

State of Texas Assessments of Academic Readiness (STAAR®) Progress Measure Questions and Answers

Defining the STAAR Progress Measure

1. *What is the STAAR Progress Measure?*

The State of Texas Assessments of Academic Readiness (STAAR®) Progress Measure provides information about the amount of improvement or progress that a student has made in a content area. This measure is based on a comparison of a student's test score in the previous accountability year with his or her score for the current accountability year. For STAAR, progress is measured as a student's gain score, the difference between the scale score a student achieved in the previous accountability year and the scale score a student achieved in the current accountability year. Individual student progress is then categorized as *Limited*, *Expected*, and *Accelerated* progress.

2. *What is Accountability Year?*

When current and previous years are referenced in the STAAR Progress Measure, they are accountability years. Accountability year generally refers to the time frame from previous July to current May.

For STAAR grades 3–8, current accountability year includes the 2019 grades 3–8 spring administration, the 2019 grades 5 & 8 spring administration, and the 2019 grades 5 & 8 May retest administration. There is an exception for the grades 5 & 8 Student Success Initiative (SSI) in that June grades 5 & 8 retesters will receive a progress measure even though they are not in the July–May accountability time frame. Please see question 16 for details about the progress measure for retests.

For STAAR EOC, current accountability year includes the 2018 summer administration, the 2018 fall administration, and the 2019 spring administration. There is a special case when a grade 8 student takes a mathematics STAAR test in the previous year spring or May (2017–2018 accountability year) and takes an Algebra I test in the summer of current year (2019–2020 accountability year). This student would not receive a progress measure since this falls within the “gap” in which a student must have taken a STAAR test in the previous accountability year and a STAAR test in the current accountability year.

3. *How are progress measures different from performance levels?*

Performance levels describe and classify students' performance in the current year. The STAAR performance levels are:

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

In contrast, progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Individual student progress is compared to progress targets so that progress can be classified as *Limited*, *Expected*, or *Accelerated*.

4. For what grades and content areas is progress measured for STAAR?

In 2019, progress measures are available for English mathematics and reading in grades 4–8, Spanish mathematics and reading in grades 4–5, English II, and Algebra I. The table below details current plans regarding when progress information will be reported (R) and used for accountability (A) in 2019.

		2019	
		General	Spanish
STAAR Mathematics	Grade 3 → 4	R/A	R/A
	Grade 4 → 5	R/A	R/A
	Grade 5 → 6	R/A	
	Grade 6 → 7	R/A	
	Grade 7 → 8	R/A	
	Grade 8 → Algebra I	R/A	
	Accelerated Testing	R/A	R/A
STAAR Reading	Grade 3 → 4	R/A	R/A
	Grade 4 → 5	R/A	R/A
	Grade 5 → 6	R/A	
	Grade 6 → 7	R/A	
	Grade 7 → 8	R/A	
	Accelerated Testing	R/A	R/A
STAAR EOC	English I → English II	R/A	

In the table, “Accelerated Testing” refers to students who do not test in consecutive grades/courses from year to year in a single content area.

5. How are the STAAR Progress Measure classifications (Limited, Expected, and Accelerated) determined?

The STAAR Progress Measure classifications are determined by comparing a student’s gain score — the difference between the student’s current-year scale score and previous-year scale score — to a progress target.

The progress measure and progress targets are grounded in the STAAR performance standards. They are also grounded on the goals of having all students achieve at or above *Meets Grade Level* performance and having high-performing students maintain their achievement at *Masters Grade Level* performance.

The *Expected* progress target is defined as the distance between the *Meets* performance standards from the previous-year grade and the current-year grade in the same content area. This definition is based on the goal that students in the *Meets* and *Masters* performance levels will maintain their respective academic achievement. For example, if a student is currently in the *Meets* performance level for grade 4 reading, the expectation is that the student will at least maintain the *Meets* performance level in grade 5 reading. This means that the student who scored at least a 1550 in grade 4 reading (based on the *Meets* standard) would need to earn a score of 1582 on the grade 5 reading test (based on the *Meets* standard) or higher to maintain the *Meets* performance level in grade 5 reading. From grade 4 to grade 5, if the student's score increased by 32 points ($1582 - 1550 = 32$), then the student would have maintained *Meets* performance. Therefore, a student who was in the *Meets* performance level in grade 4 reading would need to increase his or her score by 32 points or more in grade 5 to have the *Expected* progress. Because the *Meets* performance standards are not the same across grades and content areas (i.e., they do not have the same numerical value), the *Expected* progress target value will differ from grade to grade and across content areas.

