

ACCOUNTABILITY & ASSESSMENT UPDATE

May 7, 2025



- **What We Know Now...**
 - 2023 Accountability Ratings
 - HB 4 by Chairman Buckley
 - HB 123 by Rep. Dutton
 - Other bills of interest
- **TEA Updates & Reminders**

Highlights of the 2022 Accountability System Ratings

Campuses (including Open-Enrollment Charter Schools)

Of the 8,966 campuses in Texas, 8,449 were evaluated for ratings. Of the campuses considered for ratings 2,355 (27.9%) earned an *A* overall rating, 3,889 (46.0%) campuses earned a *B* overall rating, 1,637 (19.4%) earned a *C* overall rating, 561 (6.6%) campuses earned a *Not Rated: Senate Bill 1365* overall rating and 7(0.1%) earned a *Not Rated: Data Under Review*. 517 campuses were labeled *Not Rated*.

Campus Accountability Rating	Count	Percentage
<i>A</i>	2,355	27.9%
<i>B</i>	3,889	46.0%
<i>C</i>	1,637	19.4%
<i>Not Rated: Senate Bill 1365</i>	561	6.6%
<i>Not Rated: Data Under Review</i>	7	0.1%
<i>Not Rated</i>	517	
Totals	8,966	

Source: TEA Highlights of the 2022 Accountability System. 8-15-2022

STAAR Redesign & A-F Accountability Refresh

Highlights of the 2023 Accountability System Ratings

2023 Ratings Release in April 2025

Texas' 15th Court of Appeals has ruled that TEA can release 2023 accountability ratings reflecting performance data from the 2022-2023 school year in April 2025.

Campuses

Of the 9,044 campuses in Texas (including open-enrollment charter campuses, and independent charter campuses evaluated under Alternative Education Accountability), 8,539 were evaluated for ratings, 1,646 (19.3%) earned an *A* overall rating, 2,873 (33.6%) earned a *B* overall rating, 2,107 (24.7%) earned a *C* overall rating, 1,264 (14.8%) earned a *D* overall rating, 649 (7.6%) an *F* overall rating.

**% Change
2023 vs 2024**

2023 Campus Accountability Rating	Count	Percentage
<i>A</i>	1,646	19.3%
<i>B</i>	2,873	33.6%
<i>C</i>	2,107	24.7%
<i>D</i>	1,264	14.8%
<i>F</i>	649	7.6%
<i>Not Rated</i>	505	
Totals	9,044	

- 9%
- 12%
+ 6%
+ 16%

2022 and 2023 cannot be compared side-by-side. The 2022 What If ratings were provided to systems to reference alongside 2023.

Source: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-rating-system>

22% or 1,913 campuses received a *D* or *F* rating. This is a **240% increase** from the 561 *D/F* campuses in 2022.

HOUSTON★CHRONICLE Sign in

SALE! 25¢ for 3 Months

LOCAL // EDUCATION

TEA's official 2023 accountability ratings are finally out. Here's how Texas schools fared.

By **Elizabeth Sander, Anastasia Goodwin,**
Staff writers
April 24, 2025

“While **3,609 [or 43%] campuses declined** and 3,675 [or 44%] stayed the same in the 2023 rankings, TEA Commissioner Mike Morath noted that 1,084 [or 13%] campuses in Texas saw growth.”

-- Houston Chronicle

★ THE TEXAS TRIBUNE

1 in 5 Texas schools got a D or F rating under new performance standards

Failing grades for districts were made public for the first time since 2019. They showed schools with the poorest students were more likely to get a low score.

BY SNEHA DEY AND ROB REID APRIL 24, 2025 UPDATED: 7 PM CENTRAL

“TEA Commissioner Mike Morath attributed that **decline to a drop in academic growth** as schools worked to recover from the pandemic.

Many school district leaders, meanwhile, have attributed the **declines to stricter college and career readiness standards**. For the first time, schools had to show that 88% of their graduating high school students were college or career-ready to get an A, up from the 60% benchmark in previous years.”

-- Texas Tribune

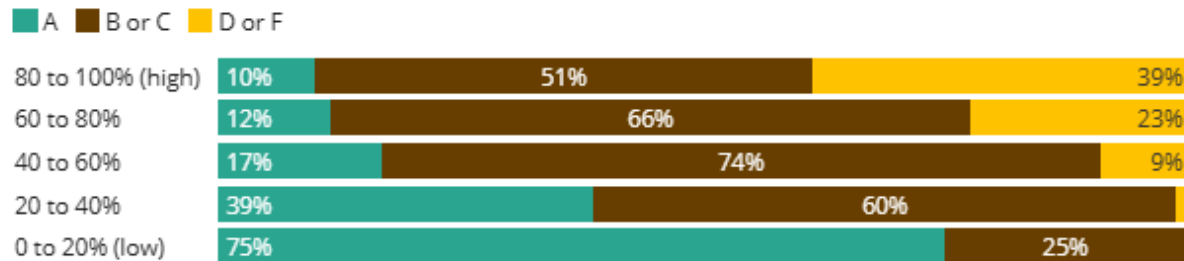
The role poverty plays in ratings

Districts with higher rates of low-income students were more likely to get a D or an F than their wealthier counterparts. Almost none of the school districts with a rate of low-income students lower than 20% received an overall rating of D or F.

