

2021 STAAR Analysis

What do the Data Tell Us?



★ THE TEXAS TRIBUNE

Texas students' standardized test scores dropped dramatically during the pandemic, especially in math

The drop was more significant in districts that had most of their instruction online, compared to districts with more in-person classes.

BY REESE OXNER JUNE 28, 2021 UPDATED: 2 PM CENTRAL

“The impact of the coronavirus on what school means and what school is has been truly profound,” Texas Education Commissioner Mike Morath told reporters Monday. “What we know now with certainty is that the decision in Texas to prioritize in person instruction was critical.”

The STAAR test was optional last year due to coronavirus-related orders, but 87% of students still participated — compared to 96% of students in 2019. Morath said those numbers allow for “fairly effective comparisons.” The STAAR assessment for math and reading is administered from grades 3 to 8.

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HOUSTON★CHRONICLE

How a handful of school districts improved on STAAR tests despite virtual learning



Hannah Dellinger, Staff writer

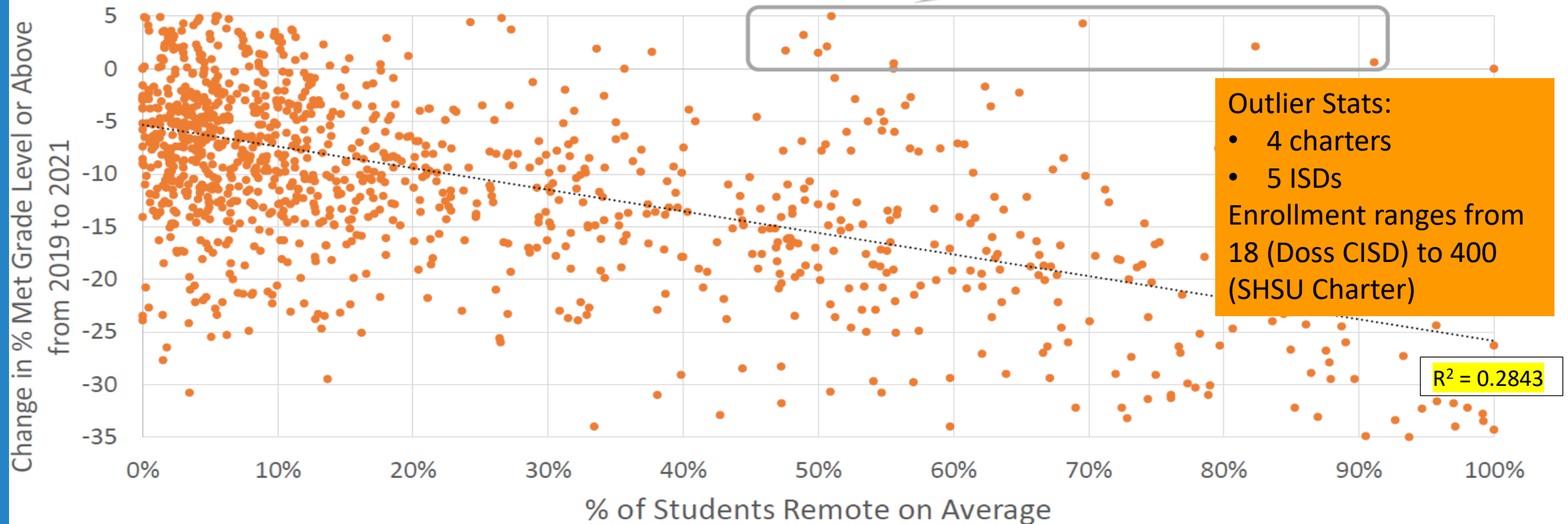
Updated: July 26, 2021 8:24 a.m.

