



Standardizing English Learner Entrance/Exit Procedures and Criteria Statewide: Issues and Options

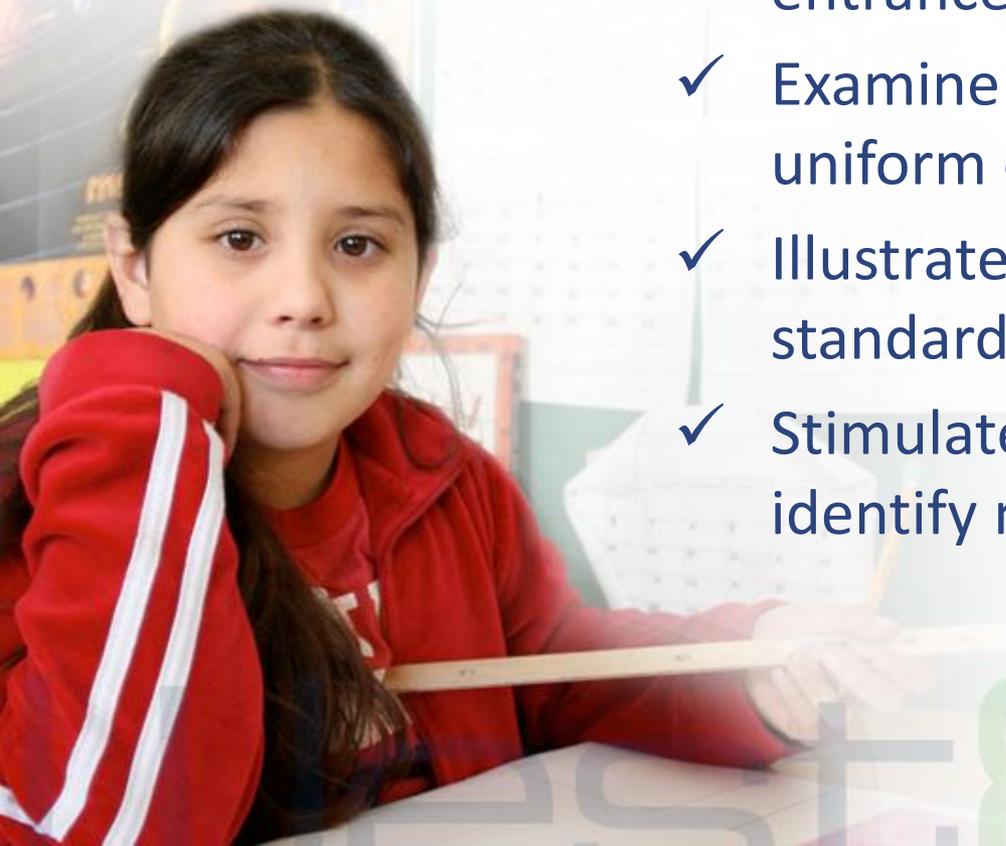
Robert Linqunti
WestEd

Developing a Coherent ESSA
Consolidated Plan to Advance Equity

Council of Chief State School Officers
September 14, 2016
Atlanta, GA

Session Goals

- ✓ Clarify ESSA Title III requirements on EL entrance and exit procedures
- ✓ Examine proposed ESSA regs on setting uniform entrance/exit criteria
- ✓ Illustrate policy and technical options for standardizing EL entrance/exit
- ✓ Stimulate discussion, generate ideas, identify needs





Every Student Succeeds Act

States will “establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, **standardized, statewide [EL] entrance and exit procedures.**”

(ESSA § 3111, § 3113)

Draft ESSA Regulations on Accountability and State Plans (1 of 2)

§ 299.19(c)(3) [3113(b)(2)] Regulations clarify:

1. Standardized statewide EL entrance and exit procedures must include *uniform criteria applied statewide*
2. Prohibits a “‘local option,’ which cannot be standardized and under which LEAs could have widely varying criteria”
3. Exit procedures must include objective, valid, and reliable criteria, including a score of proficient on the State’s annual ELP assessment

Draft ESSA Regulations on Accountability and State Plans (2 of 2)

§ 299.19(c)(3) [3113(b)(2)] Regulations clarify:

4. Scores on content assessments cannot be included as exit criteria (not valid and reliable measures of ELP, may result in prolonged EL status, civil rights violations)
5. Exit criteria must be applied to both Title I EL subgroup and Title III services (exit EL status for both Title I and Title III purposes)

Current Reality

“Standardized, statewide [EL] entrance and exit procedures”

- **EL Entrance:**

- » 23 states use multiple initial ELP screeners
- » 40 states allow LEAs to define process

- **EL Exit:**

- » 29 states plus DC use state ELP test only
- » 17 states use academic achievement test results
- » 15 states use teacher input/evaluation

