

A young boy with short dark hair, wearing a plaid shirt, is sitting at a desk and smiling while looking at a laptop. He has his hand on his chin, appearing thoughtful or happy. The background is a bright, out-of-focus indoor setting with a window and a chair. A white coffee cup and saucer are on the desk next to the laptop.

**SY24-25 TTAP
Informational Webinar**
February 2023

Staff Intros



Jamie Kwan
Program Manager



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Objectives of the TTAP Informational Webinar

- 1. Context of House Bill 3906**
2. Pilot overview
3. What participants can expect
4. Next steps

House Bill 3906 addresses several assessment components, one of which is to create an Integrated Formative Assessment Pilot

Overview:

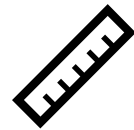
House Bill (HB) 3906 requires the Texas Education Agency (TEA) to develop a pilot program in which participating school districts administer integrated formative assessments.

Any participation by districts is optional and does not eliminate a district's obligation to administer the STAAR test.

Purposes:



Create a pilot assessment to **inform teaching decisions** and **improve instructional supports**



Create a pilot assessment that can potentially **replace the current summative**

Formative and summative assessments serve different purposes



Formative assessments are part of the learning experience



Summative assessments serve as the final determination of learning

When is it assessed?	Immediately following instruction	After completion of specified portion of instructional material
Depth vs. breadth of Curriculum	Requires more depth to identify source of misunderstanding of standards	Requires more breadth to fully assess curriculum
Goal	Improve instruction throughout school year	Prove learning occurred and evaluate long-term retention

Therefore, there are two separate initiatives created to fulfill the HB 3906 integrated formative pilot



Texas Formative Assessment Resource TFAR (launched fall 2020)

An **optional, free** tool to supplement and support existing district resources and formative assessment practices, **unrelated to accountability**



Texas Through-year Assessment Pilot (optional, small-scale pilot launched in 2022-23)

A **multi-part, through-year** assessment pilot that aims to generate a cumulative score similar to STAAR and **someday potentially replace STAAR as Texas's summative assessment**

This pilot requires multiple years of piloting to assess its feasibility

A through-year assessment model has many benefits...

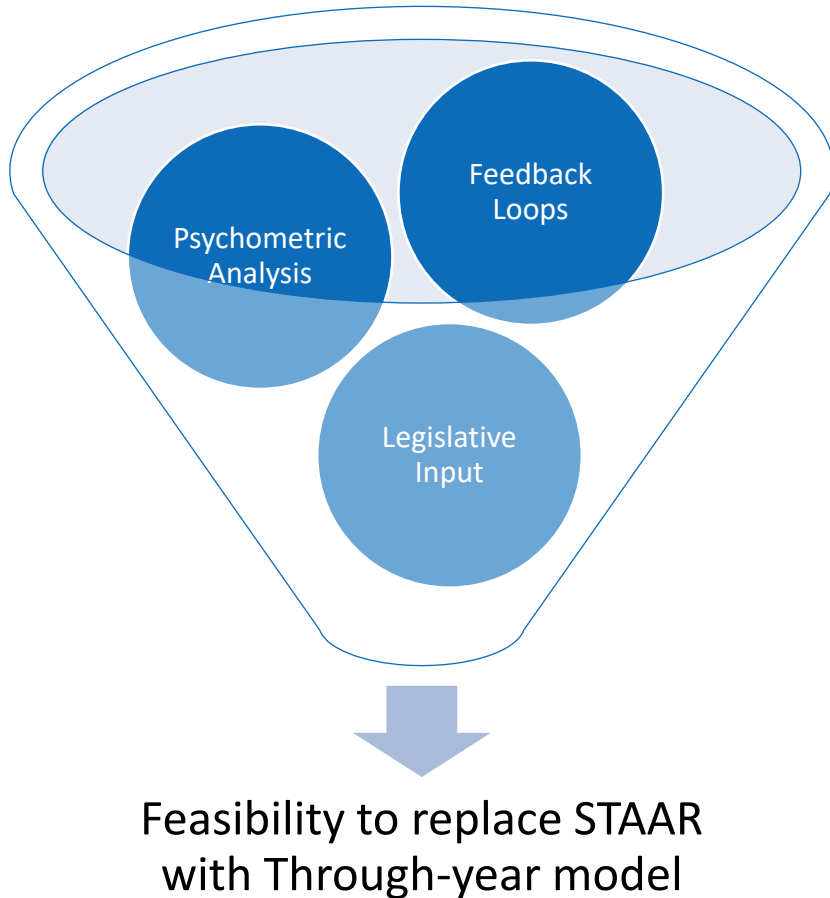
- Provides **more timely and frequent feedback** that can be used to support instruction before students move on to the next grade or class
- Offers **multiple opportunities for students** to show what they've learned
- Allows for **in-year growth** information

...but is still relatively new and innovative

- **Only a handful states (e.g., FL, NE)** have implemented a model that isn't a traditional end-of-year summative
- Texas will need to address **technical questions** around design, administration, and scoring specific to local context
- Pilot will be rolled out over multiple years prior to potential adoption, with **earliest decision by the legislature for STAAR replacement made upon the SY 2025-26 pilot report (year 4)**

All pilot participation is optional; no new testing requirements, and no requirement for district participation

Data gathered throughout pilot years will inform TTAP's feasibility to replace STAAR



Feedback Loops: Teacher/Admin Surveys, TTAP Advisory Committee, Student Surveys, TTAP Site Visits

Psychometric Analysis: Assessment data gathered across all three tests will inform psychometric studies that inform TTAP's comparability to the STAAR, and help optimize the through-year design.

Legislative Input: Every even-numbered year, TEA will create a report for the State Legislature to share progress and other updates on the pilot.

