

Texas English Language Learner (ELL) Progress Measure Questions and Answers

Developing and Defining the Texas ELL Progress Measure

1. What is the Texas ELL Progress Measure?

The Texas English Language Learner (ELL) Progress Measure provides performance expectations on the State of Texas Assessments of Academic Readiness (STAAR[®]) content-area assessments for Texas ELL students. The STAAR expectations take into account the level of English language proficiency ELL students possess, thus providing a more meaningful gauge of annual progress for these students than the STAAR progress measure.

2. What is the purpose of the ELL progress measure?

The ELL progress measure has been created specifically for Texas ELL students. It takes into account the time needed to acquire the English language and to fully demonstrate grade-level academic skills in English. The measure provides information to parents and teachers about the progress students have made even if they have yet to achieve Level II performance standards and pass the STAAR tests.

Beginning in 2014, the ELL progress measure will be used for accountability, allowing campuses and districts to receive credit for ELL students who have made progress by achieving appropriate interim expectations each year until they reach the Level II performance standard on STAAR.

3. What process was used to develop the ELL progress measure?

A review of recommendations and research from national ELL experts informed the development process. Guiding principles for the development of the ELL progress measure included:

- developing a model that takes into account the unique characteristics of ELL students, including how their academic proficiency relates to their English language proficiency and time in U.S. schools;
- creating expectations for ELL students' academic progress that are challenging but attainable; and
- providing a measure that is transparent and provides valuable information to Texas parents, students, and educators.

Texas English Language Proficiency Assessment System (TELPAS) data were used to evaluate the relationship between number of years in U.S. schools and English language proficiency. STAAR and TELPAS data were used together to evaluate the relationship between English language proficiency and academic achievement. These relationships were used to create a set of STAAR score expectations based on students' typical rate of English language acquisition. Additionally, data on the number of ELLs in Texas meeting the criteria to be considered students with interrupted formal education (SIFE) or unschooled asylees and refugees were collected so that the language acquisition and academic achievement of these students could be evaluated.

Finally, model options were reviewed with a variety of advisory groups including the Texas Technical Advisory Committee (TTAC), a national group of psychometric experts. In addition, progress measures were discussed with the Accountability Policy Advisory Committee (APAC), Accountability Technical Advisory Committee (ATAC), and the statewide ELL Focus Group, which are groups made

up of educators from various Texas campuses and districts as well as parents, higher education representatives, and legislative representatives.

4. How are progress measures different from performance levels?

Performance levels describe and classify students' performance in the current year. The STAAR performance levels are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

For many ELL students, the Level II standard is a demanding goal because of the student's academic background and language proficiency. Therefore, interim *Met* expectations have been developed within Level I that increase each year until the student's interim expectation reaches the Level II performance standard. These interim *Met* expectations represent reasonable goals for ELL students while they acquire English language proficiency. Student scores are compared to interim expectations. Progress is classified as *Did Not Meet*, *Met*, or *Exceeded* for the ELL progress measure.

Applying the Texas ELL Progress Measure

5. How do I know if my student will receive the ELL progress measure?

In order for a student taking a STAAR assessment to receive an ELL progress measure, 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
- The student has not exceeded the number of years in the plan for which he or she qualifies.

If a student does not meet one or more of these criteria, the student will not receive an ELL progress measure. The student may be eligible to receive the STAAR progress measure instead.

6. How does the ELL progress measure work?

Eligible ELLs are placed into a plan that specifies the expected number of years it should take for the student to meet the Level II: Satisfactory Academic Performance standards on STAAR content-area assessments. Plans range from one to four years, with some exceptions. All students that are eligible to receive the ELL progress measure are placed into a plan based on the following information obtained from their TELPAS administration: number of years in U.S. schools, TELPAS composite proficiency level, and whether or not they were classified as having extenuating circumstances. The data used to determine a student's plan must be from the same year and from 2014 or later. While TELPAS is administered in earlier grades, only composite scores from grade 2 and higher are used for plan determination purposes. Students with interrupted formal education (SIFE) or those who are classified as unschooled asylees and refugees are given one additional year (up to a maximum of five

years) in their progress measure plan. All students are given an extra year in their plan for English I and II assessments because of the level of English language proficiency needed to engage with STAAR End-of-Course (EOC) reading passages, and to construct essays for the writing portion of the assessments. Note, however, that students with extenuating circumstances, who already receive an extra year in their plans, are not given another year in their plans for the English assessments.