Quick-Talk (2 mins)

Discuss with team member or elbow partner:

- 2 key concerns
- 1 potential opportunity

related to this new provision in law and proposed regulations –

Be specific on:

- *entrance into* EL category
- *exit from* EL category



4-Stage framework: Overview & guidance on each stage



**MOVING TOWARD A MORE COMMON
DEFINITION OF ENGLISH LEARNER:**
Collected Guidance for States and Multi-State
Assessment Consortia

JANUARY 2016

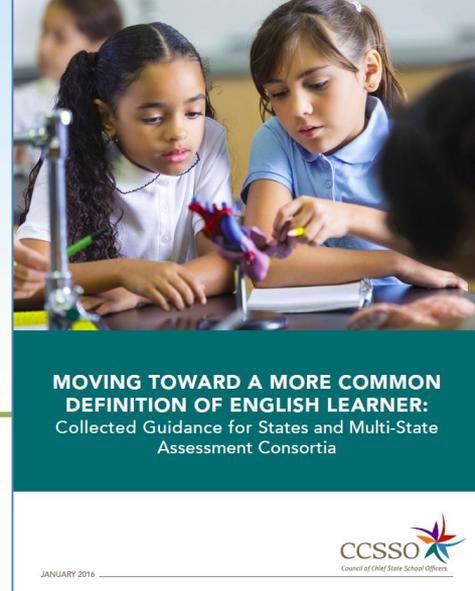


[http://ccsso.org/Documents/Moving%20Toward%20a%20More%20Common%20Definition%20of%20English%20Learner-Final\(0\).pdf](http://ccsso.org/Documents/Moving%20Toward%20a%20More%20Common%20Definition%20of%20English%20Learner-Final(0).pdf)

(Linquanti, Cook, Bailey, & MacDonald, 2016)

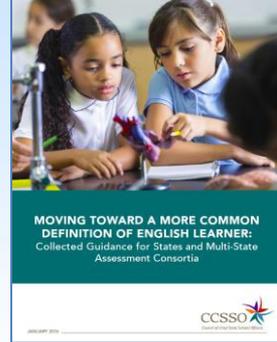
Policy Space

1. Identify potential English learners
 - Home language surveys (HLS)
2. Establish initial EL classification
 - EL classification instruments & process
3. Define “English proficient”
 - ELP assessment performance standard
4. Reclassify English learners
 - Exit criteria & process



(Linguanti & Cook, 2013; Linguanti, Cook, Bailey, & MacDonald, 2016)