It will be until at least the end of SY 2025-26 before we have enough data to report to the legislature about the feasibility of replacing STAAR

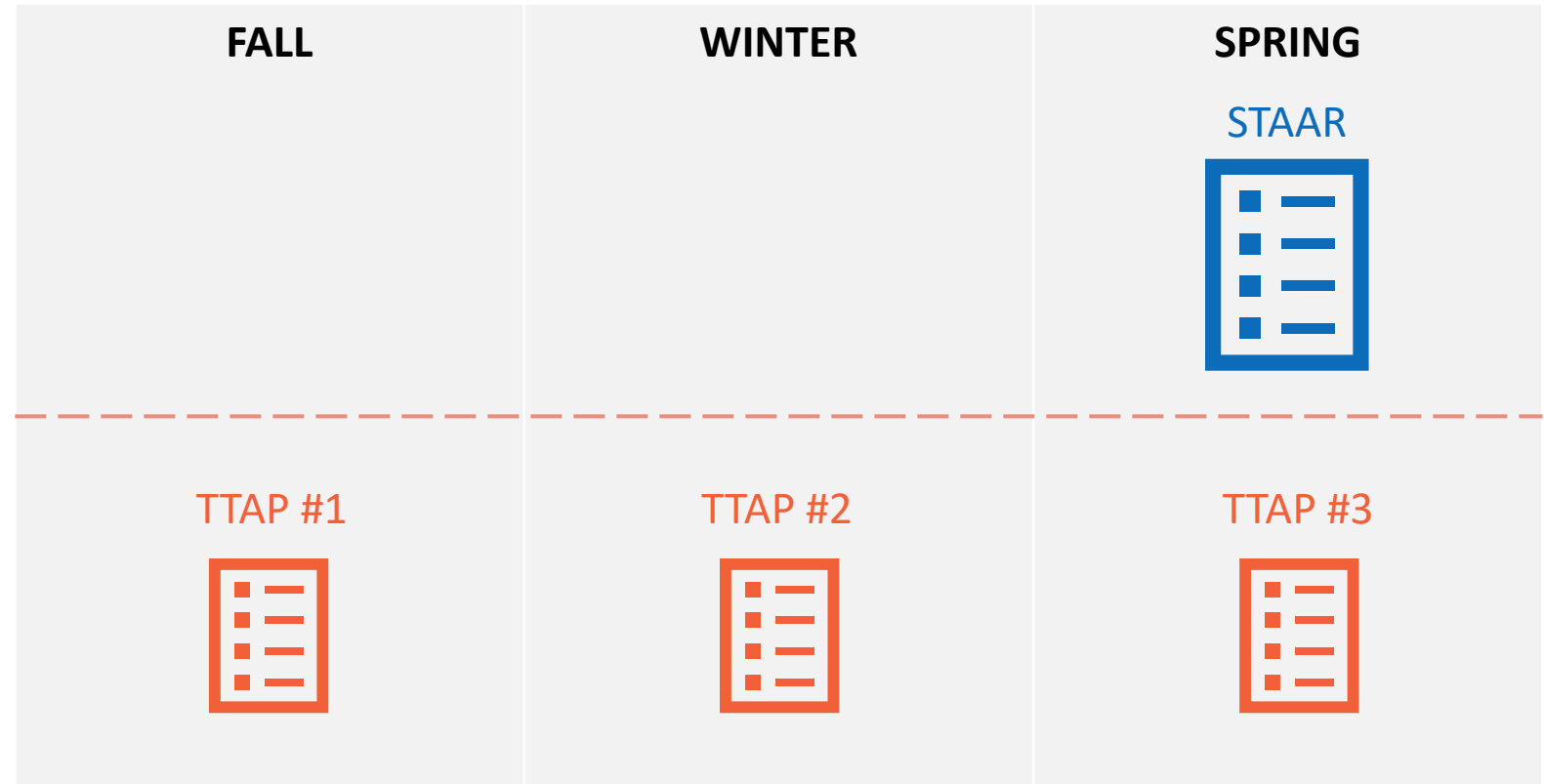
- TTAP’s goal is to provide a progress monitoring system that gives students multiple opportunities to demonstrate their mastery of standards and contribute to their summative performance level at the end of the year.
- In order to gauge its feasibility to replace STAAR, we must take in several years of data from a representative group of districts to ensure validity and comparability.

2022-2023	2023-2024	2024-2025	2025-2026
Pilot Year 1	Pilot Year 2 Initial report provided to legislature	Pilot Year 3	Pilot Year 4 Report to legislature – earliest possible decision to potentially replace STAAR with through-year model

Ultimately, TEA hopes to create an innovative assessment system that is fully comparable to the STAAR

Current state – STAAR provides one large testing opportunity at the end of the year

Future state – TTAP #3 is comparable to STAAR, while TTAP #1 and #2 provide additional opportunities to boost final score



Though TTAP model is still in its pilot stages, Opportunity 3 works as a good approximation to how a student would perform on STAAR

Current state – STAAR provides one large testing opportunity at the end of the year

Future state – TTAP #3 is comparable to STAAR, while TTAP #1 and #2 provide additional opportunities to boost final score

If STAAR and TTAP are comparable, a student should earn the same performance level on both assessments at the end of the school year.

While the comparability of STAAR and TTAP is still under investigation, if true, a student who takes TTAP during the week of April 1 should get the same result if they were to have taken STAAR instead.

SPRING

STAAR



TTAP #3



Objectives

1. Context of House Bill 3906

2. Pilot overview

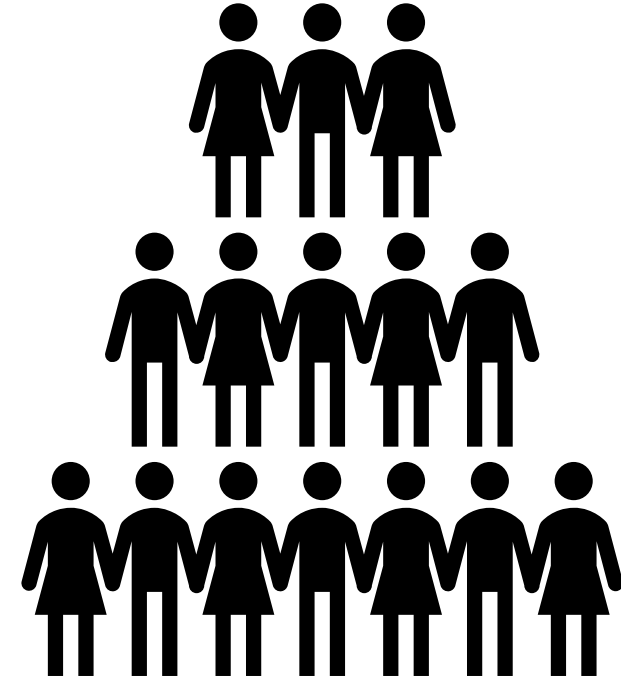
3. What participants can expect

4. Next steps

TTAP was designed with input from a diverse set of stakeholders over multiple years


Stakeholder groups engaged in initial design


- Superintendent, District Testing Coordinators, and Chief Academic Officers survey and follow up
- Student Assessment Educator Advisory Committee
- Educator Advisory Committee Subcommittee
- Chief Academic Officers Council
- Teach Plus Teacher Focus Groups
- Texas Association of Supervisors of Mathematics (TASM)
- ESC Math Specialists
- Texas PTA Focus Groups
- Texas Students Focus Groups





TTAP's innovative design was shaped by stakeholders' feedback about what they value most


Because stakeholders* value...


