2016 ACCESS Results

Approximately 1,700 English learners in APS take the ACCESS for ELLs 2.0 (ACCESS) each year. The average scale score increased from 308.4 in 2014 to 316.1 in 2016 and the average proficiency level increased from 3.7 to 3.8. Of APS students who took ACCESS in 2016, 53% scored in the middle two proficiency levels (Developing and Expanding). An additional 5% of test-takers earned the highest proficiency level (Reaching) and thus were eligible to be exited from ELL services.

ACCESS is administered each spring to English language learners (ELLs) in the district to monitor their progress in attaining English language competency. Students receive a number of scores from ACCESS. These include scale scores and proficiency level scores in four language domains: Listening, Speaking, Reading, and Writing. Students also receive four composite scores: Oral Language (a composite of Listening and Speaking), Literacy (a composite of Reading and Writing), Comprehension (a composite of Listening and Reading), and Overall Composite Score (a composite of all four language domains). This data report focuses on the scale scores and proficiency level scores for the Overall composite as well as for each of the four language domains.

Scale scores are vertically aligned so that one can monitor student growth over time. Scale scores on ACCESS range from 100-600. Scale scores are not comparable across the language domains (i.e. a scale score of 300 on Listening is not necessarily equivalent to a scale score of 300 on Reading). Proficiency level scores provide an interpretation of the scale scores and are grade-level specific. There are 6 proficiency levels: 1- Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching.

2015-16 marked the first year that ACCESS was administered online in grades 6-12. In prior years, the assessment was available only in a paper and pencil format. 21% of ACCESS test-takers in APS took the assessment online in 2016.

Historical Performance of APS ELL students on ACCESS

Table 1 shows 1,717 APS students took ACCESS in 2016 and composite scores have increased slightly each year. The majority of ELL students demonstrated a Level 3-Developing or Level 4-Expanding proficiency level overall (see Table 2).

Table 1. Historical Performance on ACCESS

	Overall Scale Score	Overall Profiency Level	Number of Test-Takers
2014	308.4	3.7	1,646
2015	311.4	3.8	1,738
2016	316.1	3.8	1,717

Table 2. 2016 Distribution of Proficiency Levels
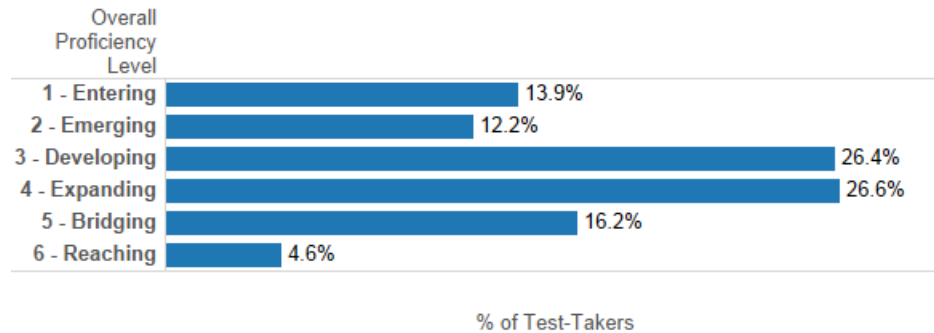
Performance Band Movement from 2015-2016

One of the metrics on the CCRPI measures the percent of ELL students with positive movement from one performance band to a higher performance band on ACCESS. There are 9 performance bands, and these are based on the proficiency levels. The table below shows this metric for the past three years for elementary school students as well as for middle school students.

