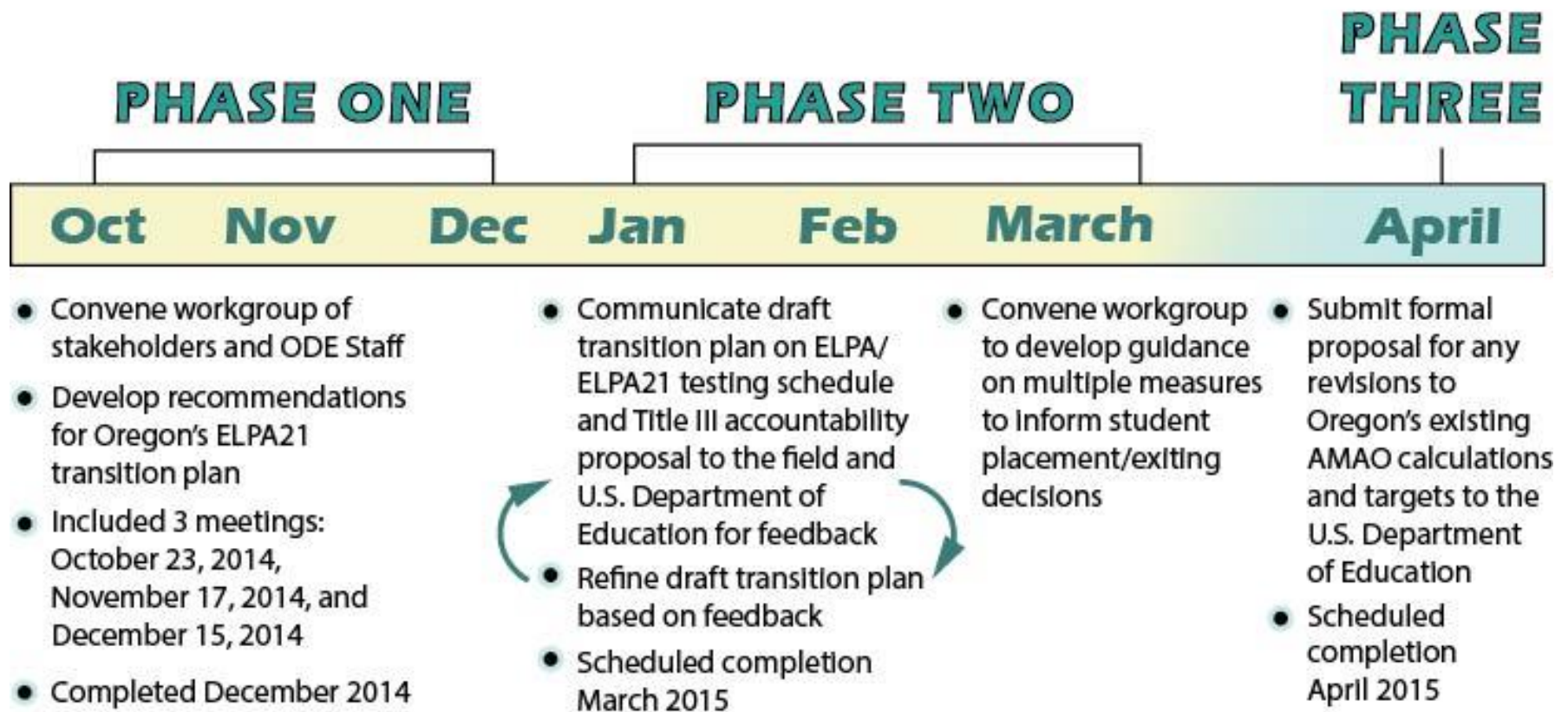


ELPA21 Transition Planning: Addressing Accountability and Reclassification Decisions

EL Alliance Conference
March 12–13, 2015

Process for developing Oregon's plan for transitioning to ELPA21*



*Issues under consideration included testing phase-in/phase-out schedules and how this impacted ELPA and ELPA21 data availability for accountability requirements, as well as, EL identification, placement, and exiting decisions.

