

English Language Learners and ESSA Accountability



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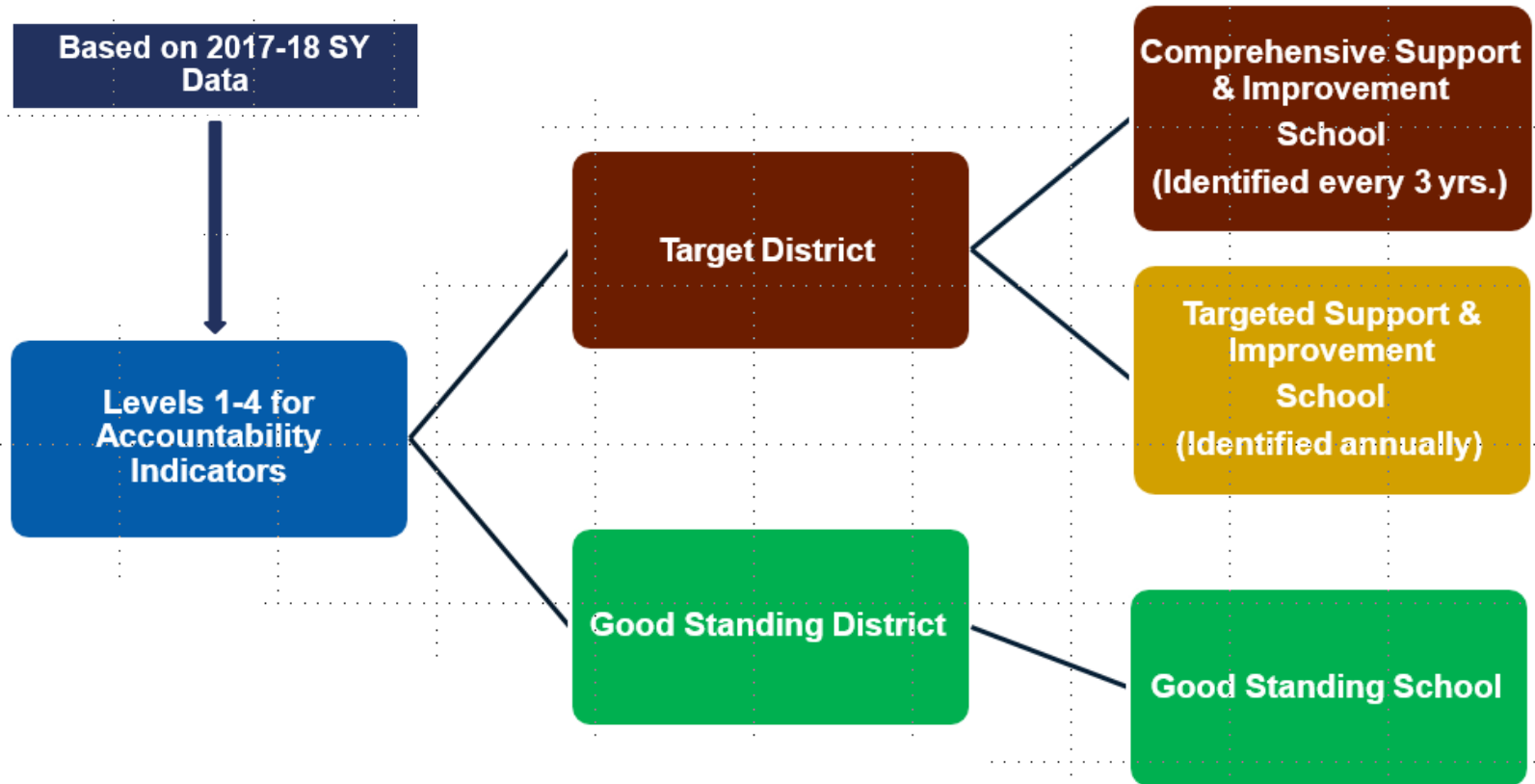
Today's Focus

- Overview of the Every Student Succeeds Act (ESSA) Accountability
- Overview of the four steps used to determine a school-level rating for English Language Proficiency (ELP)



