Additional Information about Appendix B of the *2013 District and Campus Coordinator Manual*

Additional Data Collection for TELPAS

This supplemental document should be used in conjunction with the information contained in Appendix B of the 2013 *District and Campus Coordinator Manual*. For your convenience, Appendix B is included on the following pages.

Special Circumstances

This information is required to be submitted for ELLs in **grades 1–12** with special circumstances that cause extenuating needs.

Unschooled Asylees/Refugees

- These ELLs meet criteria to qualify as such using page 6 of *2012–2013 STAAR Decision-Making Guide for LPACs*
- Lack literacy skills in first language and basic subject-matter knowledge and skills
- May also lack basic social skills and may have experienced trauma as a result of previous circumstances
- This information is necessary to exclude eligible students' STAAR results from state accountability ratings and will NOT be gathered during STAAR data collection

Limited Prior Schooling

- These immigrant ELLs come to the U.S. with limited or no prior schooling
- Lack literacy skills in first language, basic subject-matter knowledge and skills, and/or basic social skills
- For purpose of data collection, limited schooling means ELL did not attend school for a period of time **(outside of the U.S.)** that the ability to learn English and new grade level subject-matter knowledge and skills significantly affected
- Students who qualify as unschooled asylees/refugees should not be coded as having limited prior schooling since these ELLs by definition have little or no formal schooling outside the U.S. and lack basic primary language literacy upon enrollment in U.S. schools.

Late Arrival

- These ELLs first enter U. S. schools late enough in the school year such that it considerably affects their ability to develop a foundational understanding of the English language and learn subject-matter content
- The current school year's newly arrived immigrants should be coded; not late arrivals from previous school years
- Considered late arrival if enrolled after the October 2012 PEIMS submission (October 26, 2012)

Students with Interrupted Formal Schooling

- These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and return to the U.S. The gaps in schooling **(in the U.S)** significantly affect growth in English and learning of subject matter

Disabling Condition

- These ELLs have a disabling condition that significantly affects growth in second language acquisition and academic achievement and should be determined by the ARD committee in conjunction with the LPAC

Additional Data Collection for TELPAS

As part of the spring TELPAS assessment, districts will be required to submit additional information about ELLs with extenuating needs. Testing personnel will not be required to submit the additional data for ELLs with no extenuating needs.

ELLs with extenuating needs come to the U.S. with significant gaps in learning in addition to the challenges faced by ELLs in general. The special circumstances that cause ELLs to have extenuating needs may affect how long it takes to acquire English and academic skills and, therefore, how long these students might need substantial linguistic accommodations during instruction and testing, and how long these students might warrant special consideration in accountability measures of instructional effectiveness.

Identifying which ELLs have these extenuating needs will allow districts to better monitor and adjust instructional interventions and evaluate the effectiveness of instructional programs. At the state level, these data will be used to help inform and evaluate ELL assessment and accountability policies. Specifically, this data collection will help determine the number of ELLs in the state who have extenuating academic needs that may affect the time it takes to achieve Level II: Satisfactory Academic Performance on STAAR assessments and the ability to reach progress expectations.

Special Circumstances

Testing coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows:

❑ Unschooled Asylees/Refugees

These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria*. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

❑ Limited Prior Schooling

These immigrant ELLs come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, and/or basic social skills. For the purpose of this data collection, limited schooling means that an ELL did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

* For information on qualifying as an unschooled asylee/refugee, refer to page 6 of the *2012–2013 STAAR Decision-Making Guide for LPACs*.

❑ Late Arrival

These ELLs from other countries **first** enter U.S. schools late enough in the school year such that it considerably affects their ability to develop a foundational understanding of the English language and learn subject-matter content.

❑ Students With Interrupted Formal Schooling (Sife)

These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. and/or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.

❑ Disabling Condition

These ELLs have a disabling condition that significantly affects growth in second language acquisition and academic achievement, as determined by the ARD in conjunction with the LPAC.

Submission of Additional Data

The additional data will be collected in the Agency Use fields on the TELPAS Student Registration Details page of the Assessment Management System. These data should be submitted for ELLs who have at least one of the special circumstances defined in this appendix.

AGENCY USE – COLUMN A	UNSCHOOLED ASYLEE/REFUGEE*	1 = YES
AGENCY USE – COLUMN B	LIMITED PRIOR SCHOOLING	1 = YES
AGENCY USE – COLUMN C	LATE ARRIVAL	1 = YES
AGENCY USE – COLUMN D	STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)	1 = YES
AGENCY USE – COLUMN E	DISABLING CONDITION	1 = YES

To submit this information for ELLs with extenuating needs, enter “1” in the Agency Use field for the applicable special circumstance(s). For example, if an ELL meets the eligibility criteria to qualify as an unschooled asylee/refugee, enter “1” in Column A of the Agency Use field. If the same ELL first arrived to the U.S. late in the school year as described in this appendix, also enter “1” in Column C of the Agency Use field.

* For information on qualifying as an unschooled asylee/refugee, refer to page 6 of the *2012–2013 STAAR Decision-Making Guide for LPACs*.

Note this important information regarding the additional data collection:

- This data collection does not apply to ELLs without extenuating needs.
- The LPAC is responsible for determining whether ELLs have extenuating needs. Guidance for LPACs can be found on the LPAC Resources webpage.
- **For asylees/refugees**: A "1" must be entered for Column A of the Agency Use field in order for students to be correctly identified as an asylee/refugee for state accountability purposes.