

Enhanced Performance Level (Low/High) Indicator Tables

Published May 2026

What are Performance Levels and Enhanced Performance Levels?

Student performance on STAAR is separated into four performance categories - Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. See [STAAR Performance Standards](#) on the [TEA Student Assessment Division website](#).

For each STAAR tested subject, performance level indicators are reported on the assessment data files according to the Data File Format. See [Data File Formats](#) on the [TEA Student Assessment Division website](#).

For the purposes of A-F state accountability, the performance level indicators of Did Not Meet and Approaches are divided into Low/High: Did Not Meet Low/Did Not Meet High and Approaches Low/Approaches High. The STAAR Alternate 2 performance level indicator of Developing is divided into Low/High. These are called ‘enhanced’ performance levels and are used in accountability. See inset for additional examples.

Which assessments have enhanced performance level indicators?

STAAR and STAAR EOC:

- Grades 3-5 Math and Reading Language Arts (English and Spanish) – Spring Administration
- Grade 5 Science (English and Spanish) – Spring Administration
- Grades 6-8 Math and Reading Language Arts- Spring Administration
- Grade 8 Science and Social Studies
- Algebra I, English I, and English II – June, December, and Spring Administrations
- Biology and US History – June, December, and Spring Administrations

STAAR Alternate 2:

- Grades 3-8 Math and Reading Language Arts – Spring Administration
- Algebra I, English I, and English II – Spring Administration

Which data are used to calculate the enhanced performance level indicators?

Enhanced performance levels are determined based on raw scores. After each STAAR test administration is complete, raw scores are converted to scale scores to quantify student performance relative to the performance levels. See the TEA Student Assessment Division’s website on [Raw Score Conversion Tables](#).

The latest STAAR results are then used to calculate enhanced performance level indicators. For Algebra I, English I, and English II, enhanced performance levels apply to the June, December, and Spring administrations. A raw score of zero does not qualify for enhanced performance level assignment.

Enhanced Performance Levels

STAAR Performance Level Indicator

00 = Excluded
0L = Did Not Meet Low
0H = Did Not Meet High
1L = Approaches Low
1H = Approaches High
2M = Meets
3M = Masters

STAAR Alternate 2 Performance Level Indicator

00 = Excluded
0L = Developing Low
0H = Developing High
2M = Satisfactory
3M = Accomplished

How are the scale scores determined for the enhanced performance level indicators?

Each subject/grade combination's STAAR chance raw scores established in Spring 2023 are considered for determining the Low/High performance levels. A chance score is a raw score that could be reasonably attained through guessing alone.

1. In the *Did Not Meet* (DNM) performance level, find the median between chance and the highest value in *DNM*.
 - If an even number divide in half.
 - If an odd number, that median belongs to *Did Not Meet High*.
2. In the *Approaches* performance level, find the median using raw score points:
 - If an even number divide in half.
 - If an odd number, that median belongs to *Approaches High*.
3. In the *Developing* performance level, count from raw score point 1 to the performance level cut.
 - If an even number divide in half.
 - If an odd number, the cut goes to *Developing High*.

For questions about the technical details, please contact the TEA Performance Reporting Division at the [Performance Reporting Help Desk](#).

Where can I find the raw scores and scale scores for enhanced performance levels?

Each year, the administration's raw scores and scale scores associated with the enhanced performance levels are posted on the applicable year's accountability website [[2026](#), [2025](#), [2024](#), [2023](#)]. Please note that enhanced performance levels for STAAR grades 5 and 8 science, STAAR Biology, STAAR Alternate 2 grades 5 and 8 science, and STAAR Alternate 2 Biology will be delayed in 2026, dependent on the availability of approved performance standards for these assessments.

How are Math and RLA enhanced performance levels used?

STAAR (3-8) and STAAR EOC enhanced performance levels are used to calculate School Progress, Part A: Academic Growth within the A-F accountability system in the subject areas of Math and Reading Language Arts. Additionally, for schools that do not have graduation data, Academic Growth Status is calculated in Domain 3, Closing the Gaps using enhanced performance levels.

How are enhanced performance levels used to measure annual growth for School Progress, Part A: Academic Growth?

Annual growth indicates the amount of improvement or growth a student has made from year to year. Annual growth is measured by a **transition table**. (see below)

Grade 3 PL		Grade 4 PL					
		Did Not Meet		Approaches		Meets	Masters
		Low	High	Low	High		
Did Not Meet	Low	-	1	1	1	1	1
	High	-	1/2	1	1	1	1
Approaches	Low	-	-	1/2	1	1	1
	High	-	-	-	1/2	1	1
Meets		-	-	-	-	1	1
Masters		-	-	-	-	-	1

Adapted from [Martineau](#).

This transition table tracks individual student progress based on enhanced performance levels from the prior year to the current year.

School Progress, Part A evaluates:

- STAAR assessment results for grades 4-8 (with and without accommodations)
- STAAR Alternate 2 assessment results for grades 4–8
- STAAR English I, English II, and Algebra I end-of-course (EOC) assessment results.

The evaluations include results for all assessments that were eligible for an annual growth score including:

- STAAR to STAAR
- English to Spanish STAAR or Spanish to English STAAR
- STAAR Alt 2 to STAAR Alt 2
- 1st time English I EOC to 1st time English II EOC
- *SAT/ACT results for accelerated testers are not included in the School Progress, Part A evaluations.*

Eligibility requires that students:

- Met the accountability subset.
- Had a non-zero STAAR assessment result in both the 2025 and 2026 accountability years. A raw score of zero does not qualify for a performance level assignment and is excluded from School Progress, Part A: Academic Growth calculations.

Where can I find more detailed information about the use of enhanced performance levels in accountability?

More information is available in [Chapter 3](#) of the [Accountability Manual](#).

How are Science and Social Studies enhanced performance levels used?

Students who fall into the "Low Does Not Meet" category of STAAR performance are required to receive no less than 30 hours of supplemental accelerated instruction, aligning with [HB1416 requirements](#). The subjects and grade levels applicable to students receiving accelerated instruction who do not achieve approaches or higher are STAAR grades 3–8 (math, RLA, science, social studies) and STAAR EOC (Algebra I, English I, English II, Biology, U.S. History). More information about HB 1416 can be found in the [HB 1416 Frequently Asked Questions](#) document.

How are enhanced performance levels reflected in Academic Growth Calculations for retesters?

Academic Growth, using enhanced performance levels, is only calculated the first time the student takes the assessment. To be eligible for an Annual Growth score, a student included in the accountability subset must meet the following criteria:

1. has tested in successive EOC assessments in the previous year and the current year. Students who took the same EOC assessment in the previous year and the current year will not be evaluated for annual growth.
2. for Algebra I and English I EOCs, has taken the assessment for the first time.
3. for English II, growth is measured if student has taken the English II assessment for the first time in current year and has taken the English I assessment for the first time either in the previous or the current year.

Subsequent attempts or retests on the EOC are reflected in Achievement calculations, but are not reflected in Academic Growth calculations.

Do enhanced performance levels impact Accelerated Learning Points?

No. To be eligible for an Accelerated Learning score, a student must meet all the criteria for Annual Growth and must have earned Did Not Meet Grade Level in the prior year in the same content area (RLA or mathematics). To be eligible for Accelerated Learning Points, the student could have earned Did Not Meet High or Did Not Meet Low in the prior year, Accelerated Learning Points calculations are identical for both scenarios. The Part A: Academic Growth score denominator is the number of eligible RLA and mathematics assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator. The numerator is the total number of points earned for Annual Growth plus 0.25 multiplied by the total number of points earned for Accelerated Learning.