

## English Learners and ACCESS Assessment: Exit Criteria and State Accountability

Icela Pelayo, PhD, Deputy Director  
Options for Parents and Families Division  
LESC Hearing | September 2017



Christopher N. Ruszkowski  
Secretary-Designate of Education

## Useful Acronyms

- ACCESS for ELLs 2.0 = annual English language proficiency assessment
- BMEB = PED's Bilingual Multicultural Education Bureau
- BMEP = Bilingual Multicultural Education Program
- EL = English Learner
- ELA = English language arts
- ELD = English language development
- ELL = English language learner
- ELP = English language proficiency
- ESSA = Every Student Succeeds Act
- LTEL = Long-term English Learner, student classified as an EL for 5+ years
- NCLB = No Child Left Behind
- OCR = Office for Civil Rights (w/in the U.S. Department of Education)
- PARCC = Partnership for Assessment of Readiness for College and Careers
- RFEP = reclassified fluent English proficient student (exited EL status)
- USED = U.S. Department of Education
- W-APT = WIDA Access Placement Test – Initial English language screener
- WIDA = World-class Instructional Design and Assessments
- WIDA Screener – New online initial language screener for grades 1-12



## Four Questions Asked

- How and why PED determined to use 5.0 overall score as state exit criterion;
- How PED provided technical assistance to school districts and charter schools to prepare them for the changes;
- Discuss types and frequency of professional development regarding ACCESS 2.0 assessment results and ELD standards for districts and charter schools; and
- How the changes to ACCESS scale score may affect English language proficiency goals on the state accountability framework.

## 1 – Setting the NM’s EL Exit Criteria

- Each state required to set standardized entrance and exit procedures
  - Section 3113(b)(2) of ESSA and Sections 11 and 12 of 6.29.5 NMAC
  - EL Identification using department-approved NM Language Usage Survey
  - Exit procedures using department-approved assessment and criteria
    - A 5.0 or higher composite (overall) score on the ACCESS for ELLs assessment
- From 2010-2016, the state’s EL Exit criteria was set at a 5.0 or higher
  - Overall (composite) score of 5.0+ on ACCESS for ELLs
- Data Analyses on NM ACCESS for ELLs data
  - Review 2016 ACCESS for ELLs data
    - Old vs. New Cut Scores
  - Review 2016 PARCC English language arts (ELA) and Math data results by ACCESS for ELLs 2.0 data results
  - Data analyses shared during the April 5, 2017 webinar
- State agrees with and follows WIDA recommendations to not make changes to EL exit criteria
- State maintains 5.0 EL exit criteria

## 2 – Technical Assistance: *Communicating Change During 2016 – 2017*

- Regional Professional Learning Sessions with District Directors
  - August 2016, March 2017, and August/September 2017
- 2016-2017 ESSA Community Input Meetings, Stakeholder Engagement Sessions, and Work Groups
- Fall 2016 & Winter 2017 District Test Coordinator (DTC) Trainings
  - State EL Identification Process
  - WIDA Language Screener Change
  - ACCESS for ELLs 2.0
- Draft (March), Submitted (April) and Approved (August) State ESSA Plans state the exit criteria as a composite (overall) score of 5.0 or greater on ACCESS for ELLs 2.0
- March 6, 2017 Memo on *WIDA ACCESS for ELLs 2.0 Standard Setting*
  - Overview of the standard-setting process
  - Flyer for Webinars on March 10 and 14, 2017
  - New Mexico's Follow-up Webinar: April 5, 2017
- April 24, 2017 Memo on *State EL Identification, ELP Placement, and Exit Criteria*
  - WIDA Screener Online
  - State Exit Criteria
  - Alternative Exit Criteria

## 2 – Technical Assistance: *Engaging Stakeholders on ESSA*

- Multiple opportunities for providing input
- November 2016 session – Discussion on differentiating EL programs to address LTEs
  - Long-term ELs; students classified as ELs 5+ years
- March 27, 2017 ELP Webinar – Additional input to finalize New Mexico's submitted ESSA Plan
- ACCESS standard-setting process and impact of scoring noted and accounted for in the state's ESSA plan