Topics Covered

ELPA21 Transition Planning Workgroup

- ▶ Scope of Work, Members, Focus, and Recommendations

AMAO 1 – Next Steps


- ▶ Current Growth Model and Proposal for 2015–16

Multiple Measures Work Group – Next Steps

- ▶ Composition and Tentative Timeline
- 

ELPA21 Transition Planning

Workgroup: Scope of Work

- Formulate policy recommendations and guidance for Oregon regarding EL testing and accountability issues during the transition years between ELPA and ELPA21.
 - Meet 3 times. Once/month, October – December 2014.
 - Finalize recommendations in December.
 - Recommendations shared with stakeholders across the state and USED (approximate timeline: January – March 2015)
 - ODE drafts proposal based on final recommendations (approximate timeline: February – April 2015)
- 

Work Group Members

Group members	Role
Local stakeholders from districts and ESDs	Primary work group members. Formulate recommendations.
ODE Staff: Assistant Superintendents in charge of Equity Unit (David Bautista) and Assessment (Doug Kosty), and other Assessment, Equity, and Research staff	Support work group with policy, research and technical guidance.
Dr. Karen Thompson, OSU	Facilitator
Robert Linqianti, WestEd	External Reviewer

ELPA21 Testing Transition Considerations

OREGON ISSUES FOR CONSIDERATION (DRAFT)

School Year	Oregon ELPA Available	ELPA21 Available	ELPA21 Data for Student Decisions	ELPA21 Data for Accountability
2014–2015	Yes (for all students)	Field Test (for a sample of students)	No	No
2015–2016	TBD	Yes (required for all students)	TBD	TBD (<i>First year of summative ELPA21</i>)
2016–2017	TBD	Yes (required for all students)	TBD	TBD (<i>Possibly Baseline</i>)
2017–2018	No	Yes (required for all students)	Yes	Yes (<i>Possible first year for growth</i>)

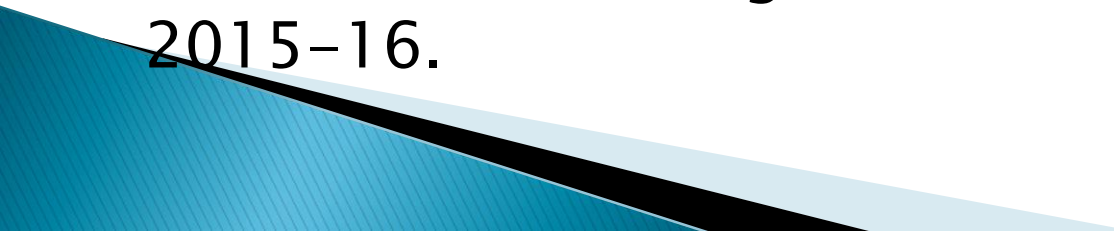
TBD: To be determined with input from ELPA21/AMAO Transition Team, ODE Staff and Management, Oregon Board of Education, US Department of Education

ELPA21 Transition Scenarios for 2015–16

Scenario	Oregon ELPA Available	ELPA21 Available	Data Potentially Used for Student Decisions	Data Potentially Used for Accountability
Scenario A: “ELPA for All”	Yes for all EL students	Yes for all EL students	ELPA, ELPA21, plus multiple local measures	ELPA21 (with proposal to USED)
Scenario B: “ELPA for Some”	Yes for some EL students (e.g., those close to exiting)	Yes for all EL students	ELPA, ELPA21, plus multiple local measures	ELPA21 (with proposal to USED)
Scenario C: “ELPA for None”	No	Yes for all EL students	ELPA21 plus multiple local measures	ELPA21 (with proposal to USED)

