

Calculating the Texas English Language Learner (ELL) Progress Measure

The ELL progress measure is available for all English versions of State of Texas Assessments of Academic Readiness (STAAR®) including STAAR L, 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* scale score 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 check list 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 and STAAR L
 - does not include STAAR Modified, STAAR Alternate, 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 (for STAAR eligibility criteria, refer to <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806843&libID=25769806846>).

Step 2: Determine the appropriate plan for the student.

Three pieces of information are needed to determine a student's ELL progress measure plan. This information is reported by school districts and can be found in the TELPAS district data file.

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

All three pieces of information must be available from the same 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 2014 TELPAS administration will**

be used to place all eligible ELLs in a plan. Plan placement for eligible ELLs enrolling after the 2014 TELPAS administration will be dependent upon the most recent information reported for those students in the TELPAS system. Students who are eligible to receive the ELL progress measure and are missing one or more pieces of information cannot be placed into a plan and will have ‘No Information Available’ reported on their Confidential Student Reports (CSRs).

Students who have extenuating circumstances and/or are taking English I or English II receive an extra year in their plans. If a student has extenuating circumstances and also is 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. The first three columns of Table 1 include the information needed to place students into a plan: number of years in U.S. schools (column 1), TELPAS composite proficiency level (column 2), and whether or not the student is classified as having extenuating circumstances (column 3). Based on these three pieces of information, the number of years in the ELL progress measure plan can be determined (column 4). The location of the student within his or her plan is provided in column 5, which is based on the information in columns 1 and 4. For students taking English I or English II, use column 6 instead of column 5.

Table 1. Texas ELL Progress Measure Plans

Number of Years in U.S. Schools	TELPAS Composite Proficiency Level	Extenuating Circumstances	ELL Progress Measure Plan	Student’s Location in Plan (All Tests <i>Except</i> English I/English II)	Student’s Location in Plan (English I/English II)
(1)	(2)	(3)	(4)	(5)	(6)
1	Beginning	Yes	5-Year Plan	Year 1 of a 5-Year Plan	Year 1 of a 5-Year Plan
		No	4-Year Plan	Year 1 of a 4-Year Plan	Year 1 of a 5-Year Plan
1	Intermediate	Yes	4-Year Plan	Year 1 of a 4-Year Plan	Year 1 of a 4-Year Plan
		No	3-Year Plan	Year 1 of a 3-Year Plan	Year 1 of a 4-Year Plan
1	Advanced	Yes	3-Year Plan	Year 1 of a 3-Year Plan	Year 1 of a 3-Year Plan
		No	2-Year Plan	Year 1 of a 2-Year Plan	Year 1 of a 3-Year Plan
1	Advanced High	Yes	2-Year Plan	Year 1 of a 2-Year Plan	Year 1 of a 2-Year Plan
		No	1-Year Plan	Year 1 of a 1-Year Plan	Year 1 of a 2-Year Plan
2	Intermediate or Below	Yes	5-Year Plan	Year 2 of a 5-Year Plan	Year 2 of a 5-Year Plan
		No	4-Year Plan	Year 2 of a 4-Year Plan	Year 2 of a 5-Year Plan
2	Advanced	Yes	4-Year Plan	Year 2 of a 4-Year Plan	Year 2 of a 4-Year Plan
		No	3-Year Plan	Year 2 of a 3-Year Plan	Year 2 of a 4-Year Plan
2	Advanced High	Yes	3-Year Plan	Year 2 of a 3-Year Plan	Year 2 of a 3-Year Plan
		No	2-Year Plan	Year 2 of a 2-Year Plan	Year 2 of a 3-Year Plan
3	Advanced or Below	Yes	5-Year Plan	Year 3 of a 5-Year Plan	Year 3 of a 5-Year Plan
		No	4-Year Plan	Year 3 of a 4-Year Plan	Year 3 of a 5-Year Plan
3	Advanced High	Yes	4-Year Plan	Year 3 of a 4-Year Plan	Year 3 of a 4-Year Plan
		No	3-Year Plan	Year 3 of a 3-Year Plan	Year 3 of a 4-Year Plan
4	Any Composite Proficiency Level	Yes	5-Year Plan	Year 4 of a 5-Year Plan	Year 4 of a 5-Year Plan
		No	4-Year Plan	Year 4 of a 4-Year Plan	Year 4 of a 5-Year Plan
5	Any Composite Proficiency Level	Yes	5-Year Plan	Year 5 of a 5-Year Plan	Year 5 of a 5-Year Plan
		No	4-Year Plan	N/A*	Year 5 of a 5-Year Plan
6+	Any Composite Proficiency Level	Yes	5-Year Plan	N/A*	N/A*
		No	4-Year Plan	N/A*	N/A*

