2023–2024 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 assessment 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 2023–2024 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 test windows and the number of administrations by test title and window. This section also delves into the test participation data at the student, campus, and district levels and the demographics of the students involved.

2) **Interim Scores from 2023–2024.** This section summarizes performance patterns in students' scale scores, performance levels, percentage correct scores by reporting category and item difficulty level 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% Texas Essential Knowledge and Skills (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.

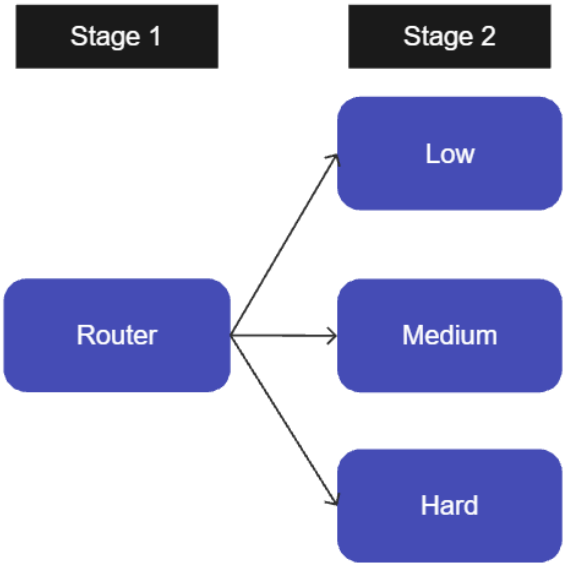
The Mathematics, Reading Language Arts (RLA), and Spanish RLA interim assessments follow a multistage test design. Multistage test design offers several advantages, including enhanced measurement precision through adaptive testing, efficient use of testing time by targeting areas of a test taker's ability, 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 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 A 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, Meets, 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

[1] https://tea.texas.gov/student-assessment/testing/student-assessment-overview/2023-tech-digest.pdf

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	2023–2024 Interim		2023–2024 STAAR		Percent	
		Items	Points	Items	Points	Items	Points
Math	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%

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

Test	Grade	Reporting Categories
		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 2023–2024 interim assessments include three test windows. Two opportunities (window 1 and window 3) are provided for Mathematics, RLA, and Spanish RLA. One opportunity (window 2) is provided for Science and Social Studies. Table 3 represents the interim assessment scope and administration schedules. No field-test items were administered.

Table 3: 2023–2024 STAAR Interim Assessments Administration Schedule

Window 1	Window 2	Window 3
November 6– December 19, 2023	November 6, 2023– April 5, 2024	January 16–April 5, 2024
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 2023–2024 school year, more than five 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 help exclude test cases like off-grade test takers and students who did not meet attemptedness rules. A comprehensive list of these exclusion rules can be found in Appendix B.

Table 4: Window 1 and Window 3 Interim Assessments Administered in the 2023–2024 School Year in Mathematics

Assessment	Window 1		Window 3		Total (N)
	Total (N)	% Administered in November 2023[a]	Total (N)	% Administered in February 2024[b]	
Grade 3 Mathematics	131,519	70	191,173	62	322,692
Grade 4 Mathematics	132,069	70	187,685	63	319,754
Grade 5 Mathematics	130,277	70	186,539	62	316,816
Grade 6 Mathematics	105,701	79	162,360	53	268,061
Grade 7 Mathematics	85,136	76	131,021	51	216,157
Grade 8 Mathematics	79,320	75	118,539	51	197,859
Grade 3 Spanish Mathematics	5,790	73	8,403	60	14,193
Grade 4 Spanish Mathematics	4,082	73	5,844	67	9,926
Grade 5 Spanish Mathematics	2,751	69	4,577	67	7,328
Algebra I	106,923	84	203,575	46	310,498
Total	**783,568**	**74**	**1,199,716**	**56**	**1,983,284**

Notes:

[a] The percentages of assessments taken during the recommended window for window 1. For example, 70% of the 131,519 grade 3 Mathematics window 1 assessments were taken in November 2023.

[b] The percentages of assessments taken during the recommended window for window 3. For example, 62% of the 191,173 grade 3 Mathematics window 3 assessments were taken in February 2024.

Table 5: Window 1 and Window 3 Interim Assessments Administered in the 2023–2024 School Year in RLA

Assessment	Window 1		Window 3		Total (N)
	Total (N)	% Administered in November 2023[a]	Total (N)	% Administered in February 2024[b]	
Grade 3 RLA	134,537	72	182,772	68	317,309
Grade 4 RLA	136,611	73	182,338	68	318,949
Grade 5 RLA	137,612	72	185,091	67	322,703
Grade 6 RLA	134,924	76	176,657	71	311,581
Grade 7 RLA	132,365	76	174,995	71	307,360
Grade 8 RLA	132,482	77	175,231	71	307,713
Grade 3 Spanish RLA	11,047	76	14,095	73	25,142
Grade 4 Spanish RLA	7,779	77	9,720	72	17,499
Grade 5 Spanish RLA	4,614	73	6,530	66	11,144
English I	119,616	89	197,587	58	317,203
English II	113,017	89	191,523	60	304,540
Total	**1,064,604**	**78**	**1,496,539**	**67**	**2,561,143**

Notes:

[a] The percentages of assessments taken during the recommended window for window 1. For example, 72% of the 134,537 grade 3 RLA window 1 assessments were taken in November 2023.

[b] The percentages of assessments taken during the recommended window for window 3. For example, 68% of the 182,772 grade 3 RLA window 3 assessments were taken in February 2024.

Table 6: Window 2 Interim Assessments Administered in the 2023–2024 School Year in Science and Social Studies

Assessment	Window 2	
	Total (N)	% Administered in February 2024[a]
Grade 5 Science	192,154	53
Grade 8 Science	189,436	39
Grade 8 Social Studies	182,197	40
Grade 5 Spanish Science	5,452	61
Biology	202,541	41
U.S. History	178,237	41
Total	**950,017**	**43**

[a] The percentages of assessments taken during the recommended window for window 2. For example, 39% of the 189,436 grade 8 Science window 2 assessments were taken in February 2024.

1.6 Test Participation

This section provides more details about the number of students, campuses, and districts that took interim assessment during the 2023–2024 school year. Table 7 presents participation by districts, campuses, and students by grade or EOC in the 2023–2024 academic year. Table 8, Table 9, and Table 10 present the same summary by interim assessment. In this period, a total of 1,149 school districts, 6,521 campuses, and 2,005,065 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	941	3,223	223,721
Grade 4	939	3,176	222,430
Grade 5	939	3,092	229,922
Grade 6	944	1,987	215,954
Grade 7	913	1,764	214,502
Grade 8	927	1,801	239,199
Grade 3 Spanish	271	1,119	17,711
Grade 4 Spanish	258	1,077	12,207
Grade 5 Spanish	266	1,024	8,935
Algebra I	842	2,241	223,826
English I	831	1,501	221,536
English II	814	1,380	215,937
Biology	717	1,302	202,541
U.S. History	661	1,116	178,237
Total	**1,149**	**6,521**	**2,005,065**

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	924	3,151	218,307
Grade 4 Mathematics	914	3,102	216,039
Grade 5 Mathematics	918	2,990	213,551
Grade 6 Mathematics	891	1,874	182,556
Grade 7 Mathematics	845	1,583	150,258
Grade 8 Mathematics	859	1,607	136,387
Grade 3 Spanish Mathematics	244	976	10,149
Grade 4 Spanish Mathematics	241	948	7,003
Grade 5 Spanish Mathematics	241	882	5,242
Algebra I	842	2,241	223,826
Total	**1,123**	**6,200**	**1,363,317**

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	929	3,178	210,497
Grade 4 RLA	927	3,124	211,112
Grade 5 RLA	914	3,007	212,813
Grade 6 RLA	926	1,951	206,801
Grade 7 RLA	896	1,731	207,033
Grade 8 RLA	883	1,724	206,383
Grade 3 Spanish RLA	264	1,082	16,981
Grade 4 Spanish RLA	249	1,046	11,708
Grade 5 Spanish RLA	247	939	7,753
English I	831	1,501	221,536
English II	814	1,380	215,937
Total	**1,137**	**6,410**	**1,723,040**

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	773	2,537	192,154
Grade 8 Science	743	1,424	189,436
Grade 8 Social Studies	723	1,385	182,197
Grade 5 Spanish Science	212	764	5,452
Biology	717	1,302	202,541
U.S. History	661	1,116	178,237
Total	**989**	**4,739**	**781,659**

In addition, the demographic characteristics of the 2023–2024 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 2024 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 lists the percentages of students who were routed to each of the stage 2 forms during the 2023–2024 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 Percent of Students by Stage 2 Routing for Mathematics Interim Assessments

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 Mathematics	Low	61,656	46.9	73,673	38.5
	Medium	47,254	35.9	66,423	34.7
	High	22,609	17.2	51,077	26.7
Grade 4 Mathematics	Low	47,613	36.1	72,183	38.5
	Medium	67,927	51.4	72,895	38.8
	High	16,529	12.5	42,607	22.7
Grade 5 Mathematics	Low	41,455	31.8	31,431	16.8
	Medium	68,826	52.8	96,662	51.8
	High	19,996	15.3	58,446	31.3
Grade 6 Mathematics	Low	54,419	51.5	62,670	38.6
	Medium	38,141	36.1	58,738	36.2
	High	13,141	12.4	40,952	25.2
Grade 7 Mathematics	Low	58,197	68.4	69,101	52.7
	Medium	20,258	23.8	37,461	28.6
	High	6,681	7.8	24,459	18.7
Grade 8 Mathematics	Low	47,867	60.3	50,273	42.4
	Medium	25,693	32.4	45,838	38.7
	High	5,760	7.3	22,428	18.9
Grade 3 Spanish Mathematics	Low	3,781	65.3	571	70.8
	Medium	1,640	28.3	194	24.1
	High	369	6.4	41	5.1
Grade 4 Spanish Mathematics	Low	2,388	58.5	417	63.5
	Medium	1,513	37.1	215	32.7
	High	181	4.4	25	3.8
Grade 5 Spanish Mathematics	Low	1,566	56.9	328	60.7
	Medium	1,112	40.4	200	37.0
	High	73	2.7	12	2.2
Algebra I	Low	60,295	56.4	84,503	41.5

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
	Medium	31,723	29.7	50,506	24.8
	High	14,905	13.9	68,566	33.7

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

Assessment	Stage 2 Form	Window 1		Window 3	
		N	%	N	%
Grade 3 RLA	Low	17,632	13.1	22,209	12.2
	Medium	61,132	45.4	87,572	47.9
	High	55,773	41.5	72,991	39.9
Grade 4 RLA	Low	14,377	10.5	29,011	15.9
	Medium	69,067	50.6	61,303	33.6
	High	53,167	38.9	92,024	50.5
Grade 5 RLA	Low	29,758	21.6	16,073	8.7
	Medium	42,415	30.8	60,448	32.7
	High	65,439	47.6	108,570	58.7
Grade 6 RLA	Low	49,657	36.8	49,584	28.1
	Medium	25,954	19.2	41,557	23.5
	High	59,313	44.0	85,516	48.4
Grade 7 RLA	Low	10,977	8.3	28,443	16.3
	Medium	70,416	53.2	52,394	29.9
	High	50,972	38.5	94,158	53.8
Grade 8 RLA	Low	26,003	19.6	40,894	23.3
	Medium	38,819	29.3	39,187	22.4
	High	67,660	51.1	95,150	54.3
English I	Low	34,783	29.1	51,816	26.2
	Medium	34,222	28.6	35,771	18.1
	High	50,611	42.3	110,000	55.7
English II	Low	15,591	13.8	32,754	17.1
	Medium	54,876	48.6	31,922	16.7
	High	42,550	37.6	126,847	66.2

Table 13: Number and Percent 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	4,073	36.9	4,599	32.6
	Medium	3,168	28.7	5,898	41.8
	High	3,806	34.5	3,598	25.5
Grade 4 Spanish RLA	Low	1,771	22.8	2,535	26.1
	Medium	5,740	73.8	4,483	46.1
	High	268	3.4	2,702	27.8
Grade 5 Spanish RLA	Low	988	21.4	978	15.0
	Medium	2,727	59.1	3,151	48.3
	High	899	19.5	2,401	36.8

2. Interim Scores from 2023–2024

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 5.6.0.0 (Linacre, 2023). All interim assessments are pre-equated prior to test administration. Detailed information on the scaling and equating method can be found in the STAAR Technical Digest, specifically in Chapter 3, Standard Technical Processes[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 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.

[2] https://tea.texas.gov/student-assessment/testing/student-assessment-overview/2023-tech-digest.pdf

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	131,519	1,329.500	130.019	845	1,244	1,328	1,419	2,070
	Window 3	191,173	1,384.208	146.217	845	1,284	1,360	1,471	2,070
Grade 4 Mathematics	Window 1	132,069	1,407.860	129.693	910	1,303	1,400	1,497	2,130
	Window 3	187,685	1,478.601	160.601	910	1,367	1,459	1,584	2,130
Grade 5 Mathematics	Window 1	130,277	1,508.766	136.921	999	1,411	1,503	1,605	2,200
	Window 3	186,539	1,584.461	156.615	999	1,474	1,576	1,687	2,200
Grade 6 Mathematics	Window 1	105,701	1,614.768	133.117	1,070	1,513	1,605	1,698	2,350
	Window 3	162,360	1,664.210	145.879	1,070	1,553	1,656	1,745	2,350
Grade 7 Mathematics	Window 1	85,136	1,658.932	120.152	1,150	1,574	1,644	1,735	2,400
	Window 3	131,021	1,705.579	131.951	1,150	1,619	1,690	1,776	2,400
Grade 8 Mathematics	Window 1	79,320	1,719.880	106.275	1,277	1,651	1,712	1,780	2,470
	Window 3	118,539	1,764.395	122.352	1,240	1,677	1,754	1,834	2,470
Grade 3 Spanish Mathematics	Window 1	5,790	1,271.784	105.931	845	1,192	1,268	1,337	1,793
	Window 3	8,403	1,315.204	116.288	850	1,243	1,298	1,383	2,030
Grade 4 Spanish Mathematics	Window 1	4,082	1,335.479	111.399	910	1,250	1,323	1,400	1,924
	Window 3	5,844	1,400.968	120.847	907	1,329	1,380	1,462	1,965
Grade 5 Spanish Mathematics	Window 1	2,751	1,417.701	102.905	999	1,356	1,411	1,468	2,053
	Window 3	4,577	1,476.703	111.086	943	1,413	1,455	1,542	2,066
Algebra I	Window 1	106,923	3,602.352	423.339	1,500	3,291	3,550	3,879	6,430
	Window 3	203,575	3,791.278	476.384	1,500	3,446	3,759	4,091	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	134,537	1,356.748	158.545	720	1,243	1,345	1,467	2,120
	Window 3	182,772	1,424.620	150.840	720	1,329	1,433	1,535	2,120
Grade 4 RLA	Window 1	136,611	1,458.314	166.263	820	1,351	1,454	1,552	2,210
	Window 3	182,338	1,524.134	168.140	820	1,400	1,539	1,657	2,210
Grade 5 RLA	Window 1	137,612	1,501.094	181.899	830	1,377	1,509	1,625	2,220
	Window 3	185,091	1,575.812	174.722	830	1,462	1,592	1,700	2,220
Grade 6 RLA	Window 1	134,924	1,536.980	168.547	880	1,416	1,535	1,634	2,280
	Window 3	176,657	1,604.842	173.510	880	1,484	1,621	1,723	2,280
Grade 7 RLA	Window 1	132,365	1,576.800	160.426	934	1,462	1,588	1,694	2,290
	Window 3	174,995	1,649.117	183.308	890	1,518	1,660	1,771	2,290
Grade 8 RLA	Window 1	132,482	1,625.963	176.527	980	1,495	1,627	1,729	2,360
	Window 3	175,231	1,673.887	167.428	980	1,565	1,695	1,781	2,360
English I	Window 1	119,616	3,878.118	465.636	1,750	3,523	3,912	4,219	6,000

Test	Window	N Count	Mean	SD	Min	25th Percentile	50th Percentile	75th Percentile	Max
	Window 3	197,587	3,997.566	500.734	1,750	3,626	4,000	4,348	6,000
English II	Window 1	113,017	3,923.932	505.359	1,650	3,527	3,898	4,321	6,050
	Window 3	191,523	4,020.460	501.280	1,650	3,699	4,077	4,386	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	Window 1	11,047	1,265.867	128.435	600	1,166	1,253	1,359	1,748
Spanish RLA	Window 3	14,095	1,300.531	151.777	764	1,190	1,283	1,395	2,070
Grade 4	Window 1	7,779	1,346.156	145.867	680	1,253	1,337	1,436	2,110
Spanish RLA	Window 3	9,720	1,346.003	138.539	805	1,252	1,349	1,438	1,954
Grade 5	Window 1	4,614	1,411.691	153.747	863	1,308	1,414	1,517	2,180
Spanish RLA	Window 3	6,530	1,428.054	149.558	833	1,331	1,430	1,532	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	192,154	3,489.695	746.393	1,110	2,981	3,386	3,870	6,200
Grade 8 Science	Window 2	189,436	3,614.852	761.955	1,000	3,068	3,549	4,000	6,800
Grade 8 Social Studies	Window 2	182,197	3,519.727	627.047	1,050	3,097	3,407	3,934	6,550
Grade 5 Spanish Science	Window 2	5,452	2,964.824	517.657	1,110	2,563	2,881	3,281	6,200
Biology	Window 2	202,541	3,926.286	482.102	1,900	3,614	3,892	4,204	6,260
U.S. History	Window 2	178,237	4,103.393	527.643	1,420	3,747	4,119	4,424	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 percent who experienced losses, gains, or no changes in their scaled scores across opportunities.

Table 18: Percentage of Student 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	105,540	27.6	69.8	2.6
Grade 4 Mathematics	104,679	23.5	73.9	2.5
Grade 5 Mathematics	104,128	21.1	76.6	2.3
Grade 6 Mathematics	86,334	28.9	68.1	3.0
Grade 7 Mathematics	66,744	28.2	69	2.7
Grade 8 Mathematics	62,248	28.6	68.9	2.5
Grade 3 Spanish Mathematics	4,233	26.3	72.1	1.6
Grade 4 Spanish Mathematics	3,037	19.9	78.4	1.7
Grade 5 Spanish Mathematics	2,179	22.7	76.3	1.0
Grade 3 RLA	107,968	26.4	70.4	3.2
Grade 4 RLA	108,817	28.9	67.8	3.2
Grade 5 RLA	110,800	26.2	70.7	3.1
Grade 6 RLA	105,722	26.3	70.6	3.1
Grade 7 RLA	101,305	26.7	70.7	2.6
Grade 8 RLA	102,252	33.9	62.8	3.2
Grade 3 Spanish RLA	8,466	33.4	64.4	2.2
Grade 4 Spanish RLA	6,066	49.0	49.0	2.1
Grade 5 Spanish RLA	3,538	42.9	54.4	2.7
Algebra I	88,789	26.3	71.7	1.9
English I	97,396	34.5	63.4	2.1
English II	90,243	40.1	58.2	1.6

To evaluate the magnitude of scale score growth across opportunities, the effect size of scale score gain between opportunities is calculated and 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	0.35
Grade 4 Mathematics	0.44
Grade 5 Mathematics	0.44
Grade 6 Mathematics	0.31
Grade 7 Mathematics	0.33
Grade 8 Mathematics	0.38
Grade 3 Spanish Mathematics	0.49
Grade 4 Spanish Mathematics	0.63
Grade 5 Spanish Mathematics	0.57
Grade 3 RLA	0.39
Grade 4 RLA	0.32
Grade 5 RLA	0.34
Grade 6 RLA	0.34
Grade 7 RLA	0.36
Grade 8 RLA	0.22
Grade 3 Spanish RLA	0.30
Grade 4 Spanish RLA	0.00
Grade 5 Spanish RLA	0.14
Algebra I	0.40
English I	0.21
English II	0.15

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	131,519	62.1	23.1	12.0	2.8
	Window 3	191,173	46.5	25.4	20.1	8.1
	STAAR	373,234	30.9	28.2	25.8	15.1
Grade 4 Mathematics	Window 1	132,069	68.4	17.0	12.6	2.0
	Window 3	187,685	50.3	20.6	19.1	10.1
	STAAR	377,508	32.3	23.0	24.2	20.5
Grade 5 Mathematics	Window 1	130,277	53.6	27.6	15.0	3.7
	Window 3	186,539	36.0	28.1	24.8	11.0
	STAAR	379,192	24.3	26.9	29.9	18.9
Grade 6 Mathematics	Window 1	105,701	54.8	27.7	14.4	3.1
	Window 3	162,360	38.1	34.3	20.5	7.1
	STAAR	384,178	30.8	32.6	24.2	12.4
Grade 7 Mathematics	Window 1	85,136	68.5	17.4	12.4	1.8
	Window 3	131,021	54.5	23.5	17.9	4.2
	STAAR	317,638	47.6	21.7	21.4	9.3
Grade 8 Mathematics	Window 1	79,320	66.1	25.1	7.4	1.3
	Window 3	118,539	48.7	32.3	15.5	3.4
	STAAR	280,472	34.7	31.7	23.7	9.8
Grade 3 Spanish Mathematics	Window 1	5,790	79.9	15.6	4.2	0.2
	Window 3	8,403	70.0	19.8	8.1	2.2
	STAAR	20,605	52.3	27.9	15.3	4.5
Grade 4 Spanish Mathematics	Window 1	4,082	87.1	8.3	4.5	0.2
	Window 3	5,844	73.5	15.7	8.8	2.0
	STAAR	14,990	60.7	20.2	13.4	5.7
Grade 5 Spanish Mathematics	Window 1	2,751	83.3	13.2	3.1	0.4
	Window 3	4,577	70.0	20.9	8.1	1.0
	STAAR	11,535	52.5	28.5	15.7	3.3
Algebra I	Window 1	106,923	46.4	36.1	12.6	4.9
	Window 3	203,575	32.1	36.8	18.8	12.3
	STAAR	467,451	21.1	34.2	19.7	25.1

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	134,537	45.4	29.0	17.9	7.7
	Window 3	182,772	28.4	29.2	32.2	10.2
	STAAR	359,804	25.4	25.8	27.9	20.9
Grade 4 RLA	Window 1	136,611	39.4	29.5	18.4	12.7
	Window 3	182,338	26.2	26.1	26.7	21.0
	STAAR	368,505	18.8	30.5	27.8	22.9
Grade 5 RLA	Window 1	137,612	44.1	21.7	22.3	11.9
	Window 3	185,091	27.7	20.1	24.5	27.7
	STAAR	375,497	21.6	24.4	25.2	28.7
Grade 6 RLA	Window 1	134,924	47.6	22.5	18.5	11.3
	Window 3	176,657	33.2	20.5	27.1	19.2
	STAAR	394,000	25.5	20.1	29.9	24.5
Grade 7 RLA	Window 1	132,365	44.2	23.7	19.4	12.7
	Window 3	174,995	32.5	19.0	19.9	28.6
	STAAR	397,241	27.9	20.1	24.2	27.8
Grade 8 RLA	Window 1	132,482	42.7	22.0	19.2	16.1
	Window 3	175,231	31.4	20.9	23.3	24.5
	STAAR	401,303	21.5	24.5	25.9	28.1
English I	Window 1	119,616	42.6	14.4	37.1	5.9
	Window 3	197,587	31.6	14.7	42.5	11.1
	STAAR	487,979	33.2	13.0	36.8	17.0
English II	Window 1	113,017	41.4	14.5	37.9	6.2
	Window 3	191,523	30.0	14.6	48.8	6.6
	STAAR	464,024	25.7	14.5	51.2	8.6

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	11,047	68.2	21.7	7.2	3.0
	Window 3	14,095	58.3	25.6	7.1	9.0
	STAAR	34,256	54.6	28.3	8.8	8.2
Grade 4 Spanish RLA	Window 1	7,779	66.4	18.9	9.2	5.5
	Window 3	9,720	66.2	17.2	12.3	4.3
	STAAR	25,322	52.9	17.8	16.9	12.4
Grade 5 Spanish RLA	Window 1	4,614	54.7	28.2	12.0	5.2
	Window 3	6,530	50.5	27.7	15.7	6.1
	STAAR	18,510	39.0	33.4	19.9	7.7

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	192,154	56.8	18.4	11.4	13.4
	STAAR	380,977	42.9	30.8	15.5	10.8
Grade 8 Science	Window 2	189,436	52.2	19.3	17.7	10.8
	STAAR	389,107	32.7	26.1	25.4	15.8
Grade 8 Social Studies	Window 2	182,197	57.5	22.1	11.7	8.7
	STAAR	405,749	42.8	26.7	14.6	15.9
Grade 5 Spanish Science	Window 2	5,452	87.4	8.2	2.8	1.7
	STAAR	13,036	78.7	16.8	3.6	0.9
Biology	Window 2	202,541	20.0	39.5	31.2	9.3
	STAAR	439,213	9.5	33.2	38.5	18.8
U.S. History	Window 2	178,237	14.1	30.4	29.1	26.4
	STAAR	388,334	4.6	26.3	32.1	37.0

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

$$\text{Above Target if } \hat{\theta}_{ij} - z * \sigma_{ij} \geq \theta_c,$$

$$\text{Under Target if } \hat{\theta}_{ij} + z * \sigma_{ij} < \theta_c,$$

otherwise, Near Target,

where $z = 1$ to create 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 2023–2024 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 0.599–0.867 and the classification accuracies are in the range 0.697–0.903. These ranges resemble the classification accuracy and consistency values observed in the STAAR assessments[3].

Table 24: Interim Assessment Classification Consistency and Accuracy in Mathematics

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 Mathematics	Window 1	131,519	0.721	0.795
	Window 3	191,173	0.690	0.774
Grade 4 Mathematics	Window 1	132,069	0.752	0.817
	Window 3	187,685	0.707	0.784
Grade 5 Mathematics	Window 1	130,277	0.739	0.812
	Window 3	186,539	0.689	0.776
Grade 6 Mathematics	Window 1	105,701	0.739	0.813
	Window 3	162,360	0.704	0.789
Grade 7 Mathematics	Window 1	85,136	0.790	0.848
	Window 3	131,021	0.738	0.810
Grade 8 Mathematics	Window 1	79,320	0.766	0.831
	Window 3	118,539	0.710	0.790
Grade 3 Spanish Mathematics	Window 1	5,790	0.801	0.856
	Window 3	8,403	0.746	0.820
Grade 4 Spanish Mathematics	Window 1	4,082	0.866	0.903
	Window 3	5,844	0.778	0.840
Grade 5 Spanish Mathematics	Window 1	2,751	0.858	0.901
	Window 3	4,577	0.764	0.834
Algebra I	Window 1	106,923	0.721	0.800
	Window 3	203,575	0.685	0.772

Table 25: Interim Assessment Classification Consistency and Accuracy in RLA

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 RLA	Window 1	134,537	0.656	0.742
	Window 3	182,772	0.599	0.697
Grade 4 RLA	Window 1	136,611	0.638	0.729
	Window 3	182,338	0.631	0.726
Grade 5 RLA	Window 1	137,612	0.654	0.732
	Window 3	185,091	0.628	0.718
Grade 6 RLA	Window 1	134,924	0.673	0.753
	Window 3	176,657	0.658	0.744
Grade 7 RLA	Window 1	132,365	0.659	0.739
	Window 3	174,995	0.668	0.749
Grade 8 RLA	Window 1	132,482	0.663	0.745
	Window 3	175,231	0.639	0.728
English I	Window 1	119,616	0.730	0.801

[3] https://tea.texas.gov/student-assessment/testing/student-assessment-overview/2023-tech-digest.pdf

Assessment	Window	N	Classification Consistency	Classification Accuracy
	Window 3	197,587	0.730	0.801
English II	Window 1	113,017	0.749	0.815
	Window 3	191,523	0.734	0.803

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

Assessment	Window	N	Classification Consistency	Classification Accuracy
Grade 3 Spanish RLA	Window 1	11,047	0.712	0.781
	Window 3	14,095	0.699	0.775
Grade 4 Spanish RLA	Window 1	7,779	0.715	0.778
	Window 3	9,720	0.703	0.766
Grade 5 Spanish RLA	Window 1	4,614	0.675	0.754
	Window 3	6,530	0.660	0.744

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	192,154	0.693	0.763
Grade 8 Science	Window 2	189,436	0.685	0.764
Grade 8 Social Studies	Window 2	182,197	0.681	0.758
Grade 5 Spanish Science	Window 2	5,452	0.867	0.901
Biology	Window 2	202,541	0.672	0.764
U.S. History	Window 2	178,237	0.641	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, generating ranging from 0.64 to 0.81. 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. However, the correlations for all windows and STAAR are strong positive relationships ranging from 0.64 to 0.84. The correlations, considered criterion validity evidence of the interim assessment scores, are moderately high, with some exceptions for Spanish titles, 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	0.764	0.759
	Window 3		1	0.805
	STAAR			1
Grade 4 Mathematics	Window 1	1	0.788	0.777
	Window 3		1	0.832
	STAAR			1
Grade 5 Mathematics	Window 1	1	0.814	0.808
	Window 3		1	0.838
	STAAR			1
Grade 6 Mathematics	Window 1	1	0.801	0.788
	Window 3		1	0.818

Assessment	Window	Window 1	Window 3	STAAR
	STAAR			1
Grade 7 Mathematics	Window 1	1	0.765	0.762
	Window 3		1	0.802
	STAAR			1
Grade 8 Mathematics	Window 1	1	0.725	0.716
	Window 3		1	0.769
	STAAR			1
Grade 3 Spanish Mathematics	Window 1	1	0.644	0.679
	Window 3		1	0.699
	STAAR			1
Grade 4 Spanish Mathematics	Window 1	1	0.674	0.702
	Window 3		1	0.742
	STAAR			1
Grade 5 Spanish Mathematics	Window 1	1	0.659	0.640
	Window 3		1	0.722
	STAAR			1
Algebra I	Window 1	1	0.720	0.695
	Window 3		1	0.798
	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	0.750	0.763
	Window 3		1	0.784
	STAAR			1
Grade 4 RLA	Window 1	1	0.778	0.786
	Window 3		1	0.804
	STAAR			1
Grade 5 RLA	Window 1	1	0.792	0.797
	Window 3		1	0.811
	STAAR			1
Grade 6 RLA	Window 1	1	0.807	0.798
	Window 3		1	0.819
	STAAR			1
Grade 7 RLA	Window 1	1	0.793	0.787
	Window 3		1	0.828
	STAAR			1
Grade 8 RLA	Window 1	1	0.782	0.806
	Window 3		1	0.797
	STAAR			1
English I	Window 1	1	0.814	0.814
	Window 3		1	0.833
	STAAR			1
English II	Window 1	1	0.789	0.792

Assessment	Window	Window 1	Window 3	STAAR
	Window 3		1	0.809
	STAAR			1

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

Assessment	Window	Window 1	Window 3	STAAR
Grade 3 Spanish RLA	Window 1	1	0.701	0.719
	Window 3		1	0.773
	STAAR			1
Grade 4 Spanish RLA	Window 1	1	0.683	0.732
	Window 3		1	0.745
	STAAR			1
Grade 5 Spanish RLA	Window 1	1	0.714	0.750
	Window 3		1	0.767
	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	0.788
Grade 8 Science	Window 2	0.812
Grade 8 Social Studies	Window 2	0.765
Grade 5 Spanish Science	Window 2	0.681
Biology	Window 2	0.802
U.S. History	Window 2	0.781

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. The 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.

An 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.

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

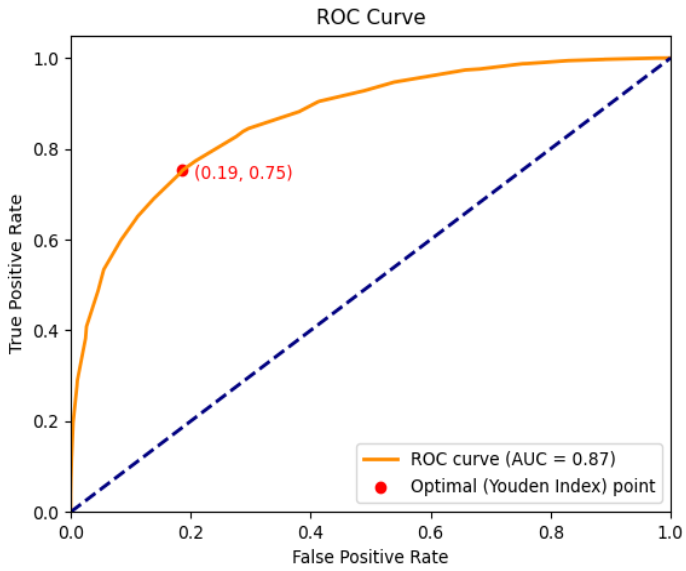
TN (True Negative): Number of students predicted to be *Below Meets* on STAAR and are actually *Below Meets* on STAAR

Figure 2 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.

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



The Area Under the Curve (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 present the prediction results by interim assessment window. The study used 2022–2023 interim assessments and spring 2023 summative assessment results to determine the cut scores to be used during the 2023–2024 interim assessments. 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 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 0.79. 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, CAI compared the predictions reported during the 2023–2024 interim assessments and student performance on the STAAR summative assessment to create contingency tables that show the alignment between predictions and actual results. 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	1,305	0.78	0.85	0.75	0.87
		Meets	1,345	0.81	0.80	0.84	0.90
		Masters	1,395	0.83	0.82	0.86	0.92
	4	Approaches	1,380	0.80	0.81	0.79	0.87
		Meets	1,423	0.81	0.81	0.81	0.89
		Masters	1,467	0.81	0.80	0.85	0.90
	5	Approaches	1,458	0.79	0.85	0.77	0.89
		Meets	1,509	0.82	0.83	0.81	0.91
		Masters	1,577	0.85	0.85	0.86	0.93
	6	Approaches	1,575	0.75	0.82	0.73	0.84
		Meets	1,629	0.83	0.83	0.85	0.92
		Masters	1,697	0.87	0.87	0.89	0.95
	7	Approaches	1,668	0.76	0.79	0.74	0.84
		Meets	1,718	0.82	0.84	0.78	0.89
		Masters	1,786	0.88	0.88	0.88	0.94
	8	Approaches	1,694	0.75	0.79	0.73	0.83
		Meets	1,739	0.79	0.80	0.77	0.87
		Masters	1,786	0.83	0.83	0.88	0.93
	Algebra I	Approaches	3,467	0.74	0.70	0.74	0.79
		Meets	3,631	0.74	0.73	0.76	0.82
		Masters	3,741	0.78	0.77	0.78	0.86
RLA	3	Approaches	1,305	0.80	0.86	0.78	0.89
		Meets	1,362	0.81	0.81	0.81	0.89

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
		Masters	1,431	0.79	0.78	0.85	0.90
	4	Approaches	1,374	0.79	0.89	0.76	0.90
		Meets	1,448	0.84	0.83	0.84	0.92
		Masters	1,511	0.82	0.80	0.88	0.92
	5	Approaches	1,436	0.83	0.83	0.83	0.91
		Meets	1,517	0.81	0.80	0.82	0.90
		Masters	1,580	0.78	0.75	0.85	0.88
	6	Approaches	1,507	0.81	0.86	0.79	0.91
		Meets	1,567	0.82	0.82	0.81	0.91
		Masters	1,653	0.83	0.83	0.84	0.92
	7	Approaches	1,550	0.82	0.87	0.81	0.92
		Meets	1,604	0.82	0.79	0.85	0.90
		Masters	1,674	0.81	0.80	0.84	0.90
	8	Approaches	1,547	0.82	0.85	0.82	0.91
		Meets	1,615	0.81	0.78	0.84	0.89
		Masters	1,698	0.80	0.78	0.86	0.90
	English I	Approaches	3,741	0.81	0.87	0.79	0.90
		Meets	3,859	0.82	0.86	0.80	0.91
		Masters	4,160	0.82	0.81	0.88	0.92
	English II	Approaches	3,772	0.78	0.88	0.76	0.90
		Meets	3,874	0.80	0.84	0.78	0.89
		Masters	4,194	0.81	0.81	0.87	0.91
Spanish RLA	3	Approaches	1,281	0.74	0.78	0.71	0.82
		Meets	1,308	0.75	0.73	0.81	0.85
		Masters	1,355	0.77	0.75	0.83	0.88
	4	Approaches	1,344	0.77	0.78	0.77	0.86
		Meets	1,385	0.79	0.79	0.80	0.88
		Masters	1,422	0.77	0.76	0.88	0.90
	5	Approaches	1,433	0.79	0.83	0.77	0.88
		Meets	1,487	0.81	0.81	0.82	0.89
		Masters	1,536	0.78	0.76	0.89	0.90

Table 34: Prediction Study Results for Window 2

Subject	Grade	Performance Level	Cut	Accuracy	Specificity	Sensitivity	AUC
Science	5	Approaches	3,386	0.82	0.87	0.78	0.91
		Meets	3,611	0.82	0.80	0.86	0.91
		Masters	3,870	0.81	0.80	0.88	0.92
	8	Approaches	3,358	0.81	0.85	0.80	0.90

Subject	Grade	Performance Level	Cut	Accuracy	Specificity	Sensitivity	AUC
		Meets	3,647	0.84	0.83	0.84	0.92
		Masters	4,073	0.85	0.85	0.87	0.93
	Biology	Approaches	3,673	0.77	0.88	0.76	0.88
		Meets	3,839	0.83	0.84	0.82	0.91
		Masters	4,150	0.86	0.86	0.85	0.93
Social Studies	8	Approaches	3,407	0.80	0.81	0.80	0.88
		Meets	3,611	0.81	0.79	0.87	0.91
		Masters	3,822	0.83	0.82	0.89	0.92
	U.S. History	Approaches	3,747	0.79	0.89	0.78	0.89
		Meets	3,930	0.82	0.85	0.81	0.90
		Masters	4,184	0.83	0.81	0.85	0.91

Table 35: Prediction Study Results for Window 3

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
Mathematics	3	Approaches	1,337	0.79	0.86	0.77	0.89
		Meets	1,377	0.84	0.82	0.87	0.92
		Masters	1,475	0.85	0.84	0.88	0.94
	4	Approaches	1,430	0.83	0.89	0.80	0.92
		Meets	1,471	0.85	0.83	0.87	0.93
		Masters	1,537	0.83	0.81	0.91	0.93
	5	Approaches	1,501	0.79	0.91	0.76	0.90
		Meets	1,546	0.86	0.85	0.86	0.93
		Masters	1,641	0.86	0.85	0.89	0.95
	6	Approaches	1,591	0.78	0.84	0.76	0.87
		Meets	1,664	0.86	0.87	0.85	0.94
		Masters	1,742	0.87	0.86	0.93	0.96
	7	Approaches	1,664	0.79	0.85	0.76	0.87
		Meets	1,723	0.85	0.87	0.83	0.92
		Masters	1,808	0.87	0.87	0.94	0.96
	8	Approaches	1,714	0.77	0.79	0.77	0.85
		Meets	1,773	0.82	0.84	0.78	0.90
		Masters	1,835	0.86	0.86	0.89	0.95
	Algebra I	Approaches	3,503	0.77	0.81	0.76	0.85
		Meets	3,701	0.82	0.82	0.81	0.89
		Masters	3,864	0.83	0.82	0.87	0.92
RLA	3	Approaches	1,332	0.83	0.85	0.82	0.92
		Meets	1,416	0.83	0.84	0.82	0.91
		Masters	1,501	0.82	0.82	0.84	0.91
	4	Approaches	1,449	0.81	0.89	0.79	0.91

Subject	Grade	Performance Level	Cut Score	Accuracy	Specificity	Sensitivity	AUC
		Meets	1,507	0.83	0.82	0.85	0.92
		Masters	1,588	0.82	0.82	0.84	0.91
	5	Approaches	1,455	0.83	0.90	0.82	0.93
		Meets	1,517	0.84	0.81	0.85	0.92
		Masters	1,594	0.80	0.76	0.88	0.90
	6	Approaches	1,491	0.83	0.87	0.81	0.92
		Meets	1,571	0.83	0.84	0.83	0.91
		Masters	1,641	0.82	0.81	0.87	0.92
	7	Approaches	1,545	0.82	0.87	0.81	0.91
		Meets	1,610	0.82	0.83	0.81	0.90
		Masters	1,656	0.80	0.78	0.85	0.90
	8	Approaches	1,570	0.81	0.88	0.79	0.91
		Meets	1,641	0.82	0.84	0.80	0.90
		Masters	1,725	0.83	0.83	0.84	0.91
	English I	Approaches	3,703	0.83	0.89	0.82	0.92
		Meets	3,824	0.84	0.87	0.83	0.92
		Masters	4,221	0.83	0.83	0.86	0.92
	English II	Approaches	3,720	0.82	0.90	0.80	0.92
		Meets	3,833	0.83	0.85	0.82	0.91
		Masters	4,321	0.80	0.79	0.90	0.92
Spanish RLA	3	Approaches	1,313	0.80	0.84	0.77	0.89
		Meets	1,367	0.82	0.81	0.84	0.91
		Masters	1,407	0.81	0.80	0.88	0.92
	4	Approaches	1,375	0.81	0.83	0.80	0.90
		Meets	1,423	0.82	0.82	0.83	0.91
		Masters	1,500	0.83	0.82	0.87	0.92
	5	Approaches	1,424	0.81	0.82	0.81	0.90
		Meets	1,475	0.79	0.76	0.87	0.89
		Masters	1,530	0.79	0.78	0.84	0.89

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, “Standard Technical Processes”, and Chapter 4, “State of Texas Assessments of Academic Readiness (STAAR)” of the technical digest[4], for additional information about validity.

[4] https://tea.texas.gov/student-assessment/testing/student-assessment-overview/2023-tech-digest.pdf

5. Fairness

The 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, parents, 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, which varies depending on the subject area.
  - Vertical scale score (for Mathematics, RLA, and Spanish RLA assessments)
  - Horizontal scale score (for Science, Social Studies, and EOC assessments)
- **Raw Score.** Students are provided with their overall raw score
- **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

- **Forms (Difficulty Level of Stage 2 Form).** For Mathematics, RLA, and Spanish RLA, students' assessments are further detailed by indicating the difficulty level of the stage 2 form received:
  - Window 1 and Window 3
    - Form: Low, Medium, or High

Figure 3: Individual Student Report (Overall Scores)

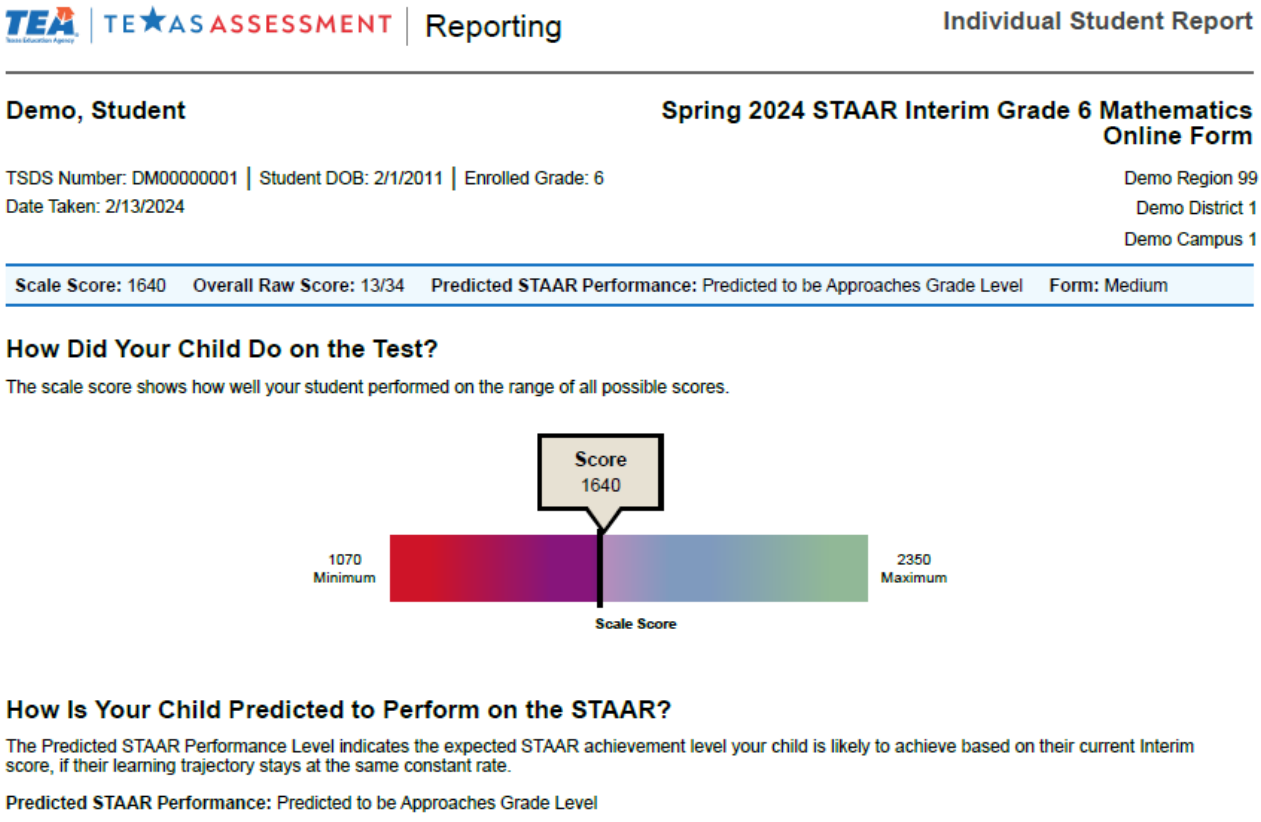
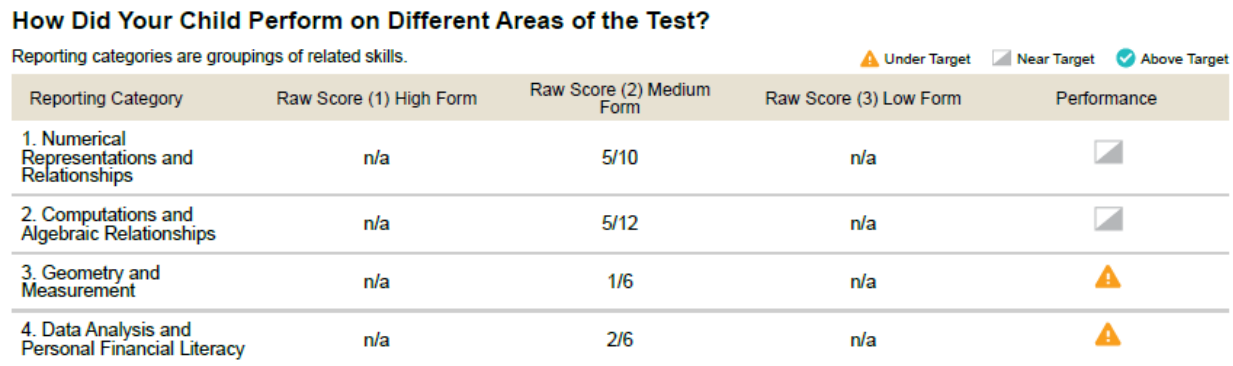


Figure 4 illustrates that in addition to the previously mentioned scores, students also receive detailed information within each reporting category. This includes:

- **Reporting Category Raw Score.** Students are provided with their raw score within each reporting category. These are listed under the Stage 2 form that they received.
    - In this example the student received the medium form, so scores are populated under the Medium Form column.
- **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 Level Scores)



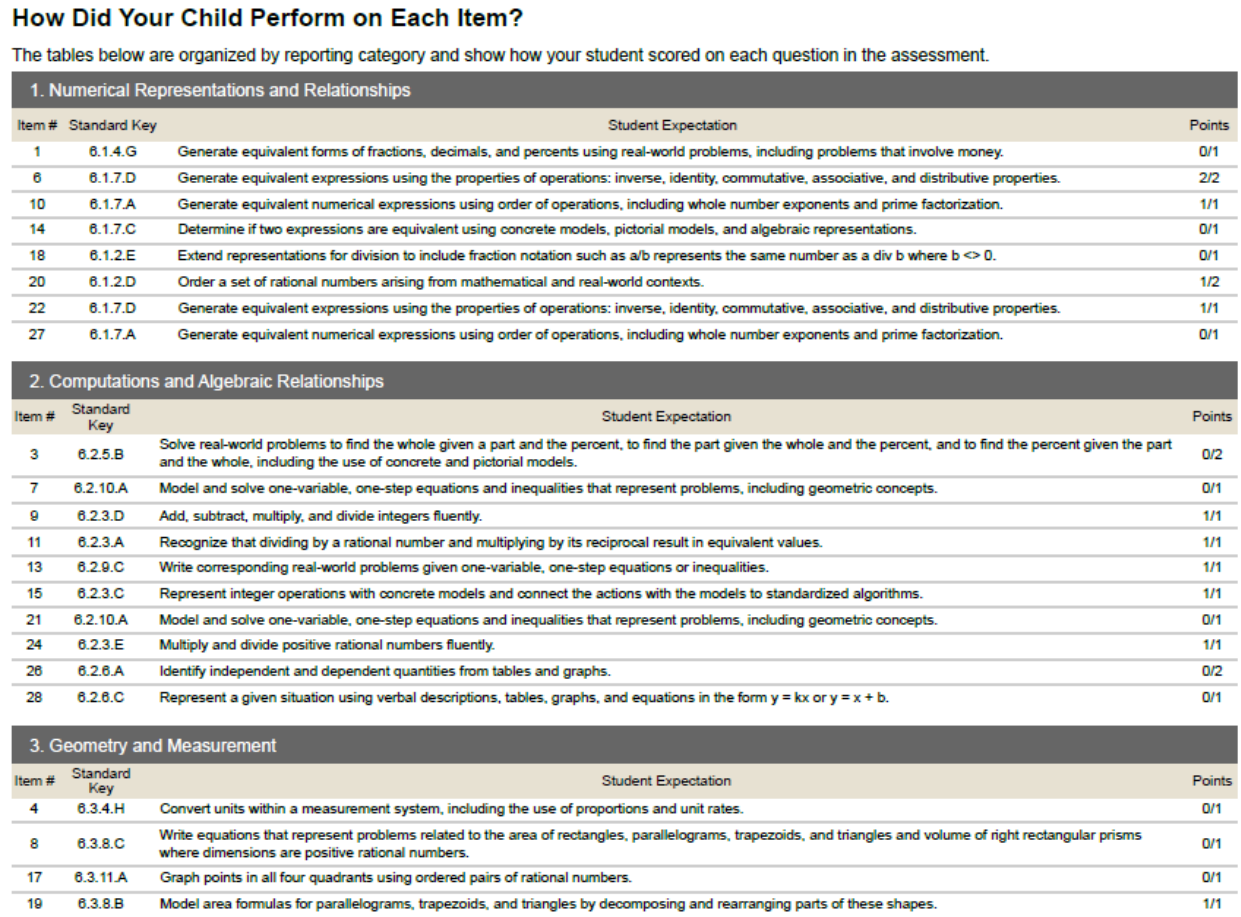
How Did Your Child Perform on Different Areas of the Test?

