

"A Year in the Life of ELs"

How Are ELs Identified, Receive Instruction, Assessed and Exited Our State?

Presented by:

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Session Objectives

This session will provide an overview of the state adopted language proficiency assessment ACCESS for 2.0, Alternate ACCESS, and WIDA Screener.

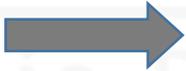
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Identifying Students for ESOL & Title III

Home Language Survey

(required of all students enrolling in any district)

1. Which language does your child most frequently speak at home?
2. Which language do adults in your home most frequently use when speaking with your child?
3. Which language(s) does your child currently understand or speak?

If one or more responses indicate a language other than English:  Screen with WIDA Screener, WIDA W-APT or MODEL

Student Record – Student Level



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Required for ALL students!

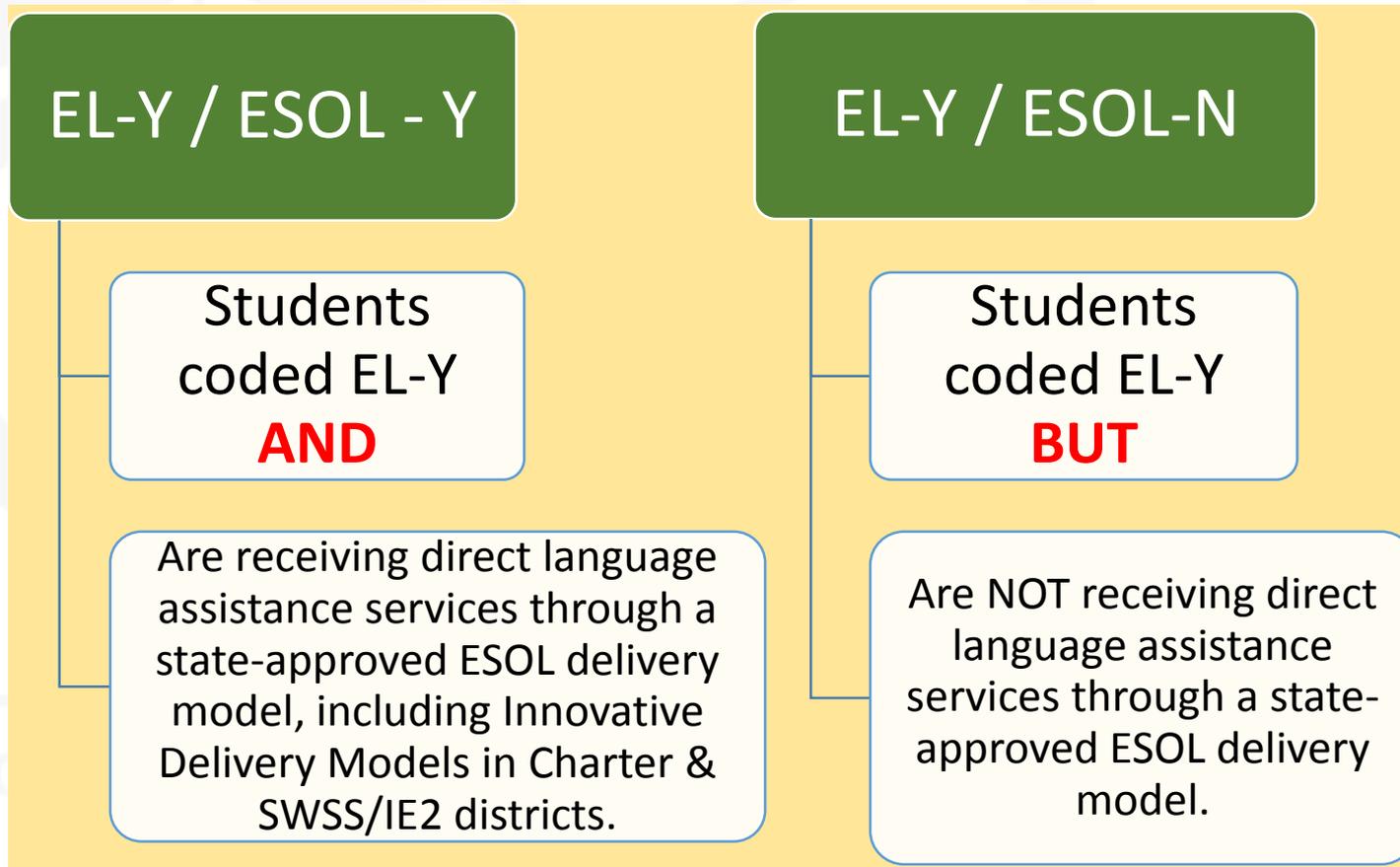
EL Code	Description
EL-Y	Yes, student has limited English proficiency and is eligible for services based on the results of the W-APT, MODEL, or ACCESS for ELLs 2.0 [®] test.
EL-N	No, student does not have limited English proficiency
EL-M	Student Monitored - has exited ESOL Program within the past 2 years and is monitored
EL-F	Former English learner – exited from ESOL services more than 2 years ago!

