

ESSA ELP Accountability Report

Accountability



English Language Proficiency (ELP) Accountability Report

- The *English Language Proficiency (ELP) Accountability Report* allows districts and schools to view data they reported in the Student Information Repository System (SIRS) that was used to calculate ELP levels for making school and district accountability determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA).
- **This report does not need to be certified**; however, it should be reviewed for accuracy. The underlying data used to create this report are in the SIRS-302 Tested/Not Tested Confirmation All Assessments Reports, which is required to be certified.
- The **ELP Summary** report includes elementary/middle and high school Progress Rate, Success Ratio, ELP level, and ELL student count, aggregated by accountability subgroup.
- The **ELP Detail** report includes student-level demographics; initial year, previous year, and current year ELP level, quartile, and NYSESLAT score; proficiency, progress, and ELL exit status indicators; years identified as ELL; probability of making sufficient progress; ELP level and quartile required in 2018-19; and the method used to determine sufficient progress required in 2018-19.

English Language Proficiency (ELP) Accountability Summary Report

School/District BEDS	School/District Name	Grade Level	Subgroup	Benchmark (a)	Progress Rate (b)	Success Ratio (c = b/a)	ELP Level (d)	ELL Student Count	Two Year Combinations	Former Students with Disabilities
		EM ELP	All Students	0.42	0.49	1.17	3	45		
		EM ELP	Hispanic or Latino	0.42	0.36	0.86	2	53	Y	
		HS ELP	All Students	0.47	0.79	1.68	4	44	Y	

Grade Level: Level of record, which can be elementary/middle-level (EM) or high school-level (HS).

Benchmark: The sum of the individual probabilities that continuously enrolled ELL students will make Sufficient Progress on the NYSESLAT divided by the number of continuously enrolled students tested on the NYSESLAT. Individual student probabilities are based on the statewide probability of similar students making Sufficient Progress, using a student's initial ELP level and number of years receiving ELL services to create comparison groups. A Benchmark is calculated **uniquely** for each school and district, and the subgroups for which the school or district is accountable.

English Language Proficiency (ELP) Accountability Summary Report

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		EM ELP	Hispanic or Latino	0.42	0.36	0.86	2	53	Y	
		HS ELP	All Students	0.47	0.79	1.68	4	44	Y	

Progress Rate: The number of continuously enrolled students that made Sufficient Progress divided by the number of continuously enrolled ELL students. Sufficient Progress toward ELP is made by exiting ELL status, meeting the annual ELL progress target, or meeting the safe harbor goal. A Progress Rate is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable.

$$\text{Progress Rate} = \frac{\text{Count of Continuously Enrolled ELL Students who made Sufficient Progress toward ELP}}{\text{Continuously Enrolled ELL Students}}$$

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		EM ELP	Hispanic or Latino	0.42	0.36	0.86	2	53	Y	
		HS ELP	All Students	0.47	0.79	1.68	4	44	Y	

Success Ratio: Progress Rate divided by the Benchmark. A Success Ratio is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable.

$$\text{Success Ratio} = \frac{\text{Progress Rate}}{\text{Benchmark}}$$

ELP Level: Level assigned to the subgroup based on the Success Ratio.

Success Ratio	ELP Level
0.00 – 0.49	1
0.50 – 0.99	2
1.00 – 1.24	3
1.25+	4

English Language Proficiency (ELP) Accountability Summary Report

EXAMPLE

Elementary/Middle School ABC



2017-2018 ELP Proficiency Measure: English Language Learners (ELLs)	
School's Benchmark for 2017-2018	0.60
% of ELLs Making Progress in 2017-2018	64% (or 0.64)
School Success Ratio	$0.64/0.60 = 1.07$
ELP Achievement Level	3

This number is calculated based on the "average" probability a student in the school will meet his or her ELP expected progress.

This number is calculated based on the percentage of ELLs who met their individual goals.

This number is calculated by dividing the percentage of ELLs in the school making progress by the School's Benchmark.

