Taking English Learners from the Shadows to the Spotlight: Asking the Questions that Count!

Dr. Margaret (Meg) Baker
GA Department of Education
Winter Instructional Leadership Conference
Macon, GA
Feb 25-27, 2019
Learning Targets

1. Gain an understanding of our school’s:
   • English Learner (EL) population; and
   • English Language Proficiency (ELP) data.

2. Explore four (4) shadow areas where our EL students might be overlooked, and how we could bring them into the spotlight.

3. Choose questions that could guide our school’s decision-making processes for ELs in the Systems of Continuous Improvement and Problem-Solving Cycle.
Growing EL Population in GA

- October 2018 FTE EL-Yes Count

<table>
<thead>
<tr>
<th>Year</th>
<th>EL-YES</th>
<th>Share of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>97793</td>
<td>7.3%</td>
</tr>
<tr>
<td>FY16</td>
<td>103768</td>
<td>7.6%</td>
</tr>
<tr>
<td>FY17</td>
<td>105520</td>
<td>6.0%</td>
</tr>
<tr>
<td>FY18</td>
<td>116007</td>
<td>6.6%</td>
</tr>
<tr>
<td>FY19*</td>
<td>119600</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

- EL-YES: EL-Yes Count
- Share of Population: Percentage of the population

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Key Question:
How is our English Learner subgroup performing?
Shadow #1:
In the EL Subgroup N-size

In the Shadows
- South – 19 schools
- Metro – 15 schools
- North – 27 schools

In the Spotlight
- South – 7 schools
- Metro – 16 schools
- North – 9 schools
South Region Schools

Schools with Significant EL Populations

- EL Population
- EL Share of Student Pop

<table>
<thead>
<tr>
<th>School</th>
<th>EL Population</th>
<th>EL Share of Stdnt Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.M.S.</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>M.C.M.S.</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>B.S.K-8</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>M.C.E.S.</td>
<td>34</td>
<td>6%</td>
</tr>
<tr>
<td>Mr.M.S.</td>
<td>43</td>
<td>10%</td>
</tr>
<tr>
<td>D.C.E.S.</td>
<td>68</td>
<td>11%</td>
</tr>
<tr>
<td>B.E.S.</td>
<td>73</td>
<td>14%</td>
</tr>
</tbody>
</table>
Metro Region Schools
Schools with Significant EL Populations

<table>
<thead>
<tr>
<th>School</th>
<th>EL Population</th>
<th>EL Share of Stdnt Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.M.S.</td>
<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>P.W.E.S.</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>W.M.S.</td>
<td>23</td>
<td>3%</td>
</tr>
<tr>
<td>L.M.S.</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>Pf</td>
<td>28</td>
<td>6%</td>
</tr>
<tr>
<td>M.M.B.M.S.</td>
<td>31</td>
<td>4%</td>
</tr>
<tr>
<td>P</td>
<td>35</td>
<td>4%</td>
</tr>
<tr>
<td>S.M.E.S.</td>
<td>35</td>
<td>7%</td>
</tr>
<tr>
<td>G.C.A.</td>
<td>38</td>
<td>1%</td>
</tr>
<tr>
<td>C.P.E.S.</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>P.C.C.</td>
<td>46</td>
<td>5%</td>
</tr>
<tr>
<td>S.V.E.S.</td>
<td>54</td>
<td>7%</td>
</tr>
<tr>
<td>E.A.H.S.</td>
<td>78</td>
<td>7%</td>
</tr>
<tr>
<td>J.E.S.</td>
<td>370</td>
<td>40%</td>
</tr>
<tr>
<td>C.K.H.S.</td>
<td>605</td>
<td>54%</td>
</tr>
<tr>
<td>C.H.S.</td>
<td>655</td>
<td>46%</td>
</tr>
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</table>
North Region Schools