EL/ESOL Reporting



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All K-12 EL-Y students must also be coded
ESOL-Y or ESOL-N.



ESOL indicates whether student has been enrolled in the state program at any time during the school year.

Student Record – Course Level



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ESOL Delivery Model

**STUDENT
RECORD**

**COURSE
RECORD**



- If EL-Y & ESOL=Y, then the ESOL Delivery Model is required in at least one course record.

**Current Valid Data Codes
 for ESOL Delivery Models**

Codes	Options
1	Pull-Out (PO)
2	Push-In (PI)
3	Cluster Center (CC)
4	Resource Center (RC)
5	Scheduled Language Acquisition
6	State Approved Innovative or District Approved Innovative
8	Sheltered Content
9	Dual Language

ACCESS for ELLs & Alternate ACCESS for ELLs

Program Updates 2016-2017

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Students Tested



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	<u>2016</u>	<u>2015</u>	<u>2014</u>
Alternate ACCESS for ELLs:	854	648	501
ACCESS for ELLs (ACCESS 2.0):	103,584	99,656	93,675

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Administration



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In 2016-2017, ACCESS for ELLs will, again, include an online mode for test administration.

- A paper-based assessment will continue to be available for students who have a disability that requires paper-based testing.
- Paper will also be available for schools that are unable to move fully online in 2016-17.
- ACCESS for ELLs will continue to assess each of the four language domains of Listening, Speaking, Reading, and Writing separately.
- ACCESS for ELLs will assess Grades 1-12 via the online platform and paper-based
 - Online Grade Clusters: 1, 2-3, 4-5, 6-8, and 9-12.
 - Paper Grade Clusters: 1, 2, 3, 4-5, 6-8, and 9-12
 - *In Georgia, the Writing domain for the online ACCESS for ELLs in Grades 1 -5 will be administered on paper (same administration procedures as 2016).*
- **Kindergarten will continue to be paper-based in 2016-2017.**

Online Testing



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- The *online* test is a staged adaptive test, meaning students progress through the test based on their performance.
 - Due to this adaptability, the *online test* does not require test administrators/examiners to determine tier placement of students in order to administer the test. (In cases where the paper test continues to be administered, schools must identify the appropriate tier for proficiency. The protocol for tier placement for paper tests will remain the same as previous years.)
 - Each student testing online will require a computer and headset **with microphone** for the Speaking test – and headphones for the other domains. Detailed information about technology requirements is posted at this location: <https://www.wida.us/assessment/access20-tech.aspx>
- Students' performance on the online Listening and Reading domains will determine their placement for Speaking and Writing.
 - Students must first take Listening then Reading , followed by Writing and Speaking.
- The domains may be administered across multiple days in the manner that best works for scheduling purposes and the use of technology.
 - However, a single domain may not be broken into separate administrations (**NOTE: This is an irregular administration of a single domain.**)
 - **The online platform will not have a limit on the number of students who can test at one time.**
 - For Speaking, it is recommended that groups of 5-7 students (or fewer) test simultaneously so that headset microphones do not capture other voices. Students of different grades may test in the same room at the same time.

