

# Acronym Soup: ELs, ESL, and ESSA



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Arkansas Department of Education

Technology Information Conference for Administrative Leadership (TICAL)

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# Who is an EL?

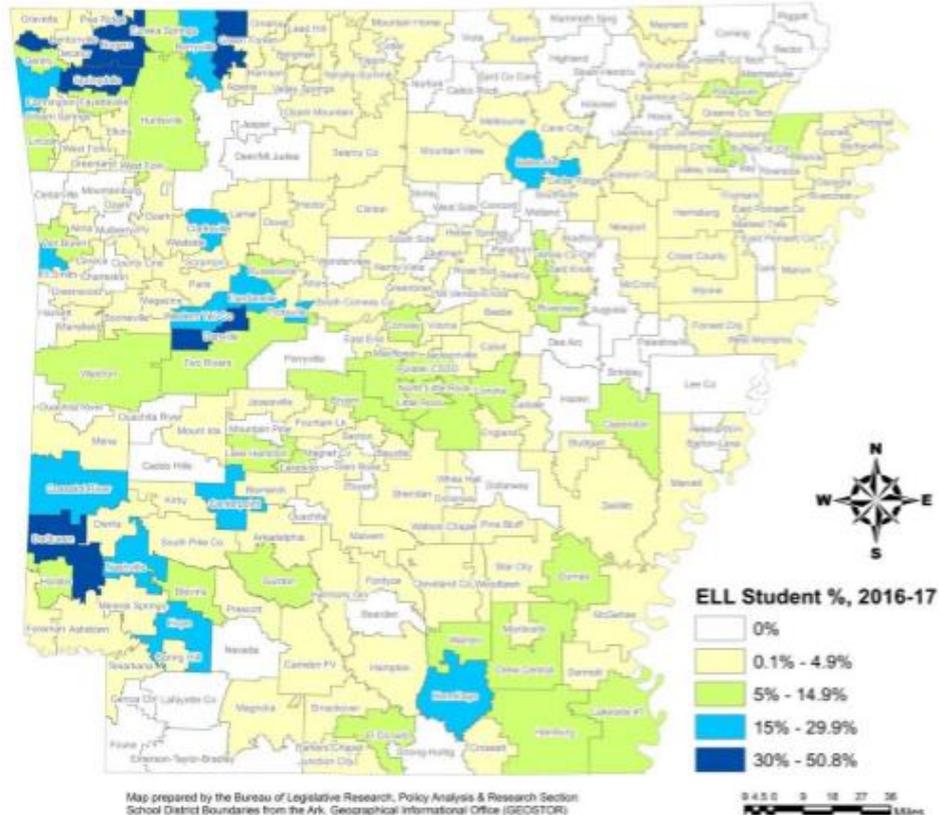
- LIMITED ENGLISH PROFICIENT- The term limited English proficient, when used with respect to an individual, means an individual —
- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
  - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.
- <http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101> – [Public Law 107-110, Title IX, Part A, Sec. 9102, (25)]

# ELs in Arkansas

- As of the 2017-2018 Home Language Survey, the following is representative of Arkansas:
  - 50,815 **Language Minority Students (LMS)**
  - 39,805 **Limited English Proficient Students (LEP)**
  - 99 LOTEs (Languages Other Than English) spoken in the home
  - Top 7 languages
    - Spanish **39,785** **32,052**
    - Marshallese **3,352** **3,105**
    - Vietnamese **603** **425**
    - Arabic **446** **358**
    - Laotian **361** **284**
    - Chinese **328** **153**
    - Hmong **318** **213**

# AR EL Distribution Map

In 2016-17, 178 school districts and 14 charter schools had ELL students enrolled. The following map shows the percentage of each district's student population who are ELL students.



