ESSA Assessment Spoke Committee

October 25, 2016

Advance Organizer

- **Review Minutes**

- **ESSA Template Review: Section F. Languages Other Than English**

  - Background

    - Accessibility Features and Accommodations for English Learners

    - Colorado Spanish Language Arts

    - Number and Percent of English Learners by Language Group

      - Legal Requirements and Office of Civil Rights Precedent

  - i. Definition

  - ii. Identify Assessments in Languages other than English

  - iii. Identify Additional Languages Needed

  - iv. Efforts to Fill Gap

Advance Organizer (cont.)

- **Accountability**
  - High Level Summary of Colorado's Accountability System
  - First Year in U.S. English Learners in Assessment and Accountability

DRAFT Assessment State Plan Requirements

- **F. Languages other than English**

  - Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition

  - Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available

DRAFT Assessment State Plan Requirements

- **F. Languages other than English (cont.)**

  - Indicate the languages other than English…for which yearly student academic assessments are not available and needed

DRAFT Assessment State Plan Requirements

F. Languages other than English (cont.)

- Describe how the SEA will make every effort to develop assessments in languages other than English…including by providing:

  - State's plan and timeline for developing

  - A description of the process used to gather meaningful input on assessments in languages other than English, collect and respond to public comment and consult with educators, parents and families of ELs, and other stakeholders

  - As applicable, an explanation of the reasons why state has not completed development…

Background: Accessibility Features and Accommodations for English Learners

Accessibility Features

- **Answer masking***
- **Audio amplification**
- **Bookmark**
- **Color contrast**
- **Blank scratch paper**
- **Eliminate answer choices**
- **General admin directions read aloud/repeated/clarified**
- **Highlight tool**
- **Headphones/noise buffers**

- **Line Reader mask tool***
- **Magnification/enlargement device**
- **Notepad**
- **Redirect Student to the Test**
- **Spell Check* or External Spell Check Device**
- **Student Reads Assessment Aloud to Him or Herself**
- **Text-to-Speech for Math, S/SS**
- **Human Reader/Signer for Math**

* ELA and math only

Accommodations are…

Accommodations are practices and procedures that provide equitable access during instruction and assessment for English Learners who have a documented need

Appropriate accommodations are:

- Determined based on specific access needs of individual students
- Documented in a formal plan
- Evaluated regularly for effectiveness
- Routinely used for both instruction and assessment

Accommodations are _not_...

- **Intended to give advantage or optimize performance**
- **Used to reduce learning expectations**
- **Used to replace instruction/intervention**
- **Intended to help all students "do better"**
- **Used without evidence of effectiveness**
- **Used for the convenience of the adult**

Administrative Considerations

- **Small group testing**
- **Time of day**
- **Separate or alternate location**
- **Specified area or setting**
- **Adaptive and specialized equipment or furniture**
- **Frequent breaks**

CMAS Linguistic Accommodations for English Learners

Linguistic Accommodations may be in English or Native Language

- **Word-to-word glossary**
- **General admin directions read aloud/repeated/clarified in native language (Translated "Say" directions)**

For Content Areas other than ELA: Presentation

- **Transadaptation into Spanish**
- **Text to speech in Spanish**
- **Human reader/oral script in English**
- **Spanish oral script**
- **Human reader/oral script in English for onsite translation**

CMAS Linguistic Accommodations for English Learners

For Content Areas other than ELA: Response

- **Respond in written Spanish**
- **Respond in written language other than English or Spanish. Must be translated and transcribed onsite.**
- **Human scribe in English, Spanish or other language**