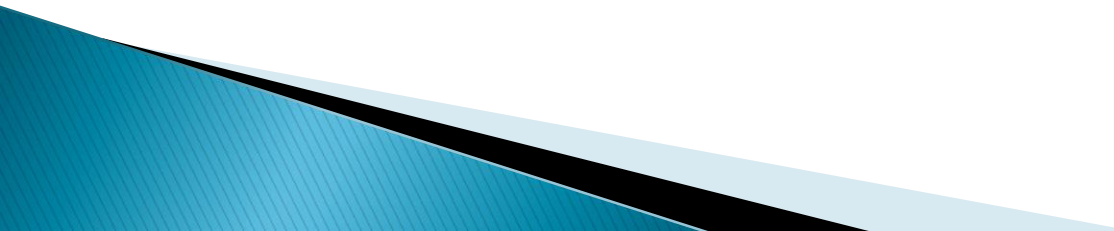
Work Group Recommendations

Adopt Scenario C: “ELPA for none”

- ▶ All EL students take ELPA21 in 2015–16
 - ▶ Oregon’s current ELPA no longer offered as of 2015–16
 - ▶ Districts use ELPA21 preliminary proficiency levels to inform student placement and exiting decisions
 - ▶ ODE convenes a new statewide work group to develop guidance for how to use multiple measures for EL exiting decisions
 - ▶ State submits a proposal to USED to revise AMAO1 calculations for accountability to reflect complete transition from Oregon’s current ELPA to ELPA21 in 2015–16.
- 

Next Steps on Proposal to Address AMAO 1

Challenge:

- ▶ Oregon currently uses a growth model to calculate AMAO1 that relies on having a prior score and a current score on the **same assessment**.
 - ▶ In 2015–16, the current score will come from ELPA21 and the prior score will come from Oregon's ELPA.
- 

Oregon's Current AMAO 1 Calculation

- Oregon uses a growth model to estimate individual growth percentiles and growth targets to determine whether EL students are “on track” to attain English language proficiency.
- Growth percentiles refer to the growth EL students make as compared to academic peers (i.e., EL students with similar prior ELPA scores).
- Growth targets represent the minimum amount of growth EL students need to annually exhibit in order to reach English language proficiency.
- An EL student is “on track” if his/her growth percentile is greater than or equal to his/her growth target. Note that this is a student level determination and complies with Section 3122 of Title III.
- Districts in 2014–15 will meet AMAO 1 if the percent of “on track” EL students is greater than or equal to 48.5 percent.

Growth Model Specifics

Oregon's growth model is a conditional status growth model

- ⦿ Current score expressed as a percentile after adjusting for prior score
- ⦿ Produces growth percentiles and growth targets
- ⦿ Requires at least two consecutive scores
- ⦿ Requires a reasonably large dataset:
 - ⦿ Oregon uses only the current and prior score
 - ⦿ This requires at least 850 students per grade

Oregon's growth model is computed using an open source statistical package (SGP package), which is built for open source statistical software (R). Additional information about SGP and R, can be found at:

- ⦿ SGP package (Betebenner, Van Iwaarden, Domingue, & Shang, 2015)
 - ⦿ Available at
 - ⦿ <http://cran.r-project.org/web/packages/SGP/index.html>
 - ⦿ <https://github.com/CenterForAssessment/SGP>
 - ⦿ <http://centerforassessment.github.com/SGP/>
- ⦿ R statistical computing environment (R Development Core Team, 2015)
 - ⦿ Available at <http://cran.r-project.org>

