



The ACCESS Growth Target and How to Use It

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Sept. 5, 2019



Objectives

1. Explain what the ACCESS growth target is and how it was derived
2. Interpret students' ACCESS growth targets
3. Develop English language development goals for English learner (EL) students



Agenda

1. Who are English learners (ELs) in DC?
2. How are student ACCESS Growth targets calculated?
3. How can I design English language development goals for my ELs?

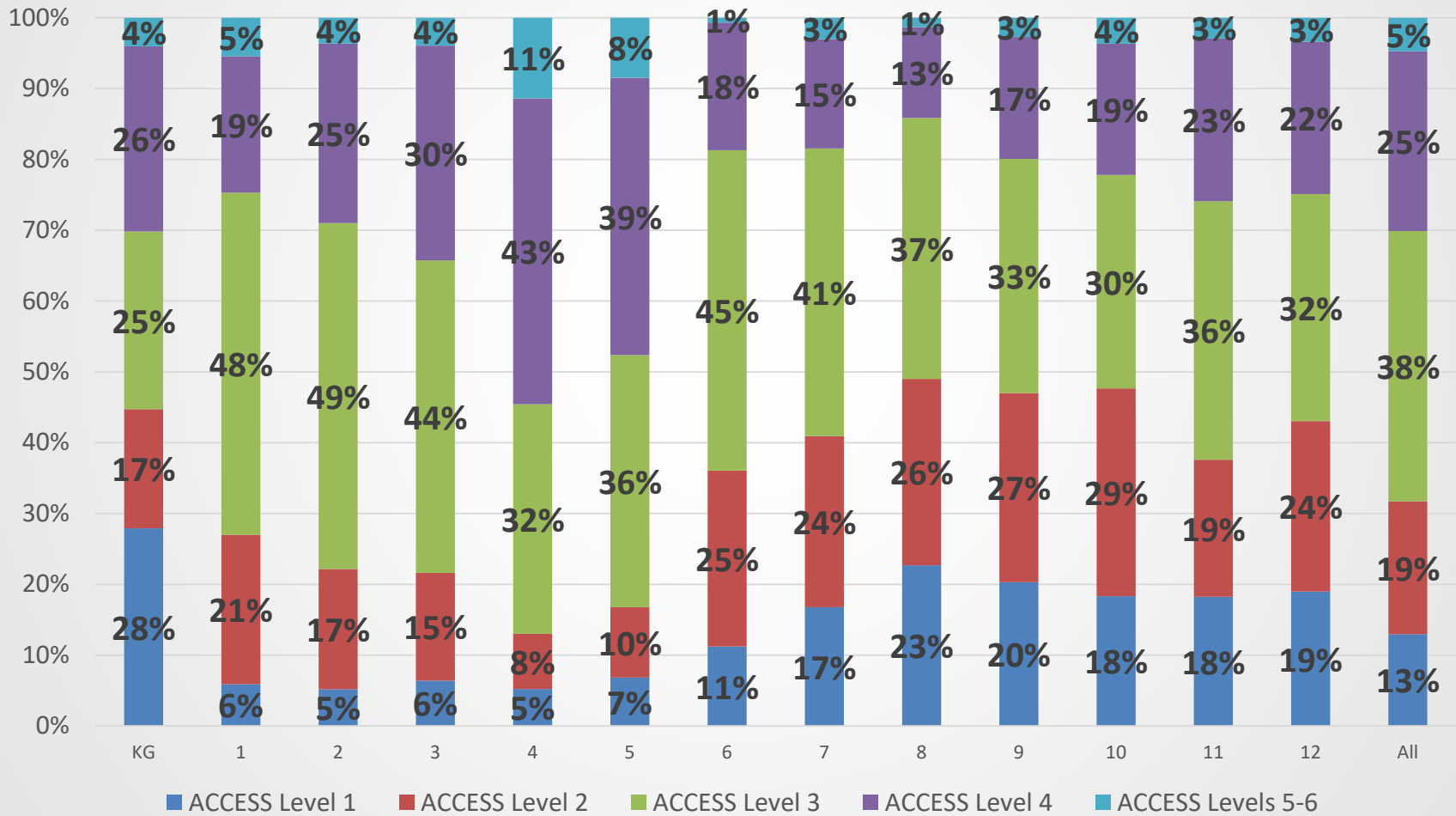


ACCESS Growth



ACCESS Proficiency Levels by Grade

ACCESS 2017-18, All Grades



Data Source: 2017-18 ACCESS Scores, OSSE



ACCESS Growth

- The ACCESS Growth metric is a measure of what percentage of students met their growth target.
- The growth target (target scale score) is set based on their baseline ACCESS proficiency level and their baseline grade at testing.

