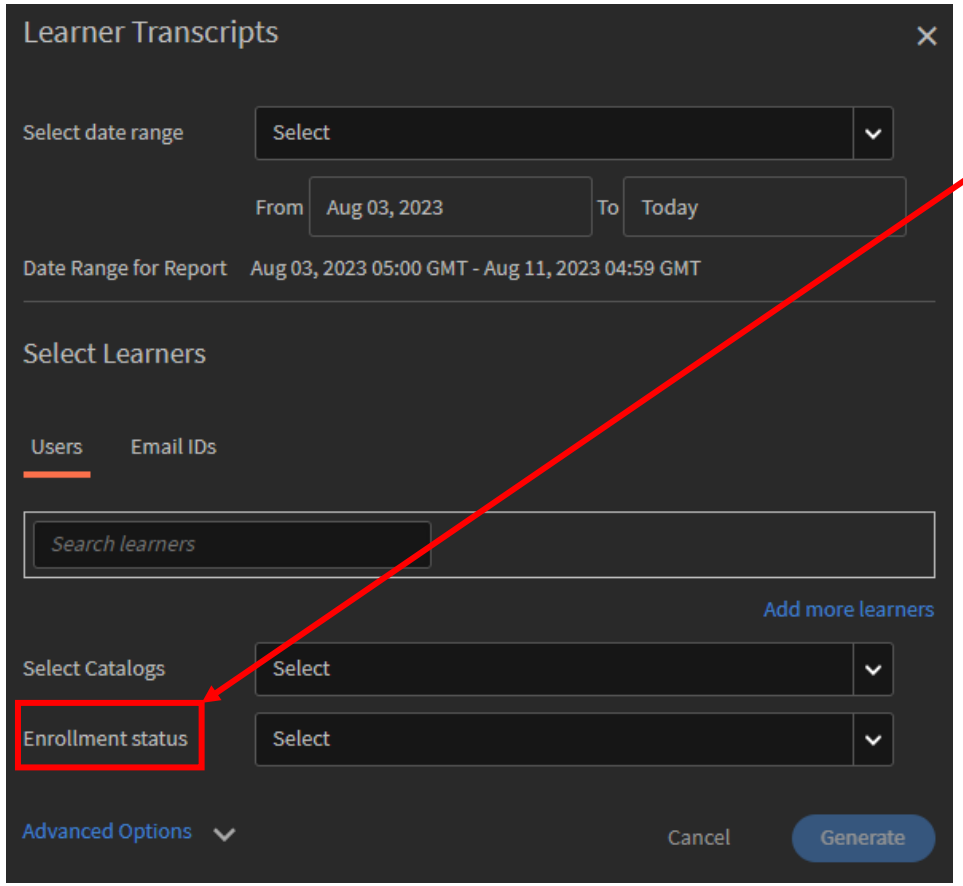
5



- **Email IDs**:
  - Use the Email ID field to enter in user emails to search and select.
- **Search learners**:
  - Search by district name or TIDE user role will populate under the User Group field.
  - Search of an individual user will populate under the User Results field.
- **Add more learners**:
  - Select to add more than one individual or group.

Tracking Trainings in LMS: Enrollment status tells you which users have completed, not started, or are currently working on modules