## 2 – Technical Assistance:

### *Focus on Improving EL Programs & Instruction*

- Rigorous review of Title III local plans and BME program applications for ELD instruction for ELs
- Increased Program Monitoring
  - **Desktop:** Updated and accurate reporting of EL counts and reporting of program/services provided for all ELs
  - **On Site:** Classroom observation for evidence of
    - Dedicated block of ELD (45 minutes minimum)
    - Effective sheltered instruction across subject matter courses English language development (ELD)
- Changes to regulation on the identification of ELs and monitoring of exited ELs students for academic progress, 6.29.5 NMAC
  - Uniform statewide EL identification procedures
  - Department-approved NM Language Usage Survey (LUS)
  - Statewide DTC trainings ; resources and training materials provided online
- ELD became main focus of regional professional learning sessions with district directors
  - Focus on ELD across multiple statewide conferences
- Guidance on changes in reporting EL programs to the state
  - STARS Conference on Changes, STARS Manuals, and Data Validation

**NM**  
**PED** Christopher N. Ruszkowski  
Secretary-Designate of Education

## 3 – Professional Development:

### *ACCESS for ELLs 2.0 Assessment & Standards*

- PED offered WIDA Data Analysis Trainings – ELP growth
  - ACCESS data analysis trainings, 2012 – 2015
  - WIDA temporarily suspends its data analysis trainings
  - PED offers WIDA Formative assessment trainings, 2015 – 2017
  - WIDA will offer data analysis trainings in 2018 when 2 years of ACCESS 2.0 is available
- PED offers WIDA ELD Standards, differentiation, lesson/unit planning trainings since 2012
- PED hosts a 5-day Advanced Intensive Training for NM educators
- PED supports the WIDA certification and travel costs for 3 NM educators
  - NM WIDA trainers provide training regionally across the state

**NM**  
**PED** Christopher N. Ruszkowski  
Secretary-Designate of Education

### 3 – Professional Development:

#### *Focus on Improving EL Programs & Instruction*

- PED's BMEB leads regional professional learning sessions with district directors on developing, implementing and evaluating EL programs
- In 2016 and 2017, BMEB offers WIDA language of science, formative language assessment, and EL achievement (administrators) trainings
- BMEB also offering 12-day series of targeted and intensive PD with WIDA-certified trainer on developing effective ELD programs and supporting effective sheltered instruction for ELs

### 4 – Statewide Accountability:

#### *Planning Ahead & Preparing for Change*

- ELP will be incorporated into NM's School Grading Report Cards
  - Elementary/Middle School: 10 of 100 points (10%)
  - High Schools: 5 of 100 points (5%)
- Built-in Preparation Time for Adapting to Change:
  - 2 Years Cushion during ESSA Transition
    - Per U.S. Dept. of Education guidance, Title III Districts were *not* required to be held accountable for 2014-2015 and 2015-2016 ELP results
  - 2 **More** Years of Prep Time through New Mexico's **Approved** ESSA Plan:
    - No ELP in 2017 school grades (for 2016-2017 school year)
    - ELP *reported* in 2018 transition year school grade report cards (for 2017-2018 school year)
- In 2019, ELP indicator will count (for 2018-2019 school year)
- 3 years' worth of ACCESS for ELLs 2.0 results on the new cut scores

## 4 – Statewide Accountability: *Planning Ahead & Preparing for Change*

“Beginning in 2018 with the transition year ESSA school grade report, and then fully integrated into school grades released in 2019, accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English Learners (EL).”

—From Approved NM ESSA State Plan, p. 80

11



Christopher N. Ruskowski  
Secretary-Designate of Education

## 4 – Statewide Accountability: *Planning Ahead & Preparing for Change*

“...ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs©) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. **For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation** to ensure that the student growth figures remain ambitious yet feasible and grounded research and data.”

—From Approved NM ESSA State Plan, p. 81

12



Christopher N. Ruskowski  
Secretary-Designate of Education

## 4 – Statewide Accountability: *Planning Ahead & Preparing for Change*

“The individual growth targets take into account 2010-2016 WIDA ACCESS data before the new standards-setting. Thus, **new baselines and growth targets based on 2017 and 2018 ELP data will be necessary to re-establish appropriate annual growth targets for students, based on initial ELP level and grade level at initial EL classification.**”

—From *Approved NM ESSA State Plan, p. 81-82*

18



Christopher N. Ruskowski  
Secretary-Designate of Education

## 4 – Statewide Accountability: *Planning Ahead & Preparing for Change*

“...[P]reliminary ELP growth targets for EL students [are] based on currently available data. **Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm.** As new data are obtained in the future, realignment could take place yearly.”

