



English Language Proficiency Growth Model

CSDE Performance Office Instructional Module

CONNECTICUT STATE DEPARTMENT
OF EDUCATION

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Presentation Overview

- The English Language Proficiency (ELP) assessment
- The Every Student Succeeds Act (ESSA) and English Language Proficiency Growth
- Description of Connecticut's ELP Growth Model
- How to interpret student growth target tables
- Growth measures
- How the ELP Growth Model is incorporated in the CSDE's Next Generation Accountability System
- How to access LAS Links growth results



The Annual English Language Proficiency (ELP) Assessment

- Federal law mandates that all English Learners (EL) in grades K-12 annually participate in an assessment of their English language proficiency.
- The annual ELP assessment must include the content areas of Listening, Speaking, Reading and Writing
- The ELP assessment can be used to determine which ELs have demonstrated sufficient English language mastery such that they may exit EL status in the following school year.




Connecticut's Annual ELP Assessment: The LAS Links

Forms A/B for SYs 2007-08 to SY 2012-13

Forms C/D for SYs 2013-14 to SY 2020-21

Forms E/F starting in SY 2021

- Listening, Speaking, Reading and Writing subtests
- Includes five additional skills/modalities that are “composites” or various combinations of the four subtests: Overall, Oral, Literacy, Comprehension and Productive.
- For **each** subtest or composite, students receive a:
 - Vertical Scale Score
 - Performance Level – (Beginner, Early Intermediate, Intermediate, Proficient, or Above Proficient)



**A Historical
View of ELP
Accountability:
Annual
Measurable
Achievement
Objectives
(AMAOs)**

Districts were held accountable for the percentage of ELs on the annual ELP assessment who demonstrated:

1. English language proficiency, and
2. Growth towards English language proficiency.
3. The third AMAO was whether the district's EL subgroup met the annual No Child Left Behind proficiency goals for ELA and Math on the Title I academic assessments (in CT: Connecticut Master Test – CMT and Connecticut Academic Performance Test (CAPT)).



**Growth
Toward
English
Language
Proficiency:
The Every
Student
Succeeds
Act (2015)**

For English Learners, for increases in the percentage of such students making progress in achieving English language proficiency, as defined by the state and measured by the assessments described in subsection (b) (2) (G) within a state-determined time limit. (ESSA 1835 (4) (2))



Achievement Change:

- Compares student achievement across years (e.g., performance of Grade 4 students in 2020-21 is compared to the performance of Grade 4 students in 2021-22).
- Is **not** the same group of students.

Rough Cohort:

- Compares the performance of a group of students from one grade in year 1 to a group of students in the next higher grade in year 2 (e.g., Grade 3 in 2020-21 to Grade 4 in 2021-22).
- Many of the same students but not all the same

***Matched Cohort:*

- Compares the performance of the **same students** from one grade in year 1 to their performance in the next higher grade in year 2 (e.g., student in Grade 3 in 2020-21 to Grade 4 in 2021-22).
- Is the approach in Connecticut's ELP Growth Model

Three Approaches to Understanding Growth



Connecticut's ELP Growth Model Targets

- Were created through CSDE analyses of 48,000+ Connecticut ELs' growth from SY 2013-14 to 2014-15 and from 2014-15 to 2015-16
- Are the **increases in the number of LAS Links vertical scale score points** each student is expected to achieve from one school year to the next
- Are **individualized** in that they are based on each student's English language proficiency level in the previous school year
- Are designed to move ELs **to proficiency within five years**