Schools with Significant EL Populations

<table>
<thead>
<tr>
<th>School</th>
<th>EL Population</th>
<th>EL Share of Stdnt Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S.A</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>G.H.H.S.</td>
<td>14</td>
<td>3%</td>
</tr>
<tr>
<td>C.R.M.S.</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>R.E.S.</td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td>H.E.S.</td>
<td>38</td>
<td>5%</td>
</tr>
<tr>
<td>M.M.S.</td>
<td>38</td>
<td>5%</td>
</tr>
<tr>
<td>O.E.S.</td>
<td>39</td>
<td>7%</td>
</tr>
<tr>
<td>B.E.S.</td>
<td>86</td>
<td>21%</td>
</tr>
<tr>
<td>M.I.H.S.</td>
<td>134</td>
<td>39%</td>
</tr>
</tbody>
</table>
Educating Georgia’s Future by graduating students who are ready to learn, ready to live, and ready to lead.

Shadow #2: In CCRPI Accountability

- Content Mastery
- Progress Points
- Closing the Gaps
- Readiness
- Grad Rate
- School Climate
- Financial Efficiency
## ESSA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; percentage of ELs who are making ELP progress*</td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs meeting state academic standards for each of four years post-exit*</td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs exiting EL Status*</td>
<td></td>
</tr>
<tr>
<td>Number &amp; percentage of ELs who have <strong>not attained</strong> English proficiency within <strong>five</strong> years of classification as an EL and first enrollment in the LEA</td>
<td></td>
</tr>
</tbody>
</table>

- Which EL Data is most significant in our school?
- Which data could shadow EL students?
- Which data puts them in the spotlight?
Understanding How ACCESS for ELLs® 2.0 Assessment Data Works
Sample Student Score Report

Demographic Information

Proficiency Levels and Scale Scores by Domains & Composite

Description of English Language Proficiency Levels

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
WIDA ACCESS for ELLs© 2.0 Domain Scores

- Listening
- Speaking
- Reading
- Writing

WIDA ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports
From Domain to Composite Scores

WIDA ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports

Oral Language Score
- Listening: 50%
- Speaking: 50%

Literacy Score
- Reading: 50%
- Writing: 50%

Comprehension Score
- Listening: 30%
- Reading: 70%

Overall Score
- Listening: 15%
- Speaking: 15%
- Reading: 35%
- Writing: 35%
A Closer Look at Proficiency Level Scores

WIDA ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports

Range from 1.0 to 6.0

3.8

Whole Number indicates the student’s language proficiency level as based on the WIDA ELD Standards

Decimal indicates the proportion within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth
English Proficiency Levels – Expanding Demands

| 5 - Bridging | ELP 5 |
| 4 - Expanding | ELP 4 |
| 3 - Developing | ELP 3 |
| 2 - Emerging | ELP 2 |
| 1 - Entering | ELP 1 |

Linguistic Complexity

Language Forms & Conventions

Vocabulary Usage
Performance Definitions for Language Development

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

**Level 6 - Reaching** Language that meets all criteria through Level 5 - Bridging

**Level 5 Bridging**
- Multiple complex sentences
- Organized, cohesive, and coherent expression of ideas
- A variety of grammatical structures
- Sentence patterns characteristic of particular content areas
- Technical and abstract content area language, including content-specific collocations
- Words and expressions with shades of meaning across content areas

**Level 4 Expanding**
- Short, expanded, and some complex sentences
- Organized expression of ideas with emerging cohesion
- Specific and some technical content area language
- Words and expressions with expressive meaning through use of collocations and idioms across content areas

**Level 3 Developing**
- Short and some expanded sentences with emerging complexity
- Expanded expression of one idea or emerging expression of multiple related ideas
- Specific content language, including expressions and idioms
- Words with multiple meanings used across content areas

**Level 2 Emerging**
- Phrases or short sentences
- Emerging expression of ideas
- General content words and expressions
- Social and interpersonal words and expressions across content areas

**Level 1 Entering**
- Words, phrases, or chunks of language
- Simple sentences
- General content words and expressions
- Social and interpersonal words and expressions across content areas

