

MEETING STATE REQUIREMENTS FOR ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

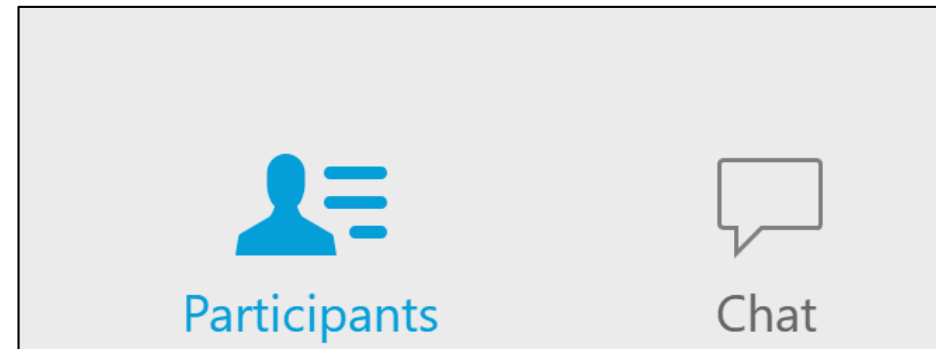
AUGUST 30, 2017



AGENDA



- Welcome and Introductions
- Logistics for this call
 - Mute
 - Chat function
 - Contact information



AGENDA



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|---|--|
| 1 | Background information and recent requirements |
| 2 | Current status |
| 3 | SEA needs |
| 4 | Next steps |
| 5 | Final thoughts |

AGENDA



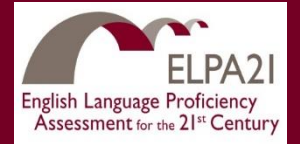
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BACKGROUND INFORMATION



- 2001 – ESEA requirements for school accountability
- 2004 – Reauthorization of IDEA
- Alternate assessments
- English language proficiency assessments
- 2014 Federal guidance specifying alternate ELP assessments
- 2015 Every Student Succeeds Act
- ESSA and 34 Fed. Reg. 88886 (Dec. 8, 2016). These regulations took effect January 9, 2017.

BACKGROUND INFORMATION: FEDERAL REGULATIONS



CFR-Title 34 Subtitle B Chapter II Part 200 Subpart A § 200.6 Inclusion of all students

(c) Alternate assessments aligned with **alternate achievement standards** for students with the most significant cognitive disabilities.

(5) A State must provide for an **alternate English language proficiency assessment** for each English learner covered under paragraph (a)(1)(ii) of this section who cannot participate in the assessment under paragraph (h)(1) of this section even with appropriate accommodations.

34 CFR 200.6 - Inclusion of all students (h) Assessing English Language Proficiency of English Learners

- I) Each State must -
 - (i) Develop a uniform, valid, and reliable statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills; and
 - (ii) Require each LEA to use such assessment to assess annually the English language proficiency, including reading, writing, speaking, and listening skills, of **all English learners** in kindergarten through grade 12 in schools served by the LEA.

RECENT REQUIREMENTS: ALTERNATE ELP ASSESSMENTS

- Represents new work in the field for Alternate ELP standards and assessment
- Letter to SEAs on June 28, 2017
<https://www2.ed.gov/admins/lead/account/saa/elpassessments72117.pdf>



UNITED STATES DEPARTMENT OF EDUCATION

TO: State Assessment Directors
State Title I Directors

FROM: Patrick Rooney
Deputy Director, Office of State Support
Office of Elementary and Secondary Education

DATE: June 28, 2017

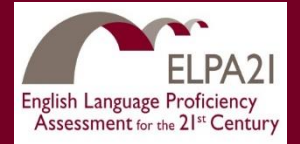
SUBJECT: Update on English Language Proficiency Assessments

The purpose of this memorandum is to provide information to States about the implementation of provisions regarding English language proficiency (ELP) standards and assessments in Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)^[1]. On December 8, 2016, the U.S. Department of Education (the Department) published final regulations implementing these new provisions^[2]. These provisions take effect beginning in the 2017–2018 school year, including the requirement that each State submit evidence regarding its ELP assessments for peer review (34 C.F.R. 200.2(d)). While information about the process, criteria, and timeline for the peer review of ELP assessments will be provided in the future, we want to share some essential elements for States to consider about the requirements for ELP assessments.

ELP Assessments for all English Learners

Under ESEA section 1111(b)(2)(G), all English learners (ELs) must participate in an annual ELP assessment that is aligned with the State's ELP standards. The ESEA requires those ELP standards be derived from the domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and be aligned with the challenging State academic standards (ESEA 1111(b)(1)(F)). The annual ELP assessment requirement applies to all grades K-12 in which there are ELs in schools served by the State (34 CFR § 200.5(a)(2)). The ESEA requires that the annual ELP assessment be uniform, valid, reliable, and statewide, and provide coherent and timely information to parents about each student's attainment of the State's ELP standards (34 CFR §200.6(h)(1)-(2)). The ESEA requires that a State provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student's ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).

EXCERPTS FROM JUNE 28 LETTER



- Under ESEA section 1111(b)(2)(G), all English learners (ELs) must participate in an annual ELP assessment that is aligned with the State's ELP standards. The ESEA requires those ELP standards be derived from the domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and be aligned with the challenging State academic standards (ESEA 1111(b)(1)(F)).
- A State may develop alternate ELP achievement standards for the alternate ELP assessment.
- The ELP assessments that are subject to peer review requirements are those required in section 1111 (b)(2)(G) and 34 CFR § 200.6 (h), which are used to establish the annual ELP for ELs. In other words, this would include the annual ELP assessment and the State's alternate ELP assessment.

