Understanding EL Data in CCRPI

Dr. Meg Baker & Dr. Jacqueline Ellis
KSU/ESOL Conference 2019
Kennesaw, GA
Georgia’s Systems of Continuous Improvement

DATA

Whole Child

Coherent Instruction

Effective Leadership

Supportive Learning Environment

Professional Capacity

Family & Community Engagement

Ready to Learn

Ready to Lead

Ready to Live

Plan Implementation

Select Interventions

Implement Plan

Examine Progress

Identify Needs

Georgia’s School Superintendent
Richard Woods
“Educating Georgia’s Future”
gadoe.org

2/15/2019
Growing EL Population in GA

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>EL-YES</th>
<th>Share of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>97,793</td>
<td>7.3%</td>
</tr>
<tr>
<td>FY16</td>
<td>103,768</td>
<td>7.6%</td>
</tr>
<tr>
<td>FY17</td>
<td>105,520</td>
<td>6.0%</td>
</tr>
<tr>
<td>FY18</td>
<td>116,007</td>
<td>6.6%</td>
</tr>
<tr>
<td>FY19*</td>
<td>119,600</td>
<td>6.8%</td>
</tr>
</tbody>
</table>
Under the **ESSA**, the state collects data on the:

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; percentage of ELs who are making <strong>ELP progress</strong></td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs meeting state academic standards for each of 4 years post-exit*</td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs exiting <strong>ESOL Program</strong></td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs who have <strong>not attained</strong> English proficiency within 5 years of classification as an EL and first enrollment in the LEA</td>
<td></td>
</tr>
</tbody>
</table>

*disaggregated by ELs with a disability*
What’s the big deal?

What’s the difference between English Learners’ GROWTH in English language proficiency (ELP) and their PROGRESS towards proficiency?
Growth vs. Progress

**Growth** = an increase in size, number, value, or strength

**Progress** = movement or advancement through a series of events or points in time; development through time
EL Students’ Progress towards *English Language Proficiency* (ELP) as defined in CCRPI

<table>
<thead>
<tr>
<th>Band</th>
<th>CCRPI ELP Progress Performance Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0-2.1</td>
</tr>
<tr>
<td>2</td>
<td>2.2-2.8</td>
</tr>
<tr>
<td>3</td>
<td>2.9-3.1</td>
</tr>
<tr>
<td>4</td>
<td>3.2-3.4</td>
</tr>
<tr>
<td>5</td>
<td>3.5-3.7</td>
</tr>
<tr>
<td>6</td>
<td>3.8-4.0</td>
</tr>
<tr>
<td>7</td>
<td>4.1-4.2</td>
</tr>
<tr>
<td>8</td>
<td>4.3+</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
</tr>
</tbody>
</table>

7 years to proficiency
ELP Progress Points in CCRPI

- Progress scores in English language arts, mathematics, and progress toward English language proficiency (EL students)
  - Utilize weights based on level of growth to incentivize moving all students to the next level
- ELA and mathematics will receive 90% of the weight, and progress toward English language proficiency will receive 10% of the weight

ELA and Mathematics SGPs

<table>
<thead>
<tr>
<th>SGP Range</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29</td>
<td>0</td>
</tr>
<tr>
<td>30-40</td>
<td>.5</td>
</tr>
<tr>
<td>41-65</td>
<td>1</td>
</tr>
<tr>
<td>66-99</td>
<td>1.5</td>
</tr>
</tbody>
</table>

EL Progress toward Proficiency – ACCESS for ELLs

<table>
<thead>
<tr>
<th>Performance Band Movement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive movement</td>
<td>0</td>
</tr>
<tr>
<td>Moved less than one band</td>
<td>.5</td>
</tr>
<tr>
<td>Moved one band</td>
<td>1</td>
</tr>
<tr>
<td>Moved more than one band</td>
<td>1.5</td>
</tr>
</tbody>
</table>

ELP Growth Level?

