



## **Impacts of COVID-19 and Accountability Updates for 2022 and Beyond**

## AGENDA:

- Impacts of COVID-19 (15 mins)
- General 2022 Accountability Updates (15 mins)
- 2023 Accountability System Reset (15 mins)
- 2022 TXschools.gov Updates (5 mins)
- 2021 TexasAssessment.gov and Family Portal Updates (5 mins)
- Q&A Session (time permitting)



## Impacts of COVID-19: Preliminary STAAR Analysis

# Impacts of COVID-19: Preliminary STAAR Data Analysis

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In June 2021, preliminary raw STAAR data analysis concluded that:



STAAR results showed a **decrease in academic performance** with a **larger decline in math** than reading.



The negative impact of COVID-19 **erased years of improvement in reading and math.**



**Economically disadvantaged students** experienced **greater learning loss** in both reading and math.



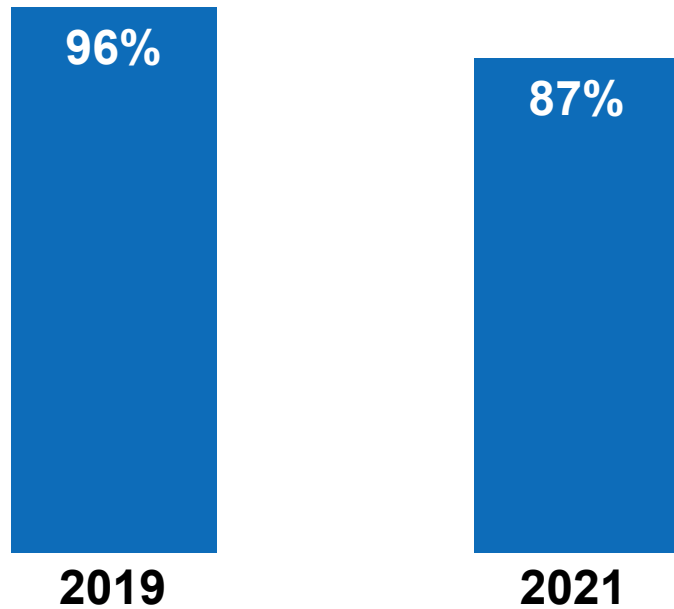
**Remote learning** appeared to **contribute to learning loss** regardless of household income level.

Source: [Overview of 2021 STAAR Results](#)

# Impacts of COVID-19: STAAR and State Participation Rates

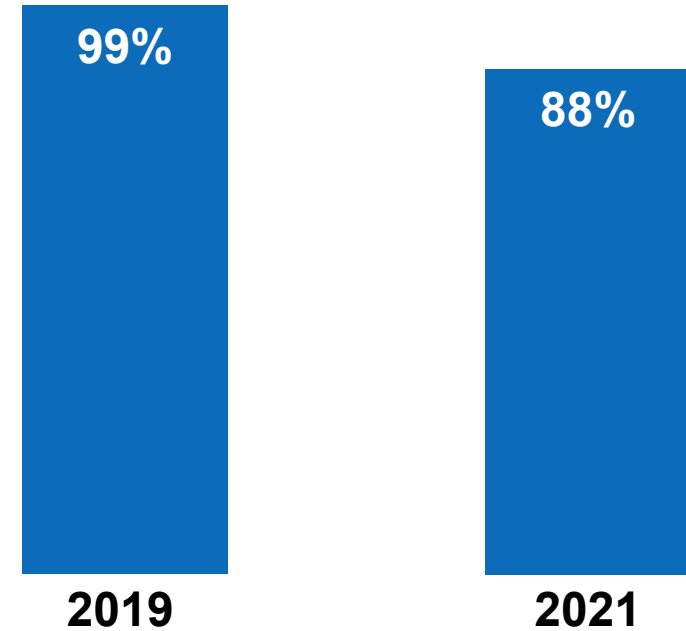
Despite challenges due to COVID-19, a large majority of Texas students took assessment(s) this year.

Spring Participation in STAAR



VS.

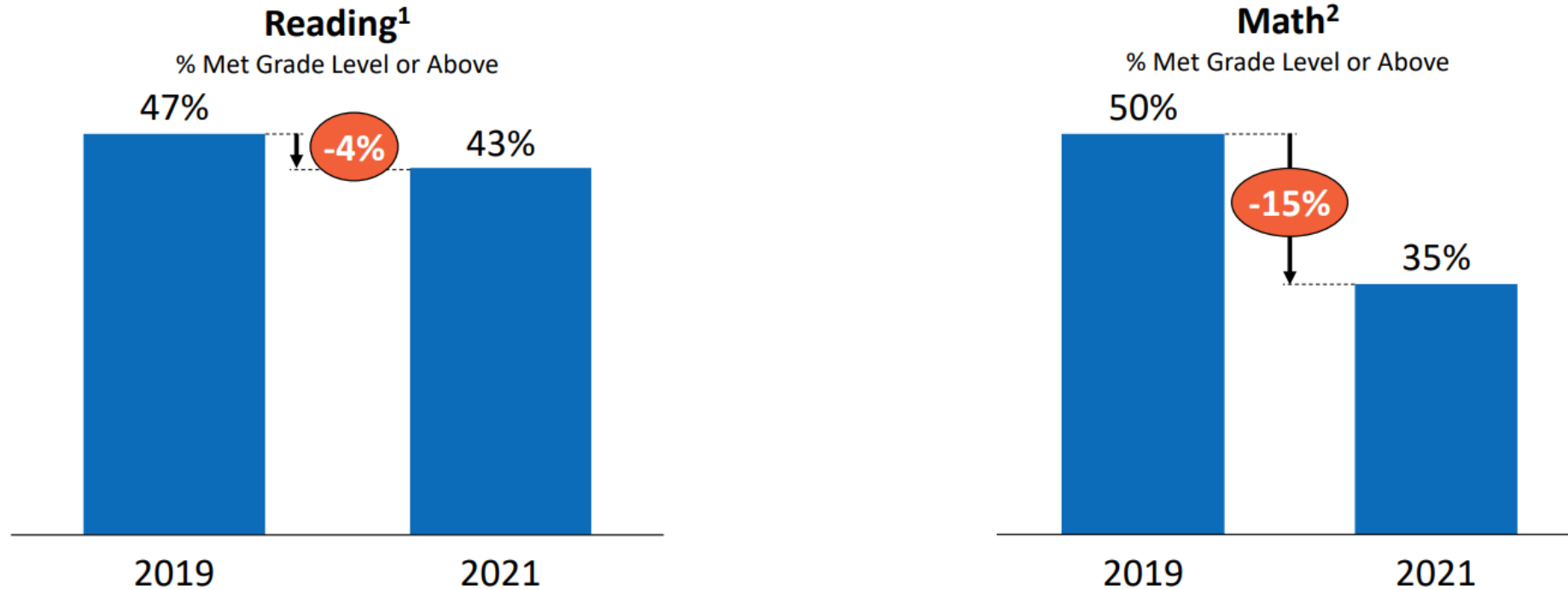
State Participation Rates  
(all assessments)



Source: [2019 TAPR Report](#), 2021 TAPR Report (link pending publication), and [Overview of 2021 STAAR Results](#)

# Impacts of COVID-19: Preliminary STAAR Data Analysis

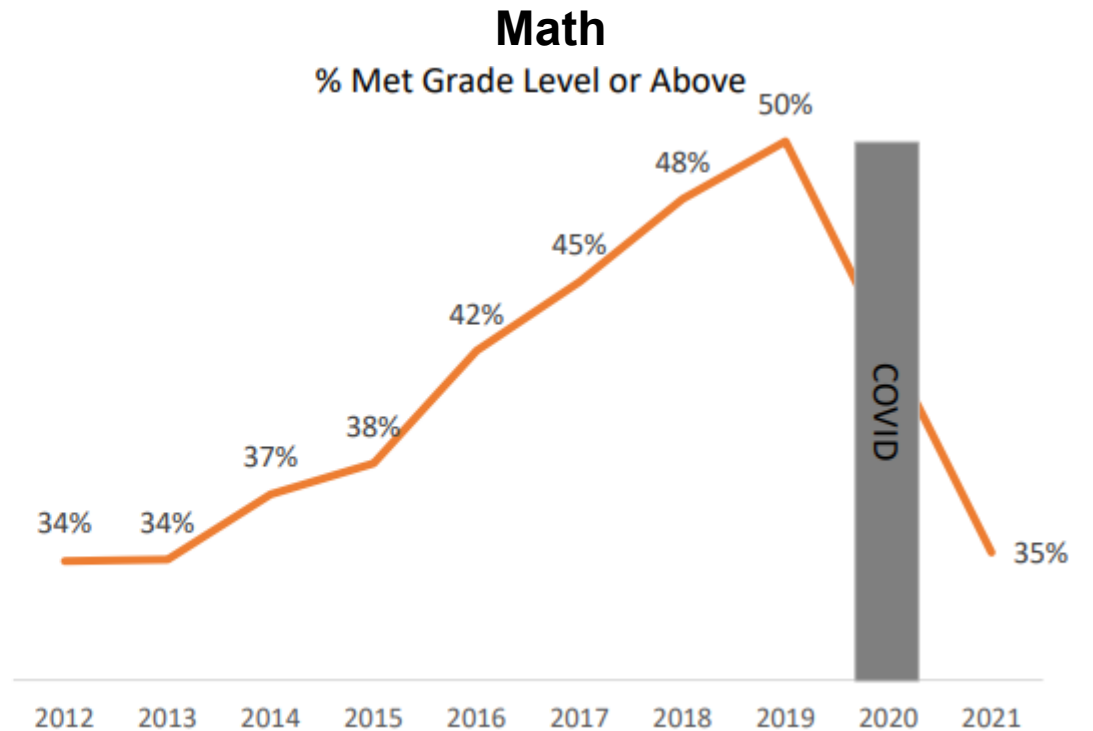
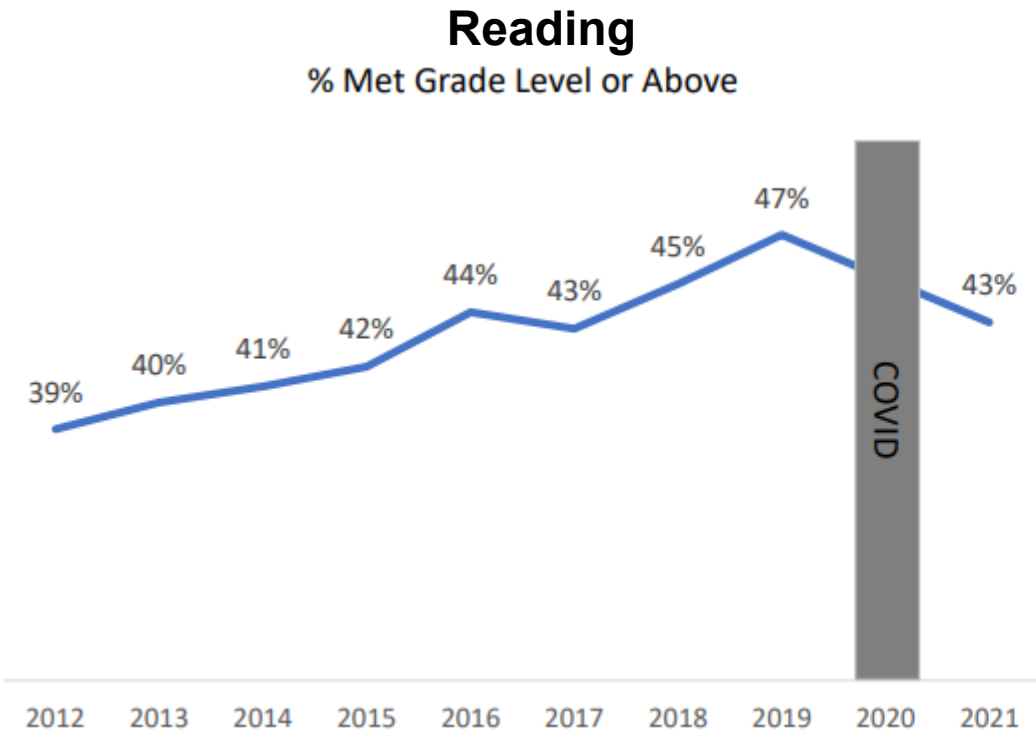
STAAR results showed a decrease in academic performance with a larger decline in math than reading.



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 and 2.4M in 2021 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 and 2.9M in 2021. Note: Results for grades 3-5 combine assessments given in Spanish and English. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020 Source: [Overview of 2021 STAAR Results](#)

# Impacts of COVID-19: Preliminary STAAR Data Analysis

The negative impact of COVID-19 erased years of improvement in reading and math.



Source: [Overview of 2021 STAAR Results](#)



## Impacts of COVID-19: Learning Loss Analysis



# Impacts of COVID-19: Learning Loss Data Caveats

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- This data shows learning loss effect size based on 2020–21 assessment data.
- Effect size represents the difference between actual scores on the 2020–21 assessments and expected scores based on the pre-pandemic average schooling experience.
- Typically, an effect size of zero represents expected learning in a school year.