The same concept applies to students who were in the *Masters* performance level in the previous year. For these students, the *Expected* progress target is defined as the distance between the *Masters* standards in the previous-year grade and the current-year grade in the same content area.

Students who were in the *Did Not Meet Grade Level* or *Approaches Grade Level* in the previous year have the same progress targets as students who were in the *Meets* performance level.

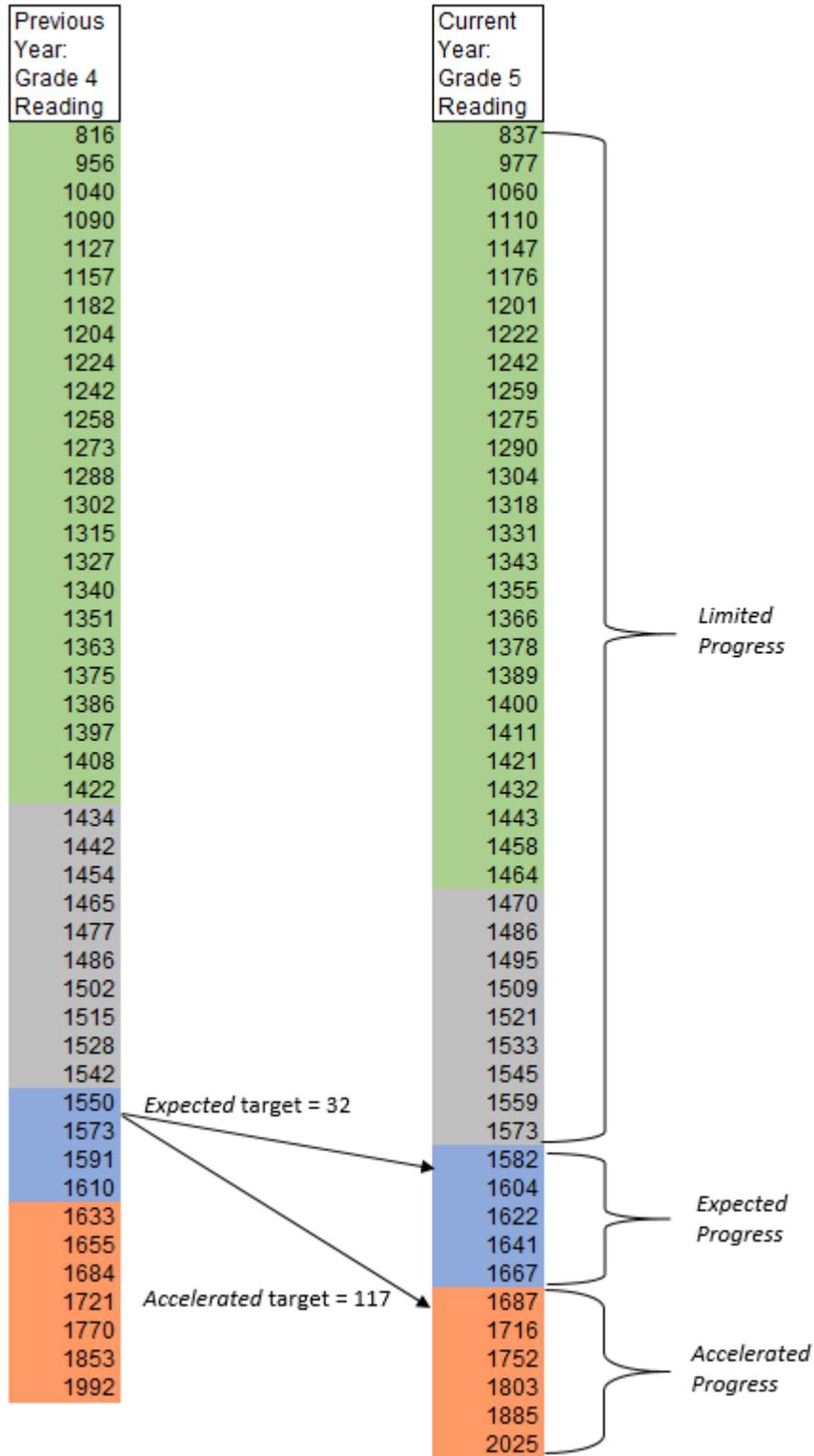
The *Accelerated* progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the *Expected* progress range. The *Accelerated* progress target defines the upper limit of the *Expected* range and is determined by calculating the distance between the *Meets* standard in the previous year and the *Masters* standard in the current year. For example, the *Meets* standard in grade 4 reading is 1550 and the *Masters* standard in grade 5 reading is 1667. Progress greater than this 117-point increase ($1667 - 1550 = 117$), which is significantly larger than the 32-point progress targets for *Expected* progress, would be classified as having *Accelerated* progress. Because the *Meets* and *Masters* standards are not the same across grades and content areas (i.e., they do not have the same numerical value), the *Accelerated* progress target value will differ from grade to grade as well as across content areas.

