

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

receiving

	Spanish STAAR Phase 1 Level II	Student Progress Measure	STAAR Phase 1 Level II and Level III	STAAR Final Level II (Spanish test versions on any subject) (Not tested on any Spanish versions) Not Included
	ELL Progress Measure		ELL Progress Measure and STAAR Final Level II	
	ELL Progress Measure	Student Progress Measure	Not Included	Not Included
	Not Included	Not Included	Not Included	Not Included

- 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.

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:

- o 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
- o 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:
 - o Phase-in Satisfactory – one point for each percentage of tests meeting the STAAR Phase-in 1 Level II standard or above; and
 - o Advanced – one additional point for each percentage of tests meeting the Level III Advanced standard.
- English test versions:
 - o Phase-in Satisfactory – one point for each percentage of tests that Met or Exceeded ELL Progress Measure expectations; and
 - o 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



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