

# **Implementation of HB 3:** ***Assessment and Accountability Provisions***

**Senate Subcommittee on Public Education Funding**  
**February 24, 2011**

**Criss Cloudt, Associate Commissioner**  
**Texas Education Agency**

# STAAR Implementation in 2011-2012

- **STAAR IS READY:** The major test development phases for STAAR (both EOC and 3–8) will be complete by May 2011, using currently allocated funding.

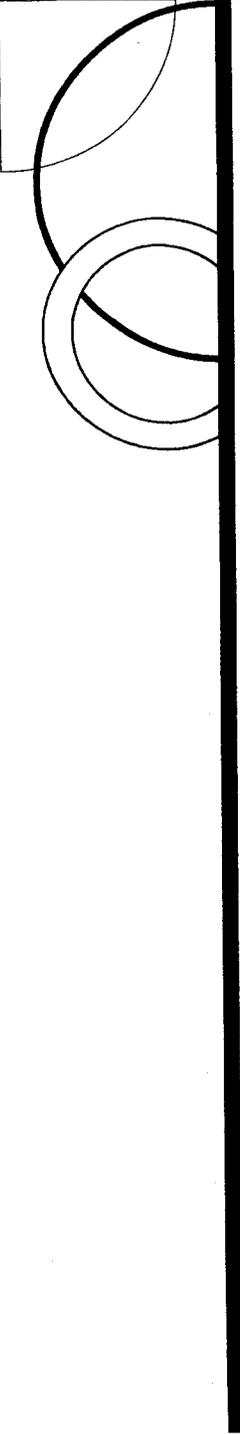
Year 1	Year 2	Year 3	Year 4
Planning Activities	Item Development	Field Testing	“Live” Assessment
Completed for all STAAR assessments	Completed for all STAAR assessments	All STAAR assessments will be field tested by the end of May 2011	All STAAR assessments on track for 2012 administrations

- **NO TAKS DEVELOPMENT:** Development has ended for TAKS tests. Previous TAKS items or test forms would likely need to be re-used if STAAR is delayed.
- **TAKS OUTGROWN:** TAKS is no longer effectively measuring instruction. Students are “topping out” on the test. For example, in the 2010 grade 11 primary administration, 93 percent passed English language arts; 89 percent, mathematics; 91 percent, science; and 98 percent, social studies.
- **FEDERAL REQUIREMENTS:** Testing must occur in 2011-2012 to address federal requirements for annual testing that are tied to federal funding.
- **CURRICULUM ALIGNMENT:** STAAR is aligned to the current curriculum.
- **STAAR EXPECTATIONS:** Students, educators, parents, and school boards need to understand the expectations for the new STAAR program so that instruction can address student needs as quickly as possible.

# TAKS to STAAR

*Plan for phase-out of TAKS and phase-in of STAAR*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GR 3-8	TAKS	STAAR	STAAR	STAAR	STAAR	STAAR
GR 9	TAKS	STAAR	STAAR	STAAR	STAAR	STAAR
GR 10	TAKS	TAKS	STAAR	STAAR	STAAR	STAAR
GR 11	TAKS	TAKS	TAKS	STAAR	STAAR	STAAR
GR 12 & Out-of-School Students	TAKS	TAKS	TAKS	TAKS	STAAR or TAKS	STAAR or TAKS

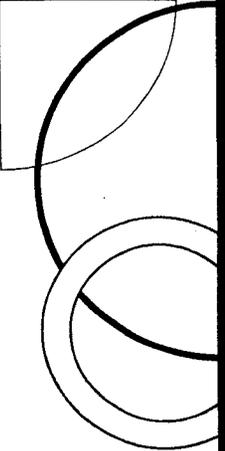


# Student Accountability

- Beginning in 2011–2012, incoming 9<sup>th</sup> graders will be expected to perform satisfactorily on end-of-course (EOC) assessments in order to graduate. Students enrolled in grades 10 through 12 in 2011–2012 will still be subject to TAKS as graduation requirements.
- Beginning in 2011–2012, for students for whom EOC is their graduation requirement, performance on the EOC assessments must count for 15% of the students' final grade in the associated course.
- Because passing standards for the grades 3-8 STAAR assessments will not be set until fall 2012, performance on the reading and mathematics tests at grades 5 and 8 will not be used in making SSI decisions until the 2012-2013 school year.
- It is anticipated that the satisfactory performance standards students must attain on STAAR will be phased in over several years.