Framework to Move Toward More Common EL Definition

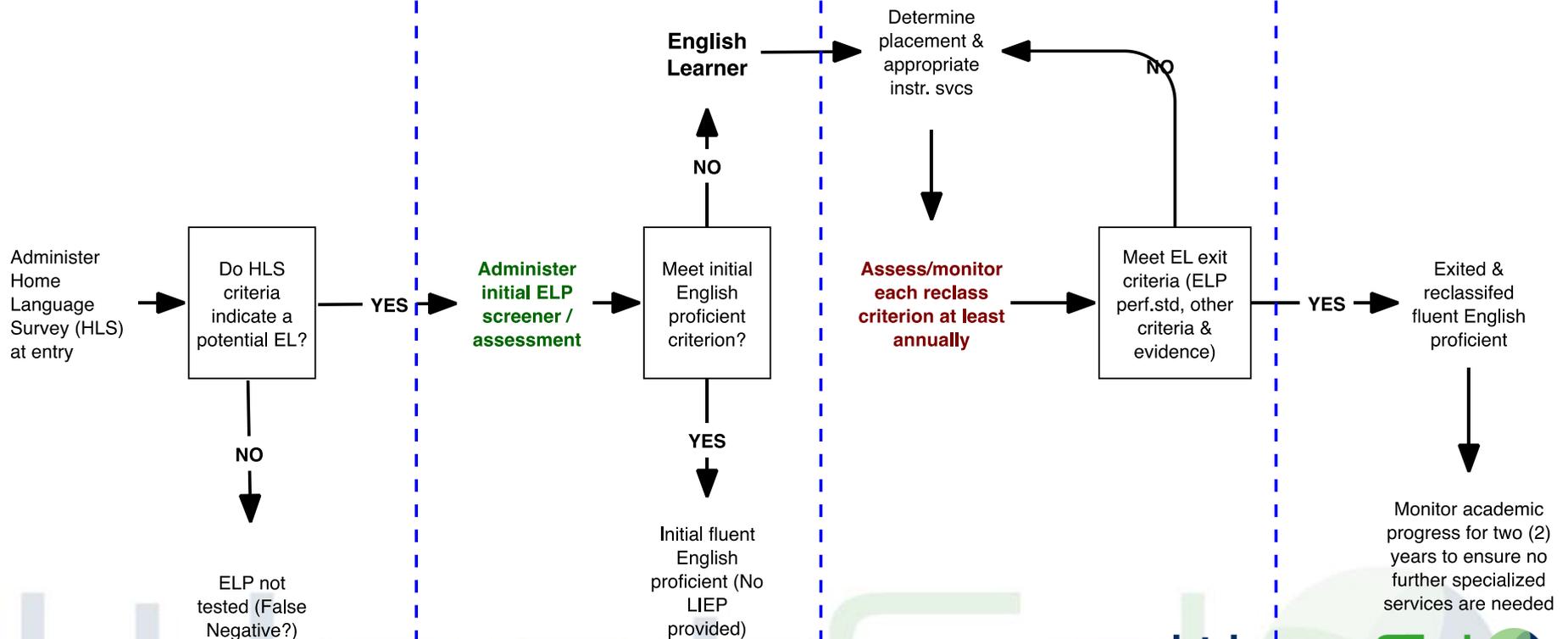


1. Identify Potential EL

2. Classify as EL

3. Define ELP Performance Standard

4. Reclassify

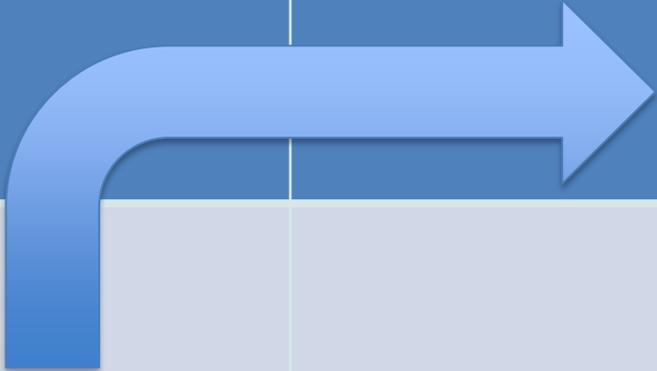


Every Student Succeeds Act

- ...requirement that all students who may be English learners are **assessed for such status within 30 days of enrollment in a school in the State.**
- Each LEA, **not later than 30 days after the beginning of the school year**, shall inform parents of an English learner identified for participation or participating in such a program
- For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the LEA shall notify the children's parents **during the first 2 weeks** of the child being placed in a language instruction educational program.

(ESSA § 1111, 3111)

HLS relation to ELP “Screener”



| | | Initial ELP Assessment Result (Stage 2) | |
|-------------------------|------------------|--|---------------------|
| | | Proficient | Not Proficient |
| HLS Result (Stage 1) | Potential EL | I-FEP | EL |
| | Not Potential EL | ["EO"] | "Discovered" |

I-FEP = Initially fluent English proficient; EO = English Only

Where Misclassifications Can Occur

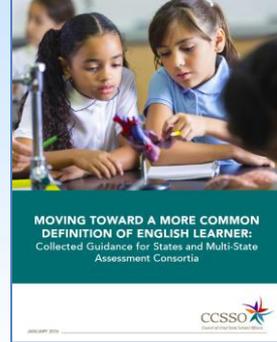
| | | Initial ELP Assessment Result (Stage 2) | |
|-------------------------|------------------|--|--|
| | | Proficient | Not Proficient |
| HLS Result (Stage 1) | Potential EL | I-FEP  | EL  |
| | Not Potential EL | ["EO"] | "Discovered" |

How Students Can Be Classified/Misclassified

Table 2. Permutations of language classification and special education status

| Language Classification | Not Special Ed-identified | Special Ed-identified |
|---|---------------------------|-----------------------|
| English Learner | I | II |
| Non-EL linguistic-minority (Initially English fluent / native bilingual) | III | IV |
| Monolingual English (“English Only”) | V | VI |

Stage 1.



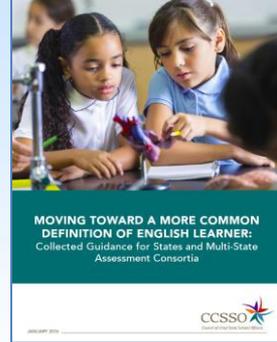
Home Language Survey Guidance

- Explicitly state purposes & uses
- Clarify the construct (current English use and exposure)
- Develop questions – e.g.,
 - *Which language(s) does your child currently understand and speak?*
 - *Which language(s) does your child most often use at home, in school, outside school?*
 - *Which language does your child most often hear at home, in school, outside school?*
- Set administrative procedures, interpretation rules

(Linguanti & Bailey, 2014)

Stage 2.