*Because the number of years in U.S. schools is greater than the number of years in the ELL progress measure plan, students would not be eligible for the ELL progress measure.

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) and will be in the second year of the 4-year plan (column 5).

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. By moving to the STAAR progress measure, the student can receive credit for progress even if he or she does not achieve the Level II standard. 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 is needed:

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

Students who are eligible to receive the ELL progress measure and are missing one or more pieces of information will have 'No Information Available' reported on their CSRs. 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 ELL progress measure plan on the appropriate expectation table for the grade and subject of the assessment. ELL progress measure expectations for all grades and subjects are available on TEA's website: <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=25769810176>. Within the ELL progress measure plan for the student, find the *Met* and *Exceeded* expectations for the student's current number of years in U.S. schools.

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 on the next page) and the ELL progress measure expectation tables for the applicable STAAR assessment to calculate a student's ELL progress

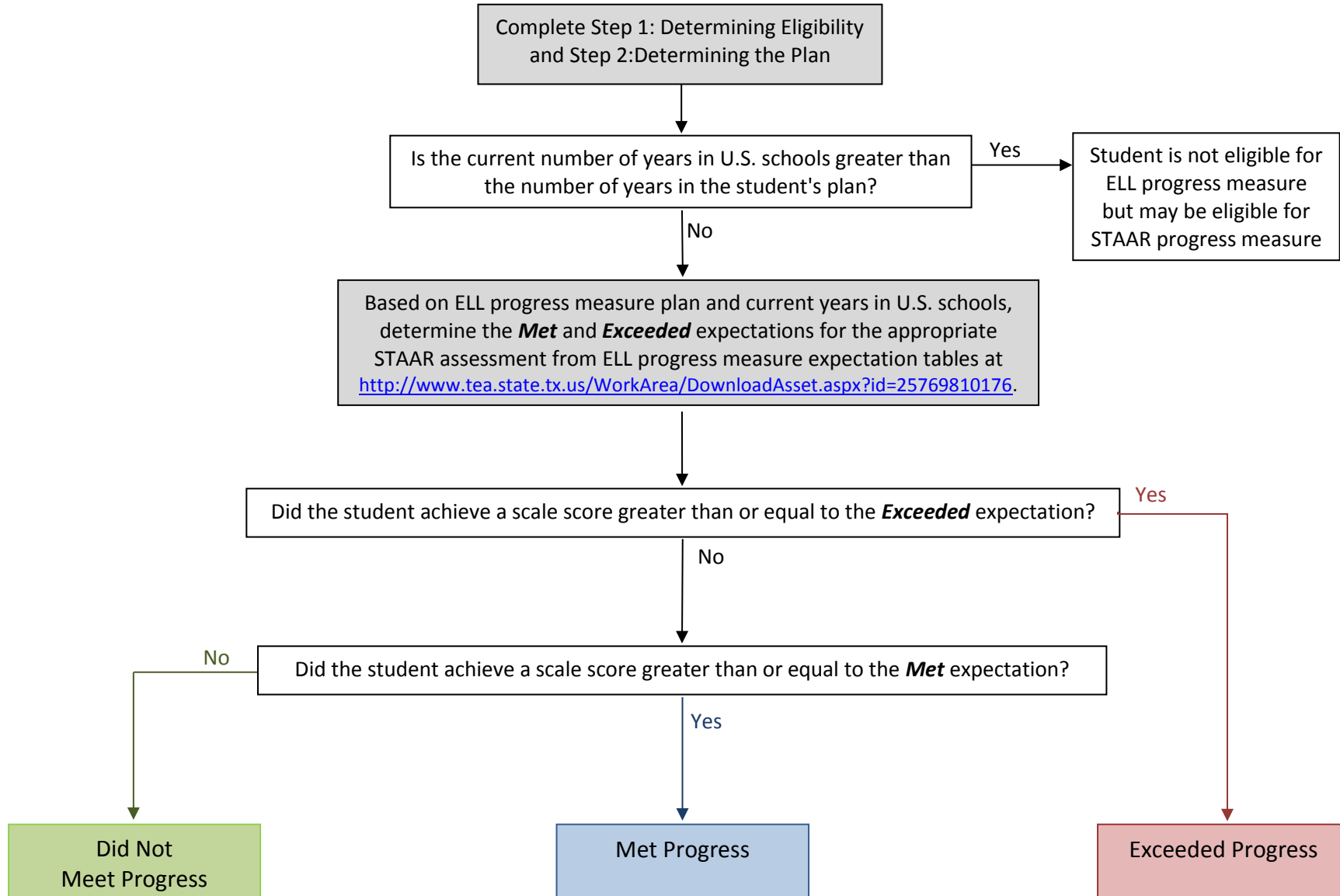
measure classification. Table 2 shows the ELL progress measure *Met* and *Exceeded* expectations for grade 7 assessments as an example.