# District/Campus Accountability

School Year	State Accountability	Federal Accountability
2010 – 11	Final Year of Ratings under Current System: <i>Exemplary, Recognized, Academically Acceptable, Academically Unacceptable</i>	AYP Statuses Assigned: <i>Meets AYP/Missed AYP</i>
2011 – 12	No State Ratings Assigned	AYP Statuses Assigned: <i>Meets AYP/Missed AYP</i>
2012 – 13	First Year Performance Ratings and Distinction Designations Issued under New System: <i>Acceptable / Unacceptable*</i> <i>(accountability standards will be phased-in over multiple years)</i> <small>* based on meeting satisfactory academic performance standard on STAAR</small>	AYP* Statuses Assigned: <i>Meets AYP/Missed AYP</i>  <small>*Subject to change with ESEA reauthorization</small>
2013 – 14	Second Year Performance Ratings and Distinction Designations Issued: <i>Acceptable / Unacceptable*</i> <i>Recognized and Exemplary ratings are issued based on academic excellence distinctions</i> <small>* based on meeting satisfactory academic performance and advanced academic performance standards on STAAR</small>	AYP* Statuses Assigned: <i>Meets AYP/Missed AYP</i>  <small>*Subject to change with ESEA reauthorization</small>



# STAAR Per Test Costs

- **STAAR multiple-choice:** Average per test charge for STAAR multiple-choice test is \$6.30. This includes tests for general education students, students with disabilities, and students that are English language learners.
- **STAAR open-ended:** Average per test charge for STAAR test with open-ended components is \$14.70. This includes tests for general education students, students with disabilities, and students that are English language learners.
- **\*SAT:** The combined cost for the SAT test (mathematics, reading, and writing) is \$47.00.

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- **AP:** Advanced Placement (AP) subject area examination, which include both multiple-choice and free-response items, are \$87.00 per exam.

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\*If STAAR tests are combined in order to compare costs to the SAT, the average cost for a student taking a mathematics test (Algebra I, Geometry, or Algebra II) and an English I test (reading and writing components) would be \$21.00.

# Effect on Local Resources in the Transition to STAAR Grades 3–8\*

## ↑ Possible Increases

(personnel, equipment/infrastructure, materials)

### Remediation

Estimating incremental remediation costs for the more rigorous STAAR 3–8 testing program compared to those associated with TAKS is difficult, given that a number of factors both increase and offset those costs. The factors include:

- Students moving from TAKS to STAAR will be better prepared for the increase in rigor than those students who transitioned from TAAS to TAKS in 2003, since these students have participated in a more rigorous assessment program, have been held to more stringent promotion and graduation requirements, and have received targeted financial support from school districts through significant state funding of student success initiatives.
- The passing standards on STAAR will be phased in over multiple years, allowing students to “catch up” with the increase in rigor and school districts to adjust instruction to address performance gaps.
- When the first STAAR tests are administered in spring 2012, curriculum standards assessed on STAAR will already have been taught: mathematics and reading for three years, and science and social studies for two years.
- Numerous professional development opportunities have been made available to school districts to prepare teachers for the new curriculum standards.

## No Change Expected

(personnel, equipment/infrastructure, materials)

### Additional testing days for primary administrations

- There are 19 testing days (with SSI retests) for the current TAKS program.
- There are 19 testing days (with SSI retests) for STAAR grades 3–8.

### STAAR Alternate

- The same grades and subjects will be offered for STAAR Alternate as with TAKS-Alt.
- No change is expected in training or assessment design that will result in added costs locally.

