2023 STAAR Results
2023 STAAR Results

Section 1: Overall/All data combined
- RLA Grades 3-8 and English I & II
- Math Grades 3-8 and Algebra I
- Science Grades 5 & 8 and Biology
- Social Studies Grade 8 and US History

Section 2: Grades 3-8 STAAR
- RLA Grades 3-8
- Math Grades 3-8
- Science Grades 5 & 8
- Social Studies Grade 8

Section 3: STAAR EOC
- English I & II
- Algebra I
- Biology
- US History
Overall: Grades 3-8 and EOCs

- RLA Grades 3-8 and English I & II
- Math Grades 3-8 and Algebra I
- Science Grades 5 & 8 and Biology
- Social Studies Grade 8 and US History
Percent of Students that Met Grade Level or Above in RLA
(Grades 3-8, English I & II)

COVID

STAAR Redesign*

2019 2020 2021 2022 2023

47
43
52
52

Percent of Students by Performance Level – RLA
(Grades 3-8, English I & II)

2019 2020 2021 2022 2023

Masters
Meets
Approaches
Did Not Meet

21
26
24
29

24
18
25
33

25
25
27
26

27
27
24
24

20
32
24
24

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.
Overall Math - Grades 3-8 and Algebra I

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

COVID

STAAR Redesign*

2019 2020 2021 2022 2023

50 35 40 43

Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)

ALL

Masters Meets Approaches Did Not Meet

2019 2020 2021 2022 2023

26 24 29 21

17 18 28 37 30

20 20 30 30 30

18 25 27

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Percent of Students that Met Grade Level or Above in Science (Grades 5 & 8 and Biology)

COVID

STAAR Redesign*

Percent of Students by Performance Level – Science (Grades 5 & 8 and Biology)

Masters | Meets | Approaches | Did Not Meet

2019: Masters 24, Meets 29, Approaches 27, Did Not Meet 20

2020: Masters 19, Meets 23, Approaches 28, Did Not Meet 30

2021: Masters 21, Meets 25, Approaches 28, Did Not Meet 26

2022: Masters 29, Meets 28, Approaches 29, Did Not Meet 25

2023: Masters 18, Meets 28, Approaches 29, Did Not Meet 25

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.
Percent of Students that Met Grade Level or Above in Social Studies
(Grade 8 and US History)

COVID

2019 2020 2021 2022 2023
54 48 49 50

STAAR Redesign*

Percent of Students by Performance Level – Science
(Grade 8 and US History)

2019 2020 2021 2022 2023
Masters Meets Approaches Did Not Meet

ALL

2019 2020 2021 2022 2023
21 25 24 24 27
21 28 19 27 23
21 28 20 23 27
21 33 20 24 23
21 33 20 24 23

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Economically Disadvantaged

Economically Disadvantaged – Percentage of Students Who Met Grade Level

Non-Economically Disadvantaged – Percentage of Students Who Met Grade Level

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Emergent Bilingual & Special Education

Emergent Bilingual – Percentage of Students Who Met Grade Level

Special Education – Percentage of Students Who Met Grade Level

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Math – Grades 3-8 and Algebra I

All Math: by Population –
Percentage of Students Who Met Grade Level

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*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.
All Social Studies: by Population –
Percentage of Students Who Met Grade Level

*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.
All RLA: by Race/Ethnicity –
Percentage of Students Who Met Grade Level

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All Math: by Race/Ethnicity —
Percentage of Students Who Met Grade Level

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Families can Log In & Learn More on TexasAssessment.gov

Parents can see how their child answered each question and the details of each question, including the linked curriculum concept, and why a student might answer correctly or not.

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**Your Child's Test Questions**

**Your Child's Responses**

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<th>Rationale</th>
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<td>Option A is correct. To determine the width in meters of the rug, the student should have first identified that the perimeter of a rectangle is found by adding the four side lengths. Second, the student should have found the total of the missing side lengths (2.4 – 0.8 – 0.8 = 0.8). Last, the student should have divided the total of the missing side lengths by 2 to find the measurement of one missing side length (0.8 ÷ 2 = 0.4). This is an efficient way to solve the problem; however, other methods could be used to solve the problem correctly.</td>
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<td>Option B is incorrect. The student likely subtracted 0.8 from 2.4 and divided the result by 2. The student needs to focus on understanding how to solve problems related to perimeter.</td>
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<td>Option C is incorrect. The student likely confused perimeter with area (the space within the perimeter of a figure) and divided 2.4 by 0.8. The student needs to focus on understanding how to solve problems related to perimeter.</td>
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<td>Option D is incorrect. The student likely subtracted 0.8 from 2.4. The student needs to focus on understanding how to solve problems related to perimeter.</td>
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2023 Grades 3-8 STAAR Results

- RLA Grades 3-8
- Math Grades 3-8
- Science Grades 5 & 8
- Social Studies Grade 8
# Reading-Language Arts Spring 2019, 2021, 2022, and 2023 STAAR Grade 3-8 Results

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### MATHEMATICS SPRING 2019, 2021, 2022, AND 2023 STAAR GRADE 3-8 RESULTS

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## SPRING 2019, 2021, 2022, AND 2023 STAAR GRADE 3-8 RESULTS

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% of Students by Performance Level – RLA Grades 3-8

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters</th>
<th>Meets</th>
<th>Approaches</th>
<th>Did Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>25</td>
<td>20</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>2020</td>
<td>21</td>
<td>18</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td>2021</td>
<td>32</td>
<td>20</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>2022</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>2023</td>
<td>25</td>
<td>26</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

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Percent of Students by Performance Level – Math Grades 3-8

