

**Accountability System Development for 2015
Accountability Technical Advisory Committee (ATAC)**

English Language Learner (ELL) Workgroup Recommendations

Members of the 2015 Accountability Technical Advisory Committee (ATAC) originally involved with the 2013 ELL Workgroup formulated detailed decisions for the inclusion of ELLs in 2014 Accountability and Beyond. The ELL Workgroup was asked to continue their work following the December 2014 ATAC meeting and prepare the following recommendations for 2015 accountability.

2015 ATAC ELL Workgroup Members

Sara Arispe	Dr. Keith Haffey	Greg Rodríguez
Michael Bohensky	Kelly Legg	Sue Thompson
Darrell Brown	Dr. Donna Porter	Theresa Urrabazo
Julie Conde	Francisco Rivera	

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**TEA Discussion Document for 2015 ATAC English language learners (ELL) Workgroup
Guiding Principles for the Inclusion of ELLs**

In consideration for the time needed to attain proficiency in the English language, the state accountability system is designed to appropriately include ELL students in their earliest years of enrollment in U.S. Schools. The following tests and measures are carefully considered when determining the inclusion of ELL students enrolled in their 2nd – 4th year in U.S. Schools. Processing rules for the inclusion of ELLs are outlined in the *2014 Accountability Manual, Appendix I – Inclusion of ELLs in 2014 and Beyond*.

1. Beginning in 2014, the Texas **English Language Learner (ELL) Progress Measure** is calculated for eligible ELLs to provide a more meaningful gauge of annual improvement or progress for these students than the general STAAR Progress Measure. Two levels of performance are determined by the progress measure: *Met* and *Exceeded* progress measure expectations. For eligible ELLs, **the ELL progress measure is included in accountability as a substitute to the STAAR performance standard.**

For more information, see *ELL Progress Measure (PDF English version updated 12/04/13)* accessible at <http://tea.texas.gov/student.assessment/ell/>.

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2. **STAAR L** is a linguistically accommodated English version of the STAAR for ELL students that meet participation requirements for a substantial degree of linguistic accommodation in the tested subject area. STAAR L is available for ELLs who
- are not most appropriately assessed with STAAR Spanish, AND
 - have not yet attained a TELPAS advanced high reading rating in grade 2 or above, AND
 - have been enrolled in U.S. schools for 3 school years or less starting with first grade (5 school years or less if a qualifying unschooled asylee or refugee).

STAAR L is a linguistically accommodated English version of the STAAR grades 3–8 and end-of-course (EOC) mathematics, science, and social studies assessments, provided for English language learners (ELLs). ELL students must meet participation requirements for a substantial degree of linguistic accommodation in these subject areas. **STAAR L performance results are only included in state accountability via the ELL progress measure.**

For more information, see 2013-2014 STAAR Decision-Making Guide for LPACs (PDF posted 10/24/14) accessible at <http://tea.texas.gov/student.assessment/ell/staarl/>.

3. **Spanish language versions of the STAAR** general assessment are provided to allow the student's native language to help the student understand language of the test. Guidelines for ELL Participation in the STAAR testing program provide the following detail for STAAR Spanish tests:
- Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress
 - Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services
 - Linguistic accommodations not permitted because students testing in native language

STAAR Spanish results have always been included in state accountability. For more information, see 2013-2014 LPAC Decision-Making Process for the Texas Assessment Program (PPT posted 10/18/13) accessible at <http://tea.texas.gov/student.assessment/ell/lpac/>.

4. The inclusion of any set of students in accountability is based on the principal of appropriate evaluation, or **whole group evaluation**. The appropriate inclusion in the denominator of any indicator calculation should **include a set of students regardless of the student's assessment outcome**. Rules to include or exclude student in the accountability results solely based on their performance (pass/fail status) complicates the accountability system and produces misleading results.

For example, if it is recommended that performance results for ELLs with parental denials for instructional services should be included in a particular index, then the denominator for that index should include *all* ELLs with parental denials for instructional services regardless of their test performance outcome. The numerator will reflect the test outcome or performance of the student.