 A more cohesive assessment system that can replace existing benchmarking assessments

 Assessments that minimize the disruption of instructional time

 Providing students with multiple opportunities to demonstrate proficiency

 Preserving local scope and sequence of curriculum

 Providing measures of in-year growth to track student performance within the year

 More timely and frequent feedback

The through-year assessment pilot will...

1 Be **administered three times a year** (fall, winter, spring), serving as viable replacement to locally adopted district benchmarks

2 Limit the amount of test time across the year by leveraging a **multi-stage adaptive model**

3 Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores

4 Be **full scope** for every testing opportunity (covering entire curriculum proportionately to the STAAR blueprint)

5 Be **fully online**, yielding **timely reports containing different types of data** after each test opportunity

*Stakeholders engagements include – Educator Advisory committee and subcommittee meetings, CAO council presentation, superintendents survey, teacher and parent focus groups, student focus groups

TTAP is designed to replace both benchmarking/interims and summative tests, combining them into one cohesive system across the year

1 Administered **3x year (fall, winter, spring)**, serving as viable replacement to locally adopted district benchmarks

1. Diagnostic



What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

Example: Beginning of Year (BOY) assessments

2. Formative



What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Example: Curricular-embedded tests administered via TFAR, and unit assessments included within high quality instructional materials

3. Interim



What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and identify students for differentiation (when paired with formative data)

Example: STAAR Interim Assessments, MAP Growth, iReady, district-created benchmarks

4. Summative



What: Measure student mastery of a broad span of student expectations

When: At the end of an instructional cycle or school year

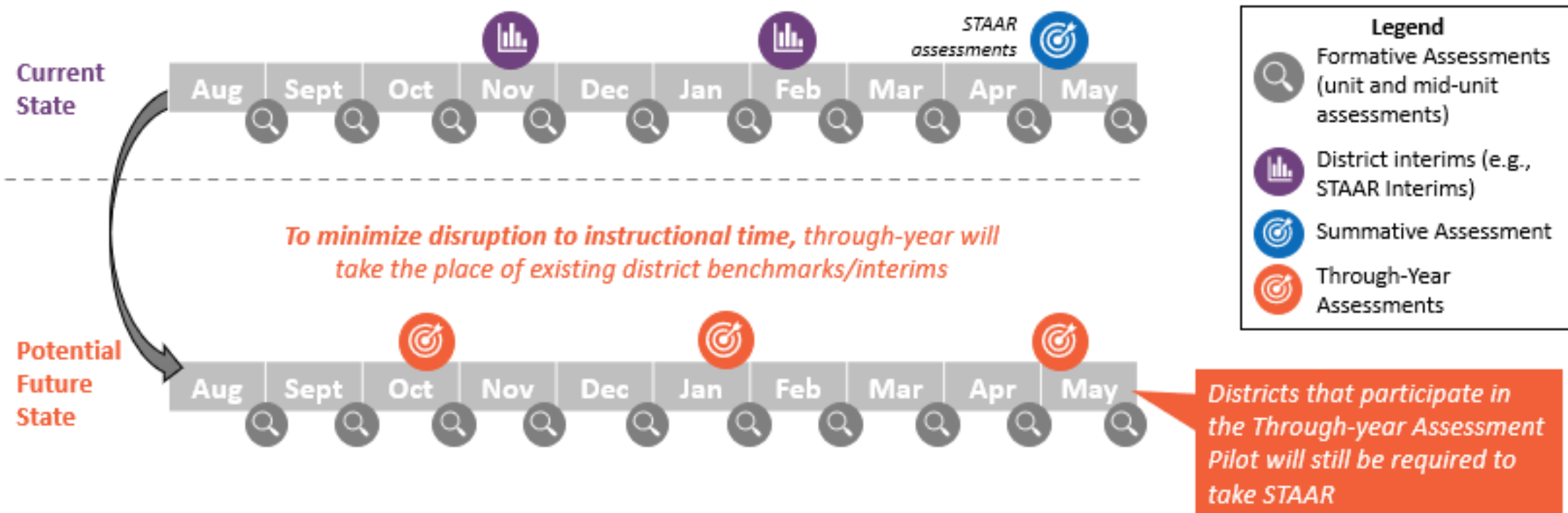
Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Example: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate

TTAP aims to combine purposes of these types

TTAP is designed to replace both benchmarking/interims and summative tests, combining them into one cohesive system across the year

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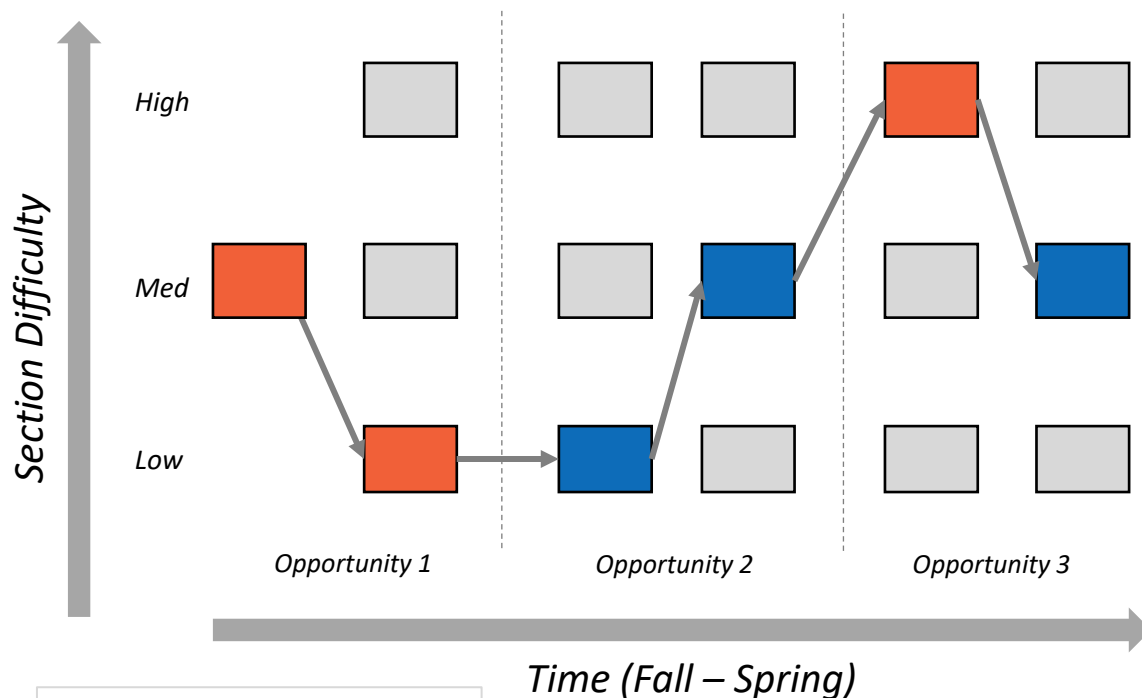
Compared to other interims/benchmarking products, adopting TTAP has its advantages

