ACCESS for ELLs 2.0
Cut Score Determination

February 2017 TAC Meeting

Purposes

1 Examine the relationship between ACCESS for ELLs and GA Milestones

2 Review the State's current ESOL program exit criteria in light of new standards

3 Inform the State's development of an EL progress towards proficiency indicator

Research Questions

At what achievement level on ACCESS for ELLs 2.0 should EL students be considered "language proficient" and be reclassified?

How did EL students perform on ACCESS? How did Georgia's performance compare with the WIDA consortium?

What percentage of students met the ESOL exit criteria of a 5.0 overall composite proficiency level on ACCESS?

How did EL students perform on the ELA and Mathematics GA Milestones assessment compared with non-EL students?

For EL students achieving proficiency on the ELA GA Milestones assessment, what was their performance on ACCESS?

For students who met the ESOL exit criteria of a 5.0 overall composite proficiency level, were they proficient on the ELA GA Milestones assessment?

ACCESS for ELLs
Background Information

WIDA Consortium suite of English language proficiency assessments

Kindergarten

PAPER-BASED
Grades 1-12

ONLINE
Grades 1-12

Alternate ACCESS
Grades 1-12

WIDA partners include:

CAL CENTER FOR APPLIED LINGUISTICS

DATA RECOGNITION DRC CORPORATION

Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN–MADISON
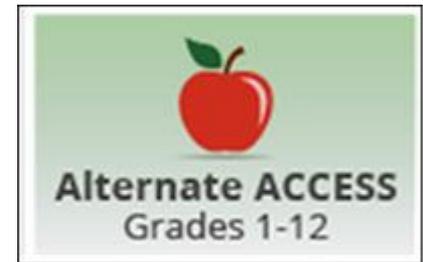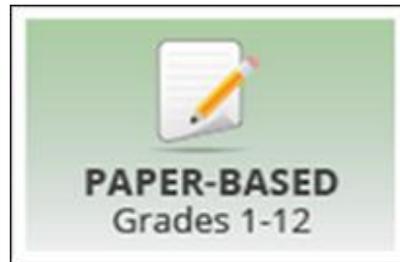
ACCESS for ELLs Background Information

- ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

- Each assessment item and task targets at least one of the five WIDA English Language Development Standards:
  - Social and Instructional Language
  - Language of Language Arts
  - Language of Mathematics
  - Language of Science
  - Language of Social Studies

ACCESS for ELLs
Online vs. Paper

All Domains	Online	Paper
Grade-level Clusters	**1** **2-3** **4-5** **6-8** **9-12**	**1** **2** **3** **4-5** **6-8** **9-12**
Adaptivity and Tiers	The adaptive Listening and Reading tests are administered first, and the student's performance determines his/her tier placement for Speaking and Writing.	Teachers select which tier of the test to give to each of their students prior to the start of the test (based on the Tier Placement Protocol).
Order of Administration	Students must take the Listening and Reading tests before Speaking and Writing.	Domains can be completed in any order.
	WIDA recommends that students take the Listening test first, followed by the Reading test. Then, students may take Speaking and Writing in either order.	WIDA recommends administering Listening and Reading tests in one test session, with separate sessions for Speaking (individually administered) and Writing.

ACCESS for ELLs Online vs. Paper

	Online	Paper
Speaking	Students play pre-recorded speaking prompts on the computer	Test Administrator plays pre-recorded speaking prompts with a CD
	Students speak into headsets to record their answers	Students speak their responses to Test Administrators
	Students' responses are automatically sent to DRC for rating and scoring	Test Administrators score student speech during administration
Writing	Grades 1-3: Students complete the full Writing test (prompts and responses) on paper	Students read prompts on a paper test form and handwrite responses on the paper test form
	Grades 4-5: Students read prompts on the computer screen and keyboard or handwrite responses based on each state's guidelines **(Georgia guidelines are to handwrite responses for these grade levels)**	
	Grades 6-12: Students read prompts on the computer screen and keyboard responses	
	Keyboarded responses are automatically sent to DRC; handwritten responses are shipped to DRC to be scored centrally	Test booklets are shipped to DRC and then scored centrally

ACCESS for ELLs
Tier Placement Protocol

Tier Placement Protocol for ACCESS for ELLs

WIDA CONSORTIUM

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

TIER A is most appropriate for English language learners who:
- have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR
- currently receive literacy instruction ONLY in their native language, OR
- have recently tested at the lowest level of English language proficiency

TIER B is most appropriate for English language learners who:
- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English though have not yet reached grade level literacy

TIER C is most appropriate for English language learners who:
- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year

ACCESS for ELLs Tier Structure
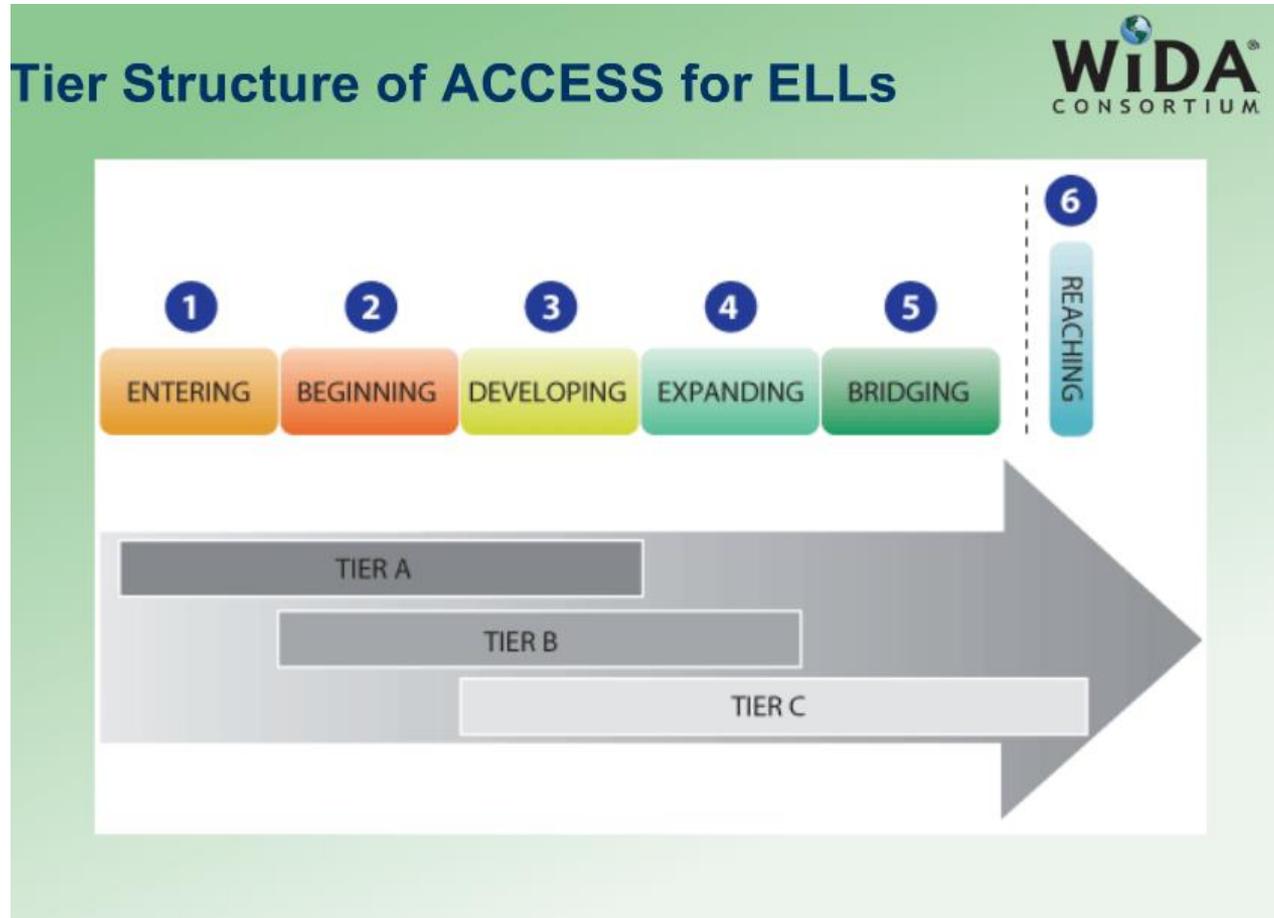
ACCESS for ELLs Georgia Specific Information

- In 2015-2016, 68% of all ACCESS for ELLs tests were administered online in Georgia

- Goal is 80% online in 2016-2017

- Test administration window is typically 7 weeks

- Georgia ACCESS for ELLs State Testing Window 1/17/2017 - 3/3/2017

- In Georgia, the Writing domain for the online test in Grades 1-5 will continue to be administered on paper in 2016-2017.

ACCESS for ELLs
Georgia Specific Information

| Grade	Number of Students Assessed in 2015-2016
Kindergarten	17,257
1	17,815
2	17,027
3	14,896
4	7,651
5	5,596
6	4,170
7	4,024
8	4,244
9	5,828
10	2,663
11	1,484
12	906
Total	103,561

ACCESS for ELLs
Types of Reported Scores

Scale Scores
- Vertical scale from Kindergarten through Grade 12 (centered at 350 in Grade 5)
- Each domain has a separate scale
- Scale scores range from 100 to 600
- But for each form, the possible range of scale scores depends on tier and grade level (e.g., KG scale is only 100-400).
- Can be used to monitor growth over time

Proficiency Levels
- Six proficiency levels (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching)
- Scores are presented as whole numbers followed by a decimal. The whole number indicates the student's language proficiency *level* as based on the WIDA ELD Standards. The decimal indicates the *proportion* within the proficiency level range that the student's scale score represents, rounded to the nearest tenth.
- Do not represent interval data
- The interpretation of scale scores to proficiency level scores is grade specific, not grade-level cluster specific.
    - For example, a Reading scale score of 303 for a fifth grade student is interpreted as Level 2.0. The same scale score for a fourth grader results in Level 2.5, and for a third grade student that scale score results in Level 3.1.

ACCESS for ELLs
Types of Reported Scores

Composite Scores

- Four different composite scores are derived from a combination of weighted domain scores.
- Only calculated for students who complete all four language domains
- Scores are compensatory
- Reported as both scale scores and as proficiency level scores

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

ACCESS for ELLs
Score Caps

Paper Tests
- For Listening and Reading domains, Tier A is capped at 4.0 proficiency level and Tier B is capped at 5.0 proficiency level.

Online Tests
- Scores are not capped because these two domains are adaptive.

ACCESS for ELLs
Sample Student Report

WiDA | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Former ESOL Exit Criteria

Any Score in Tier A
or
Tier B or C = CPL 1.0-3.9

→
- Student is coded EL-Y.
- Provide ESOL/Language Assistance services.
- Assess annually with ACCESS.

Tier B or C
CPL 4.0-4.9

→ Below 4.8 Literacy Sub-Score on ACCESS for ELLs →

→ At or above 4.8 Literacy Sub-Score on ACCESS for ELLs →

May Refer for Language Assessment Conference (LAC)

Review:
- language proficiency
- classroom performance and achievement
- teacher recommendations
- criterion-referenced tests
- writing samples

If it is determined that the student's learning is inhibited primarily by a lack of English language skills...

OR

If, when mainstreamed, the student is likely to be successful with only limited English language support...

Tier B or C
CPL ≥ 5.0

→ Below 4.8 Literacy Sub-Score on ACCESS for ELLs →

→ At or above 4.8 Literacy Sub-Score on ACCESS for ELLs →

- Student is coded EL-M.
- Exit student from ESOL/Language Assistance services.
- Monitor and review student's academic progress in the mainstream for two years.

ACCESS for ELLs Standard Setting Summer 2016

Changes since the last WIDA standard setting in 2007

- Migrating from a paper-and-pencil to online assessment

- Employing a new centrally scored revised speaking assessment

- Adapting to the increased rigor of academic language requirements in the new College and Career Ready standards

- Amplification of the English Language Development Standards

ACCESS for ELLs
Standard Setting Summer 2016

- Raising the bar for language proficiency expectations across all domains and grades, particularly in the speaking domain.

- Students need to showcase higher language skills in 2016–2017 to achieve the same proficiency level scores (1.0–6.0).

- New scale effective beginning with 2016-2017 school year.

- Expected impact:
  - Some students' scores may go down.
 - Fewer students may exit program support.

ACCESS for ELLs Data Analysis

WIDA provided each state with summary data comparing students' performance on the 2016 ACCESS for ELLs test based on the "original" scoring scale established for ACCESS and the "new" scoring scale based on the recently adopted cut scores from standard setting. The Excel files provided the number and proportion of students at each proficiency level (domain and composite) for each grade, for both the state and the entire WIDA Consortium.

As a follow-up to these summary files, WIDA also provided Georgia with a student-level data file that detailed each student's domain-level and composite-level scores on the "old" scale as well as the "new" scale for 2016 performance.

ACCESS for ELLs Data Analysis

In the following analyses,

- Focus is on grades 3-8

- Old Scale = Original ACCESS for ELLs cut scores

- New Scale = New ACCESS for ELLs/New standard setting cut scores
    - First Administration of ACCESS 2.0 was in 2015-2016 but the new standard setting cuts will be in effect beginning with the 2016-2017 administration.

- *Note*: Although composite proficiency levels are expected to be reported from 1.0 to 6.0 at the tenths place (e.g., 3.8), the preliminary data file from WIDA only reported the whole number for the new scale (e.g., 3).

ACCESS for ELLs Concordance Tables

- WIDA provided states with concordance tables for ACCESS for ELLs 2.0 scores before and after the score scale adjustments and 2016 standard setting.
- Tables for listening, speaking, reading and writing domain scores (no tables for composite scores).
- Different concordance tables for paper and online scores.
- Paper concordance: One-to-one correspondence between scale score and proficiency level.
- Online concordance: One-to-many correspondence
  - Three proficiency levels for listening and reading domains: minimum, mean, maximum
- Students in higher grade levels and at higher proficiency levels are more impacted by the score changes than students in lower grade levels or at lower proficiency levels.

Overview of Analyses

Research Question	Statistics/Analyses	Data Sources
At what achievement level on ACCESS for ELLs should EL students be considered "language proficient" and be reclassified?	Principal Component Analysis Linear regression	Spring 2016 ELA GA Milestones, and Spring 2016 ACCESS assuming new scale
o **How did EL students perform on ACCESS? How did Georgia's performance compare with the WIDA consortium?**	Descriptive statistics Histograms	Spring 2016 ACCESS Standard Setting Impact Data WIDA Summary Data
o **What percentage of students met the exit criteria of a 5.0 overall composite proficiency level on ACCESS?**	Descriptive statistics Histograms	Overall composite on 2016 ACCESS using old and new scales
o **How did EL students perform on the ELA and Mathematics GA Milestones assessment compared with non-EL students?**	Descriptive statistics Independent t-test Cohen's d effect size Statistical power Boxplots	Spring 2016 ELA and Mathematics GA Milestones and ACCESS (EL status defined by having taken ACCESS in that same academic year)
o **For EL students achieving proficiency on the ELA GA Milestones assessment, what was their performance on ACCESS?**	Descriptive statistics Histograms	Spring 2016 ELA GA Milestones with cut score of 475 or 525, and overall composite on 2016 ACCESS assuming new scale
o **For students who met the exit criteria, were they proficient on the ELA GA Milestones assessment?**	Descriptive statistics	Overall composite on 2016 ACCESS greater than or equal to 5 (old and new scales), and Spring 2016 ELA GA Milestones with cut score of 475 or 525

RQ.1*a*

How did EL students perform on ACCESS?

