



COLORADO
Department of Education

ESSA Accountability Work Group: EL Growth Indicator Decision Point

November 21, 2016

Decision Point

- **How will Colorado incorporate progress in acquiring English language proficiency for ELs in our state accountability system?**

Requirements: Federal Statute

- **§1111(c)(4)(A)(ii):** Report for accountability "for English Learners, increases in the percentage of **students making progress in achieving English language proficiency** within a State-determined timeline"

Requirements: Proposed Federal Regulations

- **§200.14(b)(4):** Include "For all schools, a Progress in Achieving English Language Proficiency indicator, based on English learner **performance on the annual English language proficiency assessment...** in each of grades 3 through 8 and in grades for which English learners are otherwise assessed... that—
 - i) **Takes into account students' English language proficiency level** and, at a State's discretion, one or more student characteristics in the same manner in which the State determines its long-term goals for English learners...
 - (ii) Uses **objective and valid measures of progress** such as student growth percentiles...
 - (iii) Is aligned with the **State-determined timeline for attaining English language proficiency...**
 - (iv) May also include a measure of proficiency (e.g., an increase in percentage of English learners scoring proficient on the English language proficiency assessment...compared to the prior year)."

Requirements: Proposed Federal Regulations

- **New ESSA statute and regulations also require a state-determined timeline for ELs to achieve proficiency (be redesignated as Fluent English Proficient (FEP) Monitor Year 1).**
- **§200.13(c)(2):** For goals and measurements of interim progress, the State "(i) Must set expectations that each English learner will—
 - (A) Make annual progress toward attaining English language proficiency; and
 - (B) **Attain English language proficiency within a period of time after the student's identification as an English learner**, except that an English learner that does not attain English language proficiency within such time must not be exited from English learner services or status”

Requirements: Proposed Federal Regulations (cont.)

- **§200.13(c)(2): goals and measurements of interim progress,** “(ii) Must be determined using a State-developed uniform procedure applied consistently to all English learners in the State that takes into consideration, at the time of a student's identification as an English learner, the student's English language proficiency level, and may take into consideration, at a State's discretion, one or more of the following student characteristics: **(A) Time in language instruction educational programs. (B) Grade level. (C) Age. (D) Native language proficiency level. (E) Limited or interrupted formal education, if any.**”

What We've Heard

- CDE's Listening tour did not specifically address the challenges and opportunities related to English learners.
- Within each of the spoke committees, EL stakeholders were included as members and provided expertise relevant to regulation decisions and recommendations.
- Additional committee and regional meetings have been held to solicit stakeholder input on ESSA as it relates to ELs.
- The Culturally and Linguistically Diverse Education (CLDE) Stakeholder collaborative members provided feedback at their November meeting.

http://www.cde.state.co.us/cde_english/CLDEmeetings



Recommendation #1

- Continue using the existing sub-indicator for ELP growth - **median student growth percentile (MGP) on WIDA ACCESS**
- MGP metric provides information on how much progress students with two+ consecutive years of WIDA ACCESS scores have made in acquiring English proficiency in comparison to their English proficiency peers.
- For accountability reporting, 4-rating categories are applied (Does Not Meet, Approaching, Meets, Exceeds) that roughly correspond to the 15th, 50th, and 85th percentiles of the school growth distribution

Recommendation #2

- **Add a sub-indicator for ELP accountability measuring growth-to-a-standard on WIDA ACCESS.**
- **Proposing to use CDE's current 6-year stepping-stone timeline with potential modifications (depending on transition to ACCESS 2.0 and revised standard setting results) to determine students progress towards achieving English proficiency.**
- **Students coming in at Level 1 would be given 6 years to achieve redesignation.**
 - Students entering at any point further along in the proficiency continuum would be expected to achieve redesignation within the remaining time allowed by the stepping-stone trajectory.

Recommendation #2

- If at any point a student did not make the progress expected on the stepping-stone trajectory (1-1-1-2-1) based on their prior year proficiency level, they would be considered off-track.
- Recommending a series of next steps to determine an expected trajectory to English proficiency (redesignation) that reflects the needs and opportunities of Colorado EL students.
- In determining this trajectory, keep in mind that ESSA will require the State to report the number of students who do not achieve proficiency within a 5-year timeframe.

Recommendation #2- Plan of Action

- Review available literature on definitions of and timelines for acquiring English proficiency (generally recommend 5-7 years).
- Review historical CDE data (ELP and content area assessments) to determine patterns of EL progress over time and in comparison to native English-speaking peers in Colorado.
- Analyze outcomes for students after redesignation to determine whether previous cuts were appropriate.
- Once information from WIDA's ACCESS 2.0 standard setting is published, review performance descriptors, consortium recommended cuts (if available) and student outcomes for alignment with Colorado values.

Recommendation #2- Plan of Action

- Investigate impact of revised cuts on prior results and determine the degree of alignment with Colorado expectations.
- Analyze relationship of new proficiency designations with CMAS PARCC outcomes.
- Convene panel of experts who will use all the above information to determine the ELP assessment score (or scores if using multiple domains) that Colorado feels are appropriate for redesignation.
- Panel will also determine the **overall timeline** for achieving English proficiency and **yearly benchmarks** that will ensure proficiency within the given timeline.

Recommendation #2- Plan of Action

- Yearly benchmarks will be used to determine whether or not students are **on-track to proficiency**.
- School level (elementary, middle and high school) aggregations of on-track status will be reported as an additional accountability indicator with 4-rating categories applied (Does Not Meet, Approaching, Meets, Exceeds) that roughly correspond to the 15th, 50th, and 85th percentiles of the school on-track status distribution.
- As additional years of data become available, review results to ensure continued appropriateness of exit criteria.

Options Not Recommended

- Previous CDE methodology for calculating adequate student growth percentiles, did not meet ESSA requirement for a finite timeline to achieve English proficiency.
- Other considered methodologies did not align with Colorado's definition of student growth or allow for meaningful differentiation among schools based upon student progress.

Input Needed

- Please use this link to respond to the following questions:
<https://www.surveymonkey.com/r/JJVJ6PH>
- Who are you?
 - Parent
 - Educator
 - Public
 - Hub member
- Do you support including both a median student growth percentile and a growth-to-standard measure as part of the English language progress indicator? (1=do not support, 5=strongly support)
- Are there any additional factors that the spoke committee should consider or investigate?