Schools in lower-income areas are often working with fewer resources to meet the same goalposts as every other school in the state. Opponents of the rating system say it is unfair for schools working with fewer resources and doesn't reflect the enormous needs of educating students coming from struggling families.

Economically disadvantaged students are more likely to perform worse on state accountability measures

Campuses with higher proportions of economically disadvantaged students are less likely to receive As and more likely to receive lower grades on TEA's accountability system. This chart breaks down campuses by their portion of economically disadvantaged students and compares the percentage of their students who received A, B or C and lower grades.



Note: The state defines economically disadvantaged students as those eligible for free or reduced-price lunches under the [National School Lunch and Child Nutrition Program](#).

Source: [Texas Education Agency](#)

Credit: Rob Reid

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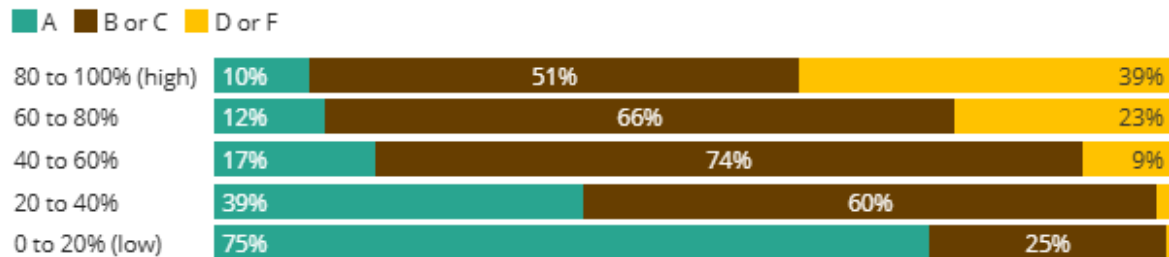
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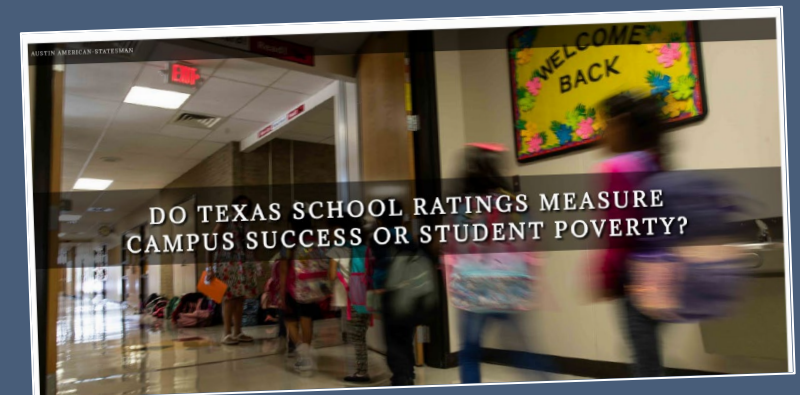