How did Georgia's performance compare with the WIDA consortium?

RQ.1*b*

What percentage of students met the ESOL exit criteria of a 5.0 overall composite proficiency level?

# Georgia's 2016 Performance on ACCESS for ELLs Mean Scale Scores

Richard Woods,
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ure"
.org

Grade	ACCESS Scale	N	Listening	Speaking	Reading	Writing	Overall Composite			
			Mean	Mean	Mean	Mean	Mean	Standard Deviation	Minimum	Maximum
3	Old Scale	14,570	360	359	333	339	343	25.8	174	407
	New Scale	14,570	356	305	335	323	329	30.8	136	424
4	Old Scale	7,446	366	357	343	349	350	24.9	227	419
	New Scale	7,446	391	330	344	330	344	31.7	192	444
5	Old Scale	5,409	372	360	349	351	355	27.8	235	420
	New Scale	5,409	395	333	349	337	349	35.8	164	451
6	Old Scale	4,067	369	357	347	347	352	26.2	244	432
	New Scale	4,067	378	322	341	321	337	33.6	211	465
7	Old Scale	3,874	373	355	352	349	355	29.6	251	430
	New Scale	3,874	384	320	345	327	341	38.8	209	451
8	Old Scale	4,109	382	362	359	355	361	29.7	254	429
	New Scale	4,109	393	329	353	336	349	40.1	223	468

Overall Composite Proficiency Levels Grade 3 – Georgia and WIDA
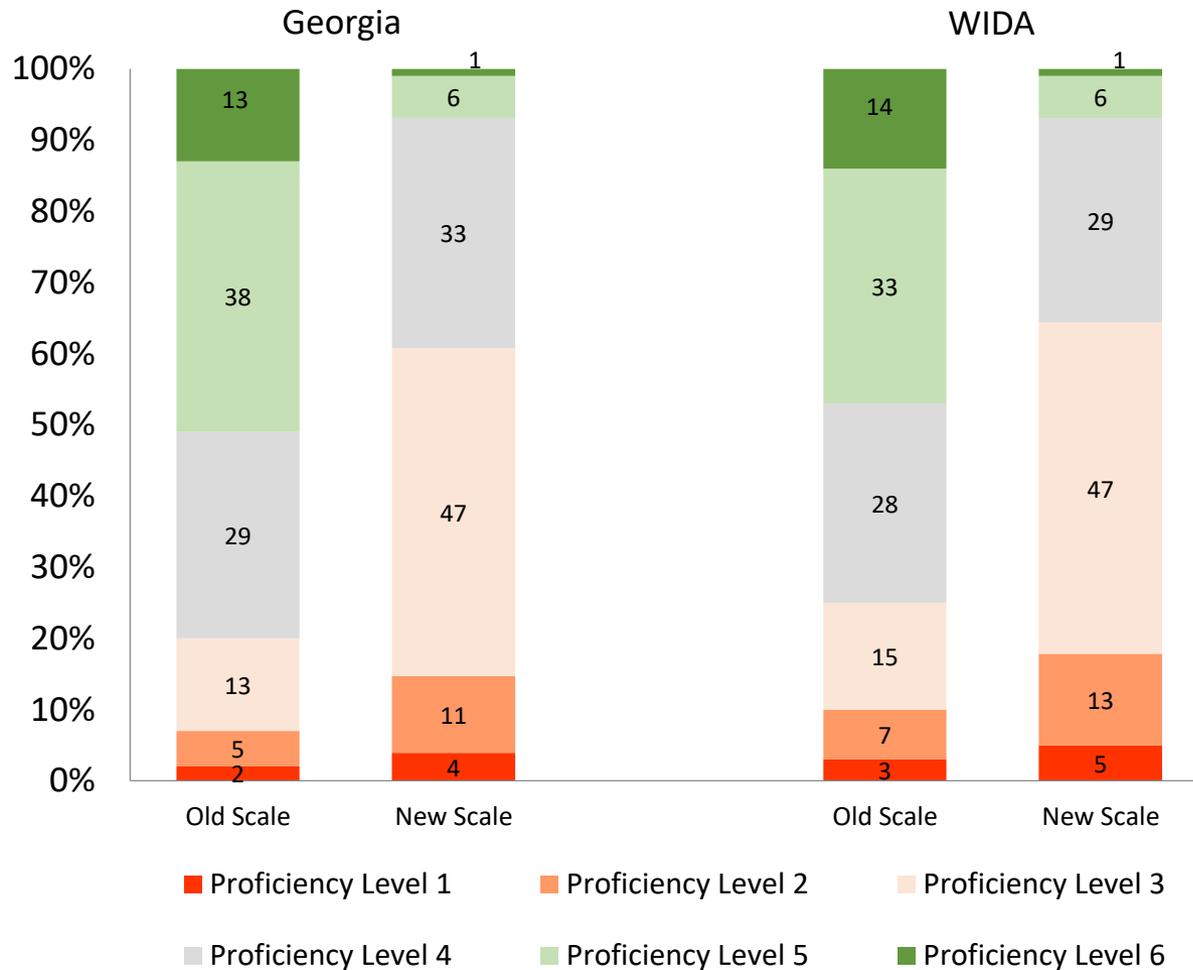
Due to rounding, percentages may not total 100%.

Overall Composite Proficiency Levels Grade 4 – Georgia and WIDA

Georgia

WIDA

Legend:
- Proficiency Level 1
- Proficiency Level 2
- Proficiency Level 3
- Proficiency Level 4
- Proficiency Level 5
- Proficiency Level 6
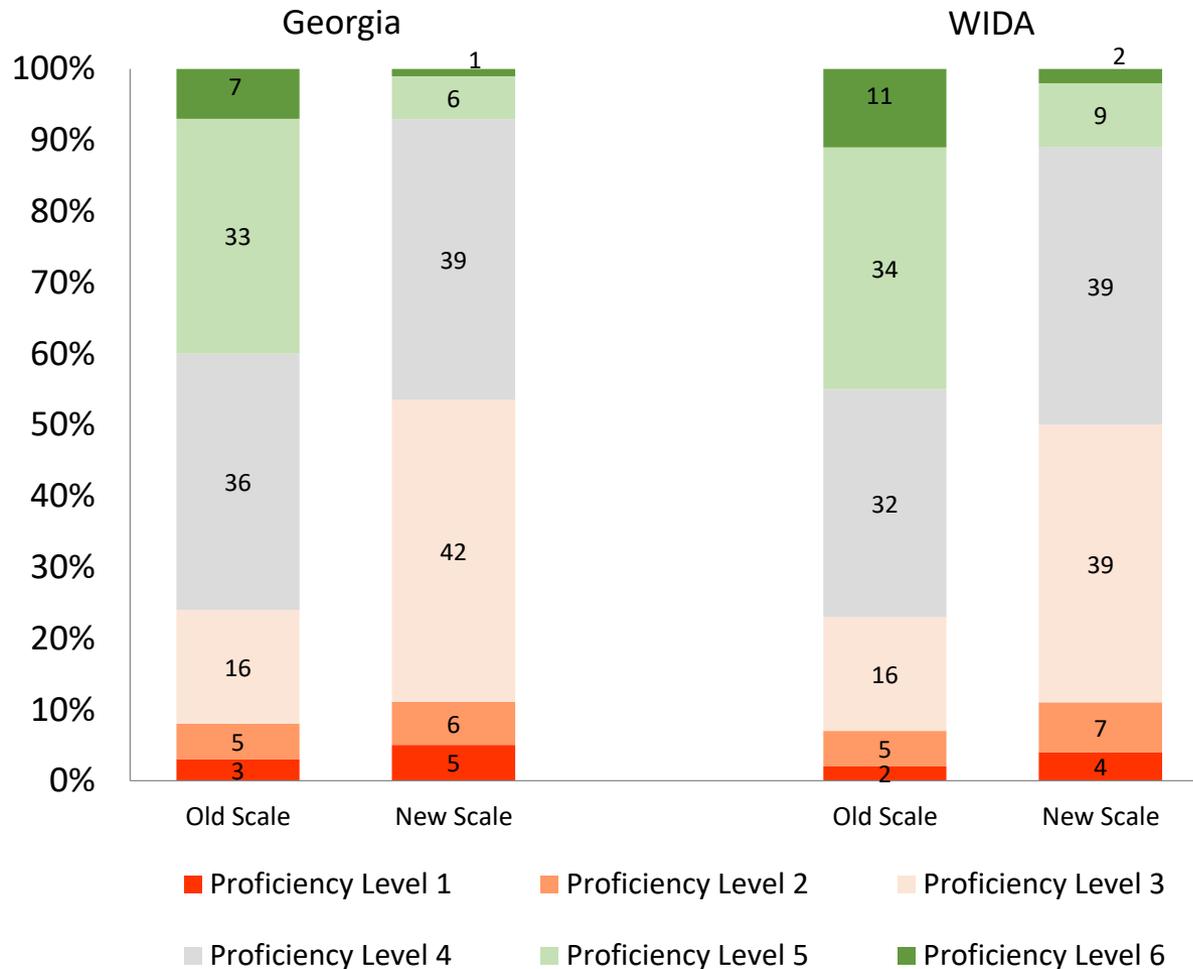
Due to rounding, percentages may not total 100%.

Overall Composite Proficiency Levels Grade 5 – Georgia and WIDA

Georgia

WIDA

	Old Scale	New Scale
Proficiency Level 6	5	2
Proficiency Level 5	27	7
Proficiency Level 4	37	37
Proficiency Level 3	20	39
Proficiency Level 2	7	9
Proficiency Level 1	5	7

	Old Scale	New Scale
Proficiency Level 6	8	2
Proficiency Level 5	30	10
Proficiency Level 4	33	38
Proficiency Level 3	18	35
Proficiency Level 2	7	8
Proficiency Level 1	4	6

- Proficiency Level 1
- Proficiency Level 2
- Proficiency Level 3
- Proficiency Level 4
- Proficiency Level 5
- Proficiency Level 6
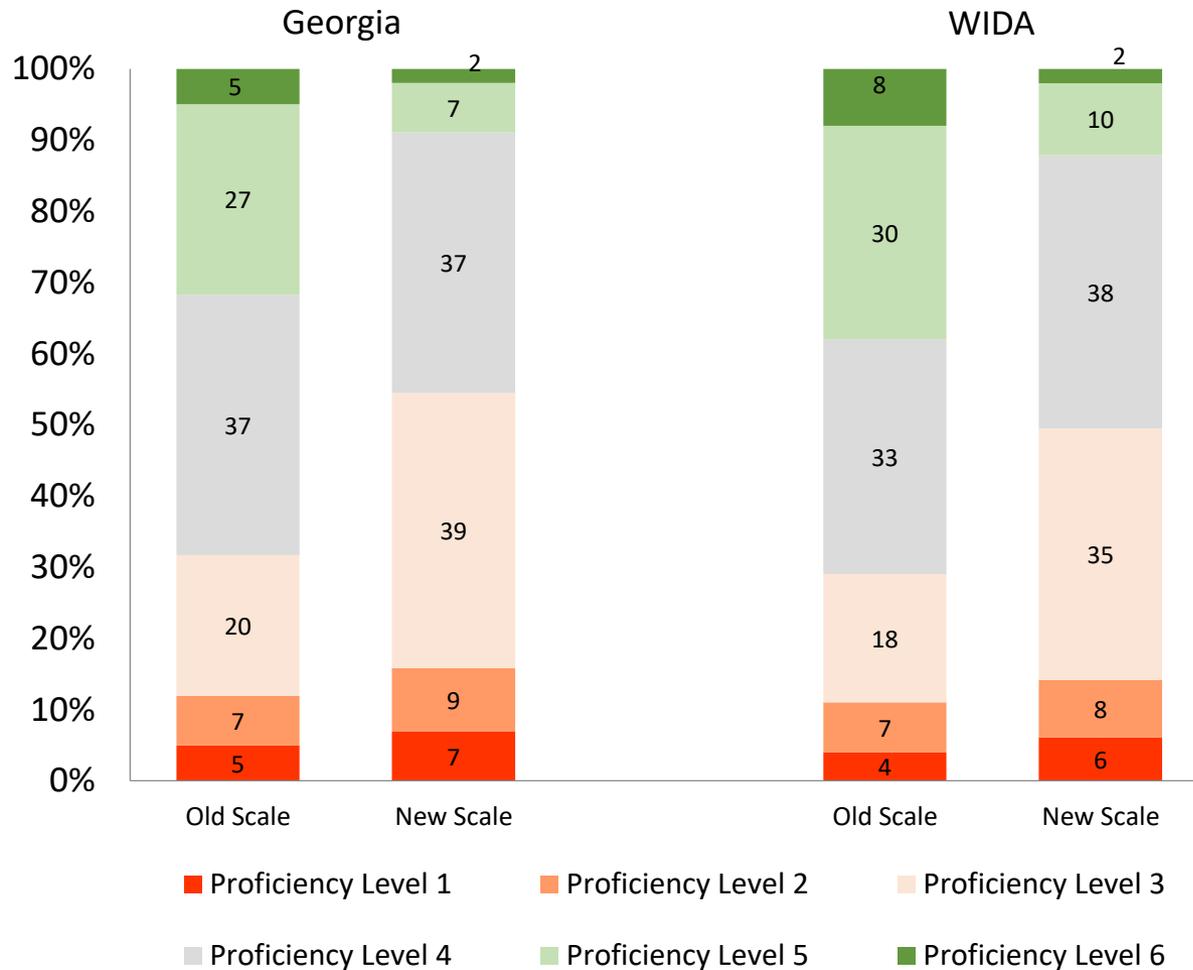
Due to rounding, percentages may not total 100%.

