

# English Language Proficiency Assessment (ELPA) Progress - Accountability

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# Presentation Overview

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- New Accountability System
- ELPA Indicator Calculation and Examples
- Inclusion Rules
- Recently Arrived Learners
- ELPA Timeline: Testing, Validation, Reporting, Validation, Calculations
- Accountability Resources



# Accountability Indicators

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- Under ESSA, indicators must include:
  - Annual assessments (Achievement)
  - Graduation rates for high schools
  - Additional “academic” indicator for elementary and middle schools (Growth)
  - English language proficiency for ELs (ELPA)
  - School quality indicator (Chronic Absenteeism for all schools and Post-Secondary Opportunities for High Schools Only)



# Oklahoma Indicators

## Elementary and Middle Schools (90)

- Academic Achievement
  - ELA (15)
  - Math (15)
  - Science (05)
- Growth
  - ELA (15)
  - Math (15)
- **ELPA progress (15)**
- Chronic absenteeism (10)

## High Schools (90)

- Academic Achievement
  - ELA (15)
  - Math (15)
  - Science (15)
- Graduation (10)
- Postsecondary opportunities (10)
- **ELPA progress (15)**
- Chronic absenteeism (10)



# ELPA Indicator

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- Included for any school with at least 10 enrolled ELs
- Otherwise removed and total of 75 (instead of 90) points
- Worth approximately 16.67% of overall grade
- Measures % of students ***on-track*** for an on-time exit from their language program (method provided by Gary Cook, Ph.D.)
- Included for all grades K-12



# ELPA Indicator

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- Baseline for 2018 Reports uses 2017 WIDA ACCESS data
- Based on student performance on 2017 WIDA, on-time exit set as follows (baseline year counts as year 1):
  - Level 1, 5 years to exit
  - Level 2, 4 years to exit
  - Level 3, 3 years to exit
  - Level 4, 2 years to exit
- Students may be included in the indicator for four years following exit from program (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year Proficient)



# Overview of Method

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- This method incorporates both the student's level of proficiency (WIDA) as well as their grade level.
- This method uses most recent individual student scale score (overall composite) and the target scale score for auto-exit (*Lowest Obtainable Scale Score (LOSS) = 4.8 for all grades*).
- Based on the years to exit, student will have “*expected growth*.”
- A student earns a point if their *actual growth* meets or exceeds *expected growth*.



# Recorded Webinar: ESSA English Learner Updates

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- For info on OK's updated EL entry/exit criteria under ESSA, please watch:
  - [What's New for Oklahoma's English Learners and the World of WIDA?](#)
- Covers ESSA updates for English learners in depth
- Important viewing for all staff who work with ELs and/or WIDA testing





# Scale Score Target (WIDA) by Grade-Level

(LOSS= Lowest Obtainable Scale Score)

Grade	Recommended Cut Score
1	335
2	354
3	368
4	379
5	388
6	395

Grade	Recommended Cut Score
7	401
8	406
9	411
10	414
11	417
12	420

\*4.8 composite is the auto-exit criteria for all grade levels

\*\*\*Please note: These scores are WIDA recommendations, and will not be used for the Accountability scale score targets. A slide has been added to this presentation on 4/4/18. For more information see IMPORTANT: Scale Score Update on the Accountability Homepage, next to the ELPA WebEx link



# Scale Score Targets by Grade for Exit

Grade	Scale Score Cut	Composite Score
KG	319	4.8
1	339	4.8
2	353	4.8
3	365	4.8
4	376	4.8
5	384	4.8
6	393	4.8
7	400	4.8
8	406	4.8
9	412	4.8
10	419	4.8
11	424	4.8
12	428	4.8

These scale scores correspond to 4.8 composite and will be used in Accountability as the target score for expected growth and exit calculations



# Formula Overview

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- **Expected growth** =  $\frac{\text{Difference between most recent score and target score}}{\text{Years to Exit}}$ 
  - “target score” is the lowest obtainable scale score (LOSS) for exit based on anticipated exit grade
- If **Actual growth**  $\geq$  **Expected growth**, student is *on-track* and earns a point
- **Accountability indicator** will reflect % of ELs *on-track*



# Example A

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- Student enters in kindergarten and scores 190 on ACCESS;
  - Level 1 (5 years to exit = grade 4)
- Scale score target (LOSS) for auto-exit (4.8 composite) in grade 4 is 379

Expected time-based growth for grade 1 would be:

$$\delta_{exp} = \frac{SS_{LOSS} - SS_{rec}}{g_{exit} - g_{rec}} = \frac{379 - 190}{4 - 0} = 47.25 \approx 47$$

- Student would be expected to grow annually by 47 scale score points



## Example A, cont.

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- Student's scale score on ACCESS in grade 1 is 250
- Student's actual growth is  $250 - 190 = 60$
- Student was expected to grow 47 scale score points
- Since  $60 \geq 47$ , student has meet growth target
- Thus, the student would earn a point for being *on-track*



