

**MEMORANDUM**

July 13, 2017

TO: Board Members

FROM: Richard A. Carranza  
Superintendent of Schools

SUBJECT: **SUPPLEMENTAL 2017 FIRST ADMINISTRATION STAAR 3–8 REPORT**

CONTACT: Carla Stevens, 713-556-6700

The attached reports provide supplemental information for the first administration STAAR 3–8 exams. The reports include:

- **Immigrant Student Performance Report 2016–2017:** Shows the breakdown of race/ethnicity of immigrant STAAR 3–8 testers, their country of origin, and compares their STAAR 3–8 performance to non-immigrant testers.
- **STAAR 3–8 Scale Scores Distribution Report 2016–2017:** Compares, by subject, differences between the 2016 and 2017 STAAR scale score distributions in HISD.
- **2017 STAAR 3–8 District Grade-to-Grade:** Provides an overview of student progress based upon proficiency levels on the 3–8 Reading and Mathematics exams.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.

  
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Attachments

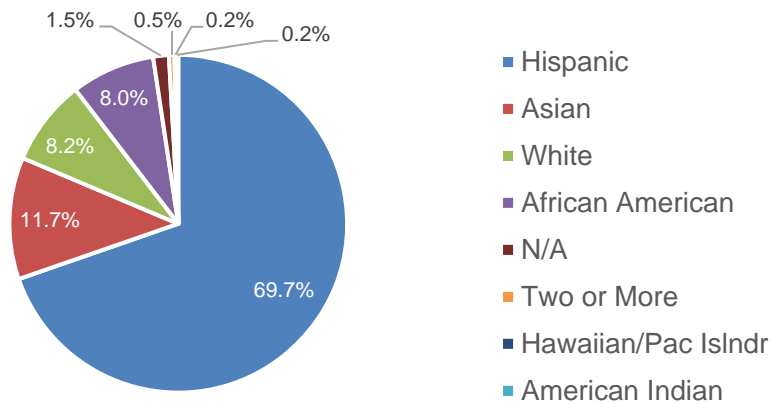
cc: Sam Sarabia  
Grenita Lathan  
Chief School Officers

## STAAR 3-8 Immigrant Student Performance Report 2016–2017

### Demographics

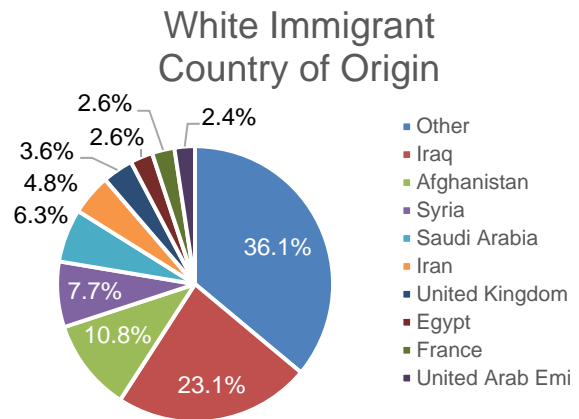
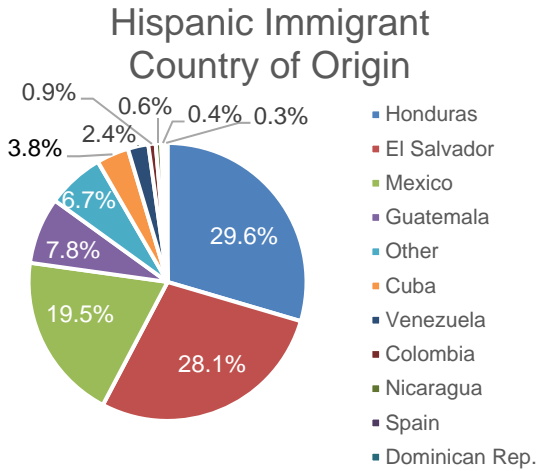
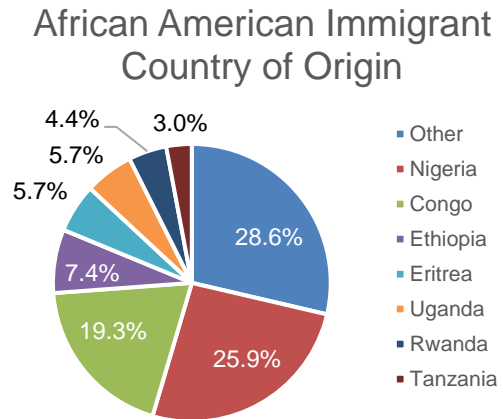
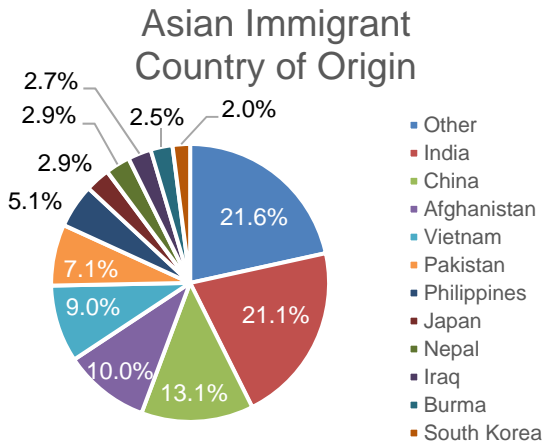
The No Child Left Behind Act of 2001 (NCLB) defines "immigrant" children or youth as "individuals who are aged 3 through 21; were not born in any state; and have not been attending schools in any one or more states for more than 3 full academic years." In 2017, 5,048 immigrant students took one or more STAAR 3–8 exams. The highest percentage of immigrants were designated as Hispanic (69.7%) with the remainder spread among the Asian (11.7%), White (8.2%), and African American (8.0) groups. Country of origin for Hispanic, Asian, African American, and White students is provided on the following page.

**Race/Ethnicity of Immigrant STAAR 3–8 Testers**



Source: Chancery SIS, TEA-ETS Student Data Files.

Country of Origin for Immigrant STAAR 3–8 Testers



Source: Chancery SIS, TEA-ETS Student Data Files.  
 Note: Other consists of students from countries with less than ten students.

## Performance

Immigrant students performed lower than their race/ethnicity non-immigrant counterpart for every STAAR 3–8 test.

### Immigrant STAAR 3–8 Tester Performance

		All Students		Asian		African American		Hispanic		White			
		N Tested	% App.	N Tested	% App.	N Tested	% App.	N Tested	% App.	N Tested	% App.		
Reading	Grade 3	Immigrant	912	57%	152	59%	63	38%	592	60%	89	51%	
		Non-Immigrant	16,834	64%	596	91%	3,931	53%	10,799	64%	1,276	91%	
		All Students	17,746	64%	748	84%	3,994	53%	11,391	64%	1,365	88%	
	Grade 4	Immigrant	883	44%	119	46%	77	39%	595	43%	80	51%	
		Non-Immigrant	16,554	62%	533	93%	4,003	51%	10,524	60%	1,251	89%	
		All Students	17,437	61%	652	85%	4,080	51%	11,119	59%	1,331	87%	
	Grade 5	Immigrant	776	41%	95	51%	62	39%	524	40%	75	45%	
		Non-Immigrant	15,519	65%	481	92%	3,805	58%	9,814	63%	1,203	89%	
		All Students	16,295	64%	576	85%	3,867	58%	10,338	61%	1,278	87%	
	Grade 6	Immigrant	735	18%	59	51%	64	30%	537	11%	63	35%	
		Non-Immigrant	12,822	61%	452	93%	3,272	55%	7,829	57%	1,051	90%	
		All Students	13,557	58%	511	88%	3,336	54%	8,366	54%	1,114	87%	
	Grade 7	Immigrant	765	18%	70	51%	61	31%	576	13%	50	20%	
		Non-Immigrant	12,364	68%	426	93%	3,123	59%	7,485	67%	1,129	90%	
		All Students	13,129	65%	496	87%	3,184	58%	8,061	63%	1,179	87%	
	Grade 8	Immigrant	857	14%	75	44%	62	24%	637	9%	54	20%	
		Non-Immigrant	12,398	72%	428	96%	3,156	64%	7,542	70%	1,118	91%	
		All Students	13,255	68%	503	88%	3,218	63%	8,179	65%	1,172	88%	
	All Grades	Immigrant	4,928	33%	570	51%	389	34%	3,461	29%	411	40%	
		Non-Immigrant	86,491	65%	2,916	93%	21,290	56%	53,993	63%	7,028	90%	
		All Students	91,419	63%	3,486	86%	21,679	56%	57,454	61%	7,439	87%	
	Mathematics	Grade 3	Immigrant	913	63%	153	78%	63	49%	592	62%	89	57%
			Non-Immigrant	16,838	72%	596	94%	3,933	59%	10,798	73%	1,278	91%
			All Students	17,751	71%	749	91%	3,996	59%	11,390	72%	1,367	89%
Grade 4		Immigrant	884	51%	119	65%	78	44%	595	47%	80	69%	
		Non-Immigrant	16,524	70%	529	96%	4,003	56%	10,515	72%	1,234	89%	
		All Students	17,408	69%	648	90%	4,081	56%	11,110	70%	1,314	88%	
Grade 5		Immigrant	775	49%	95	76%	62	45%	523	43%	75	65%	
		Non-Immigrant	15,518	77%	483	97%	3,804	66%	9,813	78%	1,203	91%	
		All Students	16,293	75%	578	93%	3,866	66%	10,336	76%	1,278	89%	
Grade 6		Immigrant	733	37%	58	66%	64	47%	535	31%	63	52%	
		Non-Immigrant	12,739	70%	434	96%	3,255	60%	7,805	70%	1,033	93%	
		All Students	13,472	69%	492	93%	3,319	60%	8,340	67%	1,096	90%	
Grade 7		Immigrant	761	26%	70	63%	61	30%	572	21%	50	34%	
		Non-Immigrant	11,759	66%	322	92%	3,074	54%	7,229	68%	952	85%	
		All Students	12,520	64%	392	87%	3,135	53%	7,801	64%	1,002	82%	
Grade 8		Immigrant	840	30%	66	64%	60	32%	635	26%	50	40%	
		Non-Immigrant	9,920	68%	236	95%	2,753	60%	6,063	68%	757	82%	
		All Students	10,760	65%	302	88%	2,813	60%	6,698	64%	807	79%	
All Grades		Immigrant	4,906	43%	561	70%	388	41%	3,452	38%	407	55%	
		Non-Immigrant	83,298	71%	2,600	95%	20,822	59%	52,223	72%	6,457	89%	
		All Students	88,204	69%	3,161	91%	21,210	59%	55,675	70%	6,864	87%	