Success Ratio	ELP Level
0.00 – 0.49	1
0.50 – 0.99	2
1.00 – 1.24	3
1.25+	4

English Language Proficiency (ELP) Accountability Summary Report

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		EM ELP	All Students	0.42	0.49	1.17	3	45		
		EM ELP	Hispanic or Latino	0.42	0.36	0.86	2	53	Y	
		HS ELP	All Students	0.47	0.79	1.68	4	44	Y	

ELL Student Count: The number of continuously enrolled students identified as ELLs who had valid NYSESLAT results in the current year, previous year, and initial year sufficient to compute Sufficient Progress in ELP. For schools with fewer than 30 student results in 2017-18, 2016-17 results are combined with 2017-18 results if the sum of the results in both years is greater than or equal to 30. ELL Student Count includes results from all years that contributed towards the applicable outcomes.

Two Year Combinations: Data in this report are single year data only. If there are fewer than 30 students in a subgroup, when calculating final accountability outcomes, two years of data for that subgroup will be combined.

Former Students with Disabilities: If there are 30 or more students with disabilities in the subgroup, when calculating final accountability outcomes, former students with disabilities will be included in the students with disabilities subgroup.

English Language Proficiency (ELP) Accountability Summary Report

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School/District BEDS	School/District Name	Grade Level	Subgroup	Benchmark (a)	Progress Rate (b)	Success Ratio (c = b/a)	ELP Level (d)	ELL Student Count	Two Year Combinations	Former Students with Disabilities
		EM ELP	All Student	0.43	0.51	1.19	3	110		
		EM ELP	American					0		
		EM ELP	Asian/Pac	0.42	0.62	1.48	4	39		
		EM ELP	Black or A					0		
		EM ELP	Economic	0.44	0.51	1.16	3	67		
		EM ELP	English La	0.43	0.51	1.19	3	110		
		EM ELP	Hispanic c	0.42	0.38	0.9	2	60		
		EM ELP	Multiracia					0		
		EM ELP	Students v					16		
		EM ELP	White					11		
		HS ELP	All Student	0.46	0.76	1.65	4	46	Y	
		HS ELP	American					0		
		HS ELP	Asian/Pac					4		
		HS ELP	Black or A					0		
		HS ELP	Economic					12		
		HS ELP	English La	0.46	0.76	1.65	4	46	Y	
		HS ELP	Hispanic c	0.47	0.74	1.57	4	30	Y	
		HS ELP	Multiracia					0		
		HS ELP	Students v					4		
		HS ELP	White					2		
		EM ELP	All Student	0.42	0.49	1.17	3	45		
		EM ELP	American					0		
		EM ELP	Asian/Pac					14		
		EM ELP	Black or A					0		
		EM ELP	Economic	0.43	0.47	1.09	3	30		
		EM ELP	English La	0.42	0.49	1.17	3	45		
		EM ELP	Hispanic c	0.42	0.36	0.86	2	53	Y	
		EM ELP	Multiracia					0		
		EM ELP	Students v					2		
		EM ELP	White					5		
		EM ELP	All Student	0.42	0.57	1.36	4	44	Y	
		EM ELP	American					0		
		EM ELP	Asian/Pac					11		

English Language Proficiency (ELP) Accountability Details Report

School Year	School BEDS	School Name	NYSSIS ID	Grade	Ethnicity	English Language Learner	Students with Disabilities	Former SWD	Economically Disadvantaged	Students with Inconsistent / Interrupted Formal Education
2016-17				1	Asian/Pacific Islander	Y	Y	N	N	N
2017-18				1	Asian/Pacific Islander	Y	N	N	Y	N
2017-18				1	Hispanic or Latino	Y	N	N	Y	N
2016-17				2	Asian/Pacific Islander	Y	N	N	N	N

Ethnicity: Students reported with “Yes” in the Hispanic/Latino Ethnicity Indicator field in the Student Lite template are counted as Hispanic, regardless of race.

English Language Learner: Students reported with program service code 0231 (ELL Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the ELL accountability group.

Students with Disabilities: Student disability as reported using the appropriate disability program service code in the Program Service Code field of the Programs Fact template. Student disability is shown if the student was reported with a disability at any time during the school year or as of the date of the student’s last enrollment record. These students are included in the students with disabilities accountability subgroup.