About 57% (23,920) of the 41,932 ELL students statewide during 2016-17 school year were served by five school districts:

- |                |        |                 |                    |
|----------------|--------|-----------------|--------------------|
| 1. Springdale: | 10,296 | 4. Little Rock: | 2,930              |
| 2. Rogers:     | 5,414  | 5. DeQueen:     | 1,212 <sup>2</sup> |
| 3. Fort Smith: | 4,068  |                 |                    |

# What is ESL?

- ESL = English as a Second Language
- It's a field of study, a profession, and a program definition.
- It's purpose is the teaching of English to people who speak a different language and who live in a country where English is the main language spoken.

# RAEL?

- Recently-Arrived English Learner – formerly known as “1<sup>st</sup> year in a US school”
- No longer exempt from ELA portions of assessments in AR
- This change requires all students to test in all state assessment subjects. In reality, it gives the students 2 trial runs to see what the assessment is like and the district some predictability.
- These students will count for:
  - participation in Yr. 1,
  - for growth in Yr. 2, and
  - for achievement and growth in Yr. 3.

# eSchool EL Definition

Warning icons: M, P. ID: 16008. Building: Building 16. Grade: 11.

Row #	Program	Session/School	Start Date	Value	End Date	Indicator/Status
1	ELL Entry/Exit					✓

Buttons: Save, Close.

**CORRECT** English Learner indicated

**NOT** correct English Learner indicated (no check in value box)

1. All LMS must have a **"Start Date"**. This is the date the student entered a U.S. school for the first time, regardless if the entry was in Arkansas or another state.
2. LMS students who are NOT proficient in English as determined by the screener and have NOT met the state exit criteria, are considered **English Learners**. Enter a check (✓) as the "Value" if student is identified as an English Learner.
3. LMS students who meet the state exit criteria for Fluent English Proficient status are exited from the ESL/ESOL Program and no longer may receive services. The **"End Date"** is the date the Language Placement and Assessment Committee determines the LMS student should be classified as Fluent English Proficient.

# Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs

- [http://www.arkansased.gov/public/userfiles/Learning\\_Services/Curriculum%20and%20Instruction/Frameworks/ELP%202015/dcl-factsheet-el-students-201501.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/ELP%202015/dcl-factsheet-el-students-201501.pdf)

# SPED ELs???

- **May IEP teams exempt children with disabilities from participating in the State or district-wide assessment program?**
- No. The IEP team determines HOW individual students with disabilities participate in assessment programs, NOT WHETHER. The only students with disabilities who are exempted from participation in general State and district-wide assessment programs are students with disabilities convicted as adults under State law and incarcerated in adult prisons (34 CFR § 300.311(b)(1)). With this statutory exception, there should be no language in State or district assessment guidelines, rules, or regulations that permits IEP teams to exempt students from State or district-wide assessment programs.
- Section 504 prohibits exclusion from participation of, denial of benefits to, or discrimination against, individuals with disabilities on the basis of their disability in federally assisted programs or activities. Title II of the ADA provides that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by such an entity.
- Inclusion in assessments provides valuable information which benefits students either by indicating individual progress against standards or in evaluating educational programs. In some States, participation in assessments is a means to access benefits such as promotion and graduation. Given these benefits, exclusion from assessment programs based on disability would potentially violate Section 504 and Title II of the ADA.
- ~ See more at: <http://www.wrightslaw.com/law/osep/faqs.idea.assessment.htm#accountability>

# Identifying and Assessing ALL Potential EL Students

- Use of a Home Language Usage Survey (HLUS) to identify potential EL students
- Use of a screener to assess listening, speaking, reading, and writing
- Depending upon the screener results, a student is classified as Limited English Proficient (LEP) or proficient to enter classes without language assistance.
- LEP students receive ESL services from their schools to help in their English language attainment.
- Parents/Guardians have the right to decline ESL services for the LEP students. **They DO NOT have the right to decline the screener or summative assessment.**

