

Setting Performance Measure Progress Expectations on STAAR for English Learners

Described below is a procedure for setting the performance measure progress expectations for all eligible English learners (EL) to determine whether an EL is making sufficient progress towards meeting each STAAR performance standard (i.e., *Approaches*, *Meets*, and *Masters*). The progress expectations for EL performance measure (ELPM) will be set individually for each eligible EL on each eligible STAAR assessment (see Table 1).

- All Texas ELs are expected to exit the EL program after four or five years, which is a challenging but achievable timeframe for second language acquisition based on currently available second language acquisition research¹. After a student's number of years in U.S. schools surpasses the number of his or her expected years to exit the EL program, he or she will no longer be eligible to receive an ELPM even if the student continues to be classified as limited English proficient (LEP).
- The following student information will be used to determine each student's expected years to exit the EL program.
 - Number of years in U.S. schools
 - Texas English Language Proficiency Assessment System (TELPAS) composite rating

*Table 1
ELPM Plan Based on Students' TELPAS Composite Ratings*

Number of Years in U.S. Schools	TELPAS Composite Rating	ELPM Plan (Expected Years to Exit the EL Program)	
		All Except English I & II	English I & II
1	1	4	5
	2	3	4
	3	2	3
	4	1	2
2	1, 2	4	5
	3	3	4
	4	2	3
3	1, 2, 3	4	5
	4	3	4
4	1, 2, 3, 4	4	5
5	1, 2, 3, 4	N/A	5

¹ Hakuta, K., Butler, Y.G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *University of California Linguistic Minority Research Institute Policy Report 2000-1*. Santa Barbara, CA: University of California-Santa Barbara.

The spring 2018 TELPAS statewide data file and the spring 2018 STAAR (grades 3–8 and end-of-course [EOC]) statewide data files will be used to determine the ELPM Plan for each eligible student and to develop EL performance measure progress expectations for each test and performance standard. Once a student’s ELPM Plan is determined, it will not change. Calculations will be done for new students when they meet the eligibility criteria for the first time. Some students who took their first EOC tests prior to the December 2015 administration are held to slightly lower STAAR standards. The progress expectation calculations will use their appropriate standards. Students who have valid STAAR scale scores (English version) and TELPAS composite ratings are included unless they are not identified as currently LEP or have a parental denial for language services.

Equal-spacing method will be used to space the expectations within the scale score range starting from the chance level (or guessing point) to the Approaches Grade Level, from *Approaches Grade Level* to *Meets Grade Level*, and from *Meets Grade Level* to *Masters Grade Level* scale score cuts of each STAAR assessment (see Figure 1).

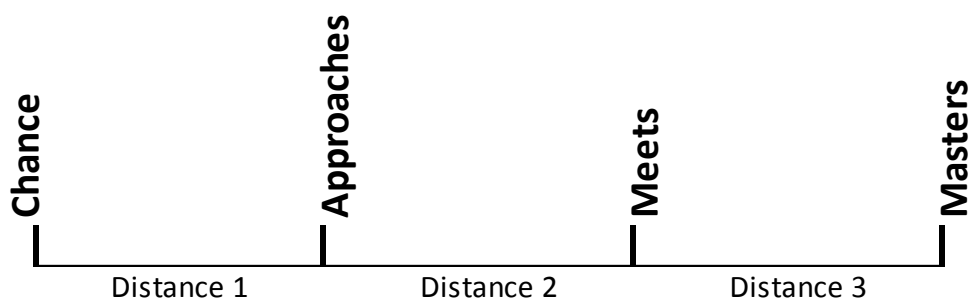


Figure 1
Three Scale Score Ranges (Distances) Used for Progress Expectation Calculations

The scale score values for the *Approaches* ($SS_{Approaches}$), *Meets* (SS_{Meets}), and *Masters* ($SS_{Masters}$) are in the spring 2018 STAAR raw score-to-scale score conversion tables. To find the chance-level scale score value for each test,

- Calculate the chance-level raw score point for the test as
 - the total raw score of the multiple-choice questions (i.e., not including griddable questions) divided by 4 for all STAAR tests except writing, English I, and English II tests;
 - the total multiple-choice raw score divided by 4 plus 2 (the minimum raw score a student can receive other than zero) for grade 4 writing;
 - the total multiple-choice raw score divided by 4 plus 4 (the minimum raw score a student can receive other than zero because it is weighted by 2) for grade 7 writing, English I, and English II.
- Round the chance-level raw score down to the next lower integer if it is not an integer.

