Calculating the English Learners Progress Measure

English Learners Progress Measure Overview

The Every Student Succeeds Act (ESSA) requires each state to provide an annual assessment of English language proficiency to all students identified as English Learners (ELs) in the schools served by the State Educational Agency (SEA). In North Carolina, the annual assessment is the WIDA ACCESS for ELLs 2.0 ™ (ACCESS).   One of the purposes of the ACCESS assessment is to measure student progress toward English language proficiency.

Under ESSA, EL progress must be measured and reported for all ELs in grades K–12. The EL Progress long-term goal and measures of interim progress include results for all ELs in grades K–12. However, the accountability indicator associated with EL progress included in School Performance Grades uses the progress of ELs in grades 3 through 8 and 10 only.

This document contains the definition of EL progress, how students count positively or negatively toward EL progress goals and indicators, and various business rules that adjust how students are included or excluded. Business rules which indicate a change or adjustment to the normal process of measuring progress are noted in this document using ELPM# (English Learner Progress Measure #).

Defining English Learner Progress

English learner progress is measured using the ACCESS composite score. The composite score consists of four domains: Reading, Writing, Listening, and Speaking.

> **Note:** The screening tools used to identify students for English as a Second Language (ESL) services, the WIDA Screener (Grades 1–12) and the W-APT (Kindergarten), are not used to measure EL progress.

The criteria for exiting EL status requires students to meet the Comprehensive Objective Composite (COC) set by the state. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or higher with at least a 4.0 on both the reading and writing domains. Table 1, EL Expected Exit Year, and Table 9, English Learner Progress Value, identify the expected number of years to exit EL status and the yearly progress expectations for each student respectively.

Table 1. *EL Expected Exit Year*

Initial Score on the WIDA ACCESS for ELLs 2.0 ™	Number of Years Expected to Exit
1.0-1.9	5
2.0-2.9	4
3.0-3.9	3
4.0-4.7	2
4.8 or higher	1

Students are expected to make progress annually toward the goal of exiting EL status. The initial ACCESS composite score determines the number of school years expected for a student to exit (Table 1) and defines the yearly progress needed to meet the expectation (Table 9).   The annual ACCESS composite score after the initial year will determine if a student meets or does not meet progress.

In Table 1, the number of years to exit is based on the initial ACCESS assessment. For all students identified as ELs and enrolled in North Carolina public schools prior to the 2017–18 school year the initial composite score is the one achieved on the 2016–17 ACCESS assessment.

Counting Progress of English Learners

Each EL student will count positively or negatively toward progress. A student must have an initial composite score and a current year composite to measure progress. Examples of how students count are found in Table 4.

Students Counting Positively for English Learner Progress

Students count positively in the EL progress goal/indicator when they meet the expected yearly progress toward exiting, or if they exit EL status in or before the expected exit year.

> ELPM # 1   Students who meet or exceed expected progress as defined in the value table (see Table 9).

> ELPM # 2   Students who take the W-APT or WIDA screener and exit EL status in the same year.
> (See Table 4: Student E)

> ELPM # 3   Students who take the Alternate ACCESS for ELLs (ALT-ACCESS) assessment and improve one or more proficiency levels from the previous ALT-ACCESS assessment. Students who score the top proficiency level, P3, must score P3 the following year to count positively.
> (See Table 10 for ALT-ACCESS proficiency levels.)

> ELPM # 4   Students who take the ALT-ACCESS assessment in the prior year and take a regular ACCESS assessment in the current year, count positively, unless the student has a prior regular ACCESS assessment that can be used as an initial ACCESS assessment.
>
> > **Note:** If a student does not have an initial regular ACCESS assessment, the current year regular assessment becomes the initial ACCESS assessment to measure progress in future years.

Students Counting Negatively for English Learner Progress

Students count negatively in the EL progress goal/indicator when any of the following conditions are met:

1) Students have an initial composite score and a current year composite score but do not meet expected progress as outlined in Table 9. (See Table 4 for examples.)

> ELPM # 5   Students not exiting EL status in the year expected, as reflected in Table 9, count negatively each year until exiting EL status.

> ELPM # 6   Students who take the ALT-ACCESS assessment and do not improve by at least one proficiency level count negatively in the EL progress goal/indicator.
> (See Table 10 for ALT-ACCESS proficiency levels.)

2) Students have an initial ACCESS composite score but do not have a current year composite score to measure progress.

   a. Students were absent from the current year administration.
   b. Students were tested but did not complete all domains to receive a composite score.

3) Students have been enrolled and eligible to test for at least two test administrations, where the first administration is the initial year, and progress cannot be measured.

a. Students have a current year composite score and were eligible to test in the prior year, but they did not test (e.g., students move to schools within the same district).

b. Students were eligible to test in the initial and current year but do not have a valid composite score in either year.

Table 2 conceptualizes the conditions for which students count negatively.

Table 2. *Counting Negatively for EL Progress*

Initial Year Assessment	Current Year Assessment	Condition	Table 3 Definitions:
Y	Y^n	1	Y = Took assessment
Y	N	2(a & b)	Y^n = Took assessment but did not meet expected progress
N	Y	3(a)	N = Eligible and did not take assessment
N	N	3(b)	

Students That May Count Positively or Negatively After Defining a Trajectory

Students who missed taking the ACCESS Assessment in the initial year but have a score from a subsequent year are placed on a trajectory to measure progress in future years.

