It Takes A Team: Engaging Educators to Support the Success of English Language Learners

August 6, 2014

2014 ELL Symposium, Promoting Engagement Among English Language Learners
Mission for the Education of ELLs

- Provide for the maintenance and support of a thorough and efficient system of education which includes the provision of **quality, culturally responsive, and equitable** educational programs for English language learners and assurance of their appropriate participation in all aspects of the educational system.

- Ensure that its programs will address the **needs and rights** of English language learners in all its initiatives throughout the entire process of planning and implementation.
Vision for the Education of ELLs

• Promotes the recognition of English language learners and their parents as cultural and linguistic assets to the Commonwealth’s global initiatives.

• Is committed to using its Standards Aligned System to ensure that English language learners receive core curriculum instruction and achieve high levels of academic success.
Session Goals

• Identify current initiatives impacting the education of English language learners in Pennsylvania
• Describe challenges facing English language learners and educators
• Propose a team approach to enhance the academic opportunities and achievement of English language learners
• Recommend action steps LEAs can take to engage educators in collaborative efforts
• Identify resources, professional development, and technical support available to assist LEAs in implementing a team-focused, student-centered ESL Program
BACKGROUND
Fostered greater inclusion of ELLs in standards-based instruction, assessment, and accountability

Required LEAs and schools to disaggregate and report data for ELLs and to take action if ELLs weren’t meeting standards

Increased awareness of ELLs and their instructional needs
Achievement Gaps

• 63% of ELLs who graduate from high school receive a below standard curriculum compared to 25% for non-ELLs

• 77% of 12th grade ELLs performed below basic in reading compared to 27% of non-ELLs

2009 NAEP High School Transcript Study
Opportunity Gaps

- 7.7% of students are hispanic but only 2.1% of students enrolled in SAT/ACT are hispanic.
- 37% of students are white but 73% of students enrolled in SAT/ACT are white (Dover HS, Delaware)

- 3.6% of students are hispanic but 7.2% of suspended students are hispanic.
- 88% of students are white but 79% of suspended students are white (Musselman HS, West Virginia)

Civil Rights Data Collection
2011 ESEA Flexibility

The U.S. Department of Education has invited SEAs to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

1) College and Career ready Standards
2) Differentiated Accountability and Recognition System
3) Effective Instruction and Leadership
4) Reducing Duplication of Data
• ESEA Flexibility website:


• PA ESEA Request for Flexibility approved August 2013:

https://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/pa.html
Current Initiatives

• Changes in ESEA Accountability
  — No AYP
  — New AMOs
  — Federal Accountability (Title I Schools)
  — School Performance Profile

• Chapter 4 Revisions
  — Implementation of PA Core Standards for English Language Arts and Mathematics
  — New graduation requirements
  — Revised State Assessment System

• Educator Effectiveness

• Implementation of ACCESS 2.0
CHALLENGES
Shifting Expectations

- Expectations for ELLs
- Expectations for educators
- Compliance to outcomes
- Incremental change to significant
- Achievement to opportunity
- Integration of resources
ELLs

- Double the work
- Increased rigor of PA Core Standards
- Proficient score on Keystone Exams to graduate
- 4 year grad rate cohort
- College and career ready
• Advocate for the underserved
• Remove barriers
• Raise the expectations
• Close the gaps—opportunity and achievement
• Improve outcomes
• Increased accountability
Compliance to Outcomes

• Compliance is no longer enough
• LEAs are required to demonstrate effectiveness of ESL Program
• Show that ESL Program is causing ELLs to become proficient and academically successful
  — More than AMAOcs
  — Performing comparable to never-ELL peers
  — Participating in all aspects of the educational program
  — Retain/drop out rate comparable to never-ELL peers
Incremental to Significant Change

• ESEA Flexibility
  — Systemic challenge requires a systemic change

• Accountability
  — 50% reduction in achievement gap over 6 years
Achievement gaps are a reflection of opportunity gaps

LEAs must take positive steps to ensure equity of opportunity and inclusion
Integration of Resources

• Limited staff
• Limited funding
• Limited resources
Legal Mandates

• The BEC, *Educating Students with Limited English Proficiency and English Language Learners*, provides LEAs with the requirements and interpretations of legal mandates governing the education of this population.

• The BEC assists LEAs in designing, implementing, and evaluating ESL Programs.

• To access on the PDE website, click on the link:

  http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_(lep)_and_english_language_learners_(ell)/507356
• The term "program" refers to: (1) planned instruction by a qualified ESL/Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student’s language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for ELLs as well as the Pennsylvania academic standards.

*Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)*
• **Characteristics of High Performing Schools**

  - Clear and Shared Focus
  - Effective Leadership
  - High Levels of Collaboration and Communication
  - High Standards and Expectations
  - Curriculum, Instruction, and Assessment Aligned to Standards
  - Frequent Monitoring of Teaching and Learning
  - Focused Professional Development
  - Supportive Learning Environment
  - High Levels of Community and Parent Involvement
It Takes a Team

- Foundations of initiatives
- Nature of challenges
- Focus of federal government
- Requirements of regulations
- Supported by research
A Team Approach

Leading by Convening: A Blueprint for Authentic Engagement

• Council of Special Education Administrators
• National Association of School Psychologists
• National Association of State Directors of Special Education

www.ideapartnership.org
• A tool to make explicit the kind of collaboration needed to affect a change in practice

• A partnership that builds connections and fosters authentic engagement

• Protocols that focus on the value of relationships and shared knowledge and expertise

• Rubrics, tools, activities to implement
Based on belief that collective influence can affect systemic change

A hybrid of top-down and bottom-up leadership approaches:

- Brings together groups with authority and groups with influence
- Diverse people with expertise and knowledge to share
- Involves stakeholders in identifying issues, solving problems, and taking action
The Partnership Way

Leading by Convening

Habits of Interaction
- Coalescing Around Issues
- Ensuring Relevant Participation
- Doing the Work Together

Elements of Interaction
- Adaptive
- Technical
- Operational

Depth of Interaction
- Informing
- Networking
- Collaborating
- Transforming
Habits of Interaction

Doing the Work Together

Leading by Convening

Ensuring Relevant Participation

Coalescing Around Issues
Coalescing Around Issues

Shared concerns:
• Commonality of need, purpose, action

Steps to build consensus:
• Define issues
• Outline knowledge
• Develop key principles or mission
• Determination of actionable goals
What are some shared concerns you could leverage to define your team—initiatives, procedures, requirements, incentives, responsibilities?
Ensuring Relevant Participation

Right mix of stakeholders:
- Representative
- Purposeful
- Knowledgeable
- Influential

Right environment:
- Welcoming
- Scaffold for understanding and gaps
- Develop a common vocabulary
- Rotate leadership
Who are some relevant stakeholders you could recruit for your team—knowledgeable, influential?
Interactions of Participants:
- Model respect
- Support personal investment
- Acknowledge need for recognition

Work being done:
- Revisit shared principles or vision
- Structure interactions
- Keep all stakeholders informed
- Incorporate reflection
What steps could you take to recognize the value of team members and their commitment to these issues?

What steps could you take to support continuity and longevity of your team?
Depth of Interaction

Informing
- Sharing
- Disseminating

Networking
- Asking what others think
- Listening to others’ ideas

Collaborating
- Working together
- Engaging people to do something of value

Transforming
- Asking what others think
- Listening to others’ ideas
Advantages of Leading by Convening

Leading by Convening means we:

- Meet people where they are on the issue.
- Bring people together to build support for addressing the issue.
- Convene the stakeholders to discover why this is important and how it will improve practice.
- Translate complex challenges into ways that individuals can contribute.
- Help people lead in place regardless of role, position or title.
- Create new knowledge together.
- Solve complex issues that need the various perspectives/aspects that contribute to problems/solutions.
- Build a personal commitment to working in this way because we believe inclusive work is better and more sustainable work.
- Cultivate the habit of collaboration.
- Integrate collaboration into the identity of the group and the individual.

Leading by Convening becomes a reality when we routinely:

- Coalesce Around Issues.
- Ensure Relevant Participation.
- Do the Work Together.

This is The Partnership Way!
Program Evaluation

- Each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards.

BEC: Educating Students with Limited English Proficiency and English Language Learners

- Each eligible entity that receives a subgrant from a state agency...shall provide such agency...with an evaluation, in a form prescribed by the agency.

Title III 3121 (a)
ESL Program Key Components

• Language Instruction Educational Program:
  – Written ESL policy
  – Educational approach and instructional model
  – Identification, placement, exit, monitoring
  – Planned instruction= ESL and content areas
  – Assessment
  – Program evaluation
  – Staffing and resources
  – Communication with parents
  – Professional development for all teachers
  – Common planning time
• Compliance is not enough
• Move to:
  – Demonstrated Effectiveness
  – Proven Results
  – Documented Outcomes
What Data do we Review?

• *A Diagnostic Tool for Taking Your Program’s Pulse* in ESL Tool Kit at [http://toolkit.eslportalpa.info/index.cfm?pageid=4754](http://toolkit.eslportalpa.info/index.cfm?pageid=4754)

Data Interaction for ACCESS for ELLs® Assessment Data

This site provides dynamic access to student performance results on the WIDA Consortium’s ACCESS for ELLs® English Language Proficiency Test. The Data Interaction system allows users to:

- Create their own reports, graphs, or data files
- Conduct ad hoc data queries and analyses
- Disaggregate on user-selected subgroup variables
- Drill down from summaries to individual students
- Print reports in PDF format or export to other software programs
- Track students’ performance from year to year
- Analyze performance on WIDA with performance on PSSA

For more information and support for this application, please click here or download our PowerPoint demo.