# Language Proficiency & Assessment Committee (LPAC)

- Purpose: Identification, Assessment and Documentation Review, Placement, Instructional Methods and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification
- Members:
  - Building administrator (**required**);
  - ESOL Certified Staff (**required**);
  - Counselor (can serve in the place of a classroom teacher);
  - Classroom Teacher familiar with the student (**required**);
  - Parent/Guardian;
  - Student (if appropriately aged);
  - SPED teacher, where appropriate

# FES (Foreign Exchange Students)

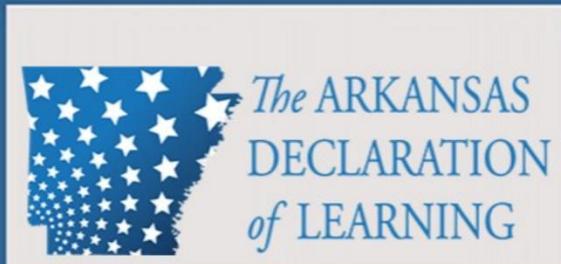
- Foreign exchange students MUST be evaluated for English proficiency using the ELPA21 screener.
- If the foreign exchange student is deemed “not proficient,” s/he MUST follow the path of a Potential EL described previously.
- Any foreign exchange student who is an EL MUST take the ELPA21 summative assessment.

# Communication with EL Parents

- Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. (ESEA § 1112(e)(4))
- School districts must provide effective language assistance to limited English proficient parents, such as offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language but may not be competent to interpret in and out of that language or to translate documents.
- <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

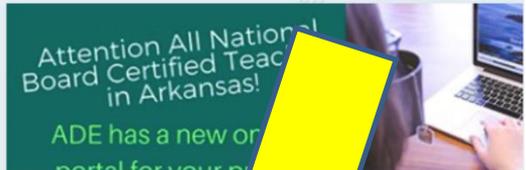


# ADE LAUNCHES FOURTH YEAR OF ARKANSAS DECLARATION OF LEARNING PROGRAM



## Deadline for Educators to Apply: Feb. 16, 2018

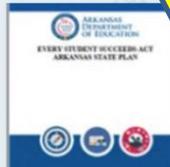
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**Statewide Literacy Initiative!**



**Every Student Succeeds Act (ESSA)**

**Read Arkansas' Plan!**



# ESSA Changes

- Common entry criteria
  - State-wide screener beginning SY 2018-2019
- State-wide home language usage survey
- RAELs
- New Common exit criteria
  - ELPA21
  - Professional Judgment Rubric

# ESSA and Exit Criteria

- All districts in Arkansas must utilize same exit criteria and process when determining whether a Language Minority Student (LMS) qualifies as an English Learner (EL) or a Former English Learner (FEL).
- Common Entry and Exit Procedures related to Language Minority Students ([ESSA pages 122-125](#))
- Arkansas ESSA English Learners/Title III Advocate Group
  - Used feedback from survey of ESOL Coordinators (November 2016)
  - Reviewed guidance from Council of Chief State School Officers (CCSSO)
  - Considered Arkansas data comparing performance on ELPA21 and ACT Aspire
  - Created the [Professional Judgment Rubric and Exit Criteria Guidance](#)

# Common Exit Procedures-AR ESSA, page 125

**Timeline:** LEAs will annually review every identified English Learner's progress in acquiring English.

1. This review will be conducted by a site based Language Proficiency and Assessment Committee (LPAC).
2. Annual reviews will include a committee analysis of ELPA21 summative assessment scores and other available student performance data.
3. Exit decisions must be made by and documented in eSchool no later than September 30th of each school year.

# Professional Judgment Rubric

In order to exit a student from English Learner status, a Language Proficiency and Assessment Committee (LPAC) must verify that there are three pieces of evidence supporting the decision.

This is *triangulation of data* to support an educational decision.

**Once three pieces of supporting evidence are available, including a proficient score on ELPA21, the LPAC must exit the student and begin the monitoring process.**

The goal is to determine when LMS students are ready to be identified as Former English Learners in a timely and appropriate manner.

