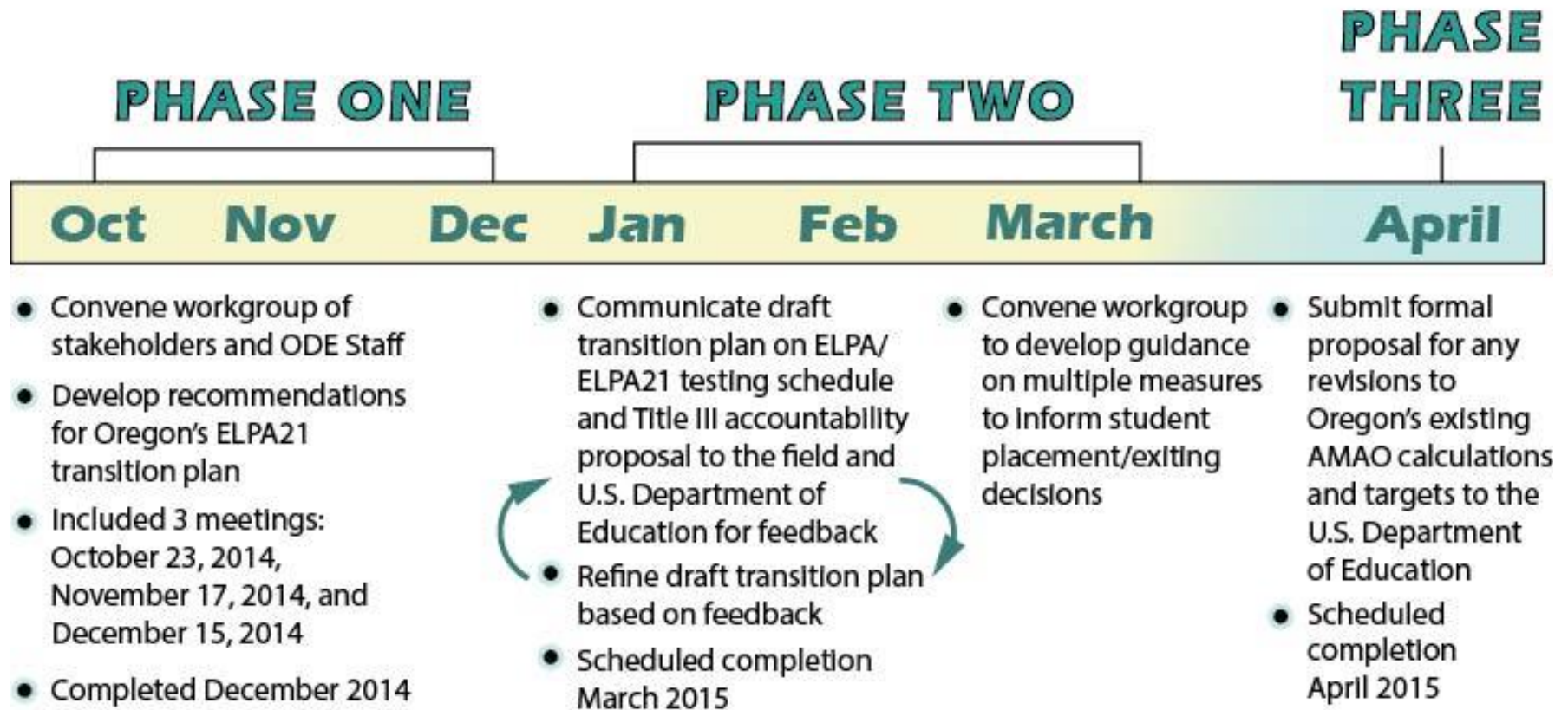


Accountability Considerations during the transition from ELPA to ELPA 21

Oregon Association of Central Office Administrators
January 30, 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.

A Closer Look at Phase One

- ▶ **Objective:** Formulate policy recommendations and guidance for Oregon regarding EL testing and accountability issues during the transition years between ELPA and ELPA21.

