



Calculating the Texas English Language Learner (ELL) Progress Measure

The English Language Learner (ELL) progress measure is available for all English versions of the State of Texas Assessments of Academic Readiness (STAAR®), including STAAR L and STAAR A in all grades and subjects. There are three steps used to calculate the ELL progress measure:

Step 1: Determine if the student is eligible to receive the ELL progress measure

Step 2: Determine the appropriate plan for the student

Step 3: Compare the student's STAAR scale score to the appropriate ELL progress measure *Met* and *Exceeded* expectations

Step 1: Determine if the student is eligible to receive the ELL progress measure.

Eligibility is determined on a test-by-test basis. Use the checklist below to determine if a student is eligible. The student must meet **ALL** of the following conditions for the content area being assessed:

- ✓ The student has a valid STAAR scale score.
- ✓ The student is classified by the district's language proficiency assessment committee (LPAC) as limited English proficient (LEP).
- ✓ The student does not have a parent denial for ELL services.
- ✓ The student took an English-language version of a general STAAR assessment:
 - Includes STAAR, STAAR L, and STAAR A
 - Does not include STAAR Alternate 2 or Spanish versions of STAAR

There is an additional eligibility requirement for the ELL progress measure that cannot be determined until after Step 2. This requirement is that the student has not exceeded the number of years in his or her plan.

NOTE: A student might meet criteria for the ELL progress measure for one assessment but not another. This student would only receive the ELL progress measure for the qualifying STAAR assessments. If a student is not eligible for the ELL progress measure, he or she may be eligible to receive the STAAR progress measure. See [Calculating the Texas English Language Learner \(ELL\) Progress Measure](#).

Step 2: Determine the appropriate plan for students new to the ELL progress measure.

If ELLs were not already placed into a plan, the ELL progress measure plan needs to be determined. The following information is needed to determine a student's ELL progress measure plan.

- number of years in U.S. schools
- Texas English Language Proficiency Assessment System (TELPAS) composite rating
- extenuating circumstances
 - unschooled asylee/refugee
 - student with interrupted formal education (SIFE)

The number of years in U.S. schools and extenuating circumstances information are reported by school districts. This information can be found in the TELPAS district data file and must be available from a single administration in order to place students in a plan. The TELPAS composite rating must come from grade 2 or higher to be used to determine the ELL progress measure plan. **The TELPAS information reported as part of the current TELPAS administration will be used to place all eligible ELLs in a plan if ELLs were not already put into a plan. For students who already have a plan, their original plan will be used.**

Students who are eligible to receive the ELL progress measure, but are missing one or more pieces of information cannot be placed into a plan and will not receive the ELL progress measure.

Students who have extenuating circumstances, or are taking English I or English II, receive an extra year in their plans. If a student has extenuating circumstances, and is also taking English I or II, that student only receives one extra year.

Use Table 1 to determine a student's ELL progress measure plan and current location within that plan if he/she hasn't been placed in a plan. The first three columns of Table 1 include the information needed to place students into a plan: number of years in U.S. schools during the year the student is placed in a plan (column 1), TELPAS composite proficiency level (column 2), and whether or not the student is classified as having extenuating circumstances (column 3). Based on this information, the number of years in the ELL progress measure plan can be determined (columns 4 and 5). Students with missing TELPAS composite rating or current years in U.S. Schools, or TELPAS composite rating of 0 will not receive an ELL progress measure plan. Note all the information in Table 1 refer to the status for the year when the student was placed in the plan. For example, the number of years in U.S. schools in column 1 refers to the number of years the student has been attending schools in the U.S. when the student was placed in a plan. It shouldn't be confused with the current number of years in U.S. schools, which refers to the number of years the student has been attending U.S. schools when the ELL progress measure is calculated, in Table 2 when using the expectation table to calculate the ELL progress measure.

