



Accountability & Assessment Update



February 2021

TOPICS

- ✓ **Learning Loss Studies**
- ✓ **TEA Updates**
- ✓ **Transition to Online Testing – HB 3906 Feasibility Study**
- ✓ **Spring Testing**

TX Schools Face An Enormous Challenge To Make Up For Learning Lost During The Pandemic

Early education and pre-kindergarten (3- and 4-year-old students) enrollment each reduced by 22%.

	2019	Total Oct 2020	# Change Oct 2020 from 2019	% Change from 2019 to Oct 2020	
Early Education	25,883	20,100	(5,783)	-22%	84,983 ↓
Pre-k	249,226	194,137	(55,089)	-22%	
Kindergarten	384,110	359,999	(24,111)	-6%	
1st grade	391,443	379,875	(11,568)	-3%	75,114 ↓
2nd grade	388,670	378,797	(9,873)	-3%	
3rd grade	391,789	378,999	(12,790)	-3%	
4th grade	400,106	383,199	(16,907)	-4%	
5th grade	417,433	393,457	(23,976)	-6%	15,408 ↓
6th grade	422,722	412,117	(10,605)	-3%	
7th grade	423,528	418,725	(4,803)	-1%	
8th grade	411,253	420,381	9,128	2%	16,000 ↓
9th grade	449,099	433,099	(16,000)	-4%	
10th grade	407,018	417,106	10,088	2%	
11th grade	377,192	385,173	7,981	2%	
12th grade	354,298	362,010	7,712	2%	
Total	5,493,770	5,337,174	-156,596	-3%	

Source: TEA Summary of Texas Public School Enrollment Changes from October 2019 to October 2020

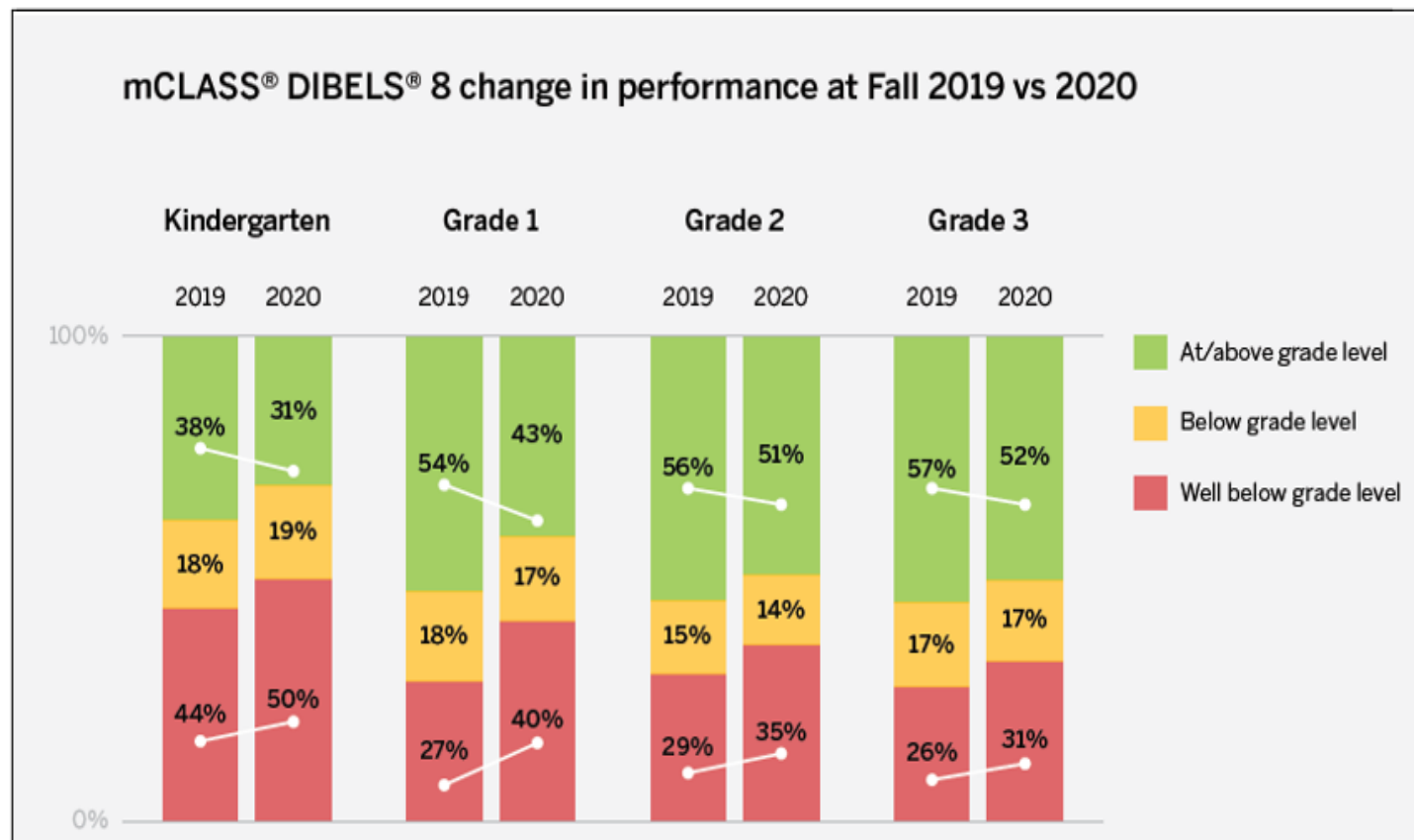
Early Grades (PK-3)