**ELP Growth
Measured by
LAS Links
Oral and
Literacy
Vertical Scale
Scores**

Oral Scale Score

(Speaking Vertical Scale Score +
Listening Vertical Scale Score)/2

Literacy Scale Score

(Reading Vertical Scale Score +
Writing Vertical Scale Score)/2

Grade in Yr. 1		Level 1	Level 2	Level 3	Level 4	Level 5
					Proficiency	
K	Range	300-429	430-460	461-486	487-525	526-555
	Target	61	36	28	Maintain	Maintain
1	Range	300-431	432-462	463-489	490-529	530-555
	Target	68	33	25	Maintain	Maintain
2	Range	330-442	443-469	470-494	495-539	540-580
	Target	59	32	26	Maintain	Maintain
3	Range	330-443	444-470	471-504	505-547	548-580
	Target	79	32	28	Maintain	Maintain
4	Range	355-449	450-477	478-513	514-574	575-637
	Target	82	44	32	Maintain	Maintain
5	Range	355-451	452-484	485-515	516-579	580-637
	Target	76	38	25	Maintain	Maintain

Oral Growth Targets, Grades K-5

Grade in Yr. 1		Level 1	Level 2	Level 3	Level 4	Level 5
					Proficiency	
6	Range	362-454	455-480	481-517	518-574	575-662
	Target	78	46	31	Maintain	Maintain
7	Range	362-459	460-484	485-520	521-579	580-662
	Target	73	43	32	Maintain	Maintain
8	Range	362-464	465-491	492-524	525-581	582-662
	Target	60	30	14	Maintain	Maintain
9	Range	370-464	465-489	490-524	525-560	561-690
	Target	60	28	22	Maintain	Maintain
10	Range	370-467	468-494	495-526	527-565	566-690
	Target	63	33	25	Maintain	Maintain
11	Range	370-470	471-496	497-529	530-566	567-690
	Target	53	31	24	Maintain	Maintain
12	Range	370-471	472-499	500-530	531-568	569-690

Oral Growth Targets, Grades 6-12

Grade in Yr. 1		Level 1	Level 2	Level 3	Level 4	Level 5
					Proficiency	
K	Range	220-350	351-398	399-453	454-494	495-590
	Target	111	75	68	Maintain	Maintain
1	Range	220-356	357-409	410-455	456-506	507-590
	Target	96	68	61	Maintain	Maintain
2	Range	285-429	430-472	473-500	501-544	545-625
	Target	75	49	40	Maintain	Maintain
3	Range	285-431	432-478	479-515	516-553	554-625
	Target	80	51	44	Maintain	Maintain
4	Range	325-450	451-500	501-533	534-585	586-680
	Target	87	53	40	Maintain	Maintain
5	Range	325-451	452-501	502-536	537-586	587-680
	Target	82	46	31	Maintain	Maintain

Literacy Growth Targets, Grades K-5

Grade in Yr. 1		Level 1	Level 2	Level 3	Level 4	Level 5
					Proficiency	
6	Range	340-473	474-512	513-552	553-598	599-700
	Target	80	47	37	Maintain	Maintain
7	Range	340-473	474-513	514-553	554-599	600-700
	Target	75	48	39	Maintain	Maintain
8	Range	340-474	475-514	515-553	554-599	600-700
	Target	59	38	26	Maintain	Maintain
9	Range	350-477	478-521	522-564	565-612	613-717
	Target	63	38	26	Maintain	Maintain
10	Range	350-477	478-522	523-564	565-612	613-717
	Target	60	36	25	Maintain	Maintain
11	Range	350-478	479-523	524-565	566-613	614-717
	Target	60	33	23	Maintain	Maintain
12	Range	350-479	480-524	525-566	567-614	615-717