- Find the chance-level scale score value (SS_{Chance}) from spring 2018 STAAR raw score to scale score conversion tables.

The three scale score ranges (distances) in Figure 1 are then calculated.

- Distance 1 = $SS_{\text{Approaches}} - SS_{\text{Chance}}$
- Distance 2 = $SS_{\text{Meets}} - SS_{\text{Approaches}}$
- Distance 3 = $SS_{\text{Masters}} - SS_{\text{Meets}}$

Equally space the three scale score ranges (distances) into step values by the appropriate ELPM Plan by dividing each distance by a student's ELPM Plan as the step value for this student. A student's Number of Years in U.S. Schools is then used to determine the students' performance measure progress expectations as follows:

- *Approaches (ELPM)* = $SS_{\text{Chance}} + (\text{Distance 1} / \text{ELPM Plan}) * \underline{\text{Number of Years in U.S. Schools}}$
- *Meets (ELPM)* = $SS_{\text{Approaches}} + (\text{Distance 2} / \text{ELPM Plan}) * \underline{\text{Number of Years in U.S. Schools}}$
- *Masters (ELPM)* = $SS_{\text{meets}} + (\text{Distance 3} / \text{ELPM Plan}) * \underline{\text{Number of Years in U.S. Schools}}$

For example, according to Table 1, a student (not an English I or English II tester) who is in the second year in a U.S. schools and has a TELPAS composite rating of 1 or 2 is expected to exit the EL program (i.e., ELPM Plan) in 4 years. His or her performance measure progress expectations will be set as:

- *Approaches (ELPM)* = $SS_{\text{Chance}} + (\text{Distance 1} / 4) * 2$
- *Meets (ELPM)* = $SS_{\text{Approaches}} + (\text{Distance 2} / 4) * 2$
- *Masters (ELPM)* = $SS_{\text{meets}} + (\text{Distance 3} / 4) * 2$

Round each progress expectation value up to the next whole number. Three indicators can be produced for each eligible EL on whether he or she has met the performance measure progress expectations towards achieving each STAAR performance standard by comparing each EL's STAAR scale scores to the progress expectations. The three indicators are:

- Progress towards achieving *Approaches Grade Level*: Met (1) or Did Not Meet (0)
- Progress towards achieving *Meets Grade Level*: Met (1) or Did Not Meet (0)
- Progress towards achieving *Masters Grade Level*: Met (1) or Did Not Meet (0)

To comply with ESSA requirements, recently arrived English learners (RAELs) are defined as those students who are in their second year in U.S. schools. The corresponding scale scores for the performance measure progress expectations needed for the reporting of ELPM for the RAELs are included in the Appendix.

Appendix: ELPM on STAAR for RAELs: Calculation Details and Progress Expectations

Table 2. Distances for Calculating EL Progress Expectations

Test	Distance 1 ^a (Approaches_2012_15)	Distance 1 ^a (Approaches)	Distance 2 ^b (Approaches 2012_15)	Distance 2 (Approaches)	Distance 3
Grade 3 Reading English		159		123	87
Grade 3 Mathematics English		143		126	110
Grade 4 Reading English		157		116	83
Grade 4 Mathematics English		168		122	81
Grade 4 Writing English		779		450	612
Grade 5 Reading English		164		112	85
Grade 5 Mathematics English		137		125	99
Grade 5 Science English		752		450	402
Grade 6 Reading		171		112	89
Grade 6 Mathematics		86		117	119
Grade 7 Reading		164		107	79
Grade 7 Mathematics		92		113	110
Grade 7 Writing		814		450	602
Grade 8 Reading		164		113	83
Grade 8 Mathematics		123		105	154
Grade 8 Science		758		450	406
Grade 8 Social Studies		594		450	268
Algebra I	324	374	500	450	333
English I	752	777	250	225	691
English II	794	819	250	225	831
Biology	288	338	500	450	576
U.S. History	351	401	500	450	440

^a Distances for Approaches 2012_15 and Approaches are calculated with the spring 2018 STAAR primary paper administration data.

^b For test takers who qualify for the Approaches 2012_15 standard.

