

Calculating the STAAR® Progress Measure

In 2019, the STAAR® Progress Measure is available for English reading in grades 4–8, Spanish reading in grades 4–5, mathematics in grades 4–8, Algebra I, and English II. Three steps are used to calculate the STAAR Progress Measure:

Step 1: Determine if the student should receive a progress measure.

Step 2: Compile the needed information to compute a progress measure.

Step 3: Compute the progress measure.

Step 1: Determine if the student should receive a progress measure.

To receive a progress measure in 2019, a student must meet **ALL** of the following criteria within the same content area (mathematics, reading, or English):

- The student has a valid score from the prior year and the current year.
- The student has tested in successive grade levels or end-of-course (EOC) tests in the previous year and the current year. Students who took the same grade-level or EOC test in the previous year and the current year will not receive a progress measure. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will receive a progress measure.
- The student has taken a STAAR test in the previous year and a STAAR test in the current year.
- For STAAR reading assessments, the student has taken tests in the same language in the previous year and the current year (i.e., English or Spanish).
- For STAAR Algebra I and English II, the student has taken the test for the first time.

If a student does not meet one or more of these criteria, the student will not receive a progress measure. Some students may meet the criteria and receive a progress measure for one content area but not another.

When current and previous years are referenced in the STAAR Progress Measure, they are **accountability years**. An accountability year generally refers to the time frame from previous July to current May. Please refer to the 2019 STAAR Progress Measure QA document for further information and exceptions at

[https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/Progress_Measures/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

Step 2: Compile the needed information to compute a progress measure.

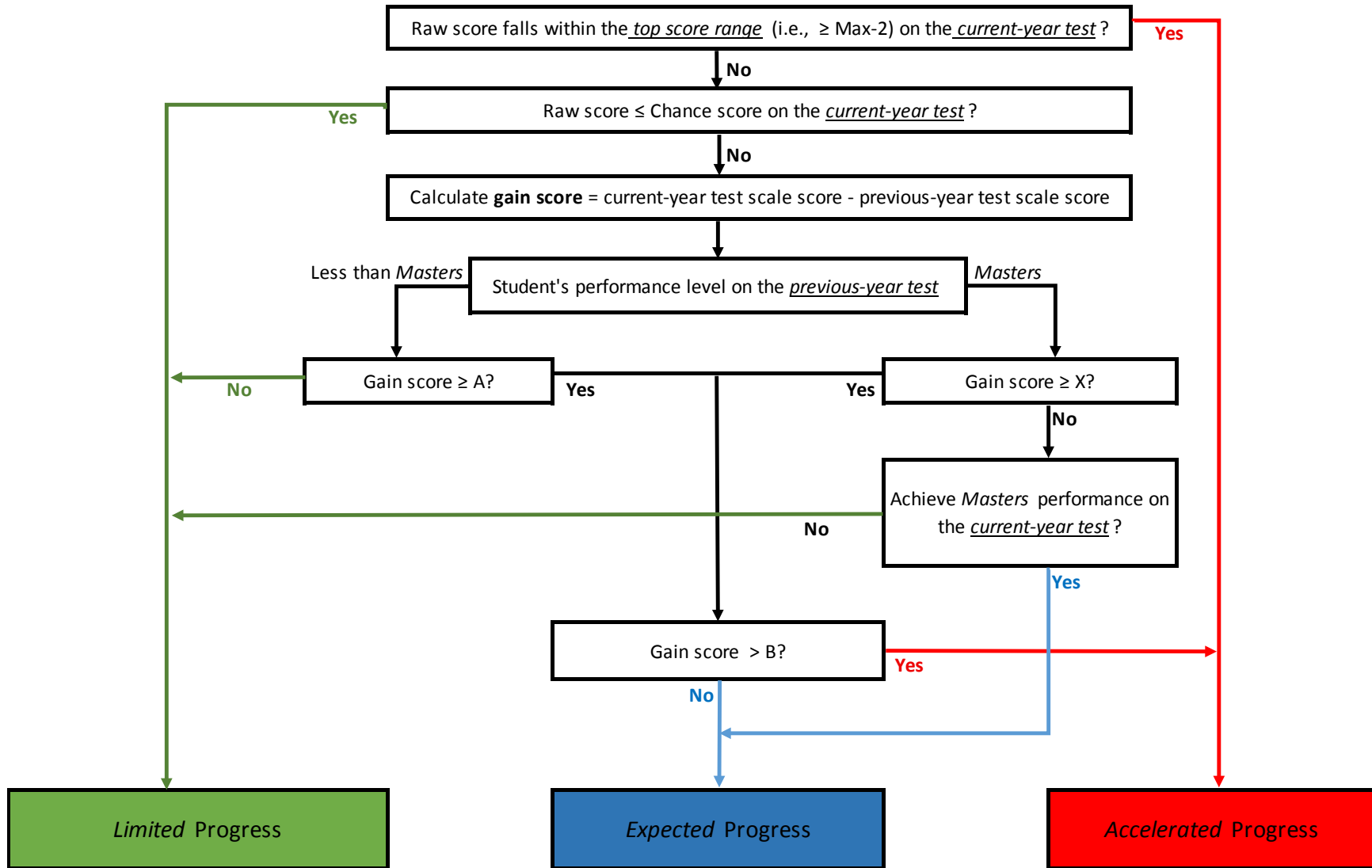
To calculate the progress measure, the following student information is needed:

- Test information from the current year, including
 - grade level
 - content area (i.e., subject)
 - test language (English or Spanish)
 - scale score
 - raw score
 - performance level indicator for Masters
- Test information from the previous year, including
 - grade level
 - content area (i.e., subject)
 - test language (English or Spanish)
 - scale score
 - performance level indicator for Masters
- Gain score = current-year scale score – previous-year scale score

Step 3: Compute the progress measure.

Use the “Guide to Computing the STAAR Progress Measure” and the table on the following pages to calculate a student’s progress measure.

Guide to Computing the STAAR Progress Measure



Note: Max, Chance, A, X, and B are defined in Table 1.

Table 1. Values Used to Compute the STAAR Grades 3–8 Progress Measure

Subject	Language	Current Grade	Prior Grade	A¹	X²	B³	MAX⁴	Chance⁵
Mathematics	English	8	7	12	56	166	42	9
Mathematics	English	8	6	47	82	201	42	9
Mathematics	English	8	5	75	130	229	42	9
Mathematics	English	8	4	111	184	265	42	9
Mathematics	English	8	3	214	258	368	42	9
Mathematics	English	7	6	35	26	145	40	9
Mathematics	English	7	5	63	74	173	40	9
Mathematics	English	7	4	99	128	209	40	9
Mathematics	English	7	3	202	202	312	40	9
Mathematics	English	6	5	28	48	147	38	8
Mathematics	English	6	4	64	102	183	38	8
Mathematics	English	6	3	167	176	286	38	8
Mathematics	English and Spanish	5	4	36	54	135	36	8
Mathematics	English and Spanish	5	3	139	128	238	36	8
Mathematics	English and Spanish	4	3	103	74	184	34	7
Reading	English	8	7	26	30	109	44	11
Reading	English	8	6	71	65	154	44	11
Reading	English	8	5	118	116	201	44	11
Reading	English	8	4	150	150	233	44	11
Reading	English	8	3	232	228	315	44	11
Reading	English	7	6	45	35	124	42	10
Reading	English	7	5	92	86	171	42	10
Reading	English	7	4	124	120	203	42	10
Reading	English	7	3	206	198	285	42	10
Reading	English	6	5	47	51	136	40	10
Reading	English	6	4	79	85	168	40	10
Reading	English	6	3	161	163	250	40	10
Reading	English	5	4	32	34	117	38	9
Reading	English	5	3	114	112	199	38	9
Reading	English	4	3	82	78	165	36	9
Reading	Spanish	5	4	43	65	162	38	9
Reading	Spanish	5	3	138	169	257	38	9
Reading	Spanish	4	3	95	104	192	36	9
Algebra I	English		Grade 3 Mathematics	2514	2737	2847	54	12
Algebra I	English		Grade 4 Mathematics	2411	2663	2744	54	12

(Continued)

Subject	Language	Current Grade	Prior Grade	A ¹	X ²	B ³	MAX ⁴	Chance ⁵
Algebra I	English		Grade 5 Mathematics	2375	2609	2708	54	12
Algebra I	English		Grade 6 Mathematics	2347	2561	2680	54	12
Algebra I	English		Grade 7 Mathematics	2312	2535	2645	54	12
Algebra I	English		Grade 8 Mathematics	2300	2479	2633	54	12
English II	English		English I	0	140	831	68	17

Notes:

¹ A is the distance or difference between the Meets cut scale scores on the current-year and the prior-year tests.

² X is the distance or difference between the Masters cut scale scores on the current-year and the prior-year tests.

³ B is the distance or difference between the Masters cut scale score on the current-year test and the Meets cut scale score on the prior-year test.

⁴ MAX is the maximum possible raw score on the current-year test.

⁵ Chance score is the raw score that could be reasonably attained through guessing alone. For all the tests listed here except for English II, “chance” is defined as $\frac{1}{4}$ of the multiple-choice questions (i.e., not including griddable questions for math tests). “Chance” on English II is defined as $\frac{1}{4}$ of the possible multiple-choice raw-score points, plus the weight (2) times the sum of the lowest non-zero score (1) students can get from each of the two raters (e.g., $2 \times 2 = 4$) on the written composition. Chance score is rounded to the smallest integer.

Example: STAAR Grade 4 Reading

Step 1: Determine if the student should receive a progress measure.

The student meets **ALL** of the criteria for reading.

- The student had a valid score for reading in 2018 and a valid score for reading in 2019.
- The student did not test in the same grade level (grade 3 in 2018 and grade 4 in 2019) in English reading.
- Both reading tests were STAAR tests.
- Both reading tests were in the same language (English).

Since the student meets all the criteria, the student will receive a progress measure in reading.

Step 2: Compile the needed information to compute a progress measure.