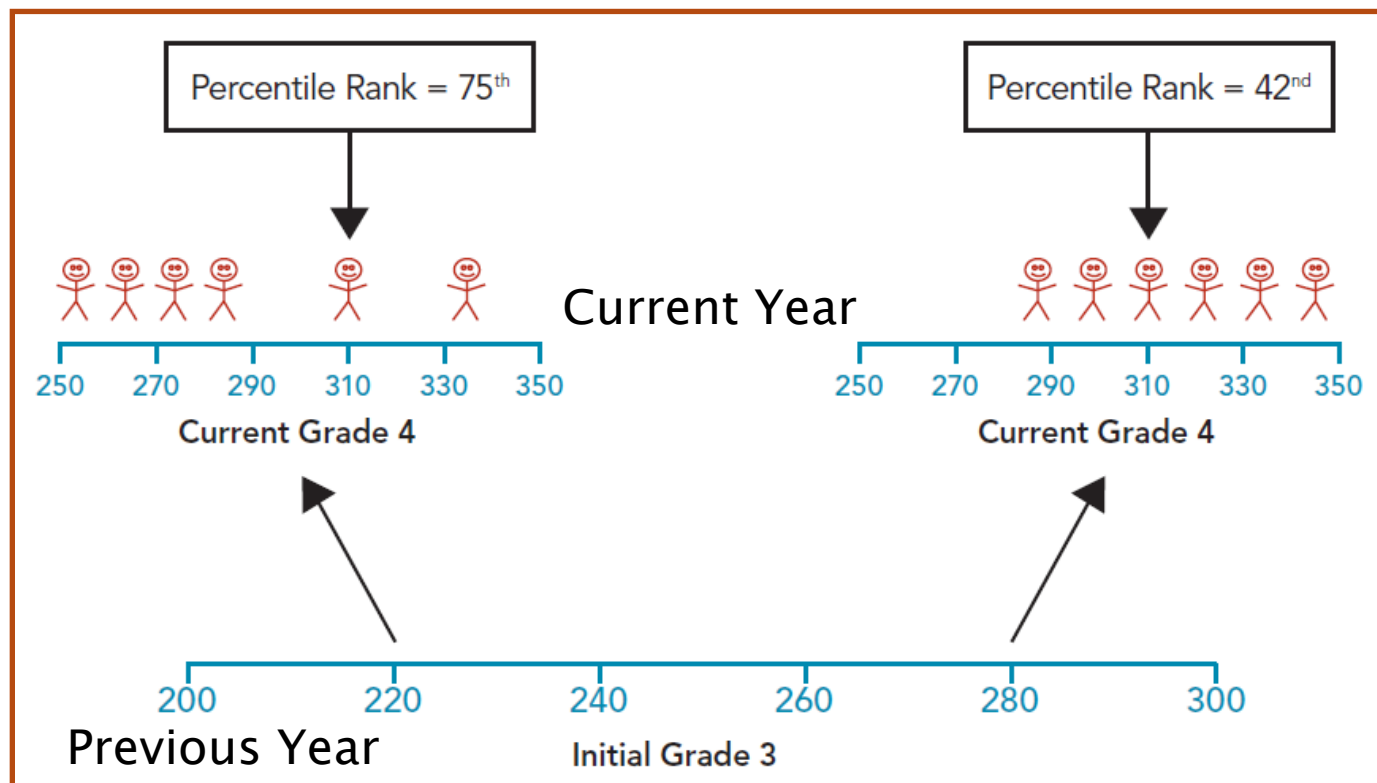
Growth Percentiles: Can be based on scores from different assessments

The calculation of growth percentiles does not require that the current and prior scores come from the same assessment.

They are measures of relative growth.

A growth percentile equal to 75 indicates that the EL student exhibited growth as high or higher than 75 percent of academic peers.

Academic peers are used in each year to determine a student's relative growth.



From "A Practitioner's Guide to Growth Models" by Castellano and Ho (2013).