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CURRENT STATUS: ALTERNATE ELP ASSESSMENT



- Need for development of Alt ELP standards that align to the ELP standards at grade level
- The need for a strong validity framework
- Screener instruments
- Need policy guidance related to placement, participation, and exit
- Need for professional development and establishing best practices
- Need for a research agenda

CURRENT STATUS: ALTELLA PROJECT

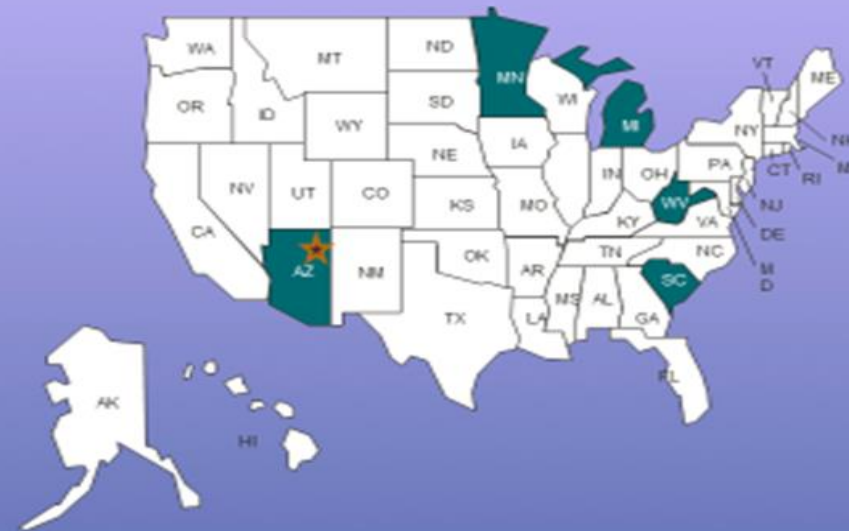


Purpose of the project:

To develop a strong foundation upon which to build an alternate assessment of English language proficiency for English language learners with the most significant cognitive disabilities.

For more information, contact:
Laurene.Christensen@wisc.edu

ALTELLA Project Partners



ALTELLA: PROJECT ACTIVITIES



| Obj. | Description | Activities |
|------|---|--|
| 1 | To learn more about students who are eligible for an alternate English language proficiency assessment and the characteristics of these students. | 1. Individual Characteristics Questionnaire |
| 2 | To learn more about the classroom-based practices and approaches (strategies) teachers use in working with ELLs with SCDs that can inform the development of the assessment and future targeted professional development. | 1. Classroom observations 2. Teacher interviews |
| 3 | To identify English language development standards that are critical for inclusion on an alternate ELPA blueprint. | 1. Standards prioritization through a consensus-building process |
| 4 | To establish the types of test items that will accurately assess the receptive and expressive English language development of ELLs with SCDs, and provide valid assessment results and interpretations | 1. Template development for innovative items to be used on an alternate ELP assessment |
| 5 | To maintain continued collaboration across states toward the effort of developing an alternate ELPA. | 1. Development of an RFP template for the next steps |
| 6 | To disseminate the work of the project in order to gain both formative feedback on grant activities and to share products nationally. | 1. Publications 2. Project web page 3. SCASS meetings 4. Conference presentations |



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STATES' NEEDS



- Within your state, consider your state's needs, opportunities, or concerns in meeting these (federal, peer review) requirements
- Develop a preliminary plan for your state to address the requirements

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NEXT STEPS: LETTER WRITING CAMPAIGN



[Date]

The Honorable Betsy DeVos
Secretary of Education
The Honorable Kimberly Richey
Deputy Asst. Secretary for Special Education
400 Maryland Avenue SW
LBJ Education Building
Washington DC 20202

Dear Secretary DeVos and Deputy Asst. Secretary Richey:

The undersigned State writes to urge you to **make funding available** for the development of alternate achievement standards and an alternate English language proficiency (ELP) assessment to measure the proficiency of English learners who are significantly cognitively disabled.

LETTER WRITING CAMPAIGN



On June 28, 2017 State Assessment Directors and Title I Directors received a letter from Patrick Rooney regarding the implementation of provisions regarding English Language Proficiency (ELP) standards and assessments in Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Final regulations regarding these provisions were published by the U.S. Department of Education on December 8, 2016. This letter is a response to the section on Alternate ELP Assessments and Alternate Achievement Standards, 34 CFR § 200.6(h)(5), that requires that a State administers an alternate ELP assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations. This is a new requirement for peer review that obligates states to submit plans to implement and evidence that supports administration of a valid alternate ELP assessment.

LETTER WRITING CAMPAIGN



States need financial support to meet the requirements to assess ELs with the most significant cognitive disabilities with an alternate ELP assessment, as these students cannot participate in the ELP assessment even with appropriate accommodations according to 34 CFR § 200.6(h)(5). States also are in need of technical support and expertise in meeting these requirements. We respectfully implore the U.S. Department of Education to support efforts in assisting states to meet these requirements. Currently no funding sources are identified to support these endeavors. This is a request for the consideration of identifying any possible grants or discretionary funds that would support states in meeting the needs of the requirement and to support this small, but unique and vulnerable population of students.

We look forward to your response.

Sincerely,

XXXXXXXXX(signature)

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FINAL THOUGHTS



- Summary
- Enter questions and comments in chat
- Contacts:
 - Margaret Ho, margaretho@cresst.org (today's recording, letter)
 - Erin Arango-Escalante, arangoescala@wisc.edu (Aug. 3 recording, letter)
 - Laurene Christensen, laurene.christensen@wisc.edu (ALTELLA)