Table 3. Expected Scale Scores for Students Who Are in the 2nd Year in U.S. Schools AND Whose ELPM Plan is 4 (or 5 for English I and English II)

Test	ELPM Approaches_2012_15*	ELPM Approaches	ELPM Meets_2012_15*	ELPM Meets	ELPM Masters
Grade 3 Reading English		1266		1407	1512
Grade 3 Mathematics English		1289		1423	1541
Grade 4 Reading English		1356		1492	1592
Grade 4 Mathematics English		1383		1528	1630
Grade 4 Writing English		3161		3775	4306
Grade 5 Reading English		1388		1526	1625
Grade 5 Mathematics English		1432		1563	1675
Grade 5 Science English		3174		3775	4201
Grade 6 Reading		1432		1573	1674
Grade 6 Mathematics		1493		1595	1713
Grade 7 Reading		1485		1621	1714
Grade 7 Mathematics		1529		1632	1743
Grade 7 Writing		3143		3775	4301
Grade 8 Reading		1505		1644	1742
Grade 8 Mathematics		1534		1648	1777
Grade 8 Science		3171		3775	4203
Grade 8 Social Studies		3253		3775	4134
Algebra I	3338	3363	3750	3775	4167
English I	3299	3309	3850	3865	4276
English II	3274	3284	3850	3865	4332
Biology	3356	3381	3750	3775	4288
U.S. History	3325	3350	3750	3775	4220

*For test takers who qualify for the Approaches 2012_15 standard.

Table 4. Expected Scale Scores for Students Who Are in the 2nd Year in U.S. Schools AND Whose ELPM Plan is 3 (or 4 for English I and English II)

Test	ELPM Approaches_2012_15*	ELPM Approaches	ELPM Meets_2012_15*	ELPM Meets	ELPM Masters
Grade 3 Reading English		1292		1427	1526
Grade 3 Mathematics English		1312		1444	1559
Grade 4 Reading English		1382		1511	1605
Grade 4 Mathematics English		1411		1548	1643
Grade 4 Writing English		3290		3850	4408
Grade 5 Reading English		1415		1545	1639
Grade 5 Mathematics English		1454		1583	1691
Grade 5 Science English		3299		3850	4268
Grade 6 Reading		1460		1592	1688
Grade 6 Mathematics		1507		1614	1732
Grade 7 Reading		1512		1638	1727
Grade 7 Mathematics		1544		1650	1761
Grade 7 Writing		3279		3850	4401
Grade 8 Reading		1532		1662	1755
Grade 8 Mathematics		1554		1665	1803
Grade 8 Science		3297		3850	4271
Grade 8 Social Studies		3352		3850	4179
Algebra I	3392	3425	3833	3850	4222
English I	3374	3387	3875	3888	4346
English II	3353	3366	3875	3888	4416
Biology	3404	3437	3833	3850	4384
U.S. History	3383	3416	3833	3850	4293

*For test takers who qualify for the Approaches 2012_15 standard.

Table 5. Expected Scale Scores for Students Who Are in the 2nd Year in U.S. Schools AND Whose ELPM Plan is 2 (or 3 for English I and English II)

Test	ELPM Approaches_2012_15*	ELPM Approaches	ELPM Meets_2012_15*	ELPM Meets	ELPM Masters
Grade 3 Reading English		1345		1468	1555
Grade 3 Mathematics English		1360		1486	1596
Grade 4 Reading English		1434		1550	1633
Grade 4 Mathematics English		1467		1589	1670
Grade 4 Writing English		3550		4000	4612
Grade 5 Reading English		1470		1582	1667
Grade 5 Mathematics English		1500		1625	1724
Grade 5 Science English		3550		4000	4402
Grade 6 Reading		1517		1629	1718
Grade 6 Mathematics		1536		1653	1772
Grade 7 Reading		1567		1674	1753
Grade 7 Mathematics		1575		1688	1798
Grade 7 Writing		3550		4000	4602
Grade 8 Reading		1587		1700	1783
Grade 8 Mathematics		1595		1700	1854
Grade 8 Science		3550		4000	4406
Grade 8 Social Studies		3550		4000	4268
Algebra I	3500	3550	4000	4000	4333
English I	3499	3516	3917	3925	4461
English II	3485	3502	3917	3925	4554
Biology	3500	3550	4000	4000	4576
U.S. History	3500	3550	4000	4000	4440

*For test takers who qualify for the Approaches 2012_15 standard