English Learners Inclusion in Accountability
and
Measuring English Learner Progress

Curtis Sonneman and Swetha Pamulaparthy

Analysis and Reporting Section

LEA/Charter Testing Directors/Coordinators Meeting

October 10, 2017

Today's Discussion Includes

- Recently Arrived ELs Participation in Assessment (ELA/Math/Science)
- Counting EL Students
  - Inclusion of Exited ELs in Academic Achievement Measures
    - (ELA and mathematics assessments)
  - Inclusion of Exited ELs in the Cohort Graduation Rate
  - Minimum N-size for Accountability/Long-term Goals
  - Accountability Subgroup Grades
- Long-term Goals
  - Achievement (ELA and Math)
  - 4-yr Cohort Graduation Rate
- English Learner Progress Toward Exiting
  - Accountability Indicator
  - Long-term Goal

Recently Arrived English Learners

ESSA PLAN

ESSA Accountability Model
School Performance Grades

ELEMENTARY/MIDDLE SCHOOL

- ELA/Reading EOG Scores
  Math EOG Scores
  NC Math 1 EOC Scores
- Science EOG Scores
- Growth (ELA/Reading, Math, & Science)

HIGH SCHOOL

- English II EOC Scores
  HS Math EOC Scores
- Growth (High School ELA & Math)
- Biology EOC Scores
- ACT
- ACT WorkKeys

PARTICIPATION

↓

Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools

Long Term Goals

- Reading 3-8
- Math 3-8
- Reading High School
- Math High School

PARTICIPATION

↓

Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

↓

Reduces the Achievement Gap

Recently Arrived English Learners

Beginning with the 2017–18 school year, students in their first year in US schools, must participate in the statewide testing program in *all* subject areas.

Recently Arrived EL (by year)	Year 1	Year 2	Year 3 and Beyond
Assess and Report	Yes	Yes	Yes
Growth in Accountability System	No	Yes	Yes
Proficiency in Accountability System	No	No	Yes

Recently Arrived English Learners

- Discussion Point
  - For recently arrived English learners (EL) in their first year in U.S. schools should the EOC count as 20% of students final grade?
    - Historically, the NC Math 1 and Biology assessments counted as 20% of final grade for first year EL students
    - Recent feedback from other stakeholders indicates a desire to eliminate the 20% requirement for all EOC assessments for first year EL students
      - How many students are actually enrolled in an EOC course in their first year?
      - What is the impact to GPAs of students with/without this waiver?
      - Why is there a desire to eliminate this now since we are only adding English II as a required assessment?
    - Should this be extended to NC Final Exams?
    - Should this be extended to CTE assessment?
      - Assumes CTE wants to follow same rules for their assessments

Public Schools of North Carolina

Counting Exited English Learners

ESSA PLAN

ESSA Accountability Model
School Performance Grades

Long Term Goals

ELEMENTARY/MIDDLE SCHOOL

- ELA/Reading EOG Scores
  Math EOG Scores
  NC Math 1 EOC Scores
- Science EOG Scores
- ~~English Learner Progress~~
- Growth (ELA/Reading, Math, & Science)

HIGH SCHOOL

- English II EOC Scores
  HS Math EOC Scores
- Growth (High School ELA & Math)
- Graduation
- ~~English Learner Progress~~
- Biology EOC Scores
- ACT
- ACT WorkKeys
- Math Course Rigor

PARTICIPATION

↓

Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools

Long Term Goals Column

- Reading 3-8
- Math 3-8
- Reading High School
- Math High School
- Graduation
- ~~English Learner Progress~~

PARTICIPATION

↓

Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

↓

Reduces the Achievement Gap

Counting Exited EL Students for Accountability and Reporting

- ESSA affords states the flexibility to include students who have **exited** EL status into accountability and reporting
  - North Carolina selected to use exited up to **4** years
    - Applied in the following areas
      - ELA/Math/Science EOG and EOC Assessments
      - ACT
  - Students who are identified as an English learner, at anytime between grade 9 and graduating/exiting the cohort, remain included in the EL subgroup for
    - Cohort Graduation Rate
    - ACT WorkKeys
    - Math Course Rigor

Inclusion of 4-Year Exited Students in Academic Achievement Measures
Prior Exit Student Example