Literacy Growth Targets, Grades 6-12



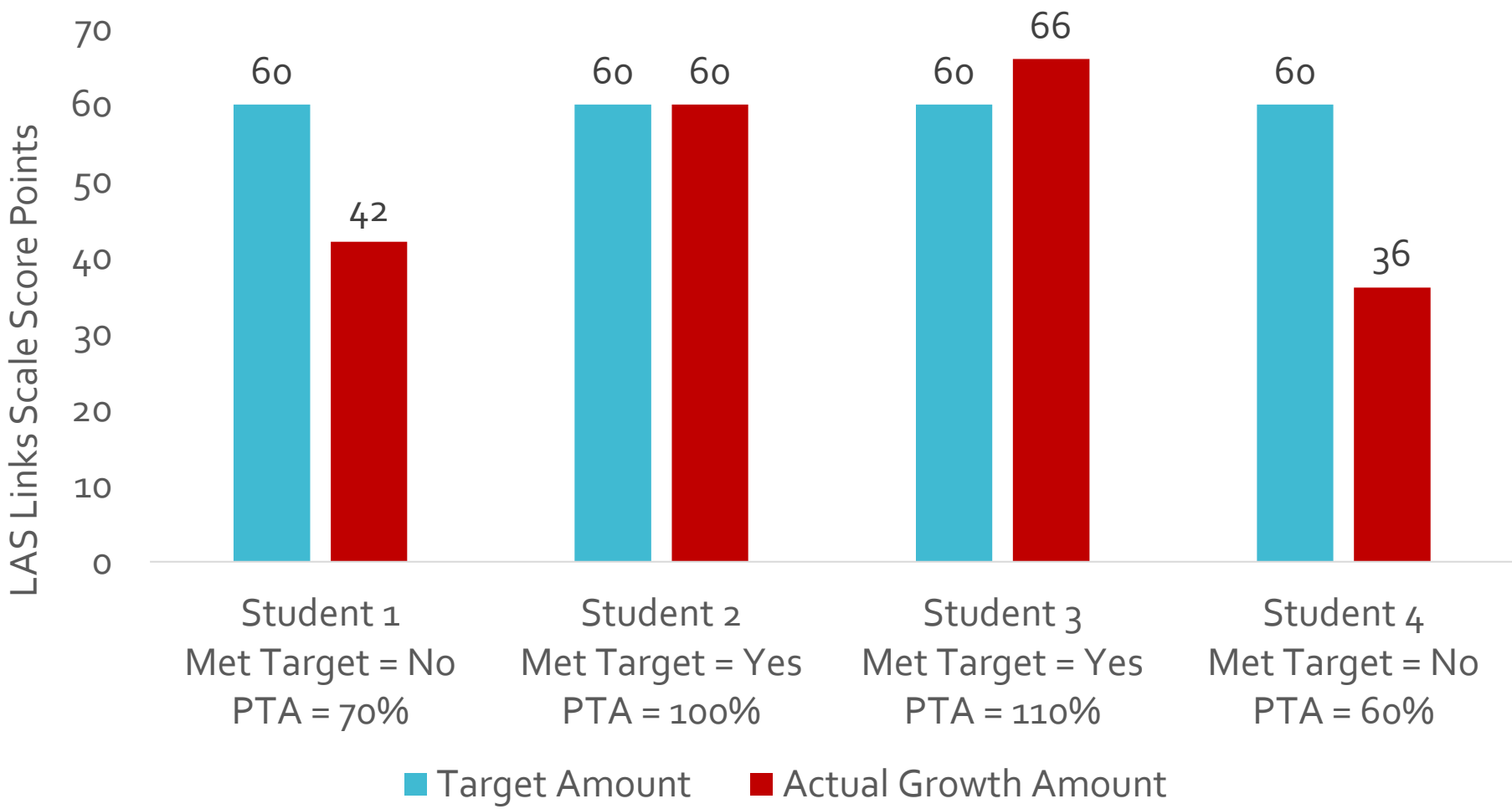
Growth Rate

Percentage of **STUDENTS** who met their growth

Average Percentage of Target Achieved

Percentage of **TARGET** that was achieved by students on average

Aggregate Measures of ELP Growth



Hypothetical Example: ELP Growth Metrics
Growth Rate = 50% (2 out of 4 students met target)
Average Percentage of Target Achieved (APTA) = 85% (204/240)