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$$\frac{\text{NUMERATOR} \rightarrow \text{Number that met the student performance on STAAR}}{\text{DENOMINATOR} \rightarrow \text{All ELLs with parental denials for services}}$$

The following table provides an overview of the rules for inclusion of ELLs in the 2014 accountability system, and the rationale or justification for the decision.

2014 Accountability Rule for the Inclusion of ELLs	Rationale
<p>Index 1: Student Achievement Provides a snapshot of performance across subjects, on both general and alternative assessments, at the satisfactory performance standard.</p>	
<p>ELLs enrolled in their 2nd – 4th year in U.S. Schools are measured through the ELL Progress measure and not the STAAR performance standard.</p>	<p>ELL students enrolled in their earliest years of enrollment in U.S. School need additional time to attain proficiency in the English language and mastery of academic concepts.</p> <p>The ELL progress measure is an appropriate measure of student achievement.</p>
<p>If an ELL progress measure is not calculated, the ELL test is excluded.</p>	<p>Performance standards for ELLs on the general assessment (STAAR and STAAR L) are not appropriate for ELL students enrolled in their earliest years of enrollment in U.S. School.</p>
<p>Index 2: Student Progress The performance index measures student progress independent of overall student achievement.</p>	
<p>ELLs enrolled in their 2nd – 4th year in U.S. Schools receive either an ELL progress measure or a STAAR progress measure. If an ELL progress measure is calculated, it is included in Index 2.</p>	<p>Index 2 appropriately includes measures of student progress for ELLs via the ELL progress measure.</p>
<p>If an ELL progress measure is not calculated, the STAAR progress measure is used in Index 2.</p>	
<p>The only exception is the use of the STAAR performance standard for a small number of students (non-ELL or ELL) who take the STAAR reading Spanish version in the prior year, and transition to the STAAR reading English version in the current year and are not eligible for an ELL progress measure. See the <i>2014 Accountability Manual, Appendix I – Inclusion of ELLs in 2014 and Beyond</i>, p. 124-125.</p>	<p>The ATAC recommendation for a proxy to the lack of a STAAR progress measure for reading transitional students was implemented in 2014 Index 2.</p>
<p>Index 3: Closing Performance Gaps Emphasizes advanced academic achievement in order to close the performance gap.</p>	
<p>ELLs enrolled in their 2nd – 4th year in U.S. Schools are tested on English or Spanish language tests.</p>	

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2014 Accountability Rule for the Inclusion of ELLs	Rationale
For ELLs tested in English, the combination of the ELL Progress measure and the STAAR Final Level II performance standard on Regular STAAR tests.	The ELL progress measure provides two levels of performance, with no equivalent to the Level III Advanced performance standard.
If an ELL progress measure is not calculated, the ELL test is excluded.	STAAR performance standards for ELLs on the general assessment are not appropriate for ELL students enrolled in their earliest years of enrollment in U.S. School.
For ELLs tested in Spanish, the tests are processed as all other non-ELL tests (STAAR Phase-in 1 Level II standard or above; and Level III Advanced standard).	Rigorous performance standards for ELLs enrolled in their earliest years of enrollment in U.S. Schools are appropriate when tested in their native language.
Index 4: Postsecondary Readiness The index includes test performance for high schools and grades 3-8 at the Postsecondary Readiness Standard.	
ELLs enrolled in years 2 – 4 in U.S. Schools are measured in the STAAR Postsecondary Readiness Standard component based on their test language version. English test versions are excluded.	ELL students enrolled in their earliest years of enrollment in U.S. School need additional time to attain proficiency in the English language and mastery of academic concepts.
Spanish test versions are included.	Rigorous performance standards for ELLs enrolled in their earliest years of enrollment in U.S. Schools are appropriate when students are tested in their native language.
ELL students with parental denials for service. Included in all calculations based on their year of enrollment in U.S. schools.	The federal accountability system included ELL with no distinction between ELLs and ELL with parental denials for service.