ESSA Accountability

New Accountability System



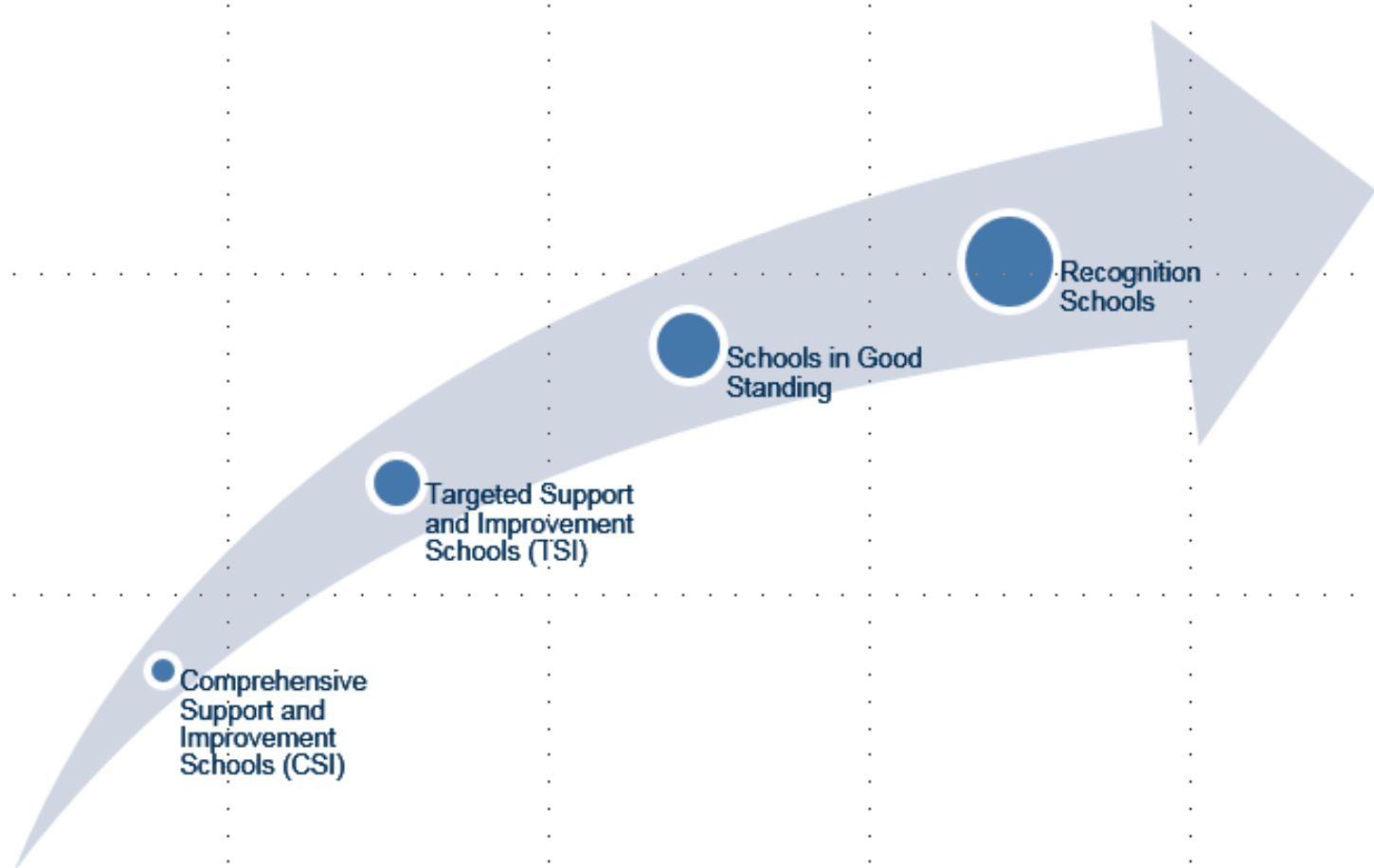


All NYS public schools will receive one of four categories

- **COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOLS (CSI)** – a school with low overall performance for all student groups or a school with low-performing subgroups that have not improved
- **TARGET SUPPORT AND IMPROVEMENT SCHOOLS (TSI)** – a school with low-performing subgroups of students
- **SCHOOLS IN GOOD STANDING** – a school that is not TSI or CSI
- **RECOGNITION SCHOOLS** – a school in Good Standing that is high-performing or rapidly improving as determined by the Commissioner



Four School Categories





Accountability Indicators – Elementary - Middle Schools

- Composite Performance (i.e., academic achievement in ELA, mathematics, and science)
- Student Growth in ELA and mathematics
- Progress of ELLs toward English Language Proficiency
- Chronic Absenteeism



Accountability Indicators – High Schools

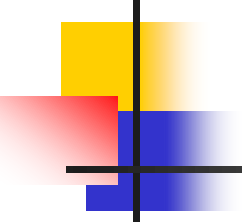
- Composite Performance (i.e., academic achievement in ELA, mathematics, science, and social studies)
- Graduation Rate (4-, 5-, 6-year cohorts)
- Progress of ELLs toward English Language Proficiency
- Chronic Absenteeism
- College, Career and Civic Readiness



School Scoring

Schools are scored:

- for each accountability indicator
- for all students as a total
- by individual student subgroups:
 - racial and ethnic groups
 - low-income students
 - students with disabilities
 - English language learners
- on a four point rating scale:
 - 1=lowest and 4=highest



Determining School-level Rating in English Language Proficiency



English Language Proficiency Model

- Predicated on studies of ELL progress on the NYSESLAT
- Proficiency reached in 3-5 years depending on initial proficiency level and years of service
- Uses individual student growth on the NYSESLAT
- Determines a school-level score based on the ELLs who attend that school