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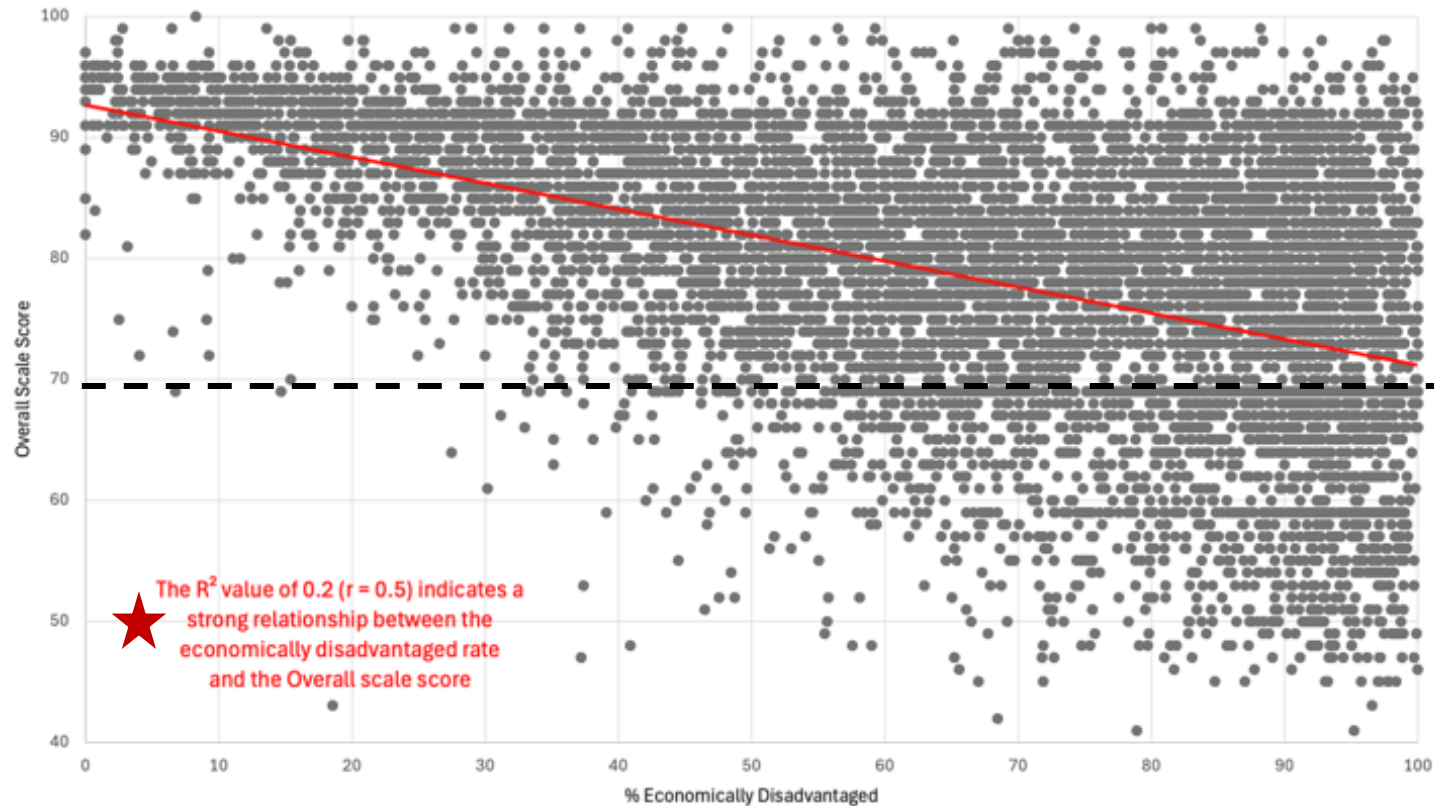
“Texas schools with high percentages of low-income students tended to earn poor scores in the revamped school rating system, while schools with more affluent students tended to earn higher marks.”



<https://stories.usatodaynetwork.com/low-income-students-and-school-ratings/home/>
Published 8-30-2019

Analysis of 2023 A-F Scores in Texas Schools

2023 All Schools Overall Scale vs % Economically Disadvantaged
As Economically Disadvantaged Rate Goes Up, Overall Scale Score Goes Down



All Campuses Overall Rating	A	B	C	D	F	Grand Total
0-20% EcoDis	428	129	12	2	1	572
20.1-40% EcoDis	353	423	119	12	3	910
40.1-60% EcoDis	257	688	472	121	28	1566
60.1-80% EcoDis	227	668	653	336	134	2018
80.1-100% EcoDis	257	755	679	696	450	2837
Grand Total	1522	2663	1935	1167	616	7903

92% of campuses rated D or F serve 60-100% Econ. Disadv. students

Source: TEA 2023 data download.
 Excludes JJAEP, DAEP, AEA,
 Residential Facility, Paired, and Not
 Rated for an overall rating

Research Question: *What is the correlation between Texas’ campus A-F accountability ratings or scale score range and percentage of economically disadvantaged students enrolled?*

	Domain 1: Student Achievement					Domain 2: School Progress					Domain 3: Closing the Gaps					Overall Rating				
	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023	2018	2019	2022	STAAR Redesign & A-F Refresh	2023
All	-0.6	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Elementary	-0.7	-0.6	-0.7		-0.7	-0.1	-0.1	-0.1		-0.3	-0.4	-0.4	-0.4		-0.4	-0.4	-0.4	-0.3		-0.5
Middle	-0.7	-0.7	-0.7		-0.8	-0.1	-0.1	-0.2		-0.4	-0.5	-0.5	-0.5		-0.5	-0.5	-0.5	-0.4		-0.5
High	-0.5	-0.5	-0.5		-0.4	-0.1	0.0	0.0		-0.2	-0.4	-0.4	-0.4		-0.3	-0.4	-0.4	-0.3		-0.3

Source: TEA Accountability Data Files, various years.

Numbers represent r-values from linear regression models

Strength of Association	Coefficient, r	
	Positive	Negative
Small / Weak	.1 to .3	-.01 to -.03
Medium / Moderate	.3 to .5	-.03 to -.05
Large / Strong	.5 to 1.0	-.05 to -.10

Source: <https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

CSHB4 BILL SUMMARY

by House Public Education Committee Chairman Brad Buckley

Effective Date: September 1, 2025

Overview

CSHB 4 reshapes the Texas assessment and accountability system, replacing excessive testing with meaningful learning and ensuring transparency. This reform **builds trust and confidence in the state testing and accountability system**, includes local ownership, and prioritizes student growth at all levels.

Highlights



Testing Reform: Focused and Meaningful

- Replaces the STAAR test with a nationally norm-referenced, through-year progress monitoring system for Math, Reading, and Science.
- Provides real-time, user-friendly feedback to parents, students, and teachers, ensuring immediate transparency in student progress.
- Streamlines assessments to meet minimum federal testing requirements and eliminates stand-alone writing exams.