1 Administered **3x year (fall, winter, spring)**, serving as viable replacement to locally adopted district benchmarks

	TTAP	STAAR Interims	Third-Party Interim/ Benchmarks
Curriculum Agnostic	Yes	Yes	Yes
Similar feel to STAAR	Yes	Yes	No
Cost	Free	Free	Per student
Prediction to STAAR	Yes	Yes	No
TEKS Alignment	100%	100%	Varies
Within-Year Growth	Yes	No	Varies
Testing Opportunities	3	1-2	Varies (2-3)
Item Access	No	Items are secure but authorized users can see it within CRS	Varies (typically no)

A multi-stage adaptive model allows for shorter tests, minimizing the disruption to instructional time

2 Limit the amount of test time across the year by leveraging a **multi-stage adaptive model**



A multi-stage computer adaptive model...

- ✓ Matches students with more appropriate items/sections based on their demonstrated ability
- ✓ Is not a linear test; training will be provided to help teachers interpret data
- ✓ Allows for shorter tests, minimizing disruptions to learning when TTAP replaces other interims/benchmarks
- ✓ Will be administered online to ensure quick turnaround of results

Among various cumulative scoring options, a help but not hurt model best fulfills the spirit of the pilot and is most preferred by stakeholders

3 Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores

Potential Methods	Rationale
A) Final Only	Take the score generated at the third testing opportunity only; earlier tests will route students to the most appropriate last test
B) Weighted Average	Apply a weight to each opportunity while putting higher emphasis on testing opportunities later in the year
C) Maximum Score	Take the best score out of the three individual testing opportunities
★ D) Final Only <u>OR</u> Weighted Average	Take best of method A or method B; this is a 'help but not hurt' model

Stakeholders prefer to give students either a **Final Only or Weighted Average** cumulative score determination (a help, but not hurt model).

The pilot will evaluate the Final Only or Weighted Average method as the preferred scoring option, but we will also run studies on a variety of models.

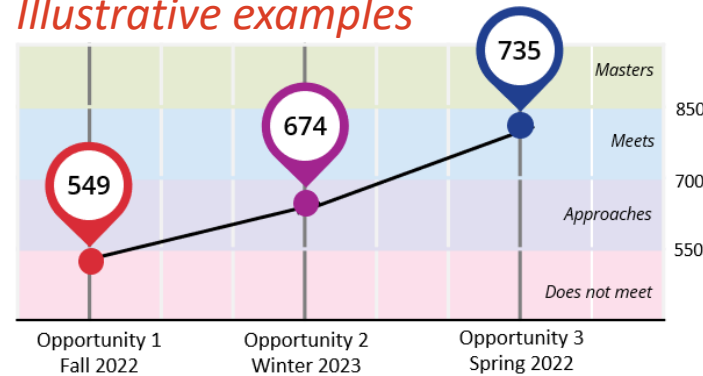
Note: The pilot will aim to maximize on opportunity to learn within models that use a weighting scheme. For example, 1/6 (Opp 1), 1/3 (Opp 2), 1/2 (Opp 3).

Giving students multiple chances to show what they know would allow for additional opportunities to increase their end-of-year cumulative score

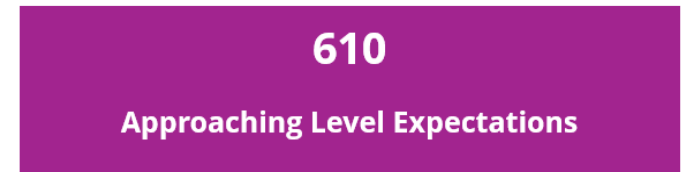
3 Explore a cumulative scoring model in which **earlier performance can help but not hurt** students' final scores

Scenario 1: Student scores the strongest in the third testing opportunity. It benefits them the most if their **final score is used** as the cumulative score for the year. Their prior testing performance did not hurt their cumulative score.

Illustrative examples



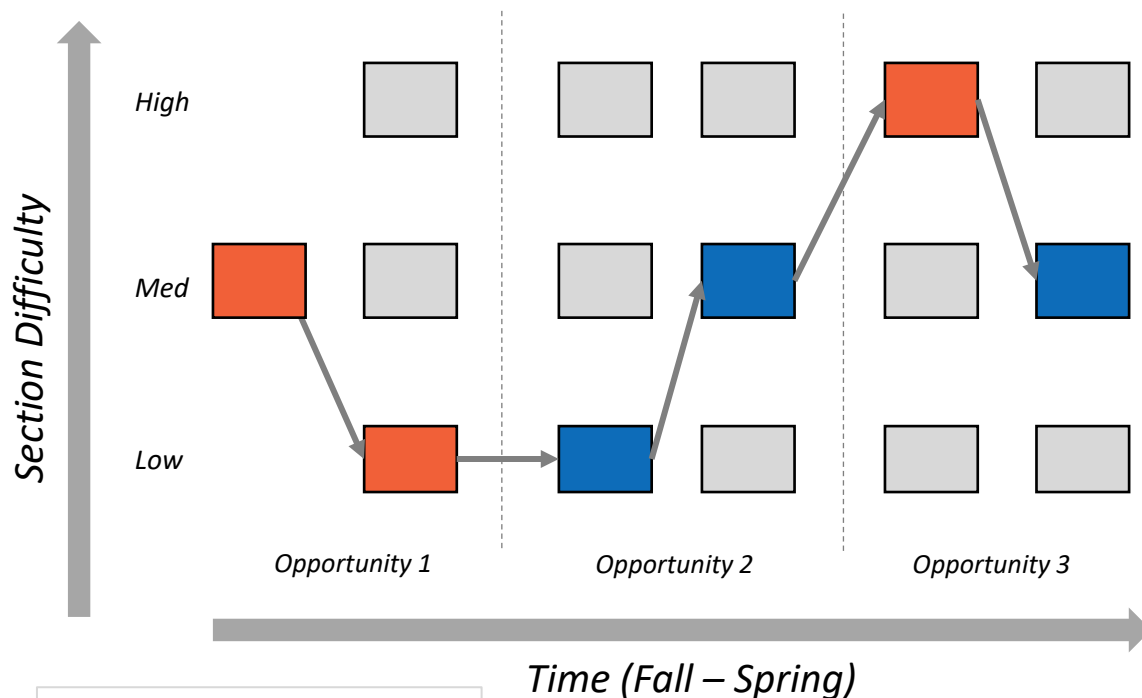
Scenario 2: Student scores stronger in prior testing opportunities, compared the last test. It benefits them to use a **weighted average formula** to calculate the cumulative score. Their prior testing performance helped their cumulative score.