Based on NYSESLAT Performance Levels

- NYSESLAT Scale scores range 120-360
- Five performance levels:
 - Entering
 - Emerging
 - Transitioning
 - Expanding
 - Commanding
- Four quartiles for each performance level:
 - 0-0.24
 - 0.25-0.49
 - 0.50 to 0.74
 - 0.75-0.99
- Commanding is considered proficient



NYSESLAT

Each NYSESLAT performance level is broken down into four quartiles

Entering				Emerging				Transitioning				Expanding				Commanding			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Growth is based on movement from one quartile to another



Represents 1 Quartile growth = 0.25 Progress Levels



Represents 2 Quartile growth = 0.50 Progress Levels



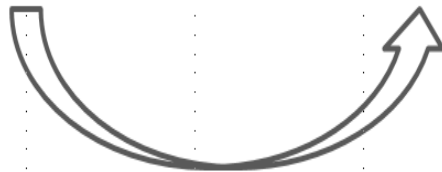
Represents 3 Quartiles = 0.75 Progress Levels

Growth is based on movement from one quartile to another

Performance Level	Entering				Emerging				Transitioning				Expanding				Commanding			
Quartile	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99
Scale Score	120-140	141-165	166-200	201-210	211-220	221-235	236-240	241-255	256-260	261-270	271-280	281-385	286-290	291-300	301-310	311-320	321-330	331-340	341-350	351-360

Year 1

Year 2



Represents 5 Quartiles

Represents 1.25 Progress Points



Determining school-level rating in ELP

Four steps:

1. Probability of students meeting growth targets
2. Aggregating probabilities at the school level (school benchmark)
3. Calculating the ratio (students who made progress/expected growth)
4. Converting success ratio to an ESSA indicator scale (1 to 4)

Expected English Language Proficiency Growth

Matrix for Determining ELL Growth: *How much growth must an individual English learner make in order to be considered to have demonstrated growth?*

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			



Long-Term ELLs

Long-Term ELLs can still contribute to a school's success ratio.

Entering	0.75 progress points
Emerging	0.75 progress points
Transitioning	0.75 progress points
Expanding	0.75 progress point/score Commanding

Step 1 – Probability of Meeting Growth Targets

- Probabilities are set using data from the current year.
- Future probability results will have less variation.

Initial Level	Year	Probability
Entering	2	0.72
	3	0.58
	4	0.42
	5	0.47
Emerging	2	0.48
	3	0.33
	4	0.24
Transitioning	2	0.29
	3	0.29
Expanding	2	0.08

Step 2 - Aggregating probabilities at the school level

- Schools with different populations should not be compared in the same way.
- Students meet growth targets based on individual initial ELP Level and years of service.
- School do not need to have 100% of students meeting growth targets.

Student	Initial ELP Level	Time in Program	Probability of Meeting Progress
A	1	2	0.72
B	1	2	0.72
C	1	2	0.72
D	1	2	0.72
E	1	2	0.72
F	1	2	0.72
G	1	3	0.58
H	1	3	0.58
I	1	3	0.58
J	1	3	0.58
Total			66.4%
School Benchmark = 66.4%			

Step 3 - Calculate the ratio

- Compare students who meet growth target to the benchmark.
- School success ratio = % of students meeting progress divided by the school benchmark score.

Student	Initial ELP Level	Time in Program	Probability of Meeting Progress	Met Expected Progress?
A	1	2	0.72	Yes
B	1	2	0.72	Yes
C	1	2	0.72	Yes
D	1	2	0.72	Yes
E	1	2	0.72	No
F	1	2	0.72	No
G	1	3	0.58	Yes
H	1	3	0.58	No
I	1	3	0.58	No
J	1	3	0.58	No
% of students that made expected progress on NYSESLAT				50%
School Success Ratio = $5 / .664 = 0.75$				



ESSA Success Ratios

- Ratio 1 – 100% of expected students made progress
- Ratio <1 – schools underperformed compared to expectation
- Ratio >1 – schools outperformed compared to expectation



ESSA School Success Ratio v. ELP Achievement Scores

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

Step 4 - Convert success ratio to ESSA indicator scale

Student	Initial ELP Level	Time in Program	Probability of Meeting Progress	Met Expected Progress?
A	1	2	0.72	Yes
B	1	2	0.72	Yes
C	1	2	0.72	Yes
D	1	2	0.72	Yes
E	1	2	0.72	No
F	1	2	0.72	No
G	1	3	0.58	Yes
H	1	3	0.58	No
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J	1	3	0.58	No
% of students that made expected progress on NYSESLAT				50%
School Success Ratio = .5 / .664 = 0.75				

Compare School Success Ratio to ELP Achievement Score

ELP Achievement Level = **2**



Resources

<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/qa-ell-progress-models-and-questions-11.1.2018.-a.pdf>

Every Student Succeeds Act (ESSA)

FAQs on Incorporating
ELL/MLL Progress into the
NYSED Accountability System
using a Transition Matrix



Reflections and Questions





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