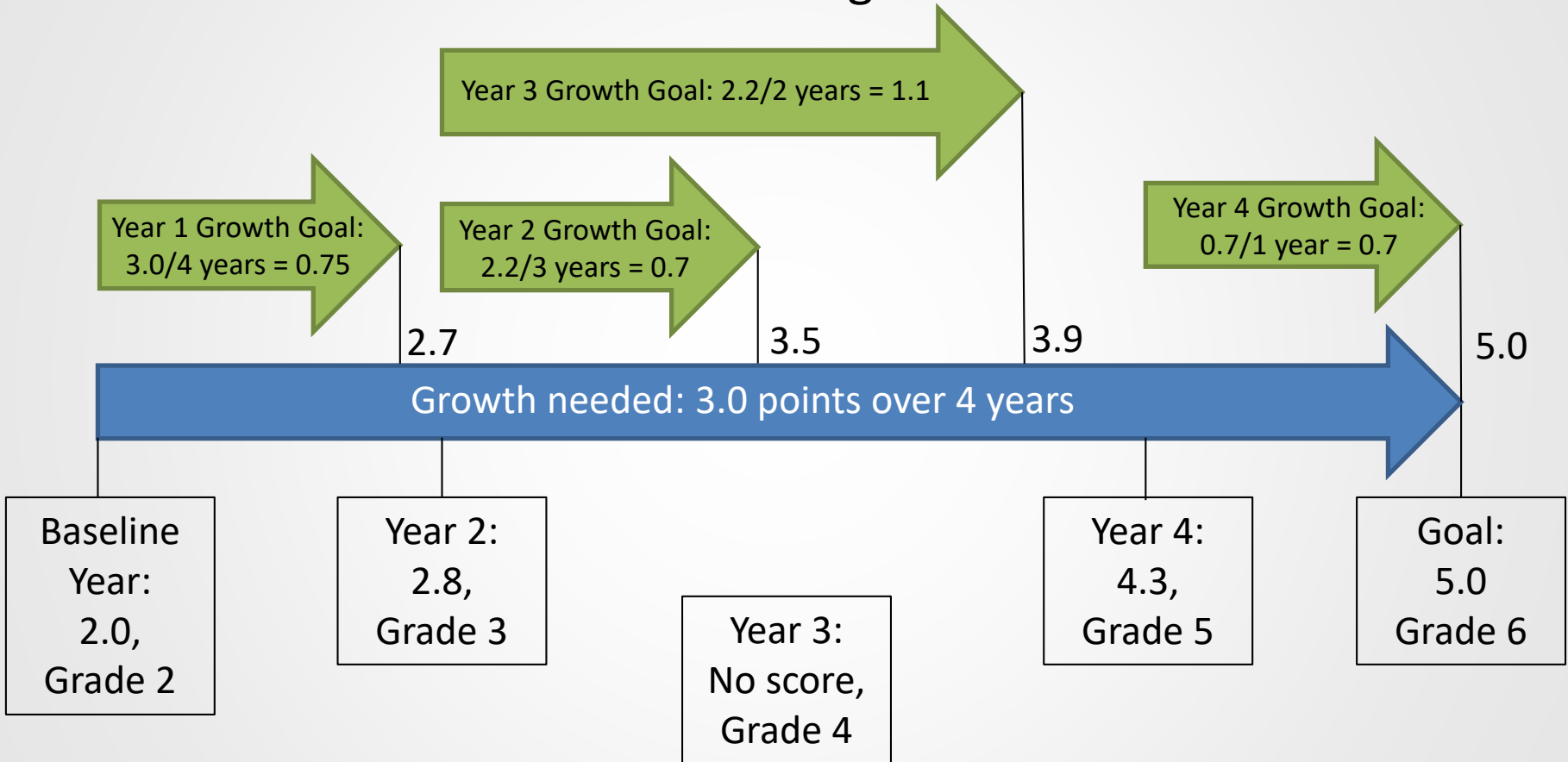
$$\text{Growth Target} = \frac{\text{Target Scale Score} - \text{Previous ACCESS Scale Score}}{\text{Years Remaining to Proficiency}}$$