Table 3. Performance Band Movement

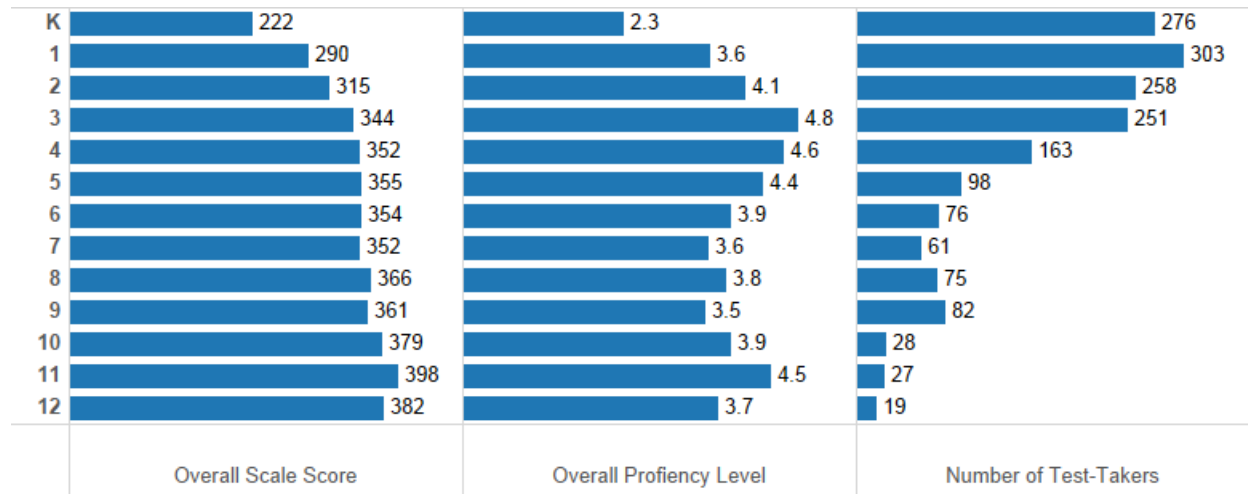| Percent of ELL Students who Increased Performance Band			
	2014	**2015**	**2016**
Elementary	69.7%	77.6%	79.4%
Middle	43.5%	40.4%	31.3%

15-18% of ELL students eligible to exit each year

The ESOL program exit criteria require that a student earn a composite score of 5.0 or higher AND achieve a literacy proficiency level of 4.8 or higher. In 2014, there were 248 students (15% of test-takers) who were eligible to exit the ESOL program. 262 students (15% of test-takers) were eligible to exit in 2015, and 302 students (18% of test-takers) were eligible to exit in 2016.

Proficiency levels vary by grade

Table 4 shows that while the composite scale score generally increased as the grade level increased, the proficiency levels did not necessarily follow the same trend. This is because the proficiency level is grade-specific. In other words, it would take a higher scale score for a 4th grader to earn the same proficiency level as a 3rd grader. Grade 3 students demonstrated the highest average proficiency level in 2016.

Table 4. 2016 Composite Scores and Number of Test Takers by Grade

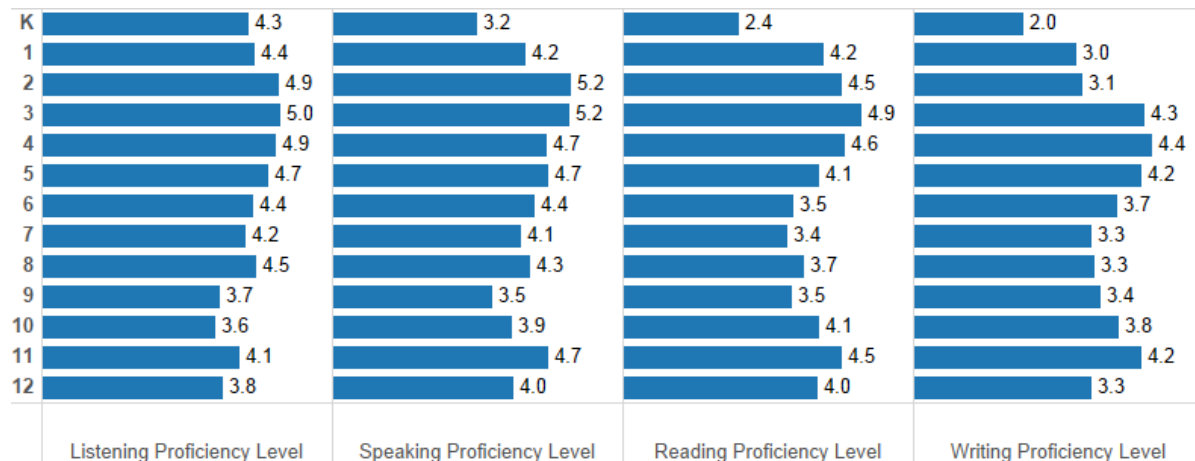| Grade	Overall Scale Score	Overall Proficency Level	Number of Test-Takers
K	222	2.3	276
1	290	3.6	303
2	315	4.1	258
3	344	4.8	251
4	352	4.6	163
5	355	4.4	98
6	354	3.9	76
7	352	3.6	61
8	366	3.8	75
9	361	3.5	82
10	379	3.9	28
11	398	4.5	27
12	382	3.7	19

