

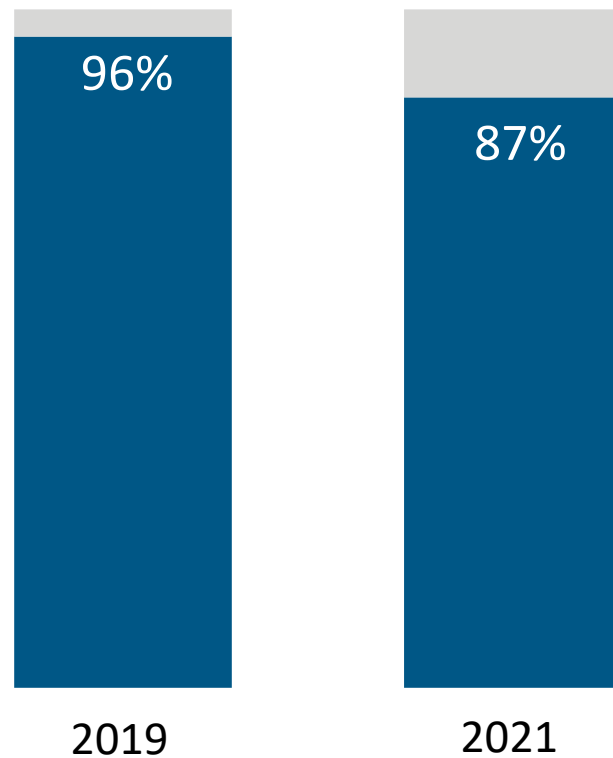


Overview of 2021 STAAR Results



Despite challenges due to COVID-19, a large majority of Texas students took STAAR this year

Spring Participation in STAAR¹



This year's Spring STAAR participation was **87%** compared to 96% in 2019.

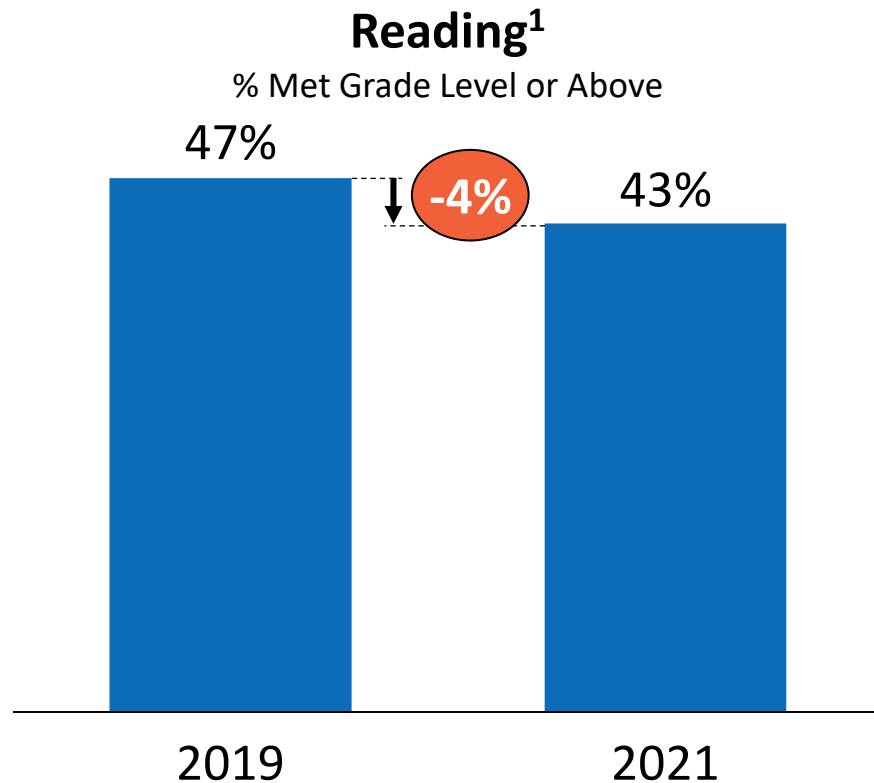
The high level of participation – even among students who remained remote most of the year – allows for statewide performance comparisons with prior years.