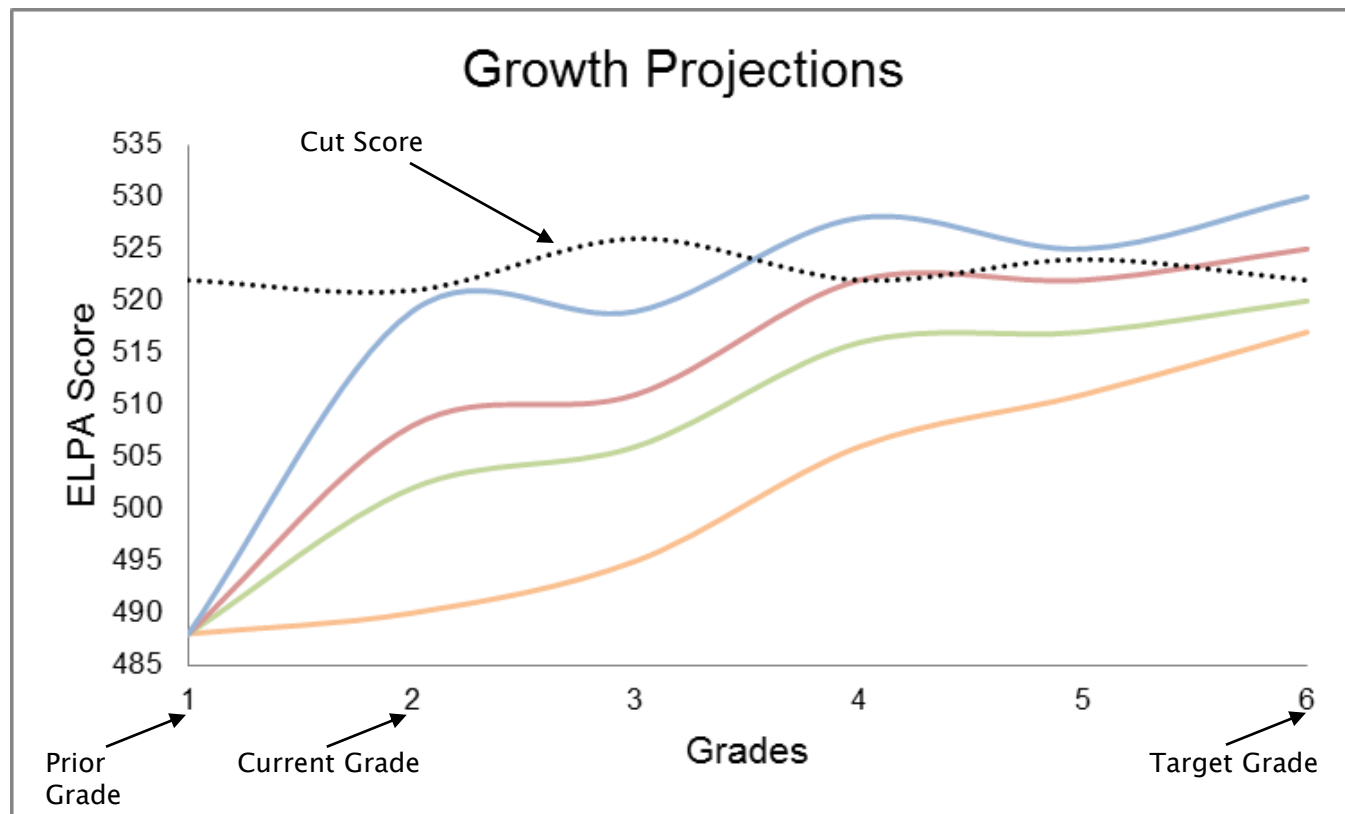
The growth percentile in the absence of the growth target is problematic because it may reward low performing EL students who can simply "outrun" peers without exhibiting progress towards English language proficiency (and *vice versa*).

Growth **Targets**: Must come from scores on the **same assessment**

They are criterion-referenced projections, and are based on the performance of EL students in higher grades with similar performance histories.

A growth target equal to 26 indicates that the EL student will need to annually exhibit growth as high or higher than 26 percent of academic peers in order to attain English language proficiency in the target grade.

The calculation of growth targets requires that the current and prior scores come from the same assessment.

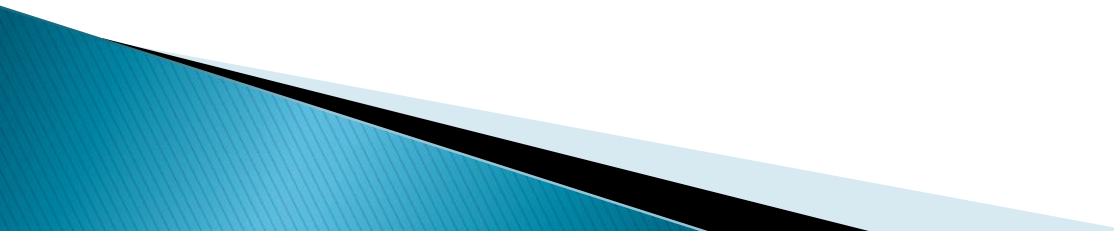


Student	Prior Score	Current Score	Growth Percentile	Target Growth	On Track
—	488	519	95	6	Yes
—	488	508	65	26	Yes
—	488	502	39	61	No
—	488	490	5	80	No