ELPM # 7   To determine the expected trajectory of progress the first assessment taken by the student is placed on the value table in the year they took the assessment (this year is determined by the number of years the student should have had an assessment). Students are expected to meet the annual progress on that row in the value table for the remaining years before expected exit.

a. If the first assessment score is lower than the lowest composite score in that year on the value table, (first row of the table) the student is placed on the first row to determine trajectory.

b. If the first assessment score falls in between rows indicated on the value table for the associated year, the student is placed on the row that corresponds to the lower of the two table values for that year.

Example 1: Student A is absent for their Initial ACCESS assessment and was expected to test, then takes the assessment in Year 1 and scores a 1.6. Student A is expected to make at least a 2.5 the next year (Year 2).

Example 2: Student B does not have an initial ACCESS assessment score and also does not have an ACCESS score in Year 1 but should have had scores both years. Student B then scores a 3.5 in Year 2. Student B counts against the indicator in Year 2 and is expected to score a 4.1 in Year 3 to meet progress.

Example 3: Student C does not have a score in 2016-17 but should have for their Initial ACCESS assessment year. Student takes the assessment in 2017-18 and scores a 3.5, a score that falls in between values 3.4 and 3.6 on the value table, the student is placed on the 3.4 row and is expected to make at least a 3.9 in 2018-19.

Table 3: *Examples of Setting a Trajectory*

	Initial ACCESS Score (16-17)	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Student A	Absent	1.6	2.5	3.3	4.0	Exit
Student B	No Score	No Score	3.5	4.1	Exit	
Student C	No Score	3.5	3.9	4.3	Exit	

Refer Table 9 on page 7 for the Value Table.

Note: Students in ELPM # 7 may have counted against progress in years before obtaining at least two ACCESS scores.

Students Counting Neither Negatively nor Positively for English Learner Progress (Not in the Denominator)

ELPM # 8   Students who transfer from one district to another and have been enrolled and eligible to test for two administrations, where the first administration is the initial year and the students did not test but have current year composite scores.

ELPM # 9   Students with disabilities preventing access to one or more domains of the assessment must be tested on domains which can be accessed. These students do not count against EL progress in 2017–18 because they cannot attain a composite score. To implement this rule, appropriate coding is required on the assessment.

ELPM # 10   Students granted a medical exception by the North Carolina Department of Public Instruction (NCDPI) in the current year or the previous year (only if the previous year is the Initial ACCESS assessment).

ELPM # 11   Students who are enrolled at a school after the NCDPI-designated enrollment deadline and were not required to take the ACCESS assessment during the test administration window.

ELPM # 12   Students who take the regular ACCESS assessment in the prior year and take an ALT- ACCESS assessment in the current year.

> **Note:** The ALT- ACCESS assessment becomes the initial assessment to measure progress in future years based on Table 9. If the student returns to the regular ACCESS assessment, the original initial ACCESS assessment and year are used to measure progress in future years based on Table 9.

Table 4. *EL Progress Examples*

	Initial ACCESS Score (16–17)	Year 1 (17–18)	Progress Met	Year 2 (18–19)	Progress Met	Year 3 (19–20)	Progress Met
Value from Table 9	**3.1**	**3.7**		**4.2**		**Exit**	
Student A	3.1	3.7	Yes	4.2	Yes	4.7	No
Student B	3.1	3.9	Yes	Exit	Yes		
Student C	3.1	3.5	No	4.5	Yes	Exit	Yes
Student D	3.1	3.6	No	4.1	No	Exit	Yes
Student E	N/A	5.0 (Initial ACCESS & Exit)	Yes				

The following rules are used to adjust how students are included/excluded in the EL progress goal/indicator when moving in to and out of North Carolina.

ELPM # 13   Students that have an initial North Carolina ACCESS composite score and move out of North Carolina Public Schools to an in state private/home school or out of state (not out of country, see ELPM #12) and return in a later year, will maintain the initial North Carolina ACCESS composite score as the initial assessment score. After returning, students are expected to make progress based on the initial ACCESS composite score and the expected composite score designated by the yearly progression in Table 9.

> For example: A student took the initial ACCESS assessment in 2016–17 and earned a 1.0 composite score, left the state after the second ACCESS assessment in 2017–18, and returned after two (2) years out of state in 2020–21. The student is expected to earn a composite score of at least 4.0 in 2020–21 to achieve progress based on the initial ACCESS assessment given in North Carolina. Table 5 illustrates this example.

Table 5: *Example of Progress Calculation for Students Who Left North Carolina and Returned*

	Initial ACCESS Score NC (2016–17)	Year 1 NC (2017–18)	Year 2 Another State (2018–19)	Year 3 Another State (2019–20)	Year 4 NC (2020–21)
Grade Level	K	1	2	3	4
Score	1.0 (Initial)	1.9			4.0 (expected)

ELPM # 14   Students who enter from out of state, where the ACCESS assessment is administered and were not previously enrolled in NC, use the most recent ACCESS composite score as the initial ACCESS composite score in North Carolina and are expected to make progress as specified in Table 9.

