2020–21 STAAR Interim Assessments Summary Report

The State of Texas Assessments of Academic Readiness (STAAR®) Interim Assessments are an optional online tool that can be used by teachers or their districts to monitor student progress, predict student performance on the STAAR (i.e., summative) assessment, and provide additional information about student learning. More information about the STAAR Interim Assessments is available on the STAAR Interim Assessments webpage.

The design, test development, and technical details, such as making multistage testing (MST) routing decisions, determining students' relative strengths and weaknesses, and predicting the probabilities of students reaching each performance level on the corresponding spring STAAR assessments, are described in the STAAR 2018-19 Interim Assessments Technical Report.

The purpose of this summary report is to present information about the 2020–21 STAAR Interim Assessments, including an overview of the interim assessments' instruments, test administration, student participation, and comparisons with the 2019–20[1] or 2018–19 school year wherever applicable.

Given the prevalence of hybrid instructional models during the 2020–21 school year, the interim assessments were available both in-school for students receiving in-person learning and remotely for students learning from home. For detailed guidance and instructions of in-school or at-home interim assessments, please refer to the STAAR Interim Assessments User Manual.

Test Instrument

- Grades 3–8 mathematics and reading, grades 3–5 Spanish mathematics and reading, Algebra I, English I, and English II assessments were developed using the MST design. These tests began with a set of questions that is the same for all students in the first section; then students were routed to an appropriate section in the second stage based on their performance in the first section.

- Grade 5 science, grade 5 Spanish science, grade 8 science, grade 8 social studies, Biology, and U.S. History interim assessments used the linear test design (i.e., all students received the same questions), and were shorter than their corresponding STAAR assessments.

- Interim assessments that were available in 2020–21 and 2019–20 school years had comparable reliability, which was also comparable with the spring 2019 STAAR[2] assessments. These

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[1,2] Spring 2020 STAAR administrations were cancelled due to COVID-19.

reliabilities are presented in Appendix A. The reliabilities of 2020–21 interim assessments ranged from 0.75 to 0.88.

Test Administration

- Grades 3–8 mathematics and reading, grades 3–5 Spanish mathematics and reading, Algebra I, were available for both interim opportunities, while English I, and English II, grade 5 science, grade 5 Spanish science, grade 8 science, grade 8 social studies, Biology, and U.S. History were only available during the second opportunity.

- A total of 2,364,764 interim assessments were administered in the 2020–21 school year, which represents a 39 percent increase from 2019–20 school year (1,706,269). Appendix B presents the number of administrations in the 2020–21 school year by test title and opportunity.

- The total number of assessments during the first opportunity was 560,190, which was 22 percent more than that of the first opportunity in the 2019–20 school year (458,888). The increase was attributable to more test titles (i.e., the grades 3–8 reading and grades 3–5 Spanish reading tests) available for the first opportunity of the 2020–21 school year.

- The total number of assessments during the second opportunity was 1,804,574, which was about 45 percent more than that of the same opportunity in the school year of 2019–20 (1,247,381). The number of students using the second interim opportunity increased from the 2019–20 school year to 2020-21 school year for every interim assessment.

- Due to COVID-19 disruptions, an in-browser option allowing students to test at home was made available. Among all the 2020–21 interim assessments, 56 percent of the administrations (i.e., 1,313,436) used the secure browser, representing in-school testing or testing with school's equipment; the remaining 44 percent did not use the secure browser, indicating potentially at-home testing or testing on personal equipment.

Test Participation

- A total of 974,760 students from 2,933 campuses and 584 districts took at least one interim test during the 2020–21 school year. This represents an increase of 22 percent of students and 9 percent of campuses participating in the interim assessments from the 2019–20 school year. There is a slight decrease (3 percent) in the number of participating districts. Appendix C presents the numbers of participating students, campuses, and districts in the 2020–21 and 2019–20 school years. The increase includes more testing opportunities for the grades 3-8 reading assessments, grades 3–5 Spanish reading, but generally more students participating the second interim opportunity. Table C.1 presents the numbers of participating students, campuses, and districts at each grade or end-of-course (EOC) and Table C.2 shows the same information by interim assessment.

- With increased student participation of the interim assessments, the demographic characteristics of 2020–21 interim participants were generally consistent with those of the state's student population. In contrast, when comparing the 2018–19 interim participants' demographics to the state's overall demographics, a higher percentage of Title I participants and students with economically disadvantaged status reported used the interim assessments (with the exception of a few Spanish interim assessments) during the school year of 2018–19. Appendix D presents the detailed interim participants' demographic characteristics for each interim assessment and their comparison with the 2018–19 school year.

Test Validity

- Of the 679,657 interim assessments administered during the recommended windows (i.e., interim Opportunity I in November 2020 and Opportunity II in February 2021), 78 percent of predictions of *Approaches Grade Level* and 79 of predictions of *Meets Grade Level* were predicted correctly. Appendix E presents a detailed summary of predicted probabilities of reaching *Approaches Grade Level* and *Meets Grade Level* performance on spring 2021 STAAR assessments when testing in the recommended testing windows of the interim administration and the observed students' performance levels on the spring 2021 STAAR assessments.

- The interpretation of interim's prediction accuracy should take into consideration the model assumptions and interim assessment purposes as detailed in the section titled "Predicting the Probabilities of Reaching Each Performance Level on the Corresponding STAAR Assessment" in the STAAR 2018-19 Interim Assessments Technical Report.

Appendix A: Interim Test Reliability

Table A.1. Test Reliabilities

Assessment	2020–21 Interim		2019–20 Interim		2019 STAAR
	Opportunity I	Opportunity II	Opportunity I	Opportunity II	
Grade 3 Mathematics	0.84	0.84	0.84	0.84	0.89
Grade 3 Reading	0.80	0.80	NA	0.80	0.89
Grade 4 Mathematics	0.85	0.85	0.85	0.85	0.90
Grade 4 Reading	0.78	0.79	NA	0.78	0.89
Grade 5 Mathematics	0.87	0.86	0.86	0.87	0.91
Grade 5 Reading	0.81	0.80	NA	0.81	0.89
Grade 5 Science	NA	0.79	NA	0.79	0.88
Grade 6 Mathematics	0.86	0.86	0.86	0.86	0.90
Grade 6 Reading	0.82	0.82	NA	0.82	0.90
Grade 7 Mathematics	0.86	0.86	0.86	0.86	0.90
Grade 7 Reading	0.83	0.82	NA	0.83	0.91
Grade 8 Mathematics	0.87	0.87	0.87	0.87	0.90
Grade 8 Reading	0.79	0.80	NA	0.79	0.91
Grade 8 Science	NA	0.77	NA	0.77	0.89
Grade 8 Social Studies	NA	0.75	NA	0.75	0.89
Grade 3 Spanish Mathematics	0.84	0.84	0.84	0.84	0.87
Grade 3 Spanish Reading	0.78	0.78	NA	0.78	0.88
Grade 4 Spanish Mathematics	0.85	0.85	0.85	0.85	0.89
Grade 4 Spanish Reading	0.79	0.76	NA	0.79	0.87
Grade 5 Spanish Mathematics	0.87	0.86	0.86	0.87	0.91
Grade 5 Spanish Reading	0.76	0.75	NA	0.76	0.87
Grade 5 Spanish Science	NA	0.76	NA	0.76	0.86
Algebra I	0.88	0.88	0.88	0.88	0.94
Biology	NA	0.82	NA	0.82	0.92
English I	NA	0.84	0.92	0.92	0.92
English II	NA	0.81	0.90	0.90	0.91
U.S. History	NA	0.75	NA	0.75	0.92

Note: NA indicates that the test was not administered.

