

# English Learner Growth Crosswalk

## Overview

Student growth measures look at a students' progress over time. For students that will need multiple years to reach proficiency, which is true for most English Learner (EL) students, student growth measures offer a way to track progress toward the long-term goal of English proficiency.

Michigan uses two different types of models to describe English Learner (EL) students' growth toward acquiring English proficiency.

- Normative (Student Growth Percentiles; SGPs)
- Criterion (Performance Level [PL] Change)

Each model type has strengths and weaknesses. This document provides a crosswalk designed to allow EL practitioners to navigate between the two models and use whichever model best meets their situation.

## Crosswalk Uses

### Instructional Goal Setting

Using this crosswalk and WIDA "Can Do Descriptors" (<https://wida.wisc.edu/teach/can-do/descriptors>), EL practitioners can determine the specific skills students will need to master to be on-track to reach or maintain English proficiency within accountability timelines.

### EL Program Evaluation & Planning

Using this crosswalk and students' WIDA ACCESS 2.0 scores from the current and previous years, program leaders or administrators can approximate the percent of students with low, average, and high growth to aid in program evaluation. (It should be noted such an approximation is appropriate for preliminary program evaluation and planning but should not be used for formal educator evaluations.)

## Models' Strengths & Weaknesses

Normative (SGP) models are useful to place scores in context of the "average or typical score" and for their ability to survive assessment transitions. However, normative models do not give a clear picture of the specific areas or standards where students need additional support.

Criterion (PL change) models are useful to connect scores to specific instructional actions or standards. However, criterion models break if there is a change in the assessment used (e.g., from ELPA in Spring 2013 to WIDA Spring 2014) or a change in scaling (e.g., WIDA performance level redefinition in Spring 2017).

## What's New

The only major change for this version is which years of data were used to generate averages.

- No major changes to the concept, sections, or layout of the document
- Averages were calculated using 2022-23 and 2023-24 data.
  - 2021-22 was not used as growth for that year had to bridge across pre-covid and post-covid (i.e., from 2018-19 as the prior1 test to 2021-22 as the posttest).
  - 2022-23 and 2023-24 EL growth data only use post-covid data.

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## How to use the Crosswalk

To use the crosswalk, take the following steps:

### 1. Locate the correct block of rows for a student

- a. Determine the student's current grade, when the growth will be evaluated
- b. Verify the student's current and prior grades match the typical grade progression
  - i. For example, current grade 2 students should have a prior grade of 1
  - ii. If this assumption is not met (e.g., the student repeated a grade, skipped a grade, etc.), then the crosswalk cannot be used
- c. Determine the student's prior performance level on WIDA ACCESS 2.0 and find the matching row within the block rows matching the student's current grade

### 2. Use the "Program Evaluation" columns to understand what low, average, and high growth typically look like for a student with that current grade, prior grade, and prior PL

- a. [Low Growth (SGPs 1-29)] gives the average criterion growth score (PL change) for students that had low normative growth scores (SGPs 1-29).
- b. [Average Growth (SGPs 30-69)] gives the criterion growth score (PL change) for students that had average normative growth scores (SGPs 30-69).
- c. [High Growth (SGPs 70-99)] gives the average criterion growth score (PL change) for students that had high normative growth scores (SGPs 70-99).

### 3. Use the "School Accountability" columns to understand what level of growth is needed for the student with that current grade, prior grade, and prior PL to be on-track to reach English proficiency within 5 years.

- a. [Avg SGP Needed] gives the average normative growth score (Student Growth Percentile) needed for a student to be on-track to reach English proficiency
- b. [Avg PL Change Needed] gives the average criterion growth score (PL change) needed for a student to be on-track to reach English proficiency

### 4. Understand each type of growth score

- a. Normative growth scores (Student Growth Percentiles; SGPs)
  - i. Are percentiles, meaning they convey the percent of similar students with lower growth than that student. For example, a student with a normative growth score of 73 means the student had higher growth than 73% of similar students.
  - ii. Range from 1-99
  - iii. 50 is the middle or average score
- b. Criterion growth scores (Performance level [PL] change)
  - i. Tell the degree to which students have mastered English language standards
  - ii. Range from -5.0 to +5.0
  - iii. Negative scores mean the student regressed against English standards
  - iv. 0 means the student is holding place, neither regressing nor progressing
  - v. Positive scores mean the student progressed in the English standards

## Additional Questions?

For additional information or support for this tool please email [mde-accountability@michigan.gov](mailto:mde-accountability@michigan.gov) or call 877-560-8378.