# Example B

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- Student enters in grade 4 and scores 311 on ACCESS
  - Level 3 (3 years to exit=grade 6)
- *Scale score target (LOSS)* for auto-exit in grade 6 is 395

Expected time-based growth for grade 5 would be:

$$\delta_{exp} = \frac{SS_{LOSS} - SS_{rec}}{g_{exit} - g_{rec}} = \frac{395 - 311}{6 - 4} = 42$$

- Student is expected to grow by 42 scale score points each year



## Example B, cont.

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- Student scores 340 on ACCESS in grade 5
- Actual growth is  $340 - 311 = 29$  scale score points
- Student was expected to grow by 42 scale score points
- Since  $29 < 42$ , student did not meet growth target, and would not earn a point under this indicator



# Formula

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$$\delta_{exp} = \frac{SS_{LOSS} - SS_{rec}}{g_{exit} - g_{rec}}$$

where:  $\delta_{exp}$  = expected timebased growth

$SS_{LOSS}$  = LOSS or target scale score for auto – exit in student's expected exit grade

$SS_{rec}$  = student's most recent scale score

$g_{exit}$  = expected grade level upon exit

$g_{rec}$  = grade level at time of most recent test

**If  $\delta_{act} \geq \delta_{exp}$ ; Actual growth  $\geq$  Expected growth**

**then student meets target**





# Recently Arrived English Learners

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- Because of emphasis on growth and improvement, there are no longer exemptions from state assessments (OSTP\*) for 1<sup>st</sup> year in the US
- Instead, recently arrived ELs will have their assessments used as follows:
  - Year 1: **Participation only**
  - Year 2: **Participation** and **Growth** (grades 3-8, OSTP) and **ELPA** (WIDA)
  - Year 3: **Participation** and **Academic Achievement** (OSTP), **Growth** (grades 3-8, OSTP) and **ELPA** (WIDA)

\*OSTP=Oklahoma School Testing Program



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# 2017 EL 1<sup>st</sup> year exemptions

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- Students who were exempt from the ELA OSTP in 2017 will have their scores used as follows:
  - 2018: **Participation** and **Growth** (Math growth only; grades 3-8) and **ELPA**
  - 2019: **Participation** and **Academic Achievement, Growth** (grades 3-8), and **ELPA**



# Grade level changes

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- Generally speaking, the baseline proficiency for a student will determine their Years to Exit (YE) and Anticipated Exit Grade (AEG)
- When a student is retained or skips a grade, the Years to Exit are unaffected; however, the Anticipated Exit Grade will be adjusted accordingly
  - e.g. A level 2 student enters in grade 3. Initial YE=4, AEG=6. Student skips grade 4, student still has 4 years in program, but AEG=7.
- *Note: A student should never be retained due to language proficiency alone*



# Enrollment Gaps

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- If a student has enrollment gaps **at the state-level:**
    - If enrollment gap  $< 1$  year, no change to YE or AEG (clock keeps ticking)
    - If enrollment gap  $> 1$  year, and student remained in country during that time, no change to YE or AEG (clock keeps ticking)\*
    - If enrollment gap  $> 1$  year and student reenters from a foreign country (entry codes 1839/1840), the student will “reset,” and their first ACCESS score upon reentry will determine their new baseline
- \*This assumes the student was receiving services through another educational institution. If student was not receiving services, student may be eligible for reset.*



# ELPA Timeline

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- WIDA Testing Window: Jan 22-Mar 30, 2018
- Pre-Reporting Validation in AMS\*: Apr 23-May 4, 2018
  - **IMPORTANT:** Please thoroughly review your data in AMS, as this data will be used in Accountability. Any corrections should be made through the vendor as early as possible.
- Student Reports available to districts: Jun 1, 2018
- “Post-Reporting” validation in SSO\*\* Accountability Application: TBD (June 2018)
  - OSDE will provide an additional validation window to ensure the data used for accountability are accurate. The window dates are subject to receipt of file from the vendor. It is our goal to open the window as early as possible to ensure opportunity for districts to review data before the summer.

\*AMS: Assessment Management System (WIDA)

\*\*SSO: Single sign on (OSDE)



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# WIDA's Data Validation Webinars

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- On 2/27/18, WIDA aired free [Data Validation webinar](#).
  - [Recorded webinar](#) available for viewing at any time on WIDA website.
- On 5/1/18, 2nd live, free [Data Validation webinar](#) will air.
  - Participants will be able to ask a WIDA specialist questions about the data validation process. Webinar will be recorded.
- **Extremely important that WIDA DTCs view one or both webinars before performing data validation in WIDA AMS.**



# Thank you!

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- We appreciate your partnership in this important and exciting opportunity to help our students!
- Please do not hesitate to reach out with any questions, comments, or clarifications

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