- University of Houston Charter School – 89 students | 47% remote
- Erath Excels Academy – 114 students | 49% remote
- Alvarado ISD – 371 students | 27% remote
- Somerset ISD – 4,100 students | 37% remote

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

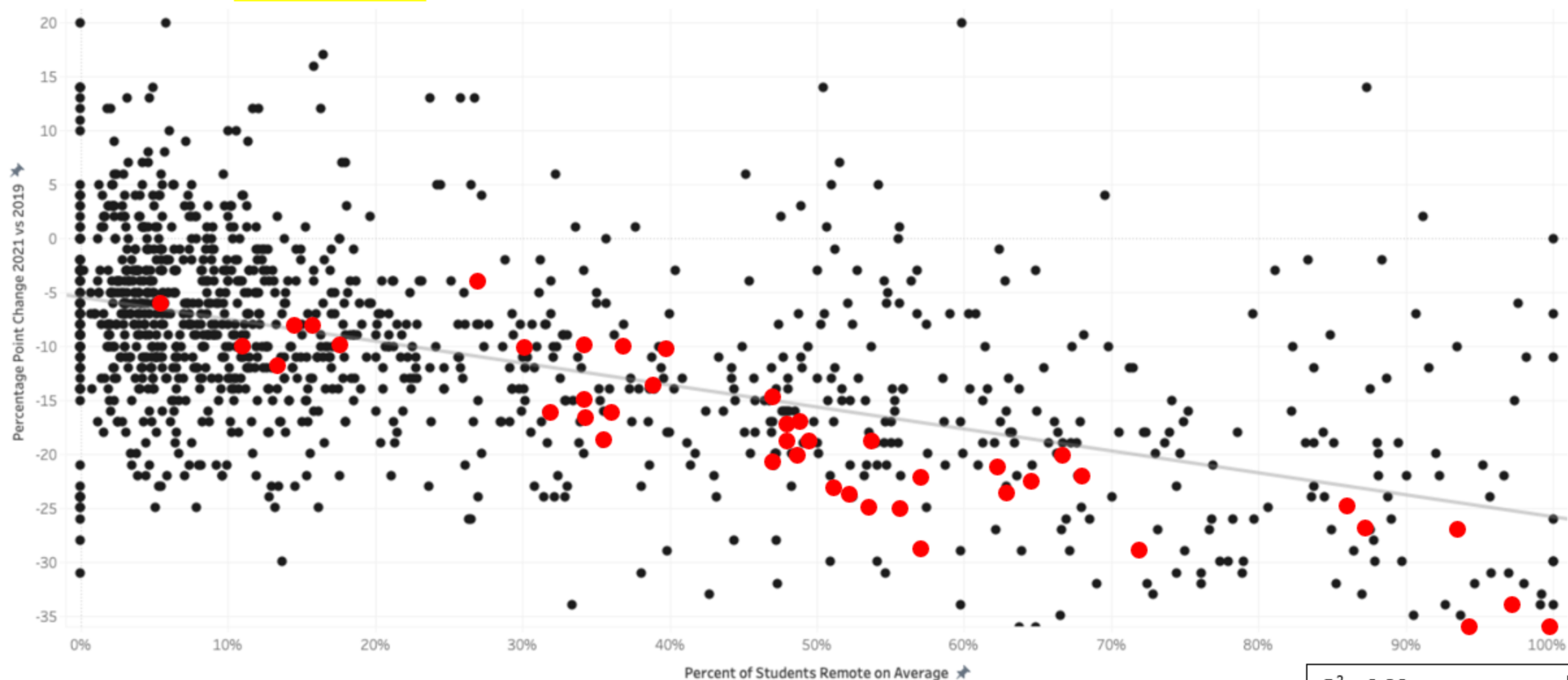


% of Students Remote on Average determined by averaging a district's reported remote attendance rates in Oct 2020 PEIMS snapshot and January 29, 2021 Crisis Code submission.



Change in % of All Students Meeting Grade Level in Math vs % of Students Remote in Each District

N = 1,207 Districts



$R^2 = 0.29$

$R = -.54$ strong correlation

Sources: TEA STAAR Aggregate Level Data for 2020-2021; TSA PIR July 2021. Does not include DAEPs or JJAEPs.