Table 2. ELL Progress Measure Expectations for Grade 7*

ELL Progress Measure Plan	Current Years in U.S. Schools	STAAR Reading		STAAR Writing		STAAR Mathematics	
		Met	Exceeded	Met	Exceeded	Met	Exceeded
<u>5-Yr Plan</u>	1 st Year	1427	1556	2818	3500	1471	1591
	2 nd Year	1427	1556	2818	3500	1471	1591
	3 rd Year	1471	1556	3050	3652	1504	1624
	4 th Year	1533	1612	3317	3919	1543	1663
	5 th Year	1556	1635	3500	4102	1551	1671
<u>4-Yr Plan</u>	1 st Year	1427	1556	2818	3500	1471	1591
	2 nd Year	1471	1556	3050	3652	1504	1624
	3 rd Year	1533	1612	3317	3919	1543	1663
	4 th Year	1556	1635	3500	4102	1551	1671
<u>3-Yr Plan</u>	1 st Year	1471	1556	3050	3652	1504	1624
	2 nd Year	1533	1612	3317	3919	1543	1663
	3 rd Year	1556	1635	3500	4102	1551	1671
<u>2-Yr Plan</u>	1 st Year	1533	1612	3317	3919	1543	1663
	2 nd Year	1556	1635	3500	4102	1551	1671
<u>1-Yr Plan</u>	1 st Year	1556	1635	3500	4102	1551	1671

*The scale score values shown above represent the grade 7 ELL progress measure *Met* and *Exceeded* expectations calculated for the phase-in 1 Level II standards for the respective subject areas.

Guide to Computing the ELL Progress Measure



Example: STAAR L Grade 7 Mathematics

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 L scale score for grade 7 mathematics → 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 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* scale score 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 mathematics shows that a student in a 3-year plan with 1 year in U.S. schools achieves the *Met* expectation with a scale score of 1504 or higher and achieves the *Exceeded* expectation with a scale score of 1624 or higher. The student's scale score of 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.

Guide to Computing the ELL Progress Measure
Example: STAAR L Grade 7 Mathematics (cont.)