The AMAO Transition Work Group is an Advisory Group

- ▶ Work Group members **ADVISED** staff of the Oregon Department of Education and its partners
 - ▶ Feedback being sought from additional Oregon stakeholders on initial recommendations
 - ▶ Final draft to USED may be updated based on feedback received
 - ▶ Negotiations with USED can take up to a year
 - ▶ Approved Oregon plan typically is different than submitted proposal.
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Work Group Members

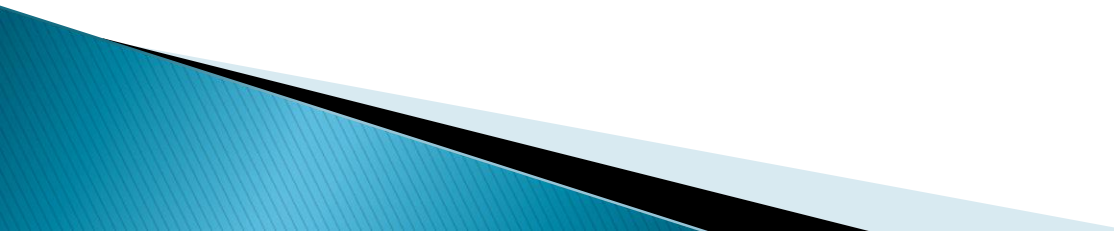
Group members	Role
Local stakeholders from districts and ESDs	Primary work group members. Formulate recommendations.
ODE Staff: Assistant Superintendents in charge of Equity (includes Title III) and Assessment, and other Assessment, Equity, and Research staff	Support work group with policy, research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

ELPA21 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)

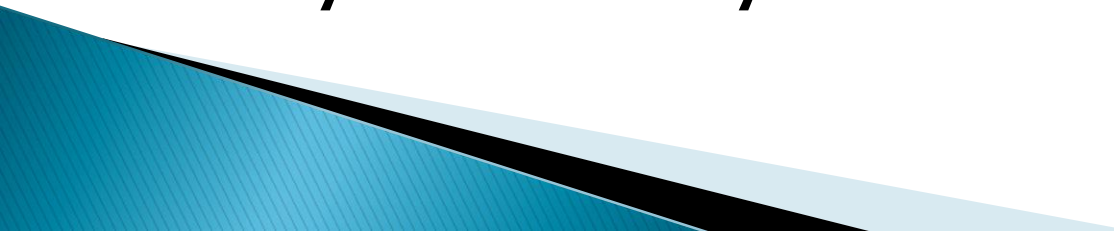
Work Group Recommendations

Adopt Scenario C: “ELPA for none”

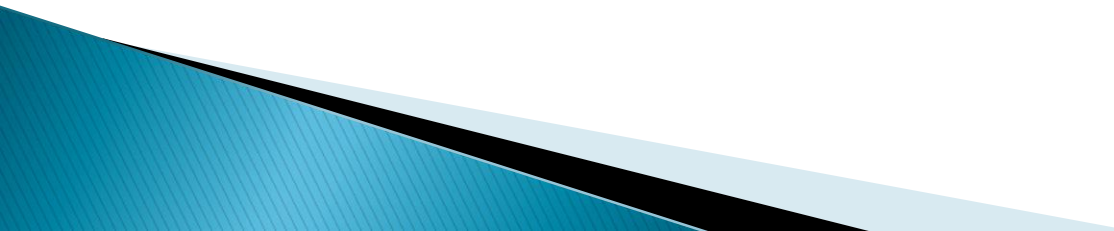
- ▶ All EL students take ELPA21 in 2015–16
 - ▶ Oregon’s current ELPA no longer offered as of 2015–16
 - ▶ Districts use ELPA21 preliminary proficiency levels **plus multiple local measures** to inform student placement and exiting decisions
 - ▶ State submits a proposal to USED to revise AMAO1 calculations for accountability to reflect transition from Oregon’s current ELPA to ELPA21
- 