—From *Approved NM ESSA State Plan, p. 82*

19




Christopher N. Ruskowski  
Secretary-Designate of Education

## EL Identification—New Mexico’s Amended Rule

- Under ESSA, Title III, Section 3111(b)(2)(A) each state receiving a grant under Title III is required to have standardized statewide **entrance** and exit procedures.
- 6.29.5.11 NMAC IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS: *The department-approved New Mexico language usage survey shall be completed for all new students initially enrolling in a public school.*
- A. *Students for whom the department-approved New Mexico language usage survey indicates a language other than English shall be screened with the department-approved English language proficiency screening assessment.*

14

## 1<sup>st</sup> Step: The LUS Form

FOR DISTRICT USE ONLY		District:	School:	
 <b>NEW MEXICO PUBLIC EDUCATION DEPARTMENT</b> LANGUAGE USAGE SURVEY *for parent or guardian to complete*				
The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.				
Student's Name:		Date of Birth:	Grade Level:	
Answer each question by marking either the YES or NO box.			YES	NO
1. Does the student use a language(s) other than English with his/her family and friends?				
2. Do you use a language(s) other than English with the student?				
3. Does the student understand when someone communicates with him/her in a language other than English?				
4. Does the student read in a language(s) other than English?				
5. Does the student write in a language(s) other than English?				
6. Does the student interpret for you or anyone else in a language(s) other than English?				
7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.				
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Dine <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish	<input type="checkbox"/> Tewa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other _____		
OTHER QUESTIONS				
8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school.				
9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)?				
10. In what language do you prefer to receive communication from the school?				
11. In what language would you prefer to communicate with school staff?				
12. Is there anything else we should know about how to best serve your child?				
Signature of Parent or Guardian:			Date:	
Translator:		Language:		Date:



## 2<sup>nd</sup> Step: English Language Proficiency (ELP) Screener

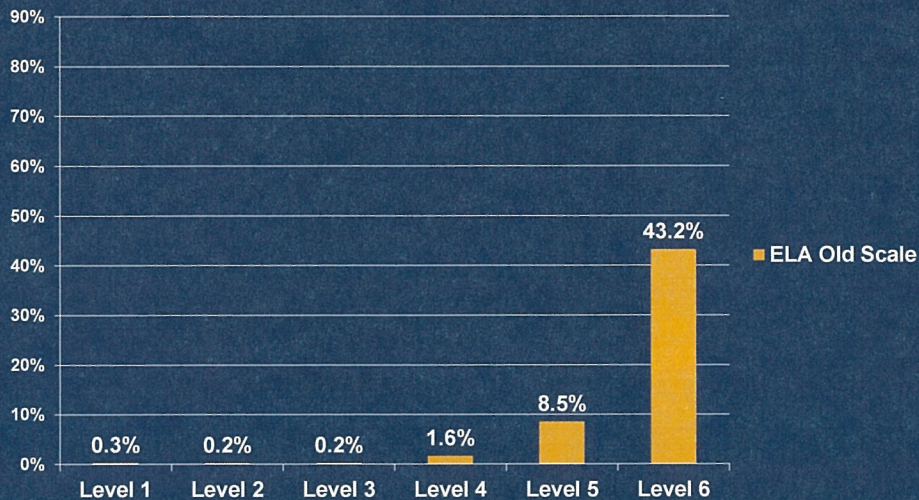
- If a parent has answered **YES** to any of the questions 1-6 and/or indicated a language other than English on question 7 on the LUS Form, then administer:
  - **W-APT** English language proficiency screener for kindergarten OR
  - **WIDA Screener Online** for grades 1-12