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



Change in % of All Students Meeting Grade Level in Math vs % of Students Remote in Each District

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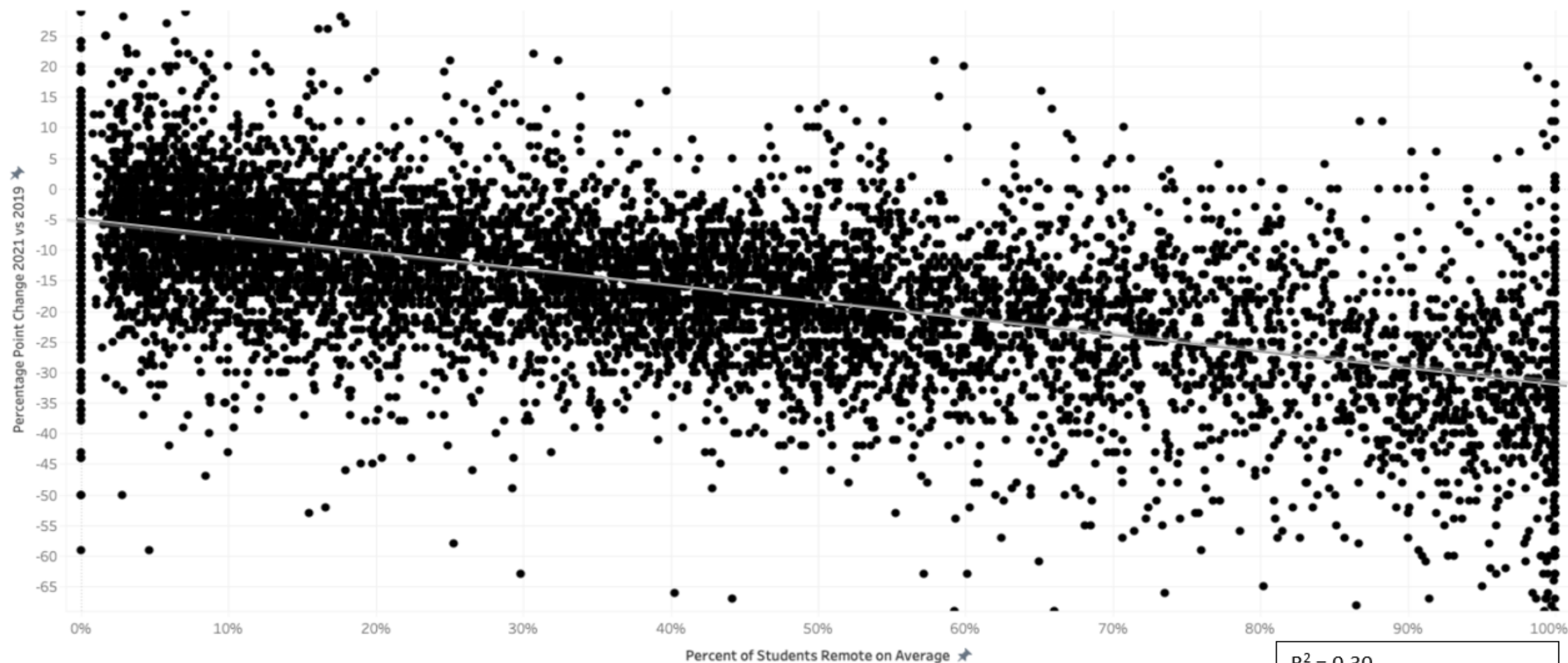
Sources: TEA STAAR Aggregate Level Data for 2020-2021; TSA PIR July 2021. Does not include DAEPs or JJAEPs.

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



Change in % of All Students Meeting Grade Level in Math vs % of Students Remote in Each Campus

N = 8,246 Campuses



Sources: TEA STAAR Aggregate Level Data for 2020-2021; TSA PIR July 2021. Does not include DAEPs, JJAEPs, or paired campuses

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



Change in % of All Students Meeting Grade Level in Math vs % of Students Remote in Each Campus

$N = 8,246$ Campuses



$R^2 = 0.30$

$R = -.55$ strong correlation

Sources: TEA STAAR Aggregate Level Data for 2020-2021; TSA PIR July 2021. Does not include DAEPs, JJAEPs, or paired campuses

