

The Washington State Board of Education

Governance | Achievement | Transitions | Math & Science | Effective Workforce

Title:	English Language Learners in a Statewide Accountability Index	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. Might there be an unintended consequence to reducing level three funding, i.e. more Long-term English Learners (LTEL)? 2. What factors explain the significant variation in level three progress across districts? 3. Are AMAOs sufficient measures of English Language Learner (ELL) achievement and growth? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Two significant policy developments will impact English Language Learners and the Transitional Bilingual Instructional Program (TBIP):</p> <ol style="list-style-type: none"> 1. The Legislature directed OSPI to prepare for implementation of a differentiated funding model in 2013-15. One proposed model would fund level one students at 125 percent of their current level, level two students at 100 percent, and level three students at 75 percent of their current level. 2. ELL student performance and growth data must be included in our revised Achievement Index and Accountability Framework. <ol style="list-style-type: none"> 1. Staff analyzed progress of students who entered the TBIP in 2006 and found that students who assessed at level three in 2006 were more likely to have made slow or no progress and 13 percent of them remained at level three for at least six years. This preliminary analysis suggests that Washington may have a significant number of students who would be considered Long-term English Learners (LTELs). LTELs are secondary students whose English language acquisition plateaus at intermediate or advanced levels despite six or more years of instruction. This group of students are the focus of an emerging area of research in bilingual education, and could be considered when determining how to include ELL achievement and growth data in the revised Achievement Index. 2. Staff analyzed other states' ESEA flexibility applications and will provide an overview of the ways ELLs are included. 	

English Language Learners (ELL) in a Statewide Accountability Index

Policy Consideration

Part 1: Analysis of Level 3 Student Performance Data

1. Might there be an unintended consequence to reducing level 3 funding, i.e. more Long-term English Learners (LTEL)?
2. What factors explain the significant variation in level 3 progress across districts?
3. Are AMAOs sufficient measures of ELL achievement and growth?

Part 2: A discussion of approaches to incorporating ELL students in state accountability frameworks. This discussion is incorporated into the memo titled *Revising the State Achievement Index*.

Summary

Recent evidence calls for a closer examination of the Transitional Bilingual Instruction Program (TBIP) funding model:

- Over 50 percent of students in the TBIP are in level 3, and the percent of students staying in the TBIP four or more years, trends upward.
- From 2005-2011, the average time in the TBIP increased while the median time decreased. This means that a group of students are staying in the program longer and skewing the average higher.
- An assumption by policy makers that students in level 3 need less intensive support than students in levels 1 and 2.

Methodology:

SBE and OSPI staff have analyzed students' TBIP length of stay by level as well as their rate of progress. To do this, we:

- Identified 10,455 students who entered the TBIP in 2006 (2006 cohort).
- Used their annual assessment level to calculate the slope of their progress.
 - For the purposes of our analysis, we defined progress very differently than Annual Measurable Achievable Objective (AMAO) 1: Making progress.
 - AMAO 1 determines progress by a net increase of one point in scale score year to year. Schools and districts do not report the percent of students who make progress by level; they report the aggregated percent of all ELL students who make progress. For reporting purposes, we do not measure progress from one level to the next, and there is no target length of stay in each level.
- Grouped students in the 2006 cohort into two categories based on their rate of progress: low/no progress and steady/rapid progress.
- Disaggregated students into sub-cohorts by their level scored on the 2006 annual assessment; the level 3 sub-cohort refers to the group of students who scored at level 3 on their first annual assessment in 2006.

Findings:

- Ten percent more students made steady/rapid progress in levels 1 and 2 than in level 3. 77 percent of level 1 and 2 students made steady/rapid progress compared to 67 percent of students in level 3.
- The average length of stay for the 2006 sub-cohorts was as follows:
 - Students who entered at level 1 spent 1.2 years in level 1.
 - Students who entered at level 2 spent 1.6 years at level 2.
 - Students who entered at level 3 spent 3.2 years at level 3.

Although it is tempting to add these averages and calculate an approximate six-year length of stay for the TBIP, to do so would reflect a misunderstanding of the data. We were only able to calculate length of stay in each level for students who entered the TBIP at that level. For example, the average length of stay in level 1 for students who assessed at level 1 in 2006 was 1.2 years. We don't know how long the level 1 sub-cohort stayed in level 2 or in level 3. Similarly, the average length of stay for a student who initially assessed at level 3 – an “advanced” level of proficiency – in 2006 was 3.2 years.

But the average length of stay only tells part of the story. Thirteen percent of the level 3 sub-cohort, approximately 450 students who entered the TBIP and assessed at level 3 in 2006, have been at level 3 for at least six years.

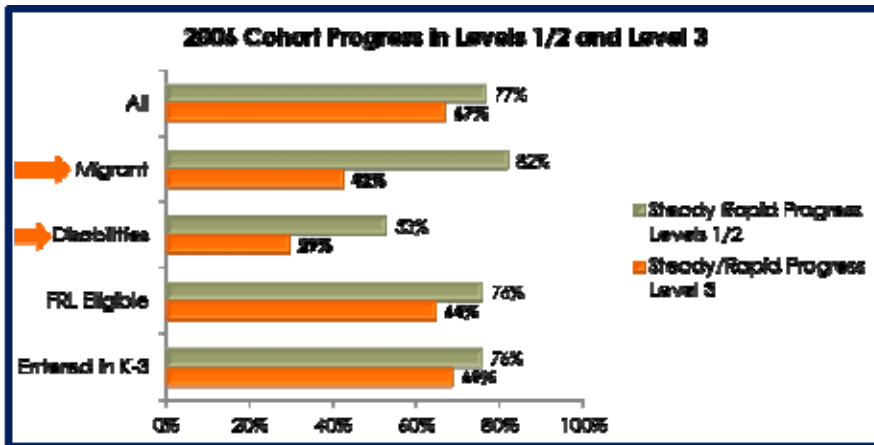
- “Long-term English Learners,” (LTELs) are the focus of an emerging area of research in bilingual education.
 - Research Institute for the Study of Language in Urban Society: “Long-term English Language Learner Project” found that one-third of all ELLs in grades 6-12 in New York City are LTELs.¹
 - Students of Today Achieving Results: “A Closer Look at Long-term English Learners: A Focus on New Directions” analyzed data on 175,734 secondary school ELLs in 40 California school districts and found that 59 percent of secondary school ELLs are LTELs.²
 - Kate Kinsella and Susana Dutro outlined LTEL needs in their webinar for WestEd:³
 - Explicit ELL instruction, which should include very structured and carefully orchestrated interactive activities.
 - Equally supported listening and speaking opportunities in the secondary context, where they are frequently traded for reading and writing support.
 - Increasingly extended vocabulary and syntax in all modalities (listening, speaking, reading, and writing) and different social contexts.

¹ Menken, Kate and Tatyana Kleyn, Meeting the Needs of Long-Term English Language Learners in High School, Phase II, Research Institute for the Study of Language in an Urban Society (RISLUS), The Graduate Center, The City University of New York, N.D.. Retrieved from http://www.edweek.org/media/ltell_phase_ii_report_final.pdf

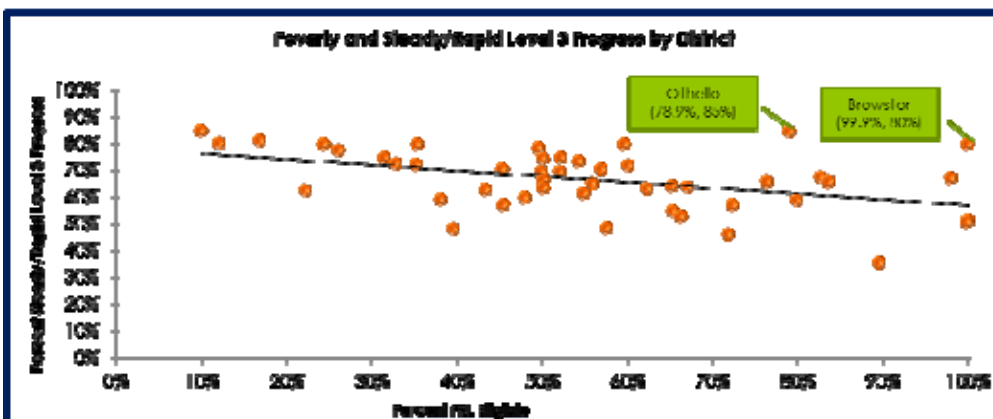
² Olsen, Laurie and Yee Wan, A Closer Look at Long Term English Learners: A Focus on New Directions, Research & Resources for English Learner Achievement, December 2010. Retrieved from http://en.elresearch.org/uploads/Olsen_Color_eng.pdf

³ Kinsella, Kate and Susana Dutro, English Language Development: Issues and Implementation at Grades 6-12, California Comprehensive Center at WestEd, 2011. Retrieved from http://www.schoolsmovingup.net/cs/smu/download/rs/25934/ELLWebinar5_ELD6-12_final.pdf

- Achievement of *accurate* oral fluency, defined as the ease of producing accurate target language (English) forms and ability to comprehend while listening to more sophisticated language.
- The greatest difference in progress between levels 1/2 and level 3 exists in the migrant students and students with disabilities subgroups. Eighty-two percent of the migrant students in levels 1/2 made steady/rapid progress, but only 42 percent of the migrant students in level 3 made steady/rapid progress. Similarly, 53 percent of students with disabilities made steady/rapid progress in levels 1/2, but only 29 percent made steady/rapid progress in level 3.