16

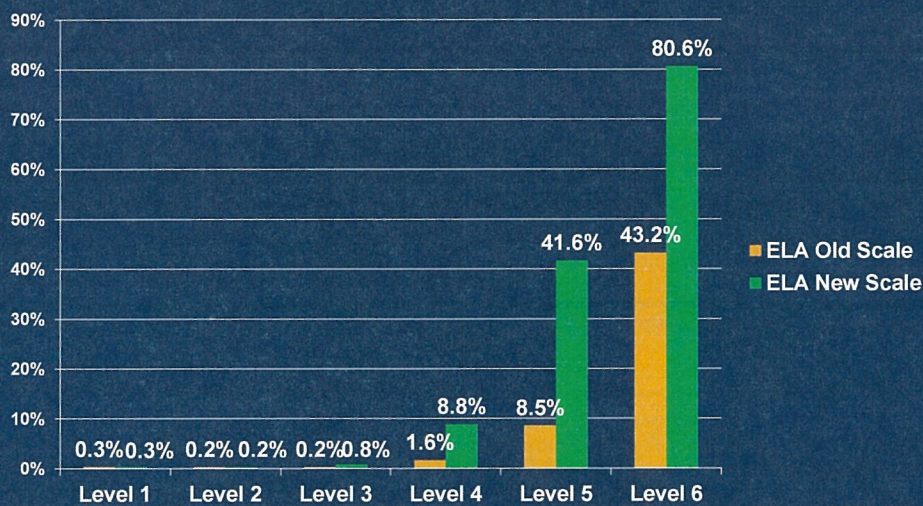
## New Mexico EL Exit Criteria

- ELs are considered proficient in English when an overall (composite) score of 5.0 or higher on the ACCESS for ELLs 2.0 has been achieved
  - Exit EL status → Reclassified Fluent English Proficient (RFEP)
- The ACCESS for ELLs 2.0 score reports will be released **May 19, 2017**.

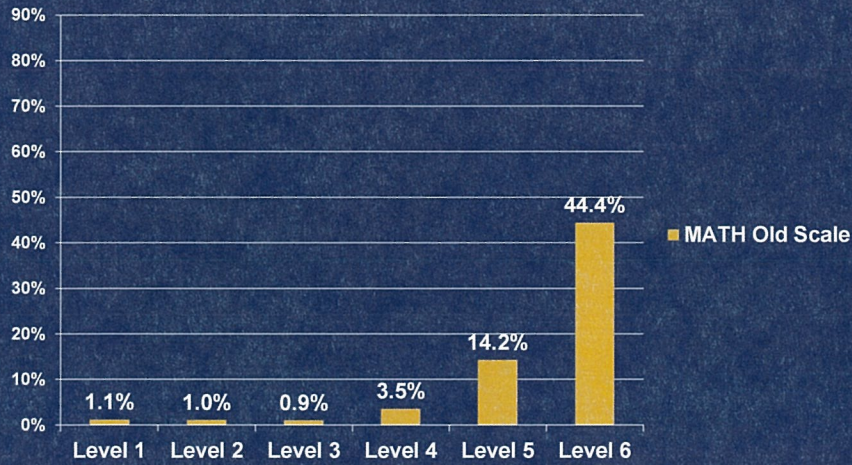
### Comparing PARCC ELA Results by Current & New ACCESS for ELLs 2.0 Scale



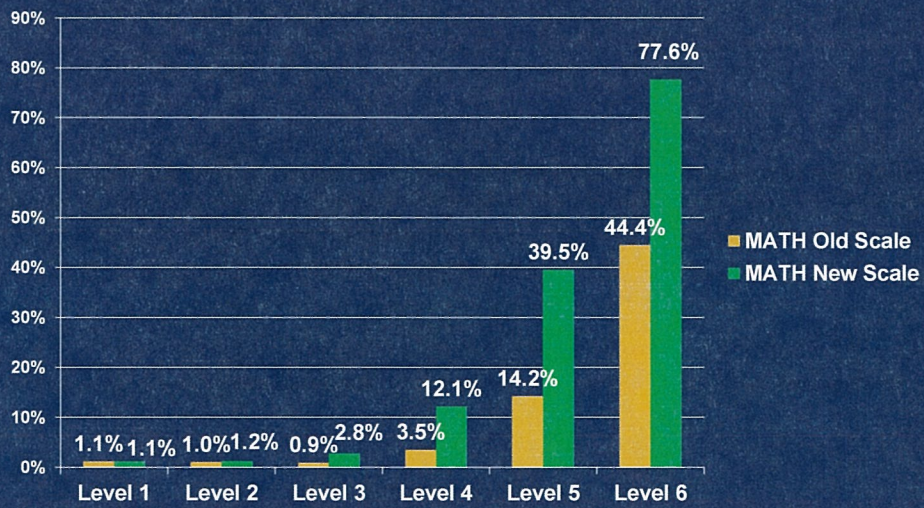
### Comparing PARCC ELA Results by Current & New ACCESS for ELLs 2.0 Scale