Questions to consider:

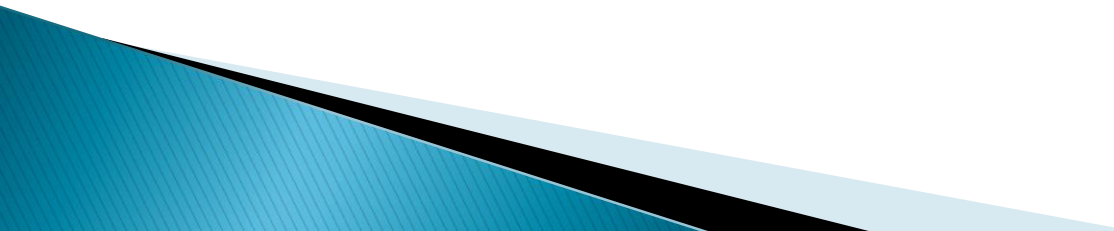
- ▶ **Do you agree with the Work Group's recommendation to move forward in 2015–16 with Scenario C: ELPA for none? This means:**
 - 2014–15 (this year) would be the last year ELs would take Oregon's current ELPA.
 - In 2015–16 (next year) Oregon's current ELPA would no longer be offered. All ELs would take ELPA21 from this year onward.

 - ▶ **Do you have any concerns with this proposal?**
- 

Current AMAO 1 Calculation

- ◉ AMAO 1 determines if an EL student is “on track” to attain English language proficiency.
 - ◉ It uses a growth model to calculate individualized growth percentiles and targets.
