

# 2018-2019 ACCESS Growth Summary



## Purpose

The purpose of this report is to examine the growth and proficiency of students designated as English Language Learners (ELLs) in the District who took ACCESS during the 2018-2019 school year. Growth for students in the district was compared with growth of students across Illinois on ACCESS. The percentage of students who met the English language proficiency benchmark of a 4.8 performance level is also reported.



## Method

The Illinois State ACCESS Benchmark Model was built using ACCESS data from school districts across Illinois. The model was built to reflect typical student growth in the state. With this model each student with ACCESS data from the 2017-2018 school year was assigned a propensity score based on his or her historical language domain scores (listening, speaking, reading, writing). The propensity score indicates the expected achievement for that student during the 2018-2019 school year. To evaluate student growth, students' actual 2018-2019 ACCESS overall composite test scores were compared to the expected values provided by the prediction models.

## ACCESS District Building-Level Growth Summary (2018-2019)

Subject:

### Overall Composite

Growth Year: 2018-2019


Growth Comparison Group: STATE OF ILLINOIS


Term: Spring

**Overall Growth**

**+ 0.36**  **Higher than Expected Growth**

### Student Growth by School

School	Student Count <sup>^</sup>	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
WOODLAWN MIDDLE SCHOOL	30	20%	37%	60%	3%	+ 0.82 

 <b>Higher than Expected Growth</b> Growth is +0.30 or above	 <b>Expected Growth</b> Growth from -0.29 to +0.29	 <b>Lower than Expected Growth</b> Growth from -0.30 to -0.59	 <b>Unsatisfactory Growth</b> Growth is -0.60 or below
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