Amplify's study reports that 40% of first-graders this fall, up from 27% last year, and 35% of second-graders, up from 29% last year, scored significantly below grade level benchmarks in early literacy skills and in need of intensive intervention in reading.

Amplify's study confirms that even the youngest students are experiencing learning loss and **counters other recent studies that suggested there have been minimal losses in reading.**

Education Week. *Students' Reading Losses Could Strain Schools' Capacity to Help Them Catch Up.* December 18, 2020.

Figure 1. K-3 Instructional loss due to COVID-19



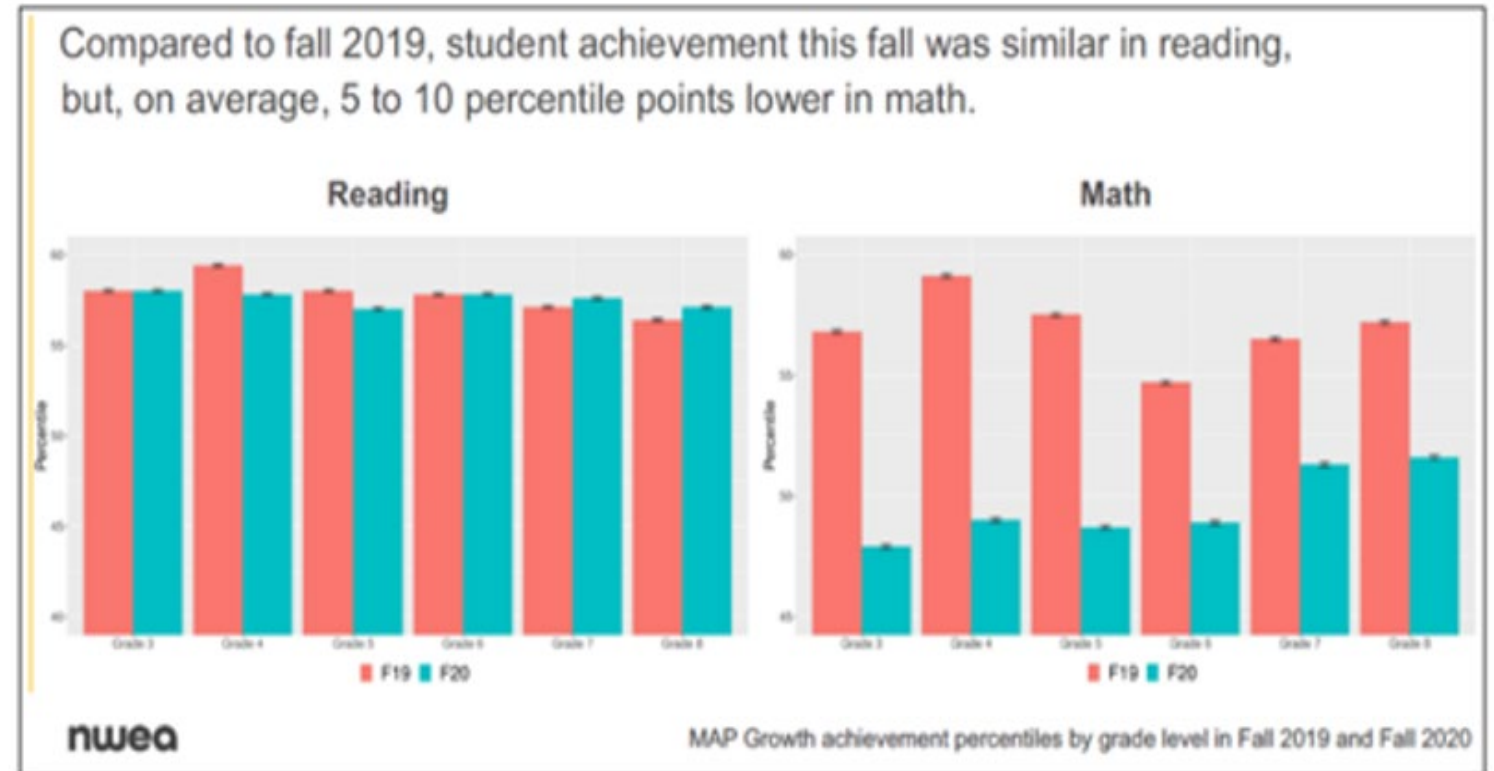
Source: Amplify mCLASS

Grades 3-8