Overall Composite Proficiency Levels Grade 6 – Georgia and WIDA

Georgia

WIDA

	Old Scale	New Scale
	2	0
	10	1
	32	16
	37	52
	14	20
	5	10

	Old Scale	New Scale
	2	0
	15	2
	37	25
	29	48
	12	16
	5	8

■ Proficiency Level 1   ■ Proficiency Level 2   ■ Proficiency Level 3
■ Proficiency Level 4   ■ Proficiency Level 5   ■ Proficiency Level 6
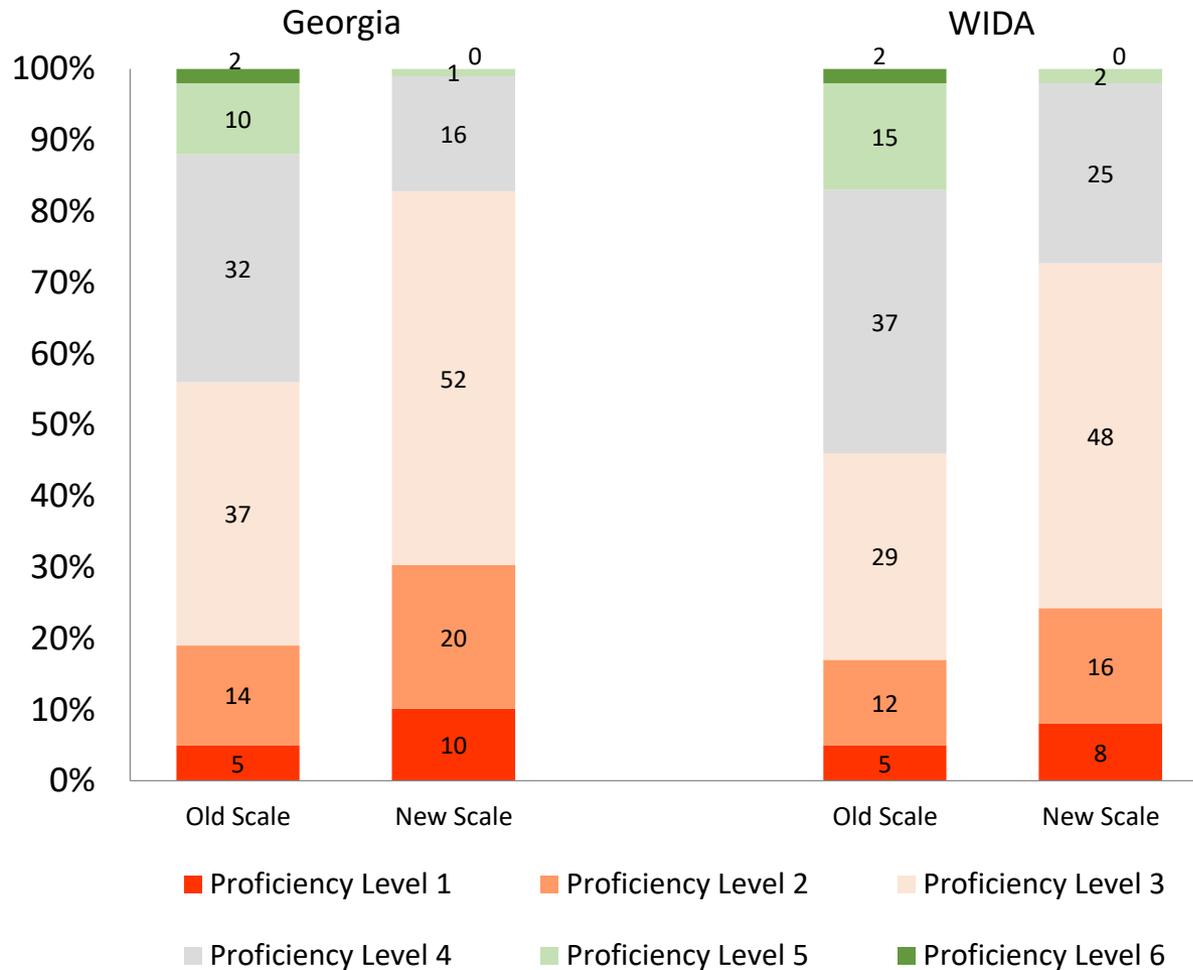
Due to rounding, percentages may not total 100%.

Overall Composite Proficiency Levels Grade 7 – Georgia and WIDA
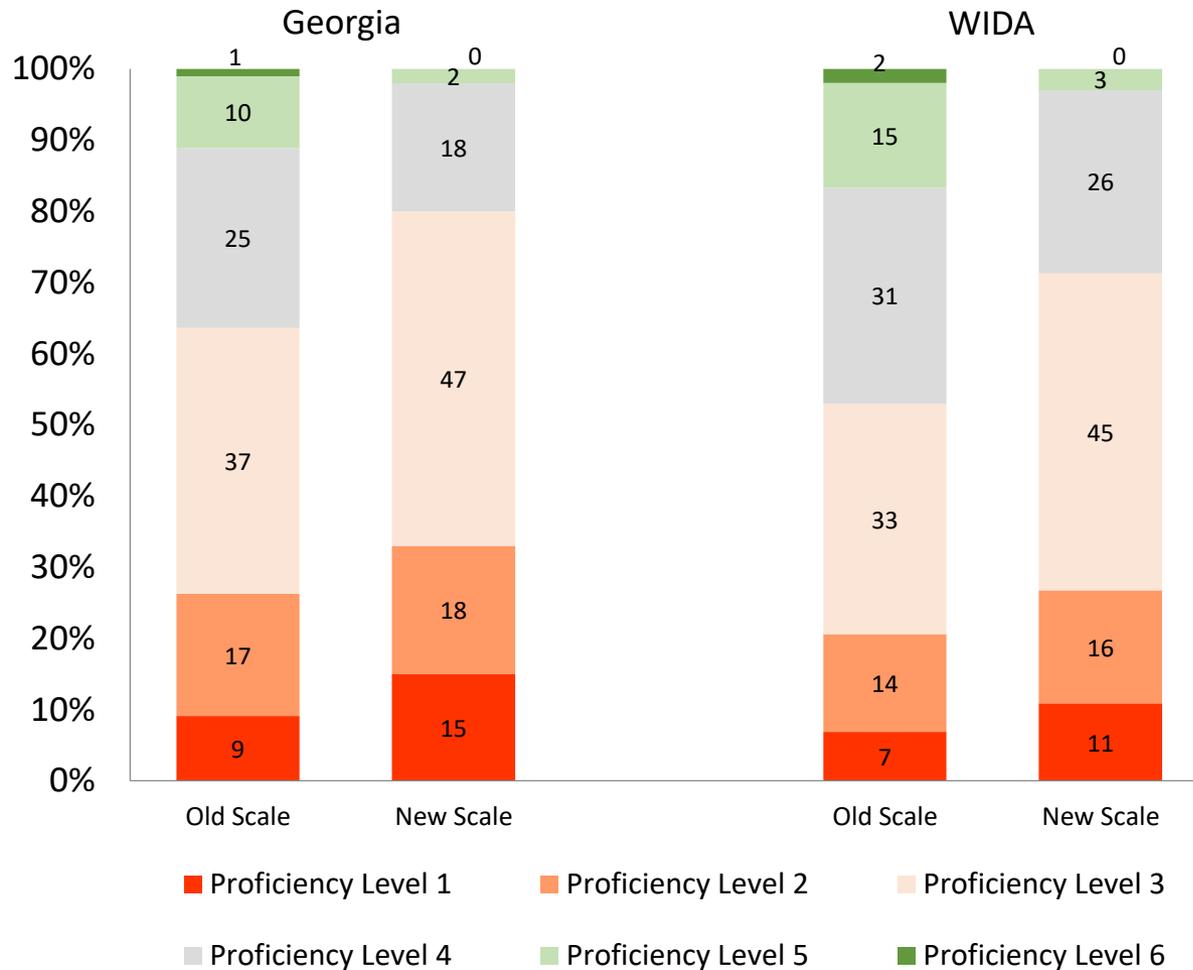
Due to rounding, percentages may not total 100%.

Overall Composite Proficiency Levels Grade 8 – Georgia and WIDA

Georgia

	Old Scale	New Scale
Level 6	1	0
Level 5	9	3
Level 4	27	22
Level 3	35	42
Level 2	17	17
Level 1	10	15

WIDA

	Old Scale	New Scale
Level 6	1	0
Level 5	13	4
Level 4	31	28
Level 3	32	41
Level 2	15	16
Level 1	8	12

■ Proficiency Level 1   ■ Proficiency Level 2   ■ Proficiency Level 3
■ Proficiency Level 4   ■ Proficiency Level 5   ■ Proficiency Level 6
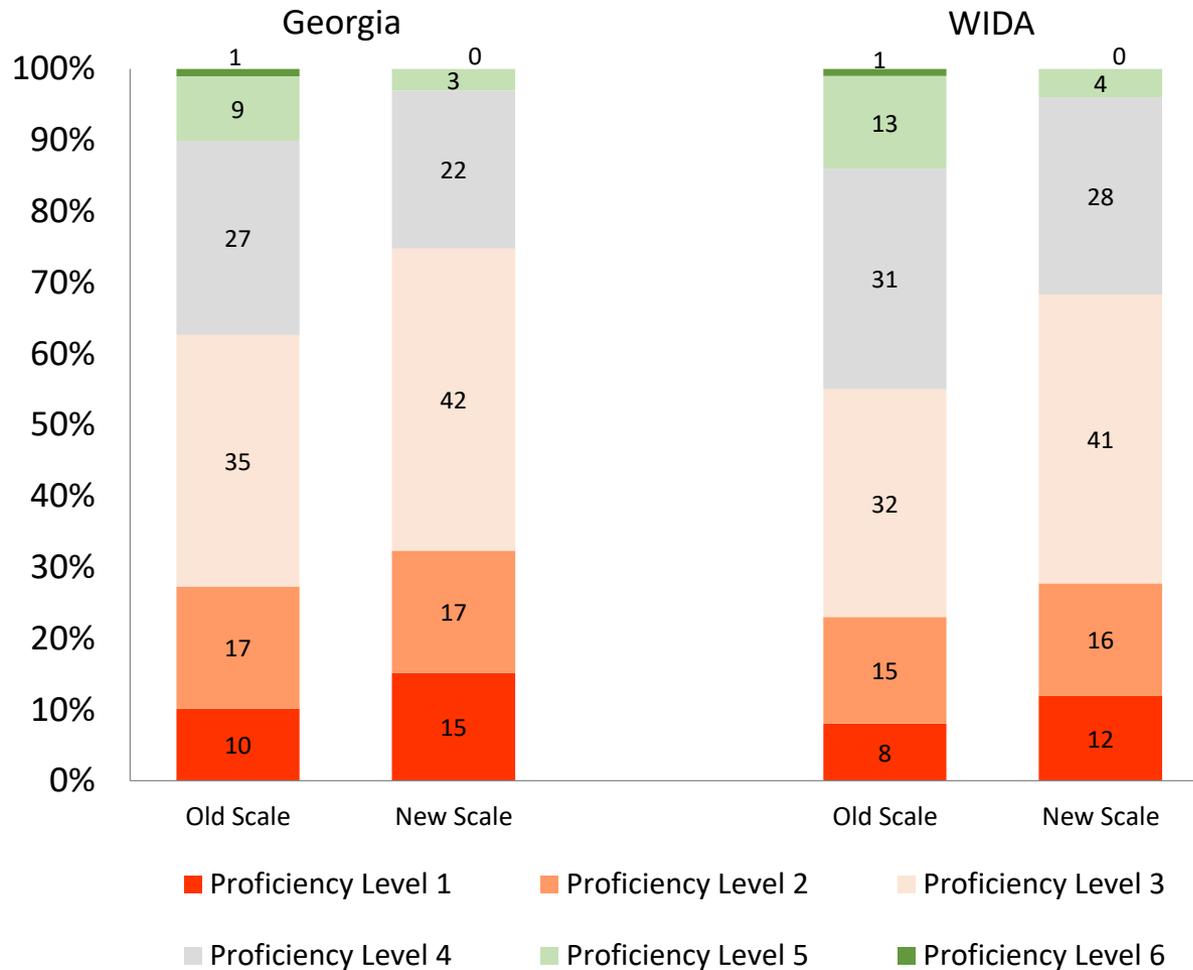
Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 3 – Georgia

Old Scale
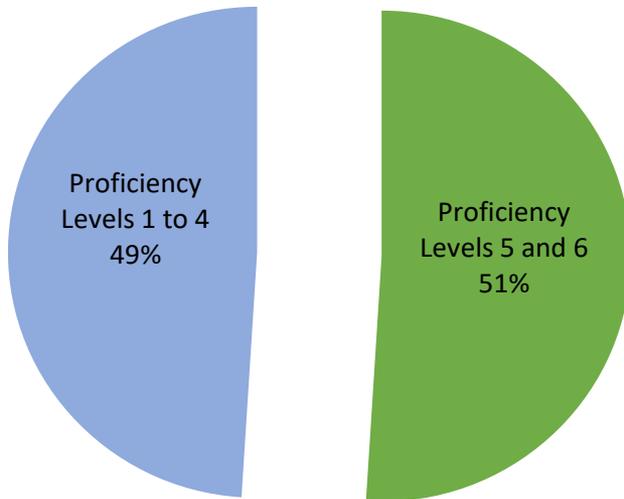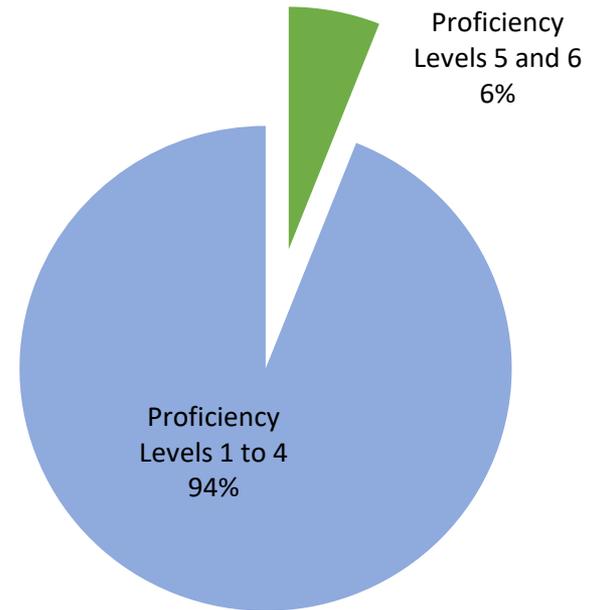
Proficiency Levels 1 to 4
49%

Proficiency Levels 5 and 6
51%

New Scale

Proficiency Levels 5 and 6
6%

Proficiency Levels 1 to 4
94%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 4 – Georgia