7 Years to Proficiency

<table>
<thead>
<tr>
<th>Performance Band Movement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive movement</td>
<td>0</td>
</tr>
<tr>
<td>Moved less than one band</td>
<td>.5</td>
</tr>
<tr>
<td>Moved one band</td>
<td>1</td>
</tr>
<tr>
<td>Moved more than one band</td>
<td>1.5</td>
</tr>
</tbody>
</table>
## ELP Progress Example

### ELA Progress Score
- SGPs 1-29: 14% x 0 = 0
- SGPs 30-40: 12% x .5 = 6
- SGPs 41-65: 40% x 1 = 40
- SGPs 66-99: 34% x 1.5 = 51

**ELA Progress Score = 97**

### Mathematics Progress Score
- SGPs 1-29: 20% x 0 = 0
- SGPs 30-40: 18% x .5 = 9
- SGPs 41-65: 44% x 1 = 44
- SGPs 66-99: 18% x 1.5 = 27

**Mathematics Progress Score = 80**

### Progress Toward ELP Score
- No positive movement: 10% x 0 = 0
- Moved less than one band: 22% x .5 = 11
- Moved one band: 50% x 1 = 50
- Moved more than one band: 18% x 1.5 = 27

**Progress Toward ELP Score = 88**

### Progress Calculation
\[
\text{Progress} = 97 \times 45\% + 80 \times 45\% + 88 \times 10\% = 88.5
\]

- **Not** total # of EL students.
- **Not** %age of EL students either.
- **But rather,** a score calculated using a point system assigned to types of movement on the ELP performance bands.
Percent of EL Students at C. Elem. School’s contributing to ELP Progress Score (Rate) of 99 (9.9 points)
How important are those ACCESS for ELs 2.0 Test Results?

• Targets are calculated for EL progress toward English language proficiency
• Targets are based on the Progress Toward ELP indicator calculated for the Progress component of CCRPI
• Each school/district received one EL progress toward ELP target per grade band
• EL progress toward ELP targets are for informational and reporting purposes only; they are not used in Closing Gaps/CCRPI calculations

How ELP Targets Were Calculated

Target Calculation

Improvement Target = (100 − baseline_{2017}) \times 0.03

- If the 2017 Progress Toward ELP score = 88.0

- Then the improvement target is
  \[(100 − 88.0) \times 0.03 = 0.36\]

- The improvement expected each year is 0.36

If ELP Progress Flags were generated....
Where can we see EL Data in our school’s CCRPI report?

How we use EL Data in Georgia’s Systems of Continuous Improvement

DATA

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Effective Leadership

Family & Community Engagement

Coherent Instruction

Supportive Learning Environment

Professional Capacity

Whole Child

Ready to Learn

Ready to Lead

Ready to Live
Understanding How ACCESS Data works
Proficiency Level Scores

Range from 1.0 to 6.0

3.8

Decimal indicates the proportion within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth.

Whole Number indicates the student’s language proficiency level as based on the WIDA ELD Standards.

WIDA 2018 Interpretive Guide @ https://www.wida.us/assessment/ACCESS20.aspx#scoring
# Grade K-12 Individual Student Report

![Image of a report with data on proficiency levels and scale scores by domains & composite.](image)

## Demographic Information

- **Grade:** K-12
- **Student:** Alvarez, Rocio
- **Birth Date:** 11/02/2006
- **Tier:** B

## Proficiency Levels and Scale Scores by Domains & Composite

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Scale Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>4</td>
<td>400</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>3</td>
<td>330</td>
<td>Intermediate</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td><strong>Oral Language</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>2</td>
<td>220</td>
<td>Partially Proficient</td>
</tr>
</tbody>
</table>

## Description of English Language Proficiency Levels

- **Level 4:** Understands and uses language in English related to specific topics in school and can participate in class discussions. For example, communicates in writing in English using language related to common topics in school and can participate in class discussions.
- **Level 3:** Understands and uses language in English related to specific topics in school and can participate in class discussions. For example, communicates in writing in English using language related to common topics in school and can participate in class discussions.
- **Level 2:** Understands and uses language in English related to specific topics in school and can participate in class discussions. For example, communicates in writing in English using language related to common topics in school and can participate in class discussions.
- **Level 1:** Understands and uses language in English related to specific topics in school and can participate in class discussions. For example, communicates in writing in English using language related to common topics in school and can participate in class discussions.