Year	EL Identification	ELP Assessment Participation	Included in EL Subgroup Accountability and Reporting
2014–15	EL	Takes ELP assessment and exits EL status	Yes

Inclusion of Exited Students in Academic Achievement Measures
Prior Exit Student Example

Year	EL Identification	ELP Assessment Participation	Included in EL Subgroup Accountability and Reporting
2014–15	EL	Takes ELP assessment and exits EL status	Yes
2015–16	Exited, Year 1	Not tested on the ELP assessment	No
2016–17	Exited, Year 2	Not tested on the ELP assessment	No

Inclusion of Exited Students in Academic Achievement Measures
Prior Exit Student Example

Year	EL Identification	ELP Assessment Participation	Included in EL Subgroup Accountability and Reporting
2014–15	EL	Takes ELP assessment and exits EL status	Yes
2015–16	Exited, Year 1	Not tested on the ELP assessment	No
2016–17	Exited, Year 2	Not tested on the ELP assessment	No
2017–18	Exited, Year 3	Not tested on the ELP assessment	Yes
2018–19	Exited, Year 4	Not tested on the ELP assessment	Yes
2019–20	N/A	Not tested on the ELP assessment	No

Public Schools of North Carolina

2016-17 4-Year Exit Example

Year	EL Identification	ELP Assessment Participation	Included in EL Subgroup Accountability and Reporting
2016–17	EL	Takes ELP assessment and exits EL status	Yes
2017–18	Exited, Year 1	Not tested on the ELP assessment	Yes
2018–19	Exited, Year 2	Not tested on the ELP assessment	Yes
2019–20	Exited, Year 3	Not tested on the ELP assessment	Yes
2020–21	Exited, Year 4	Not tested on the ELP assessment	Yes
2021–22	N/A	Not tested on the ELP assessment	No

Accountability Subgroup Grades

Accountability Subgroup Grades

- The English learners subgroup, like all other subgroups, will be given a letter grade based on performance across indicators
  - Calculations will be made the same way as School Performance Grades
  - Includes only indicators that meet minimum N-size
    - Reminder, minimum N-size = **30** for each indicator

Long Term Goals

ESSA PLAN

Long Term Goals

Reading 3-8

Math 3-8

Reading High School

Math High School

Graduation

~~English Language~~

PARTICIPATION

↓

Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

↓

Reduces the Achievement Gap

Long-Term Goals

- Specific focus on ELs for this discussion
- Once the inclusion of exited English learners is applied to the data all of the long-term goals will be reviewed.
  - May be reset with new baselines if performance significantly out paces current goals
- Minimum N-size is 30 students in a subgroup
- 95% participation requirements apply to long-term goals

Public Schools of North Carolina

95% Participation Rule in ESSA

States must annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments.

For purpose of measuring, calculating and reporting….. Include in the denominator **the greater of**

1. 95 percent of all students (or 95 percent of the subgroup); or
2. the number of students participating in the assessments

95% Participation Rule Examples

Group	Number of Students in Membership	Number of Participating Students		95% of Number of Students in Membership	Number in Accountability Calculation Denominator
All Students	500	492	vs.	475	
EL	100	93	vs.	95	
Hispanic	200	191	vs.	190	

Public Schools of North Carolina

95% Participation Rule Examples

Group	Number of Students in Membership	Number of Participating Students		95% of Number of Students in Membership	Number in Accountability Calculation Denominator
All Students	500	492	vs.	475	
EL	100	93	vs.	95	
Hispanic	200	191	vs.	190	

Public Schools of North Carolina

95% Participation Rule Examples

Group	Number of Students in Membership	Number of Participating Students		95% of Number of Students in Membership	Number in Accountability Calculation Denominator
All Students	500	492	vs.	475	492
EL	100	93	vs.	95	95
Hispanic	200	191	vs.	190	191

Public Schools of North Carolina

Participation Calculation Example

- Consider the EL subgroup in the example presented on the previous slides:

- Assume out of the 100 students in the subgroup, 40 are proficient

- Without the consequences: their proficiency rate would be 40/93= 43.0%

- With the consequences applied, the proficiency rate would be 40/95= 42.1%

State Level English Learner Long-Term Goals	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)	2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
Reading Grades 3-8	**11.1**	**3.062**	14.2	17.2	20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	**30.6**
Math Grades 3-8	**21.4**	**3.549**	24.9	28.5	32.0	35.6	39.1	42.7	46.2	49.8	53.3	56.9	**35.5**
Reading High School	**3.6**	**3.531**	7.1	10.7	14.2	17.7	21.3	24.8	28.3	31.8	35.4	38.9	**35.3**
Math High School	**4.9**	**4.116**	9.0	13.1	17.2	21.4	25.5	29.6	33.7	37.8	41.9	46.1	**41.2**
Cohort Grad. Rate	**57.2**	**3.780**	61.0	64.8	68.5	72.3	76.1	79.9	83.7	87.4	91.2	95.0	**37.8**

State Level English Learner Long-Term Goals	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)	2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
Reading Grades 3-8	11.1	3.062	14.2	17.2	20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	30.6
Math Grades 3-8	21.4	3.549	24.9	28.5	32.0	35.6	39.1	42.7	46.2	49.8	53.3	56.9	35.5
Reading High School	3.6	3.531	7.1	10.7	14.2	17.7	21.3	24.8	28.3	31.8	35.4	38.9	35.3
Math High School	4.9	4.116	9.0	13.1	17.2	21.4	25.5	29.6	33.7	37.8	41.9	46.1	41.2
Cohort Grad. Rate	57.2	3.780	61.0	64.8	68.5	72.3	76.1	79.9	83.7	87.4	91.2	95.0	37.8

State Level English Learner Long-Term Goals	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)	2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
					Yearly Measures of Interim Progress								
Reading Grades 3-8	11.1	3.062	14.2	17.2	20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	30.6
Math Grades 3-8	21.4	3.549	24.9	28.5	32.0	35.6	39.1	42.7	46.2	49.8	53.3	56.9	35.5
Reading High School	3.6	3.531	7.1	10.7	14.2	17.7	21.3	24.8	28.3	31.8	35.4	38.9	35.3
Math High School	4.9	4.116	9.0	13.1	17.2	21.4	25.5	29.6	33.7	37.8	41.9	46.1	41.2
Cohort Grad. Rate	57.2	3.780	61.0	64.8	68.5	72.3	76.1	79.9	83.7	87.4	91.2	95.0	37.8

Public Schools of North Carolina

English Learner Progress

ESSA PLAN

ESSA Accountability Model
School Performance Grades

ELEMENTARY/MIDDLE SCHOOL

- ELA/Reading EOG Scores
  Math EOG Scores
  NC Math 1 EOC Scores
- Science EOG Scores
- English Learners Progress
- Growth (ELA/Reading, Math, & Science)

HIGH SCHOOL

- English II EOC Scores
  HS Math EOC Scores
- Growth (High School ELA & Math)
- Graduation
- English Learners Progress
- Biology EOC Scores
- ACT
- ACT WorkKeys
- Math Course Rigor

PARTICIPATION

Identify Comprehensive Support and Improvement (CSI)/
Targeted Support and Improvement (TSI) Schools

Long Term Goals

- Reading 3-8
- Math 3-8
- Reading High School
- Math High School
- Graduation
- English Learners Progress

PARTICIPATION

Within 10 Years an Increase
in Student Achievement for
All Students and Each Subgroup

Reduces the Achievement Gap

Defining English Learner Progress

- English learner progress measures the amount of progress a student makes each year toward an expected exit year

- Progress is measured yearly from a baseline year
  - Determines the number of years and amount of progress expected to be considered making progress

- The expectation is that the student will make yearly progress and exit by the expected year

Calculating EL Progress

- Progress is calculated from one ACCESS assessment to the next ACCESS assessment
  - Not the WIDA Screener
  - Students must have at least 2 ACCESS scores to be measured for progress
- Progress is calculated from initial ACCESS assessment regardless of grade level (K-12)
- Initial year for measuring progress will begin with the 2016-17 ACCESS assessment

Exiting EL Status

Initial Score on the *WIDA ACCESS for ELLs 2.0* ™	Number of Years Expected to Exit
1-1.9	5
2.0-2.9	4
3.0-3.9	3
4.0-4.7	2

Calculation of EL Progress

Progress = IS + {(4.8-IS)/Y}*N

Where

IS = the student's initial score on the *WIDA ACCESS for ELLs 2.0* ™ assessment,

Y = number of years expected to achieve the exit criteria of 4.8 on the *WIDA ACCESS for ELLs 2.0* ™ assessment and

N = number of years the student is in the English Learners Program.