When we have STAAR data, we can **better target support to Texas kids**, accelerating their academic growth this summer and next year.

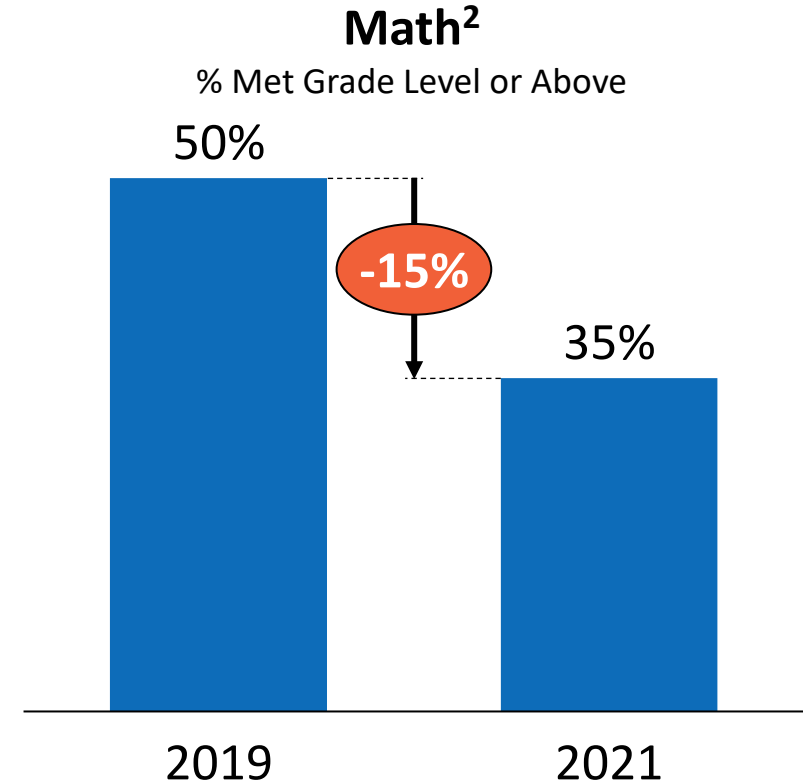
1. Participation = total number of completed Spring STAAR test / total number of Spring STAAR tests eligible to be completed. 7.7M STAAR tests were completed in 2021. STAAR tests include 3-8 Mathematics, 3-8 Reading, 5 & 8 Science, 5 Social Studies, Algebra I, English I, English II, Biology, and U.S. History. Results for grades 3-5 combine assessments given in Spanish and English. Participation does not include TELPAS, TELPAS Alternate, or STAAR Alternate 2. Note: 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: Spring 2019 and Spring 2021 STAAR Data

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

The percentage of students that met grade level or above in reading declined by 4%.



The percentage of students that met grade level or above in math decreased by 15%.