Reporting categories are groupings of related skills.

Under Target | Near Target | Above Target

Reporting Category	Raw Score (1) High Form	Raw Score (2) Medium Form	Raw Score (3) Low Form	Performance
1. Numerical Representations and Relationships	n/a	5/10	n/a	
2. Computations and Algebraic Relationships	n/a	5/12	n/a	
3. Geometry and Measurement	n/a	1/6	n/a	
4. Data Analysis and Personal Financial Literacy	n/a	2/6	n/a	

Figure 5: Individual Student Report (Item Level Scores)



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. Numerical Representations and Relationships

Item #	Standard Key	Student Expectation	Points
1	6.1.4.G	Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.	0/1
6	6.1.7.D	Generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.	2/2
10	6.1.7.A	Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.	1/1
14	6.1.7.C	Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations.	0/1
18	6.1.2.E	Extend representations for division to include fraction notation such as a/b represents the same number as a div b where b <> 0.	0/1
20	6.1.2.D	Order a set of rational numbers arising from mathematical and real-world contexts.	1/2
22	6.1.7.D	Generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.	1/1
27	6.1.7.A	Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.	0/1

2. Computations and Algebraic Relationships

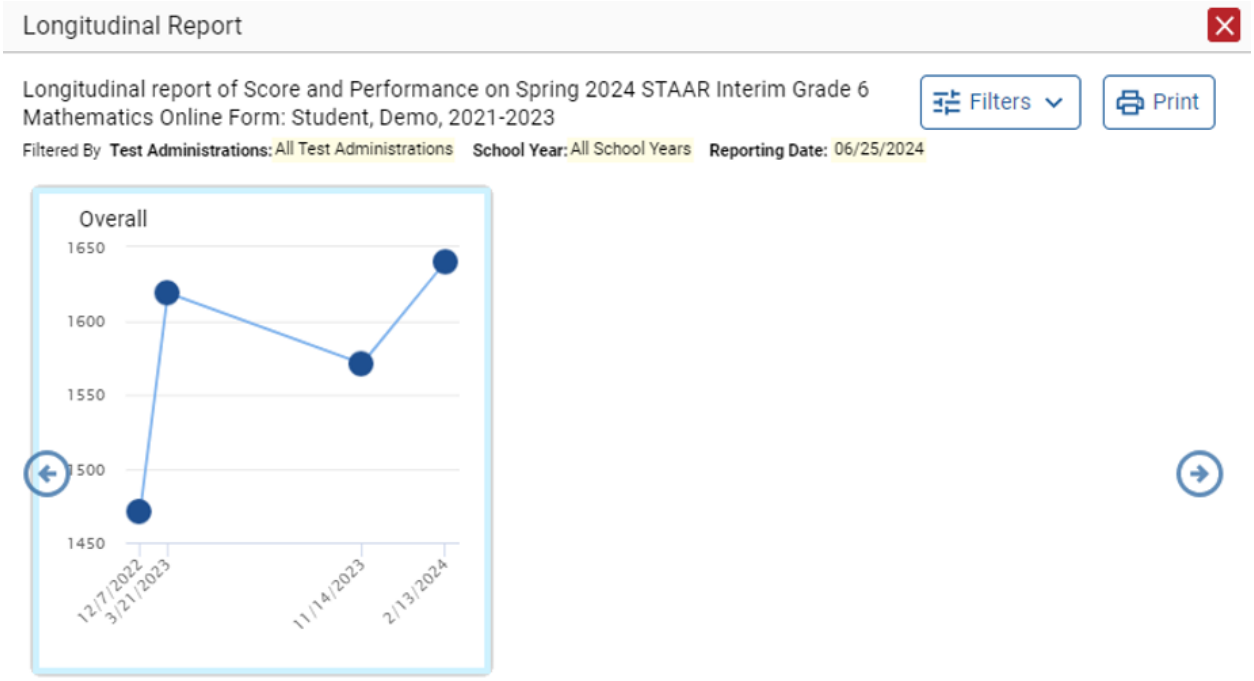
Item #	Standard Key	Student Expectation	Points
3	6.2.5.B	Solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models.	0/2
7	6.2.10.A	Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.	0/1
9	6.2.3.D	Add, subtract, multiply, and divide integers fluently.	1/1
11	6.2.3.A	Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.	1/1
13	6.2.9.C	Write corresponding real-world problems given one-variable, one-step equations or inequalities.	1/1
15	6.2.3.C	Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.	1/1
21	6.2.10.A	Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.	0/1
24	6.2.3.E	Multiply and divide positive rational numbers fluently.	1/1
26	6.2.6.A	Identify independent and dependent quantities from tables and graphs.	0/2
28	6.2.6.C	Represent a given situation using verbal descriptions, tables, graphs, and equations in the form y = kx or y = x + b.	0/1

3. Geometry and Measurement

Item #	Standard Key	Student Expectation	Points
4	6.3.4.H	Convert units within a measurement system, including the use of proportions and unit rates.	0/1
8	6.3.8.C	Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.	0/1
17	6.3.11.A	Graph points in all four quadrants using ordered pairs of rational numbers.	0/1
19	6.3.8.B	Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.	1/1

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.

Figure 6: Individual Student Report (Longitudinal Report)



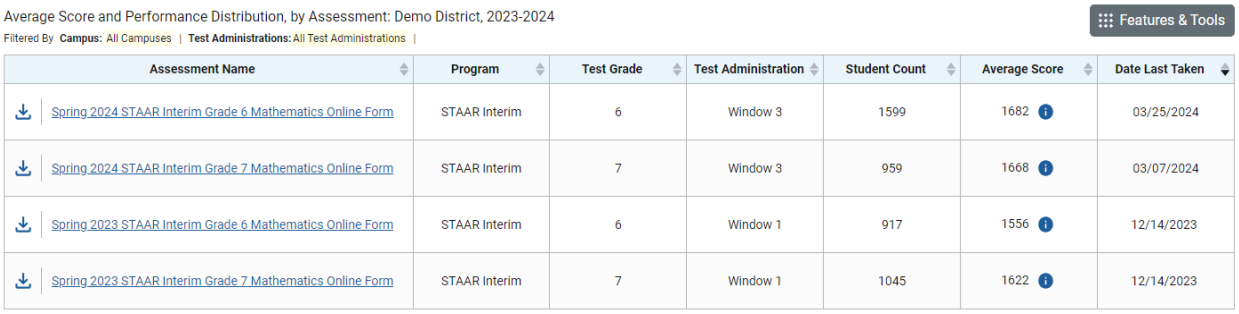
Date	Test Label	Test Administration	Overall	Overall
			Overall	My Student's Score
12/7/2022	Fall 2022 STAAR Interim Grade 5 Mathematics	Window 1		1471
3/21/2023	Spring 2023 STAAR Interim Grade 5 Mathematics	Window 3		1619
11/14/2023	Fall 2023 STAAR Interim Grade 6 Mathematics Online, Paper, and Content and Language Supports Forms	Window 1		1571
2/13/2024	Spring 2024 STAAR Interim Grade 6 Mathematics Online Form	Window 3		1640

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, Predicted to be Approaches, Predicted to be Meets, and Predicted to be Masters), providing insights into the overall predicted performance levels of the students within the district or campus.
- **Average Percent of Items Answered Correctly (Average Percent Correct).** This metric reveals the average percentage of items answered correctly by students, categorized by the Stage 2 form (Low/Medium/High) within each reporting category. It offers a detailed assessment of students' performance across different reporting categories and forms.
- **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: District/Campus Report (Scale Score)



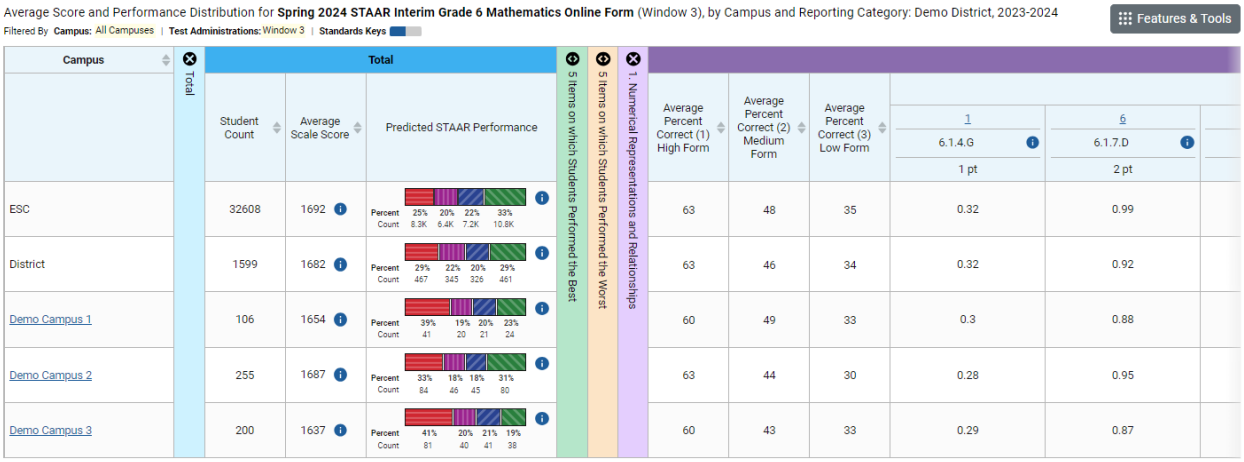
Average Score and Performance Distribution, by Assessment: Demo District, 2023-2024

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 2024 STAAR Interim Grade 6 Mathematics Online Form	STAAR Interim	6	Window 3	1599	1682	03/25/2024
Spring 2024 STAAR Interim Grade 7 Mathematics Online Form	STAAR Interim	7	Window 3	959	1668	03/07/2024
Spring 2023 STAAR Interim Grade 6 Mathematics Online Form	STAAR Interim	6	Window 1	917	1556	12/14/2023
Spring 2023 STAAR Interim Grade 7 Mathematics Online Form	STAAR Interim	7	Window 1	1045	1622	12/14/2023

Figure 8: District/Campus Report (Percentage Correct)



Average Score and Performance Distribution for **Spring 2024 STAAR Interim Grade 6 Mathematics Online Form** (Window 3), by Campus and Reporting Category: Demo District, 2023-2024

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

Features & Tools

Campus	Total	Total			5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1 Numerical Representations and Relationships						
		Student Count	Average Scale Score	Predicted STAAR Performance				Average Percent Correct (1) High Form	Average Percent Correct (2) Medium Form	Average Percent Correct (3) Low Form	1 6.1.4.G 1 pt	6 6.1.7.D 2 pt	
ESC		32608	1692	Percent 25% 20% 22% 33% Count 8.3K 6.4K 7.2K 10.8K				63	48	35	0.32	0.99	
District		1599	1682	Percent 29% 22% 20% 29% Count 467 345 326 461				63	46	34	0.32	0.92	
Demo Campus 1		106	1654	Percent 39% 19% 20% 23% Count 41 20 21 24				60	49	33	0.3	0.88	
Demo Campus 2		255	1687	Percent 33% 18% 18% 31% Count 84 46 45 80				63	44	30	0.28	0.95	
Demo Campus 3		200	1637	Percent 41% 20% 21% 19% Count 81 40 41 38				60	43	33	0.29	0.87	