Scoring will undergo further data study and are subject for further iteration after gathering data.

A multi-stage adaptive model allows for shorter tests, minimizing the disruption to instructional time

2 Limit the amount of test time across the year by leveraging a **multi-stage adaptive model**



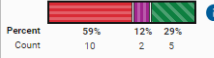
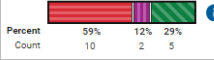
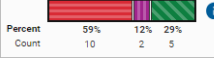
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- ✓ Will be administered online to ensure quick turnaround of results

The data provided in TTAP will be packaged in different ways for different audiences (data samples provided in next section)

5 Be fully online, yielding timely reports containing different types of data after each test opportunity

The Centralized Reporting System (CRS) allows teachers and campus/district administrators to gain a bird's-eye view of student performance, as well as the ability to drill-down into certain demographics or at the student-level.

Performance by Roster		Performance by Student		Features & Tools													
Score, Performance and Points Earned on Winter 2024 Texas Through-year Assessment Pilot Grade 8 Social Studies (Opportunity 2) of All Rosters, by Student and Reporting Category: Demo Campus 1, 2023-2024																	
Filtered By Campus: All Campuses Test Administrations: Opportunity 2 Standards Keys																	
Student	TSDS Number	Total										5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1 History	(1) Low Difficulty- Total Points Possible	(1) Low Difficulty Percent Correct	(2) Medium Difficulty- Total Points Possible
		Scale Score	Opportunity Performance Level	Gain or Loss between Opportunities 1 and 2	Difference between Opportunities 1 and 2	Predicted STAAR Performance Level (Beta)	Stage 1 Form	Stage 2 Form									
ESC		914		n/a	n/a	n/a	n/a	n/a									
District		914		n/a	n/a	n/a	n/a	n/a									
Campus		914		n/a	n/a	n/a	n/a	n/a									
Last_Demo7	DM09152028	857	Currently Did Not Meet Grade Level	Loss	-34	Predicted to be Did Not Meet Grade Level	Low	Low							9	67%	2
TTAP_DemoPROD	DM29991148	930	Currently Approaches Grade Level	Gain	114	Predicted to be Meets Grade Level	Low	Medium							7	43%	3
TTAP_DemoProd	DM69990111	626	Currently Did Not Meet Grade Level	Loss	-190	Predicted to be Did Not Meet Grade Level	Low	Low							9	0%	2

Year 2 Screenshot



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Individual Student Report (ISR) printouts allow for students to get an overview of their performance while focusing on the most pertinent pieces of data at different points of the year. Teachers can also provide this to parents to facilitate conversations about their child's progress during the year.

Year 2 Screenshot

Item Samplers (Low, Medium, High)

Addendum

PART TWO: TTAP Item Sampler – Grade 8 Social Studies

Provided are two sets of examples that demonstrate the difference between the low, medium, and high difficulty classifications within the same standard. Note: See Item K in Part One for more detail about item difficulty classifications.

Item Sampler Set 1

8.25(C): analyze the impact of the First Amendment guarantees of religious freedom on the American way of life


LOW 8.2.25.C	MEDIUM 8.2.25.C	HIGH 8.2.25.C
<p>Groups Founded in the United States</p> <ul style="list-style-type: none"> African Methodist Episcopal Church The Church of Jesus Christ of Latter-day Saints Seventh-day Adventist Church 	<p>Which historical action was protected by the First Amendment guarantee regarding religion?</p> <ol style="list-style-type: none"> The nativist Know-Nothing Party attracted more members Eastern communities forced Mormons to migrate to the West City officials worked to reduce the political power of Catholic immigrants Evangelists led revivals in New England <p>Answer: D</p>	<p>Study the diagram and answer the question that follows.</p> <p>Which statement explains how the First Amendment has affected these groups?</p> <ol style="list-style-type: none"> These groups are allowed to share and promote their beliefs These groups are allowed to join together to form a national religion These groups are prevented from having worship services in public places These groups are prevented from establishing religious schools <p>Answer: A</p>


Grade 8 Social Studies





Altogether, the TTAP pilot design aims to combine what stakeholders value to create a viable alternative to STAAR