ACCESS for ELLs® is a registered trademark of the WIDA Consortium. eMetric is not affiliated with the WIDA Consortium but provides this data interaction service for the Pennsylvania Department of Education.

https://solutions.emetric.net/paaccess/
Data Interaction for Pennsylvania Student Assessments

This site is designed to provide quick, easy and secured access to student performance results on the Keystone Exams, the Pennsylvania System of School Assessment (PSSA), the Pennsylvania System of School Assessment Modified (PSSA-M), and the Pennsylvania Alternate System of Assessment (PASS). On this site, you will find a wealth of information at your fingertips in a highly interactive and flexible format.

Create your own reports in tables, graphs or external files, at the summary or individual student level, by selecting content, statistics, aggregation levels, disaggregated groups or subgroups, and/or score variables.

Your creativity is the limit!

For more information about this application, please click here.

Browser Requirement:
- Internet Explorer® 6.0+
- Firefox® 9.0+
- Safari® 5.0+

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https://solutions1.emetric.net/PA
https://pvaas.sas.com
ESL PROGRAM AREA UPDATES FOR SY 2014-15
ESL Policy

Each LEA must have a written, board approved ESL Program.

Resources:
• Guidance and sample ESL Policy in ESL Tool Kit: http://toolkit.eslportalpa.info/index.cfm?pageid=4619

• Recorded webinar and power point, “Effective ESL Programs: Meeting the Challenges and Embracing the Opportunities (August 21, 2013)”: http://www.eslportalpa.info/index.cfm?pageid=5255
IDENTIFICATION, PLACEMENT, EXIT
New Federal Guidance

• Information on the Rights of All Children to Enroll in Schools (received June 2014)
• Penn*Link released July 2, 2014
• The United States Department of Education and United States Department of Justice have updated guidance to state education agencies to assist public elementary and secondary institutions to ensure enrollment processes are consistent with federal law and provide all students with equal access to an education.
• urge local education agencies (LEA) to
  – review the list of documents used to establish proof of residency, proof of age, use of social security numbers, and documentation of race and ethnicity to ensure that these do not bar or discourage a student who is undocumented or whose parents are undocumented from enrolling.
  – review enrollment data for precipitous drops in enrollment of any group of students that may signal barriers to their participation.
New Federal Guidance

• A guidance letter, fact sheet, and a question and answer document that includes examples can be accessed in English and Spanish:

• The English guidance documents:
  http://www.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf
  http://www.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf
  http://www.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf

• The Spanish guidance documents:
  http://www.ed.gov/about/offices/list/ocr/letters/colleague-201405-sp.pdf
  http://www.ed.gov/about/offices/list/ocr/docs/qa-201405-sp.pdf
  http://www.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405-sp.pdf

• Penn*Link and documents will be posted soon on the ESL Portal (www.eslportalpa.info)
PLANNED INSTRUCTION
English Language Acquisition (ESL Classes)

- ESL instruction must be delivered via curriculum aligned with PA’s Reading, Writing, Speaking, Listening Standards and the PA English Language Proficiency Standards. (*BEC, Educating Students with Limited English Proficiency and English Language Learners*)

- PA English Language Proficiency Standards and PA Core Standards for English Language Arts can be accessed on the SAS Portal at [www.pdesas.org](http://www.pdesas.org). Click on the Standards element.

- Guidance related to developing/revising the ESL curriculum can be accessed at: “Effective ESL Programs: Meeting the Challenges and Embracing the Opportunities (August 21, 2013)”: [http://www.eslportalpa.info/index.cfm?pageid=5255](http://www.eslportalpa.info/index.cfm?pageid=5255)

- During SY 2014-15, PA ELPS Framework for Formative Assessment will be updated to reflect the PA Core Standards for Literacy and Mathematics.
http://www.pdesas.org/
(under Curriculum, Instruction, Materials & Resources)

- Voluntary Modal Curriculum
- Keystones to Opportunity
- Learning Progressions
- Curriculum Framework
- ELL Overlays for Literacy and Mathematics
- Danielson Framework of Teacher Effectiveness
School Performance Profile Resources

www.paschoolperformance.org (under School Supports tab)

- Instructional Strategies
- PA Best Practice Video Series with Anita Archer
- Academic Indicators
  - Grad rate, drop out, attendance

- Academic Achievement
  - Math
  - Reading
  - Writing
  - Science
  - Grade 3 proficiency
  - Industry Standards
  - SAT/ACT
  - Advanced Placement/International Baccalaureate
• The language instructional program must also provide ELLs with meaningful, comprehensible access to instruction in all content areas required by Pennsylvania academic standards.

• The PA ELPS are an overlay to academic standards and must be incorporated into instruction for ELLs by all teachers. *(BEC, Educating Students with Limited English Proficiency and English Language Learners)*

• PA English Language Proficiency Standards and academic standards can be accessed on the SAS Portal at [www.pdesas.org](http://www.pdesas.org) under the Standards element.