NWEA researchers found more than 4.4 million students in grades 3-8, including 400,000 students from 179 Texas school districts who participated in NWEA's MAP Growth test this fall, performed about on par in reading, but **5 to 10 percentile points lower in math**, compared to their peers in fall 2019.

NWEA. *Learning during COVID-19: Initial findings on students' reading and math achievement and growth*. November 2020.

Figure 2. NWEA learning loss during COVID



Grades K-5

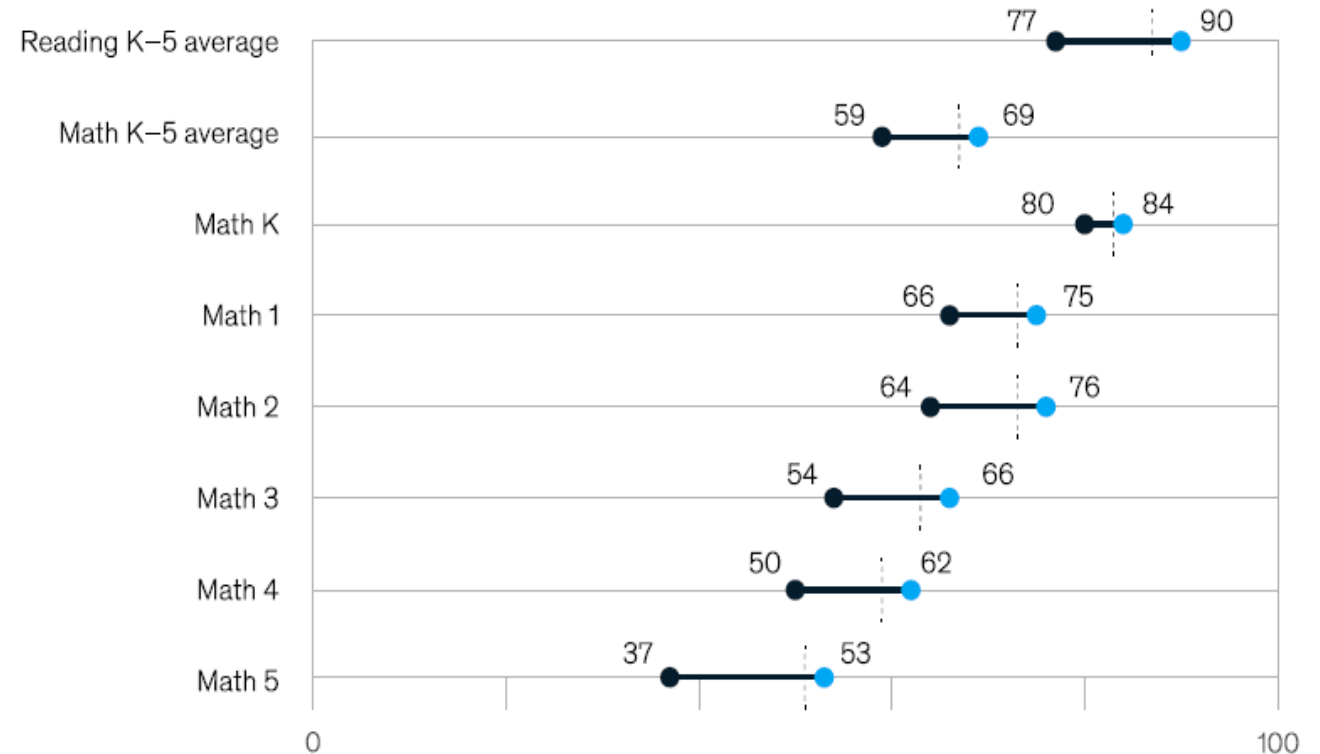
Curriculum Associates found more students, including students from 5 Texas districts, in grades 1-5 scored two or more grade levels behind in math than in reading on its formative i-Ready test.

