



2020–2021 State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 Progress Measure Questions and Answers

Defining the 2020–2021 STAAR Alternate 2 Progress Measure

1. *What is the STAAR Alternate 2 Progress Measure?*

The STAAR Alternate 2 progress measure provides information about the amount of improvement or progress a student has made in a content area. The STAAR Alternate 2 progress measure is based on a student's stage change from prior year(s) to the current year. A student's stage for each year is determined by the student's scale score achieved on the test. Since STAAR Alternate 2 testing was canceled for spring 2020 due to the impact of COVID-19, the STAAR Alternate 2 progress measure calculation in 2020–2021 differs slightly from previous years and measures progress across *two* years, from 2018–2019 to 2020–2021. The student's stages of performance from 2018–2019 and 2020–2021 are then compared in order to assign the student a progress indicator, which is a determination of whether the progress made is sufficient to designate the student as having *Met* or *Exceeded* the progress target.

2. *How is the 2020–2021 STAAR Alternate 2 progress measure used?*

While 2020–2021 STAAR Alternate 2 progress measure outcomes will be provided on STAAR Alternate 2 data files, it will not be used for accountability purposes. The STAAR Alternate 2 progress measure will be included in the Student Portal to help parents gauge their child's academic progress from 2018–2019 to 2020–2021. However, it will not be included on the STAAR Alternate 2 student report card. When interpreting this year's STAAR Alternate 2 progress measure outcomes, districts and parents should be mindful of the unusual instructional and learning conditions of the 2020–2021 school year, as well as that this year's STAAR Alternate 2 progress measure calculation varies from the traditional prior year to current year methodology. Further, districts should exercise caution when using this year's outcomes for evaluation or planning purposes (e.g., district/campus goal setting) and should use this data point in conjunction with other, more stable data points.

Districts should not use this data point to measure student growth for the Teacher Incentive Allotment.

3. *What is an Accountability Year?*

When current and previous years are referenced in the STAAR Alternate 2 progress measure, they are accountability years. An accountability year generally refers to the time frame from the previous July to the current May.

For STAAR Alternate 2, the 2020–2021 accountability year includes the spring 2021 grades 3–8 and EOC administrations.

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

Performance levels describe and classify students' performance in the current year. The STAAR Alternate 2 performance levels are:

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Developing Academic Performance

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

5. *For what grades and content areas is progress measured for STAAR Alternate 2?*

In 2020–2021, STAAR Alternate 2 progress measures are available for mathematics and reading in grades 5–8, Algebra I, English I, and English II. Table 1 lists 2018–2019 courses and corresponding 2020–2021 courses. If a student has scores for STAAR Alternate 2 in these corresponding courses, progress can be calculated for the student.

Table 1. Stage Change Subjects and Grades for STAAR Alternate 2

2020–2021 Test	2018–2019 Test
Grade 5 Mathematics	Grade 3 Mathematics
Grade 6 Mathematics	Grade 4 Mathematics
Grade 7 Mathematics	Grade 5 Mathematics
Grade 8 Mathematics	Grade 6 Mathematics
Algebra I	Grade 7 Mathematics
Grade 5 Reading	Grade 3 Reading
Grade 6 Reading	Grade 4 Reading
Grade 7 Reading	Grade 5 Reading
Grade 8 Reading	Grade 6 Reading
English I	Grade 7 Reading
English II	Grade 8 Reading

6. How are the STAAR Alternate 2 Progress Measure classifications (Met and Exceeded) determined?

The STAAR Alternate 2 Progress Measure classifications are determined by a student’s stage change from 2018–2019 to 2020–2021. A student’s stage for each year is determined by the student’s scale score achieved on the test. The student’s stages of performance from 2018–2019 and 2020–2021 are then compared in order to assign the student a progress indicator.

A student’s score on STAAR Alternate 2 can range from 100–999 scale score points. This score range has been divided into six stages. The stages are labeled A through F, with A being the lowest stage and F being the highest stage. The stages also correspond to performance levels. Stages A through C correspond to *Level I: Developing Academic Performance*; stages D and E correspond to *Level II: Satisfactory Academic Performance*; and stage F corresponds to *Level III: Accomplished Academic Performance*. Table 2 is used to determine the student’s 2020–2021 and 2018–2019 stage based on the student’s corresponding scale scores for the year.