The diagram uses two pseudo conversion tables to illustrate how the *Expected* and *Accelerated* targets are determined. The diagram shows the *Expected* and *Accelerated* targets, represented by the arrows, as well as the progress classifications for the current year grade 5 reading student who had a scale score of 1550 on the previous year grade 4 reading.

If the student has a gain score less than the *Expected* progress target of 32, the student is classified as having *Limited* progress.

If the student has a gain score greater than or equal to the *Expected* progress target of 32, and less than or equal to the *Accelerated* progress target of 117, the student is classified as having *Expected* progress.

If the student has a gain score greater than the *Accelerated* progress target of 117, the student is classified as having *Accelerated* progress.



For more details regarding the progress classifications, including the progress targets for all grades and content areas, see [Calculating the STAAR Progress Measure](#).

Note: The conversion tables used here are for illustration purpose and do not correspond to the actual ones used to report students' scores.

6. Are there any exceptions to the Expected and Accelerated definitions described above?

Yes, there are some places on the STAAR scale, specifically at the extreme high and low ends of the scale, where the application of the *Limited*, *Expected*, and *Accelerated* definitions would not be appropriate. At the extreme ends of the scale, unlike the rest of the scale, answering one more question correctly results in large differences in scale scores. For this reason, several places on the scale have been identified as exceptions to the *Limited*, *Expected*, and *Accelerated* definitions.

- All students scoring at the three highest raw scores in the current year will be classified as having *Accelerated* progress.
- Students who maintained *Masters* performance from the previous year to the current year will be classified as having *Expected* or *Accelerated* progress. (The *Limited* classification will not be applied to these students.)
- Students scoring at or below “chance” in the current year will be classified as having *Limited* progress.

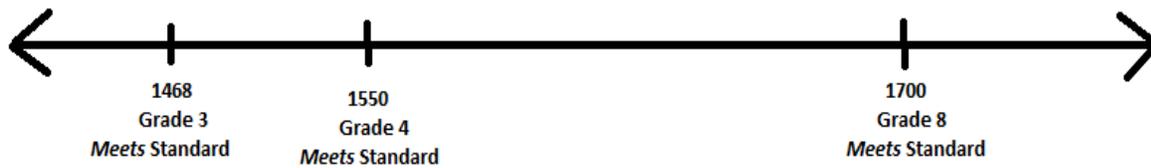
“Chance” represents the score that could be reasonably obtained by guessing alone. For the reading and mathematics tests, “chance” is defined as one fourth, or 25 percent, of the possible multiple-choice raw-score points since these questions have four answer options. The English I and English II end-of-course (EOC) assessments include multiple-choice questions and essays. “Chance” on these tests is defined as one fourth, or 25 percent, 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.

All students, including those that meet the exceptions defined above, must meet several criteria in order to receive a progress measure. See question 14 for these criteria.

7. Why are some of the progress targets zero?

It is possible to have zero value for the *Expected* progress target with assessments reported on horizontal scales. For grades 3–8 reading and mathematics, scores are reported on a vertical scale. This means that one continuous scale is used to report scores for all tests within the same content area for grades 3–8. The lower end of this scale includes the scores for the lower-grade tests (grades 3 and 4), while the higher end of the scale includes the scores for the higher-grade tests (grades 7 and 8). As an example, the *Meets* standard for grade 3 English reading is 1468, and the *Meets* standard for grade 4 English reading is 1550. Because of the vertical scale, the higher value in grade 4 reflects increased performance and knowledge expectations as compared to grade 3. The *Meets* standard for grade 8 reading is larger still, 1700, again reflecting increased performance and knowledge expectations within the same vertical scale.

Because scores on a vertical scale increase across grades, progress target values are positive. For example, the *Expected* progress target for grade 4 English reading for students who achieved *Meets* performance on grade 3 English reading is 82 ($1550 - 1468 = 82$).



In contrast, the EOC assessments are reported on horizontal scales. For the tests that use horizontal scales, the progress targets may be zero. For example, the *Meets* standard for both English I and English II are 4000. The *Expected* progress target for English II for students who achieved *Meets* performance on English I is 0 ($4000 - 4000 = 0$).