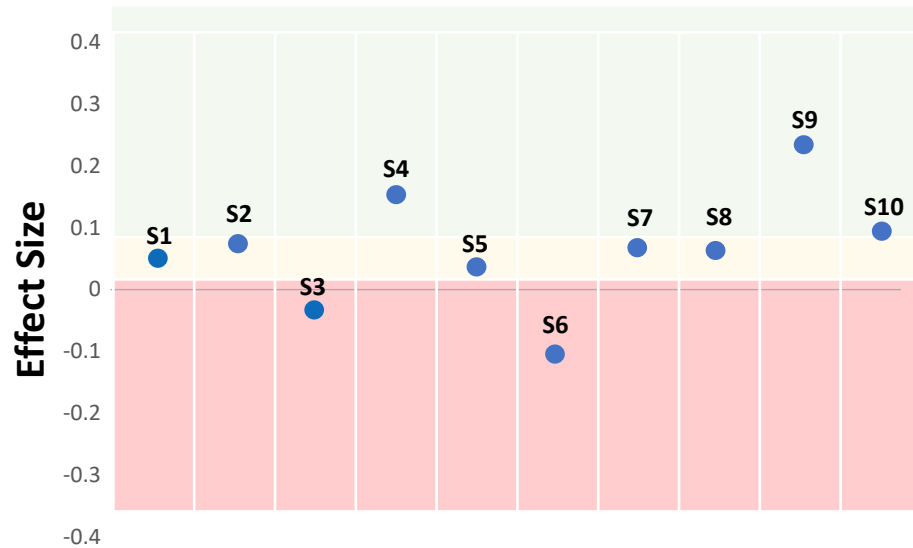
**Negative values indicate that students fell short of the pre-pandemic expected score.**

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss Data Caveats

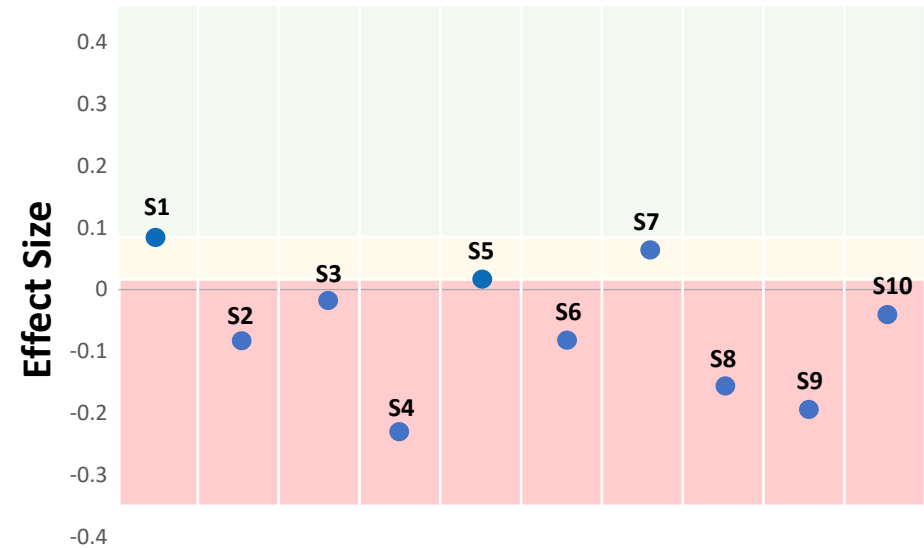
The examples below demonstrate school year learning for a class of 10 sixth grade students in 2019 and 2021.

Example 2019 Effect Size and Learning Loss



vs.

Example 2021 Effect Size and Learning Loss



 = Greater than Expected Learning

 = Expected Learning

 = Loss of Learning

Source: [The Economic Impacts of Learning Loss](#), Eric A. Hanusheck, 2020

# Impacts of COVID-19: Learning Loss Data Caveats

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- These data are used for *estimation purposes only* and are not intended for exact reporting.
- More detailed analysis and reporting will be forthcoming in the coming months.



**According to the article cited, an effect size of  $-0.11 \approx 3$  months of learning loss.**

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss Overall



Overall, students statewide experienced learning loss based on expected STAAR outcomes versus actual STAAR outcomes during the 2020–21 school year.



**Effect Size of -0.11 ≈ 3 Months**

*\*This data is used for estimation purposes only and is not intended for exact reporting.*

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss by Subject

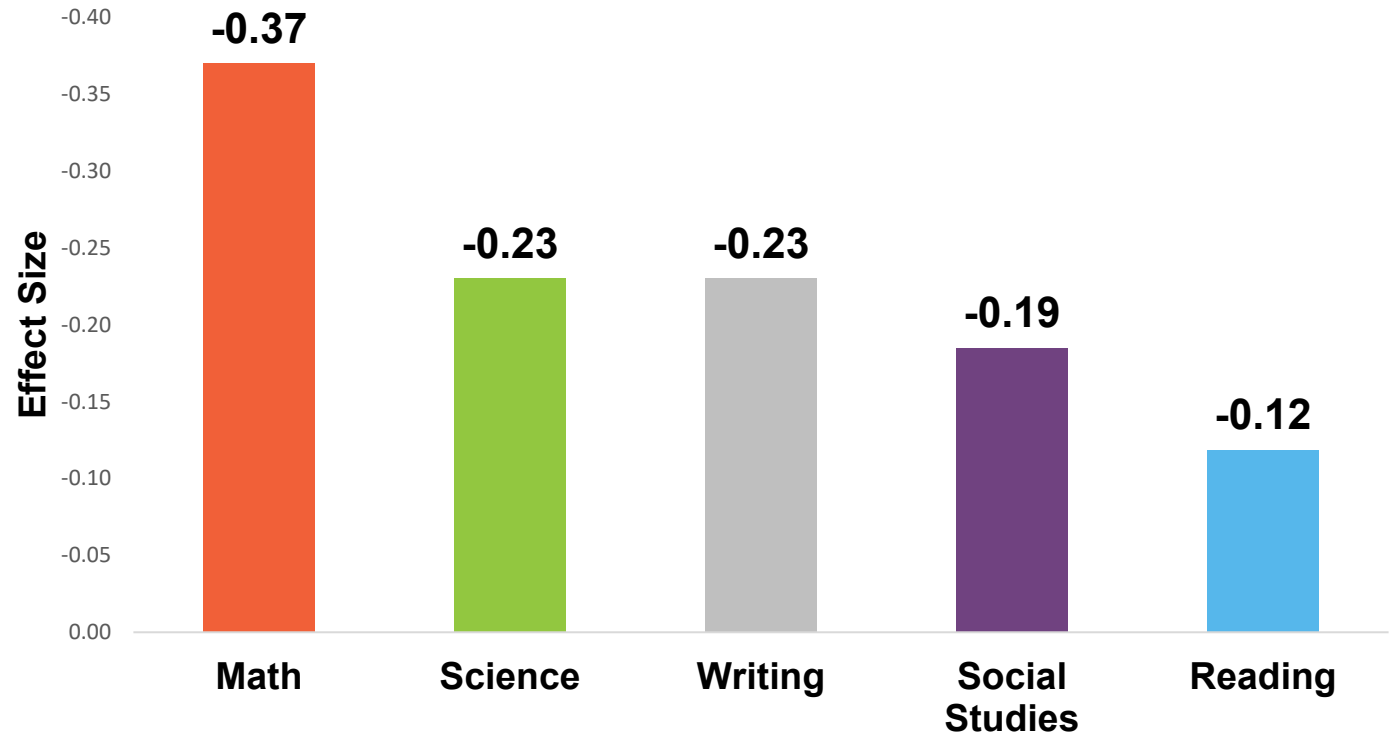


Overall, math learning was impacted the most based on summative STAAR outcomes.



Reading learning was impacted the least based on summative STAAR outcomes.

### Learning Loss by Subject



Effect Size of -0.11  $\approx$  3 Months

*\*This data is used for estimation purposes only and is not intended for exact reporting.*

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss by Assessment

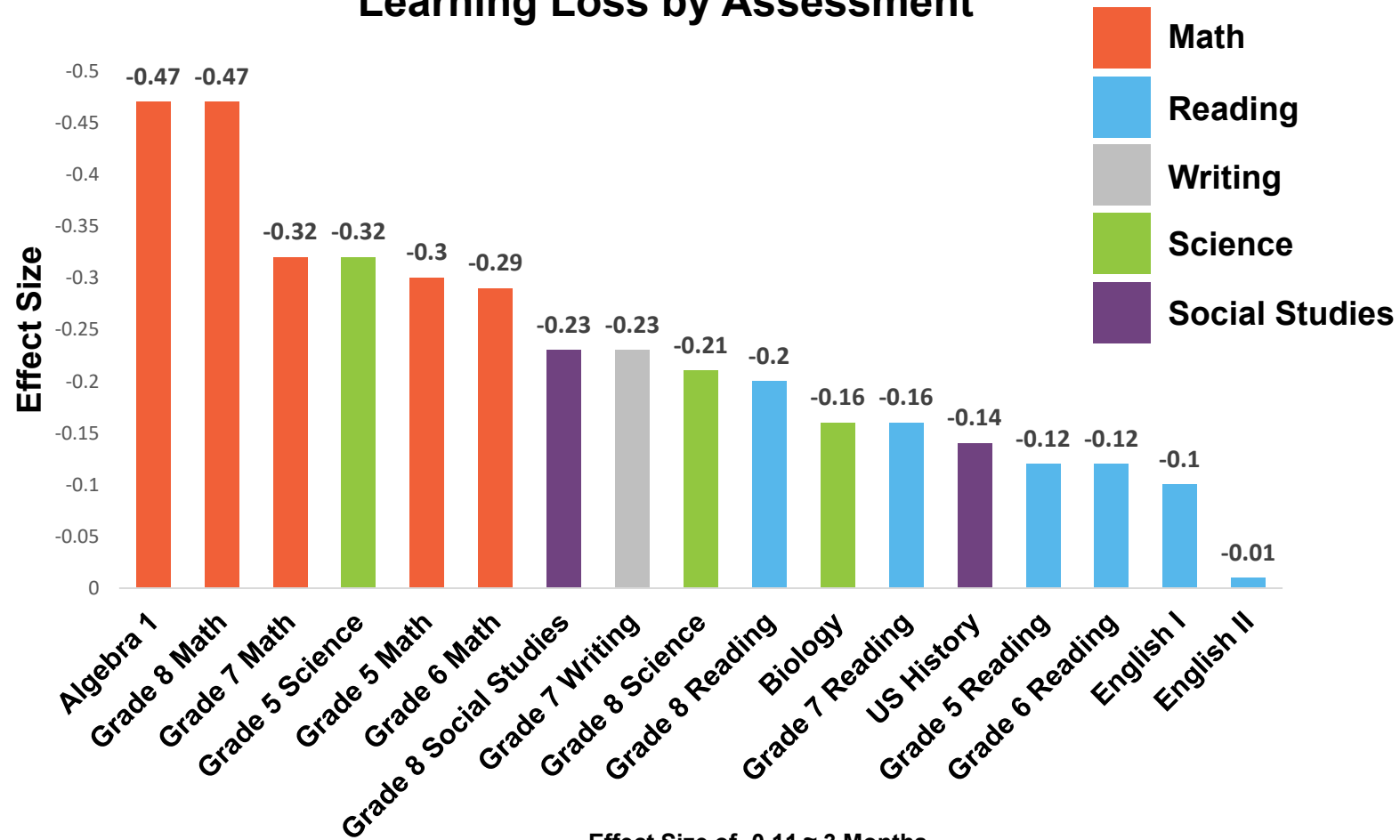


Overall, math learning was impacted the most based on summative STAAR outcomes.



Reading learning was impacted the least based on summative STAAR outcomes.

## Learning Loss by Assessment



Effect Size of -0.11 ≈ 3 Months

*\*This data is used for estimation purposes only and is not intended for exact reporting.*

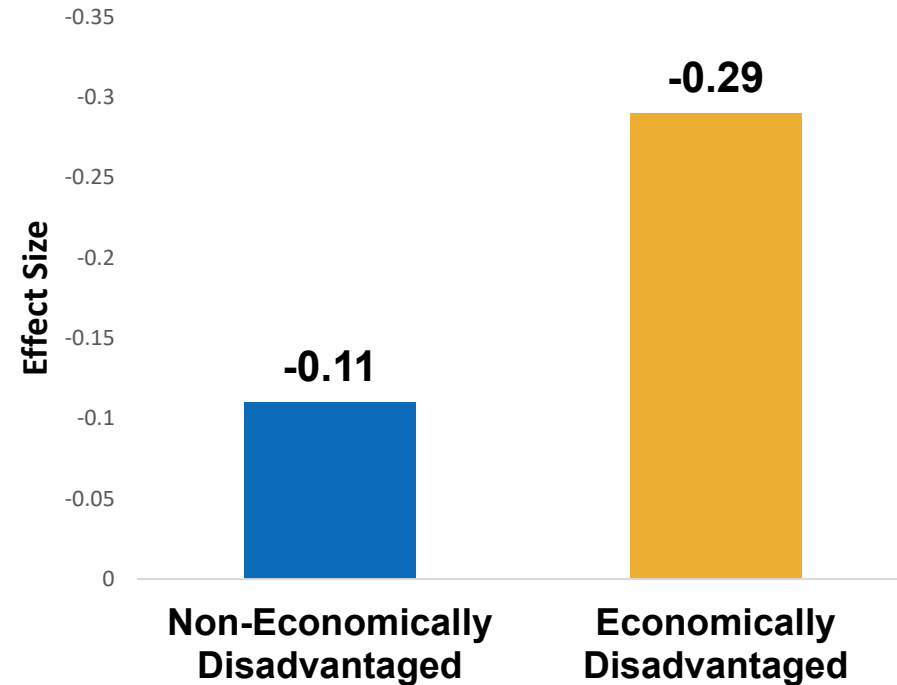
Source: [The Economic Impacts of Learning Loss, Eric A. Hanushek, 2020](#)

# Impacts of COVID-19: Learning Loss by Economically Disadvantaged Status



Overall, economically disadvantaged students experienced much greater learning loss than non-economically disadvantaged students based on summative STAAR outcomes.