Appendix A: 2023–2024 Interim Assessment Test Information Functions

Window 1

Figure 9: Window 1 Mathematics Grade 3

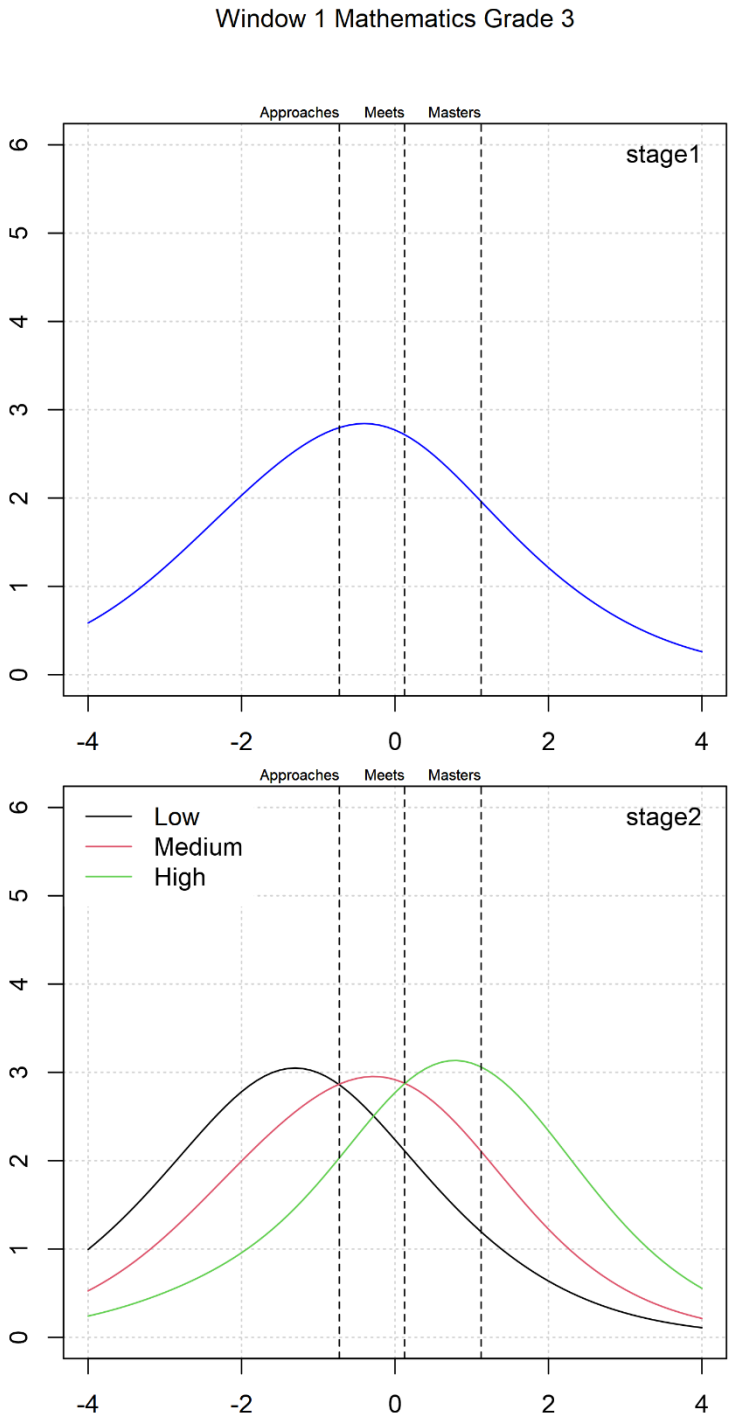


Figure 10: Window 1 Mathematics Grade 4 TIF

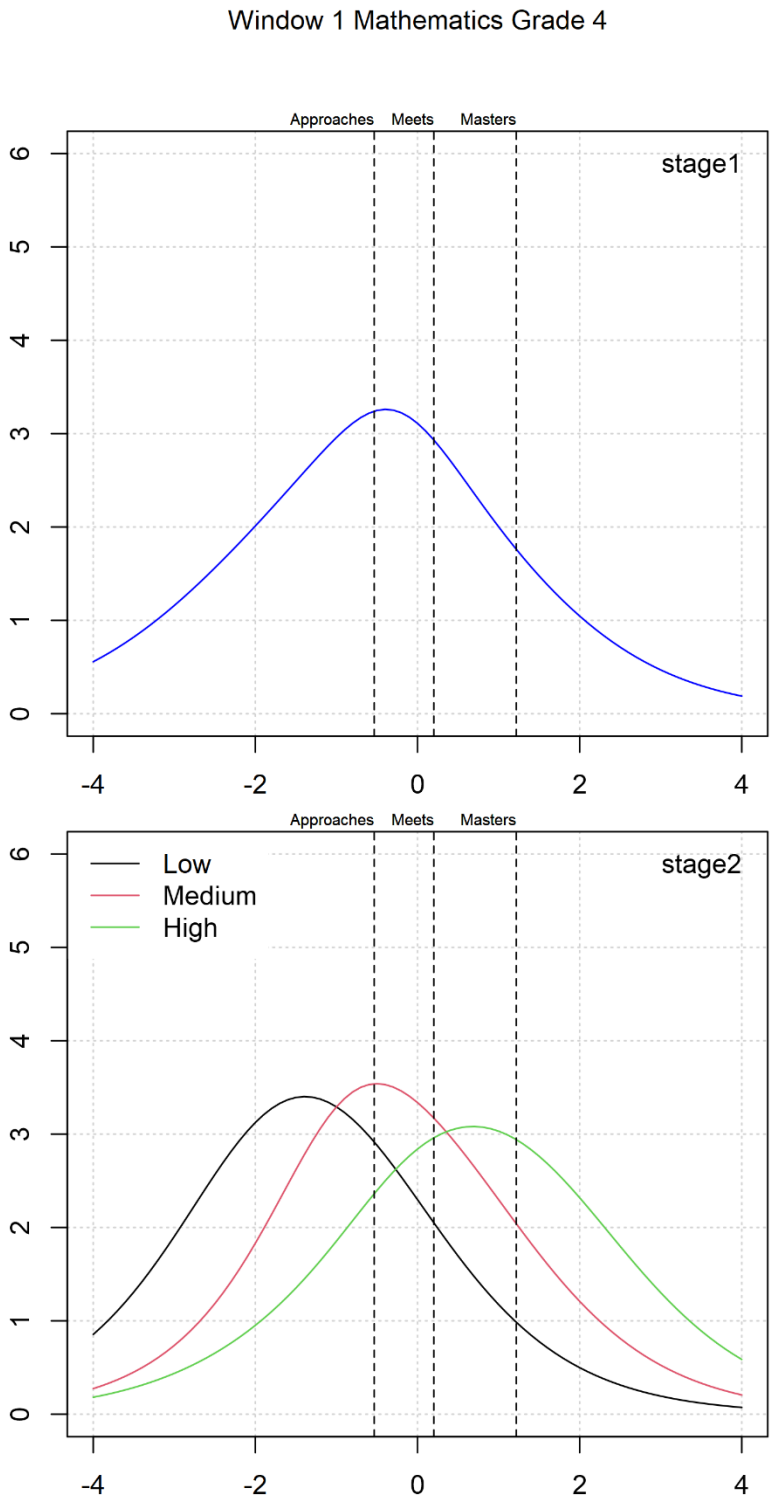


Figure 11: Window 1 Mathematics Grade 5 TIF

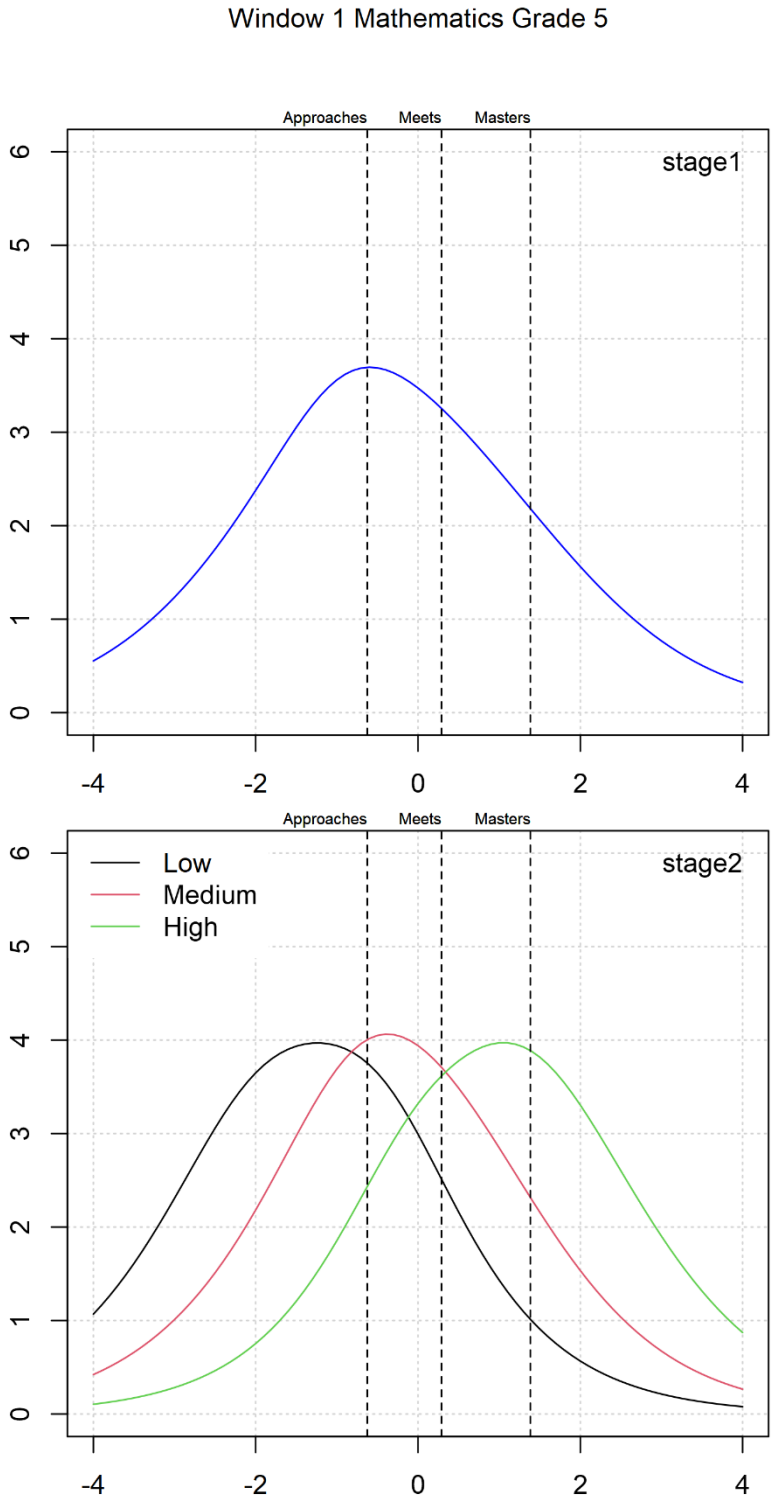


Figure 12: Window 1 Mathematics Grade 6 TIF

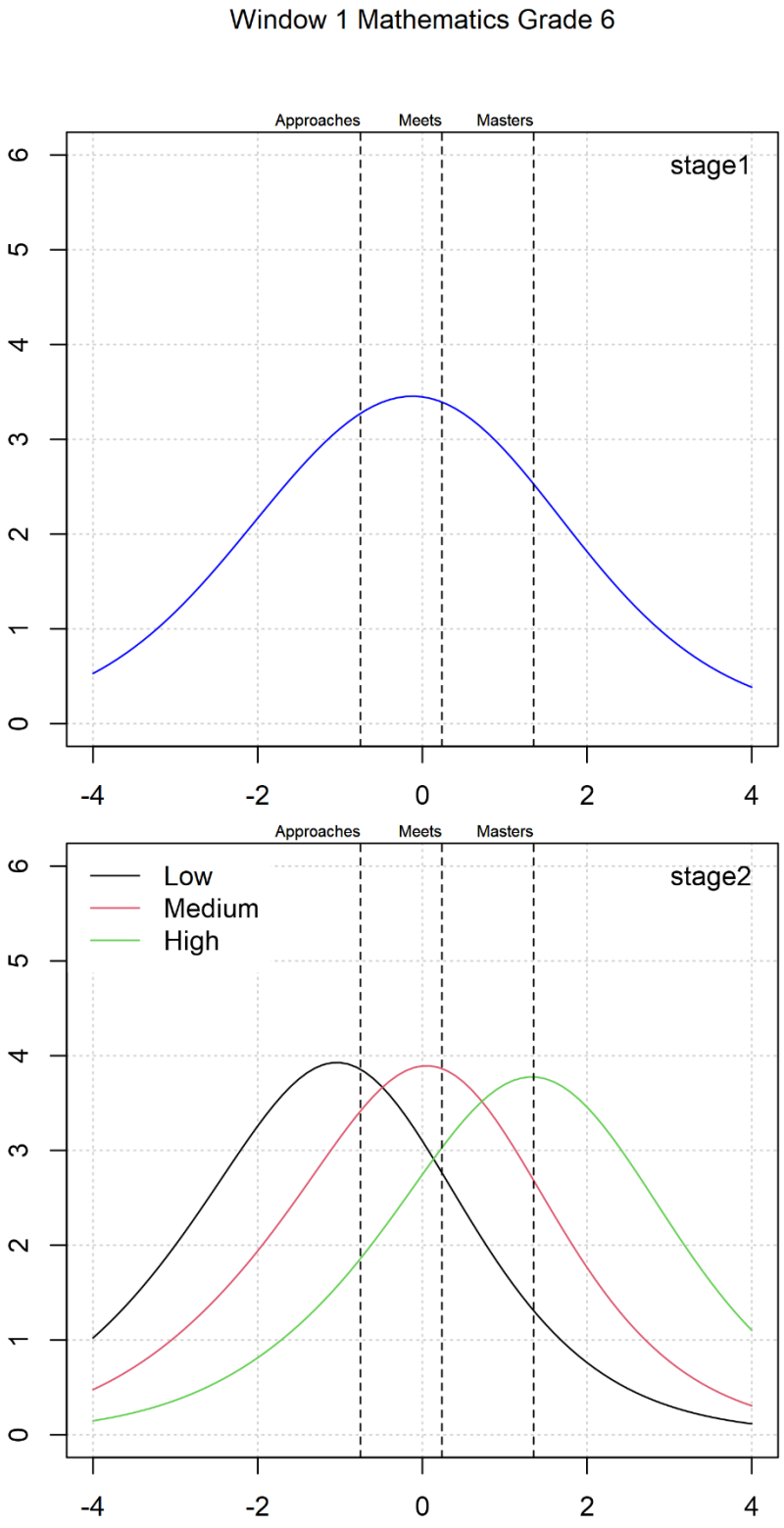


Figure 13: Window 1 Mathematics Grade 7 TIF

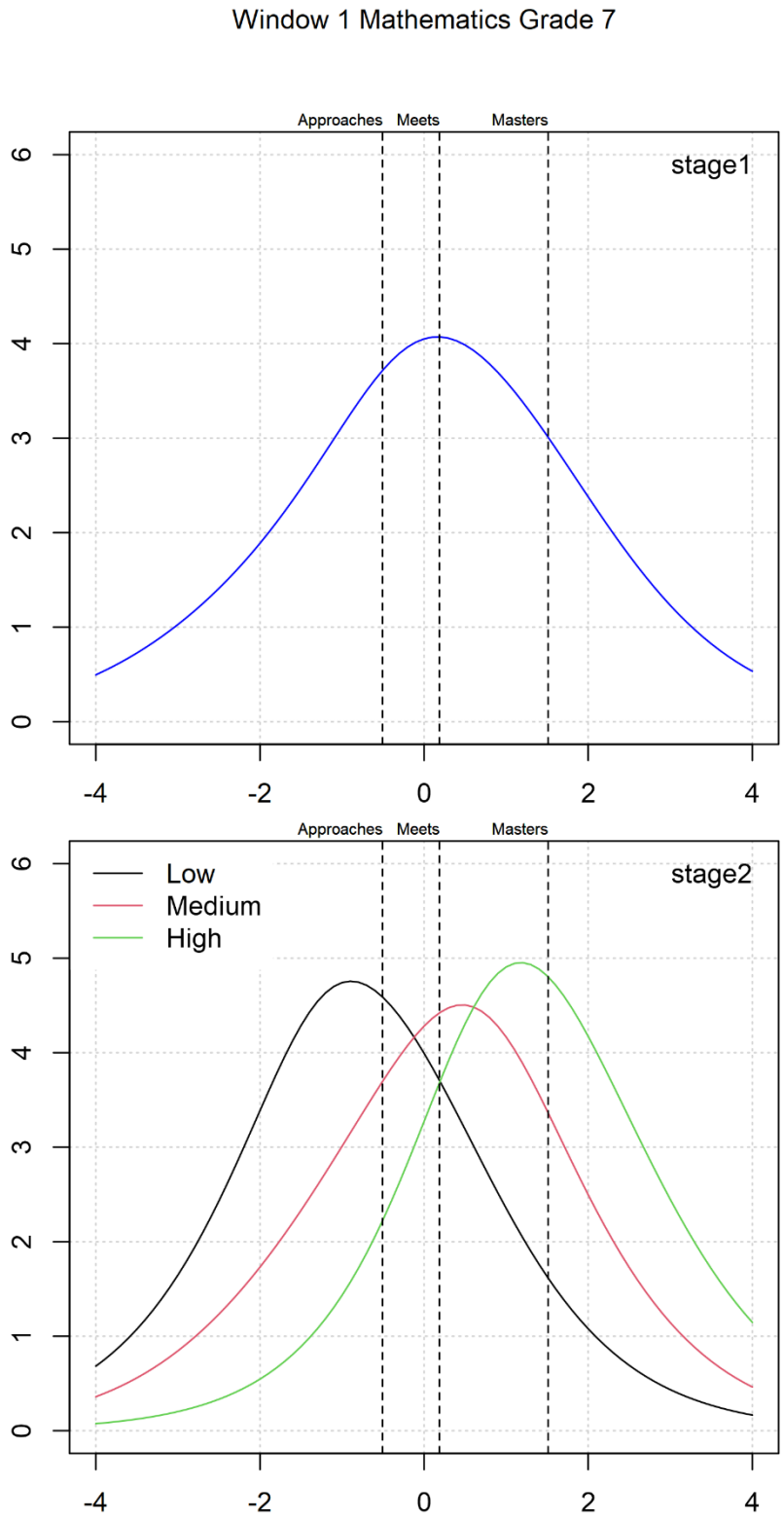


Figure 14: Window 1 Mathematics Grade 8 TIF

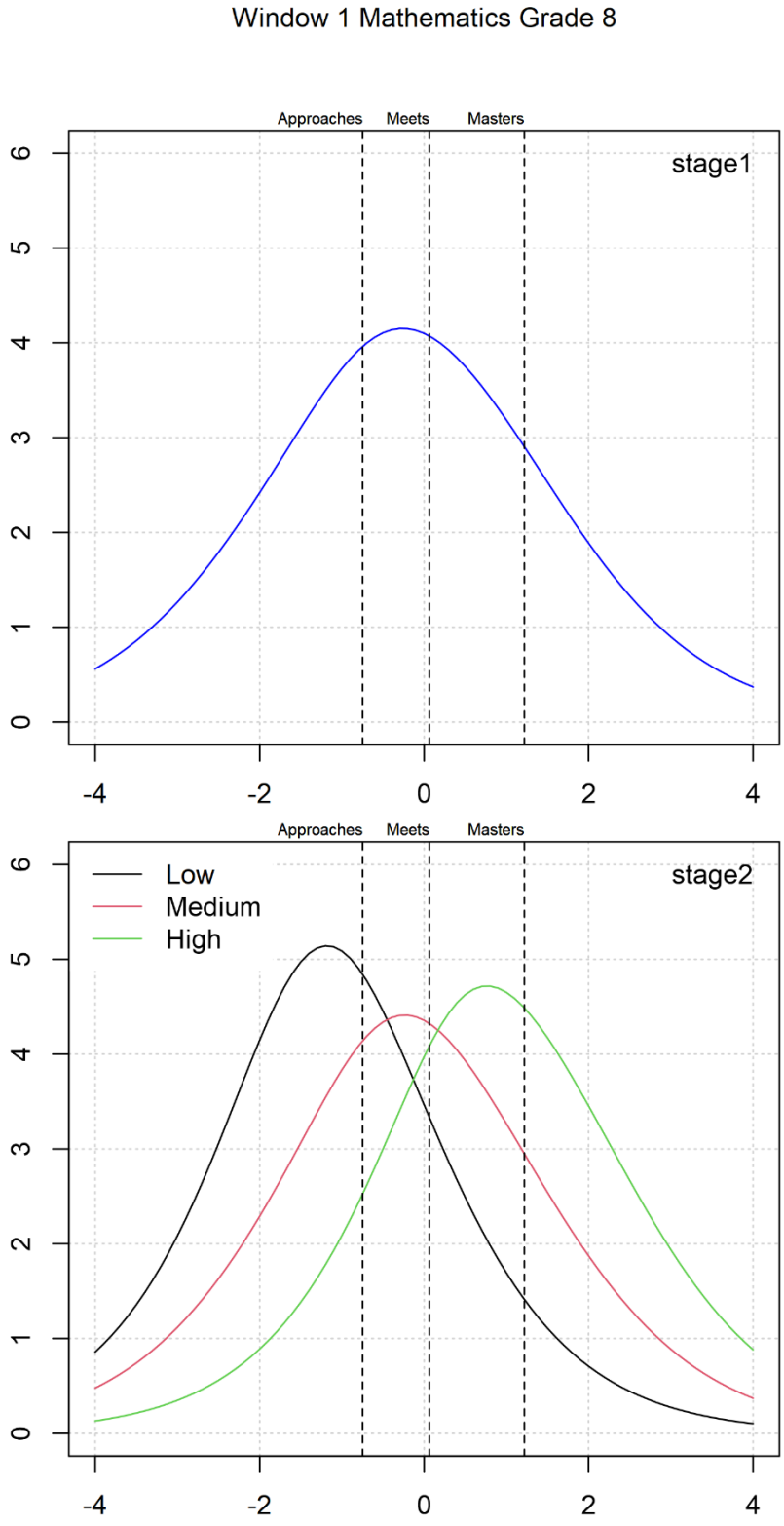


Figure 15: Window 1 EOC Algebra I TIF

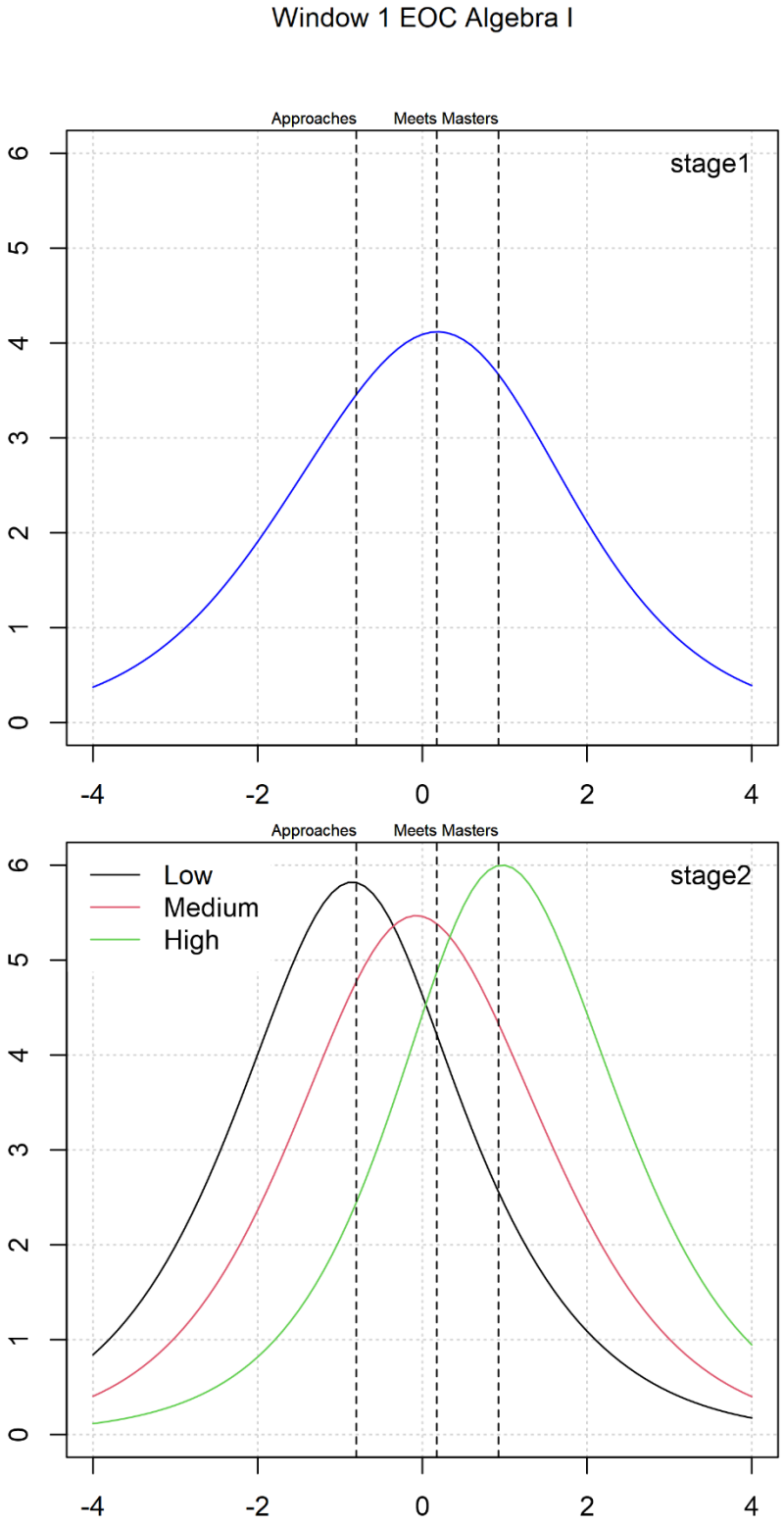


Figure 16: Window 1 RLA Grade 3

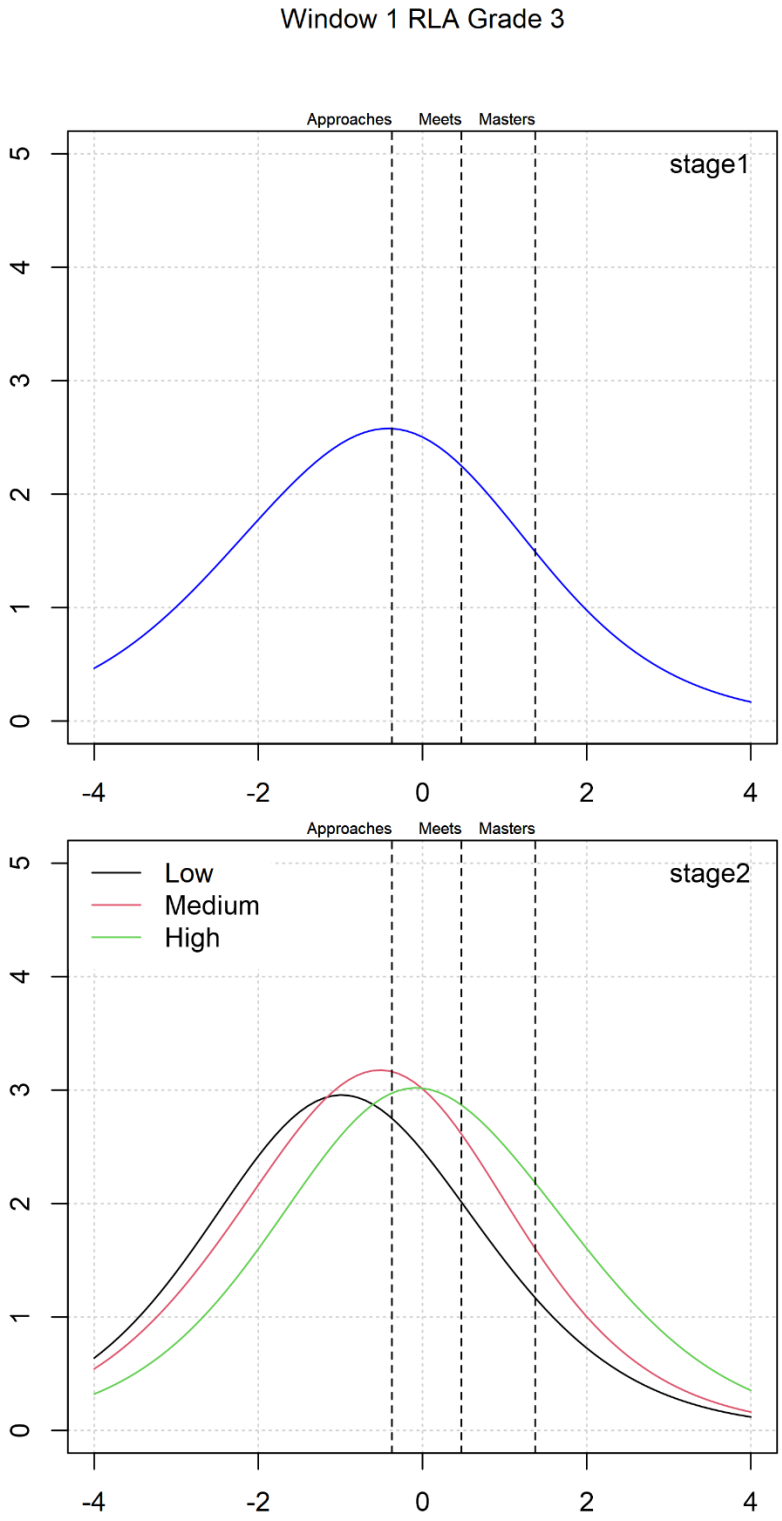


Figure 17: Window 1 RLA Grade 4

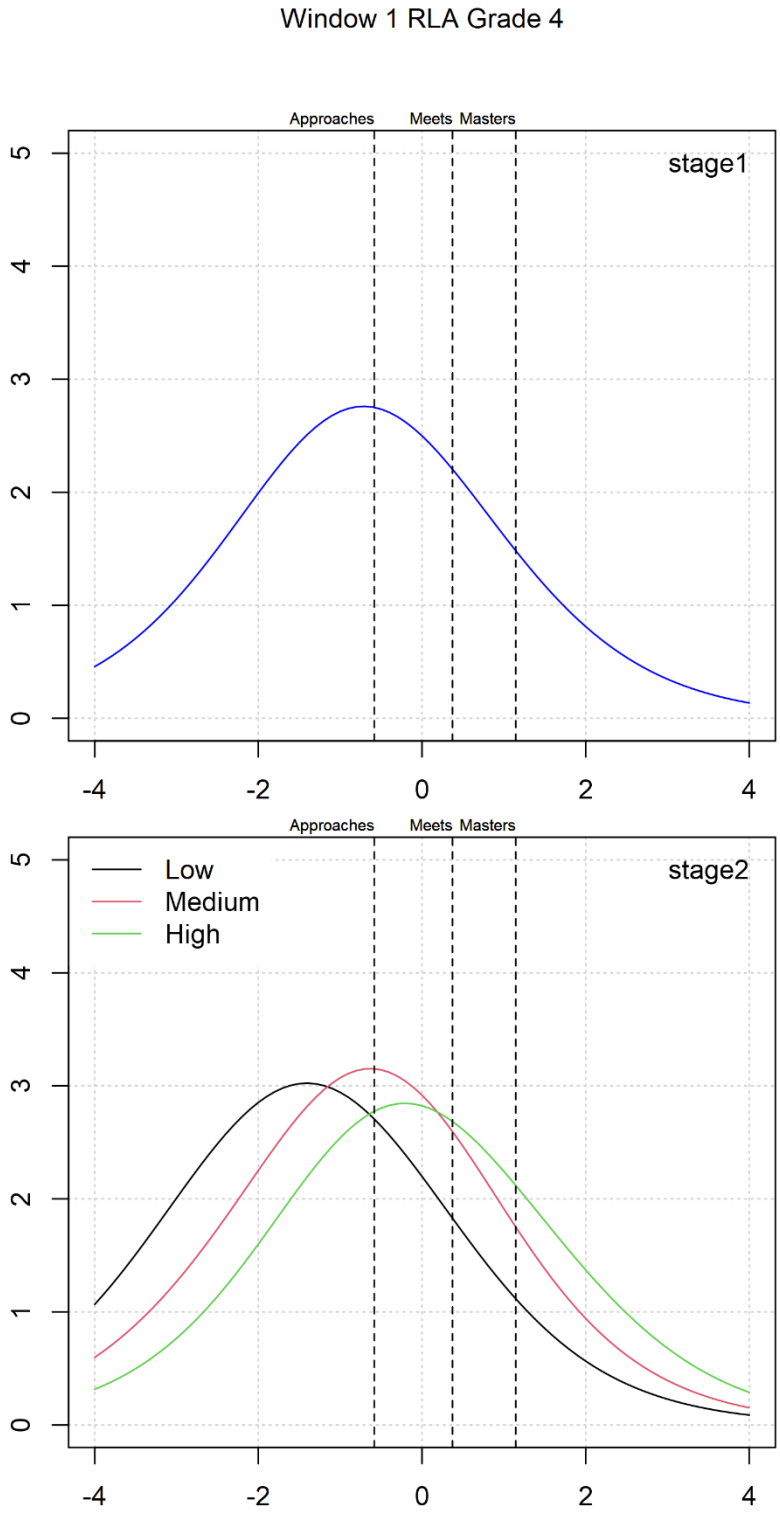


Figure 18: Window 1 RLA Grade 5 TIF

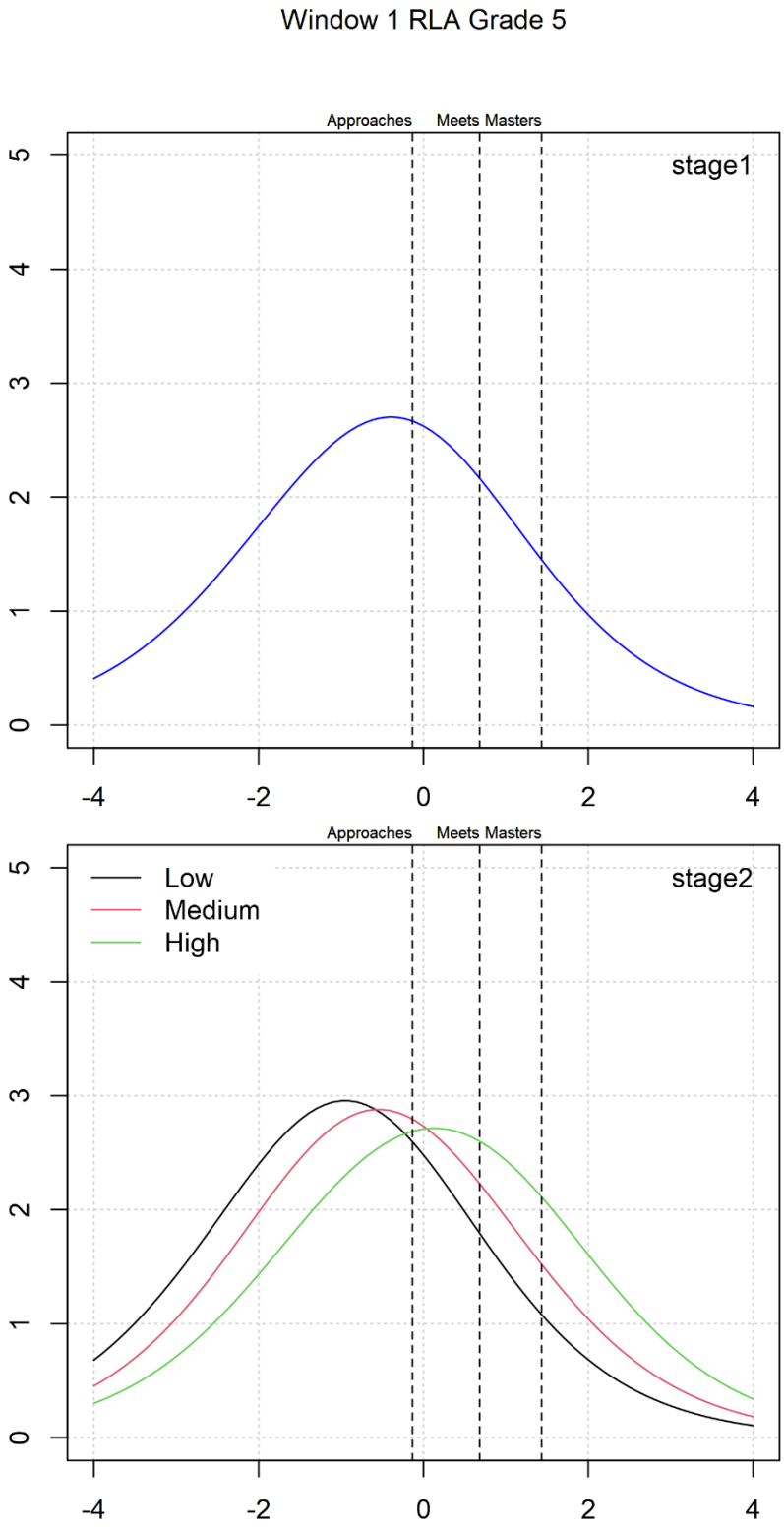


Figure 19: Window 1 RLA Grade 6

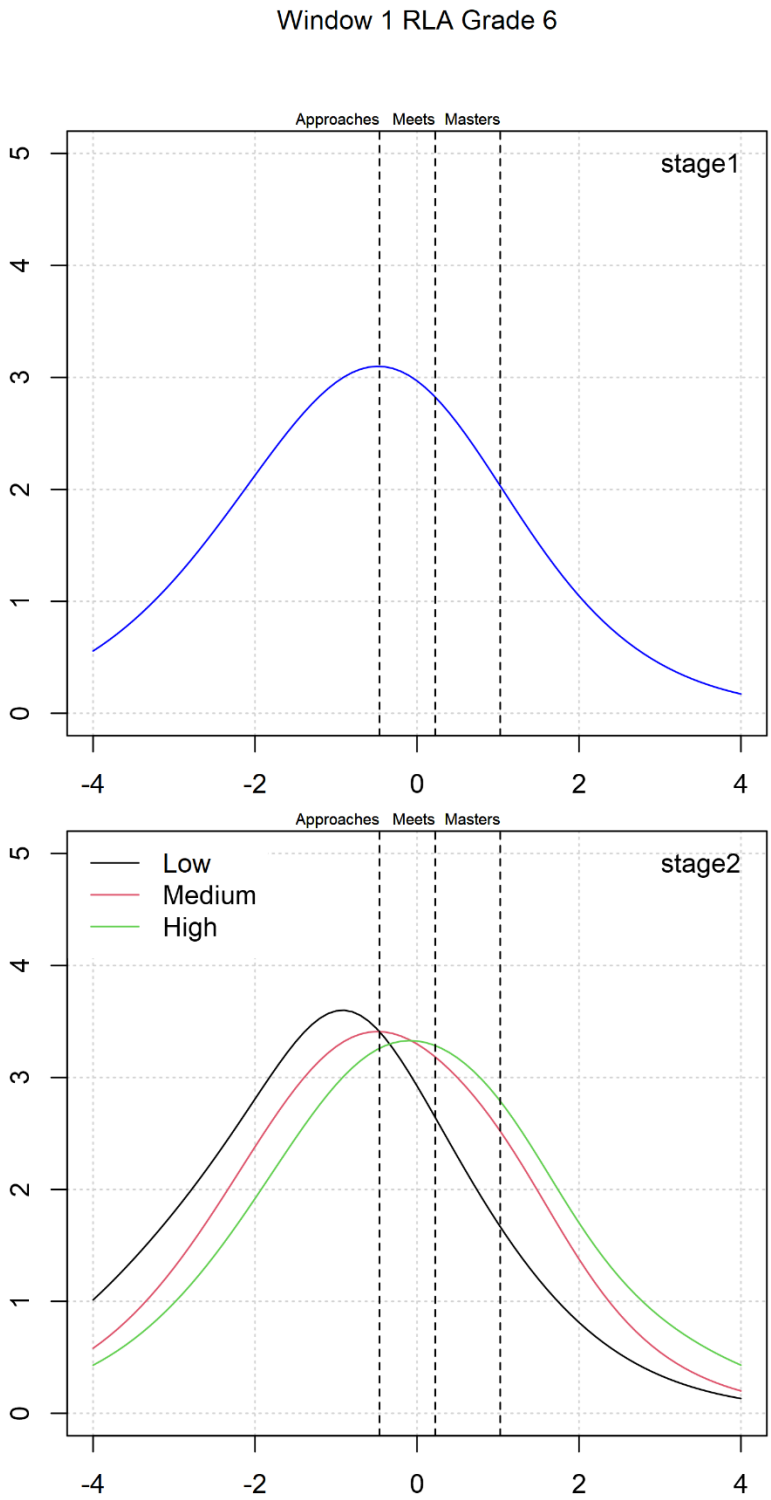


Figure 20: Window 1 RLA Grade 7 TIF

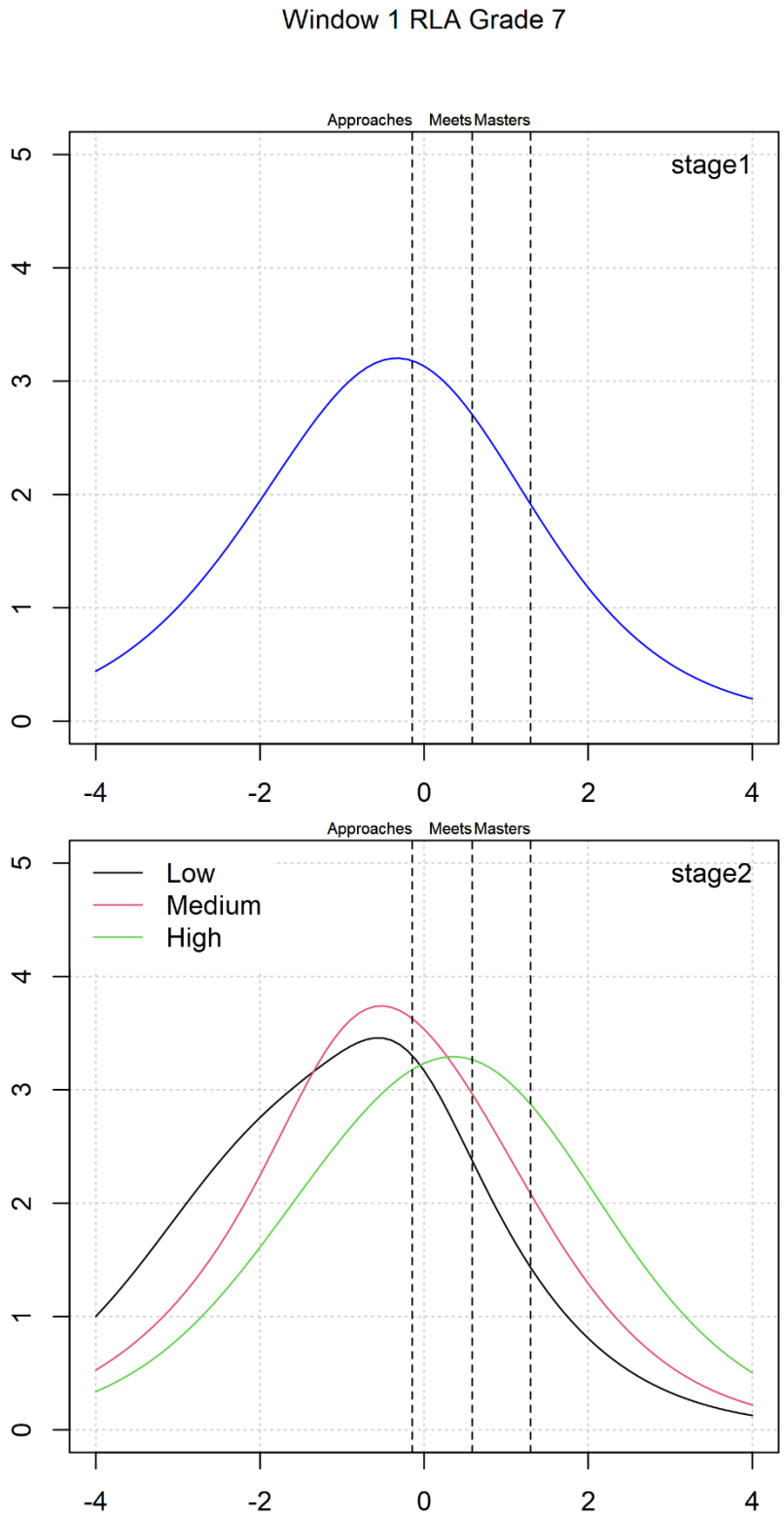


Figure 21: Window 1 RLA Grade 8 TIF

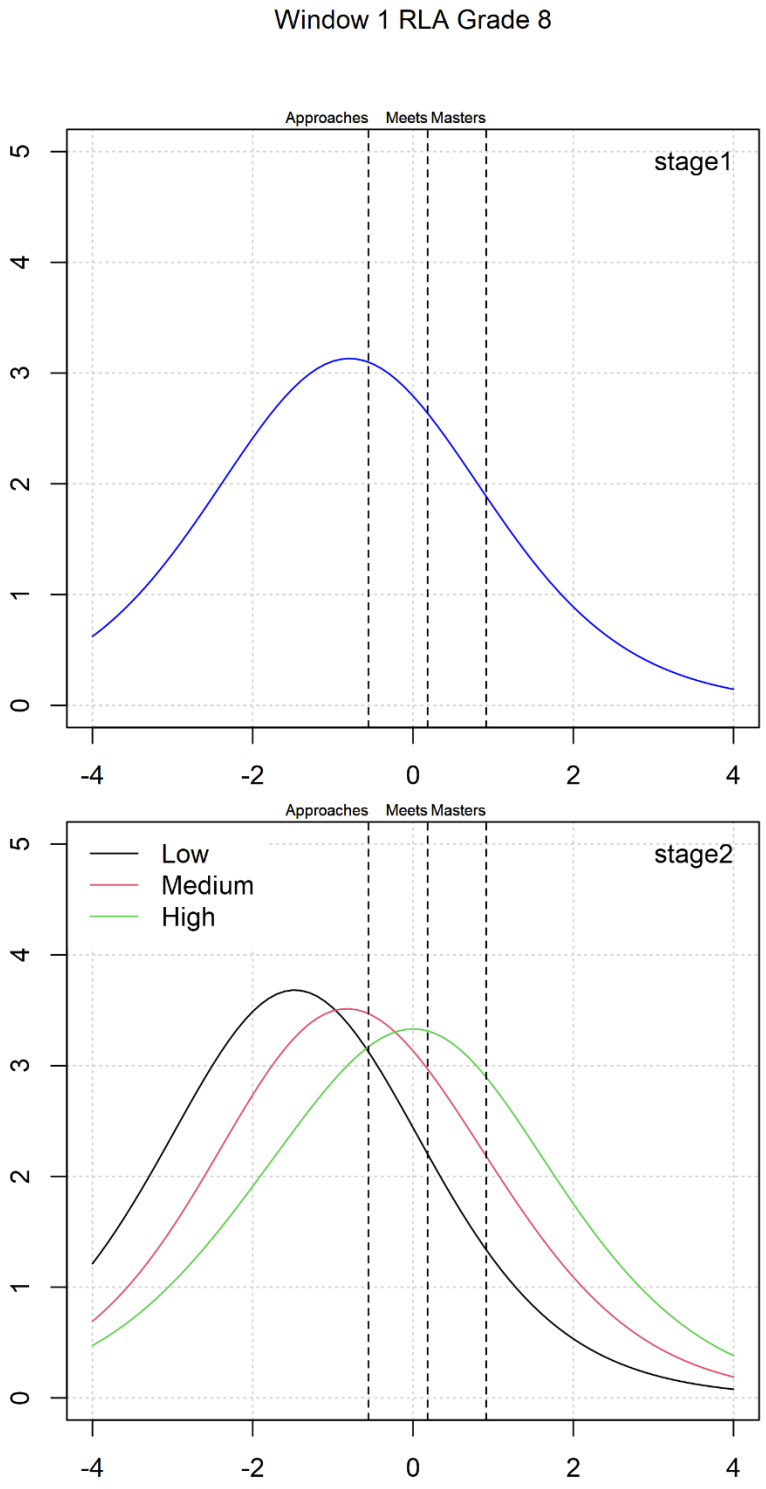


Figure 22: Window 1 EOC English I TIF

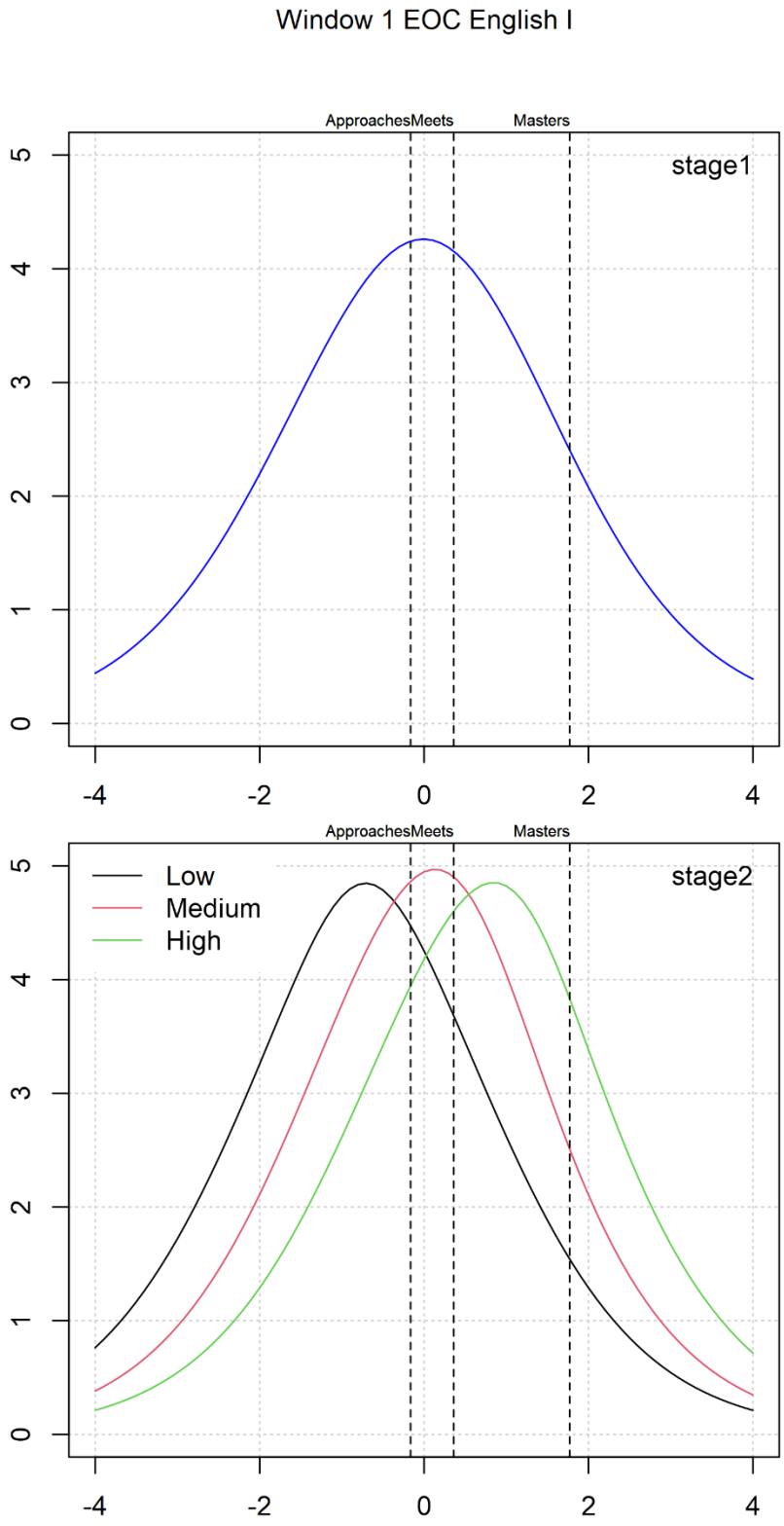


Figure 23: Window 1 EOC English II TIF

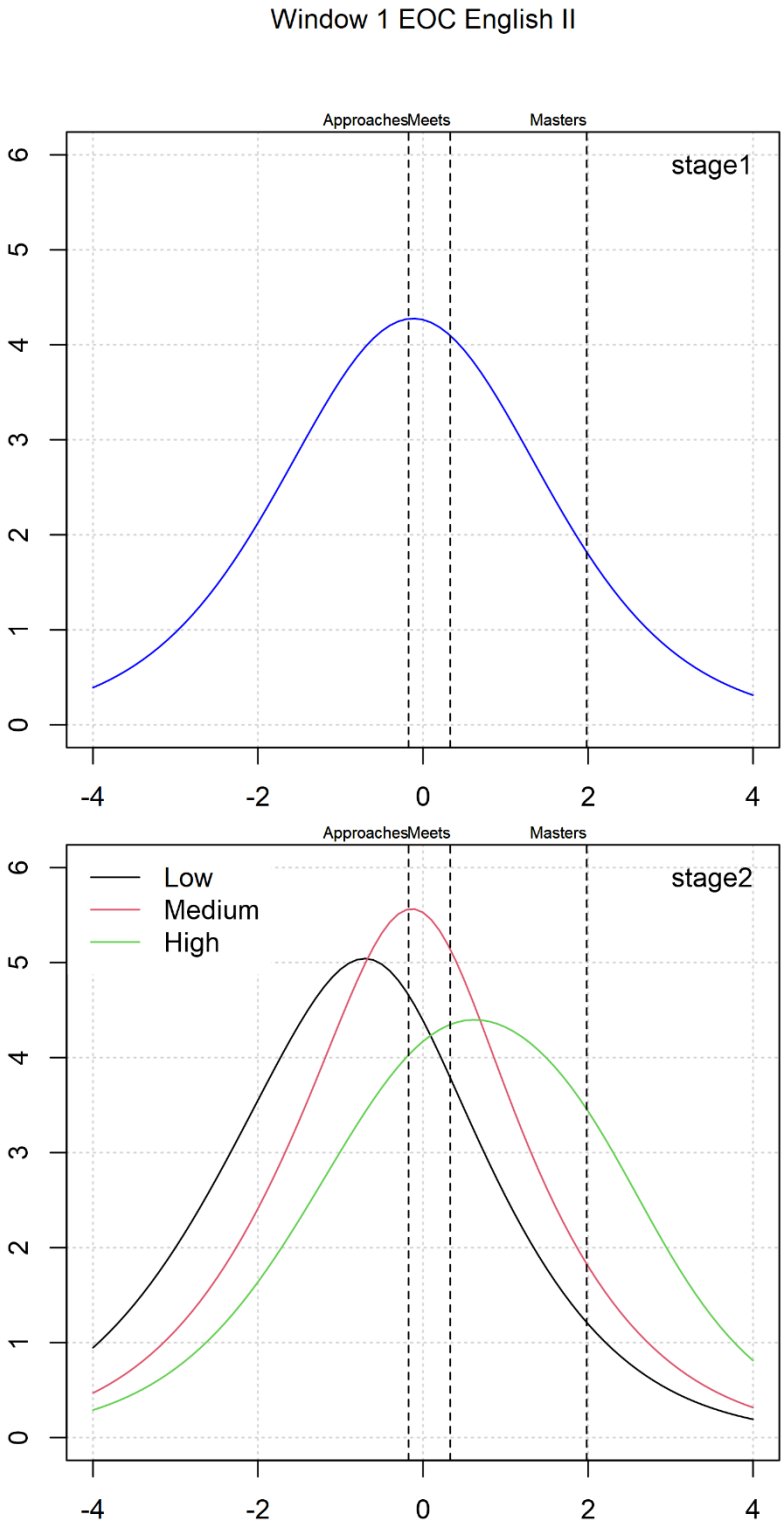


Figure 24: Window 1 Spanish RLA Grade 3 TIF

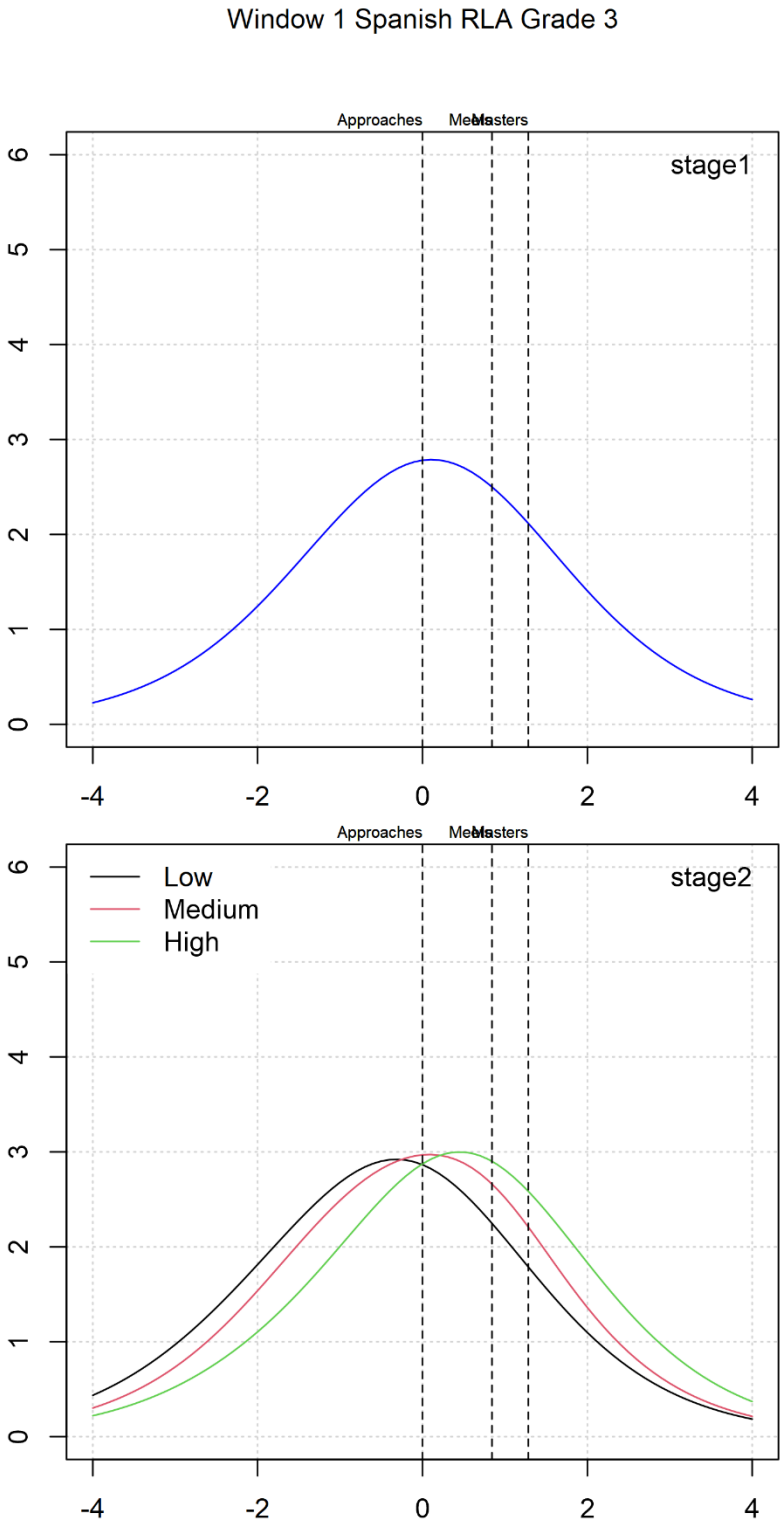


Figure 25: Window 1 Spanish RLA Grade 4 TIF

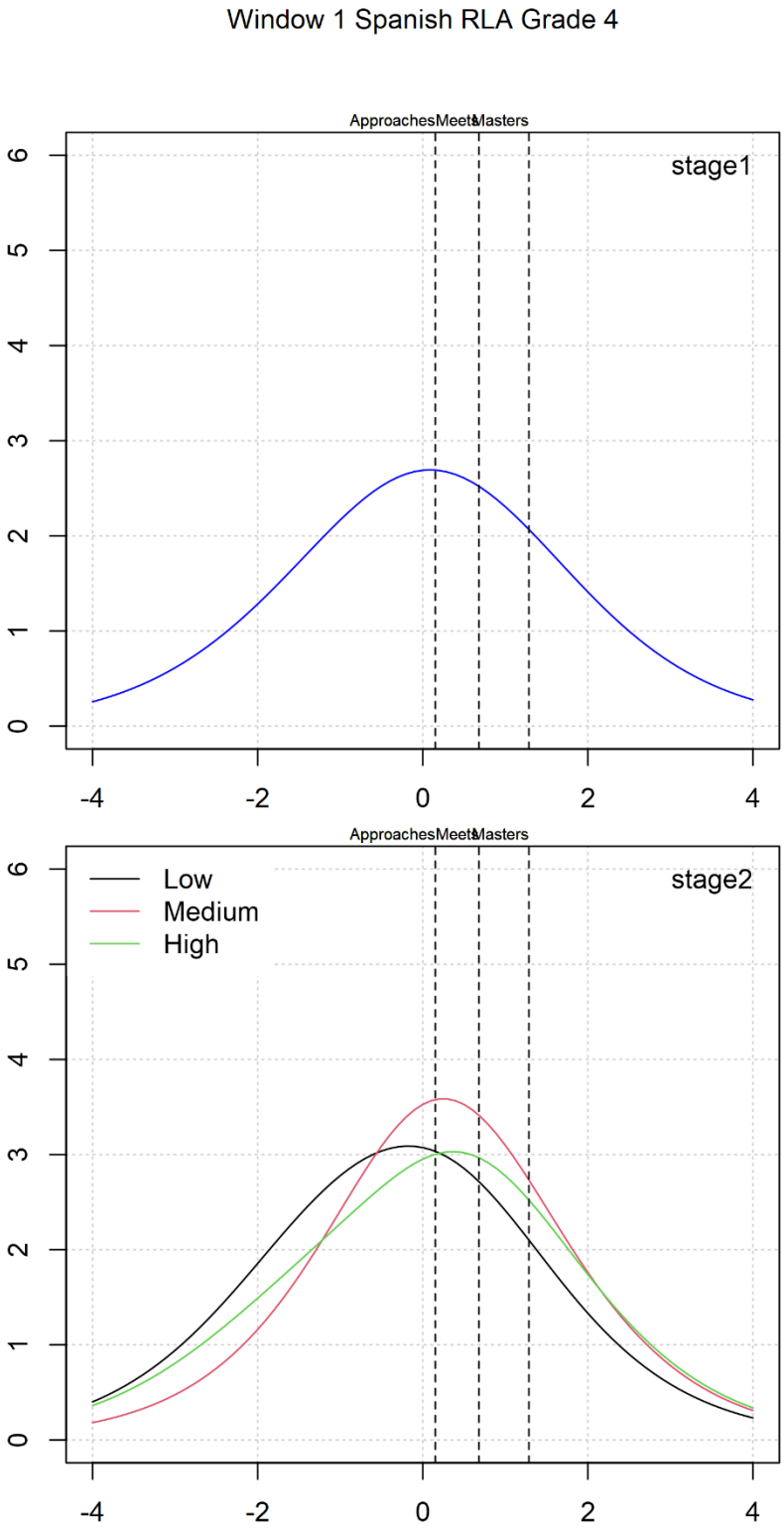
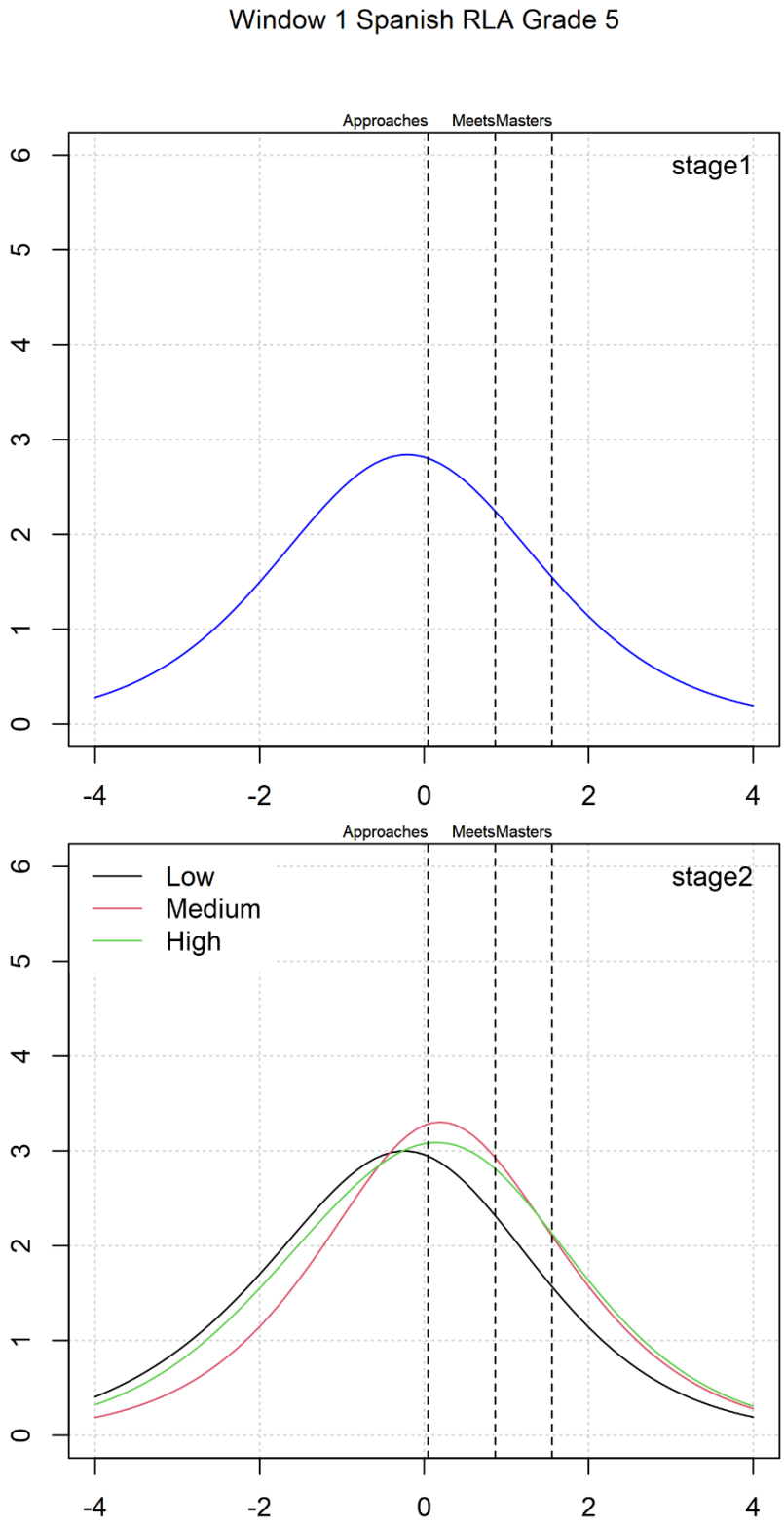


Figure 26: Window 1 Spanish RLA Grade 5 TIF



Window 2

Figure 27: Window 2 Science Grade 5 TIF

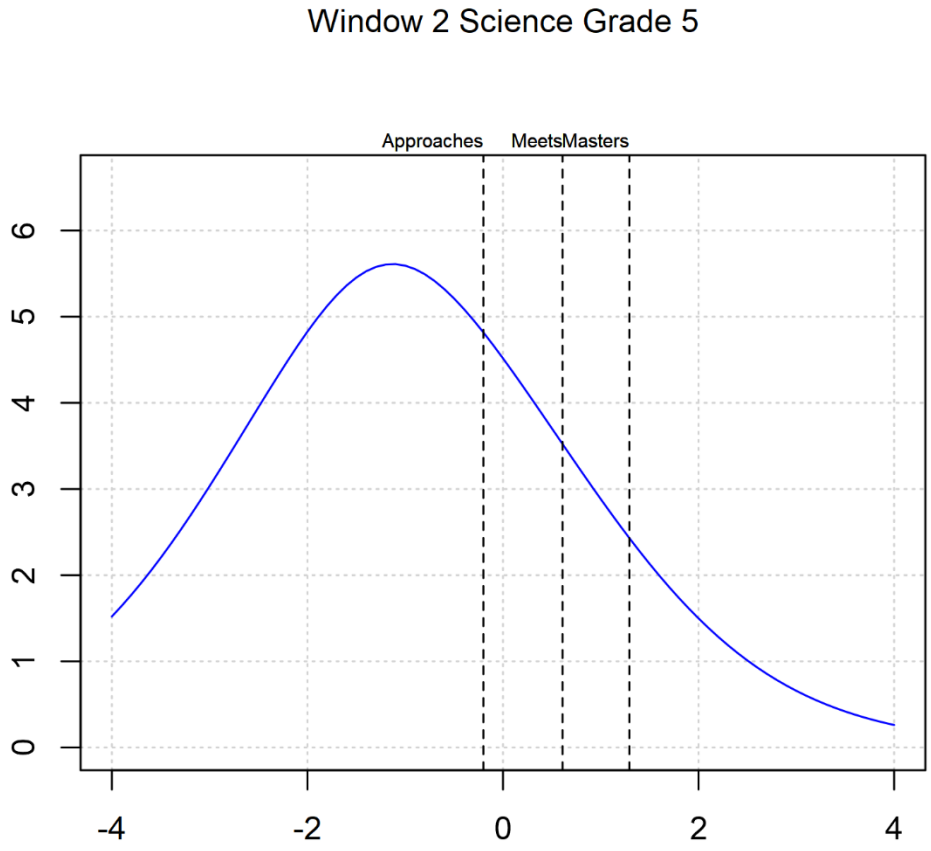


Figure 28: Window 2 Science Grade 8 TIF

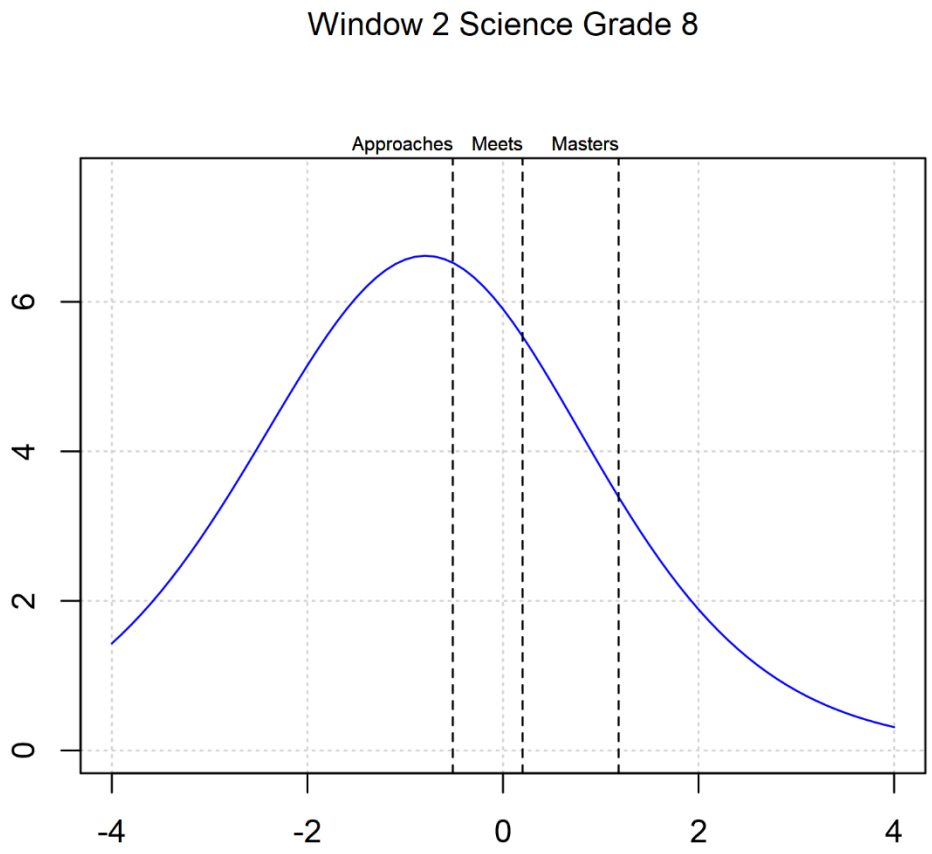


Figure 29: Window 2 EOC Biology TIF

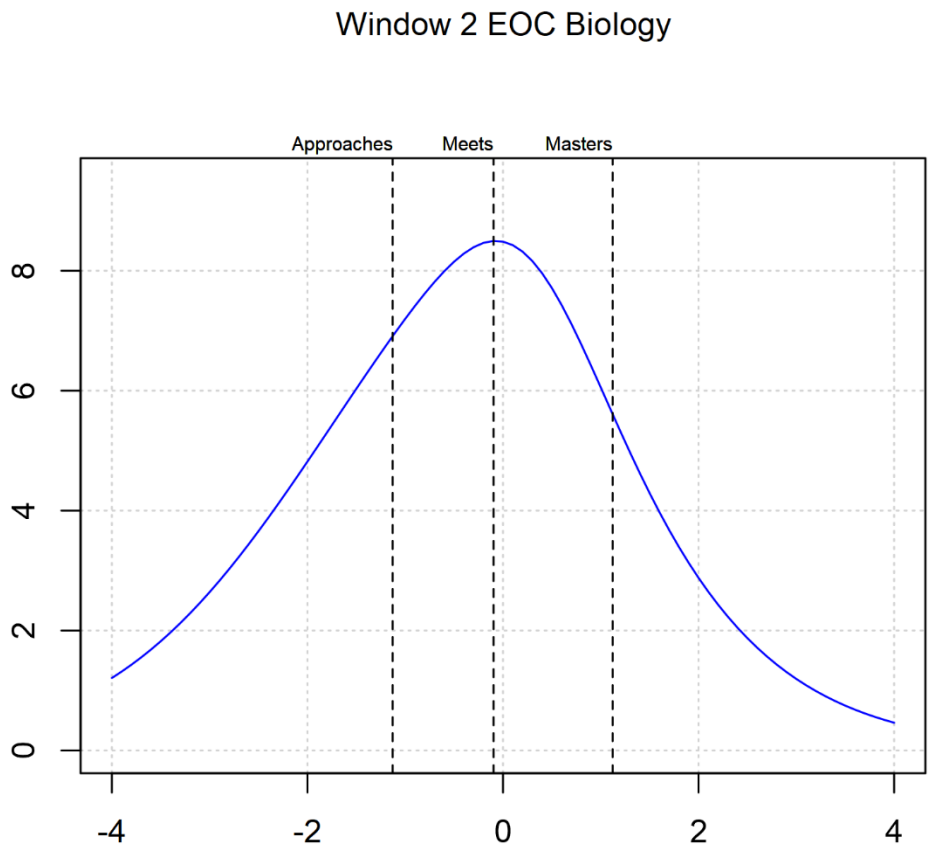


Figure 30: Window 2 Social Studies Grade 8 TIF

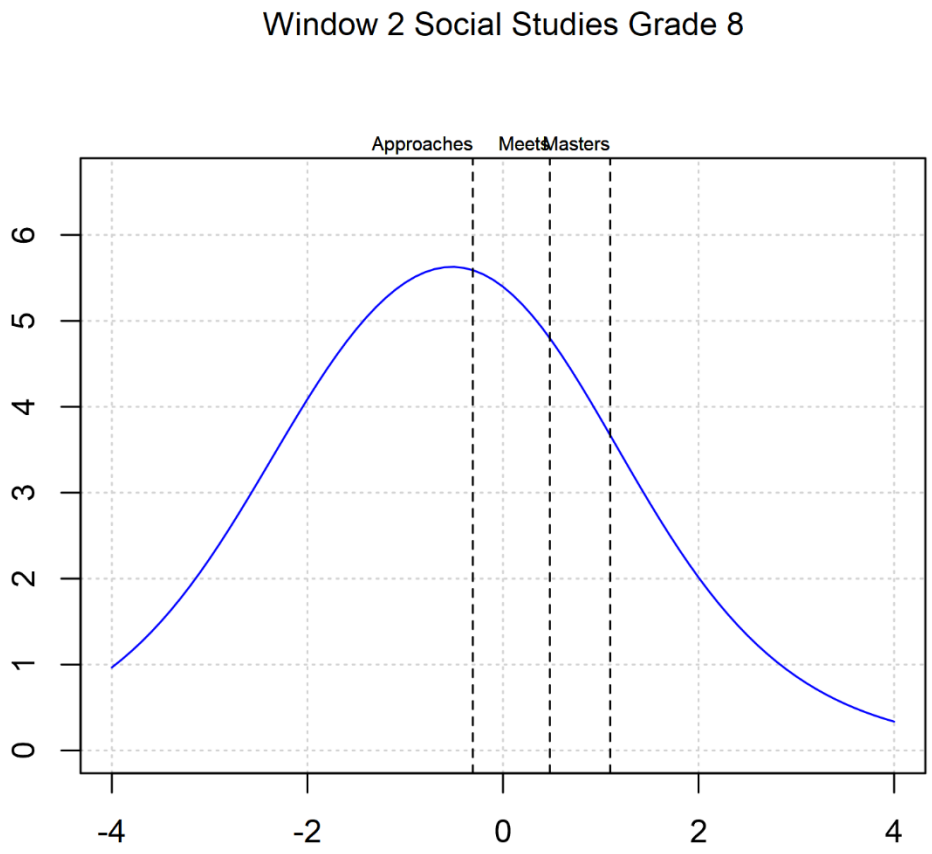
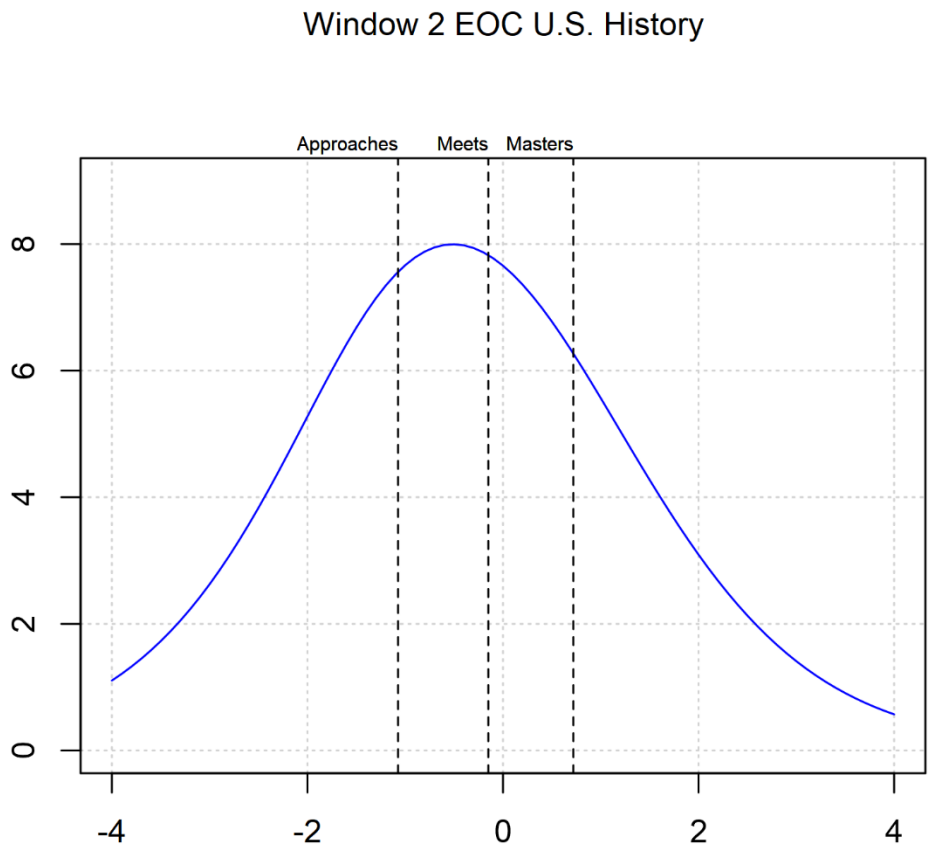