Education Week. *Pandemic Learning Loss Heavier in Math Than Reading This Fall, But Questions Remain.* December 1, 2020.

Most students are falling behind, but students of color are faring worse.

Amount students learned in the 2019–20 school year, % of historical scores¹

● Schools with >50% students of color ··· All schools average ● Schools with >50% white students



¹Percent of an "average" year of learning gained by students in 2019–20 school year, where 100% is equivalent to historical matched scores over previous 3 years.
Source: Curriculum Associates



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AGENCY NEWS

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Optional Beginning-of-Year Assessments Data Help Quantify Initial Impact of COVID-19 on Texas Students

Date: Thu, 01/14/2021 - 11:30

Assessment results were used by schools to help inform curriculum and instruction in the fall to maximize support for students

AUSTIN, Texas – January 14, 2021 – After the cancellation of the end of school year 2019-20 State of Texas Assessments of Academic Readiness (STAAR®) tests due to the COVID-19 pandemic, the Texas Education Agency (TEA) offered optional beginning-of-year (BOY) assessments so schools across the state could measure how well students learned the prior grade-level's knowledge and skills. With that information, schools and teachers could make adjustments to curriculum and instruction for the fall of the 2020-21 school year, adjustments that would be necessary to help maximize student learning given the disruptions caused by COVID-19 in the spring of 2020.

Students were able to access the assessments as a printable PDF or by using an online platform either at home or at school. Results cannot be tabulated for those who used the printable PDF version of the assessment. 648,609 students from 334 different school systems took the optional BOY assessments online.

Researchers were able to use statistical techniques to extrapolate this sample to the entire state, effectively allowing results from the BOY to measure the extent students lost academic knowledge and skills relative to normal years as a result of the COVID-19 shutdowns from March through early fall 2020.

The results of the study indicate students experienced 3.2 months of instructional loss from the closures, in addition to the typical 2.5 months of summer learning loss. To gain greater insight into what the data from these optional assessments revealed and what statistical methods were used to reach this conclusion, visit Assessment Reports and Studies | Texas Education Agency (<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/assessment-reports-and-studies>).



UPDATES

February 2021

- CCMR Outcomes Bonus: pages 1- 6
- TEA Accountability Update PPT: pages 8 – 19
- **NEW** TEA 2021 Accountability One-Pager – page 7
- **NEW** TEA 2021 Example – page 21

Summary of 2021 Updates

- No overall or domain scaled scores or A–F ratings
- All districts and campuses labeled *Not Rated: Declared State of Disaster*
- School Progress, Part A & Closing the Gaps: Academic Growth not calculated
- CCMR indicators updated
- Federal graduation rate methodology in Closing the Gaps modified
- Accelerated testers may be included in STAAR components pending USDE response

Texas Education Agency 2021 Accountability Ratings Overall Summary TEXAS H S (123456001) - TEXAS ISD	
Accountability Rating Summary	
	Component Score
Student Achievement	
STAAR Performance	55
College, Career and Military Readiness	63
Graduation Rate	100
School Progress	
Academic Growth	N/A
Relative Performance (Eco Dis: 46.7%)	57
Closing the Gaps	% Met of Indicators
Academic Achievement Status	56
Growth Status	N/A
Graduation Rate Status	0
English Language Proficiency Status	90
Student Success Status	80
School Quality Status	
% Participation (All Tests)	
2019	100
2021	74
Distinction Designations	
Distinction designations were not awarded in 2021.	

HB 3906 (86th Legislature) TRANSITION TO 100% ONLINE STAAR TESTING BY 2022-23

TEA, in consultation with the SBOE, must develop a transition plan to administer all assessment instruments electronically beginning no later than the 2022-2023 school year.