- PTA is capped at 110%
- PTA cannot fall below 0%
- Students who achieved proficiency in the prior school year must **maintain proficiency** when they take the LAS Links in the current school year

Student	Target	Change in Score	Actual PTA	Adjusted PTA
A	100	150	150%	110%
B	100	-40	-40%	0%
C	Proficiency	Maintained proficiency	-	100%
D	Proficiency	Fell below proficiency	-	0%

Students with Adjusted Percentage of Target Achieved (PTA)



No:	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	57.9	75	38.6	50	77.2%	67.7	
1b.	ELA Performance Index – High Needs Students	55.0	75	36.6	50	73.3%	56.7	
1c.	Math Performance Index – All Students	53.0	75	35.3	50	70.7%	61.4	
1d.	Math Performance Index – High Needs Students	50.4	75	33.6	50	67.2%	49.9	
1e.	Science Performance Index – All Students	45.0	75	30.0	50	60.0%	57.5	
1f.	Science Performance Index – High Needs Students	42.0	75	28.0	50	55.9%	47.0	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	52.0%	100	52.0	100	52.0%	63.8%	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	50.1%	100	50.1	100	50.1%	58.3%	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	57.3%	100	57.3	100	57.3%	65.0%	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.9%	100	55.9	100	55.9%	57.4%	
2e.	English Learner Progress (Oral) Avg. Percentage of Growth Target Achieved		100		50			
2f.	English Learner Progress (Literacy) Avg. Percentage of Growth Target Achieved		100		50			
4a.	Chronic Absenteeism – All Students	14.5%	<=5%	31.0	50	62.1%	9.6%	
4b.	Chronic Absenteeism – High Needs Students	17.1%	<=5%	25.7	50	51.4%	15.6%	
11	Physical Fitness (estimated part rate) and (fitness rate)	86.8 %	43.5 %	75%	14.5	50	29.0%	89.2% 50.5%
Accountability Index					950			

Sample K-5 School Accountability Report: SY 2021-22



Student Inclusion Rules for APTA School Calculations

- Has Oral and/or Literacy vertical scale scores in prior and current school year
- Grade increased from prior to current school year
- Was with the school on October 1st of the current school year
- APTA is only calculated for schools with 20+ ELs who meet these requirements



**ELP Growth
APTA Used to
Allocate Points
in
The Next
Generation
Accountability
System**

$50 * \text{APTA} = \text{Next Generation ELP Growth Points}$

Hypothetical School: Oral APTA 65% and Literacy APTA 55%

- Oral ELP Next Generation Points:
 $50 * .65 = 33$ points
- Literacy ELP Next Generation Points:
 $50 * .55 = 28$ points

ELP Growth Reporting: EdSight Public

The screenshot shows the EdSight Public reporting interface. At the top, the EdSight logo is displayed with the tagline 'INSIGHT INTO EDUCATION'. To the right, the Connecticut State Department of Education (CSDE) logo is visible. The main content area is titled 'Performance > LAS Links Growth' and 'LAS Links Growth'. Below the title, there are filters for 'Select Grade' (radio buttons for 'All Grades Combined' (selected), 'All Grades', and 'Grades 01-12'), 'Year' (dropdown menu set to '2019-20'), 'District' (dropdown menu set to 'State of Connecticut'), 'Schools' (empty dropdown), 'Subtest/Composite' (dropdown menu set to 'Oral and L'), and 'Filter By' (dropdown menu set to 'All Students'). A 'Submit' button is located to the right of the filters. Below the filters, the report title is 'LAS Links Growth Report, 2019-20' for 'State of Connecticut, All Grades Combined, All Students'. A link to 'Export.csv file' is provided. A table displays the data for the report.

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
State of Connecticut	Literacy	30,662	33.5%	60.4%
	Oral	30,607	32.5%	57.6%


<https://edsight.ct.gov/SASPortal/main.do>

ELP Growth Reporting: EdSight Secure

Welcome to EdSight Secure!

