

Every Student Succeeds Act (ESSA)

FAQs on Incorporating ELL/MLL Progress into the NYSED Accountability System using a Transition Matrix



INTRODUCTION

New



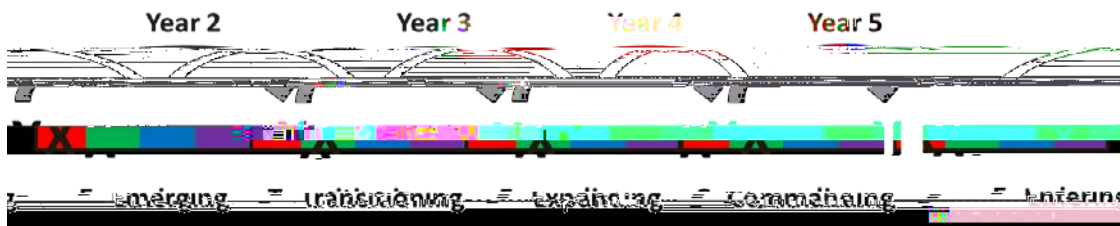


- Assessment in English for passing the Regents English exam in the current year.
- 2) Meet the growth expectations for each year based on initial ELP:

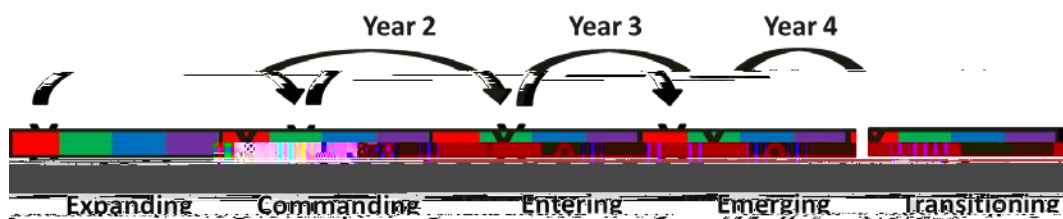
Initial ELP	Year			
	2	3	4	5
Entering	1.25	1	1	0.75
Emerging	1.25	1	0.75	
Transitioning	1	1		
Expanding	1			

- 3) Meet the level targets (also referred to as Safe Harbor) for each year based on initial ELP. In the following examples the X' mark where a student begins, and the next level that is targeted for each subsequent year:

Initially Entering:



Initially Emerging



Initially Transitioning:

Initially Expanding:

Q: If a student does not exit ELL status within the target timeline, can they still earn credit for growth?

A: Yes, for students who have passed the expected number of years to exit ELL status, they can still show growth by making 0.75 progress points per year, or reaching Commanding.

Q: What happens when a student regresses?

A: A student who regresses in their English Proficiency as measured by the NYSESLA is treated the same for accountability purposes as a student who progresses but does not make adequate progress towards English proficiency. For example, if a student is in the 1st quartile of Emerging in their first year, and then regresses to the 4th quartile of Entering in their second year, the school will not get credit for the student making adequate progress towards proficiency, the same as if the student had progressed from the 1st to the 2nd quartile of Emerging.

Q: If a student makes expected progress in the current year, but falls short of the cumulative progress goal because of failing to make expected progress in a previous year, will the school get credit for the current year's progress?

A: Yes, the student can receive credit either by making the expected growth in a particular year, or by meeting

x



Q: What is a quartile and how are quartiles established?

A: A quartile is one of four groups into which each performance level is divided. Student growth is measured over quartiles because it has been observed that students may show growth within one performance level, and those students should be credited for that growth. Quartiles are established by dividing the performance of students within a performance level into quarters. The score that serves to divide each quarter is the cut score for each quartile.

NOTIFICATION

Q: Will the schools/districts receive a chart of the NYSESLA scale score ranges for each quartile by grade level?

A: ~~EDthw(2)(e) 0 9.9~~

school's accountability or not?

A: For this indicator to be applied, a subgroup's cohort must have an n-size count of at least 30 ELLs/MLL over a two-year period. Subgroups with a cohort size below 30 will not receive a measurement for the EL Indicator

Q: Does