Table 2. STAAR Alternate 2 Progress Measure Stages

Stage	Perf. Level	Scale Score Band														
		G3M	G4M	G5M	G6M	G7M	G8M	A1	G3R	G4R	G5R	G6R	G7R	G8R	E1	E2
A	I	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230
B		230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255
C		256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299
D	II	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–380	330–383	330–386	330–370	330–370	330–378	330–366	330–365
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 381	>= 384	>= 387	>= 371	>= 371	>= 379	>= 367	>= 366

Once the 2020–2021 and 2018–2019 stages are assigned, they are used to determine a student’s stage change. Stage change is then used in conjunction with Table 3 to determine a student’s progress indicator. Locate the student’s 2018–2019 stage along the left side of the table, and then read across the top of the table to the student’s 2020–2021 stage. The letter at the intersection of these two stages describes the progress a student made from 2018–2019 to 2020–2021. The descriptive labels represent the progress designations: DN=*Did Not Meet*, M=*Met*, and E=*Exceeded*.

The dark outlines in Table 3 indicate a change in methodology as compared with historical STAAR Alternate 2 progress measures, which compared stages from the current school year to the previous school year on a year-to-year basis. Because the 2020–2021 STAAR Alternate 2 progress measure is calculated across two years, the progress measure indicator was adjusted to give a fairer indication of student progress across a longer period of time. Compared with the historical progress measure indicator, this model includes more *Met* values to account for students making two years of gains. Table 4 was historically used to determine a student’s stage change from year to year.

Table 3. 2020–2021 STAAR Alternate 2 Progress Measure Indicators

		2020–2021 Stage					
		A	B	C	D	E	F
2018–2019 Stage	A	M	M	M	E	E	E
	B	DN	M	M	M	E	E
	C	DN	DN	M	M	M	E
	D	DN	DN	DN	M	M	M
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 are classified as having *Exceeded* progress in the current year.

Table 4. Historical STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	B	C	D	E	F
Previous-Year Stage	A	M	M	E	E	E	E
	B	DN	M	M	E	E	E
	C	DN	DN	M	M	E	E
	D	DN	DN	DN	M	M	E
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from the previous year to the current year are classified as having *Exceeded* progress in the current year.

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

Yes, students who consistently earn high scores have the opportunity to earn *Met* or *Exceeded* progress classifications. Students who score at the highest performance level (Stage F) in 2020–2021 will be classified as having either *Met* or *Exceeded* progress. Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 will be classified as having *Exceeded* progress.

8. Does the STAAR Alternate 2 Progress Measure change a student’s passing status on the test?

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

Applying the 2020–2021 STAAR Alternate 2 Progress Measure

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

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

10. How is progress measured for students who take STAAR or STAAR Spanish?

For more information about the STAAR progress measure, see [STAAR Progress Measure](#).

11. How can I calculate my student's STAAR Alternate 2 Progress Measure?

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

- Subject area
- Student's grade level
- Current scale score
- Student's 2018–2019 score on STAAR Alternate 2 in the same subject area but two grades prior

To determine a student's stage change, two years of data are needed for tests administered no more than two years apart.

Refer to [question 6](#) above, and see the student examples below for guidance on how to calculate the STAAR Alternate 2 Progress Measure.

12. 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 who have received exceptions through the No Authentic Academic Response or Medical Exception policies in 2018–2019 or 2020–2021 will not receive a progress indicator, as those students do not have scores valid to produce stage change.

Reporting the STAAR Alternate 2 Progress Measure

13. What will appear on the student's STAAR Alternate 2 Report Card?

The STAAR Alternate 2 Report Card includes the student's current scale score and performance level. The progress indicator does not appear on the STAAR Alternate 2 Report Card. The current scale score and previous scale score are used to determine stage change. Stage change is then used in conjunction with [Table 3](#) to determine your student's 2020–2021 progress indicator.