---

Domain Scores

- Listening
- Speaking
- Reading
- Writing

WIDA 2018 Interpretive Guide @ https://www.wida.us/assessment/ACCESS20.aspx#scoring
Composite Scores

Oral Language Score
- Listening 50%
- Speaking 50%

Literacy Score
- Reading 50%
- Writing 50%

Comprehension Score
- Listening 30%
- Reading 70%

Overall Score
- Listening 15%
- Speaking 15%
- Reading 35%
- Writing 35%

WIDA 2018 Interpretive Guide @ https://www.wida.us/assessment/ACCESS20.aspx#scoring
RAW SCORE
Number of correct items

PROFICIENCY LEVELS
Transformed scale scores through group consensus

SCALE SCORE
Transformed raw scores through statistics

WIDA 2018 Interpretive Guide @ https://www.wida.us/assessment/ACCESS20.aspx#scoring
Comparing Scale to Proficiency Level

Scale Score

Proficiency Level Score
Scale Scores

- WIDA ACCESS for ELLs® Scale Scores are *psychometrically* derived measures of student proficiency
  - Range from 100 to 600 (above 500 is rare)
  - Single vertical scale applies to all grades and all test forms
  - Vertically equated scale scores take into account grade level differences
- Scale scores are **ideal for tracking student growth.**
- Scale scores have equal intervals!
- Scale scores cannot be compared across domains or composites. Each domain has a separate scale.
Proficiency Levels

- Interpretations of grade level specific scale scores.
- Domain specific – cannot compare across domains.
- Describe student’s language performance on the continuum of 6 ELP levels.
- Composite PL are derived from scale scores.
- To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores. (WIDA ACCESS 2.0 Interpretive Guide, p. 7)
### Interpretation of Scale Scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Scale Score</th>
<th>Reading Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>355</td>
<td>5.2</td>
</tr>
<tr>
<td>4</td>
<td>355</td>
<td>4.6</td>
</tr>
<tr>
<td>5</td>
<td>355</td>
<td>4.0</td>
</tr>
</tbody>
</table>

As grade goes up, so do our expectations

Adapted from WIDA Training PPT
### Interpretation of Scale Scores

<table>
<thead>
<tr>
<th>Grades</th>
<th>Domain</th>
<th>Scores</th>
<th></th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Overall</td>
<td>347</td>
<td>Scale Score</td>
<td>4.2</td>
</tr>
<tr>
<td>4</td>
<td>Overall</td>
<td>359</td>
<td>Scale Score</td>
<td>4.2</td>
</tr>
<tr>
<td>5</td>
<td>Overall</td>
<td>369</td>
<td>Scale Score</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Adapted from WIDA Training PPT
Percent of EL Students at C. Elem. School’s contributing to ELP Progress Score (Rate) of 99 (9.9 points)

- No Progress: 10%
- <1 band: 24%
- 1 band: 23%
- >1 band: 43%

What questions could we ask now?
88 ELP Progress points \times 10\%

- 1.0-2.1
- 2.2-2.8
- 2.9-3.1
- 3.2-3.4
- 3.6-3.7
- 3.8-4.0
- 4.1-4.2
- 4.3+

10\% = No progress
22\% = moved less than one band
50\% = moved one band
18\% = moved more than one band

What questions could we ask now?
What’s the Progress and the Growth at my school?

How are individual English Learners progressing and growing in ELP from year to year?

Compared to their peers?
- Same initial proficiency?
- Same # of years in ESOL?
- Same grade level?
Using ACCESS Scale Scores for a growth-mindset

• Mee is a 7th grade student of Asian origin.

• In 2014, she scored an ACCESS 2.0 Overall Composite Scale Score = 338 (ELP Level = 2.8).

• In 2015, she scored a 352 (PL = 3.4).

• GAIN = 14 scale score points

• So….

• Is that good?

• Is that normal?

• Is that what you’d expect?
Mee's Scale Score gain is at the 20th-40th Percentile range compared to 7th grade ELs with an initial proficiency level of 2.8.

Mee's initial proficiency level = 2.8

Mee's gain score = 14
EL Language Programs Help Desk

ESOL & Title IIIA Questions & Support
678-794-3695
ELPrograms@doe.k12.ga.us