



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

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## Developing and Defining the Texas English Language Learner (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 ELL progress measure expectations on STAAR take into account the level of English language proficiency ELL students possess, thus providing a more meaningful gauge of annual improvement or progress for these students than the general STAAR progress measure.

### **2. What is the purpose of the ELL Progress Measure?**

The ELL progress measure was created specifically for Texas ELL students. It takes into account the time needed to acquire English language proficiency 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 not yet achieved *Approaches Grade Level* performance and passed the STAAR tests.

The ELL progress measure is 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 *Approaches Grade Level* 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 the following:

- 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 ELLs in Texas meeting the criteria to be

considered students with interrupted formal education 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 comprised 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

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

For many ELL students, the *Approaches Grade Level* standard is a demanding goal because of the student's academic background and language proficiency. Therefore, within the *Did Not Meet Grade Level* performance level, interim *Met Expectations* standards have been developed that increase each year until the student's interim expectations reaches the *Approaches Grade Level* performance standard. These interim *Met Expectations* standards 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 Expectations*, *Met Expectations*, or *Exceeded Expectations* for the ELL progress measure.

### **Applying the Texas ELL Progress Measure**

#### **5. When does a student 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 STAAR assessment:
  - Does not include STAAR Alternate 2 or Spanish versions of STAAR
- The information about the student's plan and the number of years the student has been attending U.S. schools for the current year is available, and 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 Texas ELL Progress Measure work?

Eligible ELL students are placed into a plan that specifies the expected number of years it should take for the student to meet the *Approaches Grade Level* performance standards on STAAR content-area assessments. Plans range from one to four years, with some exceptions. All students who 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 to create the plan. Students with extenuating circumstances such as those with interrupted formal education 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 selections, 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 for the English assessments.

Table 1 on the next page 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 this information, the student's ELL progress measure plan can be determined (columns 4 and 5). 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.

Note all the information in Table 1 refers to the status for the year when the student was placed in the plan. For example, the number of years in U.S. schools in column 1 refers to the number of years the student has been attending schools in U.S. for the year when the student was placed in a plan. It shouldn't be confused with the current number of years in U.S. Schools, which refers to the number of years the student has been attending U.S. schools for the year when the ELL progress measure is calculated, when using the expectation table to calculate the ELL progress measure.

**Table 1: Texas ELL Progress Measure Plans**

Number of Years in U.S. Schools (1)	TELPAS Composite Proficiency Level (2)	Extenuating Circumstances (3)	ELL Progress Plan for All Tests except English I/English II (4)	ELL Progress Plan for English I/English II (5)
1	Beginning	Yes	5-Year Plan	5-Year Plan
		No	4-Year Plan	5-Year Plan
1	Intermediate	Yes	4-Year Plan	4-Year Plan
		No	3-Year Plan	4-Year Plan
1	Advanced	Yes	3-Year Plan	3-Year Plan
		No	2-Year Plan	3-Year Plan
1	Advanced High	Yes	2-Year Plan	2-Year Plan
		No	1-Year Plan	2-Year Plan
2	Intermediate or Below	Yes	5-Year Plan	5-Year Plan
		No	4-Year Plan	5-Year Plan
2	Advanced	Yes	4-Year Plan	4-Year Plan
		No	3-Year Plan	4-Year Plan
2	Advanced High	Yes	3-Year Plan	3-Year Plan
		No	2-Year Plan	3-Year Plan
3	Advanced or Below	Yes	5-Year Plan	5-Year Plan
		No	4-Year Plan	5-Year Plan
3	Advanced High	Yes	4-Year Plan	4-Year Plan
		No	3-Year Plan	4-Year Plan
4	Any Composite Proficiency Level	Yes	5-Year Plan	5-Year Plan
		No	4-Year Plan	5-Year Plan
5	Any Composite Proficiency Level	Yes	5-Year Plan	5-Year Plan
		No	N/A	5-Year Plan
6+	Any Composite Proficiency Level	Yes	N/A	N/A
		No	N/A	N/A