Figure 31: Window 2 EOC U.S. History TIF



Window 3

Figure 32: Window 3 Mathematics Grade 3 TIF

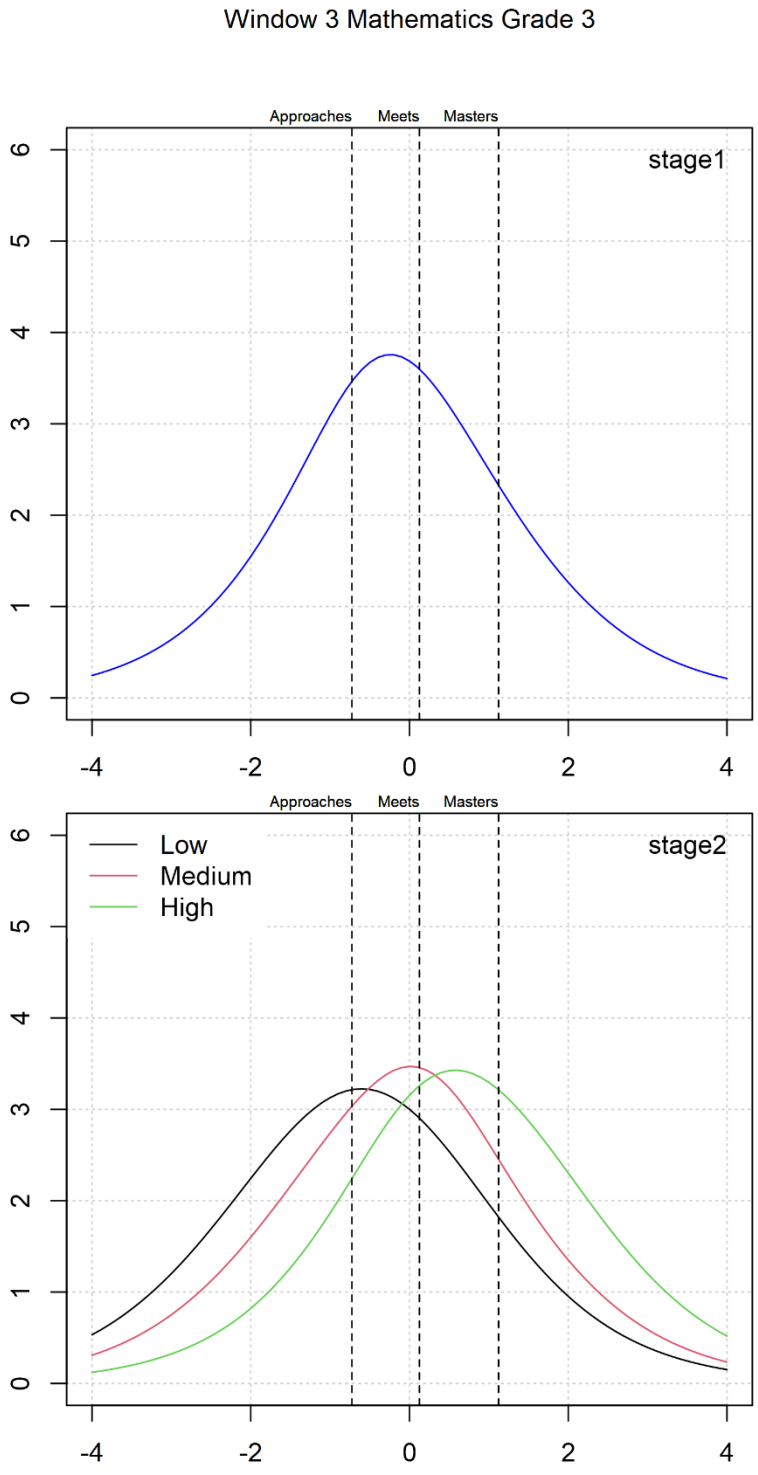


Figure 33: Window 3 Mathematics Grade 4 TIF

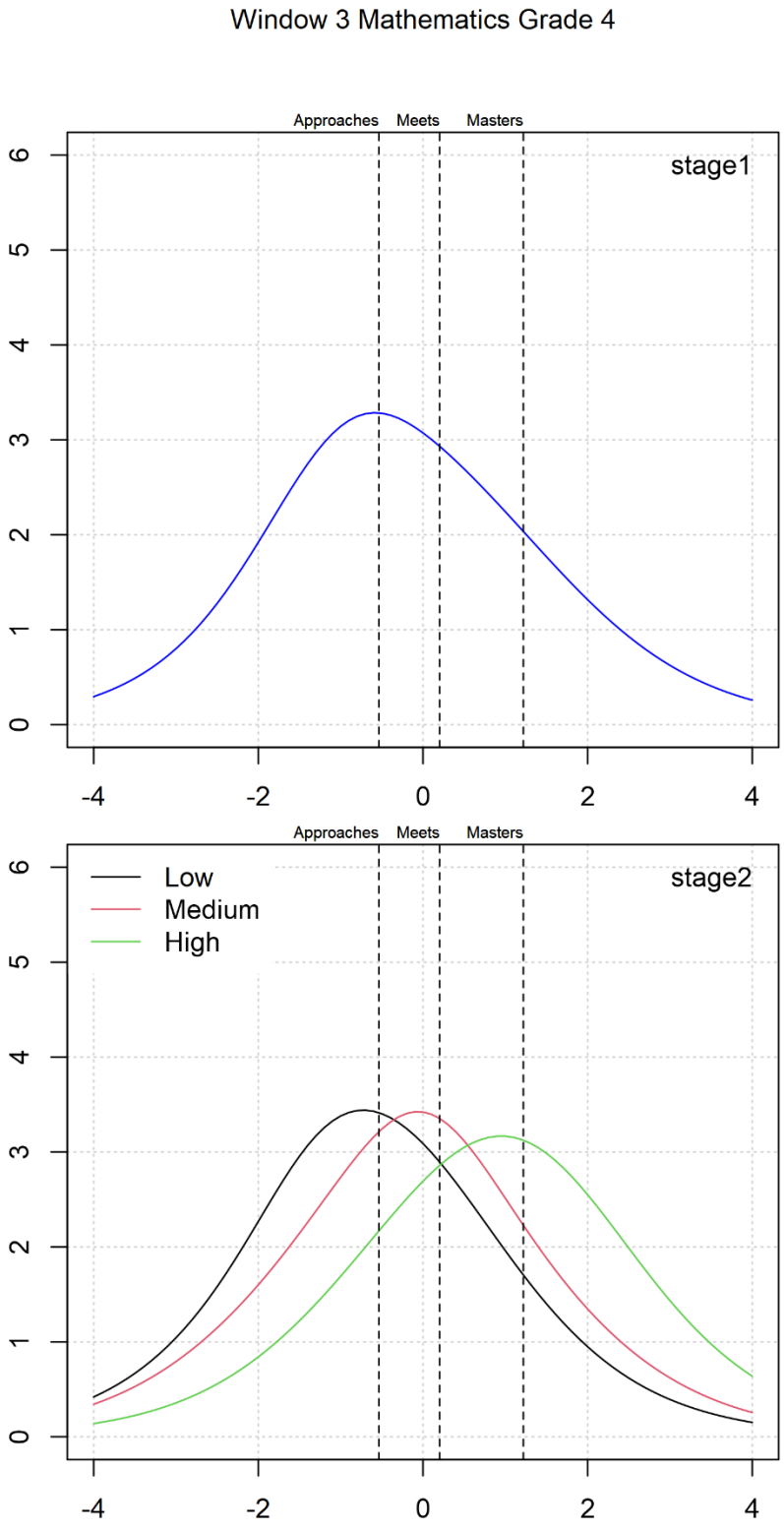


Figure 34: Window 3 Mathematics Grade 5 TIF

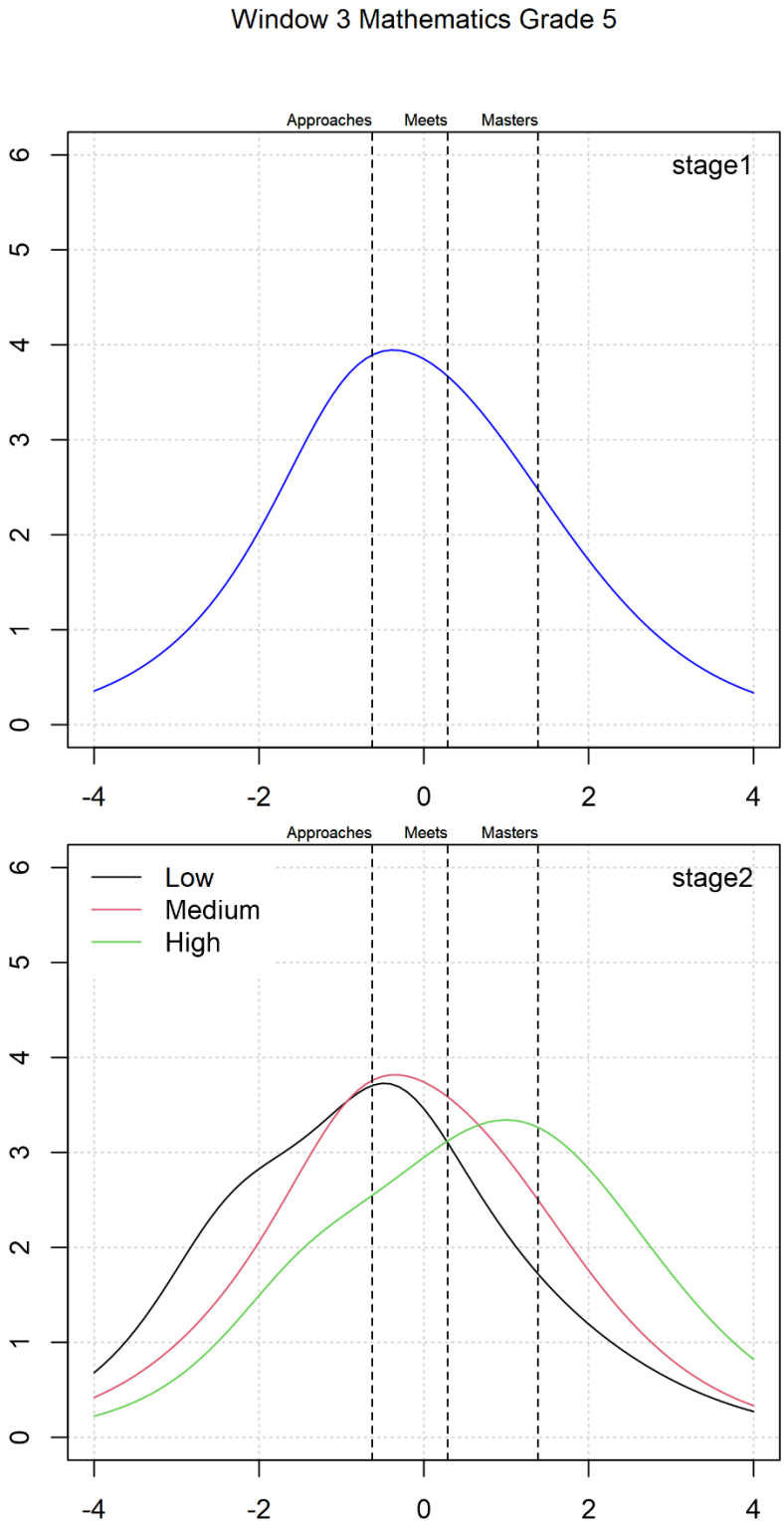


Figure 35: Window 3 Mathematics Grade 6 TIF

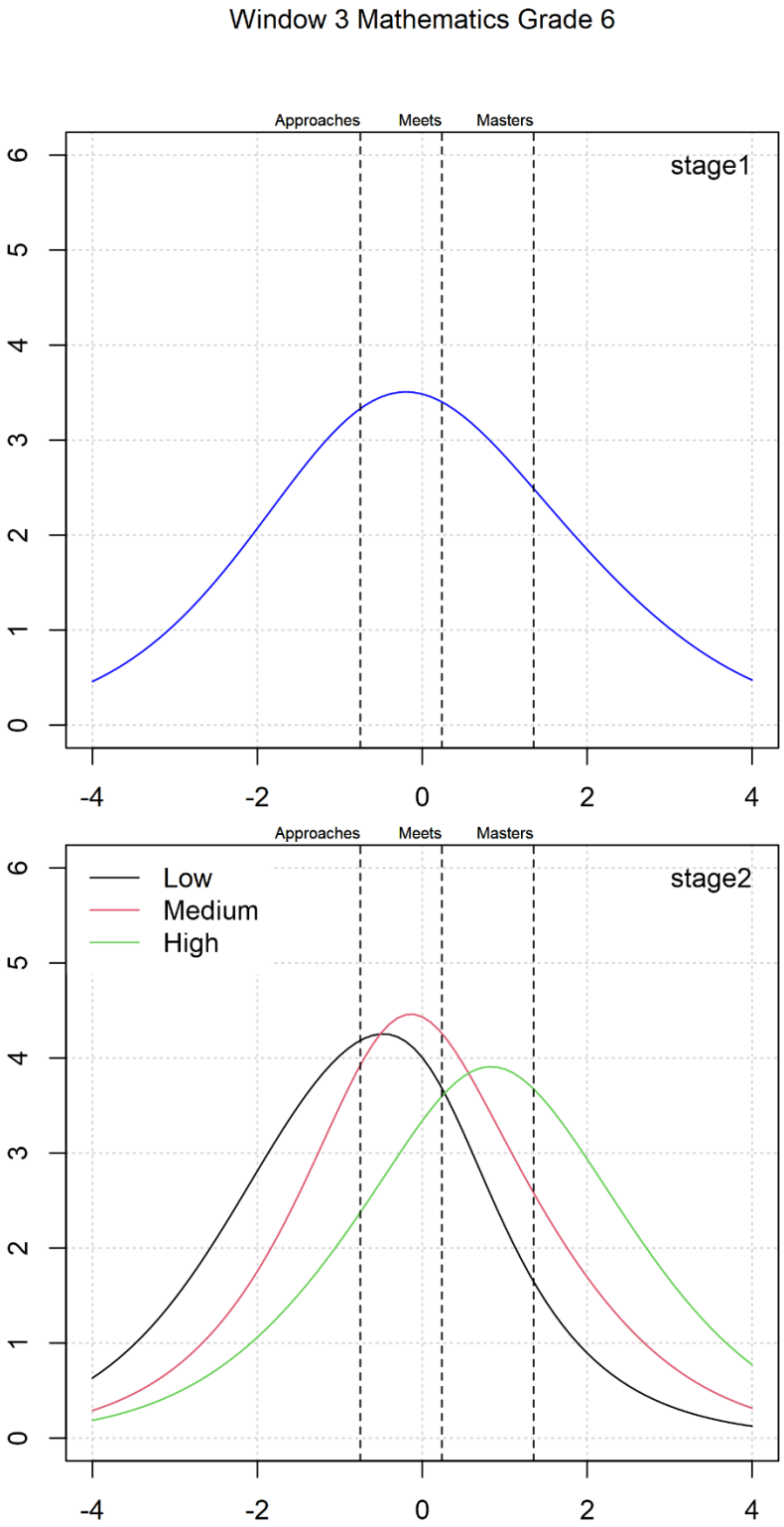


Figure 36: Window 3 Mathematics Grade 7 TIF

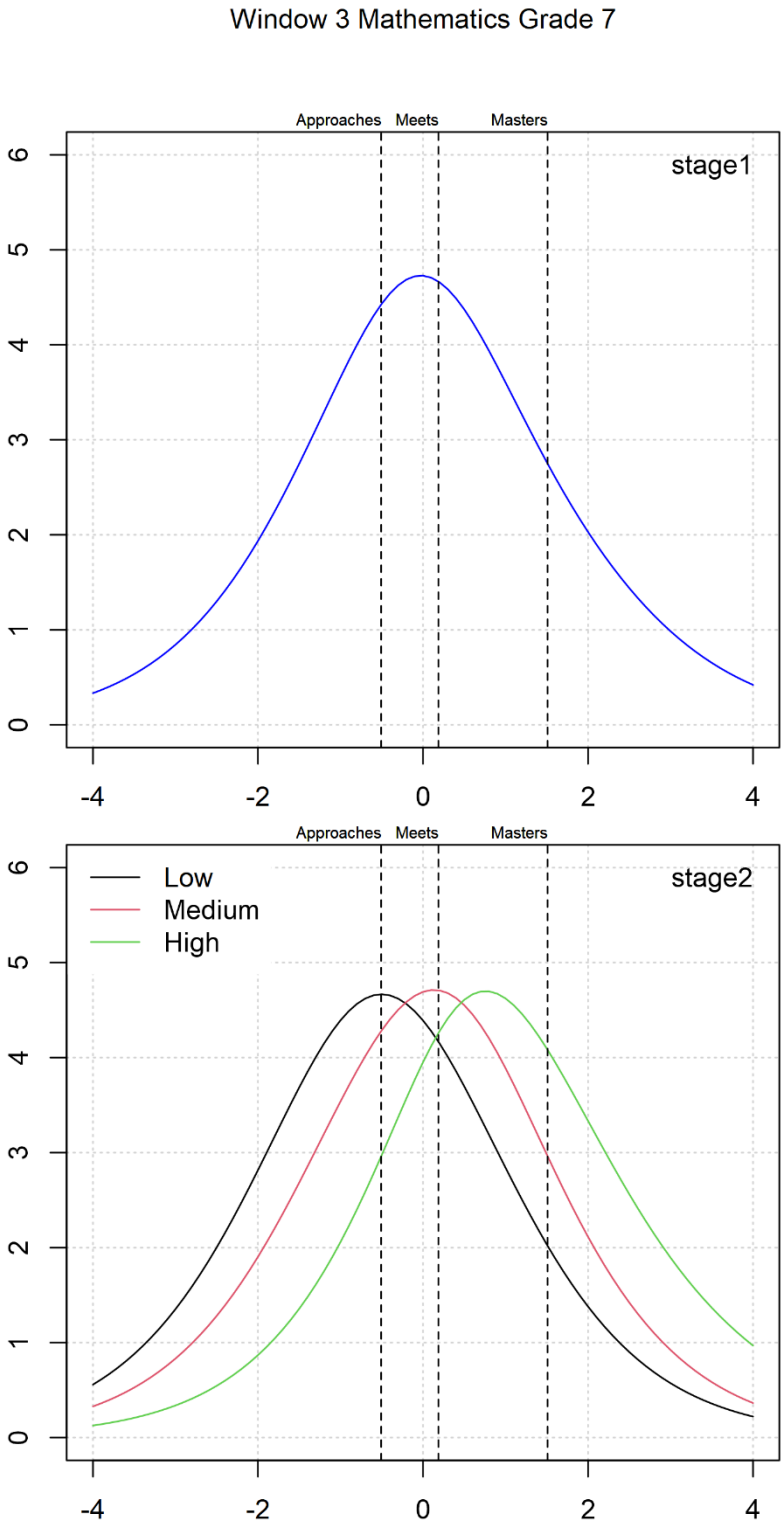


Figure 37: Window 3 Mathematics Grade 8 TIF

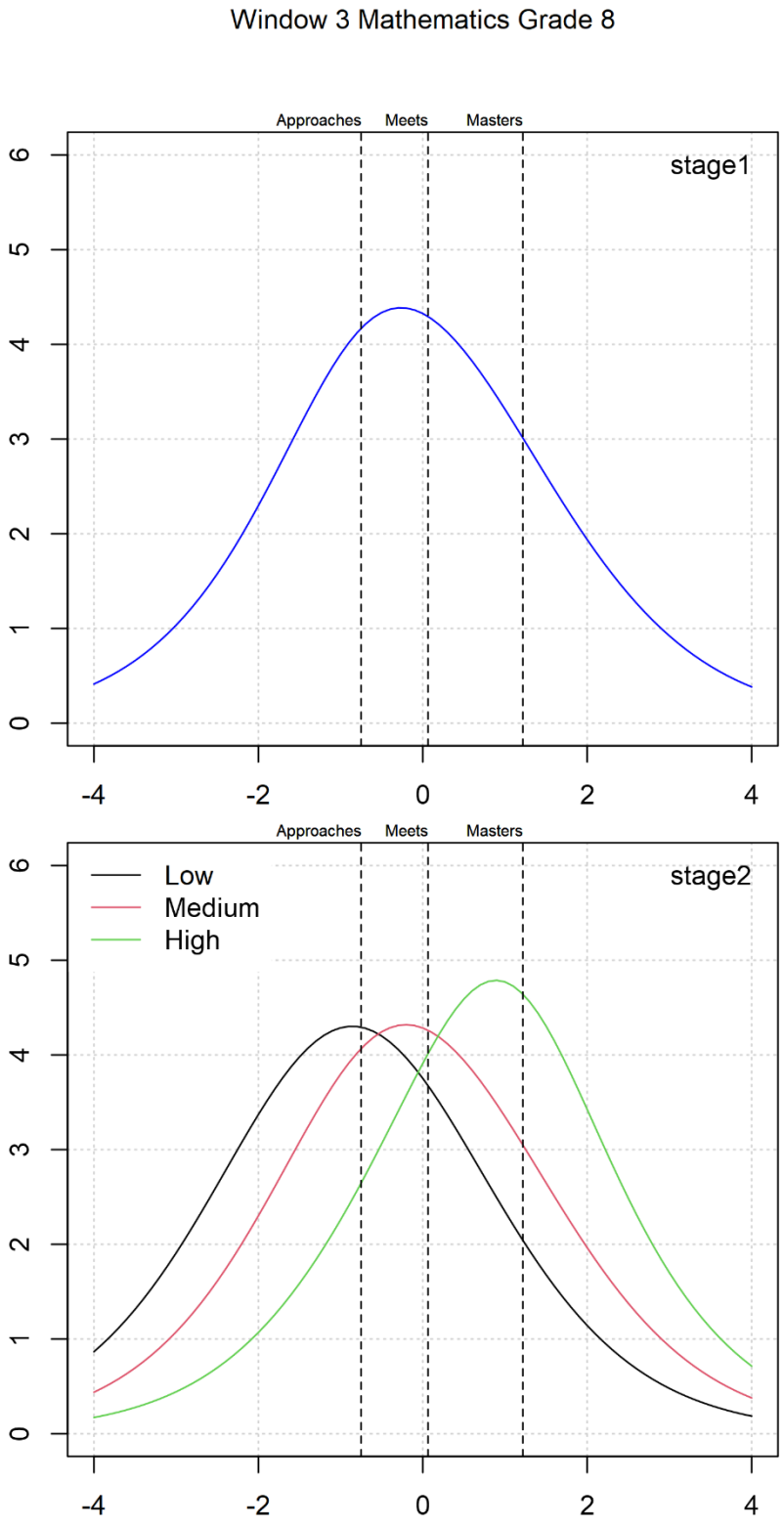


Figure 38: Window 3 EOC Algebra I TIF

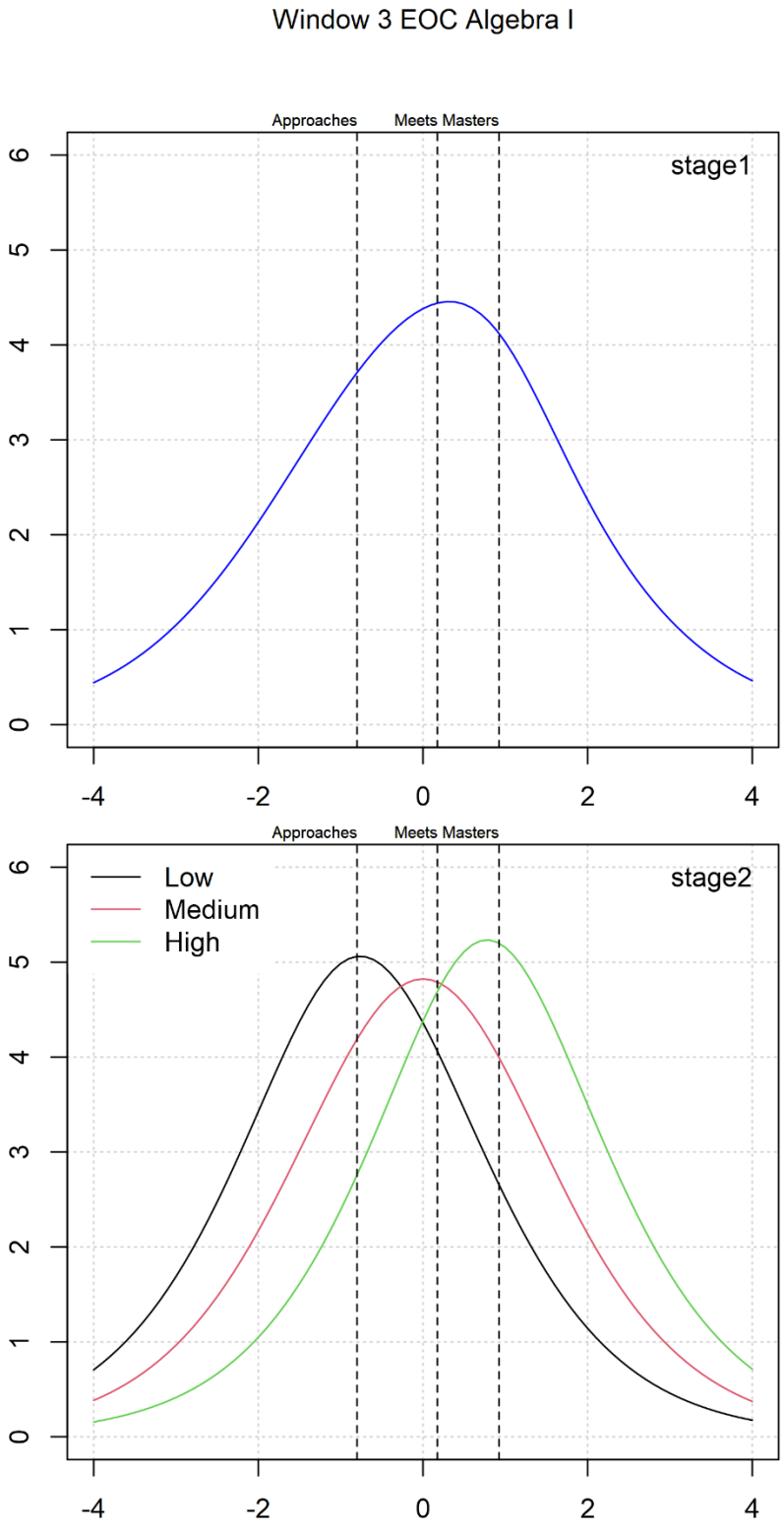


Figure 39: Window 3 RLA Grade 3 TIF

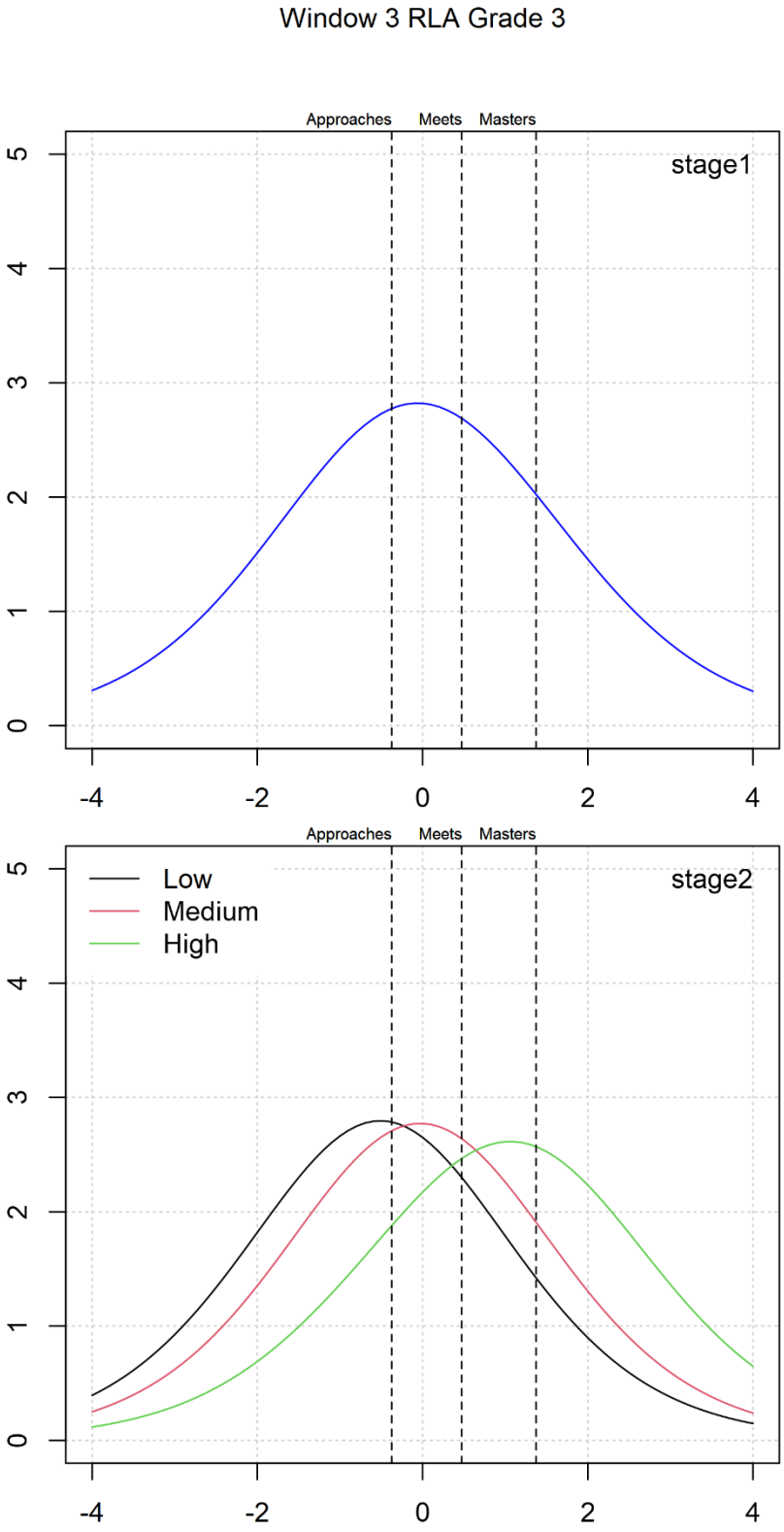


Figure 40: Window 3 RLA Grade 4 TIF

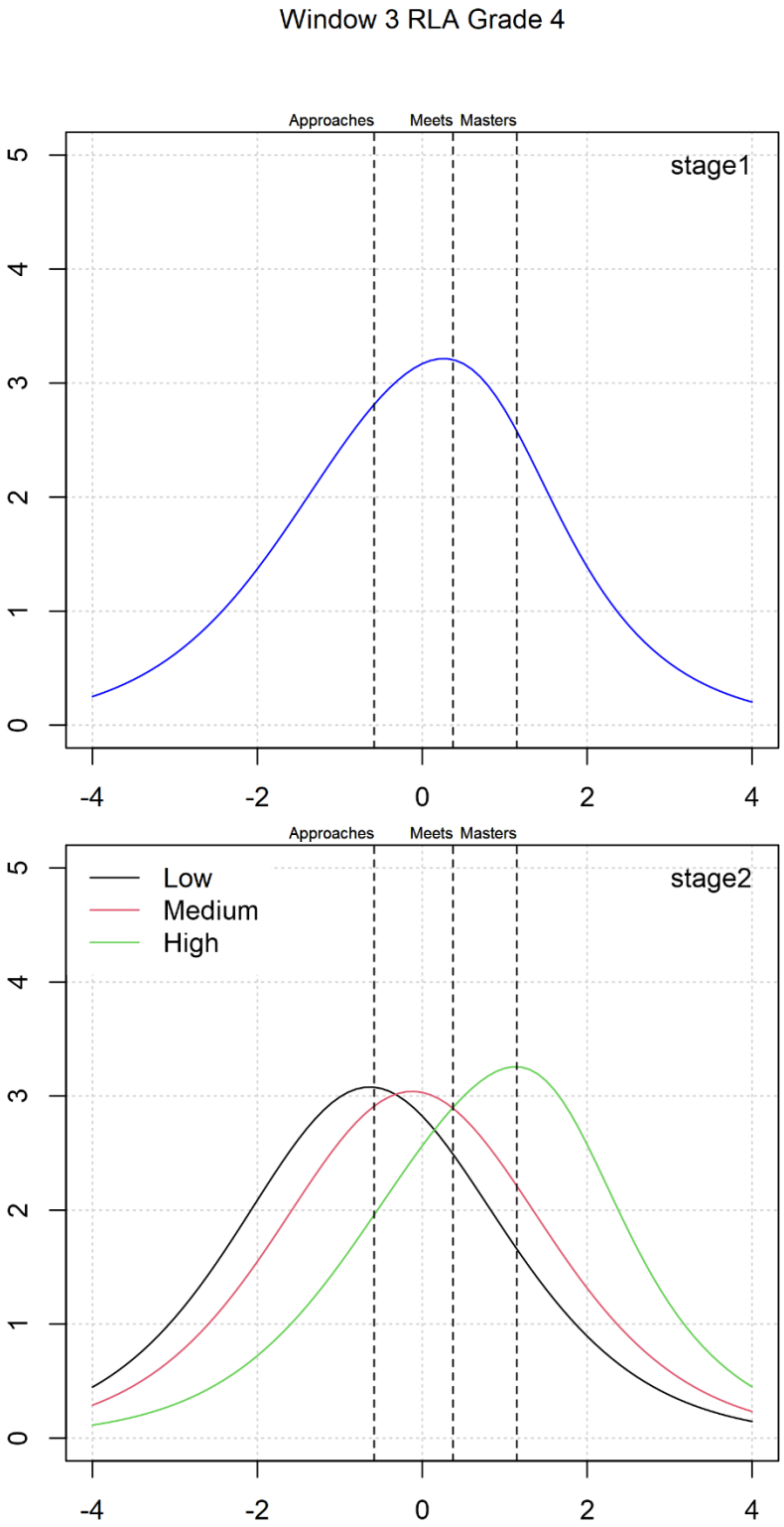


Figure 41: Window 3 RLA Grade 5 TIF

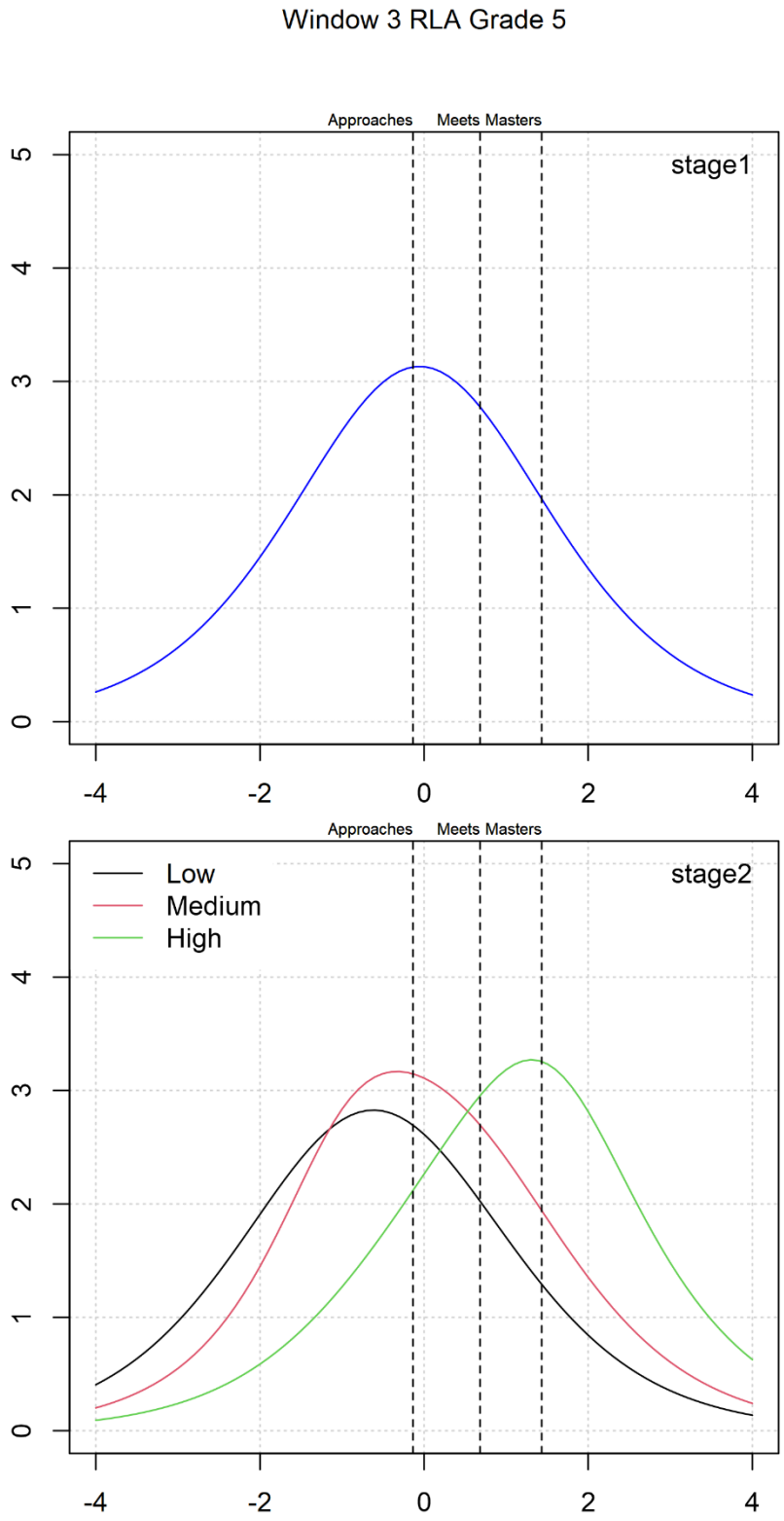


Figure 42: Window 3 RLA Grade 6 TIF

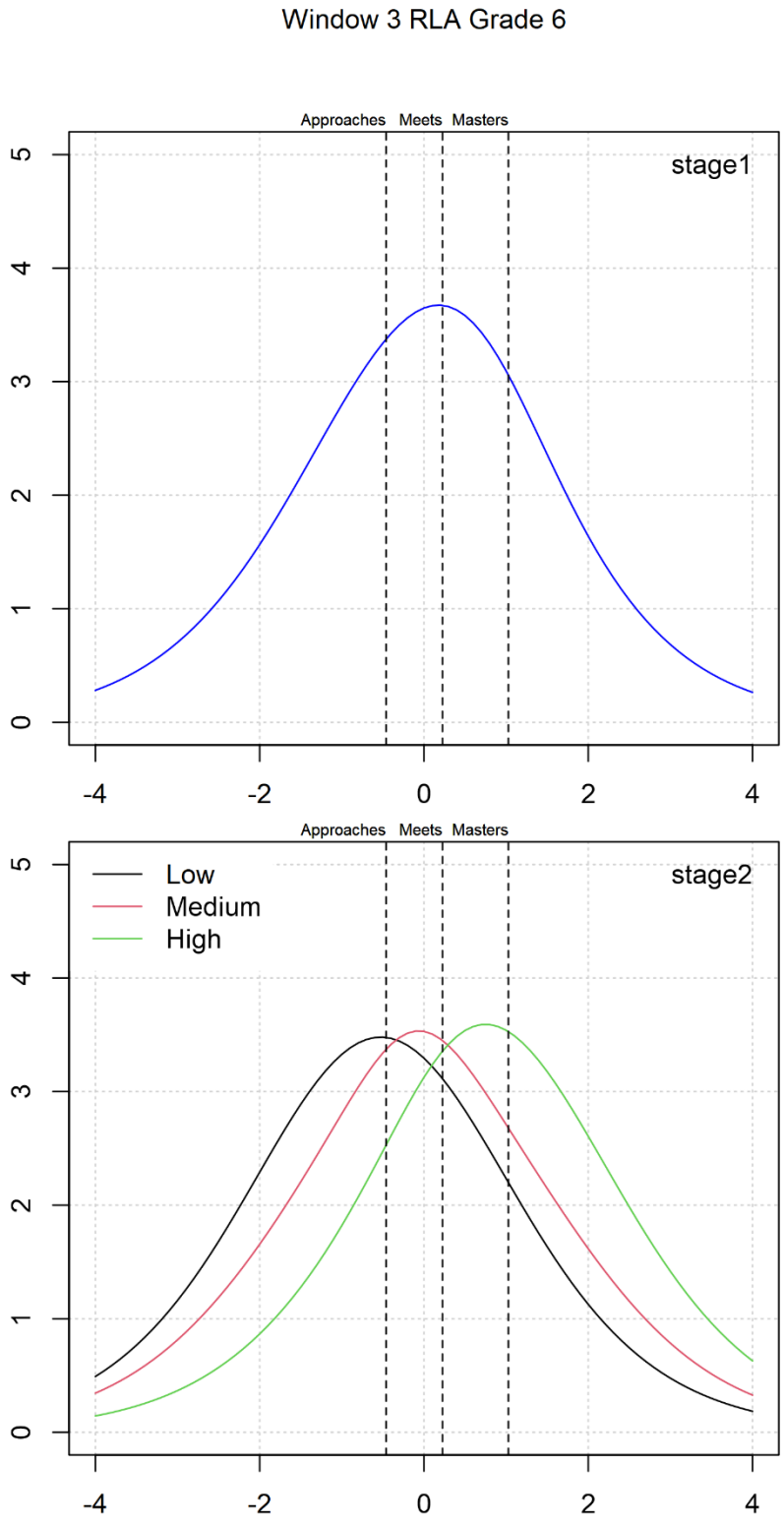


Figure 43: Window 3 RLA Grade 7 TIF

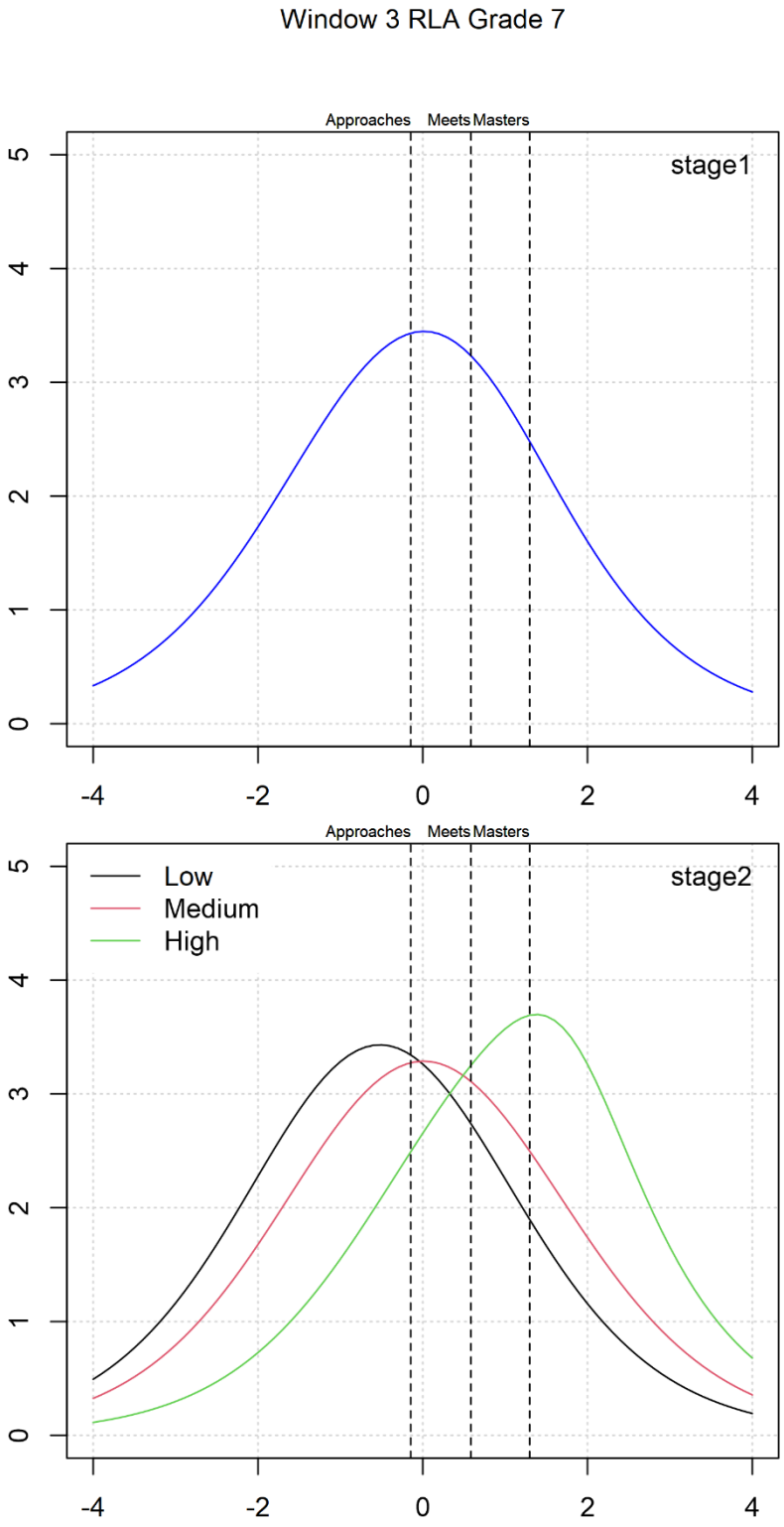


Figure 44: Window 3 RLA Grade 8 TIF

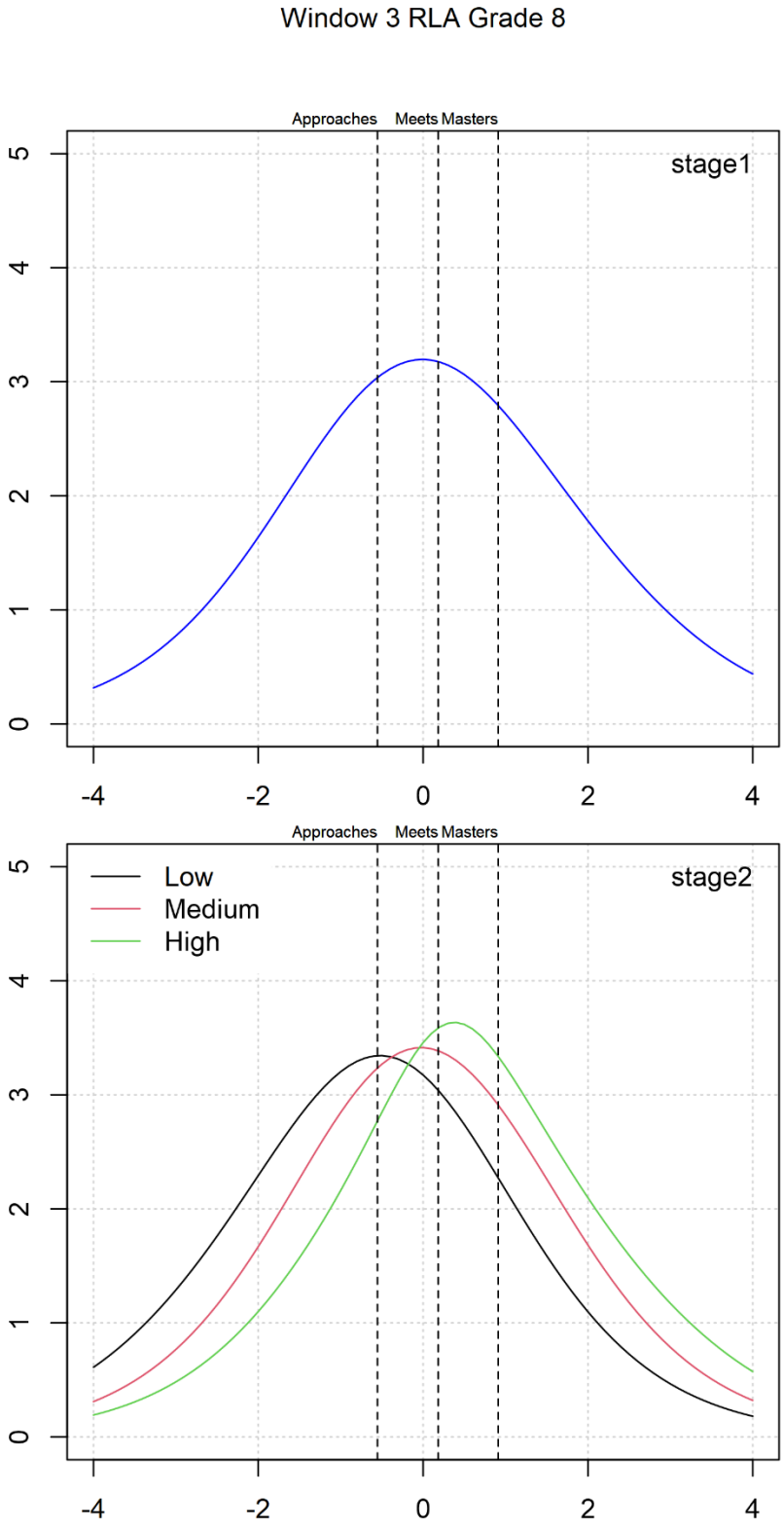


Figure 45: Window 3 EOC English I TIF

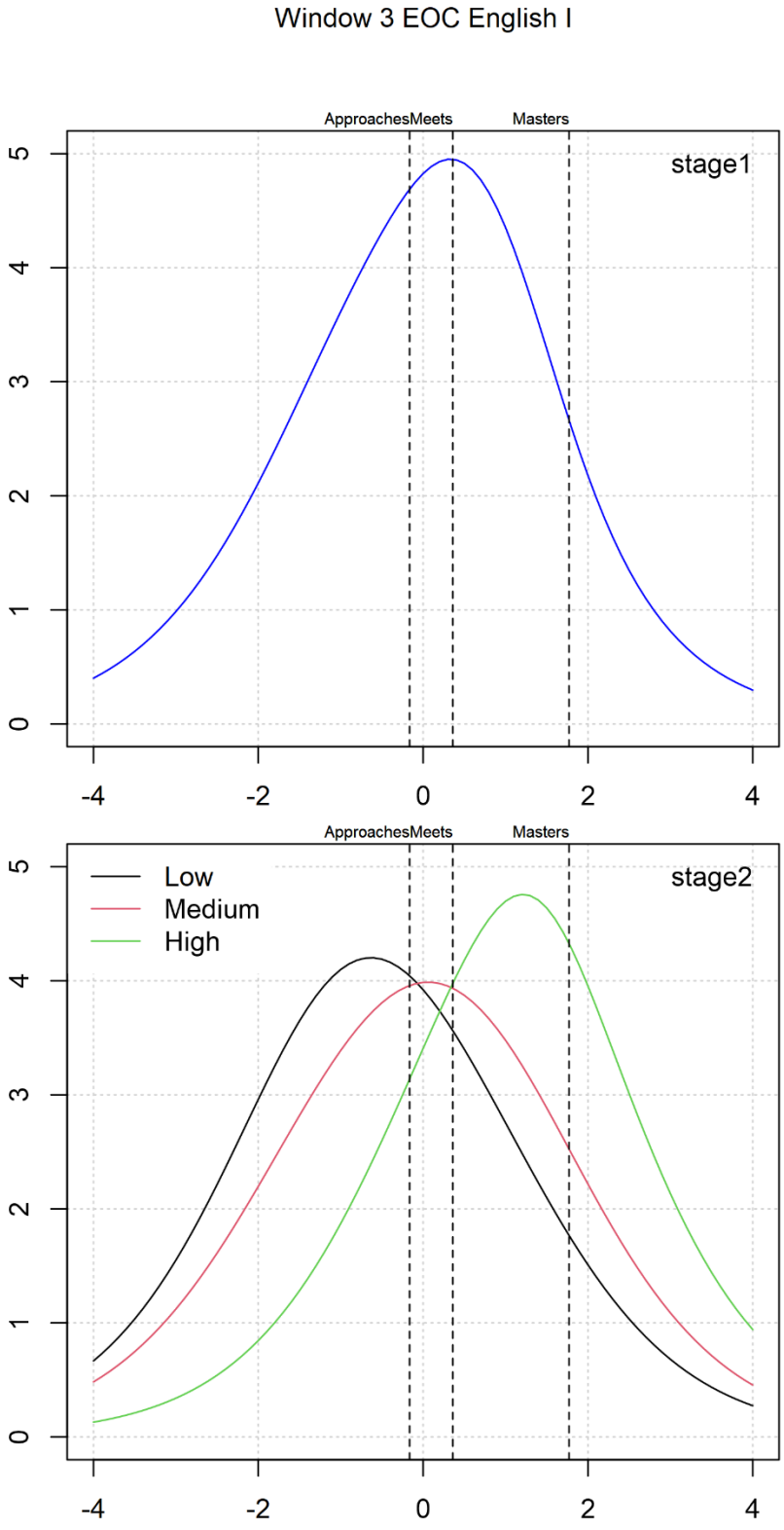


Figure 46: Window 3 EOC English II TIF

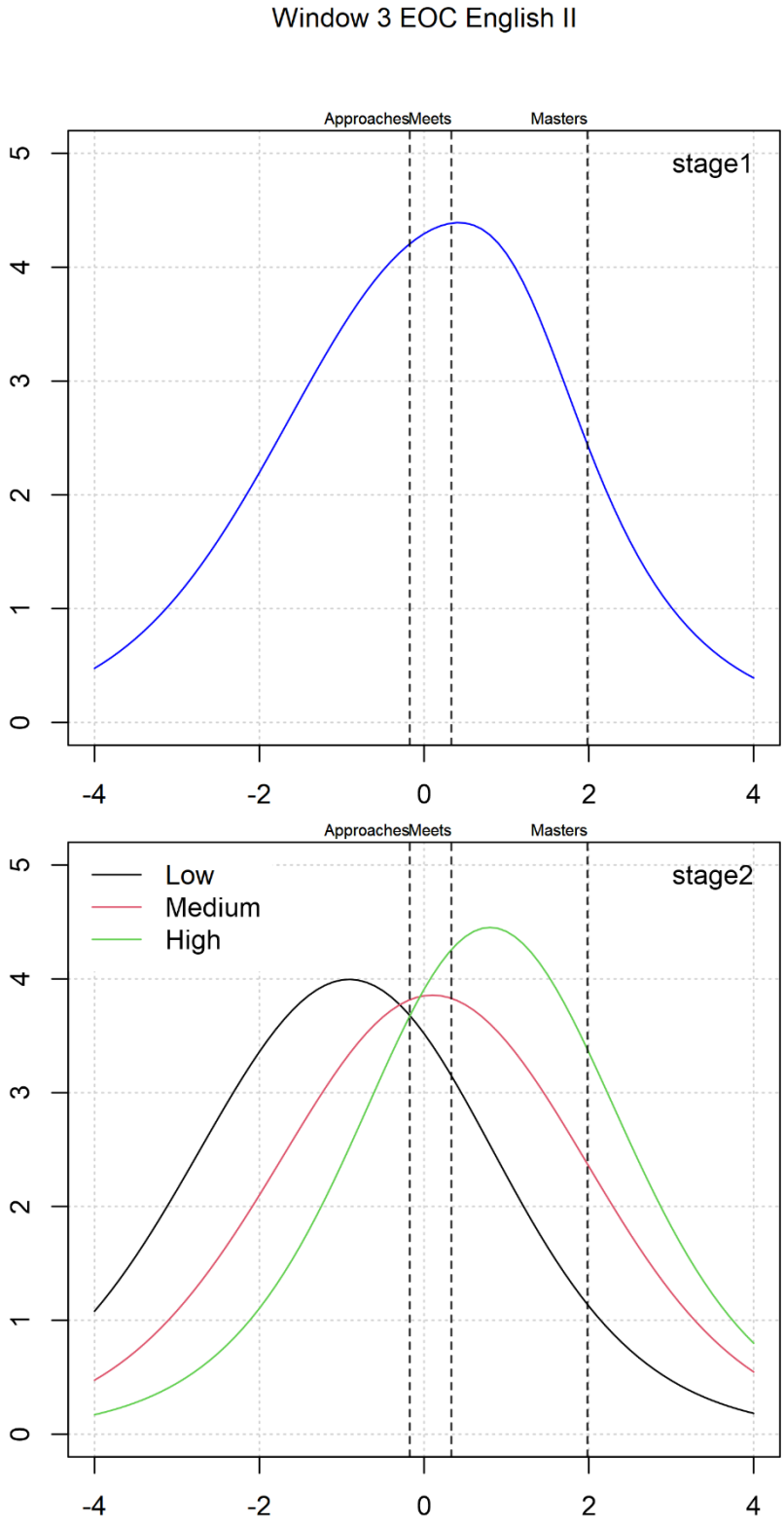


Figure 47: Window 3 Spanish RLA Grade 3 TIF

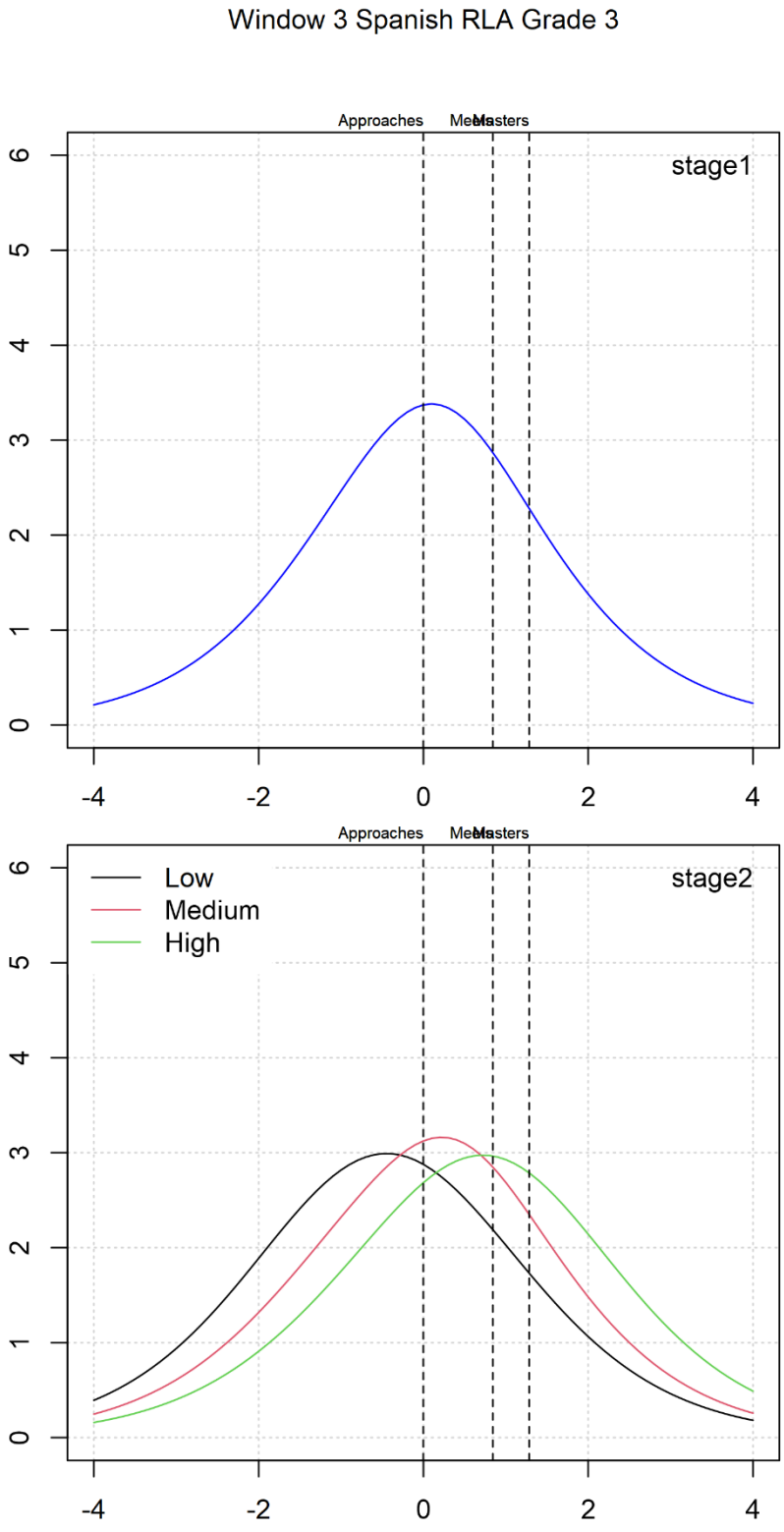


Figure 48: Window 3 Spanish RLA Grade 4 TIF

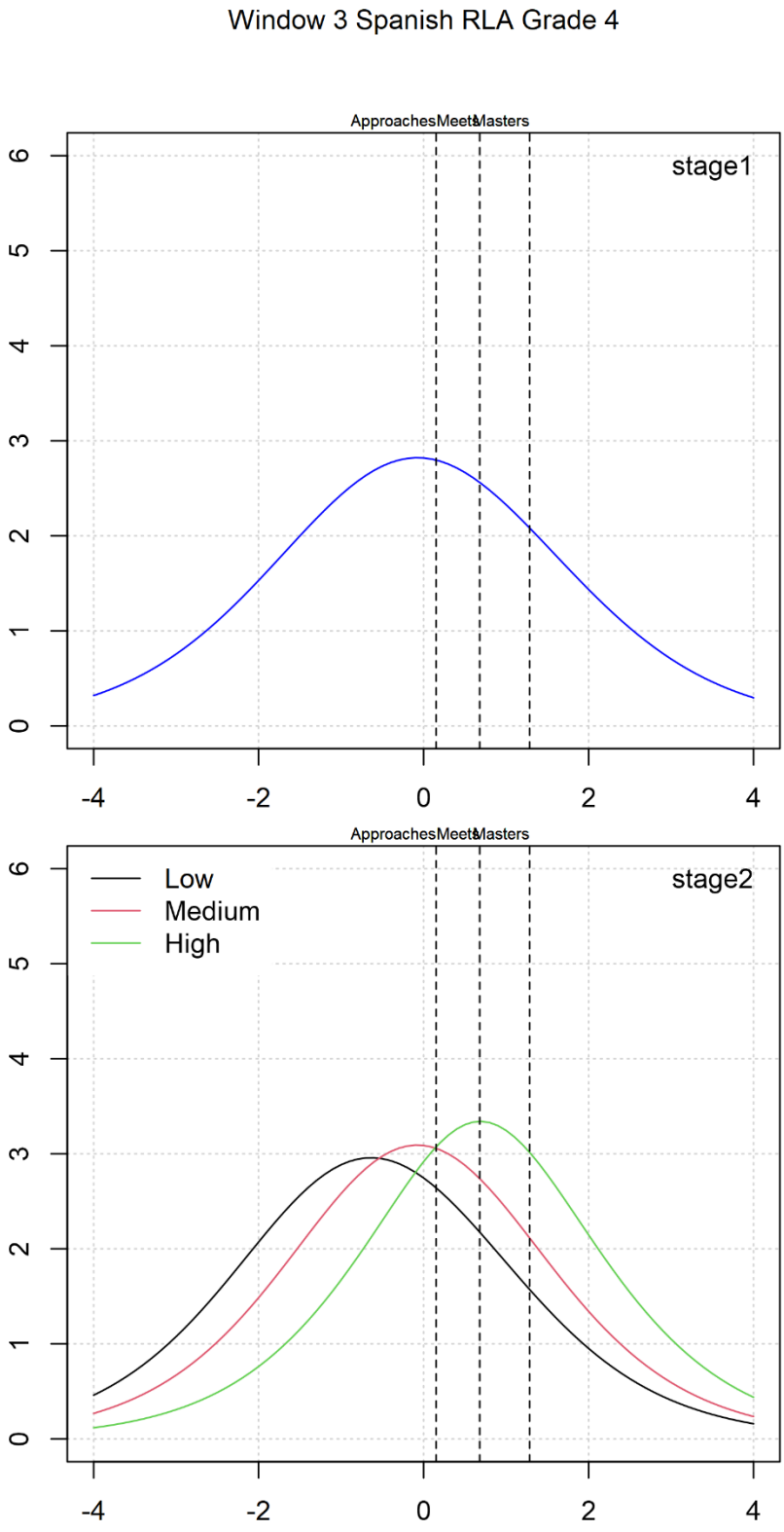
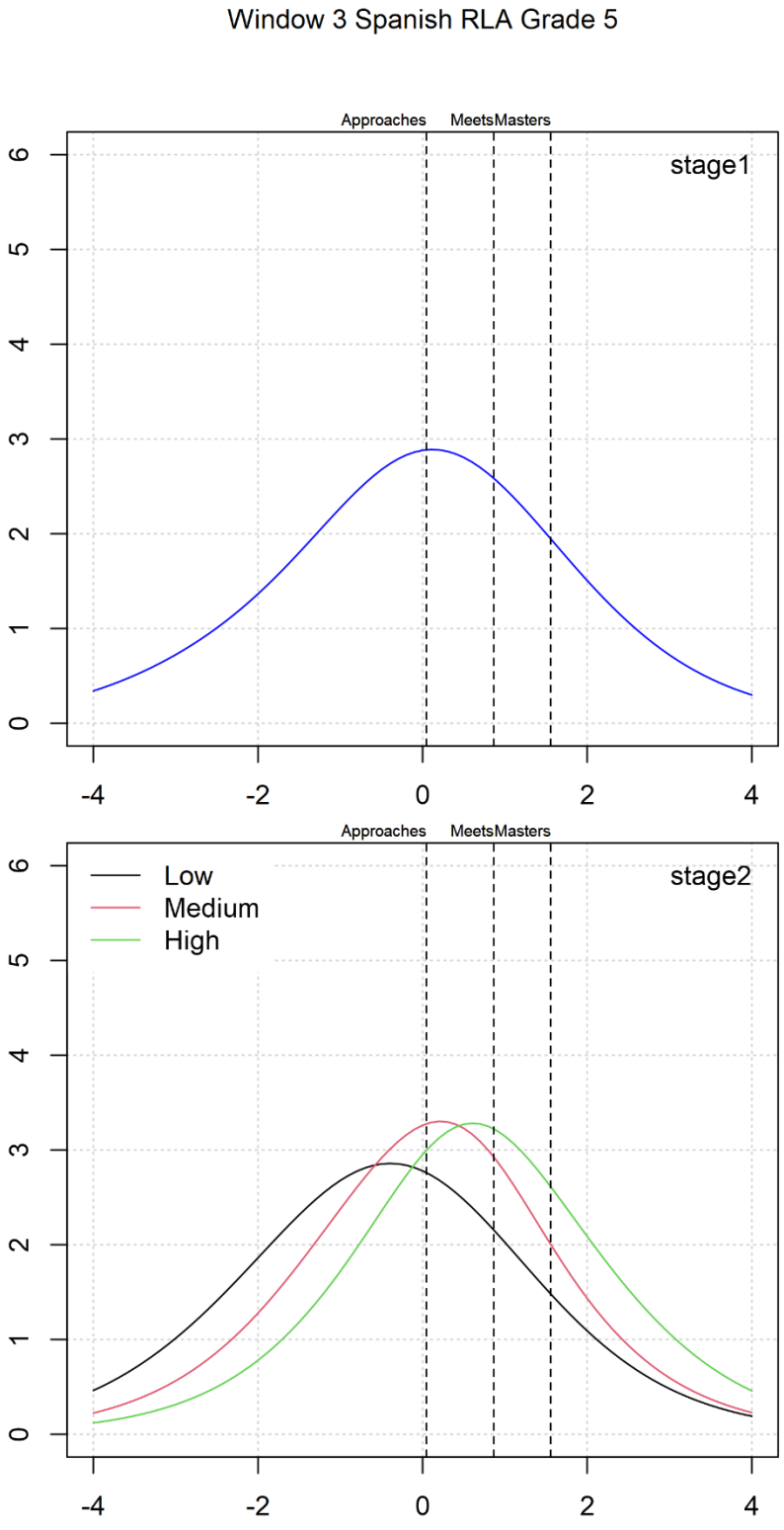


Figure 49: Window 3 Spanish RLA Grade 5 TIF



Appendix B: Data Variable Mapping and Data Cleaning Exclusion Rules

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 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. Appendix B includes a data dictionary to explain 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 assessments 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 study 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 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 participated in program at current campus	6,7,9 = Title-I Part A 0,8 = Otherwise
MIGRANT-INDICATOR-CODE	1 = Yes 0 = No	1 = Migrant 0 = Otherwise

Summative Data Variables	Values/Definitions	Recode for Analysis
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	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 2024	Interim 2023–2024	Difference in Percentage
Number of Students	373,234	218,307	
Female	49.3	49.3	0.0
Male	50.7	50.7	0.0
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.8	6.6	0.8
Black or African American	13.1	14.5	1.4
Hispanic/Latino	50.4	47.6	2.8
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.5	3.7	0.2
White	26.2	26.6	0.4
At-Risk	49.4	48.1	1.3
Bilingual	12.4	10.2	2.2
Current Limited English Proficient	22.9	22.3	0.6
Economically Disadvantaged	62.0	60.1	1.9
ESL Participants	6.7	7.4	0.7
Gifted/Talented Participants	9.6	9.2	0.4
Migrant	0.2	0.2	0.0
Special Education	18.2	18.1	0.1
Title I, Part A Participants	73.4	69.6	3.8

Table 38: Interim Assessment Student Demographic Characteristics Mathematics Grade 4

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	377,508	216,039	
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	5.8	6.7	0.9
Black or African American	12.8	14.3	1.5
Hispanic/Latino	50.8	47.9	2.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.3	3.6	0.3
White	26.1	26.6	0.5
At-Risk	47.3	46.1	1.2
Bilingual	12.8	10.6	2.2
Current Limited English Proficient	24.2	23.5	0.7

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Economically Disadvantaged	61.6	59.6	2.0
ESL Participants	6.9	7.7	0.8
Gifted/Talented Participants	10.4	9.9	0.5
Migrant	0.2	0.2	0.0
Special Education	17.8	17.6	0.2
Title I, Part A Participants	73.1	68.8	4.3

Table 39: Interim Assessment Student Demographic Characteristics Mathematics Grade 5

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	379,192	213,551	
Female	49.2	49.4	0.2
Male	50.8	50.6	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.8	6.6	0.8
Black or African American	12.8	14.2	1.4
Hispanic/Latino	51.5	48.7	2.8
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.1	3.3	0.2
White	25.8	26.1	0.3
At-Risk	49.7	49.1	0.6
Bilingual	12.1	10.0	2.1
Current Limited English Proficient	25.0	24.5	0.5
Economically Disadvantaged	61.7	59.9	1.8
ESL Participants	7.1	8.0	0.9
Gifted/Talented Participants	11.3	10.6	0.7
Migrant	0.3	0.2	0.1
Special Education	16.8	16.6	0.2
Title I, Part A Participants	72.4	68.4	4.0

Table 40: Interim Assessment Student Demographic Characteristics Mathematics Grade 6

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	384,178	182,556	
Female	49.2	49.4	0.2
Male	50.8	50.6	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.2	5.1	0.1
Black or African American	12.6	14.4	1.8
Hispanic/Latino	53.1	51.2	1.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.0	0.0
White	25.0	25.1	0.1
At-Risk	52.9	52.9	0.0
Bilingual	3.1	3.5	0.4
Current Limited English Proficient	27.0	27.1	0.1
Economically Disadvantaged	62.4	63.1	0.7
ESL Participants	17.2	16.5	0.7
Gifted/Talented Participants	10.4	9.6	0.8
Migrant	0.3	0.2	0.1
Special Education	15.0	14.5	0.5
Title I, Part A Participants	65.3	65.6	0.3

Table 41: Interim Assessment Student Demographic Characteristics Mathematics Grade 7

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	317,638	150,258	
Female	49.3	49.6	0.3
Male	50.7	50.4	0.3
American Indian or Alaska Native	0.3	0.3	0.0
Asian	4.1	4.4	0.3
Black or African American	13.2	15.1	1.9
Hispanic/Latino	54.9	53.1	1.8
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.8	2.8	0.0
White	23.7	23.4	0.3
At-Risk	58.6	58.4	0.2
Bilingual	0.9	0.6	0.3
Current Limited English Proficient	27.4	27.5	0.1
Economically Disadvantaged	64.9	65.1	0.2
ESL Participants	19.7	19.8	0.1

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Gifted/Talented Participants	6.9	6.9	0.0
Migrant	0.3	0.3	0.0
Special Education	15.5	14.9	0.6
Title I, Part A Participants	63.4	61.5	1.9

Table 42: Interim Assessment Student Demographic Characteristics Mathematics Grade 8

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	280,472	136,387	
Female	48.8	48.9	0.1
Male	51.2	51.1	0.1
American Indian or Alaska Native	0.3	0.4	0.1
Asian	3.6	3.4	0.2
Black or African American	14.0	15.9	1.9
Hispanic/Latino	54.9	53.5	1.4
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.7	2.8	0.1
White	23.3	23.1	0.2
At-Risk	62.8	63.4	0.6
Bilingual	0.7	0.7	0.0
Current Limited English Proficient	27.4	27.9	0.5
Economically Disadvantaged	65.9	66.6	0.7
ESL Participants	21.4	20.9	0.5
Gifted/Talented Participants	4.9	4.7	0.2
Migrant	0.4	0.4	0.0
Special Education	15.8	15.2	0.6
Title I, Part A Participants	62.5	61.1	1.4

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	20,605	10,149	
Female	50.9	50.7	0.2
Male	48.9	49.2	0.3
American Indian or Alaska Native	0.2	0.2	0.0
Asian	0.0	0.0	0.0
Black or African American	0.2	0.2	0.0

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Hispanic/Latino	96.3	97.4	1.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.4	1.2	0.2
At-Risk	90.0	93.3	3.3
Bilingual	86.3	85.0	1.3
Current Limited English Proficient	96.8	97.7	0.9
Economically Disadvantaged	84.5	86.2	1.7
ESL Participants	1.4	1.4	0.0
Gifted/Talented Participants	4.2	4.1	0.1
Migrant	0.5	0.3	0.2
Special Education	9.0	9.9	0.9
Title I, Part A Participants	92.2	93.0	0.8

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	14,990	7,003	
Female	50.6	50.9	0.3
Male	49.2	49.0	0.2
American Indian or Alaska Native	0.4	0.1	0.3
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	96.2	97.7	1.5
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.0	0.2
White	1.2	1.1	0.1
At-Risk	87.9	92.2	4.3
Bilingual	82.3	82.9	0.6
Current Limited English Proficient	97.1	98.1	1.0
Economically Disadvantaged	82.1	84.5	2.4
ESL Participants	3.0	2.4	0.6
Gifted/Talented Participants	2.5	2.1	0.4
Migrant	0.6	0.4	0.2
Special Education	7.9	8.8	0.9
Title I, Part A Participants	90.8	92.3	1.5

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	11,535	5,242	
Female	49.4	49.4	0.0
Male	50.4	50.6	0.2
American Indian or Alaska Native	0.4	0.2	0.2
Asian	0.0	0.0	0.0
Black or African American	0.1	0.2	0.1
Hispanic/Latino	95.9	97.2	1.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.3	1.3	0.0
At-Risk	86.6	90.8	4.2
Bilingual	76.5	77.7	1.2
Current Limited English Proficient	97.4	98.6	1.2
Economically Disadvantaged	80.3	82.4	2.1
ESL Participants	5.1	3.8	1.3
Gifted/Talented Participants	1.6	1.4	0.2
Migrant	0.6	0.4	0.2
Special Education	6.5	8.2	1.7
Title I, Part A Participants	90.1	92.3	2.2

Table 46: Interim Assessment Student Demographic Characteristics EOC Algebra I

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	467,451	223,826	
Female	48.0	49.0	1.0
Male	51.9	51.0	0.9
American Indian or Alaska Native	0.3	0.3	0.0
Asian	4.9	5.9	1.0
Black or African American	13.6	14.1	0.5
Hispanic/Latino	53.9	51.3	2.6
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.7	2.9	0.2
White	23.4	24.5	1.1
At-Risk	58.1	54.9	3.2
Bilingual	0.4	0.4	0.0
Current Limited English Proficient	25.3	24.6	0.7
Economically Disadvantaged	61.8	59.1	2.7

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
ESL Participants	19.1	18.5	0.6
Gifted/Talented Participants	9.4	10.0	0.6
Migrant	0.3	0.2	0.1
Special Education	11.6	10.4	1.2
Title I, Part A Participants	51.8	48.2	3.6

Table 47: Interim Assessment Student Demographic Characteristics RLA Grade 3

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	359,804	210,497	
Female	49.2	49.2	0.0
Male	50.8	50.8	0.0
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.1	6.8	0.7
Black or African American	13.6	14.9	1.3
Hispanic/Latino	48.5	46.0	2.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.6	3.9	0.3
White	27.1	27.3	0.2
At-Risk	47.6	46.6	1.0
Bilingual	9.4	7.8	1.6
Current Limited English Proficient	20.0	19.9	0.1
Economically Disadvantaged	60.7	59.1	1.6
ESL Participants	6.9	7.5	0.6
Gifted/Talented Participants	9.6	9.3	0.3
Migrant	0.2	0.2	0.0
Special Education	18.4	18.2	0.2
Title I, Part A Participants	72.5	68.6	3.9

Table 48: Interim Assessment Student Demographic Characteristics RLA Grade 4

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	368,505	211,112	
Female	48.9	49.0	0.1
Male	51.0	50.9	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	6.1	7.0	0.9

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Black or African American	13.1	14.5	1.4
Hispanic/Latino	49.3	46.7	2.6
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.4	3.7	0.3
White	26.9	27.1	0.2
At-Risk	45.7	44.8	0.9
Bilingual	10.5	8.8	1.7
Current Limited English Proficient	22.0	21.7	0.3
Economically Disadvantaged	60.5	58.7	1.8