### STAAR Modified

- The same grades and subjects will be offered for STAAR Modified as with TAKS-M.
- No changes are expected in training or assessment design that will result in added costs locally.

### TELPAS

- TELPAS will be the same system in 2012 as in previous years.
- No changes are expected in training or assessment design that would increase costs at the local level.

### Training/security

- STAAR will have the same training expectations as with TAKS. It is possible that there will be increased needs for training in the first years of the STAAR program because of new testing procedures, but training will be aimed at new test administrators so that experienced test administrators may only be required to participate in refresher training in subsequent years.
- The same security procedures will be in place for the STAAR program.

## ↓ Possible Decreases

(personnel, equipment/infrastructure, materials)

### LAT Online

- Linguistically accommodated assessments will be provided online and will not require multiple test administrators to oversee the administration. This decrease may be offset somewhat, however, by demands caused by the online requirements.

### Standardized Oral Administrations

- With the current delivery of oral administrations, test administrators are needed for small-group or individual administrations.
- The new standardized oral administration will be delivered via an online interface, eliminating or reducing the need for additional test administrators.

### Time limits for tests

- With a time limit on the STAAR assessments, districts will be able to end testing before the end of the school day.

\* TEA does not collect financial data from school districts that would allow quantifying of policy changes in the state assessment program. Additionally, effects on local resources for these policy changes may differ from one school district to another depending on local decisions concerning program implementation.

# Effect on Local Resources in the Transition to STAAR EOC/High School\*

## ↑ Possible Increases (personnel, equipment/infrastructure, materials)

### Additional testing days for primary administrations

- There are currently 13 days of testing for high school TAKS.
- The STAAR EOC assessments will account for 15 days of testing.

### Additional testing days with retests

- There are currently 25 days of testing for high school TAKS, including retests for four exit level assessments.
- The STAAR EOC assessments will require more days of testing to allow retests for up to 12 EOC assessments. However, there will be time limits placed on STAAR, so campuses will be able to schedule more than one EOC administration per day of testing. This could reduce the estimated 45 full days of testing/retesting for STAAR EOC to 25 days or less.

### Remediation

Students will need remediation in specific coursework if they complete a given course but do not perform satisfactorily on the associated assessment.

Estimating incremental remediation costs for the more rigorous STAAR EOC testing program compared to those associated with TAKS is difficult, given that a number of factors both increase and offset those costs. The factors include:

- Students moving into the high school grades will be better prepared for the increase in rigor than those students who transitioned from TAAS to TAKS in 2003, given more rigorous promotion requirements and increased state funding specifically targeted at students at these grade levels.
- Remediation costs may be offset somewhat because EOC assessments will test skills recently taught in a single course as opposed to TAKS assessments, where multiple grades and subjects were assessed on the high school tests. The new test design that incorporates readiness and supporting standards may make it easier to target remediation needs of students.
- There may be less need for remediation than currently expected given the mathematics and the English language arts TEKS will have been required to be taught for three years prior to implementation of the STAAR program in 2012, and science and social studies TEKS for two years prior to 2012.

## No Change Expected (personnel, equipment/infrastructure, materials)

### STAAR Alternate

- There will be fewer STAAR Alternate high school assessments once STAAR Alternate is fully operational.
- Currently there are 10 high school TAKS–Alt assessments. Once STAAR Alternate is fully operational, there will be only 9 alternate assessments.

No changes are expected in training or assessment design for the STAAR Alternate assessments.

### STAAR Modified

- No changes are expected in training or assessment design.

### TELPAS

- TELPAS will be the same system in 2012 as in previous years.
- No changes are expected in training or assessment design.

## ↓ Possible Decreases (personnel, equipment/infrastructure, materials)

### LAT Online

- Linguistically modified assessments will be provided online and will not require multiple test administrators to oversee the administration. This decrease may be offset somewhat, however, by demands caused by the online requirements.

### Standardized Oral Administrations

- With the current delivery of oral administrations, test administrators are needed for small-group or individual administrations.
- The new standardized oral administration will be delivered via an online interface, eliminating or reducing the need for additional test administrators.