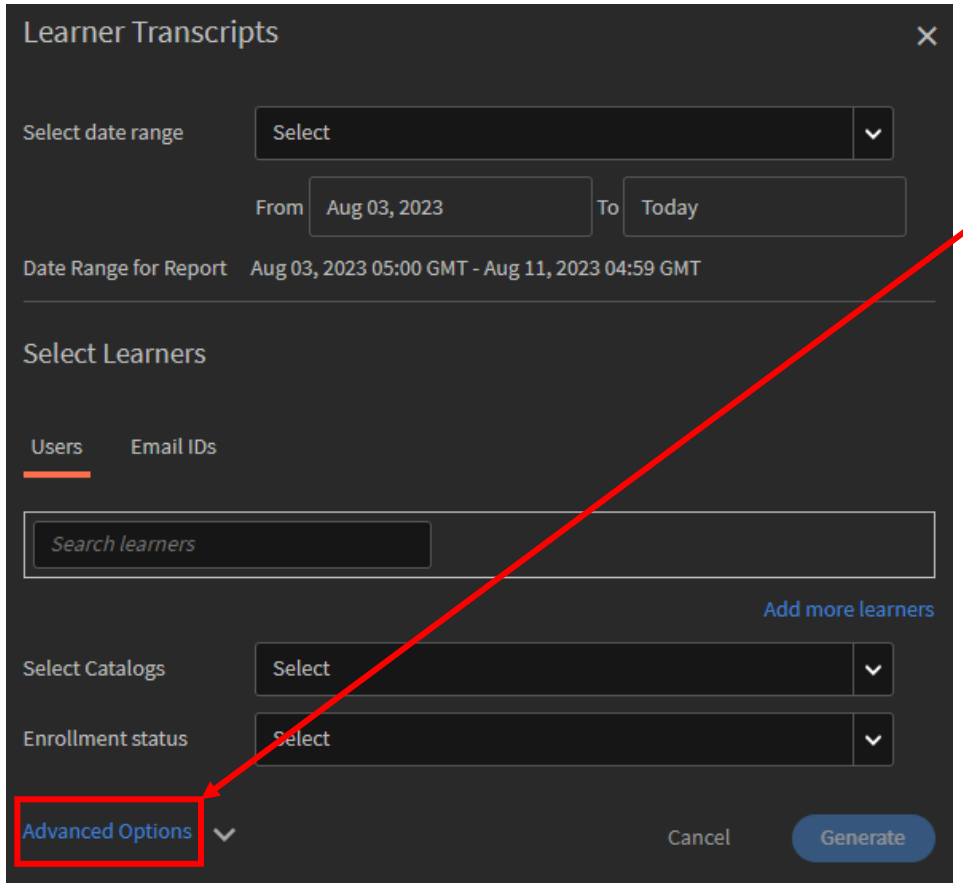
5



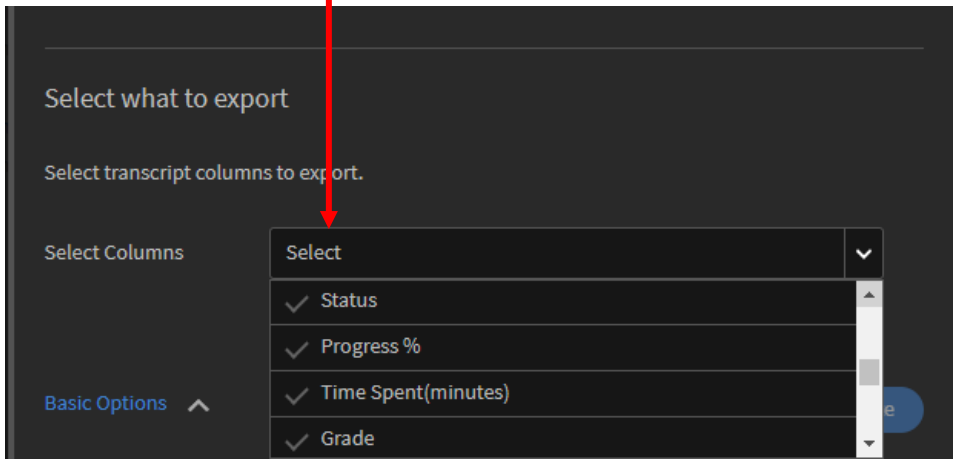
- **Enrollment status:**
  - Select desired enrollment status (Completed, In Progress, Not Started, Unenrolled)
  - Multiple enrollment statuses can be selected at once

Tracking Trainings in LMS: Advanced options allows users to customize their report

5

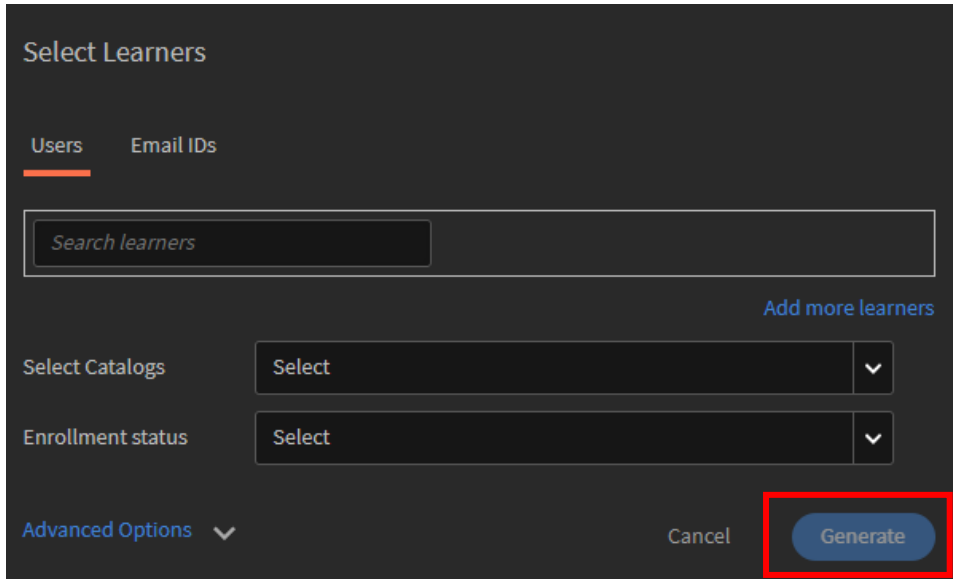


- **Advanced Options**
  - Select the fields that will be included in the report.