Baseline ACCESS Proficiency Level	Number of Years Remaining to Proficiency Level 5
Level 1-Entering	5
Level 2-Emerging	4
Level 3-Developing	3
Level 4-Expanding	2



ACCESS Growth

Growth Targets





ACCESS Growth

Assuming a student does not change schools, their growth trajectory may look like this:

- The student is expected to achieve proficiency in four years based on starting PL of 2.0
- The scale score for a 5.0 is 399 in grade 6 (grade 2 + 4 years), so that is the target scale score

Grade	Proficiency Level	Scale Score	Change in Scale Score	Growth Target	Years remaining to proficiency	Outcome
2	2.0	255	N/A	N/A	4	Baseline Set – Should achieve a 5.0 in grade 6; 399 minimum scale score
3	2.8	295	+40	$(399-255)/4 = 36$	3	Target met; next year's target will be same or lower
4	No score	No Score	0	$(399-295)/3 = 34.7$	2	Target missed; next year's target will be higher
5	4.3	370	+75	$(399-295)/2 = 52$	1	Target met; next year's target will be same or lower
6	5.1	402	+32	$(399-370)/1 = 29$	0	Target met; student eligible to exit EL status



ACCESS Growth

If a student changes schools, their baseline year changes:

Grade	Proficiency Level	Scale Score	Change in Scale Score	Growth Target	Years remaining to proficiency	Outcome
2	2.0	255	N/A	N/A	N/A	Baseline Set – Should achieve a 5.0 in grade 6; 399 minimum scale score
3	2.8	295	+40	$(399-255)/4 = 36$	4	Target met; next year's target will be same or lower
4	2.9	306	+11	$(399-295)/3 = 34.7$	3	Target not met; next year's target will be higher
Student Changes to a new school: Baseline resets based on most recent score 4th grade + 4 years = 8th grade (5.0 PL in 8th grade = 412)						
5	4.3	370	+64	$(412-306)/4 = 26.5$	4	Target met; next year's target will be same or lower
6	4.2	398	+28	$(412-370)/3 = 14$	3	Target met; next year's target will be same or lower
7	5.2	411	+13	$(412-398)/2 = 7$	2	Target met; proficiency attained



ACCESS Growth

Inclusions	Exclusions
EL in current year's data validation (and previous years of ACCESS testing)	Students with invalid ACCESS scores
Enrolled at least 90 calendar days from audit (Oct. 5) to beginning of state ACCESS testing window at testing school	Students were approved for and took the Alternate ACCESS
Continuously enrolled at testing school OR took ACCESS	Students who are EL for the first time in the current year
Has previous score from prior year OR met minimum enrollment at same school	Students who previously scored a 5.0 or higher on ACCESS
	Students proficient in their first year of ACCESS testing

Note: You will be able to see which students are included and excluded in your school's Metric Calculation Confirmation in August-September.



Other data notes:

- Students whose expected grade in the year of expected proficiency is beyond grade 12 will have a target associated with proficiency in grade 12.
- Students who do not reach proficiency by their target year will count as making insufficient growth until they reach a 5.0 or higher (unless their baseline year resets).
- A score of 5.0 always means the student counts as meeting growth, unless it was their first year of ACCESS testing.
- ACCESS Composite Overall =
15% speaking + 15% listening + 35% reading + 35% writing
- If a student does not test in a year, it will result in counting as not meeting growth in at least one year (in the current year, if they already have a baseline, in the next year, if they do not have a baseline), assuming they do not change schools.



English Language Development Goals



Background

This presentation was designed to further OSSE's **mission** to sustain, accelerate, and deepen progress for DC students.

OSSE's **vision** for DC to close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life can be realized, in part, by educators who support ELs.

One way to realize this vision is by setting English language development goals for ELs based on ACCESS growth targets to help ELs attain English language proficiency and exit from EL status within five years.



The Purpose of Goal-Setting

Goal setting:

- Motivates educators to make exiting the EL program a reality for their students
- Helps educators think critically about the path and tools needed for students to exit the EL program
- Increases student agency, engagement and motivation to succeed in school



Goal-Setting for ELs

Educators can assist their ELs in meeting their individual English language proficiency growth targets.

Educators can **set** English language development **goals** to help their ELs meet their individual English language proficiency growth targets.

But, what does English language development goal-setting look like?



Case Study

Zoila is going to be a third grader this school year at Any Elementary School. She was born in the US and comes from a Spanish-speaking home. She began her formal schooling as a kindergartener at the same school.