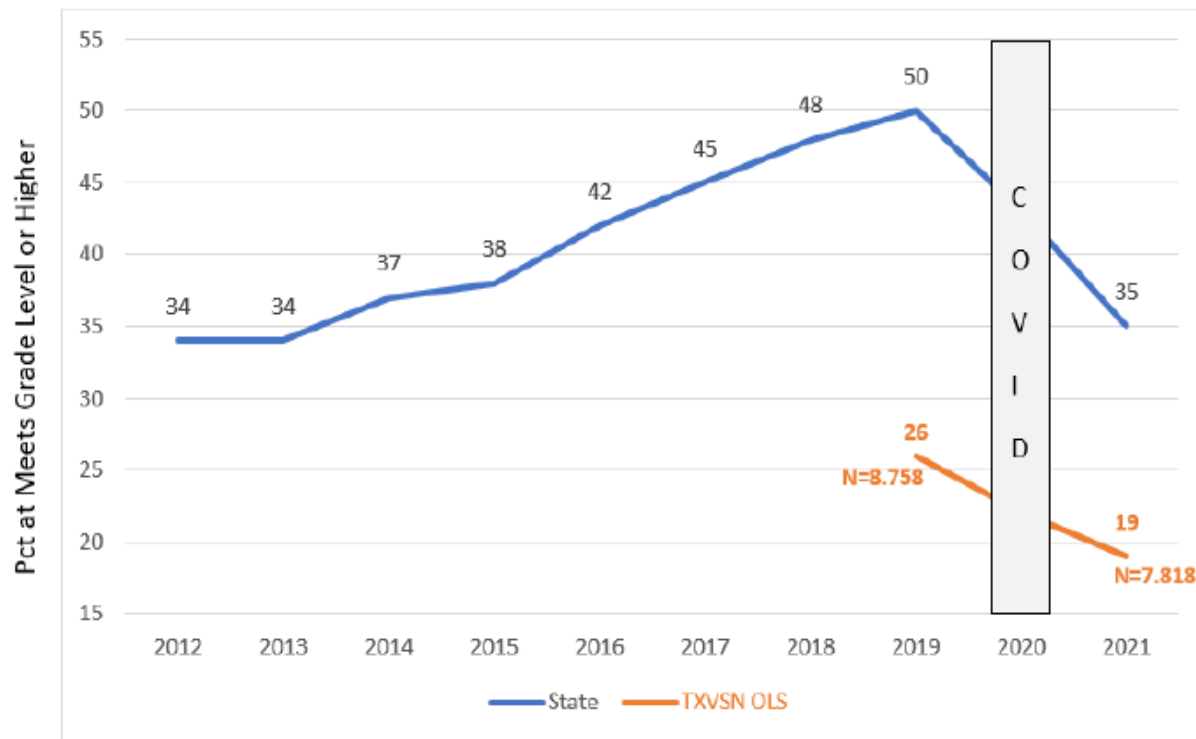
TEA calculated % of Students Remote on Average by averaging a district's reported remote attendance rates in Oct. 2020 PEIMS snapshot and January 29, 2021 Crisis Code submission.

Research Question: TxVSN were in place before COVID, how do those STAAR scores compare to the State?

CDC	https://txvsn.org/OLS-Campuses	Year Established	Serves Grades:	Enrollment 2018-2019	Enrollment 2020-2021	Enrollment Change + / -	2019 Overall Accountability Rating	2020-2021 TEA Calculated Avg. % Remote*	2021 STAAR Gr. 3-8 Reading - N Tested	2021 STAAR Gr. 3-8 Reading Meets GL or Above Rate	2021 STAAR Gr. 3-8 Math - N Tested	2021 STAAR Gr. 3-8 Math Meets GL or Above Rate	2021 STAAR Alg. 1 EOC N Tested	2021 STAAR Algebra I EOC Meets GL or Above Rate
220906007	iUniversity Prep / Grapevine-Colleyville ISD	2013-14	Gr. 5-12	759	1208	449	A	100%	64	83%	56	75%	155	76%
102904010	Texas Virtual Academy at Hallsville	2014-15	Gr. 3-12	4438	10450	6012	D	50%	2416	24%	2469	9%	999	9%
101912100	Texas Connections Academy at Houston	2008-09	Gr. 3-12	5696	8022	2326	C	100%	603	58%	573	36%	366	25%
236902108	Texas Online Preparatory School - EL	2013-14	Gr. 3-5	425	1223	798	D	100%	565	41%	572	25%	--	--
236902048	Texas Online Preparatory School - Middle	2013-14	Gr. 6-8	1054	1795	741	C	100%	865	54%	862	29%	106	46%
236902008	Texas Online Preparatory School - HS	2013-14	Gr. 9-12	1311	1934	623	C	100%	--	--	--	--	282	18%
72801145	Premier High School Online (Responsive Education Solutions)	2015-16	Gr. 9-12	1501	1628	127	B	100%	--	--	--	--	186	8%
19907006	eSchool Prep / Texarkana ISD	2011-12	Gr. 5-12	1160	899	-261	N/A	100%	44	43%	47	11%	28	11%
221801022	iSchool Virtual Academy of Texas (Responsive Education Solutions)	2008-09	Gr. 3-12	784	2362	1578	D	100%	993	35%	981	14%	136	26%
			Totals	17128	29521	12393			5550		5560		2258	
			Source: TEA TAPR & PEIMS Standard Reports						Source: TEA Texas Assessment Management System					