Guidance on Initial Classification Policy & Procedures



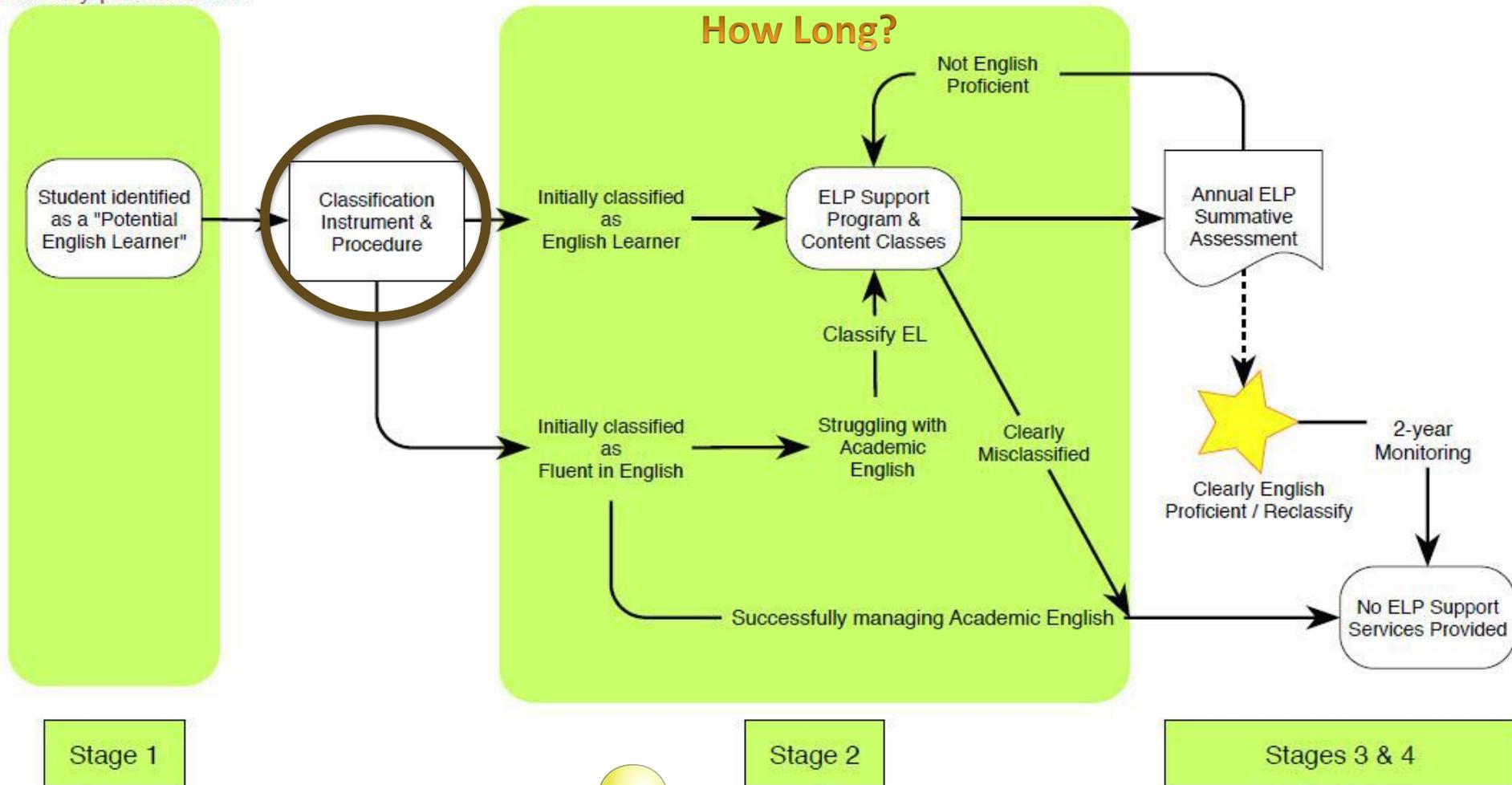
- Set common policies and practices for initial EL classification
- Implement process appropriately, consistently
- **Consider a *provisional classification* period to correct any initial misclassifications**
- **Differentiate procedures for initially classifying early elementary students; monitor and validate**

(Cook & Linqunti, 2015)

Initial EL Classification Model Stage 2.

