

## Further Details on Accountability Measures for English Learners

This document outlines additional details around CELApro Growth data, English learners in the state performance frameworks, and revisions to federal Title IIIA Annual Measureable Achievement Objectives (AMAOs). At the end of the document you will find a summary of how the ACCESS assessment transition will impact this work.

### 1. CELApro Growth

In June, Colorado school districts were granted access to 2012 CELApro student-level growth data (growth in English language proficiency). CELApro growth data provide a measure of the relative growth an individual student is making toward English proficiency. Like the Colorado Growth Model methodology, students are compared to their peers. In this case, instead of academic peers, students are compared to others with the same language proficiency history. Like Colorado Growth Model student growth percentiles, CELApro student growth percentiles range from 1 to 99, with 50 representing the "typical" growth for similar students in Colorado.

CDE also calculated Adequate Growth Percentiles for students based on CELApro growth this year. Adequate growth for reading, writing and math is calculated based on a goal of students reaching or maintaining proficiency within three years or by 10th-grade. Since English language acquisition is different than content proficiency, adequate growth is calculated differently. The growth targets for students who were at a CELApro proficiency level of 1 or 2 is to reach the next proficiency level (2 or 3, respectively) within one year. For students at CELApro proficiency levels of 3 or 4, the goal is to reach level 4 or 5, respectively, within two years.

CELApro growth data may be aggregated at the school, district and state level by calculating Median Growth Percentiles. Additionally, the median Adequate Growth Percentiles are also calculated. CDE will publish the school, district and state CELApro growth summary data in August. Districts will receive the flat files, via email, prior to the public posting.

More information on the CELApro growth data, including a webinar and directions for downloading the data, can be found here: <http://www.cde.state.co.us/assessment/ELA-DataAndResults.asp>.

### 2. Performance Frameworks

The 2012 Colorado School and District Performance Frameworks have been modified to include 2012 CELApro growth results. The Academic Growth indicator now includes English language proficiency as an additional measure along with reading, writing and math academic growth. However, English language proficiency growth will account for 2 points of the Academic Growth indicator (reading, writing and math account for 4 points each), as not all students in the state are required to take the CELApro assessment.

Points are assigned for this sub-indicator in the same way as they are for reading, writing and math. First, it is determined if the median growth percentile meets or exceeds the median adequate growth percentile (was the growth sufficient to ensure that the average student will become English proficient in the given timeline). If so, then the following rubric is used to assign ratings.

<b>YES, met adequate growth</b>	
Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

If the median growth percentile was less than the adequate growth percentile (the typical student did not make enough growth to ensure that English proficiency will be attained in the given timeline), then this alternate rubric is used.

<b>NO, did not meet adequate growth</b>	
Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

Districts will receive their ratings with their initial School and District Performance Framework reports on August 22nd.

### 3. Annual Measurable Achievement Objectives

Title III accountability measures, Annual Measurable Achievement Objectives (AMAOs), consist of three different AMAO targets. AMAO 1 concerns the progress students are making in learning English. AMAO 2 focuses on the percent of students who attain English proficiency. Content proficiency and graduation rates are the goals of AMAO 3.

Beginning with the ESEA Flexibility Waiver application in November, CDE has been working with the U.S. Department of Education to bring greater alignment between federal Title III accountability and our state accountability system, the School and District Performance Frameworks. In June, CDE received final approval from the U.S. Department of Education to make these important changes.

Specifically, CDE has been approved to adjust AMAO 1 and 3, as follows.

AMAO 1 will now be determined by the English language proficiency growth rating on the District Performance Framework report. This rating is determined by both the median growth percentile (how much growth students made compared to students with a similar English language proficiency history) and the adequate growth percentile (the amount of growth that would have been enough for students to become English proficient).

AMAO 3, which was previously determined by the Adequate Yearly Progress results for English learners, is now determined by the ratings of various indicators in the District Performance Frameworks for English learners. Academic growth ratings in reading, writing and math and the graduation rate for English Learners are used to determine the AMAO 3 rating, along with the participation rate for English learners.

The Title III AMAO Manual will be updated in the next few weeks with the details around the new calculations. It will be posted here:

<http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>.

#### **4. Assessment Transition**

The legislature provided funding needed to proceed with the adoption of new English language proficiency exams. Based on conversations with the English learner field and listening to its expressed desire to move forward with a new language proficiency exam as soon as possible, both World-Class Instructional Design and Assessment (WIDA) exams will be implemented in the 2012-2013 school year. With the transition to the World-Class Instructional Design and Assessment (WIDA) assessments, many questions have been asked about the calculation of growth from CELApro to WIDA's ACCESS assessment. CDE is reviewing studies from other states that have made the same transition. Once Colorado ACCESS results are available in 2013, the department will run the Colorado Growth Model between the two assessments and research the validity of the results. The ACCESS assessment includes the same constructs as CELApro, but then goes beyond to focus on the academic content language required for students to be proficient in content areas. Thus, CDE will need to investigate the growth results. If the data is deemed not meaningful, there will be a one-year hold on English language proficiency growth data until we have two years of ACCESS assessment results.