• **Revised** ELL Overlays for Literacy and Mathematics are available on SAS Portal ([www.pdesas.org](http://www.pdesas.org)) under the Curriculum element.
Revised ELL Overlays

• Updated to reflect the PA Core Standards for English Language Arts and Mathematics

• Make explicit the dynamic process of adapting instruction and assessment based on the English language proficiency of students

• Support educators in extending this process to various instructional contexts
LEP DATA
2014-15 Data Consolidation

• Goal:
  – Reduce the burden to LEAs
  – Utilize PIMS full capabilities

• Proposal:
  – 6 annual PIMS Snapshot Collections
  – Ongoing data collection in the student enrollment template and student template
  – PIMS Internal Snapshots pulled by PDE staff

• Impact:
  – changes to LEP data collection and training
<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Window</th>
<th>Purpose</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment Counts</td>
<td>October Snapshot (Collection #1—October 1-17, 2014)</td>
<td>Collects data on LEP students, Title III served LEP students, immigrant students, and nonpublic LEP and immigrant students being served by Title III.</td>
<td>Data is used for federal reporting and Title III LEP and immigrant funding purposes.</td>
</tr>
<tr>
<td>Title III Professional Development Activities Survey (SY 2013-14)</td>
<td>October Snapshot (Collection #1—October 1-17, 2014)</td>
<td>Collects types of professional development activities provided to educators and counts of educators who participated in professional development.</td>
<td>Data is used for federal reporting.</td>
</tr>
<tr>
<td>PreCode ACCCESS/Alternate ACCESS</td>
<td>Internal Snapshot (December 1, 2014)</td>
<td>Collects demographic data for LEP students.</td>
<td>Data is provided to Metritech to produce precode labels for ACCESS/Alternate ACCESS for ELLs assessments</td>
</tr>
<tr>
<td>ACCESS for ELLs Accountability</td>
<td>Internal Snapshot</td>
<td>Collects data on LEP and Title III LEP students during the ACCESS for ELLs test window.</td>
<td>ACCESS Test Files are matched to reported LEP students. Test booklets that do not match demographic data in PIMS are invalidated for federal reporting and accountability purposes.</td>
</tr>
<tr>
<td>LEP System</td>
<td>March 9—27, 2015</td>
<td>Collects data on ESL Programs. LEP students in programs designed for LEP students.</td>
<td>This data is used for federal reporting purposes and program compliance monitoring.</td>
</tr>
<tr>
<td>ELL End of Year Count</td>
<td>June Snapshot (Collection #4)—for district fact template</td>
<td>Collects data on LEP, immigrant, and Title III served students who were enrolled in a school at any time during the school year.</td>
<td>This snapshot is used for federal reporting purposes and program compliance monitoring. Congress uses this data for decisions</td>
</tr>
</tbody>
</table>
## 2014-2015 ACCESS Testing Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Test Administrator Training Window for ACCESS/Alternate ACCESS for ELLs</td>
<td>--</td>
<td>01/25/15</td>
</tr>
<tr>
<td>LEAs Order Test Materials for ACCESS/Alternate ACCESS for ELLs</td>
<td>11/17/14</td>
<td>12/12/14</td>
</tr>
<tr>
<td>PIMS Internal Pull for Precode File for ACCESS/Alternate ACCESS for ELLs</td>
<td>12/01/14</td>
<td></td>
</tr>
<tr>
<td>LEAs Receive ACCESS/Alternate ACCESS Test Materials</td>
<td>1/12/15</td>
<td></td>
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<tr>
<td>ACCESS/Alternate ACCESS for ELLs Test Window</td>
<td>01/26/15</td>
<td>03/06/15</td>
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<tr>
<td>Deadline to Order Additional Materials for ACCESS/Alternate ACCESS for ELLs</td>
<td></td>
<td>2/20/15</td>
</tr>
<tr>
<td>LEAs Ship Completed ACCESS/Alternate ACCESS for ELLs Materials to MetriTech</td>
<td></td>
<td>03/13/15</td>
</tr>
<tr>
<td>MetriTech Data Validation Website Open for LEAs to Correct ACCESS/Alternate ACCESS for ELLs Demographic Information</td>
<td>04/16/15</td>
<td>04/21/15</td>
</tr>
<tr>
<td>PIMS Window Open for LEAs to Validate Data Elements for the ACCESS/Alternate ACCESS for ELLs File</td>
<td>04/16/15</td>
<td>04/21/15</td>
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<tr>
<td>PIMS Internal Pull for ACCESS/Alternate ACCESS for ELLs File</td>
<td></td>
<td>4/22/15</td>
</tr>
<tr>
<td>MetriTech Data Validation Website Open for LEAs to Correct ACCESS/Alternate ACCESS for ELLs Demographic Information (Only for LEAs Notified by PDE)</td>
<td>05/07/15</td>
<td>05/12/15</td>
</tr>
<tr>
<td>PIMS Window Open for LEAs to Validate Data Elements for the ACCESS/Alternate ACCESS for ELLs File (Only for LEAs Notified by PDE)</td>
<td>05/07/15</td>
<td>05/12/15</td>
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<tr>
<td>Final ACCESS/Alternate ACCESS for ELLs Internal File Pulled from PIMS</td>
<td></td>
<td>05/15/15</td>
</tr>
<tr>
<td>ACCESS/Alternate ACCESS for ELLs Reports Shipped to Districts*</td>
<td></td>
<td>Week of 06/08/15*</td>
</tr>
</tbody>
</table>

*Subject to change depending on timeliness of materials returned to Metritech and accuracy of demographic data in PIMS & Metritech.