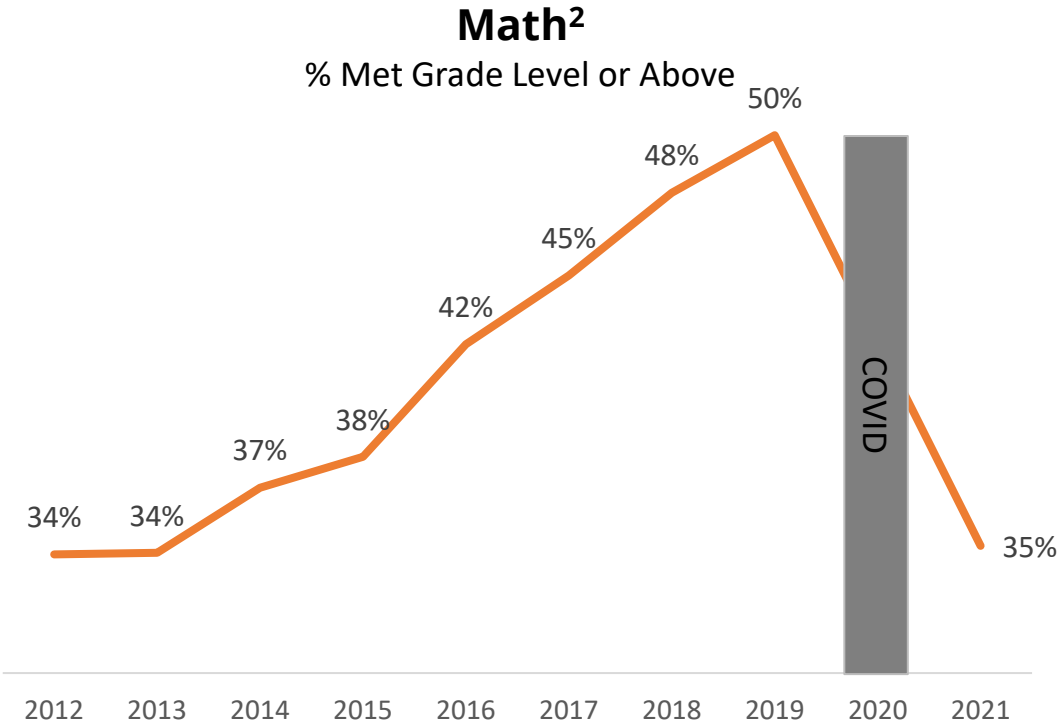
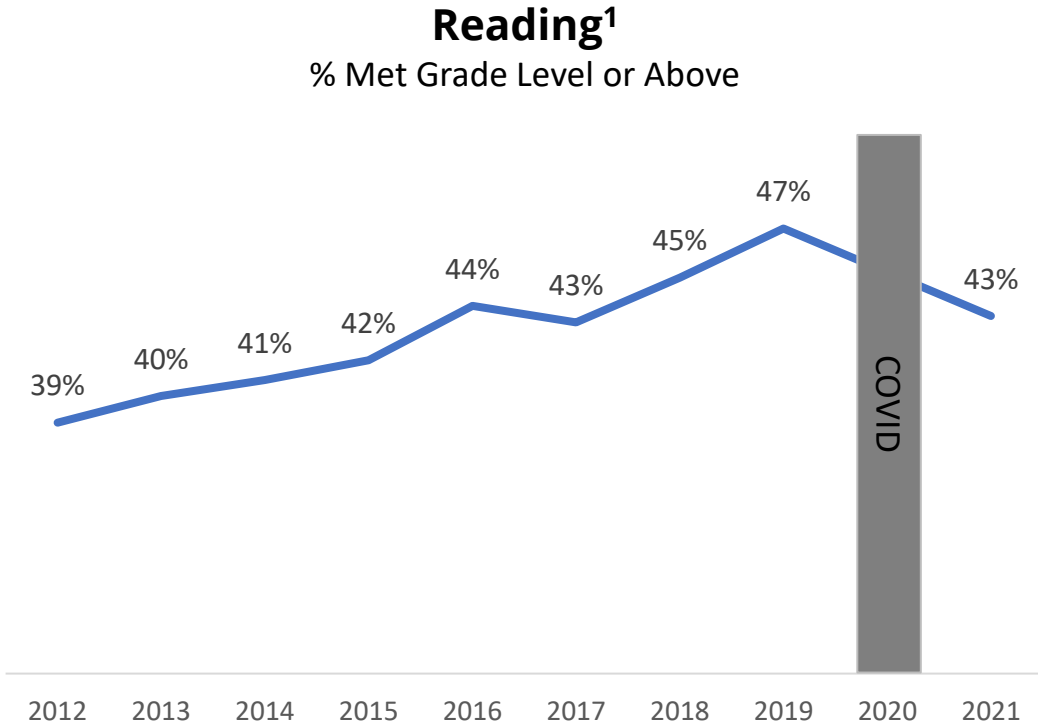
1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 and 2.4M in 2021 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 and 2.9M in 2021. Note: Results for grades 3-5 combine assessments given in Spanish and English. 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: Spring 2019 and Spring 2021 STAAR Data