Considerations for 2015 Inclusion of ELLs

- ELL Parental Denials
 - ELLs with parental denials do not receive an ELL progress measure. Therefore, ELLs with parental denials and other ELLs enrolled in U.S. schools for 2 – 4 years with no reported ELL progress measure (for any reason) were excluded from Index 1.
 - For these ELL students, the STAAR (Regular and/or STAAR L) student performance information was not used for Index 1.
 - *ATAC Member Question:* Similar to past accountability systems, can denials be treated similar to non-ELL students?
 - *The ATAC discussed the possibility of processing ELLs identified with parental denials for Bilingual/English as a Second Language instructional services as non-ELLs.*

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- ELLs identified as Special Education students
 - ELL progress measures are not calculated for students tested on STAAR Modified and STAAR Alternate.
 - ELLs enrolled in U.S. schools for 2 – 4 years (less than 5 years of enrollment) with no reported ELL progress measure (for any reason) were excluded from Index 1 and 3.
 - The STAAR (Regular, STAAR L, STAAR Modified and/or STAAR Alternate) student performance information was not used for Index 1 or 3.
 - *ATAC Member Question:* Can we include all students as passers if they either met the ELL progress measure or met Level II?
 - *Please provide your recommendation for Index 1 and Index 3 given the transition to STAAR Accommodated and STAAR Alternate 2 in 2015.*
- Consistency over Indexes
 - ELLs enrolled in U.S. schools for 2 – 4 years (less than 5 years of enrollment) with no reported ELL progress measure (for any reason) were excluded from Index 1 and 3.
 - ELLs enrolled in their 2nd – 4th year in U.S. Schools receive either an ELL progress measure or a STAAR progress measure.
 - If an ELL progress measure is not calculated, the STAAR progress measure is used in Index 2.
 - *ATAC Member Question:* Is there a way we can make the inclusion of students without an ELL progress measure more consistent?
 - *Please provide your recommendation for Index 2.*
- ELL Student Groups
 - Historically, ELL results have been based on the performance of both LEP and Exited LEP.
 - *ATAC Member Question:* Why not include performance of exited LEP students in Index 2?
 - *The ATAC also discussed the possibility of defining the ELL student group for Index 2 as both ELLs identified in the current school year (Current ELLs) plus former ELLs in the first and second years of academic monitoring after exiting ELL status (1st & 2nd year Monitored ELLs). Members also recommended applying the minimum size criteria to the student group of Current ELLs only.*

DRAFT – ELL Workgroup Template for 2015 Recommendations		
2014 Accountability Rule for the Inclusion of ELLs	Change in Rule	Rationale for Change
Index 1: Student Achievement		
ELLs enrolled in their 2 nd – 4 th year in U.S. Schools are measured through the ELL Progress Measure and not the STAAR performance standard.	Calculate the ELL Progress Measure (ELLPM) for ELL Parental Denial (PD) students with 2 or more years in U.S. schools and include them in the calculation. <i>Should the above recommendation not be possible for 2014-2015, include the performance of PD students with 2 or more years in U.S. schools in the calculation using the Phase-in 1 Level 2 standard for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure for PD students and include them in the calculation using the ELLPM.</i>	The inclusion of PD students had not been specifically addressed previously. By addressing their inclusion, fewer students will be left out of the accountability system. The use of the ELLPM will provide consistency on how ELL students are measured regardless of their language acquisition process.
If an ELL progress measure is not calculated, the ELL test is excluded.	Include the performance of ELL students with 2 or more years in U.S. schools taking STAAR Alt-2.	STAAR Alt-2 is not language-based, therefore the results from these assessments are not affected by ELL status.
Index 2: Student Progress		
ELLs enrolled in their 2 nd – 4 th year in U.S. Schools receive either an ELL Progress Measure or a STAAR Progress Measure. If an ELL progress measure is calculated, it is included in Index 2.	Calculate the ELLPM for PD students with 2 or more years in U.S. schools and include them in the calculation. <i>Should the above recommendation not be possible for 2014-2015, include the progress of PD students with 2 or more years in U.S. schools in the calculation using the STAAR Progress Measure for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure for PD students and include them in the calculation using the ELLPM.</i>	The inclusion of PD students had not been specifically addressed previously. By addressing their inclusion, fewer students will be left out of the accountability system. The use of the ELLPM will provide consistency on how ELL students are measured regardless of their language acquisition process.
The only exception is the use of the STAAR performance standard for a small number of students (non-ELL or ELL) who take the STAAR reading Spanish version in the prior year, and transition to the STAAR reading	Include monitored students (M1 and M2) in the calculation of the ELL student group.	The inclusion of monitored students will be consistent with how the ELL student group is comprised for System Safeguards, PBMAS, and federal accountability. In addition,