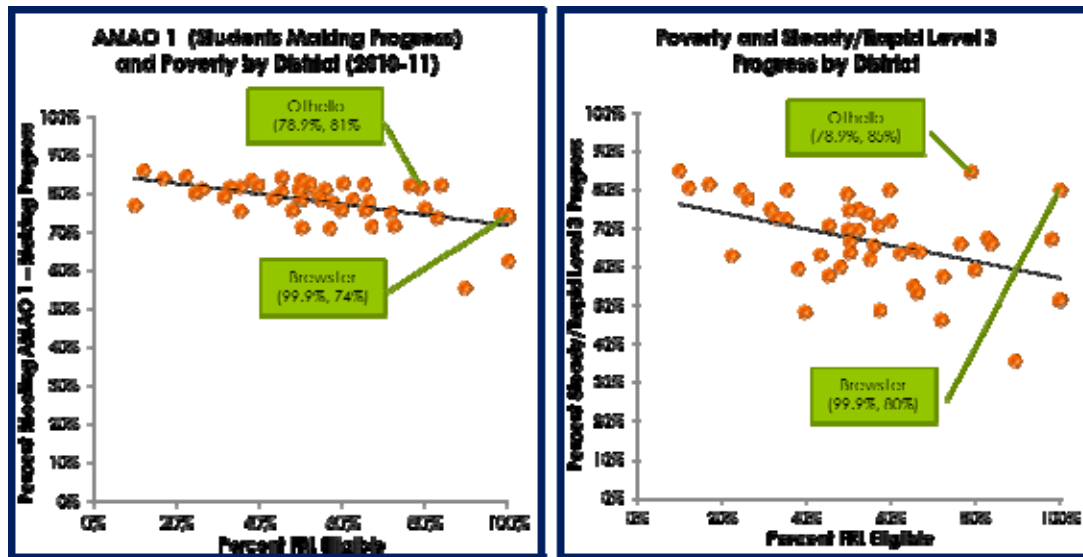


- Level 3 student progress varied by school district. There is a correlation between level 3 students making slow/no progress and districts with more low-income students; however, there were some notable exceptions. Othello and Brewster school districts stood out because of their high rates of level 3 student progress despite having a larger percentage of students who are eligible for Free/Reduced Lunch (FRL).
 - Othello: 78.9 percent FRL eligible, 85 percent of level 3 students made steady/rapid progress
 - Brewster: 99.9 percent FRL eligible, 80 percent of level 3 students made steady/rapid progress.



- There was less variation across districts by the AMAO 1 measure of progress (percent of ELLs with a net increase of one point in the scale score year to year). The correlation

between poverty and progress persisted when comparing districts' performance on the AMAO 1 measure.



Background

Washington State K-12 schools receive additional funding to support English Language Learners (ELLs) through the Transitional Bilingual Instructional Program (TBIP). ELLs take a placement test that identifies their level of English language proficiency as:

- Beginner (level 1).
- Intermediate (level 2).
- Advanced (level 3).
- Transitional (level 4).

Students who score at level 4 do not qualify for the additional funding or support offered by the TBIP. Students who place into levels 1 through 3 are assessed annually to track progress and proficiency.

From 2005 through 2011, we used the Washington Language Proficiency Tests (WLPT) II to assess ELLs. Beginning with the 2011-2012 school year, we began using the Washington English Language Proficiency Assessment (WELPA). Pearson was the vendor for the WLPT II and CTB McGraw Hill is the vendor for WELPA. Both tests assess students' proficiency in the five language domains of reading, writing, listening, speaking, and comprehension. The speaking portion is the only portion of the assessment scored locally at the school level. The rest of the assessment is scored by the vendor.

We analyzed the performance data of ELL students in level 3 of the TBIP because of two significant policy developments:

- In the 2011 Legislative Session, the Legislature proposed changes to the TBIP funding model.
 - In 2009 and 2010, the Legislature allocated TBIP funding based on a flat dollar amount per ELL student.

- In 2011, the Legislature proposed a differentiated funding model. One of these proposals passed in the 2011-13 Biennium Operating Budget, but was not included in the Supplemental Operating Budget that passed in April 2012. The proposal directed:
 - Funding level 2 students at 100 percent of their current level.
 - Funding level 1 students at 125 percent of level 2 students.
 - Funding level 3 students at 75 percent of level 2 students.
 - Bonus funding (equal to funding of level 2 students) upon exit.
- The approval of our ESEA Flexibility Waiver, which requires Washington to include ELL performance data in a revised Achievement Index and hold schools and districts accountable for ELL performance.

Action

No action needed.

Part 1

Long-term English Learners and Transitional Bilingual Instructional Program (TBIP) Funding

Part 2

English Language Learners in a Statewide Accountability Context

Emily Persky, Research Analyst

Sarah Rich, Policy Director

September 2012

Part 1: Long-term English Learners (LTELs) and TBIP Funding

TBIP Background

- Levels, Assessments, Funding

2006 TBIP Cohort

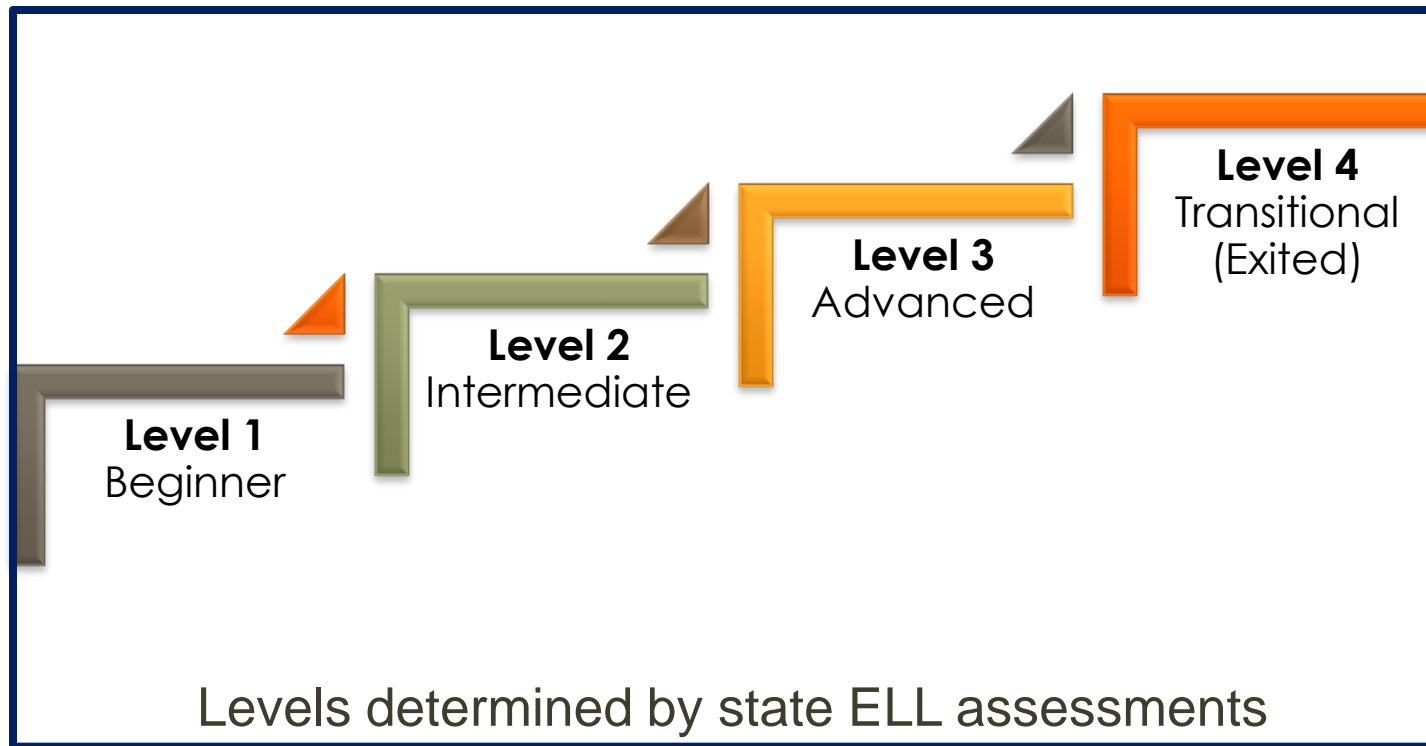
- Data analysis, Progress, Length of stay