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

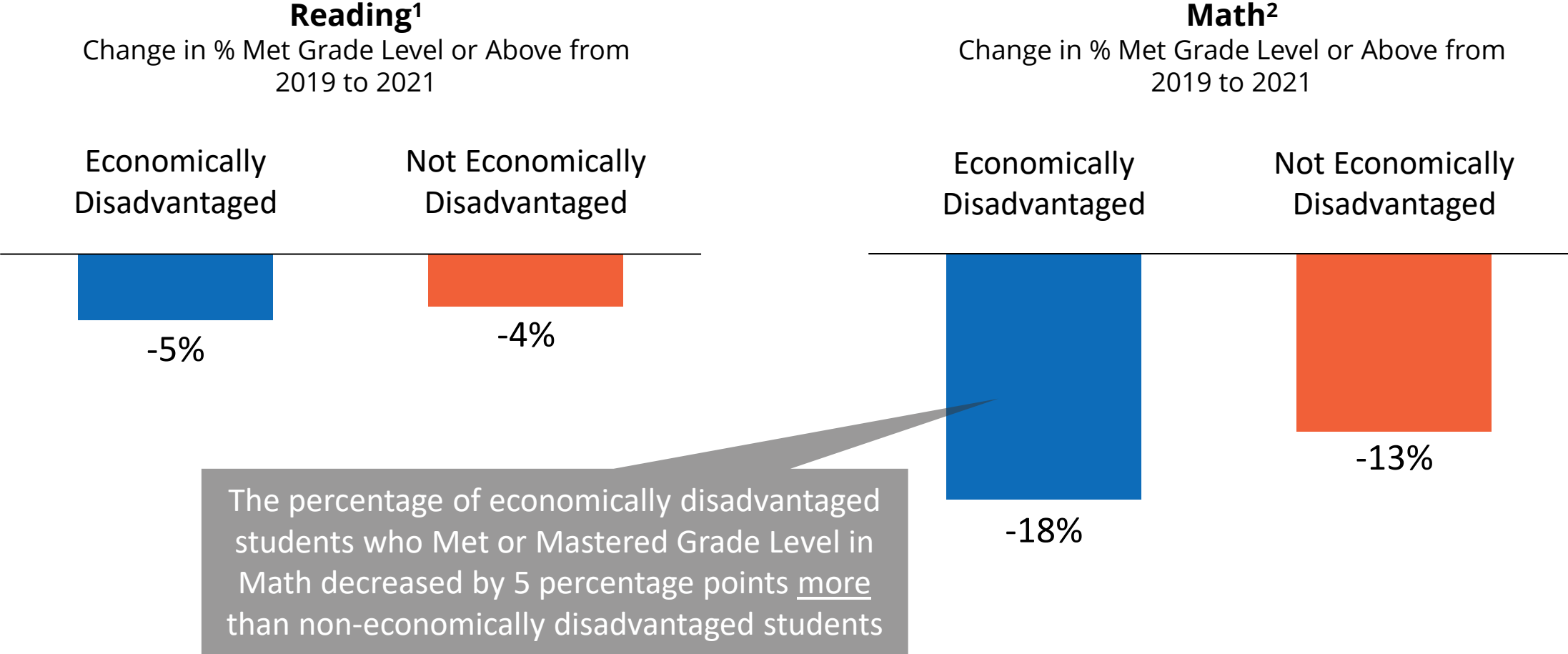
Reading results had steadily improved since 2012, with COVID-19 dropping Texas back to 2016 rates.

