

Growth Toward English Language Proficiency

What is growth toward English language proficiency?

Growth toward English language proficiency is an increase in a student's ability to communicate in English as demonstrated in listening, speaking, reading and writing. Idaho measures English language ability and growth using the annual ACCESS 2.0 assessment.

Why is growth toward English language proficiency important?

Growth toward English language proficiency is critical in ensuring that students with developing English skills are able to access core academic contents and receive necessary educational supports to meet their specific needs. Acquiring strong English skills can reduce barriers that limit learning opportunities for English Learners, in – and out of the classroom.

How will Idaho calculate growth toward English language proficiency for school accountability?

The ACCESS 2.0 assessment measures English language skills in four (4) domains: listening, speaking, reading and writing. Student performance on these four domains is combined to generate a composite score that is described as one of six (6) performance level. A student is proficient if his/her composite score is 5 or above. A student's ACCESS 2.0 score from the prior year is used as a baseline. The target score that the student needs to reach Level 5 either seven years in the future, or by grade 12, whichever is sooner, is identified as the target score. The base-line score is subtracted from the target score and divided by seven (7) or the number of years remaining through grade 12, providing an annual growth target for each student.

$$\frac{\text{Target scale score} - \text{ACCESS 2.0 Baseline composite score}}{\text{Smaller of number of years remaining in the students K-12 education or 7}}$$

If the student's growth in the evaluative year was greater than the annual growth target, the student made adequate growth toward English language proficiency. The growth for all English learners is calculated and the percent of students making adequate growth toward English Language proficiency is used to identify the lowest performing schools for comprehensive support and improvement

DATA SOURCES

Base-line scores are taken from student results from the 2017 ACCESS 2.0 administration.

English language proficiency are based on the results from the ACCESS 2.0 assessments administered between January 29 and March 9, 2018.

Growth determinations are derived using the student's current scale score compared to previous year scale score.

