

Appendix I – Inclusion of ELLs in 2014 and Beyond

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 1 Level II English STAAR ELL Progress Measure	Spanish STAAR Progress Measure English STAAR ELL Progress Measure*	Spanish STAAR Phase-in 1 Level II and Level III English ELL Progress Measure and STAAR Final Level II	Spanish STAAR Final Level II (Spanish test versions on any subject) English (Not tested on any Spanish versions) <i>Not Included</i>
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
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
Immigrants entering Grade 9 or above	STAAR ELL Progress Measure	STAAR ELL Progress Measure (Years 2–4)	<i>Not Included</i>	<i>Not Included</i>
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 1 Level II	STAAR Progress Measure	STAAR Phase-in 1 Level II and Level III	STAAR Final Level II

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR or ELL progress measure.

Data Sources. English language learners (ELLs) are included in 2014 accountability results with specific provisions based on information reported from the following data sources:

Texas English Language Proficiency Assessment System (TELPAS) – all students tested on TELPAS are considered current ELL students, including students with a parent denial for ELL services. Data items considered:

- Years of enrollment in U.S. schools
- Unschooling Asylees/Refugees
- Students with Interrupted Formal Education or Schooling (SIFE)

Public Education Information Management System (PEIMS) fall enrollment information as of the October Snapshot date. Data item considered:

- Enrolled grade level

2014 Performance Indexes. The following describes how STAAR results for ELL students are included in each of the four indexes.

Index 1: Student Achievement

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 1: Student Achievement* calculations.

Year 2 - 4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools are included in Index 1 and credit the **Phase-in Satisfactory Standard** based on:

- Spanish test versions: one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard.
- English test versions: one point for each percentage of tests that Met or Exceeded ELL Progress Measure expectations.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in Index 1 and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 Level II standard.

Index 2: Student Progress

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 2: Student Progress* calculations.

Year 2 - 4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools are included in Index 2 and credit the **Student Progress Standard** based on the available progress measure:

- Met or Exceeded Progress – one point for each percentage of tests at the Met or Exceeded STAAR progress measure levels or ELL Progress Measure expectations.
- Exceeded Progress – one additional point for each percentage of tests at the Exceeded STAAR progress measure levels or ELL Progress Measure expectations.

Note that Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR or ELL progress measure.

A small number of students may have taken the STAAR reading Spanish version in 2013, and transition in 2014 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure.

For example, a student takes the grade 5 STAAR reading Spanish version during the spring 2013 administration. The following year, the student is tested on the grade 6 STAAR reading English test version. If the student is not eligible for, or exceeds the time frame of their ELL progress measure plan, the ELL progress measure will not be reported. In addition, a STAAR progress measure cannot be calculated because the language versions have changed. Specifically, STAAR progress measures for reading are calculated only for students who test in the same language in the prior year and the current year.

To address these unique cases in which students have taken the STAAR reading Spanish version in 2013, and transition in 2014 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Phase-in 1 Level II (English version): One point for each percentage of tests meeting the STAAR Phase-in 1 Level II or above; and
- Final Level II (English-version): One additional point for each percentage of tests meeting the Final Level II standard.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in Index 2 and credit the Student Progress Standard based on performance on the STAAR progress measure:

- Met or Exceeded Progress – one point for each percentage of tests at the Met or Exceeded progress level.
- Exceeded Progress – one additional point for each percentage of tests at the Exceeded progress level.

Index 3: Closing Performance Gaps

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from *Index 3: Closing Performance Gaps* calculations.

Year 2 - 4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools are included in Index 3 and credit the Index 3 Student Performance Standards (Phase-in Satisfactory and the Advanced performance standards) based on:

- Spanish test versions:
 - Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
 - Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.
- English test versions:
 - Phase-in Satisfactory – one point for each percentage of tests that Met or Exceeded ELL Progress Measure expectations; and
 - Advanced – one additional point for each percentage of tests meeting the Final Level II standard.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in Index 3 and credit the Index 3 based on:

- Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
- Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.

Index 4: Postsecondary Readiness

Four components are evaluated for *Index 4: Postsecondary Readiness*: STAAR Postsecondary Readiness Standard, Graduation Rate, Graduation Plan (Recommended High School Program or Distinguished Achievement Program), and Postsecondary Indicator (College-Ready Graduates).

ELL students are included in each of the four components. However, ELL students may be excluded from the STAAR Postsecondary Readiness Standard component as described below.

Year 1 in U.S. Schools. ELL students in their first year of enrollment in U.S. schools are excluded from evaluation of the STAAR Postsecondary Readiness Standard component.

Year 2 - 4 in U.S. Schools. ELL students in their second through fourth year of enrollment in U.S. schools may be included in the STAAR Postsecondary Readiness Standard component based on the language-version of the test.