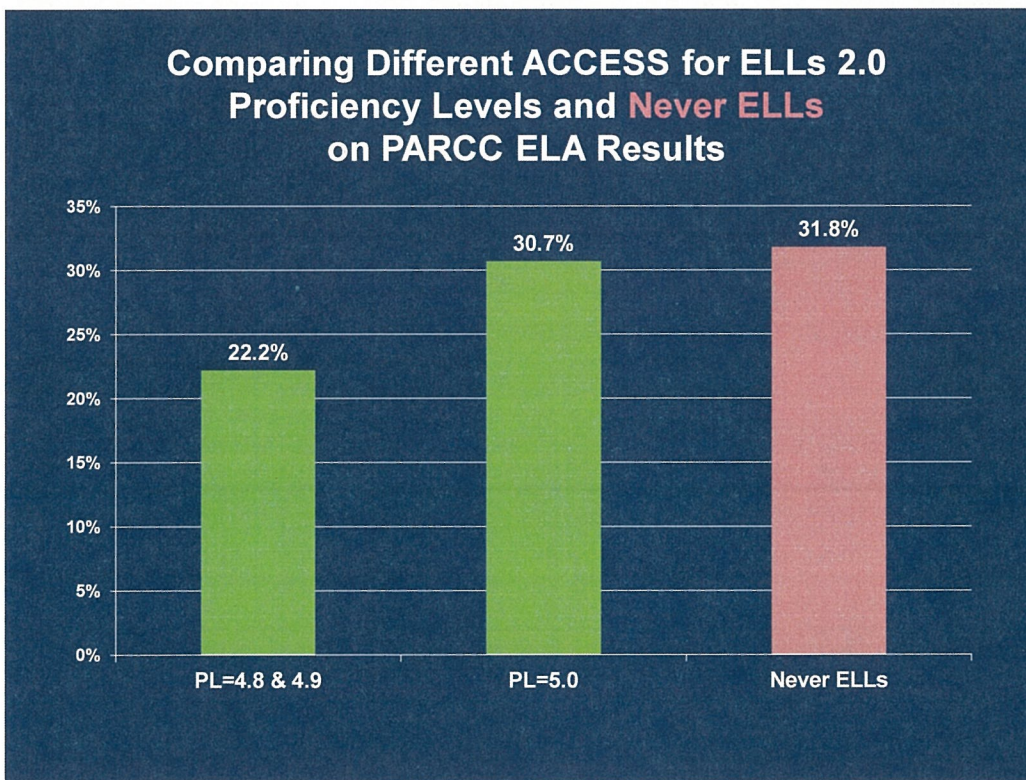
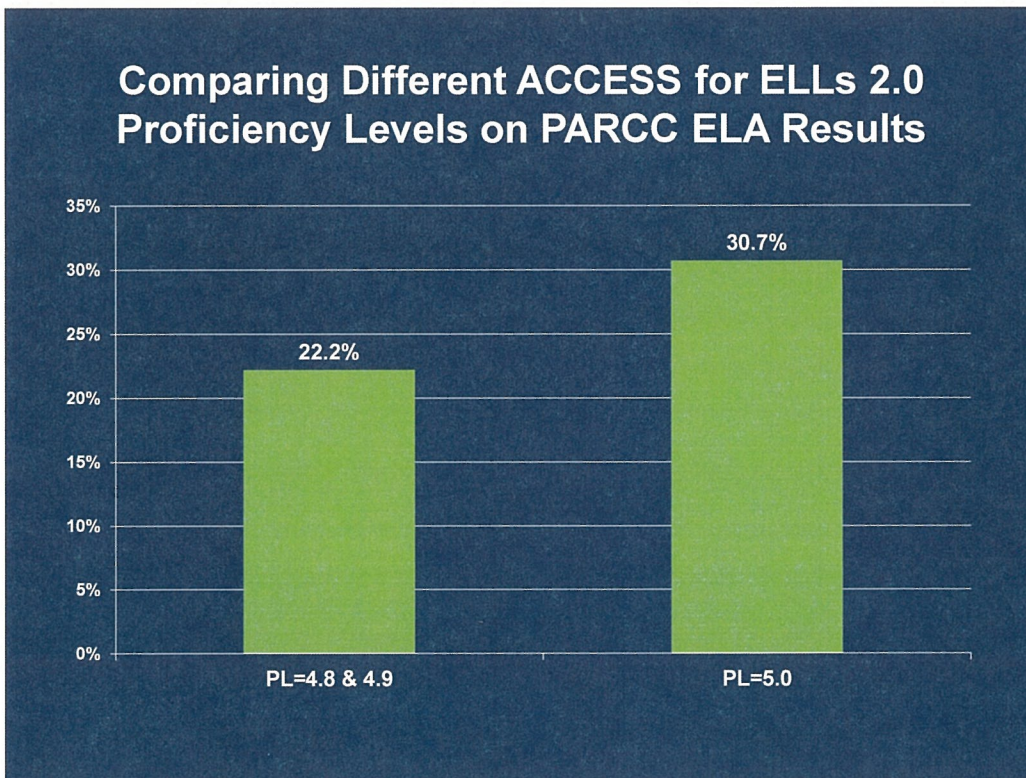