"Pre-classification Period"
Identify potential ELs

Provisional Classification Period



Stage 1

Stage 2

Stages 3 & 4

National Working Session Idea



(Cook & Linqunti, 2015)

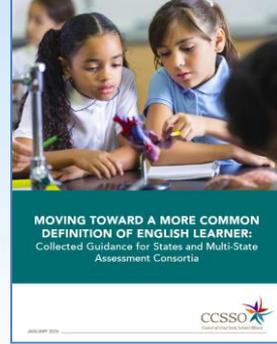


Stage 1 & 2 Discussion Questions

- Do our HLS questions appropriately target key constructs? Are our decisions rules standardized and clear?
- What can we learn and leverage from consortia and other states' efforts?
- How might our state illustrate via flowchart/decision tree using HLS and initial ELP assessment results to classify students?
- What challenges do we face in adopting a statewide policy and process for detecting, reporting, and correcting initial misclassifications?

Stage 3.

Guidelines (3 of 9) *States...*



3. Establish the "English proficient" performance standard on the state ELP assessment using methods that take account of EL students' academic proficiency on content assessments.

- Do not require minimum academic performance on content test to reclassify
- Anticipate & mitigate risks
- Domain score weights affect ELP test relationship to content test results

Establishing an English-Proficient Performance Criterion

U.S. Department of Education

National Evaluation of Title III Implementation
Supplemental Report—
Exploring Approaches to Setting
English Language Proficiency
Performance Criteria and
Monitoring English Learner Progress



(Cook, Linqunti, Chinen, & Jung, 2012; pp.7-26)

<http://www2.ed.gov/rschstat/eval/title-iii/implementation-supplemental-report.html>

What Does English Proficient Mean?

Goal – Determine English language proficiency level range that reflects “English proficient”



Relate ELP to content assessment performance *without requiring a minimum content test performance*

Key Assumptions

- A meaningful relationship exists between ELP and content assessment performance
- ELP level becomes less related to content achievement as students approach English language proficiency

Multiple Methods to Identify English-Proficient “Sweet Spot”

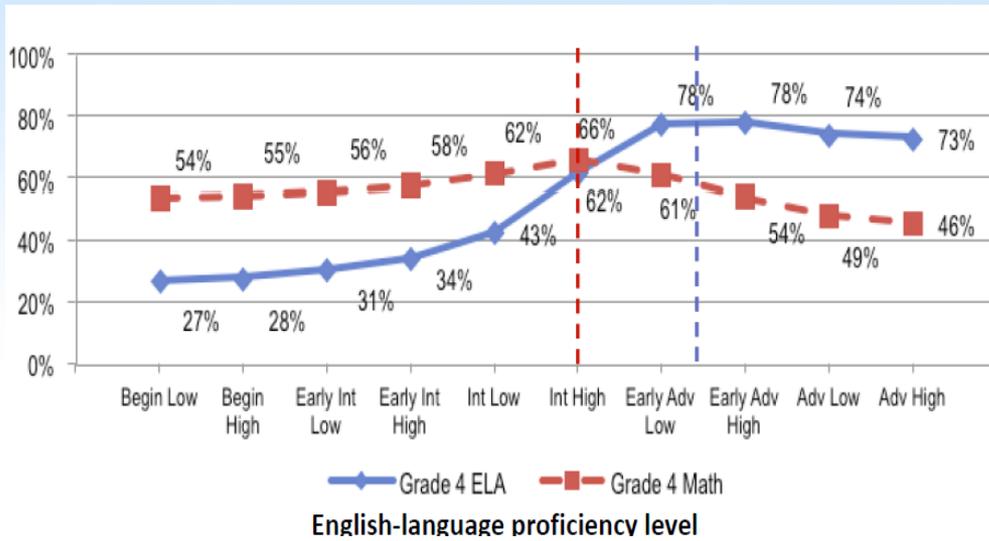
Decision Consistency – ELP Level & content achievement categorizations

Logistic Regression – Likelihood that ELs at given ELP level will score proficient on content assessment

