

Appendix I – Inclusion of ELLs in 2015 and Beyond

English language learners (ELLs) are included in 2015 accountability performance index results STAAR components with specific provisions based on their number of years of enrollment in U.S. schools.

The following table outlines the inclusion policies for ELLs receiving bilingual education (BE) or English as a Second Language (ESL) instructional services. Additional provisions address ELLs entering U.S. schools in Grade 9 or above and ELLs designated as asylees, refugees, and students with interrupted formal education (SIFE).

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs receiving Bilingual Education (BE) or English as a Second Language (ESL) Instructional 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 year of enrollment in U.S. schools	Spanish STAAR Phase-in 1 Level II English ELL Progress Measure	Student Progress Measure	Spanish STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools			English ELL Progress Measure and STAAR Final Level II	English (Not tested on any Spanish versions) <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 1 Level II		STAAR Phase-in 1 Level II and Level III	STAAR Final Level II
ELLs entering Grade 9 or above	ELL Progress Measure	Student Progress Measure	<i>Not Included</i>	<i>Not Included</i>
Asylees, refugees, and students with 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	Student 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 progress measure, ELL progress measure, or Spanish to English transition proxy calculation (see below), where applicable.

The following table outlines the inclusion policies for ELLs with parental denials for BE/ESL instructional services and ELLs who did not have a ELL Progress Measure reported in 2015 solely due to their years in U.S. schools exceeding their ELL plan year.

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs With Parental Denials for Instructional 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 year of enrollment in U.S. schools	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools				English (Not tested on any Spanish versions) <i>Not Included</i>
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				STAAR Final Level II
ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year				
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	STAAR Phase-in 1 Level II	Student Progress Measure	STAAR Phase-in 1 Level II and Level III	Spanish STAAR Final Level II (Spanish test versions on any subject)
Third year of enrollment in U.S. schools				English (Not tested on any Spanish versions) <i>Not Included</i>
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools				STAAR Final Level II

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation (see below), where applicable.

Data Sources. The following data sources are used to identify ELLs for inclusion in accountability:

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 used for ELL accountability purposes include the following:

- Years of enrollment in U.S. schools
- Unschooling Asylees/Refugees

- Students with Interrupted Formal Education or Schooling (SIFE)
- Parental Denial of Bilingual or English as a Second Language (BE/ESL) instructional services

Public Education Information Management System (PEIMS) fall enrollment information as of the October Snapshot date. PEIMS data may be provided by the school district to the testing contractor in order to populate test answer documents and subsequently appear on the Consolidated Accountability File (CAF). The student's enrolled grade level is the only data item populated by PEIMS that is used for ELL accountability purposes.

Note that PEIMS immigrant status is not used for accountability. Also, PEIMS data collections of parental denials for instructional services is only used if the data are included in the CAF data files.

2015 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 the following:

- 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.

ELLs with Parental Denials for Services. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools with parental denials for BE/ESL special language instructional services are included in Index I and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 Level II standard. Previously, these students were excluded from accountability because they did not have an ELL progress measure as a result of the parental denial for service.

ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools without an ELL Progress Measure solely due to the student's Years in U.S. Schools exceeding the student's ELL Plan Year are included in Index 1 and credit the Phase-in Satisfactory Standard based on meeting the Phase-in 1 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 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 and Beyond in U.S. Schools. ELL students in their second year and beyond 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 to receive a calculation. ELL students will receive either an ELL Progress Measure or a STAAR progress measure, but not both.

Spanish to English transition proxy calculation

A small number of students, including students not identified as ELLs, may have taken the STAAR reading Spanish version in 2014, and transition in 2015 to the STAAR reading English version, but do not have a STAAR Progress Measure or ELL Progress Measure. In these unique cases, a Spanish to English transition proxy calculation is applied for Index 2. For example, a student takes the grade 5 STAAR reading Spanish version during the spring 2014 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 2014, and transition in 2015 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.

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 the following:

- 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.

ELLs with Parental Denials for Services. In 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools with parental denials for Bilingual/English as a Second Language instructional services will be included in Index 3 and credit the Index 3 based on the following:

- 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.

Previously, these students were excluded from accountability because they did not have an ELL progress measure as a result of the parental denial for service.

ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year. Beginning in 2015, STAAR results of ELLs enrolled in their second through fourth years in U.S. schools without an ELL Progress Measure solely due to the student's Years in U.S. Schools exceeding the student's ELL Plan Year 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.

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 Component: College and Career 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 – STAAR content area tests in the Spanish language test version are included from Index 4. 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 – STAAR content area tests in the English language test version are excluded from Index 4. 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

ELLs Entering U.S. Schools in Grade 9 or Above. The 2015 accountability results exclude ELLs in their first year of enrollment in U.S. schools in Grade 9 or above. As an ELL progresses in high school and successfully gains credits for grade-level advancement, the student continues to be excluded from *Index 3: Closing Performance Gaps* and *Index 4: Postsecondary Readiness*.

The table below describes the provision for continued exclusion from Index 3 and Index 4, both of which measure STAAR performance at advanced levels of performance. The exclusion from these indexes recognizes that ELL students enrolled in their earliest years of enrollment in U.S. schools need additional time to attain English language proficiency and mastery of academic concepts at the highest level of performance measured at Final Level II and Advanced Level III standards. At the same time, the provision requires that ELLs continue to achieve of course credit for advancement to the next grade-level and eventually toward graduation.

The enrolled grade-level reported on the fall 2014 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2015 TELPAS determine whether or not an ELL student is considered an “ELL entering grade 9 or above.”

For example, an ELL student enrolled in grade 10 based on the fall 2014 PEIMS enrollment data will only be included in the 2015 performance indexes, as described in the table above, if the number of years of enrollment in U.S. schools is three or more years.

2015 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 2015 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 2015 accountability.

ELL Student Group Definitions

The tables below summarize 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).

2015 Accountability ELL Student Groups Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR Percent Met Phase-in Satisfactory 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 and Monitored ELLs Current ELLs and former ELLs in the first and second years of academic monitoring after exiting ELL status)
Index 3: Closing Performance Gaps		
STAAR Weighted-Performance (Phase-In Satisfactory Standard and Advanced Standard)	Economically Disadvantaged Race/Ethnicity (two lowest performing groups)	ELL students are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR Percent Met Postsecondary Readiness Standard	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		
Postsecondary Component: College and Career Ready		
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

2015 Accountability ELL Student Groups Evaluations (cont.)

State System Safeguards		
STAAR Percent Met Phase-in Satisfactory Standard (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	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 (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)		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% Limit on STAAR Alternate 2 Not evaluated for State System Safeguards in 2015.	n/a	n/a
Federal System Safeguards		
STAAR Percent Met Phase-in 1 Level II Standard (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	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 (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)		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% Limit on STAAR Alternate 2	All Students	ELL students are not evaluated as a group

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