Table 1: Texas ELL Progress Measure Plans

| Number of Years in U.S. Schools (1) | TELPAS Composite Proficiency Level (2) | Extenuating Circumstances (3) | ELL Progress Plan for All Tests except English I/English II (4) | ELL Progress Plan for English I/English II (5) |
|-------------------------------------|--|-------------------------------|---|--|
| 1 | Beginning | Yes | 5-Year Plan | 5-Year Plan |
| | | No | 4-Year Plan | 5-Year Plan |
| 1 | Intermediate | Yes | 4-Year Plan | 4-Year Plan |
| | | No | 3-Year Plan | 4-Year Plan |
| 1 | Advanced | Yes | 3-Year Plan | 3-Year Plan |
| | | No | 2-Year Plan | 3-Year Plan |
| 1 | Advanced High | Yes | 2-Year Plan | 2-Year Plan |
| | | No | 1-Year Plan | 2-Year Plan |
| 2 | Intermediate or Below | Yes | 5-Year Plan | 5-Year Plan |
| | | No | 4-Year Plan | 5-Year Plan |
| 2 | Advanced | Yes | 4-Year Plan | 4-Year Plan |
| | | No | 3-Year Plan | 4-Year Plan |
| 2 | Advanced High | Yes | 3-Year Plan | 3-Year Plan |
| | | No | 2-Year Plan | 3-Year Plan |
| 3 | Advanced or Below | Yes | 5-Year Plan | 5-Year Plan |
| | | No | 4-Year Plan | 5-Year Plan |
| 3 | Advanced High | Yes | 4-Year Plan | 4-Year Plan |
| | | No | 3-Year Plan | 4-Year Plan |
| 4 | Any Composite Proficiency Level | Yes | 5-Year Plan | 5-Year Plan |
| | | No | 4-Year Plan | 5-Year Plan |
| 5 | Any Composite Proficiency Level | Yes | 5-Year Plan | 5-Year Plan |
| | | No | N/A | 5-Year Plan |
| 6+ | Any Composite Proficiency Level | Yes | N/A | N/A |
| | | No | N/A | N/A |

Example: A grade 5 student with two years in U.S. schools (column 1), a beginning TELPAS composite score (column 2), and no extenuating circumstances (column 3) qualifies for a 4-year plan (column 4).

Once a plan has been determined for a student, the student will continue in the same plan for as long as they are eligible to receive the ELL progress measure. The student's location in the established plan will change based on updated years in U.S. schools information. New students will be placed into a plan using information from their first TELPAS administration, including 2014 or later, when complete data can be obtained (years in U.S. schools, TELPAS composite rating, and extenuating circumstances).

NOTE: After a student's number of years in U.S. schools surpasses the number of years in his or her ELL progress measure plan, even if the student continues to be classified as LEP, that student will no longer receive the ELL progress measure. Instead, the student may receive the STAAR progress measure, if eligible. This will provide students, parents, teachers, and districts with more information about the progress a student is making on STAAR.

Step 3: Compare the student's STAAR scale score to the appropriate ELL progress measure *Met* and *Exceeded* scale score expectations.

In order to determine whether a student *Met* or *Exceeded* his or her ELL progress measure expectation, the following information about the student is needed:

- ELL progress measure plan
- current number of years in U.S. schools
- STAAR scale score

Students who are eligible to receive the ELL progress measure, but are missing one or more pieces of information will not receive the ELL progress measure. If the student's current number of years in U.S. schools is greater than the number of years in the ELL progress measure plan, the student is not eligible for the ELL progress measure, but may be eligible for the STAAR progress measure.

To determine the *Met* and *Exceeded* expectations, find the appropriate expectation table for the grade and subject of the assessments. For Grades 3-8 tests in 2016, the expectation table for 2015-2016 will be used. For EOC assessments, the performance standards and expectation table to apply is not based on the current year the student takes the specific EOC assessment. Instead, it is based on the first time this student has ever taken any EOC test (regardless of the subject). For example, if a student's first EOC test was a Biology test in the 2013 spring administration, the expectation tables from 2012-2013 should be applied to this student for all subjects. If this student made his/her first attempt on Algebra I in the spring 2016 administration, he/she should still use the Algebra I expectation table from 2012-2013. See the [Texas English Language Learner \(ELL\) Progress Measure Expectations](#) for all grades and subjects.

Compare the student's STAAR scale score to the *Met* and *Exceeded* expectations. If the scale score is greater than or equal to the *Exceeded* expectation, the ELL progress measure classification is *Exceeded*. If the scale score is greater than or equal to the *Met* expectation and less than the *Exceeded* expectation, the ELL progress measure classification is *Met*. If the scale score is less than the *Met* expectation, the ELL progress measure is *Did Not Meet*.

