New York State's ESSA Plan for English Language Proficiency

December 2018

New York State will use multiple measures of success as part of its ESSA plan, beginning with 2017-2018 school year results:

Student Academic Achievement	For **all schools**, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For **high schools**, also measures achievement on state assessments in social studies
Student Growth	For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years
Academic Progress	For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).
Graduation Rates	For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs
English Language Proficiency	For **all schools**, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
Chronic Absenteeism	For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs
College, Career and Civic Readiness	For **high schools**, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs

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The English Language Proficiency (ELP) indicator is one of the seven indicators being used for ESSA:

Student Academic Achievement	
Student Growth	
Academic Progress	
Graduation Rates	
English Language Proficiency	For **all schools**, this indicator measures the progress of English Language Learners in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT)
Chronic Absenteeism	
College, Career and Civic Readiness	

Note: NYS will consider adding additional indicators in the future.

Calculating ELP growth

- Students receive overall NYSESLAT scale scores (e.g., 120-360).
- These scale scores are converted to five performance levels: Entering, Emerging, Transitioning, Expanding or Commanding
  - Students scoring Commanding are considered proficient.
- The range of scale scores within each performance level is divided into four quartiles: 0-0.24, 0.25-0.49, 0.50 to 0.74 and 0.75-0.99.
- Movement from one quartile to another, within or across performance levels, indicates that the student grew 0.25 performance points.

Three ways to demonstrate progress

1. Exit ELL status
2. Annual expected gains/Meet ELP Growth target
3. Safe harbor provision

Determining ELP growth targets

Matrix for Determining ELP Growth: *Identifies the ELP growth expected by individual English language learners/multilingual learners in order to be considered to have demonstrated sufficient growth.*

NYSESLAT Level Earned in Initial Year of Identification	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	2 years	**3 years**	**4 years**	**5 years**
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding to demonstrate progress			

Movement from one quartile to another

Performance Level	Entering				Emerging				Transitioning				Expanding				Commanding			
Quartile	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99	Q1 0-0.24	Q2 0.25-0.49	Q3 0.50-0.74	Q4 0.75-0.99
Scale Score	120-140	141-165	**166-200**	201-210	211-220	221-235	236-240	**241-255**	256-260	261-270	271-280	**281-385**	286-290	291-300	301-310	311-320	321-330	331-340	341-350	351-360

Year 1   **Year 2**   **Year 3**

Safe harbor provision

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial	x					x				x				x			x
Year 2		1.25 progress points required															
Year 3		2.25 progress points required in Year 2 & 3 combined															
Year 4		3.25 progress points required in Year 2 & 3 & 4 combined															
Year 5		Required to score Commanding															

Students who exceed the expected trajectory and "Long Term ELLs"

How much progress must be made by a student who remains ELL beyond the number of years in the Progress Target?

Entering	0.75 progress points
Emerging	0.75 progress points
Transitioning	0.75 progress points
Expanding	0.75 progress points/Exit ELL status

Calculating schools' ELP indicator ratings

- **Step 1:** Determine the statewide probability of each enrolled student making progress, based on student's initial ELP level and year in program

- **Step 2**: Determine the mean probability of students in a school making progress and assign each school a **School Benchmark**

- **Step 3:** Calculate the **School Success Ratio** for the school based on student results as compared to the school benchmark

- **Step 4**: Use the computed school success ratio to assign the school a level 1-4 **ELP Level**

English Language Proficiency Measure:
Step 1

Step 1	Determine the statewide probability of a student making progress.

EXAMPLE: *If a student begins in Year 1 in the 1st quartile of the "Emerging" level, he would be expected to perform at the second quartile of "Transitioning" by the start of Year 2*

The Transition Matrix table on slide 6 provides the expected growth of a student given an Initial ELP Level and year in program.

Quartile	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles			
	1- 1	1-2	1-3	1-5	2-1	2-2	2-3	2-4	3-1	3-2	3-3	3-4	4-1	4-2	4-3	4-4
Prior Year					X											
Current Year										X						

If this student attains Q2 of "Transitioning" or above, the student would be considered to have made adequate progress (i.e., improved by 1.25 progress points.)

Statewide Probability of Meeting Expected Student Progress: *How likely is it that students will attain their expected level of progress?*

Initial Level	Year	Probability
Entering	2	0.72
	3	0.58
	4	0.42
	5	0.47
Emerging	2	0.48
	3	0.33
	4	0.24
Transitioning	2	0.29
	3	0.29
Expanding	2	0.08

English Language Proficiency Measure:
Step 2

Step 2	Determine the mean probability of students in a school making progress and assign the school its **school benchmark**

How is each school's unique school benchmark for ELP progress calculated?	**Why is each school assigned a school benchmark?**
Step 2a: Assign each ELL within the school a probability of attaining the expected progress level based on the statewide probability **Step 2b**: Average the probabilities for each individual student to determine the school's expected number of students making progress **Step 2c:** Convert a school's expected number of students making progress into a **School Benchmark** (i.e., target number of ELL students who are predicted to meet their expected progress)	Because each school serves a unique population of ELLs, the school's benchmark varies based on the distribution of initial ELP level and time in program of students at a specific school.