Native Language Presentation Accommodations Used in Colorado

Content Area	Grade	SPANISH TRANSLATION	Script for TRANSLATION	SPANISH TTS	TRANSLATED DIRECTIONS
ELA	03	0	0	0	126
ELA	04	0	0	0	107
ELA	05	0	0	0	128
ELA	06	0	0	0	81
ELA	07	0	0	0	112
ELA	08	0	0	0	89
ELA	09	0	0	0	120
MATH	03	761	11	433	500
MATH	04	274	3	208	241
MATH	05	117	2	158	172
MATH	06	81	0	108	110
MATH	07	107	1	119	147
MATH	08	97	0	112	137
MATH	09	154	0	113	197
SCIENCE	05	92	3	9	144
SCIENCE	08	113	0	7	121
SCIENCE	11	58	0	1	83

Colorado Spanish Language Arts (CSLA)

Colorado Spanish Language Arts Assessment (CSLA)

- **CSLA is an accommodated form for ELA/Literacy**

- **Students in 3rd & 4th grades who qualify:**

  - English learners

  - Have received instruction in Spanish language arts (in last year), typically through a bilingual program

  - In program 3 or fewer years with up to 2 additional years

- **Annual cost: approximately $1.5 million**

CSLA Numbers

CONTENT	GRADE	LANGUAGE	2016 NUMBER
CSLA	03	Spanish	1494
CSLA	04	Spanish	483

Number and Percent of English Learners by Language Group

Key Considerations

- **"Important" versus "significant extent"**
- **Spoken language versus written language**
- **Home language versus academic language**
  - Bilingual programs in CO tend to be:
    - Spanish
    - Chinese, Mandarin
      - At least 2 schools in CO (Denver and Colorado Springs)
    - Earlier grades (See CSLA numbers)
    - May include both ELs and native English speakers

CDE gathering additional information

Home Languages Other than English in Colorado (2015-2016)

Rank	Language	Number of ELs	Percent of ELs	Percent of Total Student Population
1	Spanish	74335	84.8	10.3
2	Vietnamese	1260	1.4	0.2
3	Arabic	1223	1.4	0.2
4	Somali	832	0.7	0.1
5	Russian	744	0.8	0.1
6	Chinese, Mandarin	734	0.8	0.1
7	Nepali	684	0.8	0.1
8	Amharic	577	0.7	0.1
9	French	439	0.5	0.1
10	Burmese	426	0.5	0.1
11	Karen, Pa'o	369	0.4	0.1
12	Korean	283	0.3	.04

Home Languages Other Than English: Grade 3

Home Language	English Learner Count	Percent English Learners
Spanish	10388	91.2
Vietnamese	215	1.9
Arabic	193	1.7
Russian	125	1.1
Chinese, Mandarin	111	1.0
Amharic	94	0.8
Somali	92	0.8
Korean	62	0.5
French	61	0.5
Nepali	53	0.5

Home Languages Other Than English: Grade 4

Home Language	English Learner Count	Percent English Learners
Spanish	8825	91.2
Arabic	184	1.9
Vietnamese	173	1.8
Russian	93	1.0
Chinese, Mandarin	86	0.9
Somali	82	0.8
Amharic	81	0.8
Nepali	57	0.6
French	54	0.6
Korean	44	0.5

Home Languages Other Than English: Grade 5

Home Language	English Learner Count	Percent English Learners
Spanish	6888	92.2
Arabic	119	1.6
Vietnamese	94	1.3
Russian	66	0.9
Somali	63	0.8
Nepali	47	0.6
Chinese, Mandarin	46	0.6
Amharic	39	0.5
French	37	0.5
Burmese	37	0.5
Hmong	34	0.5

Home Languages Other Than English: Grade 6

Home Language	English Learner Count	Percent English Learners
Spanish	6017	92.7
Arabic	215	1.7
Vietnamese	193	1.1
Somali	125	0.9
Russian	111	0.8
Chinese, Mandarin	94	0.7
Nepali	92	0.7
Amharic	62	0.5
Burmese	61	0.4
Hmong	53	0.4

Home Languages Other Than English: Grade 7

Home Language	English Learner Count	Percent English Learners
Spanish	6009	86.8
Arabic	91	1.3
Vietnamese	77	1.1
Nepali	57	0.8
Somali	56	0.8
Russian	43	0.6
French	42	0.6
Amharic	40	0.6
Chinese, Mandarin	39	0.6
Burmese	29	0.4

