

Adequate Growth Targets: ACCESS for ELLs

Background

Assessment Transition

In 2013, Colorado transitioned to the English language proficiency (ELP) assessment, the ACCESS for ELLs, developed by the World-Class Instructional Design and Assessment (WIDA) consortium. From 2007-2012, the state administered the Colorado English Language Acquisition Proficiency assessment (CELAPro). The change in assessments was made in order to best measure Colorado's English language proficiency standards, the WIDA consortium standards.

Growth Calculations

In 2013, CDE was able to calculate meaningful student growth percentiles between the CELAPro and ACCESS for ELLs assessments. However, with only one year of ACCESS for ELLs results, it was not possible to calculate adequate growth percentiles (how much growth is enough for students to reach the next level of proficiency). Now, with additional years of ACCESS for ELLs results, the results have been analyzed in order to set ambitious, yet attainable, adequate growth targets.

Use of Results

English language proficiency growth results are used for state and federal accountability measures. The state includes English language proficiency in the Academic Growth indicator of the School and District Performance Frameworks. This same data is used for determining AMAO 1 for Title III accountability purposes.

Academic growth in English language proficiency for accountability purposes is determined by comparing the median student growth percentile (normative growth) to the median adequate student growth percentile (the target for "enough" growth). In 2013, due to the assessment transition, growth was determined by the median student growth percentile only, as adequate growth was not available. However, starting in 2014, adequate growth was once again part of the determination for state and federal accountability.

Adequate Growth Targets

As ACCESS for ELLs is a different assessment from CELAPro, with different proficiency levels, cut-points and performance distributions, new targets for adequate growth needed to be determined. CDE staff has analyzed Colorado's ACCESS for ELLs growth data, reviewed WIDA consortium reports, and consulted with measurement and language experts, in order to define adequate growth for accountability.

Targets

Based on the above process, CDE will use the following targets for adequate growth. These targets ensure that students reach proficiency in English language proficiency within the 5-7 year timeline validated by national research. The targets are attainable, yet ambitious, based on the results from Colorado and reviews of the consortium data.

Current Level	Target Proficiency Level	Time line
Level 1	Level 2 or higher	1 year
Level 2	Level 3 or higher	1 year
Level 3	Level 4 or higher	1 year
Level 4	Level 5 or higher	2 years
Level 5 (<i>most students do not keep taking ACCESS once they reach level 5/proficiency</i>)	Level 5 or higher	1 year

Validation

Based on the 2014 and 2015 ACCESS for ELLs results, CDE has determined these are ambitious yet attainable targets for accountability use. The table below shows that students starting at proficiency levels 1, 2, and 3 all have a better than 50% chance of increasing at least one proficiency level in one year. Students starting at level 4 have less than a 50% chance of increasing at least one proficiency level in one year, making 2 years to get to level 5 a more realistic trajectory for these students. While most students who score at level 5 do not re-test the following year, the majority of those who do remain at level 5 or higher.

CDE did consider allowing students two years to move from level 3 to level 4. As the table shows, only 55% of students moved up from level 3 between the 2013 and 2014 test administrations. However, further investigation showed that for some large metro-area districts, the percentage of students moving from level 3 to level 4 or higher was greater than 60%. Based on this, CDE determined that moving between level 3 and level 4 in one year is a reasonable expectation.

Change in Levels from 2013 to 2014	% of Students meeting target
Level 1 – Level 2 or higher	93.6%
Level 2 – Level 3 or higher	73.5%
Level 3 – Level 4 or higher	55.0%
Level 4 – Level 5 or higher	45.2%
Level 5 – Level 5 or higher	77.1%

Note. This analysis was replicated between 2014 and 2015. The results revealed similar percentages of students meeting targets between years. The established targets have been maintained.

Next Steps

Release of Results

The English language proficiency growth files are now available to districts through CEDAR, as in past years. Additionally, CDE now provides individual student growth reports, similar to those produced for TCAP. These individual student reports will be sent via secure e-mail links to district assessment coordinators.

For more background information on the English language proficiency assessment transition and impact on growth calculations, please read our summary at:

<http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/tap/english%20language%20proficiency%20growth%202012-13.pdf>.

Where can I learn more?

- Accountability website: <http://www.cde.state.co.us/accountability>
- Growth website: <http://www.cde.state.co.us/accountability/coloradogrowthmodel>
- For any additional questions, contact Dan Jorgensen, Ph.D. at Jorgensen_D@cde.state.co.us