

STAAR Progress Measures Update
Accountability Policy Advisory Committee (APAC)
March 7, 2013

Background

The Texas Education Agency (TEA) has considered several different options for implementing progress measures in the STAAR assessment program. Many factors were considered in generating each of the options, including:

- 1) the content relationships within the STAAR assessments,
- 2) different methodologies used to determine progress,
- 3) the accuracy of the progress information produced by each different methodology,
- 4) state and federal requirements pertaining to the use of progress information in accountability, and
- 5) the way in which progress information would be used by stakeholders.

Studies were conducted to evaluate the “best fit” of each of the options explored to the criteria listed above, and results from those studies were shared with several advisory committees. After reviewing the options, studies, and committee feedback, TEA has recommended a solution that provides the most useful and easily understood information to students, parents, and teachers about an individual student’s year-to-year academic progress.

Committee Feedback

The Accountability Technical Advisory Committee (ATAC) prioritized transparency and usability in the review of potential STAAR progress measures. These priorities led them to a recommendation of transition tables for measuring and reporting student progress. However, in the process of implementing a transition table approach it became apparent that critical features of the assessment program (for example, the phase-in of STAAR standards), complicated the use of and communication about transition tables. In addition, feedback from the Texas Technical Advisory Committee (TTAC) indicated that transition tables resulted in a loss of information and accuracy about student progress, as compared to other approaches.

Planned Approach

Given these discussions, TEA is moving forward with an approach that combines the simplicity and transparency of transition tables with the increased accuracy of a change score approach. This approach uses a change score for each student, the difference between the student’s current year score and the prior year score. The individual student change score is then compared to a progress expectation based on STAAR standards. Progress expectations are specific to a grade, content area and performance level. Therefore, progress expectations differ depending on whether a student is performing at Level I, Level II, or Level III. In comparing students’ change score to the progress expectation, individual student progress can be categorized as: Fell Below the progress expectation, Met the progress expectation, or Exceeded the progress expectation. Compared to other measures of student progress, this approach:

- Provides an individualized measure of actual student growth (rather than a measure of projected growth which is used in some measures)
- Uses all available score information about a student when determining progress
- Facilitates transparent communication of actual student growth
- Aligns with requirements in statute (§39.034 d-1)¹

¹ §39.034 (d-1). The agency shall report the necessary annual improvement required under Subsection (d) to the district. Each year, the report must state whether the student fell below, met, or exceeded the necessary target for improvement.

The table below details current plans regarding when progress information will be reported (R) and used for accountability (A) in 2013 and 2014.

		2013				2014			
		General	Spanish	Modified	Alternate*	General	Spanish	Modified	Alternate*
STAAR Mathematics	Grade 3 → 4	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 4 → 5	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 5 → 6	R/A	2014	R	R	R/A	R/A	R/A	R/A
	Grade 6 → 7	R/A		R	R	R/A		R/A	R/A
	Grade 7 → 8	R/A		R	R	R/A		R/A	R/A
	Grade 7 → Alg I	R/A				R/A			
	Grade 8 → Alg I	R/A		R	R	R/A		R/A	R/A
	Alg I → Alg II	2014				R/A			
STAAR Reading	Grade 3 → 4	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 4 → 5	R/A	R/A	R	R	R/A	R/A	R/A	R/A
	Grade 5 → 6	R/A	2014	R	R	R/A	R/A	R/A	R/A
	Grade 6 → 7	R/A		R	R	R/A		R/A	R/A
	Grade 7 → 8	R/A		R	R	R/A		R/A	R/A
	Grade 8 → Eng I	R/A		R	R	R/A		R/A	R/A
	Eng I → Eng II	R/A		R	R	R/A		R/A	R/A
	Eng II → Eng III	2014		2014	R	R/A		R/A	R/A
STAAR Writing	Grade 4 → 7	2015	2015	2015	2015	2015	2015	2015	2015
	Grade 7 → Eng I	2015		2015		2015		2015	
	Eng I → Eng II	R/A		R		R/A		R/A	
	Eng II → Eng III	2014		2014		R/A		R/A	

*STAAR Alternate assessments have combined reading and writing components at high school

Note: An ELL Progress measure is being developed for mathematics, reading, writing, science, and social studies. An informational brochure will be available in fall 2013 and the ELL progress measure will be used in accountability and reporting in 2014.