Old Scale
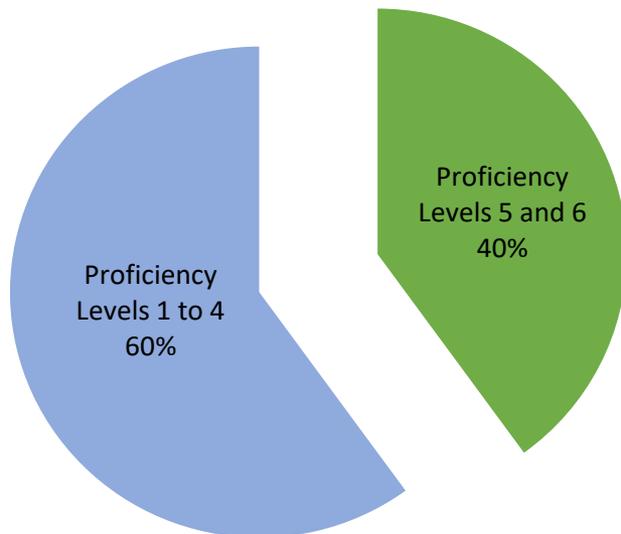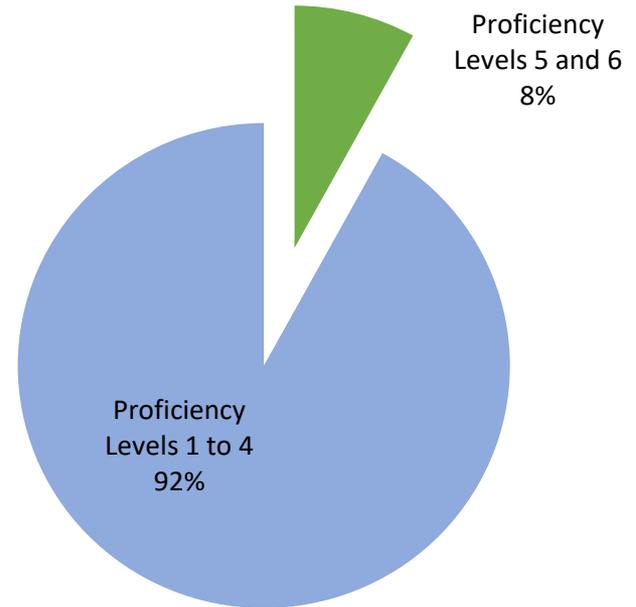
Proficiency Levels 5 and 6
40%

Proficiency Levels 1 to 4
60%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

New Scale

Proficiency Levels 5 and 6
8%

Proficiency Levels 1 to 4
92%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 5 – Georgia

Old Scale
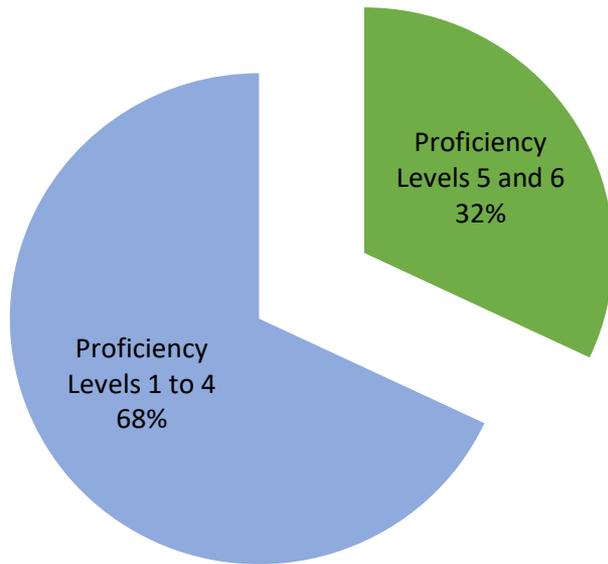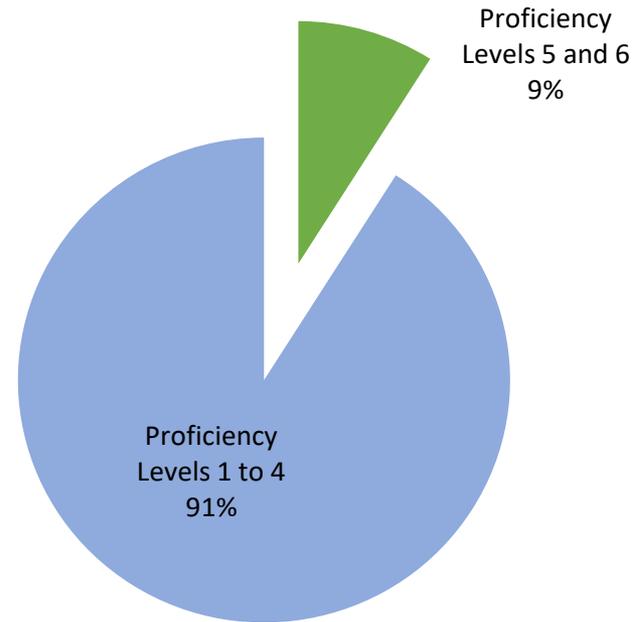
Proficiency Levels 5 and 6
32%

Proficiency Levels 1 to 4
68%

New Scale

Proficiency Levels 5 and 6
9%

Proficiency Levels 1 to 4
91%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 6 – Georgia

Old Scale
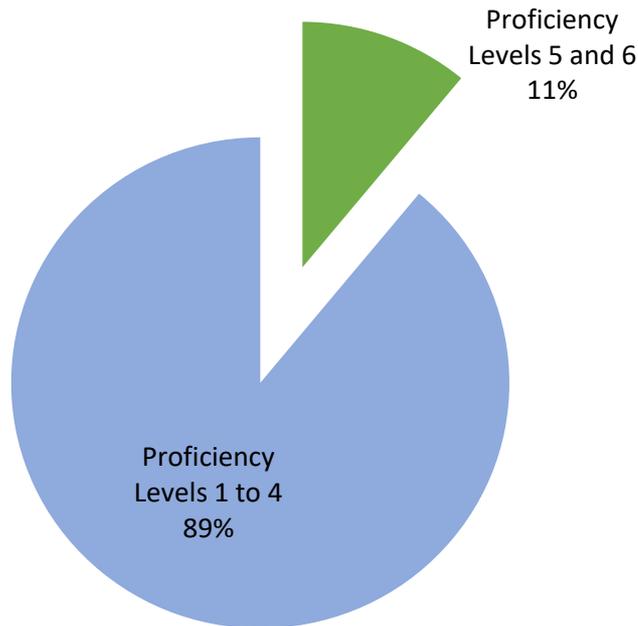
Proficiency Levels 5 and 6
11%

Proficiency Levels 1 to 4
89%

- Proficiency Levels 5 and 6
- Proficiency Levels 1 to 4

New Scale
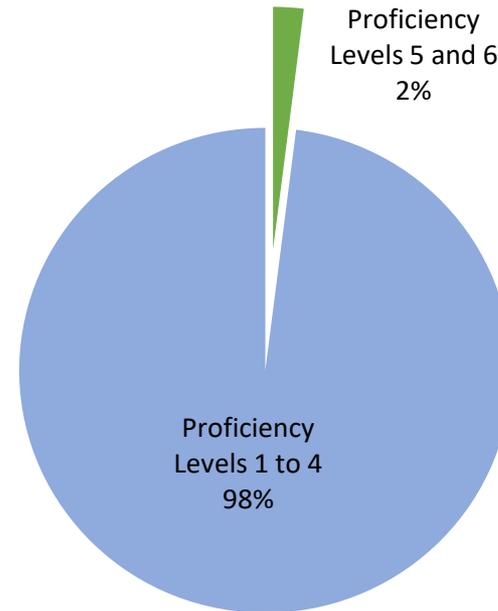
Proficiency Levels 5 and 6
2%

Proficiency Levels 1 to 4
98%

- Proficiency Levels 5 and 6
- Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 7 – Georgia

Old Scale
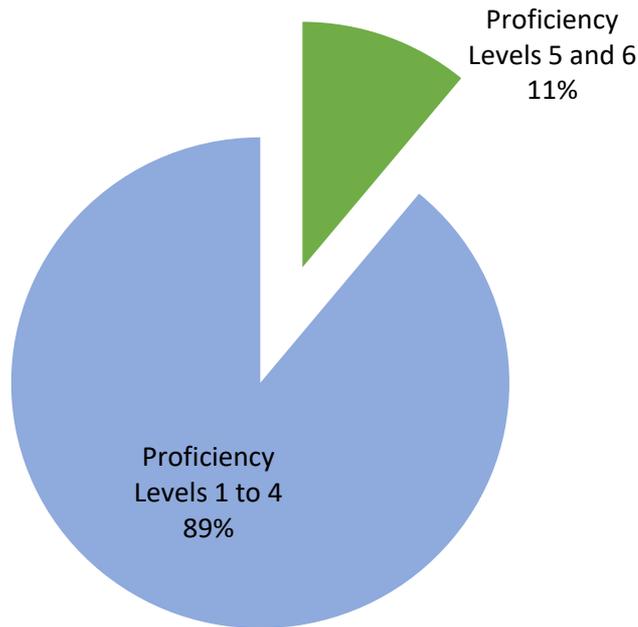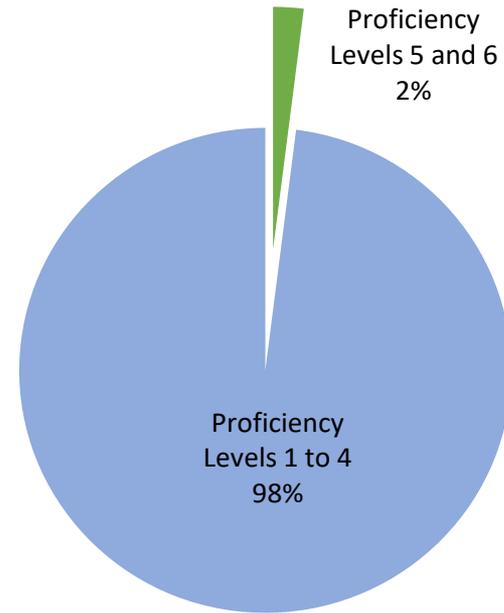
Proficiency Levels 5 and 6
11%

Proficiency Levels 1 to 4
89%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

New Scale

Proficiency Levels 5 and 6
2%

Proficiency Levels 1 to 4
98%

■ Proficiency Levels 5 and 6
■ Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

Percentage of Students Meeting Exit Criteria of 5.0 Overall Composite Proficiency Level
Grade 8 – Georgia

Old Scale
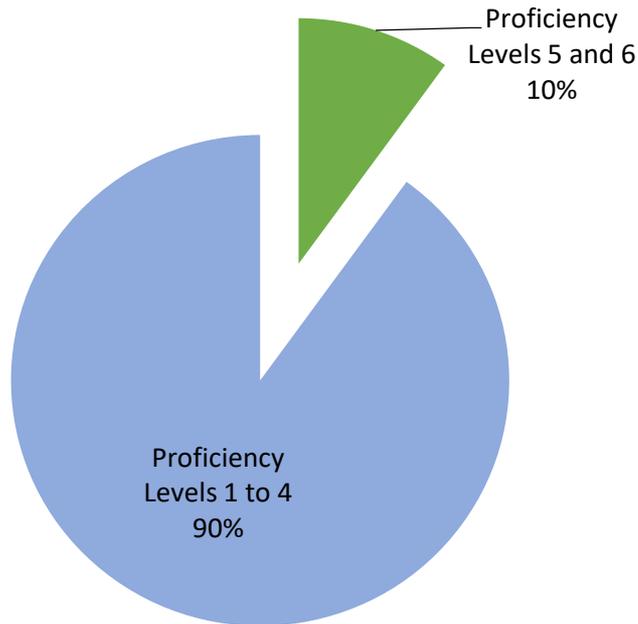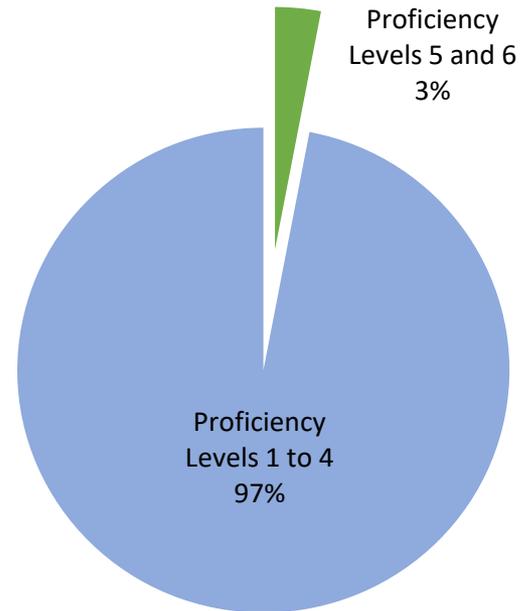
Proficiency Levels 5 and 6
10%

Proficiency Levels 1 to 4
90%

- ■ Proficiency Levels 5 and 6
- ■ Proficiency Levels 1 to 4

New Scale

Proficiency Levels 5 and 6
3%

Proficiency Levels 1 to 4
97%

- ■ Proficiency Levels 5 and 6
- ■ Proficiency Levels 1 to 4

Due to rounding, percentages may not total 100%.

RQ.1*c*

How did EL students perform on the ELA and Mathematics GA Milestones assessment compared with non-EL students?

2016 GA Milestones
Scale Score Ranges and Cut Scores

Content Area	Grade	Scale Score Ranges			
		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
English Language Arts	3	180 to 474	475 to 524	525 to 580	581 to 830
	4	210 to 474	475 to 524	525 to 573	574 to 775
	5	210 to 474	475 to 524	525 to 586	587 to 760
	6	140 to 474	475 to 524	525 to 598	599 to 820
	7	165 to 474	475 to 524	525 to 591	592 to 785
	8	225 to 474	475 to 524	525 to 580	581 to 730
Mathematics	3	290 to 474	475 to 524	525 to 579	580 to 705
	4	270 to 474	475 to 524	525 to 584	585 to 715
	5	265 to 474	475 to 524	525 to 579	580 to 725
	6	285 to 474	475 to 524	525 to 579	580 to 700
	7	265 to 474	475 to 524	525 to 579	580 to 740
	8	275 to 474	475 to 524	525 to 578	579 to 755

Performance on ELA GA Milestones

Grade	Group	N	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner and Above	% Proficient Learner and Above
3	EL	14,095	54%	36%	10%	1%	46%	11%
	Non-EL	121,459	31%	31%	29%	9%	69%	38%
4	EL	6,952	70%	26%	4%	0%	30%	5%
	Non-EL	125,160	28%	35%	27%	10%	72%	37%
5	EL	4,939	68%	27%	5%	0%	32%	5%
	Non-EL	124,684	23%	35%	36%	6%	77%	42%
6	EL	3,701	82%	15%	4%	0%	18%	4%
	Non-EL	124,501	30%	30%	33%	7%	70%	40%
7	EL	3,471	81%	17%	3%	0%	19%	3%
	Non-EL	123,926	26%	35%	34%	6%	74%	39%
8	EL	3,672	74%	24%	2%	0%	26%	3%
	Non-EL	124,972	19%	36%	37%	8%	81%	45%

Performance on ELA GA Milestones Independent T-test

| Grade	EL			Non-EL			Mean Difference	t	Effect Size (Cohen's d)	Statistical Power
	N	Mean	SD	N	Mean	SD				
3	14,095	472.73	42.45	121,459	506.68	58.27	-33.95	Sig.	-0.60	1.000
4	6,952	457.76	38.14	125,160	505.53	51.40	-47.77	Sig.	-0.94	1.000
5	4,939	457.36	37.90	124,684	512.48	51.35	-55.12	Sig.	-1.08	1.000
6	3,701	434.48	45.91	124,501	507.75	61.93	-73.27	Sig.	-1.19	1.000
7	3,471	437.22	43.91	123,926	508.41	55.34	-71.19	Sig.	-1.29	1.000
8	3,672	449.99	36.40	124,972	516.68	49.00	-66.69	Sig.	-1.37	1.000