Home Languages Other Than English: Grade 8

Home Language	English Learner Count	Percent English Learners
Spanish	6087	93.1
Arabic	73	1.1
Vietnamese	66	1.0
Somali	64	1.0
Nepali	52	0.8
Russian	52	0.8
Amharic	40	0.6
Karen, Pa'o	39	0.6
French	33	0.5
Chinese, Mandarin	29	0.4

Home Languages Other Than English: Grade 9

Home Language	English Learner Count	Percent English Learners
Spanish	6184	92.3
Arabic	89	1.3
Vietnamese	85	1.3
Nepali	68	1.0
Russian	60	0.9
Somali	60	0.9
Karen, Pa'o	44	0.7
Amharic	40	0.6
Burmese	38	0.6
French	34	0.5

F. Languages other than English

Describe how the SEA is complying with the requirements in 200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with paragraph (f)(1)(iv) of 200.6, identify the specific languages that meet that definition

Legal Requirements and Office of Civil Rights Precedent

- **Title VI of The Civil Rights Act of 1964 (42 U.S.C. 2000d) and the U.S. Department of Justice's (DOJ) Title VI regulations at 49 CFR Part 21**

- **5% or 1,000 persons, whichever is less, of the LEP population eligible to be served or likely to be affected [by a particular service or product]**
  - Grade-specific tests

F. Languages other than English

Describe how the SEA is complying with the requirements in 200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available

Content Area	Languages Other than English Provided by State	Grade
Science*	Spanish	5,8, 11
Math*	Spanish	3-high school
English Language Arts	Spanish	3 and 4 (Colorado Spanish Language Arts assessment)

*Additional translations produced at the local level are allowed at district discretion as long as the accommodation is consistent with instruction.

COLORADO DEPARTMENT *of* EDUCATION

F. Languages other than English

Describe how the SEA is complying with the requirements in 200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed

F. Languages other than English

Describe how the SEA is complying with the requirements in 200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;

b. A description of the process the State used to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

ESSA Assessment Spoke Committee

Marie Huchton

Accountability and Data Analysis

October 25, 2016

COLORADO
DEPARTMENT *of* EDUCATION cde

Accountability in Colorado

- **Passed SB 09-163 (Colorado Educational Accountability Act) that provided foundation for an aligned accountability system**

- **Granted ESEA Flexibility Waiver in February 2012 that further streamlined accountability in the state**

- **One set of outcome data to determine overall district and school accountability -- the Performance Frameworks**

- **Identify those schools and districts with the greatest need, in order to direct resources and support and potential consequences**

- **Now… working on integrating the requirements of ESSA**

District & School Performance Frameworks

Through the Colorado Educational Accountability Act of 2009 (SB09-163)…

- **CDE annually evaluates districts and schools based on student performance outcomes.**

- **All districts receive a District Performance Framework (DPF). This determines their accreditation rating.**

- **All schools receive a School Performance Framework (SPF). This determines their school plan types.**

- **Provide a common framework through which to understand performance and focus improvement efforts.**

Performance Framework Components

Performance Indicator	Performance Data	Weight
Academic Achievement	• Mean scale score • English language arts, math, and science CMAS assessments • Overall and for disaggregated groups	40% (EM) 30% (H, districts)
Academic Growth	• Median student growth percentile • English language arts and mathematics on CMAS • Overall and for disaggregated groups • ACCESS (English language proficiency)	60% (EM) 40% (H, districts)
Postsecondary and Workforce Readiness	• Graduation Rate • Overall and for disaggregated groups • Dropout Rate • Average Colorado ACT Composite Score • Matriculation Rate	30% (H, districts)