- Spanish test versions – ELL students who take *any* Spanish version tests (available in grades 3 through 5) are included.

Credit for the STAAR Postsecondary Readiness Standard component is given accordingly:

- If two or more subject-area Spanish test versions are taken, the student must meet the Final Level II standard on at least two subjects;
 - If only one subject-area Spanish test version is taken, the student must meet the Final Level II standard on the single subject-area test.
- English test versions – ELL students who take all English version tests are excluded from the STAAR Postsecondary Readiness Standard component.

Year 5 and beyond in U.S. Schools. ELL students in their fifth year of enrollment and beyond in U.S. schools are included in the STAAR Postsecondary Readiness Standard component.

Credit for the STAAR Postsecondary Readiness Standard component is given accordingly:

- If two or more subject-area tests (either English or Spanish) are taken, the student must meet the Final Level II standard on at least two subjects;
- If only one subject-area test (either English or Spanish) is taken, the student must meet the Final Level II standard on the single subject-area test.

Other Exclusions

Immigrants Entering Grade 9 or Above. The 2014 accountability results exclude Immigrants entering grade 9 or above from *Index 3: Closing Performance Gaps* and *Index 4: Postsecondary Readiness*, as described below. The enrolled grade-level reported on the fall 2013 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2014 TELPAS determine whether or not an ELL student is considered an “immigrant entering grade 9 or above.”

For example, an ELL student enrolled in grade 10 based on the fall 2013 PEIMS enrollment data will only be included in the 2014 performance indexes, as described above, if the number of years of enrollment in U.S. schools is three or more years.

2014 Index 3 and Index 4 ELL Exclusions for Immigrants in Grade 9 and Above				
Years in U.S. Schools	Enrolled Grade 9	Enrolled Grade 10	Enrolled Grade 11	Enrolled Grade 12
<i>First year</i>	Not included			
<i>Second year</i>	Included as other ELL Students	Not included	Not included	Not included
<i>Third year</i>		Included as other ELL Students		
<i>Fourth year</i>			Included as other ELL Students	
<i>Fifth year</i>				Included as other ELL Students
<i>Sixth year or more</i>			Included as other ELL Students	

Asylees/Refugees, and Students with Interrupted Formal Education (SIFE). State law requires exclusion of asylees/refugees from state accountability until the students’ sixth year of enrollment in U.S. schools. For 2014 accountability, similar exclusions are applied to students with interrupted formal education (SIFE). Therefore, asylees/refugees and students with interrupted formal education who are in their first through fifth year of enrollment in U.S. schools are excluded from the STAAR results for 2014 accountability.

ELL Student Group Definitions

The table below summarizes which student groups are evaluated in each performance index and system safeguards, and describes how the ELL student group is defined when it is evaluated as a separate group. Note that each of the accountability indicator student groups also include ELLs based on demographic characteristics (race/ethnicity or economically disadvantaged) and program participation (special education).

2014 Accountability ELL Student Groups Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR Percent Met Phase-in 1 Level II Standard	All Students	ELL students are not evaluated as a group
Index 2: Student Progress		
STAAR Weighted Growth	All Students Race/Ethnicity (seven groups) English Language Learners Special Education	Current ELLs Current ELLs reported as limited English proficient (LEP) on test answer documents (TELPAS or STAAR)
Index 3: Closing Performance Gaps		
STAAR Weighted-Performance (Phase-In 1 Level II and Level III)	Economically Disadvantaged Race/Ethnicity (two lowest performing groups)	ELL students are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR Percent Met Final Level II	All Students Race/Ethnicity (seven groups)	ELL students are not evaluated as a group
RHSP/DAP Longitudinal Rates <i>or</i> RHSP/DAP Annual Rates		
College-Ready Graduates		
Graduation Rates	All Students Race/Ethnicity (seven groups) English Language Learners Special Education	ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending Grades 9-12 in a Texas public school
<i>or</i> Annual Dropout Rates Grade 9-12		Current ELLs Current ELLs reported as LEP on PEIMS
System Safeguards		
STAAR Percent Met Phase-in 1 Level II Standard	All Students Economically Disadvantaged Race/Ethnicity (seven groups) English Language Learners Special Education	Current and Monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status
STAAR Participation Rates		Current ELLs Current ELLs reported as LEP on test answer documents (TELPAS or STAAR)
Federal Graduation Rates (4-year and 5-year)		ELL (Ever HS) Students reported on PEIMS as ELLs at any time while attending Grades 9-12 in a Texas public school
District 1% and 2% Limits on STAAR Alternate and STAAR Modified	All Students	ELL students are not evaluated as a group