# Performance on Mathematics GA Milestones

Grade	Group	N	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner and Above	% Proficient Learner and Above
3	EL	14,632	31%	49%	19%	2%	69%	21%
	Non-EL	121,378	20%	38%	32%	10%	80%	42%
4	EL	7,493	44%	44%	10%	2%	56%	12%
	Non-EL	125,099	19%	39%	32%	11%	81%	42%
5	EL	5,457	59%	31%	8%	2%	41%	10%
	Non-EL	124,676	24%	36%	28%	11%	76%	39%
6	EL	4,073	62%	30%	7%	2%	38%	8%
	Non-EL	124,423	24%	37%	30%	9%	76%	39%
7	EL	3,881	64%	27%	7%	2%	36%	9%
	Non-EL	123,410	22%	35%	27%	16%	78%	43%
8	EL	4,050	51%	38%	9%	2%	49%	11%
	Non-EL	105,775	23%	42%	27%	8%	77%	34%

Performance on Mathematics GA Milestones Independent T-test

| Grade	EL			Non-EL			Mean Difference	t	Effect Size (Cohen's d)	Statistical Power
	N	Mean	SD	N	Mean	SD				
3	14,632	495.86	36.51	121,378	518.05	47.31	-22.19	Sig.	-0.48	1.000
4	7,493	482.55	36.71	125,099	518.85	50.00	-36.30	Sig.	-0.74	1.000
5	5,457	473.01	39.59	124,676	513.96	52.09	-40.95	Sig.	-0.79	1.000
6	4,073	471.84	36.15	124,423	513.75	49.30	-41.91	Sig.	-0.86	1.000
7	3,881	470.46	39.08	123,410	521.33	56.67	-50.87	Sig.	-0.91	1.000
8	4,050	478.72	37.55	105,775	509.53	45.80	-30.81	Sig.	-0.68	1.000
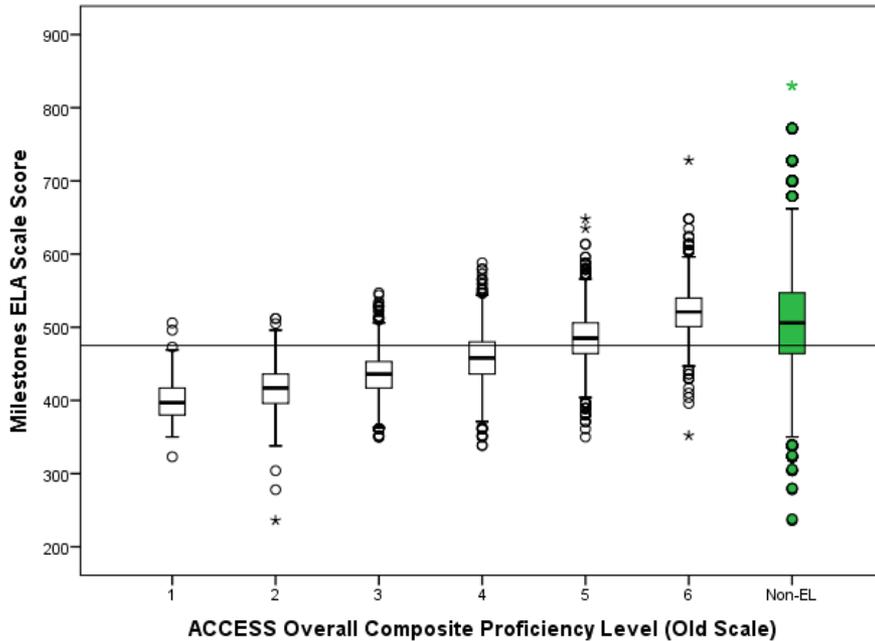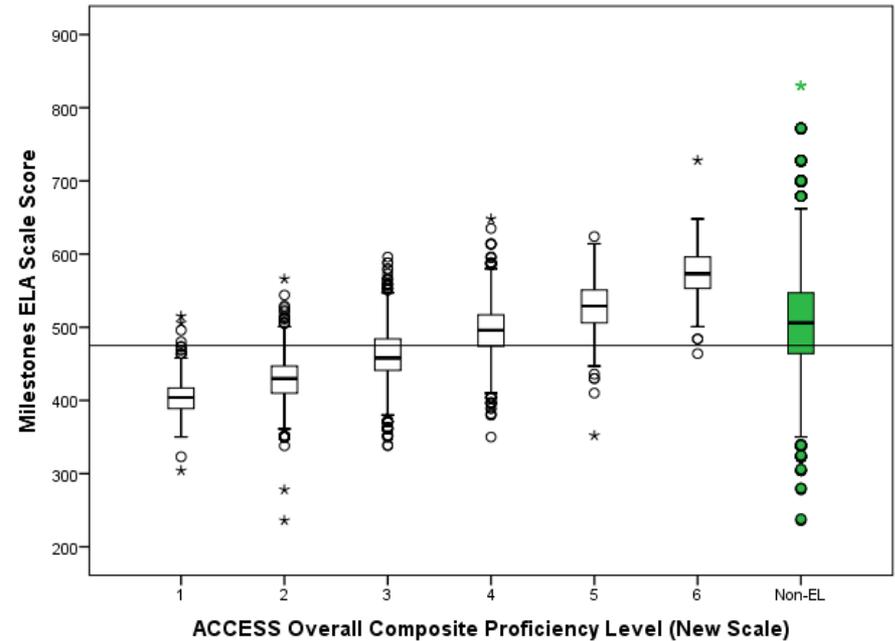
ACCESS for ELLs and ELA GA Milestones Grade 4 Box Plots
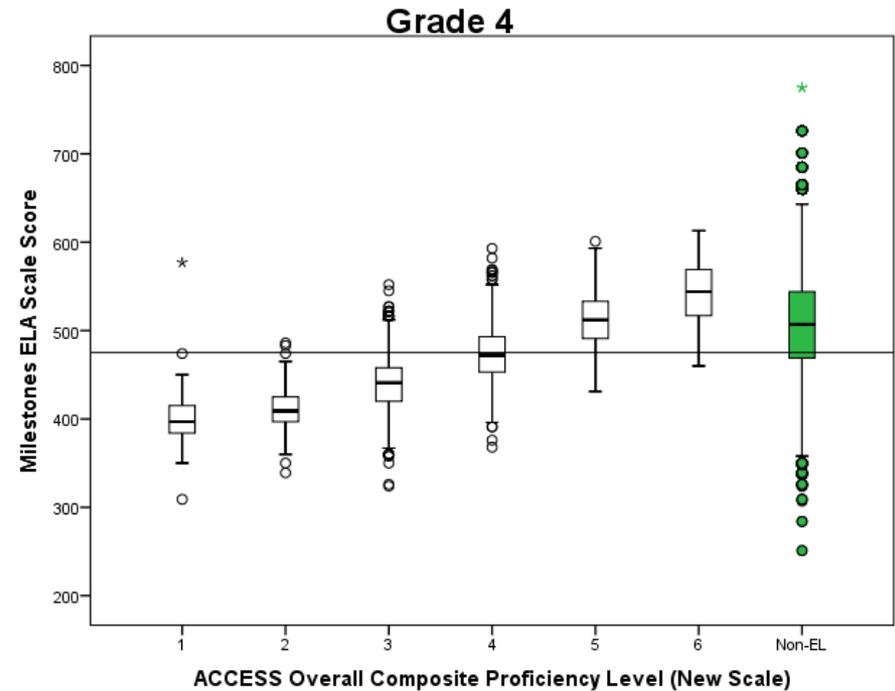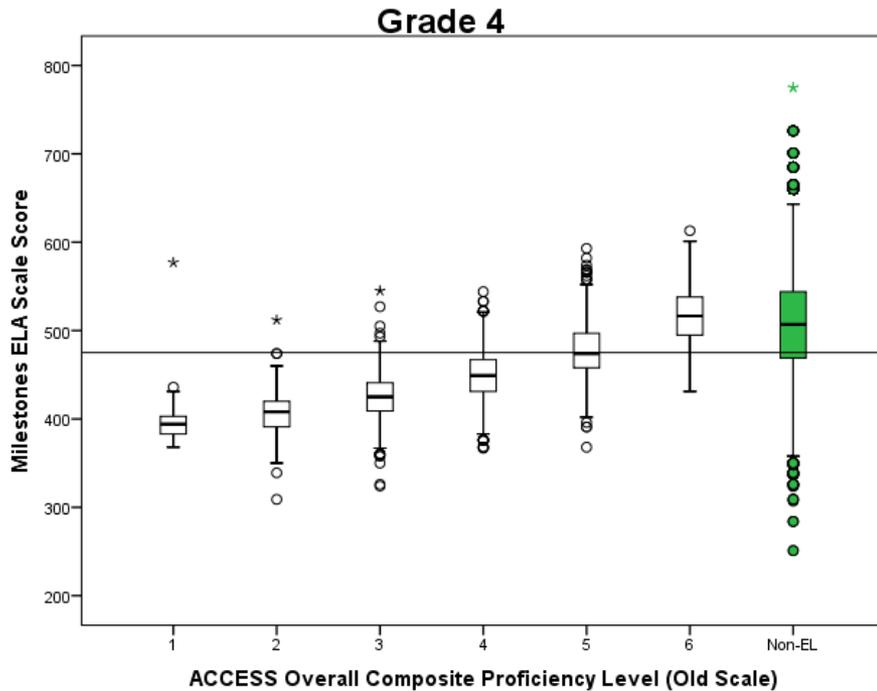
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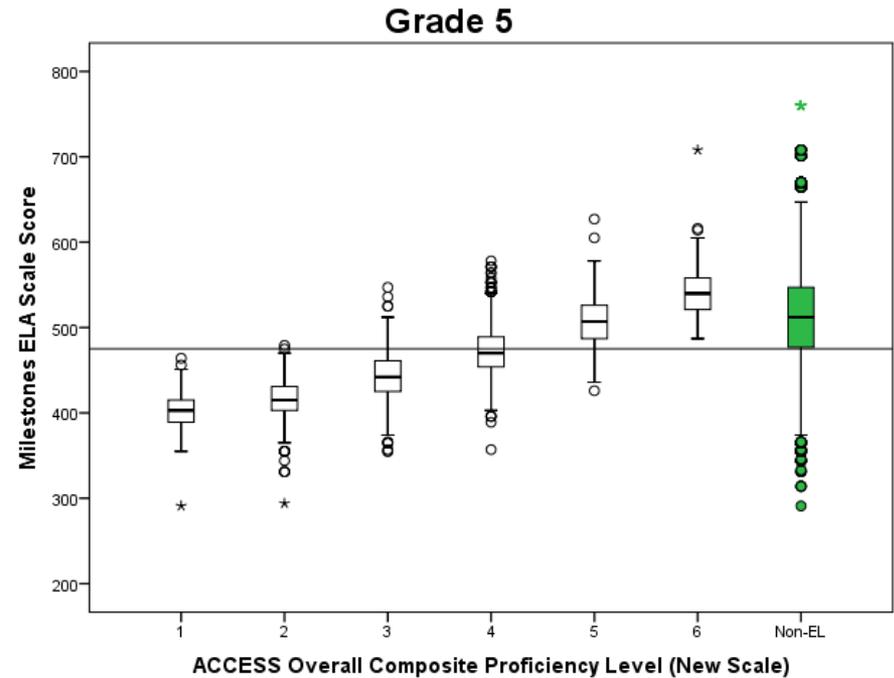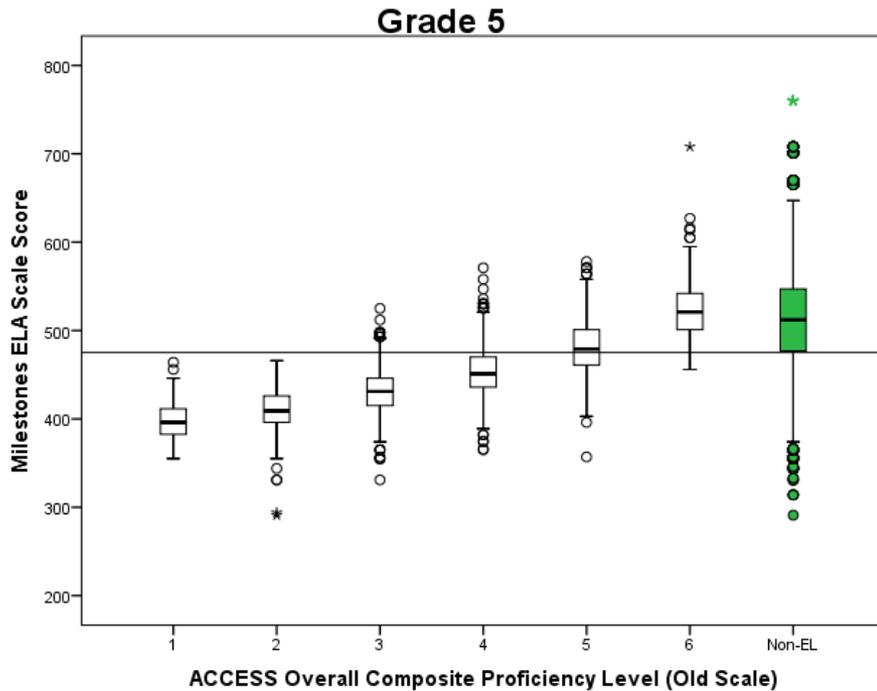
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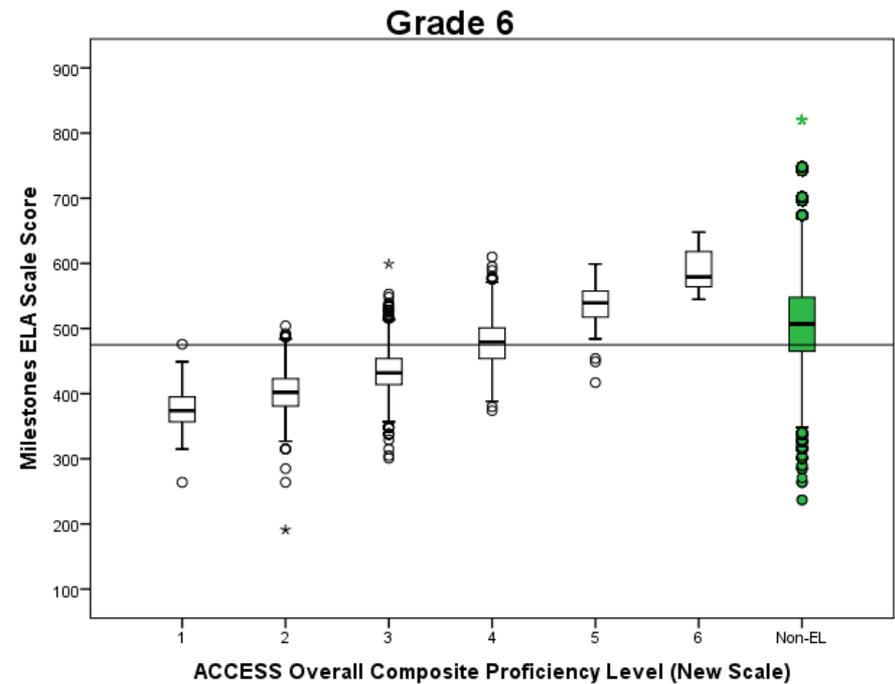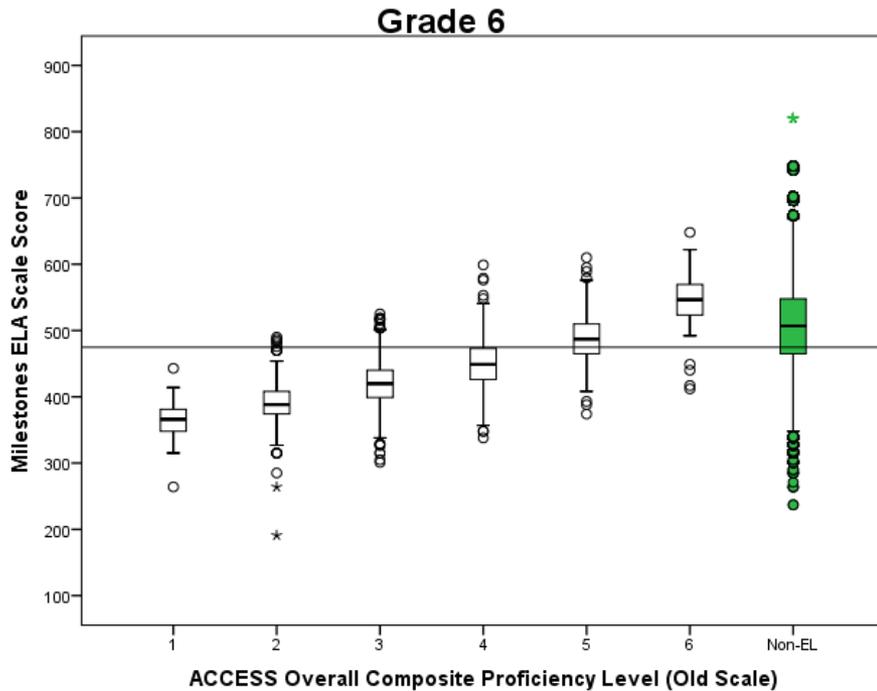
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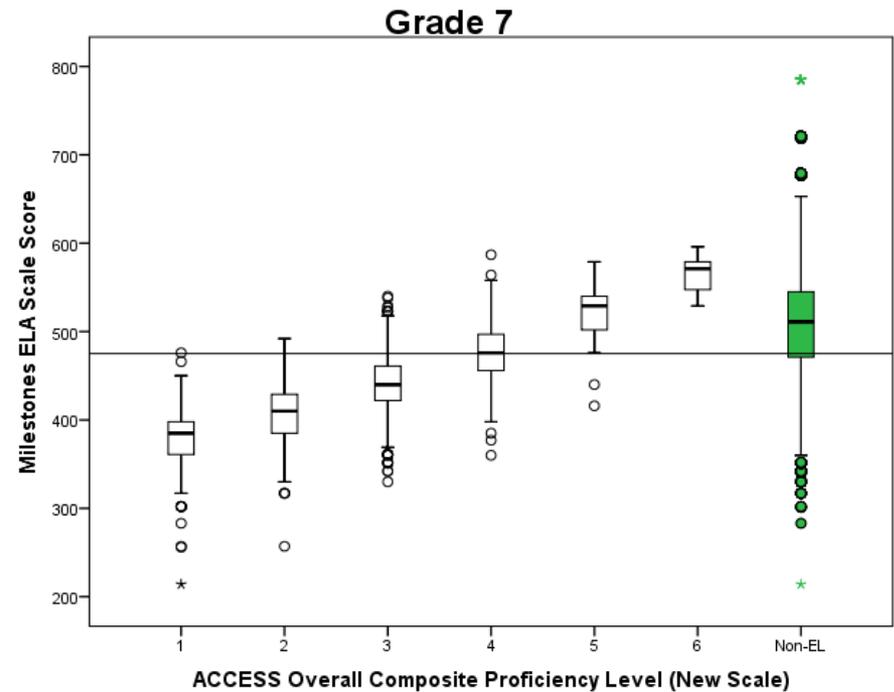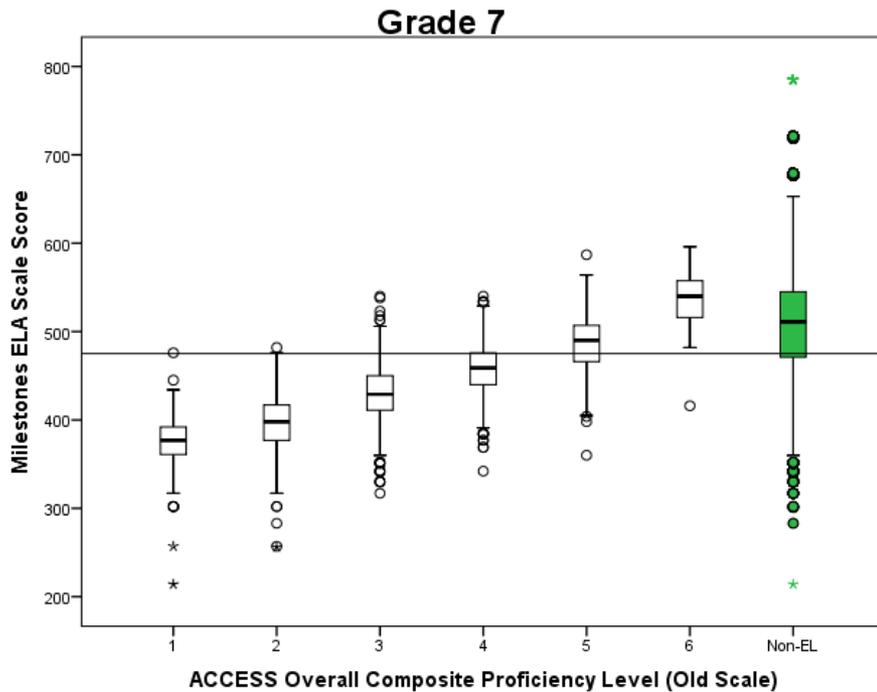
ACCESS for ELLs and ELA GA Milestones Grade 8 Box Plots
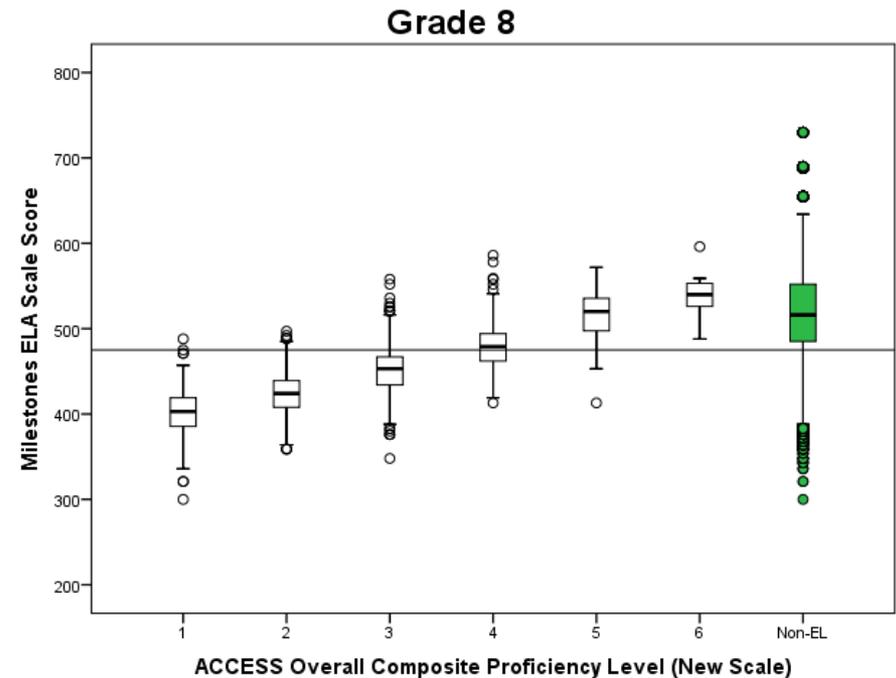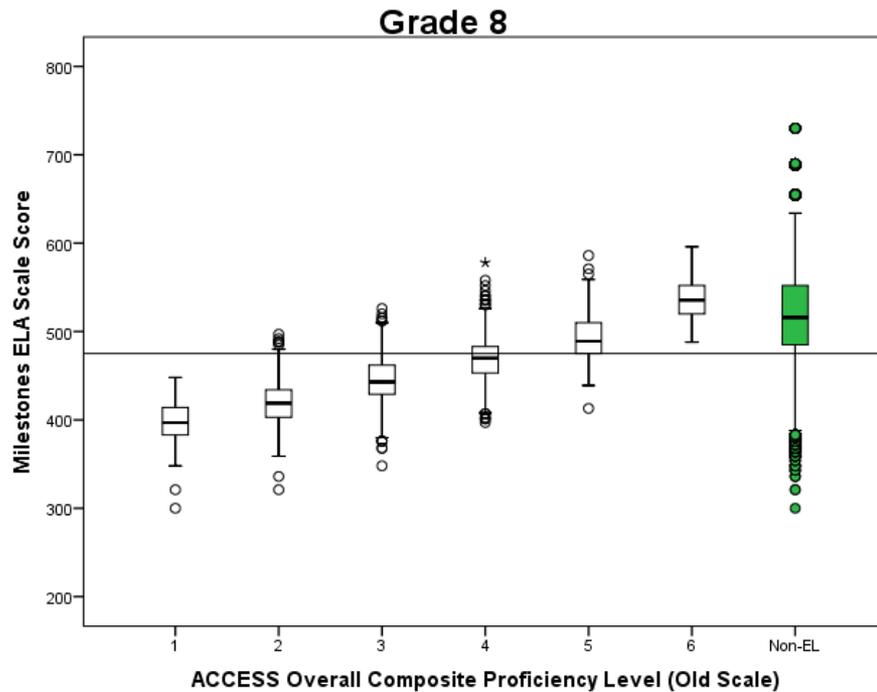
ACCESS for ELLs (New Scale) and Performance on ELA GA Milestones Descriptive Statistics Box Plot Analysis Grades 3-5