Paper Testing



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In 2016-2017, paper tests will be administered in the same grade clusters as in 2015-16:

- 1, 2, 3, 4-5, 6-8, and 9-12
- As in previous years, examiners must complete online training and become "certified" to administer ACCESS for ELLs.
 - The online course modules becomes available in October 2016.
 - The courses necessary will vary based upon what the examiner is administering:
 - Kindergarten (Paper-based only) or,
 - Grades 1-12 (via Online) or,
 - Grades 1-12 (via Paper).
- Closely monitor the number of English Learners (ELs) in your systems to ensure an accurate order of any paper materials your system may require. Systems will be invoiced for excessive orders.
 - The ordering process will occur from October 12 – November 30, 2016
- Alternate ACCESS is unchanged for 2016-2017.
- The state testing window for ACCESS is seven-weeks in length –systems may utilize the entire window as needed. The windows for ACCESS for ELLs and the Alternate ACCESS for ELLs are the same.

WIDA and GaDOE Hosted Training



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2016-17 Training Webinars/Modules

August 2016: Brief Overview via Fall Assessment Conference (System Test Coordinators)

Fall 2016: Availability of Online Training Courses for Grades K, 1-12 (Paper), 1-12 (Online)

September 2016: Availability of Online Modules (Account Set-Up, Materials Ordering, Pre-ID Uploads, System Downloads, Test Session Creation, Student Management,)

Fall 2016: System/School Test Coordinator's Overview

Fall 2016: Test Administrator's (Examiner's) Overview

Fall 2016: Technology Coordinator's Overview

November 10, 2016: Technology (GaDOE and WIDA hosted)

November 15, 2016: Alternate ACCESS Pre-Administration (GaDOE and WIDA hosted)

November 17, 2016: ACCESS for ELLs Pre-Administration (GaDOE and WIDA hosted)

December 15, 2016: Accommodations Q & A (GaDOE and WIDA hosted)

January 10, 2017: Pre-Administration Question & Answer Webinar

January 17- March 3, 2017: Alternate ACCESS and ACCESS for ELLs Assessment Window

ACCESS for ELLs & Alternate ACCESS for ELLs



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Important Dates

ACCESS for ELLs Administration Dates (2016-2017)

Description	Start Date	End Date
Test Materials Ordering	10/12/2016	11/30/2016
Pre-ID Files from local systems to Data Recognition Corporation (DRC)	10/12/2016	11/30/2016
Online Test Setup Available	12/7/2016	3/3/2017
Test Materials Arrive	1/5/2017	1/12/2017
Georgia's Alternate ACCESS and ACCESS for ELLs State Testing Window	1/17/2017	3/3/2017
Additional Test Material Window	1/5/2017	2/24/2017
Districts Ship Completed Test Material to DRC		No Later Than 3/10/2017
Pre-Reporting Data Validation Window	April 2017	April 2017
Districts Receive Reports - Printed and Online (On or Before)	TBA	TBA
Post-Reporting Data Validation Window	TBA	TBA

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More Updates from WIDA

ACCESS for ELLs Online (Grades 1-12)

- Refreshed content
 - Streamlined directions/practice
- Fewer clicks for the student
- Single Test Ticket
 - One ticket for all four domain tests
 - Will simplify test scheduling
 - Same SSID may only be used once per state

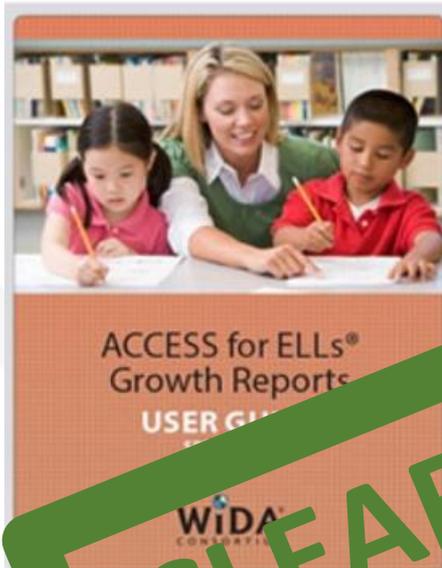
ACCESS for ELLs 2.0 Paper (Grades 1-12)