EXAMPLE: *What is a school's benchmark if it has 10 ELL students?*

Student	Initial ELP Level	Time in Program	Probability of Meeting Progress
A	1	2	0.72
B	1	2	0.72
C	1	2	0.72
D	1	2	0.72
E	1	2	0.72
F	1	2	0.72
G	1	3	0.58
H	1	3	0.58
I	1	3	0.58
J	1	3	0.58
Total			66.4%

School Benchmark= 66.4%

English Language Proficiency Measure: *Step 3*

Step 3	Calculate the **School Success Ratio** for the school based on student results and the school benchmark

How is each school's School Success Ratio calculated?

Step 3a: Calculate the percentage of students at a school who demonstrate **Sufficient Progress** toward ELP by exiting ELL status, meeting the annual ELL progress target, or meeting the safe harbor goal (see slides 24 – 26 for additional information)
Step 3b: Divide the percentage of students at a school making sufficient progress by the **School Benchmark** to create the **School Success Ratio**

What does a Student Success Ratio of 1 mean?

A ratio of 1.0 or higher indicates a school met its School Benchmark.

EXAMPLE: *What is the example school's School Success Ratio?*

Student	Initial ELP Level	Time in Program	Probability of Meeting Progress	Met Expected Progress?
A	1	2	0.72	Yes
B	1	2	0.72	Yes
C	1	2	0.72	Yes
D	1	2	0.72	Yes
E	1	2	0.72	No
F	1	2	0.72	No
G	1	3	0.58	Yes
H	1	3	0.58	No
I	1	3	0.58	No
J	1	3	0.58	No
School Progress Rate (% of students that made expected progress on NYSESLAT)				50%

School Success Ratio = School Progress Rate / School Benchmark
School Success Ratio = .5 / .664 = 0.75

English Language Proficiency Measure: *Step 4*

Step 4	Use the **School Success Ratio** to assign the school a level 1-4 ELP level

How is each school's final ELP Level Calculated?

Step 4: Using the table below, convert a school's Success Ratio to a level 1-4

ELP Level
What rating can my school receive on this measure?

Success Ratio	ELP Level
0 – 0.49	1
0.50 – 0.99	2
1.0 – 1.24	3
1.25 +	4

EXAMPLE: *What is the example school's final ELP Level?*

School's Success Ratio	0.75
School's ELP Level	**2**

English Language Proficiency Measure
*Example: Elementary/Middle School ABC**

Elementary/Middle School ABC

2017-2018 ELP Proficiency Measure: English Language Learners (ELLs)	
School's Benchmark for 2017-2018	0.664
School Progress Rate in 2017-2018	50% (or 0.5)
School Success Ratio	0.5/0.664 = 0.75
ELP Level	2

This number is calculated based on the "average" probability a student in the school will meet his or her ELP expected progress.

This number is calculated based on the percentage of ELLs who met their individual goals, based on the Transition Matrix.

This number is calculated by dividing the percentage of ELLs in the school making progress by the School's Benchmark.

*Note: Success ratio formula is the same for elementary, middle, and high school

English Language Proficiency Measure
*Example: Elementary School 123**

Elementary School 123

2017-2018 ELP Proficiency Measure: English Language Learners (ELLs)	
School's Benchmark for 2017-2018	0.60
School Progress Rate in 2017-2018	64% (or 0.64)
School Success Ratio	0.64/0.60 = 1.07
ELP Level	3

This number is calculated based on the "average" probability a student in the school will meet his or her ELP expected progress.

This number is calculated based on the percentage of ELLs who met their individual goals, based on the Transition Matrix.

This number is calculated by dividing the percentage of ELLs in the school making progress by the School's Benchmark.

*Note: Success ratio formula is the same for elementary, middle, and high school

English Language Proficiency Measure
Example: High School XYZ

High School XYZ

2017-2018 ELP Proficiency Measure: English Language Learners (ELLs)	
School's Benchmark for 2017-2018	0.72
School Progress Rate in 2017-2018	60% (or 0.60)
School Success Ratio	0.60/0.72 = 0.83
ELP Level	2

This number is calculated based on the "average" probability a student in the school will meet his or her ELP expected progress. See slide 69 for specific directions to calculate.

This number is calculated based on the percentage of ELLs who met their individual goals, based on the matrix on slide 67.

This number is calculated by dividing the percentage of ELLs in the school making progress by the School's Benchmark.

ELP Reports

- ## Released November 16, 2018
  - ### Information and Reporting Services Portal

ELP Summary Report (School level data)	ELP Detail Report (Student level data)
School Grade Level	School Year
School Benchmark	School Name and BEDS
School Progress Rate	Student Name, Grade, NYSSIS ID, and Subgroup Data
School Success Level	Initial, Previous and Current Year ELP Level and Quartile
School ELP Level	NYSESLAT and ELA Proficiency
ELL Student Count	Exited ELL Status
Two-Year Combined Student Counts	Years Identified as an ELL
Former Students with Disabilities Count	Probability of Making Sufficient Process in Current Year
	Made Progress
	ELP Level Required in Next Year

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Thank you!

http://www.p12.nysed.gov/accountability/essa.html