 - ◉ The growth model requires that each EL student has a current ELPA score and an ELPA score from the prior year.
 - ◉ An EL student is “on track” if his/her growth percentile is greater than or equal to his/her growth target
- 

ELPA 21 Transition in 2015–16

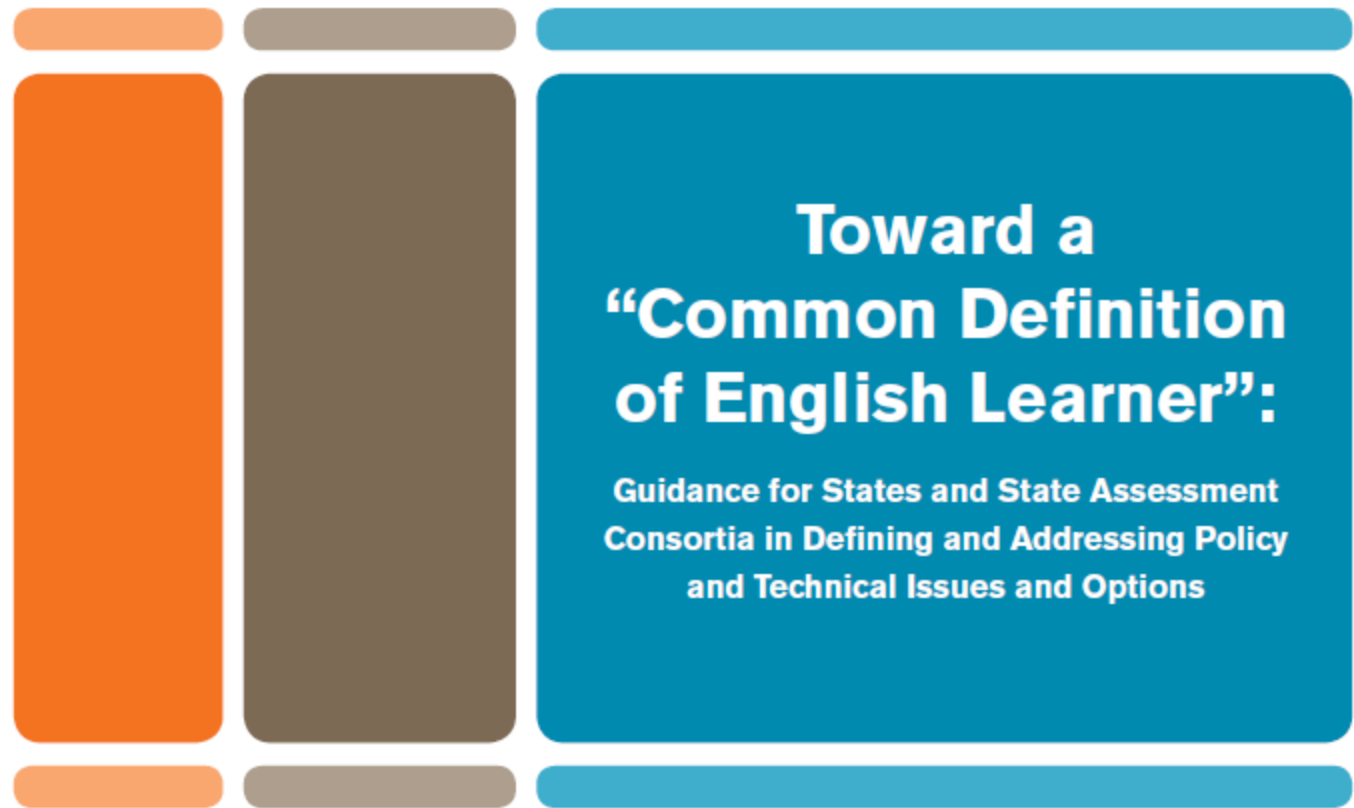
- The transition to ELPA 21 does not impact AMAO 2 and 3 but it poses a serious challenge to the current AMAO 1 calculation because the growth model will use scores from two different assessments (i.e., ELPA 21 for the current score and ELPA for the prior score).
 - This is not a problem for the calculation of the individualized growth percentiles; however, it will be impossible to calculate the growth targets for each EL student.
- 