## Learning Loss by Economically Disadvantaged Status



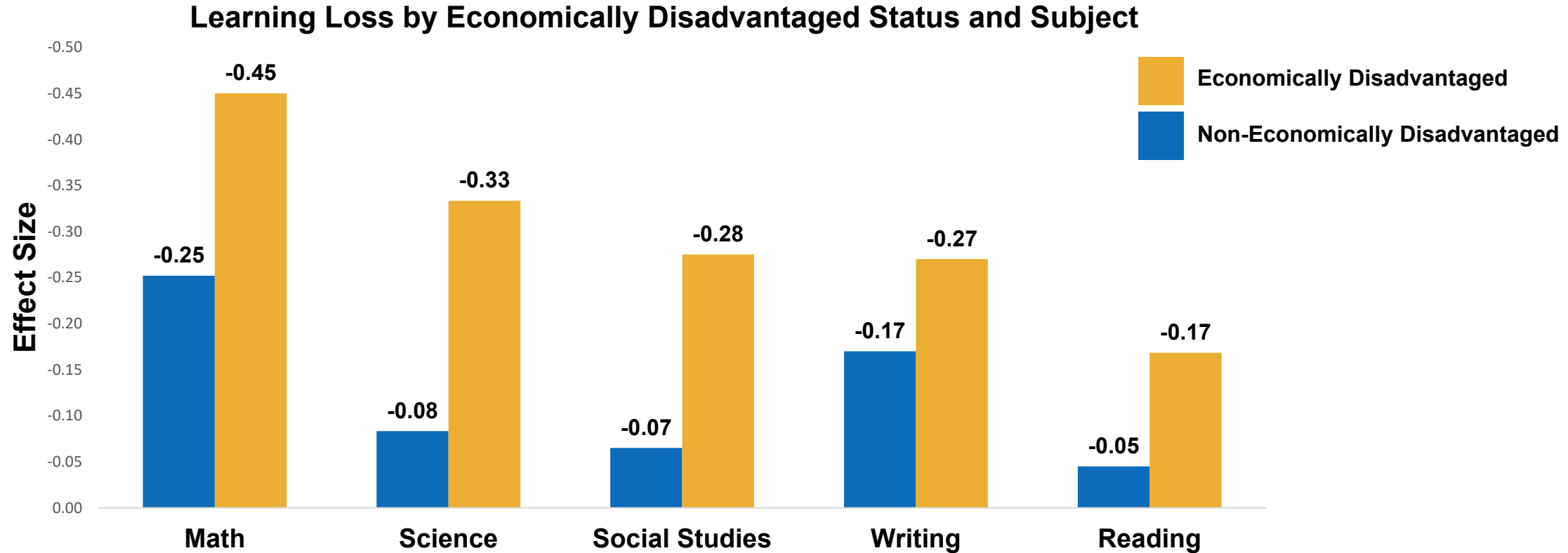
Effect Size of -0.11  $\approx$  3 Months

*\*This data is used for estimation purposes only and is not intended for exact reporting.*

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss by Economically Disadvantaged Status

Overall, economically disadvantaged students experienced much greater learning loss than non-economically disadvantaged students based on summative STAAR outcomes.



Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

Effect Size of -0.11  $\approx$  3 Months

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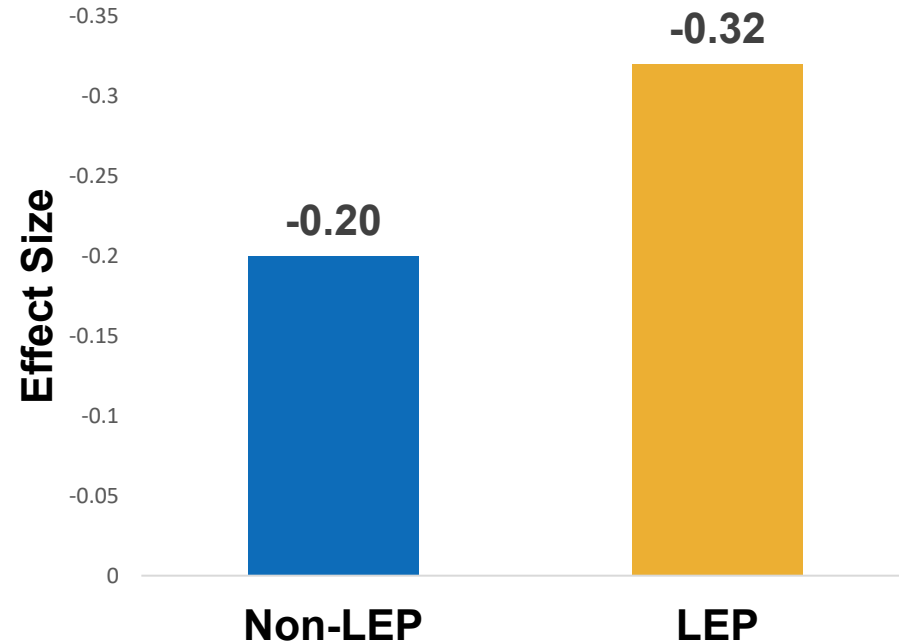


# Impacts of COVID-19: Learning Loss by Limited English Proficiency (LEP) Status



Overall, LEP students experienced greater learning loss than non-LEP students based on summative STAAR outcomes.

### Learning Loss by LEP Status



Effect Size of  $-0.11 \approx 3$  Months

*\*This data is used for estimation purposes only and is not intended for exact reporting.*

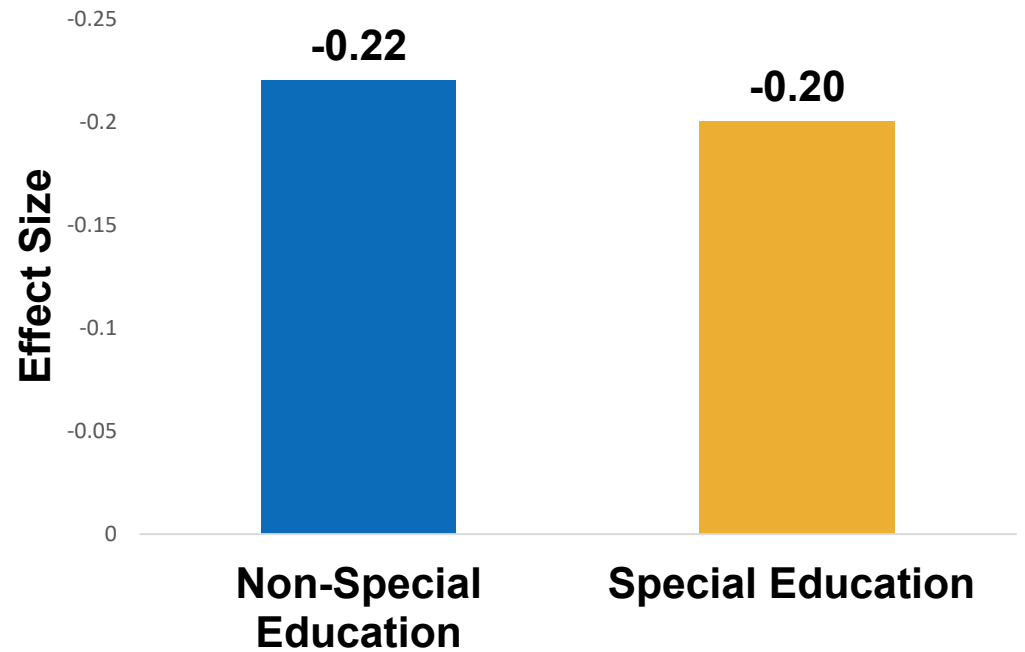
Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

# Impacts of COVID-19: Learning Loss by Special Education Status



Overall, there was not a significant difference in learning loss for students who received special education services compared to those who did not based on summative STAAR outcomes.

### Learning Loss by Special Education Status



Effect Size of -0.11  $\approx$  3 Months

*\*This data is used for estimation purposes only and is not intended for exact reporting purposes.*

Source: [The Economic Impacts of Learning Loss, Eric A. Hanusheck, 2020](#)

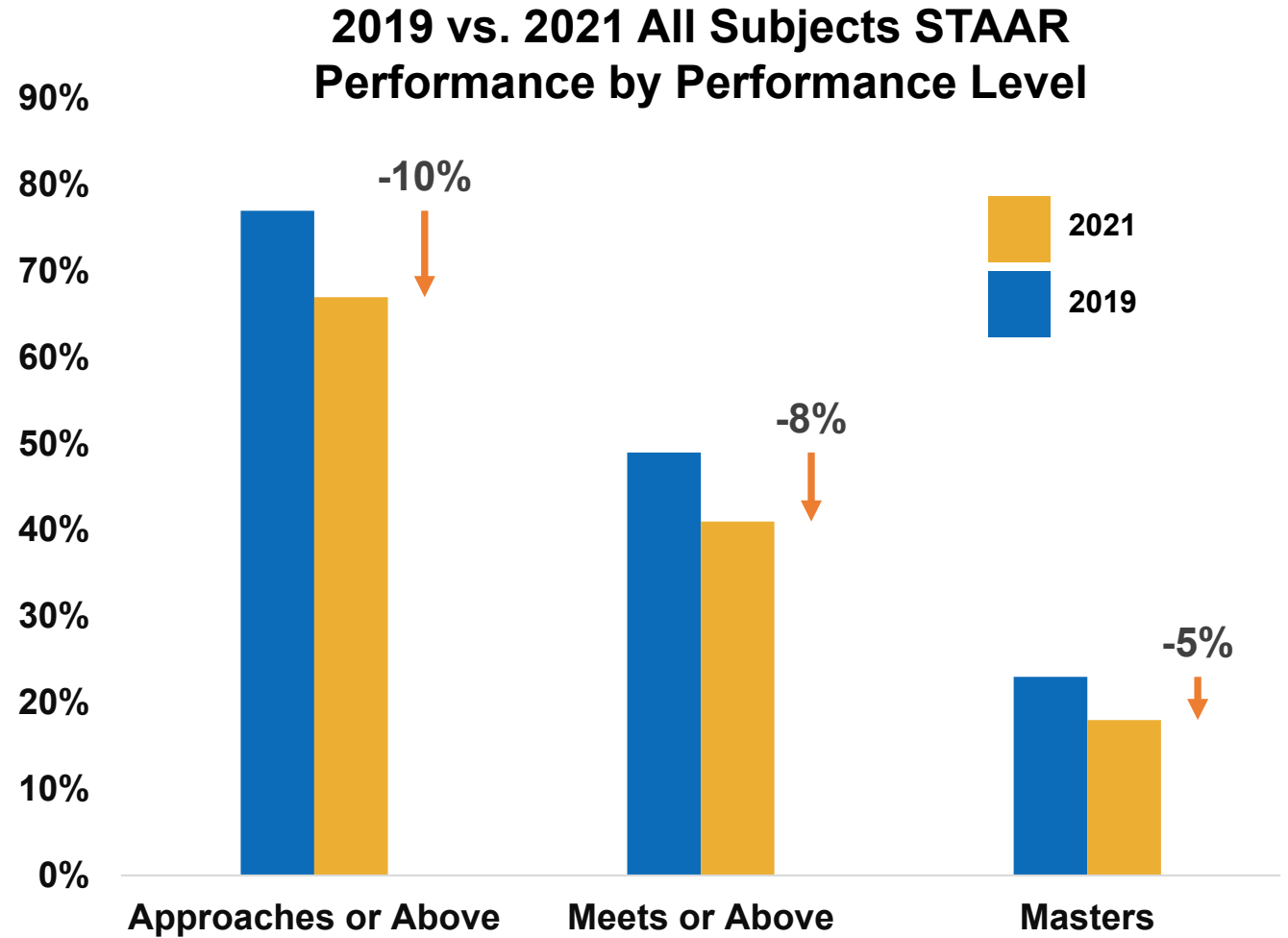


## Impacts of COVID-19: STAAR Performance by Performance Levels

# Impacts of COVID-19: STAAR Performance by Performance Level Overall



Overall, STAAR performance decreased across all performance levels in 2021.

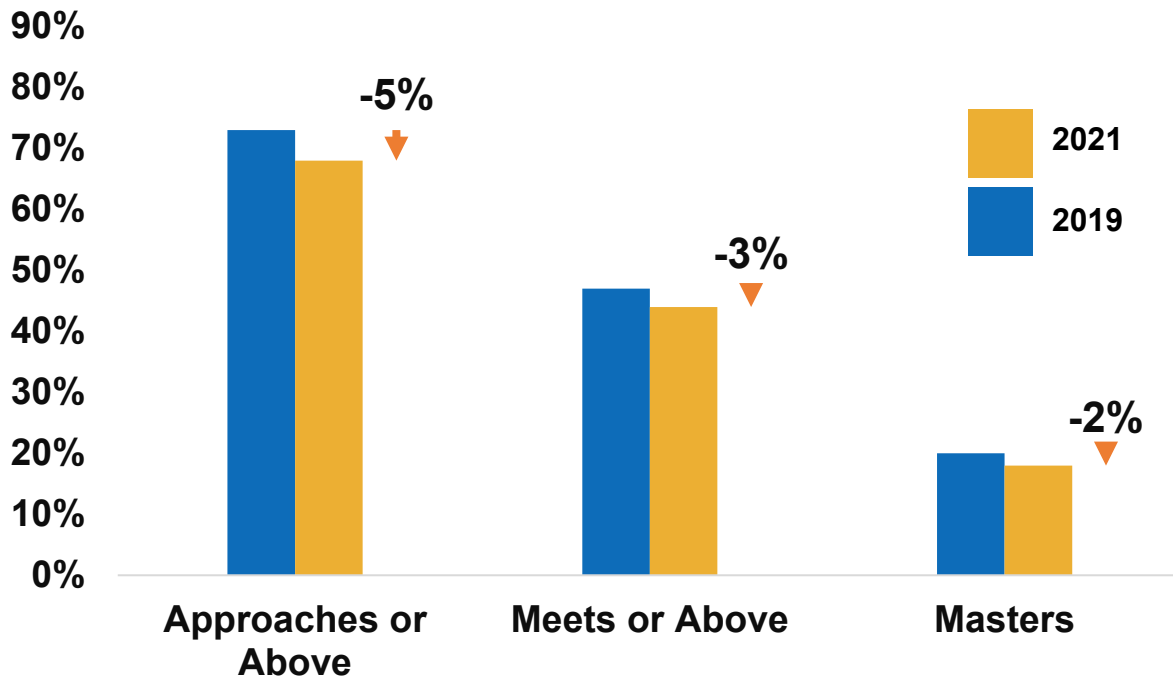


Source: Student Achievement Domain 1A STAAR performance student level state and federal data.

