

Key Questions

Georgia Student Growth Model for English Language Proficiency

What is the Georgia Student Growth Model for English Language Proficiency?

In 2022, the Georgia Department of Education (GaDOE) in collaboration with the National Center for the Improvement of Education Assessment (NCIEA) began applying a growth model to English learner (EL) students' assessment results. Georgia's *Student Growth Model for English Language Proficiency* (GSGM for ELP) shows the progress individual EL students have made between last year and this year as measured by the state's English language proficiency assessment - the WIDA *ACCESS for ELLs*. Student growth percentiles (SGPs) are determined by how much students have progressed in English proficiency as compared to like peers, i.e., Georgia students at the same grade level with a similar prior level of English proficiency. The growth model provides Georgia educators with additional information about EL students' development of academic ELP than a moment-in-time *ACCESS for ELLs* test score alone.

Why calculate growth in English language proficiency (ELP)?

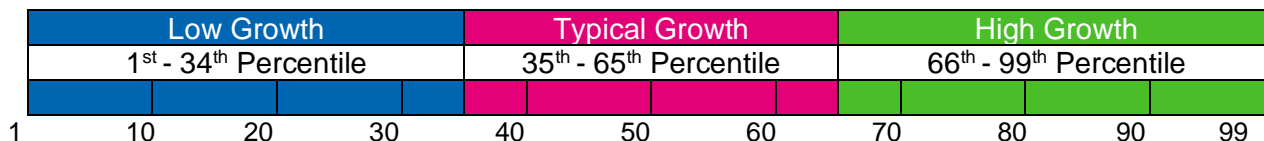
Educators can use the GSGM for ELP to answer fundamental questions about an individual EL student's English language proficiency:

1. How much academic language growth is an EL student making each year?
2. Is the student's development of academic English proficiency typical when compared to like peers?
3. Is the student's language growth adequate to become fully English proficient within a reasonable period?

The answers to these questions provide educators a more comprehensive picture of an EL student's language learning trajectory relative to similar ELs in Georgia. In addition, ELP growth data could provide a context for understanding students' academic achievement outcomes based on their development of academic English.

What does a student's ACCESS SGP tell us about the development of English?

Individual ACCESS student level growth percentiles (SGPs) are calculated using a minimum of two sequential years of *ACCESS for ELLs* overall composite scale scores. An individual student's ACCESS growth report (ISR) provides educators and parents with a snapshot of one-year exhibited growth in ELP, one-year projection based on that growth, and the trajectory of the ELP growth based on previous years' data. Student level growth percentiles range from 1-99. The SGP helps educators understand whether growth is low, typical, or high compared to like peers.



How can ACCESS SGPs be used to monitor student’ growth in academic English proficiency?

Educators are encouraged to review multiple data indicators when making instructional and tier-level decisions for English learners. ACCESS SPGs can provide school level teams with additional information to ensure each student is provided the level of instruction and support needed to develop academic English in school. For instance, educators could decide to modify a language program design, implementation, or instructional practices to ensure students are becoming proficient in English within a reasonable period. Educators could also choose to provide students making low growth in English with additional language learning opportunities. In addition, educators could provide students making typical or high growth in English with enhanced language learning opportunities to expand their academic language repertoires. Students are expected to increase English language proficiency skills at a typical rate until they reach the local school system’s reclassification criterion level or the state’s clear exit criterion level (See [EL Language Programs – State Guidance](#)).

Did GaDOE calculate language growth on the individual language domains separately or just on the overall ACCESS composite scale score?

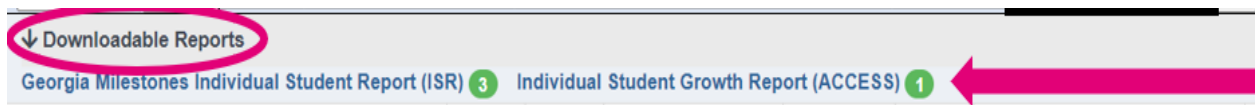
ACCESS SGPs reflect language proficiency growth as measured by the overall composite scale score. This score was determined to be the most stable score. On the other hand, school systems receive individual students’ WIDA ACCESS for ELLs assessment score results by language domain and may review these locally per system protocols.

Will the ELP Growth Model appear in SLDS?

Yes, the visual display of individual students’ ELP growth is available as a growth bubble plot in the **ELP Growth Model** data visualization via the ELP Growth Model tile on the SLDS Dashboard. (The ELP Growth Model is also available on the GaConnects landing page under “Explore Data Dashboards.” Although the ELP Growth Model is defaulted to ON for all school systems, Data Coordinators can assign district, school, and teacher-level roles in the SLDS Profile Manager. If you do not see the ELP Growth Model tile on your dashboard, please contact your local school system’s Data Coordinator and request access to ELP Growth Model application.



Where can we find individual student’s ACCESS SGP Reports in SLDS?



Permissions to access student-level data are limited to educators who have a need for such data. Designated staff can download the student-level ACCESS Student Growth Reports (ISRs) on each EL student’s SLDS profile page under “Downloadable Results”. The ACCESS SGP ISR is prepared for educators and parents to explain the growth of their students in ELP as measured by the ACCESS for ELLs assessment. Spanish copies are sent directly to the System Testing Coordinator for parents who may need them, as applicable.

Are ACCESS SGPs used for CCRPI’s Progress Toward English Proficiency Indicator?

No. ACCESS SGPs are provided to schools for informational and instructional purposes only. CCRPI will continue to use students’ progress towards proficiency as positive movement on the state’s ACCESS performance bands as outlined in [Educating Georgia’s Future, Georgia’s State Plan for the Every Student Succeeds Act \(ESSA\)](#).