### Time limits for tests

- With a time limit on the STAAR assessments, districts will be able to end testing before the end of the school day.

### STAAR Modified

- There will be fewer STAAR Modified high school assessments once STAAR Modified is fully operational.
- Currently for TAKS–M, there are 10 high school assessments. Once STAAR Modified is fully operational, there will be only 9 assessments.

## Effect on Local Resources in the Transition to STAAR EOC/High School\*

### ↑ Increases Expected (personnel, equipment/infrastructure, materials)

#### Remediation (continued)

- STAAR EOC performance standards will be phased in, initially reducing the need for remediation early in the program.
- Numerous professional development opportunities have been made available to school districts at state expense to prepare teachers for the new curriculum standards.

#### Integration of EOC 15% grade requirement

- There will be increased staff time associated with districts maintaining records of student performance on EOC assessments and determining how to use EOC assessments in grading. This may be offset in some school districts if they replace locally generated final examinations with the state assessments.

#### More materials to track, store, distribute, return

- With 12 STAAR EOC assessments and an increased number of retests, there will be an increase in the amount of printed assessment materials that will arrive at the districts. These materials will need to be stored, distributed to campuses, returned to the districts for packing, and returned to the vendor for scoring. This may increase the need for facilities and staff.

#### Students can retest EOC for any reason

- This may increase the overall number of students taking EOC assessments. This translates to more materials, more test administrators, and more tracking after the student has taken the assessment.

#### Tracking of EOC graduation requirements

- Because each STAAR EOC assessment contributes to a student's cumulative score for graduation, each assessment and the subsequent performance will have to be tracked and monitored to determine how the student is progressing in meeting his or her graduation requirements. This may increase costs at the local level. However, it is expected that the new data portal may help minimize this local burden.

### No Change Expected (personnel, equipment/infrastructure, materials)

#### Training/security

- STAAR will have the same training expectations as with TAKS. It is possible that there will be increased needs for training in the first years of the STAAR program because of new testing procedures, but training will be aimed at new test administrators so that experienced test administrators may only be required to participate in refresher training in subsequent years.
- The same security procedures will be in place for the STAAR program.

### ↓ Decreases Expected (personnel, equipment/infrastructure, materials)

\* TEA does not collect financial data from school districts that would allow quantifying of policy changes in the state assessment program. Additionally, effects on local resources for these policy changes may differ from one school district to another depending on local decisions concerning program implementation.

## How Are We Doing?

		<b>50% Passing Rate</b>	<b>60% Passing Rate</b>	<b>70% Passing Rate</b>	<b>80% Passing Rate</b>	<b>90% Passing Rate</b>
	Number Tested	<b>Percent Meeting Standard</b>				
<b>2010 Algebra I</b>						
ALL STUDENTS	101887	72%	60%	45%	28%	12%
AFRICAN-AMERICAN	12527	57%	43%	28%	15%	5%
HISPANIC	44220	64%	50%	35%	20%	7%
WHITE	37028	84%	73%	59%	39%	17%
ECONOMICALLY DISADVANTAGED	49981	62%	47%	33%	18%	6%
<b>2010 Biology</b>		<b>Percent Meeting Standard</b>				
ALL STUDENTS	152247	63%	47%	32%	15%	4%
AFRICAN-AMERICAN	19850	50%	32%	19%	7%	1%
HISPANIC	66796	53%	35%	21%	8%	2%
WHITE	56760	79%	64%	48%	25%	8%
ECONOMICALLY DISADVANTAGED	77135	52%	33%	20%	7%	1%
<b>2010 Chemistry</b>		<b>Percent Meeting Standard</b>				
ALL STUDENTS	129070	40%	25%	13%	6%	1%
AFRICAN-AMERICAN	17781	29%	15%	6%	2%	0%
HISPANIC	54397	29%	15%	7%	2%	0%
WHITE	48253	54%	36%	21%	9%	2%
ECONOMICALLY DISADVANTAGED	59611	28%	15%	6%	2%	0%
<b>2010 Geometry</b>		<b>Percent Meeting Standard</b>				
ALL STUDENTS	137617	50%	35%	23%	11%	4%
AFRICAN-AMERICAN	18291	33%	18%	10%	4%	1%
HISPANIC	59394	41%	25%	15%	6%	2%
WHITE	51363	65%	48%	34%	17%	6%
ECONOMICALLY DISADVANTAGED	66808	39%	23%	13%	5%	1%
<b>2010 Physics</b>		<b>Percent Meeting Standard</b>				
ALL STUDENTS	25241	67%	48%	29%	13%	3%
AFRICAN-AMERICAN	2472	45%	26%	12%	4%	0%
HISPANIC	7728	54%	34%	17%	6%	1%
WHITE	12728	78%	60%	39%	18%	4%
ECONOMICALLY DISADVANTAGED	8135	51%	31%	15%	5%	1%