Table 1 shows how a student’s plan for the ELL progress measure is determined. 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 is determined; this information is included in column 4 of Table 1. Using the number of years in U.S. schools (column 1), and the number of years in the student’s plan (column 4), the location of the student in his or her plan is identified (column 5). For example, a student with two years in U.S. schools who qualifies for a 4-year plan will be in the second year of the 4-year plan. Students taking English I or English II receive an additional year in their plan as long as they have not already received an extra year due to extenuating circumstances. In the last column of Table 1, the adjustment in the length of the plan has been applied for the English I and English II assessments. In the example of the student who was in year 2 of a 4-year plan, if the student did not have extenuating circumstances, they would be in year 2 of a 5-year plan for English I or English II only.

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	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.

As another example of how to use Table 1, consider a student who has 3 years in U.S. schools, a TELPAS composite score of Intermediate, and is classified as a student with interrupted formal education (SIFE). Using the first four columns of Table 1, this student would qualify for a 5-year plan. For all tests, the student would be in year 3 of a 5-year plan. This includes English I and English II because an additional year is not added to plans for students who were already given an extra year because of extenuating circumstances.

When the number of years in U.S. schools is greater than the number of years in the ELL progress measure plan, the student is no longer eligible to receive the ELL progress measure. He or she will be considered for inclusion in the STAAR progress measure. This includes students with six or more years in U.S. schools who have exceeded the length of all plans.

Once the student's location in the ELL progress measure plan is determined, his or her scale score can be compared to scale score expectations for the appropriate grade and subject. Scale score *Met* and *Exceeded* expectations have been established by the Texas Education Agency (TEA) on each STAAR content-area assessment. Students receive credit on the ELL progress measure for making progress on the STAAR assessment if their scale score is greater than or equal to the *Met* or *Exceeded* expectations, which are based on the plan in which they are placed and their current number of years in U.S. schools. In the final year of the plan, students are expected to meet the Level II: Satisfactory Academic Performance standard. After the final year of the plan, students still classified as LEP will stop receiving the ELL progress measure and will be considered for eligibility in the STAAR progress measure.

7. How were the *Met* expectations created for the ELL progress measure?

Met expectations were created by first equally dividing the Level I region of the STAAR scale that is above the point where students are expected to score by guessing. ELL performance data was used to evaluate the equally spaced expectations and make adjustments as needed to make the expectations more reasonable. Thus, ELL performance on TELPAS and STAAR was used together to create expectations that were rigorous but attainable.

8. How were the *Exceeded* expectations created for the ELL progress measure?

The *Exceeded* expectation is a designation reserved for those students who have earned a score on STAAR that is considerably higher than where he or she was expected to score based on English proficiency and time in U.S. schools. The difference between the scale scores for the recommended final Level II and Level III performance standards is added to each of the *Met* expectations to calculate the corresponding *Exceeded* expectations. In some cases, the *Exceeded* expectations were increased slightly so that they would equal the current Level II phase-in standard. Therefore, a student must pass STAAR to be classified as *Exceeded* on the ELL progress measure.

9. How can I calculate my student's ELL progress measure?

There are three steps used to calculate the ELL progress measure:

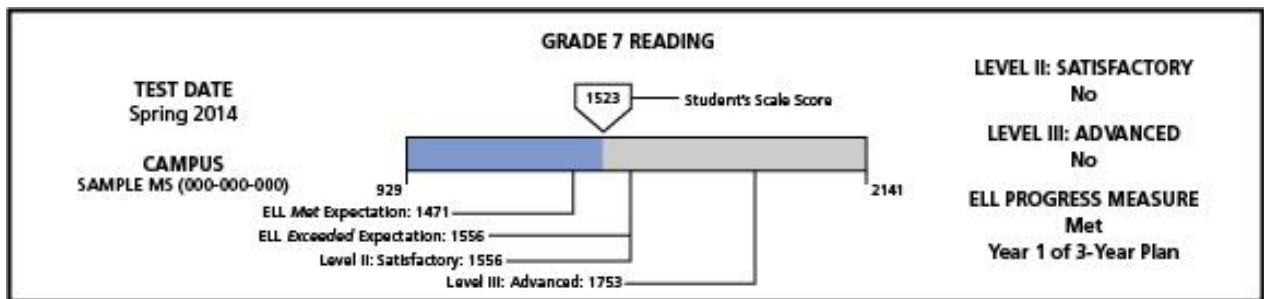
Step 1: Determine if the student is eligible to receive the ELL progress measure (refer to Question 5).