Long-term English Learners

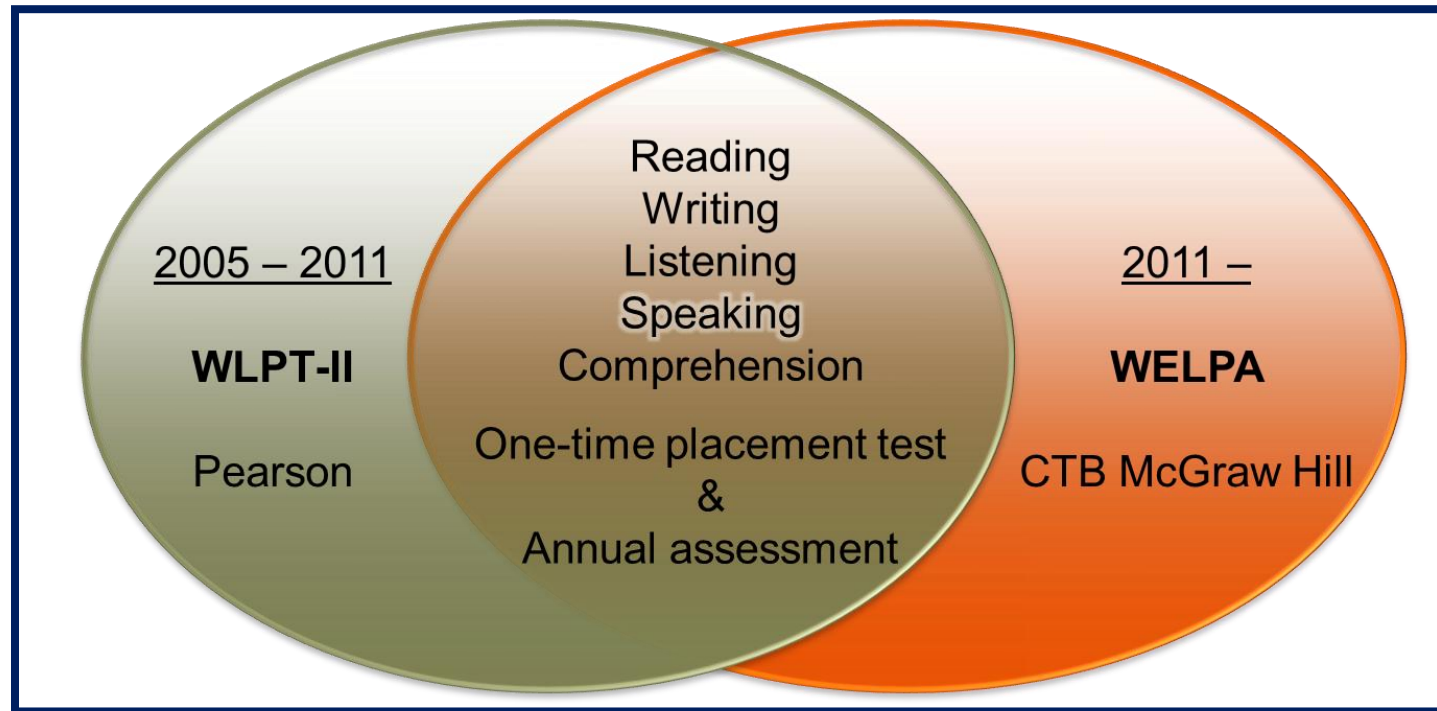
- Definition, Cohort characteristics, School districts

Policy & Research

TBIP Levels



TBIP Assessments



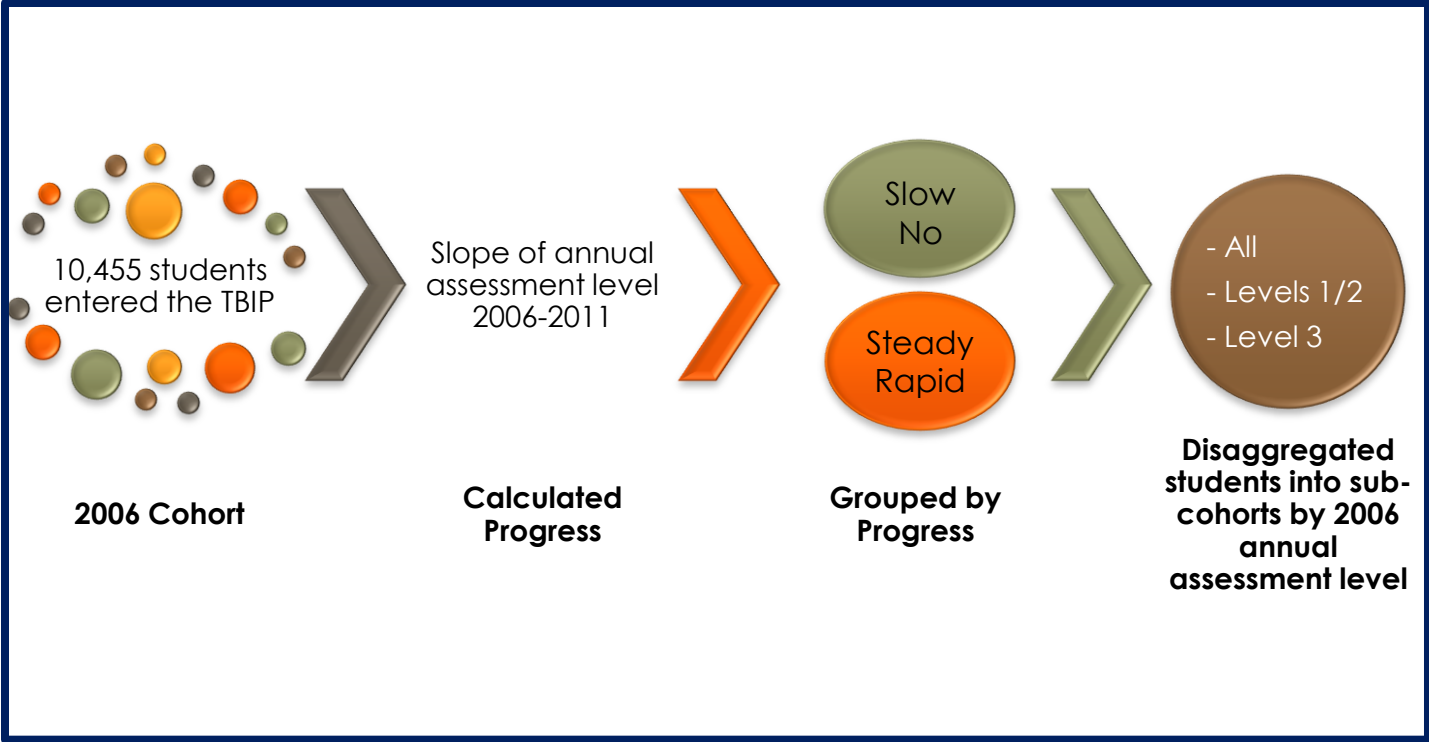
Driving the TBIP funding conversation:

- Over 50 percent of students in the TBIP are in level 3.²
 - The percent of students staying in TBIP four or more years trends upward.
- From 2005-2011 average time in the TBIP increased while the median time decreased.²
 - This means that a group of students are staying in the program longer and skewing the average higher.
- Assumption that students in level 3 need less support than in levels 1 and 2.