Strong Accountability with Local Ownership

- Maintains annual A–F ratings for campuses and districts, ensuring consistency and reliability.
- Incorporates local indicators focused on:
 - Workforce development at all levels
 - Early childhood readiness
 - Student engagement in extra/co-curricular activities
 - Advancement opportunities for high-achieving students
 - Quality teacher development



Clear and Predictable Implementation

- All rules finalized by July 15 each year to ensure stability before school starts.
- Major accountability changes require legislative approval.
- Establishes an expedited court process for potential accountability disputes.



Fiscal Responsibility

- Leverages private sector innovation to enhance effectiveness and minimize costs.
- Prioritizes efficiency without increasing bureaucracy.

Key provisions in CSHB 4 include:



Effective: September 1, 2025



Testing Reform: Focused & Meaningful

- Replaces STAAR with a nationally norm-referenced, through-year progress monitoring system for Math, Reading, and Science.
- BOY (growth), MOY (growth), and EOY (combination of state standards component + growth component); TEKS are assessed – not ignored.
- Real-time feedback. Parents, students, and teachers get user-friendly updates within 24 hours to ensure transparency in student progress.
- Less testing, more learning. Eliminates standalone writing tests and limits testing to federally required subjects only. Nationally normed tests usually require 2–3 hours per administration and EOY at the end of May provides one additional month of instruction - giving back valuable instruction time to teachers.



Accountability: Strong & Local

- Maintains annual A–F ratings for campuses and districts.
- Maintains the 3 domains of the A-F ratings framework.
- Incorporates local indicators aligned to legislative priorities:
 1. Workforce development at all levels
 2. Early childhood readiness
 3. Student engagement in extra/co-curriculars
 4. Advancement for high-achievers
 5. Quality teacher development



Implementation: Predictable & Transparent

- Rule stability. All rules finalized by July 15 each year.
- Changes to lagging indicators (i.e. graduation rates and CCMR) begin with incoming freshman class.
- Legislative control. Major accountability changes to domains and indicators require legislative approval.
- Faster resolutions. Introduces expedited court process for accountability disputes

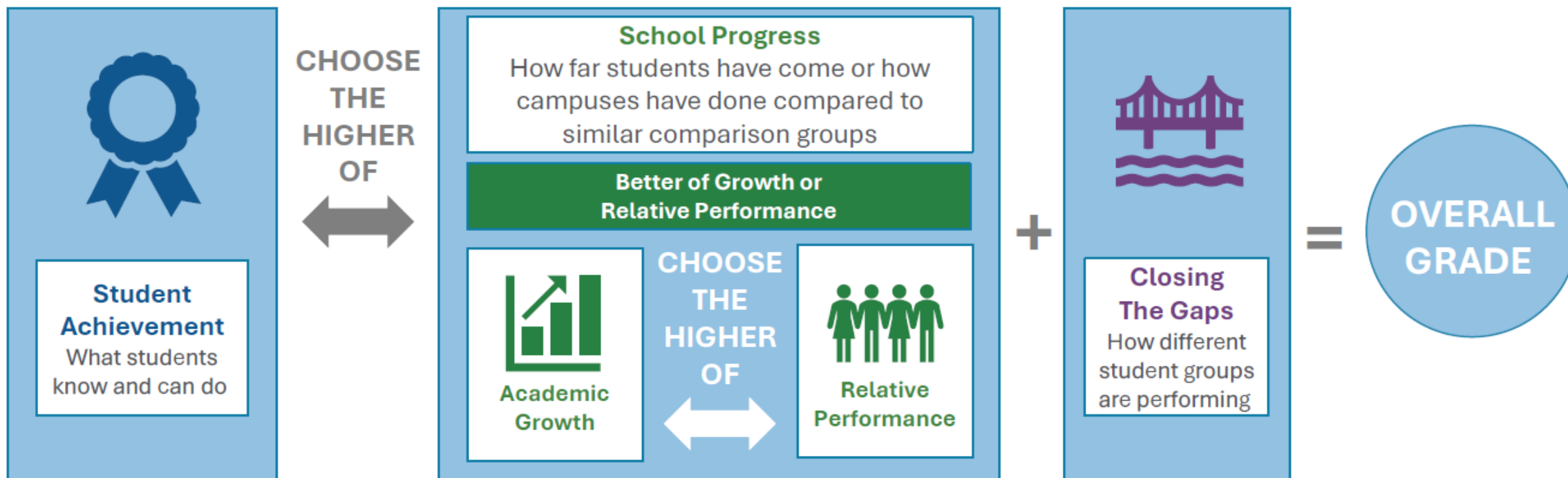
Calculating Overall A-F Ratings

CSHB 4 proposes ES & MS = 85% + 10% Local | HS = 95%

Better of Achievement or Progress: ~~70%~~

5%

~~30%~~



**CSHB 4 proposes 8th gr
Social Studies & U.S.
History move to a local
district option**

**CSHB 4 proposes R, M &
Science Through-year Growth**

Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).