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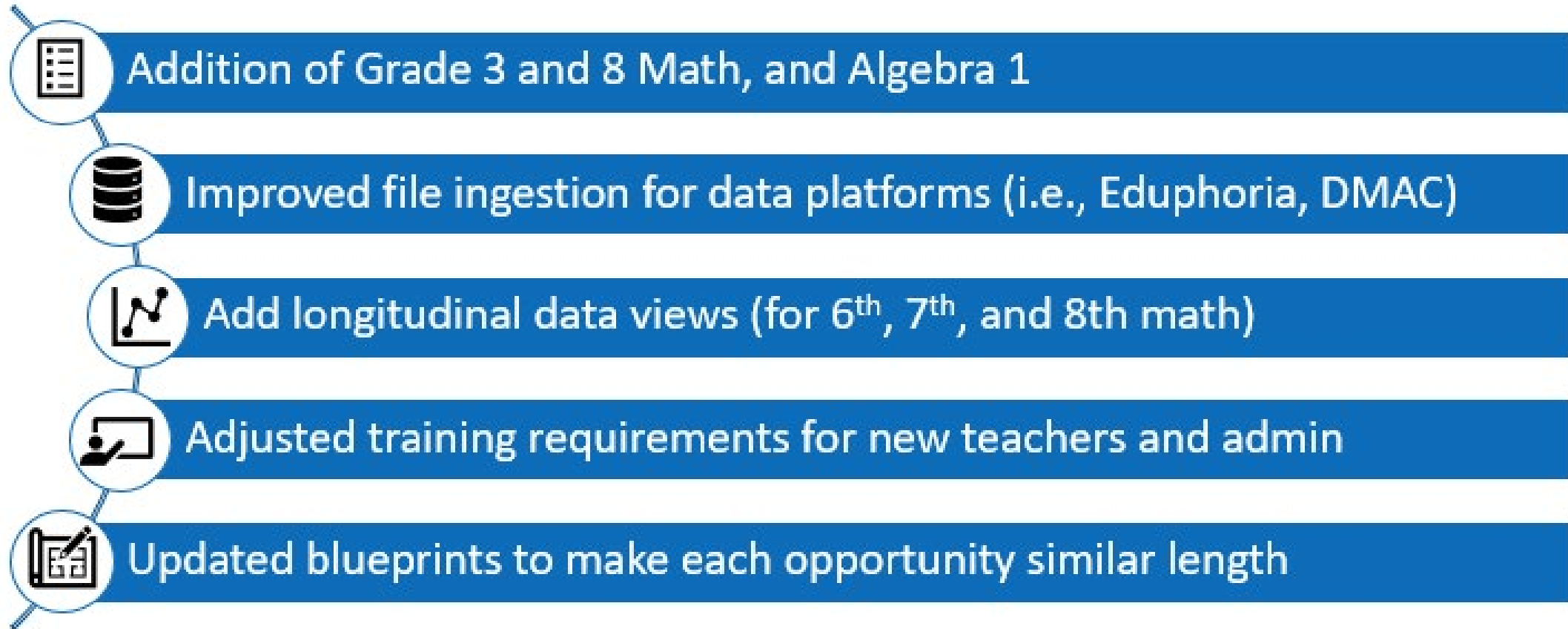
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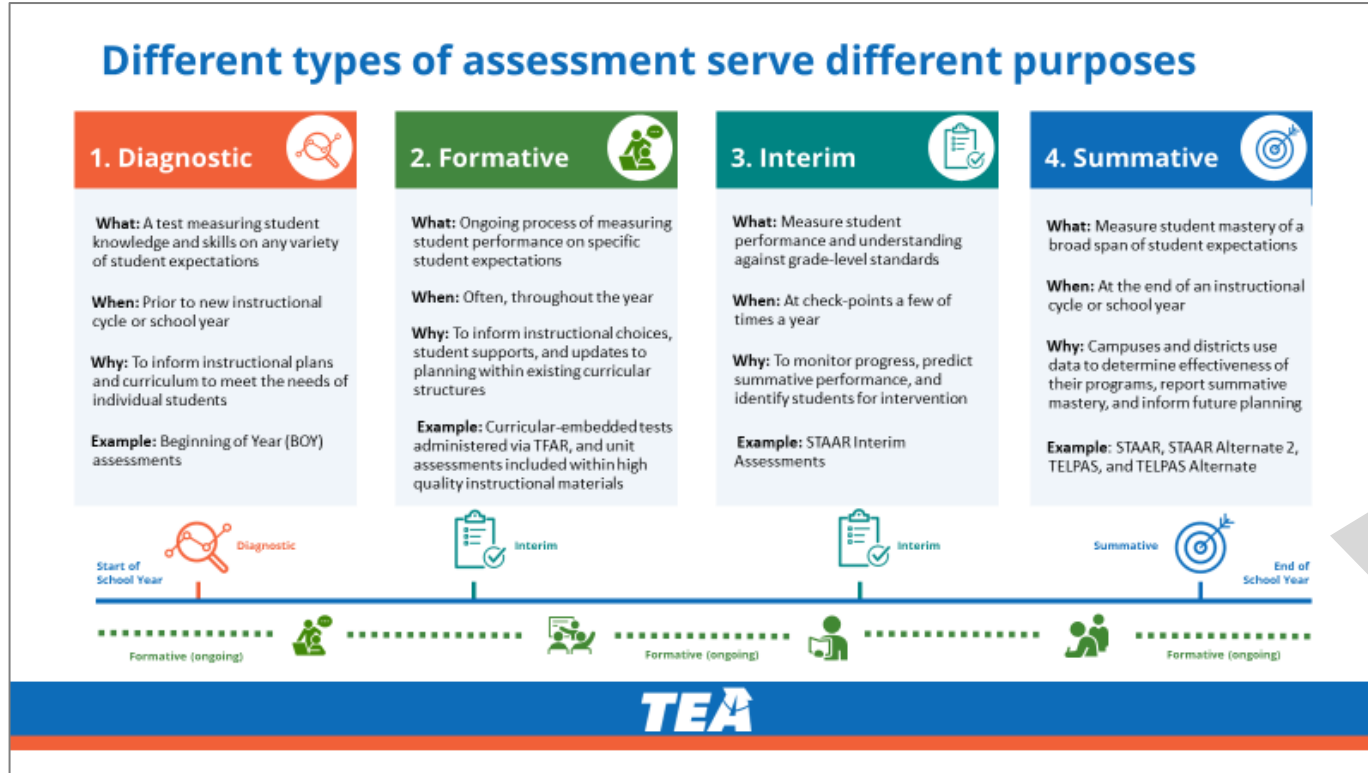
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Interim feedback from teachers and administrators in year 2 of the pilot is informing changes for year 3



TEA will continue to monitor feedback through the end of the school year and use that to inform any further changes

The TTAP will include assessment literacy training to support teachers and districts in analyzing and using the data appropriately



To support appropriate use of the data, TTAP teachers new to the program as well as campus administrators will be required to attend trainings provided by TEA. Returning TTAP teachers with record of completion will not be required to attend any trainings beyond the BOY orientation.

We approximate 1-4 hours of training spread across the school year.

Teachers would be given CPE credits for all trainings provided under TTAP.