Interpreting the STAAR Alternate 2 Progress Measure

14. How is the STAAR Alternate 2 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 2018–2019 to 2020–2021. When used together, this information provides a more complete picture of the student’s achievement.

For example, while a student may have achieved the *Level II* standard and passed the test, the student may not have met the *Met* 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 *Level II* standard, but the progress measure may indicate that the student made significant gains from 2018–2019 to 2020–2021. The progress measure allows parents, teachers, and administrators to recognize such gains.

15. If state, district, or campus pass rates haven’t changed from 2018–2019 to 2020–2021, does that mean that students did not make progress?

Not necessarily. STAAR Alternate 2 performance levels and progress measures provide different information about student performance. Pass rates indicate the percent of students who achieved *Level II: Satisfactory Academic Performance* or above on a test in a particular accountability year. In comparison, progress measures indicate the amount of improvement or progress that students have made between 2018–2019 and 2020–2021. 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.

Development of the STAAR Alternate 2 Progress Measure

16. 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 and STAAR Alternate 2 progress measures. 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 Alternate 2 progress measure may also be used within accountability, allowing campuses and districts to receive credit for students who have made progress even if they have yet to achieve *Level II: Satisfactory Academic Performance*. In this way, the STAAR Alternate 2 progress measure credits the hard work of teachers, campuses, and districts who have helped students improve from one accountability year to the next.

17. What process was used to develop the STAAR Alternate 2 Progress Measure?

The development of the STAAR Alternate 2 progress measure began before the first STAAR and STAAR Alternate 2 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 Alternate 2 progress measure, many factors were considered, including the following:

- Different models for measuring student progress to determine the model best suited for STAAR Alternate 2
- Content relationships among STAAR Alternate 2 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 Alternate 2 progress measure, advice was sought from a number of advisory groups, including the Texas Technical Advisory Committee, a group of national psychometric experts. In addition, progress measures were discussed with the Accountability Technical Advisory Committee and the Accountability Policy Advisory Committee, 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 Alternate 2 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.

STUDENT EXAMPLES

Student A Information

Subject area: mathematics

Student's current grade level: 5

Student's current score on STAAR Alternate 2: 280

Student's previous grade level: 3

Student's previous score on STAAR Alternate 2: 236

Determining Progress for Student A

Is student eligible for a progress measure (use Table 1)?	Yes
What is my student's current stage (use Table 2)?	Stage C
What is my student's previous stage (use Table 2)?	Stage B
How can I describe my student's progress (progress indicator) from 2018–2019 to this year (use Table 3)?	<i>Met</i>

Table 2. STAAR Alternate 2 Progress Measure Stages

Stage	Performance Level	Scale Score Band														
		G3M	G4M	G5M	G6M	G7M	G8M	A1	G3R	G4R	G5R	G6R	G7R	G8R	E1	E2
A	I	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230
B		230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255
C		256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299
D	II	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–380	330–383	330–386	330–370	330–370	330–378	330–366	330–365
F		>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 381	>= 384	>= 387	>= 371	>= 371	>= 379	>= 367	>= 366

Table 3. 2020–2021 STAAR Alternate 2 Progress Measure Indicators

		2020–2021 Stage					
		A	B	C	D	E	F
2018–2019 Stage	A	M	M	M	E	E	E
	B	DN	M	M	M	E	E
	C	DN	DN	M	M	M	E
	D	DN	DN	DN	M	M	M
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 are classified as having *Exceeded* progress in the current year.