Step 2: Determine the appropriate plan for the student (refer to Question 6).

Step 3: Using the student's current number of years in U.S. schools and ELL progress measure plan (found in step 2), find the student's *Met* and *Exceeded* scale score expectations. Compare the student's scale score on the STAAR assessment to the *Met* and *Exceeded*

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

ELL progress measure *Met* and *Exceeded* expectations for all grades and subjects are available on TEA's website <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=25769810176>. Current number of years in U.S. schools, as reported by the school district, and ELL progress measure plan are needed to identify the appropriate expectation. Current number of years in U.S. schools will be reported in the student data portal under the ELL progress measure classification. For example, in the student portal example below, a student is in "Year 1 of 3-Year Plan." Therefore, the student's current number of years in U.S. schools is one. The student data portal is available at <http://www.TexasAssessment.com/students/>. Current number of years in U.S. schools information can also be obtained by authorized school personnel in the TELPAS district file.



For step-by-step instructions for calculating ELL progress, refer to the "Calculating the Texas English Language Learner (ELL) Progress Measure" document available on TEA's website <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=25769810178>.

10. Can a student's plan change?

Once students are placed into a plan, they stay in that plan as long as they are eligible to receive the ELL progress measure. Changes to students' TELPAS composite proficiency level classifications, number of years in U.S. schools, and extenuating circumstance information, after a plan is set, will not alter their plan. However, if schools submit corrections to TELPAS scores, number of years in U.S. schools information, or extenuating circumstance information during the following year, up to the next TELPAS administration, the plan will be updated to reflect the corrected information.

The only case where a student's plan is modified is when students take either English I or English II. As long as one year was not previously added to the plan due to extenuating circumstances, one year is added to the plan used for determining the *Met* and *Exceeded* expectations for English I or English II only. For example, a student with no extenuating circumstances is placed into a 3-year plan. If this student takes English I during their second year in U.S. schools, the student will be in year 2 of a 4-year plan for determining the ELL progress measure expectations for the English I assessment. This student will be in year 2 of a 3-year plan for determining the ELL progress measure expectations for other assessments taken in the same year.

11. Where can I find a student’s plan?

In 2014, all students who are eligible to receive the ELL progress measure will be placed into a plan based on the following information obtained from their 2014 TELPAS administration: number of years in U.S. schools, TELPAS composite proficiency level, and whether or not they were classified as having extenuating circumstances (refer to the “Calculating the Texas English Language Learner (ELL) Progress Measure” document available on TEA’s website <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=25769810178>). For new students that were not placed into a plan in 2014, TELPAS information from their first administration, from 2014 or later and from grade 2 or later, will be used to place them into a plan. Plan information will be reported in the student data portal, under the ELL progress measure classification (refer to Question 9 for an example of the student data portal). Plan information contained in the student data portal is accessible from the teacher and district data portals available at <http://www.TexasAssessment.com>.

12. When can I find a student’s plan?

Because determining a student’s plan requires his/her TELPAS scores, the plan cannot be determined until after the TELPAS administration window, which occurs in the spring. Plan information will be available in the student data portal at the same time Confidential Student Reports (CSRs) are due in districts, except for the first administration of mathematics and reading at grades 5 and 8. For these grades and subjects, the ELL progress measure information will be updated in the data portal when TELPAS results are available.

13. Why is K–1 TELPAS information excluded from the calculation of a student’s plan?

Number of years in U.S. schools and TELPAS composite scores are used to place students into a plan. Using grades 2–12 TELPAS composite scores and number of years in U.S. schools provides a more consistent classification of students into plans. TELPAS reading, which accounts for half of the composite score, is holistically rated in grades K–1, whereas it is an online multiple-choice assessment in grades 2–12. Also, the count of number of years in U.S. schools begins with grade 1. Kindergarten and pre-kindergarten are not included in the count of number of years in U.S. schools for assessment purposes.

14. Why do students eligible to be considered as having extenuating circumstances get an additional year in their ELL progress measure plan?