Reference: www.education.state.pa.us
ACCESS 2.0

• ASSETS (Assessment Services Supporting ELs through Technology Systems) Consortium

• The ASSETS grant is a four-year, $10.5 million Enhanced Assessment Grant through which WIDA and the lead state, the Wisconsin Department of Public Instruction, will develop a next generation English Language Proficiency assessment system. The full system will measure student progress in attaining the academic English necessary to succeed in school and ultimately post-secondary studies and work.

• It will include a computer-based language proficiency test (ACCESS 2.0), screener, interim assessments, and formative resources.

• ASSETS Project website: [http://assetsproject.org/aboutUs/](http://assetsproject.org/aboutUs/)
ACCESS 2.0 Timeline

• 2013-14 Field Test
  – March 1-June 30, 2014
  – Administer 1 domain (reading)
  – 2 hour administration per grade cluster

• 2014-15 Field Test
  – Last year for consortium-wide administration of the paper and pencil ACCESS for ELLs (grades 1-12) assessments.
  – Kindergarten and Alternate ACCESS for ELLs will continue in the current paper and pencil platform.

• 2015-16 Fully Operational
• ESL Program Area continues to work closely with the WIDA Consortium and the Bureau of Assessment and Accountability to develop guidance and resources
• Planning regular and frequent communication with LEAs throughout SY 2014-15
• [http://assetsproject.org/implementation/operational.aspx#requirements](http://assetsproject.org/implementation/operational.aspx#requirements) – technology requirements and headset purchase recommendations
Alternate ACCESS for ELLs

- 2013-14 across commonwealth administration

- Will continue to be administered to ELLs with significant cognitive disabilities who meet the PA-specific eligibility requirements

- Alternate ACCESS participation must be determined by the IEP team and must be documented in the IEP

- Reference PA-specific guidance in the ESL Toolkit:
  http://toolkit.eslportalpa.info/index.cfm?pageid=4683
ELLS WITH DISABILITIES
New Federal Guidance

• Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives (received July 18, 2014)

• “intended to help States and LEAs...to understand how Part B of the IDEA and Titles I and III of the ESEA address the inclusion of ELs with disabilities in annual State ELP assessments.”

- General Obligations
- Role of the IEP Team
- Accommodations and Alternate Assessments
- -- Exit from EL Status
- -- AMAOs
New Federal Guidance

• Penn*Link will be disseminated
• Letter and Q & A will be posted on ESL Portal
• Division of Curriculum and Bureau of Special Education will be reviewing 2010 PDE guidance document
• The IDEA, Titles I and III of the ESEA, and Federal civil rights laws require that all children, including children with disabilities, take Statewide assessments that are valid and reliable for the purpose for which they are being used, and this includes the annual ELP assessment.

• States must develop guidelines for the provision of **appropriate accommodations**, for each assessment, that do not invalidate test scores, and **guidelines for the participation** of children with disabilities in alternate assessments who cannot take the regular assessment, even with accommodations.
Role of the IEP Team

• Decisions about the content of a student’s IEP, including whether a student must take a regular State assessment (in this case, the ELP assessment), with or without appropriate accommodations, or an alternate assessment in lieu of the regular ELP assessment, **must be made by the student's IEP Team.** These decisions cannot be made unilaterally.

• It is important that IEP Teams for ELs with disabilities include **persons with expertise in second language acquisition** and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability.
Accommodations and Alternate Assessments

- Develop guidelines for the provision of appropriate accommodations. The State’s guidelines must identify only those **accommodations for each assessment that do not invalidate the score**, and instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

- Develop and implement **alternate assessments** and guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in regular assessments, even with accommodations.
• An EL with a disability can be “exited” from EL status when he/she no longer meets the definition of an EL (see footnote on page 1). This occurs **when the student meets the State’s definition of “proficient” in English.**

• There is no provision in the IDEA that would authorize the IEP Team to remove the “EL” designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal law to remove a student’s EL designation before the student has been deemed proficient in English solely because the student has an IEP.
• All ELP assessment results must be included in the Title III accountability calculations under AMAOs 1 and 2.

• 1% cap on inclusion of advanced/proficient on alternate assessments does not apply to ELP assessments or to AMAOs 1 and 2.
NCLB TITLE III AND ACCOUNTABILITY
2012-13 Accountability

- In a State that received a waiver of the requirement to make AYP determinations, an LEA is still held accountable for AMAO 3. However, that accountability is now based on whether the subgroup of English Learners met its AMOs for reading/language arts and mathematics, the 95% participation rate requirement, and, if the LEA includes one or more high schools, the State’s graduation rate goal or annual target. (*ESEA Flexibility Frequently Asked Questions Addendum, March 5, 2013*)

- Pennsylvania’s Request for ESEA Flexibility was accepted August 2013.
2012-13 Accountability Determinations

• AMAO 1 and 2
  — N count is 11 for public reporting (decreased from 40)