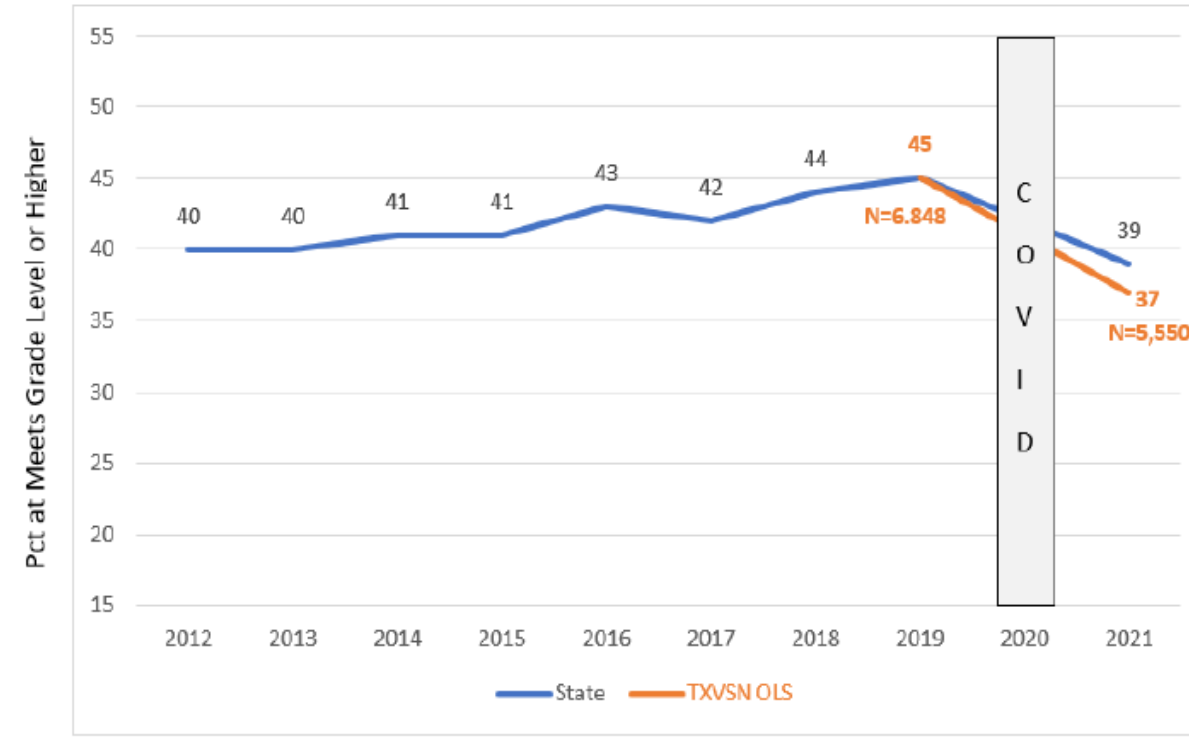
Research Question: TxVSN were in place before COVID, how do those STAAR scores compare to the State?

All Students – State vs TXVSN OLS^ | Percent of STAAR Gr. 3-8 Mathematics and Algebra I Assessments at Meets Grade Level or Higher, Spring 2019-2021



^Texas Virtual School Network fulltime online schools (OLS) <https://txvsn.org/OLS-Campuses>
 Sources: TEA 2021 STAAR Analysis & TEA Texas Assessment Management System, 6-28-2021.
 Results for grades 3-5 combine Spanish and English. Results exclude STAAR-M, L, A, Alt. and Alt 2.