Progress Value Table

- Using the developed formula a value table has been created so that schools can identify what is expected of each student every year

- Sample from value table (Found in ESSA Plan on page 187)

Initial ACCESS Assessment	Year 1	Year 2	Year 3	Year 4	Year 5
1.7	2.3	2.9	3.6	4.2	Exit*
1.8	2.4	3.0	3.6	4.2	Exit*
1.9	2.5	3.1	3.6	4.2	Exit*
2.0	2.7	3.4	4.1	Exit*	
2.1	2.8	3.5	4.1	Exit*	
2.2	2.9	3.5	4.2	Exit*	
2.3	2.9	3.6	4.2	Exit*	

Sample Student Score

Initial Year 2017-18	2018-19	2019-20	2020-21	2021-22
2.3	2.9	3.6	4.2	Exit
3.4	3.9	4.3	Exit	

If a student scores above the expectation in a given year the remaining improvement will be banked.

Performance will not be reset to change expectations.
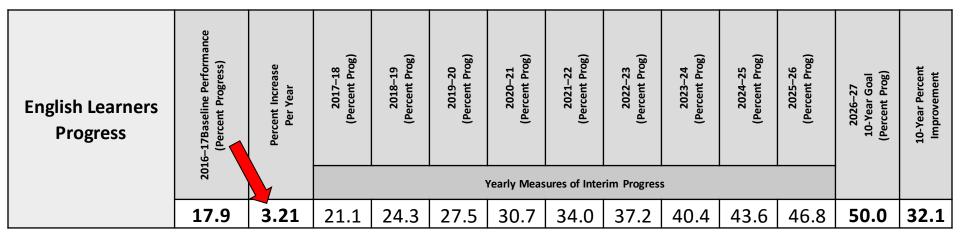
Progress Toward Exiting English Learner Status

- **Accountability Indicator**
  - Percent of students making progress toward or exiting EL status
  - Grades 3-8 and 10
    - Required in State Legislation
  - Minimum N-size = 30
  - Included in overall performance proportionally weighted by number of students

    (Included in Achievement Score (80%) of SPG)

Calculation of EL Progress Goal

▪**Long-Term Goal**
 ▪Percent of students making progress toward or exiting EL status
 ▪Grades 3-8 and 10
  ▪Required in State Legislation
 ▪Minimum N-size = 30
 ▪School level targets which match state expectation

English Learners Progress	2016–17 Baseline Performance (Percent Progress)	Percent Increase Per Year	2017–18 (Percent Prog)	2018–19 (Percent Prog)	2019–20 (Percent Prog)	2020–21 (Percent Prog)	2021–22 (Percent Prog)	2022–23 (Percent Prog)	2023–24 (Percent Prog)	2024–25 (Percent Prog)	2025–26 (Percent Prog)	2026–27 10-Year Goal (Percent Prog)	10-Year Percent Improvement
							Yearly Measures of Interim Progress						
	17.9	**3.21**	21.1	24.3	27.5	30.7	34.0	37.2	40.4	43.6	46.8	**50.0**	**32.1**

Additional Questions Recently Asked

- What if a kindergartner exits EL before grade 3?
  - As of 10/6/2017
    - Not included in EL Progress
    - Included in Exited EL for assessments
- Will exited status follow students to other districts?
  - Yes, this status will follow students
    - Not yet determined if it will follow students entering from other states?
- Will LEAs/charter schools be given a file with which students count in the EL subgroup?
  - Yes, the data will be provided

Additional Questions Recently Asked

- If a student enrolls in grade 2, takes ACCESS at the end of the year, moves out of state for 3 years and then comes back to North Carolina. What year are we calculating?
  - Not yet determined
    - Provided a student has an ACCESS score the baseline can be set.
    - Business rules will have to be determined for when/if a student is or is not included in the measure of progress when they leave the state and return.
- Is progress adjusted for EL students who are EC
  - No

What are your questions?