What do we know about Zoila to begin the English language development goal setting process for her?



Case Study

Zoila is going to be a third grader this school year at Any Elementary School. She was born in the US and comes from a Spanish-speaking home. She began her formal schooling as a kindergartener at the same school. Her ACCESS score history appears below.

Grade	ACCESS Proficiency Level	Listening	Speaking	Reading	Writing
K	2.0	2.9	3.0	1.6	2.6
1 st	1.8	3.7	2.0	2.7	1.1
2 nd	2.5	3.0	3.1	2.9	1.9

What more do we need to know to set English language development goals for her?

- Her ACCESS growth target
- What she can do with language by WIDA level in accordance with WIDA's English language development standards



Case Study

Zoila is going to be a third grader this school year at Any Elementary School. She was born in the US and comes from a Spanish-speaking home. She began her formal schooling as a kindergartener at the same school. Her ACCESS score history appears below.

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2 nd	2.5	3.0	3.1	2.9	1.9

Baseline ACCESS Proficiency Level	Number of Years Remaining to Proficiency Level 5
Level 1-Entering	5
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Level 4-Expanding	2



ACCESS Growth

Assuming Zoila does not change schools, her growth trajectory may look like this:

- She is expected to achieve proficiency in 4 years based on starting PL of 2.0
- The scale score for a 5.0 is 382 in grade 4 (K + 4 years), so that is her target scale score.

Grade	Proficiency Level	Scale Score	Change in Scale Score	Growth Target	Years remaining to proficiency	Outcome
K	2.0	230	N/A	N/A	4	Baseline Set – Should achieve a 5.0 in grade 4; 382 minimum scale score
1	1.8	220	-10	$(382-230)/4 = 38$	3	Target missed; next year's target will be higher
2	2.5	272	+52	$(382-220)/3 = 54$	2	Target missed; next year's target will be higher
3				$(382-272)/2 = 55$	1	$272 + 55 = 327$, which is a 3.6 PL
4					0	



Case Study

Zoila is going to be a third grader this school year at Any Elementary School. She was born in the US and comes from a Spanish-speaking home. She began her formal schooling as a kindergartener at the same school. Her ACCESS score history appears below.

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2 nd	2.5	3.0	3.1	2.9	1.9

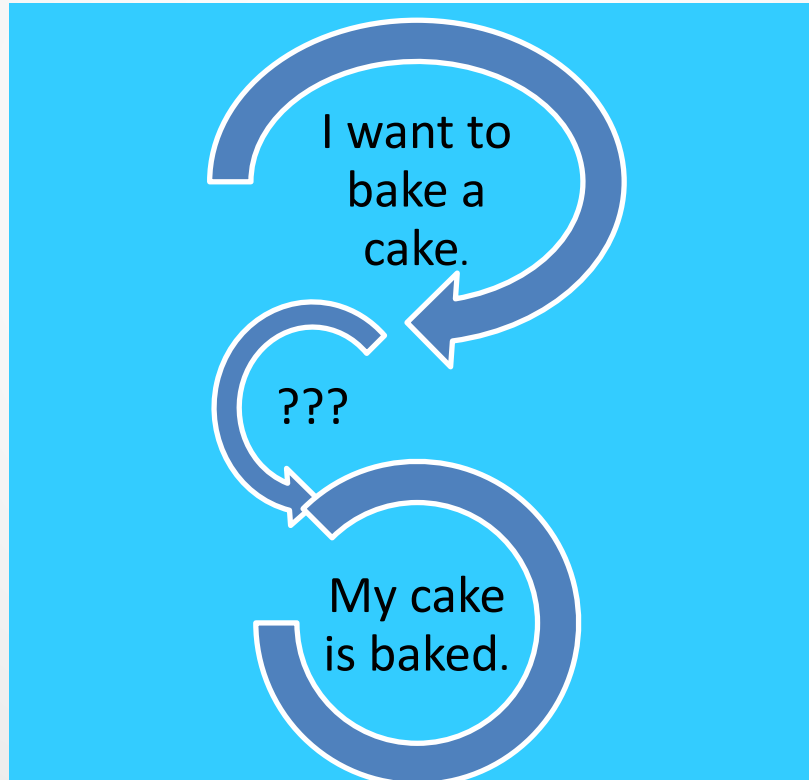
We can understand what Zoila can currently do with language by examining WIDA's Performance Definitions for [Expressive](#) and [Receptive](#) language.