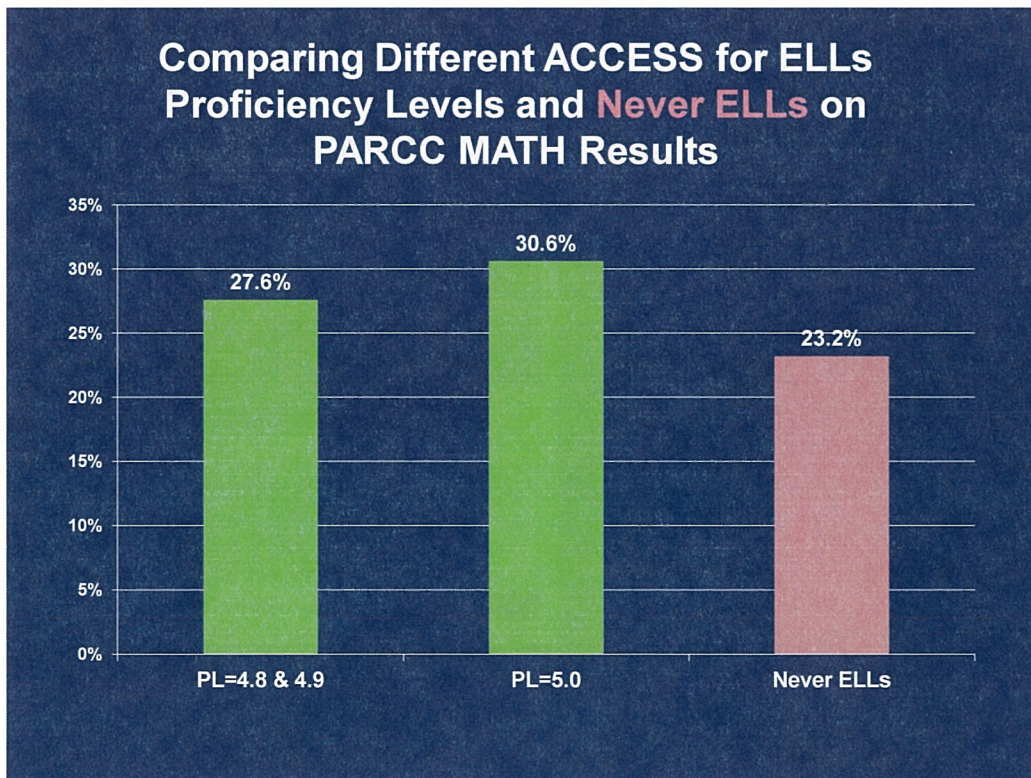
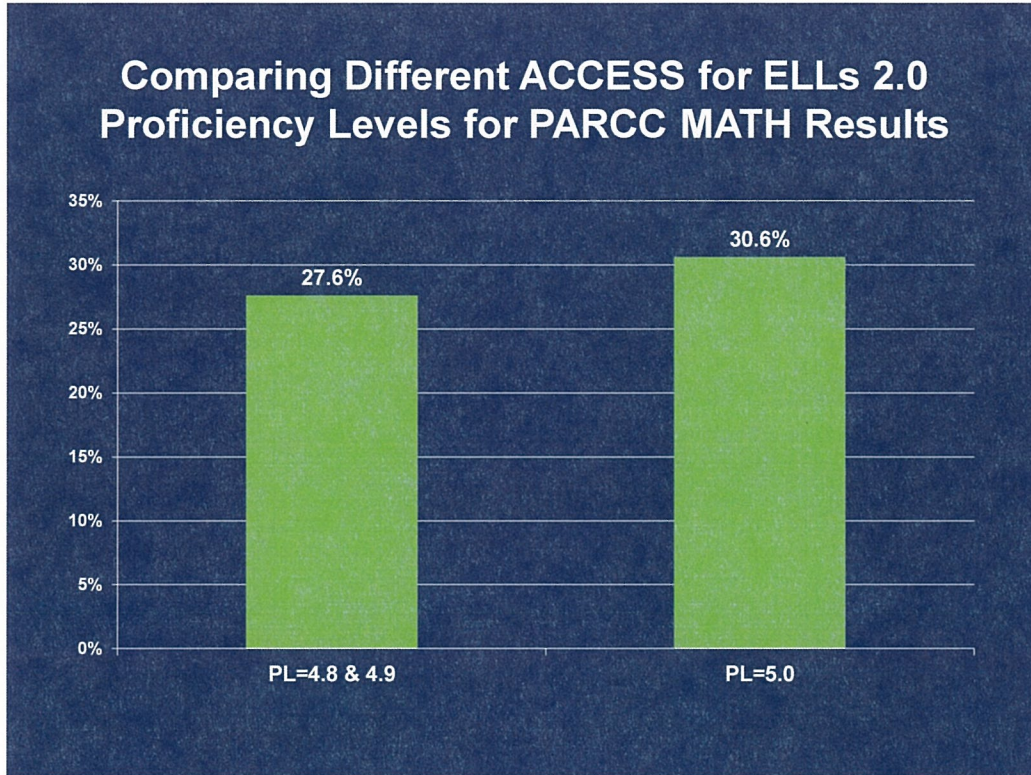
### Comparing PARCC MATH Results by Current & New ACCESS for ELLs 2.0 Scale



