A blue and white logo

Description automatically generatedunderstanding STAAR 2024

getting centered – getting started

**getting centered: people and purpose**

|  |  |  |
| --- | --- | --- |
| measure | state patterns and trends/that’s me! | my notes |
| **affect** | * encouraged/hopeful * discouraged/frustrated |  |
| **new to’s** | * increase in number * new to profession * new to district/campus * new to content area (science) * limited availability of experienced, successful mentors |  |

**getting started**: **student learning**

| measure | state patterns and trends/that’s me! | my notes |
| --- | --- | --- |
| **performance** | * trend line for student performance flat across grades/content areas * quintile data: state’s goal for performance on STAAR is 90|60|30   (90% of students at approaches grade level or above, 60% at meets grade level or above, 30% at masters grade level   * if 90% of students are scoring approaches grade level or above, half of quintile 1 would be approaches grade level - currently, quintile 1 includes few if any students who are at approaches grade level. * if 60% of students are scoring meets grade level or above, all students in quintile 3 would be at meets grade level - currently, students in quintile 3 are not all at meets grade level. * if 30% of students are scoring masters grade level - all of quintile 5 would be masters grade level - currently, not all students in quintile 5 are scoring masters grade level. |  |
|  | | |
| **frequency**  **distribution** | * some content continues to be more highly tested, standard type and subclusters (frequency distribution) * embedded process standards continue to impact student performance and both tools to know and ways to show assessed * certain highly tested concepts provide areas of instructional focus: |  |
| reading/writing   * comprehension (layered thinking and embedded inference) * genre characteristics (inference within and between texts) * author’s craft (application and connection) * reading process (visualization) * reading to writing connection (ECR) |  |
| math   * whole number/decimal operations * proportionality * expressions and inequalities * linear functions |  |
| science   * all reporting categories * transition to assessing new TEKS |  |
| social studies   * comprehension of text/visuals (layered thinking and embedded inference) * understanding the application of constitutional principles * impact of geography and economic factors and technology over time |  |
| **academic growth** | * no state level data released so far, so within your district look for: * annual growth as a way to evaluate the impact of tier 1 instruction * accelerated instruction (1416) - performance of students who scored did not meet grade level in prior year – provides a way to evaluate the effectiveness of supplemental instruction |  |
|  | | |
| **descriptive**  **measures** | vocabulary   * issues beyond academic vocabulary * vocabulary as it relates to the questions * input: comprehension issues (understanding the question) * access: using academic vocabulary to anchor concepts * output: representing/explaining the answer |  |
| visuals/visualization   * access: understanding the visual/text * application: knowing what part, if any, to answer the question * representation/explanation: using the information accurately |  |
| closed ended items   * higher levels of performance * error patterns consistent (awaiting release of item level data – IQ) * unexplained errors |  |
| open ended items   * ECR performance still low * SCR performance show partial explanation * open ended items which require layered thinking are low |  |