• AMAO 3 (based on ESEA Flexibility AMOs)
  — N count is 11 for public reporting (decreased from 40)
  — Indicators:
    • Participation (95% for ELL subgroup)
    • 4 year graduation rate cohort (85% or 10% improvement)
    • Percentage advanced/proficient of aggregate reading/Keystone literature for ELL subgroup (will include flep monitors 1 and 2, if their inclusion raises score)
    • Percentage advanced/proficient of aggregate math/Algebra 1 for ELL subgroup (will include flep monitors 1 and 2, if their inclusion raises score)

— Performance Targets:
  • advanced/proficient in mathematics: 29.3%
  • advanced/proficient in reading: 16.8%
2013-14 Accountability Determinations

• AMAO 1 and 2
• AMAO 3 (based on PA’s ESEA Flexibility AMOs)
  – Indicators:
    • Participation rate (95% for ELL subgroup)
    • 5 year graduation rate cohort (85% or 10% improvement)
    • Closing the achievement gap (from 100%) for ELL population in reading
    • Closing the achievement gap (from 100%) for ELL population in mathematics
  – Performance Target:
    50% reduction in achievement gap for advanced/proficient ELL population over six years

OR
OR

• AMAO 1 and 2
• AMAO 3 (based on amendment to PA’s ESEA Flexibility AMOs)
  – Indicators:
    • Participation (95% for ELL subgroup)
    • 4 year graduation rate cohort (85% or 10% improvement)
    • Percentage advanced/proficient of aggregate reading/Keystone literature for ELL subgroup (will include flep monitors 1 and 2, if their inclusion raises score)
    • Percentage advanced/proficient of aggregate math/Algebra 1 for ELL subgroup (will include flep monitors 1 and 2, if their inclusion raises score)
  – Targets:
    • advanced/proficient in mathematics: TBD
    • advanced/proficient in reading: TBD
## 2013-14 AMAO Targets

<table>
<thead>
<tr>
<th>Annual Measurable Achievement Objective</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMAO 1</strong></td>
<td>Annual increases in the number or percentage of children making progress towards learning English.</td>
</tr>
<tr>
<td></td>
<td>Definition: gain of &gt; 0.6 ACCESS for ELLS composite proficiency level score</td>
</tr>
<tr>
<td></td>
<td>61%</td>
</tr>
<tr>
<td><strong>AMAO 2</strong></td>
<td>Annual increases in the number or percentage of children attaining English proficiency.</td>
</tr>
<tr>
<td></td>
<td>Definition: ACCESS for ELLs composite proficiency score of &gt; 4.5 on a Tier B or C assessment or Kindergarten assessment</td>
</tr>
<tr>
<td></td>
<td>26%</td>
</tr>
<tr>
<td><strong>AMAO 3</strong></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>
2014-15 Accountability Determinations

• AMAO 1 and 2

• AMAO 3 (based on PA’s ESEA Flexibility AMOs)
  – Indicators:
    • Participation rate (95% for ELL subgroup)
    • 5 year graduation rate cohort (85% or 10% improvement)
    • Closing the achievement gap (from 100%) for ELL population in reading
    • Closing the achievement gap (from 100%) for ELL population in mathematics
  – Performance Target:
    50% reduction in achievement gap for advanced/proficient ELL population over six years
## 2014-15 AMAO Targets

<table>
<thead>
<tr>
<th>Annual Measurable Achievement Objective</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMAO 1</strong></td>
<td>64%</td>
</tr>
<tr>
<td>Annual increases in the number or percentage of children making progress towards learning English.</td>
<td></td>
</tr>
<tr>
<td>Definition: gain of &gt; 0.6 ACCESS for ELLs composite proficiency level score</td>
<td></td>
</tr>
<tr>
<td><strong>AMAO 2</strong></td>
<td>28%</td>
</tr>
<tr>
<td>Annual increases in the number or percentage of children attaining English proficiency.</td>
<td></td>
</tr>
<tr>
<td>Definition: ACCESS for ELLs composite proficiency score of &gt; 4.5 on a Tier B or C assessment or Kindergarten assessment</td>
<td></td>
</tr>
<tr>
<td><strong>AMAO 3</strong></td>
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</tr>
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<td>Participation rate (95% for ELL subgroup)</td>
<td></td>
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<tr>
<td>5 year graduation rate cohort (85% or 10% improvement)</td>
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</tr>
<tr>
<td>Closing the achievement gap (from 100%) for ELL population in mathematics</td>
<td></td>
</tr>
</tbody>
</table>
AMAO Status Reports

• 2011-12 AMAO Status Reports—released July 2013

• 2012-13 AMAO Status Reports—pending

• 2013-14 AMAO Status Reports--TBD
If the State Educational Agency (SEA) determines, based on AMAOs, that an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the agency shall require the entity to develop an improvement plan that will ensure the entity meets such objectives. Title III 3122 (b)(2)

If the SEA determines that an eligible entity has failed to meet AMAOs described in subsection (a), for four consecutive years, the agency shall—