While it may seem odd to have progress targets that are zero, these values are an expected result of a horizontal scale. Despite the small values of some progress targets, they still represent increased performance from one accountability year to the next because of the increased difficulty in content reflected on the assessments.

8. Can a high-achieving student still demonstrate progress?

Yes, students who consistently earn high scores, even those in *Masters* performance level, have the opportunity to earn the *Expected* or *Accelerated* progress classifications. Exceptions to the *Expected* and *Accelerated* definitions have been developed specifically for high-performing students. These exceptions are as follows:

- All students scoring at the three highest raw scores in the current year will be classified as having *Accelerated* progress
- Students who maintained *Masters* performance level from the previous year to the current year will be classified as either having *Expected* or *Accelerated* progress (the *Limited* progress classification will not be applied to these students)

9. Can a student have increased performance levels but not have Expected progress?

Yes, a student can move to a higher performance level without having *Expected* progress. Typically this occurs when a student earns the highest score in a performance level in the previous year and then earns the lowest score in the next performance level in the current year. In these cases, while the student crosses the threshold and achieved the higher performance level, the gain score (the difference between the current-year score and the previous-year score) is not greater than or equal to the *Expected* progress target.

10. Does the STAAR Progress Measure change a student’s passing status on STAAR?

No, passing status, which is determined by performance level, is independent from the progress measure.

Applying the STAAR Progress Measure

11. Is progress measured the same way for all students in Texas?

Progress is measured differently for different assessments. Progress for students who take STAAR or STAAR Spanish is measured in the same way for all students, including English learners (ELs). Progress for students who take STAAR Alternate 2 is measured differently by the STAAR Alternate 2 progress measure.

12. How is progress measured for students who took STAAR Alternate 2?

Because of the unique characteristics of STAAR Alternate 2 and the students who take it, a different progress measure is developed specifically for this population. For STAAR Alternate 2, progress is measured based on a student's stage change from the prior year to the current year. For more information about the STAAR Alternate 2 Progress Measure, see [STAAR Alternate 2 Progress Measure](#).

13. How is progress measured for ELs?

Beginning in 2018, progress for students who take STAAR or STAAR Spanish is measured in the same way for all students, including ELs. Prior to 2018, qualifying ELs who tested in English received the EL progress measure rather than the STAAR Progress Measure.

14. How can I calculate my student's STAAR Progress Measure?

In order to calculate a student's progress measure, the following information is needed:

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

For step-by-step instructions for calculating STAAR progress using this information, see [Calculating the STAAR Progress Measure](#).

15. Why do some students not receive a progress measure?

While the progress measure is available for most students, there are circumstances in which it is not calculated. Students will not receive a STAAR Progress Measure if they do not meet ALL of the following criteria within the same content area (mathematics, reading, or English):

- Have taken a STAAR assessment in the previous year and a STAAR assessment in the current year
- Have a valid score from the previous year and the current year
- Have tested in successive grade levels or EOC assessments in the previous year and the current year
Students who took the same grade-level or EOC assessment 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
- For STAAR reading assessments, have 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, have taken the test for the first time (not a retest)

If a student does not meet any one 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.

16. Do students receive a progress measure for retests?

Progress measures are calculated for students who take the grades 5 and 8 reading and mathematics retests in May and June. For these students, progress measures are calculated using students' previous accountability year scores and the retest scores for the current accountability year. If a student retested in the previous accountability year in grades 5 or 8 (e.g., current grade 6 student who retested in grade 5 or current Algebra I student who retested in grade 8 mathematics), the higher valid score between the April administration and the May administration is used for progress-measure calculations. Likewise, the calculation of the current score is based on the higher of the current spring and current May retest score. The June administration retest scores for grades 5 and 8 in the previous accountability year are not used for progress-measure calculations.

For EOC assessments, progress is measured from the first time a student took one test to the first time the student took the next test (even if a student takes a test for the first time in the summer or fall in successive accountability years). For example, progress would be calculated from the first time the student took English I to the first time the student took English II. Regardless of whether a student retested in the previous accountability year for an EOC assessment, the first administration of the previous-accountability-year test is used to calculate progress. Retest results are not used to compute progress measures for EOC assessments. A student who took English I (first time, Dec 2018) and English II (first time, April 2019) in the same accountability year won't receive a progress measure.