ESL Participants	7.1	7.8	0.7
Gifted/Talented Participants	10.7	10.2	0.5
Migrant	0.2	0.2	0.0
Special Education	17.9	17.6	0.3
Title I, Part A Participants	72.2	67.8	4.4

Table 49: Interim Assessment Student Demographic Characteristics RLA Grade 5

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	375,497	212,813	
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	6.1	6.9	0.8
Black or African American	13.0	14.3	1.3
Hispanic/Latino	50.3	47.8	2.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.2	3.4	0.2
White	26.4	26.6	0.2
At-Risk	48.5	48.0	0.5
Bilingual	10.6	9.0	1.6
Current Limited English Proficient	23.5	23.4	0.1
Economically Disadvantaged	60.7	59.0	1.7
ESL Participants	7.3	8.0	0.7
Gifted/Talented Participants	11.7	11.2	0.5
Migrant	0.2	0.2	0.0
Special Education	16.8	16.5	0.3
Title I, Part A Participants	71.6	67.8	3.8

Table 50: Interim Assessment Student Demographic Characteristics RLA Grade 6

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	394,000	206,801	
Female	49.0	49.2	0.2
Male	51.0	50.8	0.2
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.7	6.2	0.5
Black or African American	12.4	13.9	1.5
Hispanic/Latino	52.5	50.3	2.2
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.0	3.2	0.2
White	25.2	25.3	0.1
At-Risk	52.2	51.7	0.5
Bilingual	3.1	3.1	0.0
Current Limited English Proficient	26.7	26.0	0.7
Economically Disadvantaged	61.6	60.8	0.8
ESL Participants	16.9	16.2	0.7
Gifted/Talented Participants	11.6	11.0	0.6
Migrant	0.3	0.2	0.1
Special Education	14.7	14.4	0.3
Title I, Part A Participants	64.6	61.3	3.3

Table 51: Interim Assessment Student Demographic Characteristics RLA Grade 7

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	397,241	207,033	
Female	48.9	49.2	0.3
Male	51.1	50.8	0.3
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.5	6.0	0.5
Black or African American	12.5	14.2	1.7
Hispanic/Latino	52.9	50.8	2.1
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	3.1	0.2
White	24.9	24.9	0.0
At-Risk	53.7	53.2	0.5
Bilingual	1.0	0.7	0.3
Current Limited English Proficient	26.3	25.5	0.8

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Economically Disadvantaged	60.9	60.0	0.9
ESL Participants	19.0	18.4	0.6
Gifted/Talented Participants	11.2	10.8	0.4
Migrant	0.3	0.3	0.0
Special Education	13.3	13.0	0.3
Title I, Part A Participants	61.3	57.7	3.6

Table 52: Interim Assessment Student Demographic Characteristics RLA Grade 8

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	401,303	206,383	
Female	48.7	48.8	0.1
Male	51.3	51.2	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.4	5.8	0.4
Black or African American	12.5	13.9	1.4
Hispanic/Latino	52.8	51.1	1.7
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	3.0	0.1
White	25.2	25.0	0.2
At-Risk	53.8	53.6	0.2
Bilingual	0.7	0.5	0.2
Current Limited English Proficient	25.0	24.3	0.7
Economically Disadvantaged	60.5	59.8	0.7
ESL Participants	18.6	18.0	0.6
Gifted/Talented Participants	10.3	9.7	0.6
Migrant	0.3	0.3	0.0
Special Education	12.2	11.9	0.3
Title I, Part A Participants	60.7	57.0	3.7

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	34,256	16,981	
Female	51.1	51.0	0.1
Male	48.8	48.9	0.1
American Indian or Alaska Native	0.2	0.2	0.0

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.4	98.0	0.6
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.1	0.0
White	1.2	1.1	0.1
At-Risk	93.4	95.7	2.3
Bilingual	88.7	86.5	2.2
Current Limited English Proficient	97.9	98.6	0.7
Economically Disadvantaged	88.3	88.6	0.3
ESL Participants	1.0	0.9	0.1
Gifted/Talented Participants	6.8	4.8	2.0
Migrant	0.5	0.2	0.3
Special Education	10.6	11.9	1.3
Title I, Part A Participants	94.3	94.6	0.3

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	25,322	11,708	
Female	51.0	50.6	0.4
Male	49.0	49.3	0.3
American Indian or Alaska Native	0.3	0.2	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	97.4	98.2	0.8
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.0	0.1
White	0.9	0.9	0.0
At-Risk	92.5	95.3	2.8
Bilingual	86.2	86.3	0.1
Current Limited English Proficient	98.3	99.1	0.8
Economically Disadvantaged	87.2	87.6	0.4
ESL Participants	2.0	1.8	0.2
Gifted/Talented Participants	6.3	3.0	3.3
Migrant	0.5	0.3	0.2
Special Education	9.6	10.8	1.2
Title I, Part A Participants	93.7	94.1	0.4

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	18,510	7,753	
Female	50.5	50.5	0.0
Male	49.4	49.5	0.1
American Indian or Alaska Native	0.3	0.2	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.2	0.1
Hispanic/Latino	97.1	97.7	0.6
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.1	0.1	0.0
White	1.1	1.1	0.0
At-Risk	91.4	93.9	2.5
Bilingual	82.0	80.0	2.0
Current Limited English Proficient	98.6	99.3	0.7
Economically Disadvantaged	85.9	85.6	0.3
ESL Participants	3.3	2.8	0.5
Gifted/Talented Participants	6.7	2.3	4.4
Migrant	0.5	0.3	0.2
Special Education	8.5	9.6	1.1
Title I, Part A Participants	93.2	94.0	0.8

Table 56: Interim Assessment Student Demographic Characteristics EOC English I

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	487,979	221,536	
Female	47.2	49.0	1.8
Male	52.8	51.0	1.8
American Indian or Alaska Native	0.3	0.3	0.0
Asian	4.6	5.8	1.2
Black or African American	13.3	14.2	0.9
Hispanic/Latino	55.6	51.1	4.5
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.6	3.0	0.4
White	22.6	24.8	2.2
At-Risk	60.1	54.4	5.7
Bilingual	0.3	0.3	0.0
Current Limited English Proficient	27.2	23.5	3.7
Economically Disadvantaged	62.8	58.5	4.3
ESL Participants	21.3	18.1	3.2

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Gifted/Talented Participants	8.7	9.9	1.2
Migrant	0.3	0.2	0.1
Special Education	11.6	10.2	1.4
Title I, Part A Participants	48.9	43.3	5.6

Table 57: Interim Assessment Student Demographic Characteristics EOC English II

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	464,024	215,937	
Female	47.9	49.2	1.3
Male	52.1	50.8	1.3
American Indian or Alaska Native	0.3	0.3	0.0
Asian	4.9	6.0	1.1
Black or African American	13.0	14.1	1.1
Hispanic/Latino	55.1	50.8	4.3
Native Hawaiian or Pacific Islander	0.1	0.2	0.1
Two or More Races	2.5	2.8	0.3
White	23.3	25.2	1.9
At-Risk	58.1	52.8	5.3
Bilingual	0.2	0.2	0.0
Current Limited English Proficient	24.1	20.5	3.6
Economically Disadvantaged	60.7	56.8	3.9
ESL Participants	19.2	16.1	3.1
Gifted/Talented Participants	9.2	10.4	1.2
Migrant	0.3	0.2	0.1
Special Education	9.9	9.0	0.9
Title I, Part A Participants	47.9	42.9	5.0

Table 58: Interim Assessment Student Demographic Characteristics Science Grade 5

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	380,977	192,154	
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	7.1	1.1
Black or African American	12.8	14.6	1.8

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Hispanic/Latino	51.0	48.0	3.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	3.2	3.4	0.2
White	26.0	26.0	0.0
At-Risk	49.2	48.4	0.8
Bilingual	11.8	9.7	2.1
Current Limited English Proficient	24.6	24.1	0.5
Economically Disadvantaged	61.2	59.1	2.1
ESL Participants	7.2	8.1	0.9
Gifted/Talented Participants	11.7	11.4	0.3
Migrant	0.3	0.2	0.1
Special Education	16.7	16.5	0.2
Title I, Part A Participants	71.9	67.3	4.6

Table 59: Interim Assessment Student Demographic Characteristics Science Grade 8

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	389,107	189,436	
Female	48.8	48.9	0.1
Male	51.2	51.1	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.3	5.8	0.5
Black or African American	12.6	14.1	1.5
Hispanic/Latino	52.5	50.5	2.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	3.0	0.1
White	25.4	25.7	0.3
At-Risk	53.8	53.5	0.3
Bilingual	0.7	0.6	0.1
Current Limited English Proficient	24.6	25.1	0.5
Economically Disadvantaged	60.3	59.4	0.9
ESL Participants	18.6	18.6	0.0
Gifted/Talented Participants	9.8	9.5	0.3
Migrant	0.3	0.2	0.1
Special Education	12.4	11.9	0.5
Title I, Part A Participants	60.3	56.8	3.5

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	13,036	5,452	
Female	49.7	49.5	0.2
Male	50.2	50.4	0.2
American Indian or Alaska Native	0.4	0.3	0.1
Asian	0.0	0.0	0.0
Black or African American	0.1	0.1	0.0
Hispanic/Latino	96.4	97.4	1.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.2	0.1	0.1
White	1.2	1.3	0.1
At-Risk	88.5	92.2	3.7
Bilingual	78.6	78.8	0.2
Current Limited English Proficient	98.2	99.2	1.0
Economically Disadvantaged	82.7	84.4	1.7
ESL Participants	4.4	2.8	1.6
Gifted/Talented Participants	4.2	2.5	1.7
Migrant	0.5	0.3	0.2
Special Education	7.4	8.8	1.4
Title I, Part A Participants	91.6	93.9	2.3

Table 61: Interim Assessment Student Demographic Characteristics EOC Biology

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	439,213	202,541	
Female	48.6	49.2	0.6
Male	51.3	50.8	0.5
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.0	5.7	0.7
Black or African American	12.8	13.4	0.6
Hispanic/Latino	53.9	51.5	2.4
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.7	3.0	0.3
White	24.3	25.5	1.2
At-Risk	56.0	53.1	2.9
Bilingual	0.3	0.2	0.1
Current Limited English Proficient	24.2	22.3	1.9
Economically Disadvantaged	60.3	57.2	3.1
ESL Participants	18.6	17.3	1.3
Gifted/Talented Participants	9.7	10.0	0.3

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Migrant	0.3	0.2	0.1
Special Education	11.1	10.1	1.0
Title I, Part A Participants	47.1	41.6	5.5

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	405,749	182,197	
Female	48.8	48.9	0.1
Male	51.2	51.1	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	5.4	6.2	0.8
Black or African American	12.4	14.1	1.7
Hispanic/Latino	52.9	50.2	2.7
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.9	3.1	0.2
White	25.2	25.5	0.3
At-Risk	53.5	53.0	0.5
Bilingual	0.7	0.6	0.1
Current Limited English Proficient	24.9	24.9	0.0
Economically Disadvantaged	60.3	59.3	1.0
ESL Participants	18.5	18.4	0.1
Gifted/Talented Participants	10.7	10.5	0.2
Migrant	0.3	0.2	0.1
Special Education	12.0	11.6	0.4
Title I, Part A Participants	60.9	56.7	4.2

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

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Number of Students	388,334	178,237	
Female	49.2	49.1	0.1
Male	50.7	50.8	0.1
American Indian or Alaska Native	0.3	0.3	0.0
Asian	4.9	5.0	0.1
Black or African American	12.5	12.6	0.1
Hispanic/Latino	53.3	53.9	0.6

	STAAR Spring 2024	Interim 2023–2024	Difference in Percentage
Native Hawaiian or Pacific Islander	0.2	0.2	0.0
Two or More Races	2.6	2.7	0.1
White	25.5	24.9	0.6
At-Risk	51.5	52.6	1.1
Bilingual	0.2	0.2	0.0
Current Limited English Proficient	18.7	19.0	0.3
Economically Disadvantaged	56.7	56.1	0.6
ESL Participants	14.9	15.3	0.4
Gifted/Talented Participants	9.9	8.7	1.2
Migrant	0.3	0.2	0.1
Special Education	8.9	8.6	0.3
Title I, Part A Participants	46.1	41.8	4.3