STUDENT EXAMPLES

Student B Information

Subject area: reading/English language arts
 Student's current grade level/course: English I
 Student's current score on STAAR Alternate 2: 329

Student's previous grade level: 7
 Student's previous score on STAAR Alternate 2: 333

Determining Progress for Student B

Is student eligible for a progress measure (use Table 1)?	Yes
What is my student's current stage (use Table 2)?	Stage D
What is my student's previous stage (use Table 2)?	Stage E
How can I describe my student's progress (progress indicator) from 2018–2019 to this year (use Table 3)?	<i>Did Not Meet</i>

Table 2. STAAR Alternate 2 Progress Measure Stages

Stage	Performance Level	Scale Score Band														
		G3M	G4M	G5M	G6M	G7M	G8M	A1	G3R	G4R	G5R	G6R	G7R	G8R	E1	E2
A	I	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230
B		230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255
C		256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299
D	II	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–380	330–383	330–386	330–370	330–378	330–366	330–365	
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 381	>= 384	>= 387	>= 371	>= 371	>= 379	>= 367	>= 366

Table 3. 2020–2021 STAAR Alternate 2 Progress Measure Indicators

		2020–2021 Stage					
		A	B	C	D	E	F
2018–2019 Stage	A	M	M	M	E	E	E
	B	DN	M	M	M	E	E
	C	DN	DN	M	M	M	E
	D	DN	DN	DN	M	M	M
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 are classified as having *Exceeded* progress in the current year.

STUDENT EXAMPLES

Student C Information

Subject area: reading

Student's current grade level: 6

Student's current score on STAAR Alternate 2: 330

Student's previous grade level: 4

Student's previous score on STAAR Alternate 2: 257

Determining Progress for Student C

Is student eligible for a progress measure (use Table 1)?	Yes
What is my student's current stage (use Table 2)?	Stage E
What is my student's previous stage (use Table 2)?	Stage C
How can I describe my student's progress (progress indicator) from 2018–2019 to this year (use Table 3)?	Met

Table 2. STAAR Alternate 2 Progress Measure Stages

Stage	Performance Level	Scale Score Band														
		G3M	G4M	G5M	G6M	G7M	G8M	A1	G3R	G4R	G5R	G6R	G7R	G8R	E1	E2
A	I	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230
B		230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255
C		256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299
D	II	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–380	330–383	330–386	330–370	330–370	330–378	330–366	330–365
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 381	>= 384	>= 387	>= 371	>= 371	>= 379	>= 367	>= 366

Table 3. 2020–2021 STAAR Alternate 2 Progress Measure Indicators

		2020–2021 Stage					
		A	B	C	D	E	F
2018–2019 Stage	A	M	M	M	E	E	E
	B	DN	M	M	M	E	E
	C	DN	DN	M	M	M	E
	D	DN	DN	DN	M	M	M
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 are classified as having *Exceeded* progress in the current year.

STUDENT EXAMPLES

Student D Information

Subject area: mathematics

Student's current grade level: Algebra I

Student's current score on STAAR Alternate 2: 347

Student's previous grade level: 7

Student's previous score on STAAR Alternate 2: Medical Exception

Determining Progress for Student D

Is student eligible for a progress measure (use Table 1)?	Yes
What is my student's current stage (use Table 2)?	Stage E
What is my student's previous stage (use Table 2)?	No Information Available
How can I describe my student's progress (progress indicator) from 2018–2019 to this year (use Table 3)?	No Information Available

Table 2. STAAR Alternate 2 Progress Measure Stages

Stage	Performance Level	Scale Score Band															
		G3M	G4M	G5M	G6M	G7M	G8M	A1	G3R	G4R	G5R	G6R	G7R	G8R	E1	E2	
A	I	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	< 230	
B		230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	230–255	
C		256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	256–299	
D	II	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329	300–329		
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–380	330–383	330–386	330–370	330–370	330–378	330–366		
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 381	>= 384	>= 387	>= 371	>= 371	>= 379	>= 367		

Table 3. 2020–2021 STAAR Alternate 2 Progress Measure Indicators

		2020–2021 Stage					
		A	B	C	D	E	F
2018–2019 Stage	A	M	M	M	E	E	E
	B	DN	M	M	M	E	E
	C	DN	DN	M	M	M	E
	D	DN	DN	DN	M	M	M
	E	DN	DN	DN	DN	M	M
	F	DN	DN	DN	DN	DN	E*

*Students who maintained Level III performance (Stage F) from 2018–2019 to 2020–2021 are classified as having *Exceeded* progress in the current year.