

## Texas STAAR® English Learner (EL) Performance Measure

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In 2019, a State of Texas Assessments of Academic Readiness (STAAR®) English Learner (EL) Performance Measure (ELPM) will be calculated for all eligible students on all STAAR grades 3–8 and end-of-course (EOC) assessments, except for Algebra II and English III.

### **1. What is the Texas STAAR EL Performance Measure?**

The Texas STAAR® EL Performance Measure shows whether or not an eligible EL is making sufficient progress on each STAAR content-area assessment based on predetermined performance measure progress expectations. The subject-specific STAAR performance measure progress expectations take into account the level of English language proficiency ELs possess, as well as the time needed to acquire English language proficiency to fully demonstrate grade-level academic skills in English. The EL Performance Measure provides a more meaningful gauge of annual improvement needed for ELs towards achieving the next higher STAAR performance than the performance they have achieved (i.e., *Approaches*, *Meets*, and *Masters Grade Level* performance).

### **2. What is the purpose of the EL Performance Measure?**

The EL Performance Measure was developed to address the ESSA requirement for reporting academic growth for ELs in their second year in U.S. schools.

### **3. What process is used to develop the EL Performance Measure?**

An extensive research review and recommendations from national EL experts were used to inform the development process. Guiding principles for the development of the EL Performance Measure included the following:

- developing a model that takes into account the unique characteristics of ELs, including how their academic proficiency relates to their English language proficiency and years in U.S. schools;
- creating performance measure progress expectations for ELs' academic progress that are both challenging and attainable; and
- implementing a performance measure that is transparent and provides valuable information to Texas educators.

Texas English Language Proficiency Assessment System (TELPAS) data were used to evaluate the relationship between years in U.S. schools and English language proficiency.

STAAR and TELPAS data were used together to evaluate the relationship between English language proficiency and academic achievement. These relationships were used to create a set of STAAR performance measure progress expectations based on students' typical rate of English language acquisition.

The EL Performance Measure methodology was reviewed with a variety of advisory groups, including the Texas Technical Advisory Committee (TTAC), the Accountability Policy Advisory Committee (APAC), and the Accountability Technical Advisory Committee (ATAC).

#### **4. *How do I know if a student will receive a reported EL Performance Measure?***

To be eligible for receiving the EL Performance Measure, a student must:

- a. be in his or her second year in U.S. schools at the time of taking the STAAR assessment, and
- b. have met all criteria and received a valid ELPM Plan (see Question 6 on how eligible students are placed into ELPM Plans).

#### **5. *How does the EL Performance Measure work?***

Beginning with the spring 2018 administration when the TELPAS standard setting was completed, each eligible student is placed into an EL Performance Measure Plan (ELPM Plan) that specifies the expected number of years it should take for the student to reach the STAAR performance levels. (See Question 6 on how eligible students are placed into ELPM Plans.)

Based on students' ELPM Plans that they are placed in and their years in U.S. schools, their scale scores on each STAAR assessment are compared to the performance measure progress expectations that have been established by the Texas Education Agency (TEA) on each STAAR content-area assessment. (See Question 6 on how eligible students are placed into ELPM Plans.)

An eligible EL may receive one of the following reported EL Performance Measure values:

- 3 = Masters
- 2 = Meets
- 1 = Approaches
- 0 = Did Not Meet

#### **6. *How is an eligible student placed into an EL Performance Measure Plan?***

When a student meets the eligibility criteria for the first time, the student is placed into a plan (ELPM Plan) that specifies the expected number of years it should take for the student to reach the STAAR performance levels. To be eligible for an ELPM Plan, a student must:

- a. have a valid STAAR score (but not STAAR Spanish or STAAR Alternate 2),
- b. be classified as limited English proficient (LEP),
- c. have a valid TELPAS composite rating, and
- d. not have a parental denial for the placement in any special language program.

The student’s TELPAS composite rating and the student’s years in U.S. schools are used to determine the ELPM Plan. Please note that students taking English I and English II receive one additional year for their ELPM Plan. The table that follows shows how a student’s plan for the Texas EL Performance Measure is determined.

Number of Years in U.S. Schools	TELPAS Proficiency Level	EL Performance Measure (ELPM) Plan*
1	Beginning	4-Year Plan
1	Intermediate	3-Year Plan
1	Advanced	2-Year Plan
1	Advanced High	1-Year Plan
2	Intermediate or Below	4-Year Plan
2	Advanced	3-Year Plan
2	Advanced High	2-Year Plan
3	Advanced or Below	4-Year Plan
3	Advanced High	3-Year Plan
4	Any TELPAS Proficiency Level	4-Year Plan

*Note:* Add one additional year (up to a maximum of 5 years) for students taking STAAR English I and English II.

Once a student’s ELPM Plan is determined, the plan will not change.

### 7. *How are the performance measure progress expectations determined by the TEA?*

ELs’ performance on TELPAS and STAAR were used together to determine performance measure progress expectations that are both challenging and attainable based on spring 2018 TELPAS and STAAR student assessment results and reporting data.