Appendix E: Graphical Representation of Routing Percentages

Window 1

Figure 50: Window 1 Mathematics Grade 3 English Routing Percentages

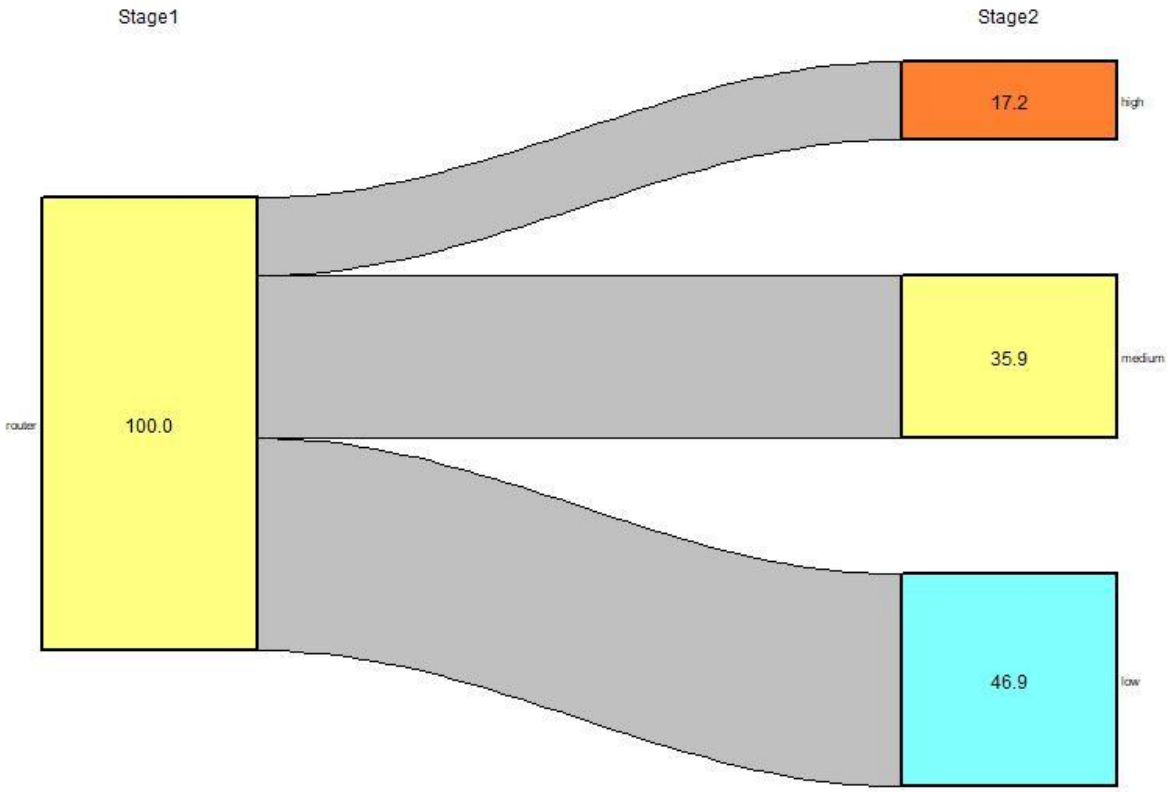


Figure 51: Window 1 Mathematics Grade 3 Spanish Routing Percentages

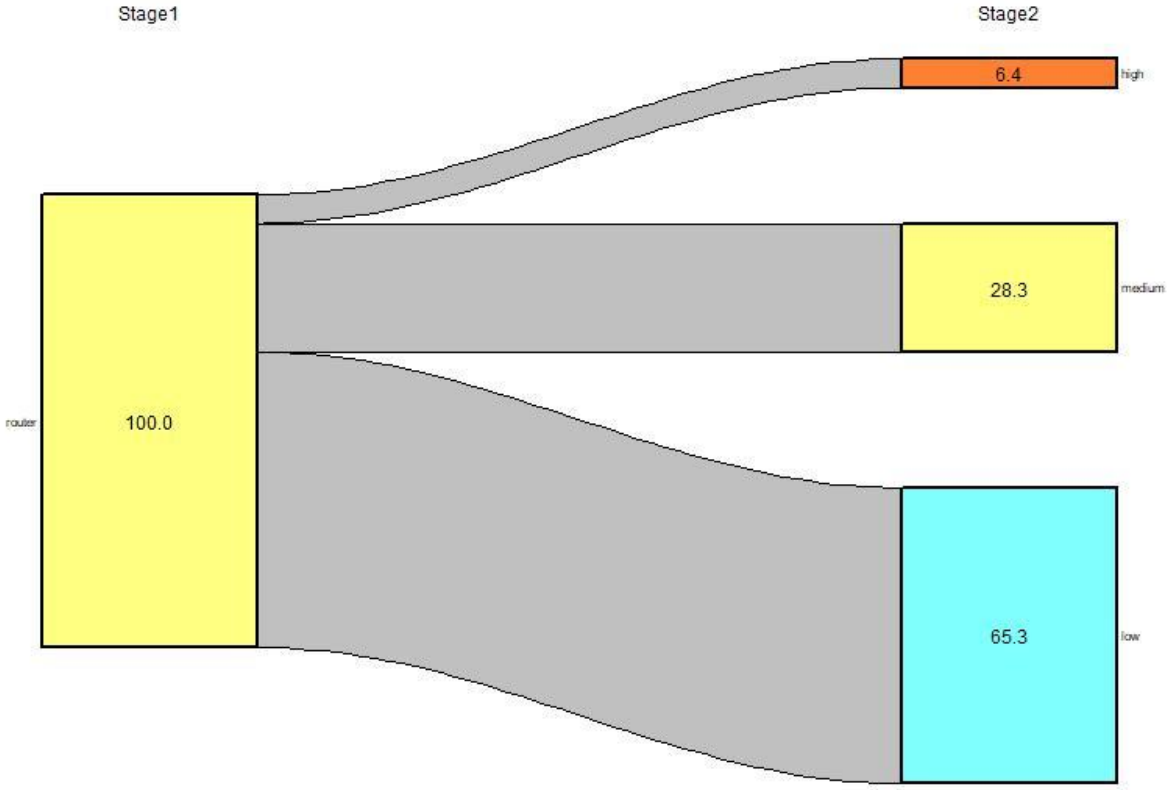


Figure 52: Window 1 Mathematics Grade 4 English Routing Percentages

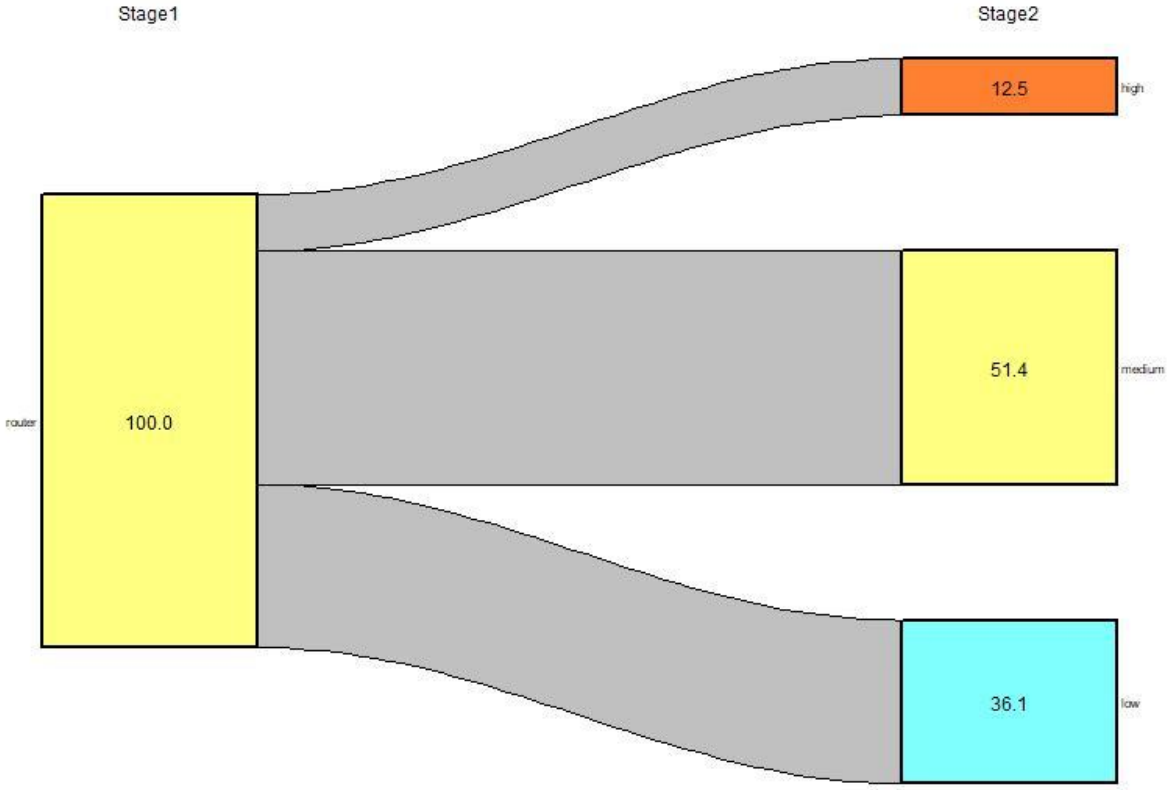


Figure 53: Window 1 Mathematics Grade 4 Spanish Routing Percentages

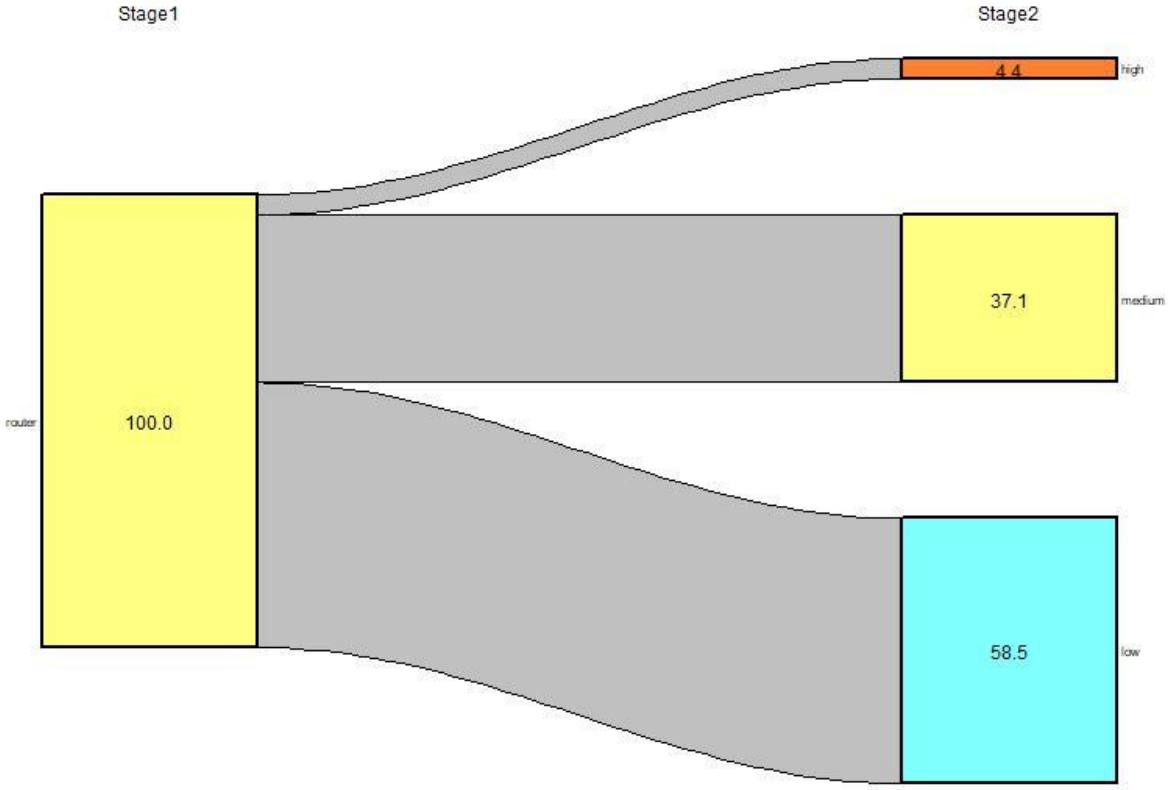


Figure 54: Window 1 Mathematics Grade 5 English Routing Percentages

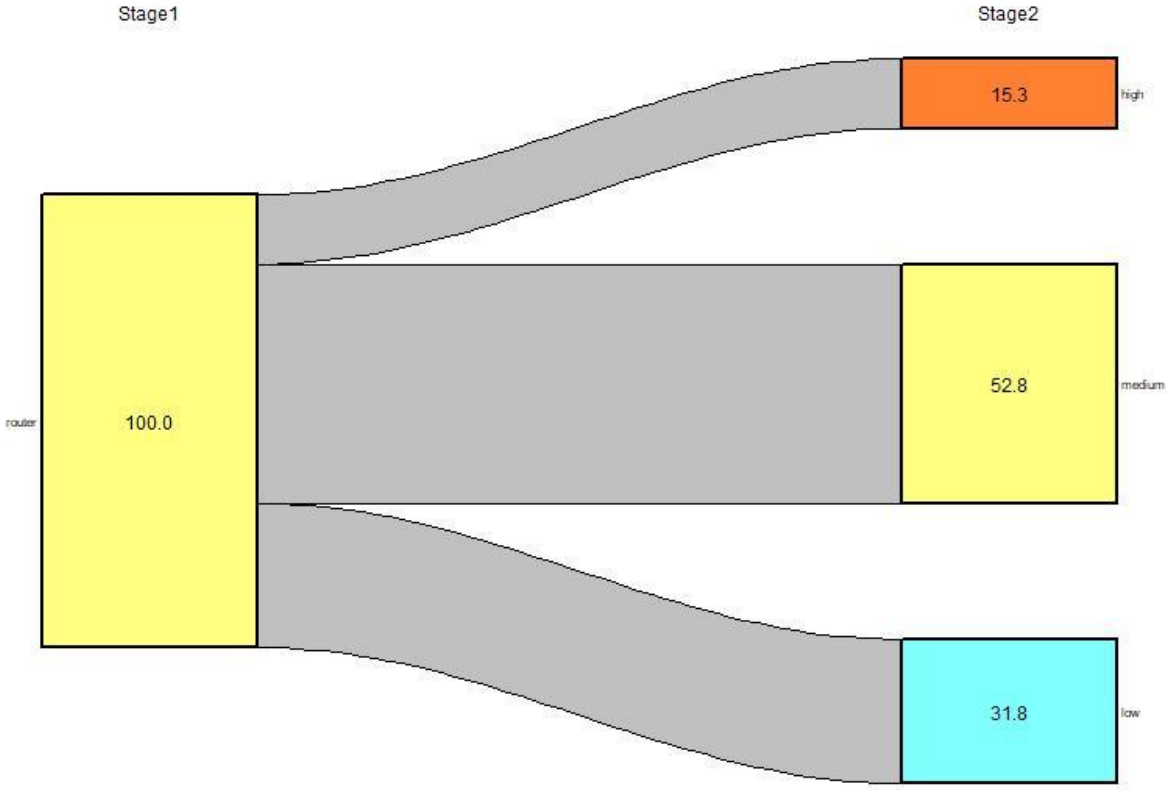


Figure 55: Window 1 Mathematics Grade 5 Spanish Routing Percentages

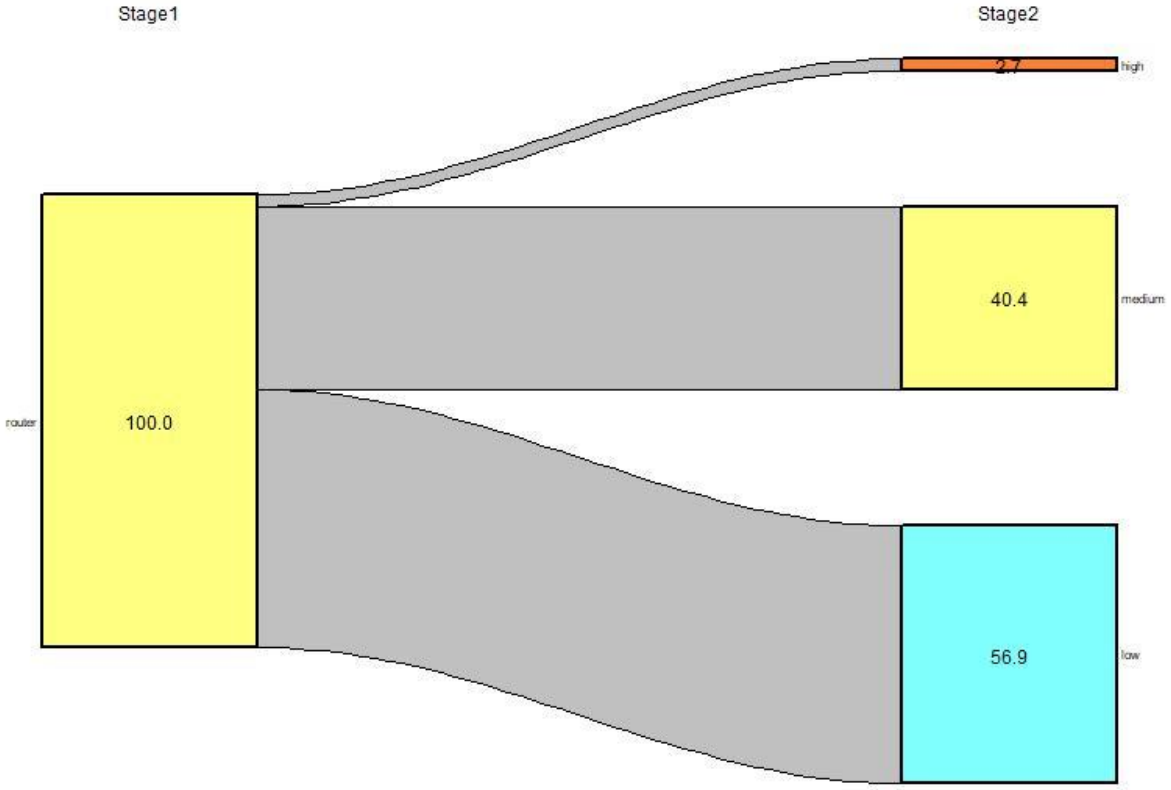


Figure 56: Window 1 Mathematics Grade 6 Routing Percentages

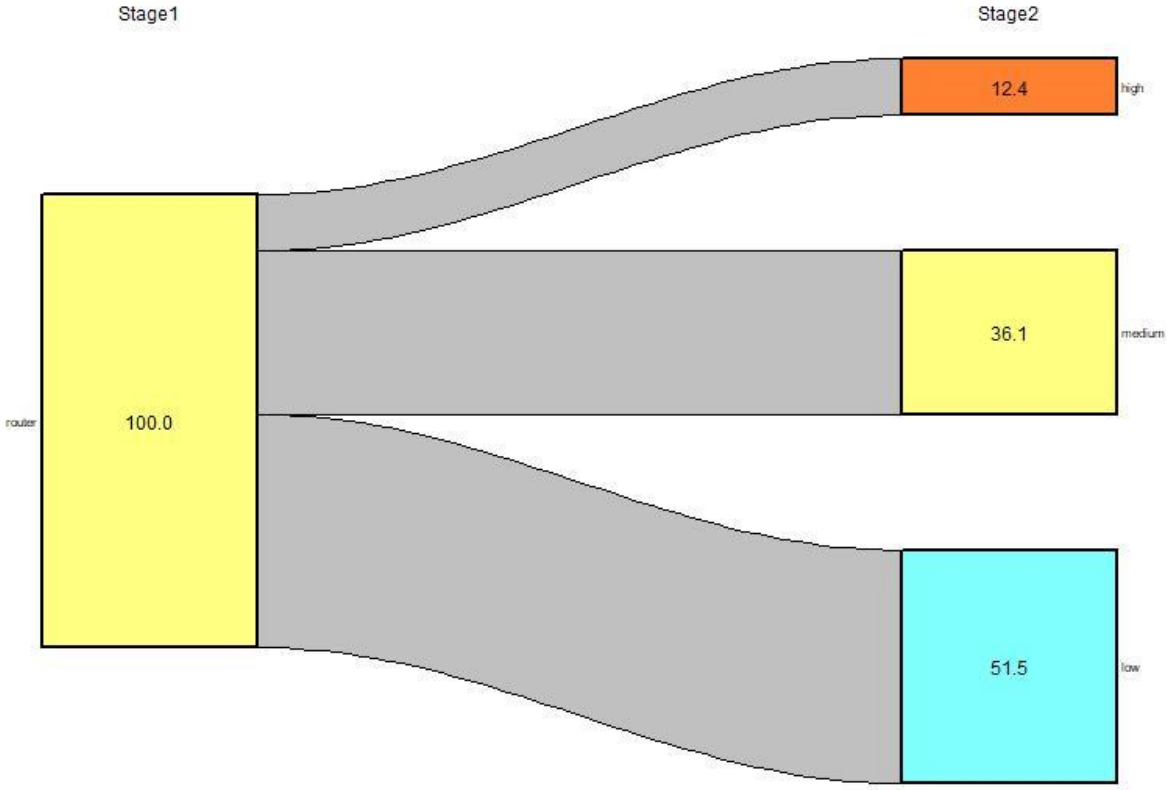


Figure 57: Window 1 Mathematics Grade 7 Routing Percentages

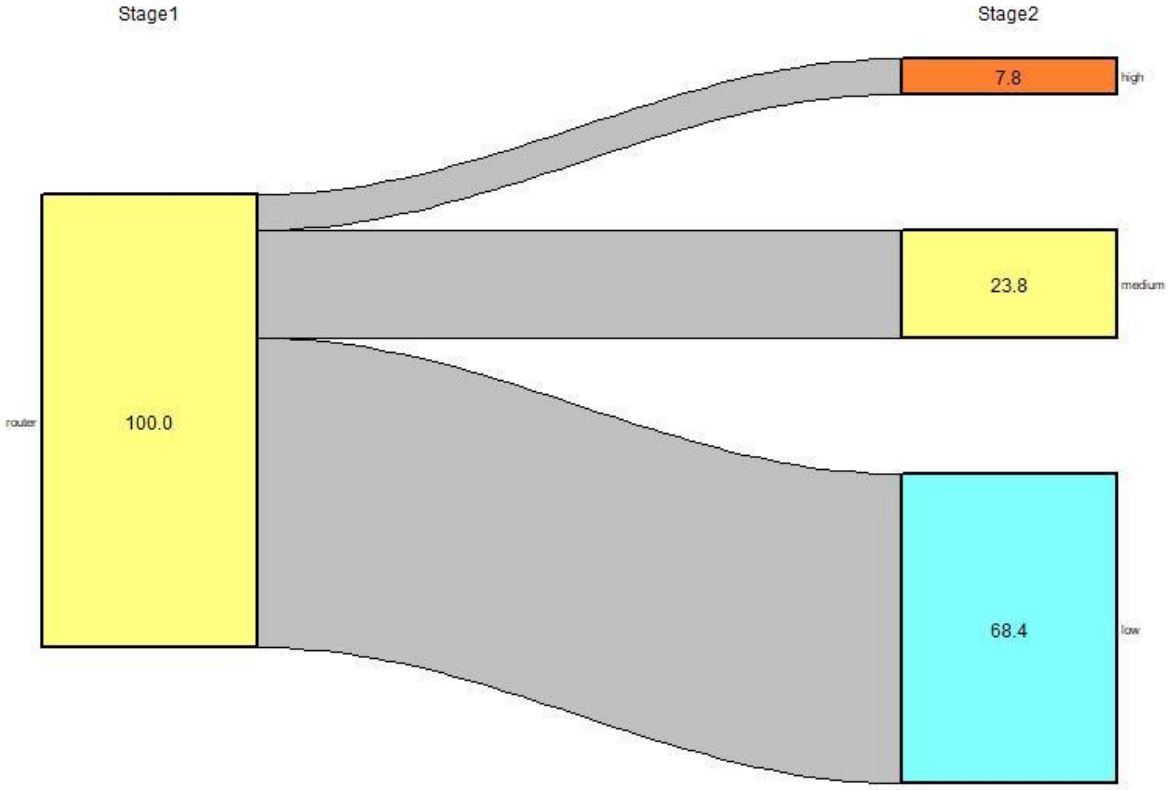


Figure 58: Window 1 Mathematics Grade 8 Routing Percentages

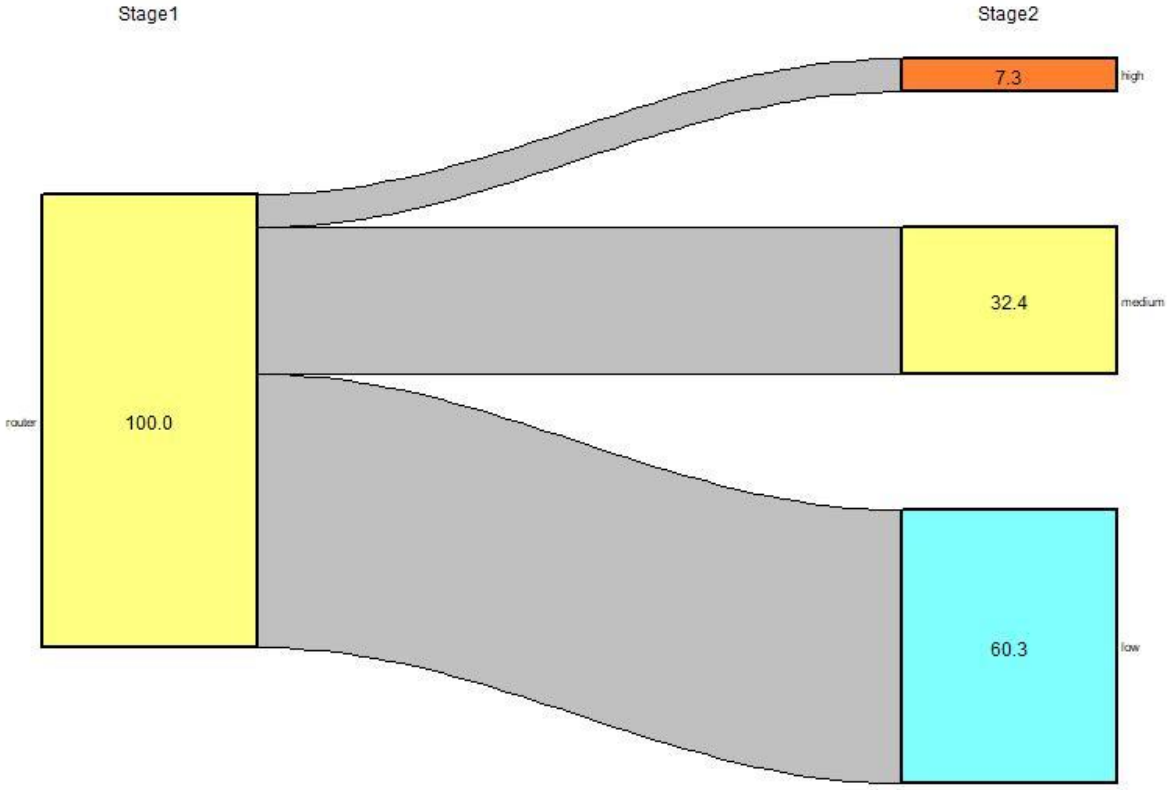


Figure 59: Window 1 EOC Algebra I Routing Percentages

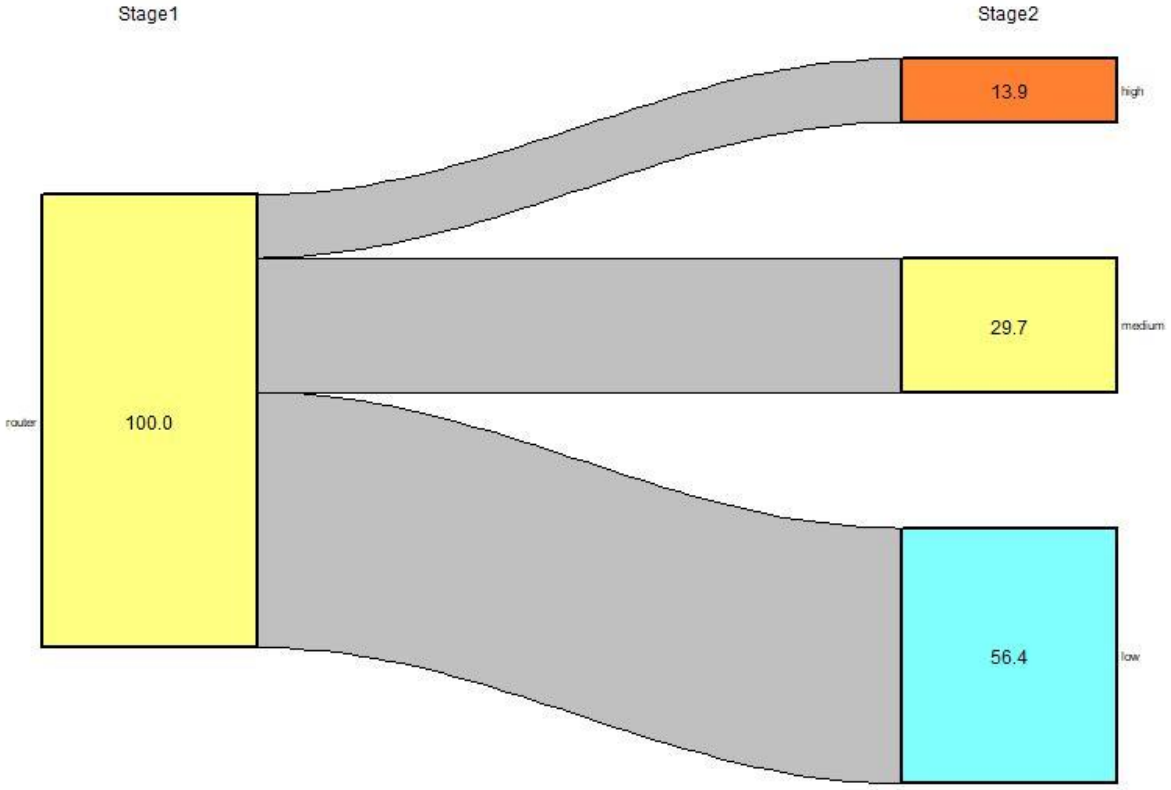


Figure 60: Window 1 RLA Grade 3 Routing Percentages

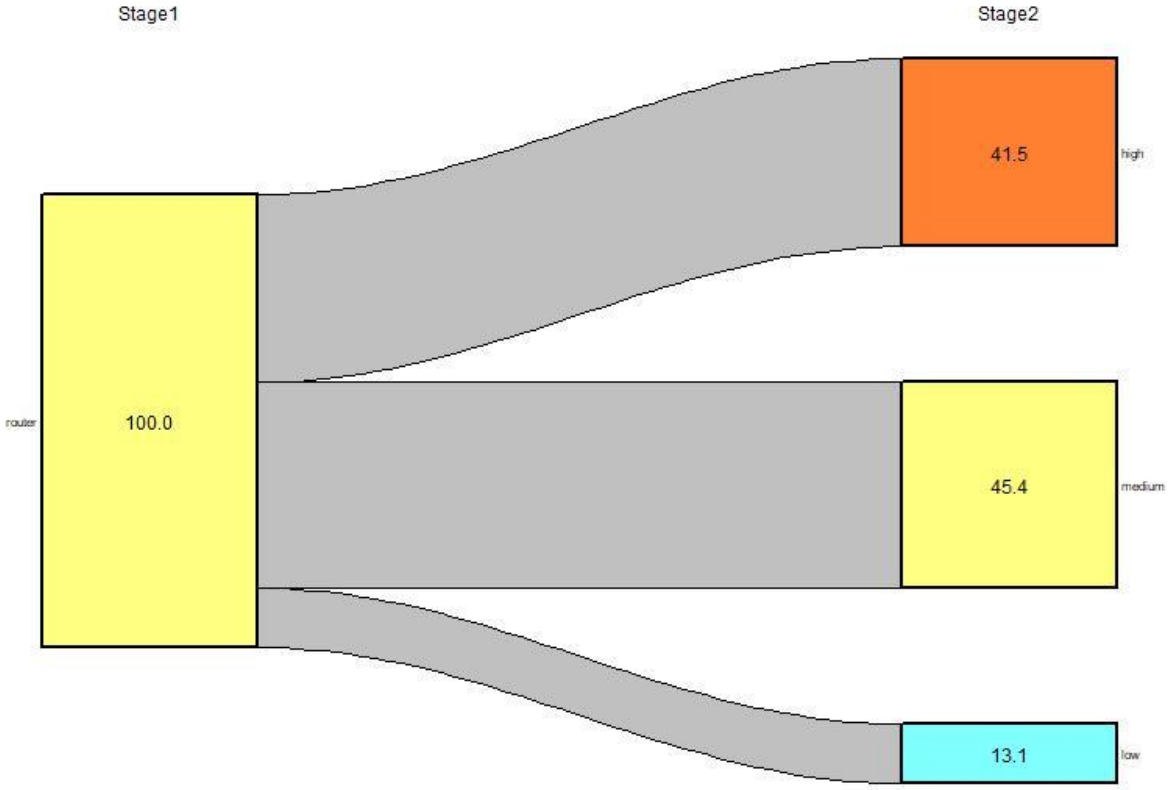


Figure 61: Window 1 RLA Grade 4 Routing Percentages

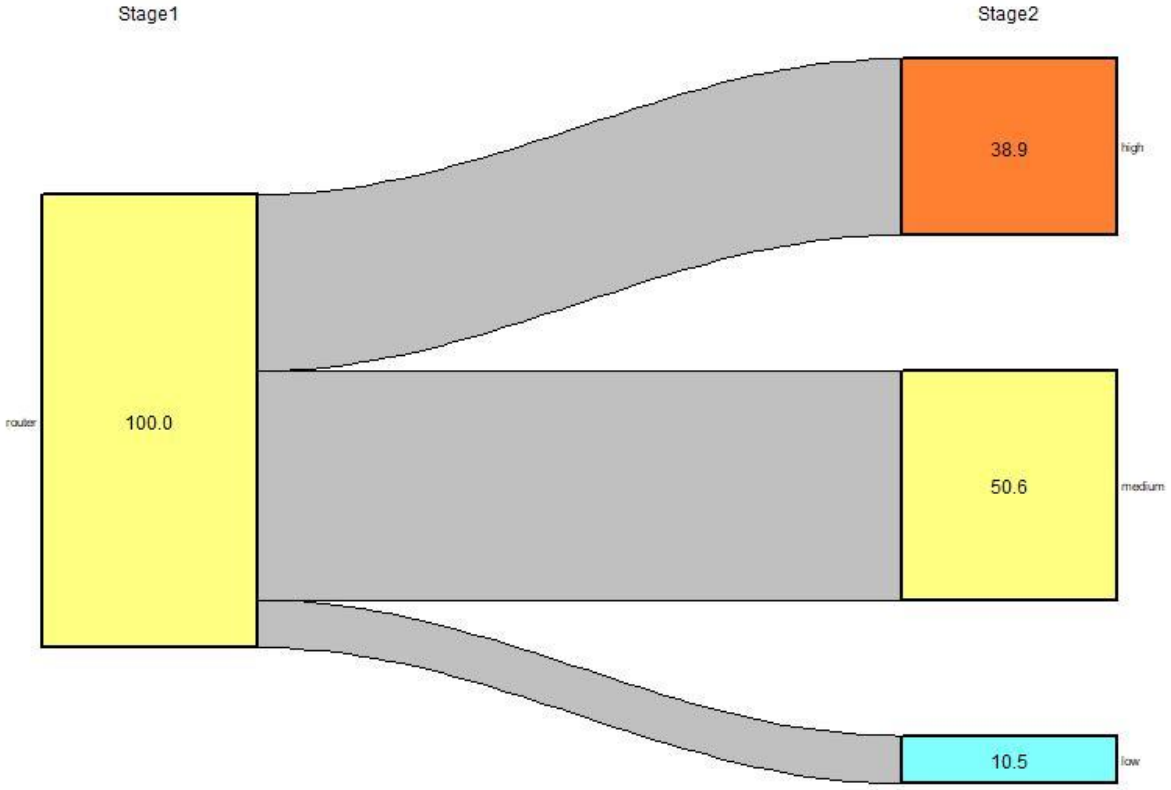


Figure 62: Window 1 RLA Grade 5 Routing Percentages

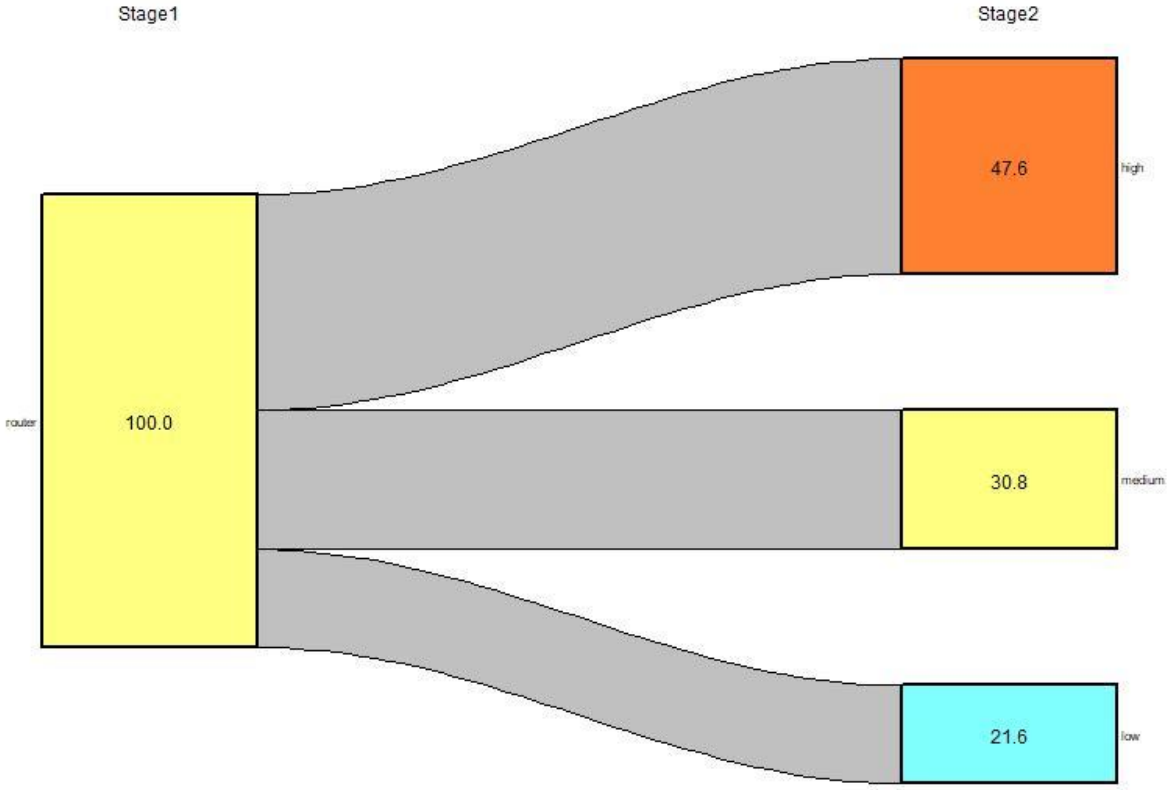


Figure 63: Window 1 RLA Grade 6 Routing Percentages

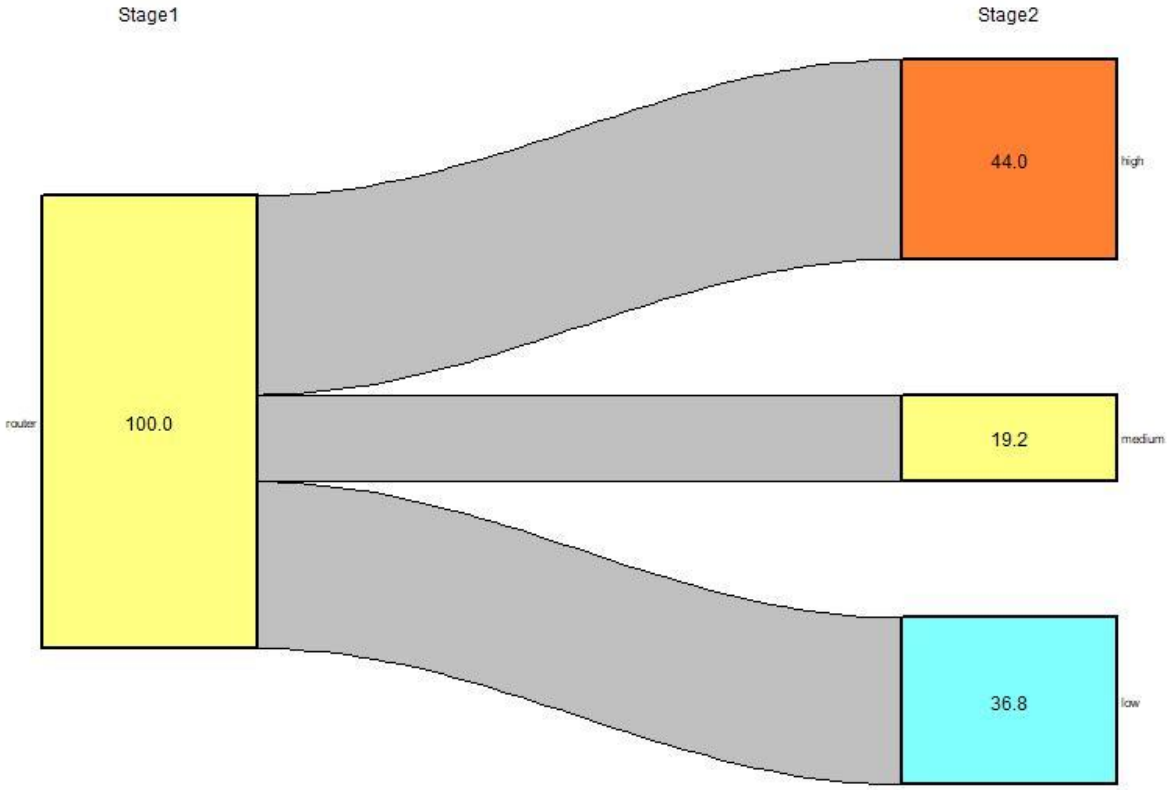


Figure 64: Window 1 RLA Grade 7 Routing Percentages

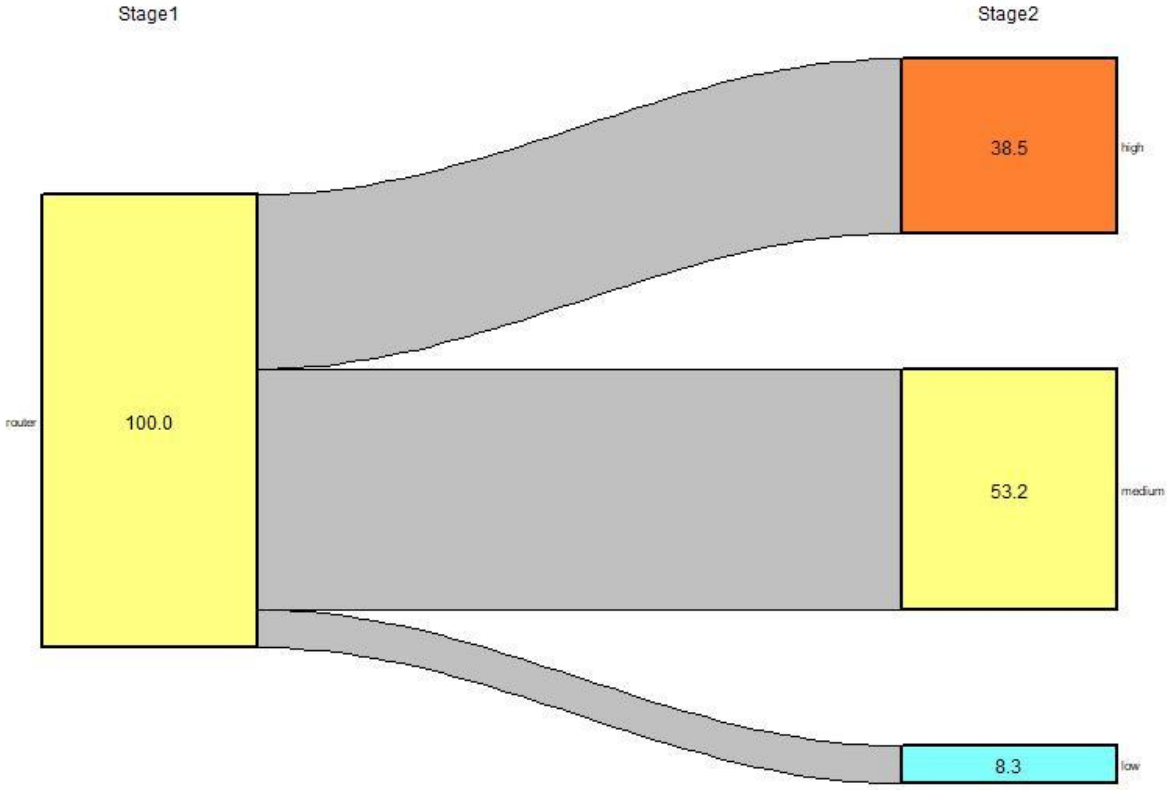


Figure 65: Window 1 RLA Grade 8 Routing Percentages

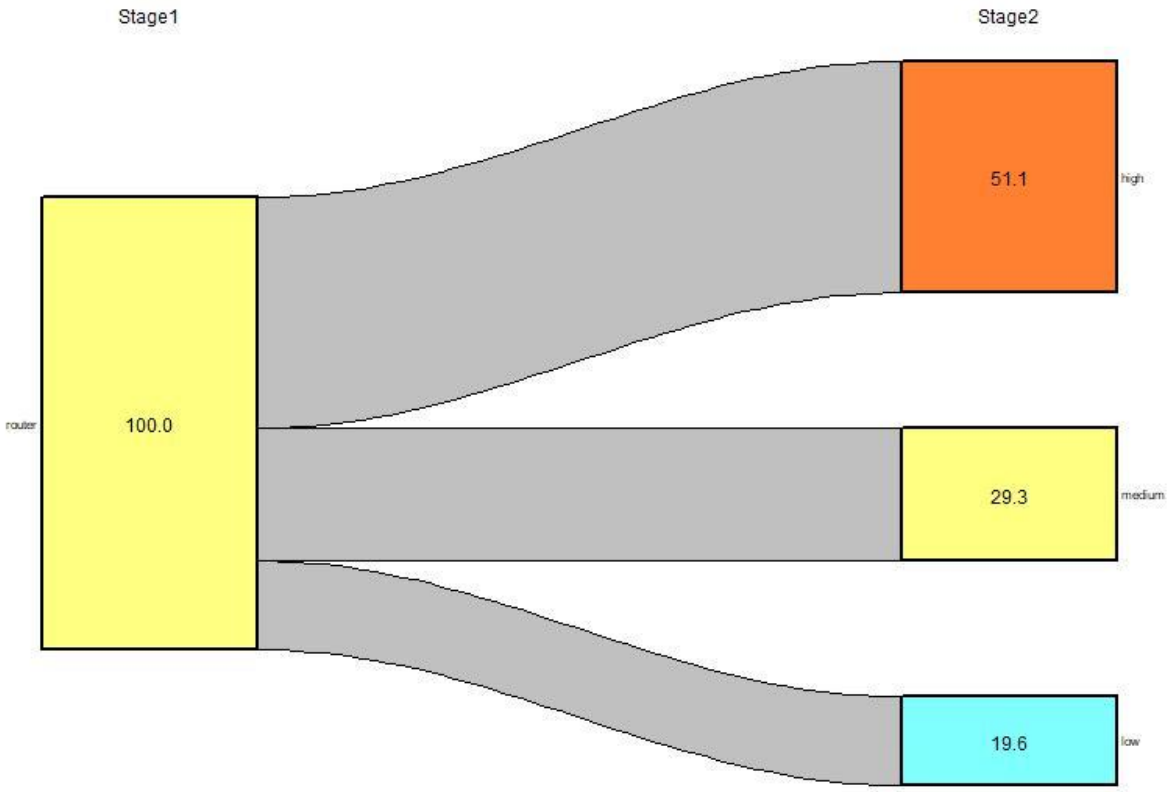


Figure 66: Window 1 EOC English I Routing Percentages

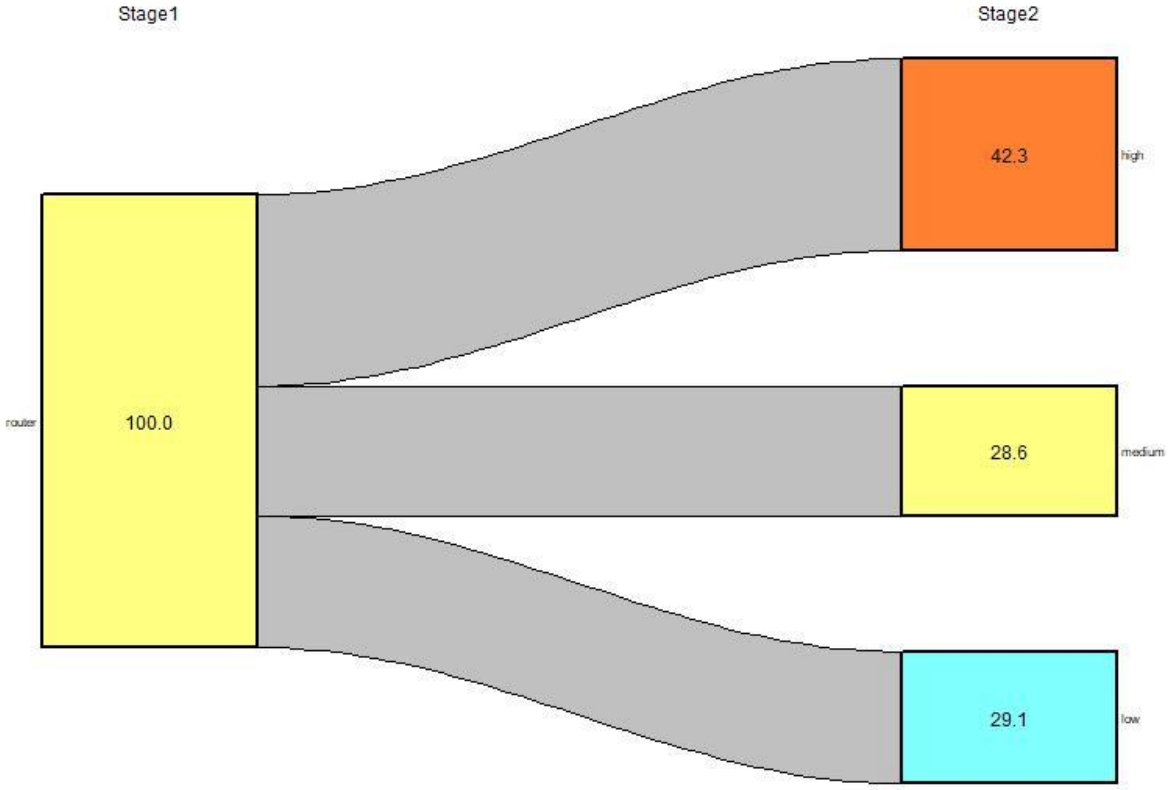


Figure 67: Window 1 EOC English II Routing Percentages

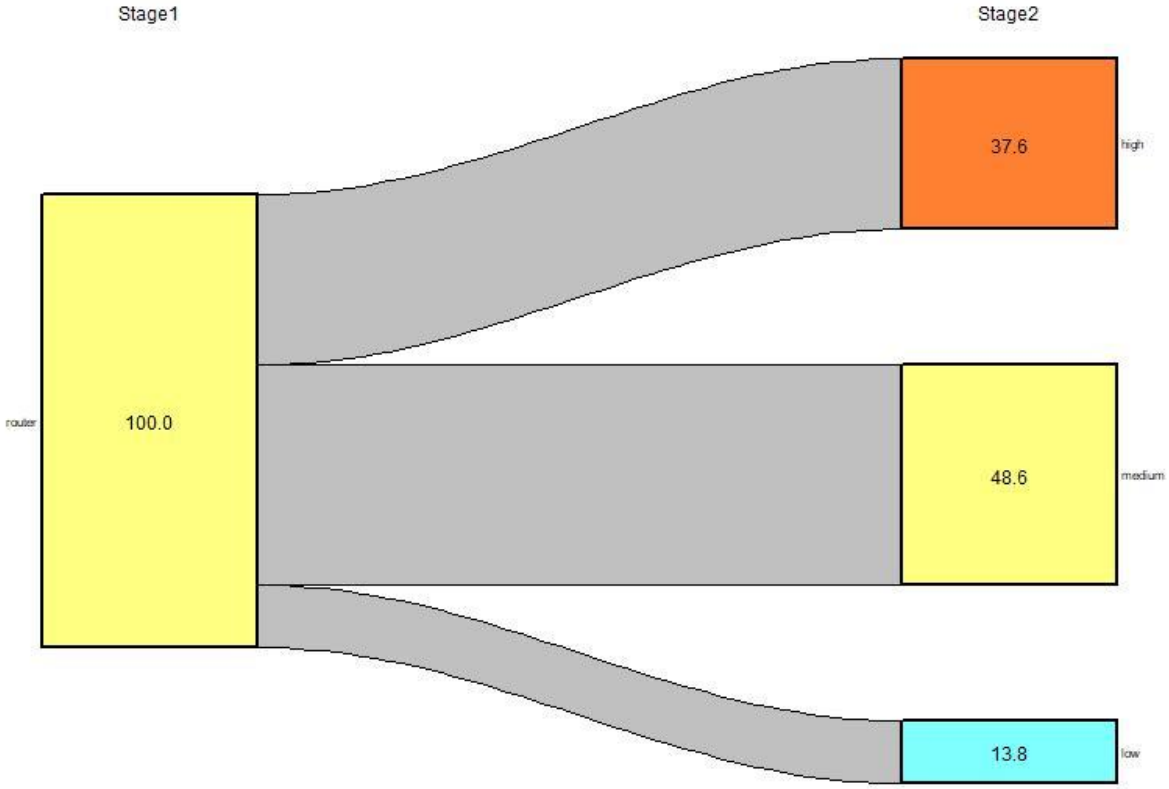


Figure 68: Window 1 Spanish RLA Grade 3 Routing Percentages

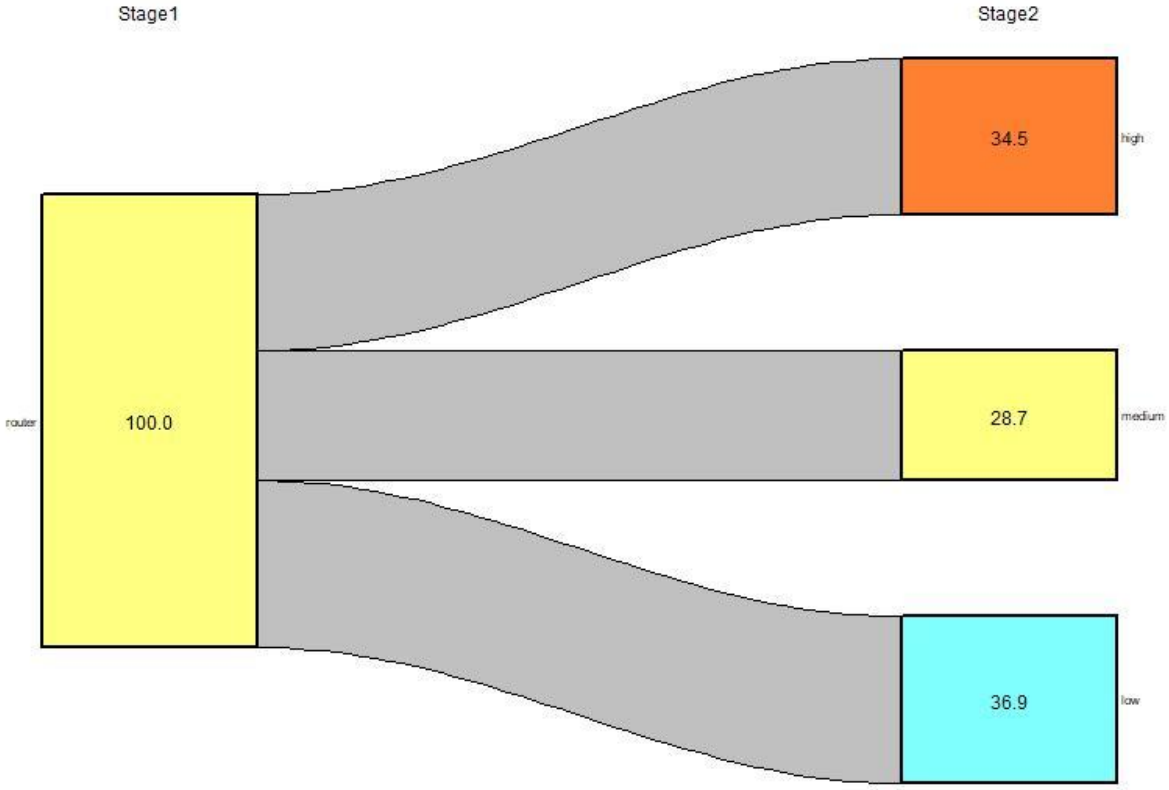


Figure 69: Window 1 Spanish RLA Grade 4 Routing Percentages

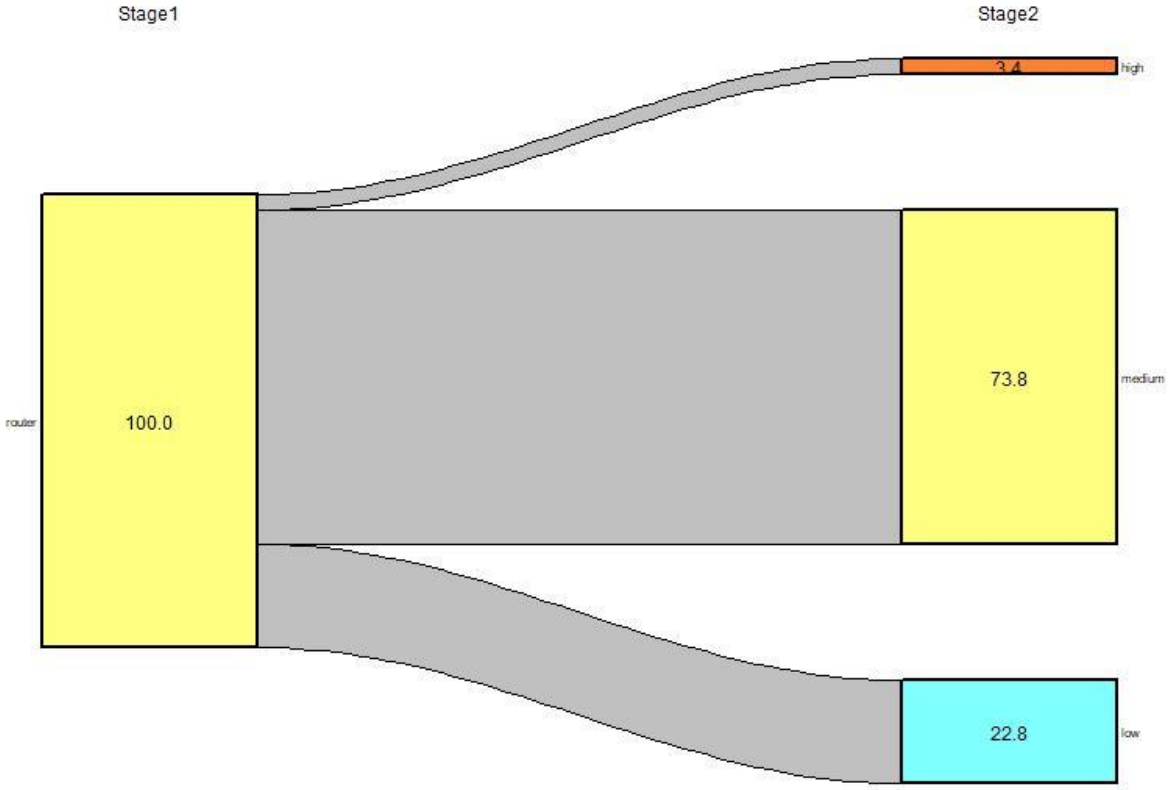
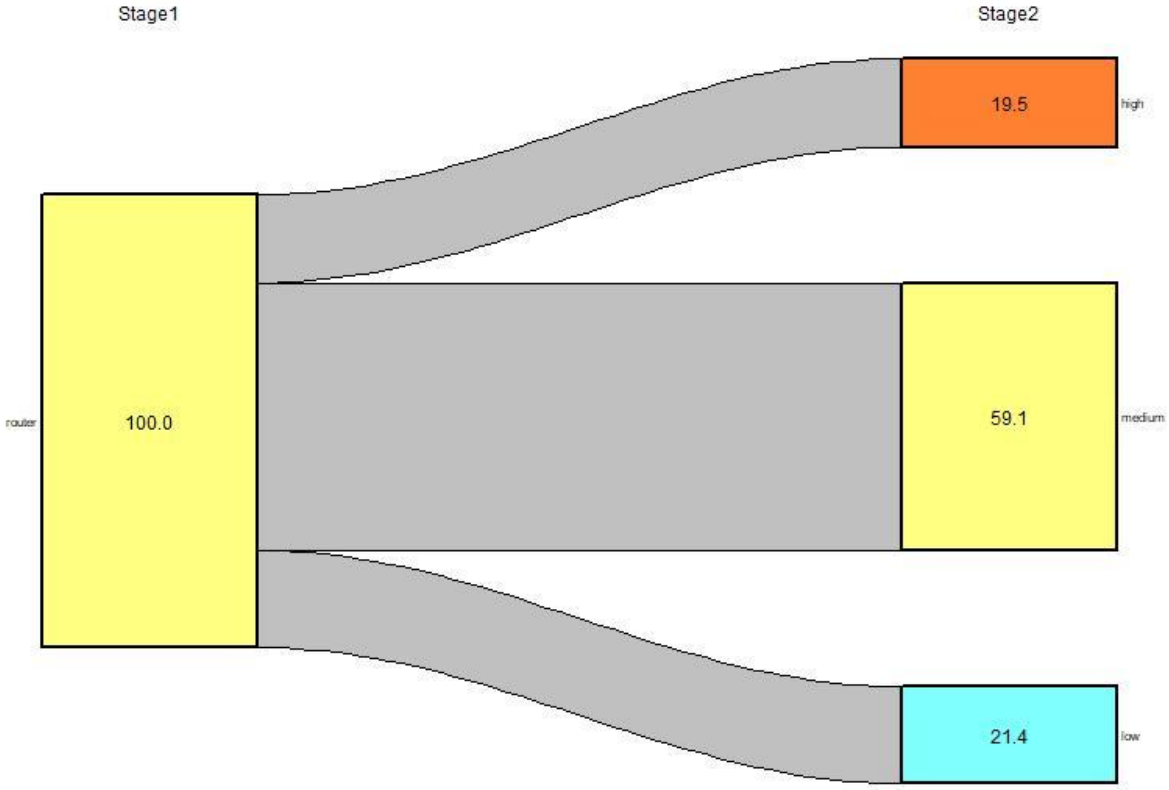