English Language Proficiency (ELP) Accountability Details Report

School Year	School BEDS	School Name	NYSSIS ID	Grade	Ethnicity	English Language Learner	Students with Disabilities	Former SWD	Economically Disadvantaged	Students with Inconsistent / Interrupted Formal Education
2016-17				1	Asian/Pacific Islander	Y	Y	N	N	N
2017-18				1	Asian/Pacific Islander	Y	N	N	Y	N
2017-18				1	Hispanic or Latino	Y	N	N	Y	N
2016-17				2	Asian/Pacific Islander	Y	N	N	N	N

Former Students with Disabilities: Student reported with a disability program service code in the Program Service Code field of the Programs Fact template anytime in the school year in at least one of the **two** previous reporting years but not at any time in the current reporting year. These students are included in the students with disabilities accountability subgroup for index calculations if the count of students with disabilities is equal to or greater than 30.

Economically Disadvantaged: Students reported with program service code 0198 (Poverty – from low-income family) in the Program Service Code field of the Programs Fact template anytime during the school year or as of the date of their last enrollment record. These students are included in the economically disadvantaged accountability subgroup.

English Language Proficiency (ELP) Accountability Details Report

School Year	School BEDS	School Name	NYSSIS ID	Grade	Ethnicity	English Language Learner	Students with Disabilities	Former SWD	Economically Disadvantaged	Students with Inconsistent / Interrupted Formal Education
2016-17				1	Asian/Pacific Islander	Y	Y	N	N	N
2017-18				1	Asian/Pacific Islander	Y	N	N	Y	N
2017-18				1	Hispanic or Latino	Y	N	N	Y	N
2016-17				2	Asian/Pacific Islander	Y	N	N	N	N

Students with Inconsistent/Interrupted Formal Education (SIFE): English Language Learners/Multilingual Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and (1) upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or (2) are two or more years below grade level in math due to inconsistent or interrupted schooling prior.

English Language Proficiency (ELP) Accountability Details Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging	Emerging	2-2	Transitioning	3-2	N	Y	N	N	2	.5706	227	227	228	Expanding	4-2	AP
Emerging	Emerging	2-4	Transitioning	3-2	N	Y	N	N	2	.5566	241	241	231	Expanding	4-2	AP
Emerging	Emerging	2-2	Transitioning	3-3	N	Y	N	N	2	.5566	221	221	240	Expanding	4-2	SH
Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Initial Year ELP Level: Initial English Language Proficiency Level as determined by performance on the student's first administration of New York State English as a Second Language Achievement Test (NYSESLAT).

Previous Year ELP Level: Previous year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).

Previous Year ELP Level and Quartile: Level and Quartile of Previous Year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT). Provided in the format "[Level] - [Quartile]."

English Language Proficiency (ELP) Accountability Details Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging	Emerging	2-2	Transitioning	3-2	N	Y	N	N	2	.5706	227	227	228	Expanding	4-2	AP
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Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Current Year ELP Level: Current year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).

Current Year ELP Level and Quartile: Level and Quartile of Current Year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT). Provided in the format "[Level] - [Quartile]."

ELA Proficient: For grades 3-8, whether a student scored 3 or above on the New York State ELA assessment. For grades 9-12, whether a student scored 65 or above on the Regents Exam in English. **(Must score at Expanding level on NYSESLAT in addition to passing ELA or Regents in English)**

English Language Proficiency (ELP) Accountability Details Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
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Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Made Progress: Whether a student demonstrated Sufficient Progress toward English Language Proficiency by exiting ELL status, meeting annual ELL Progress Target, or meeting the criteria for Safe Harbor.

District Only: Students who were continuously enrolled as out-of-district placement or homebound are included only in their district results.

Exited ELL Status: Whether a student met the criteria to exit ELL status. Official exit from ELL status completed by student's school.

Years Identified as ELL: Number of years student has been identified as ELL.

English Language Proficiency (ELP) Accountability Details Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging	Emerging	2-2	Transitioning	3-2	N	Y	N	N	2	.5706	227	227	228	Expanding	4-2	AP
Emerging	Emerging	2-4	Transitioning	3-2	N	Y	N	N	2	.5566	241	241	231	Expanding	4-2	AP
Emerging	Emerging	2-2	Transitioning	3-3	N	Y	N	N	2	.5566	221	221	240	Expanding	4-2	SH
Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Probability of Making Sufficient ELP Progress in Current Year: Statewide probability of student making Sufficient Progress in the current year based on the performance level achieved on the New York State English as a Second Language Achievement Test (NYSESLAT) in the initial year student took the NYSESLAT and the number of years student has been identified as ELL.