Source: Chancery SIS, TEA-ETS Student Data Files.

			All Students		Asian		African American		Hispanic		White	
			N Tested	% App.	N Tested	% App.	N Tested	% App.	N Tested	% App.	N Tested	% App.
Writing	Grade 4	Immigrant	871	41%	119	51%	75	41%	588	37%	80	53%
		Non-Immigrant	16,595	60%	535	92%	4,022	51%	10,540	58%	1,259	82%
		All Students	17,466	59%	654	85%	4,097	51%	11,128	57%	1,339	80%
	Grade 7	Immigrant	763	18%	70	51%	63	29%	571	12%	50	32%
		Non-Immigrant	12,426	67%	425	93%	3,131	58%	7,542	66%	1,136	88%
		All Students	13,189	64%	495	87%	3,194	57%	8,113	62%	1,186	85%
	All Grades	Immigrant	1,634	30%	189	51%	138	36%	1,159	25%	130	45%
		Non-Immigrant	29,021	63%	960	93%	7,153	54%	18,082	62%	2,395	85%
		All Students	30,655	61%	1,149	86%	7,291	54%	19,241	59%	2,525	83%
Science	Grade 5	Immigrant	780	37%	104	48%	64	36%	526	32%	74	51%
		Non-Immigrant	15,493	68%	478	94%	3,807	59%	9,799	67%	1,190	89%
		All Students	16,273	67%	582	85%	3,871	59%	10,325	66%	1,264	87%
	Grade 8	Immigrant	877	22%	78	56%	65	29%	652	16%	54	26%
		Non-Immigrant	12,110	69%	423	93%	3,055	59%	7,395	69%	1,079	89%
		All Students	12,987	66%	501	88%	3,120	58%	8,047	64%	1,133	86%
	All Grades	Immigrant	1,657	29%	182	52%	129	33%	1,178	24%	128	41%
		Non-Immigrant	27,603	68%	901	93%	6,862	59%	17,194	68%	2,269	89%
		All Students	29,260	66%	1,083	86%	6,991	59%	18,372	65%	2,397	86%
Social Studies	Grade 8	Immigrant	869	16%	78	46%	64	25%	645	12%	54	26%
		Non-Immigrant	12,339	55%	434	90%	3,116	45%	7,518	54%	1,106	81%
		All Students	13,208	53%	512	83%	3,180	45%	8,163	50%	1,160	79%

Source: Chancery SIS, TEA-ETS Student Data Files.

## STAAR 3–8 Scale Scores Distribution Report 2016–2017

### Analysis Methodology

#### Purpose

This report compares, by subject, differences between the 2016 and 2017 STAAR scale score distributions in Houston ISD. While most analyses focus on average performance or scale scores, this visualization illustrates how the scale scores are distributed across the range of all possible scores.

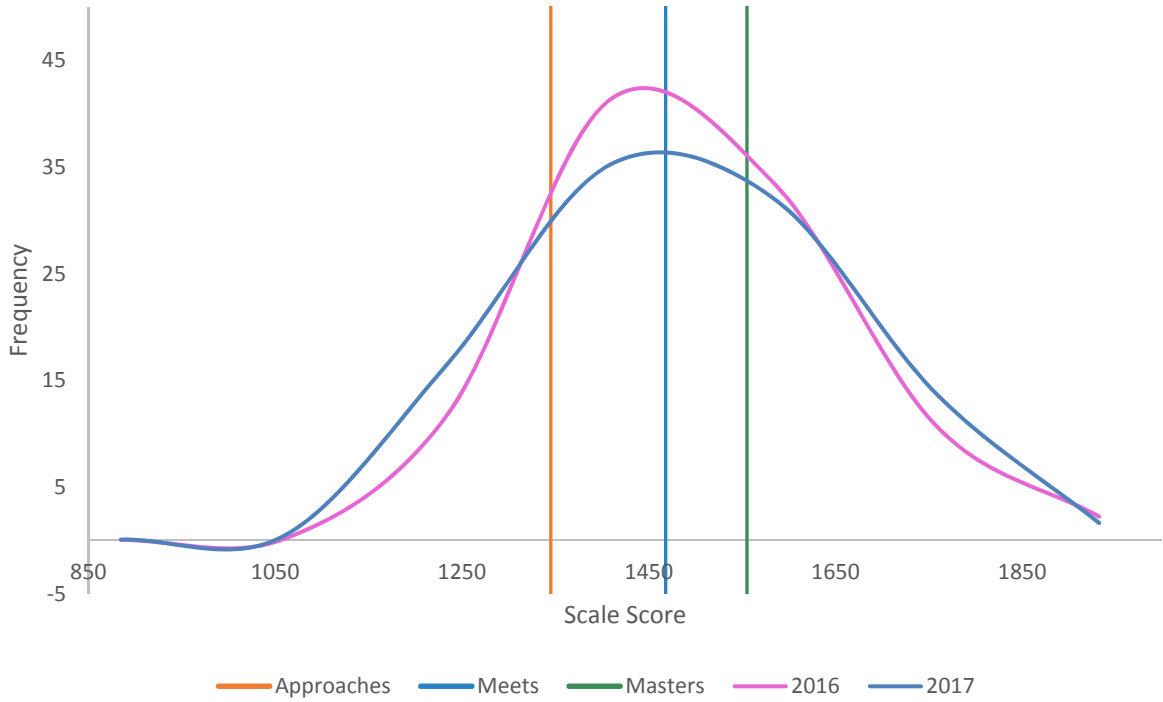
#### Methodology

- Scale score distributions were illustrated by year and subject for the STAAR 3–8 subject exams.
- To determine the scale score distribution, seven bins were created ranging from three standard deviations below and above the average scale score. The scale score frequency was determined for each bin and a curve was fitted to these results.
- Results from the first administration STAAR 3–8 were used to calculate the scale score distribution. The STAAR Alt. 2 test version has been excluded.
- Due to the STAAR L and A test versions not being administered in 2017, results for 2016 were recalculated to include STAAR L and A test versions to provide a more accurate year-to-year comparison.

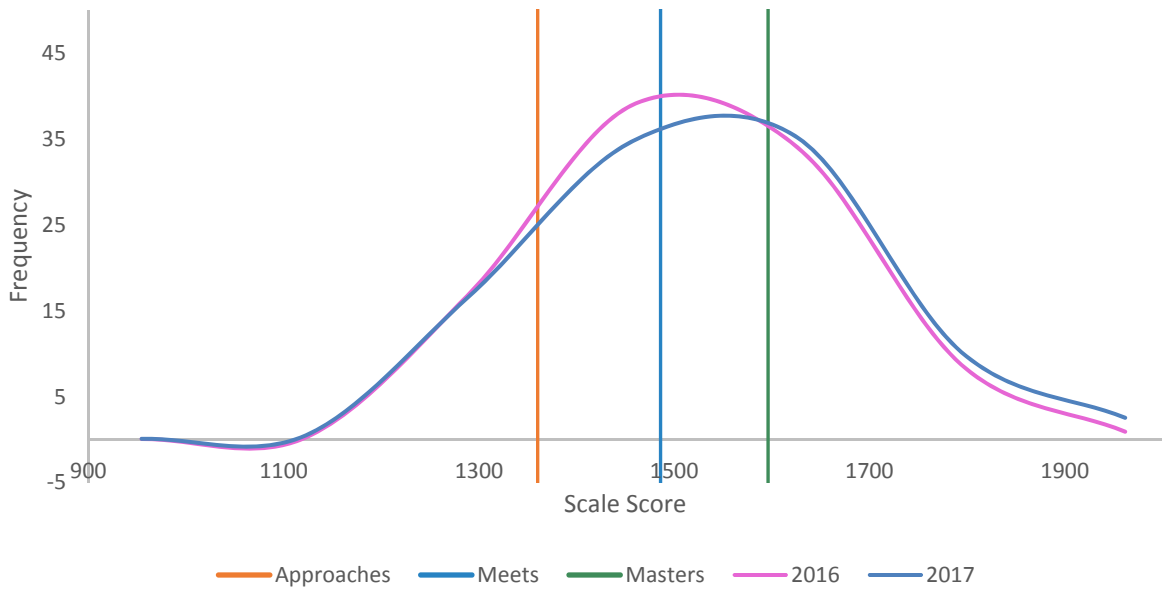
#### Limitation

- Given that there are natural variations between classes each year, variation is expected. Causes for those differences cannot be surmised from this report.