Senate Bill 2 (ESA vouchers) and CSHB 4 (testing & accountability) both include ‘nationally norm-referenced tests.’ *“What are the benefits of using a nationally-normed referenced test vs. a criterion-referenced test (STAAR)?”*

- ✓ **Parity with Private Schools.** If a nationally-normed test is good enough for private schools (and ESA students), then it is good enough for public schools.
- ✓ **Less Testing Time.** Nationally normed tests usually require 2–3 hours per administration, much less than STAAR’s 6–7 hour reading test and 3-4 hours for math, science, and social studies, giving back valuable instructional time.
- ✓ **Immediate (or Nearly Immediate) Results.** Unlike STAAR’s 4 to 6 weeks delay, nationally normed tests typically provide quick or immediate feedback, allowing teachers to adjust instruction while it still matters (immediate acceleration).
- ✓ **Designed for Measuring Growth.** Tests like i-Ready and NWEA MAP are built to measure growth over time, offering more intentional and consistent tracking of student progress across the year rather than relying on post-hoc growth estimates like STAAR.
- ✓ **Greater Confidence in Results.** Users trust the validity and purpose of tests like PSAT, SAT, i-Ready, and MAP while STAAR often faces skepticism from educators and parents who question what the scores really mean.
- ✓ **Broader, Meaningful Comparisons.** Nationally normed tests allow Texas to compare student performance of districts not just within the state, but also against national benchmarks, providing a clearer picture of how we are improving relative to the rest of the country. TEC 39.028 COMPARISON OF STATE RESULTS TO NATIONAL RESULTS.

Can state tests be both assessments OF learning and assessments FOR learning?

- At least 13 states, including Texas, are in varying stages of developing, piloting and implementing through-year assessment models.
- At their core, through-year assessments measure student performance multiple times throughout the school year rather than in a single end-of-year test.
- The goal is to provide more frequent, shorter tests that offer ongoing insight into student progress
- Research on through-year assessments for accountability is limited:
 - Education First – January 2023
 - Center for Assessment – March 2023
 - Bellwether Study – November 2023

Testing in Transition:

The Rise of Through-Year Assessments for Accountability



March 2025

Research Question: Can state tests be both assessments OF learning and assessments FOR learning?