# ELPA21 2018 - 2019 LiveBinder

ELPA21 - 2018-2019

ELPA21 By: jmorley06

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ELPA21

Archived Communications

Useful URLs Updates **SCREENER** Step 2 TA Scoring Procedures/Rubric Screener Proficient TIDE Identifiers First Year EL Overview Calendar of Events Adding Students to TIDE Starting a Session Student Transfer Creating an Appeal Printing ISRs Forms & Resources  
Accessibility Features and Accommodations SPED information Technology Documents Webinars Test Item Types ALDs 15-16 Scores 16-17 Scores 17-18 Scores ELP Standards ELP Standards PD ADE Contact

## Screener

Screening/reporting/placement must occur within 30 calendar days of Day 1 of Fall semester OR within 15 calendar days of attendance after the beginning of school/later in the year.

Updated: 5/16/18

*The Future Kindergarten Screener should only be used with students prior to attending Kindergarten through the end of the first month of the Kindergarten school year. After that, the Kindergarten screener should be used.*

If you receive a transfer student from another ELPA21 state (IA, NE, OH, LA, OR, WA, or WV) and the student took the ELPA21 Summative last year (Spr. '18), you do not need to screen the student for placement in your district.

Braille and paper-pencil Screeners: These are VERY low incidence orders; however, you may need them. Here is information regarding ordering these materials:

1. All materials are stored at the AIR warehouse until needed for testing.
2. Districts may place orders by contacting a designated contact point (to be determined).
3. Orders placed by noon ET on a business day will be shipped to the site the same day (FedEx Ground).
4. After screening is completed, districts will return all secure materials to the AIR warehouse. Return shipping instructions and pre-paid labels will be provided.
5. Districts should NOT stock-pile these; they are meant as low-incidence, as needed resources.

### Assigning Temporary IDs for ELPA21 Screener

Temporary IDs for administering ELPA21 Screener should only be assigned to actual **students** who do not yet have a permanent SSID and who will not receive a permanent SSID before they need to take the Screener. Temporary IDs should NEVER be used for the purpose of creating "fake" students so that TAs can practice administering the test. Creating "fake" students to practice with the test is an egregious security violation of the assessment and is in violation of the user agreement that school

Updated: 6/19/18

*The Future Kindergarten Screener should only be used with students prior to attending Kindergarten through the end of the first month of the Kindergarten school year. After that, the Kindergarten screener should be used.*

**Districts MUST use the entire ISR results for listening, speaking, reading, and writing. Only considering partial domains is an inappropriate usage of this screener. See p. 3 of this document for the federal requirements of screening in all four domains.**

**TA Qualifications** The Screener must be administered by licensed, AQT, or staff members of school or district under the general supervision of a certified employee. Both the Screener TA and the supervisor must be trained with the Screener modules/manuals. TAs administering the ELPA21 Screener should have experience with English language learners (ELLs). In Arkansas, there is a specific screener TA role. When administering the screener, please log into the system using that role. There is a separate, different TA role for the summative ELPA21 in Arkansas. Volunteers may not administer or assist in the administration of any state assessments. Volunteers are not permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing.

### Manuals:

[ELPA21 Screener Guidance document](#) (produced by ADE)

### Step Two scoring Resources

[Step Two Scoring Document](#) (not secure) - added 6/19/18

["On-the-fly" Scoring slides](#) - added 6/19/18

# Domains

- Domain & Scale/Cut Scores are different depending upon:
  - Grade band (K, 1, 2-3, 4-5, 6-8, & 9-12) and
  - Domains
    - Listening
    - Speaking
    - Reading
    - Writing
  - Domain Performance Levels
    - Level 5 – Advanced
    - Level 4 – Early Advanced
    - Level 3 – Intermediate
    - Level 2 – Early Intermediate
    - Level 1 - Beginning

# What are proficiency profiles?

- Proficiency classifications: Proficient, Progressing, Emerging
- Based on Performance Levels:

- Advanced (5)
- Early Advanced (4)
- Intermediate (3)
- Early Intermediate (2)
- Beginning (1)

- Idea:

Any combination of 4s and 5s will equal “Proficient” for a student.