Appendix B: Interim Test Administration

Table B.1. Interim Assessments Administered in the 2020–21 School Year

Assessment	Opportunity I		Opportunity II		Total (N)
	Total (N)	% Administered in November 2020[a]	Total (N)	% Administered in February 2021[b]	
Grade 3 Mathematics	43,866	46	93,333	30	137,199
Grade 3 Reading	41,538	46	92,046	30	133,584
Grade 4 Mathematics	44,096	48	96,182	30	140,278
Grade 4 Reading	43,366	47	94,258	30	137,624
Grade 5 Mathematics	43,955	48	98,605	29	142,560
Grade 5 Reading	44,171	47	98,904	30	143,075
Grade 5 Science	NA	NA	85,012	26	85,012
Grade 6 Mathematics	42,546	41	92,097	26	134,643
Grade 6 Reading	45,016	44	95,749	30	140,765
Grade 7 Mathematics	37,787	38	76,563	26	114,350
Grade 7 Reading	44,335	43	91,578	30	135,913
Grade 8 Mathematics	39,212	39	83,542	28	122,754
Grade 8 Reading	44,178	44	91,794	32	135,972
Grade 8 Science	NA	NA	89,305	24	89,305
Grade 8 Social Studies	NA	NA	94,221	23	94,221
Grade 3 Spanish Mathematics	2,178	42	3,945	33	6,123
Grade 3 Spanish Reading	3,818	40	7,746	29	11,564
Grade 4 Spanish Mathematics	1,401	43	2,008	42	3,409
Grade 4 Spanish Reading	2,468	42	4,957	32	7,425
Grade 5 Spanish Mathematics	797	42	1,400	35	2,197
Grade 5 Spanish Reading	1,374	37	3,185	25	4,559
Grade 5 Spanish Science	NA	NA	1,263	23	1,263
Algebra I	34,088	51	83,848	26	117,936
Biology	NA	NA	83,674	18	83,674
English I	NA	NA	93,660	41	93,660
English II	NA	NA	86,725	43	86,725
U.S. History	NA	NA	58,884	21	58,884
Total	**560,190**	**45**	**1,804,574**	29	**2,364,764**

Notes:
1. NA indicates that the test was not administered.
2. [a, b] The percentages of assessments taken during the recommended test windows. For example, 46% of the 43,866 grade 3 mathematics Opportunity I assessments were taken in November 2020; 30% of the 93,333 grade 3 mathematics Opportunity II assessments were taken in February 2021.

Appendix C: Test Participation

Table C.1. Interim District, Campus, and Unique Student Participation for Each Grade or End-of-course Assessment

Grade/Subject	Number of Districts		Number of Campuses		Number of Unique Students	
	2020–21	**2019–20**	**2020–21**	**2019–20**	**2020–21**	**2019–20**
Grade 3	428	388	1,527	1,181	113,313	85,672
Grade 4	427	396	1,502	1,229	115,670	91,877
Grade 5	443	412	1,461	1,217	122,402	104,008
Grade 6	422	402	874	731	117,676	90,721
Grade 7	405	392	741	650	116,223	93,341
Grade 8	432	434	795	721	144,789	119,239
Grade 3 Spanish	125	118	565	415	9,579	5,848
Grade 4 Spanish	123	130	524	425	6,200	4,298
Grade 5 Spanish	124	124	492	392	4,064	2,712
Algebra I	410	384	1,026	858	95,497	79,924
English I	367	371	668	623	93,660	94,022
English II	360	367	610	592	86,725	87,106
Biology	323	260	581	440	83,674	60,656
U.S. History	310	236	514	365	58,884	35,929
Total	584	602	2,933	2,686	974,760	800,450

Table C.2. Interim District, Campus, and Unique Student Participation of Each Interim Assessment

Grade/Subject	Number of Districts		Number of Campuses		Number of Unique Students	
	2020–21	2019–20	2020–21	2019–20	2020–21	2019–20
Grade 3 Mathematics	416	365	1,487	1,081	107,889	78,911
Grade 3 Reading	425	340	1,508	998	106,106	66,406
Grade 4 Mathematics	414	375	1,452	1,143	110,199	85,453
Grade 4 Reading	416	346	1,478	1,025	109,146	72,291
Grade 5 Mathematics	427	382	1,409	1,111	113,161	92,490
Grade 5 Reading	432	356	1,425	1,010	114,310	81,622
Grade 5 Science	371	283	1,066	683	85,101	55,110
Grade 6 Mathematics	407	371	847	673	105,998	79,778
Grade 6 Reading	409	356	801	608	110,998	75,855
Grade 7 Mathematics	382	358	701	588	90,686	72,219
Grade 7 Reading	394	337	710	537	108,095	75,550
Grade 8 Mathematics	393	369	711	602	97,466	77,853
Grade 8 Reading	392	362	716	586	107,195	79,200
Grade 8 Science	349	267	618	416	89,305	54,176
Grade 8 Social Studies	350	272	621	410	94,221	51,793
Grade 3 Spanish Mathematics	102	100	442	333	5,106	3,155
Grade 3 Spanish Reading	124	107	557	364	9,221	5,163
Grade 4 Spanish Mathematics	103	110	409	352	2,792	2,223
Grade 4 Spanish Reading	116	120	507	365	5,958	3,816
Grade 5 Spanish Mathematics	99	108	383	331	1,855	1,592
Grade 5 Spanish Reading	116	105	473	325	3,847	2,225
Grade 5 Spanish Science	90	79	255	179	1,263	754
Algebra I	410	384	1,026	858	95,497	79,924
Biology	323	367	581	592	83,674	87,106
English I	367	260	668	440	93,660	60,656
English II	360	371	610	623	86,725	94,022
U.S. History	310	236	514	365	58,884	35,929
Total	**584**	**602**	**2,933**	**2,686**	**974,760**	**800,450**