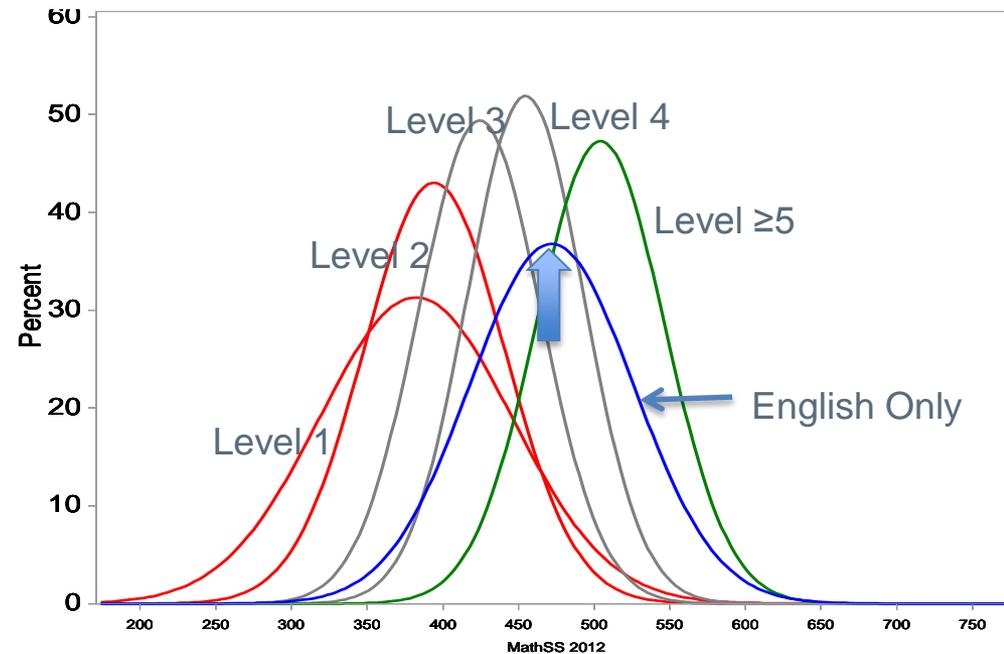
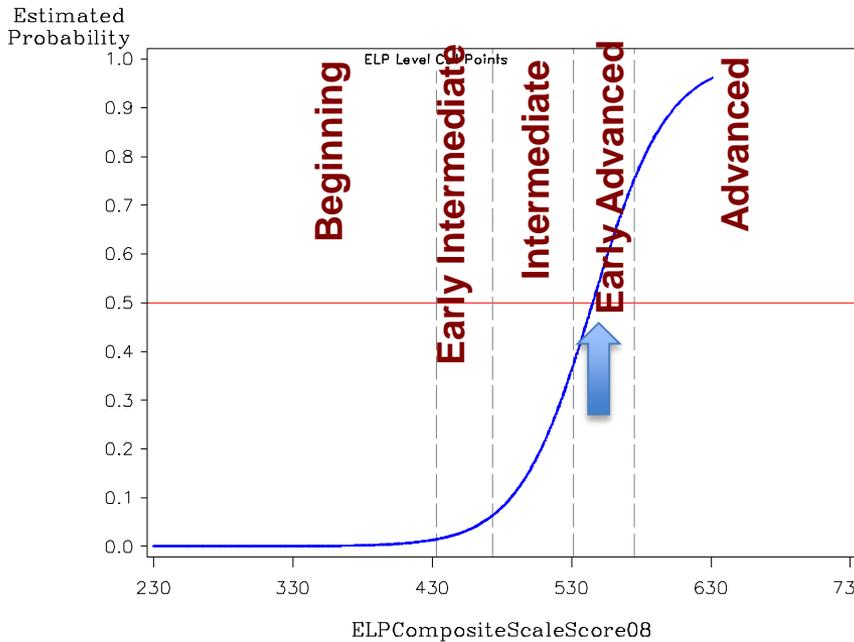
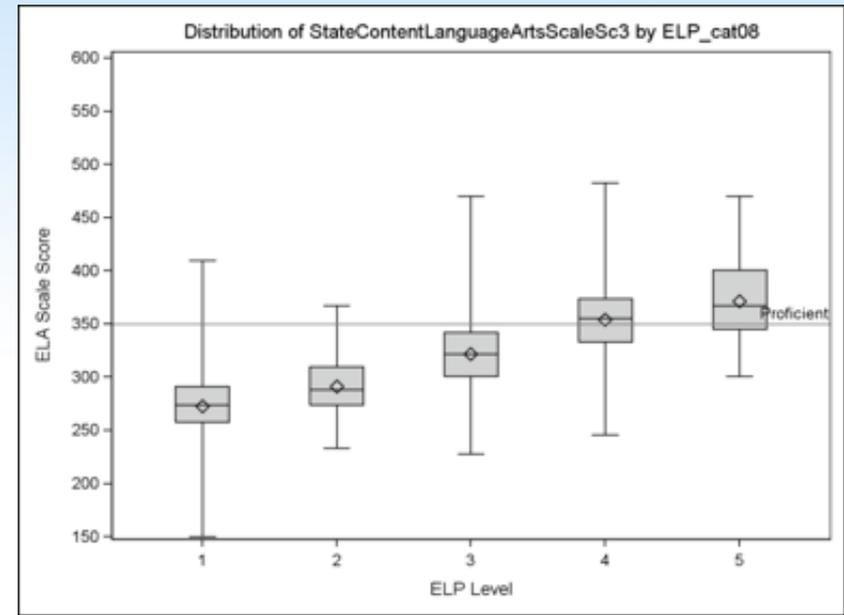
Descriptive Box Plots – Graphically represents ELP and content assessment relationships