**Level 5 Bridging**
- Multiple related simple sentences
- Repetitive and complex sentences across content areas
- General content
- Social and interpersonal

**Level 4 Expanding**
- Multiple related simple sentences
- Repetitive and complex sentences across content areas
- General content
- Social and interpersonal

**Level 3 Developing**
- Multiple related simple sentences
- Repetitive and complex sentences across content areas
- General content
- Social and interpersonal

**Level 2 Emerging**
- Multiple related simple sentences
- Repetitive and complex sentences across content areas
- General content
- Social and interpersonal

**Level 1 Entering**
- Single statements or questions
- Academic words, phrases, or chunks of language
- Repetitive and complex sentences across content areas
- General content
- Social and interpersonal

...within sociocultural contexts for language use.

See Handout!
From Assessment Raw Score to Proficiency Level – How it works:

**RAW SCORE**
Number of correct items

**SCALE SCORE**
Transformed raw scores through statistics

**PROFICIENCY LEVELS**
Transformed scale scores through group consensus

WIDA ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports
Which Scores Should I Use?

Scale Score

Proficiency Level Score

1 Entering
2 Beginning
3 Developing
4 Expanding
5 Bridging
6 Reaching
ACCESS for ELLs® 2.0 Scale Scores

• Are **psychometrically** derived measures
• Range from 100 to 600 (above 500 is rare)
  • Single vertical scale applies to all grades and all test forms
  • Vertically equated scale scores take into account grade level differences
• Are **ideal for tracking student growth**
• Have equal intervals
• Can only be used to compare student’s proficiency within each language domain
• Each domain has a separate scale.

[ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports](#)
ACCESS for ELLs© 2.0 Proficiency Levels

• Are derived from Scale Scores
• Are grade-level specific interpretations of scale scores
• Are domain specific – cannot compare across domains
• Describe student’s language proficiency on WIDA’s English Language Development Continuum of six (6) ELP levels
• To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores.

WIDA ACCESS for ELLs 2.0 Spring 2018 Interpretive Guide for Score Reports
Vertically-aligned Scale Scores from K-12 within each Language Domain

Listening
- 600
- 500
- 400
- 300
- 200
- 100

Speaking
- 600
- 500
- 400
- 300
- 200
- 100

Reading
- 600
- 500
- 400
- 300
- 200
- 100

Writing
- 600
- 500
- 400
- 300
- 200
- 100
## Comparison of ACCESS 2.0 Scale Scores & Proficiency Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Domain</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>355</td>
<td>5.2</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>355</td>
<td>4.6</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>355</td>
<td>4.0</td>
</tr>
</tbody>
</table>

As the grade level rises, so do our English language expectations.
Comparison of ACCESS 2.0 Scale Scores & Proficiency Levels

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Domain</th>
<th>Scores</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Overall</td>
<td>347</td>
<td>4.2</td>
</tr>
<tr>
<td>4</td>
<td>Overall</td>
<td>359</td>
<td>4.2</td>
</tr>
<tr>
<td>5</td>
<td>Overall</td>
<td>369</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Using ACCESS Scale Scores for a Growth-Mindset

- Mee is a 7th grade student of Asian origin.
- In 2014, she scored an ACCESS 2.0 Overall Composite Scale Score = 338 (ELP Level = 2.8).
- In 2015, she scored a 352 (PL = 3.4).
- GAIN = 14 scale score points
- So....

  - Is that good?
  - Is that normal?
  - Is that what you’d expect?
Student Growth Percentiles (SGP)

Mee’s initial proficiency level = 2.8

Mee’s score gain = 14

Mee’s Scale Score gain is in the 20\textsuperscript{th} - 40\textsuperscript{th} percentile range compared to 7\textsuperscript{th} grade ELs with the same initial proficiency level of 2.8.