Appendix D: Interim Participating Student Demographic Characteristics

Table D.1. Interim Participating Student Demographic Characteristics—Grade 3 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	324,864	97,142	373,858	81,792
Male	51.0	51.2	51.0	51.3
Female	49.0	48.8	49.0	48.7
Hispanic/Latino	49.4	47.6	50.5	53.9
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	5.3	5.5	4.8	2.4
Black or African American	12.6	12.5	13.0	12.3
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	29.1	30.6	28.4	28.3
Two or More Races	2.9	3.0	2.8	2.6
Economically Disadvantaged	59.3	58.0	61.3	66.3
Title I, Part A Participants	73.0	72.9	75.5	84.2
Migrant	0.3	0.2	0.3	0.4
Current Limited English Proficient	23.4	22.5	23.4	20.9
Bilingual	14.1	12.7	15.7	13.3
ESL Participants	7.0	7.1	8.3	7.3
Special Education	12.0	11.9	9.9	10.3
Gifted/Talented Participants	8.8	8.2	8.9	8.3
At-Risk	47.6	47.9	46.9	49.7

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.2. Interim Participating Student Demographic Characteristics—Grade 3 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	309,993	95,345	356,509	78,632
Male	51.0	51.3	51.1	51.4
Female	49.0	48.7	48.9	48.6
Hispanic/Latino	47.1	45.3	48.1	52.9
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	5.6	5.8	5.0	2.5
Black or African American	13.1	12.9	13.6	13.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	30.5	32.1	29.7	28.4
Two or More Races	3.1	3.2	2.9	2.6
Economically Disadvantaged	57.7	56.3	59.7	66.0
Title I, Part A Participants	71.9	72.4	74.4	84.9
Migrant	0.3	0.2	0.3	0.4
Current Limited English Proficient	19.9	19.2	19.8	18.1
Bilingual	10.2	9.3	11.7	10.1
ESL Participants	7.3	7.3	8.6	7.6
Special Education	12.2	12.1	10.0	10.5
Gifted/Talented Participants	8.8	8.5	9.0	8.6
At-Risk	45.2	45.8	44.4	48.1

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.3. Interim Participating Student Demographic Characteristics—Grade 4 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	330,271	99,086	394,650	86,364
Male	50.9	50.9	50.9	51.0
Female	49.1	49.1	49.1	49.0
Hispanic/Latino	50.5	48.8	51.9	55.3
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	5.1	5.4	4.6	2.3
Black or African American	12.5	12.5	12.9	12.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	28.5	29.6	27.4	27.4
Two or More Races	2.9	3.0	2.6	2.4
Economically Disadvantaged	59.4	58.1	62.0	66.5
Title I, Part A Participants	72.9	73.2	75.9	84.2
Migrant	0.3	0.3	0.4	0.4
Current Limited English Proficient	23.9	23.7	22.8	20.9
Bilingual	14.0	13.1	15.4	13.2
ESL Participants	6.8	7.0	7.8	7.5
Special Education	12.3	12.2	9.9	10.4
Gifted/Talented Participants	10.2	9.2	9.9	9.4
At-Risk	41.1	42.3	46.0	48.6

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.4. Interim Participating Student Demographic Characteristics—Grade 4 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	317,824	97,898	379,849	82,908
Male	51.0	50.9	51.0	51.1
Female	49.0	49.1	49.0	48.9
Hispanic/Latino	48.5	47.3	50.0	54.5
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	5.3	5.5	4.8	2.3
Black or African American	13.0	12.6	13.4	12.6
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	29.6	30.8	28.5	27.5
Two or More Races	3.0	3.2	2.7	2.5
Economically Disadvantaged	58.0	56.9	60.6	66.3
Title I, Part A Participants	71.9	72.9	75.0	84.7
Migrant	0.3	0.3	0.3	0.4
Current Limited English Proficient	21.0	21.1	19.8	18.6
Bilingual	11.0	10.8	12.1	10.7
ESL Participants	7.1	7.1	8.1	7.7
Special Education	12.5	12.4	10.1	10.7
Gifted/Talented Participants	10.2	9.4	10.0	9.6
At-Risk	38.9	40.2	43.9	47.4

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.5. Interim Participating Student Demographic Characteristics—Grade 5 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	339,470	101,257	403,809	89,615
Male	51.0	50.9	51.0	50.7
Female	49.0	49.1	49.0	49.3
Hispanic/Latino	51.2	48.9	52.5	55.4
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	4.8	5.0	4.5	2.7
Black or African American	12.4	12.5	12.6	12.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	0.1
White	28.2	30.0	27.2	27.1
Two or More Races	2.7	2.9	2.6	2.4
Economically Disadvantaged	59.5	57.9	61.5	65.0
Title I, Part A Participants	72.3	72.0	74.6	81.5
Migrant	0.3	0.3	0.4	0.4
Current Limited English Proficient	23.1	22.2	20.9	19.2
Bilingual	13.0	11.8	13.9	12.8
ESL Participants	6.4	6.7	7.6	6.6
Special Education	12.0	11.9	9.7	10.0
Gifted/Talented Participants	11.0	9.7	11.1	10.6
At-Risk	44.1	44.1	52.1	54.8

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.6. Interim Participating Student Demographic Characteristics—Grade 5 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	332,260	102,140	394,472	88,290
Male	51.1	50.9	51.0	50.8
Female	48.9	49.1	49.0	49.2
Hispanic/Latino	49.9	48.0	51.2	55.3
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	5.0	5.3	4.7	2.7
Black or African American	12.7	12.7	12.9	12.3
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	0.2
White	29.0	30.4	27.9	26.8
Two or More Races	2.8	3.0	2.7	2.4
Economically Disadvantaged	58.5	56.8	60.6	65.2
Title I, Part A Participants	71.5	71.2	74.0	82.9
Migrant	0.3	0.2	0.3	0.4
Current Limited English Proficient	21.2	20.8	18.9	18.3
Bilingual	11.0	10.4	11.8	11.6
ESL Participants	6.6	6.8	7.7	6.8
Special Education	12.0	11.8	9.7	10.1
Gifted/Talented Participants	11.1	10.1	11.2	10.6
At-Risk	42.6	42.8	50.8	54.7

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.7. Interim Participating Student Demographic Characteristics—Grade 5 Science