Expected Trajectory to Proficiency

- ▶ Assumes 6 years to move from ELPA 1 to ELPA 5/exit, and is based on the following trajectory:
 - 1 year to move from level 1 to level 2
 - 2 years to move from level 2 to level 3
 - 1 year to move from level 3 to level 4
 - 2 years to move from level 4 to level 5

This decision was informed by:

- ▶ Analysis of historical ELPA data by ODE staff
 - ▶ 2013 report by American Institutes for Research on Oregon's ELPA (Oregon's assessment vendor)
 - ▶ 2000 study by Hakuta, Butler, and Witt, which examined years to oral proficiency and academic English proficiency in a couple of large districts with successful track records of serving ELs
- 

Selection of Growth Targets

- The growth model provides each EL student a series of growth targets for each performance level within each future grade.
- Oregon uses a time in program by performance level framework to select for each EL student the appropriate growth target representing the highest performance level in the target grade.
- For example, a 3rd grade EL student with 3 years in the EL program and a current performance level of 3 has 3 years remaining in the program. Thus, the growth target for this EL student will be the 5th performance level in the 6th grade.

Years Identified as EL	Performance Levels	Years Remaining
1	1	5
1	2	4
1	3	3
1	4	2
1	5	Exit
2	2 (or below)	4
2	3	3
2	4	2
2	5	Exit
3	3 (or below)	3
3	4	2
3	5	Exit
4	4 (or below)	2
4	5	Exit
5	4 (or below)	1
5	5	Exit
6	5 (or below)	Exit

Oregon's AMAO1 Proposal for 2015–16

(First operational year of the summative ELPA21)

Oregon's approach is to create a matrix of growth percentile cuts to replace the growth targets. The matrix is based on the median growth target from the prior year calculation of the growth model (by performance levels and years in program). For example, 78 represents the median growth target calculated from 2011–12 (prior score) and 2012–13 (current score) for an EL student with 2 years in the EL program and a proficiency level 1 in 2012–13.

		Current Performance Level				
		1	2	3	4	5
Years in EL Program	1	73	59	80	82	39
	2	78	59	63	67	32
	3	90	74	50	44	26
	4	88	75	56	41	38
	5	87	76	61	44	36
	6	89	82	65	49	37
	7+	92	83	70	52	35