		<b>50% Passing Rate</b>	<b>60% Passing Rate</b>	<b>70% Passing Rate</b>	<b>80% Passing Rate</b>	<b>90% Passing Rate</b>
		<b>Percent Meeting Standard</b>				
<b>2010 U.S. History</b>						
ALL STUDENTS	37349	57%	40%	25%	11%	2%
AFRICAN-AMERICAN	5380	43%	28%	14%	4%	1%
HISPANIC	16144	47%	30%	16%	6%	1%
WHITE	13282	72%	56%	38%	19%	4%
ECONOMICALLY DISADVANTAGED	17660	45%	28%	14%	5%	1%
<b>2010 World Geography</b>	<b>Percent Meeting Standard</b>					
ALL STUDENTS	89314	55%	41%	27%	15%	4%
AFRICAN-AMERICAN	11564	39%	25%	14%	6%	1%
HISPANIC	40581	44%	29%	17%	7%	1%
WHITE	31513	72%	60%	44%	26%	8%
ECONOMICALLY DISADVANTAGED	45741	41%	26%	14%	6%	1%



# Criterion-Referenced Tests (CRTs) Versus Norm-Referenced Tests (NRTs)

- **Criterion-Referenced Tests (CRTs)**
  - Measure what students know and can do in comparison to curriculum standards for a subject area
  - Use items that match the content standards of the state curriculum
  - Performance levels of students are determined by comparing the student's score to cut scores established on the test
  - Scoring at or above a cut score indicates that the student has reached that performance level
  - Provide scores and information about student performance that facilitate measuring student growth to proficiency
  - Use of results in accountability is straightforward given the explicit link between curriculum standards and test content



## Criterion-Referenced Tests (CRTs) Versus Norm-Referenced Tests (NRTs) – Con't.

- **Norm-Referenced Tests (NRTs)**
  - Compare a student's achievement in a subject area to a nationally representative sample of students (norm group)
  - Individual student results are compared to the results of the norm group using measures that rank-order each student, such as percentile ranks versus providing scores indicating proficiency
  - Typically use items that measure a sample of the academic content taught in schools nationwide so no direct information is provided about mastery of a state's content standards (TEKS)
  - Since NRTs do not typically have a score indicating proficiency, NRT scores do not inform about student growth to proficiency
  - Use of results in accountability requires reference to a norm group so the use of these scores for accountability purposes is not explicit



## Why STAAR is a Criterion-Referenced Test (CRT)

- State statute requires the agency to develop criterion-referenced assessments [TEC §39.023(a),(b)]
- Federal statute requires that states implement assessments that fully align to the states' curriculum standards (TEKS)
- State statute requires that student performance standards—satisfactory standards and college- and career-ready standards—be established on the state assessment [TEC §39.023(c-4)(1)]
- State statute requires the measurement of growth on the state assessment [TEC §39.023(a-1)(2), TEC §39.023(c-1), TEC §39.036(a)]
- State statute requires that STAAR results be used in state accountability [TEC §39.053(c)]
- State statute requires the release of test items every three years [TEC §39.023(e)]