Equivalent Distribution – Identifies ELP score/level where content test item performances of ELs and non-ELs are equivalent

(Linquanti & Cook, 2013; Cook, Linquanti, Chinen, & Jung, 2012)



Grade 4, 2008 ELA Logistic Plot



(See Linquanti & Cook, 2013; Cook, Linquanti, Chinen, & Jung, 2012)



Stage 3 Discussion Questions

- Will the "English proficient" performance standard on state ELP test specify composite and domain scores?
- Will we set a performance standard beyond our ELP assessment consortium's recommended level?
- What is our capacity to analyze annual ELP assessment results in relation to EL academic content assessment results:
 - Who has matched-score ELP and content assessment data?
 - Who undertakes these analyses?
- Will we need to share de-identified, matched-score student ELP and academic content assessment data?

Stage 3 (English proficient) to Stage 4 (Exit)

**Reclassification criteria based on Federal definition:
English Learner no longer denied...**

ESSA § 8002(5)

**1. ability to meet
challenging State
academic standards**

Empirical Analysis of ELP &
Content Assessment results
→ Determine English
Language Proficient Criterion

**2. ability to successfully
achieve in classrooms where
the language of instruction is
English**

Evidence of receptive &
productive language uses to
accomplish tasks appropriate
to grade level, content areas
→ Assessment tools
supporting and standardizing
local criteria & evidence

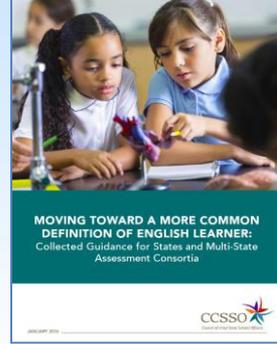
**3. opportunity to participate
fully in society in English**

Evidence of receptive &
productive language uses to
accomplish social and
occupational goals within &
beyond school
→ Assessment tools
supporting and standardizing
local criteria & evidence

Consensus:



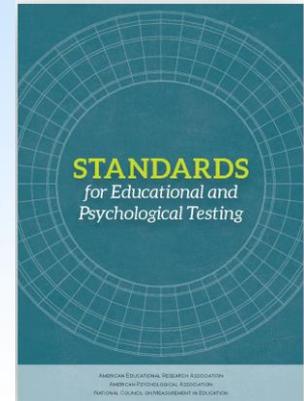
Guidelines (4 of 9) *States and districts...*



4. Make EL reclassification decisions using more than annual summative ELP assessment result; also examine EL students' classroom language uses as an additional reclassification criterion.

- Complementary (not duplicative) evidence
- Examine collaborative, interactive language uses
- Student focused, assets-based (*can do*)
- Formative / summative tensions

AERA/APA/NCME Standards (2014)

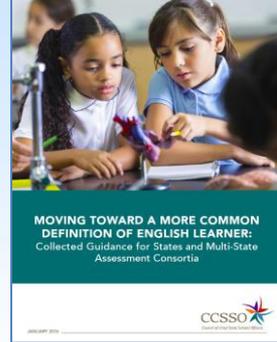


Standard 12.10: In educational settings, a decision or characterization that will have major impact on the student should take into consideration ***not just scores from a single test but other relevant information*** (p. 198).

Standard 12.13: When test scores are intended to be used as part of the process for making decisions about...***provision of services for English language learners***, then empirical evidence documenting the relationship among particular test scores, the instructional programs, and desired student outcomes should be provided. When adequate empirical evidence is not available, ***users should be cautioned to weigh the test results accordingly in light of other relevant information about the students*** (p. 199).

Guidelines (5 of 9)

States and districts...



5. Ensure local educators have training, tools, and ongoing support to effectively and consistently apply classroom language-use criterion for reclassification decisions.

- Collaborative R&D
- Video & audio samples for calibration
- Leverage complementary initiatives & resources
 - » Language observation protocols (UL @ Stanford)
 - » Online tools and approaches (WIDA, TX)

New Guidance on Gathering and Using Local Evidence of ELs' Classroom Language Uses for Exit Decisions

DISCERNING — AND FOSTERING — WHAT ENGLISH LEARNERS CAN DO WITH LANGUAGE

Guidance on Gathering and Interpreting Complementary Evidence
of Classroom Language Uses for Reclassification Decisions



AUGUST 2016

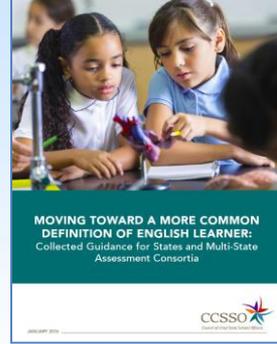
<http://ccsso.org/Documents/2016/CCSSOELLUseGuidance20160829.pdf>
(Molle, Linqianti, MacDonald, & Cook, 2016)

Supplemental Guidance

- Guidelines for developing standardized methods to gather and interpret evidence of ELs' classroom language uses
- Strategies to target interactive, discipline-specific uses complementary to state annual ELP test, and use appropriately in exit decisions
- Sample tools (observation protocol, evaluation rubrics) states and local educators can consider

(Molle, Linqunti, MacDonald, & Cook, 2016)

Guidelines (6 of 9) *States and districts...*



6. Collaborate to establish common reclass criteria and processes within states, to strengthen validity of inferences from local educator input & accuracy of decisions based on multiple sources of evidence.