	FEATURE	ALASKA	DELAWARE	FLORIDA	GEORGIA	INDIANA	KANSAS	LOUISIANA ELA ONLY	MAINE	MONTANA	NEBRASKA	NORTH CAROLINA	TEXAS	VIRGINIA
ASSESSMENT SYSTEM FEATURES	Timeline / Implementation	August 2022: Full Implementation	August 2024: Full Implementation	August 2023: Full Implementation	ON HOLD	Pilot: 2025-2026 Full Implementation	Refresh 2024-2025 Full Implementation	August 2023: Full Implementation	August 2023: Full Implementation	August 2025: Full Implementation	August 2023: Full Implementation	Pilot: Began in 19-20	Pilot: Began in 22-23 Year 3 of 5-Year Pilot	August 2022: Full Implementation
	Subjects & Grades	ELA & Math, Gr 3-9	Soc. Studies, Gr. 4-8	ELA Reading, Gr. VPK-10 Math, Gr. VPK-8	ELA & Math, Gr 3-8 Science, 5 & 8	ELA & Math, Gr 3-8	ELA & Math, Gr 3-12	ELA , Gr 3-8	Reading & Math, Gr 3-8 and Gr. 10	ELA & Math, Gr 3-8	ELA & Math, Gr 3-8	Reading & Math, Gr 3-8	Science, Gr 5; Math, Gr 6 & 7; Soc. Studies, Gr 8	Reading & Math, Gr 3-8
	Primary Vendor	NWEA	Pearson	VPK - 2: Renaissance 3-10: Cambium	NWEA	Cambium	State created	NWEA	NWEA	New Meridian	NWEA	State created	Pearson, Cambium	Pearson
	# of Administrations	BOY = MAP Growth MOY = MAP Growth EOY = AK STAR	BOY MOY EOY	BOY = FAST MOY = FAST EOY = FAST	BOY MOY EOY	BOY = ILEARN MOY = ILEARN EOY = ILEARN 1 Summative	BOY = KAP interim MOY = KAP interim EOY = KAP interim 1 summative	BOY = IAP MOY = IAP EOY = IAP	BOY = required MOY = optional EOY = required	BOY = testlets MOY = testlets EOY = testlets Anchor Test	BOY = required MOY = optional EOY = required	BOY = optional MOY = optional EOY = optional 1 flexible summative	BOY MOY EOY STAAR summative	BOY MOY EOY Standards of Learning summative
	Total Testing Time	2 hours per test for 4 hours + AK STAR Summative	Avg. 30 minutes per testing admin. approx. 1.5 hrs total	VPK - 45 min. K-1: 120 min. 2: 128 min. 3-5: 560 min. 6-8: 620 min. 9-10: 300 min.	Approx. 90 min. per test for about 4.5 hour total	TBD	Each interim has between 17 and 25 questions. Approx. 45 - 60 min per session for a total of approx. 3 hours	Unit models are 8-11 items and should take approx. 45-60 min. to complete	Approx. 60-min. sessions for each content area admin during BOY (fall) and EOY(spring) admin windows	40 min. per testing session for no more than four hours of total testing time over the academic year	90 minutes per test for roughly 4.5 hours total	Test admin. for NC Check-Ins 2.0 is less than 90 minutes	BOY & MOY have around 20 items each and the EOY has around 30 items.	Growth assessments are untimed, but each admin is estimated to take about half as long as the spring summative
	Adaptability	Item-level adaptive	Fixed forms	Item-level adaptive	Item-level adaptive	Initial - Fixed forms, Move to adaptive interims by 27-28	N/A	Non-adaptive	Computer adaptive	Non-adaptive in the pilot phase; explore future adaptability	Item-level adaptive	The flexible summative is a multi-staged fixed adaptive design.	Multi-stage adaptive	Item-level adaptive
TESTING WHAT'S TAUGHT	Assesses all grade-level standards each time	☑	--	☑	☑	☑	☑	☑	☑	--	☑	--	☑	☑
	Assesses a subset of standards each time	--	☑	--	--	--	--	--	--	☑	--	☑	--	--
	Syncs test w learning or scope & sequence	--	☑	--	--	☑	--	☑	--	☑	--	☑	--	--
CALCULATING SUMMATIVE SCORES FOR ACCOUNTABILITY RATINGS	Summative score based on final test	☑	--	☑	☑	☑	☑	--	☑	--	☑	☑	☑	☑
	Aggregates tests to create summative score	--	☑	--	--	--	--	☑	--	☑	--	--	--	--
	Weights Used for Accountability Ratings	BOY = 0 MOY = 0 EOY = 100% AK STAR	N/A	BOY = 0 MOY = 0 EOY = 100% FAST	N/A	TBD - legislature in session	BOY = 0 MOY = 0 EOY = 100% KAP	LA intends to weigh each admin. equally.	BOY = 0 MOY = 0 EOY = 100% GROWTH = BOY to EOY 100%	MT intends to aggregate results from all testlets to produce a summative score.	BOY = 0 MOY = 0 EOY = 100%	No decision has been made	No decision has been made	BOY = 0 MOY = 0 SoL = 100%
NOTES	High School Tests Used for ESSA	ELA, Math grade 9 Science grade 10	No state high school exams - use SAT	EOCs: RLA grade 9, Algebra I, Geometry, Biology, Civics, US History	EOCs: American Lit.& Composition, Algebra I, Biology, US History	ELA, & Math - SAT, Biology EOC, & Naturalization Exam (after US Government)	ELA, Math - grade 10 Science - grade 11	EOCs: English I, English II, Algebra I, Geometry, Biology, US History, Civics	Reading, Math - through year assessment year 2 of HS; Science - year 3 of HS	Reading, Math, Science - ACT with Writing in grade 11	Reading, English, Math, Science, Writing ACT with Writing in year 3	Biology, English II, NC Math 1, and NC Math 3 EOCs; Pre-ACT; ACT	EOCs: Algebra 1, English 1, English 2, Biology, US History	EOCs: Reading, algebra 1, geometry, algebra 2, biology, chemistry, earth science, world geography, world history 1, world history 2, Virginia & US History

Sources: What Are Through-Year Assessments? State Profiles, Education First, January 2023; various state education department documents.

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Sources: What Are Through-Year Assessments? State Profiles, Education First, January 2023; various state education department documents.



“What is an end-of-year test that combines criterion-referenced standards and growth?”

Alaska’s AK STAR is one example of a balanced assessment system that connects beginning-of-year or middle-of-year growth interim assessments to the end-of-year test, which is made up of a grade-specific summative component combined with a growth component.

What is AK STAR?

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3-9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall or winter MAP® Growth™ interim assessments to the spring AK STAR, which is made up of a grade-specific summative component combined with a growth component. With this approach, Alaska has a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

What do the AK STAR scores mean?

Summative Component

- The summative component addresses the breadth and depth of Alaska grade-level content standards, by showing what a student knows and can do by designating one of the four Achievement Levels.
- The summative component measures student understanding of what they have learned over time. Summative scale scores describe student performance based on Alaska standards.

What are the Achievement Levels for Summative?

Non-Proficient		Proficient	
Needs Support	Approaching Proficient	Proficient	Advanced
Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.	Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

For more information on grade-specific achievement levels please visit:
<https://education.alaska.gov/assessments/akstar/assessment-design>



Growth Component (Powered By MAP Growth)

- The Growth component provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- The Growth component measures what a student knows at that time, and then is compared to their previous MAP® Growth™ assessments, either fall or winter to provide a conditional growth score. Growth uses a Rasch unit (RIT) scale and compares your student at that point in time to all other students in the nation who took MAP® Growth™.
- The Growth component shows growth based on student's fall or winter MAP® Growth™ Assessment.

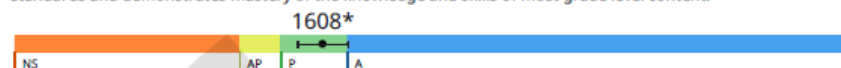
MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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English Language Arts

Summative Component Score: **Proficient**

This score falls in the **Proficient** ranges for English Language Arts, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.



