Transcript – Texas: Algebra Ready

Today, we're going to talk about the ESTAR and MSTAR diagnostic assessments. We will provide a brief overview of the TXAR initiative, examine how the learning progressions fit with the diagnostic assessments, discuss how the diagnostic assessments were developed, and provide guidance on how to interpret the results.

In 2011, only 40% of 8th grade students in Texas were classified as "proficient" or "advanced" on the National Assessment of Educational Progress in Math. Students have rigorous high school graduation requirements, including meeting an acceptable performance status in mathematics.

Texas: Algebra Ready (TXAR) was started to increase the preparedness of students to meet standards and pass assessments in algebra. The initiative includes the Elementary Students in Texas: Algebra Ready (ESTAR) academies, the Middle-school Students in Texas: Algebra Ready (MSTAR) academies, and the High School Success academies for Algebra I, Algebra II, and Geometry.

The ESTAR, MSTAR, and High School Success academies were developed to enhance mathematics instruction by providing educators with instructional tools that support students who have historically struggled with mathematics, including English language learners and students with special needs.

Each component of TXAR is designed to fill a specific need for teachers and administrators within Texas who are working to improve students' algebra readiness. These components fit together to form a coherent systems-level approach to addressing the needs of students and were created from the revised Texas Response to Curriculum Focal Points. The Texas Response to Curriculum Focal Points, Revised 2013 identifies the critical areas for mathematics instruction at each grade level that connect and integrate mathematical proficiency and understanding. Although some of these components can be accessed independently of others (such as the Universal Screener), they are designed to work together and should be implemented as a system.

Within ESTAR and MSTAR, there are three main components: the academies, the assessments, and the intervention lessons.

ESTAR includes the ESTAR introduction academy, academy 1, and academy 2, all of which are professional development courses available in Project Share. MSTAR includes the MSTAR introduction academy, academy 1, academy 2, the implementation tools academy, and a course on learning progressions.

The second component is the assessments. These include the ESTAR and MSTAR Universal Screeners, to be used with all students, and the ESTAR and MSTAR diagnostic assessments, to be used with those students placed in Tier 2 or Tier 3 instruction.

The third component is the Intervention Lessons, which provide teachers with exemplars of mathematics intervention lessons.

This series of lessons will help you understand the role that the TXAR Learning Progressions play within the TXAR diagnostic assessments, discover the importance of and how to assign the correct TXAR diagnostic assessment, familiarize yourself with how to create and interpret the reports, and learn what to do with the data from the reports.

Now, let's learn more about what learning progressions are and how they fit within the TXAR diagnostic assessment system.