See Handout on Table
What’s the difference between English Learners’ GROWTH in English language proficiency (ELP) and their PROGRESS towards proficiency?
Growth vs. Progress

**Growth** = an increase in size, number, value, or strength

**Progress** = movement or advancement through a series of events or points in time; development through time
EL Students’ Progress towards *English Language Proficiency* (ELP) as defined in CCRPI

<table>
<thead>
<tr>
<th>Band</th>
<th>CCRPI ELP Progress Performance Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0-2.1</td>
</tr>
<tr>
<td>2</td>
<td>2.2-2.8</td>
</tr>
<tr>
<td>3</td>
<td>2.9-3.1</td>
</tr>
<tr>
<td>4</td>
<td>3.2-3.4</td>
</tr>
<tr>
<td>5</td>
<td>3.5-3.7</td>
</tr>
<tr>
<td>6</td>
<td>3.8-4.0</td>
</tr>
<tr>
<td>7</td>
<td>4.1-4.2</td>
</tr>
<tr>
<td>8</td>
<td>4.3+</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
</tr>
</tbody>
</table>

7 years to proficiency

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ELP Progress Points in CCRPI

- Progress Points in ELA
- Student Growth Percentile (45%)

- Progress Points in Mathematics
- Student Growth Percentile (45%)

- Progress Points in ELP
- Points for Band Movement (10%)

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Seven Years to Proficiency

EL Progress on ACCESS

<table>
<thead>
<tr>
<th>Performance Band Movement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive movement</td>
<td>0</td>
</tr>
<tr>
<td>Moved less than one band</td>
<td>.5</td>
</tr>
<tr>
<td>Moved one band</td>
<td>1</td>
</tr>
<tr>
<td>Moved more than one band</td>
<td>1.5</td>
</tr>
</tbody>
</table>
ELP Progress Example

- Not total # of EL students.
- Not %age of EL students either.
- But rather, a score calculated using a point system assigned to types of movement on the ELP performance bands.

Progress = 97 x (45%) + 80 x (45%) + 88 x (10%) = 88.5
Shadow #2: In CCRPI Accountability

Content Mastery → Progress Points → Closing the Gaps

Readiness → Grad Rate → School Climate

Financial Efficiency
Metro Region Schools
Schools with Significant EL Populations

<table>
<thead>
<tr>
<th>Schools</th>
<th>EL Population</th>
<th>EL Share of Stdnt Pop</th>
</tr>
</thead>
<tbody>
<tr>
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<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>P.W.E.S.</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>W.M.S.</td>
<td>23</td>
<td>3%</td>
</tr>
<tr>
<td>L.M.S.</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>M.M.B.M.S.</td>
<td>28</td>
<td>6%</td>
</tr>
<tr>
<td>P.F.</td>
<td>31</td>
<td>4%</td>
</tr>
<tr>
<td>S.M.E.S.</td>
<td>35</td>
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<tr>
<td>C.H.S.</td>
<td>605</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>655</td>
<td>46%</td>
</tr>
</tbody>
</table>
Percent of EL Students at J.E.S. Contributing to ELP Progress Score of 100 (10 points)

- 48% of students contribute to a score of 1.0-2.1
- 14% contribute to a score of 2.2-2.8
- 12% contribute to a score of 2.9-3.1
- 26% contribute to a score of 4.1-4.2
- 14% contribute to a score of 4.3+

No Movement ≤ 1 band > 1 band
Shadow #3: In the Systems of Continuous Improvement

Handout Task: Choose the question(s) you think would best guide your school’s decision-making processes.
Shadow #4:
In the Problem-Solving Cycle

Handout Task: Choose the question(s) you think would best guide your school’s decision-making processes.
Did I Meet My Personal Learning Target?

1. Gain an understanding of our school’s:
   • English Learner (EL) population; and
   • English Language Proficiency (ELP) data.

2. Explore four (4) shadow areas where our EL students might be overlooked, and how we could bring them into the spotlight.

3. Choose questions that could guide our school’s decision-making processes for ELs in the Systems of Continuous Improvement and Problem-Solving Cycle.
EL Language Programs Help Desk
ESOL & Title III, Part A Questions & Support
678-794-3695
ELPrograms@doe.k12.ga.us