AMAO 1 Calculation in 2015–16

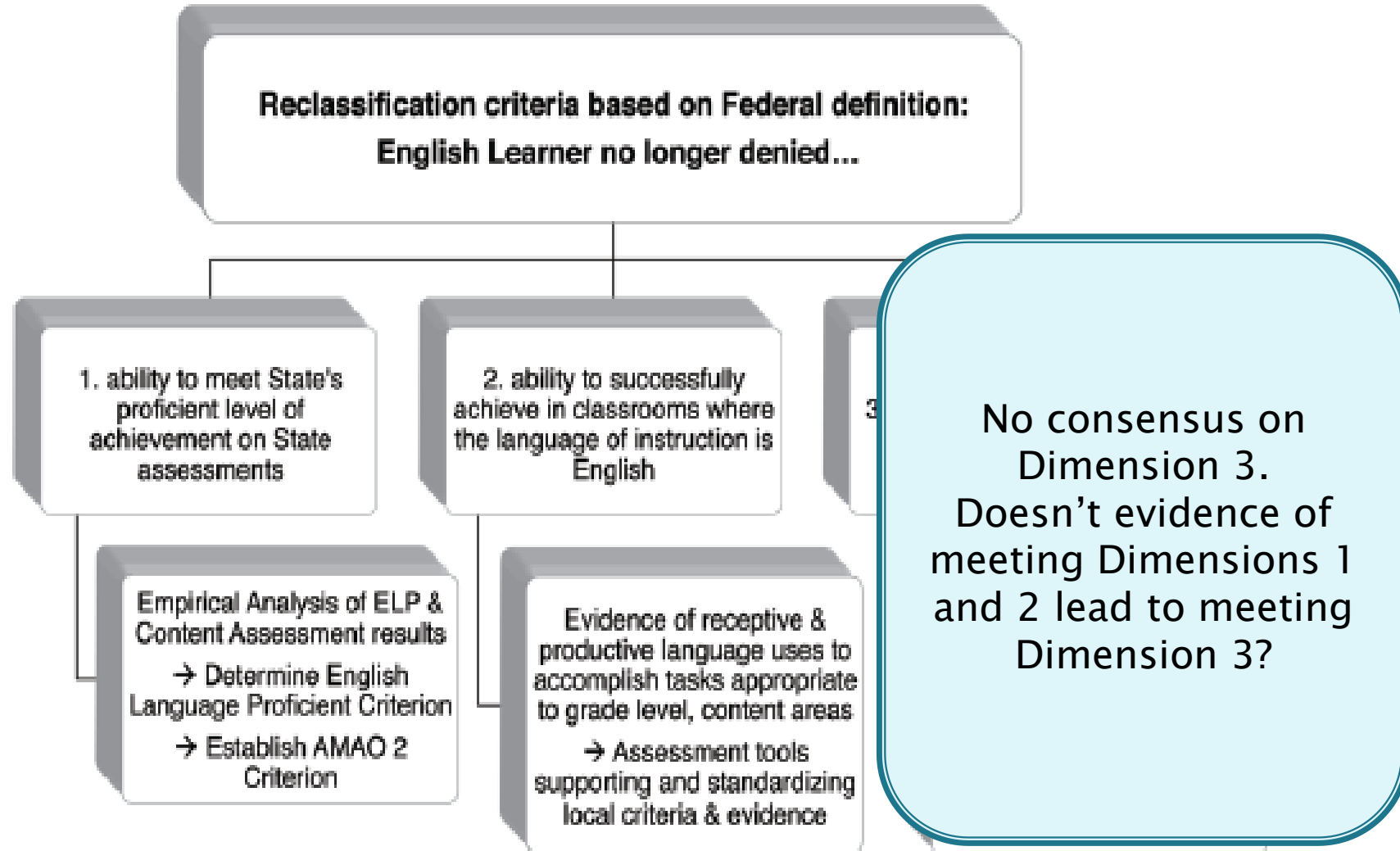
- ODE's solution is to create a matrix of growth percentile cuts to replace the growth targets. Sample matrix is below.
- ▶ The matrix is based on the median growth target from the prior year calculation of the growth model (for performance levels and years in program).
- An EL student is “on track” if his/her growth percentile is greater than or equal to the cut according to his/her current performance level and years in program.

	Performance Level				
	1	2	3	4	5
1	65	61	57	53	25
2	70	65	60	55	28
3	75	69	63	57	31
4	80	73	66	59	34
5	85	77	69	61	37
6	90	81	72	63	40
7+	95	85	75	65	45

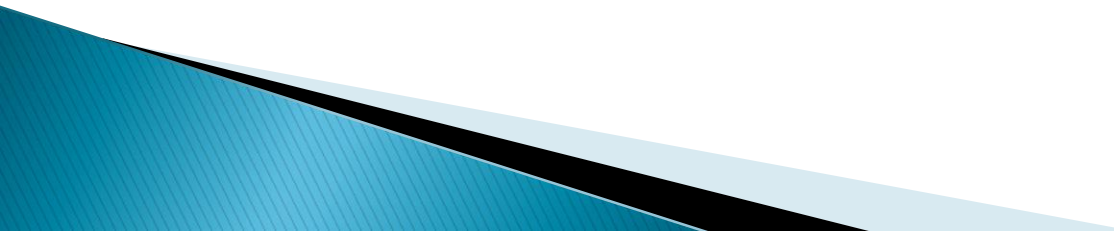
Using Multiple Measures for EL Exiting Decisions: Next Steps