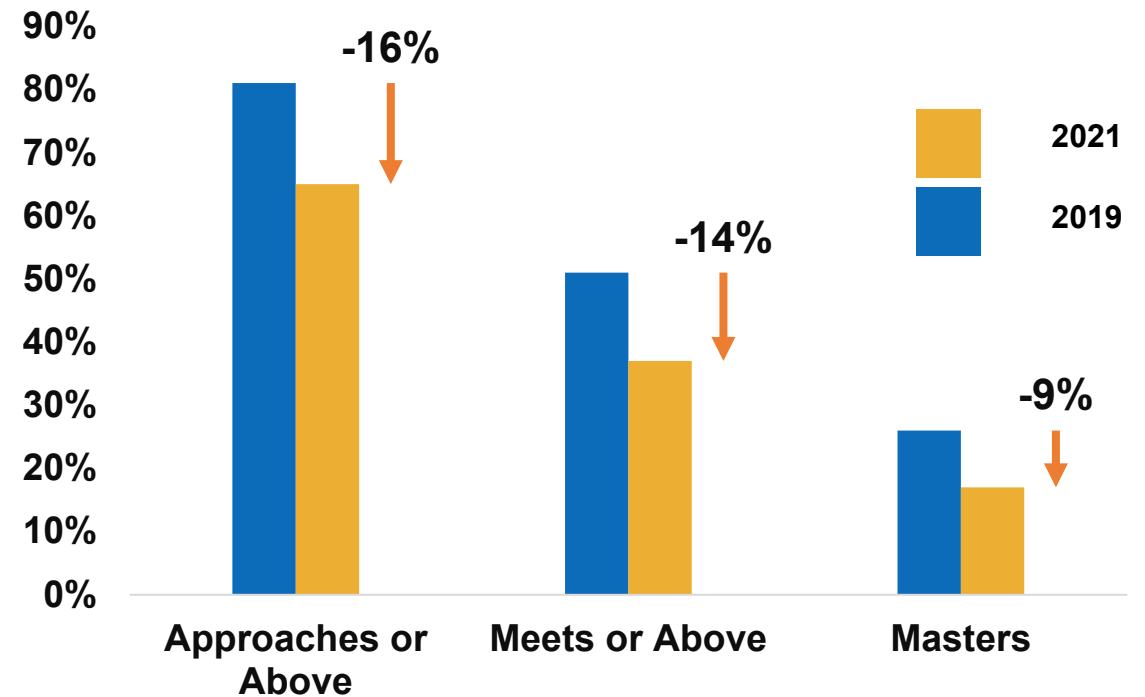
# Impacts of COVID-19: STAAR Performance by Performance Level

Overall, math STAAR performance had a greater decrease than reading across all performance levels.

### 2019 vs. 2021 Reading STAAR Performance by Performance Level



### 2019 vs. 2021 Math STAAR Performance by Performance Level



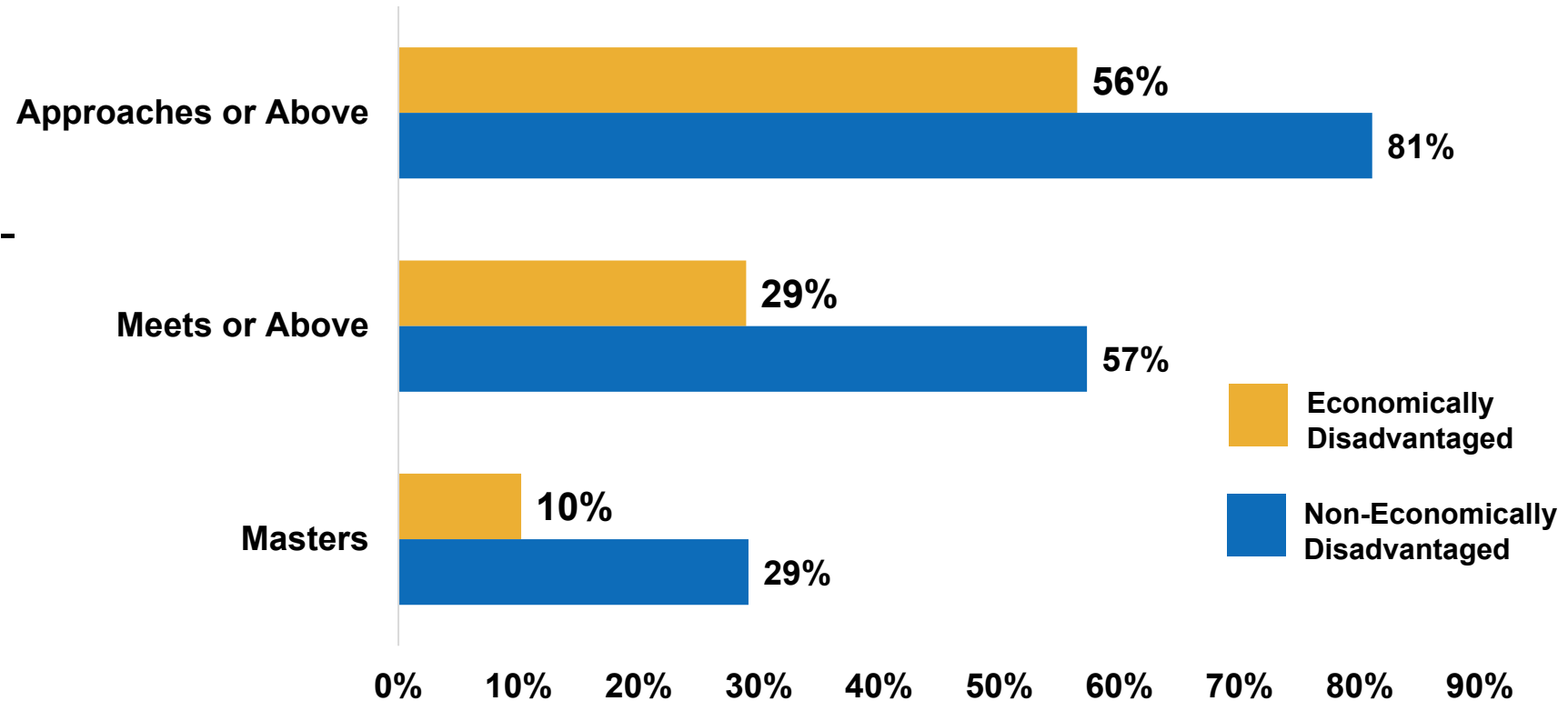
Source: Student Achievement Domain 1A STAAR performance student level state and federal data.

# Impacts of COVID-19: STAAR Performance by Performance Level



Overall, economically disadvantaged students performed lower than non-economically disadvantaged students.

## 2021 STAAR Performance by Performance Level and Economically Disadvantaged Status



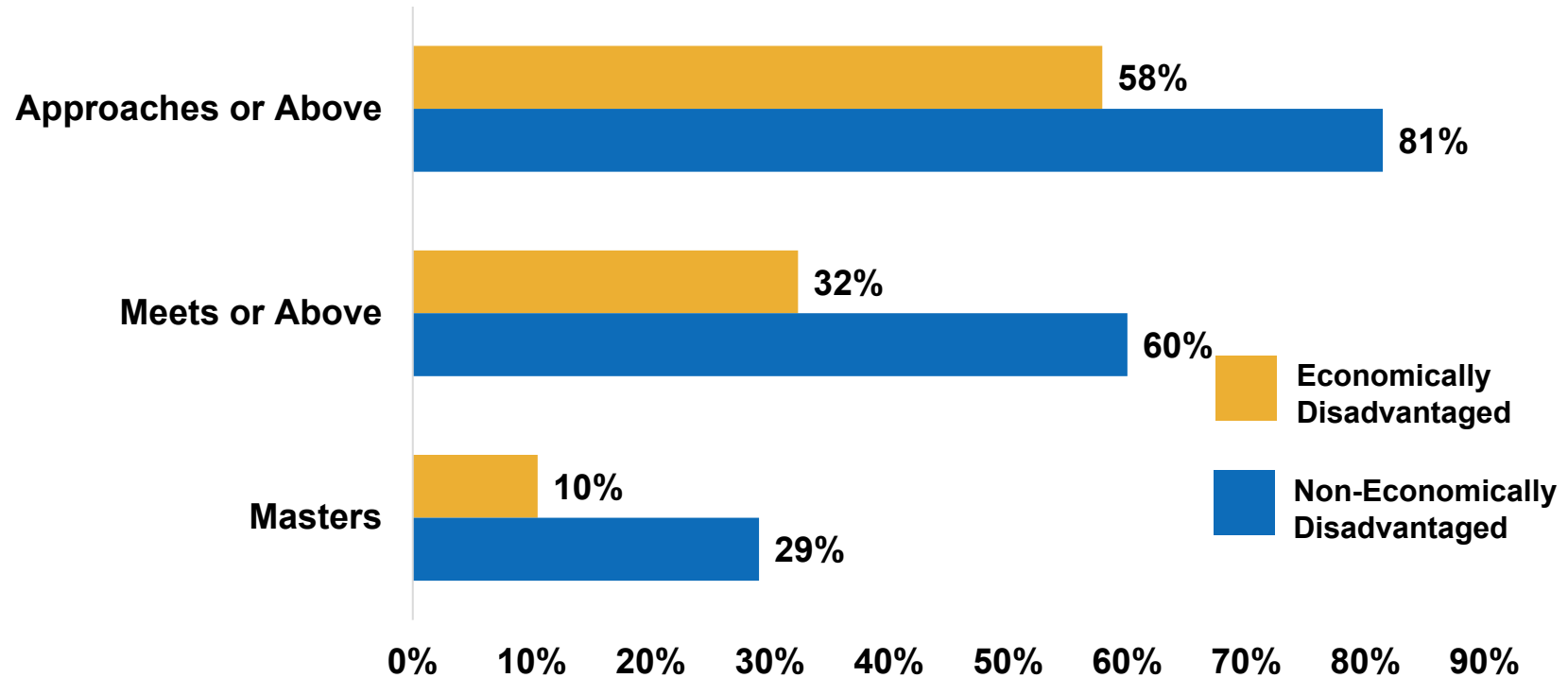
Source: Student Achievement Domain 1A STAAR performance student level state and federal data.

# Impacts of COVID-19: STAAR Performance by Performance Level



Overall, economically disadvantaged students performed lower than non-economically disadvantaged students.

## 2021 Reading STAAR Performance by Performance Level and Economically Disadvantaged Status



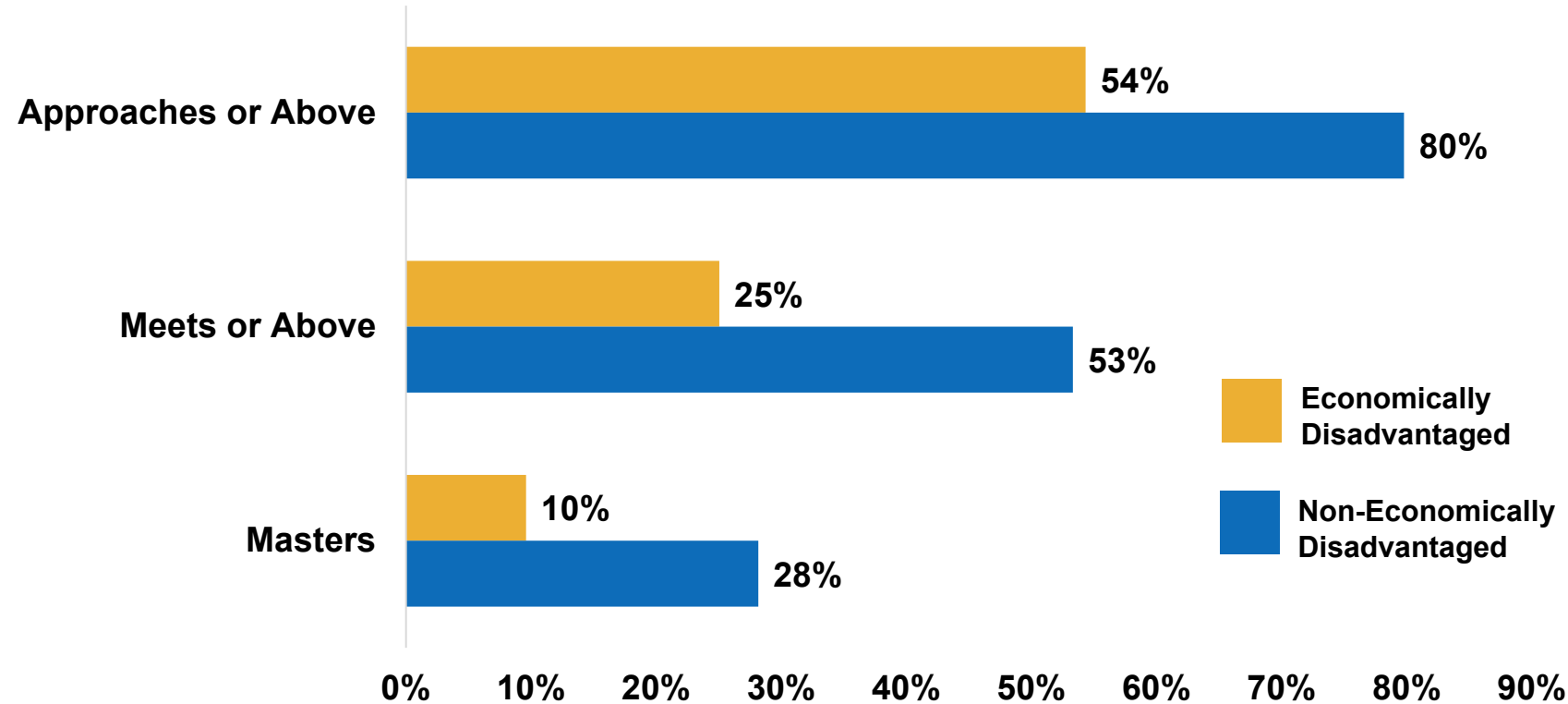
Source: Student Achievement Domain 1A STAAR performance student level state and federal data.