> For example: A student took the initial ACCESS assessment in 2016–17 in Colorado and earned a 1.0 composite score. Three years later, the student entered North Carolina with a most recent ACCESS composite score of 3.3. The 3.3 composite score, from Colorado (CO), is considered the initial ACCESS composite score in North Carolina, and the student is expected to score at least a 3.8 to be considered a student making progress the following year. Table 6 provides a way to look at this example.

Table 6. *Example of Progress Calculation for Students Who Entered North Carolina from Out of State Where ACCESS is Administered*

	Initial ACCESS Score CO (16–17)	ACCESS Score CO (17–18)	ACCESS Score CO (18–19)	ACCESS Score CO (19–20)	Year 1 NC (20–21)
Grade Level	K	1	2	3	4
Score	1.2	1.8	2.6	3.3 (initial NC)	3.8 (expected)

Students who enter from out of state, where the ACCESS assessment is not administered, and were not previously enrolled in North Carolina public schools, use the first ACCESS assessment administered in North Carolina (the current year) as the initial ACCESS composite score.

> For example: A student took an English Language Proficiency Assessment (ELP) in a state that does not administer ACCESS, and the student moves to North Carolina. The initial ACCESS composite score is the initial assessment score earned in North Carolina. See Table 7 for this example.

Table 7. *Example of Progress Calculation for Students Who Entered North Carolina from out of State Where ACCESS Is Not Administered*

	MN (16–17)	MN (17–18)	MN (18–19)	Initial ACCESS Score NC (19–20)	Year 1 NC (20–21)
Grade Level	K	1	2	3	4
Score	ELP Assessment	ELP Assessment	ELP Assessment	2.8 (Initial)	3.3 (expected)

ELPM # 15   Students who leave the United States for two or more consecutive ACCESS assessment cycles must take the WIDA screener upon returning to the country. For these students, the composite score earned during the next ACCESS assessment window is considered a new initial ACCESS composite score. **Note:** This rule does not apply to students who leave the United States and miss only one ACCESS assessment window.

For example: A student took the initial assessment in 2016–17 and earned a 1.0 composite score, left the country, and returned after two years in 2020–21. The student must take the W-APT or WIDA screener, and the score earned on the next ACCESS assessment will be the initial ACCESS composite score. Table 8 illustrates this example.

Table 8. *Example of Progress Calculation for Students Who Left the Country and Returned to North Carolina*

	Initial ACCESS Score NC (2016–17)	Out of country (2017–18)	Out of country (2018–19)	New Initial ACCESS Score NC (2019–20)	Year 1 NC (2020–21)
Grade level	K	1	2	3	4
Score	1.0			1.4	2.1 (Expected)

Table 9. *English Learner Progress Value*

Initial ACCESS Assessment Score	Year 1	Year 2	Year 3	Year 4	Year 5
1.0	1.8	2.5	3.3	4.0	Exit
1.1	1.8	2.6	3.3	4.1	Exit
1.2	1.9	2.6	3.4	4.1	Exit
1.3	2.0	2.7	3.4	4.1	Exit
1.4	2.1	2.8	3.4	4.1	Exit
1.5	2.2	2.8	3.5	4.1	Exit
1.6	2.2	2.9	3.5	4.2	Exit
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	
2.4	3.0	3.6	4.2	Exit	
2.5	3.1	3.7	4.2	Exit	
2.6	3.2	3.7	4.3	Exit	
2.7	3.2	3.8	4.3	Exit	
2.8	3.3	3.8	4.3	Exit	
2.9	3.4	3.9	4.3	Exit	
3.0	3.6	4.2	Exit		
3.1	3.7	4.2	Exit		
3.2	3.7	4.3	Exit		
3.3	3.8	4.3	Exit		
3.4	3.9	4.3	Exit		
3.5	3.9	4.4	Exit		
3.6	4.0	4.4	Exit		
3.7	4.1	4.4	Exit		
3.8	4.1	4.5	Exit		
3.9	4.2	4.5	Exit		
4.0	4.4	Exit			
4.1	4.5	Exit			
4.2	4.5	Exit			
4.3	4.6	Exit			
4.4	4.6	Exit			
4.5	4.7	Exit			
4.6	4.7	Exit			
4.7	4.8	Exit			
4.8 or higher	Exit				

Exit Criteria: Students must reach an overall composite score of 4.8 or higher with at least a 4.0 on the reading and writing domains.

Note: The formula used to develop the English Learner Value table (Table 9) is in the ESSA state plan.

Table 10. *Alternate ACCESS for English Learner Proficiency Levels*

Previous Alternate ACCESS Score	Current year Alternate ACCESS Score Needed to Achieve Progress
A1 (Initiating)	A2 (Exploring)
A2 (Exploring)	A3 (Engaging)
A3 (Engaging)	P1 (Entering)
P1 (Entering)	P2 (Emerging)
P2 (Emerging)	P3 (Developing)
P3 (Developing)	P3 (Developing)