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	337,435	75,838	402,286	NA
Male	51.1	51.0	51.0	NA
Female	48.9	49.0	49.0	NA
Hispanic/Latino	50.9	49.6	52.1	NA
American Indian or Alaska Native	0.3	0.4	0.3	NA
Asian	4.9	3.9	4.6	NA
Black or African American	12.4	12.2	12.7	NA
Native Hawaiian or Pacific Islander	0.2	0.2	0.1	NA
White	28.4	30.7	27.4	NA
Two or More Races	2.8	2.9	2.6	NA
Economically Disadvantaged	59.2	58.4	61.4	NA
Title I, Part A Participants	71.9	71.7	74.5	NA
Migrant	0.3	0.3	0.4	NA
Current Limited English Proficient	22.8	22.2	20.5	NA
Bilingual	12.6	12.0	13.4	NA
ESL Participants	6.5	6.7	7.6	NA
Special Education	12.0	11.8	9.8	NA
Gifted/Talented Participants	11.2	10.0	11.3	NA
At-Risk	43.6	44.5	51.8	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.8. Interim Participating Student Demographic Characteristics—Grade 6 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	343,817	92,380	400,841	84,339
Male	51.1	50.9	51.1	50.9
Female	48.9	49.1	48.9	49.1
Hispanic/Latino	52.5	50.4	53.3	55.1
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	4.2	3.7	4.0	2.1
Black or African American	12.4	12.5	12.8	11.9
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	27.6	29.9	26.9	27.9
Two or More Races	2.6	2.8	2.4	2.3
Economically Disadvantaged	59.9	58.9	61.6	65.0
Title I, Part A Participants	62.5	61.5	65.5	73.7
Migrant	0.3	0.3	0.4	0.4
Current Limited English Proficient	22.6	21.6	19.2	17.5
Bilingual	2.5	1.9	2.2	2.0
ESL Participants	16.2	16.3	16.8	15.2
Special Education	11.2	11.1	9.5	10.1
Gifted/Talented Participants	10.4	10.0	10.2	10.6
At-Risk	49.0	48.6	49.5	52.7

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.9. Interim Participating Student Demographic Characteristics—Grade 6 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	349,120	97,390	409,644	83,292
Male	51.1	50.8	51.2	51.0
Female	48.9	49.2	48.8	49.0
Hispanic/Latino	52.2	50.2	53.0	55.3
American Indian or Alaska Native	0.3	0.4	0.3	0.3
Asian	4.6	3.9	4.4	2.3
Black or African American	12.2	12.5	12.6	12.0
Native Hawaiian or Pacific Islander	0.2	0.2	0.2	0.2
White	27.7	29.9	27.0	27.5
Two or More Races	2.6	2.8	2.5	2.3
Economically Disadvantaged	59.4	58.5	61.0	65.3
Title I, Part A Participants	62.2	61.7	65.2	75.1
Migrant	0.3	0.2	0.4	0.4
Current Limited English Proficient	22.3	21.3	19.0	17.6
Bilingual	2.4	1.8	2.2	2.2
ESL Participants	16.0	16.2	16.6	15.0
Special Education	11.1	11.0	9.3	10.2
Gifted/Talented Participants	11.1	10.5	11.0	10.6
At-Risk	48.5	48.1	48.7	53.1

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.10. Interim Participating Student Demographic Characteristics—Grade 7 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	295,211	75,801	352,702	72,076
Male	51.4	51.2	51.1	50.9
Female	48.6	48.8	48.9	49.1
Hispanic/Latino	52.9	50.7	54.3	56.6
American Indian or Alaska Native	0.3	0.3	0.3	0.4
Asian	4.0	3.2	3.8	1.6
Black or African American	12.8	12.8	13.1	12.0
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	0.2
White	27.2	30.1	26.0	27.2
Two or More Races	2.5	2.6	2.3	2.1
Economically Disadvantaged	61.0	59.3	62.7	66.1
Title I, Part A Participants	61.1	59.9	63.8	68.9
Migrant	0.3	0.3	0.4	0.5
Current Limited English Proficient	20.3	20.0	18.2	17.3
Bilingual	0.6	0.3	0.6	0.5
ESL Participants	16.3	16.6	17.2	16.4
Special Education	11.4	11.5	9.9	10.9
Gifted/Talented Participants	8.2	7.8	8.4	8.1
At-Risk	51.1	51.1	54.5	58.8

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.11. Interim Participating Student Demographic Characteristics—Grade 7 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	345,661	92,939	399,155	81,389
Male	51.3	51.2	51.0	51.0
Female	48.7	48.8	49.0	49.0
Hispanic/Latino	51.9	49.7	52.8	55.0
American Indian or Alaska Native	0.3	0.3	0.3	0.4
Asian	4.6	4.0	4.4	2.3
Black or African American	12.2	12.5	12.6	11.7
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	0.2
White	28.1	30.5	27.3	28.2
Two or More Races	2.6	2.7	2.4	2.2
Economically Disadvantaged	58.4	56.7	60.1	63.3
Title I, Part A Participants	59.6	58.9	62.2	67.9
Migrant	0.3	0.2	0.4	0.5
Current Limited English Proficient	19.4	18.3	17.0	16.1
Bilingual	0.7	0.4	0.6	0.7
ESL Participants	15.7	15.4	16.1	15.1
Special Education	10.1	9.9	8.9	9.8
Gifted/Talented Participants	11.3	10.9	11.1	10.8
At-Risk	47.6	46.8	50.5	54.6

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.12. Interim Participating Student Demographic Characteristics—Grade 8 Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	293,212	79,608	337,494	71,840
Male	52.3	52.1	51.9	52.2
Female	47.7	47.9	48.1	47.8
Hispanic/Latino	52.9	50.5	53.1	54.1
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	3.5	3.3	3.7	2.3
Black or African American	13.1	13.2	13.3	13.0
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	0.2
White	27.3	29.8	27.0	27.9
Two or More Races	2.5	2.6	2.3	2.2
Economically Disadvantaged	60.0	57.5	60.6	63.7
Title I, Part A Participants	60.8	60.3	62.4	68.4
Migrant	0.3	0.3	0.4	0.4
Current Limited English Proficient	19.6	18.2	17.1	16.3
Bilingual	0.5	0.3	0.4	0.5
ESL Participants	16.7	15.5	15.1	15.5
Special Education	10.6	10.3	9.8	10.4
Gifted/Talented Participants	8.9	7.9	8.5	7.3
At-Risk	54.2	52.3	56.3	59.4

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.13. Interim Participating Student Demographic Characteristics—Grade 8 Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	337,898	91,001	392,277	80,685
Male	51.8	51.7	51.3	51.7
Female	48.2	48.3	48.7	48.3
Hispanic/Latino	51.8	49.6	52.6	55.2
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	4.3	3.9	4.5	2.3
Black or African American	12.4	12.8	12.4	11.6
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	0.1
White	28.3	30.5	27.7	28.3
Two or More Races	2.5	2.7	2.3	2.1
Economically Disadvantaged	57.7	55.5	58.5	62.0
Title I, Part A Participants	59.7	59.3	61.4	68.1
Migrant	0.3	0.2	0.4	0.5
Current Limited English Proficient	17.8	16.7	15.4	14.6
Bilingual	0.5	0.2	0.4	0.5
ESL Participants	14.7	14.2	13.6	13.8
Special Education	9.3	9.2	8.7	9.4
Gifted/Talented Participants	10.5	9.9	10.5	10.1
At-Risk	49.7	48.4	51.2	55.4