Students with extenuating circumstances include ELL students with interrupted formal education (SIFE) or students who are classified as unschooled asylees and refugees. These students have not benefitted from the continuity in instruction that is needed to progress both in English language proficiency and academic achievement at the same rate as other ELLs. To provide these students with rigorous but attainable expectations, the decision was made to give them an additional year to reach the Level II STAAR standard.

15. Why do students taking English I or English II assessments get an additional year in their plan?

Achieving the Level II performance standard on English I or English II is extremely challenging for students with limited English proficiency. A comparison of student progress in English language proficiency and performance on STAAR English I and English II indicated that ELL progress measure expectations are more reasonable for ELL students when they are given an extra year. For all other grades and subjects, performance on STAAR and TELPAS did not indicate the need for an additional year. Therefore, students who take English I or II will receive one additional year in their plan for English I or II only, so long as they did not receive an additional year for extenuating circumstances.

They will not receive an additional year for other assessments that they happen to take during the same academic year, such as biology and Algebra I (refer to Question 10 for more information).

16. Why is a 5-year plan the longest plan a student can have?

Some students will be classified as ELLs for longer than 5 years because it will take them longer to attain English language proficiency and perform at the Level II standard on STAAR. The 5-year limit has been recommended by ELL policy and research experts as a reasonable timeframe. English language proficiency is essential for successful academic outcomes including college and career readiness. Having a 5-year limit for the ELL progress measure highlights the importance of making sure that ELLs acquire English proficiency and academic content knowledge in a timely manner, thus reducing the number of long-term ELLs.

17. What happens if a student is classified as LEP for more years than they have in their ELL progress measure plan?

After a student's number of years in U.S. schools surpasses the number of years in their ELL progress measure plan, even if they continue to be classified as LEP, they 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. If students remained in the ELL progress measure, their ELL progress measure plan would require them to reach the STAAR Level II standard. By moving to the STAAR progress measure, they can receive credit for progress even if they do not achieve the Level II standard. For grades and subjects where no STAAR progress measure is available, LEP students that have surpassed the number of years in their ELL progress measure plan will not receive a progress measure.

18. What happens if a student exits LEP status before he or she has completed all years in the ELL progress measure plan?

Students must be classified as LEP to receive the ELL progress measure. Students who meet the exit criteria and are no longer served by language programs during the years outlined in their plan will receive the STAAR progress measure, if eligible, instead of the ELL progress measure because their level of English language proficiency is presumably no longer a barrier to their performance on STAAR assessments.

19. Why are ELLs who test in Spanish excluded from the ELL progress measure?

Students who test in English, but who are not English proficient, may not be able to demonstrate their content knowledge as effectively as English proficient students because the test items and directions are written in a language they do not fully understand. The ELL progress measure is meant to account for the relationship between English proficiency and ability to demonstrate academic proficiency. The selection of the Spanish assessment by the LPAC is based on the students' demonstration of Spanish as the most appropriate language for assessment. Because these ELLs are testing in the language in which they are most proficient, the STAAR progress measure is the more appropriate progress measure for these students.

20. Why is the ELL progress measure not provided to ELLs that take STAAR Modified or STAAR Alternate?

An evaluation of student performance, using student data from the spring 2012 administration of STAAR Modified and TELPAS, indicated that the Level II standard is a reasonable expectation for most ELLs taking that assessment. Therefore, these students are unlikely to benefit from the ELL

progress measure. The progress measure developed for STAAR Modified will provide more useful information to parents and teachers of ELLs taking STAAR Modified.

Because of the unique characteristics of STAAR Alternate and the students who take it, progress for STAAR Alternate is measured differently from progress for STAAR and STAAR Modified. Therefore, the progress measure developed for STAAR Alternate is the most appropriate gauge of progress for these students.

For more information about the STAAR Modified and STAAR Alternate progress measures, refer to <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806844&libID=25769806847>.

Using the Texas ELL Progress Measure in Reporting and Accountability

21. For which grades and assessments will the ELL progress measure be reported?

The ELL progress measure will be reported for all grades and subjects for which STAAR and STAAR L are administered in English. Note that the ELL progress measure will NOT be reported for STAAR Modified and STAAR Alternate assessments or any of the STAAR Spanish assessments. Students participating in STAAR Spanish will receive the STAAR progress measure, if eligible, while students taking STAAR Modified and STAAR Alternate will receive the progress measure specific to those assessments, if eligible.