All Students – State vs TXVSN OLS^ | Percent of STAAR Gr. 3-8 Reading Assessments at Meets Grade Level or Higher, Spring 2019-2021



^Texas Virtual School Network fulltime online schools (OLS) <https://txvsn.org/OLS-Campuses>
 Sources: TEA 2021 STAAR Analysis & TEA Texas Assessment Management System, 6-28-2021.
 Results for grades 3-5 combine Spanish and English. Results exclude STAAR-M, L, A, Alt. and Alt 2.

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HOUSTON★CHRONICLE

STAAR results came with plenty of caveats. Were the tests worth the effort this pandemic year?



Hannah Dellinger, Staff writer

Updated: Aug. 2, 2021 1:40 p.m.

Because the standardized achievement tests were optional for the first time this year for grades 3 through 8, more than 1 million fewer tests were taken across all subject areas and grade levels compared to the last time STAAR was administered in 2019. Only 85 percent of eligible elementary students took the test in the spring and 92 percent of eligible high school students participated in end-of-course assessments.

“A million missing tests is pretty glaring,” said Daniel Potter, associate director of regional research for Houston Education Research Consortium at Rice University.

Catherine Horn, chair of the University of Houston’s Department of Educational Leadership and Policy Studies, said STAAR data already is limited in a normal year.

“Having less information further skews it,” she said. “It’s flawed data and it’s insufficient.”

Why SB 1365 Matters...

Campus Ratings By Rating Category
(Including Charter Campuses)

	2019	
Accountability Rating*	Count	Percent
A	1,753	19.8%
B	3,266	37.0%
C	2,170	24.6%
D	702	7.9%
F	399	4.5%
Not Rated	541	6.1%
Data Integrity Issues	7	0.1%
Totals	8,838	100.0%

1,101 campuses rated D or F
87% enroll 60-100% EcD students

TSA 2019 Campus Ratings

A = 520 (20%)

B = 952 (37%)

C = 743 (29%)

D = 203 (8%)

F = 141 (6%)

TSA Totals = 2,559

344 campuses
93% enroll 60-
100% EcD
students

Source: TEA 2019 Accountability System State Summary

2021

- A district or open-enrollment charter school may request no later than October 15, 2021, an accountability special evaluation for the 2020–21 school year for a campus:

(1) that meets a 95 percent assessment participation rate threshold for the all students group for all subjects combined for the 2

(2) to which the most recent overall performance rating of *Not Rated*, is a *D*, *F*, or performance that n

- The alternative evaluation would average the Student Performance scaled scores to determine an overall s
- If the overall rating would be a *D* or *F*, the campus will be assigned an *A*, *B*, or *C*, the campus will be assigned an
- An *Acceptable* performance rating assigned under this section for consecutive school years of unacceptable performance under Section 39.054.

2022

- Requires a *Not Rated* label for 2022 unless the district

(b) Regardless of the rating assigned under this section, if the commissioner would have otherwise assigned a campus an unacceptable performance rating, the campus is considered to be a campus assigned an unacceptable performance rating for purposes of determining a student's eligibility for a public education grant under Section 29.202.

(c) Notwithstanding any other law, the commissioner shall take an action described by Section 39A.111(1) or (2) if a campus:

(1) is not assigned an overall performance rating of *C* or higher for the 2021–2022 school year; and

(2) has been assigned an unacceptable performance rating for five or more school years prior to the 2021–2022 school year.

Accountability Reset Timeline

**SOURCE: ATAC/APAC MTG
APRIL 2021**

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

Targets will likely be released fall 2022 after processing 2022 STAAR data.



Accountability System Reset – ATAC/APAC Meeting July 27 & 28, 2021

Discussion items:

- Student Growth Percentiles vs Transition Tables
- Implementing a 0-4 methodology in the Closing the Gaps Domain
- Chronic Absenteeism in the Closing the Gaps Domain
- Inclusion of CTE programs of study (HB 773)



Watch for a TSA Accountability System Reset Survey next week...