**If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

NS Needs Support 1420 - 1570 **AP** Approaching Proficient 1571 - 1595 **P** Proficient 1596 - 1629 **A** Advanced 1630 - 1780

Comparison to State, District, and School Performance

Scale Score Median Comparisons	# Tested	Non-Proficient				Proficient			
		NS	AP	P	A	NS	AP	P	A
Alicia									
School Median Score	7								
District Median Score	567								
State Median Score	6,233								

Growth Component Scores (Powered By MAP Growth)

Reading Overall RIT

229 RIT Score +19 from Fall	82nd Achievement Percentile	89th Conditional Growth High
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Reading Instructional Area RIT

218 Literary Text	230 Informational Text	224 Vocabulary
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Language Usage Overall RIT

220 RIT Score -2 from Fall	74th Achievement Percentile	68th Conditional Growth High Avg
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Language Usage Instructional Area RIT

220 Grammar	210 Mechanics	222 Write & Revise
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MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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For more information, contact your student's school.

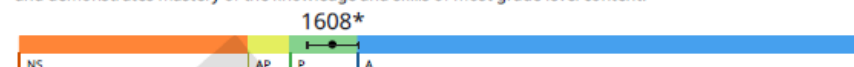


For more information on AK STAR, please visit education.alaska.gov/akstar

Mathematics

Summative Component Score: **Proficient**

This score falls in the **Proficient** ranges for Mathematics, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.



**If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

NS Needs Support 1420 - 1570 **AP** Approaching Proficient 1571 - 1595 **P** Proficient 1596 - 1629 **A** Advanced 1630 - 1780

Comparison to State, District, and School Performance

Scale Score Median Comparisons	# Tested	Non-Proficient				Proficient			
		NS	AP	P	A	NS	AP	P	A
Alicia									
School Median Score	7								
District Median Score	567								
State Median Score	6,233								

Growth Component Scores (Powered By MAP Growth)

Math Overall RIT

229 RIT Score -2 from Fall	82nd Achievement Percentile	89th Conditional Growth High
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Math Instructional Area RIT

220 Numbers and Operations	230 Operations and Algebraic Thinking	232 Geometry	222 Measurement and Data
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MAP® Growth™ Score Key

Low Less than 21st percentile	Low Avg 21st - 40th percentile	Avg 41st - 60th percentile	High Avg 61st - 80th percentile	High Greater than 81st percentile
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For more information, contact your student's school.



For more information on AK STAR, please visit education.alaska.gov/akstar

A Tale of Three Assessments

NWEA ASSESSMENTS

Maine Through Year Assessment: Fall, Winter, & Spring

MAP Growth

ADAPTIVE

The assessment adapts by changing the difficulty of the questions based on the student's previous answers.

NORMATIVE

Normative assessments determine if an individual's performance is at a level equal to, above, or below average. Percentile scores are frequently used, showing the percentage of individuals that score equal to or below the tester. This means comparing the individual's performance to a group.

RIT SCORE

RIT scores are used to measure growth over time and across grade levels. A student's RIT score represents the ability level at which a student has a 50% probability of answering a question correctly.

Maine Through Year Assessment: Spring

ADAPTIVE

The assessment adapts by changing the difficulty of the questions based on the student's previous answers.

CRITERION-REFERENCED

Criterion-referenced assessments measure a student's knowledge and skills against an academic standard or benchmark. In criterion-referenced assessments, the performance of other students does not affect a student's score.

MAINE-SPECIFIC SCALE SCORE

The Maine-specific scale score is used to measure student performance according to grade-level standards. Scores are aligned to an achievement level of Well Below, Below, At, and Above State Expectations.

Cut Scores

On this assessment, cut scores represent the difficulty level at which a student has a 50% probability of answering a question at that achievement level correctly.

Note on Cut Scores

Cut scores based on 50% probability are common for adaptive tests and align with how RIT scores are determined. Cut scores based on 67% probability are more common for fixed form assessments.

MEA SCIENCE

Maine Science Assessment

FIXED FORM

Questions on the assessment are "fixed," or the same for all students.

CRITERION-REFERENCED

Criterion-referenced assessments measure a student's knowledge and skills against an academic standard or benchmark. In criterion-referenced assessments, the performance of other students does not affect a student's score.

SCALE SCORE

The scale score is used to measure student performance according to grade-level standards. Scores are aligned to an achievement level of Well Below, Below, At, and Above State Expectations.

Cut Scores

On this assessment, cut scores represent the difficulty level at which a student has a 67% probability of answering a question at that achievement level correctly.

The Maine Through Year Assessment

Students are assessed two to three times per year for performance monitoring, and teachers receive interactive reports and tools designed to provide timely and actionable information.

The Maine Through Year Assessment will produce two scores in the spring for each student: a summative, criterion-referenced score based on the student's performance according to grade-level state standards, and a norm-referenced RIT score useful for measuring a student's growth over time.

How does it work?