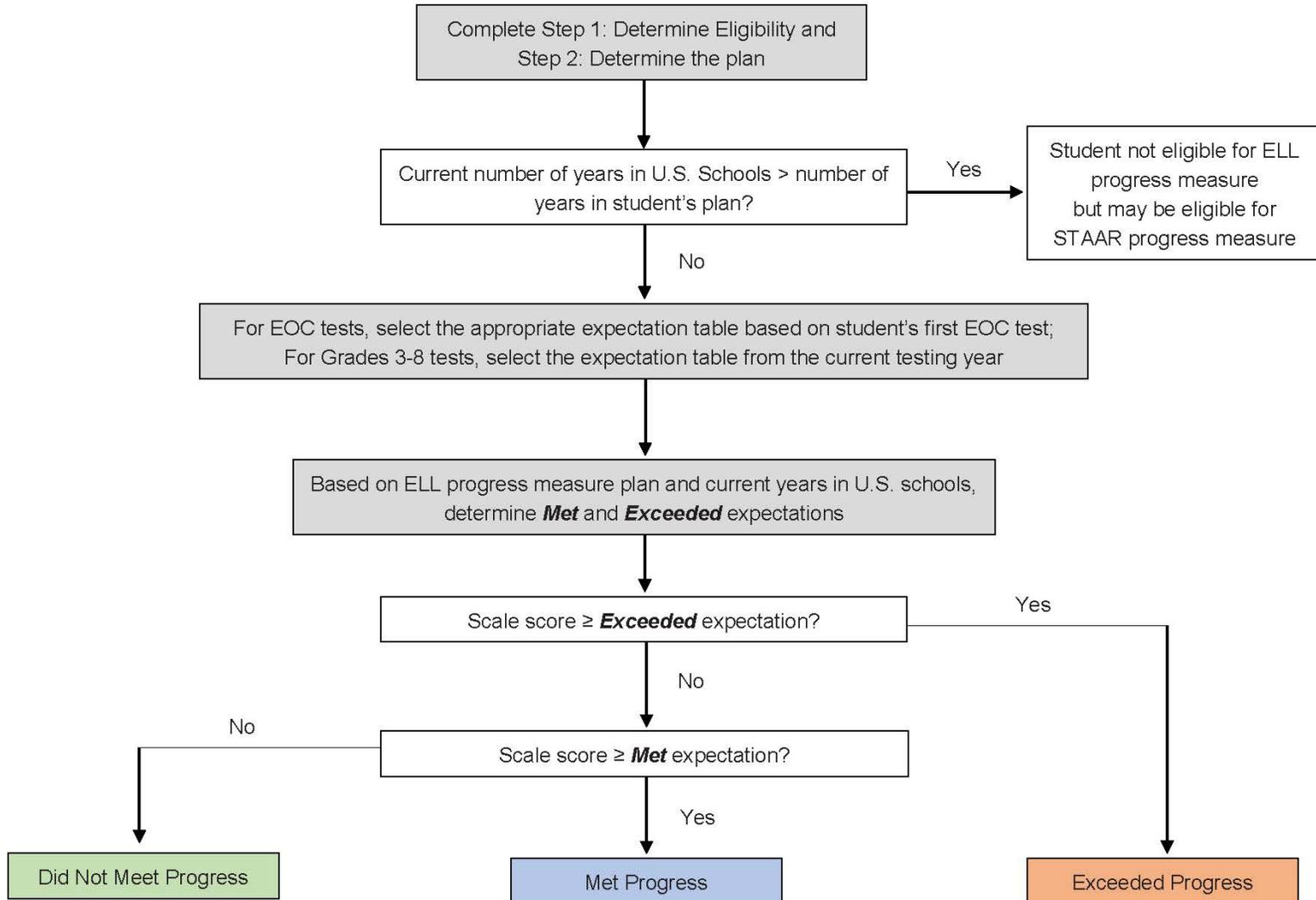
Use the “Guide to Computing the ELL Progress Measure” (included below) and the tables in the [Texas English Language Learner \(ELL\) Progress Measure Expectations](#) for the applicable assessment to calculate a student’s ELL progress measure classification. Table 2 shows the ELL progress measure *Met* and *Exceeded* expectations for grade 7 assessments in the 2015-2016 school year as an example as an example.

