

Appendix I – Inclusion of ELLs in 2016

English language learners (ELLs) are included in the STAAR components of 2016 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 parent denial for ELL 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.

2016 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 and STAAR A Tests		STAAR-L Tests	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	Not Included	STAAR Final Level II Standard
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Level II Satisfactory Standard English ELL Progress Measure	STAAR Level II Satisfactory Standard	ELL Progress Measure	STAAR Final Level II Standard
<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Level II Satisfactory Standard	STAAR Level II Satisfactory Standard	Not Included	STAAR Final Level II Standard	

* 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 and STAAR A Tests		STAAR-L Tests	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	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	Student Progress Measure
<i>Fifth year or more of enrollment in U.S. schools*</i>	Student Progress Measure	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 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 2015, transitioned in 2016 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 2015 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 2015, transitioned in 2016 to the STAAR reading English version, but do not have a STAAR progress measure or ELL progress measure, Index 2 is calculated as follows:

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

Index 3: Closing Performance Gaps

Index 3: Closing Performance Gaps	Years in U.S. Schools	STAAR and STAAR A Tests		STAAR-L Tests	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	Not Included	STAAR Final Level II Standard and Level III
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Level II Satisfactory Standard and Level III English ELL Progress Measure and STAAR Final Level II Standard	STAAR Level II Satisfactory Standard and Level III	Not Included	STAAR Final Level II Standard and Level III
<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Level II Satisfactory Standard and Level III	STAAR Level II Satisfactory Standard and Level III	Not Included	STAAR Final Level II Standard and Level III	

* 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 and STAAR A Tests		STAAR-L Tests	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	Not Included	Not Included
	<i>Second through fourth year of enrollment in U.S. schools</i>	Spanish STAAR Final Level II <i>(Spanish test versions on any subject)</i> English <i>(Not tested on any Spanish versions)</i> Not Included	STAAR Final Level II	Not Included	Not Included
	<i>Fifth year or more of enrollment in U.S. schools*</i>	STAAR Final Level II	STAAR Final Level II	Not Included	Not Included

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

Other Exclusions

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

The 2016 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 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 Final Level II and Advanced Level III 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 2015 PEIMS enrollment submission and the number of years of enrollment in U.S. schools reported on 2016 TELPAS determine whether or not an ELL is considered an “ELL entering grade 9 or above.”

For example, an ELL enrolled in grade 10 based on the fall 2015 PEIMS enrollment data will only be included in the 2016 performance indices if the number of years of enrollment in U.S. schools is three or more.

2016 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		
<i>Fourth year</i>			Included as other ELL	
<i>Fifth year</i>				Included as other ELL
<i>Sixth year or more</i>			Included as other ELL	

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, 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 the STAAR results for 2016 accountability.

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).

2016 Accountability ELL Student Groups Evaluations

Report	Student Groups Evaluated	ELL Student Group Definition
Index 1: Student Achievement		
STAAR Percent Met Level II Satisfactory Standard	All Students	ELLs 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 (Level II Satisfactory Standard and Advanced Standard)	Economically Disadvantaged Race/Ethnicity (two lowest-performing groups)	ELLs are not evaluated as a group
Index 4: Postsecondary Readiness		
STAAR Percent Met Postsecondary Readiness Standard	All Students Race/Ethnicity (seven groups)	ELLs are not evaluated as a group
Graduation Plan 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

2016 Accountability ELL Student Groups Evaluations (cont.)

System Safeguards		
STAAR Percent Met Level II Satisfactory 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% Limit on STAAR Alternate 2	All Students	ELL students are not evaluated as a group