Figure 70: Window 1 Spanish RLA Grade 5 Routing Percentages



Window 3

Figure 71: Window 3 Mathematics Grade 3 English Routing Percentages

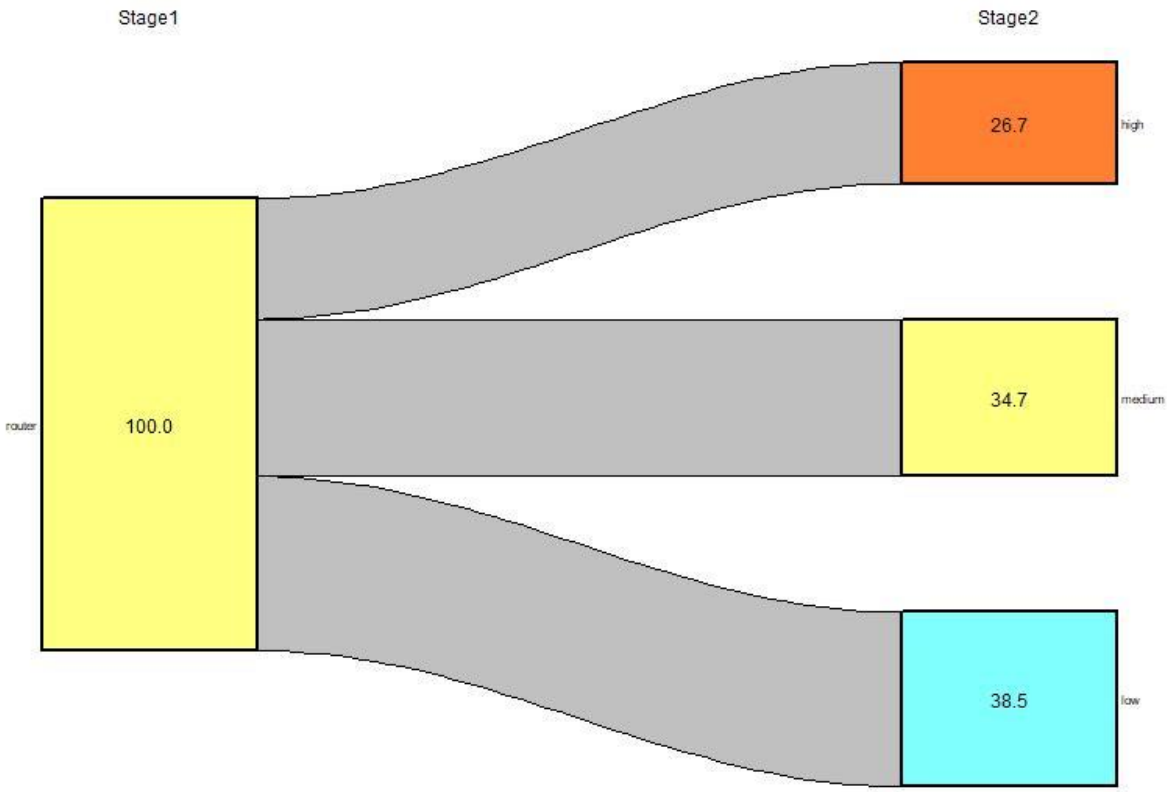


Figure 72: Window 3 Mathematics Grade 3 Spanish Routing Percentages

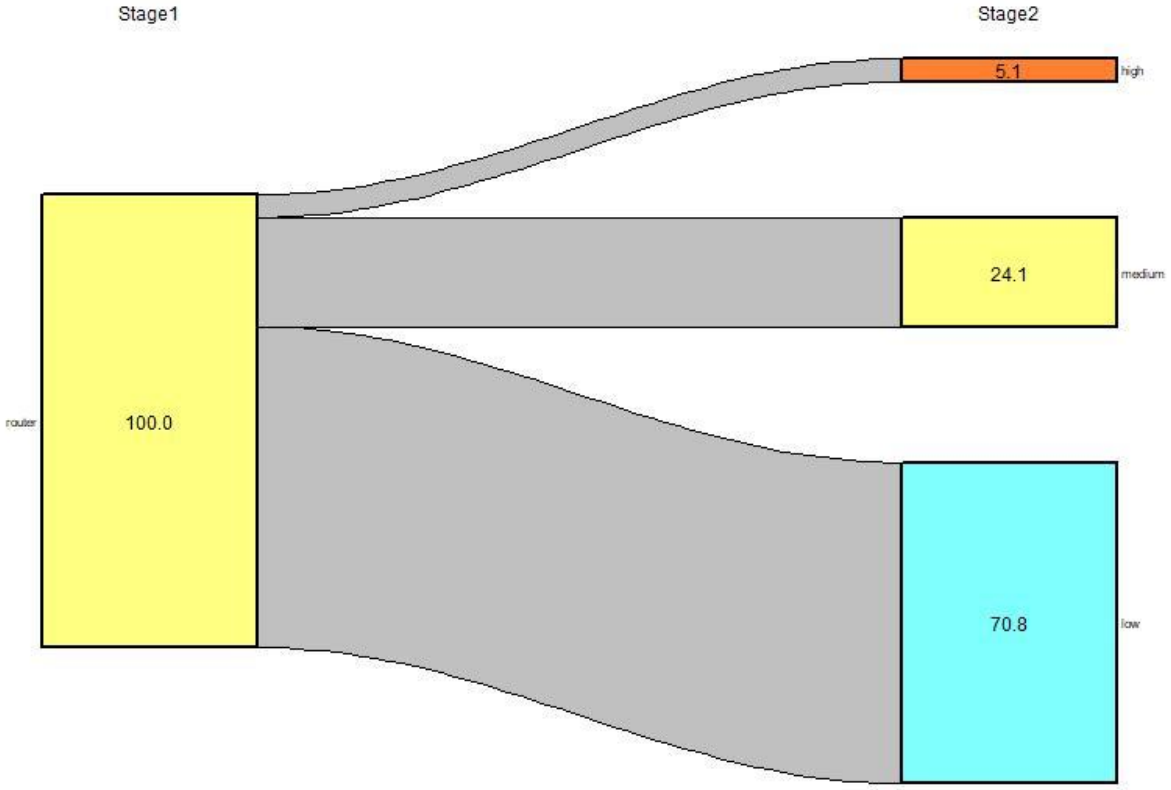


Figure 73: Window 3 Mathematics Grade 4 English Routing Percentages

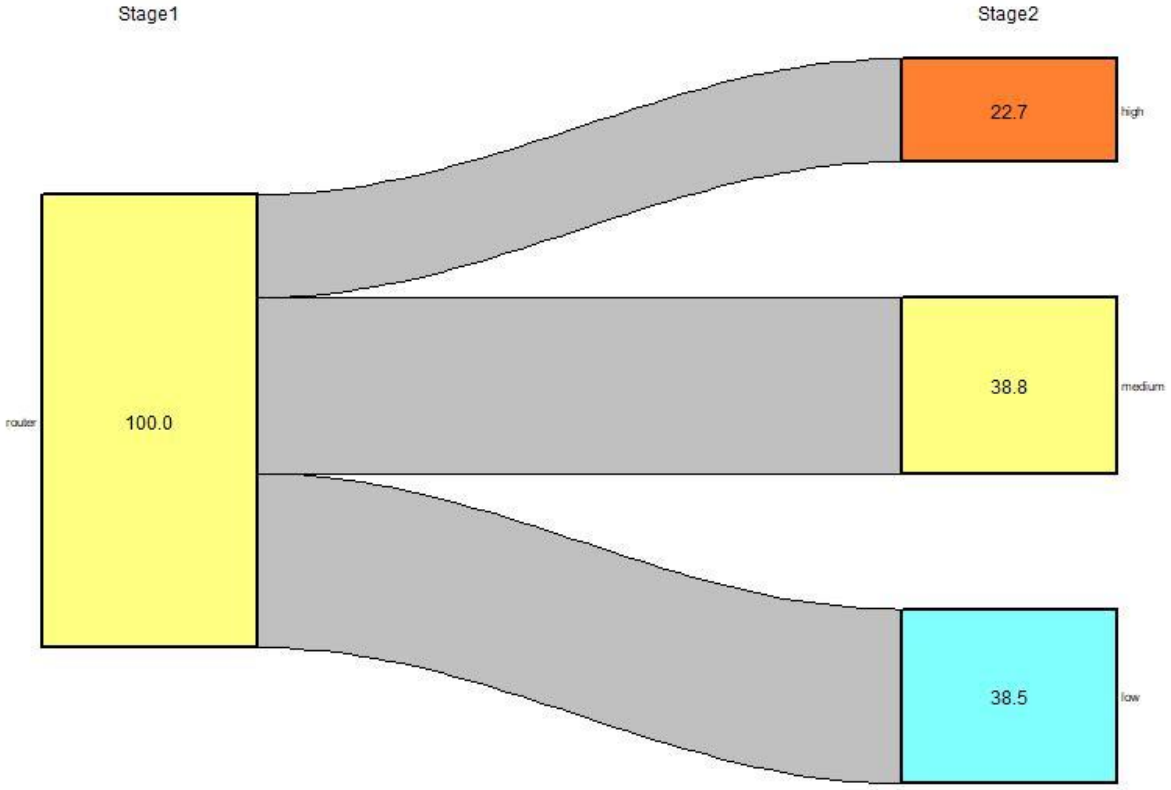


Figure 74: Window 3 Mathematics Grade 4 Spanish Routing Percentages

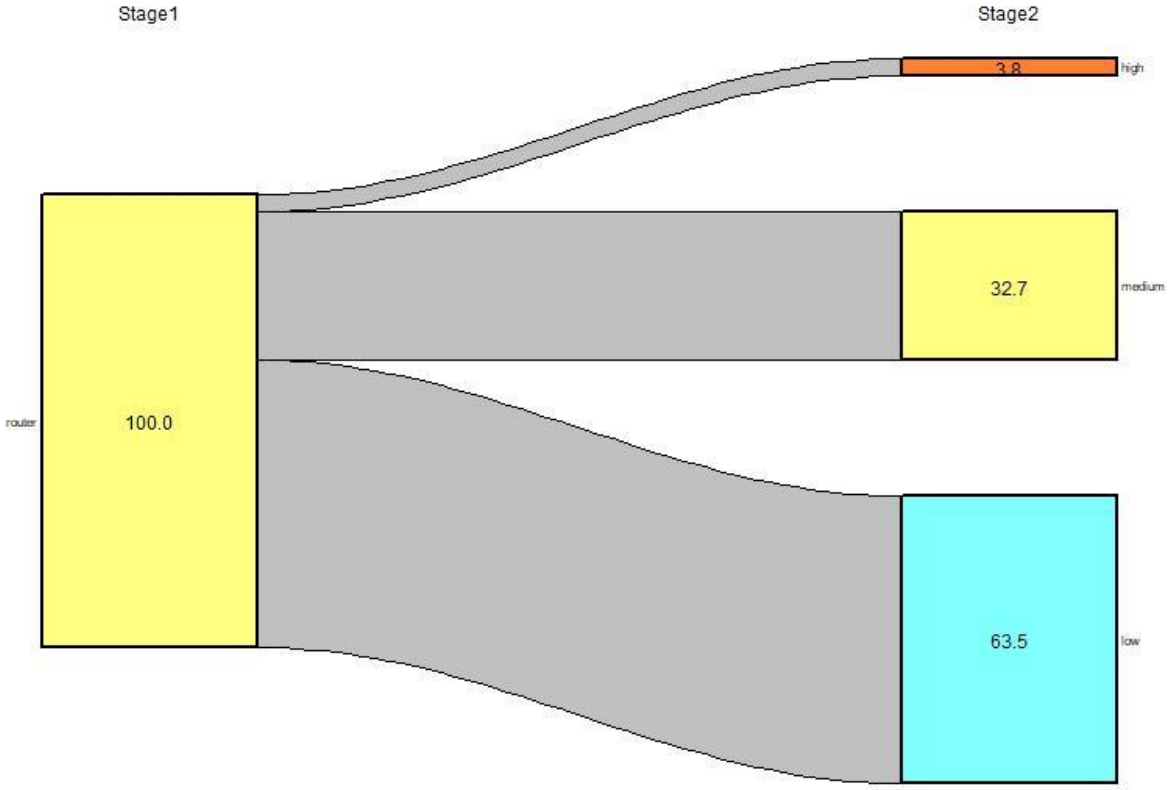


Figure 75: Window 3 Mathematics Grade 5 English Routing Percentages

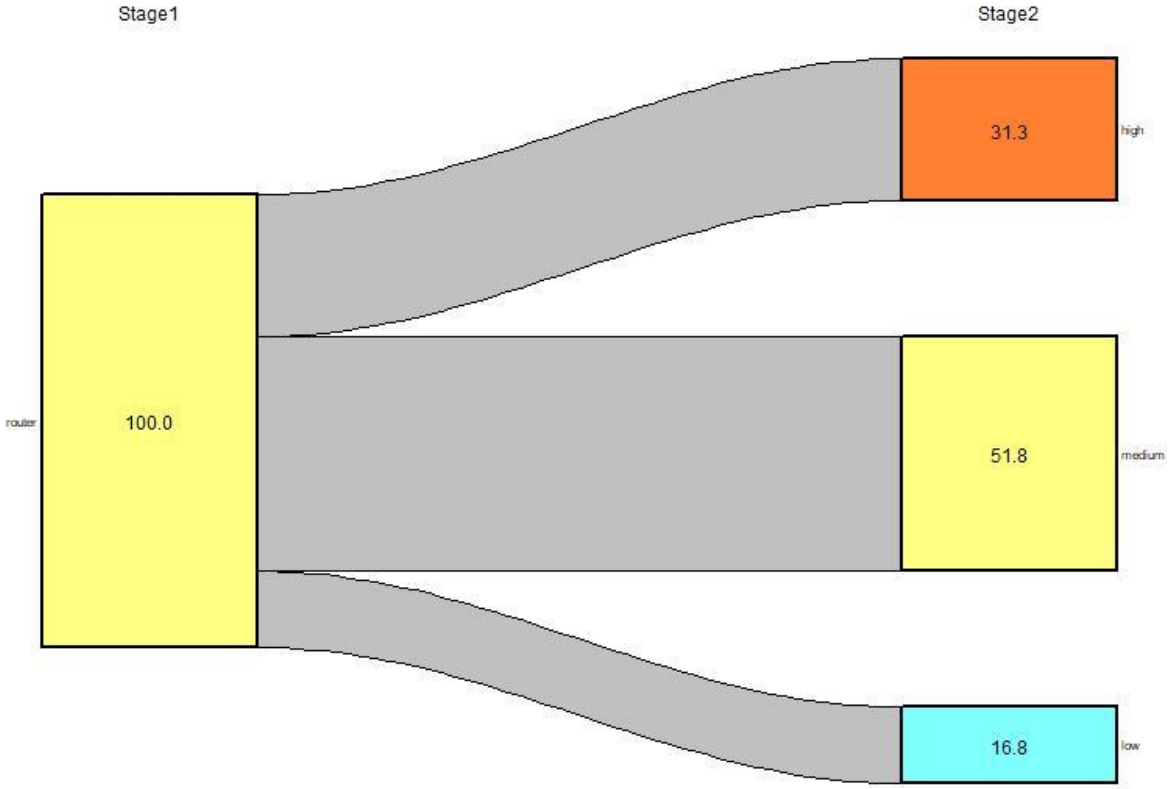


Figure 76: Window 3 Mathematics Grade 5 Spanish Routing Percentages

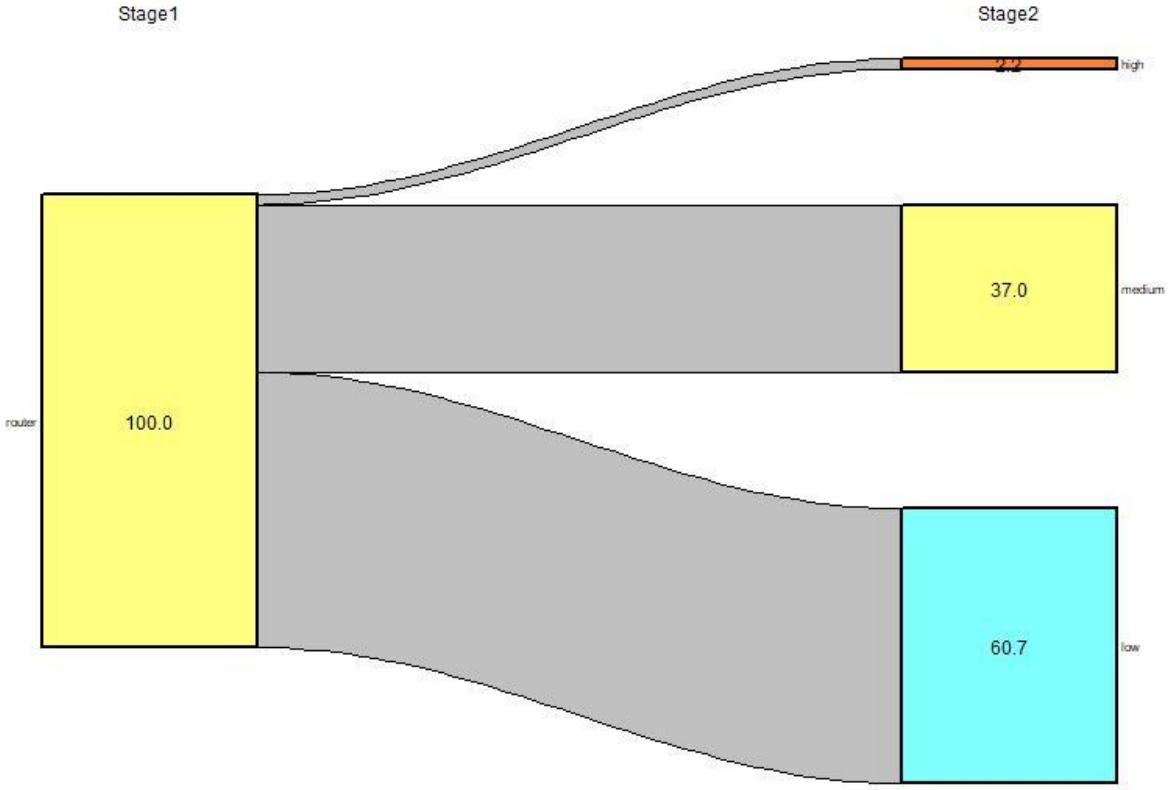


Figure 77: Window 3 Mathematics Grade 6 Routing Percentages

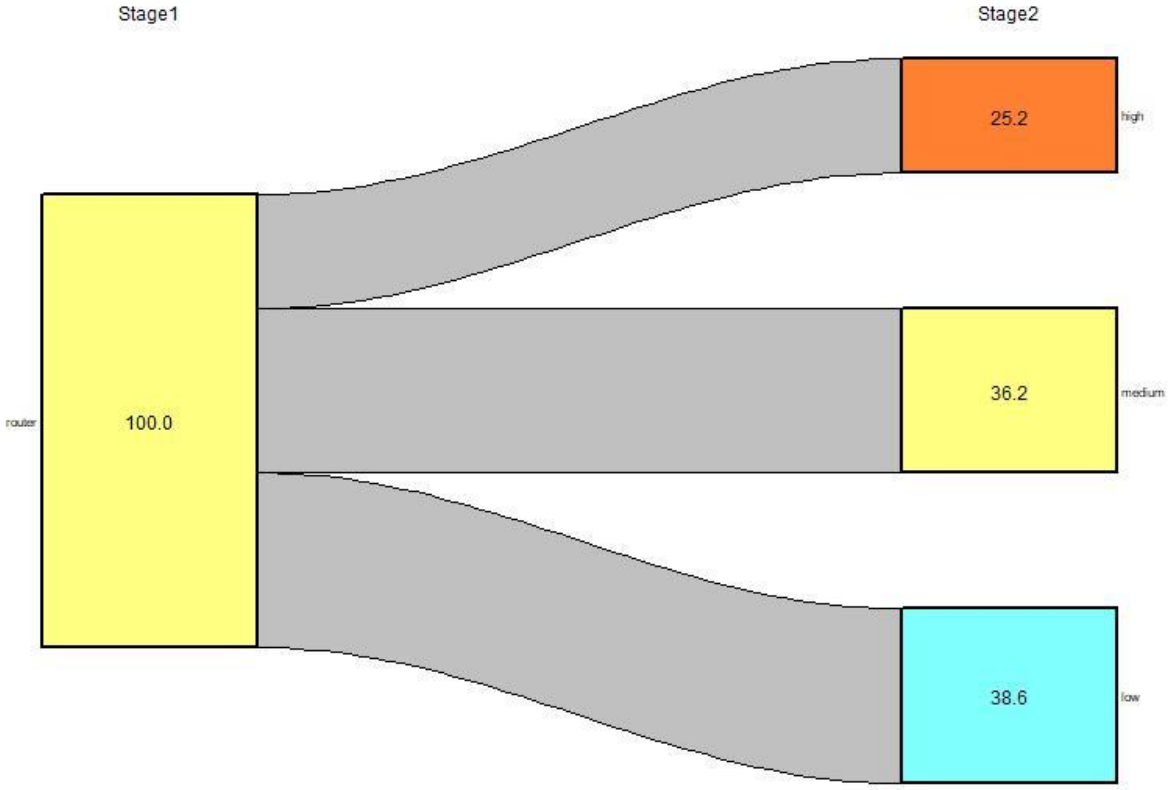


Figure 78: Window 3 Mathematics Grade 7 Routing Percentages

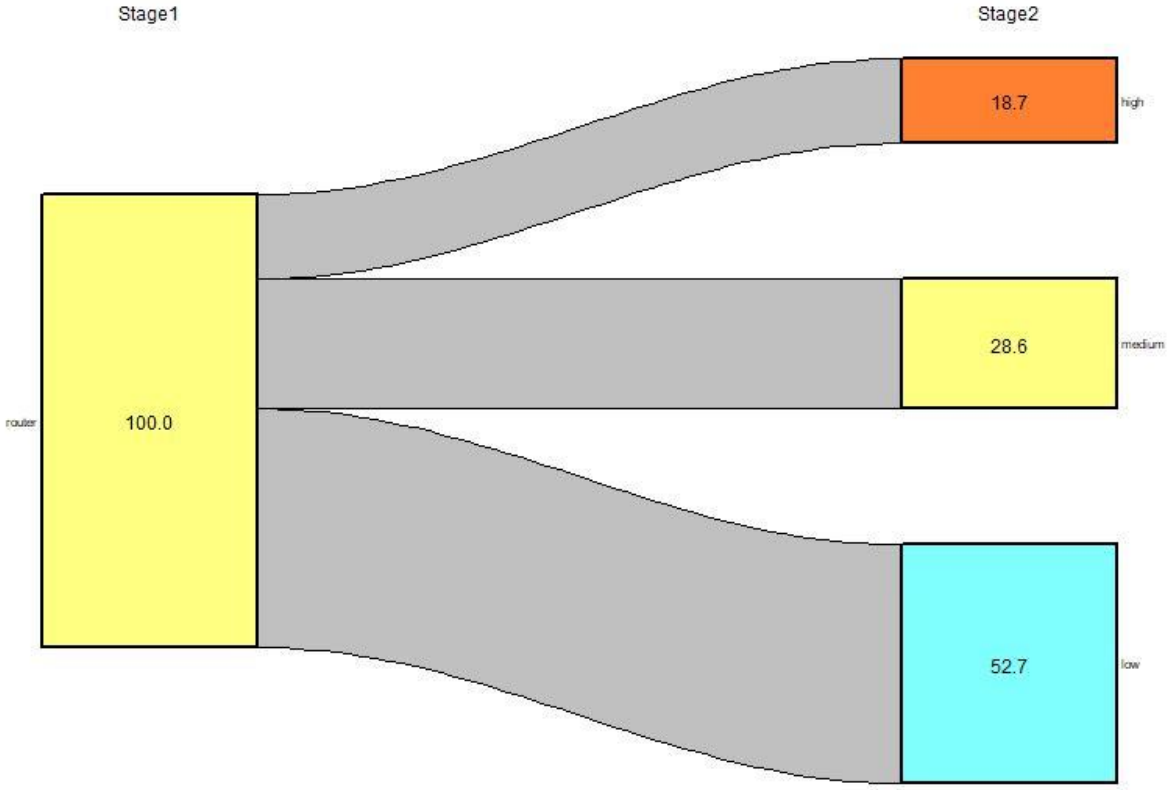


Figure 79: Window 3 Mathematics Grade 8 Routing Percentages

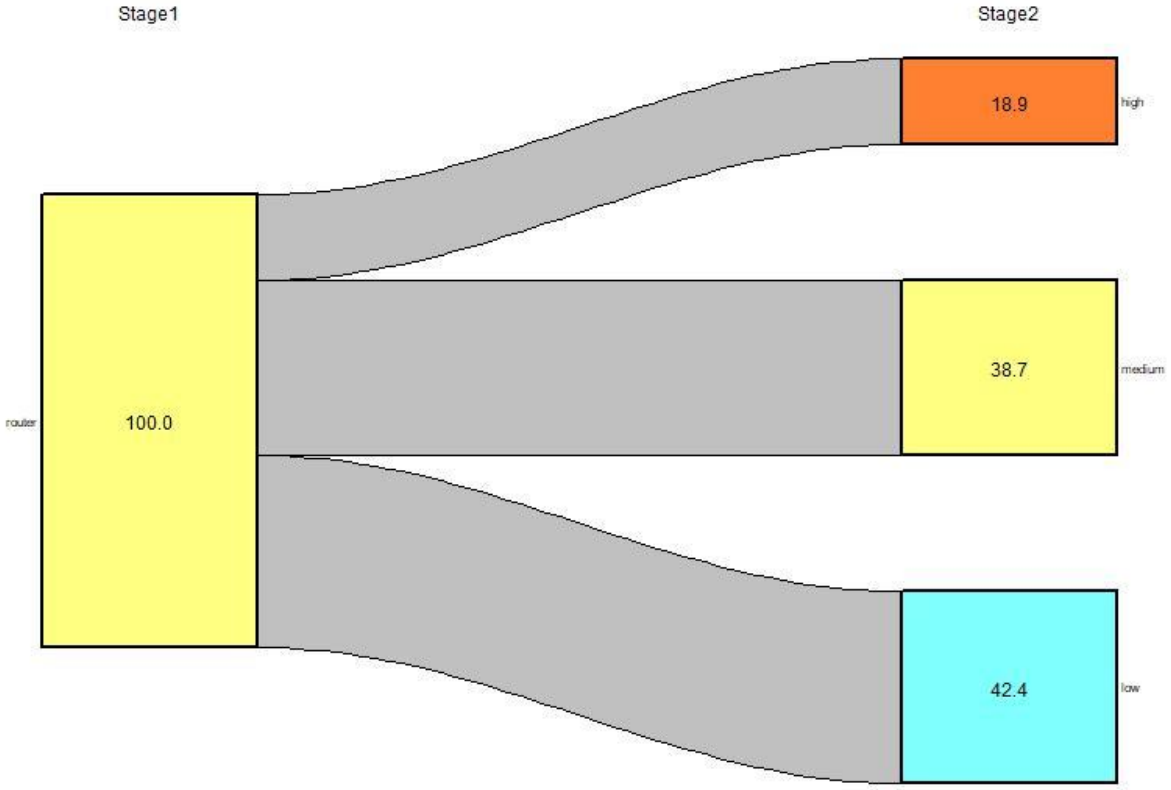


Figure 80: Window 3 EOC Algebra I Routing Percentages

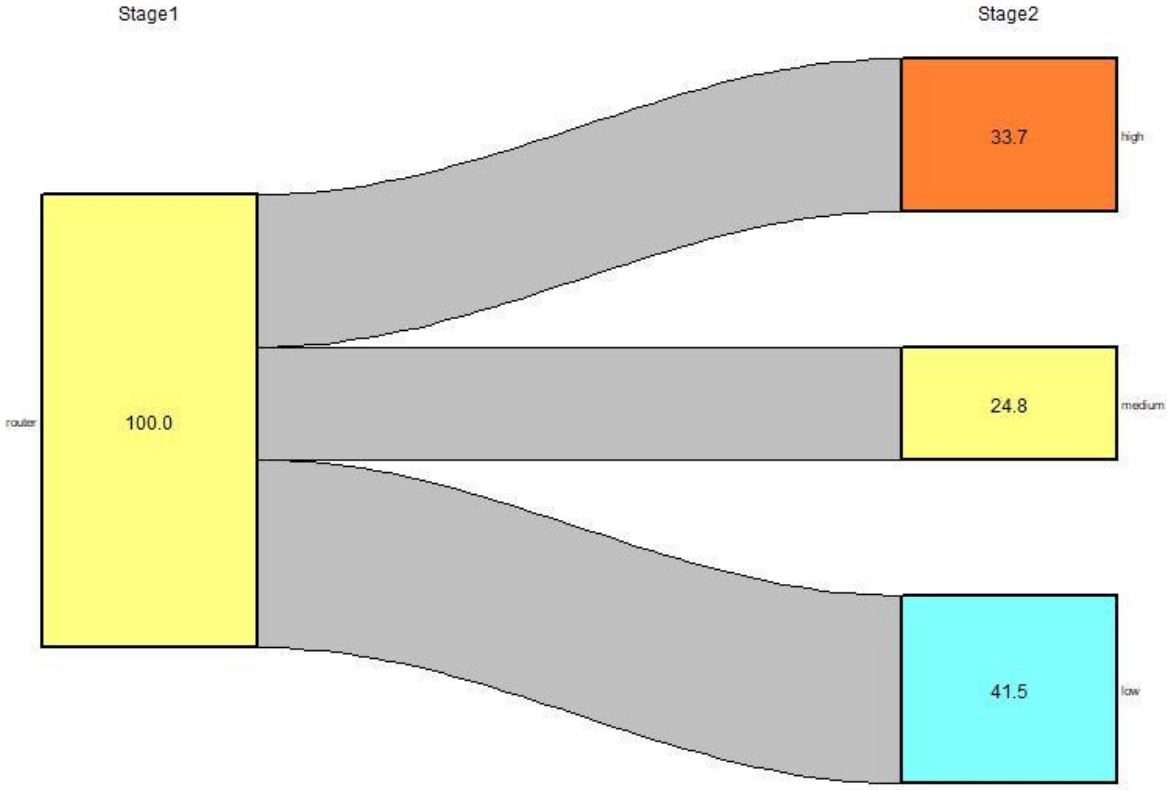


Figure 81: Window 3 RLA Grade 3 Routing Percentages

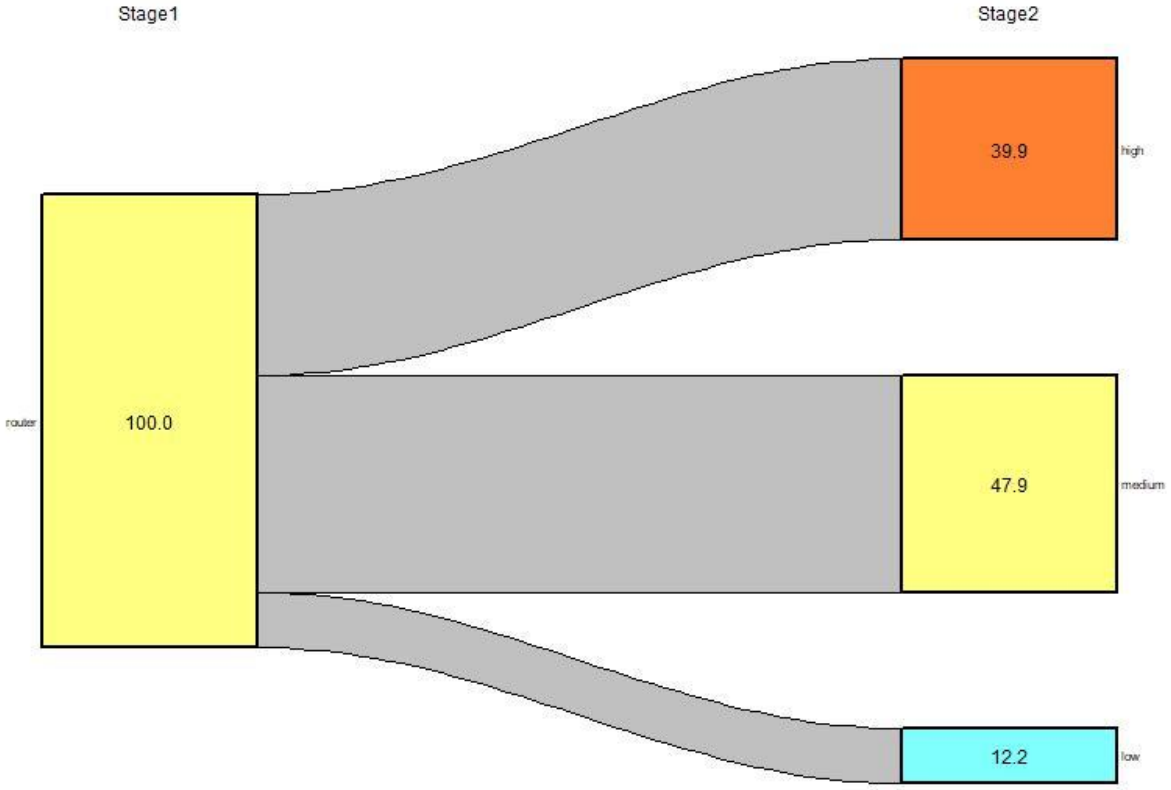


Figure 82: Window 3 RLA Grade 4 Routing Percentages

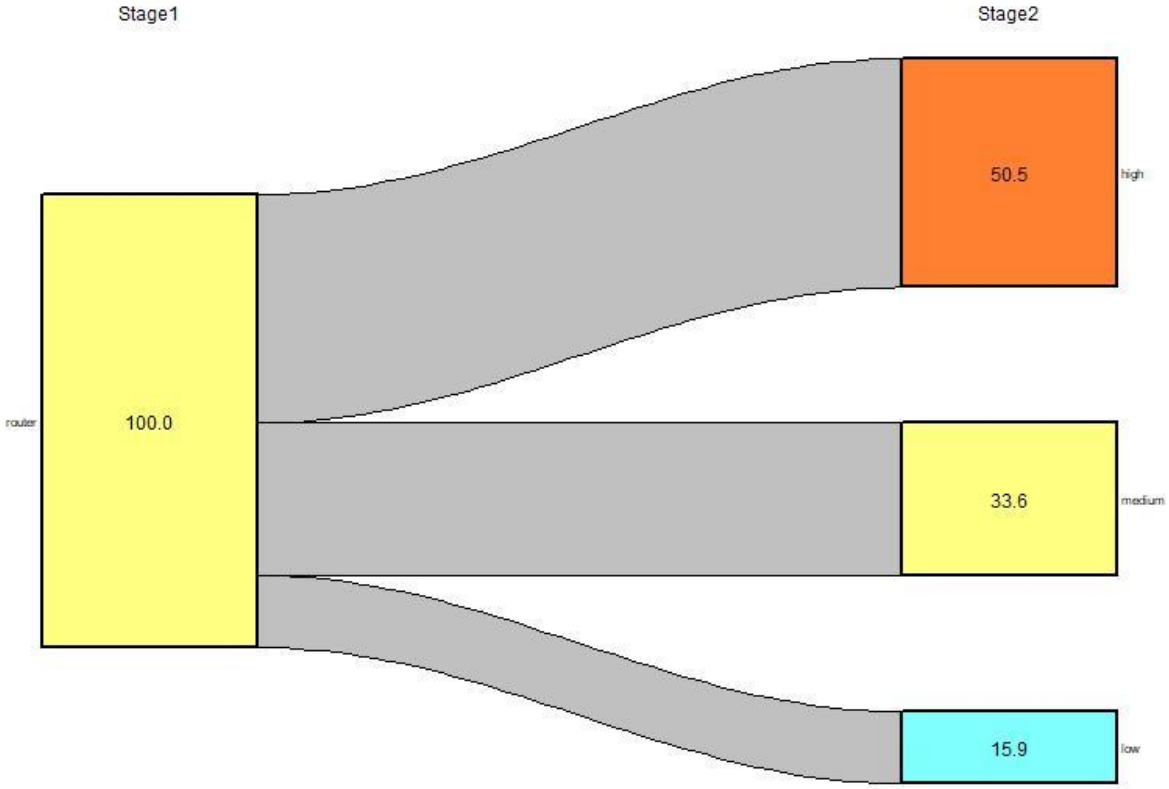


Figure 83: Window 3 RLA Grade 5 Routing Percentages

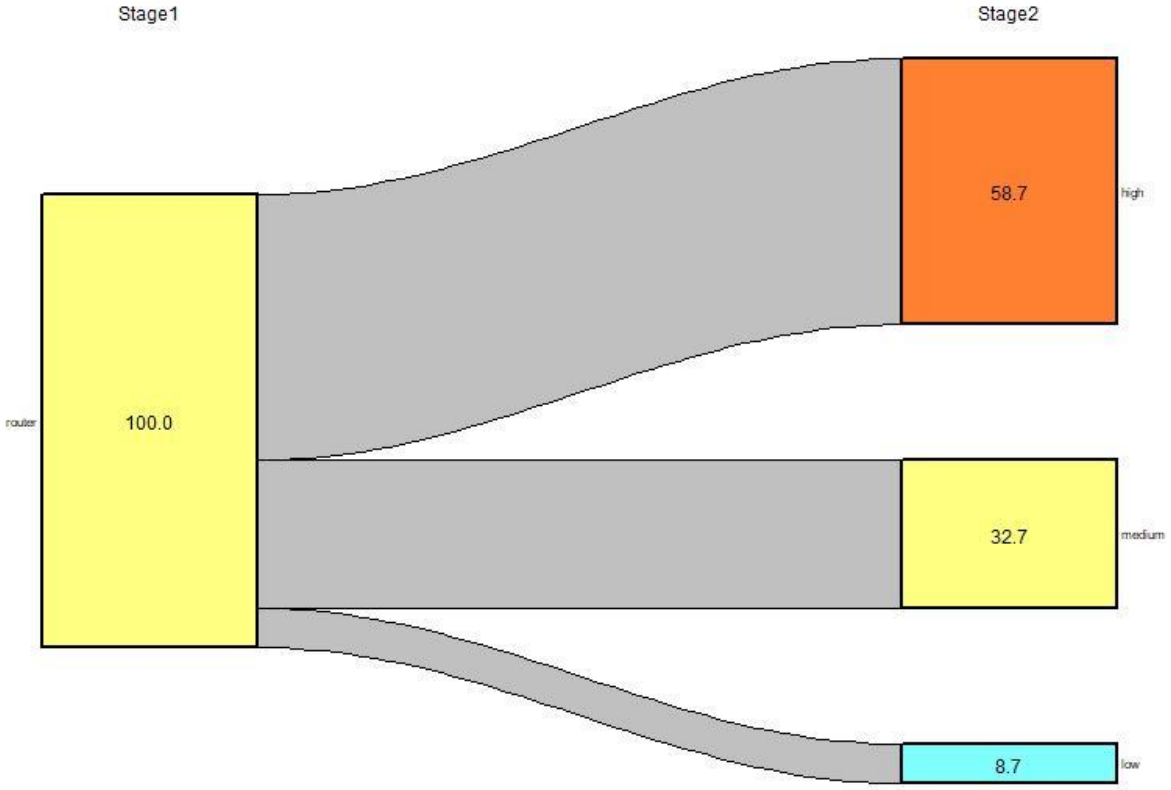


Figure 84: Window 3 RLA Grade 6 Routing Percentages

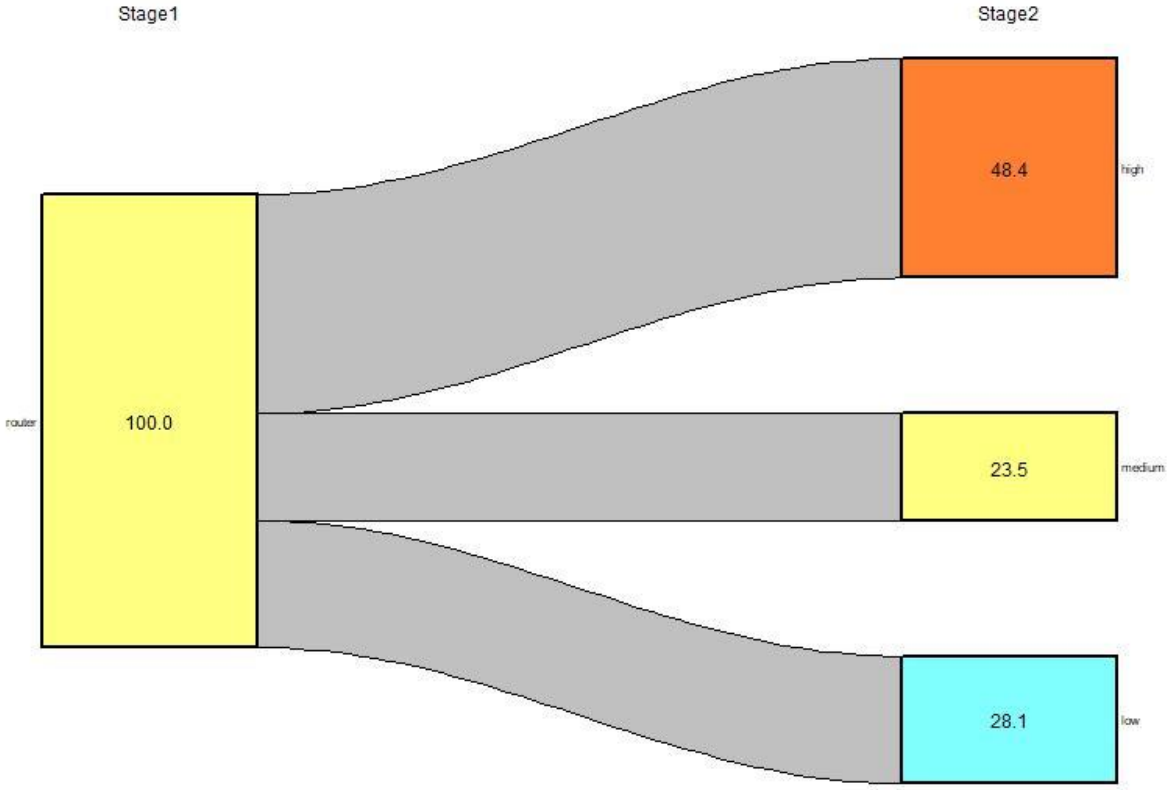


Figure 85: Window 3 RLA Grade 7 Routing Percentages

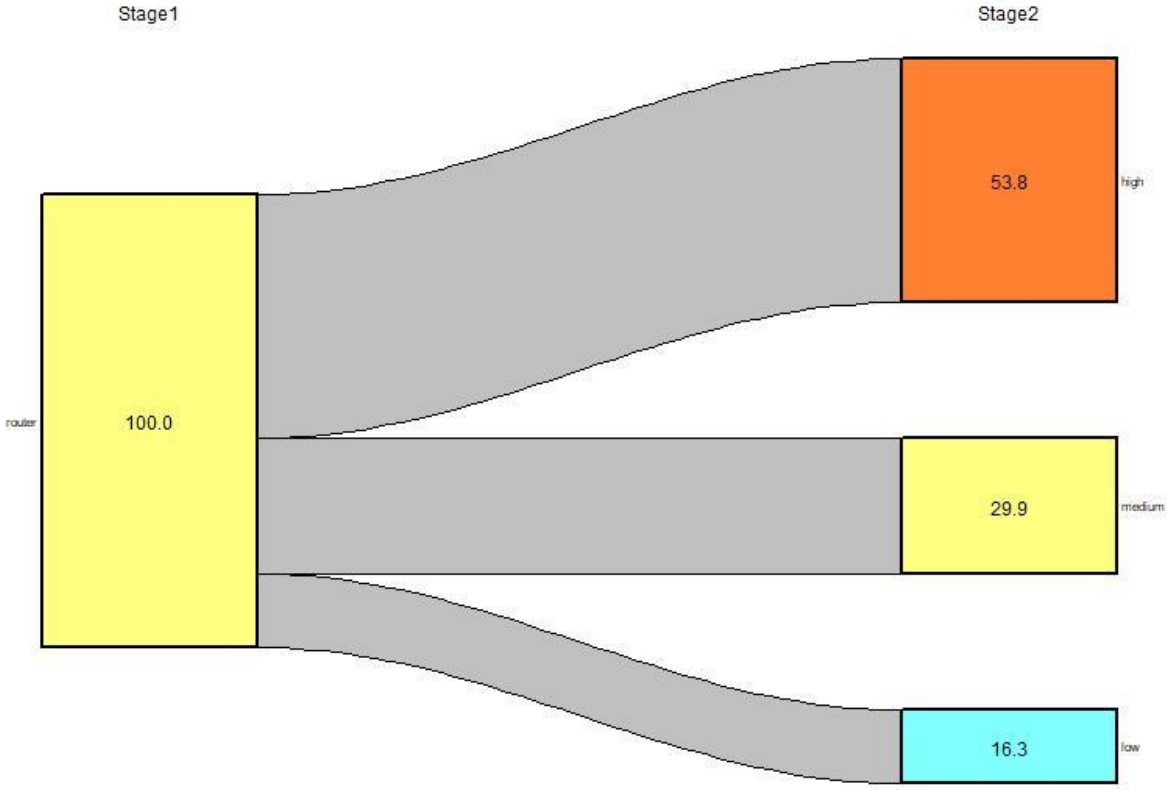


Figure 86: Window 3 RLA Grade 8 Routing Percentages

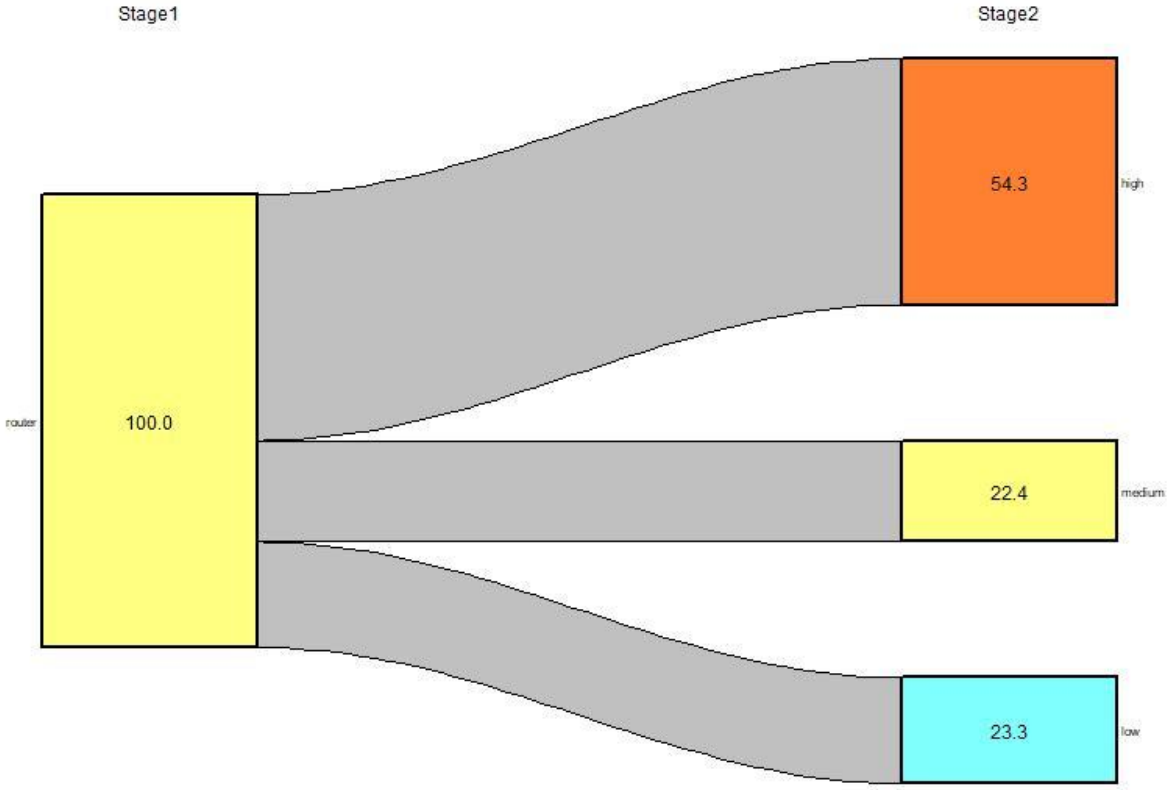


Figure 87: Window 3 EOC English I Routing Percentages

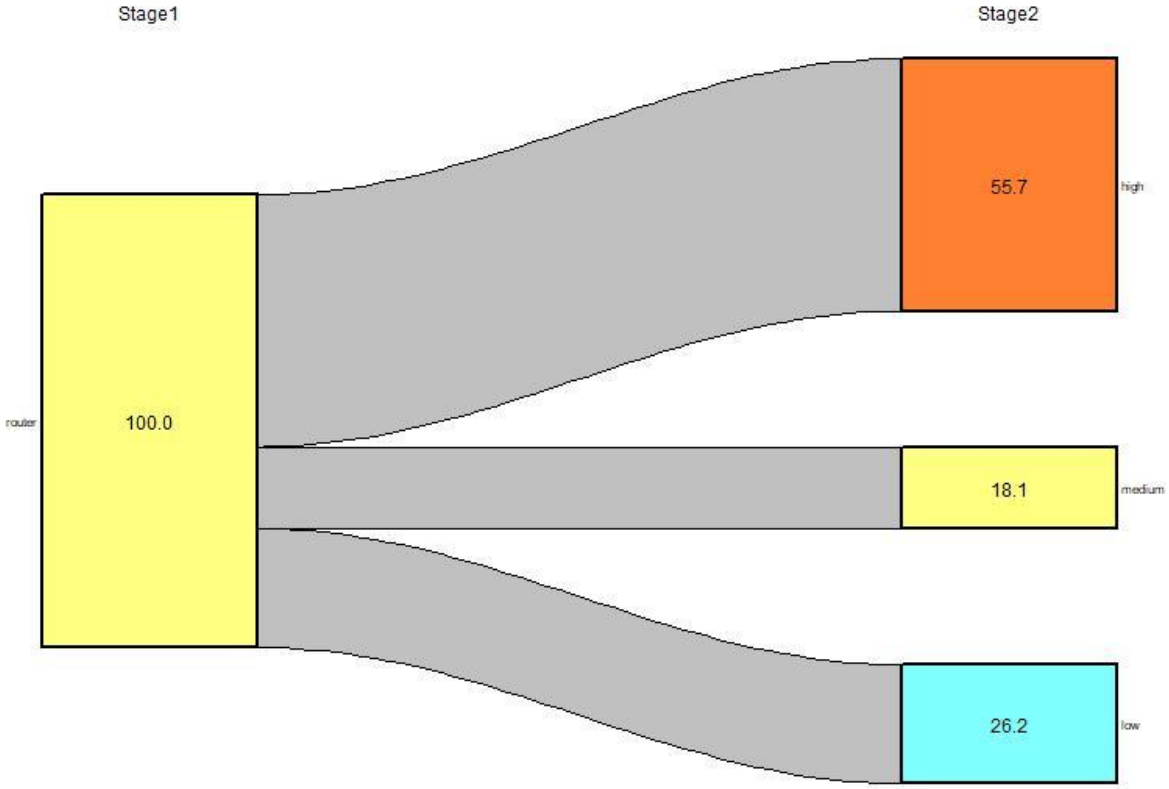


Figure 88: Window 3 EOC English II Routing Percentages

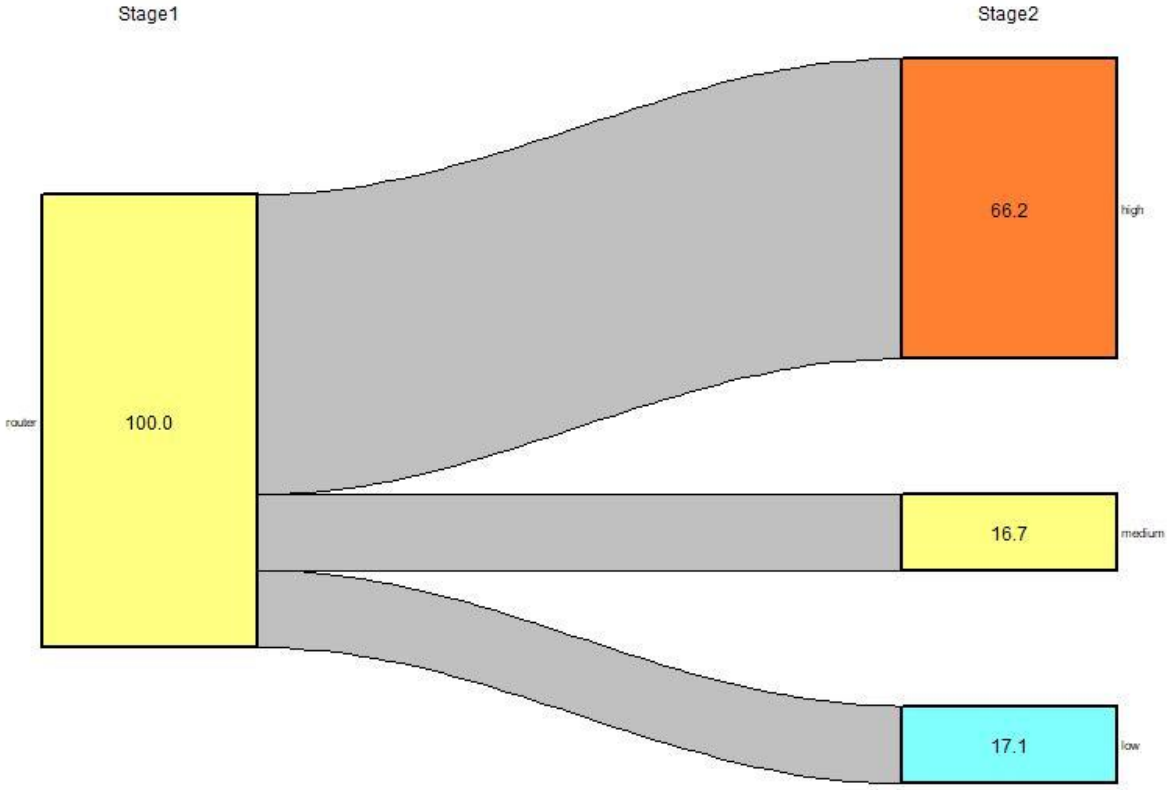


Figure 89: Window 3 Spanish RLA Grade 3 Routing Percentages

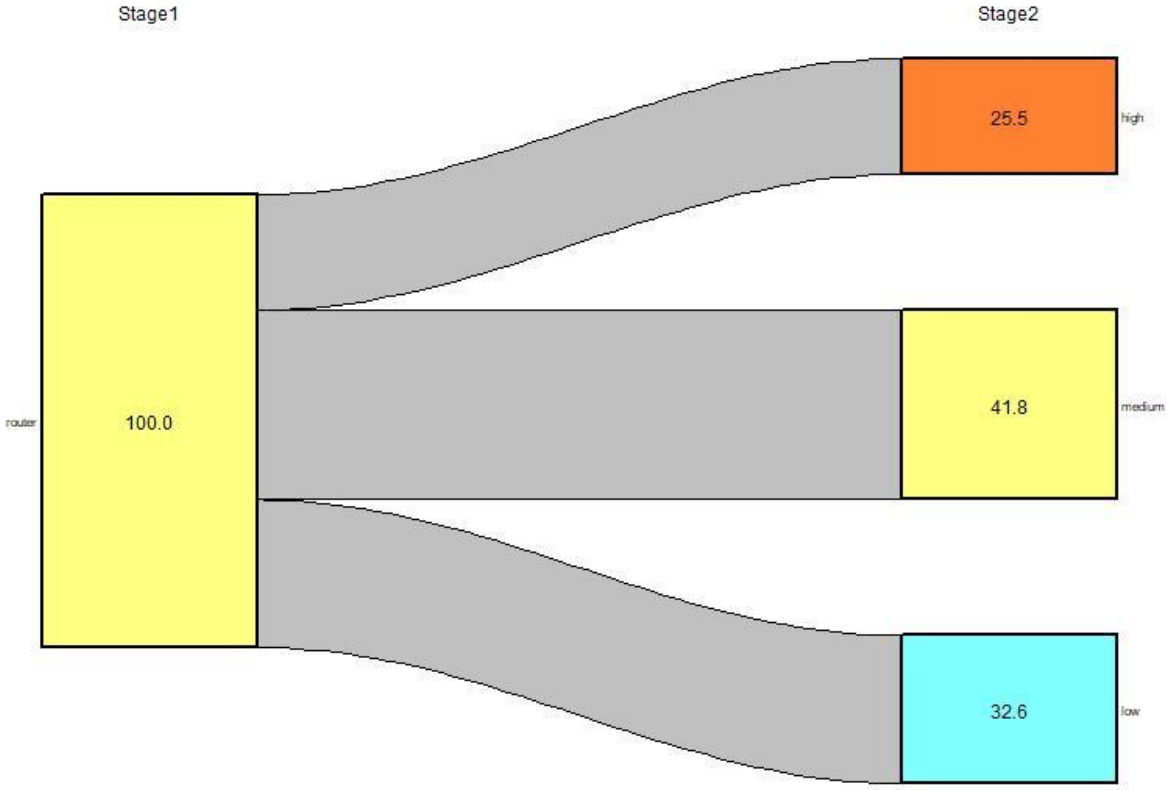


Figure 90: Window 3 Spanish RLA Grade 4 Routing Percentages

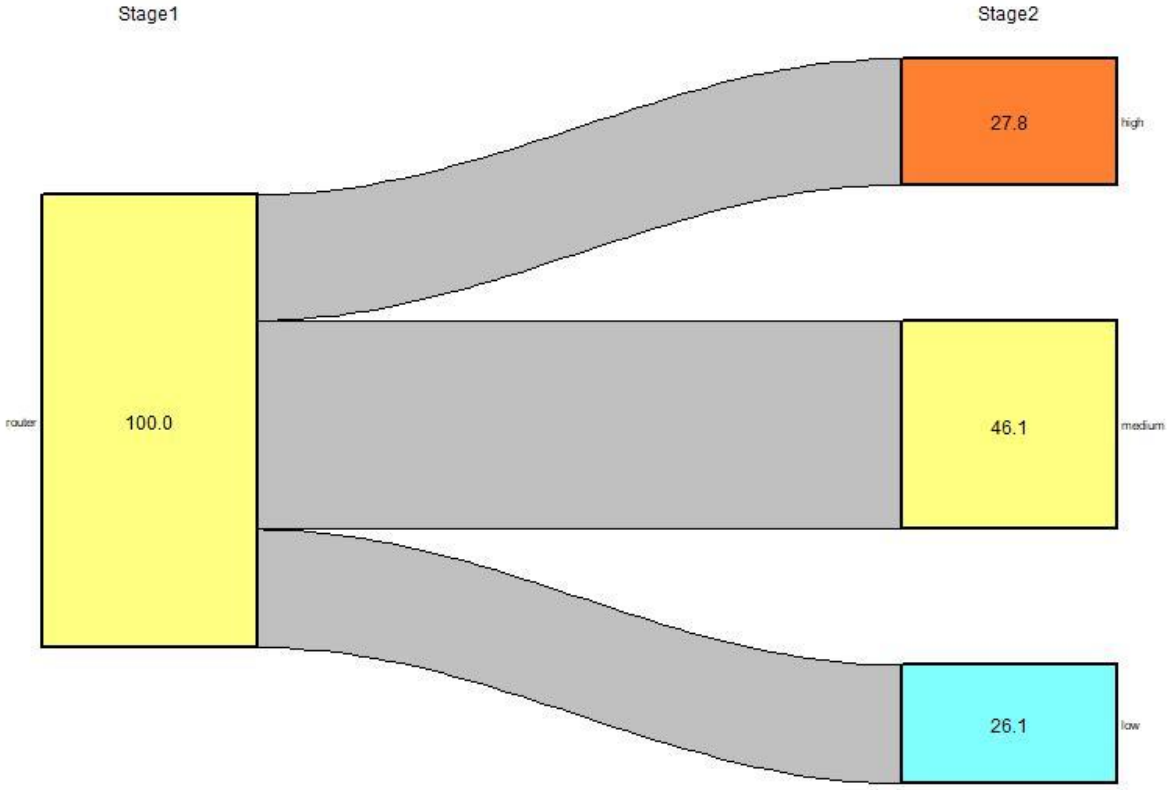
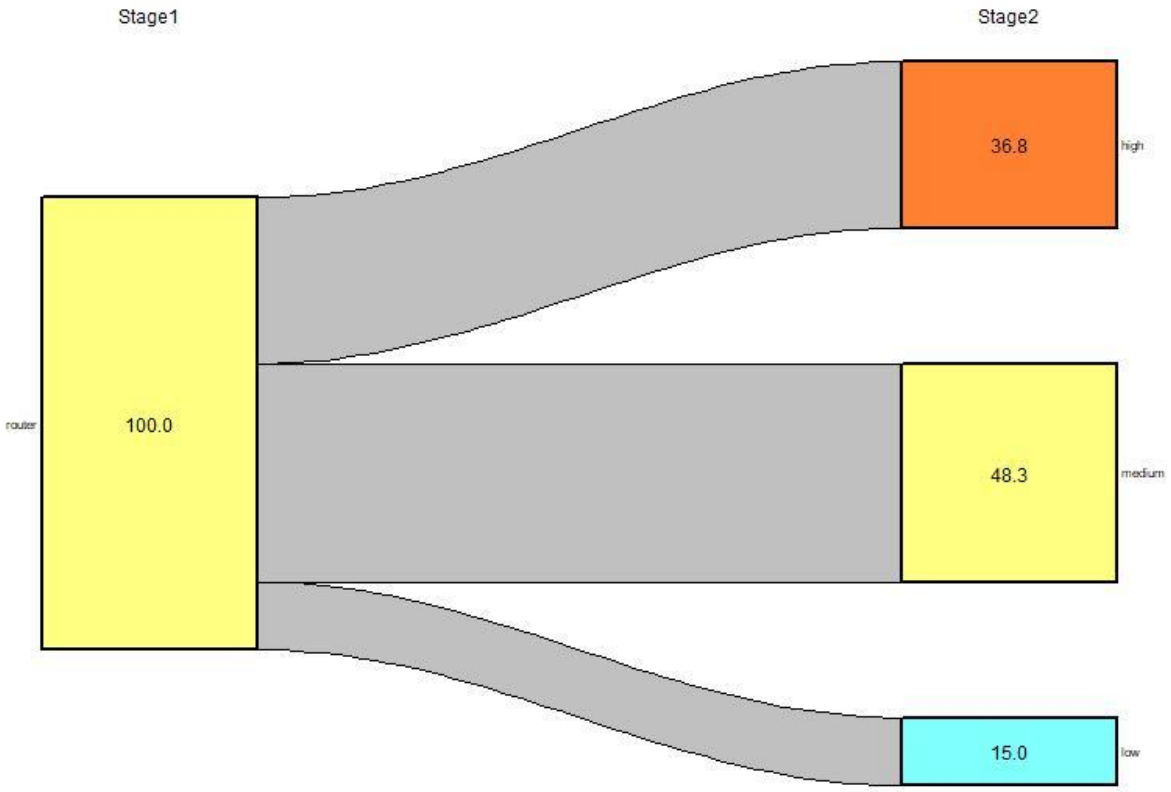


Figure 91: Window 3 Spanish RLA Grade 5 Routing Percentages



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	71.16	27.97	0.87
		2	85.63	14.07	0.29
		3	97.33	2.66	0.01
		4	93.96	5.99	0.05
	Medium	1	44.05	49.91	6.04
		2	51.18	46.91	1.92
		3	57.23	39.60	3.17
		4	58.37	38.43	3.21
	High	1	17.21	59.21	23.58
		2	14.05	40.97	44.99
		3	2.44	78.07	19.49
		4	5.85	73.98	20.17
Grade 4 Mathematics	Low	1	93.74	6.26	0.00
		2	98.20	1.80	0.00
		3	98.24	1.76	0.00
		4	93.07	6.93	0.01
	Medium	1	56.99	41.58	1.44
		2	42.67	52.17	5.15
		3	78.68	19.94	1.38
		4	30.55	58.19	11.26
	High	1	18.81	43.92	37.27
		2	0.28	34.22	65.50
		3	28.16	48.63	23.21
		4	7.49	68.83	23.68
Grade 5 Mathematics	Low	1	96.04	3.96	0.00
		2	98.89	1.11	0.00
		3	96.88	3.12	0.00
		4	82.47	17.34	0.19
	Medium	1	39.97	48.99	11.04
		2	62.11	32.68	5.21
		3	78.16	21.15	0.70
		4	41.45	52.90	5.65
	High	1	0.86	45.72	53.42
		2	4.63	31.86	63.51
		3	38.57	44.48	16.95
		4	5.10	49.63	45.27
	Low	1	90.48	9.47	0.05

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 6 Mathematics		2	96.70	3.29	0.01
		3	62.58	37.30	0.12
		4	80.41	19.17	0.42
	Medium	1	41.35	50.54	8.11
		2	60.29	37.70	2.02
		3	63.72	30.66	5.62
		4	22.77	58.43	18.80
	High	1	1.23	53.68	45.10
		2	0.31	28.06	71.62
		3	7.80	46.01	46.19
		4	12.05	65.54	22.40
Grade 7 Mathematics	Low	1	75.49	23.32	1.18
		2	88.39	10.55	1.06
		3	95.21	4.75	0.04
		4	56.26	40.96	2.78
	Medium	1	22.83	75.10	2.07
		2	33.20	42.32	24.48
		3	48.67	46.27	5.06
		4	15.83	77.62	6.55
	High	1	0.58	65.47	33.95
		2	1.57	24.05	74.38
		3	3.02	47.61	49.36
		4	0.75	38.72	60.53
Grade 8 Mathematics	Low	1	66.37	33.45	0.18
		2	91.65	8.17	0.17
		3	96.13	3.87	0.00
		4	76.05	23.32	0.63
	Medium	1	33.15	51.60	15.26
		2	46.54	41.10	12.35
		3	69.47	29.90	0.63
		4	36.06	55.73	8.20
	High	1	0.95	62.50	36.55
		2	8.25	42.62	49.13
		3	18.96	46.70	34.34
		4	4.55	63.63	31.82
Grade 3 Spanish Mathematics	Low	1	77.23	22.16	0.61
		2	88.55	11.24	0.21
		3	98.28	1.72	0.00
		4	94.39	5.61	0.00
	Medium	1	45.85	49.21	4.94
		2	57.20	41.83	0.98
		3	69.76	29.51	0.73
		4	58.29	38.11	3.60

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 4 Spanish Mathematics	High	1	18.70	68.02	13.28
		2	20.87	48.24	30.89
		3	6.78	85.09	8.13
		4	8.94	76.69	14.36
	Low	1	96.31	3.69	0.00
		2	98.41	1.59	0.00
		3	98.74	1.26	0.00
		4	93.22	6.70	0.08
	Medium	1	70.59	28.82	0.59
		2	51.82	45.41	2.78
		3	81.49	17.32	1.19
		4	40.19	52.54	7.27
	High	1	21.55	46.96	31.49
		2	0.00	46.41	53.59
		3	29.28	55.25	15.47
		4	12.71	70.17	17.13
Grade 5 Spanish Mathematics	Low	1	98.28	1.72	0.00
		2	99.30	0.70	0.00
		3	97.89	2.11	0.00
		4	84.42	15.26	0.32
	Medium	1	58.36	35.52	6.12
		2	78.69	19.15	2.16
		3	87.68	11.87	0.45
		4	43.26	53.42	3.33
	High	1	1.37	60.27	38.36
		2	6.85	32.88	60.27
		3	45.21	39.73	15.07
		4	8.22	61.64	30.14
Algebra 1	Low	1	78.86	20.97	0.17
		2	63.52	35.28	1.19
		3	85.41	14.35	0.24
		4	92.66	7.21	0.12
		5	78.10	21.12	0.78
	Medium	1	34.79	61.46	3.75
		2	19.61	57.44	22.94
		3	34.60	52.89	12.51
		4	57.27	41.77	0.96
		5	38.14	52.17	9.69
	High	1	5.38	56.53	38.09
		2	3.98	42.40	53.62
		3	2.24	39.28	58.48
		4	17.13	48.89	33.98

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		5	13.52	65.84	20.64

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	99.78	0.21	0.01
		2	96.71	3.24	0.05
	Medium	1	86.73	13.09	0.18
		2	53.78	44.61	1.62
	High	1	31.36	44.12	24.52
		2	8.04	59.36	32.59
Grade 4 RLA	Low	1	99.64	0.35	0.01
		2	99.41	0.58	0.01
	Medium	1	76.62	22.78	0.60
		2	71.92	24.50	3.58
	High	1	11.99	62.51	25.50
		2	4.15	54.24	41.61
Grade 5 RLA	Low	1	99.88	0.12	0.00
		2	96.02	3.98	0.01
	Medium	1	86.06	13.57	0.37
		2	38.58	58.21	3.20
	High	1	19.88	44.70	35.42
		2	6.21	61.66	32.13
Grade 6 RLA	Low	1	95.39	4.59	0.02
		2	85.71	14.21	0.08
	Medium	1	78.72	20.74	0.54
		2	56.84	35.61	7.56
	High	1	10.99	51.85	37.16
		2	14.07	34.19	51.74
Grade 7 RLA	Low	1	99.97	0.03	0.00
		2	99.67	0.33	0.00
	Medium	1	84.44	15.23	0.33
		2	52.71	43.33	3.96
	High	1	15.71	52.10	32.19
		2	4.97	62.56	32.47
Grade 8 RLA	Low	1	99.43	0.56	0.00
		2	97.49	2.51	0.00
	Medium	1	81.48	18.12	0.40
		2	71.27	25.77	2.96
	High	1	15.44	47.25	37.31
		2	7.40	51.49	41.11

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
Grade 3 Spanish RLA	Low	1	99.14	0.86	0.00
		2	94.94	5.06	0.00
	Medium	1	88.04	11.81	0.16
		2	84.53	15.44	0.03
	High	1	38.23	55.49	6.28
		2	23.49	60.27	16.24
Grade 4 Spanish RLA	Low	1	99.10	0.90	0.00
		2	97.91	2.09	0.00
	Medium	1	65.78	29.11	5.10
		2	52.14	42.37	5.49
	High	1	1.12	38.43	60.45
		2		22.39	77.61
Grade 5 Spanish RLA	Low	1	99.49	0.51	0.00
		2	97.87	2.13	0.00
	Medium	1	73.71	25.08	1.21
		2	60.87	37.22	1.91
	High	1	18.58	48.61	32.81
		2	0.44	54.06	45.49
English I	Low	1	97.67	2.32	0.02
		2	85.84	13.51	0.66
	Medium	1	66.28	32.54	1.18
		2	36.25	44.11	19.65
	High	1	3.29	40.87	55.84
		2	2.57	37.45	59.97
English II	Low	1	99.74	0.25	0.01
		2	95.87	4.05	0.08
	Medium	1	62.01	31.53	6.47
		2	38.24	48.61	13.15
	High	1	2.08	27.65	70.28
		2	3.31	31.55	65.13

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	59.12	40.88	0.00
	2	40.34	59.66	0.00
	3	62.13	29.96	7.91
	4	47.01	52.99	0.00
Grade 8 Science	1	50.50	40.42	9.09
	2	33.05	54.61	12.33
	3	54.22	29.09	16.68
	4	41.72	50.64	7.63
Grade 5 Science Spanish	1	84.45	15.55	0.00
	2	61.32	38.68	0.00
	3	85.58	13.15	1.27
	4	80.48	19.52	0.00
Biology	1	27.67	53.41	18.92
	2	31.61	47.18	21.21
	3	34.10	46.42	19.48
	4	34.23	50.19	15.58
	5	31.11	41.26	27.64
Grade 8 Social Studies	1	63.19	31.07	5.73
	2	52.18	36.50	11.32
	3	46.93	53.07	0.00
	4	40.85	59.15	0.00
U.S. History	1	22.91	40.71	36.37
	2	26.14	37.88	35.98
	3	31.76	43.13	25.11
	4	21.41	52.25	26.34

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	86.57	12.95	0.48
		2	86.75	13.03	0.22
		3	73.70	24.65	1.65
		4	88.19	11.80	0.01
	Medium	1	38.44	55.21	6.35
		2	36.35	58.65	5.00
		3	37.99	59.96	2.06
		4	52.44	42.61	4.94
	High	1	5.80	32.26	61.94
		2	5.07	43.18	51.75
		3	13.82	50.33	35.85
		4	8.77	50.15	41.09
Grade 4 Mathematics	Low	1	91.15	8.50	0.34
		2	75.30	24.40	0.31
		3	91.22	8.39	0.39
		4	72.00	27.78	0.22
	Medium	1	45.00	44.06	10.94
		2	34.20	52.69	13.11
		3	53.87	37.12	9.01
		4	34.76	56.08	9.17
	High	1	3.84	30.67	65.50
		2	0.68	34.50	64.81
		3	10.55	40.24	49.21
		4	4.54	44.68	50.78
Grade 5 Mathematics	Low	1	97.24	2.75	0.00
		2	98.30	1.69	0.00
		3	89.80	10.18	0.02
		4	74.99	24.81	0.20
	Medium	1	38.87	49.87	11.26
		2	62.14	30.53	7.32
		3	57.94	30.86	11.20
		4	30.08	65.04	4.87
	High	1	2.84	50.03	47.12
		2	3.01	29.57	67.42
		3	8.58	40.56	50.86
		4	3.52	38.01	58.47
Grade 6 Mathematics	Low	1	82.81	16.99	0.20
		2	87.14	12.83	0.04
		3	68.24	31.64	0.12

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		4	76.11	23.08	0.81
	Medium	1	46.62	43.60	9.78
		2	35.62	60.18	4.19
		3	52.53	44.20	3.26
		4	37.37	55.29	7.33
	High	1	5.49	32.77	61.75
		2	2.91	37.28	59.80
		3	6.74	39.13	54.12
		4	2.87	51.83	45.29
Grade 7 Mathematics	Low	1	70.88	28.47	0.65
		2	91.75	7.98	0.27
		3	86.22	13.14	0.65
		4	63.04	36.18	0.79
	Medium	1	43.95	45.15	10.90
		2	48.54	42.92	8.53
		3	41.30	54.10	4.59
		4	24.65	71.50	3.85
	High	1	5.61	57.71	36.68
		2	1.45	31.36	67.19
		3	4.88	31.27	63.85
		4	1.17	48.85	49.98
Grade 8 Mathematics	Low	1	71.95	27.12	0.93
		2	92.33	7.55	0.11
		3	94.79	5.18	0.04
		4	79.55	19.87	0.58
	Medium	1	34.75	53.60	11.65
		2	54.78	39.49	5.73
		3	56.58	41.41	2.01
		4	30.51	58.07	11.41
	High	1	6.74	45.99	47.27
		2	5.37	53.53	41.10
		3	5.08	53.07	41.85
		4	5.28	67.05	27.68
Grade 3 Spanish Mathematics	Low	1	84.41	15.41	0.18
		2	92.82	7.01	0.18
		3	99.12	0.88	0.00
		4	94.57	5.43	0.00
	Medium	1	61.39	32.92	5.69
		2	59.86	33.83	6.30
		3	60.61	37.98	1.41
		4	78.95	17.25	3.80
	High	1	14.63	58.54	26.83
		2	29.27	53.66	17.07

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		3	7.32	80.49	12.20
		4	12.20	75.61	12.20
Grade 4 Spanish Mathematics	Low	1	96.16	3.84	0.00
		2	99.52	0.48	0.00
		3	97.84	2.16	0.00
		4	96.40	3.60	0.00
	Medium	1	74.55	18.22	7.24
		2	60.98	30.54	8.48
		3	73.95	20.42	5.63
		4	59.79	34.56	5.65
	High	1	16.00	64.00	20.00
		2	4.00	64.00	32.00
		3	20.00	40.00	40.00
		4	20.00	64.00	16.00
Grade 5 Spanish Mathematics	Low	1	99.09	0.91	0.00
		2	97.87	2.13	0.00
		3	97.87	2.13	0.00
		4	85.06	14.94	0.00
	Medium	1	60.49	31.74	7.76
		2	76.07	15.65	8.28
		3	70.05	21.83	8.12
		4	57.26	40.81	1.94
	High	1	0.00	75.00	25.00
		2	8.33	58.33	33.33
		3	16.67	41.67	41.67
		4	16.67	50.00	33.33
Algebra 1	Low	1	72.04	27.21	0.76
		2	81.29	17.92	0.80
		3	89.22	10.31	0.47
		4	67.98	31.22	0.80
		5	72.02	26.82	1.16
	Medium	1	25.30	65.16	9.54
		2	31.73	60.31	7.96
		3	34.02	58.74	7.23
		4	51.68	37.90	10.41
		5	42.57	51.25	6.19
	High	1	3.92	41.61	54.47
		2	5.30	27.56	67.14
		3	5.83	46.54	47.63
		4	16.62	45.14	38.24
		5	5.59	47.40	47.01

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	96.48	3.50	0.01
		2	96.31	3.69	0.00
	Medium	1	54.31	36.30	9.39
		2	39.98	52.68	7.34
	High	1	7.93	39.20	52.87
		2	2.75	38.98	58.27
Grade 4 RLA	Low	1	96.77	3.18	0.05
		2	91.07	8.93	0.00
	Medium	1	57.64	40.94	1.42
		2	64.94	33.49	1.56
	High	1	3.12	34.87	62.00
		2	3.80	47.18	49.02
Grade 5 RLA	Low	1	99.96	0.04	0.00
		2	97.47	2.53	0.00
	Medium	1	66.19	31.34	2.47
		2	64.30	34.60	1.10
	High	1	5.26	42.23	52.51
		2	3.57	41.61	54.83
Grade 6 RLA	Low	1	92.67	7.17	0.16
		2	82.81	17.03	0.17
	Medium	1	49.72	46.89	3.39
		2	45.62	50.48	3.90
	High	1	3.91	33.11	62.98
		2	4.86	39.60	55.54
Grade 7 RLA	Low	1	94.36	5.58	0.07
		2	92.38	7.59	0.02
	Medium	1	68.93	28.28	2.79
		2	64.06	34.75	1.19
	High	1	4.44	35.03	60.53
		2	5.92	42.17	51.91
Grade 8 RLA	Low	1	92.83	7.05	0.12
		2	91.71	8.27	0.02
	Medium	1	51.59	45.87	2.54
		2	48.35	47.23	4.42
	High	1	4.11	40.41	55.48
		2	6.18	50.97	42.85
Grade 3 Spanish RLA	Low	1	98.80	1.20	0.00
		2	98.13	1.87	0.00
	Medium	1	77.47	21.24	1.29
		2	57.95	40.23	1.81
	High	1	15.01	55.25	29.74

Assess.	Stage 2 Form	Rep. Cat.	Percent Under	Percent Near	Percent Above
		2	8.95	49.28	41.77
Grade 4 Spanish RLA	Low	1	99.25	0.75	0.00
		2	91.48	8.52	0.00
	Medium	1	76.20	22.57	1.23
		2	64.96	34.15	0.89
	High	1	29.72	52.70	17.58
		2	13.40	70.02	16.58
Grade 5 Spanish RLA	Low	1	99.49	0.51	0.00
		2	99.39	0.61	0.00
	Medium	1	78.04	20.98	0.98
		2	74.48	24.94	0.57
	High	1	18.99	53.31	27.70
		2	12.66	63.77	23.57
English I	Low	1	95.44	4.55	0.01
		2	84.67	14.92	0.40
	Medium	1	50.26	47.52	2.22
		2	38.31	53.05	8.64
	High	1	1.40	35.20	63.40
		2	2.66	35.63	61.71
English II	Low	1	98.14	1.86	0.00
		2	92.05	7.78	0.17
	Medium	1	72.72	25.69	1.59
		2	57.74	36.96	5.31
	High	1	8.14	33.41	58.45
		2	7.52	40.13	52.36

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	0.806	0.853	0.88
	Sex: F	0.788	0.845	0.87
	Sex: M	0.817	0.858	0.89
	Ethnic: B	0.760	0.801	0.85
	Ethnic: H	0.768	0.828	0.86
	Ethnic: W	0.820	0.855	0.88
Grade 4 Mathematics	All	0.821	0.875	0.91
	Sex: F	0.804	0.864	0.90
	Sex: M	0.831	0.883	0.91
	Ethnic: B	0.771	0.835	0.89
	Ethnic: H	0.799	0.856	0.89
	Ethnic: W	0.825	0.874	0.91
Grade 5 Mathematics	All	0.866	0.889	0.90
	Sex: F	0.851	0.882	0.90
	Sex: M	0.875	0.894	0.91
	Ethnic: B	0.834	0.862	0.88
	Ethnic: H	0.843	0.875	0.89
	Ethnic: W	0.870	0.881	0.90
Grade 6 Mathematics	All	0.851	0.877	0.90
	Sex: F	0.835	0.869	0.89