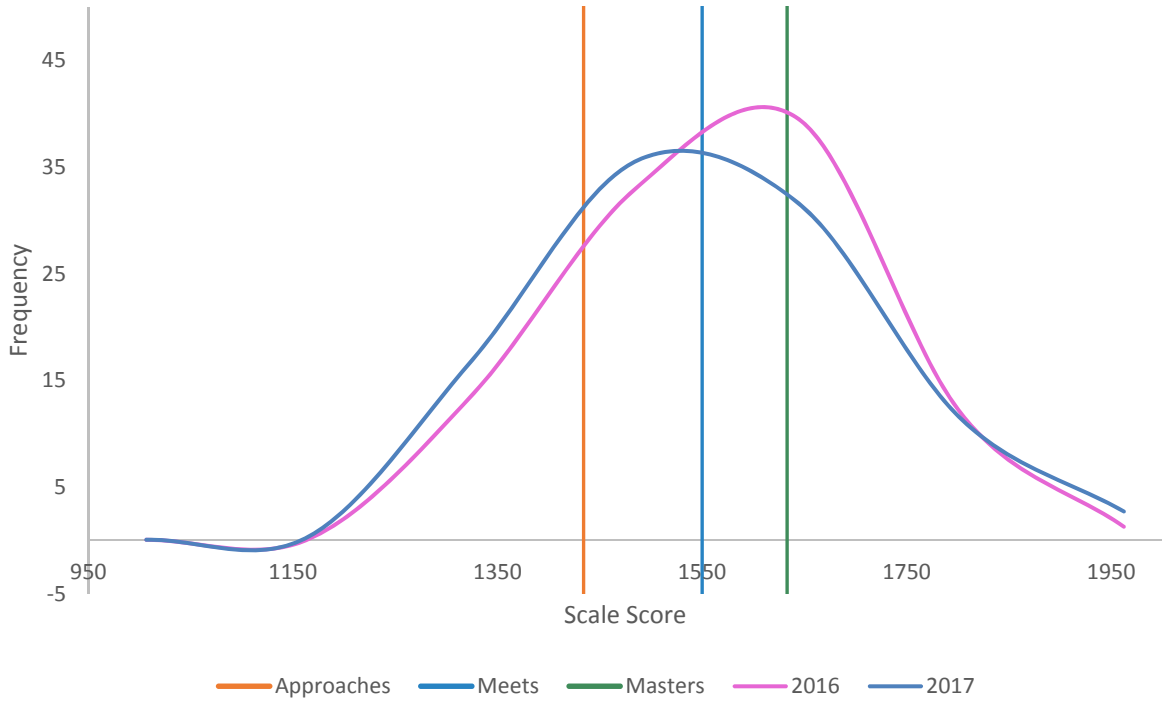
### 3rd Grade Reading Scale Score Distribution



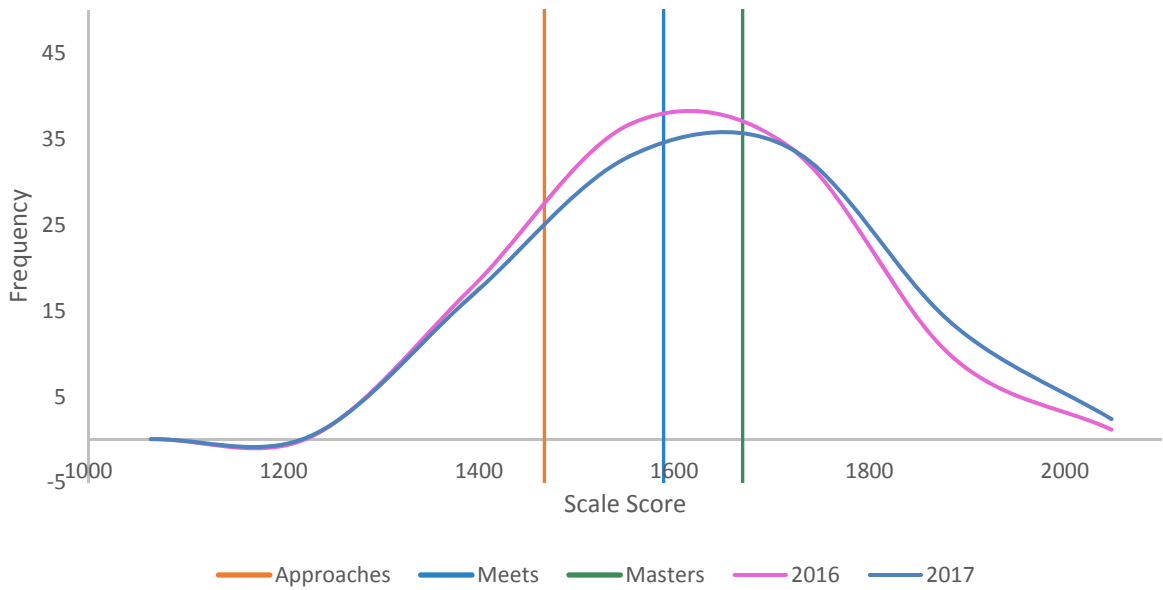
### 3rd Grade Mathematics Scale Score Distribution