- Refreshed content

Changing ELs Status

Gr 1-12 Status Changes -

EL students in Gr. 1-12 have achieved academic English language proficiency and can EXIT ESOL services through one of the following ESOL Exit methods:



CLEAR EXIT

Based on achieving two ACCESS for ELLs 2.0[®] scores:

Composite Proficiency Level (CLP) \geq 5.0 Tier B or Tier C

and

Literacy Sub-Score \geq 4.8



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LAC EXIT

Based on a Language Assessment Conference (LAC) convened because one of the two criteria was met

CPL \geq 5.0 Tier B or Tier C and Literacy Sub-Score $<$ 4.8

OR

CPL 4.0-4.9 Tier B or C and 4.8 Literacy Sub-score

Note: A LAC involves review of other academic performance criteria & is not required for students whose scores fall within the LAC range but who are not ready to exit language services



- When student's status is changed from EL-'Y' to EL – 'M', you must choose how student's attainment of proficiency was determined.
- This documents the method used to determine the student's placement in the monitoring phase.

Must equal one of the following codes:	
'1'	<i>ACCESS for ELLs 2.0</i> [®]
'2'	Language Assessment Conference (LAC)
'3'	Exited in another state or from a non-public school

Kinder Status Changes – When does a Kinder EL-Y become an EL-M?

Kindergarten ELs achieving proficiency are exited if they meet the following criteria:

*ACCESS for
ELLs 2.0[®]
CPL \geq 5.0*

and

*Sub-scores
 \geq 5.0 in
each of the
4 language
domains:*

*Listening,
Speaking,
Reading &
Writing*

Note: *Exiting
via the LAC
process is not
an option for
Kindergarten
students*

When do we change an EL-Y student's status to EL-M1?

- **CHANGE** Status Code of ELs from EL – 'Y' to EL – 'M1' on or after July 1
- Do not change status from M1 to M2 before July 1
- **CONSEQUENCES** of coding EL-'Y' as EL-'M1' before July 1
 - Loss of funding
 - Potential impact on AMAO 2 (Accountability)
 - LEA must reimburse the state for testing of any EL-M students at \$23.00 per student



2016-2017 Planned Professional Development

Planned Assessment Professional Development



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Technology Q&A (DRC Hosted)	November 2016
Alt. ACCESS Pre- Admin Q&A	November 2016
ACCESS Q&A	November 2016
ACCESS Accommodations Q&A	December 2016
ACCESS Pre- Admin Q&A	January 2017
ACCESS Mid- Admin Q&A	March 2017
Alt ACCESS Post- Admin Q&A	May 2017
ACCESS Post- Admin Q&A	May 2017

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Planned ESOL Professional Development

Standards Based Lesson Planning	Between October and December	South
Standards Based Lesson Planning	Between October and December	Middle
Standards Based Lesson Planning	November	North
Differentiation for Linguistically Diverse Students	September	Middle
Differentiation for Linguistically Diverse Students	September	Middle
Differentiation for Linguistically Diverse Students	September	North
Differentiation for Linguistically Diverse Students	September	South
Formative Language Assessments	September	North



Who Should I Contact?

- **Questions about Administration , Materials, and Reports for Alternate ACCESS for ELLs or ACCESS for ELLs:**

Contact Deborah Houston
Assessment Specialist, Assessment Division
(404) 657-0251
dhouston@doe.k12.ga.us

- **Questions about Entry/Exit Requirements for ELs in Georgia:**

Contact Dr. Jacqueline C. Ellis
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Any Questions?