House Bill 3906: Highlights

- ✓  Continues technical advisory and creates educator advisory committee
- ✓  Continues creation of optional interim assessments
- ✓  Allows assessments to be administered in multiple parts over multiple days
- ✓  Creates integrated formative assessment pilot program
- ★  Moves toward electronic administration of all assessments by 2022-23
- ✓  Eliminates standalone 4 and 7 writing in 2021-22
- ✓  Permits use of calculator applications
- ✓  Caps multiple choice questions at 75% of test in 2022-23

Source: TEA Student Assessment Updates, November 3, 2019

State of Texas Transition to Online Assessments Feasibility Study

A Report to the
87th Texas Legislature
from the Texas Education Agency
December 1, 2020

Submitted to the Governor,
Lieutenant Governor, Speaker of the House of
Representatives, and the Members of the
87th Texas Legislature

TRANSITION TO 100% ONLINE STAAR TESTING BY 2022-23

To facilitate the successful transition of all Texas campuses to 100 percent electronic testing by 2022–23, HB 3906 requires an affirmative action by the 87th Texas Legislature to amend TEC, §39.02341 to confirm the 2022–23 timeline and clarify the scope for moving to 100 percent electronic assessments. In addition to the required statutory change, TEA offers two options for consideration as possible tools to ease the final transition process: (a) consider expanding the authorized use of the Technology and Instructional Materials Allotment (TIMA) funds to explicitly allow internet connectivity and training for online testing, and (b) consider the establishment of a matching grant fund for the purpose of one-time network infrastructure investment in LEAs without sufficient internet connectivity for electronic assessment.

A small subset of LEAs will need to make additional investment in internet connectivity and personnel to meet readiness targets for electronic testing. Statewide, strengthening internet connectivity to reach one megabit per second (Mbps) per student will require a one-time investment in network infrastructure (i.e., provision of fiber internet connection and sufficient internal connections to support bandwidth) of \$12.9–\$15.1 million, \$9.4–\$11.1 million of which is reimbursable through the federal E-rate program. Additional statewide annual costs include \$25.4 million for bandwidth—\$19.3 million of which is reimbursable through E-rate—as well as personnel-related costs of \$7.3 million (i.e., additional technology personnel stipends and training). After E-rate funding reimbursements, statewide, LEAs will need to make a one-time investment of \$3.5–\$4.0 million for network infrastructure and increase annual spending by approximately \$13.4 million for additional bandwidth and personnel-related costs to achieve 100 percent STAAR online testing.

TRANSITION TO 100% ONLINE STAAR TESTING BY 2022-23

Transition to Online Assessments Feasibility Study

APPENDIX B. Respondent Demographics by ESC Region and NCES Locale Category

TABLE B.1. Responding LEAs by ESC Region and NCES School Locale Category

	City				Suburban				Town				Rural				Region Total			
	LEAs		State		LEAs		State		LEAs		State		LEAs		State		LEAs		State	
	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Region 1	12	7.95	12	6.19	14	11.97	16	11.19	6	3.61	6	2.83	6	1.28	9	1.38	38	4.22	43	3.58
Region 2	6	3.97	8	4.12	1	0.85	1	0.70	12	7.23	16	7.55	16	3.43	21	3.22	35	3.88	46	3.83
Region 3	1	0.66	1	0.52	0	0.00	0	0.00	8	4.82	10	4.72	24	5.14	28	4.29	33	3.66	39	3.25
Region 4	21	13.91	32	16.49	26	22.22	31	21.68	5	3.01	8	3.77	11	2.36	13	1.99	63	6.99	84	6.99
Region 5	4	2.65	5	2.58	4	3.42	6	4.20	3	1.81	5	2.36	16	3.43	20	3.07	27	3.00	36	3.00
Region 6	6	3.97	6	3.09	2	1.71	2	1.40	6	3.61	9	4.25	27	5.78	44	6.75	41	4.55	61	5.08
Region 7	6	3.97	7	3.61	2	1.71	3	2.10	20	12.05	23	10.85	52	11.13	69	10.58	80	8.88	102	8.49
Region 8	3	1.99	3	1.55	1	0.85	1	0.70	11	6.63	11	5.19	21	4.50	31	4.75	36	4.00	46	3.83
Region 9	2	1.32	2	1.03	0	0.00	0	0.00	7	4.22	9	4.25	19	4.07	26	3.99	28	3.11	37	3.08
Region 10	20	13.25	30	15.46	26	22.22	33	23.08	9	5.42	12	5.66	35	7.49	43	6.60	90	9.99	118	9.83
Region 11	11	7.28	12	6.19	14	11.97	19	13.29	9	5.42	11	5.19	39	8.35	51	7.82	73	8.10	93	7.74
Region 12	4	2.65	5	2.58	7	5.98	8	5.59	9	5.42	11	5.19	40	8.57	57	8.74	60	6.66	81	6.74
Region 13	13	8.61	19	9.79	9	7.69	12	8.39	9	5.42	13	6.13	19	4.07	30	4.60	50	5.55	74	6.16
Region 14	1	0.66	2	1.03	1	0.85	1	0.70	4	2.41	7	3.30	22	4.71	33	5.06	28	3.11	43	3.58
Region 15	1	0.66	2	1.03	0	0.00	0	0.00	7	4.22	9	4.25	18	3.85	32	4.91	26	2.89	43	3.58
Region 16	2	1.32	2	1.03	1	0.85	1	0.70	7	4.22	12	5.66	32	6.85	47	7.21	42	4.66	62	5.16
Region 17	3	1.99	3	1.55	1	0.85	1	0.70	9	5.42	13	6.13	32	6.85	42	6.44	45	4.99	59	4.91
Region 18	3	1.99	5	2.58	0	0.00	0	0.00	10	6.02	10	4.72	13	2.78	21	3.22	26	2.89	36	3.00
Region 19	9	5.96	11	5.67	3	2.56	3	2.10	1	0.60	1	0.47	3	0.64	4	0.61	16	1.78	19	1.58
Region 20	23	15.23	27	13.92	5	4.27	5	3.50	14	8.43	16	7.55	22	4.71	31	4.75	64	7.10	79	6.58
Locale Total	151		194		117		143		166		212		467		652		901		1,201	

