

Appendix I – Inclusion of ELLs in 2017

English language learners (ELLs) are included in the STAAR components of 2017 accountability with specific provisions based on their number of years of enrollment in U.S. schools.

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 parental denial for instructional services. Data used for ELL accountability purposes include the following:

- Years of enrollment in U.S. schools
- Unschooled 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 used only if the data are included in the CAF data files.

2017 Performance Indices

The following tables detail how STAAR results for ELLs are included in each of the four indices.

Index 1: Student Achievement

Index 1: Student Achievement	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	Spanish STAAR Approaches Grade Level Standard English ELL Progress Measure	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard	STAAR Approaches Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Index 1 does not include English-version assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Index 2: Student Progress

Index 2: Student Progress	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	Student Progress Measure
	<i>Second through fourth year of enrollment in U.S. schools</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure
<i>Fifth year or more of enrollment in U.S. schools*</i>	Student Progress Measure	Student Progress Measure	Student Progress Measure	

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Note that Index 2 includes the appropriate student progress measure for which the ELL was eligible to receive a calculation. ELLs 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 2016, transitioned in 2017 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 2016 administration. The following year, the student is tested on the grade 6 STAAR reading English version. If the student is not eligible for a progress measure plan, 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. In other words, 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 2016, transitioned in 2017 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

- Approaches Grade Level standard (English version): One point for each percentage of tests meeting the Approaches Grade Level standard or above
- Meets Grade Level standard (English version): One point for each percentage of tests meeting the Meets Grade Level standard

Index 3: Closing Performance Gaps

	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceders	
Index 3: Closing Performance Gaps	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools*</i>	<p>Spanish STAAR Approaches Grade Level Standard and Masters Grade Level Standard</p> <p>English ELL Progress Measure and STAAR Meets Grade Level Standard</p>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools**</i>	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Approaches Grade Level Standard and Masters Grade Level Standard	STAAR Level II: Satisfactory Academic Performance and Level III: Accomplished Academic Performance

* Index 3 does not include English-version assessment results for students without an ELL progress measure who are in their second through fourth years of enrollment in U.S. schools.

** Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Index 4: Postsecondary Readiness

Index 4: Postsecondary Readiness	Years in U.S. Schools	STAAR Tests (with or without accommodations)		STAAR Alternate 2 Tests
		ELLs receiving Bilingual Education or ESL instructional services	ELL parental denials or ELL progress measure plan exceeders	
	<i>First year of enrollment in U.S. schools</i>	Not Included	Not Included	STAAR Level II: Satisfactory Academic Performance
	<i>Second through fourth year of enrollment in U.S. schools</i>	<p>Spanish STAAR Meets Grade Level Standard <i>(Spanish test versions on any subject)</i></p> <p>English <i>(Not tested on any Spanish versions)</i> Not Included</p>	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance
	<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Meets Grade Level Standard	STAAR Meets Grade Level Standard	STAAR Level II: Satisfactory Academic Performance

* Asylees/refugees are not included in state accountability until their sixth year of enrollment in U.S. schools.

Other Exclusions

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. Similar exclusions are applied to students with interrupted formal education (SIFE). Therefore, STAAR results for asylees/refugees and students with interrupted formal education who are in their first through fifth years of enrollment in U.S. schools are excluded from 2017 accountability.

ELLs Entering U.S. Schools in Grade 9 or Above

The 2017 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 and Index 4. **For purposes of accountability, ELLs entering U.S. schools in grade 9 or above who also test using STAAR Alternate 2 will be included as outlined in the previous tables.**

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 indices recognizes that ELLs enrolled in their earliest years in U.S. schools need additional time to attain English language proficiency and master academic concepts at the highest level of performance measured at Meets Grade Level and Masters Grade Level standards. At the same time, the provision requires that ELLs continue to achieve course credit for advancement to the next grade level and eventually toward graduation.

The enrolled grade level reported on the fall 2016 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2017 TELPAS determine whether an ELL is considered an "ELL entering grade 9 or above."

For example, an ELL enrolled in grade 10 based on the fall 2016 PEIMS enrollment data will only be included in the 2017 performance indices if the number of years of enrollment in U.S. schools is three or more.

2017 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	Not included	Not included	Not included
<i>Third year</i>		Included as other ELL	Included as other ELL	
<i>Fourth year</i>				Included as other ELL
<i>Fifth year</i>				
<i>Sixth year or more</i>		Included as other ELL		

ELL Student Group Definitions

The table below summarizes which student groups are evaluated in each performance index and in 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).

2017 Accountability ELL Student Group Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR percent met Approaches Grade Level standard	All students	ELLs are not evaluated as a group
Index 2: Student Progress		
STAAR weighted growth	<ul style="list-style-type: none"> 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 (Approaches Grade Level standard and Masters Grade Level standard)	<ul style="list-style-type: none"> Economically disadvantaged Race/ethnicity (two lowest-performing groups) 	ELLs are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR percent met Meets Grade Level standard	<ul style="list-style-type: none"> All students Race/ethnicity (seven groups) 	ELLs are not evaluated as a group
Graduation plan rates		
Postsecondary component: college and career ready		
Graduation rates	<ul style="list-style-type: none"> 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 grades 9–12		Current ELLs Current ELLs reported as LEP on PEIMS

2017 Accountability ELL Student Group Evaluations (cont.)

Report	Student Groups Evaluated	ELL Student Group Definition
System Safeguards		
STAAR percent met Approaches Grade Level standard	<ul style="list-style-type: none"> • 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% limit on STAAR Alternate 2	All students	ELLs are not evaluated as a group