- Local/state balance
- Standardized, standards-based, complementary
- Combining multiple sources of evidence
- ELA proficient test score as “corrective criterion”

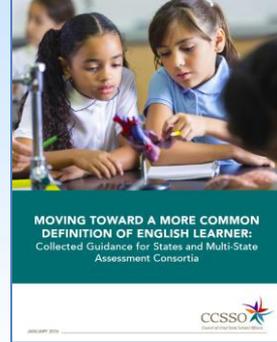
Figure 3. Sample reclassification decision matrix combining multiple sources of ELP evidence.

| | | Additional ELP Criterion (classroom language observation protocol) | | |
|-----------------|----------------------------------|---|---------------------------------|--------------------------|
| | | “English-Proficient” | Borderline “English-Proficient” | Not “English-Proficient” |
| ELP Test Result | “English-Proficient” | 1 R-FEP | 2 R-FEP | 3 R-FEP* |
| | “English-Proficient” within CSEM | 4 R-FEP | 5 R-FEP* | 6 EL* |
| | Not “English-Proficient” | 7 EL* | 8 EL | 9 EL |

R-FEP: Reclassified Fluent English Proficient. CSEM: Conditional standard error of measurement.

*Indicates ambiguous ELP results where proficient ELA test result might be utilized as a “corrective criterion.”

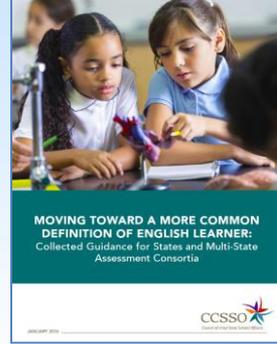
Guidelines (8 of 9) *States and districts...*



8. Examine application of reclass criteria & processes for primary-grade ELs, and ELs with disabilities, to maximize validity, reliability, and fairness.

- Grades K, 1, and 2: ELP test literacy weights
- Study post-reclass ELA performance, relationship of listening, speaking to ELA
- SWD: Detect misclassifications early
- Alternate English-proficient composites, criteria *addressing specific nature of disability*

Guidelines (9 of 9) *States and districts...*



9. Carefully examine subsequent academic performance of reclassified ELs for as long as these students remain in the district or state.

- Ensure consequential validity of reclassification criteria and processes
- Longer-term outcome measures
 - » Advanced Placement, other college-ready coursework
 - » Graduation rates
 - » Seal of Biliteracy attainment
 - » College/career application, acceptance, completion rates.

(Linguanti & Cook, 2015)

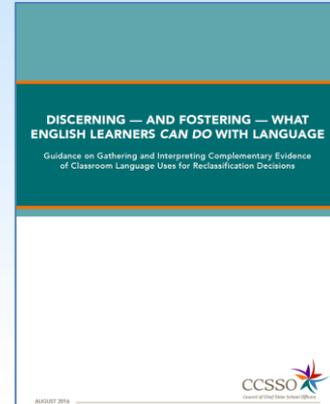
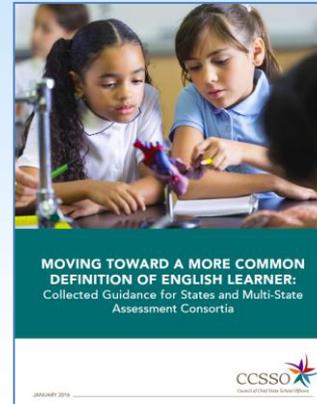
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Stage 4 Discussion Questions

- Who has authority to change state reclassification criteria?
- How will we select and engage representative LEAs?
- How might we approach issues of exiting primary-grade ELs and ELs with disabilities?
- How long do we identify former ELs? Report the academic performance results of former ELs?
- Do we report longer-term academic outcomes of former ELs?

Moving Forward



What are our key issues?

- Home language survey
- Initial ELP assessment & procedures
- English-proficient standard
- Reclassification criteria & procedures

What are our next steps?

- Policy development
- Process & timeline
- Stakeholder selection & engagement
- Data analysis
- Training and support