Grade	Group	N	Mean	SD	Minimum	Maximum	First Quartile	Median	Third Quartile	IQR
3	ACCESS (4)	4,710	496	32	350	648	474	496	517	43
	ACCESS (5)	820	529	32	352	624	506	529	551	45
	Non-EL (7)	121,459	507	58	236	830	464	506	547	83
4	ACCESS (4)	2,878	473	29	368	593	453	472	493	40
	ACCESS (5)	462	511	30	431	601	491	512	533	42
	Non-EL (7)	125,160	506	51	251	775	469	507	544	75
5	ACCESS (4)	1,955	472	28	357	578	454	470	489	35
	ACCESS (5)	358	507	28	426	627	487	507	527	40
	Non-EL (7)	124,684	512	51	291	760	477	512	547	70

ACCESS for ELLs (New Scale) and Performance on ELA GA Milestones Descriptive Statistics Box Plot Analysis Grades 6-8

Grade	Group	N	Mean	SD	Minimum	Maximum	First Quartile	Median	Third Quartile	IQR
6	ACCESS (4)	656	478	37	374	610	454	479	501	47
	ACCESS (5)	56	537	31	417	599	519	538	560	41
	Non-EL (7)	124,501	508	62	237	820	465	507	548	83
7	ACCESS (4)	680	477	31	360	587	456	476	497	41
	ACCESS (5)	73	523	30	416	579	501	529	542	41
	Non-EL (7)	123,926	508	55	214	785	471	511	545	74
8	ACCESS (4)	867	479	24	413	586	462	479	494	32
	ACCESS (5)	103	516	28	413	572	497	520	536	39
	Non-EL (7)	124,972	517	49	300	730	485	516	552	67

Comparing Performance of ELs and Non-ELs on ELA GA Milestones Assessment

Grade	Absolute Difference (Median ACCESS 4.0 – 475)	Absolute Difference (Median ACCESS 4.0 – 525)	Relative Difference (Median ACCESS 4.0 – Median Non-EL)	Absolute Difference (Median ACCESS 5.0 – 475)	Absolute Difference (Median ACCESS 5.0 – 525)	Relative Difference (Median ACCESS 5.0 – Median Non-EL)
3	+21	-29	-10	+54	+4	+23
4	-3	-53	-35	+37	-13	+5
5	-5	-55	-42	+32	-18	-5
6	+4	-46	-28	+63	+13	+31
7	+1	-49	-35	+54	+4	+18
8	+4	-46	-37	+45	-5	+4

RQ.1*d*

For EL students achieving proficiency on the ELA GA Milestones assessment, what was their performance on ACCESS?

Performance on ACCESS for ELLs (New Scale)
Overall Composite for Students Achieving Proficiency on ELA GA Milestones

Grade	ELA Milestones Proficiency Defined As…	N	Overall Composite Scale Score				Overall Composite Proficiency Level				Percent Scoring in Composite PL 5 or 6
			Mean	SD	Min	Max	Mean	SD	Min	Max	
3	Developing or Above	6,467	348	20.5	165	424	3.8	0.7	1.0	6.0	13%
	Proficient or Above	1,482	363	19.7	271	421	4.3	0.7	2.0	6.0	35%
4	Developing or Above	2,094	368	19.1	267	444	4.1	0.7	1.0	6.0	23%
	Proficient or Above	320	387	20.2	267	444	4.8	0.8	1.0	6.0	62%
5	Developing or Above	1,544	378	20.4	309	451	4.2	0.7	2.0	6.0	26%
	Proficient or Above	237	399	19.9	342	451	4.9	0.8	3.0	6.0	68%
6	Developing or Above	677	371	21.8	281	465	3.7	0.7	1.0	6.0	9%
	Proficient or Above	138	392	22.4	344	465	4.3	0.8	3.0	6.0	36%
7	Developing or Above	660	381	22.3	272	451	3.8	0.7	1.0	6.0	12%
	Proficient or Above	88	405	20.1	340	451	4.5	0.7	3.0	6.0	51%
8	Developing or Above	950	386	22.7	286	468	3.8	0.7	1.0	6.0	11%
	Proficient or Above	89	414	20.7	366	468	4.7	0.8	3.0	6.0	61%

RQ.1*e*

For students who met the ESOL exit criteria of a 5.0 overall composite proficiency level on ACCESS, were they proficient on the ELA GA Milestones assessment?