- require such entity to modify the curriculum, program, and method of instruction, or
- (i) make a determination whether the entity shall continue to receive funds related to the entity’s failure to meet such objectives; and
- (ii) require such entity to replace educational personnel relevant to the entity’s failure to meet such objectives. Title III 3122 (b) (4)
2012-13 Accountability Results

Based on 11-12 AMAO Status Reports and 12-13 AMAO Status Reports
- 10 subgrantees in 2 year AMAO IP
- 2 subgrantees in 4 year AMAO IP

AMAO Improvement Plan Development:
- Notification of the Requirement to develop and implement an AMAO Improvement Plan based on preliminary 12-13 AMAO Status Reports—April 2014
- Professional development—May 29, 2014
- Submission of AMAO Improvement Plan—July 2014
- Submission of Assurance Statement—September 2014
- Release of 12-13 AMAO Status Reports—pending
- Professional Development—October 2014
- Progress Check—February 2015
- Implementation of plans & continued technical assistance
Title III Monitoring Review by USDE

- PDE’s implementation of the NCLB Title III Part A formula grant is being reviewed by the Student Assessment and Accountability (SASA) group at US Department of Education on September 22-25, 2014

- LEAs selected by USDE to participate:
  - Philadelphia SD
  - Hazleton SD
  - Lancaster SD
  - Delaware County IU
  - Interboro SD
PROFESSIONAL DEVELOPMENT
2014-15 Professional Development

- **LEP Data**—by PDE staff and WIDA PD Specialists
- **Title III**—by PDE staff
- **Improvement Planning**—by ESL TA Facilitators, PDE staff, WIDA PD Specialists
- **Assessment**—by PDE staff
- **Instruction of ELLs**—by PDE staff, ESL TA Facilitators, WIDA PD Specialists, national experts

Event descriptions and registration will be available soon at [www.eslportalpa.info](http://www.eslportalpa.info)
# LEP Data Collection Webinars

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>PIMS October 1 Student Enrollment Snapshot</td>
</tr>
<tr>
<td>September 30, 2014 10:30--11:30 and 1:30--2:30</td>
<td>PIMS Title III Professional Development Activities Survey Collection</td>
</tr>
<tr>
<td>November 13, 2014, 10:00—11:30 November 19, 2014, 1:30—3:00</td>
<td>PIMS ACCESS/Alternate ACCESS for ELLs Precode Collection</td>
</tr>
<tr>
<td>April 14, 2015, 10:00—12:00 April 15, 2015 1:30—3:30</td>
<td>PIMS ACCESS for ELLs Collection</td>
</tr>
<tr>
<td>February 19, 2015, 10:00—11:30 February 24, 2015, 2:00—3:30</td>
<td>LEP System LEP Data Collection</td>
</tr>
<tr>
<td>June 3, 2015, 10:00—11:30 June 16, 2015, 2:00—3:30</td>
<td>PIMS June 15 End of Year Snapshot and ESL End of Year Collection</td>
</tr>
</tbody>
</table>
## ELP Assessment Webinars

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording available in ESL Toolkit</td>
<td>Use of the W-APT for Identification and Placement</td>
</tr>
<tr>
<td>November 4, 2014, 1:30—3:30</td>
<td>Administering ACCESS for ELLs Kindergarten</td>
</tr>
<tr>
<td>November 4, 2014, 10:00—12:00</td>
<td>Administering ACCESS for ELLs Grades 1-12</td>
</tr>
<tr>
<td>November 6, 2014, 10:00—12:00</td>
<td>Administering Alternate ACCESS for ELLs</td>
</tr>
<tr>
<td>November 6, 2014, 1:30—3:30</td>
<td>ACCESS for ELLs Test Ordering, Administration &amp; Security Procedures</td>
</tr>
<tr>
<td>May 28, 2015, 10:00—12:00</td>
<td>ACCESS for ELLs Score Interpretation</td>
</tr>
<tr>
<td>Date and Time</td>
<td>Topic</td>
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<tr>
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<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Recording available in the ESL Tool Kit</td>
<td>Effective ESL Programs: Meeting the Challenges and Embracing the Opportunities</td>
</tr>
<tr>
<td>Recording available in the ESL Tool Kit</td>
<td>eMetric Data Interaction Tool for ACCESS for ELLs</td>
</tr>
<tr>
<td>Recording available in the ESL Tool Kit</td>
<td>TransACT: An overview of the Online Tool for Compliance and Parent Notification</td>
</tr>
<tr>
<td>Live webinar dates TBD</td>
<td>Effective Instruction for Students with Limited or Interrupted Formal Education</td>
</tr>
<tr>
<td>Topic</td>
<td>Date and Location</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>ELD Standards in Action: Differentiation</td>
<td>October 8, 2014 PaTTAN Harrisburg</td>
</tr>
<tr>
<td></td>
<td>October 9, 2014 PaTTAN King of Prussia</td>
</tr>
<tr>
<td>2014 Migrant and ESL Conference</td>
<td>October 15-17, 2014 Harrisburg Hilton</td>
</tr>
<tr>
<td>Data Analysis: Focus on Classrooms</td>
<td>October 28, 2014 PaTTAN Harrisburg</td>
</tr>
<tr>
<td></td>
<td>October 29, 2014 PaTTAN King of Prussia</td>
</tr>
<tr>
<td>ESL Program Development and Compliance Training for Charter Schools</td>
<td>November 18, 2014 PaTTAN Harrisburg</td>
</tr>
<tr>
<td>ELD Standards in Action: Unit Planning</td>
<td>April 7-9, 2015 PaTTAN Harrisburg</td>
</tr>
<tr>
<td>ELD Standards: Training of Trainers (by invitation only)</td>
<td>April 21-13, 2015 PaTTAN Harrisburg</td>
</tr>
</tbody>
</table>
## Title 3 Related Events