Listening	Speaking	Reading	Writing
5	5	5	5
5	4	4	4
5	5	4	4
5	5	5	4
.	.	.	.
.	.	.	.
.	.	.	.
4	5	5	5
4	4	5	5
4	4	4	5
4	4	4	4

# Example ISR

Score Reports Test Management Center

Inbox (0) Search Students Manage Rosters This page Help Print Definitions

## Individual Student Report

How did my student perform on the ELPA21 test?

Test: Grade 5 ELPA21  
Year: 2016-2017  
Name: Demo, Student

**Proficiency Determination**

Legend: Domain Performance Levels  
1 Level 1 2 Level 2 3 Level 3 4 Level 4 5 Level 5

### Student Test Performance

Name	SSID	Proficiency Status	Overall Scale Score	Comprehension Scale Score
Demo, Student	999999999	Proficient	6124 ±234	6226 ±306

### Comparison Scores

Name	Percent Determined Proficient	Average Overall Scale Score	Average Comprehension Scale Score
Demo State	25%	5577 ±11	5592 ±11
Demo District (99999999)	100%	8097 ±26	6214 ±12
Demo School (99999999)	100%	8097 ±26	6214 ±12

### Student Performance on Each Domain

Domain	Scale Score	Performance Level	Domain Description
Listening	625 ±37	5	When listening, the student at Level 5 is working on: identifying, gathering and sequencing information from a long oral presentation; identifying main points and relating key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation.
Reading	650 ±32	5	When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.
Speaking	610 ±31	5	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	628 ±32	5	When writing, the student at Level 5 is working on: participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement, summarizing key ideas.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates that a score range between 620 and 640.

**Domains & Scale Scores**

**Domain Performance Levels**

District ISRs are printed by district from within TIDE's Online Reporting System (ORS).

# Accessibilities & Accommodations

## Universal Features (available to all students)

**Embedded:** amplification, answer choice eliminator, audio support, digital notepad, expandable passages, flag for review, highlighter, keyboard navigation, writing tools, zoom (item-level)

**Non-embedded:** scratch paper

## Designated Features (identified in advance)

**Embedded:** answer masking, color contrast, general masking, line reader, print on request, turn off universal features, zoom (test-level)

**Non-embedded:** color overlay, magnification device, preferred language translation of directions, noise buffer, paper-and-pencil test, read aloud, student reads test aloud

