



Public Schools of North Carolina

English Learner Progress Measure Business Rules

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Reminders

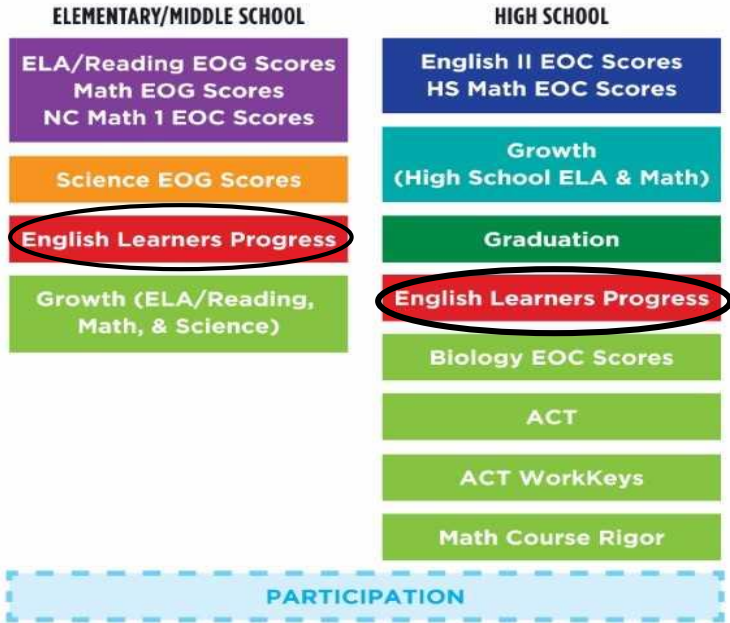
- This webinar is being recorded
 - Access to the recording will be available shortly after the webinar has been completed
- Questions will be addressed at the end



ESSA PLAN

ESSA Accountability Model

School Performance Grades



Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools

Long Term Goals



Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

Reduces the Achievement Gap



EL Progress Measure in ESSA

- English Learner progress measures the amount of progress a student makes each year toward an expected exit year.
- Progress is measured using the ACCESS for ELLs 2.0 assessment's composite score.
 - The composite score consists of four domains
 - Reading
 - Writing
 - Listening
 - Speaking



Exit Criteria

The criteria for exiting EL status requires students to have both a

4.8 or higher composite score

and

4.0 or higher on both the Reading and Writing domains.



Number of Years Expected to Exit EL Status

The number of years to exit is based on the following table

Initial Score on the WIDA ACCESS for ELLs 2.0™	Number of Years Expected To Exit
1.0-1.9	5
2.0-2.9	4
3.0-3.9	3
4.0-4.7	2
4.8	1



Initial Score

- A student's initial ACCESS score, not the W-APT or WIDA Screener, sets the baseline year
 - For the majority of students, this will be their first year in North Carolina schools
 - Some exceptions apply and will be discussed later



2016-17 as Initial Year for Prior English Learners

Because the EL progress indicator and long-term goals require measurement between two data points it is necessary to use 2016-17 data to measure progress for 2017-18 and beyond.

In order to facilitate a smooth transition to the new progress expectations, the NCDPI is treating 2016-17 ACCESS composite score as the **initial year** for all EL students, regardless of the number of years they have been enrolled.



2016-17 as Initial Year for Prior English Learners

All students who were initially identified as an English learner in 2016-17 or earlier will be expected to exit based on the 2016-17 ACCESS composite score. Regardless of the number of years the student was enrolled prior to 2016-17.

Effectively, the clock for existing students 'starts over'

Student	2013-14	2014-15	2015-16	2016-17 (Composite Score)	Expected Years to Exit
Student A	Enrolled	Enrolled	Enrolled	Enrolled (2.5)	4 (2020-21)
Student B	Not Enrolled	Not Enrolled	Enrolled	Enrolled (1.6)	5 (2021-22)
Student C	Not Enrolled	Not Enrolled	Not Enrolled	Enrolled (3.4)	3 (2019-20)



Business Rule Details

The business rule document contains a key

- Divided into topics
- Numbered for easy reference
 - For example **ELPM #3** refers to the third rule noted in the document and is located in the topic of how students count negatively toward progress.



Students Count Positively When...

The student has improved by at least the amount defined in the progress table for the appropriate year based on their initial score



EL Progress based on the Value Table

Sample of section of EL Progress Value Table located at the end of the business rule document.

Applying the years, provides an example of what is expected for students who tested last year

2016-17	17-18	18-19	19-20	20-21	21-22
Initial ACCESS Assessment Score	Year 1	Year 2	Year 3	Year 4	Year 5
1.7	2.3	2.9	3.6	4.2	Exit*
1.8	2.4	3.0	3.6	4.2	Exit*
1.9	2.5	3.1	3.6	4.2	Exit*
2.0	2.7	3.4	4.1	Exit*	
2.1	2.8	3.5	4.1	Exit*	



Students Count Positively When...

ELPM # 1

Students who take the W-APT or WIDA screener and exit EL status in the same year.

ELPM # 2

Students who take the ALT-ACCESS assessment and improve one or more proficiency levels from the previous ALT-ACCESS assessment count positively

Students at the highest level (P3) must score at the highest level again in the following year.