DRAFT – ELL Workgroup Template for 2015 Recommendations		
2014 Accountability Rule for the Inclusion of ELLs	Change in Rule	Rationale for Change
English version in the current year and are not eligible for an ELL progress measure.		the inclusion of this group creates incentives to provide more attention to the students who need to be monitored after exiting ELL status.
If an ELL progress measure is not calculated, the STAAR progress measure is used in Index 2.	For 2015-2016 accountability cycle and beyond, include the progress of ELL students with 2 or more years in U.S. schools taking STAAR Alt-2.	STAAR Alt-2 is not language-based, therefore the results from these assessments are not affected by ELL status.
Index 3: Closing Performance Gaps		
For ELLs tested in Spanish, the tests are processed as all other non-ELL tests (STAAR Phase-in 1 Level II standard or above; and Level III Advanced standard)..	For ELL students taking STAAR Alt-2, include the performance of ELL students with 2 or more years in U.S. schools taking STAAR Alt-2 for 2015-2016 accountability cycle and beyond.	STAAR Alt-2 is not language-based, therefore the results from these assessments are not affected by ELL status.
If an ELL progress measure is not calculated, the ELL test is excluded.	For ELL students not taking STAAR Alt-2 who test in Spanish, make no changes to the calculations.	
ELLs enrolled in their 2 nd – 4 th year in U.S. Schools are tested on English or Spanish language tests. For ELLs tested in English, the combination of the ELL Progress measure and the STAAR Final Level II performance standard on Regular STAAR tests	For ELL students not taking STAAR Alt-2 who test in English: Option 1: Construct Index 3 using two separate calculations. Phase in the inclusion of ELL students into index 3 based on years in U.S. schools. Exclude ELL students (including PD students) with one year in U.S. schools. Include ELL students with 2 – 4 years in U.S. schools in the calculation for the Satisfactory standard using the ELLPM, but do not include these students in the calculations for the Advanced Standard. Calculate the ELLPM for PD students and include them in the calculation. <i>Should the ELLPM calculation for PD students not be possible for 2014-2015, include the performance of PD students using the Phase-in 1 Level 2 standard for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure</i>	Students that have yet to master the English language can and should be expected to close the gap with their peers in regards to passing standards if done with an appropriate standard for performance (ELL Progress Measure). However, it is unrealistic to hold them to a higher passing standard at either Advanced or Final Level 2.