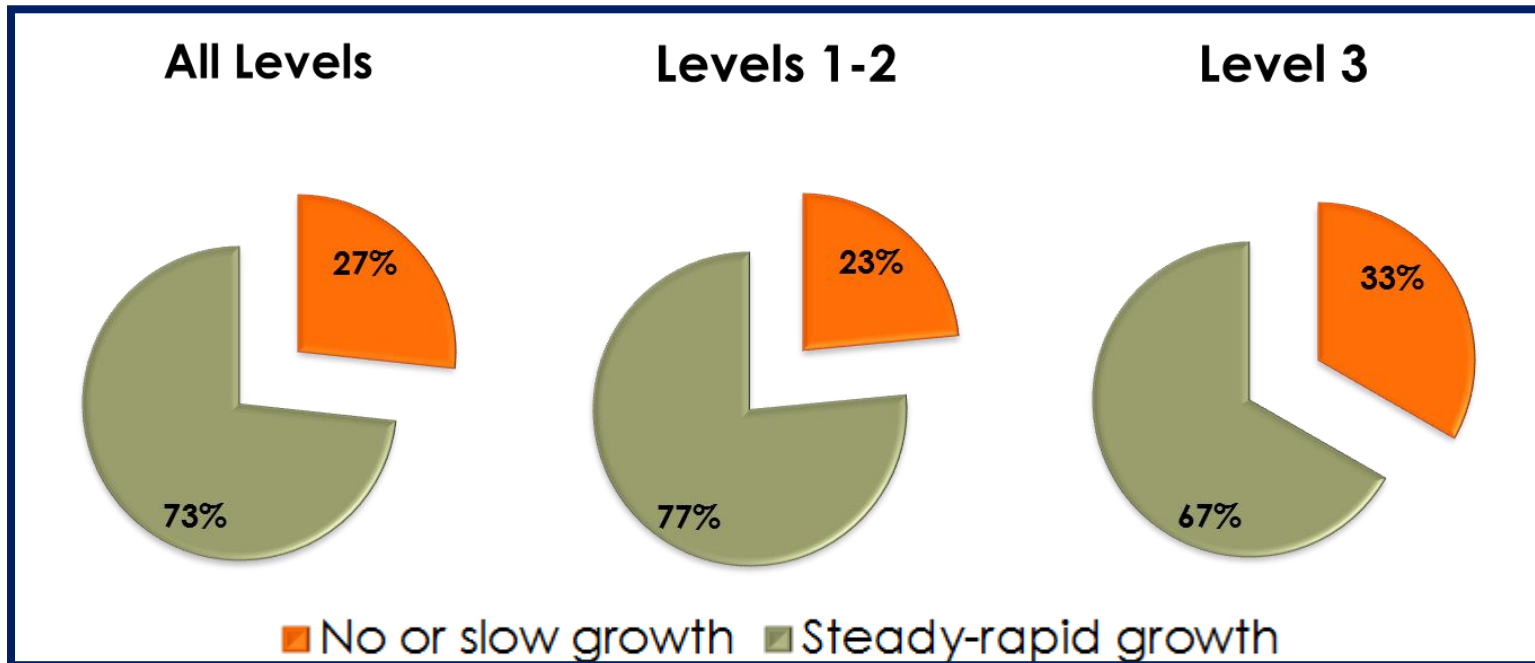
TBIP Funding Models in Legislation

Bill #	Title	Model	Other	Passed
<u>ESHB 1244</u>	2009-11 Biennium Operating Budget	\$901.46 per student		4/25/09
<u>ESSB 6444</u>	2010 Supplemental Operating Budget	\$901.46 per student		4/12/10
<u>2ESHB 1087</u>	2011-13 Biennium Operating Budget (2011 1 st Special Session)	4.7780 hours per week per student <ul style="list-style-type: none"> • L2 100% of current • L1 at 125% of L2 • L3 at 75% of L2 • Bonus funding for 2 years upon exit equal to L2 	OSPI to implement a differentiated funding model for 2012-13	5/25/11
<u>SHB 2058</u>	Operating Budget (2011 2 nd Special Session)	4.7780 hours per week per student <ul style="list-style-type: none"> • L2 100% of current • L1 at 125% of L2 • L3 at 75% of L2 • Bonus funding for 2 years upon exit equal to L2 	OSPI to implement a differentiated funding model for 2012-13	12/14/11
<u>ESB 5967</u>	2011-13 Fiscal Biennium Supplemental Operating Appropriations	4.7780 hours per week per student <ul style="list-style-type: none"> • L2 at median funding level necessary to maintain statewide average • L1 substantially more than L2 • L3 substantially less than L2 • Additional funding for 2 years upon exit 		No
<u>3ESHB 2127</u>	2012 Supplemental Operating Budget (2012 2 nd Special Session)	4.7780 hours per week per student	OSPI to prepare for implementation of differentiated funding model in 2013-15	4/11/12

Data Analysis

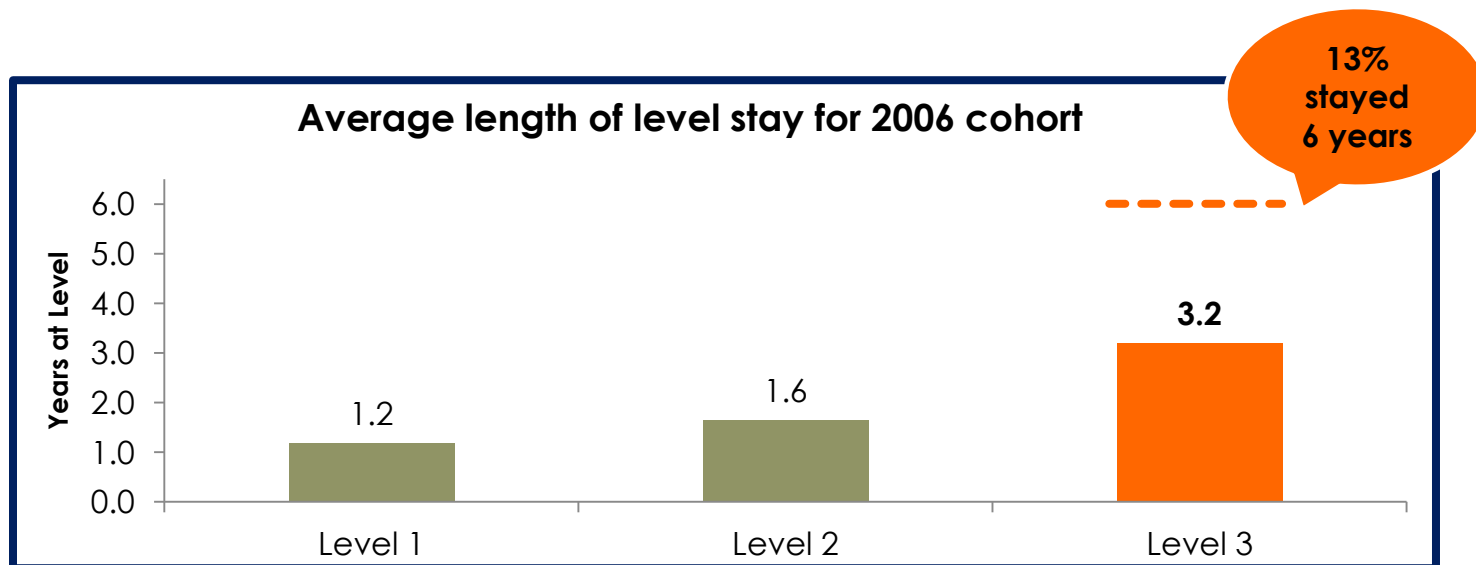


2006 Cohort Progress



We followed the progress of students who started in these levels in 2006, and 10% more students made steady/rapid progress in levels 1 and 2 than in level 3.

2006 Cohort Length of Stay in Level



- Average length of stay was twice as long for students in level 3 than for students in levels 1 and 2.
- 13 percent of level 3 sub-cohort assessed at level 3 in 2011.
 - Approximately **450 students** have been at the same **level of the TBIP for 6 years.**

Questions?