Performance on ELA GA Milestones for Students who Met the ACCESS Exit Criteria of 5.0 Overall Composite Proficiency Level

Grade	Met Exit Criteria of 5.0 Composite PL	N	Mean Scale Score	SD	Min	Max	% Developing Learner and Above	% Proficient Learner and Above
3	Old Scale	7,346	495	36	350	728	70%	19%
	New Scale	896	532	35	352	728	96%	58%
4	Old Scale	2,918	483	33	368	613	56%	11%
	New Scale	536	515	32	431	613	89%	37%
5	Old Scale	1,675	487	33	357	708	64%	13%
	New Scale	436	514	33	426	708	91%	37%
6	Old Scale	447	496	42	374	648	68%	24%
	New Scale	67	544	40	417	648	96%	73%
7	Old Scale	416	494	36	360	596	73%	19%
	New Scale	80	526	32	416	596	97%	56%
8	Old Scale	384	498	28	413	596	80%	19%
	New Scale	116	518	29	413	596	94%	47%

Performance on ELA GA Milestones for Students who Met the ACCESS Exit Criteria of 5.0 Overall Composite Proficiency Level

Due to rounding, percentages may not total 100%.

Overarching Research Question
At what achievement level on ACCESS for ELLs 2.0 should EL students be considered "language proficient" and be reclassified?
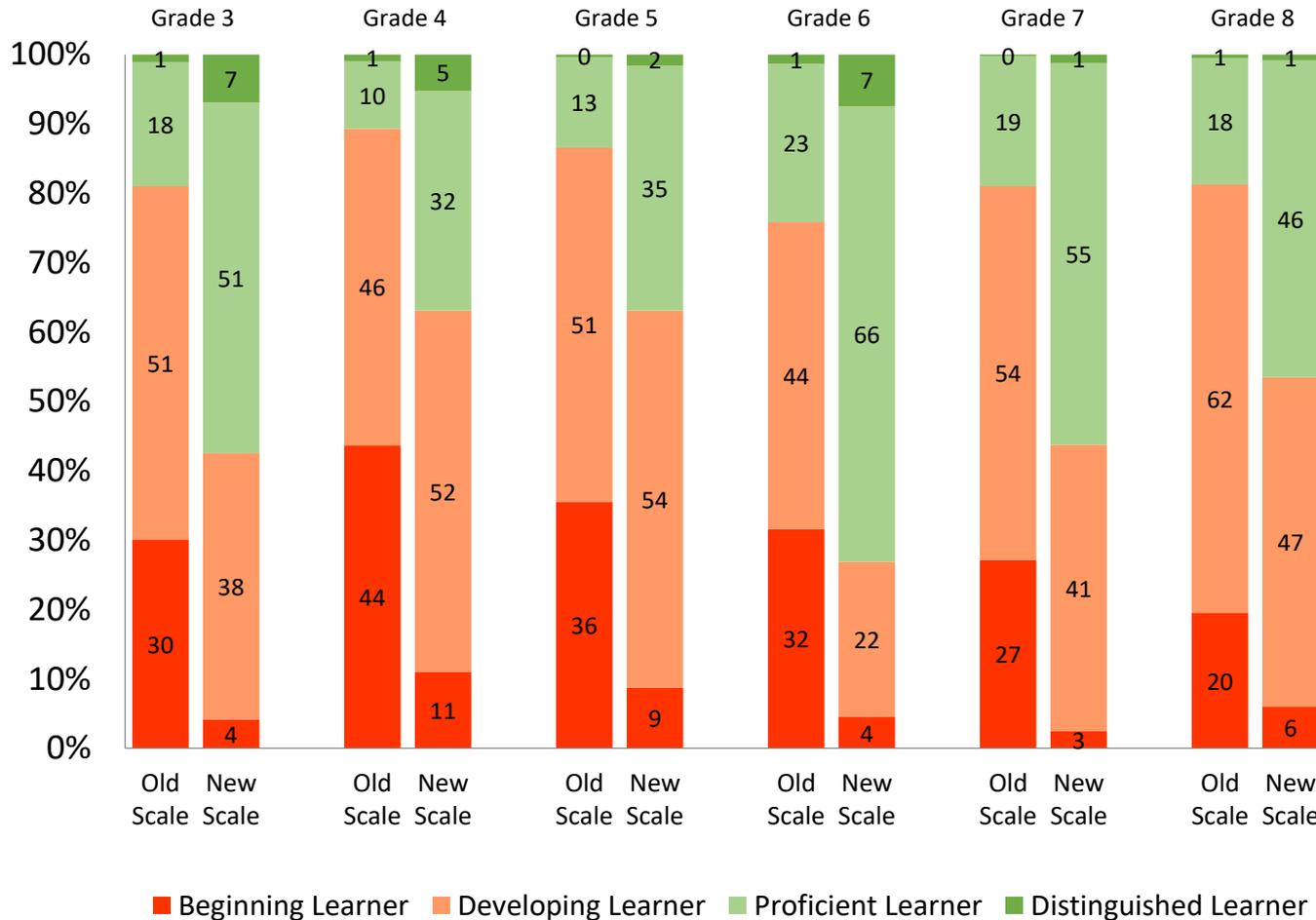
ACCESS for ELLs (New Scale)
Correlation matrix of domain scale scores

	Grade 3			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.43			
Reading	.56	.45		
Writing	.43	.42	.52	

	Grade 4			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.52			
Reading	.58	.49		
Writing	.54	.57	.55	

ACCESS for ELLs (New Scale)
Correlation matrix of domain scale scores

	Grade 5			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.58			
Reading	.63	.55		
Writing	.59	.64	.63	

	Grade 6			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.44			
Reading	.60	.42		
Writing	.54	.53	.63	

ACCESS for ELLs (New Scale)
Correlation matrix of domain scale scores

	Grade 7			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.50			
Reading	.68	.47		
Writing	.64	.56	.70	

	Grade 8			
	Listening	**Speaking**	**Reading**	**Writing**
Listening				
Speaking	.50			
Reading	.71	.52		
Writing	.67	.59	.76	

ACCESS for ELLs (New Scale)
Principal Component Analysis
Total Variance Explained by Component 1

Grade	Percent of Variance
3	60.5%
4	67.7%
5	71.8%
6	65.2%
7	71.1%
8	73.1%

Note: Covariance matrix analyzed in the PCA

ACCESS for ELLs (New Scale) Principal Component Analysis Scree Plots
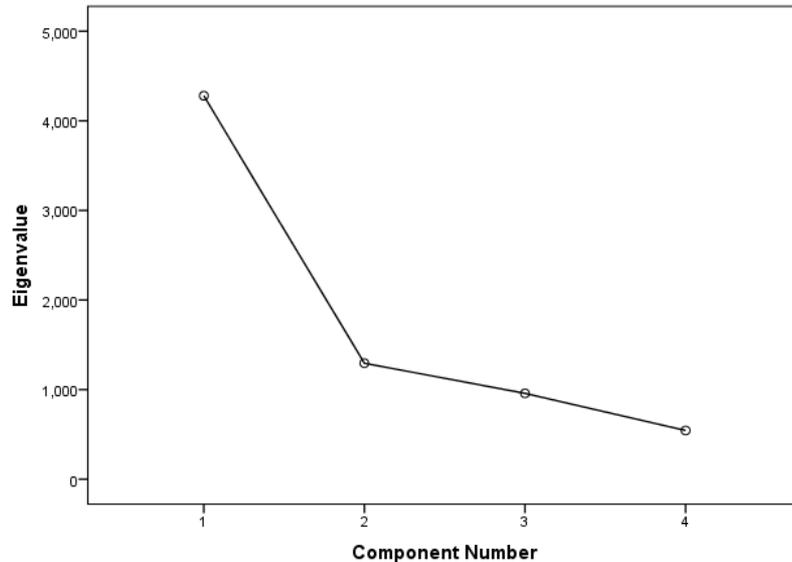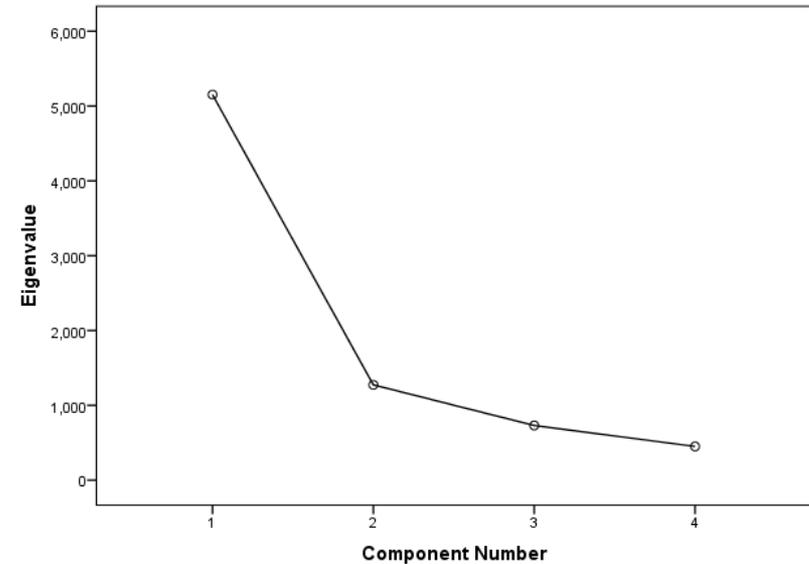
ACCESS for ELLs (New Scale) Principal Component Analysis Scree Plots

Grade 5

Grade 6

ACCESS for ELLs (New Scale)
Principal Component Analysis
Scree Plots

Grade 7

Grade 8

Linear Regression

Model 1

- Multiple Regression
    - Predictor variables: Listening, speaking, reading, and writing scale scores
    - Outcome variable: ELA GA Milestones scale score

Model 2

- Simple Linear Regression
    - Predictor variable: Overall composite scale score
    - Outcome variable: ELA GA Milestones scale score
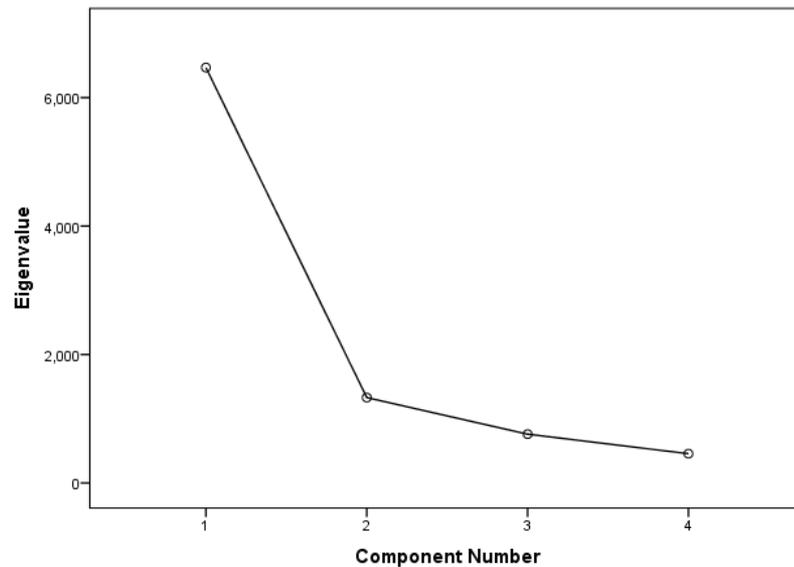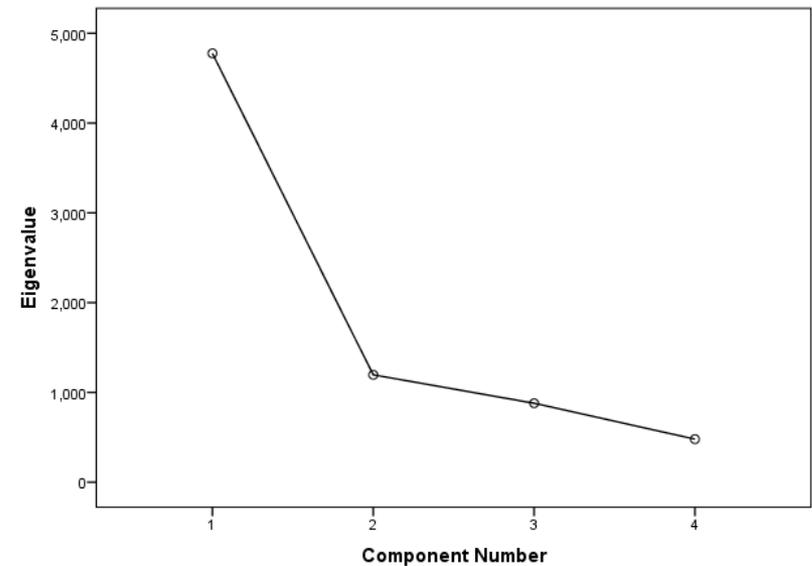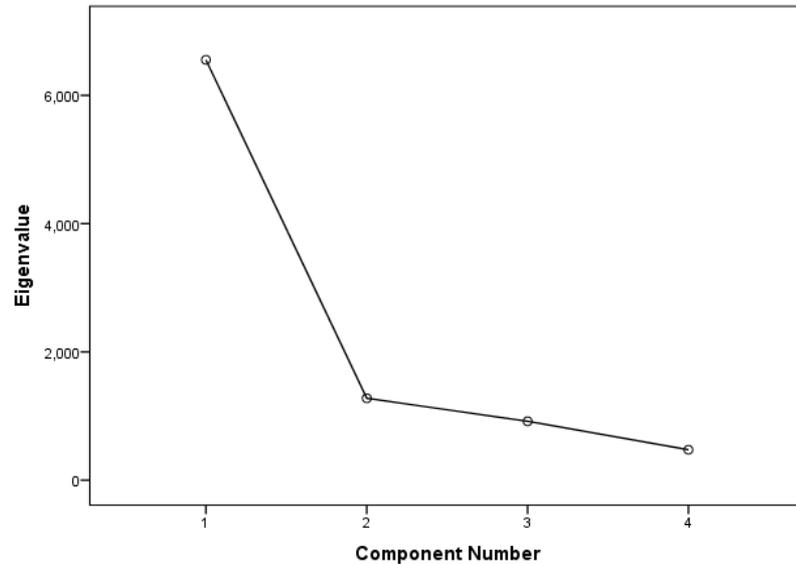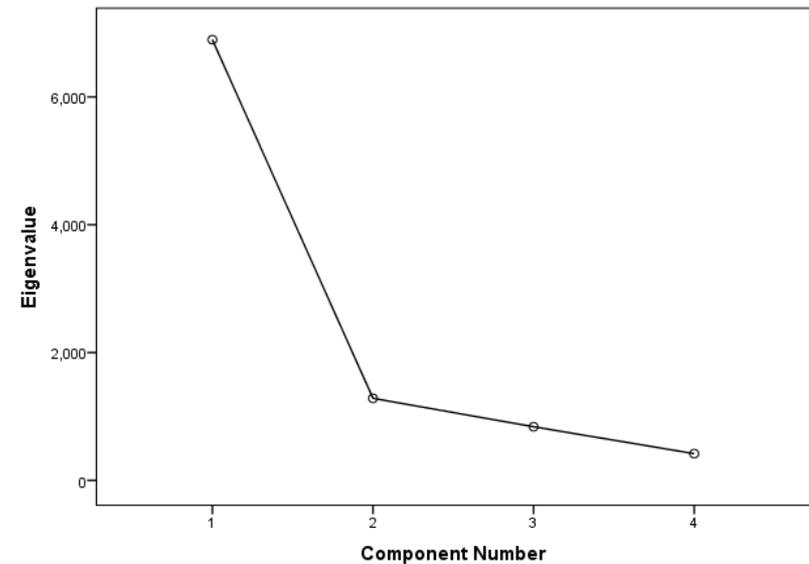
Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