ELL students in APS do best on Listening

ELL students in APS generally do best on the Listening language domain. The most challenging language domain for APS students on average is the Writing language domain. Table 5 shows that while the average proficiency level in listening, speaking, and reading are all in the Level 4-Expanding category, for writing it is in the Level 3-Developing category. Table 6 shows that across almost every grade level, the average proficiency level in writing was the lowest of the four language domains.

Table 5. Performance on the Language Domains

	Listening Proficiency Level	Reading Proficiency Level	Speaking Proficiency Level	Writing Proficiency Level
2014	4.6	4.0	4.1	3.3
2015	4.6	4.0	4.1	3.3
2016	4.5	4.0	4.4	3.4

Table 6. 2016 Proficiency Levels on the Language Domains by Grade

Grade	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level
K	4.3	3.2	2.4	2.0
1	4.4	4.2	4.2	3.0
2	4.9	5.2	4.5	3.1
3	5.0	5.2	4.9	4.3
4	4.9	4.7	4.6	4.4
5	4.7	4.7	4.1	4.2
6	4.4	4.4	3.5	3.7
7	4.2	4.1	3.4	3.3
8	4.5	4.3	3.7	3.3
9	3.7	3.5	3.5	3.4
10	3.6	3.9	4.1	3.8
11	4.1	4.7	4.5	4.2
12	3.8	4.0	4.0	3.3

Students increase their English language proficiency year to year

Between 2015 and 2016, there were 1,150 students who took the assessment in both years. These students saw their average composite score increase from 300.2 in 2015 to 334.6 in 2016. A similar increase was seen between 2014 and 2015 where the 1,129 students who took the assessment in both years saw their score increase from an average of 295.1 to 331.8. There were 758 students who took the assessment in both 2014 and 2016. These students saw an increase from an average of 287.6 to 346.0 over the two year span.

Relationship between performance on ACCESS and on GA Milestones

The table below includes 642 3rd through 8th grade students who had both ACCESS overall score results and scores on Georgia's End of Grade Milestones assessment in 2016. The table shows the proficiency level that students demonstrated on ACCESS compared with the achievement level that they demonstrated on Georgia Milestones. As student proficiency levels rise on ACCESS, so too does the achievement level on Georgia Milestones.

Table 7. Comparison between Performance on ACCESS and EOG Milestones

Composite Proficiency Level on ACCESS	GA EOG Milestones Achievement Level - ELA			
	1-Beginning Learner	2-Developing Learner	3-Proficient Learner	4-Distinguished Learner
1-Entering	16	0	0	0
	100%	0%	0%	0%
2-Emerging	36	0	0	0
	100%	0%	0%	0%
3-Developing	124	11	1	0
	91%	8%	1%	0%
4-Expanding	152	50	7	0
	73%	24%	3%	0%
5-Bridging	75	92	24	0
	39%	48%	13%	0%
6-Reaching	0	26	25	3
	0%	48%	46%	6%