E= Elementary Schools, M=Middle Schools, H=High Schools

Resources

- **Changes to the 2016 School and District Performance Frameworks:**
  - www.cde.state.co.us/accountability/2016_spf_dpf_changes
- **2016 School and District Performance Framework Targets:**
  - www.cde.state.co.us/accountability/2016_frameworks_targets__ratings
- **Additional SPF/DPF resources:**
  - http://www.cde.state.co.us/accountability/performanceframeworksresources
- **Request to Reconsider Homepage:**
  - http://www.cde.state.co.us/accountability/requesttoreconsider
- **Data Tools:**
  - http://www.cde.state.co.us/schoolview
- **Additional trainings and webinars will be announced in the Scoop**

Federal Statute §1111(b)(3)(A): Testing 1ˢᵗ Year in US ELs

- **"recently arrived English learners who have been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months may choose to—**

  - (i) **exclude**—(I) such an English learner from one administration of the reading or language arts assessment… and (II) such an English learner's results… for the first year of the English learner's enrollment in such school for the purposes of the State-determined accountability system…"

OR

Federal Statute §1111(b)(3)(A): Testing 1ˢᵗ Year in US Els (cont.)

- (ii)(I) **assess**, and report the performance of, such an English learner on the reading or language arts and mathematics assessments… in each year of the student's enrollment in such a school; and (II) for the purposes of the state accountability system—(aa) for the first year of the student's enrollment in such a school, exclude the results on the assessments… (bb) include a measure of student growth on the assessments… in the second year of the student's enrollment in such a school; and (cc) include proficiency on the assessments… in the third year of the student's enrollment in such a school, and each succeeding year of such enrollment."

Proposed Federal Regulations §200.16(a)(4)

- **"A State may choose one of the exceptions described" above "for recently arrived English learners and must— (i)(A) Apply the same exception to all recently arrived English learners in the State; or (B) Develop and consistently implement a uniform statewide procedure for all recently arrived English learners that, in determining whether such an exception is appropriate for an English learner, considers the student's English language proficiency level and that may, at a State's discretion, consider one or more of the student characteristics"**

First Year in US English Learners: English Language Arts Assessment and Accountability

	YEAR 1		Year 2		Year 3	
	Tested in ELA in Year 1	**Did not Test in ELA in Year 1**	**Tested in ELA in Year 1**	**Did not Test in ELA in Year 1**	**Tested in ELA in Year 1**	**Did not Test in ELA in Year 1**
Will students test?	**YES**	**NO**	YES	YES	YES	YES
Included in participation calculations?	YES	YES, if participated in ACCESS	YES	YES	YES	YES
Included in growth calculations?	NO, prior year's score not available	NO, prior year's score not available	**YES**	**NO, prior year's score not available**	YES	YES
Included in achievement calculations (mean scale score)?	NO	NO	**NO**	**YES**	YES	YES

Decision Point

- **ESSA requires consistent decision making across the state regarding first year in US English learners taking the English language arts assessment.**

- **CO could:**

1. Require all first year in US English learners to take the English language arts assessment

2. Exempt all first year in US English learners from taking the English language arts assessment

3. Develop consistent guidelines regarding which first year in US English learners would take the English language arts assessment and which would not

Accountability Spoke Proposed Procedure for Testing EL Newcomers

- If a student has been enrolled in a US school for less than 12 months and is classified as Non-English Proficient (NEP)- based on the WIDA screener- he or she is exempt from taking the CMAS PARCC ELA assessment. A student's parents can opt the child into testing if they choose, but the score results will be for informational purposes only and will not be used for accountability or growth calculations.

- If a student has been enrolled in a US school for less than 12 months and is classified as Limited-English Proficient (LEP) or Fluent-English Proficient (FEP)- based on the WIDA screener or local body of evidence- he or she should take the CMAS PARCC ELA assessment.

Initial Briefing for the State Board of Education

- **It was explained that for 2015-16 districts could choose between options 1 and 2, but due to ESSA requirements the state has to implement a single, consistent policy that applies to all schools and districts moving forward.**

- **The EL sub-spoke's idea of exempting NEP students from ELA testing in their first year was explained as a possibility for a blended option 3.**

- **Most of the board members seemed generally favorable to the EL sub-spoke's proposed idea.**

- **However, one board member raised the concern that we could be preventing districts from getting information they deem is valuable by not allowing NEP students to test.**

Who Tested in 2015-16?