The performance measure progress expectations were set for each EL based on his or her ELPM Plan, number of years in U.S. schools, and his or her STAAR performance level. ELs who achieved *Masters Grade Level* performance on STAAR do not have performance measure progress expectations because they would have met and/or exceeded the expectations on STAAR. More details on setting performance measure progress expectations on STAAR for English Learners can be found on [TEA’s website](#).

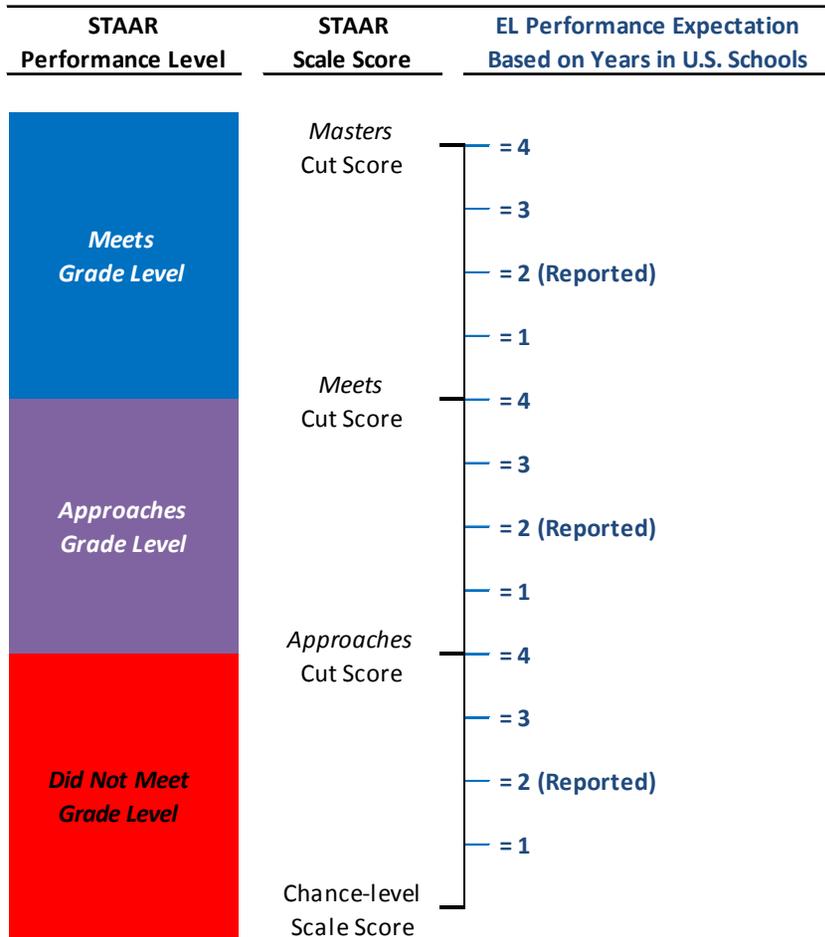
- a. If an EL achieved the *Did Not Meet Grade Level* performance on a STAAR assessment, a performance measure progress expectation is created by first equally dividing—by his or her ELPM Plan number—the distance between the STAAR scale score that corresponds to the chance-level score and the scale score that corresponds to the STAAR *Approaches Grade Level* score, and then finding the expected scale score according to his or her number of years in U.S. schools (i.e., 1, 2, 3, 4, or 5).

- b. If an EL achieved the *Approaches Grade Level* performance on a STAAR assessment, a performance measure progress expectation is created by first equally dividing—by his or her ELPM Plan number—the distance between the STAAR scale score that corresponds to the STAAR *Approaches Grade Level* performance and the scale score that corresponds to the STAAR *Meets Grade Level* performance, and then finding the expected scale score according to his or her number of years in U.S. schools (i.e., 1, 2, 3, 4, or 5).
- c. If an EL achieved the *Meets Grade Level* performance on a STAAR assessment, a performance measure progress expectation is created by first equally dividing—by his or her ELPM Plan number—the distance between the STAAR scale score that corresponds to the STAAR *Meets Grade Level* performance and the scale score that corresponds to the STAAR *Masters Grade Level* performance, and then finding the expected scale score according to his or her number of years in U.S. schools (i.e., 1, 2, 3, 4, or 5).

To comply with ESSA requirements, only students who are in their second year in U.S. schools will receive a reported EL Performance Measure. Their progress expectations are always the second scale score calculated above and their detailed progress expectations can be found in *Setting Performance Progress Expectations on STAAR for English Learners* on [TEA's website](#).

Figure 1 is an illustration of how performance measure progress expectations were set in spring 2018 according to student's ELPM Plans (4-year and 3-year plans are illustrated as examples), their number of years in U.S. schools, and their STAAR performance levels.