Initial Year NYSESLAT Total Scale Score: Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the student's initial year of taking the NYSESLAT. Total Scale Score derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).

Previous Year NYSESLAT Total Scale Score: Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the previous year. Total Scale Score is derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).

English Language Proficiency (ELP) Accountability Details Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
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Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Current Year NYSESLAT Total Scale Score: Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the current year. Total Scale Score is derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).

English Language Proficiency Level Required in 2018-2019: Required English Language Proficiency Level needed by student in next year to make Sufficient Progress. English Language Proficiency Level determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).

English Language Proficiency Level and Quartile Required in 2018-2019: Required English Language Proficiency Level and Quartile needed by student in next year to make Sufficient Progress. English Language Proficiency Level Quartile determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).

English Language Proficiency (ELP) Accountability Details Report

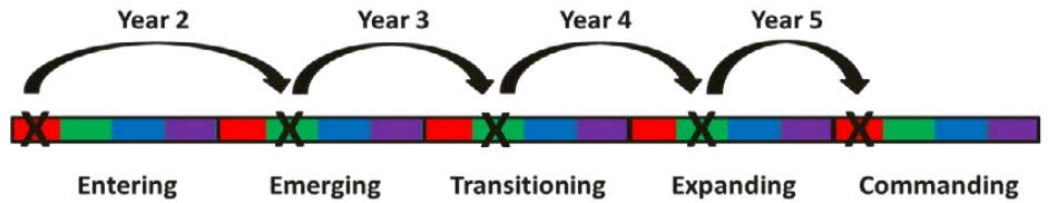
Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	Probability of Making Sufficient ELP Progress in Current Year	Initial Year NYSESLAT Total Scale Score	Previous Year NYSESLAT Total Scale Score	Current Year NYSESLAT Total Scale Score	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
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Entering	Entering	1-3	Commanding	5-1	Y	Y	N	Y	2	.7888	156	156	321	Transitioning	3-2	SH

Method to Determine Sufficient ELP Progress Required in 2018-2019: Whether required English Language Proficiency Level and Quartile in 2018-2019 is determined using Annual Progress (AP) or Safe Harbor (SH). When Annual Progress and Safe Harbor differ in the English Language Proficiency Level and Quartile required to make Sufficient Progress, the lower of the two is used. If Annual Progress and Safe Harbor require the same English Language Proficiency Level and Quartile to make Sufficient Progress, Annual Progress identified as Method. Note: The English Language Proficiency Level and Quartile noted to demonstrate Sufficient Progress in 2018-2019 does not include the option for students to make Sufficient Progress by exiting ELL status using the following methods:

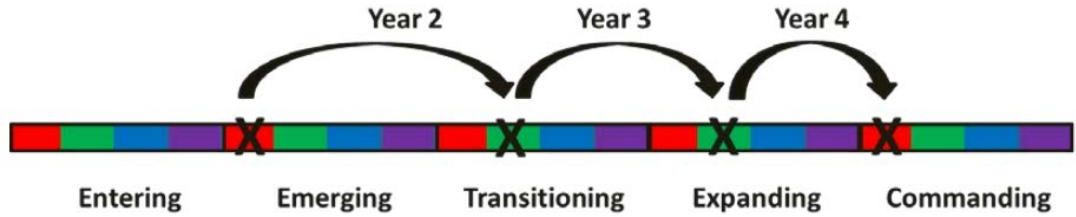
1. Grades 3-8: Scoring at the Expanding/Advanced level on the NYSESLAT **and** 3 or above on the New York State ELA assessment within the same school year.
2. Grades 9-12: Scoring at the Expanding/Advanced level on the NYSESLAT **and** 65 or above on the Regents Exam in English.