The summative score is determined by a student's performance on the summative portion of the spring assessment, which can **adapt** within one-grade level above and below the assessed grade. In addition, an RIT score is determined by all questions on the spring assessment, including both the summative portion and a diagnostic portion from NWEA's MAP Growth item bank which can **adapt** across multiple grade levels. The required fall and optional winter assessment administrations will also produce RIT scores so that growth can be measured not only between academic years but also throughout the year.





NEBRASKA

DEPARTMENT OF EDUCATION

Interpreting Student NSCAS Growth Scores

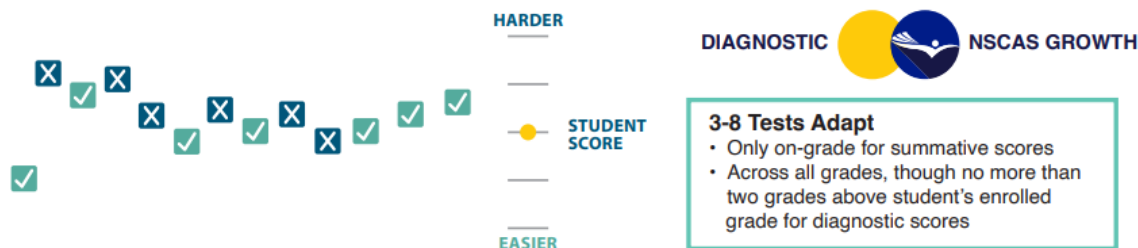
How the computer adaptive design impacts understanding student scores

As a District Assessment Coordinator (DAC), you play an important role in supporting district and school staff as they administer NSCAS Growth and use the data from the assessment. As school leaders and educators dig into their student's results from this spring's NSCAS Growth administration, the Nebraska Department of Education (NDE) wants to equip DACs with information on interpreting student NSCAS Growth scores.

NSCAS Growth is a computer adaptive assessment designed to both provide students a chance to answer items above or below grade level to allow them to demonstrate where they are in their learning while also ensuring there are enough on-grade level items for summative purposes. Computer adaptive tests select items that are tailored to a student's performance throughout the assessment. Items get easier if a student answers an item incorrectly and harder if a student answers an item correctly. As a student responds to items, the computer adaptive assessment better understands where a student is in their learning.

NSCAS Growth generates two different scores that aim to provide comprehensive information on a student's results – the NSCAS scale score (summative) and RIT score (diagnostic).

- The NSCAS scale score and associated achievement level is based on a subset of items (about 27 items) that are on-grade and aligned to the state summative blueprint.
- The RIT score is based on all items that a student took during that test (about 27 on-grade-level items plus about 13 items that adapt on- and off-grade-level as needed).



What are the benefits to NSCAS Growth?

The NSCAS Growth assessments help to unify district and state assessments that measure student academic growth and mastery of Nebraska's College and Career Ready Standards, and growth relative to national norms.

This approach to measure growth and proficiency throughout the year in the unified assessment system provides coherence across the assessments, helping to inform instruction with timely results to teachers within 72 hours, and meeting accountability requirements – all while reducing the overall number of assessments students are required to take.

Source: Nebraska's Transition to NSCAS Growth Frequently Ask Questions (FAQ)

What We Know Now...

- ❑ **HB 123 by Rep. Harold Dutton (early readiness) voted out of the House 135Y / 6N**
 - Includes 3 amendments – one limits math training to grades K-3 rather than K-8
- ❑ **HB 4701 by Rep. Leo-Wilson (Classic Learning Test) voted out of House Higher Education Committee 8Y/ 2N (companion – SB 1241 by Sen. Mayes Middleton)**
 - Committee sub - Texas Higher Education Coordinating Board sets college entrance exams and scores (previously included SAT/ACT language with scores)
 - Original filed bill included CLT as well. CLT used mostly by private and homeschool students and is currently used by 24 IHE in TX (mostly private) and 280 world-wide
- ❑ **SB 569 by Sen. Bettencourt / HB 2196 by Rep. Keith Bell (virtual education) Signed by Governor on May 6**
 - Virtual education eligible for ADA

2026 Accountability Manual

- Based on feedback, the A–F Accountability Rating System Manual and its proposed rules for 2026 Accountability Ratings will be **published prior to the start of the school year.**
- A Public Comment period will take place in **April 2025**. The manual will be **effective in June 2025**.

Year of Accountability	Proposed Rule Open to Public Comment	Effective Date of Final Accountability Manual
2023	5/19	11/14
2024	2/23/24	5/14/24
2025	2/23/24 Re-posted January 2025	5/14/24 Re-adopted April 2025
2026	April 2025	June 2025

Source: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/taag-meeting-december-2024.pdf>



2028 Accountability Refresh

Your feedback is critical to the development

Do you have your ideas ready to submit?

2026 Accountability Manual - Proposed

Released in April for public comment

Do you have your comments ready?

Coming Soon! Lunch & Learn Update from TAAG

What do you want to know about '28 refresh?

STAAR Early Results are Coming!

5-23 (EOC), 5-30 (3-8)

What is the district plan for distribution?