- **Marie reviewed the 2015-16 data to see how many students who were eligible for the ELA exemption did not test.**

EL Status	More than 1 Year in US	Less than 1 Year in US- Tested for ELA	Less than 1 Year in US- Exempted for ELA
NEP - Non English Proficient	5677	1496	325 (17.8% of eligible)
LEP - Limited English Proficient	49863	1005	46 (4.4% of eligible)

- **Through their actions of testing newcomer ELs in 2016, the majority of districts appear to be indicating they want informational ELA data for 1st year students, growth results reported for accountability during the 2nd year, and ELA achievement results reported for accountability in the 3rd year.**

Additional Considerations for Accountability Spoke Proposal

- **Gary Cook has indicated that giving an English language arts test to students at the lowest levels of language proficiency (L1 and L2) is a waste of time, but does not actually harm students. Some states choose to test all ELs and just weight newcomer scores less (not sure how this works in practice).**

- **Results from the annual WIDA ACCESS administration are not yet available when students are being registered for and subsequently tested on the CMAS PARCC assessments. This means only results from the W-APT or WIDA screener would be available to make decisions around testing EL newcomers on CMAS PARCC ELA.**

WIDA Screener Considerations

- **When will it be available?**
  - Online is planned for spring of 2017, but paper version will not be ready until later.
- **Will the new screener align with the new standard setting?**
  - That's the plan, which means we will need to carefully review the new standard setting results
- **The screener is built to maximize decision-making around the Level 5 (potential redesignation) cut-score. It may not be sensitive enough to reliably differentiate between Level 2 and Level 3 students.**
- **If all districts move to using the online screener, CDE would be able to download the student scores and check that any newcomer testing policy is being applied correctly.**

Additional WIDA Screener Considerations

- **If the screener is given at the beginning of the school year, how much progress should we assume students will have made by spring CMAS PARCC testing? (how could we figure this out since the state hasn't ever collected screener data? Could districts investigate this with their local data and share out?)**

- **Do we differentiate by time in school? Should kids who have been screened more than 3 months ago have a different required score (NEP) than students who were screened within the last 3 months (NEP or early LEP, L2 or below)?**

- **Thinking about the increased cognitive complexity of CMAS PARCC as grade increases, should we have the same EL newcomer decision rules for grades 3-5, 6-8, and 9-12?**

ACCESS Proficiency Over Time

		2015-16 ACCESS Proficiency Level											
		L1		L2		L3		L4		L5		L6	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2014-15 ACCESS Proficiency Level	L1	656	8.2%	2896	36.4%	3438	43.2%	848	10.7%	122	1.5%	1	0.0%
	L2	214	2.5%	2011	23.7%	4130	48.6%	1777	20.9%	347	4.1%	23	0.3%
	L3	43	0.2%	1274	5.6%	8084	35.3%	8874	38.8%	4136	18.1%	489	2.1%
	L4	23	0.1%	265	1.0%	3692	13.7%	10590	39.2%	9974	37.0%	2442	9.0%
	L5	8	0.1%	55	0.4%	632	4.8%	3651	27.5%	6450	48.6%	2485	18.7%
	L6	0	0.0%	4	0.2%	17	1.0%	123	7.6%	587	36.2%	891	54.9%

- **How many of the students L1 in 2014-15 were actually newcomers?**

- **Should demographic background, prior schooling in home language, etc. be considered in deciding whether a student should test on CMAS PARCC ELA?**

Revisiting the Decision Point

What feedback does the Assessment Spoke Committee have around each of the presented options?

1. Require all first year in US English learners to take the English language arts assessment

2. Exempt all first year in US English learners from taking the English language arts assessment

3. Develop consistent guidelines regarding which first year in US English learners would take the English language arts assessment and which would not