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.14. Interim Participating Student Demographic Characteristics—Grade 8 Science

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	337,918	75,077	393,629	NA
Male	51.8	51.7	51.3	NA
Female	48.2	48.3	48.7	NA
Hispanic/Latino	51.7	49.1	52.6	NA
American Indian or Alaska Native	0.3	0.3	0.3	NA
Asian	4.2	4.0	4.4	NA
Black or African American	12.5	12.9	12.5	NA
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	NA
White	28.5	30.8	27.6	NA
Two or More Races	2.5	2.7	2.3	NA
Economically Disadvantaged	57.6	55.2	58.9	NA
Title I, Part A Participants	59.2	56.6	61.9	NA
Migrant	0.3	0.3	0.4	NA
Current Limited English Proficient	17.7	16.7	14.8	NA
Bilingual	0.5	0.3	0.5	NA
ESL Participants	14.8	14.2	14.6	NA
Special Education	9.3	9.0	8.6	NA
Gifted/Talented Participants	10.8	10.4	10.9	NA
At-Risk	49.7	47.6	51.0	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.15. Interim Participating Student Demographic Characteristics—Grade 8 Social Studies

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	338,178	79,459	395,305	NA
Male	51.8	51.5	51.2	NA
Female	48.2	48.5	48.8	NA
Hispanic/Latino	51.8	47.0	52.7	NA
American Indian or Alaska Native	0.3	0.3	0.3	NA
Asian	4.3	4.6	4.5	NA
Black or African American	12.3	13.0	12.4	NA
Native Hawaiian or Pacific Islander	0.1	0.1	0.1	NA
White	28.4	32.0	27.6	NA
Two or More Races	2.5	2.8	2.3	NA
Economically Disadvantaged	57.5	53.5	58.8	NA
Title I, Part A Participants	59.2	54.6	61.9	NA
Migrant	0.3	0.2	0.4	NA
Current Limited English Proficient	17.6	15.8	14.7	NA
Bilingual	0.5	0.2	0.5	NA
ESL Participants	14.5	13.4	14.5	NA
Special Education	9.2	8.9	8.5	NA
Gifted/Talented Participants	10.8	10.6	10.9	NA
At-Risk	49.4	46.2	50.8	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.16. Interim Participating Student Demographic Characteristics—Grade 3 Spanish Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	13,332	4,238	15,763	3,154
Male	49.6	50.2	49.8	50.0
Female	50.4	49.8	50.2	50.0
Hispanic/Latino	98.3	98.4	98.2	98.2
American Indian or Alaska Native	0.3	0.6	0.4	1.0
Asian	0.0	0.0	0.1	0.0
Black or African American	0.1	0.0	0.1	0.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	1.0	0.8	1.0	0.7
Two or More Races	0.1	0.1	0.1	0.0
Economically Disadvantaged	86.4	87.0	88.5	87.1
Title I, Part A Participants	93.5	95.3	95.6	98.5
Migrant	0.5	0.8	0.5	0.4
Current Limited English Proficient	96.4	97.6	95.8	96.8
Bilingual	93.0	95.8	96.9	98.7
ESL Participants	0.7	0.4	1.6	0.9
Special Education	7.3	8.8	6.0	7.1
Gifted/Talented Participants	5.3	4.1	5.1	4.2
At-Risk	95.7	97.9	95.2	97.7

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.17. Interim Participating Student Demographic Characteristics—Grade 3 Spanish Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	27,825	7,859	33,045	6,457
Male	49.4	49.6	49.5	49.0
Female	50.6	50.4	50.5	51.0
Hispanic/Latino	98.6	98.7	98.7	98.5
American Indian or Alaska Native	0.3	0.5	0.3	0.7
Asian	0.0	0.0	0.0	0.0
Black or African American	0.1	0.0	0.1	0.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	0.9	0.7	0.7	0.7
Two or More Races	0.1	0.0	0.1	0.0
Economically Disadvantaged	89.7	88.4	91.6	89.9
Title I, Part A Participants	94.7	93.7	97.1	98.5
Migrant	0.4	0.6	0.5	0.4
Current Limited English Proficient	97.5	98.4	97.7	97.5
Bilingual	94.3	95.8	97.6	97.8
ESL Participants	0.5	0.3	1.4	1.8
Special Education	7.1	7.9	6.1	6.6
Gifted/Talented Participants	7.9	4.2	6.5	4.1
At-Risk	96.9	98.1	96.8	98.1

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.18. Interim Participating Student Demographic Characteristics—Grade 4 Spanish Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	8,445	2,117	10,349	1,999
Male	50.2	50.0	50.4	52.0
Female	49.8	50.0	49.5	48.0
Hispanic/Latino	98.3	98.4	98.2	97.8
American Indian or Alaska Native	0.3	0.4	0.4	0.6
Asian	0.0	0.0	0.0	0.1
Black or African American	0.2	0.0	0.2	0.1
Native Hawaiian or Pacific Islander	0.0	0.1	0.0	0.1
White	0.9	0.9	1.0	1.3
Two or More Races	0.1	0.0	0.1	0.1
Economically Disadvantaged	84.4	84.3	87.1	85.3
Title I, Part A Participants	93.2	95.2	96.2	96.8
Migrant	0.6	0.7	0.8	0.5
Current Limited English Proficient	95.5	97.1	95.7	95.2
Bilingual	90.3	90.8	94.5	95.9
ESL Participants	1.7	1.8	3.5	3.3
Special Education	7.4	8.2	6.1	7.6
Gifted/Talented Participants	4.2	3.8	3.2	4.0
At-Risk	94.6	97.1	93.4	94.7

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.19. Interim Participating Student Demographic Characteristics—Grade 4 Spanish Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	20,652	4,849	25,555	4,845
Male	49.5	49.7	49.6	50.1
Female	50.5	50.3	50.4	49.9
Hispanic/Latino	98.8	98.8	98.7	98.6
American Indian or Alaska Native	0.2	0.3	0.3	0.5
Asian	0.0	0.0	0.0	0.0
Black or African American	0.1	0.0	0.1	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	0.7	0.8	0.9	0.8
Two or More Races	0.1	0.0	0.1	0.1
Economically Disadvantaged	89.2	86.7	91.4	89.8
Title I, Part A Participants	95.1	93.1	97.1	97.7
Migrant	0.6	0.8	0.7	0.5
Current Limited English Proficient	97.6	98.4	97.6	97.2
Bilingual	92.3	92.1	96.6	97.5
ESL Participants	0.8	0.8	2.3	2.1
Special Education	7.8	8.3	6.3	7.2
Gifted/Talented Participants	8.3	3.6	7.4	4.7
At-Risk	96.7	98.2	95.9	97.1