### 4th Grade Reading Scale Score Distribution

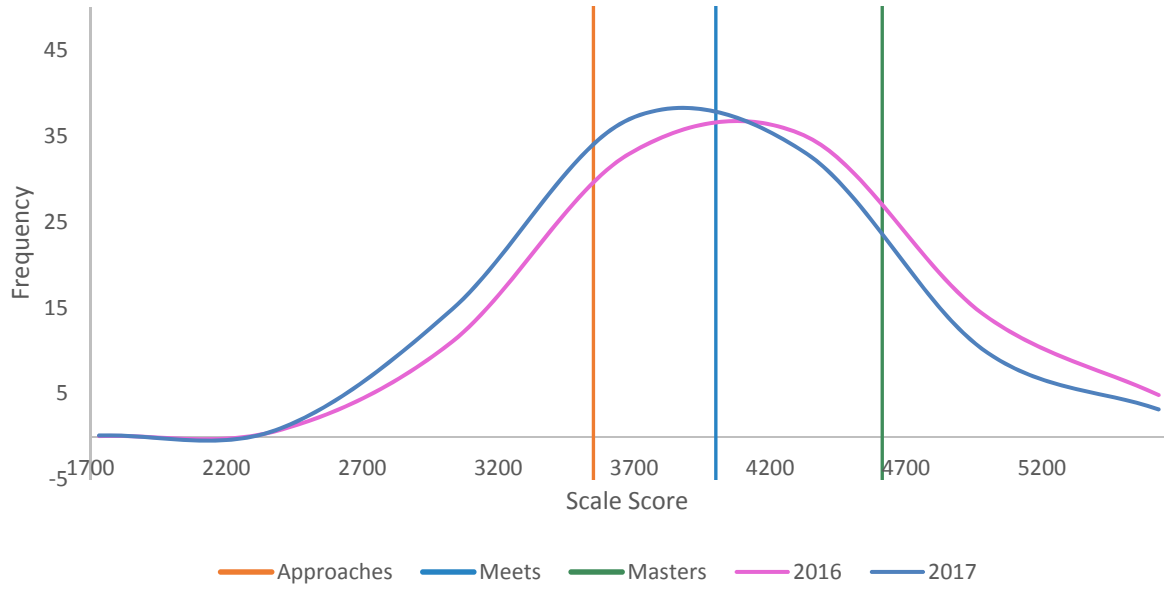


### 4th Grade Mathematics Scale Score Distribution

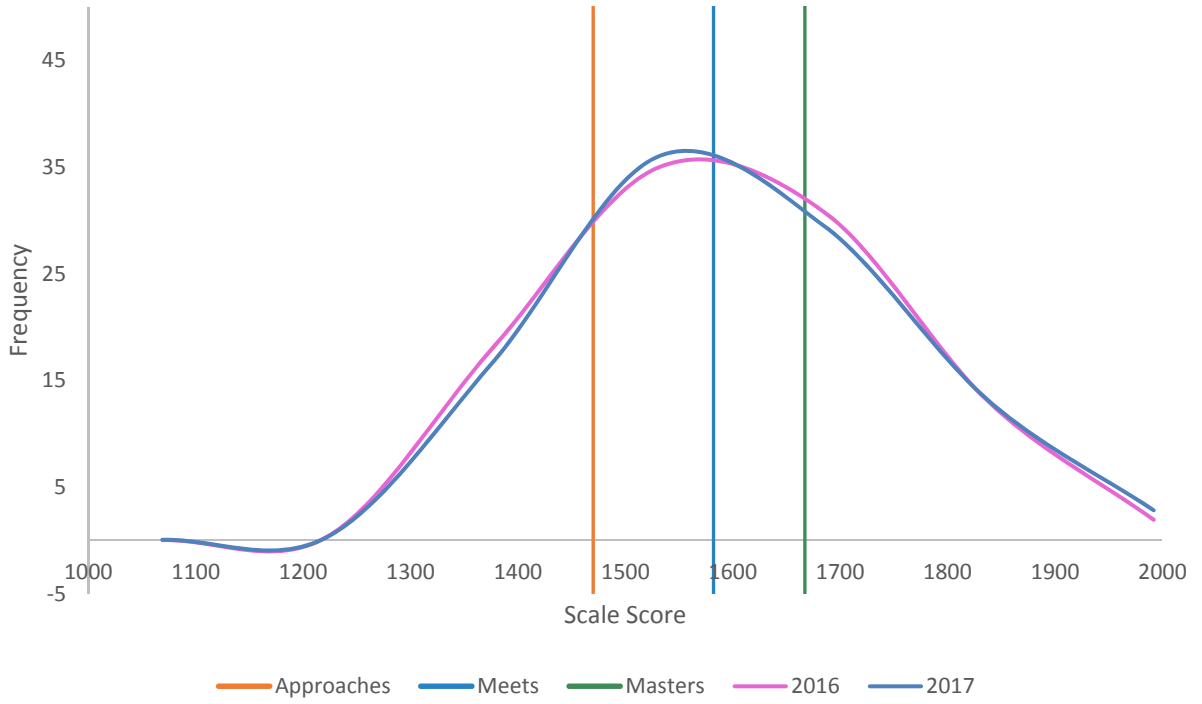




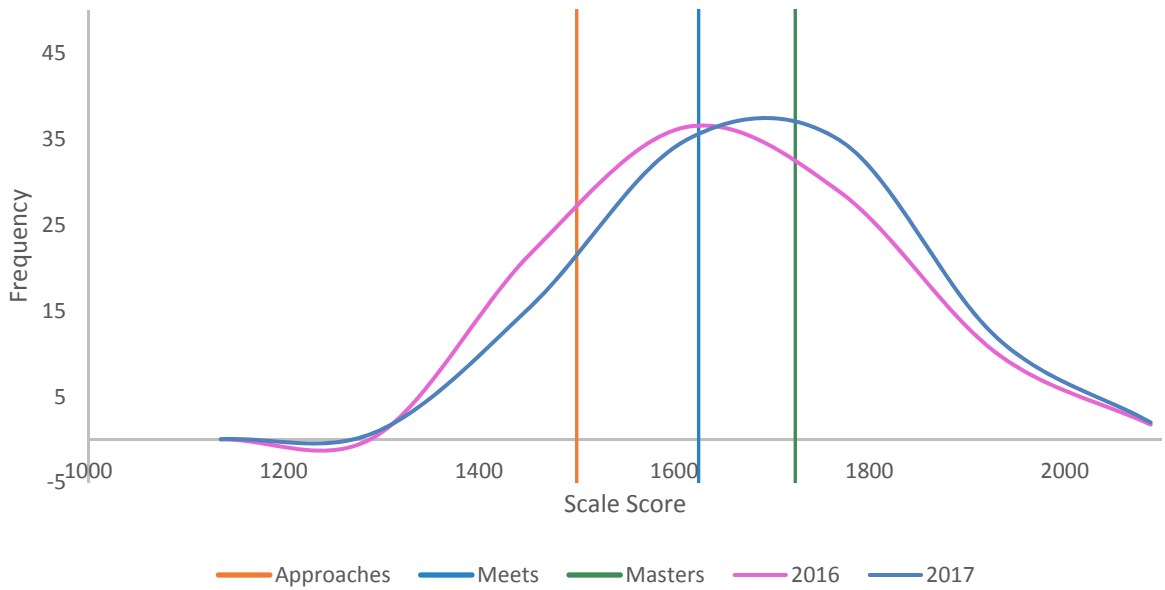
### 4th Grade Writing Scale Score Distribution



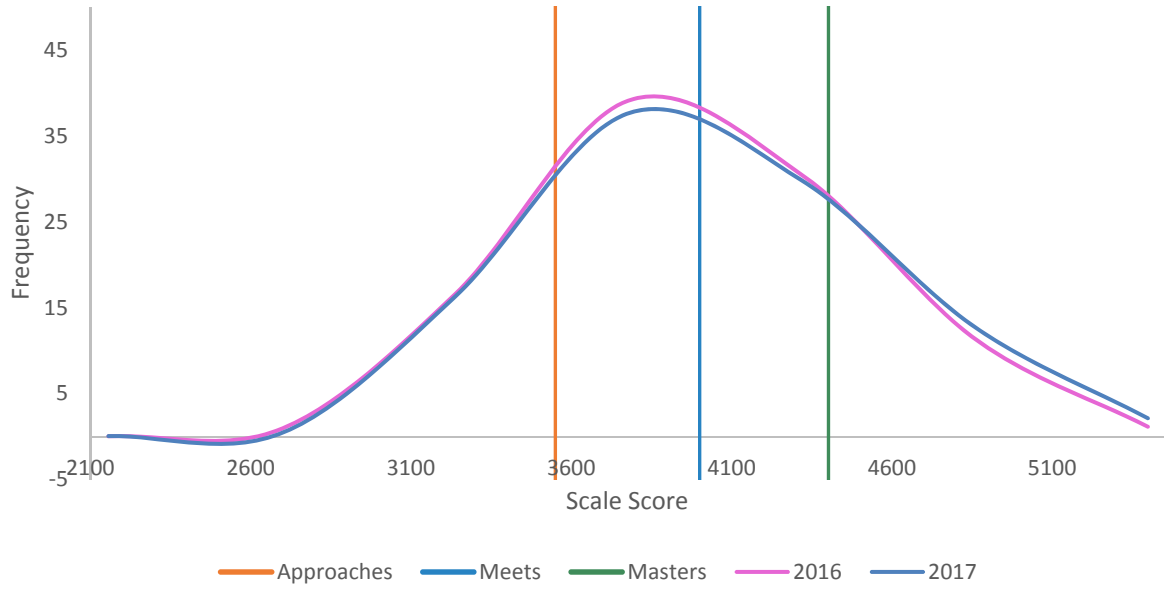
### 5th Grade Reading Scale Score Distribution



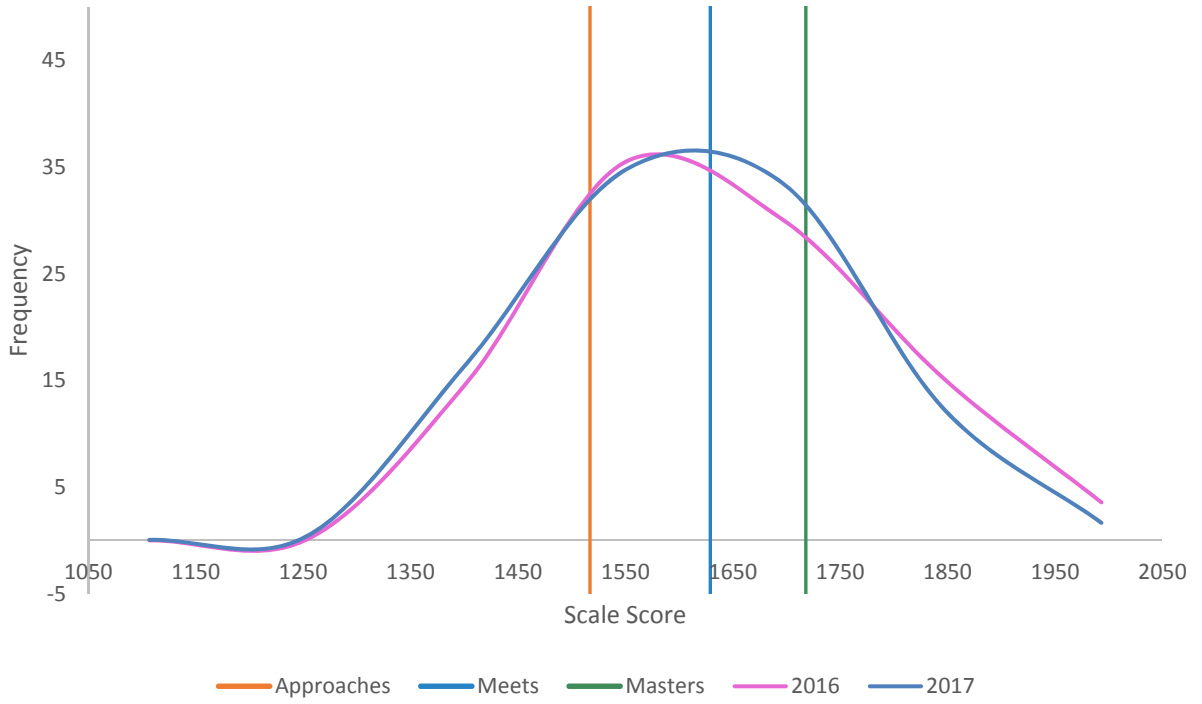
### 5th Grade Mathematics Scale Score Distribution