# English Learner Growth Crosswalk

## Crosswalk Tool

Identifying Conditions			Program Evaluation (Average PL Change Observed)			School Accountability (Average Growth Needed)	
Current Grade	Prior Grade	Prior PL Range	Low Growth (SGPs 1-29)	Avg Growth (SGPs 30-69)	High Growth (SGPs 70-99)	Avg SGP Needed (Growth Level*)	Avg PL Change Needed
1	K	1.0 - 1.9	0.4	1.0	1.7	62 - AV	1.6
		2.0 - 2.9	0.0	0.7	1.4	57 - AV	1.2
		3.0 - 3.9	-0.6	0.0	0.8	54 - AV	0.6
		4.0 - 4.7	-1.2	-0.4	0.5	52 - AV	0.5
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
2	1	1.0 - 1.9	0.1	0.6	1.4	70 - HI	1.4
		2.0 - 2.9	0.0	0.7	1.2	61 - AV	1.1
		3.0 - 3.9	-0.1	0.4	1.0	53 - AV	0.8
		4.0 - 4.7	-0.4	0.2	0.8	44 - AV	0.6
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
3	2	1.0 - 1.9	-0.1	0.4	1.2	81 - HI	1.4
		2.0 - 2.9	-0.2	0.4	1.1	71 - HI	1.1
		3.0 - 3.9	-0.3	0.3	0.8	55 - AV	0.7
		4.0 - 4.7	-0.4	0.2	0.8	40 - AV	0.5
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
4	3	1.0 - 1.9	0.1	0.8	1.7	81 - HI	1.9
		2.0 - 2.9	0.2	0.9	1.5	81 - HI	1.7
		3.0 - 3.9	0.1	0.7	1.3	63 - AV	1.2
		4.0 - 4.7	0.0	0.6	1.3	37 - AV	1.0
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
5	4	1.0 - 1.9	0.0	0.5	1.5	81 - HI	1.7
		2.0 - 2.9	-0.3	0.5	1.3	81 - HI	1.5
		3.0 - 3.9	-0.3	0.3	1.0	82 - HI	1.1
		4.0 - 4.7	-0.4	0.3	0.9	62 - AV	0.8
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
6	5	1.0 - 1.9	0.1	0.4	1.0	83 - HI	1.2
		2.0 - 2.9	-0.4	0.1	0.8	81 - HI	1.0
		3.0 - 3.9	-0.9	-0.3	0.2	80 - HI	0.4
		4.0 - 4.7	-1.1	-0.5	0.0	79 - HI	0.2
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--

\* Growth level of the needed growth score (SGP): LO = Low Growth; AV = Average Growth; HI = High Growth

<sup>+</sup> EL students reaching PL 4.8 or higher are auto exited from EL services. A few students are re-entered but the counts are too low to generate a reliable PL change average.

# English Learner Growth Crosswalk

Identifying Conditions			Program Evaluation (Average PL Change Observed)			School Accountability (Average Growth Needed)	
Current Grade	Prior Grade	Prior PL Range	Low Growth (SGPs 1-29)	Avg Growth (SGPs 30-69)	High Growth (SGPs 70-99)	Avg SGP Needed (Growth Level*)	Avg PL Change Needed
7	6	1.0 - 1.9	-0.1	0.2	0.8	87 - HI	1.1
		2.0 - 2.9	-0.4	0.2	0.9	83 - HI	1.1
		3.0 - 3.9	-0.5	0.1	0.6	79 - HI	0.7
		4.0 - 4.7	-0.6	-0.1	0.5	73 - HI	0.5
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
8	7	1.0 - 1.9	-0.1	0.2	0.8	90 - HI	1.2
		2.0 - 2.9	-0.4	0.2	0.9	87 - HI	1.2
		3.0 - 3.9	-0.5	0.1	0.6	81 - HI	0.8
		4.0 - 4.7	-0.6	0.0	0.5	72 - HI	0.5
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
9	8	1.0 - 1.9	0.1	0.6	1.2	93 - HI	1.6
		2.0 - 2.9	-0.1	0.5	1.0	91 - HI	1.3
		3.0 - 3.9	-0.4	0.1	0.6	86 - HI	0.8
		4.0 - 4.7	-0.7	-0.1	0.5	74 - HI	0.5
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
10	9	1.0 - 1.9	-0.1	0.1	0.7	99 - HI	1.9
		2.0 - 2.9	-0.4	0.2	0.8	96 - HI	1.4
		3.0 - 3.9	-0.6	0.0	0.5	91 - HI	0.9
		4.0 - 4.7	-0.7	-0.1	0.5	79 - HI	0.6
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
11	10	1.0 - 1.9	-0.1	0.1	0.7	99 - HI	1.7
		2.0 - 2.9	-0.5	0.1	0.7	99 - HI	1.8
		3.0 - 3.9	-0.7	-0.1	0.5	96 - HI	1.0
		4.0 - 4.7	-0.8	-0.2	0.4	87 - HI	0.7
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--
12	11	1.0 - 1.9	-0.2	0.0	0.6	99 - HI	1.7
		2.0 - 2.9	-0.6	-0.1	0.6	99 - HI	1.5
		3.0 - 3.9	-1.1	-0.2	0.3	99 - HI	1.1
		4.0 - 4.7	-1.4	-0.4	0.2	96 - HI	0.6
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--

\* Growth level of the needed growth score (SGP): LO = Low Growth; AV = Average Growth; HI = High Growth

<sup>+</sup> EL students reaching PL 4.8 or higher are auto exited from EL services. A few students are re-entered but the counts are too low to generate a reliable PL change average.