As an 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. Using the first four columns of Table 1, this student would qualify for 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 ELL progress measure plan is determined and the current number of years in U.S. schools is known, his or her scale score can be compared to scale score expectations for the appropriate grade and subject. Scale score *Met Expectations* 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 Expectations* 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 *Approaches Grade Level* 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 standards created for the ELL progress measure?**

*Met Expectations* standards were created by first equally dividing the *Did Not Meet Grade Level* region of the STAAR scale that is above the point where students are expected to score by guessing. ELL performance data were used to evaluate the equally spaced expectations and make adjustments as needed to make the expectations more reasonable. Thus, ELL performances on TELPAS and STAAR were used together to create expectations that are rigorous but attainable.

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

The *Exceeded Expectations* standard 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 *Meets Grade Level* and *Masters Grade Level* performance standards is added to each of the *Met Expectations* standards to calculate the corresponding *Exceeded Expectations* standards. In some cases, the *Exceeded Expectations* standards were increased slightly so that they would equal the current *Approaches Grade Level* standards. Therefore, a student must pass STAAR to be classified as *Exceeded Expectations* on the ELL progress measure.

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

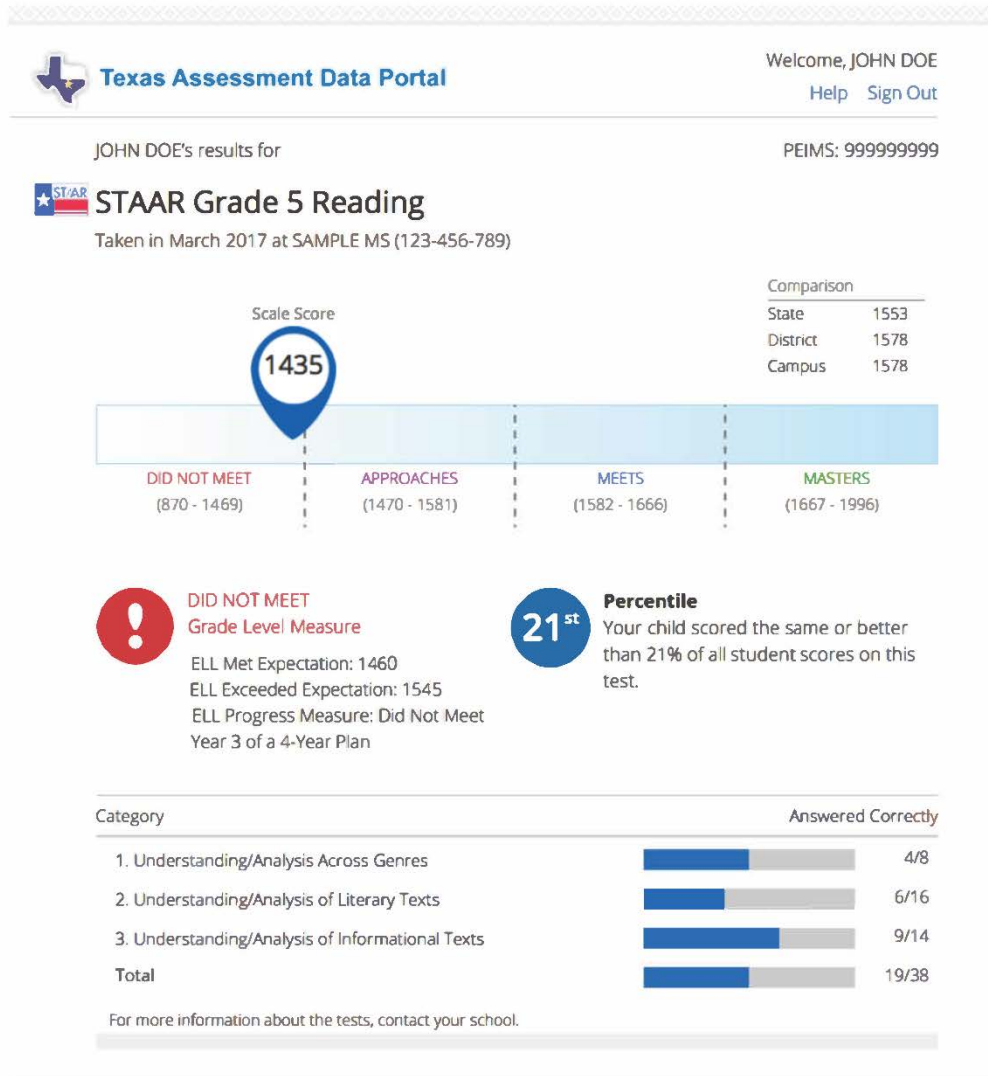
There are three steps used to calculate the ELL progress measure:

- 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*.

See the [Texas English Language Learner \(ELL\) Progress Measure Expectations](#) for all grades and subjects. Current number of years in U.S. schools, as reported by the school district, as well as ELL progress measure plan are needed to identify the appropriate expectation. Current number of years in U.S. schools are 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 3 of 4-Year Plan.” Therefore, the student’s current number of years in U.S. schools is three. The student data portal is available in the [Texas Assessment Management System](#). 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 the ELL progress measure, refer to [Calculating the Texas English Language Learner \(ELL\) Progress Measure](#).



### **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. After a plan is set, changes to students' TELPAS composite proficiency level classifications, number of years in U.S. schools, and extenuating circumstance information 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 STAAR 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?**

All students eligible to receive the ELL progress measure were placed into a plan based on the following information obtained from their TELPAS administration in 2014 and afterward: number of years in U.S. schools, TELPAS composite proficiency level, and whether or not they were classified as having extenuating circumstances (refer to [Calculating the Texas English Language Learner \(ELL\) Progress Measure](#)). Information reported as part of the current TELPAS administration will be used to place all eligible ELLs in a plan if ELLs were not already put into a plan. Plan information is 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 in the [Texas Assessment Management System](#).

Plan information is also included in district data files.

### **12. When can I find a student's plan?**

Plan information for students who have already been assigned ELL progress measure plans is already available in the student portal. For students who have not been placed into a plan yet, the plan cannot be determined until after the TELPAS administration window, which occurs in the spring. Once the plan is determined, it will be available in the student data portal at the same time STAAR Report Cards are due in districts, with one exception. TELPAS information will not be available for the first administration of grades 5 and 8 reading and mathematics assessments. ELL progress measure information is updated in the data portal for these assessments 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 or students who are classified as unschooled asylees and refugees. These students have not benefited 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 *Approaches Grade Level* performance standard.

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

Achieving the *Approaches Grade Level* performance standard on STAAR 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 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 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 do not receive an additional year for other assessments, such as Algebra I and biology that they happen to take during the same academic year (refer to Question 10 for more information).

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

Some students are classified as ELLs for longer than 5 years because it takes them longer to attain English language proficiency and perform at the *Approaches Grade Level* standard on STAAR. The 5-year limit has been recommended by ELL policy and research experts as a reasonable time frame. 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 his or her ELL progress measure plan, even if the student continues to be classified as LEP, he or she will no longer receive the ELL progress measure. Instead, the student may receive the STAAR progress measure, if eligible. This provides students, parents, teachers, and districts with more information about the progress a student is making on STAAR. For grades and subjects where no STAAR progress measure is available, LEP students who 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 questions 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 who take STAAR Alternate 2?**

Because of the unique characteristics of STAAR Alternate 2 and the students who take it, a different progress measure is developed specifically for this population. Starting from spring 2016, progress measure was reported for the STAAR Alternate 2.

**Using the Texas ELL Progress Measure in Reporting and Accountability**

**21. For which grades, subjects, and assessments is the ELL progress measure reported?**

The ELL progress measure is reported for all English versions of STAAR in all grades and subjects except for Algebra II and English III. Note that the ELL progress measure is NOT reported for STAAR Alternate 2 or STAAR Spanish assessments. Students participating in STAAR Spanish receive the STAAR progress measure, if eligible. Students taking STAAR Alternate 2 receive a STAAR Alternate 2 specific progress measure if they meet the eligibility criteria.