# Impacts of COVID-19: STAAR Performance by Performance Level




Overall, economically disadvantaged students performed lower than non-economically disadvantaged students.

## 2021 Math STAAR Performance by Performance Level and Economically Disadvantaged Status



Source: Student Achievement Domain 1A STAAR performance student level state and federal data.





## Impacts of COVID-19: Remote vs. In-Person STAAR Performance

# Impacts of COVID-19: Remote vs. In-Person

This data reports remote vs. in-person STAAR performance by STAAR performance levels.



## Remote

Students who were coded as remote synchronous or remote asynchronous for  $\geq 50.0\%$  of the days present during the school year.

**vs.**



## In-person

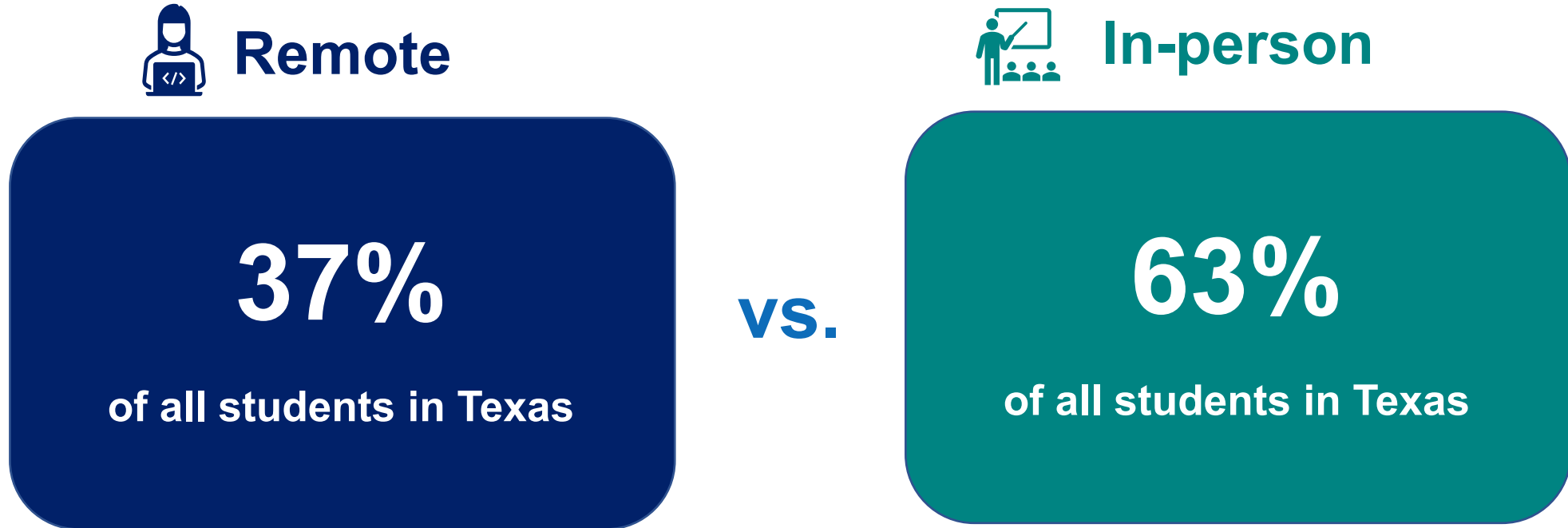
Students who were coded as in-person for  $\geq 50.0\%$  of the days present during the school year.

Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

# Impacts of COVID-19: Remote vs. In-Person

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Based the 2021 PEIMS summer attendance file:



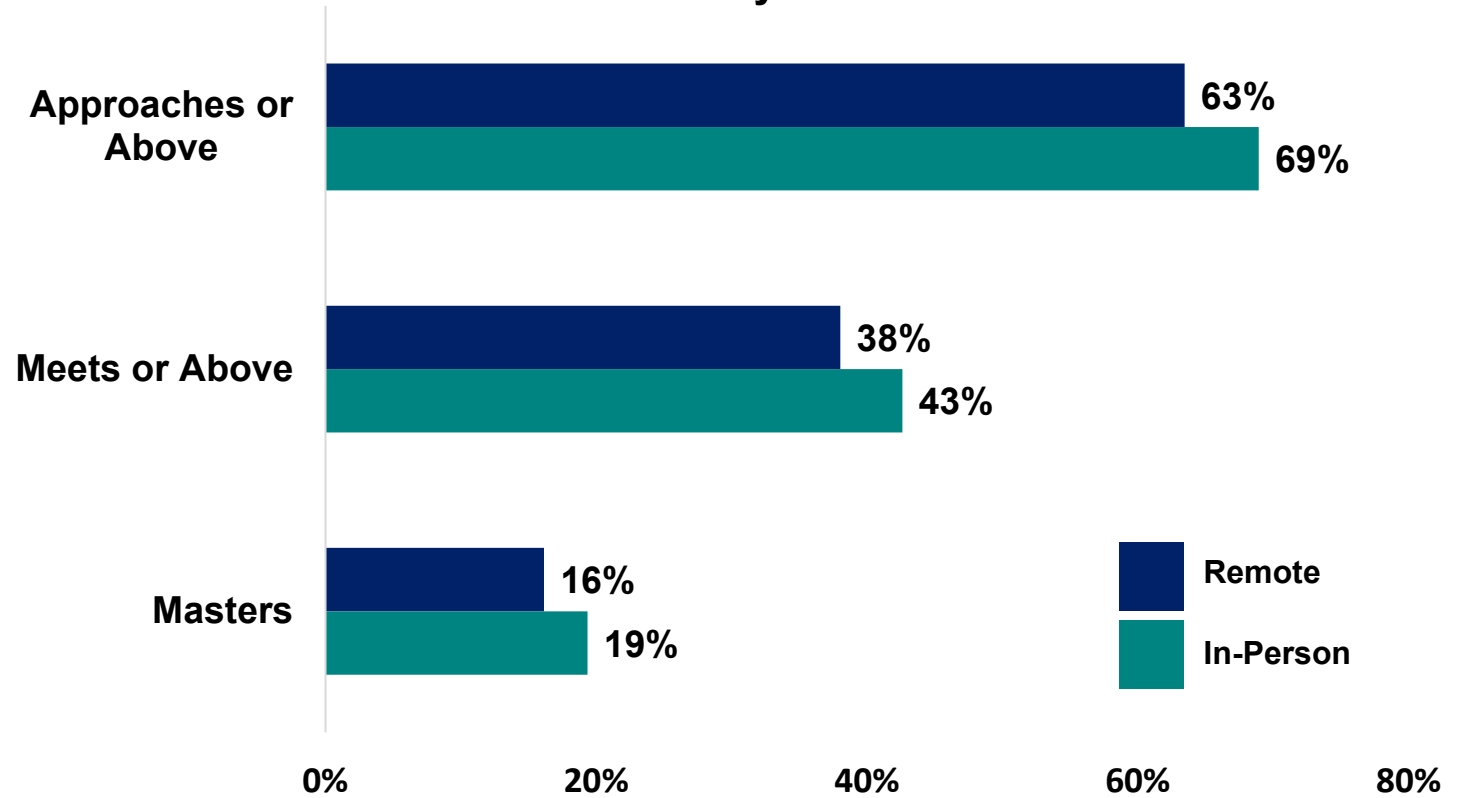
Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

# Impacts of COVID-19: Remote vs. In-Person STAAR Performance



Overall, **remote** students performed lower on STAAR.

### State Remote vs. In-Person All Subjects STAAR Performance by Performance Level



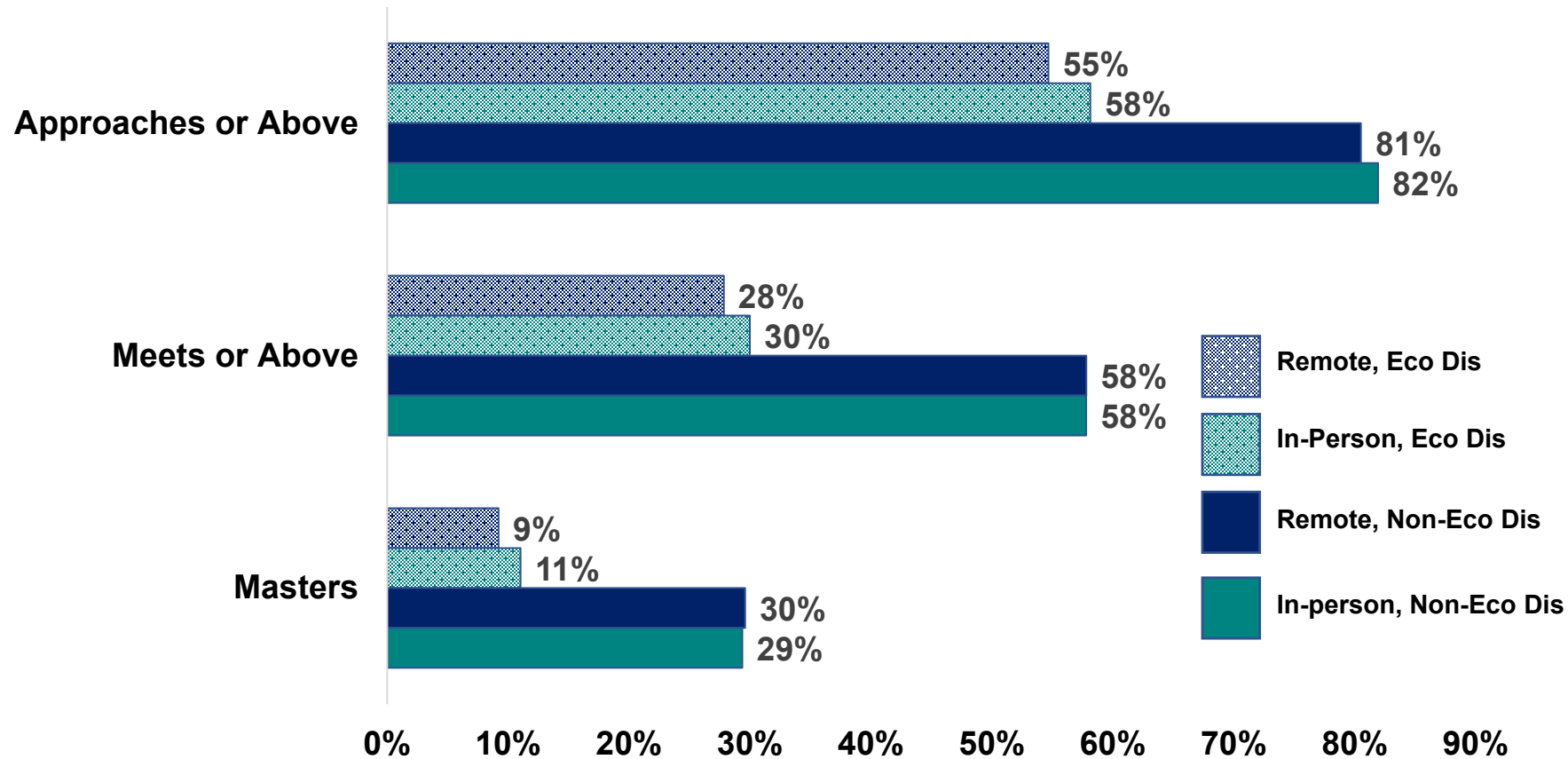
Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

# Impacts of COVID-19: Remote vs. In-Person STAAR Performance




Overall, remote economically disadvantaged students performed lower on STAAR.


