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

Defining the STAAR Alternate 2 Progress Measure

1. What is the STAAR Alternate 2 Progress Measure?

The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 Progress Measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her score this year. The STAAR Alternate 2 Progress Measure is based on a student's stage change from the prior year to the current year. 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 the prior year and the current year 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 STAAR Alternate 2 progress measure used?

STAAR Alternate 2 progress measure outcomes will be provided on STAAR Alternate 2 data files. The STAAR Alternate 2 progress measure will be included in the Family Portal to help parents gauge their child's academic progress from the prior year to the current year. However, it will not be included on the STAAR Alternate 2 student report card.

3. What is an Accountability Year?

When current and prior 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 June to the current May. For STAAR Alternate 2, the 2023-2024 accountability year includes the spring 2024 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 prior year and the current year within the same content area.

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Individual student progress is compared to progress targets so that progress can be classified as *Did not Meet, Met,* or *Exceeded.*

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

STAAR Alternate 2 progress measures are available for mathematics and reading language arts in grades 4–8, Algebra I, English I, and English II. If a student has valid scores for STAAR Alternate 2 in two consecutive grades/courses in two consecutive years listed in Table 1, progress can be calculated for the student.

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

Current Year Test	Prior Year Test
Grade 4 Mathematics	Grade 3 Mathematics
Grade 5 Mathematics	Grade 4 Mathematics
Grade 6 Mathematics	Grade 5 Mathematics
Grade 7 Mathematics	Grade 6 Mathematics
Grade 8 Mathematics	Grade 7 Mathematics
Algebra I	Grade 8 Mathematics
Grade 4 Reading Language Arts	Grade 3 Reading Language Arts
Grade 5 Reading Language Arts	Grade 4 Reading Language Arts
Grade 6 Reading Language Arts	Grade 5 Reading Language Arts
Grade 7 Reading Language Arts	Grade 6 Reading Language Arts
Grade 8 Reading Language Arts	Grade 7 Reading Language Arts
English I	Grade 8 Reading Language Arts
English II	English I

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6. *What information is needed to calculate 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
- Scale scores

7. *How are the STAAR Alternate 2 Progress Measure classifications (Did Not Meet, Met, and Exceeded) determined?*

The STAAR Alternate 2 Progress Measure classifications are determined by a student's stage change from the prior year to the current year. 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 the prior year to the current year are then compared in order to assign the student a progress indicator.

The STAAR Alternate 2 scale 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 current-year and prior-year stages 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	330–387	330–379	330–373	330–369	330–377	330–370	330–364	330–369
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>=388	>=380	>=374	>=370	>=378	>=371	>=365	>=370

Once the current-year and prior-year 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 prior-year stage along the left side of the table, and then read across the top of the table to the student's current-year stage. The letter at the intersection of these two stages describes the progress a student made from the prior year to the current year. The descriptive labels represent the progress designations: DN=*Did Not Meet*, M=*Met*, and E=*Exceeded*.

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Table 3. STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	**B**	**C**	**D**	**E**	**F**
Prior-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 prior year to the current year are classified as having *Exceeded* progress in the current year.

8. *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 the current year will be classified as having either *Met* or *Exceeded* progress. Students who maintained Level III performance (Stage F) from the prior year to the current year will be classified as having *Exceeded* progress.

9. *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.

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

Progress is measured differently for different assessment programs. STAAR Alternate 2 progress measure is presented in this document. For information about the STAAR progress measure, see STAAR Progress Measure

11. *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. If any of the required information for STAAR Alternate 2 progress measure calculation is lacked, the progress measure is not available. It includes students who have received exceptions through the No Authentic Academic Response or Medical Exception policies in the previous or current grade, as those students do not have valid scores to calculate the progress measure.

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Reporting and Interpreting the STAAR Alternate 2 Progress Measure

12. 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 the prior 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 *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 the prior year to the current year. The progress measure allows parents, teachers, and administrators to recognize such gains.

13. If state, district, or campus pass rates haven't changed from the prior year to the current year, 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 the prior 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.

Development of the STAAR Alternate 2 Progress Measure

14. 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.

15. 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:

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- 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.

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STUDENT EXAMPLES

Student A Information

Subject area: mathematics

Student's current grade level: 4

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 last year 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	I	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	I	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	II	330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–387	330–379	330–373	330–369	330–377	330–370	330–364	330–369
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 388	>=380	>=374	>=370	>=378	>=371	>=365	>=370

Table 3. STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	B	C	D	E	F
Prior-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

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STUDENT EXAMPLES

Student B Information

Subject area: reading language arts
Student's current grade level/course: English I
Student's previous grade level: 8
Student's current score on STAAR Alternate 2: 329
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 last year to this year (use Table 3)?	*Did Not Meet*

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	330–387	330–379	330–373	330–369	330–377	330-370	330–364	330–369
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 388	>=380	>=374	>=370	>=378	>=371	>=365	>=370

Table 3. STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	B	C	D	E	F
Prior-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

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STUDENT EXAMPLES

Student C Information

Subject area: reading language arts
Student's current grade level: 5
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 from last year to this year (use Table 3)?	*Exceeded*

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	I	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	I	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	II	330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–387	330–379	330-373	330–369	330–377	330-370	330–364	330–369
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 388	>=380	>=374	>=370	>=378	>=371	>=365	>=370

Table 3. STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	B	C	D	E	F
Prior-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

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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: 8
Student's previous score on STAAR Alternate 2: Medical Exception (ME)

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 from last year 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	300–329
E		330–374	330–386	330–378	330–372	330–374	330–364	330–360	330–387	330–379	330–373	330–369	330–377	330–370	330–364	330–369
F	III	>= 375	>= 387	>= 379	>= 373	>= 375	>= 365	>= 361	>= 388	>=380	>=374	>=370	>=378	>=371	>=365	>=370

Table 3. STAAR Alternate 2 Progress Measure Indicators

		Current-Year Stage					
		A	B	C	D	E	F
Prior-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

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