Rationale for Proposal and Preliminary Feedback from USED

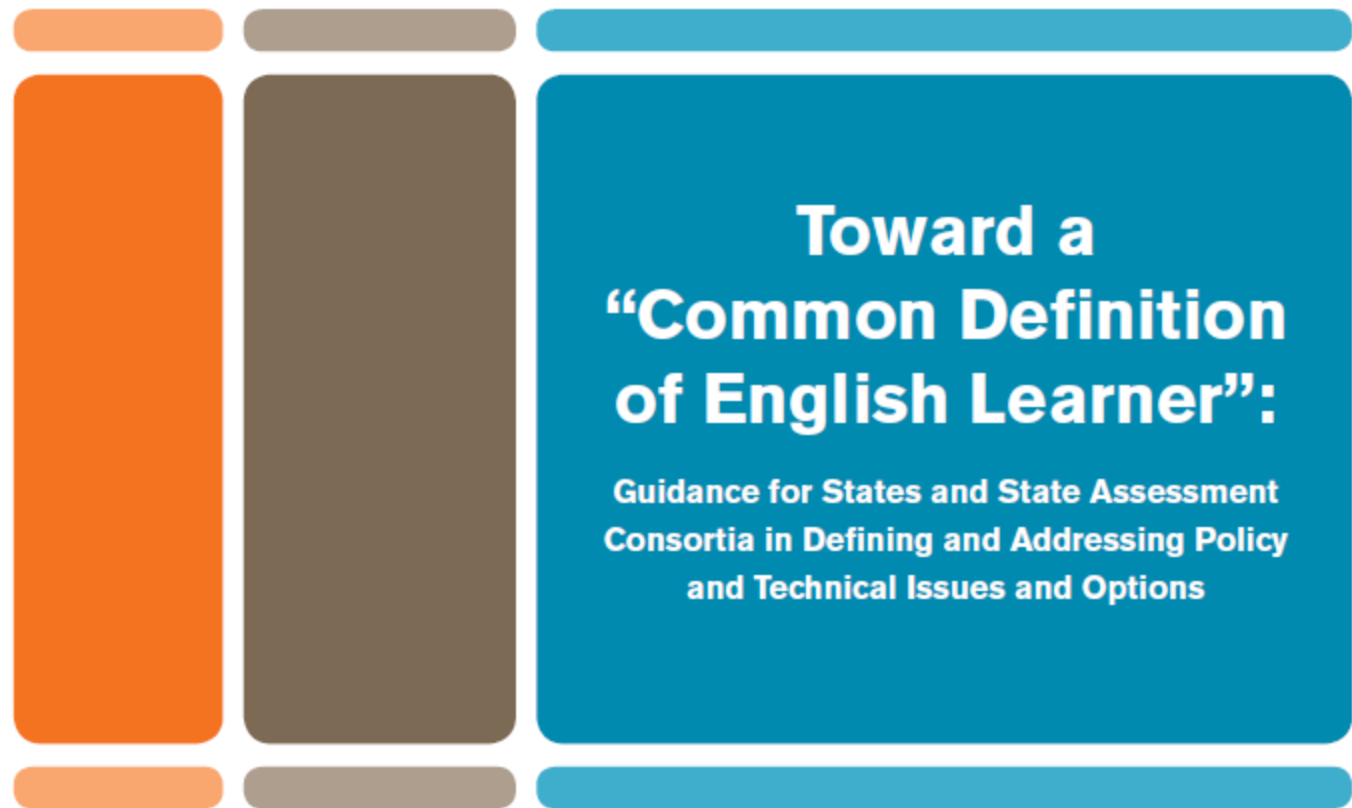
Rationale:

- ▶ Growth targets remain at the individual student level and will be based on recent ELPA performance.
- ▶ Comparisons of 2013–14 AMAO 1 results using the approved growth model and our proposed approach yielded minor differences.
- ▶ This is a one year approach.