State Remote vs. In-Person All Subjects STAAR Performance by Performance Level and Economically Disadvantaged Status



Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

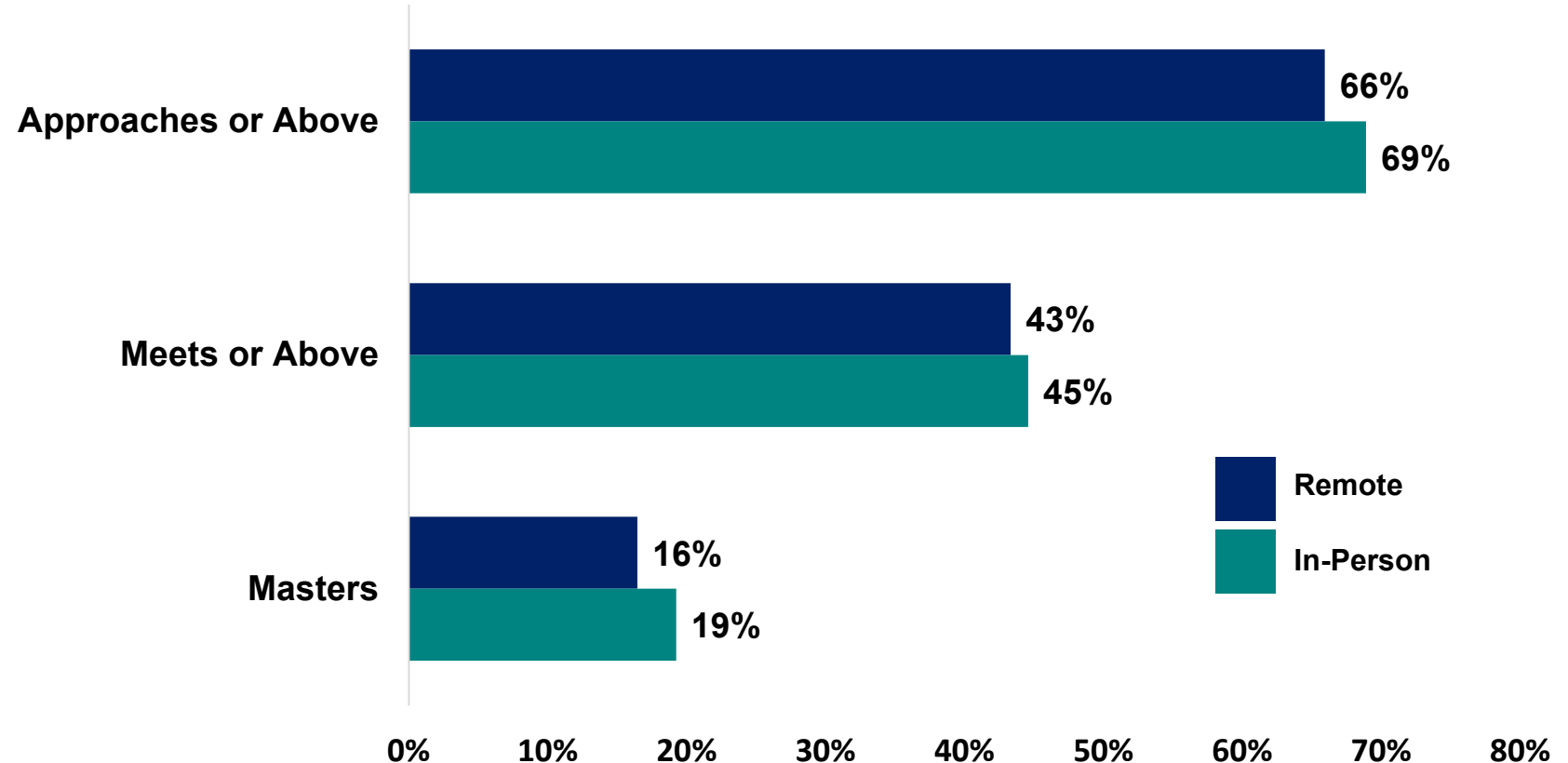
# Impacts of COVID-19: Remote vs. In-Person STAAR Performance

  
Overall, instructional setting had less impact on STAAR performance in reading than math.





### State Remote vs. In-Person Reading STAAR Performance by Performance Level



Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

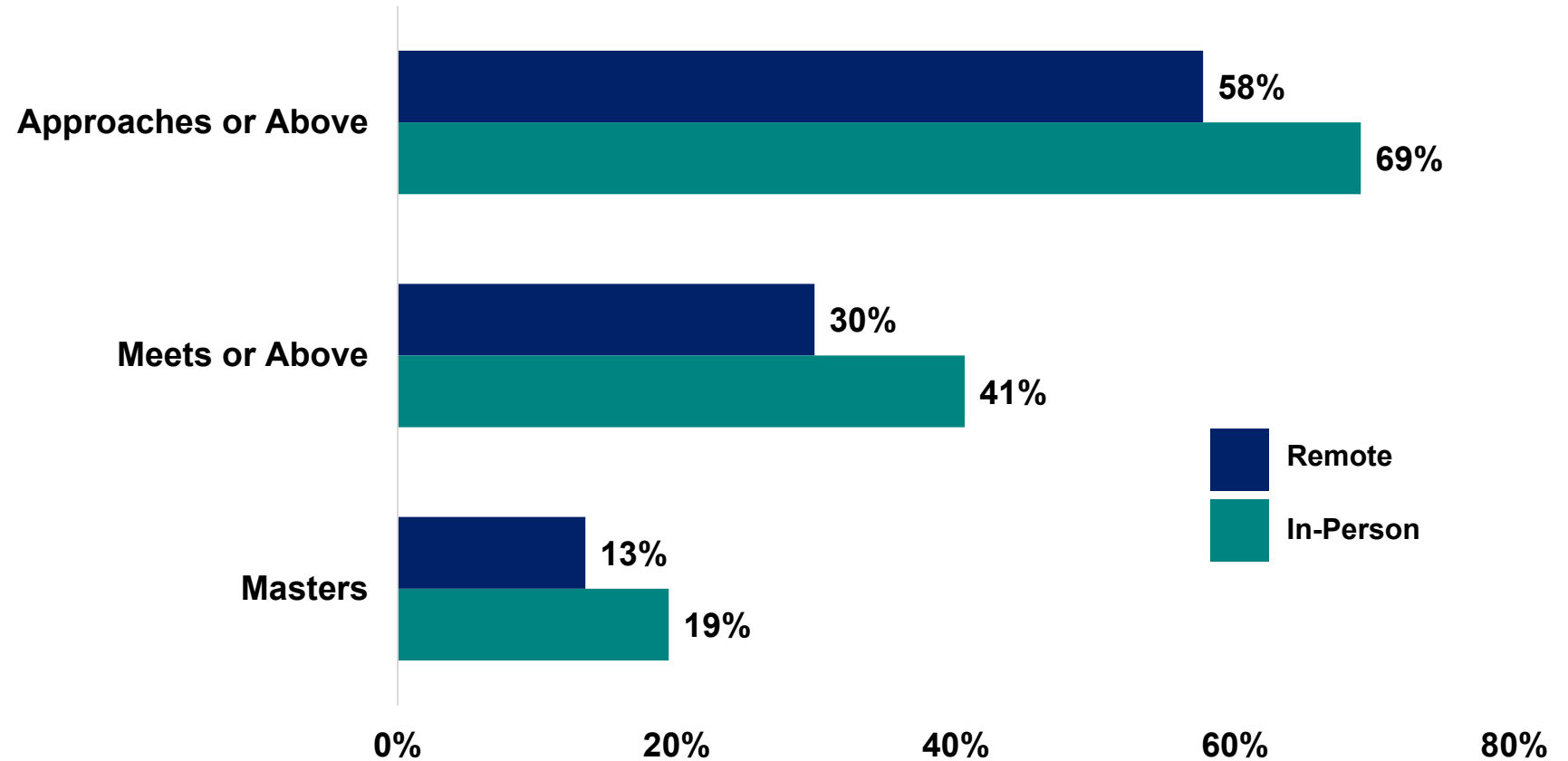
# Impacts of COVID-19: Remote vs. In-Person STAAR Performance



Overall, instructional setting had greater impact on STAAR performance in math than reading.



State Remote vs. In-Person **Math** STAAR Performance by Performance Level



Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

# Impacts of COVID-19: Remote vs. In-Person STAAR Performance



Overall, STAAR reading shows mixed results for instructional settings.

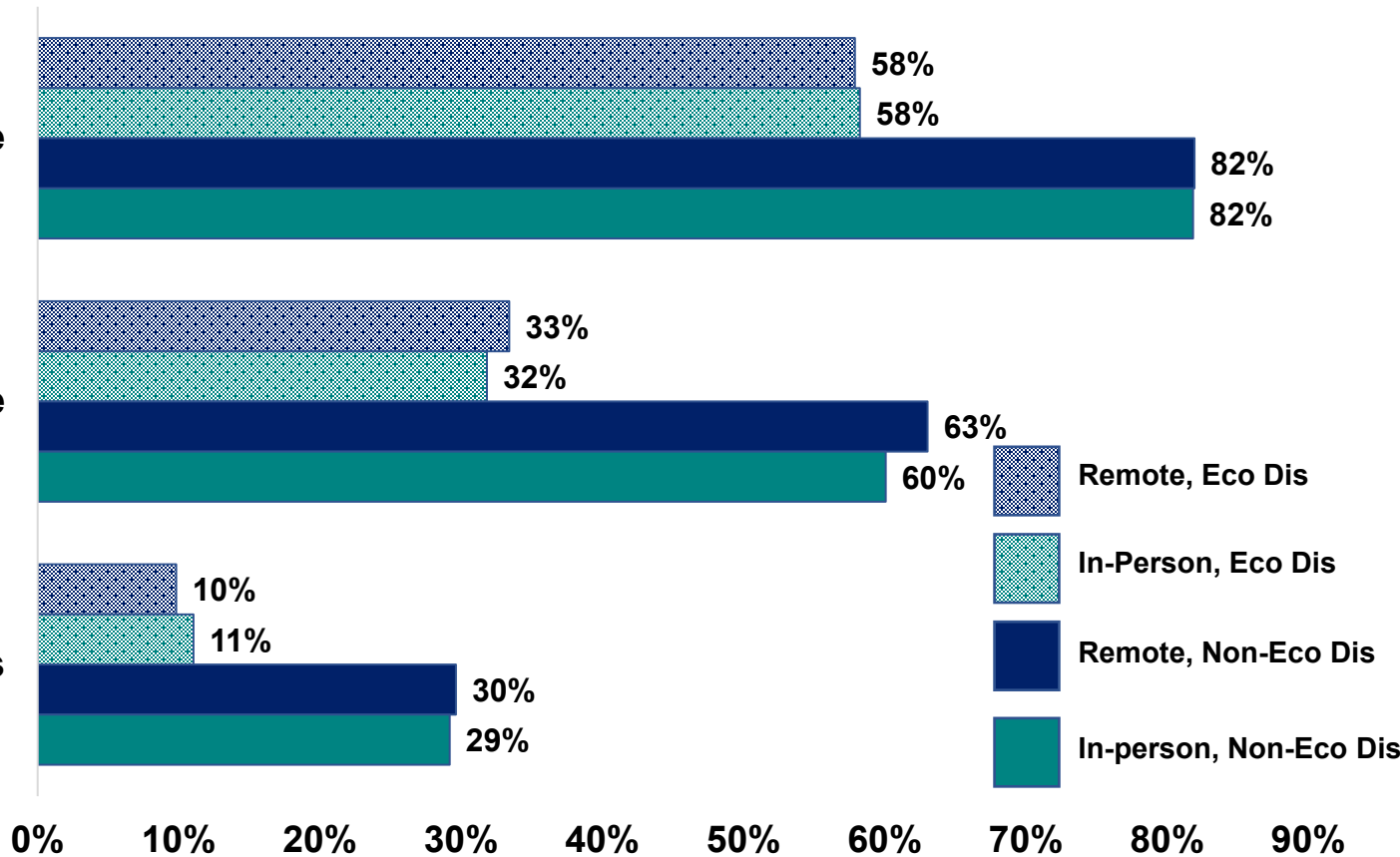


## State Remote vs. In-Person Reading STAAR Performance by Performance Level and Economically Disadvantaged Status

Approaches or Above

Meets or Above

Masters



Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.

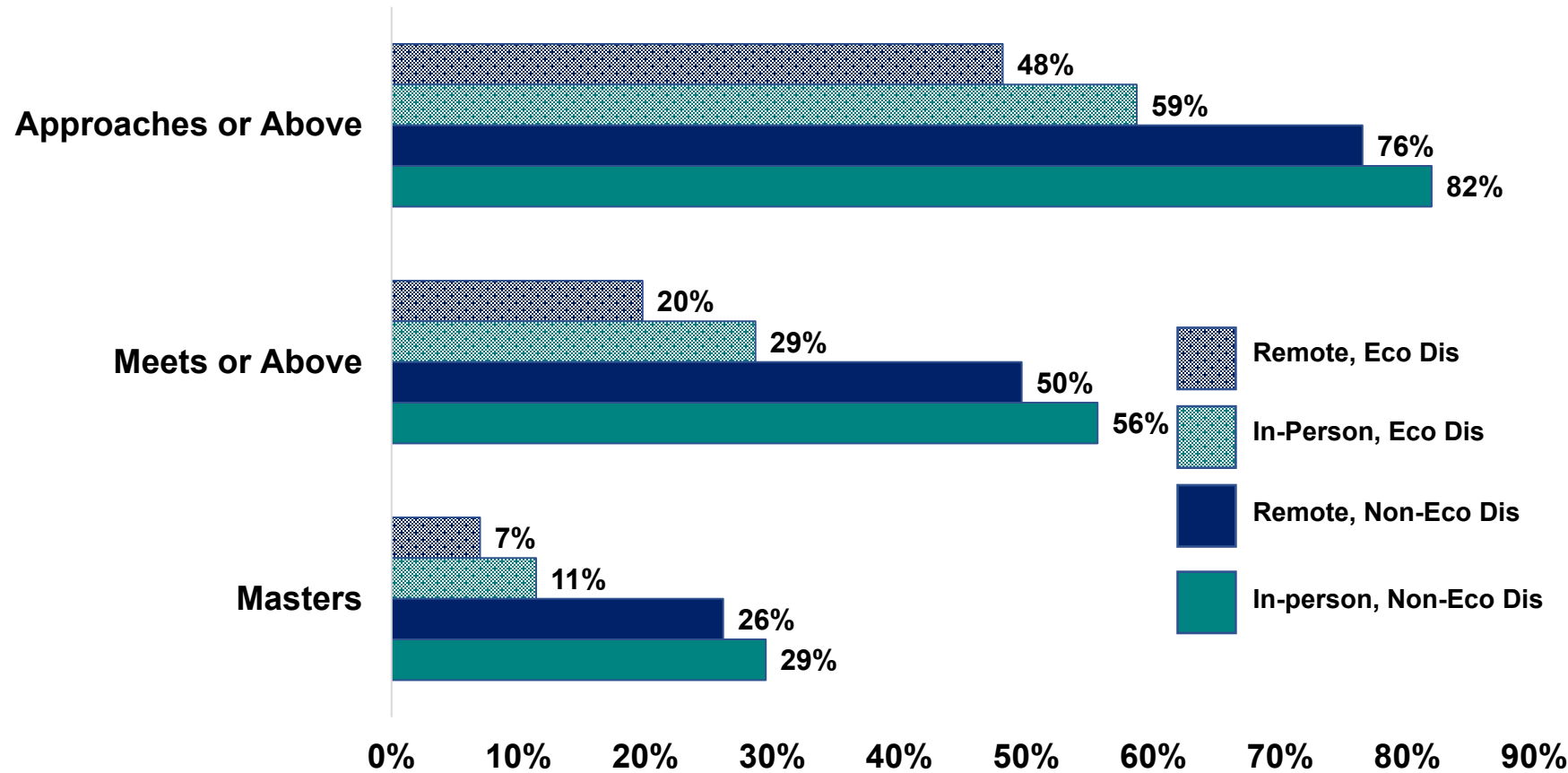


# Impacts of COVID-19: Remote vs. In-Person STAAR Performance

Overall, remote economically disadvantaged students had lower STAAR performance.