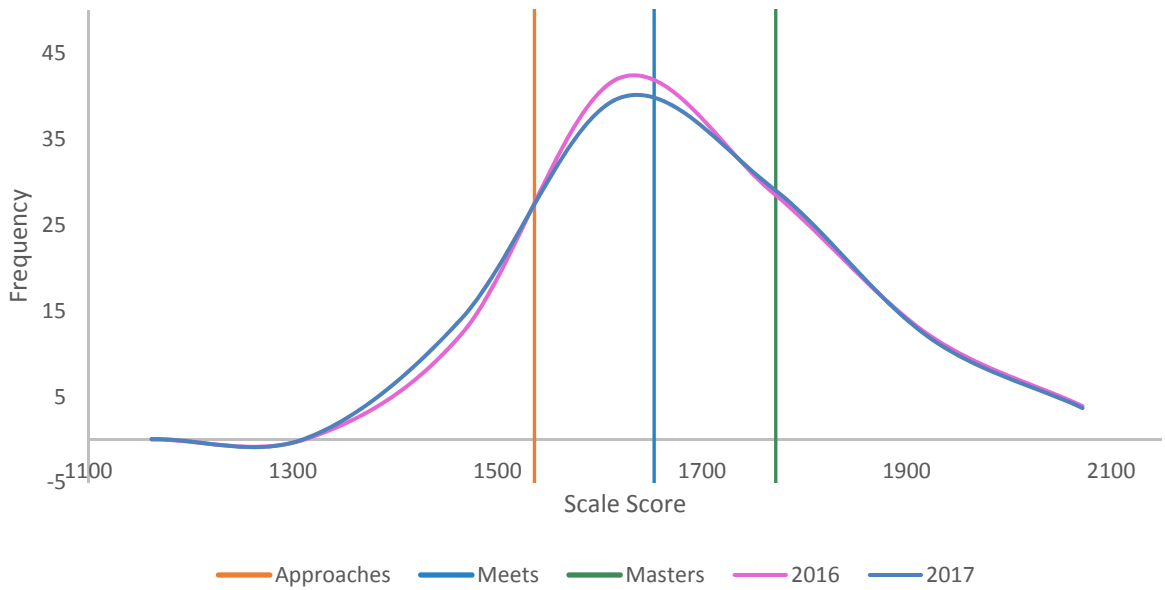
### 5th Grade Science Scale Score Distribution



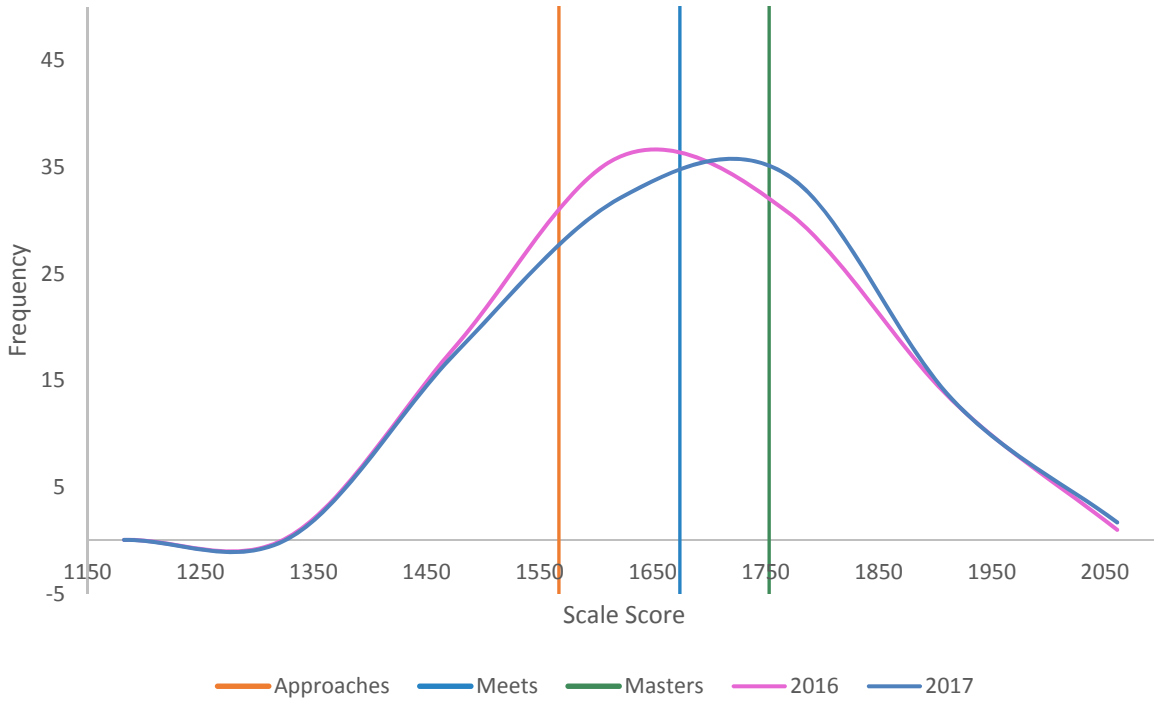
### 6th Grade Reading Scale Score Distribution



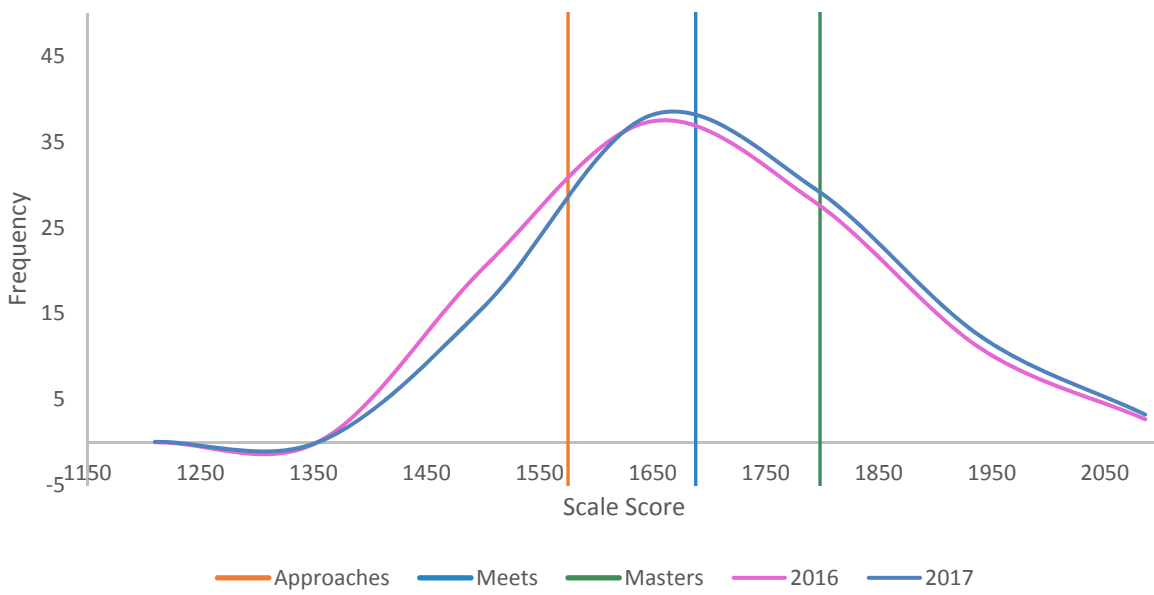
### 6th Grade Mathematics Scale Score Distribution