Math results had dramatically improved since 2012, with COVID-19 dropping Texas to 2013 passing rates



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. 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: 2012-2021 Spring STAAR Data

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

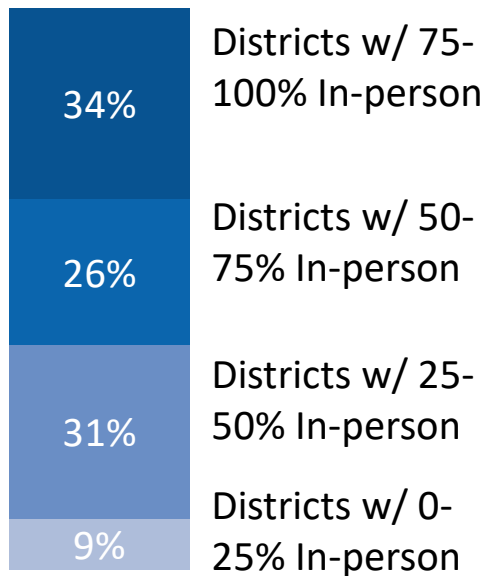


1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 with 2M eco. dis. and 2.4M in 2021 with 1.7M eco. dis. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 with 1.7M eco. dis. and 2.9M in 2021 with 1.4M eco. dis. 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: Spring 2019 and Spring 2021 STAAR Data

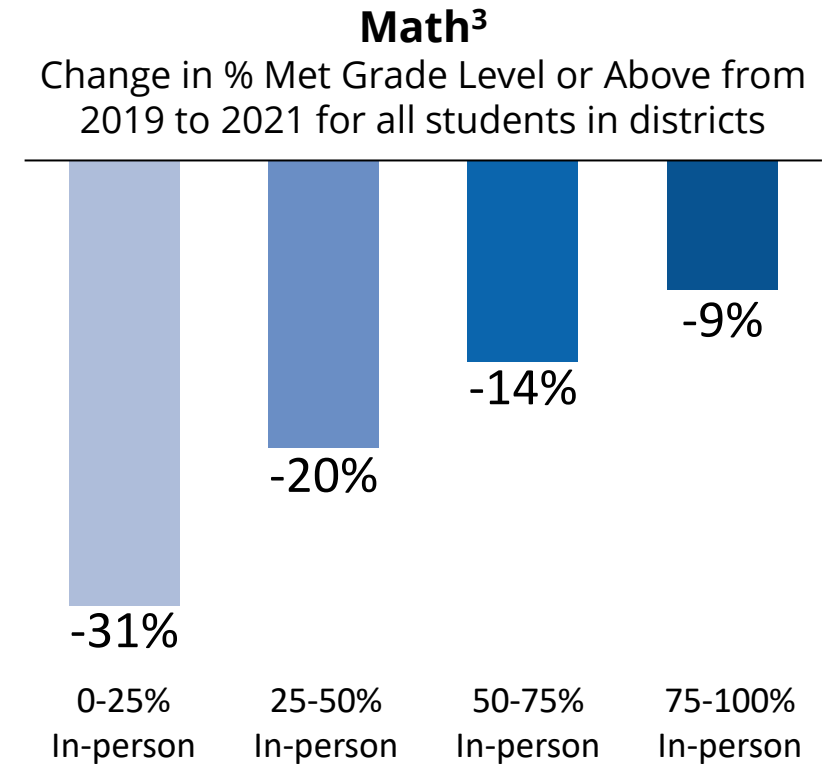
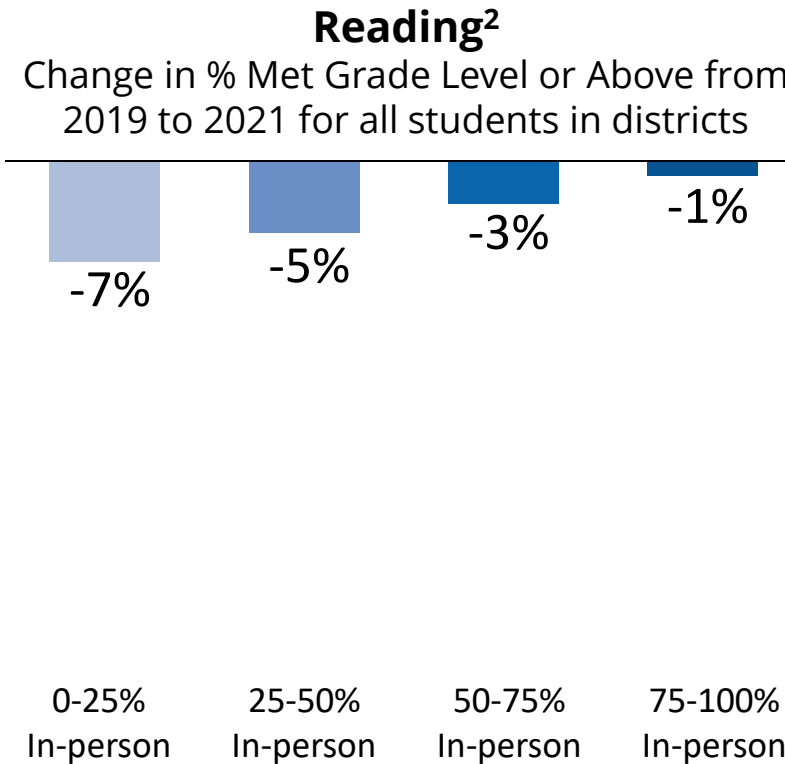
Fortunately, Texas prioritized in-person instruction, because data suggests remote learning contributed to learning loss