Long-term English Learners (LTEL)

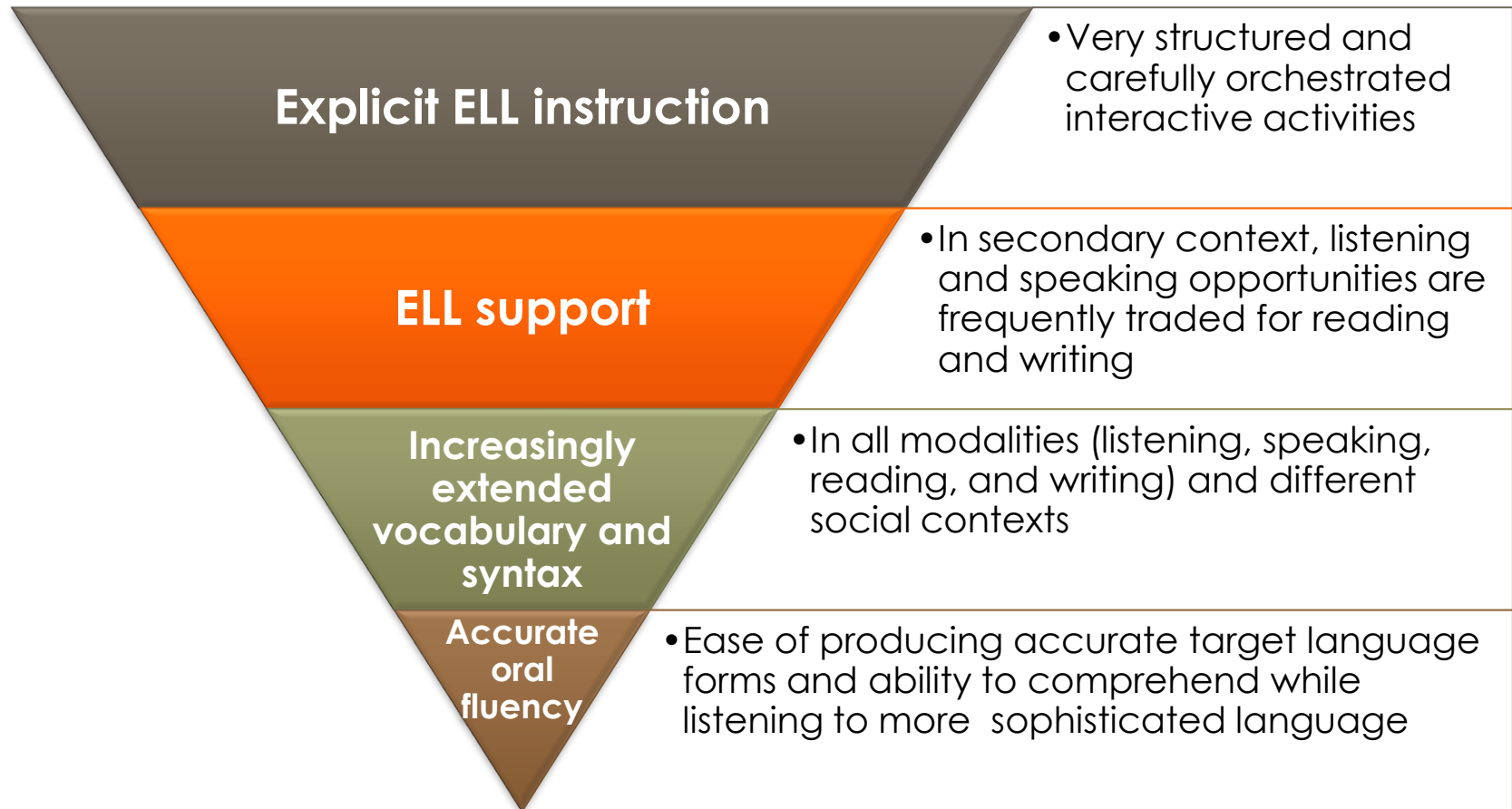
Emerging research indicates LTELs:³

- ✓ Have been in U.S. schools for 6+ years.
- ✓ Are in 6th-12th grades.
- ✓ Plateau at intermediate, early/advanced proficiency levels.
- ✓ Struggle academically (basic/below basic proficiency).
- ✓ Have large academic gaps in their elementary and/or middle school years.
- ✓ **Demonstrate oral fluency.**

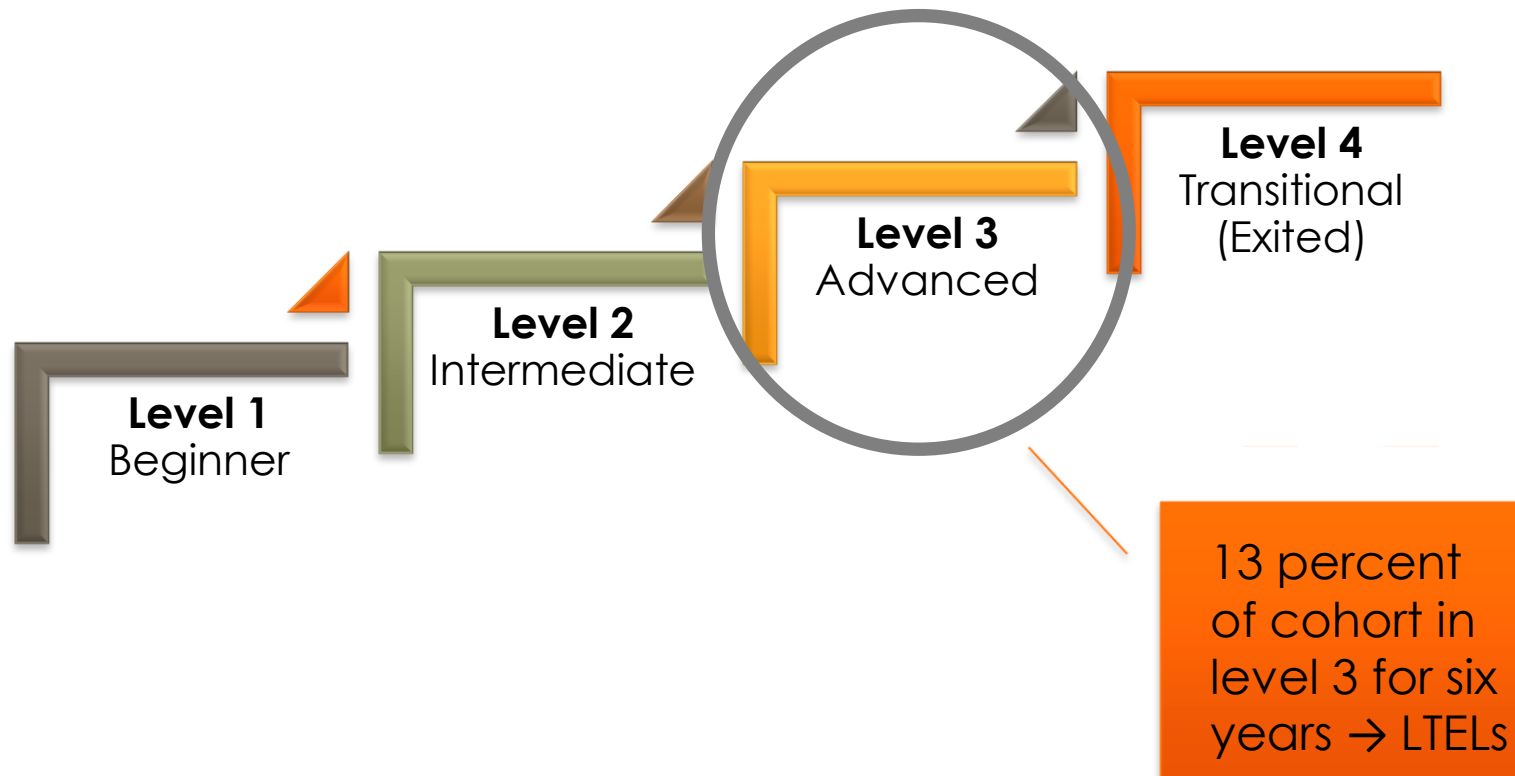
Long-term English Learners (LTEL)

- Research Institute for the Study of Language in Urban Society: “Long-term English Language Learner Project”
 - One-third of all ELLs in grades 6-12 in New York City are LTELs.
- Students of Today Achieving Results: “A Closer Look at Long-term English Learners: A Focus on New Directions”
 - Data on 175,734 secondary school ELLs in 40 California school districts showed that 59% of secondary school ELLs are LTELs.