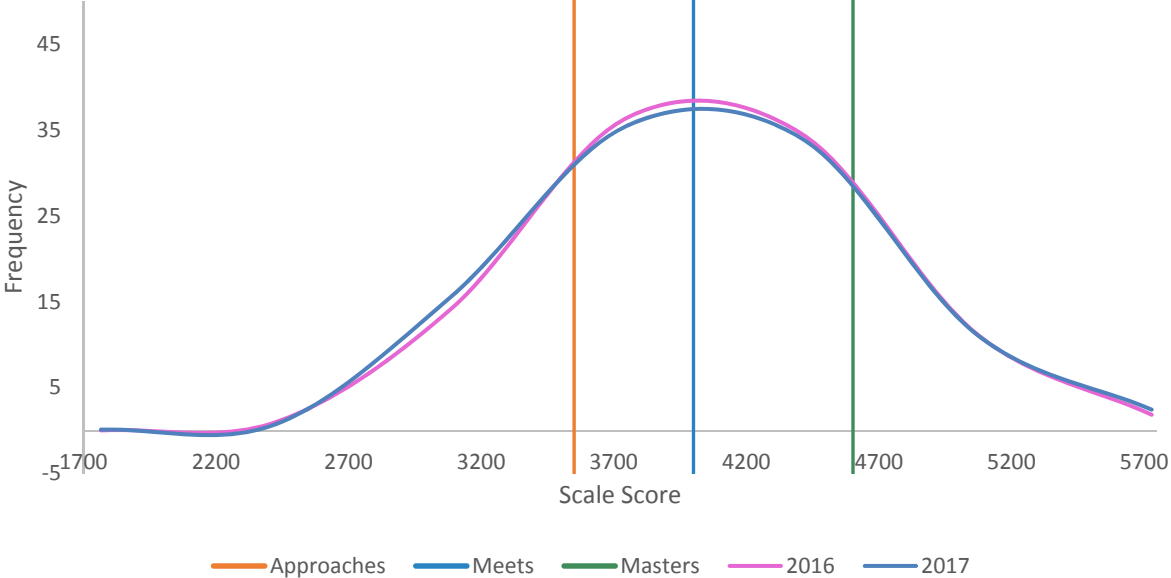
### 7th Grade Reading Scale Score Distribution



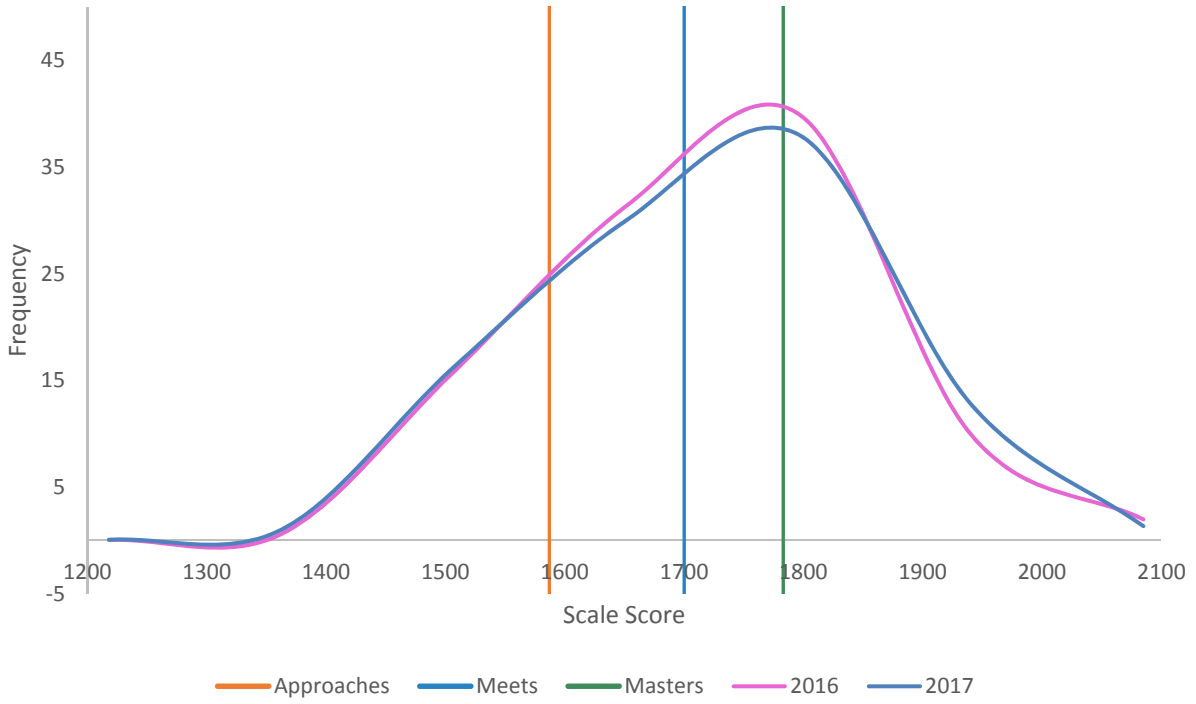
### 7th Grade Mathematics Scale Score Distribution



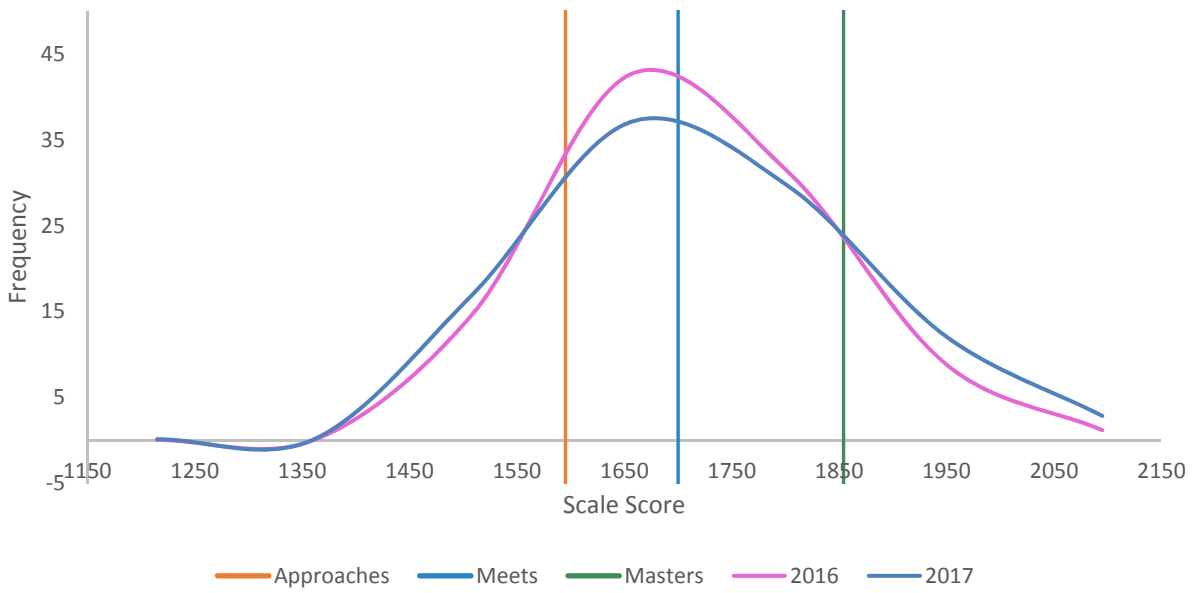
### 7th Grade Writing Scale Score Distribution



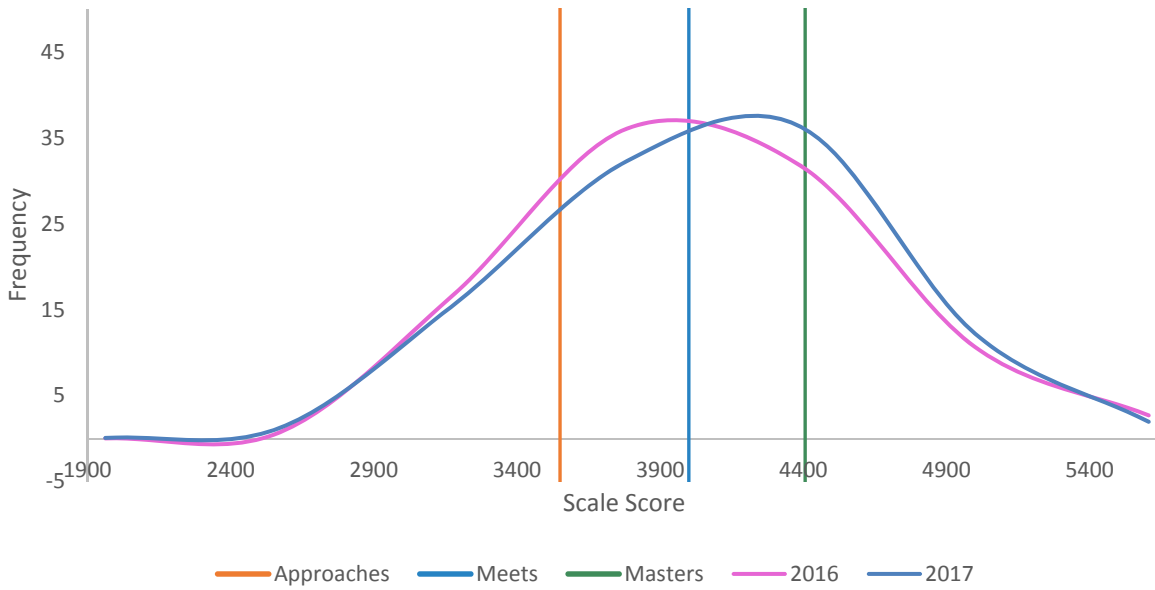
### 8th Grade Reading Scale Score Distribution