9% of students attended districts w/ <25% in-person

% of tested students by district level of in-person vs. remote¹



However, students in those districts saw the largest declines in academic performance



1. With a few limited exceptions, all schools in Texas were required to provide in-person instruction to all families who chose in-person. Percent of total students that took STAAR reading and/or math in 2021 in each of the 4 groups of districts categorized using TEA Crisis Code data: <25% of students in person for most of the year, 25-50%, 50-75%, and 75%+. 2. Includes STAAR 3-8 Reading, English I and English II EOCs; 2.7M tested students in 2019 and 2.4M in 2021. 3. Includes STAAR 3-8 Mathematics, Algebra I EOC; 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: Spring 2019 and Spring 2021 STAAR Data; TEA Crisis Code Information, 2020-2021.

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

Change in % Met Grade Level or Above from 2019 to 2021

| | | Districts with 0-25% in-person | Districts w/ 25%-50% in-person | Districts w/ 50%-75% in-person | Districts w/ 75-100% in-person |
|----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| READING¹ | Economically disadvantaged | -8% | -6% | -3% | -1% |
| | Non-economically disadvantaged | -6% | -4% | -4% | -2% |
| | | Districts with 0-25% in-person | Districts w/ 25%-50% in-person | Districts w/ 50%-75% in-person | Districts w/ 75-100% in-person |
| MATH² | Economically disadvantaged | -32% | -21% | -15% | -9% |
| | Non-economically disadvantaged | -28% | -19% | -14% | -8% |