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.20. Interim Participating Student Demographic Characteristics—Grade 5 Spanish Mathematics

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	5,803	1,391	6,048	850
Male	52.1	52.7	51.3	53.4
Female	47.7	47.3	48.6	46.6
Hispanic/Latino	98.1	98.6	97.8	98.4
American Indian or Alaska Native	0.4	0.6	0.4	0.4
Asian	0.0	0.0	0.1	0.1
Black or African American	0.2	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	0.8	0.6	1.4	1.2
Two or More Races	0.0	0.0	0.0	0.0
Economically Disadvantaged	83.5	84.4	84.0	83.9
Title I, Part A Participants	91.1	92.4	93.1	92.6
Migrant	0.7	0.9	1.1	0.8
Current Limited English Proficient	95.4	98.8	94.2	95.6
Bilingual	85.6	87.4	88.6	92.4
ESL Participants	3.9	3.1	7.7	6.4
Special Education	7.3	8.6	5.3	6.6
Gifted/Talented Participants	3.3	1.1	2.6	2.4
At-Risk	94.1	98.2	91.1	95.6

Notes:

1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.21. Interim Participating Student Demographic Characteristics—Grade 5 Spanish Reading

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	14,083	3,026	15,972	2,286
Male	50.4	50.8	50.3	50.4
Female	49.5	49.2	49.7	49.6
Hispanic/Latino	98.8	98.7	98.5	98.7
American Indian or Alaska Native	0.2	0.4	0.2	0.3
Asian	0.0	0.0	0.0	0.0
Black or African American	0.1	0.0	0.1	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	0.6	0.7	1.0	1.0
Two or More Races	0.1	0.0	0.0	0.0
Economically Disadvantaged	89.3	87.6	90.6	89.1
Title I, Part A Participants	94.3	92.3	96.2	97.0
Migrant	0.6	0.9	0.9	0.7
Current Limited English Proficient	97.6	98.8	97.1	97.0
Bilingual	90.6	91.0	93.4	96.1
ESL Participants	2.0	1.9	4.9	2.9
Special Education	8.3	8.9	6.4	7.3
Gifted/Talented Participants	9.4	1.8	7.9	2.6
At-Risk	96.8	98.5	95.4	97.2

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.22. Interim Participating Student Demographic Characteristics—Grade 5 Spanish Science

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	7,277	1,040	8,346	NA
Male	51.4	51.3	50.6	NA
Female	48.5	48.7	49.3	NA
Hispanic/Latino	98.5	98.0	98.3	NA
American Indian or Alaska Native	0.3	0.7	0.4	NA
Asian	0.0	0.0	0.0	NA
Black or African American	0.1	0.0	0.0	NA
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	NA
White	0.7	1.3	1.0	NA
Two or More Races	0.0	0.0	0.0	NA
Economically Disadvantaged	86.3	84.3	87.3	NA
Title I, Part A Participants	92.5	89.8	94.6	NA
Migrant	0.6	0.8	0.7	NA
Current Limited English Proficient	97.5	98.8	97.2	NA
Bilingual	86.5	88.1	89.9	NA
ESL Participants	2.9	2.0	8.1	NA
Special Education	7.8	8.3	5.8	NA
Gifted/Talented Participants	5.4	0.9	5.6	NA
At-Risk	96.0	98.0	93.9	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.23. Interim Participating Student Demographic Characteristics—Algebra I

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	395,841	87,866	415,924	70,355
Male	51.5	50.7	51.9	51.6
Female	48.5	49.3	48.1	48.4
Hispanic/Latino	52.6	50.7	53.1	53.5
American Indian or Alaska Native	0.3	0.3	0.3	0.4
Asian	4.7	4.9	4.3	2.6
Black or African American	12.8	11.8	13.1	12.0
Native Hawaiian or Pacific Islander	0.1	0.1	0.2	0.2
White	26.8	29.4	26.6	29.2
Two or More Races	2.4	2.5	2.2	2.1
Economically Disadvantaged	56.6	53.1	58.8	60.0
Title I, Part A Participants	47.8	48.5	49.9	53.8
Migrant	0.3	0.3	0.4	0.3
Current Limited English Proficient	16.8	15.2	14.4	12.2
Bilingual	0.3	0.3	0.3	0.4
ESL Participants	14.0	12.6	13.8	11.8
Special Education	8.9	7.7	9.4	9.1
Gifted/Talented Participants	10.7	11.9	9.7	10.3
At-Risk	49.8	46.0	53.0	52.9

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.24. Interim Participating Student Demographic Characteristics—English I

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	412,995	87,107	467,401	72,954
Male	52.1	50.8	53.7	52.5
Female	47.9	49.2	46.3	47.5
Hispanic/Latino	53.7	50.8	55.4	52.5
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	4.4	4.2	3.9	3.1
Black or African American	13.0	11.8	13.8	12.9
Native Hawaiian or Pacific Islander	0.1	0.1	0.2	0.2
White	26.0	30.1	24.3	28.7
Two or More Races	2.3	2.4	2.0	2.1
Economically Disadvantaged	57.7	53.4	61.8	59.9
Title I, Part A Participants	44.8	44.8	48.0	47.6
Migrant	0.4	0.3	0.5	0.4
Current Limited English Proficient	18.1	14.9	18.0	13.3
Bilingual	0.2	0.2	0.2	0.1
ESL Participants	15.5	12.2	17.1	12.9
Special Education	9.0	7.8	10.2	10.0
Gifted/Talented Participants	9.4	10.5	7.7	7.8
At-Risk	52.7	46.4	59.9	57.1

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.25. Interim Participating Student Demographic Characteristics—English II

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	393,180	81,176	445,084	73,891
Male	51.4	50.5	52.4	51.1
Female	48.6	49.5	47.6	48.9
Hispanic/Latino	53.2	50.2	53.9	53.7
American Indian or Alaska Native	0.3	0.3	0.3	0.4
Asian	4.7	4.4	4.2	3.0
Black or African American	12.6	11.5	13.4	12.1
Native Hawaiian or Pacific Islander	0.1	0.1	0.2	0.2
White	26.6	30.8	25.9	28.5
Two or More Races	2.2	2.4	2.0	2.1
Economically Disadvantaged	55.5	51.1	58.1	58.1
Title I, Part A Participants	44.2	43.6	45.9	50.2
Migrant	0.4	0.3	0.5	0.4
Current Limited English Proficient	16.1	13.3	14.8	11.3
Bilingual	0.2	0.1	0.1	0.2
ESL Participants	13.9	11.5	13.8	11.0
Special Education	8.1	7.3	8.4	8.4
Gifted/Talented Participants	9.7	10.6	8.3	8.3
At-Risk	51.2	45.0	55.3	53.2