22. When will the ELL progress measure be implemented and where will I receive information about it?

The ELL progress measure will be reported on Confidential Student Reports (CSRs) and used for district and school accountability beginning with the spring 2014 administration. The ELL progress measure information will appear on the student and district data portals. Authorized school personnel can also find ELL progress measure information in the district data files.

23. Do students receive ELL progress measures for retests?

Yes. The ELL progress measure will be available for all retest administrations. As with the primary administrations, the ELL progress measure information for retest administrations will be provided on CSRs, the student and district data portals, and on the district data files.

The accountability system includes results from STAAR grades 5 and 8 retests for students with Student Success Initiative (SSI) requirements. For ELL students in grades 5 and 8, the performance index will include the ELL progress measure for reading and mathematics test results from the first and second administration (first retest opportunity). The best ELL progress measure outcome in each subject is found and then attributed to the campus and district; the accountability subset rules determine whether the ELL progress measure result is included in the performance index. (For more information on the accountability subset rules, refer to <http://ritter.tea.state.tx.us/perfreport/account/2013/faq.html#staar>.)

ELL progress measures for EOC retests are also included in accountability, based on the best ELL progress measure outcome associated with the first administration and retests administered in spring 2014. For more information about the Texas Accountability Rating System, refer to the Accountability section on TEA's website: <http://ritter.tea.state.tx.us/perfreport/account>.

24. How are number of years in U.S. schools calculated for ELL students who retest?

The number of years in U.S. schools value and the TELPAS composite rating that is obtained from the spring administration of TELPAS will be used to place students into ELL progress measure plans during the spring STAAR administration. For retest administrations during the remainder of the calendar year, the ELL progress measure plan and number of years in U.S. schools from the spring administration will be used to determine the student's *Met* and *Exceeded* expectations. For example, if an ELL student retests in July or December for an EOC assessment, the number of years in U.S. schools and ELL progress measure plan obtained during the prior spring TELPAS administration would have been used to determine the *Met* and *Exceeded* expectations for the retest. Since the ELL progress measure plan and number of years in U.S. schools does not change from the spring administration, the *Met* and *Exceeded* expectations for retests during the remainder of the calendar year will be the same as the *Met* and *Exceeded* expectations from the spring administration.

25. Why did my student not receive ELL progress measure information on their Confidential Student Report for the first administration of the Student Success Initiative (SSI) grades and subjects?

TELPAS information, specifically current number of years in U.S. schools, is needed in order to determine a student's ELL progress measure expectations. For the first administration of mathematics and reading in grades 5 and 8, TELPAS information is not yet available. Therefore the ELL progress measure cannot be reported on CSRs for these tests. ELL progress measure information for these tests will be added to the student and district data portals when TELPAS information becomes available. It will also be included in the district data files.

26. How is the ELL progress measure used for accountability?

The ELL progress measure is planned to be used for 2014 accountability specifically for ELL students in their second year in U.S. schools and beyond. These students must score at or above the ELL progress measure *Met* expectation in order to receive credit in the Index system.

Final decisions related to the inclusion of ELL students in all indexes will be available following review of the Accountability Technical Advisory Committee (ATAC) and the Accountability Policy Advisory Committee (APAC) recommendations to the commissioner of education in late March 2014.

27. If students are eligible for the ELL progress measure, will they receive the STAAR progress measure too?

No. If a student is eligible for the ELL progress measure, he or she will only receive that progress measure because it is the most appropriate measure of progress given the individual characteristics of the student.

Interpreting the Texas ELL Progress Measure

28. How is the ELL progress measure useful to parents, teachers, and administrators?

Scale scores and performance levels convey information about how a student performed in the current year. The ELL progress measure also provides information about current-year performance, but provides expectations that are tailored to the characteristics of ELLs, namely English proficiency and number of years in U.S. schools. Students who score at or above their *Met* expectations demonstrate a level of performance that is reasonable given the interrelated skills of English language proficiency and academic content knowledge. Therefore, using STAAR scale scores and

performance levels along with the ELL progress measure provides a more complete picture of the student's achievement.