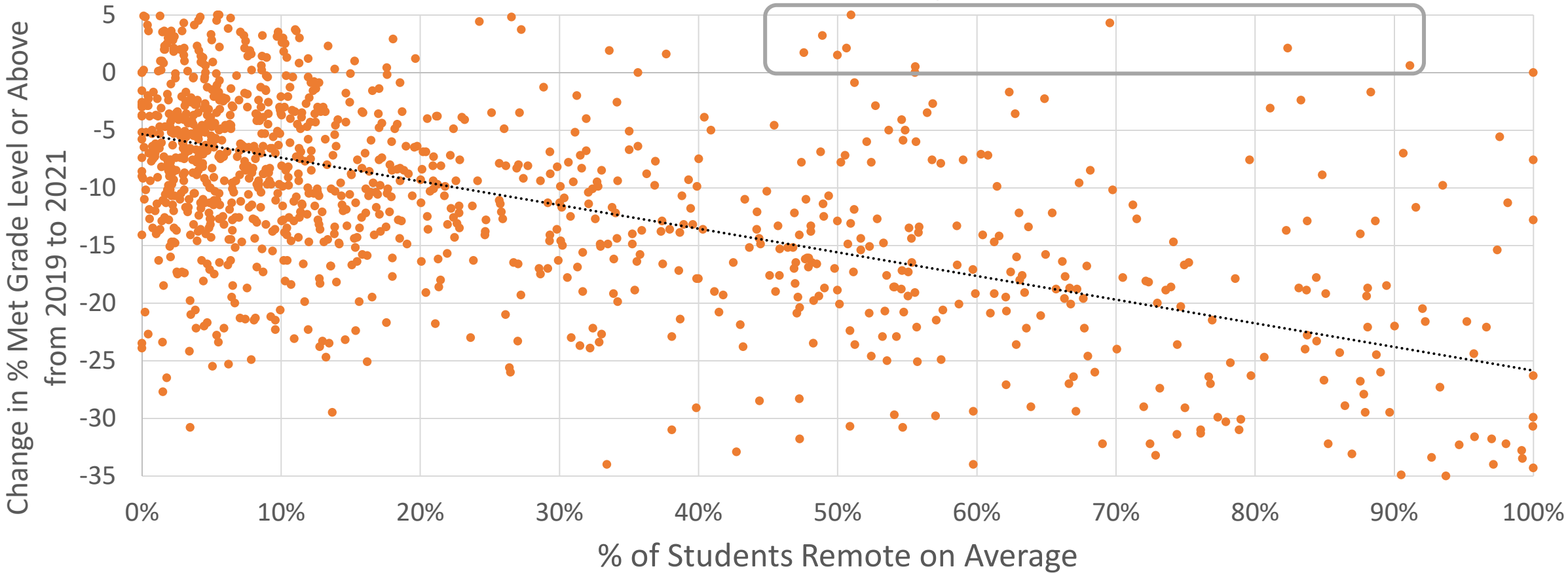
1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 and 2.4M in 2021. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 and 2.9M in 2021. Note: TEA Crisis Code data used to categorize districts into 4 groups to describe remote vs. in-person learning <25% of students in person for most of the year, 25-50%, 50-75%, and 75%+. 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: Spring 2019 and Spring 2021 STAAR Data; TEA Crisis Code Information, 2020-2021.

While Not the Norm, There Are Examples Where Remote Learning Achieved Positive Results for Students

Change in % of Students Met Grade Level or Above in Math vs. % of Students Remote in each District

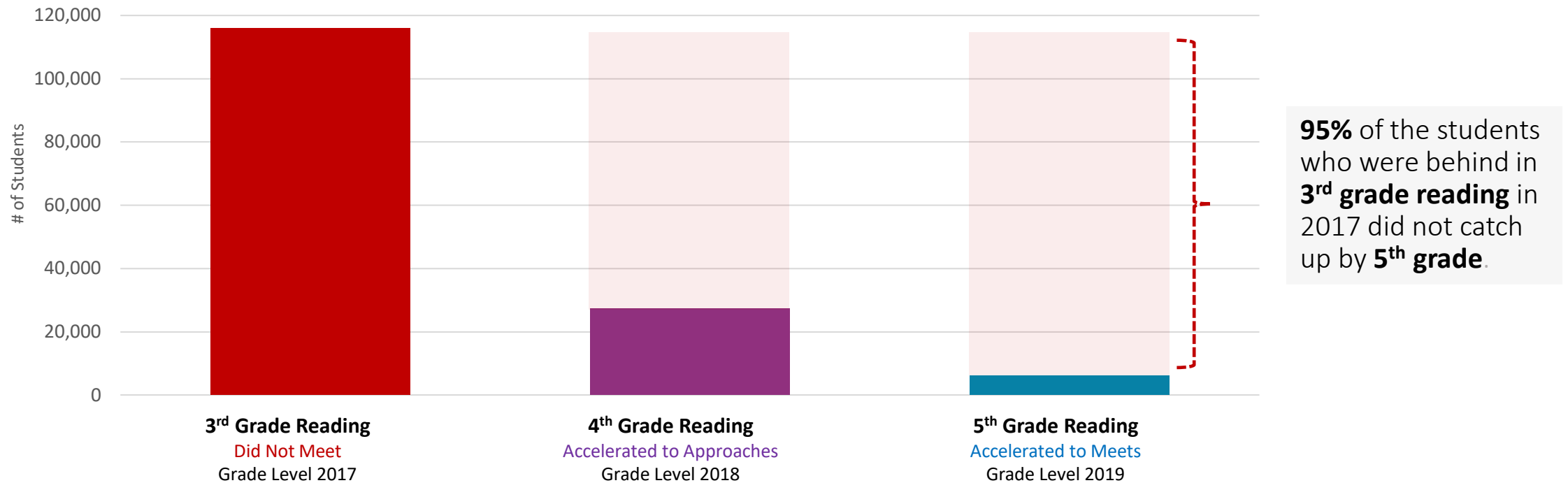
Some school systems with large percentages of remote learners also saw performance improvements