Notes:
1. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.26. Interim Participating Student Demographic Characteristics—Biology

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	391,872	78,411	409,024	NA
Male	51.0	50.4	51.3	NA
Female	49.0	49.6	48.7	NA
Hispanic/Latino	52.7	50.2	52.6	NA
American Indian or Alaska Native	0.3	0.3	0.3	NA
Asian	4.7	4.8	4.5	NA
Black or African American	12.8	11.9	12.8	NA
Native Hawaiian or Pacific Islander	0.2	0.1	0.2	NA
White	26.9	29.9	27.3	NA
Two or More Races	2.3	2.5	2.2	NA
Economically Disadvantaged	56.0	52.4	57.4	NA
Title I, Part A Participants	44.1	44.1	44.9	NA
Migrant	0.3	0.3	0.4	NA
Current Limited English Proficient	16.6	14.8	14.3	NA
Bilingual	0.2	0.2	0.2	NA
ESL Participants	14.1	12.3	13.7	NA
Special Education	8.8	7.8	8.7	NA
Gifted/Talented Participants	10.3	11.0	9.5	NA
At-Risk	49.6	45.6	51.8	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Table D.27. Interim Participating Student Demographic Characteristics—U.S. History

	STAAR Spring 2021	Interim 2020–21	STAAR Spring 2019	Interim 2018–19
Number of Students	347,625	55,945	359,751	NA
Male	50.4	50.9	50.3	NA
Female	49.6	49.1	49.7	NA
Hispanic/Latino	51.8	51.9	51.5	NA
American Indian or Alaska Native	0.3	0.3	0.3	NA
Asian	4.8	4.0	4.6	NA
Black or African American	12.3	11.6	12.7	NA
Native Hawaiian or Pacific Islander	0.1	0.1	0.2	NA
White	28.1	29.7	28.7	NA
Two or More Races	2.3	2.2	2.0	NA
Economically Disadvantaged	52.2	52.3	53.7	NA
Title I, Part A Participants	43.4	48.5	44.0	NA
Migrant	0.3	0.4	0.5	NA
Current Limited English Proficient	12.1	12.6	9.9	NA
Bilingual	0.1	0.1	0.1	NA
ESL Participants	10.4	10.6	9.5	NA
Special Education	7.7	7.6	7.2	NA
Gifted/Talented Participants	10.2	9.2	9.3	NA
At-Risk	46.0	45.2	47.4	NA

Notes:
1. NA indicates that the test was not administered.
2. Both the STAAR statewide reporting data files and the interim reporting data files were used for the 2020–21 school year and the 2018–19 school year. The 2019–20 school year was not included due to the cancellation of 2020 STAAR administrations.

Appendix E: Interim 2020–2021 Interim Administrations Predicted Probabilities and Observed STAAR Performance Levels

Table E.1. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Mathematics

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below Approaches Grade Level	Approaches Grade Level or Above	N	Below Approaches Grade Level	Approaches Grade Level or Above
≤50%	18,597	31%	36%	24,806	33%	18%
>50%		3%	30%		5%	43%
Probability of Reaching **Meets Grade Level**	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	18,597	65%	25%	24,806	69%	15%
>50%		2%	8%		3%	13%

Table E.2. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Mathematics

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below Approaches Grade Level	Approaches Grade Level or Above	N	Below Approaches Grade Level	Approaches Grade Level or Above
≤50%	19,394	28%	13%	26,035	25%	4%
>50%		10%	50%		17%	55%
Probability of Reaching **Meets Grade Level**	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	19,394	57%	18%	26,035	54%	6%
>50%		4%	21%		13%	27%

Table E.3. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Mathematics

		Opportunity I			Opportunity II	
		Observed STAAR Performance Level			Observed STAAR Performance Level	
Probability of Reaching **Approaches Grade Level**	N	Below Approaches Grade Level	Approaches Grade Level or Above	N	Below Approaches Grade Level	Approaches Grade Level or Above
≤50%	19,603	23%	24%	26,075	24%	12%
>50%		4%	49%		7%	57%
Probability of Reaching **Meets Grade Level**	N	Below Meets Grade Level	Meets Grade Level or Above	N	Below Meets Grade Level	Meets Grade Level or Above
≤50%	19,603	50%	24%	26,075	55%	15%
>50%		3%	23%		4%	27%

Table E.4. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 6 Mathematics

		Opportunity I			Opportunity II	
		Observed STAAR Performance Level			Observed STAAR Performance Level	
Probability of Reaching **Approaches Grade Level**	N	Below Approaches Grade Level	Approaches Grade Level or Above	N	Below Approaches Grade Level	Approaches Grade Level or Above
≤50%	15,620	25%	17%	21,128	22%	8%
>50%		5%	53%		12%	58%
Probability of Reaching **Meets Grade Level**	N	Below Meets Grade Level	Meets Grade Level or Above	N	Below Meets Grade Level	Meets Grade Level or Above
≤50%	15,620	59%	15%	21,128	60%	7%
>50%		3%	22%		8%	25%

Table E.5. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 7 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching **Approaches Grade Level**		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	12,303	38%	20%	16,502	34%	10%
>50%		6%	36%		12%	44%
Probability of Reaching **Meets Grade Level**	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	12,303	71%	14%	16,502	70%	9%
>50%		3%	12%		5%	16%

Table E.6. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 8 Mathematics

	Opportunity I			Opportunity II		
Probability of Reaching **Approaches Grade Level**		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	10,965	35%	34%	16,289	37%	21%
>50%		4%	26%		7%	36%
Probability of Reaching **Meets Grade Level**	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	10,965	68%	26%	16,289	68%	20%
>50%		1%	5%		1%	10%

Table E.7. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Reading

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	17,658	26%	26%	24,433	26%	13%
>50%		3%	45%		7%	54%
Probability of Reaching **Meets Grade Level**	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	17,658	55%	20%	24,433	59%	16%
>50%		4%	22%		4%	21%

Table E.8. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Reading

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	18,577	25%	10%	25,087	22%	4%
>50%		9%	55%		17%	57%
Probability of Reaching **Meets Grade Level**	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	18,577	52%	9%	25,087	52%	5%
>50%		10%	28%		14%	29%