For example, a student may not have achieved the Level II standard, but has achieved a *Met* classification on the ELL progress measure. The *Met* classification on the ELL progress measure indicates that the student is on course for passing the STAAR test in a reasonable amount of time, based on English proficiency and number of years in U.S. schools. The ELL progress measure allows parents, teachers, and administrators to recognize these improvements. Additionally, because the ELL progress measure is included within accountability, campuses and districts can also receive credit for student improvements, even if a student has yet to achieve Level II performance. (Refer to the "Using the Texas ELL Progress Measure in Reporting and Accountability" section for more information.)

29. How does the new 60-day rule for number of years in U.S. schools impact the ELL progress measure?

The new 60-day rule for number of years in U.S. schools will be used by schools and districts for calculating students' number of years in U.S. schools. Schools will report students' number of years in U.S. schools as part of the TELPAS administration. The students' number of years in U.S. schools is then used to determine the ELL progress measure plan and *Met* and *Exceeded* expectations.

For more information about the new 60-day rule for number of years in U.S. schools, refer to <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769809217&libID=25769809219>

30. How do the recent changes to TELPAS impact the ELL progress measure?

In 2014, changes to TELPAS include new TELPAS reading standards, new domain weights for calculating the composite scores, and new composite cut scores. Because of these changes to TELPAS, students will be placed into plans using TELPAS information from 2014 and beyond. The ELL progress measure expectations were established using data that reflect these changes to TELPAS.

31. Why is there no on-track indicator for the ELL progress measure?

The ELL progress measure uses a different model to measure progress than the STAAR progress measure. Unlike the STAAR progress measure, the ELL progress measure expectations are established such that they systematically lead to the Level II standard in a reasonable timeframe for ELLs. In this way, students who score at or above their ELL progress measure *Met* expectations each year are on-track for Level II performance by the last year in their plan. Therefore, the ELL progress measure implicitly includes on-track information, and no additional indicator is needed.

32. Does the ELL progress measure change a student's passing status on STAAR for grade promotion or graduation purposes?

No. Passing status, which is determined by performance level, is independent from progress measures. The student's STAAR passing status required for grade promotion or graduation or instructional program exit criteria remain unchanged.

33. How will the phase-in standards be incorporated into the ELL progress measure?

ELL progress measure *Met* and *Exceeded* expectations are phase-in specific. That is, the expectations will be recalculated as the STAAR Level II standards change from phase-in 1 to phase-in 2 and then to the final recommended standard. Different expectations are needed for each phase-in standard

because the amount of change a student needs to make from one year to the next increases as the Level II standard increases. Students' ELL progress measure classifications of *Did Not Meet*, *Met*, and *Exceeded* will be based on the STAAR Level II standard that is in effect for their STAAR test.

34. How is the ELL progress measure different from the STAAR progress measure?

There are several important differences between the ELL progress measure and the STAAR progress measure. First, the STAAR progress measure does not take into account characteristics that are important for ELLs, including the amount of time students have been educated in U.S. schools and where they are in their English language development. The ELL progress measure was specifically designed to include these unique characteristics of ELLs.

Additionally, the mechanics of the two progress measures, or the way they are calculated for students, are different. The STAAR progress measure compares a student's STAAR performance over time by calculating the difference in scale scores from one year to the next, and comparing this difference to progress targets. The ELL progress measure does not compare a student's scale score over time in the same way. Instead, using TELPAS and STAAR data, expectations were set for plans that range from one to four years, with some exceptions. A student's scale score in the current year is compared to his or her expectation. A difference in scale scores does not need to be computed.

The eligibility criteria for the two progress measures are different, as are the grades and subjects for which the two measures are available. The STAAR progress measure was first implemented in 2013, while the ELL progress measure will be implemented starting in 2014.

Additional information about the STAAR progress measure can be found on the TEA website: <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806844&libID=25769806847>

35. Why is the ELL progress measure available for grades and subjects for which the STAAR progress measure is not available?

The STAAR progress measure can only be reported for grades and subjects where it is possible to calculate a meaningful change score (the difference in STAAR performance between two years). Therefore, it is not available for science and social studies, because these subjects are not tested at each grade level and there is little content overlap between tests given in different grades. However, because the ELL progress measure creates expectations that are not based on change scores, but rather on reasonable expectations for ELLs based on their English language proficiency and number of years in U.S. schools, it is possible to provide the ELL progress measure for all grades and subjects.