### Comparing PARCC MATH Results by Current & New ACCESS for ELLs 2.0 Scale







## Monitoring RFEPs

- Students who scored a composite (overall) score of 5.0 or higher on the ACCESS for ELLs 2.0, and thus exited EL status, must be monitored for **academic progress for two years** by the school district per state regulation, 6.29.5.12B NMAC.
- For Title III Subgrantees: Reporting is required on RFEPs for **four years** after exiting status.

RFEP = Reclassified Fluent English Proficient

## WIDA Trainings

- Please see the [nmped.state.nm.us](http://nmped.state.nm.us) website
- A-Z Directory under B—**lingual multicultural education** home page for upcoming 2017-2018 training schedule.
- Trainings specifically for administrators/leadership
- Trainings for educators of ELs

**NM Public Education Department**  
Bilingual Multicultural Education Bureau

Home | Students | Parents | Educators | Administrators | Community | Contact Us

Dear Family Member  
April 28, 2017

BMEB Home | Contact Us | Bilingual Multicultural Education Programs (BMEB) | Spanish English Learners | 19M 511 Supplemental

ALDRILL | Home Dept of Education & Early Childhood | J. J. Vialling Teachers Program | Reports & Research | BMEB

**BMEB Home**

**BMEB News, Events and Trainings:**

- Notice of Proposed Rulemaking: Guidelines for Implementing Bilingual Multicultural Education Programs
- 2017 ENLJ Spanish Summer Immersion Institute
- 2017 NMBRO Spanish Summer Immersion Institute
- 2017 UNLJ Spanish Summer Immersion Institute
- LMBRAPS ELLs: Embarkment 2017 Summer Institute
- 2017 NMAEZE State Spanish Spelling Bee Packet
- 2015-2016 BMEB Annual Report
- BMEB Important Dates BY 2016-2017

Purpose  
Mission  
Vision  
Core Values

www.ped.state.nm.us | ph: 505-427-6800 | 300 Don Gaspar Avenue - Santa Fe, NM 87501 | jim.jed@state.nm.us | Search PED | Follow us

[http://ped.state.nm.us/ped/Bilingual\\_index.html](http://ped.state.nm.us/ped/Bilingual_index.html)