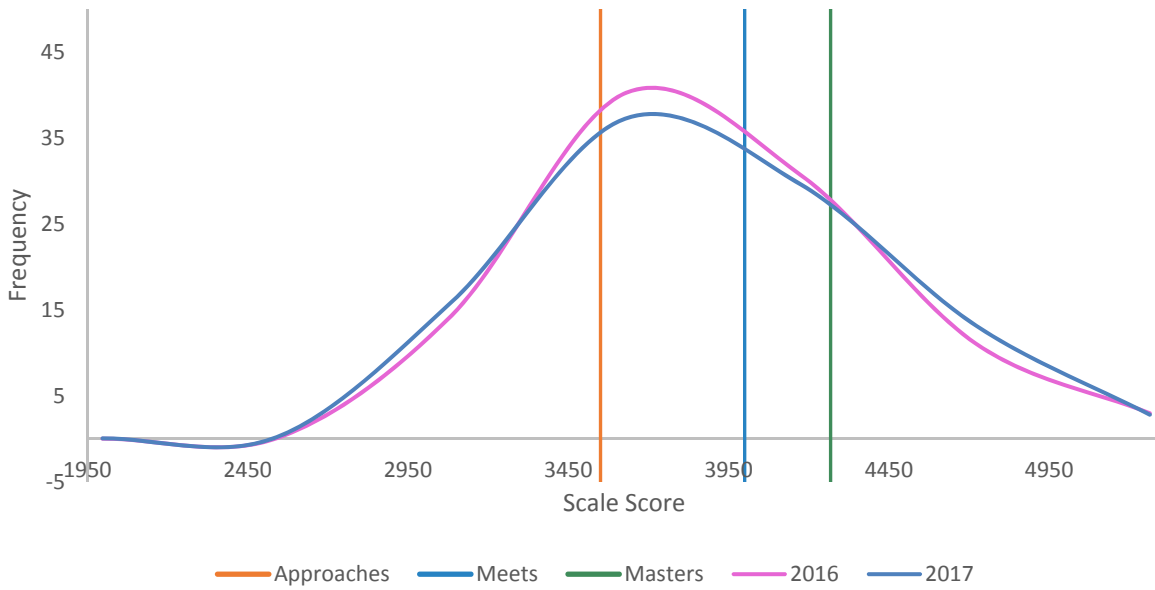
### 8th Grade Mathematics Scale Score Distribution



### 8th Grade Science Scale Score Distribution



### 8th Grade Social Studies Scale Score Distribution





## 2017 STAAR Grades 3–8 District Grade-to-Grade

The STAAR Grade-to-Grade report provides an overview of student progress based upon proficiency levels on the Reading and Mathematics STAAR exams. The STAAR progress measure provided by the TEA, on the other hand, evaluates progress based on changes in scale scores without regard to proficiency levels. Instructional leaders can use the Grade-to-Grade report to gain additional insight into the impact of interventions and strategy initiatives.

This report is designed to improve teaching and learning at the classroom and campus level by focusing attention on increasing STAAR student proficiency levels; which is best for students and is aligned with the accountability system expectations. Specifically, the results illustrated in the report impact every index in the accountability system.

- **Index 1** is impacted by whether students at least meet the Approaches Grade Level standard. These students are shown in the green and blue columns in the report.
- **Index 2** uses the TEA progress measure for calculation; and students who regress to a lower proficiency level from the previous year do not earn a point for Index 2. Additional points are earned for students exceeding progress.
- **Index 3** includes an additional point for students reaching the Masters Grade Level Standard.
- **Index 4** is based on performance at or above the Meets Grade Level Standard.

The report is designed to reflect the impact of instructional practices across the district. The Grade-to-Grade district cohort results are displayed by STAAR proficiency level for students who were enrolled in the district for both the 2016 and 2017 STAAR tests. Specifically, a student must have tested in the same subject in subsequent grade levels for the 2016 and 2017 school years to be included in the district results. The results do not include STAAR Alt. 2 testers.

A full analysis for the district and all campuses for all STAAR 3–8 Reading and Mathematics tests and Algebra I, English I, and English II EOCs will be provided to school offices and campuses this summer. In addition, an analysis of STAAR Progress of Prior Year Performance will also be provided this summer for STAAR 3–8 Reading and Mathematics tests and Algebra I and English II EOC exams.

## Grade-to-Grade Performance 4<sup>th</sup> Grade Reading (English and Spanish Combined)

15,320 matched students			Grade 4 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 3 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	32	4,847	3,921	81	773	16	122	3	31	1
Approaches	29	4,514	1,467	32	1,936	43	818	18	293	6
Meets	16	2,445	249	10	744	30	823	34	629	26
Masters	23	3,514	111	3	361	10	818	23	2,224	63
<b>Total</b>	<b>100</b>	<b>15,320</b>	<b>5,748</b>	<b>38</b>	<b>3,814</b>	<b>25</b>	<b>2,581</b>	<b>17</b>	<b>3,177</b>	<b>21</b>

Source: TEA- ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 3<sup>rd</sup> to 4<sup>th</sup> Grade Reading Summary:

- Of the 32% of students who did not meet grade level last year, 19% moved to at or above the Approaches Grade Level Standard.
- Of the 16% of students who performed at the Meets Grade Level Standard last year, 26% moved to the Masters Grade Level Standard.
- Of the 11,806 students who did not perform at the Masters Grade Level Standard last year, 23% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went up six percentage-points (32% to 38%).
- The percentage of students at the Meets Grade Level Standard increased one percentage-point (16% to 17%).
- The percentage of students at the Masters Grade Level Standard decreased two percentage-points (23% to 21%).

# Grade-to-Grade Performance

## 4<sup>th</sup> Grade Mathematics (English and Spanish Combined)

15,317 matched students			Grade 4 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 3 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	29	4,432	3,229	73	971	22	170	4	62	1
Approaches	31	4,766	1,025	22	2,250	47	1,011	21	480	10
Meets	22	3,345	105	3	775	23	1,105	33	1,360	41
Masters	18	2,774	7	0	136	5	421	15	2,210	80
<b>Total</b>	<b>100</b>	<b>15,317</b>	<b>4,366</b>	<b>29</b>	<b>4,132</b>	<b>27</b>	<b>2,707</b>	<b>18</b>	<b>4,112</b>	<b>27</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 3<sup>rd</sup> to 4<sup>th</sup> Grade Mathematics Summary:

- Of the 29% of students who did not meet grade level last year, 27% moved to at or above the Approaches Grade Level Standard.
- Of the 22% of students who performed at the Meets Grade Level Standard last year, 41% moved to the Masters Grade Level Standard.
- Of the 12,543 students who did not perform at the Masters Grade Level Standard last year, 32% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard stayed the same at 29%.
- The percentage of students at the Meets Grade Level Standard decreased four percentage-points (22% to 18%).
- The percentage of students at the Masters Grade Level Standard increased nine percentage-points (18% to 27%).

## Grade-to-Grade Performance 5<sup>th</sup> Grade Reading (English and Spanish Combined)

14,408 matched students			Grade 5 Reading Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 4 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	31	4,406	3,568	81	689	16	125	3	24	1
Approaches	33	4,760	1,275	27	1,985	42	1,052	22	448	9
Meets	18	2,594	182	7	618	24	868	33	926	36
Masters	18	2,648	35	1	192	7	544	21	1,877	71
<b>Total</b>	<b>100</b>	<b>14,408</b>	<b>5,060</b>	<b>35</b>	<b>3,484</b>	<b>24</b>	<b>2,589</b>	<b>18</b>	<b>3,275</b>	<b>23</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 4<sup>th</sup> to 5<sup>th</sup> Grade Reading Summary:

- Of the 31% of students who did not meet grade level last year, 20% moved to at or above the Approaches Grade Level Standard.
- Of the 18% of students who performed at the Meets Grade Level Standard last year, 36% moved to the Masters Grade Level Standard.
- Of the 11,760 students who did not perform at the Masters Grade Level Standard last year, 28% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went up four percentage-points (31% to 35%).
- The percentage of students at the Approaches Grade Level Standard decreased nine percentage-points (33% to 24%).
- The percentage of students at the Masters Grade Level Standard increased five percentage-points (18% to 23%).

