

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 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 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 levels.

To set the progress target, a student's first composite ACCESS score from 2017 onward is used as a baseline. Only scores from 2017 or later are used because of changes in the assessment.

We then count the number of years after that point in which the student was continuously enrolled in Idaho schools. Each student has a growth target based on their initial ACCESS level and number of years in school, shown in the table to the right.

Initial ACCESS ELP Level	Target	Year 1	Year 2	Year 3	Year 4	Year 5
Level 6 - Reaching	Considered English Language Proficient in Idaho					
Level 5 - Bridging	Considered English Language Proficient in Idaho					
Level 4 - Expanding	Expected Proficiency Level	Level 4	Level 4			
	Expected Progress	4.0-4.1	4.2+			
Level 3 - Developing	Expected Proficiency Level	Level 3	Level 3/4	Level 4		
	Expected Progress	3.0-3.5	3.6-4.1	4.2+		
Level 2 - Emerging	Expected Proficiency Level	Level 2	Level 3/4	Level 3/4	Level 4	
	Expected Progress	2.5-2.9	3.0-3.5	3.6-4.1	4.2+	
Level 1 - Entering	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 3/4	Level 4
	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.5	3.6-4.1	4.2+

If the student's composite score was at or above the relevant target in the table, the student made adequate growth toward English language proficiency.

The percent of English Learners making adequate growth toward English Language proficiency is one of the metrics used to identify the lowest performing schools for comprehensive support and improvement.

NOTE: The description above applies to calculations using ACCESS data from SY 2019-2020 onward. Earlier calculations used a different methodology.

DATA SOURCES

Baseline scores are based on the student results from the 2017 ACCESS administration onward. Current ACCESS scores are based on the results from the assessment administered between January 27 and March 6, 2020.

Questions? Contact the Assessment & Accountability team at assessments@sde.idaho.gov