17. Why does it appear as if more progress is required from grade 8 mathematics to Algebra I?

The number of scale-score points needed to have *Expected* progress is defined in the same way for all grades and content areas and references the number of scale-score points needed to move from the *Meets* standard at one grade to the *Meets* standard at the next grade (or in some cases *Masters* to *Masters*). This is true as we look at STAAR grade 8 mathematics to Algebra I. The difference between the *Meets* standards for grade 8 mathematics and Algebra I is 2300 scale-score points. While for grades 3–8, the biggest difference between the *Meets* standards for the adjacent grades is around 100. The change from a vertical scale at grade 8 (*Meets* standard = 1700) to a horizontal scale at Algebra I (*Meets* standard = 4000) is largely responsible for these differences.

Reporting the STAAR Progress Measure

18. When will the STAAR Progress Measure be available?

The progress measure is provided on STAAR Report Cards, confidential campus rosters, and student-level assessment data files. This information will also be included in district accountability files and within the student and teacher portals.

Interpreting the STAAR Progress Measure

19. How is the STAAR Progress Measure useful to parents, teachers, and administrators?

Scale scores and performance levels convey information about how a student performed in the current year. Progress measures provide additional information by communicating how much the student has improved from the previous year to the current year. When used together, this information provides a more complete picture of the student's achievement.

For example, while a student may have achieved the *Approaches* standard and passed the test, the student may not have met the *Expected* progress target. This information could help parents, teachers, and administrators identify students for early interventions to prevent them from falling behind in the future.

In contrast, a student may not have achieved the *Approaches* standard, but the progress measure may indicate that the student made significant gains from the previous year to the current year. The progress measure allows parents, teachers, and administrators to recognize such gains.

20. If state, district, or campus pass rates haven't changed from one accountability year to the next, does that mean that students did not make progress?

Not necessarily, STAAR performance levels and progress measures provide different information about student performance. Pass rates indicate the percent of students who achieved *Approaches* or above performance on a test in a particular accountability year. In comparison, progress measures indicate the amount of improvement or progress that students have made between the previous year and the current year. Students may make progress but remain in the same performance level. In this case, pass rates may not change even though students have made progress.

STAAR Progress Measures and Accountability

21. When are STAAR Progress Measures used for state accountability?

In 2019, STAAR Progress Measures and STAAR Alternate 2 Progress Measures are included in state accountability. In 2018, EL progress measures were terminated, and now EL students receive STAAR Progress Measures, which are used in state accountability.

22. How are STAAR Progress Measures used for state accountability?

Student progress on STAAR will be evaluated in the *School Progress* and *Closing the Gaps* domains within the accountability system. The progress components of these domains are designed to give districts and campuses credit for students that grew at least one accountability year academically (or are on track) as

measured by STAAR results. Detailed information about accountability system will be available online in the [2019 Accountability Manual](#).

Development of the STAAR Progress Measure

23. Why did Texas develop and implement a measure of student progress?

Progress measures are legislatively mandated for the STAAR program (Texas Education Code §39.023, §39.034, and §39.053). To meet these requirements, Texas developed the STAAR Progress Measure. In doing so, the goal was to provide additional information about student performance that is easy to understand and helpful to students, parents, and teachers.

The STAAR Progress Measure is also used within accountability, allowing campuses and districts to receive credit for students who have made progress even if they have yet to achieve *Approaches* performance. In this way, the STAAR Progress Measure credits the hard work of teachers, campuses, and districts who have helped students improve from one accountability year to the next.

24. What process was used to develop the STAAR Progress Measure?

The development of the STAAR Progress Measure began before the first STAAR tests were administered. A thorough research of progress measures was done to review the various approaches that could be used to measure student progress. As part of the development of the STAAR Progress Measure, many factors were considered, including the following:

- Different models for measuring student progress to determine the model best suited for STAAR
- Content relationships among STAAR tests to determine where progress measures are appropriate
- Federal and state requirements that determine how progress measures can be used for accountability
- Reporting options that allow information about progress to be communicated most effectively

Throughout the development of the STAAR Progress Measure, advice was sought from a number of advisory groups, including the Texas Technical Advisory Committee (TTAC), a group of national psychometric experts. In addition, progress measures were discussed with the Accountability Technical Advisory Committee (ATAC) and the Accountability Policy Advisory Committee (APAC), which are groups made up of educators from various Texas campuses and districts as well as parents, higher education representatives, and legislative representatives.

From this research and advice, the STAAR Progress Measure was developed and refined. The goal of providing additional information about student performance that was both meaningful and easy to understand was at the forefront of all development activities.