	Sex: M	0.861	0.882	0.90
	Ethnic: B	0.812	0.844	0.87
	Ethnic: H	0.823	0.855	0.87
	Ethnic: W	0.863	0.874	0.90
Grade 7 Mathematics	All	0.834	0.869	0.90
	Sex: F	0.819	0.860	0.90
	Sex: M	0.846	0.876	0.91
	Ethnic: B	0.791	0.821	0.86
	Ethnic: H	0.805	0.843	0.88
	Ethnic: W	0.857	0.877	0.91
Grade 8 Mathematics	All	0.808	0.850	0.90
	Sex: F	0.795	0.840	0.89
	Sex: M	0.818	0.858	0.90
	Ethnic: B	0.749	0.797	0.86
	Ethnic: H	0.769	0.818	0.88
	Ethnic: W	0.828	0.861	0.91
Grade 3 Spanish Mathematics	All	0.701	0.726	0.83
	Sex: F	0.680	0.686	0.81
	Sex: M	0.712	0.754	0.85

Assessment	Group	Window 1	Window 3	STAAR
	Ethnic: H	0.699	0.725	0.83
	Ethnic: W	0.792	0.807	0.88
Grade 4 Spanish Mathematics	All	0.740	0.764	0.86
	Sex: F	0.713	0.746	0.85
	Sex: M	0.760	0.779	0.87
	Ethnic: H	0.740	0.764	0.86
	Ethnic: W	0.723	0.798	0.90
Grade 5 Spanish Mathematics	All	0.752	0.778	0.85
	Sex: F	0.708	0.760	0.84
	Sex: M	0.781	0.793	0.86
	Ethnic: H	0.745	0.776	0.85
	Ethnic: W	0.906	0.875	0.90
Algebra I	All	0.854	0.883	0.92
	Sex: F	0.846	0.875	0.92
	Sex: M	0.860	0.889	0.93
	Ethnic: B	0.832	0.856	0.90
	Ethnic: H	0.833	0.861	0.91
	Ethnic: W	0.854	0.878	0.92

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	0.823	0.815	0.93
	Sex: F	0.821	0.809	0.93
	Sex: M	0.822	0.818	0.93
	Ethnic: B	0.821	0.807	0.92
	Ethnic: H	0.807	0.804	0.92
	Ethnic: W	0.815	0.794	0.92
Grade 4 RLA	All	0.833	0.858	0.92
	Sex: F	0.828	0.852	0.92
	Sex: M	0.836	0.862	0.92
	Ethnic: B	0.836	0.855	0.92
	Ethnic: H	0.824	0.850	0.91
	Ethnic: W	0.808	0.838	0.92
Grade 5 RLA	All	0.845	0.857	0.93
	Sex: F	0.837	0.849	0.92
	Sex: M	0.850	0.863	0.93
	Ethnic: B	0.843	0.856	0.92
	Ethnic: H	0.839	0.855	0.92

Assessment	Group	Window 1	Window 3	STAAR
	Ethnic: W	0.821	0.829	0.92
Grade 6 RLA	All	0.864	0.880	0.93
	Sex: F	0.856	0.875	0.92
	Sex: M	0.869	0.884	0.93
	Ethnic: B	0.852	0.867	0.92
	Ethnic: H	0.856	0.871	0.92
	Ethnic: W	0.844	0.866	0.92
Grade 7 RLA	All	0.854	0.884	0.94
	Sex: F	0.846	0.875	0.93
	Sex: M	0.857	0.889	0.93
	Ethnic: B	0.848	0.873	0.93
	Ethnic: H	0.848	0.880	0.93
	Ethnic: W	0.830	0.862	0.93
Grade 8 RLA	All	0.868	0.869	0.93
	Sex: F	0.858	0.860	0.92
	Sex: M	0.875	0.875	0.93
	Ethnic: B	0.861	0.853	0.91
	Ethnic: H	0.860	0.861	0.92
	Ethnic: W	0.852	0.853	0.92
English I	All	0.889	0.901	0.95
	Sex: F	0.887	0.894	0.95
	Sex: M	0.889	0.905	0.95
	Ethnic: B	0.875	0.893	0.94
	Ethnic: H	0.882	0.895	0.95
	Ethnic: W	0.876	0.885	0.95
English II	All	0.896	0.893	0.94
	Sex: F	0.892	0.886	0.94
	Sex: M	0.896	0.898	0.94
	Ethnic: B	0.888	0.885	0.93
	Ethnic: H	0.889	0.889	0.94
	Ethnic: W	0.883	0.875	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

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

Assessment	Group	Window 1	Window 3	STAAR
Grade 3 Spanish RLA	All	0.719	0.805	0.91
	Sex: F	0.723	0.809	0.91
	Sex: M	0.713	0.799	0.91
	Ethnic: H	0.719	0.805	0.91

Assessment	Group	Window 1	Window 3	STAAR
	Ethnic: W	0.772	0.801	0.91
Grade 4 Spanish RLA	All	0.781	0.769	0.90
	Sex: F	0.780	0.760	0.90
	Sex: M	0.781	0.776	0.90
	Ethnic: H	0.780	0.769	0.90
	Ethnic: W	0.817	0.776	0.90
Grade 5 Spanish RLA	All	0.797	0.797	0.91
	Sex: F	0.790	0.799	0.91
	Sex: M	0.799	0.791	0.90
	Ethnic: H	0.797	0.796	0.91
	Ethnic: W	0.793	0.825	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	0.819	0.86
	Sex: F	0.816	0.85
	Sex: M	0.821	0.87
	Ethnic: B	0.818	0.82
	Ethnic: H	0.814	0.83
	Ethnic: W	0.785	0.86
Grade 8 Science	All	0.841	0.90
	Sex: F	0.836	0.90
	Sex: M	0.845	0.90
	Ethnic: B	0.823	0.87
	Ethnic: H	0.831	0.88
	Ethnic: W	0.814	0.89
Grade 5 Spanish Science	All	0.751	0.75
	Sex: F	0.737	0.73
	Sex: M	0.761	0.76
	Ethnic: H	0.749	0.75
	Ethnic: W	0.835	0.80
Biology	All	0.859	0.91
	Sex: F	0.851	0.90
	Sex: M	0.866	0.91
	Ethnic: B	0.842	0.89
	Ethnic: H	0.842	0.89
	Ethnic: W	0.846	0.90

Assessment	Group	Window 2	STAAR
Grade 8 Social Studies	All	0.798	0.90
	Sex: F	0.784	0.89
	Sex: M	0.807	0.90
	Ethnic: B	0.766	0.87
	Ethnic: H	0.772	0.88
	Ethnic: W	0.780	0.90
U.S. History	All	0.852	0.92
	Sex: F	0.838	0.92
	Sex: M	0.859	0.93
	Ethnic: B	0.842	0.91
	Ethnic: H	0.848	0.91
	Ethnic: W	0.829	0.92

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	38,880	20,892	5,497	328
Approaches	3,189	6,732	4,346	420
Meets	2,339	6,563	6,893	1,110
Masters	1,248	5,602	17,688	16,836

Table 74: Prediction Performance for Mathematics Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	40,978	16,379	5,449	547
Approaches	4,243	6,452	5,141	914
Meets	2,008	6,226	9,201	3,182
Masters	533	2,910	12,003	20,548

Table 75: Prediction Performance for Mathematics Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	30,266	18,158	4,641	142
Approaches	3,853	9,029	6,079	337
Meets	1,238	7,165	11,638	1,701
Masters	289	2,563	16,354	19,947

Table 76: Prediction Performance for Mathematics Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	28,292	16,046	1,900	55
Approaches	4,244	8,728	3,482	138
Meets	1,599	6,273	5,631	533

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Masters	501	3,726	12,702	10,730

Table 77: Prediction Performance for Mathematics Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	37,538	9,951	2,631	64
Approaches	3,476	4,371	3,504	153
Meets	1,448	2,818	5,687	748
Masters	558	680	5,302	5,786

Table 78: Prediction Performance for Mathematics Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	20,932	11,054	2,147	76
Approaches	4,178	6,073	3,001	161
Meets	2,261	4,895	4,584	515
Masters	1,143	3,275	8,379	6,117

Table 79: Prediction Performance for Algebra I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	15,261	22,342	5,534	1,252
Approaches	1,726	7,015	4,590	1,561
Meets	747	3,419	3,625	1,970
Masters	1,272	4,588	9,063	22,253

Table 80: Prediction Performance for RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,395	15,633	4,532	374
Approaches	3,756	8,742	6,229	934

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Meets	1,564	7,160	10,084	2,903
Masters	582	3,782	15,993	21,484

Table 81: Prediction Performance for RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	21,594	15,255	2,018	112
Approaches	3,555	11,973	5,157	439
Meets	1,068	9,970	10,588	2,376
Masters	257	5,616	19,823	25,482

Table 82: Prediction Performance for RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	27,107	15,998	3,946	428
Approaches	2,843	10,177	7,900	1,775
Meets	668	5,271	8,986	4,404
Masters	249	3,056	14,098	29,557

Table 83: Prediction Performance for RLA Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31,059	16,959	8,459	521
Approaches	1,640	4,917	6,844	1,123
Meets	1,008	5,173	15,373	6,896
Masters	192	1,113	9,545	22,501

Table 84: Prediction Performance for RLA Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	33,470	15,263	6,943	1,081

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Approaches	1,850	4,776	5,250	1,676
Meets	1,246	5,380	11,228	7,271
Masters	365	1,991	8,906	24,170

Table 85: Prediction Performance for RLA Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	23,484	15,001	3,937	357
Approaches	2,716	8,664	6,231	999
Meets	1,219	6,728	10,515	3,730
Masters	295	3,120	13,640	29,569

Table 86: Prediction Performance for English I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	25,463	9,793	9,155	315
Approaches	1,168	2,218	4,737	281
Meets	1,229	3,341	20,426	2,877
Masters	168	525	15,643	19,697

Table 87: Prediction Performance for English II

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	19,442	11,806	13,925	202
Approaches	427	1,366	4,592	160
Meets	532	2,237	17,980	468
Masters	124	537	27,807	9,719

Table 88: Prediction Performance for Spanish RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	4,924	1,244	109	31
Approaches	297	370	51	19
Meets	373	588	136	65
Masters	271	1,054	663	786

Table 89: Prediction Performance for Spanish RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	3,249	567	217	31
Approaches	300	166	95	19
Meets	301	269	246	80
Masters	184	434	779	788

Table 90: Prediction Performance for Spanish RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	1,688	963	146	9
Approaches	53	164	70	10
Meets	43	250	150	17
Masters	25	272	469	263

Window 2

Table 91: Prediction Performance for Science Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	71,411	17,507	1,434	108
Approaches	11,321	19,081	4,644	588
Meets	1,900	6,694	2,871	583
Masters	2,316	17,056	20,815	19,439

Table 92: Prediction Performance for Science Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	50,289	17,907	2,906	134
Approaches	8,245	18,086	9,522	645
Meets	1,683	10,937	19,371	4,320
Masters	264	2,393	16,697	25,688

Table 93: Prediction Performance for Biology

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	12,384	36,243	9,687	249
Approaches	1,368	13,359	12,006	319
Meets	578	10,894	35,814	4,065
Masters	189	1,771	25,421	37,969

Table 94: Prediction Performance for Social Studies Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	60,672	16,396	2,121	341
Approaches	11,665	17,078	5,952	1,541
Meets	1,473	4,734	3,066	1,238
Masters	2,622	10,507	15,695	26,763

Table 95: Prediction Performance for U.S. History

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	5,995	27,241	8,766	1,118
Approaches	455	8,796	9,852	1,385
Meets	210	6,295	19,372	6,267
Masters	206	2,896	20,856	58,350

Window 3

Table 96: Prediction Performance for Mathematics Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	53,140	25,538	4,843	152
Approaches	5,661	10,614	4,608	256
Meets	2,922	16,913	23,807	4,412
Masters	322	2,516	17,953	25,793

Table 97: Prediction Performance for Mathematics Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	56,419	20,815	5,512	380
Approaches	5,298	10,718	7,336	873
Meets	1,691	7,550	10,950	2,611
Masters	653	4,946	21,893	35,596

Table 98: Prediction Performance for Mathematics Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	39,578	19,068	3,329	122
Approaches	5,348	12,284	5,798	238
Meets	2,360	16,195	23,526	3,360
Masters	241	3,000	23,066	33,244

Table 99: Prediction Performance for Mathematics Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	37,300	15,836	1,100	40
Approaches	8,747	17,514	4,583	121
Meets	2,695	14,570	12,928	1,175
Masters	588	4,830	20,297	18,743

Table 100: Prediction Performance for Mathematics Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	44,705	8,248	1,451	72
Approaches	12,404	9,412	3,470	96
Meets	3,823	8,648	11,534	1,053
Masters	636	1,610	11,730	11,578

Table 101: Prediction Performance for Mathematics Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	28,283	13,152	1,976	77
Approaches	7,572	9,811	3,379	143
Meets	4,451	11,107	9,618	816
Masters	958	3,613	12,319	10,626

Table 102: Prediction Performance for Algebra I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	25,508	32,903	5,558	928
Approaches	3,565	14,974	6,704	1,349
Meets	1,262	11,282	10,088	3,592
Masters	1,273	8,990	21,915	52,814

Table 103: Prediction Performance for RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	33,702	13,792	2,554	155
Approaches	7,274	14,614	7,473	806
Meets	2,436	12,435	17,007	4,832
Masters	730	5,789	23,970	33,440

Table 104: Prediction Performance for RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,068	25,665	4,426	249
Approaches	1,861	10,354	5,445	509
Meets	1,039	12,578	16,421	4,665
Masters	224	5,834	24,115	38,213

Table 105: Prediction Performance for RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	29,456	12,087	1,848	151
Approaches	4,959	10,289	4,101	472
Meets	2,559	13,640	13,730	4,256
Masters	675	7,720	27,148	50,518

Table 106: Prediction Performance for RLA Grade 6

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31,716	10,103	2,649	112
Approaches	7,033	10,941	6,999	440
Meets	2,702	9,896	16,199	2,963
Masters	713	4,831	27,287	40,012

Table 107: Prediction Performance for RLA Grade 7

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	36,723	10,562	2,654	267
Approaches	5,122	8,326	4,664	575
Meets	1,964	5,654	5,568	1,263
Masters	2,158	10,406	29,630	47,569

Table 108: Prediction Performance for RLA Grade 8

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	27,643	15,315	3,393	267
Approaches	4,131	9,767	5,556	732
Meets	2,448	11,637	15,225	5,286
Masters	578	5,756	20,854	43,772

Table 109: Prediction Performance for English I

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	36,180	10,155	6,702	172
Approaches	3,141	3,866	4,533	125
Meets	4,204	10,478	43,640	4,451
Masters	283	828	27,745	37,075

Table 110: Prediction Performance for English II

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	26,856	12,680	10,143	59
Approaches	1,942	3,516	6,193	45
Meets	2,742	9,145	55,434	1,732
Masters	95	435	38,953	18,827

Table 111: Prediction Performance for Spanish RLA Grade 3

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	6,626	1,319	100	9
Approaches	609	795	96	27
Meets	303	739	166	71
Masters	167	1,161	824	999

Table 112: Prediction Performance for Spanish RLA Grade 4

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	4,270	735	281	36
Approaches	561	534	446	120
Meets	209	402	553	277
Masters	43	121	394	672

Table 113: Prediction Performance for Spanish RLA Grade 5

Interim Prediction	STAAR Performance			
	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	2,288	803	68	2
Approaches	228	438	97	6
Meets	118	409	213	20
Masters	60	585	795	363

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