

2013 Accountability System – Frequently Asked Questions

Q: Why are ELL students in the first three years in U.S. schools excluded from the performance index results in 2013?

A: The Accountability Technical Advisory Committee (ATAC) members, made up of Texas public school educators from districts and Education Service Centers, was formed to consider the complex technical issues related to accountability and develop recommendations that ensured that Texas achieves the goals of the accountability system for 2013 and beyond. A workgroup committee of ATAC members was charged with developing recommendations on the appropriate inclusion of English Language Learners (ELLs) to the new state accountability system.

The ATAC ELL Workgroup recommended criteria that allowed for students to attain acquisition of academic language within the generally accepted time frame while remaining accountable for the academic progress of ELL students. Also, critical to the recommendation of the ELL workgroup was the anticipated development in 2014 of the *STAAR ELL Progress Measure* which will provide an appropriate measure of growth and academic attainment of ELL students who are tested on STAAR English test versions.

The criteria for including or excluding ELL students from state accountability in the first year of the new accountability system were developed based on the following considerations to allow for a one year transitional period (2013) before final inclusion/exclusion rules are implemented for 2014 and beyond.

- Availability of the STAAR ELL Progress Measure in 2014 and beyond; and
- Collection of additional information on 2013 TELPAS that may be taken in consideration in 2014 and beyond, e.g. students with interrupted formal education.

The following table shows the transitional years for each performance index:

ELL Students Included in Performance Indexes*	Index 1		Index 2		Index 3		Index 4	
	2013	2014 and beyond	2013	2014 and beyond	2013	2014 and beyond	2013	2014 and beyond
Tested on STAAR English versions	YR 4 & above	YR 2 & above	Exclude	YR 2 & above	Exclude	YR 2 & above	n/a	YR 5 & above
Tested on STAAR Spanish versions	YR 4 & above	YR 2 & above	YR 4 & above	YR 2 & above	Exclude	YR 2 & above	n/a	YR 2 & above

YR: Year in US Schools

* Rules for Asylee/Refugee students are not shown in the table.

Q: What is the STAAR ELL Progress Measure?

A: The *STAAR ELL Progress Measure* (available in 2014) will be calculated for ELL students that are tested on STAAR English test versions. The STAAR growth measure will be available in 2013 and will be calculated for students in certain grades and subjects, including ELL students tested on STAAR Spanish test versions. For this reason, a *STAAR ELL Progress Measure* will not be calculated for ELL students tested on STAAR Spanish test versions because these students will, instead, have growth calculated under the STAAR growth measure. A description of the *STAAR ELL Progress Measure* will be released by the Student Assessment Division in September, 2013.

Q: Does an ELL student have to be designated as a “recent immigrant” in order to be excluded from the performance index results based on their number of years in U.S. schools?

A: Immigrant status is not a consideration in the current state accountability system. The years in U.S. schools information that is reported on TELPAS determines which ELL students are included/excluded from the performance index calculations in 2013 and beyond. The language proficiency assessment committees (LPACs) are required to determine the number of school years each ELL has been enrolled in a U.S. school in accordance with agency guidelines. This information is reported by school districts to TEA through the Texas English Language Proficiency Assessment System (TELPAS). For more information, see *Instructions for Years in U.S. Schools Data Collection* (at <http://www.tea.state.tx.us/student.assessment/ell/lpac/> TELPAS Policy Resources section).