Adopting TTAP requires buy-in from multiple stakeholders within each district

Role	Responsibilities
District testing coordinators	<ul style="list-style-type: none">• Serve as the primary contact• Ensure fidelity of implementation for trainings and feedback loops• Ensure that the TTAP's guidelines are being followed (e.g., no other benchmarks in addition to TTAP titles, security requirements for admin)
Campus testing coordinators	<ul style="list-style-type: none">• Lead day-of test administration across opportunities• Complete assigned trainings
Campus administrators (or instructional leads)	<ul style="list-style-type: none">• Lead PLCs using TTAP data• Complete assigned trainings
Teachers who teach a TTAP subject	<ul style="list-style-type: none">• Utilize TTAP data to support students and guide instruction• Complete assigned trainings (if not done in prior years)

Each district will have to determine how data is made accessible to all parties

Regional testing coordinators will be looped in to know how they can support

TTAP participants will partake in three, 1-week testing windows in the 2024-2025 school year

Administration Window

- **Opportunity 1 (Fall)**—
November 11–15, 2024
- **Opportunity 2 (Winter)**—
January 27–January 31, 2025
- **Opportunity 3 (Spring)**—
March 24–28, 2025

Year 3 Titles

- Grade 3 Math - **NEW**
- Grade 6 Math
- Grade 7 Math
- Grade 8 Math - **NEW**
- Grade 8 Social Studies
- Algebra I - **NEW**

Includes C&L supports for all titles; Spanish for G3-5 titles

The data provided after each progress monitoring opportunity will provide valuable insights to support instruction

Examples provided in next slides

Confirmed data for Year 3	Tentative additions to Year 3
<ul style="list-style-type: none">• Opportunity score and performance• Reporting category information• In-year growth*• Item-level performance and TEKS-alignment• Individual student predictions to STAAR• Item type information*	<ul style="list-style-type: none">• Longitudinal data (where applicable)

**Data element that is unique to TTAP*

TTAP Score Reports: Opportunity Scale Score and Performance Level

Available SY24-25

- Opportunity score and performance
- Reporting category information
- In-year growth
- Item-level performance and TEKS-alignment
- Individual student predictions to STAAR
- Item type information

Illustrative example



Performance from each testing opportunity will be shown to students so that they can see their progress throughout the year.

Every testing opportunity will be based off of end-of-year expectations, which means that performance level cuts are static across the school year.

TTAP Score Reports: Reporting Category Information

Available SY24-25

- Opportunity score and performance
- Reporting category information
- In-year growth
- Item-level performance and TEKS-alignment
- Individual student predictions to STAAR
- Item type information

Illustrative example

Reporting Category	(1) Low Difficulty - Total Items	(1) Low Difficulty Percent Correct	(2) Medium Difficulty - Total Items	(2) Medium Difficulty Percent Correct	(3) High Difficulty - Total Items	(3) High Difficulty Percent Correct
1. Numerical Representations and Relationships	2	100%	3	100%	2	50%
2. Computations and Algebraic Relationships	3	100%	4	75%	2	50%
3. Geometry and Measurement	1	100%	2	100%	2	50%
4. Data Analysis and Personal Financial Literacy	2	100%	2	100%	2	50%

For each reporting category, ISRs group items by difficulty and report the count of each item, the raw score, and the percent correct.

Reporting category information is especially helpful to determine the overlap between what has been taught and what was tested on each TTAP opportunity. It also aids teachers in identifying areas of focus for students as they approach the end of the school year.

TTAP Score Reports: In-Year Growth

Available SY24-25

- Opportunity score and performance
- Reporting category information
- **In-year growth**
- Item-level performance and TEKS-alignment
- Individual student predictions to STAAR
- Item type information

Illustrative example

Student	TSDS Number	Total	Scale Score	Performance Level	Gain or Loss between Opportunities 1 and 2	Difference between Opportunities 1 and 2
District		614	614	 Percent: 5% 26% 45% 24% Count: 13 65 112 60	n/a	n/a
Campus		556	556	 Percent: 15% 35% 32% 18% Count: 10 24 22 12	n/a	n/a
Banner, Bruce	9995906357	805	805	Likely Masters Grade Level	Gain	55
Barnes, Bucky	9995486052	724	724	Likely Meets Grade Level	Gain	249
Barton, Clint	9995122527	370	370	Likely Does Not Meet Grade Level	Gain	32
Cross, Darren	9995023187	320	320	Likely Does Not Meet Grade Level	Gain	60
Danvers, Carol	9995966429	490	490	Likely Meets Grade Level	Gain	65



In-year growth, likely represented as a change in scale scores (i.e., gain-score model), will be reported after Opportunities 2 and 3. Additional information will be provided to contextualize the gains made by each student.

TTAP Score Reports: Item-level performance and TEKS-alignment

Available SY24-25

- Opportunity score and performance
- Reporting category information
- In-year growth
- **Item-level performance and TEKS-alignment**
 - Individual student predictions to STAAR
 - Item type information

Illustrative example

1. History				
Item #	Item Difficulty	Standard Key	Student Expectation	Points
2	High	8.1.1.A	Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;	0/1
3	Medium	8.1.7.A	Analyze the impact of tariff policies on sections of the United States before the Civil War;	0/1
8	Medium	8.1.6.D	Explain the causes and effects of the U.S.—Mexican War and their impact on the United States.	1/1
10	High	8.1.5.B	Summarize arguments regarding protective tariffs, taxation, and the banking system;	1/2
12	High	8.1.2.B	Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	1/1
14	High	8.1.9.B	Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels;	1/2
17	High	8.1.7.D	Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.	0/1
21	High	8.1.4.C	Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;	0/1

This information will be provided in CRS for each item. While TEA will not release the actual items during year-1 of the pilot, CRS will map each operational item to a specific student expectation while providing information on student performance and level of difficulty for each student expectation.

TTAP Score Reports: Individual student prediction to STAAR

Available SY24-25

- Opportunity score and performance
- Reporting category information
- In-year growth
- Item-level performance and TEKS-alignment
- Individual student predictions to STAAR
- Item type information

Illustrative example

Does not meet
grade level
standards

Approaches grade
level standards

Meets grade level
standards

Masters grade level
standards

Student A is predicted to Meet grade level standards at the end of the school year.

The student-level predictions used for TTAP will be a simplified version of what is currently being used with STAAR Interims. It will show the performance level the student will most likely achieve by the end of the school year.