Case Study

We know Zoila’s goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

That’s the over-arching goal.

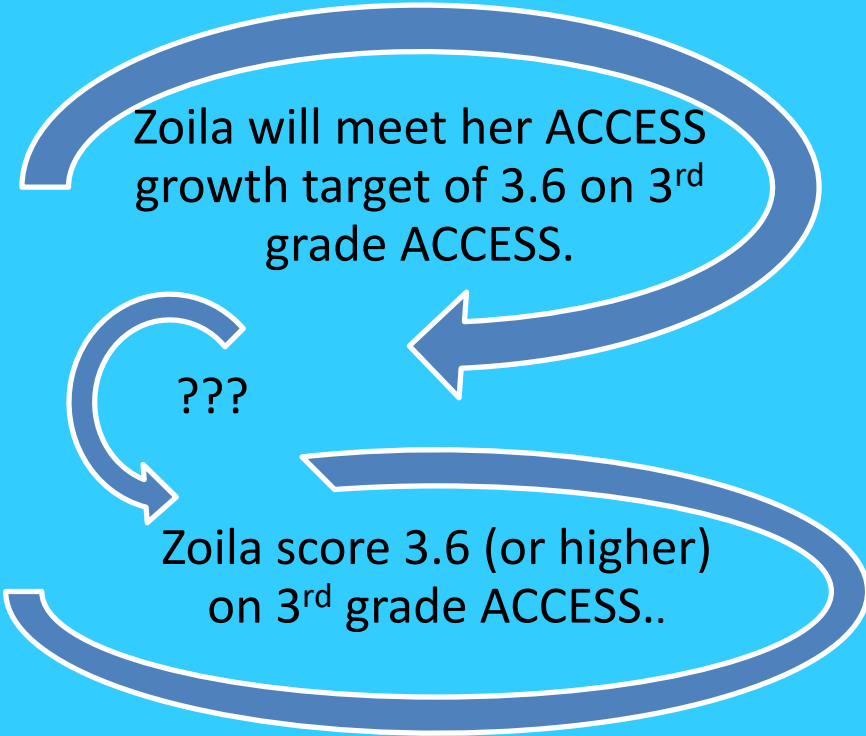




Case Study

We know Zoila's goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

That's the over-arching goal.



The diagram is set against a light blue background. It features two large, dark blue, curved arrows forming a cycle. The top arrow points from the right towards the left, and the bottom arrow points from the left towards the right. In the center of this cycle, there are three question marks '???'.

Zoila will meet her ACCESS growth target of 3.6 on 3rd grade ACCESS.

???

Zoila score 3.6 (or higher) on 3rd grade ACCESS..



Case Study

We know Zoila’s goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

We can develop an individualized plan of English language development for Zoila’s third grade year. As an example, the plan can include three intermediate goals for each of the four language domains.

Zoila’s Individualized Plan of English Language Development

Grade 3

Listening	Speaking	Reading	Writing
Goal 1:	Goal 1:	Goal 1:	Goal 1:
Goal 2:	Goal 2:	Goal 2:	Goal 2:
Goal 3:	Goal 3:	Goal 3:	Goal 3:



Case Study

We know Zoila’s goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

Let’s set a goal for Zoila in Listening.

First, we examine the content she will be exposed to in third grade.

English/Language Arts:

Common Core Standards for Writing No. 5 (Grade 3): With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Case Study

We know Zoila’s goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

Next, we will look at a sample WIDA Can-Do Descriptor for grade 3 in Listening. We can see what she can do now at a level 3 and what she will be able to do at a level 4.

Level 3

Process arguments by identifying different points of view in short oral dialogues.



Level 4

Process arguments by identifying opposing sides of arguments in dialogues.



Case Study

We know Zoila's goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

Then, we consider the following before writing our first Listening goal:

* Goals should be clear, measurable, and attainable.

Clear: The goal states exactly what the student is expected to be able to process and understand in English and how you will measure it.

Measurable: The goal is quantifiable; think percentages or number of opportunities.

Attainable: Consider the instructional and non-instructional factors that will work in Zoila's favor or make goal attainment a challenge. Also, factor in the period of time Zoila has to reach her goals.



Case Study

We know Zoila’s goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

Below you will see three ways to write Zoila’s first listening goal.

Zoila’s Individualized Plan of English Language Development Grade 3

Listening

Goal 1: Zoila will correctly process expanded related ideas characteristic of particular content areas in four out of five opportunities.