% of Students Remote on Average determined by averaging a district's reported remote attendance rates in Oct 2020 PEIMS snapshot and January 29, 2021 Crisis Code submission.

The Actions We Take Now Must Be Different From What We've Done In The Past

Pre-COVID: # of Students Accelerating Up A Performance Level Each Year



Across all grades and subjects, on average, only 4% of students who are below grade level catch up to grade level in 2 years

To Catch Kids Up, Schools Must Make Significant Changes

Learning Acceleration Framework



Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year



Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus



More time for the students most in need, including in the summer and with targeted **tutoring**

Significant New Supports Have Been Provided to Improve the Ability of our Schools to Accelerate Learning

House Bill 1525 – Funds for Accelerated Learning & Academic Support

- Programs include:
 - Targeted COVID-19 Learning Acceleration Supports
 - COVID-19 General Academic Responses
 - Operation Connectivity
 - CTE & PTECH
 - Autism & Dyslexia
 - Gifted & Talented

Appropriation for HB 1525 Programs: **~\$3.2 Billion**

House Bill 4545 – Accelerated Learning Policy Improvements

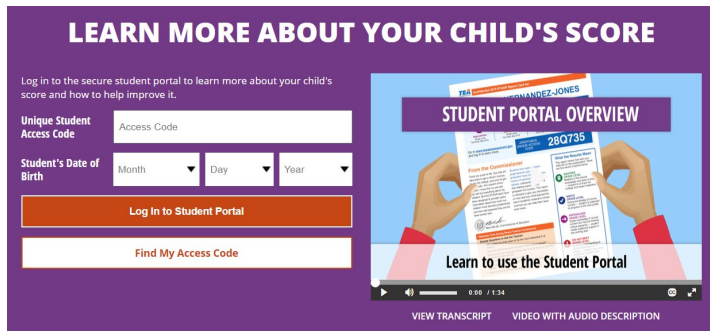
- Students no longer retake STAAR if they fail – STAAR is solely used to inform academic support in grades 3-8
- Students who fail STAAR are entitled to receive **intensive tutoring** and/or the highest performing teacher available in the next grade
- Parents can review a specific written plan for how districts will support their students' academic growth
- Elementary schools have access to a suite of research-based **curricular supports** to help all early learners reach grade level

Appropriation: **~\$150 Million**

Federal Formulas to Support Intensive Tutoring & Other District Responses: **~\$16.2 Billion**

For Parents: Learn More About How to Speed Up Learning

Understanding Your Child's Score



Parents can log in to:
<https://texasassessment.gov/>
to see **what their children learned**
and **where they may need support** in
the coming year.

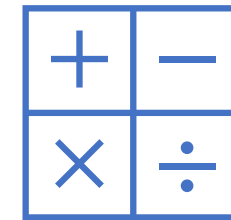
Supporting Your Child in Reading



A high-level overview of **how kids learn to read** and a tour of available free resources to support parents

Video Coming this Summer

Supporting Your Child in Math



A high-level overview of **math instruction** and a tour of available free resources to support parents

Video Coming this Summer

Access the secure student portal at <https://texasassessment.gov/>