To calculate the progress measure, the following student information is needed:

- Test information from the current year, including
 - Grade level – 4
 - Content area – reading

- Scale score – 1486¹
- Raw score – 29
- Performance level indicator for Masters – 0 (did not reach the Masters level)
- Test information from the previous year, including
 - Grade level – 3
 - Content area – reading
 - Scale Score – 1331²
 - Performance level indicator for Masters – 0 (did not reach the Masters level)
- Gain score = $1486 - 1331 = 155$

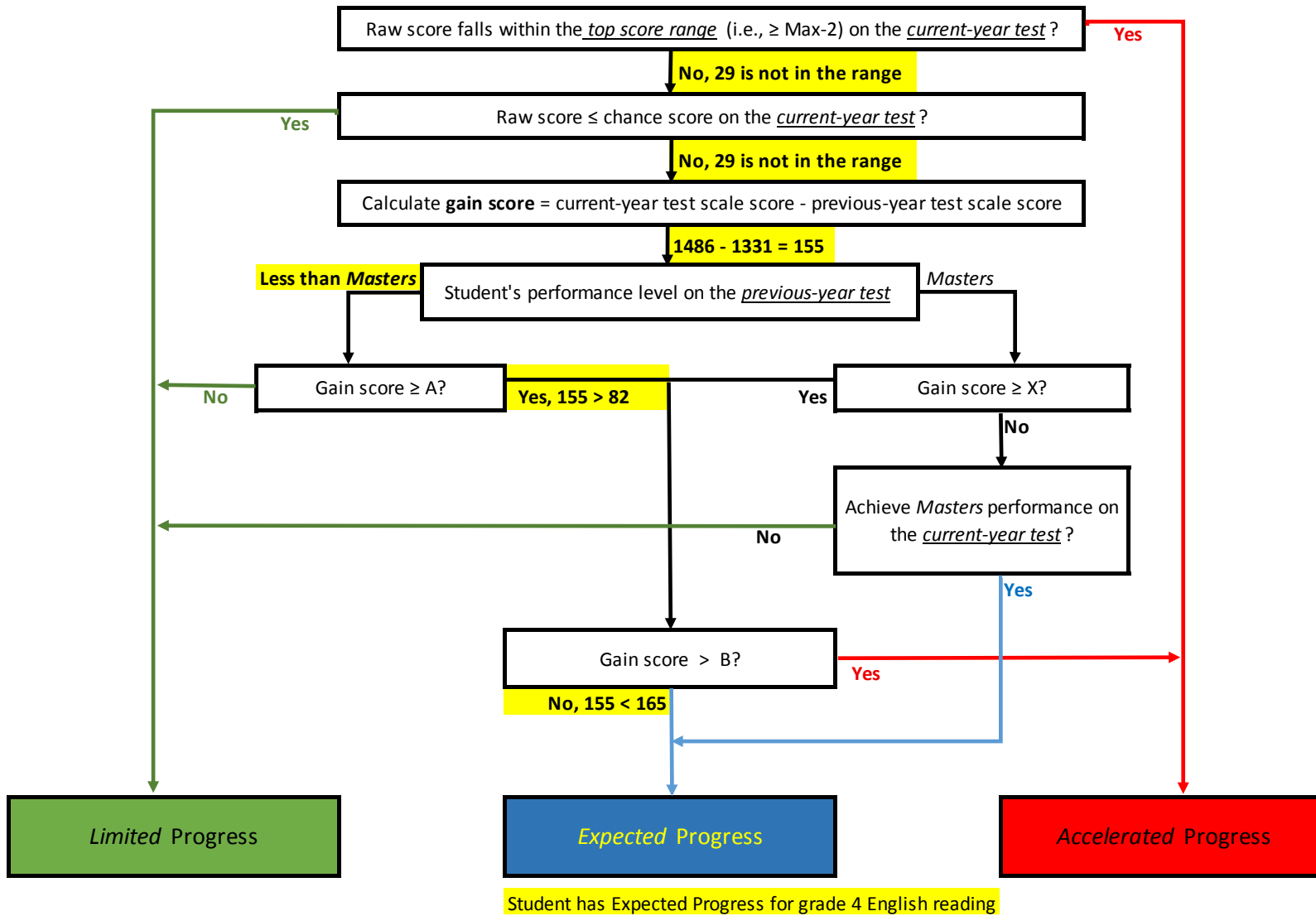
Step 3: Compute the progress measure.

The following page illustrates how the student information from Step 2 and the values in Table 1 are used to determine the value of the progress measure.

¹ These numbers are used for illustration purposes only, and they might not correspond to any scale score points from the 2019 STAAR grade 4 English reading and 2018 STAAR grade 3 English reading raw score to scale score conversion tables.

² These numbers are used for illustration purposes only, and they might not correspond to any scale score points from the 2019 STAAR grade 4 English reading and 2018 STAAR grade 3 English reading raw score to scale score conversion tables.

Example: STAAR Grade 4 Reading (continued)



Note: Max, Chance, A, X, and B are defined in Table 1.