## Accommodations (available with an IEP or 504 plan)

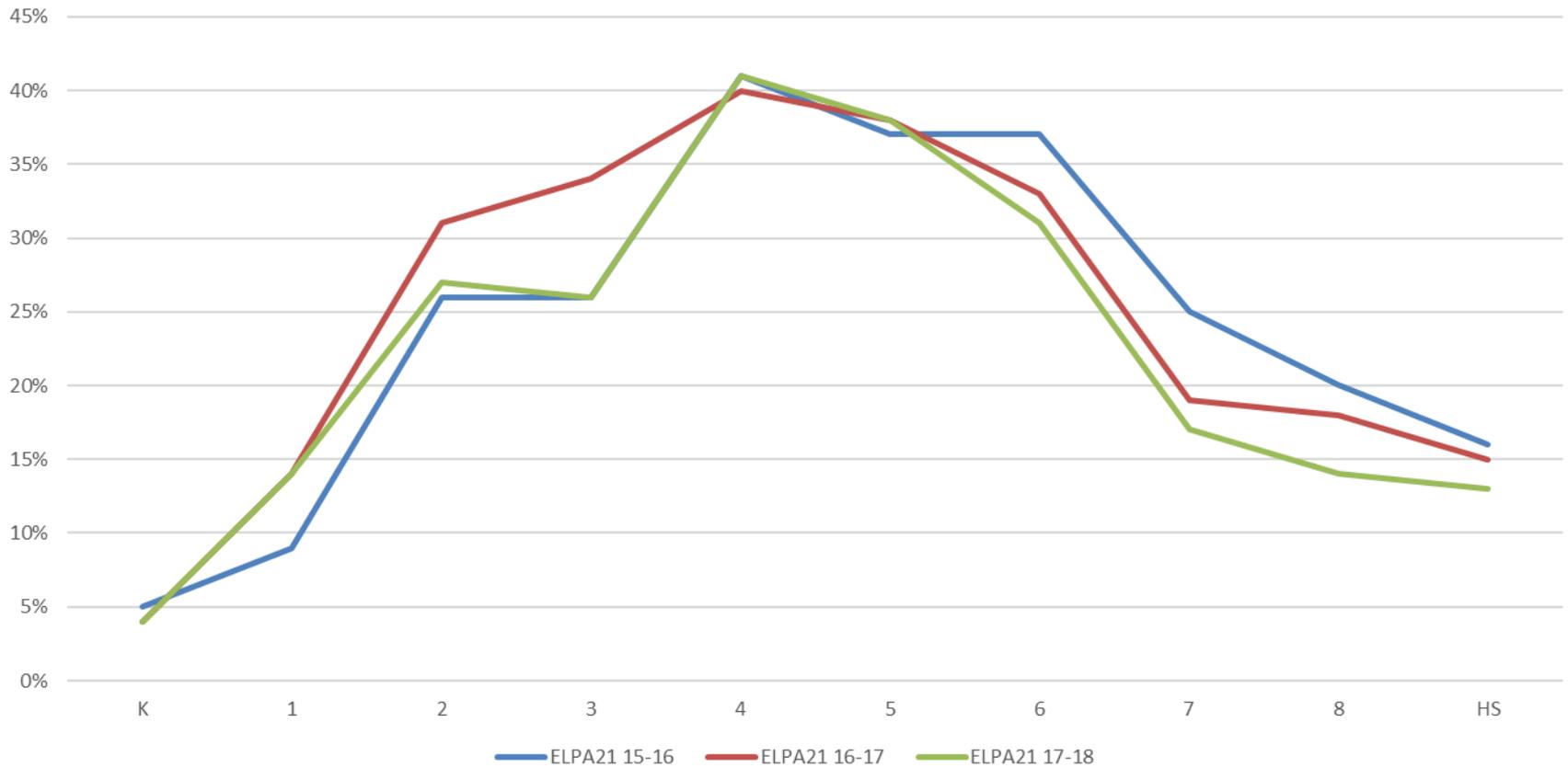
**Embedded:** unlimited rerecordings, unlimited replays

**Non-embedded:** assistive technology, braille, large print test booklet, scribe, speech-to-text, familiar listener

**Administrative Considerations**, e.g., breaks, extended time, a familiar examiner, re-reading directions, testing at time beneficial to student. See your state's test administration manual for the complete list and additional information on administrative considerations.

# What do the Spring 2018 scores look like?

ELPA21 15-16, 16-17, & 17-18



# Dynamic Screener 18-19

- Available August 1, 2018
- Steps
  - 1: Technology check & practice
  - 2: First part of scored sections
  - 3: Second part of scored sections
- TA MUST score first item of Step 2 (speaking) before student can move on to further questions.
- ~75% of students will stop at the end of Step 2.
- ~25% of students will progress to Step 3.
- New grade level – “00” to represent Future Kindergartener
- “Future Kindergartener” Screener – formerly “Pre-K” Screener
  - Same proficiency definition for this screener level only
  - Listening & Speaking = 4+; Reading & Writing = 3+

# Contact Information

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