Table E.9. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Reading

Probability of Reaching *Approaches Grade Level*	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	18,991	19%	10%	26,647	22%	9%
>50%		7%	63%		8%	61%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	18,991	47%	13%	26,647	52%	13%
>50%		7%	34%		6%	30%

Table E.10. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 6 Reading

Probability of Reaching *Approaches Grade Level*	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	17,677	30%	14%	24,856	31%	9%
>50%		6%	50%		8%	52%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	17,677	61%	11%	24,856	60%	7%
>50%		6%	21%		9%	23%

Table E.11. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 7 Reading

| | | Opportunity I | | | Opportunity II | |
| | | Observed STAAR Performance Level | | | Observed STAAR Performance Level | |
Probability of Reaching *Approaches Grade Level*	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	16,580	16%	4%	22,961	23%	7%
>50%		14%	65%		9%	61%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	16,580	43%	8%	22,961	48%	9%
>50%		12%	37%		8%	35%

Table E.12. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 8 Reading

| | | Opportunity I | | | Opportunity II | |
| | | Observed STAAR Performance Level | | | Observed STAAR Performance Level | |
Probability of Reaching *Approaches Grade Level*	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	17,008	20%	10%	24,360	21%	11%
>50%		6%	64%		6%	61%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	17,008	48%	16%	24,360	47%	11%
>50%		5%	31%		7%	34%

Table E.13. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Spanish Mathematics

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	664	47%	37%	1092	57%	18%
>50%		5%	11%		6%	19%
Probability of Reaching **Meets Grade Level**	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	664	78%	16%	1092	84%	10%
>50%		4%	2%		2%	4%

Table E.14. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Spanish Mathematics

Probability of Reaching **Approaches Grade Level**	Opportunity I			Opportunity II		
		Observed STAAR Performance Level			Observed STAAR Performance Level	
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	387	51%	14%	686	49%	6%
>50%		16%	19%		20%	24%
Probability of Reaching **Meets Grade Level**	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	387	85%	8%	686	79%	2%
>50%		4%	3%		9%	9%

Table E.15. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Spanish Mathematics

| Probability of Reaching *Approaches Grade Level* | Opportunity I | | | Opportunity II | | |
| | | Observed STAAR Performance Level | | | Observed STAAR Performance Level | |
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	195	50%	30%	382	53%	10%
>50%		3%	17%		7%	29%

Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	195	80%	15%	382	80%	9%
>50%		1%	4%		3%	8%

Table E.16. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 3 Spanish Reading

| Probability of Reaching *Approaches Grade Level* | Opportunity I | | | Opportunity II | | |
| | | Observed STAAR Performance Level | | | Observed STAAR Performance Level | |
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	1,146	39%	21%	1976	37%	13%
>50%		8%	32%		10%	40%

Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	1,146	69%	15%	1976	69%	13%
>50%		6%	10%		5%	14%

Table E.17. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 4 Spanish Reading

| | Opportunity I | | | Opportunity II | | |
| | Observed STAAR Performance Level | | | Observed STAAR Performance Level | | |
Probability of Reaching *Approaches Grade Level*	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	793	38%	9%	1352	32%	4%
>50%		17%	36%		23%	41%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	793	65%	8%	1352	65%	6%
>50%		10%	16%		12%	17%

Table E.18. Interim Predicted Probabilities and Observed STAAR Performance Levels
Grade 5 Spanish Reading

| | Opportunity I | | | Opportunity II | | |
| | Observed STAAR Performance Level | | | Observed STAAR Performance Level | | |
Probability of Reaching *Approaches Grade Level*	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	*N*	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	355	23%	17%	665	24%	13%
>50%		7%	52%		5%	58%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	355	58%	15%	665	54%	9%
>50%		5%	23%		9%	28%

Table E.19. Interim Predicted Probabilities and Observed STAAR Performance Levels
Algebra I

| | Opportunity I | | | Opportunity II | | |
| | Observed STAAR Performance Level | | | Observed STAAR Performance Level | | |
Probability of Reaching *Approaches Grade Level*	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	15,908	15%	24%	20,523	14%	13%
>50%		7%	55%		9%	64%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	15,908	50%	32%	20,523	44%	19%
>50%		3%	15%		10%	27%

Table E.20. Interim Predicted Probabilities and Observed STAAR Performance Levels
English I

| | Opportunity II | | |
| | Observed STAAR Performance Level | | |
Probability of Reaching *Approaches Grade Level*	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	35,751	24%	17%
>50%		3%	55%
Probability of Reaching *Meets Grade Level*	N	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	35,751	40%	17%
>50%		4%	40%

Table E.21. Interim Predicted Probabilities and Observed STAAR Performance Levels English II

	Opportunity II		
Probability of Reaching *Approaches Grade Level*	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	35,012	21%	19%
>50%		2%	58%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	35,012	33%	22%
>50%		2%	43%

Table E.22. Interim Predicted Probabilities and Observed STAAR Performance Levels Grade 5 Science

	Opportunity II		
Probability of Reaching *Approaches Grade Level*	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	19,822	36%	26%
>50%		1%	37%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	19,822	67%	15%
>50%		2%	15%

Table E.23. Interim Predicted Probabilities and Observed STAAR Performance Levels Grade 5 Spanish Science

Probability of Reaching ***Approaches Grade Level***	Opportunity II		
	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	229	74%	18%
>50%		1%	7%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	229	94%	4%
>50%		0%	1%

Table E.24. Interim Predicted Probabilities and Observed STAAR Performance Levels Grade 8 Social Studies

Probability of Reaching ***Approaches Grade Level***	Opportunity II		
	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	17,266	36%	19%
>50%		4%	41%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	17,266	65%	15%
>50%		3%	17%

Table E.25. Interim Predicted Probabilities and Observed STAAR Performance Levels Grade 8 Science

Probability of Reaching *Approaches Grade Level*	Opportunity II		
	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	17,439	28%	20%
>50%		2%	50%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	17,439	54%	23%
>50%		1%	22%

Table E.26. Interim Predicted Probabilities and Observed STAAR Performance Levels Biology

Probability of Reaching *Approaches Grade Level*	Opportunity II		
	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	13,869	12%	13%
>50%		4%	72%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	13,869	40%	21%
>50%		2%	37%

Table E.27. Interim Predicted Probabilities and Observed STAAR Performance Levels U.S. History

Probability of Reaching *Approaches Grade Level*	Opportunity II		
	Observed STAAR Performance Level		
	N	Below *Approaches Grade Level*	*Approaches Grade Level* or Above
≤50%	11,993	6%	7%
>50%		3%	83%
Probability of Reaching *Meets Grade Level*	*N*	Below *Meets Grade Level*	*Meets Grade Level* or Above
≤50%	11,993	22%	15%
>50%		5%	59%