Goal 1: Zoila will correctly process expanded related ideas characteristic of particular content areas by the end of the third marking period.

Goal 1: Given an oral reading of an informational text, Zoila will process expanded related ideas characteristic of particular content areas with 80 percent accuracy in eight out of ten opportunities.



Case Study

We know Zoila's goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

After writing Zoila's goals into her plan, marry the goals with the content to develop language objectives in the content area that will help her reach her goals of achieving a level 3.6 of the next administration of ACCESS.

Level 3

Zoila will be able to state why the early explorers adapted to the Mid-Atlantic physical environment from the point of view of early explorers and Native Americans after listening to a short role play about how physical systems affect human systems with the support of gestures, a physical map, and guiding questions.



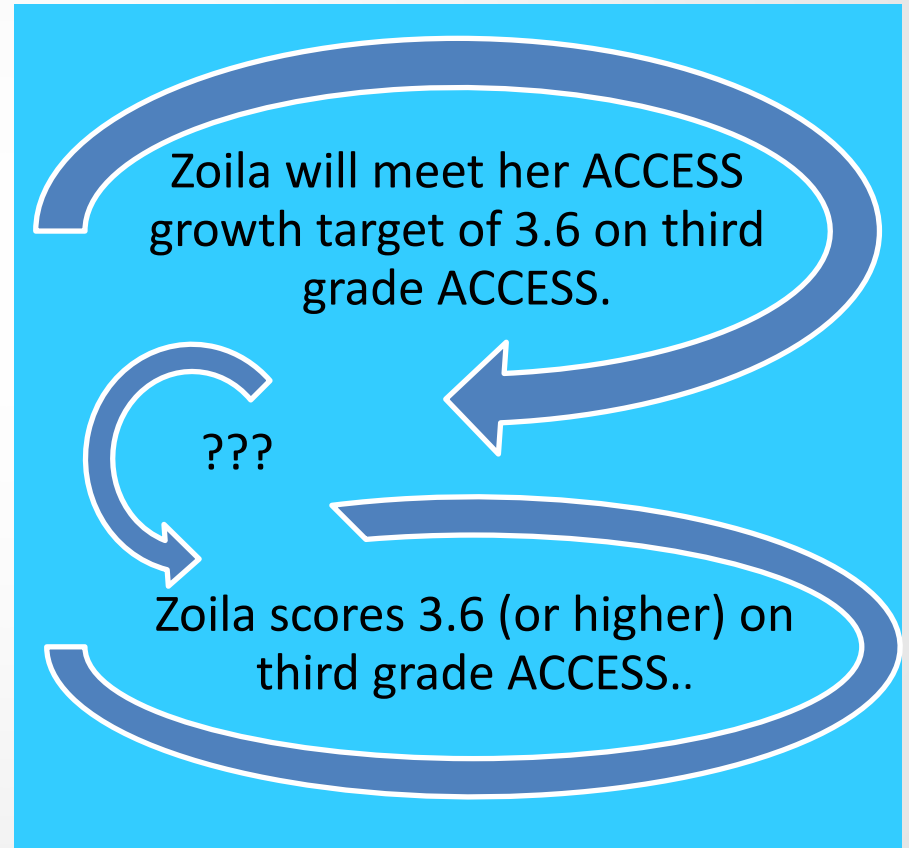
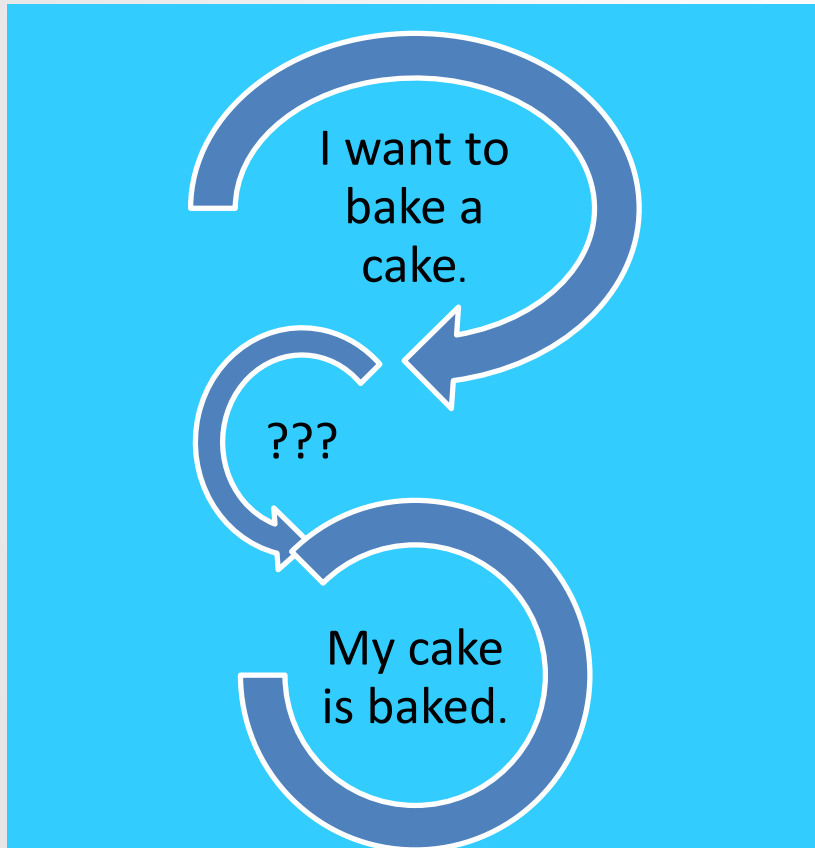
Level 4