Dashboard :

 INSIGHT INTO EDUCATION

Connecticut State Department of Education | 

Educator Preparation Providers (EPPs) - Click here to access the EPP Quality Measures Report!

Students	Educators	Instruction	Performance
<p>Early Indication Tool (EIT)</p> <p>EIT for Teachers Provides data from EIT and other sources in one exportable file. Data can be integrated with your existing district data management system or used with the provided Data Lookup Tool (instructions). Data from this tool can be shared with teachers in order to decrease the amount of time spent on formal assessment upon return to school.</p> <p>English Learner (EL) Status Report</p> <p>FAFSA Completion</p> <p>Student Summary</p>	<p>New! Educator Diversity Dashboard</p> <p>Educators With Active Endorsements</p>	<p>New! Comprehensive Local Needs Assessment (CLNA)</p> <p>Students Receiving Rigorous Coursework Letters</p>	<p>New! Adjusted Cohort Graduation Rates</p> <p>CMT/CAPT Science</p> <p>Updated! Connecticut SAT School Day</p> <p>Connecticut SAT School Day - PRINTABLE Student Report (for current students only)</p> <p>Effect of SASID Changes on Secure Student Growth Reports</p> <p>Updated! LAS Links Achievement/Mastery</p> <p>LAS Links Growth</p> <p>Updated! Next Generation Science Standards(NGSS) Assessment</p> <p>Updated! Smarter Balanced Achievement</p> <p>Smarter Balanced Growth</p>

<https://secure-edsight.ct.gov/SASVisualAnalytics/?reportUri=/reports/reports/cegd29cf-2b6e-440e-bb8b-3df114dbca70&sas-welcome=false>



ESSA Milestone ELP Growth Targets

- ESSA requires states establish annual targets for districts that create trajectories to 100% of their ELs meeting their ELP Growth Targets within 13 years.
- ESSA ELP Growth Targets established for SY 2017-18 through SY 2029-30.
- Milestone ELP growth targets and results reported but no points assigned in Next Gen Accountability System.
- Targets Available Here:
https://edsight.ct.gov/SASStoredProcess/guest?_program=%2FCTDOE%2FEdSight%2FRelease%2FReporting%2FPublic%2FReports%2FStoredProcesses%2FESSAMilestoneReport&_district=State%20of%20Connecticut&_school=&_select=Submit



ESSA Milestones: Percentage Meeting Oral ELP Growth Targets

2016-17	74%
2017-18	76%
2018-19	78%
2019-20	80%
2020-21	82%
2021-22	84%
2022-23	86%
2023-24	88%
2024-25	90%
2025-26	92%
2026-27	94%
2027-28	96%
2028-29	98%
2029-30	100%

Hypothetical District:

- 2016-17 Oral APTA: 74%
- Annual Growth Increment: $(100\% - 74\%) / 13 = 2\%$



2016-17	61%
2017-18	64%
2018-19	67%
2019-20	70%
2020-21	73%
2021-22	76%
2022-23	79%
2023-24	82%
2024-25	85%
2025-26	88%
2026-27	91%
2027-28	94%
2028-29	97%
2029-30	100%

ESSA MILESTONES: Percentage Meeting Literacy Growth Targets

Hypothetical District:

- 2016-17 Literacy APTA: 61%
- Annual Growth Increment: $(100\% - 61\%) / 13 = 3\%$



Conclusions on Connecticut's ELP Growth Model

- Draw attention to English Learners
- ELP accountability and reporting focused on growth
- Establish targets to move students to English language proficiency within five years
- Provide a tool for district administrators and teachers to monitor students' progress toward English language proficiency
- Provide information that district administrators and teachers can use to make programmatic decisions



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LAS Links Growth methodology report
available:

<https://edsight.ct.gov/relatedreports/CT%20Growth%20Model%20for%20ELP%20T%20echnical%20Paper%20FINAL.pdf>