



Texas STAAR® English Learner (EL) Performance Measure

State of Texas Assessments of Academic Readiness (STAAR®) English Learner (EL) Performance Measure will be calculated for all eligible students on all STAAR grades 3–8 and end-of-course (EOC) assessments.

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 consider 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 the achievement on STAAR for EL students.

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

The EL Performance Measure was developed to address the Every Student Succeeds Act (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:

- 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.
- b. have met all criteria and received a valid EL Performance Measure (ELPM) Plan (see Question 6 on how eligible students are placed into ELPM Plans).
- c. have a valid STAAR score on the subject assessment (but not STAAR Spanish or STAAR Alternate 2)

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

Each eligible student is placed into an EL Performance Measure (ELPM) Plan that specifies the expected number of years it should take for the student to reach the STAAR performance levels.

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

4 = Masters based on STAAR performance

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 is in their second year in U.S. Schools and meets the eligibility criteria, 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. be classified as emergent bilingual/English learner (EB/EL)

- b. have a valid TELPAS composite rating on TELPAS test taken in the current school year
- c. 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*
2	Intermediate or Below	4-Year Plan
2	Advanced	3-Year Plan
2	Advanced High	2-Year Plan

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

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

Els’ performance on TELPAS and STAAR are used together to determine performance measure progress expectations that are both challenging and attainable based on TELPAS and STAAR student assessment results.

The performance measure progress expectations were set for each EL based on his or her ELPM Plan and his or her STAAR performance level.

ELs who achieved *Masters Grade Level* performance on STAAR will receive an ELPM of 4.

To comply with ESSA requirements, only students who are in their second year in U.S. schools, as reported by the local district, will receive a reported EL Performance Measure. The performance measure progress expectations for the students who are in their second year in U.S. schools can be found in *Setting Performance Progress Expectations on STAAR for English Learners* on [TEA’s website](#).

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

- does not have a parental denial for the placement in any special language program, is classified as EB/EL, and is in his or her second year in U.S. schools;
- took a STAAR Algebra I test in current year. The student has a valid scale score of 3448, (*Did Not Meet Grade Level*) and
- has a valid TELPAS composite rating and received a composite rating of Intermediate (Level 2).

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

- The student is classified as EB/EL and does not have a parental denial for the placement in any special language program;
- The student has a valid TELPAS composite rating (Intermediate).

Step 2: Determine the student's ELPM Plan (see Question 6): **4-year 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): **3308**

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 3308 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 second 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 3308.
- 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 in the subject test (but not STAAR Spanish or STAAR Alternate2).
- 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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