87

43 missing

26 missing

46 missing

185 missing

300 missing

IMPORTANT TO NOTE:

900 Districts Responded (300 missing)

2300 Campuses Responded (6,400 missing)

PD costs?

Personnel costs?

Approval by 87th Legislature

TSA's Position on 2021 Accountability Ratings

Does TSA have
a position on
Spring Testing?



<http://texasschoolalliance.org/>

Texas School Alliance Position on 2020-21 Academic Accountability Ratings

During the July 2020 ATAC/APAC meeting, the Texas Education Agency proposed 4 potential approaches to the 2021 A-F rating system, the State of Texas Assessment of Academic Readiness (STAAR), and public school sanctions and interventions. **The Texas School Alliance proposes a 5th option for the 2020-2021 school year.**

KEY POINTS

- Separate assessment from accountability
 - Suspend the state's A-F accountability rating system
 - Update identification and exit criteria for school improvement (federal and state) without adding new campuses to any list
 - Focus on what matters most
-

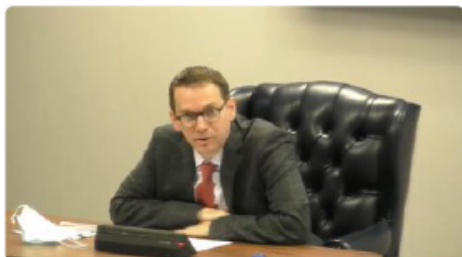
January 27, 2021

SBOE Meeting



Teach the Vote
@TeachTheVote

#TXED Commissioner Mike Morath told State Board of Education members today he will not cancel the spring #STAAR, even if a federal testing waiver is offered. Read more in this blog post from @OfficialATPE Lobbyist @MarkWigginsTX on our advocacy blog: ow.ly/exYH50Dk4sY



Mark Wiggins
@MarkWigginsTX

Replying to @MarkWigginsTX
Now @ginaTXSBOE1 pressing Morath on STAAR, EOC waiver. How will this impact high school seniors who need to take this for graduation?

Morath: Don't have authority to waive EOC requirement. Governor did last year, but it's not appropriate when #txlege is in session. #txed

February 2021

February 3, 2021

Senate Nomination Hearing



Texas School Alliance @Alliance_Texas · Feb 3

"I don't think we need to be bringing students [into schools] just to test them on a standardized test. I don't think that makes any sense," However, "If we don't assess where our students are...it's going to be difficult for us to provide some targeted support."
@teachcardona



Politics K-12 @PoliticsK12 · Feb 3

Miguel Cardona Pressed by Lawmakers on Reopening Schools, Tests, and Transgender Students edwk.it/3cD2eCp



February 8, 2021



Diego Bernal @DiegoBernalTX · Feb 8

This AM we sent a letter to TEA requesting a formal STAAR opt-out procedure. In the middle of a public health crisis, the last thing anyone should have to worry about is in-person testing. Although we encourage them to endeavor to cancel the exam, we need to be ready. #txlege