**Set Progress Expectations for ELs in a 4-year ELPM Plan**



**Set Progress Expectations for ELs in a 3-year ELPM Plan**

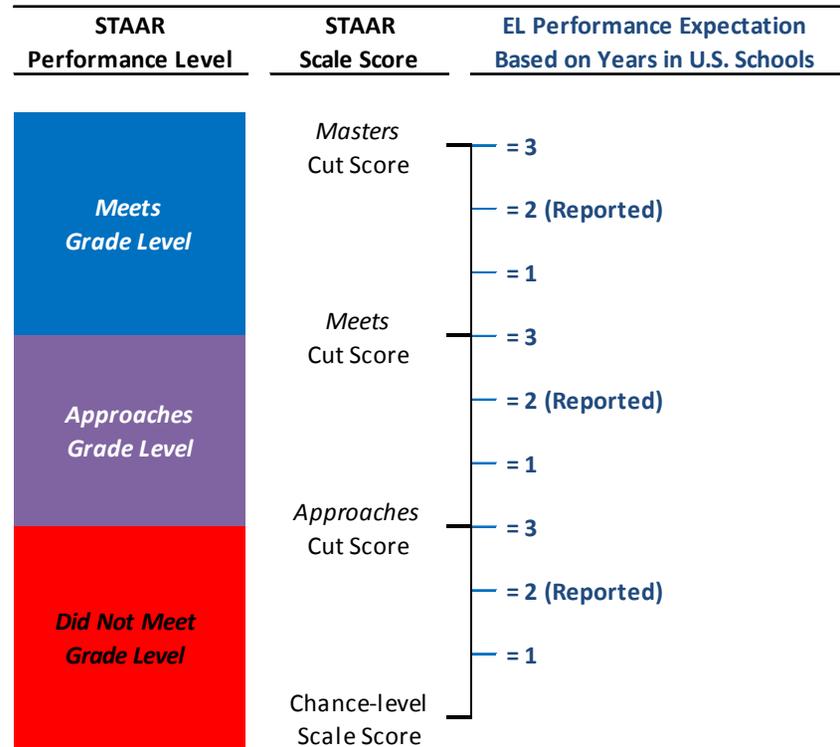


Figure 1. An Illustration of How Performance Measure Progress Expectations Are Set for Students in 4-year or 3-year ELPM Plan

## 8. Why do students taking STAAR English I or English II assessments get an additional year in their plan?

Achieving the performance standards on STAAR English I or English II assessments are more challenging for students with limited English proficiency. A comparison of student progress in English language proficiency and performance on STAAR English I and English II indicated that EL Performance Measure progress expectations are more appropriate for ELs when they are given an extra year. For all other grades and subjects, performance on STAAR and TELPAS did not indicate the need for an additional year.

## 9. Determining the EL Performance Measure for a student: a step-by-step example

In this example, a high-school student:

- has not been placed into a ELPM Plan,
- does not have a parental denial for the placement in any special language program, is classified as LEP, and is in his or her 2<sup>nd</sup> year in U.S. school,
- took a STAAR Algebra I test in May 2019. The student's scale score is 3448, and
- took the TELPAS in spring 2019 and received a composite rating of Intermediate.

### Step 1: Determine eligibility for receiving an ELPM Plan (see Question 6): **Eligible**

- is classified as limited English proficient (LEP) and does not have a parental denial for the placement in any special language program,
- has a valid STAAR score (3448), and
- has a valid TELPAS composite rating (Intermediate).

### Step 2: Determine the student's ELPM Plan (see Question 6): **4-year plan**

- The student has not been placed in an ELPM Plan in a prior administrations.
  - Proceed to Step 3 if the student has an ELPM Plan.
- Number of Years in U.S. Schools is 2
- TELPAS Proficiency Level is Intermediate

### Step 3: Determine an appropriate progress expectation (see Question 7): **3363**

- The student's scale score is 3448, which is in the *Did Not Meet Grade Level* performance on STAAR.
- The next higher performance level for this student is *Approaches Grade Level* performance.
- The performance measure progress expectation for a student is 3363 according to *Setting Performance Measure Progress Expectations on STAAR for English Learners* on [TEA's website](#) and the following information.
  - i. The student is in a 4-year ELPM Plan
  - ii. The student is in the STAAR *Did Not Meet Grade Level* performance level.
  - iii. The student is in his or her 2<sup>nd</sup> year in U.S. schools.

**Step 4: Determine EL Performance Measure value: 1 (Approaches)**

- The student's Algebra I scale score of 3448 is higher than his or her progress expectation of a scale score of 3363.
- The student meets the EL Performance Measure progress expectation for Approaches although he or she is in the STAAR *Did Not Meet Grade Level* performance level.

**Step 5: Determine whether the Student's EL Performance Measure will be reported:**

**Yes**

- The student has a valid STAAR score (but not STAAR Spanish or STAAR Alternate 2).
- The student is in his or her second year in U.S. schools at the time of taking the STAAR assessment.
- The student has met all criteria and received a valid ELPM Plan.

**For more information about the Texas STAAR EL Performance Measure, contact:**

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