# Grade-to-Grade Performance

## 5<sup>th</sup> Grade Mathematics (English and Spanish Combined)

14,399 matched students			Grade 5 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 4 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	30	4,340	2,678	62	1,442	33	201	5	19	0
Approaches	32	4,635	520	11	2,297	50	1,436	31	382	8
Meets	16	2,333	31	1	509	22	998	43	795	34
Masters	21	3,091	8	0	131	4	651	21	2,301	74
<b>Total</b>	<b>100</b>	<b>14,399</b>	<b>3,237</b>	<b>22</b>	<b>4,379</b>	<b>30</b>	<b>3,286</b>	<b>23</b>	<b>3,497</b>	<b>24</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 4<sup>th</sup> to 5<sup>th</sup> Grade Mathematics Summary:

- Of the 30% of students who did not meet grade level last year, 38% moved to at or above the Approaches Grade Level Standard.
- Of the 16% of students who performed at the Meets Grade Level Standard last year, 34% moved to the Masters Grade Level Standard.
- Of the 11,308 students who did not perform at the Masters Grade Level Standard last year, 38% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went down eight percentage-points (30% to 22%).
- The percentage of students at the Meets Grade Level Standard increased seven percentage-points (16% to 23%).
- The percentage of students at the Masters Grade Level Standard increased three percentage-points (21% to 24%).

## Grade-to-Grade Performance 6<sup>th</sup> Grade Reading (English and Spanish Combined)

11,565 matched students			Grade 6 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 5 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	36	4,147	3,405	82	684	16	53	1	5	0
Approaches	25	2,907	1,018	35	1,483	51	349	12	57	2
Meets	18	2,110	155	7	900	43	724	34	331	16
Masters	21	2,401	21	1	296	12	674	28	1,410	59
<b>Total</b>	<b>100</b>	<b>11,565</b>	<b>4,599</b>	<b>40</b>	<b>3,363</b>	<b>29</b>	<b>1,800</b>	<b>16</b>	<b>1,803</b>	<b>16</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

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All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 5<sup>th</sup> to 6<sup>th</sup> Grade Reading Summary:

- Of the 36% of students who did not meet grade level last year, 17% moved to at or above the Approaches Grade Level Standard.
- Of the 18% of students who performed at the Meets Grade Level Standard last year, 16% moved to the Masters Grade Level Standard.
- Of the 9,164 students who did not perform at the Masters Grade Level Standard last year, 16% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went up four percentage-points (36% to 40%).
- The percentage of students at the Meets Grade Level Standard decreased two percentage-point (18% to 16%).
- The percentage of students at the Masters Grade Level Standard decreased five percentage-points (21% to 16%).

## Grade-to-Grade Performance 6<sup>th</sup> Grade Mathematics (English and Spanish Combined)

11,516 matched students			Grade 6 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 5 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	29	3,391	2,379	70	904	27	102	3	6	0
Approaches	30	3,498	865	25	1,870	53	686	20	77	2
Meets	21	2,410	101	4	753	31	1,100	46	456	19
Masters	19	2,217	11	0	99	4	595	27	1,512	68
<b>Total</b>	<b>100</b>	<b>11,516</b>	<b>3,356</b>	<b>29</b>	<b>3,626</b>	<b>31</b>	<b>2,483</b>	<b>22</b>	<b>2,051</b>	<b>18</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 5<sup>th</sup> to 6<sup>th</sup> Grade Mathematics Summary:

- Of the 29% of students who did not meet grade level last year, 30% moved to at or above the Approaches Grade Level Standard.
- Of the 21% of students who performed at the Meets Grade Level Standard last year, 19% moved to the Masters Grade Level Standard.
- Of the 9,299 students who did not perform at the Masters Grade Level Standard last year, 24% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard stayed the same at 29%.
- The percentage of students at the Meets Grade Level Standard increased one percentage-point (21% to 22%).
- The percentage of students at the Masters Grade Level Standard decreased one percentage-point (19% to 18%).

# Grade-to-Grade Performance 7<sup>th</sup> Grade Reading (English Only)

11,178 matched students			Grade 7 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 6 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	38	4,209	2,975	71	1,119	27	98	2	17	0
Approaches	29	3,192	476	15	1,737	54	742	23	237	7
Meets	16	1,790	35	2	455	25	665	37	635	35
Masters	18	1,987	5	0	97	5	356	18	1,529	77
<b>Total</b>	<b>100</b>	<b>11,178</b>	<b>3,491</b>	<b>31</b>	<b>3,408</b>	<b>30</b>	<b>1,861</b>	<b>17</b>	<b>2,418</b>	<b>22</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

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Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

## 6<sup>th</sup> to 7<sup>th</sup> Grade Reading Summary:

- Of the 38% of students who did not meet grade level last year, 29% moved to at or above the Approaches Grade Level Standard.
- Of the 16% of students who performed at the Meets Grade Level Standard last year, 35% moved to the Masters Grade Level Standard.
- Of the 9,191 students who did not perform at the Masters Grade Level Standard last year, 31% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went down seven percentage-points (38% to 31%).
- The percentage of students at the Meets Grade Level Standard increased one percentage-points (16% to 17%).
- The percentage of students at the Masters Grade Level Standard increased four percentage-points (18% to 22%).



# Grade-to-Grade Performance 7<sup>th</sup> Grade Mathematics (English Only)

10,517 matched students			Grade 7 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 6 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	31	3,246	2,512	77	644	20	84	3	6	0
Approaches	31	3,266	819	25	1,643	50	730	22	74	2
Meets	23	2,464	60	2	491	20	1,312	53	601	24
Masters	15	1,541	4	0	13	1	321	21	1,203	78
<b>Total</b>	<b>100</b>	<b>10,517</b>	<b>3,395</b>	<b>32</b>	<b>2,791</b>	<b>27</b>	<b>2,447</b>	<b>23</b>	<b>1,884</b>	<b>18</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

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Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

## 6<sup>th</sup> to 7<sup>th</sup> Grade Mathematics Summary:

- Of the 31% of students who did not meet grade level last year, 23% moved to at or above the Approaches Grade Level Standard.
- Of the 23% of students who performed at the Meets Grade Level Standard last year, 24% moved to the Masters Grade Level Standard.
- Of the 8,976 students who did not perform at the Masters Grade Level Standard last year, 24% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went up one percentage-point (31% to 32%).
- The percentage of students at the Meets Grade Level Standard stayed the same at 23%.
- The percentage of students at the Masters Grade Level Standard increased three percentage-points (15% to 18%).

## Grade-to-Grade Performance 8<sup>th</sup> Grade Reading (English Only)

11,423 matched students			Grade 8 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 7 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	36	4,057	2,820	70	1,038	26	180	4	19	0
Approaches	27	3,110	445	14	1,578	51	901	29	186	6
Meets	18	2,097	42	2	428	20	1,018	49	609	29
Masters	19	2,159	7	0	79	4	525	24	1,548	72
<b>Total</b>	<b>100</b>	<b>11,423</b>	<b>3,314</b>	<b>29</b>	<b>3,123</b>	<b>27</b>	<b>2,624</b>	<b>23</b>	<b>2,362</b>	<b>21</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

Note: Due to the removal of STAAR L and A in 2017, 2016 results have been updated to include STAAR L and A test versions.

All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 7<sup>th</sup> to 8<sup>th</sup> Grade Reading Summary:

- Of the 36% of students who did not meet grade level last year, 30% moved to at or above the Approaches Grade Level Standard.
- Of the 18% of students who performed at the Meets Grade Level Standard last year, 29% moved to the Masters Grade Level Standard.
- Of the 9,264 students who did not perform at the Masters Grade Level Standard last year, 32% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went down seven percentage-points (36% to 29%).
- The percentage of students at the Meets Grade Level Standard increased five percentage-points (18% to 23%).
- The percentage of students at the Masters Grade Level Standard increased two percentage-points (19% to 21%).

# Grade-to-Grade Performance 8<sup>th</sup> Grade Mathematics (English Only)

8,545 matched students			Grade 8 Proficiency Level (2017)							
			Did Not Meet		Approaches		Meets		Masters	
Grade 7 (2016) Proficiency Level	% of Students	# of Students	#	%	#	%	#	%	#	%
Did Not Meet	46	3,893	2,361	61	1,132	29	379	10	21	1
Approaches	35	2,969	430	14	1,212	41	1,164	39	163	5
Meets	16	1,371	37	3	232	17	780	57	322	23
Masters	4	312	5	2	23	7	98	31	186	60
<b>Total</b>	<b>100</b>	<b>8,545</b>	<b>2,833</b>	<b>33</b>	<b>2,599</b>	<b>30</b>	<b>2,421</b>	<b>28</b>	<b>692</b>	<b>8</b>

Source: TEA-ETS STAAR Student Data Files; Various Years.

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All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used.

Due to rounding, percents may not sum to 100.

Excludes STAAR Alt. 2 Tests.

### 7<sup>th</sup> to 8<sup>th</sup> Grade Mathematics Summary:

- Of the 46% of students who did not meet grade level last year, 39% moved to at or above the Approaches Grade Level Standard.
- Of the 16% of students who performed at the Meets Grade Level Standard last year, 23% moved to the Masters Grade Level Standard.
- Of the 8,233 students who did not perform at the Masters Grade Level Standard last year, 39% increased their performance at least one standard.
- The percentage of students who did not meet the grade level standard went down 13 percentage-points (46% to 33%).
- The percentage of students at the Meets Grade Level Standard increased 12 percentage-points (16% to 28%).
- The percentage of students at the Masters Grade Level Standard increased four percentage-points (4% to 8%).