<table>
<thead>
<tr>
<th>Date and Site</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1-2, 2014</td>
<td>Data Analysis for Schools and Districts (by invitation only)</td>
</tr>
<tr>
<td>PaTTAN Harrisburg</td>
<td></td>
</tr>
<tr>
<td>March 26, 2015</td>
<td>AMAO Improvement Planning Professional Development (by invitation only)</td>
</tr>
<tr>
<td>PaTTAN Harrisburg</td>
<td></td>
</tr>
</tbody>
</table>

The following recorded webinars and power point presentations are available on the ESL Portal at [www.eslportalpa.info](http://www.eslportalpa.info):

- Title III Application and Approved Activities
- Title III Requirements for Translation/Interpretation, Equitable Services for Nonpublic Students, Supplement v. Supplant
- Title III Requirements for Effective Applications, Use of Immigrant Children and Youth Funds, and Parental Engagement
- Title III Monitoring & Compliance Review
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Coming Soon</td>
<td><strong>Implementing Compliant and Effective ESL Programs</strong> (targets new or novice ESL Coordinators)</td>
</tr>
<tr>
<td>Coming Soon</td>
<td><strong>Differentiating Instruction and Assessment for ELLs</strong> (targets academic content area teachers)</td>
</tr>
</tbody>
</table>
RTII for ELLs Training of Trainers Modules:


- Foundations of SAS and RTII: Meeting the Needs of ELLs through Effective Implementation of Tiers 1, 2, 3 [http://webapps.pattan.net/files/module2.zip](http://webapps.pattan.net/files/module2.zip)

- Effective Elementary Reading Instruction and Assessment Practices for ELLs in RTII [http://webapps.pattan.net/files/module3.zip](http://webapps.pattan.net/files/module3.zip)

- Quality Literacy and Assessment Practices for Secondary ELLs in RTII Tiers 1, 2, 3 [http://webapps.pattan.net/files/module4.zip](http://webapps.pattan.net/files/module4.zip)

- Quality Vocabulary Instruction for ELLs in Tiers 1, 2, 3 [http://webapps.pattan.net/files/module5.zip](http://webapps.pattan.net/files/module5.zip)


TECHNICAL ASSISTANCE
ESL Technical Assistance Protocol

• Option #1: ESL Toolkit

• Option #2: IU ESL Contact

• Option #3: ESL Technical Assistance Coordinator (vacant)

• Option #4: PDE
ESL Portal: New for 2014-15

- www.eslportalpa.info

2014-15 Welcome/Reminders Page
  - Updates and timelines
  - Beginning of year resources for identification/placement
  - Beginning of year resources for standards-based and data driven instructional planning
  - Links to ESL Toolkit guidance

- Platform revamp (coming soon)

- Self-mediated on-line courses (coming soon)
ESL Tool Kit: New for 2014-15

- dynamic, user-friendly, readily available, centralized, online repository of information and resources regarding mandated supports and programming for English language learners
  - legal framework and references
  - recommended and exemplary documents/forms
  - instructional tools and strategies
  - PDE guidance and communications
  - timetables and contact information
  - links to sources and resources
- Accessible on the ESL Portal at [http://www.eslportalpa.info](http://www.eslportalpa.info)
- New for 2014-15: Family Engagement, Assessment, Special Populations
ESL Technical Assistance Coordinator

• Provide technical assistance with primary focus on priority schools and those Local Educational Agencies (LEAs) in Title III AMAO Improvement

• work with PDE staff to develop and implement ESL training opportunities and supportive resource materials

• support PDE staff by providing technical assistance, conducting site visits, coordinating professional development opportunities, gathering information and producing ESL tools and resources to assist in the provision of instruction to English Language Learners (ELLs).

• Position Vacancy: posted in the next month
Division of Curriculum

• **Linda Long** | State Title III Director
  ESL/Bilingual Education Advisor
  lilong@pa.gov
  (717)-783-6595

• **Tami Shaffer** | Education Administration Associate
  tshaffer@pa.gov
  (717)-705-3829

Division of Federal Programs

• **Jesse Fry** | Regional Coordinator
  jefry@pa.gov
  Phone: 717-783-6829
For more information on the education of English language learners please visit PDE’s website at www.education.state.pa.us

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.