All Grades

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.53				.47			
Reading	.63	.50			.58	.49		
Writing	.55	.53	.62		.49	.47	.59	
Composite	.80	.72	.85	.87	.76*	.72*	.81*	.88*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 3

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.43				.35			
Reading	.56	.45			.52	.44		
Writing	.43	.42	.52		.35	.34	.49	
Composite	.73	.67	.84	.83	.69*	.64*	.80*	.82*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 4

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.52				.42			
Reading	.57	.49			.50	.47		
Writing	.53	.57	.55		.43	.45	.55	
Composite	.79	.75	.81	.86	.75*	.75*	.80*	.87*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 5

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.58				.48			
Reading	.63	.55			.55	.54		
Writing	.59	.64	.63		.48	.52	.62	
Composite	.81	.79	.85	.88	.77*	.78*	.81*	.88*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 6

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.44				.45			
Reading	.60	.42			.56	.45		
Writing	.54	.52	.63		.51	.49	.61	
Composite	.76	.67	.85	.89	.74*	.70*	.80*	.90*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 7

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.50				.48			
Reading	.69	.48			.66	.48		
Writing	.65	.56	.71		.61	.52	.69	
Composite	.83	.69	.88	.92	.82*	.70*	.82*	.93*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Correlations Between Domains and Composite Scores on ACCESS for ELLs (New Scale)

Grade 8

	Scale Scores on ACCESS for ELLs (Pearson r)				Performance Levels on ACCESS for ELLs (Spearman ρ or Polyserial)			
	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Listening								
Speaking	.49				.49			
Reading	.71	.52			.69	.52		
Writing	.67	.59	.76		.66	.56	.73	
Composite	.83	.70	.90	.93	.83*	.70*	.83*	.93*

*Note: * denotes a polyserial correlation, since the composite currently contains only integers in the data file.*

Pearson Correlations Between ACCESS for ELLs (New Scale) and ELA GA Milestones Scale Scores

Grade	Listening	Speaking	Reading	Writing	Overall Composite
3	0.49	0.36	0.67	0.49	0.69
4	0.52	0.42	0.67	0.53	0.71
5	0.54	0.46	0.69	0.56	0.72
6	0.59	0.37	0.65	0.57	0.71
7	0.63	0.41	0.68	0.63	0.74
8	0.65	0.41	0.71	0.67	0.76

Linear Regression Model Summary

Model 1 (four domains as predictor variables)

Grade	R	R Square	Adjusted R Square	Standard Error of the Estimate
3	0.71	0.51	0.51	29.79
4	0.73	0.53	0.53	26.21
5	0.74	0.54	0.54	25.68
6	0.73	0.53	0.53	31.52
7	0.75	0.56	0.56	29.21
8	0.77	0.59	0.59	23.36

Model 2 (overall composite as predictor variable)

| Grade	R	R Square	Adjusted R Square	Standard Error of the Estimate
3	0.69	0.48	0.48	30.66
4	0.71	0.50	0.50	26.88
5	0.72	0.52	0.52	26.28
6	0.71	0.51	0.51	32.17
7	0.74	0.55	0.55	29.53
8	0.76	0.58	0.58	23.68

# Coefficients Between ACCESS for ELLs (New Scale) and ELA GA Milestones Scale Scores

Grade	Unstandardized Coefficients (B)					Standardized Coefficients (Beta)				
	Listening	Speaking	Reading	Writing	Overall Composite	Listening	Speaking	Reading	Writing	Overall Composite
3	0.15	0.06	0.61	0.24	1.06	0.15	0.06	0.47	0.20	0.69
4	0.14	0.10	0.59	0.24	1.03	0.18	0.10	0.44	0.19	0.71
5	0.12	0.08	0.54	0.21	0.92	0.16	0.09	0.45	0.18	0.72
6	0.28	0.07	0.48	0.27	1.12	0.29	0.06	0.34	0.21	0.71
7	0.19	0.07	0.41	0.24	0.93	0.24	0.07	0.34	0.24	0.74
8	0.16	0.03	0.33	0.22	0.77	0.25	0.04	0.34	0.25	0.76

Scatter Plots of ACCESS for ELLs (New Scale) and ELA GA Milestones Scale Scores

Grade 3
R = .691
R² = .478

Grade 4
R = .709
R² = .503

Scatter Plots of ACCESS for ELLs (New Scale) and ELA GA Milestones Scale Scores

Scatter Plots of ACCESS for ELLs (New Scale) and ELA GA Milestones Scale Scores

Grade 7

R = .738
R^2 = .545

Grade 8

R = .758
R^2 = .575
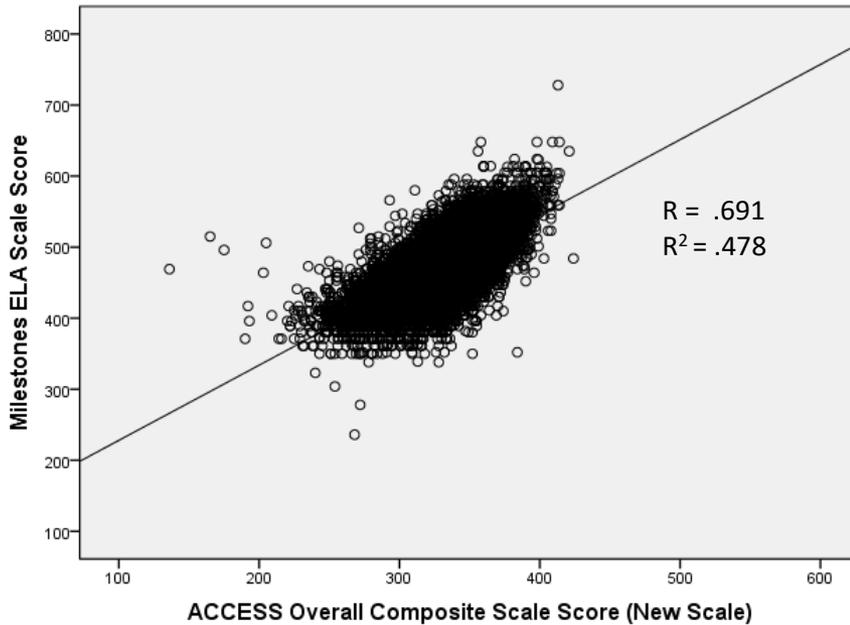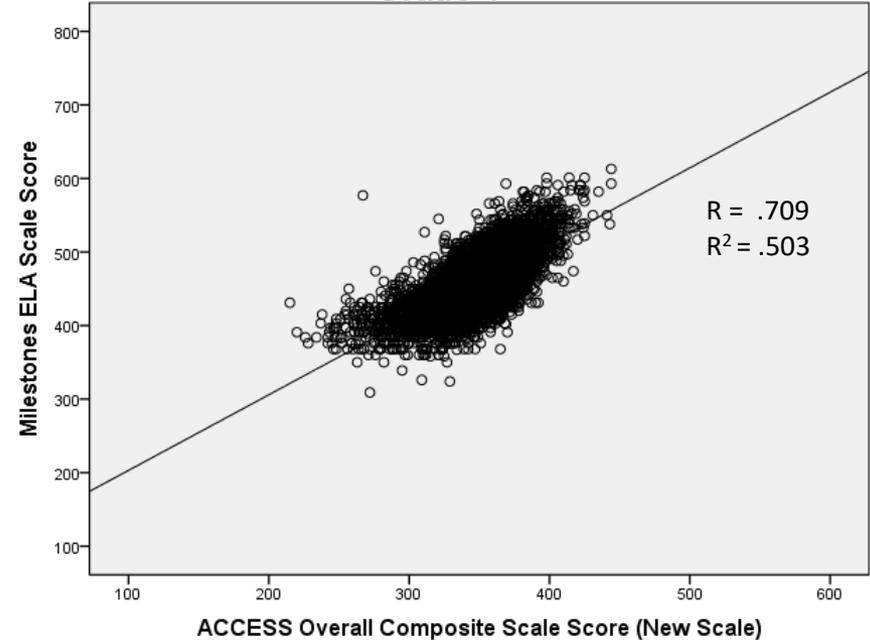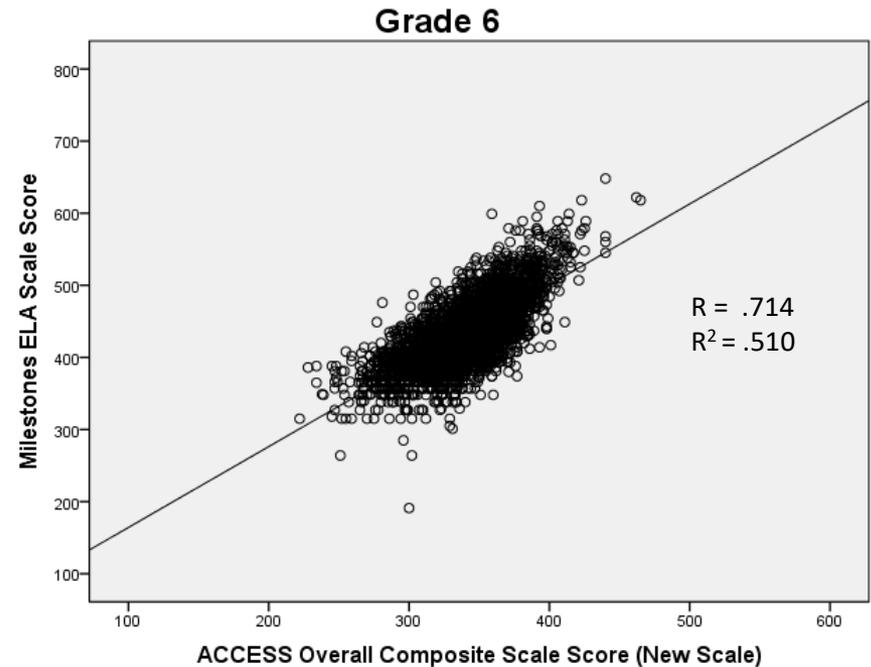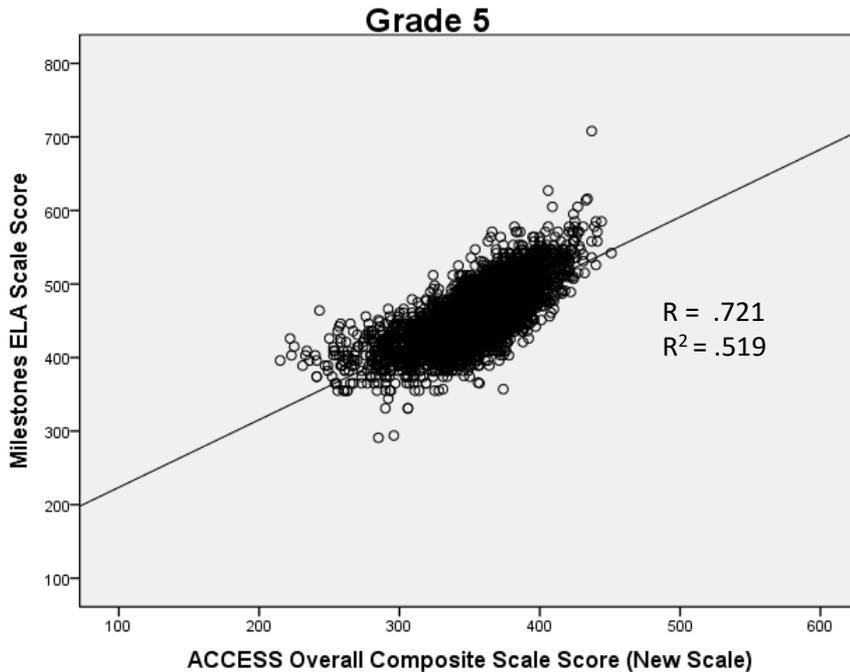
Summary of Findings

| Research Question	Statistics/Analyses	Conclusion/Summary
At what achievement level on ACCESS for ELLs 2.0 should EL students be considered "language proficient" and be reclassified?	Principal Component Analysis Linear regression	One component with 61% to 73% of variance explained Overall Composite Proficiency Level Range of R^2 = .48 to .58
o **How did EL students perform on ACCESS? How did Georgia's performance compare with the WIDA consortium?**	Descriptive statistics Histograms	Mean scale score changes from old scale to new scale: Listening: Increases in 5 of 6 grades Speaking: Largest decreases in all grades Reading: Similar in grades 3-5, slight decreases in grades 6-8 Writing: Decreases in all grades Overall Composite: Decreases in all grades
		Georgia is on par with WIDA
o **What percentage of students met the ESOL exit criteria of a 5.0 overall composite proficiency level on ACCESS?**	Descriptive statistics Histograms	Old Scale: Range of 10% to 51% New Scale: Range of 2% to 9% Largest differences were seen in grades 3-5
o **How did EL students perform on the ELA and Mathematics GA Milestones assessment compared with non-EL students?**	Descriptive statistics Independent t-test Cohen's d effect size Statistical power Boxplots	ELA and Mathematics: Grade 3 – Moderate effect size Grades 4 through 8 – Large effect sizes
o **For EL students achieving proficiency on the ELA GA Milestones assessment, what was their performance on ACCESS?**	Descriptive statistics Histograms	Developing or Above on Milestones: 9% to 26% of students scored in ACCESS proficiency levels of 5 or 6.
		Proficient or Above on Milestones: 35% to 68% of students scored in ACCESS proficiency levels of 5 or 6.
o **For students who met the ESOL exit criteria of a 5.0 overall composite proficiency level on ACCESS, were they proficient on the ELA GA Milestones assessment?**	Descriptive statistics	Met 5.0 PL on old ACCESS scale: 64% to 80% of students were Developing or Above on Milestones; 11% to 24% were Proficient or Above.
		Met 5.0 PL on new ACCESS scale: 89% to 97% of students were Developing or Above on Milestones; 37% to 73% were Proficient or Above.

Next Steps

- Re-run analyses with updated data file from WIDA

- Concordance relationship between ACCESS for ELLs and GA Milestones

- Consider FRL status of ELs and Non-ELs

Questions for Discussion

- How should 'English Proficient' be defined?
  - Remove tier reference from ESOL exit criteria?
  - Focus exit criteria on overall composite proficiency level only?

- Examine other GA Milestones content area assessments?

- Other suggestions for analyses?