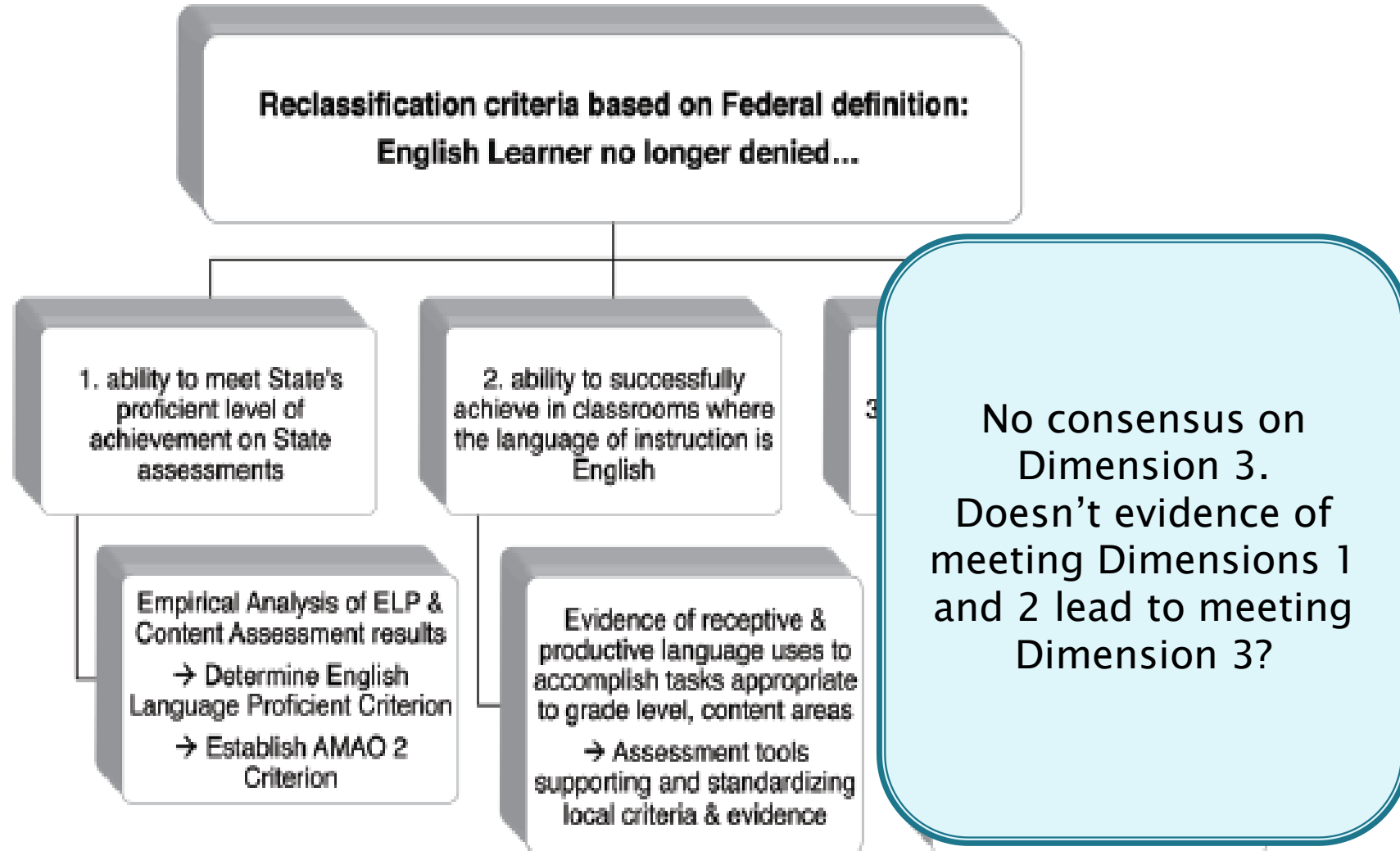
Feedback from USED:

- ▶ Appears to meet Title III requirements and is not in conflict with NOI
- ▶ Not formally approved, however it was favorably received
- ▶ Oregon asked to submit a formal proposal with no additional information requested

Next Steps on Statewide Work Group on Multiple Measures for EL Exiting Decisions



Thinking about Reclassification as it Relates to Federal EL Definition



Multiple Measures Work Group: Composition and Timeline

- ▶ Composition
 - Limited to small number of stakeholders (representative of state) and ODE staff (mostly from Equity unit)
 - Some initial workgroup members, plus other district/LEA reps
 - Dr. Karen Thompson will co-facilitate
- ▶ Tentative timeline
 - March: Invitations sent out
 - April – June, 2015: Convene workgroup
 - June, 2015: Preliminary recommendations
 - Summer, 2015: Feedback from Dr. Kenji Hakuta & Robert Linquanti
 - Fall, 2015: Stakeholder feedback
 - Winter, 2015–16: Finalize and publicize recommendations
 - Spring, 2016: Develop guidance and templates to guide District Exiting Decisions
 - Fall–Winter, 2016: Feedback/Refinement of guidance and templates

Questions?

Martha I. Martinez, Education Specialist
Education Equity Unit
Oregon Department of Education
martha.martinez@state.or.us
(503) 947-5778

Josh Rew, Research Analyst
Instructions, Standards, Assessment, &
Accountability Unit
josh.rew@state.or.us
(503) 947-5845