State Remote vs. In-Person Math STAAR Performance by Performance Level and Economically Disadvantaged Status



Source: Student Achievement Domain 1A STAAR performance student level state and federal data and the 2021 PEIMS summer attendance file.



# Questions



# General 2022 Accountability Updates

# General 2022 Updates

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- Senate Bill (SB) 1365 requires a *Not Rated* label for 2022 unless the district or campus earns an *A*, *B*, or *C*.
  - Scaled scores will be displayed even if an overall *Not Rated* label is applied.
  - Overall scaled scores will be used to determine Public Education Grant campuses.
  - Scaled scores will be used to determine special provisions.  
e.g., District is limited to a *B* if a campus receives an overall or domain rating less than 70.
- Scaling and student group targets will remain the same for 2022 and will be adjusted in 2023 with the reset.
- As prescribed by House Bill (HB) 4545, retest opportunities for grades 5 and 8 have been eliminated.



# General 2022 Updates

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- SB 15 provides funding and guidelines for districts/charters who offer virtual instruction to students during the 2021–22 school year. The act expires September 1, 2023, so these guidelines extend into the 2022–23 school year.
- SB 15 requires virtual learners be included in the accountability calculations for the sending district if districts enter co-ops.
- August 2022 accountability ratings will include outcomes for both in-person and virtual learners.
- In the fall of 2022, virtual program ratings will be issued which will evaluate the outcomes of students who were instructed at least 50% of the time virtually.
- In the virtual program ratings, students will be attributed to their enrolled district.
- These virtual program ratings do not result in interventions or sanctions.



# 2022 Student Achievement

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## STAAR

As prescribed by HB 4545, retest opportunities for grades 5 and 8 have been eliminated. Grades 4 and 7 writing tests are no longer assessed.



## College, Career, and Military Readiness (CCMR)

No changes; we will continue to exclude military enlistment data until we receive source data.



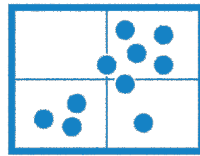
## Graduation Rate

No changes



## Part A: Academic Growth

Compare available 2021 results to 2022 results



## Part B: Relative Performance

No changes

# 2022 Closing the Gaps

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## Academic Achievement

As prescribed by HB 4545, retest opportunities for grades 5 and 8 have been eliminated.



## Academic Growth

Compare available 2021 results to 2022 results



## Graduation Rate

No changes; continue using the new methodology



## English Language Proficiency

Methodology is under development. More information will be forthcoming as it is available.



## CCMR

No changes; we will continue to exclude military enlistment data until we receive source data.



## STAAR Component

Retest opportunities for grades 5 and 8 have been eliminated. Grades 4 and 7 writing tests are no longer assessed.



# 2022 Distinction Designations

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All distinction designations will resume without changes.

Distinction designations are awarded in the following areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Comparative Academic Growth (campus only)
- Top 25 Percent: Comparative Closing the Gaps (campus only)
- Postsecondary Readiness (district and campus)

# 2022 Accountability Appeals

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The accountability appeals process will resume without changes.

The appeals process is **not** a permissible method to:

- correct data that were inaccurately reported by the district or charter school;
  - modify the 2022 state accountability calculations adopted by commissioner rule;
- or
- modify statutorily required implementation rules defined by the commissioner are not considered.



# Questions



## 2023 Accountability Reset

# 2023 Accountability Reset Timeline

The accountability system reset framework will be released in May 2022 for implementation in the 2022–23 school year.

Targets and scaling updates will be released fall 2022 after processing 2022 STAAR data.



## 2023 Accountability Reset Topics

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These topics are under consideration. No decisions have been made.

- Unique AEA accountability system
- Scaling/target adjustments as needed
- Growth methodology revision
- Adjustments to Closing the Gaps
  - 0-4 methodology instead of Y/N for each indicator
  - Addition of a non-STAAR indicator such as chronic absenteeism
  - ELP targets by school type
- Alignment of district rating with its campuses' ratings



# Questions



# 2022 TXschools.gov Updates



## 2022 TXschools.gov Updates

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In spring 2022, TXschools.gov will launch with a **new look** and **enhanced features** including:



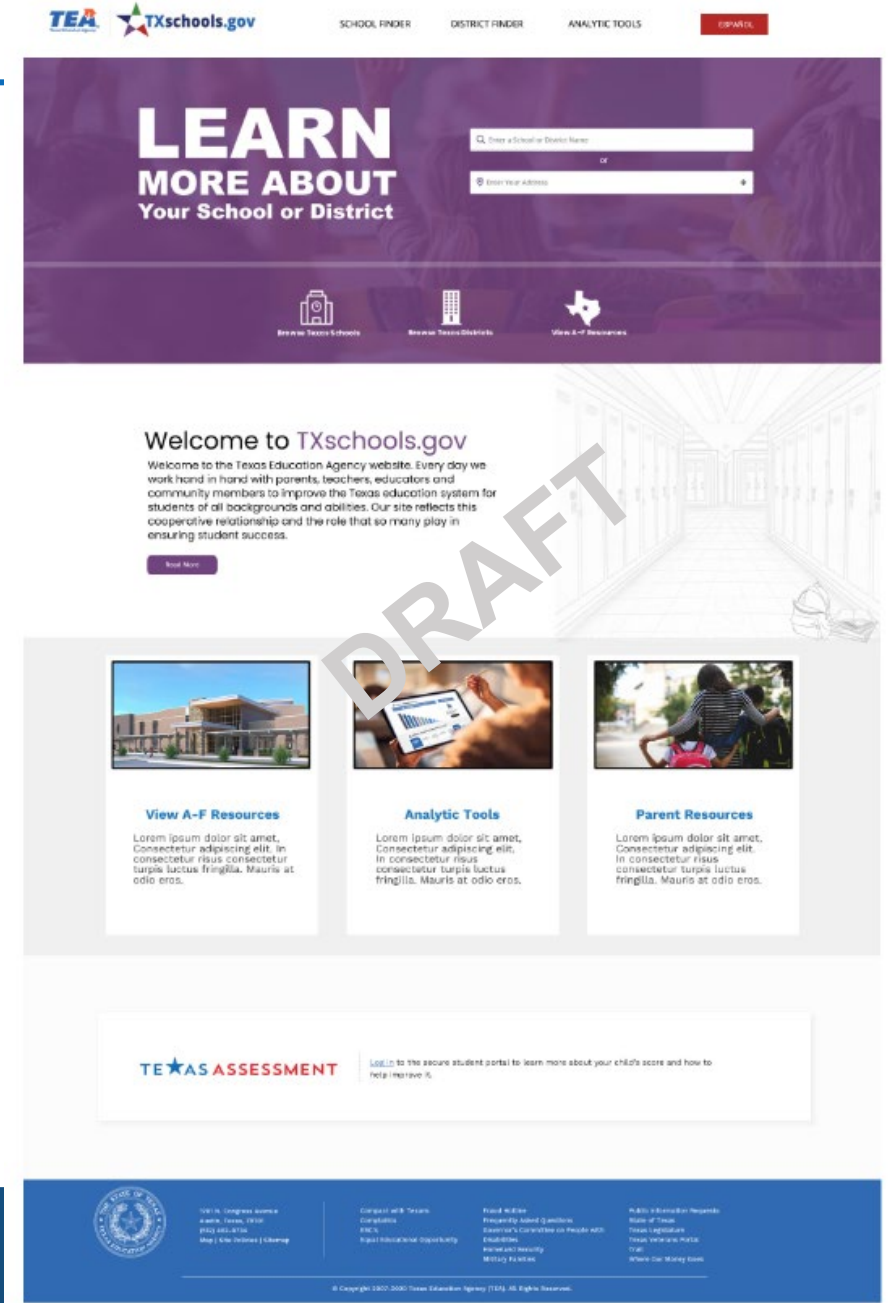
- increased focus on campus and district profiles beyond accountability;
- new filtering options in the School Finder map;
- new parent resources;
- improved user experience; and
- new and improved Analytic Tools.

# 2022 TXschools.gov Updates



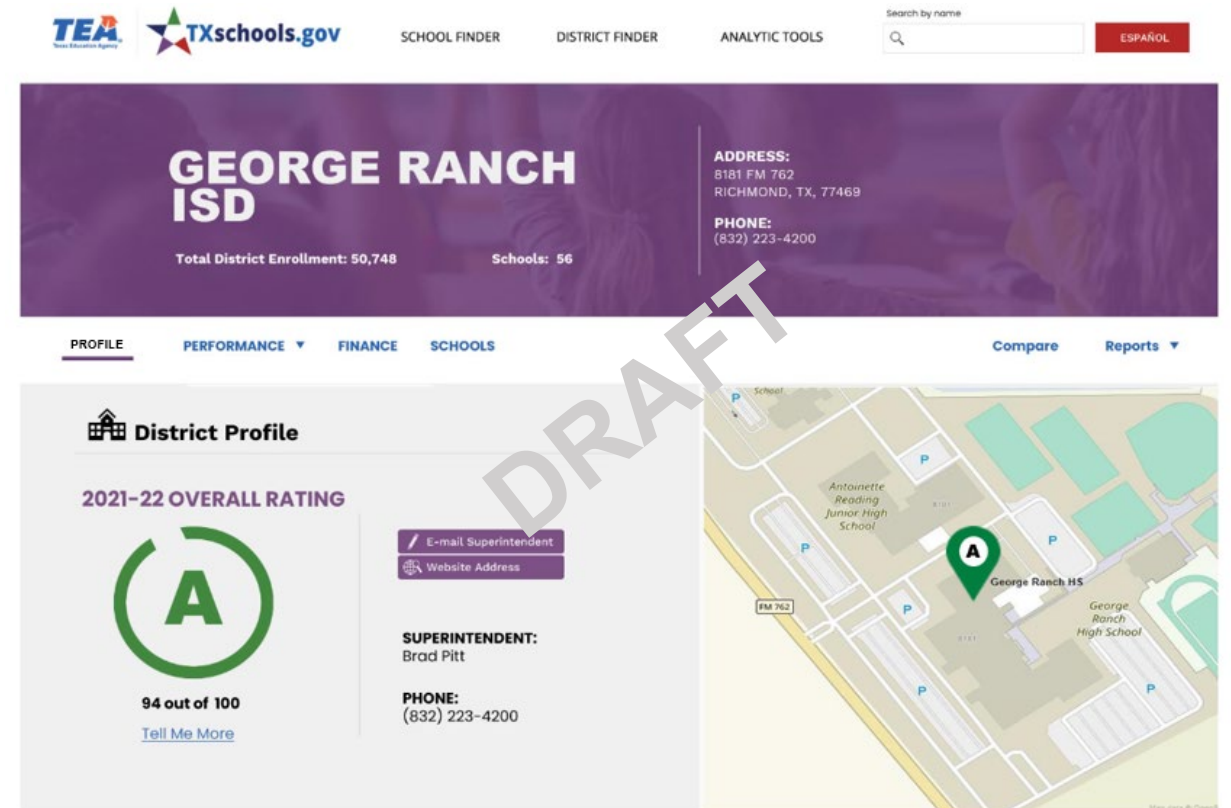
## The **Homepage** features:

- new parent resources;
- ability to search for a specific school or district;
- ability to search for schools by a specific address, city, or zip code; and
- easy access to the new Analytic Tools.



## The **Profile page** features

- overall accountability rating;
- easy access to school contact and website;
- student and staff information;
- distinction designations;
- school designations (Blue Ribbon and Purple Star);
- academic programs;
- UIL offerings; and
- AP course(s) by subject.