DRAFT – ELL Workgroup Template for 2015 Recommendations		
2014 Accountability Rule for the Inclusion of ELLs	Change in Rule	Rationale for Change
	<p><i>for PD students and include them in the calculation using the ELLPM.</i> Include ELL students with 5 or more years in U.S. schools (including PD students) in the calculation for both the Satisfactory and the Advanced standards using Phase-in 1 Level 2 for Satisfactory and Level 3 for Advanced.</p>	
	<p>Option 2: Include only ELL students with 5 or more years in U.S. schools (including PD students) in the calculation for both the Satisfactory and the Advanced standards using Phase-in 1 Level 2 for Satisfactory and Level 3 for Advanced.</p>	<p>This exception would be similar to the logic used in index 4 to exclude ELL students with 2 – 4 years in U.S. schools who test in English.</p>
	<p>Option 3: Make no changes to the calculation, except for the inclusion of PD students. Calculate the ELLPM for PD students with 2 – 4 years in U.S. schools and include them in the calculation using the ELLPM and Final Level 2. <i>Should the ELLPM calculation for PD students not be possible for 2014-2015, include the performance of PD students using the Phase-in 1 Level 2 and Level 3 standards for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure for PD students and include them in the calculation using the ELLPM and Final Level 2.</i></p>	<p>The inclusion of PD students had not been specifically addressed previously. By addressing their inclusion, fewer students will be left out of the accountability system. The use of the ELLPM will provide consistency on how ELL students are measured regardless of their language acquisition process.</p>
Index 4: Postsecondary Readiness		
<p>ELLs enrolled in years 2 – 4 in U.S. Schools are measured in the STAAR Postsecondary Readiness Standard component based on their test language version.</p> <p>English test versions are excluded.</p>	<p>No changes proposed.</p>	
<p>Spanish test versions are included.</p>		

2015 ATAC ELL Workgroup Recommendations

DRAFT - Proposed ELL Participation				
Highlighted text indicates a change to the 2014 processing.				
Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4**
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	Spanish STAAR Phase-in Level 2	Spanish STAAR Progress Measure	Spanish STAAR Phase-in Level 2 and Level 3	Spanish STAAR Final Level 2
Third year of enrollment in U.S. schools	English STAAR ELL Progress Measure	English STAAR ELL Progress Measure	English (See options below)	English <i>Not Included</i>
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level 2	STAAR Progress Measure	STAAR Phase-in Level 2 and Level 3	STAAR Final Level 2
Immigrants entering in Grade 9 or above	STAAR ELL Progress Measure	STAAR ELL Progress Measure (Years 2– 4)	<i>Not Included</i>	<i>Not Included</i>
Parental Denials				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second through fourth year of enrollment in U.S. schools	STAAR ELL Progress Measure 1	STAAR ELL Progress Measure 2	(See options below)	<i>Not Included</i>
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level 2	STAAR Growth Measure	STAAR Phase-in Level 2 and Level 3	STAAR Final Level 2
Asylees, refugees, and students w/interrupted formal education (SIFE)				
First through fifth year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level 2	STAAR Progress Measure	STAAR Phase-in Level 2 and Level 3	STAAR Final Level 2

2015 ATAC ELL Workgroup Recommendations**DRAFT - Proposed ELL Participation**

* ELL students who do not receive a Progress Measure due to switching from Spanish Reading to English Reading STAAR will continue to receive one credit for meeting Phase-In Level 2 and two credits for Finals Level 2 or higher.

** The proposal described in the table above refers only to the STAAR performance component of Index 4. The inclusion of ELLs is proposed to remain unchanged from 2014 for the graduation rate and the RHSP/AHSP rate components of index 4.

- 1) Should the ELLPM calculation for Parental Denials not be possible for 2014-2015, use the Phase-in Level 2 standard. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELLPM.
- 2) Should the ELLPM calculation for Parental Denials not be possible for 2014-2015, use the STAAR Progress Measure. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELLPM.

Index 3 Options:

- **Option 1:** Construct Index 3 using two separate calculations. Include ELL students with 2 – 4 years in U.S. schools in the calculation for the Satisfactory standard using the ELLPM, but not for the Advanced standard. Calculate the ELLPM for ELL Parental Denial and include them in the calculation. *Should the ELLPM calculation for Parental Denials not be possible for 2014-2015, include the performance of Parental Denial students using the Phase-in Level 2 standard for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure for ELL Parental Denial students and include them in the calculation using the ELLPM.* Include ELL students with 5 or more years in U.S. schools (including Parental Denials) in the calculation for both the Satisfactory and the Advanced standards using Phase-in Level 2 for Satisfactory and Level 3 for Advanced.
- **Option 2:** Include only ELL students with 5 or more years in U.S. schools (including Parental Denials) in the calculation for both the Satisfactory and the Advanced standards using Phase-in Level 2 for Satisfactory and Level 3 for Advanced
- **Option 3:** Include ELL students with 2 – 4 years in U.S. schools in the calculation using the ELLPM for the Satisfactory standard and Final Level 2 for the Advanced standard (same as last year). Calculate the ELLPM for ELL Parental Denial students with 2 – 4 years in U.S. schools and include them in the calculation using the ELLPM and Final Level 2. *Should the ELLPM calculation for Parental Denials not be possible for 2014-2015, include the performance of Parental Denial students using the Phase-in Level 2 and Level 3 standards for the 2014-2015 accountability cycle. For the 2015-2016 accountability cycle and beyond, explore the possibility of calculating the ELL Progress Measure for ELL Parental Denial students and include them in the calculation using the ELLPM and Final Level 2.*

2015 ATAC ELL Workgroup Recommendations

TEA Comments:

Due to the processing schedule for the 2015 Texas Assessment Program, it is not possible to implement the ELL Workgroup recommendation to calculate an ELL Progress Measure for ELLs with Parental Denials for instructional services enrolled in their second through fourth years in U.S. schools.

Below are the workgroup recommendations given that the **ELL Progress Measure will not be calculated for school year 2014-15 for ELLs with parental denials for instructional services.**

Index 2 The ELL student group will include ELLs reported in the current school year and former ELLs in the first and second years of academic monitoring after exiting ELL status (M1 and M2) which is applicable only to Index 2.

Index 3 Option 1: The option must be discussed as an option for Index 3 calculations. TEA does not recommend applying an Index calculation change based on specific student criteria. As described, the option would result in applying only one point credit to ELLs with Parental Denials for services in Index 3.

Option 2: The option will exclude **all** ELL students in their second through fourth year of enrollment in U.S. schools (including ELLs with Parental Denials) from Index 3.

Option 3: The option will result in applying one point credit to ELLs with Parental Denials for services that meet the Phase-in 1 Level II performance standard, and one additional point for meeting the Advanced Level III standard.

The options recommended by the ELL Workgroup are summarized below.

Years in U.S. Schools	Index 1	Index 2	Index 3	Index 4
ELLs with Parental Denials for services*				
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second through fourth year of enrollment in U.S. schools	STAAR (regular) and STAAR Alt 2 Phase-in 1 Level II	STAAR Progress Measure	(Options detailed below)	<i>Not Included</i>
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

* The decisions above are applied to tests taken by ELLs with Parental Denials for services regardless of test language version (either English or Spanish tests).

Highlighted text indicates a change to the 2014 processing of tests taken by ELLs with parental denials for service.

The following page provides the ATAC recommended options for Index 3.

2015 ATAC ELL Workgroup Recommendations

Summary of ATAC ELL Workgroup Recommendations for 2015 Accountability Index 3 for ELLs with Parental Denials for services								
	2014 Process		Option 1		Option 2 *		Option 3	
	One Point Credit	Two Points Credit	One Point Credit	Two Points Credit	One Point Credit	Two Points Credit	One Point Credit	Two Points Credit
Second through fourth year of enrollment in U.S. schools	<i>Not Included due to lacking an ELL PM</i>	<i>Not Included due to lacking an ELL PM</i>	STAAR Phase-in 1 Level II	No Credit (zero points applied)	<i>Not Included</i>	<i>Not Included</i>	STAAR Phase-in 1 Level II	STAAR Advanced Level III
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in 1 Level II	STAAR Advanced Level III	STAAR Phase-in 1 Level II	STAAR Advanced Level III	STAAR Phase-in 1 Level II	STAAR Advanced Level III	STAAR Phase-in 1 Level II	STAAR Advanced Level III

* **Option 2 excludes all ELL students:** ELLs in their second through fourth year of enrollment in U.S. schools with an ELL Progress Measure (including ELLs with Parental Denials) are excluded from Index 3.