Zoila will be able to write the difference in opinion about colonial life from the perspective of indentured European servants, African slaves, and Native Americans after listening to three episodes of Colonial Williamsburg podcast with the support of guiding questions.



Amending Goals

What do you do if your new electric oven bakes faster than your old gas oven?





Amending Goals

We know Zoila's goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

Because we have an ACCESS growth target for Zoila, her over-arching goal will likely be fixed.

What are some reasons we may need to amend Zoila's intermediate goals?

- She is progressing more slowly than expected.
- She is progressing more rapidly than expected.
- She has an extended absence.
- She has a set back due to prolonged school breaks (winter/spring).
- Other reasons?...



Amending Goals

We know Zoila's goal is to meet her ACCESS growth target of 3.6 when she takes ACCESS in the spring of her third grade year.

When writing intermediate goals, know that it may be necessary to amend them.

Accordingly, build in a time to assess whether the student is on track to achieve the intermediate goals, then amend the goals if needed.

Amendments can take the form of:

- *Changing the achievement time frame
- *Changing the quantifiable metric
- *Increasing or decreasing the difficulty of the goal.

When might be a good time or good times in the school year to assess Zoila's progress on the intermediate goals?



Questions?



ACCESS Score Reports Resources

The ACCESS for ELLs 2.0 Interpretive Guide for Score Reports assist stakeholders in understanding the scores reported for ACCESS for ELLs 2.0 test takers.

<https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf>

WIDA has developed a form to use when preparing to discuss ACCESS for ELLs score reports with colleagues, students, and their parents/families.

<https://wida.wisc.edu/sites/default/files/resource/ACCESS-Individual-Student-Score-Notes.pdf>



School Report Cards

Helpful Links:

STAR Framework Technical Guide:

<https://osse.dc.gov/publication/2018-dc-school-report-card-and-star-framework-technical-guide>

DC School Report Card:

<https://dcschoolreportcard.org>

Downloadable Data:

<https://osse.dc.gov/page/2018-19-dc-school-report-card-and-star-framework-data>



DIVISION OF TEACHING & LEARNING

Professional Development
Training Opportunities



TAL Professional Development Team

The Division of Teaching and Learning's (TAL) Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District LEAs and schools. The team supports a wide range of topics and interventions through professional development, direct LEA/school-based support, the facilitation of communities of practice, and through city-wide convenings.



TAL Professional Development Team

I have a question about...	Point of Contact
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Upcoming Training Opportunities

All professional development training opportunities, including registration links, are announced one to two months ahead of time in OSSE's weekly newsletter, the [LEA Look Forward](#) and on the [OSSE Events Calendar](#).