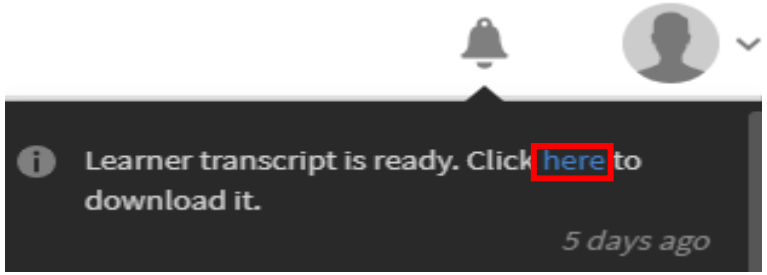


Tracking Trainings in LMS: The learner transcript report will populate under “Notifications”

6 Click Generate.



7

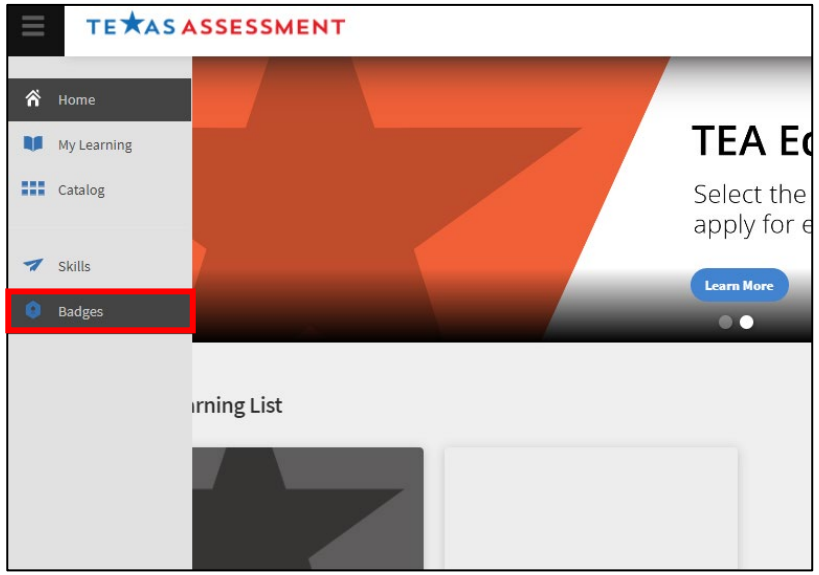


A learner transcript will export as a .csv file. This will post under the notifications section. Click on the notification to download the report.

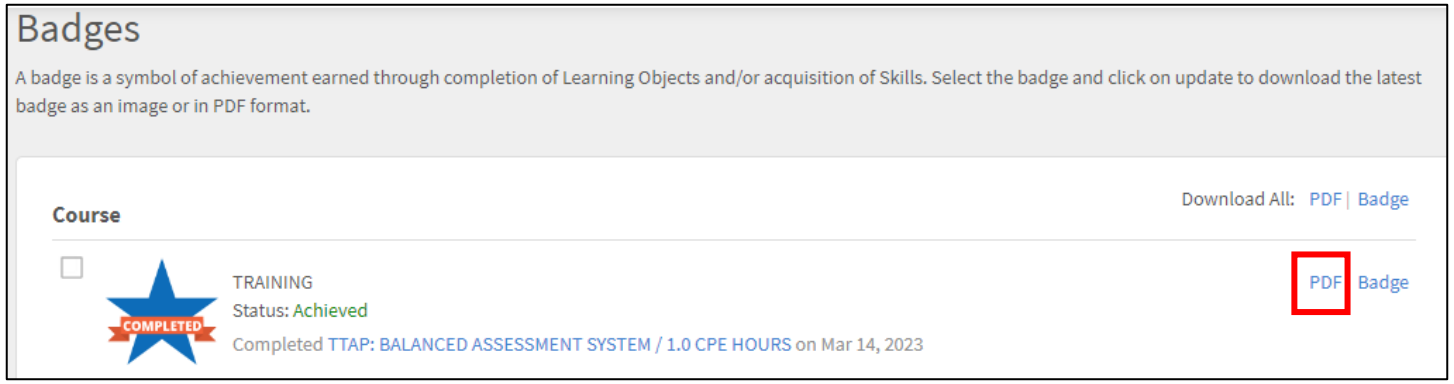
Name	Last name	email	Course	Status
Lauren	Moreno	lauren.moreno@gmail.com	TTAP: Balanced Assessment System Supplemental	In Progress
Katelyn	Shelton	k.shelton@aol.com	Test Security For the Texas Assessment Program	Not Started
Jackie	Renner	jrenner@gmail.com	TTAP: Balanced Assessment System Supplemental	In Progress
Christy	Bonagurio	christyb@yahoo.com	2024-2025 LPAC Decision-Making Process	Not STarted
Ty	Styles	ty.styles@aol.com	2024–2025 ESC Testing Coordinator Training	In Progress

Tracking Trainings in LMS: Teachers can access and download their certificates directly from the LMS

Accessing certificates is only available at the user level via Badges tab.



The Badges page will list all completed trainings with the option to download certificates as a PDF.



Tracking Trainings in LMS: We recommend DTCs collect and store these certificates

TEA Texas Education Agency | TEXAS ASSESSMENT

This certifies that

Emily Winward

successfully completed the

TTAP: BALANCED ASSESSMENT SYSTEM / 1.0 CPE HOURS

on Mar 14, 2023

COMPLETED