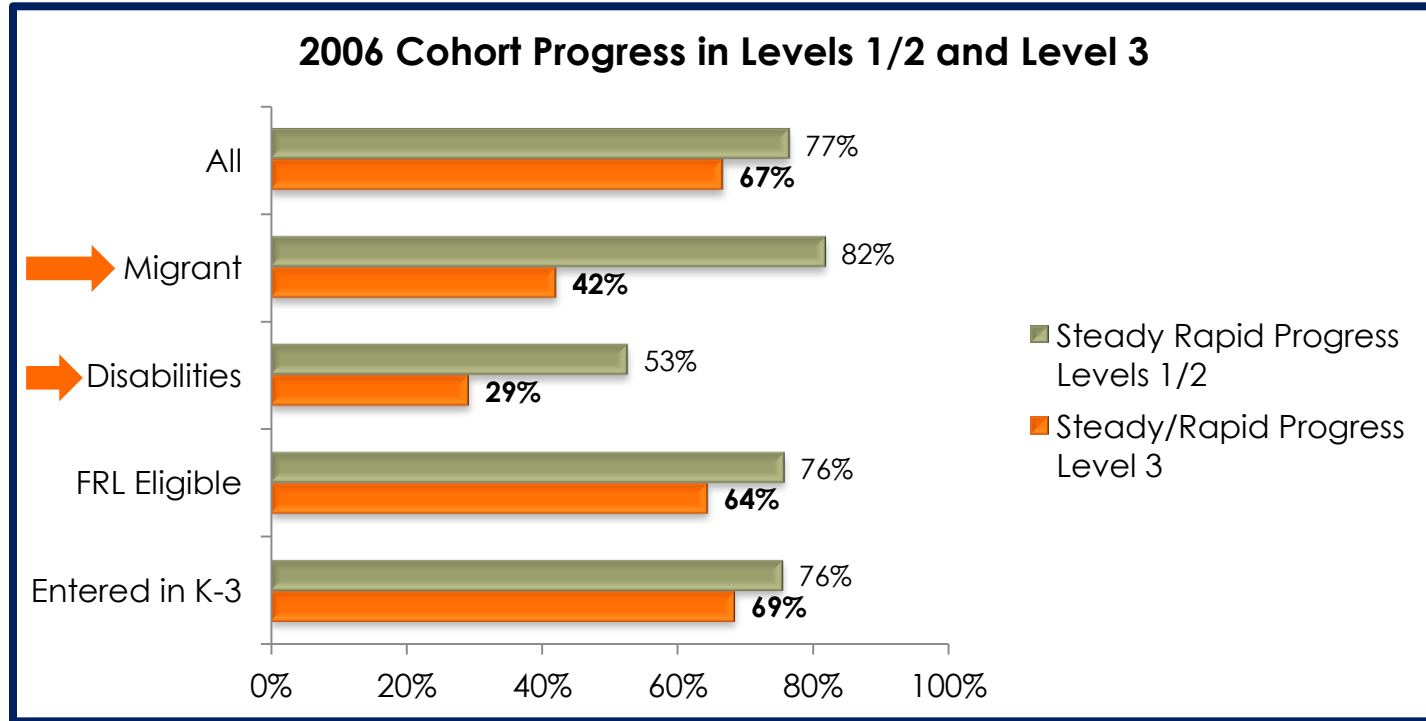
Research suggests LTELs need:³



Washington's LTELs

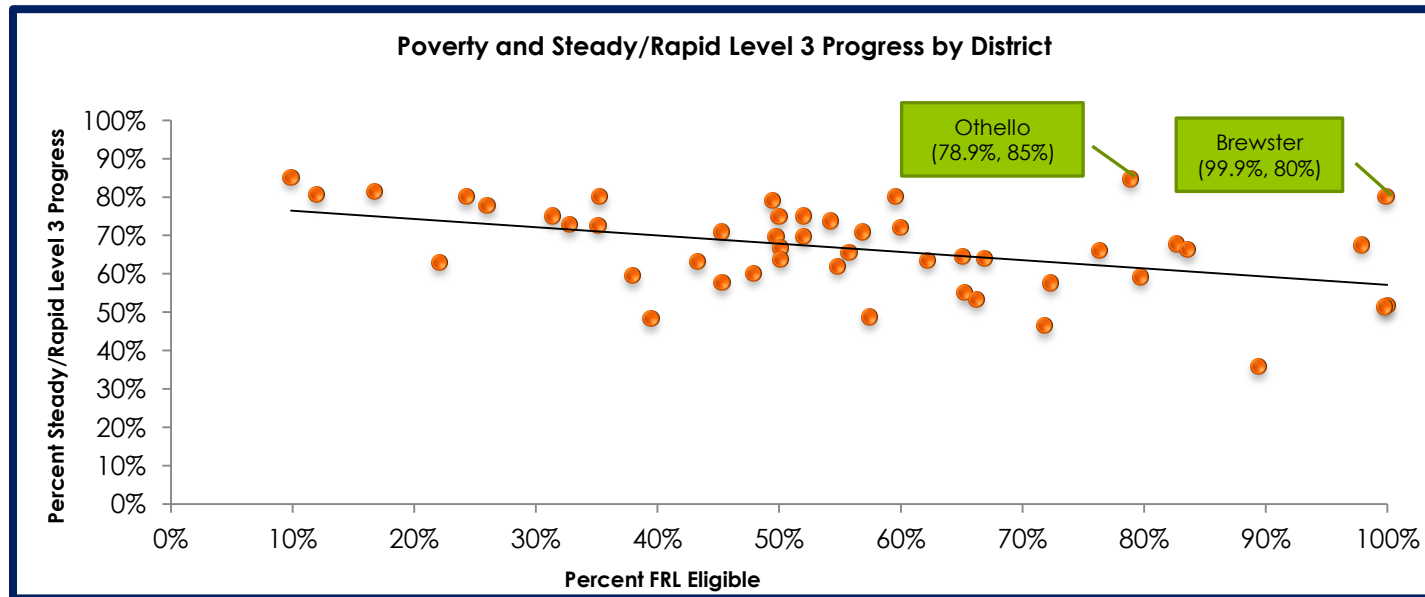


Subgroup Plateau in Level 3



The greatest difference in progress between levels 1/2 and level 3 exists in the migrant student and students with disabilities subgroups. 82 percent of the migrant students in levels 1/2 made steady/rapid progress; however, only 42 percent of the migrant students in level 3 made steady/rapid progress.

Level 3 Progress by District



- Percent of students making progress in level 3 varies by district.
- 40 percent of school districts had fewer than 65 percent of their level 3 sub-cohort students making steady/rapid progress.
- Correlation exists between level 3 students making slow/no progress and districts with more low-income students.
 - Exceptions: Othello and Brewster school districts have high rates of low-income students and low rates of students making slow/no progress in level 3.

Questions?

Annual Measurable Achievement Objectives (AMAOs)

AMAO 1

Making progress

- Determined by calculating net increase in scale – not level – score year to year

AMAO 2

Attainment of English Proficiency

- Determined by percent of students transitioning

AMAO 3

Annual Yearly Progress (AYP)

- Determined by participation in reading and math assessments.


AMAO Targets

Approved AMAO targets

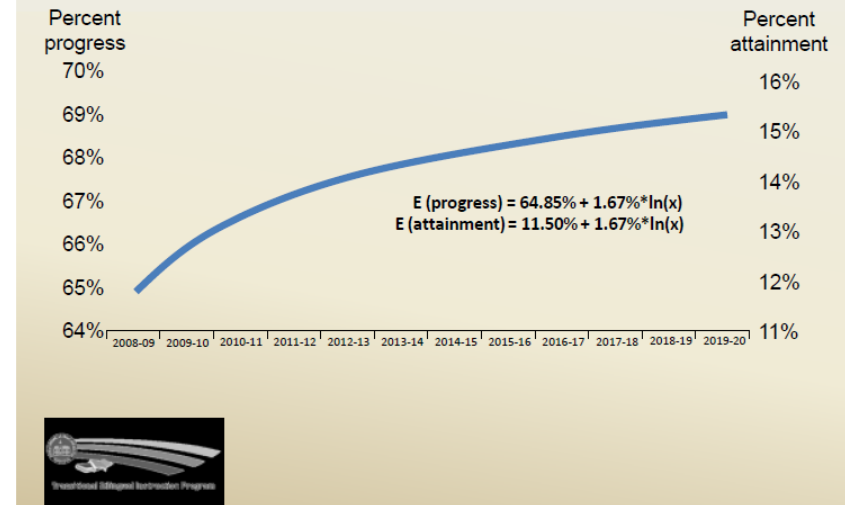
School Year	AMAO-1 Progress	AMAO-2 Attainment
2008-09	64.9%	11.5%
2009-10	66.0%	12.7%
2010-11	66.7%	13.3%
2011-12	67.2%	13.8%
2012-13	67.5%	14.2%
2013-14	67.8%	14.5%
2014-15	68.1%	14.7%
2015-16	68.3%	15.0%
2016-17	68.5%	15.2%
2017-18	68.7%	15.3%
2018-19	68.9%	15.5%
2019-20	69.0%	15.6%