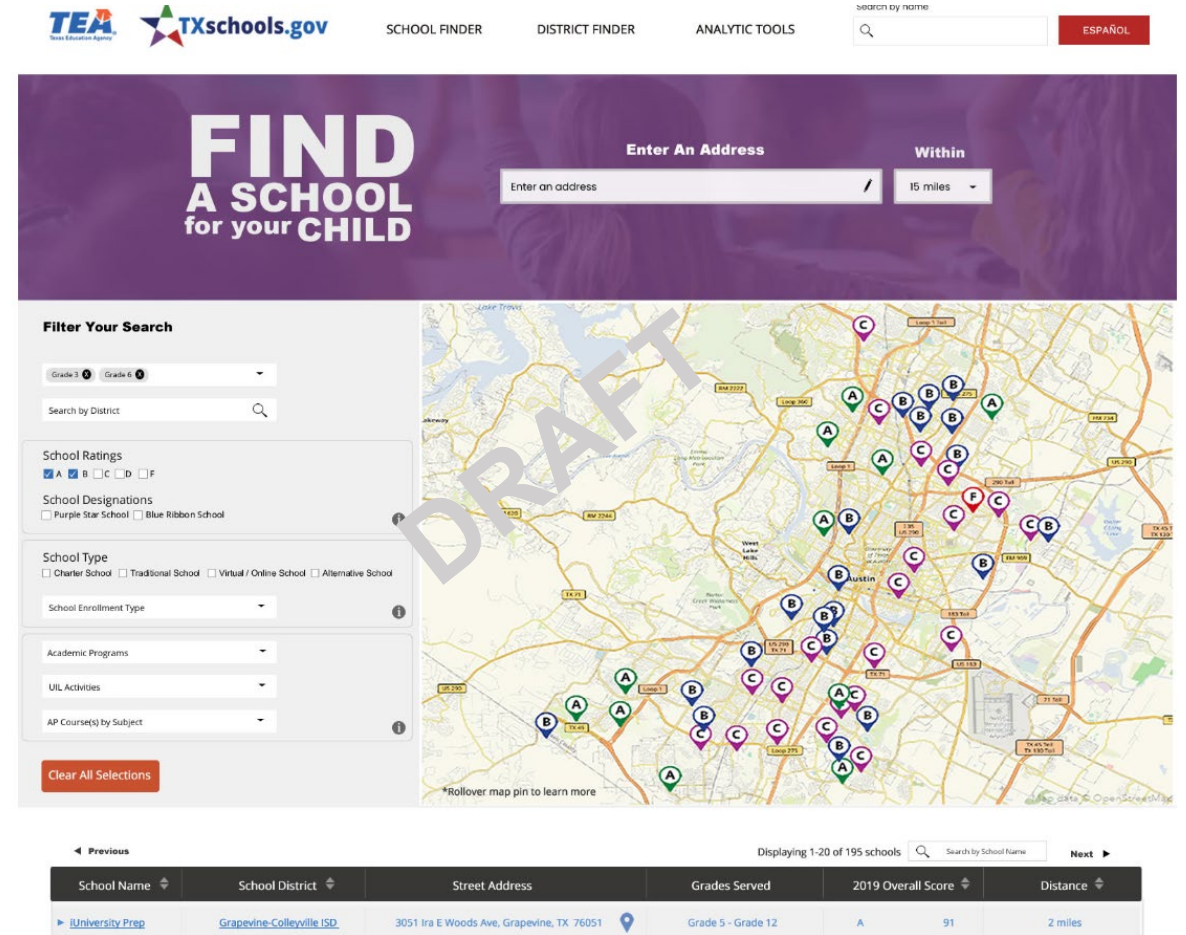
The screenshot displays the profile page for George Ranch ISD on the TXschools.gov website. The page includes the following information:

- Header:** TEA logo, TXschools.gov logo, and navigation links for SCHOOL FINDER, DISTRICT FINDER, and ANALYTIC TOOLS. A search bar and an ESPAÑOL button are also present.
- District Name:** GEORGE RANCH ISD
- Address:** 8181 FM 762, RICHMOND, TX, 77469
- Phone:** (832) 223-4200
- Enrollment:** Total District Enrollment: 50,748; Schools: 56
- Navigation:** PROFILE (selected), PERFORMANCE, FINANCE, SCHOOLS, Compare, Reports
- District Profile Section:**
  - 2021-22 OVERALL RATING:** A (94 out of 100) with a "Tell Me More" link.
  - Contact Options:** E-mail Superintendent, Website Address
  - SUPERINTENDENT:** Brad Pitt
  - PHONE:** (832) 223-4200
- Map:** A map showing the district's location in Richmond, TX, with a green pin and 'A' rating marker. Other schools shown include Antoinette Reading Junior High School and George Ranch High School.

## The **School Finder** features

New filters to help parents find a school for their child, including:

- ✓ additional school types
- ✓ school designations
- ✓ UIL activities
- ✓ AP course(s) by subject
- ✓ academic programs
- ✓ grade level
- ✓ school ratings; and
- ✓ district



The screenshot shows the TXschools.gov School Finder interface. At the top, there are navigation links for TEA, TXschools.gov, SCHOOL FINDER, DISTRICT FINDER, and ANALYTIC TOOLS. A search bar is present with a search icon and a language toggle for ESPAÑOL. The main heading reads "FIND A SCHOOL for your CHILD". Below this, there are input fields for "Enter An Address" and "Within" (set to 15 miles). A "Filter Your Search" sidebar on the left includes dropdowns for Grade 3 and Grade 6, a "Search by District" field, and checkboxes for School Ratings (A, B, C, D, F), School Designations (Purple Star School, Blue Ribbon School), School Type (Charter School, Traditional School, Virtual/Online School, Alternative School), School Enrollment Type, Academic Programs, UIL Activities, and AP Course(s) by Subject. A "Clear All Selections" button is at the bottom of the filters. The main area features a map of Texas with school locations marked by colored pins (A, B, C, D, F) and a "DRAFT" watermark. Below the map, a table displays search results for 1-20 of 195 schools. The first row is highlighted:

School Name	School District	Street Address	Grades Served	2019 Overall Score	Distance
<a href="#">University Prep</a>	<a href="#">Grapevine-Colleyville ISD</a>	3051 Ira E Woods Ave, Grapevine, TX 76051	Grade 5 - Grade 12	A 91	2 miles

## The new **Analytic Tools** feature

- STAAR performance and comparison abilities;
- academic growth analysis and trends;
- CCMR and graduation outcome analysis; and
- correlational relationships between selected variables.



Tools report at the campus, district, and state level.

## Analytic Tools

\* The Analytic Tools are not designed for mobile use. For optimum user experience use a desktop or laptop device.



### [STAAR Performance](#)

Evaluate annual STAAR outcomes and trends for a campus, district, or the entire state.



### [STAAR Comparison](#)

Compare STAAR outcomes by student group for similar districts and campuses.



### [Academic Growth](#)

View academic growth outcomes and trends by student group for a campus, district, or the entire state.



### [CCMR](#)

Analyze college, career, and military readiness outcomes by student group for a campus, district, or the entire state.



### [Graduation](#)

Examine graduation rate and graduation plan rate trends by student group for a campus, district, or the entire state.



### [Correlate](#)

Analyze relationships between selected variables for all campuses and districts in the state.



2021 TexasAssessment.gov  
and Family Portal Updates



In September 2021, TexasAssessment.gov launched with a **new look** and **functionality**.

The screenshot shows the TexasAssessment.gov website homepage. At the top, there is a navigation bar with links for Home, Students and Families, Testing Personnel, Educators, Assessment Programs, and Resources, along with a search icon and a language selector for 'En español'. The main header features the TEA logo and the text 'TEXAS ASSESSMENT' and 'VISIT TXSCHOOLS.GOV'. The main content area has a green background with the heading 'Learn More About Texas Assessments' and a sub-heading 'View Your Child's Test Results'. Below this is a 'Family Portal' section with a 'Visit the Family Portal' button. A 'Browse by User' section lists three categories: 'Students and Families', 'Testing Personnel', and 'Educators'. At the bottom, there is a 'Browse by Assessment Program' section with four cards: 'STAAR', 'STAAR Alternate 2', 'TELPAS', and 'TELPAS Alternate', each with a photo of a student and a brief description.

# 2021 Family Portal Updates



## New **Subscribe for Updates** feature



Welcome, ONER ONER

[help](#) [Ver en español](#) [Sign Out](#)

[Navigating the Student Portal](#)

- STAR**  
State of Texas  
Assessments of  
Academic Readiness
- UNDERSTANDING YOUR CHILD'S SCORE**
- ALL ABOUT THE STAAR TEST**
- HOW TO HELP MY CHILD PREPARE**
- FAQs**



### Testing History For ONER ONER



[Performance Level Descriptions](#)



[Download Report Card\(s\)](#)



[Filter Tests](#)

Given the impact of COVID-19, on March 18, 2020, Governor Greg Abbott canceled all State of Texas Assessments of Academic Readiness (STAAR) and STAAR Alternate 2 tests scheduled for the 2019–2020 school year. **Therefore, no results for the STAAR or STAAR Alternate 2 administrations from spring or summer of 2020 will be available.**

2020-21 School Year			
	STAAR Grade 6 <b>Reading</b>	YIPPEE J H (257-999-041) Spring 2021	<b>Masters Grade Level</b>
	STAAR Grade 6 <b>Mathematics</b>	YIPPEE J H (257-999-041) Spring 2021	NOT SCORED



## Enhancements to the Find a Book Tool

### Lexile Measure



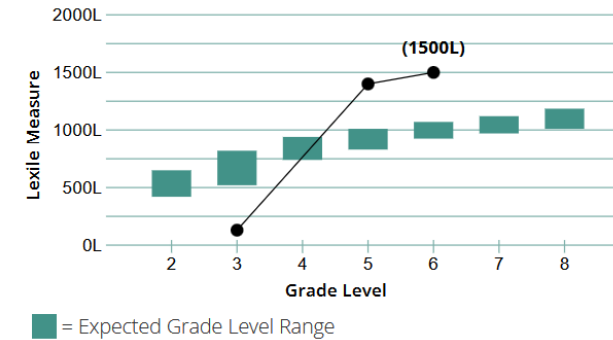
#### What Is A Lexile Measure?

Lexile measures help you find reading materials at your child's unique reading level. With Lexile measure, you can engage your child in learning by ensuring they comprehend their reading materials, as well as monitor their progress over time.

The Lexile measure indicates the difficulty of the materials that your child can read successfully.

#### Your Child's Lexile® History

Current Lexile Measure: 1500L



#### Find A Book Tool

"Find a Book, Texas" is a fun and easy way to select books based on a child's Lexile® measure and interests.

[Explore](#)

Chart a child's reading growth across different state assessments, forecast future growth and compare against demanding careers.

[Explore](#)



Addition of the new **Math Badge** designation for students in grades 5-7

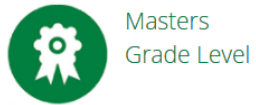


## STAAR Grade 7 Mathematics

Taken in Spring 2021 at YIPPEE J H (257-999-041)

- Test History
- Test Results
- Detailed Results
- Test Questions
- Resources

Student Score: 2181



Masters Grade Level

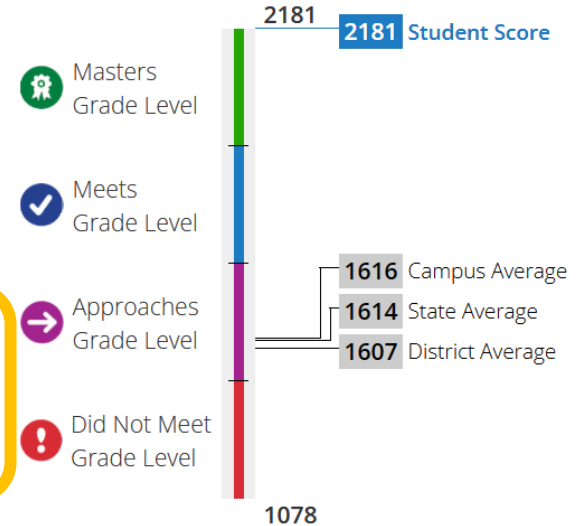


**Percentile**  
Your child scored the same or better than 100% of all Grade 7 students in Texas.



This badge indicates that your child is ready to meaningfully engage in advanced math course material. This is one of many tools to help gauge their readiness for advanced math. Find more information on [Texasassessment.gov](https://www.texasassessment.gov).

### Comparison





**Custom math and reading resources** tailored for each student based on their performance level



## STAAR Grade 6 Reading

Taken in Spring 2021 at YIPPEE J H (257-999-041)



Test History



Test Results



Detailed Results



Test Questions



Resources



### RESOURCES TAILORED FOR ONER Reading

#### Strategies to improve your child's grade 6 reading understanding



##### Understanding/Analysis Across Genres

- Think about themes that might interest your child, like "Friendship can come in forms you do not expect" or "Beauty lies within." Search for different books or movies with the theme of choice. Discuss and compare them.
- Help your child think of someone they admire. Look for an autobiography of that person, and a fictional adaptation. Read them together and discuss similarities and differences.



##### Understanding/Analysis of Literary Texts

- Expose your child to a variety of myths and discuss how they are similar and different from other forms of fiction.



##### Understanding/Analysis of Informational Texts

- Next time you are putting a piece of furniture together or following a manual for a piece of equipment around your house, have your child read the directions to you and help you follow them step-by-step. If the instructions only have



## Implementation of **Single Sign On**

- Single Sign On (SSO) is a feature Student Information System (SIS) vendors can offer their districts.
- This feature uses a simple HTTP post request allowing SIS vendors to provide districts with the ability to give their parent-facing portals direct access to their child's assessment scores with one click.
- Families are taken directly into the online Family Portal **without needing their child's Unique Access Code** found on the paper STAAR Report Card.

Interested in Single Sign On?



**Contact** your district's Student Information System (**SIS**) **vendor** about implementation.



**Visit** the Single Sign On webpage to view these **resources** :

- Single Sign On Integration Guide
- Single Sign On FAQs
- Single Sign On Accessing the STAAR Data File
- Sample District Data File



## Q&A Session

# Texas educators are key to designing and building high quality assessments

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator passage review** – each potential passage for the RLA test is reviewed and approved by a committee of Texas educators
- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response rangefinding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **STAAR redesign focus groups** – groups of educators are convened to provide input on components of the STAAR redesign that are under consideration

Visit the [Texas Assessment Learning Management System](#) to apply

Jamie Crowe, Performance Reporting Executive Director

Lauren Field, Accountability Communications Coordinator

Please submit any questions about this presentation to  
[Performance.Reporting@tea.texas.gov](mailto:Performance.Reporting@tea.texas.gov)

Scan to provide feedback  
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TE★AS ASSESSMENT