Students Count Negatively When...

Students have an initial composite score and a current year composite score but do not meet expected progress for the appropriate year as outlined in value table.



EL Progress based on the Value Table

Sample of section of EL Progress Value Table located at the end of the business rule document.

Applying the years, provides an example of what is expected for students who tested last year

2016-17	17-18	18-19	19-20	20-21	21-22
Initial ACCESS Assessment Score	Year 1	Year 2	Year 3	Year 4	Year 5
1.7	2.3	2.9	3.6	4.2	Exit*
1.8	2.4	3.0	3.6	4.2	Exit*
1.9	2.5	3.1	3.6	4.2	Exit*
2.0	2.7	3.4	4.1	Exit*	
2.1	2.8	3.5	4.1	Exit*	



Students Count Negatively When...

ELPM # 3

Students not exiting EL status in the year expected, count negatively in that year and each subsequent year until exiting EL status.

ELPM # 4

Students who take the ALT-ACCESS assessment and do not improve by at least one proficiency level count negatively.



Students Count Negatively When...

Students have an initial ACCESS composite score but do not have a current year composite score to measure progress.

This occurs when,

- Students are absent from the current year administration.
- Students are tested but do not complete all four domains to receive a composite score.



Students Count Negatively When...

Students have been enrolled and eligible to test for at least two test administrations, where the first administration is the initial year, and progress cannot be measured.

This occurs when,

- Students have a current year composite score and were eligible to test in the prior year, but did not test.
- Students were eligible in the initial and current year but do not have a valid composite score in either year.



Cases Where Students Count Neither Negatively nor Positively

ELPM # 5

Students with disabilities preventing access to one or more domains of the assessment must be tested on domains which can be accessed. These students do not count against EL Progress, in 2017–18, because they cannot attain a composite score.

ELPM # 6

Students are granted North Carolina Department of Public Instruction (NCDPI) approved medical exceptions and do not test.



Cases Where Students Count Neither Negatively nor Positively

ELPM # 7

Students who are newly enrolled at a school at the end of the current year and were not required to take the ACCESS assessment during the test administration window.



Adjusting the EL Progress Measure for Students Moving In and Out of North Carolina

It is affirmed that the population included in the EL Progress measure tends to be transient and may move in and out of North Carolina public schools.

In order to ensure all students are accounted for in EL Progress measures the following rules adjust how students are included/excluded.



Adjusting the EL Progress Indicator for Students Moving In and Out of North Carolina

ELPM # 8

Students that have an initial North Carolina ACCESS composite score and move out of North Carolina Public Schools to an in state private/home school or out of state (not out of country) and return in a later year will maintain the initial North Carolina ACCESS composite score as the initial assessment score.



Adjusting the EL Progress Indicator for Students Moving In and Out of North Carolina

After returning, students are expected to make progress based on the initial ACCESS composite score and the expected composite score designated by the yearly progression.

	Initial Access Score NC (2016-17)	Year 1 NC (2017-18)	Year 2 Another State (2018- 19)	Year 3 Another State (2019-20)	Year 4 NC (2020-21)
Grade Level	K	1	2	3	4
Score	1.0 (Initial)	1.9			4.0 (expected)



Adjusting the EL Progress Indicator for Students Moving In and Out of North Carolina

ELPM # 9

Students who enter from out of state, where the ACCESS assessment is administered and were not previously enrolled in North Carolina, use the most recent ACCESS composite score as the initial ACCESS composite score in North Carolina and are expected to make progress as determined by the EL Progress Value Table (See last page of business rules)

	Initial ACCESS Score CO (16-17)	ACCESS Score CO (17-18)	ACCESS Score CO (18-19)	ACCESS Score CO (19-20)	Year 1 NC (20-21)
Grade Level	K	1	2	3	4
Score	1.2	1.8	2.6	3.3 (initial NC)	3.8 (expected)



Adjusting the EL Progress Indicator for Students Moving In and Out of North Carolina

ELPM # 10

Students who enter from out of state, where the ACCESS assessment is **not** administered and were not previously enrolled in North Carolina public schools, use the first ACCESS assessment administered in North Carolina (the current year) as the initial ACCESS composite score.

	MN (16-17)	MN (17-18)	MN (18-19)	Initial ACCESS Score NC (19-20)	Year 1 NC (20-21)
Grade Level	K	1	2	3	4
Score	ELP Assessment	ELP Assessment	ELP Assessment	2.8 (Initial)	3.3 (expected)



Adjusting the EL Progress Indicator for Students Moving In and Out of North Carolina

ELPM #11

Students who leave the United States for 2 or more consecutive ACCESS assessment cycles must take the WIDA screener upon returning to the country. For these students, the composite score earned during the next ACCESS assessment window is considered a new initial ACCESS composite score.

Note: This rule does not apply to students who leave the United States and miss only one ACCESS assessment window.

	Initial ACCESS Score NC (2016-17)	Out of country (2017-18)	Out of country (2018-19)	New Initial ACCESS Score NC (2019-20)	Year 1 NC (2020-21)
Grade level	K	1	2	3	4
Score	1.0			1.4	2.1 (Expected)



Questions/Comments