Meeting Level Targets based on Initial Identification

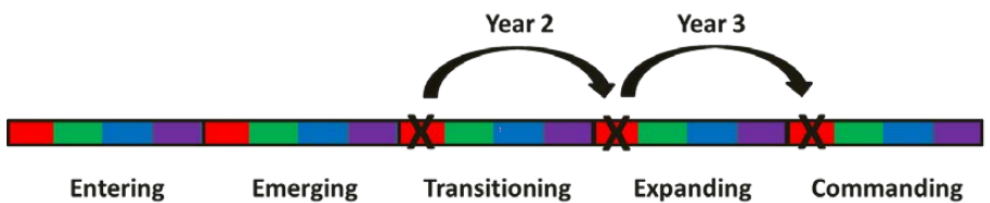
Initially Entering:



Initially Emerging:



Initially Transitioning:



Initially Expanding:



English Language Proficiency (ELP) Accountability Details Report

Navigating ELP Detail with ESSA October Memo (.25 progress points = 1 quartile)

NYSESLAT Level Earned in Initial Year of Identification	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	2 years	3 years	4 years	5 years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding to demonstrate progress			

List of Quartiles:

1-1, 1-2, 1-3, 1-4,

Entering

2-1, 2-2, 2-3, 2-4,

Emerging

3-1, 3-2, 3-3, 3-4,

Transitioning

4-1, 4-2, 4-3, 4-4,

Expanding

5-1

Commanding

Annual Progress (AP)

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

NOTE:

- 1) .25 progress points = 1 quartile
- 2) *Required to score Commanding to demonstrate progress.
- 3) This table represents Annual Progress for students who are identified as Entering, Emerging, Transitioning or Expanding **and** scored in the 1st quartile of that level.

Safe Harbor (SH)

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial	X																
Year 2		1.25 progress points required															
Year 3		2.25 progress points required in Year 2 & 3 combined															
Year 4		3.25 progress points required in Year 2 & 3 & 4 combined															
Year 5		Required to score Commanding															

The district or school can also get credit for the student making cumulative progress (known as “safe harbor”) from the initial year of ELL identification. For example, a student was classified as “Entering” based on the 2016-17 NYSESLAT. In 2018-19 after three years of ELL service, the student should either met the 1 progress point worth of growth from 2017-18 to 2018-19, or cumulatively make 2.25 progress points (safe harbor goal) worth of growth for 2017-18 and 2018-19 combined. Below is an example of safe harbor targets for a student scoring Quartile 1 of Entering in the initial year of ELL identification.

Navigating the ELP Detail Report

Initial Year ELP: **Entering**

Years Identified as ELL: **1**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Entering			Entering	1-4			N	N	1	Expanding	2-2	SH
Entering			Entering	1-3			N	N	1	Expanding	2-2	SH
Entering			Entering	1-3			N	N	1	Expanding	2-2	SH
Entering			Entering	1-2			N	N	1	Expanding	2-2	SH
Entering			Entering	1-3			N	N	1	Expanding	2-2	SH
Entering			Entering	1-3			N	N	1	Expanding	2-2	SH

- Compare Current Year ELP level and Quartile with Years Identified as ELL. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **1-1** will follow the SH method. Students starting at **1-1** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Entering**

Years Identified as ELL: **2**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Entering	Entering	1-3	Transitioning	3-4	N	Y	N	N	2	Transitioning	3-2	SH
Entering	Entering	1-3	Transitioning	3-2	N	Y	N	N	2	Transitioning	3-2	SH
Entering	Entering	1-3	Transitioning	3-1	N	Y	N	N	2	Transitioning	3-2	SH

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **2-2** will follow the SH method. Students at or below **2-2** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Entering** Years Identified as ELL: **3**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Entering	Transitioning	3-1	Transitioning	3-2	N	Y	N	N	3	Expanding	4-2	AP
Entering	Expanding	4-1	Expanding	4-3	N	Y	N	N	3	Expanding	4-2	SH
Entering	Expanding	4-2	Expanding	4-4	N	Y	N	N	3	Expanding	4-2	SH
Entering			Transitioning	3-3		Y	N	N	3	Expanding	4-2	SH
Entering	Emerging	2-3	Transitioning	3-2	N	Y	N	N	3	Expanding	4-2	AP