05/14/2019 - 8:30am

[Skills and Strategies to Adapt Math and Science for English Learners](#)

05/14/2019 - 9:00am

[2018-19 Restorative Justice Monthly Community of Practice](#)

05/14/2019

[2019 SFSP](#)

Events Calendar:

osse.dc.gov/events

05/15/2019 - 8:30am

[Trauma Informed Care - Introductory Training](#)

05/16/2019 - 8:30am

[Focus on K-2 Math Instruction: Number and Operations](#)

05/17/2019 - 8:30am

[Preparation and Customization of a K-5 Eureka Math Lesson](#)

-38

See next slide for instructions to subscribe to the LEA Look Forward



District of Columbia
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LEA LOOK FORWARD

Professional Development Opportunities

- [Social and Emotional Learning \(SEL\) CORE Competencies Training](#)
- [Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities](#) (reminder)
- [DC Teen Writers: Submit Your Writing and Meet with Author Nafissa Thompson-Spires](#) (reminder)
- [2019 iDC Institute: Call for Proposals and Registration](#) (reminder)
- [Culturally Responsive Literacy Instruction: A Framework to Increase Engagement and Student Achievement](#) (reminder)
- [Save the Date! The IEP Quality Capacity-Building Summer Series](#) (reminder)



LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

- Start of school updates
- Updates to relevant laws and policies
- Grant opportunities
- Reminders of key dates & deadlines
- Professional development opportunities

Subscribe to receive the weekly newsletter in your inbox each Wednesday by sending a request to OSSE.Communications@dc.gov.

View recent versions on OSSE home page under “Newsletters” www.osse.dc.gov or www.osse.dc.gov/newsroom/newsletters

Press Releases	Newsletters	Testimonies	Advisories	Statements
	19 JUL	LEA Look Forward for July 19-25, 2017 View the LEA Look Forward for July 19-25, 2017.		
	12 JUL	LEA Look Forward for July 12-18, 2017 Reminder: Don't Forget to Register for the Start of School Summ		
	5 JUL	LEA Look Forward for July 5-11, 2017 View the LEA Look Forward for July 5-11, 2017.		
	28 JUN	LEA Look Forward for June 28 - July 4, 2017 View the LEA Look Forward for June 28 - July 4, 2017.		
	21 JUN	LEA Look Forward for June 21-27, 2017 View the LEA Look Forward for June 21-27, 2017.		



District of Columbia
Office of the State Superintendent of Education

LEA LOOK FORWARD



Resources

The updated publication [*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia*](#) is now available for download.

Quality Programs for English Learners: A School Readiness Reflection Tool is found [here](#).

OSSE's EL website is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! EL programs may contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov. Dual language programs may contact Santiago.Sanchez@dc.gov.



Upcoming Events

OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 3-4 p.m. The next webinar will take place **Thursday, Sept. 12, 2019**. Register here:

<https://register.gotowebinar.com/register/4306868809909867787>.

OSSE, in partnership with the Center for Applied Linguistics (CAL), will provide a two-day workshop geared at pre-K- through grade 12 educators in dual language programs on research-aligned strategies and hands-on activities that promote bilingualism, biliteracy, and multicultural competence for their emergent bilingual students. This workshop takes place on **Thursday, Sept. 12 – Friday, Sept. 13, 2019**. Register here: <https://www.eventbrite.com/e/dual-language-principles-and-strategies-tickets-66476463893>.



Upcoming Events

OSSE offers a three-part English Language Acquisition workshop series covering language acquisition, objective writing, and classroom strategies to help ELs access the academic curriculum. The series, beginning **Monday, Sept. 23, 2019**, will include:

- English Language Acquisition 101: Introduction to Language Acquisition: Implications for the Classroom;
- English Language Acquisition 102: Language Levels, Language Objectives, and Lesson Planning; and
- English Language Acquisition 103: Strategies for Comprehensible Input.

Register here: <https://www.eventbrite.com/e/english-language-acquisition-workshop-series-tickets-67250641479>



Upcoming Events

OSSE invites all K-12 general education or EL teachers who are new to teaching ELs to What Teachers Need To Know About Teaching English Learners. Time between the four one-day sessions is used to apply the instructional strategies and practical skills learned each day. The first session will take place on **Oct. 3, 2019** from **9 a.m. to 4 p.m.** at OSSE, First Floor, Eleanor Holmes Norton II (Room 109). Register here: <https://www.eventbrite.com/e/cohort-series-what-teachers-need-to-know-about-teaching-english-learners-tickets-69197514629>.

OSSE invites all K-12 teachers who support English learners to a Supporting English Learners in the Four Language Domains covering instructional practices to support English language development within each domain. This workshop will be framed within the context of the WIDA English Language Development Standards framework and will take place on **Oct. 17, 2019** from **9 a.m.–4 p.m.**, at OSSE, First Floor, Eleanor Holmes Norton II (Room 109). Register here: <https://www.eventbrite.com/e/supporting-english-learners-in-the-four-language-domains-tickets-69199614911>.



Additional OSSE Contacts

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| Thank you!