Table 2: ELL Progress Measure Expectations for Grade 7 (2015-2016)*

| ELL Progress Measure Plan | Current Years in U.S. Schools | STAAR Reading Met | STAAR Reading Exceeded | STAAR Mathematics Met | STAAR Mathematics Exceeded | STAAR Writing Met | STAAR Writing Exceeded |
|---------------------------|-------------------------------|-------------------|------------------------|-----------------------|----------------------------|-------------------|------------------------|
| 5-Year Plan | 1 st Year | 1433 | 1567 | 1507 | 1617 | 2817 | 3550 |
| | 2 nd Year | 1433 | 1567 | 1507 | 1617 | 2817 | 3550 |
| | 3 rd Year | 1477 | 1567 | 1519 | 1629 | 3103 | 3705 |
| | 4 th Year | 1538 | 1617 | 1563 | 1673 | 3371 | 3973 |
| | 5 th Year | 1567 | 1646 | 1575 | 1685 | 3550 | 4152 |
| 4-Year Plan | 1 st Year | 1433 | 1567 | 1507 | 1617 | 2817 | 3550 |
| | 2 nd Year | 1477 | 1567 | 1519 | 1629 | 3103 | 3705 |
| | 3 rd Year | 1538 | 1617 | 1563 | 1673 | 3371 | 3973 |
| | 4 th Year | 1567 | 1646 | 1575 | 1685 | 3550 | 4152 |
| 3-Year Plan | 1 st Year | 1477 | 1567 | 1519 | 1629 | 3103 | 3705 |
| | 2 nd Year | 1538 | 1617 | 1563 | 1673 | 3371 | 3973 |
| | 3 rd Year | 1567 | 1646 | 1575 | 1685 | 3550 | 4152 |
| 2-Year Plan | 1 st Year | 1538 | 1617 | 1563 | 1673 | 3371 | 3973 |
| | 2 nd Year | 1567 | 1646 | 1575 | 1685 | 3550 | 4152 |
| 1-Year Plan | 1 st Year | 1567 | 1646 | 1575 | 1685 | 3550 | 4152 |

* The scale score values shown above represent the grade 7 ELL progress measure *Met* and *Exceeded* expectations calculated for the 2015-2016 Level II standards for the respective subject areas.

Guide to Computing the ELL Progress Measure



Example: STAAR Grade 7 Reading

Step 1: Determine if the student is eligible to receive the ELL progress measure.

The student meets all of the criteria for receiving an ELL progress measure:

- has a valid STAAR scale score for grade 7 reading → yes
- is classified as LEP → yes
- does not have a parent denial for ELL services → yes
- took an English language version of a STAAR assessment → yes

Step 2: Determine the appropriate plan for the student.

To determine the ELL progress measure plan, the following student information is needed:

- number of years in U.S. schools → 1 year
- TELPAS composite rating → intermediate
- extenuating circumstances → none

The student was not placed into an ELL progress measure plan prior to this year, so the ELL progress measure plan for the student needs to be determined. From the information above and Table 1, the student will be placed into a 3-year plan. Because the student has 1 year in U.S. schools, the student will be in year 1 of the 3-year plan.

Step 3: Compare the student's STAAR scale score to the appropriate ELL progress measure *Met* and *Exceeded* expectations.

To compare the student's scale score with the ELL progress measure expectations, the following information is needed:

- current number of years in U.S. schools → 1 year
- student's ELL progress measure plan → 3-year plan
- scale score for test → 1534

The ELL progress measure expectation table, shown in Table 2, for grade 7 reading shows that a student in a 3-year plan with 1 year in U.S. schools has a *Met* expectation of 1477 and an *Exceeded* expectation of 1567. The student's scale score (1534) is greater than the *Met* expectation but less than the *Exceeded* expectation. Therefore, the ELL progress measure classification is *Met*.

The next page includes an illustration of the "Guide to Computing the ELL Progress Measure" based on this example.

Example: STAAR Grade 7 Reading (cont.)