# English Learner Growth Crosswalk

## Practice Application Scenarios

### Planning

#### Scenario 1

At the start of the school year Juan enters 6th grade. Last year he was in 5th grade and had a Spring WIDA ACCESS composite performance level (PL) of 3.4.

- What is the approximate performance level change needed for him to show average growth?
- What is the approximate performance level change needed for him to be on-track to proficiency?
- What do each of these values mean?

Below is a snippet of the EL Crosswalk Tool that applies to this student.

- Find the group of rows based on the students current and prior grade.
  - The student’s current grade is grade 6 and his prior grade was grade 5.
  - Meaning we find the group of rows with [Current Grade] = 6 and [Prior Grade] = 5.
  - This group of rows is shown in the snippet below.
- Find, within that group of rows, the row with the range that includes the student’s prior PL.
  - The student’s prior PL is 3.4.
  - Meaning we find the row with [Prior PL Range] = “3.0 - 3.9”.
  - This row is highlighted in the snippet below.
- Find the column(s), within that row, that pertain to the specific question.
  - Average Growth
    - Find the column “Average Growth”, which in this case has a value of -0.3
    - This means if Juan achieves “average” growth he will maintain his relative position to other similar EL students but will **regress** slightly against the ELD standards.
  - Needed Growth
    - Find the column “Avg PL Change Needed”, which in this case has a value of 0.4
    - Find the column “Avg SGP Needed”, which in this case has a value of “80 – HI”
    - This means that to be on a path to English proficiency, Juan will need high growth. He will need a PL change of at least 0.4 which would be greater than the growth of 80 percent of EL students with similar score histories.

Identifying Conditions			Program Evaluation (Average PL Change Observed)			School Accountability (Average Growth Needed)	
Current Grade	Prior Grade	Prior PL Range	Low Growth (SGPs 1-29)	Avg Growth (SGPs 30-69)	High Growth (SGPs 70-99)	Avg SGP Needed (Growth Level*)	Avg PL Change Needed
6	5	1.0 - 1.9	0.1	0.4	1.0	83 – HI	1.2
		2.0 - 2.9	-0.4	0.1	0.8	81 – HI	1.0
		3.0 - 3.9	-0.9	-0.3	0.2	80 – HI	0.4
		4.0 - 4.7	-1.1	-0.5	0.0	79 – HI	0.2
		4.8 - 6.0 <sup>+</sup>	--	--	--	--	--

\* Growth level of the needed growth score (SGP): LO = Low Growth; AV = Average Growth; HI = High Growth

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## Evaluating

### Scenario 2

Layla is in the 10th grade and ended the year with a Spring WIDA ACCESS composite performance level (PL) of 3.8. Last year she was in 9th grade and had a Spring WIDA ACCESS composite PL of 2.7.

- How does her year-over-year growth compare to other students?
- Did she achieve enough growth to be on-track to reach English proficiency?

Below is a snippet of the EL Crosswalk Tool that applies to this student.

- Find the group of rows based on the students current and prior grade.
  - The student’s current grade is grade 10 and her prior grade was grade 9.
  - Meaning we find the group of rows with [Current Grade] = 10 and [Prior Grade] = 9.
  - This group of rows is shown in the snippet below.
- Find, within that group of rows, the row with the range that includes the student’s prior PL.
  - The student’s prior PL is 2.7.
  - Meaning we find the row with [Prior PL Range] = “2.0 - 2.9”.
  - This row is highlighted in the snippet below.
- Determine the year-over-year PL change, which in this case was 1.1 (i.e.,  $3.8 - 2.7 = 1.1$ ).
- Find the column(s), within that row, that pertain to the specific question.
  - Comparison to others
    - Compare Layla’s PL change to the average PL change for low, average, and high growth and determine which is closest to her PL change.
    - Layla’s PL change is above the average PL change for High growth.
    - This meaning she had very high growth.
  - On-track to proficiency
    - Compare the Layla’s PL change to the value in the “Avg PL Change Needed” column, which in this case is 1.4
    - Layla’s PL change of 1.1 is less than the “Avg PL Change Needed” of 1.4.
    - This means Layla is most likely off-track to reach English proficiency within 5 years.
    - Please note the phrase “most likely” is intentional and speaks to the approximate nature of this tool. For a formal determination of whether a student was on-track please review the School Index EL Accountability student data file.

Identifying Conditions			Program Evaluation (Average PL Change Observed)			School Accountability (Average Growth Needed)	
Current Grade	Prior Grade	Prior PL Range	Low Growth (SGPs 1-29)	Avg Growth (SGPs 30-69)	High Growth (SGPs 70-99)	Avg SGP Needed (Growth Level*)	Avg PL Change Needed
10	9	1.0 - 1.9	-0.1	0.1	0.7	99 - HI	1.9
		2.0 - 2.9	-0.4	0.2	0.8	96 - HI	1.4
		3.0 - 3.9	-0.6	0.0	0.5	91 - HI	0.9
		4.0 - 4.7	-0.7	-0.1	0.5	79 - HI	0.6
		4.8 - 6.0*	--	--	--	--	--

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+ EL students reaching PL 4.8 or higher are auto exited from EL services. A few students are re-entered but the counts are too low to generate a reliable PL change average.