3% increase in 5 years

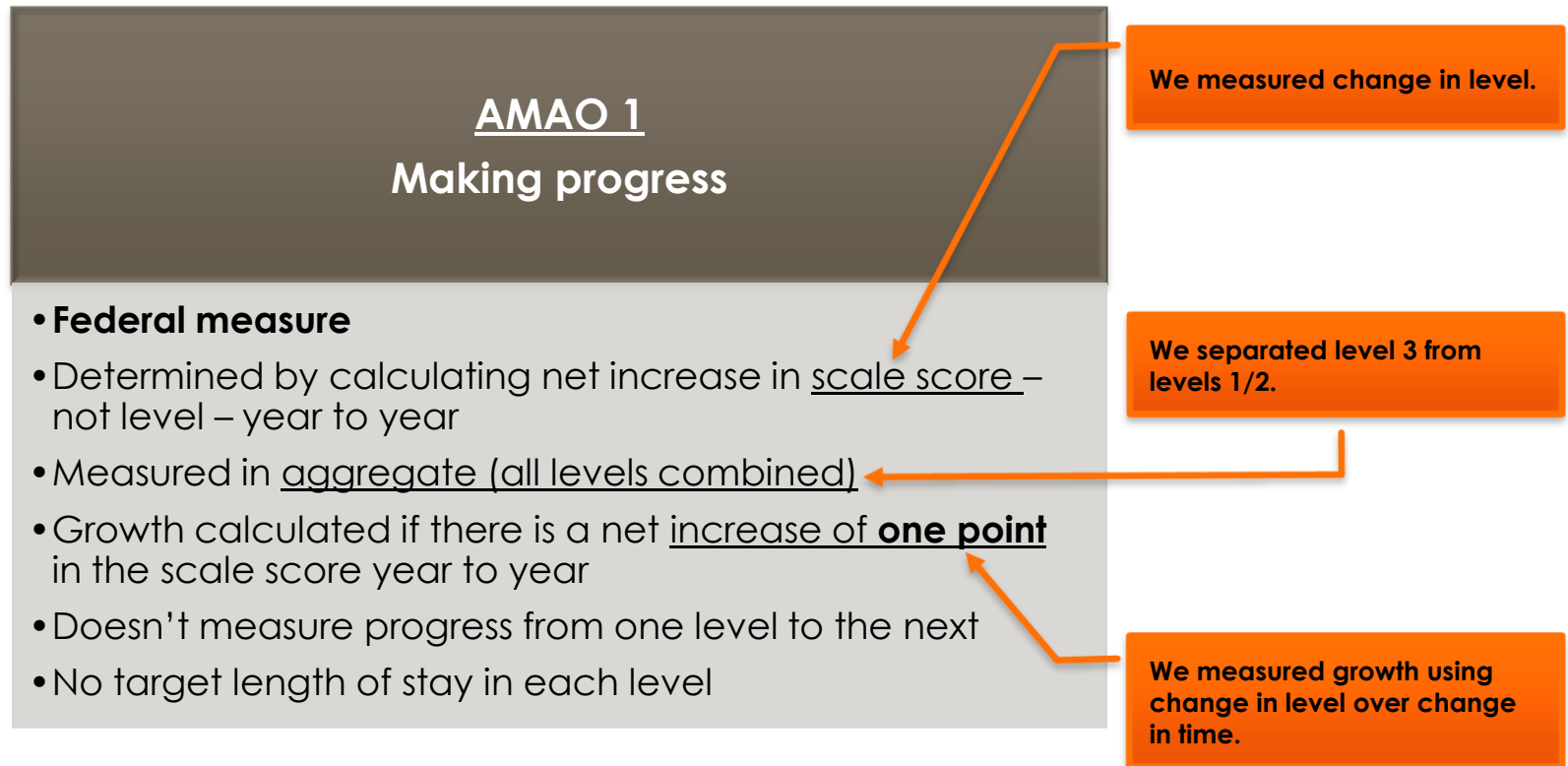
4% increase in 10 years



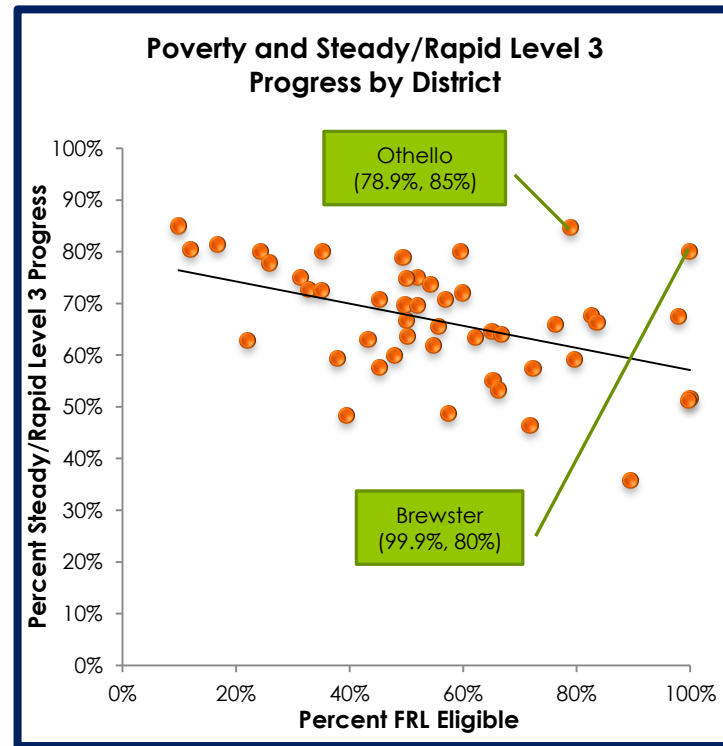
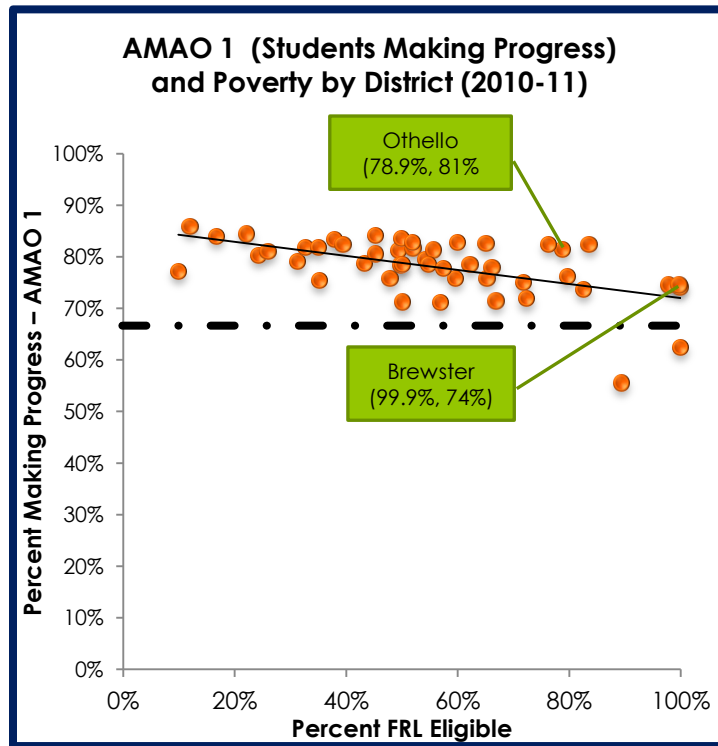
Projecting the AMAO targets



Annual Measurable Achievable Objective (AMAO) 1



Level 3 Progress vs. AMAO 1



- Less variation across districts by AMAO 1 measure of progress.
- AMAO 1 does not identify districts with large percentages of LTELs in level 3, nor does it distinguish districts with small percentages of LTELs in level 3.
- Correlation exists between poverty and progress in both measures.