**22. Where will I receive information about the ELL progress measure?**

The ELL progress measure has been reported on STAAR Report Cards and used for district and school accountability since the spring 2014 administration. The ELL progress measure information appears 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 is available for all retest administrations. As with the primary administrations, the ELL progress measure information for retest administrations is provided on STAAR Report Cards, 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 includes the ELL progress measure 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. See more information on the [accountability subset rules](#).

ELL progress measures for STAAR EOC retests are also included in accountability, based on the best ELL progress measure outcome associated with the first trial and retests during an accountability year. For more information about the Texas Accountability Rating System, refer to the [Accountability section](#) on TEA's website.

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

The values representing the number of years in U.S. schools obtained from the spring administration of TELPAS are used for all test administrations in the same calendar year.

**25. Why don't students receive ELL progress measure information on their STAAR Report Cards 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 reading and mathematics assessments for SSI requirements in grades 5 and 8, TELPAS information is not yet available. Therefore the ELL progress measure cannot be reported on STAAR Report Cards for these tests. ELL progress measure information for these tests is added to the student and district data portals when TELPAS information becomes available. It is also included in the district data files.

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

The ELL progress measure is used for 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 1 system.

Final decisions related to the inclusion of ELL students in all indexes were 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. Detailed information about how the ELL progress measure is used in state accountability can be found in the [2017 Accountability Manual](#).

**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 *Approaches Grade Level* standard, but achieved a *Met Expectations* classification on the ELL progress measure. The *Met Expectations* classification on the ELL progress measure indicates that the student is on course to pass 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 *Approaches Grade Level* performance. (Refer to the "Using the Texas ELL Progress Measure in Reporting and Accountability" section for more information.)

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

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

See more information about the [60-day rule for number of years in U.S. schools](#).

### **30. How does the change in the performance levels impact the ELL progress measures?**

In spring 2017, the performance levels are changed from three levels (*Unsatisfactory*, *Satisfactory*, and *Advanced*) to four levels (*Did Not Meet Grade Level*, *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*). The ELL expectations are set using the passing standard (i.e., the *Approaches Grade Level* standard, formerly known as the 2015-2016 standard). This change in performance levels does not impact the calculation of the ELL progress measure.

### **31. How does the change in the test blueprints impact the ELL progress measures?**

In spring 2017, grades 3-8 tests were shortened to meet the requirement of House Bill 743. In addition, the test blueprints for English I and English II are also changed by removing the short answer items and adding additional multiple-choice items. Because the change of the test blueprints will impact the raw scores students can obtain, the expectation tables will need to be re-calculated. The ELL progress measure will be reported with the updated expectations for these tests in 2017.

### **32. 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 so that they systematically lead to the *Approaches Grade Level* standard in a reasonable time frame for ELLs. In this way, students who score at or above their ELL progress measure *Met Expectations* each year are on-track for the *Approaches Grade Level* standard by the last year in their plan. Therefore, the ELL progress measure implicitly includes on-track information, and no additional indicator is needed.

**33. 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 the performance level, is independent from progress measures. The student's STAAR passing status required for grade promotion, graduation, or instructional program exit criteria remain unchanged.

**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.

Secondly, 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 are 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.

Thirdly, their target performance levels are different. The STAAR progress measures and progress targets are grounded in the STAAR performance standards and the goals of having all students achieve at or above *Meets Grade Level* performance and having high performing students maintain their achievement above *Masters Grade Level* performance. Therefore the target performance level for STAAR *Expected* growth is *Meets Grade Level* and *Masters Grade Level*. The ELL progress measure takes into account the time needed to acquire English language proficiency and sets expectations for students on the number of years he/she might require to pass the assessment. Therefore its target performance level for *Met Expectations* progress is *Approaches Grade Level*.

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 was first implemented in 2014.

See additional information about the [STAAR Progress Measure](#).

**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 be reported only 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. 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.