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **3-2** will follow the SH method. Students at or below **3-2** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Entering** Years Identified as ELL: **4**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Entering	Expanding	4-4	Commandi	5-1	Y	Y	N	Y	4	Commandi	5-1	SH
Entering	Expanding	4-3	Commandi	5-1	Y	Y	N	Y	4	Commandi	5-1	SH
Entering	Transitio	3-1	Expanding	4-1	N	N	N	N	4	Commandi	5-1	AP
Entering	Expanding	4-3	Commandi	5-1	Y	Y	N	Y	4	Commandi	5-1	SH
Entering	Expanding	4-1	Commandi	5-1	Y	Y	N	Y	4	Commandi	5-1	SH
Entering	Expanding	4-2	Expanding	4-3	N	Y	N	N	4	Commandi	5-1	SH

- Compare Current Year ELP level and Quartile with Years Identified as ELL. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **4-2** will follow the SH method. Students at or below **4-2** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Emerging**

Years Identified as ELL: **1**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging			Emerging	2-2			N	N	1	Transitional	3-2	SH
Emerging			Emerging	2-2			N	N	1	Transitional	3-2	SH
Emerging			Emerging	2-3			N	N	1	Transitional	3-2	SH
Emerging			Emerging	2-3			N	N	1	Transitional	3-2	SH
Emerging			Emerging	2-4			N	N	1	Transitional	3-2	SH
Emerging			Emerging	2-2			N	N	1	Transitional	3-2	SH

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **2-1** will follow the SH method. Students starting at **2-1** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Emerging**

Years Identified as ELL: **2**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging	Emerging	2-3	Expanding	4-2	N	Y	N	N	2	Expanding	4-2	SH
Emerging	Emerging	2-2	Expanding	4-2	N	Y	N	N	2	Expanding	4-2	SH
Emerging	Emerging	2-4	Expanding	4-4	N	Y	N	N	2	Expanding	4-2	SH
Emerging	Emerging	2-3	Transitioning	3-2	N	Y	N	N	2	Expanding	4-2	AP
Emerging	Emerging	2-4	Transitioning	3-2	N	Y	N	N	2	Expanding	4-2	AP
Emerging	Emerging	2-2	Emerging	2-4	N	N	N	N	2	Expanding	4-2	AP

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **3-2** will follow the SH method. Students at or below **3-2** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Emerging**

Years Identified as ELL: **3**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Emerging	Expanding	4-4	Transitioning	3-1	N	N	N	N	3	Commanding	5-1	AP
Emerging	Transitioning	3-1	Transitioning	3-4	N	N	N	N	3	Commanding	5-1	AP
Emerging	Transitioning	3-4	Expanding	4-4	N	Y	N	N	3	Commanding	5-1	SH
Emerging	Emerging	2-4	Transitioning	3-1	N	N	N	N	3	Commanding	5-1	AP
Emerging	Transitioning	3-1	Transitioning	3-1	N	N	N	N	3	Commanding	5-1	AP
Emerging	Emerging	2-2	Emerging	2-3	N	N	N	N	3	Commanding	5-1	AP

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **4-2** will follow the SH method. Students at or below **4-2** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Transitioning**

Years Identified as ELL: **1**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Transitio			Transitio	3-3			N	N	1	Expanding	4-1	SH
Transitio			Transitio	3-2			N	N	1	Expanding	4-1	SH
Transitio			Transitio	3-4			N	N	1	Expanding	4-1	SH
Transitio			Transitio	3-4			N	N	1	Expanding	4-1	SH
Transitio			Transitio	3-1			N	N	1	Expanding	4-1	AP
Transitio			Transitio	3-3			N	N	1	Expanding	4-1	SH

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **3-1** will follow the SH method. Students starting at **3-1** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Transitioning**

Years Identified as ELL: **2**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Transitional	Transitional	3-4	Expanding	4-2	N	Y	N	N	2	Commandi	5-1	SH
Transitional	Transitional	3-3	Transitional	3-4	N	N	N	N	2	Commandi	5-1	AP
Transitional	Transitional	3-4	Expanding	4-1	N	Y	N	N	2	Commandi	5-1	AP
Transitional	Transitional	3-4	Transitional	3-2	N	N	N	N	2	Commandi	5-1	AP
Transitional	Transitional	3-4	Transitional	3-3	N	N	N	N	2	Commandi	5-1	AP
Transitional	Transitional	3-1	Expanding	4-1	N	Y	N	N	2	Commandi	5-1	AP