Research Recommendations

- 1) Update 2006 cohort data to include 2012 WELPA results.
- 2) Apply data analysis to 2007 and 2008 cohorts.
- 3) Measure length of stay in level 3 for students who enter TBIP at levels 1 and 2.
- 4) Gather information on the types of support schools and districts provide using TBIP allocations.
- 5) Apply multiple regression analysis to examine former ELL performance on state assessments compared to length of stay in TBIP controlling for student, teacher, and school characteristics.
- 6) Examine relationship between English language proficiency and broader achievement/opportunity gaps.

Questions?

Part 2: English Language Learners in a Statewide Accountability Context

Data

- What data do we have?

Accountability measures

- What measures are currently in place?

Challenges

- What are the current accountability system challenges?

Revising the Index - Opportunities

- What are options for improving accountability for ELL achievement in a revised Index?

English Language Learners: Academic Data

Collected at the state level, available by school:

- State assessments system in Reading, Writing, Science, Math (MSP, HSPE, EOC); grades 3-8 and HS
- Washington English Language Proficiency Assessment (WELPA, formerly WLPT).
- Graduation Rates
- College enrollment and remediation (future)

Available locally only (not state):

- District, school, and teacher-determined assessments (e.g. Indicadores Dinámicos del Éxito en la Lectura (IDEL), Tejas LEE, curriculum-based assessments)

Available by state only (not district or school):

- National Assessment of Educational Progress (NAEP)

Accountability Targets



Title I

- Formerly “Uniform Bar” goal of 100% by 2014
- New Annual Measurable Objectives (AMOs) to close proficiency gaps by 50 by 2017



Title III

- AMAO 1: Percent making gains
- AMAO 2: Percent achieving English proficiency
- AMAO 3: Meeting AYP in ELL subgroup

Title III Consequences for Districts Not Meeting AMAOs

- Year 1** {
- Parent notification
- Year 2** {
- Offer school choice and Supplemental Educational Services;
 - Write improvement plan
- Year 4** {
- Modify curriculum, program, and method of instruction; OR
 - OSPI determines whether the district should continue to receive Title III funds AND require the district to replace educational personnel relevant to not meeting AMAOs

Accountability Challenges

1. ELLs take statewide assessments*, but may not have the English language skills needed to understand the text or respond effectively in English.
 - Percent of ELLs meeting standard on these tests is not an adequate measurement of their performance.
2. As proficiency improves, students exit the subgroup, which lowers the performance of the subgroup.
3. Upon transitioning, ELLs generally perform below the state average and perform particularly low in grades 6-8. There is no accountability for these students currently other than the “all students” group.
4. There is no specific expectation set for time in program or time to progress from one level to the next. There is no mechanism to identify LTELs in our current reporting/accountability system.

*With one exception permitted under ESEA: immigrant ELLs are exempt from state testing in reading during their first year in US schools.

TBIP recommendations from:

- Working Group on ELL Policy
Recommendations for Reauthorization of
ESEA (2010)
- Bilingual Education Advisory Committee
(BEAC)
- Quality Education Council TBIP Technical
Working Group

Working Group on ELL Policy Recommendations for Reauthorization of ESEA (2010) ⁵

1. Stabilize the ELL subgroup definition
2. Report on and develop strategies to reduce the number of LTEL
3. Incorporate English proficiency into accountability systems

Bilingual Education Advisory Committee: Call for Equity and Excellence for ELLs in Washington State⁶

1. Develop and maintain systems of observation and mechanisms for monitoring student progress;
2. Closely examine ELL performance by district and school to determine the scope of need;
3. Bolster accountability system for all stakeholders;
4. Set expectations for progress of ELLs by time in program and language proficiency.

QEC TBIP Technical Working Group Recommendations (2010)⁷

1. Develop statewide accountability system to identify underperforming and improving districts. Should include technical support and sanctions;
2. System should include long term outcomes for ELLs who have exited (reading, writing, mathematics, could also use graduation rates and dropout rates);
3. Include all schools with ELLs not just schools that accept TBIP funding;
4. Convene state level work group with OSPI, SBE, other stakeholders to develop a plan for the new accountability system to present to the QEC and TBIP Technical Working Group. Group should recommend changes to RCWs and WACs to align to the new accountability system.

Strengthening Accountability for ELLs: ESEA Commitments

Transparent reporting of subgroup performance.

- Percent of ELLs at a school level who met grade level in all tested subjects.
- Percent of ELLs who graduated in 4 and 5 years.

AMOs target closing proficiency gaps by half in 6 years.

- Which schools met AMO targets for ELL subgroup for Reading, Math, graduation rates.

Focus and Emerging schools identified based on low subgroup performance

- Title I schools with subgroup performance in the lowest 10%
- Half of Focus schools were identified because of low ELL performance (45/92)

Strengthening Accountability for ELLs: Opportunities

Proficiency Gaps

- Disaggregate ELL subgroup performance for Reading, Writing, Math, Science, and graduation rates.
- In contrast to a super-subgroup.

Growth

- Disaggregate ELL growth (Reading, Math)

New Subgroup: Former ELLs

- Create a subgroup of “former ELLs” to include across performance indicators
- Proficiency and growth

Strengthening Accountability for ELLs: Options to Explore

English language acquisition:

- % of ELLs with a net scale score gain (AMAO-1)
- % of ELLs transitioning (AMAO-2)
- % of ELLs progressing from one level to the next (would require setting targets beyond the existing federal AMAOs)

English language growth

- What is the progress of ELLs compared to other ELLs, and is this level of growth sufficient for the typical ELL to acquire English language proficiency in a certain amount of time?

References

1. Olsen, Laurie and Yee Wan, *A Closer Look at Long Term English Learners: A Focus on New Directions*, Research & Resources for English Learner Achievement, December 2010. Retrieved from http://en.elresearch.org/uploads/Olsen_Color_eng.pdf.
2. Malagon, Helen and Howard DeLeeuw, *Educating English Language Learners in Washington State 2007-2008 Report to Legislature*, Office of Superintendent of Public Instruction, December 2008.
 - and Paul McCold, *Educating English Language Learners in Washington State 2008-2009 Report to Legislature*, Office of Superintendent of Public Instruction, December 2009.
 - and Paul McCold, and Julie Hernandez, *Educating English Language Learners in Washington State 2009-2010 Report to Legislature*, Office of Superintendent of Public Instruction, January 2011.
 - and Paul McCold, and Julie Hernandez, *Educating English Language Learners in Washington State 2010-2011 Report to Legislature*, Office of Superintendent of Public Instruction, December 2011.
3. Kinsella, Kate and Susana Dutro, *English Language Development: Issues and Implementation at Grades 6-12*, California Comprehensive Center at WestEd, 2011. Retrieved from http://www.schoolsmovingup.net/cs/smu/download/rs/25934/ELLWebinar5_ELD6-12_final.pdf.
4. Menken, Kate and Tatyana Kleyn, *Meeting the Needs of Long-Term English Language Learners in High School, Phase II*, Research Institute for the Study of Language in an Urban Society (RISLUS), The Graduate Center, The City University of New York, N.D. Retrieved from http://www.edweek.org/media/ltell_phase_ii_report_final.pdf.
5. The Working Group on ELL Policy: *Improving Educational Outcomes for English Language Learners; Recommendations for the Reauthorization of the Elementary and Secondary Education Act*, May 25, 2010. Retrieved from <http://ellpolicy.org/wp-content/uploads/ESEAFinal.pdf>.
6. The Bilingual Education Advisory Committee: *A Call for Equity and Excellence for ELLs in Washington State*, 2011. Retrieved from <http://www.k12.wa.us/MigrantBilingual/PositionPaper.aspx>.
7. The TBIP Technical Working Group Recommendations to Quality Education Council Final Report, December 2010. Retrieved from http://www.k12.wa.us/LegisGov/2010documents/TBIP_Dec10.pdf.

Key Policy Questions

- 1) Might there be an unintended consequence to reducing level 3 funding, i.e. more Long-term English Learners (LTEL)?
- 2) What factors explain the significant variation in level 3 progress across districts?
- 3) Are AMAOs sufficient measures of LTEL achievement and progress?
- 4) How can a revised Achievement Index improve accountability for ELL achievement?