Thinking about Reclassification as it Relates to Federal EL Definition



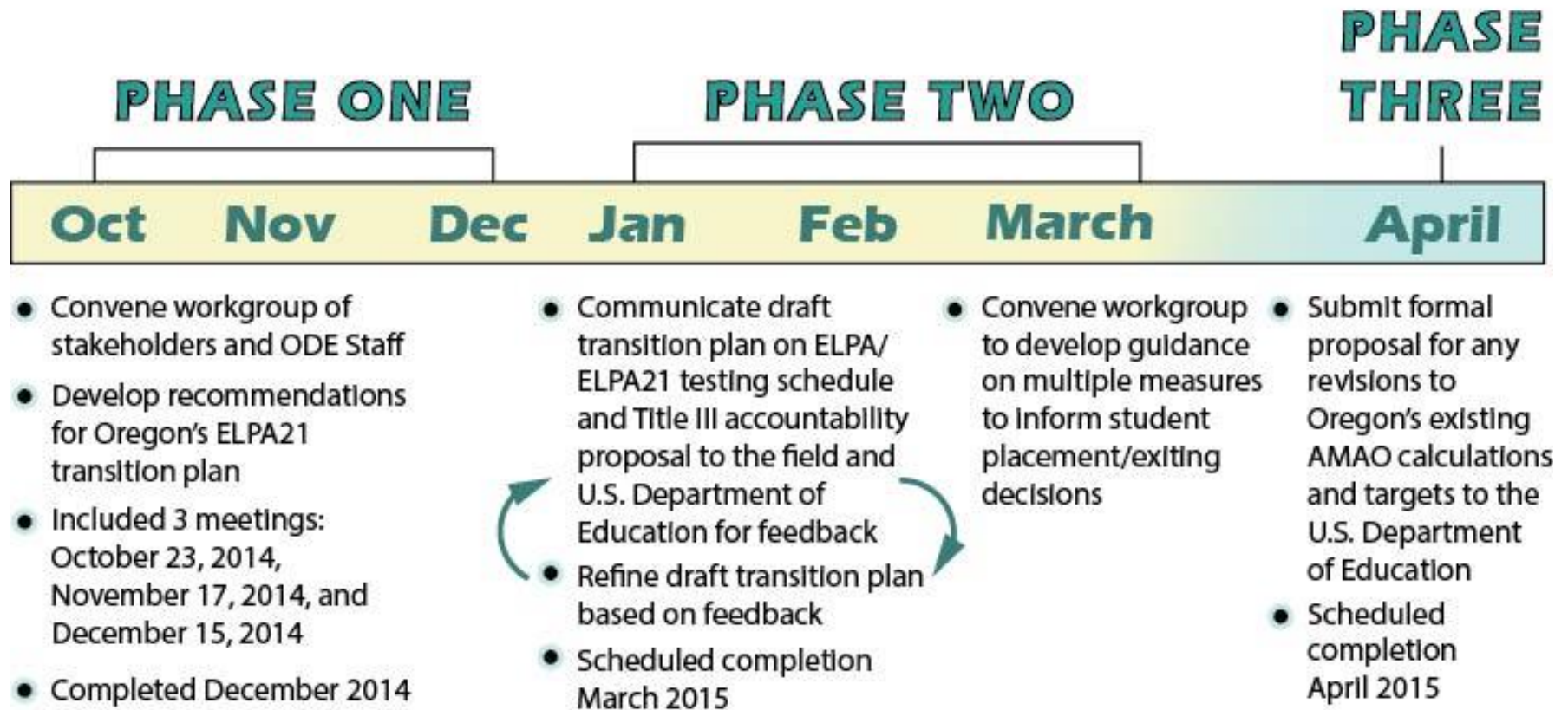
Questions to consider:

- ▶ Do you agree that multiple measures should be used to make EL exiting decisions?
 - ▶ Do you have any concerns with the use of multiple measures for this purpose?
- 

Ongoing Work and Next Steps

- ▶ Convene workgroup to develop guidance for districts on using multiple measures to inform student placement and exiting decisions
- ▶ Solicit feedback simultaneously from Oregon stakeholders and USED on recommendation to:
 - Follow Scenario C: “ELPA for none”
 - Provide state guidance on multiple measures for exiting decisions
 - Use a matrix of growth percentile cuts for AMAO1 calculations
- ▶ Based on feedback from Oregon stakeholders and USED, formulate a formal proposal to revise Oregon’s AMAO1 calculations for 2015–16

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.

Questions?

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