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters</th>
<th>Meets</th>
<th>Approaches</th>
<th>Did Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>23</td>
<td>25</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>2020</td>
<td>16</td>
<td>18</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>2021</td>
<td>18</td>
<td>21</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>2022</td>
<td>17</td>
<td>25</td>
<td>30</td>
<td>28</td>
</tr>
</tbody>
</table>

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Percent of Students by Performance Level – Social Studies Grade 8

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Grades 3-8 – Economically Disadvantaged

Economically Disadvantaged – Percentage of Students Who Met Grade Level

Not-Economically Disadvantaged – Percentage of Students Who Met Grade Level

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Grades 3-8 – Special Populations

Emergent Bilingual – Percentage of Students Who Met Grade Level

- COVID
- STAAR Redesign*

Special Education – Percentage of Students Who Met Grade Level

- COVID
- STAAR Redesign*

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Grades 3-8 RLA: by Population –
Percentage of Students Who Met Grade Level

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Science Grades 5 & 8: by Population –
Percentage of Students Who Met Grade Level

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Grades 3-8 RLA: by Race/Ethnicity – Percentage of Students Who Met Grade Level

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**Grades 3-8 Math: by Race/Ethnicity**

Percentage of Students Who Met Grade Level

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>82</td>
<td>69</td>
<td>75</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>60</td>
<td>50</td>
<td>53</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>33</td>
<td>34</td>
<td>39</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>48</td>
<td>43</td>
<td>35</td>
<td>32</td>
<td>27</td>
</tr>
</tbody>
</table>

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Social Studies Grade 8: by Race/Ethnicity –
Percentage of Students Who Met Grade Level

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2023 EOC STAAR Results

- English I & II
- Algebra I
- Biology
- US History
### End-of-Course Results

#### SPRING 2019, 2021, 2022, AND 2023 STAAR END-OF-COURSE RESULTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance</th>
<th>Spring 2019</th>
<th>Spring 2020</th>
<th>Spring 2021</th>
<th>Spring 2022</th>
<th>Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra I</strong></td>
<td>Approaches</td>
<td>84%</td>
<td></td>
<td>72%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Meets</td>
<td>62%</td>
<td></td>
<td>41%</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>39%</td>
<td></td>
<td>23%</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>Approaches</td>
<td>88%</td>
<td></td>
<td>81%</td>
<td>82%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>Meets</td>
<td>63%</td>
<td></td>
<td>54%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>26%</td>
<td></td>
<td>22%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>English I</strong></td>
<td>Approaches</td>
<td>63%</td>
<td></td>
<td>66%</td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Meets</td>
<td>49%</td>
<td></td>
<td>50%</td>
<td>48%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>12%</td>
<td></td>
<td>12%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>English II</strong></td>
<td>Approaches</td>
<td>67%</td>
<td></td>
<td>70%</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Meets</td>
<td>51%</td>
<td></td>
<td>57%</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>8%</td>
<td></td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>US History</strong></td>
<td>Approaches</td>
<td>93%</td>
<td></td>
<td>88%</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Meets</td>
<td>75%</td>
<td></td>
<td>69%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>47%</td>
<td></td>
<td>43%</td>
<td>44%</td>
<td>39%</td>
</tr>
</tbody>
</table>

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Percent of Students by Performance Level – English I

- **Masters**
- **Meets**
- **Approaches**
- **Did Not Meet**

2019:
- Masters: 12
- Meets: 37
- Approaches: 14
- Did Not Meet: 37

2020:
- Masters: 12
- Meets: 38
- Approaches: 16
- Did Not Meet: 34

2021:
- Masters: 11
- Meets: 37
- Approaches: 15
- Did Not Meet: 37

2022:
- Masters: 14
- Meets: 40
- Approaches: 17
- Did Not Meet: 29

2023:
- Masters: 14
- Meets: 40
- Approaches: 17
- Did Not Meet: 29

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Percent of Students by Performance Level – English II

2019
- Masters: 8
- Meets: 43
- Approaches: 16
- Did Not Meet: 33

2020
- Masters: 11
- Meets: 46
- Approaches: 13
- Did Not Meet: 30

2021
- Masters: 9
- Meets: 49
- Approaches: 13
- Did Not Meet: 29

2022
- Masters: 9
- Meets: 47
- Approaches: 18
- Did Not Meet: 26

2023
- Masters: 9
- Meets: 47
- Approaches: 18
- Did Not Meet: 26

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Percent of Students by Performance Level – English I & II

- Masters
- Meets
- Approaches
- Did Not Meet

2019:
- 10 Masters
- 40 Meets
- 15 Approaches
- 35 Did Not Meet

2020 (COVID):
- 12 Masters
- 42 Meets
- 14 Approaches
- 32 Did Not Meet

2021:
- 10 Masters
- 42 Meets
- 15 Approaches
- 33 Did Not Meet

2022:
- 12 Masters
- 43 Meets
- 17 Approaches
- 28 Did Not Meet

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Percent of Students by Performance Level – Algebra 1

- Masters
- Meets
- Approaches
- Did Not Meet

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Economically Disadvantaged

Economically Disadvantaged – Percentage of Students Who Met Grade Level

Non-Economically Disadvantaged – Percentage of Students Who Met Grade Level

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Emergent Bilingual & Special Education

Emergent Bilingual – Percentage of Students Who Met Grade Level

Special Education – Percentage of Students Who Met Grade Level

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English I & II by Population –
Percentage of Students Who Met Grade Level

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Algebra I by Race/Ethnicity – Percentage of Students Who Met Grade Level

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