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **4-1** will follow the SH method. Students at or below **4-1** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP: **Expanding**

Years Identified as ELL: **1**

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Expanding			Expanding	4-1			N	N	1	Commandi	5-1	AP
Expanding			Expanding	4-1			N	N	1	Commandi	5-1	AP
Expanding			Expanding	4-4			N	N	1	Commandi	5-1	SH
Expanding			Expanding	4-4			N	N	1	Commandi	5-1	SH
Expanding			Expanding	4-3			N	N	1	Commandi	5-1	SH
Expanding			Expanding	4-1			N	N	1	Commandi	5-1	AP

- Compare Current Year ELP level and Quartile with **Years Identified as ELL**. This will determine if the student has made **sufficient progress** toward their individual learning goal.
- ELP Level and Quartile Required in 2018-2019 is the level the student will need to achieve at the end of that academic year. Students who have exceeded **4-1** will follow the SH method. Students starting at **4-1** will follow AP method.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Other Methods of Exiting ELL Status:

1. Grades 3-8: Scoring at the Expanding/Advanced level on the NYSESLAT **and 3** or above on the New York State ELA assessment within the same school year.
2. Grades 9-12: Scoring at the Expanding/Advanced level on the NYSESLAT **and 65** or above on the Regents Exam in English.

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Expanding	Expanding	4-4	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-4	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Expanding	4-4	Y	Y	N	Y	2	Commanding	5-1	SH
Expanding	Expanding	4-3	Commanding	5-1	Y	Y	N	Y	2	Commanding	5-1	SH

Navigating the ELP Detail Report

Students who **exceed** their expected trajectory in the transition matrix may still show annual progress by making **0.75 progress points**. In New York State, a Long Term ELL is a student who has received at least 6 full years of ELL service. So, this allowance includes Long Term ELLs, **but also** those who have exceeded their trajectory that is based on initial NYSESLAT level. For example, a student who initially scored Transitioning and who has been in ELL status for 4 years is expected to make 0.75 progress points.

NYSESLAT Level Earned in Initial Year of Identification	Progress Points and Quartiles	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status			
		2 years	3 years	4 years	5 years
Entering (start 1-1)	Progress Points	1.25	1	1	0.75
	Required Level-Quartile	2-2	3-2	4-2	5-1
Emerging (start 2-1)	Progress Points	1.25	1	0.75	[Greyed out area]
	Required Level-Quartile	3-2	4-2	5-1	
Transitioning (start 3-1)	Progress Points	1	1		
	Required Level-Quartile	4-1	5-1		
Expanding (start 4-1)	Progress Points	*			
	Required Level-Quartile	5-1			

Navigating the ELP Detail Report

Initial Year ELP Level	Previous Year ELP Level	Previous Year ELP Level and Quartile	Current Year ELP Level	Current Year ELP Level and Quartile	ELA Proficient	Made Progress	District Only	Exited ELL Status	Years Identified as ELL	ELP Level Required in 2018-2019	ELP Level and Quartile Required in 2018-2019	Method to Determine Sufficient ELP Progress Required in 2018-2019
Expanding	Expanding	4-3	Expanding	4-4	Y	Y	N	Y	5	Commandir	5-1	SH
Expanding	Expanding	4-4	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Emerging	Transitio	3-2	Expanding	4-1	N	Y	N	N	5	Commandir	5-1	AP
Expanding	Transitio	3-4	Expanding	4-3	N	Y	N	N	5	Commandir	5-1	SH
Expanding	Expanding	4-3	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Expanding	Expanding	4-3	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Expanding	Expanding	4-4	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Transitio	Transitio	3-4	Expanding	4-4	N	Y	N	N	5	Commandir	5-1	SH
Expanding	Expanding	4-4	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Expanding	Transitio	3-3	Expanding	4-2	N	Y	N	N	5	Commandir	5-1	AP
Transitio	Expanding	4-3	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
Expanding	Expanding	4-2	Commandir	5-1	Y	Y	N	Y	5	Commandir	5-1	SH
	Transitio	3-4	Expanding	4-3	Y	Y	N	Y	5	Commandir	5-1	SH

Students who exceeded trajectory who still show progress (.75 progress points = 3 quartiles)