TTAP Score Reports: Item Type Information

Available SY24-25

- Opportunity score and performance
- Reporting category information
- In-year growth
- Item-level performance and TEKS-alignment
- Individual student predictions to STAAR
- **Item type information**

Illustrative example

2023-2024 TTAP Opportunity 2 - Grade 5 Science

Segment	Item Position	Item Type
Segment 2	1	Multiple Choice
Segment 2	2	Multiple Choice
Segment 2	3	Multiple Choice
Segment 2	4	Drag and Drop
Segment 2	5	Multiple Choice
Segment 2	6	Multiple Choice
Segment 2	7	Multiple Choice
Segment 2	8	Multiple Choice
Segment 3	1	Multiple Choice
Segment 3	2	Multiple Choice
Segment 3	3	Multiple Choice
Segment 3	4	Multiple Choice
Segment 3	5	Multiple Choice
Segment 3	6	Multiple Choice
Segment 3	7	Multiple Choice
Segment 3	8	Multiple Choice
Segment 4	1	Multiple Choice
Segment 4	2	Multiple Choice

Segment	Item Position	Item Type
Segment 6	9	Multiple Choice
Segment 6	10	Multiple Choice
Segment 6	11	Multiple Choice
Segment 6	12	Multiple Choice
Segment 6	13	Drag and Drop
Segment 6	14	Multiple Choice
Segment 6	15	Drag and Drop
Segment 6	16	Multiple Choice
Segment 6	17	Multiple Choice
Segment 7	9	Multiple Choice
Segment 7	10	Multiple Choice
Segment 7	11	Multiple Choice
Segment 7	12	Multiselect
Segment 7	13	Drag and Drop
Segment 7	14	Multiple Choice
Segment 7	15	Multiple Choice
Segment 7	16	Multiple Choice
Segment 7	17	Multiple Choice

Objectives

1. Context of House Bill 3906
2. Pilot overview
3. What participants can expect
4. **Next steps**

TTAP hopes to see district representation across the entire state of Texas as it expands to elementary and high school next school year



Participating districts are able to share feedback on the pilot to help TEA improve and measure efficacy of the program

SY23-24 Participation (Year 2)

- **19 out of 20 regions**
- **93 LEAs**
 - 44 rural
 - 21 town
 - 13 suburban
 - 15 urban
- **56K students**
 - Grade 5 Science: 17K
 - Grade 6 Math: 9K
 - Grade 7 Math: 8K
 - Grade 8 Social Studies: 23K

To continue partnering with TEA on this initiative, complete the application for the 2024-25 school year, live on the TTAP webpage

Recruitment timeline

- **February 20, 21:** Informational Webinars
- **March 29:** [Applications](#) Due
- **May 1:** Districts Selected

District participation is fully optional, and participants are not exempt from taking the STAAR

TEA
Texas Education Agency

Texas Through-year Assessment Pilot Application, School Year 2024-2025

Thank you for your interest in participating in year 3 of the Texas Through-year Assessment Pilot (TTAP)!

At the start of the 2022-23 school year, TEA launched the multi-year, through-year assessment pilot to study the impacts of this assessment model and to determine if this model could, sometime in the future, replace the State of Texas Assessment of Academic Readiness (STAAR). TTAP will be administered over three progress monitoring opportunities – one in the fall, winter, and spring – providing students multiple opportunities to demonstrate their learning and teachers with timely data throughout the school year so that they can best support their students. More information about the TTAP can be found on [TEA's website](#).

The testing opportunities windows are tentatively set as the following:

- Opportunity 1 (Fall)—November 11–15, 2024
- Opportunity 2 (Winter)—January 27–January 31, 2025
- Opportunity 3 (Spring)—March 24–28, 2025

All applications are due by 11:59 P.M. (CT) on March 29, 2024. District testing coordinators should fill out this application on behalf of their district and will serve as the main point of contact for the pilot. This application will take less than 1 hour to gather the information required and complete. Please have an authorized signatory confirm interest in the pilot after reviewing the assurances. TEA will confirm participating districts by early May. There are many variables that might cause a need for adjustments to the pilot.

Basic Information

Select your district *

Select or enter value

Teacher Incentive Allotment (TIA) districts may need to submit an expansion/ modification application by April 15

Districts may need to take an additional step if they are also planning to participate in TIA during the 2024-25 school year

Growth measure options for participating in both TIA and TTAP (applies to math titles only) -

- 1 Use a different student growth measure for purpose of TIA that is not pre-test/post-test**
- 2 Use a pre-test/post-test system where the pre-test is a diagnostic test (not a interims/benchmarking test)**
 - Pretest examples***
 - District created pre-tests aligned to course standards
 - Prior year EOY STAAR
 - Released STAAR
 - 3rd party vendor BOY assessment used for diagnostic purposes only
 - Post-test examples***
 - District-created summative test (not an EOY benchmark)
 - Spring STAAR

TTAP and TIA teams created a [guidance document](#) for more examples

Applicants are expected to assure TEA of the following as they submit their pilot application for Year 3 –

- ✓ Districts will use through-year assessment in place of existing interims/benchmarks to limit disruptions to instructional time (e.g., STAAR Interims, NWEA MAP, iReady).
- ✓ All eligible students from selected campuses will participate in the pilot. Students that require ASL videos or Braille tests are exempted from year 3 participation.
- ✓ All registered students will aim to participate in all three opportunities.
- ✓ All registered students will take the tests online.
- ✓ Teachers and campus admin will partake in trainings to help with data interpretation and next steps. Returning TTAP teachers are only responsible for the overview webinar beginning of the year.
- ✓ District personnel, teachers, and students will participate in data collection efforts, such as feedback loops through surveys (3-4 times a year).
- ✓ DTC will work with campus staff to ensure that teachers are completing trainings and that all appropriate staff provide feedback as requested.
- ✓ Superintendent has approved of the district's potential participation in TTAP during the 2024-2025 school year
- ✓ I understand that variables will arise that might cause a need for adjustments to the pilot.

The screenshot shows the TEA website's navigation bar with links for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area features a blue header for "Texas Through-year Assessment Pilot" and a sub-header for "Assessment Initiatives". Below the header, there is a paragraph explaining the pilot and a photograph of a teacher and students working on laptops. To the right, there is a section for "SY24-25 Application" with details about the application window and links to informational webinars. At the bottom, there is a "Contact Information" section.

Overview of the Texas Through-year

- Any updates will be posted on the [TTAP webpage](#), including –
 - Recording of today’s presentation (by 2/26)
 - Questions from today’s session embedded into FAQ document (by 3/1)
 - Results from TTAP SY22-23 studies (by 3/29)
- Request office hours [here](#)
- Any further questions can be sent into TTAP@tea.Texas.gov

Questions?