



**NJTESOL/NJBE:
A Conversation about ESSA
with the NJDOE**

July 22, 2016



Overview of ESSA

- ▶ States must have academic standards in ELA, Math and Science; **align with entrance requirements for higher education**
- ▶ Administer assessments grades 3-8 and **once in high school**. Science assessments once in three grade spans: 3-5; 6-9, 10-12
- ▶ ELP standards aligned with content standards
- ▶ Annual assessment of ELP
- ▶ Accountability system with long term goals and annual indicators
- ▶ Standardized entrance and exit procedures
- ▶ Title I schools in need of “comprehensive support and improvement”
- ▶ Direct Student Services (tutoring, credit recovery) and student support and academic enrichment

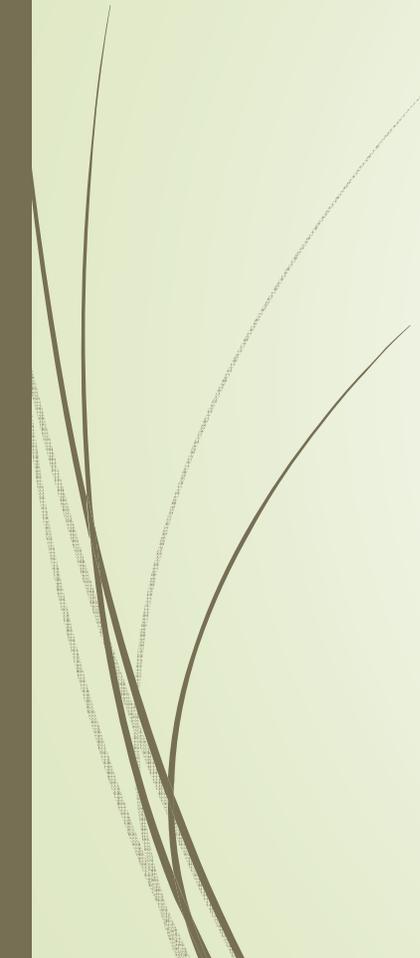


States must have academic standards in ELA, Math and Science; **align with entrance requirements for higher education**

- Kean University – Spanish speaking program with ESL classes
- Many county colleges use Accuplacer ESL for placement in their developmental ESL classes
- Seal of Biliteracy



English Language Proficiency Standards aligned with Content Standards

- NJ has adopted the WIDA English Language Development standards which address the four domains of listening, speaking, reading and writing.
 - WIDA ELD standards address the CCSS and should be re-aligned with the NJSLS in a meaningful way
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Academic Content Assessment for ELs:

Administer assessments grades 3-8 and **once in high school**. Science assessments once in three grade spans: 3-5; 6-9, 10-12

ESSA notes that:

- ▶ States' reading or language arts, math and science assessments must provide for the inclusion of ELs, who must be assessed in a
- ▶ **valid and reliable manner** and
- ▶ **provided appropriate accommodations**
- ▶ including to the extent practicable, **assessments in the language and form most likely to yield accurate information on what those students know and can do in the content area assessed**
- ▶ until they have attained English proficiency as measured through the ELP assessments.

Standardized Test Scores According to ELP

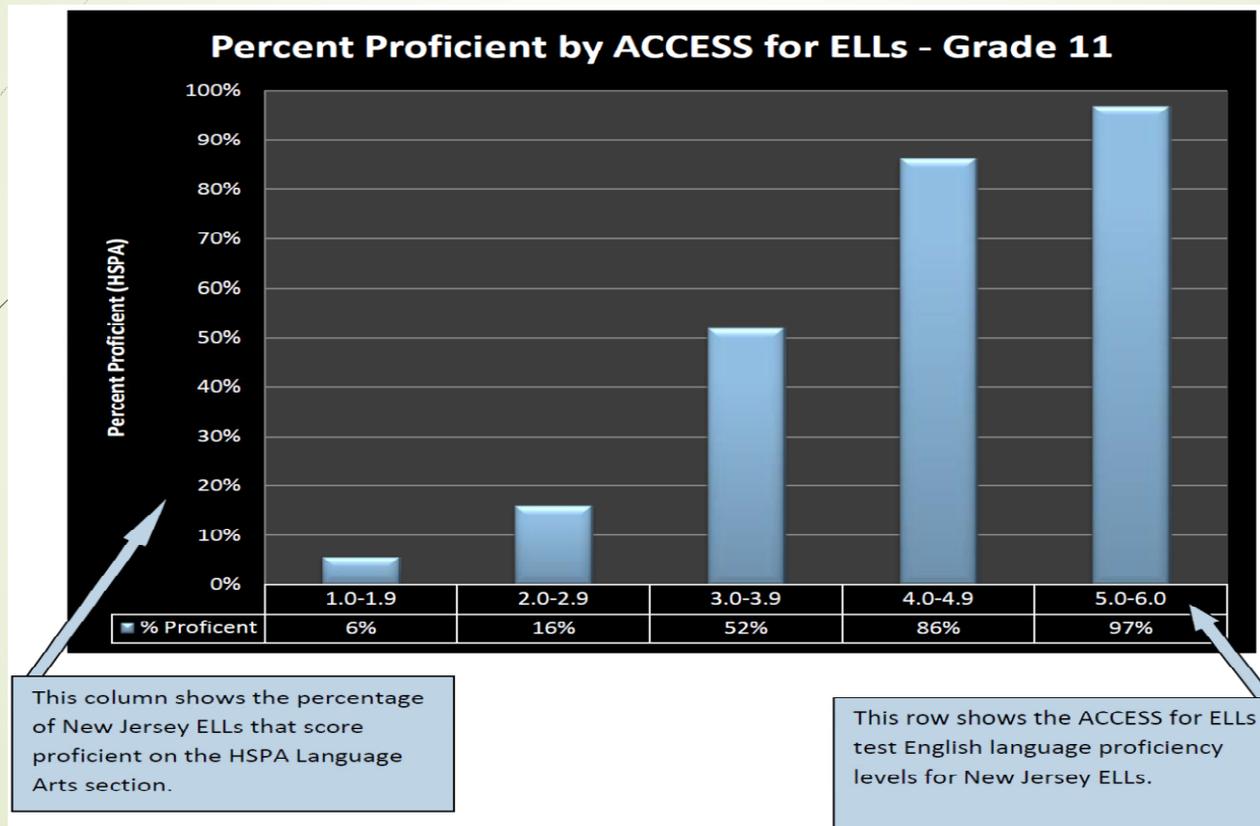


Figure 1.

NJDOE, Bilingual Education Office

PARCC and ELs

STUDENT POPULATION GROUP	VALID SCORES	PERCENT MET/EXCEEDED EXPECTATIONS	PERFORMANCE LEVEL CATEGORIES ** (in Percent)					MEDIAN SCALE SCORE	SCALE SCORE RANGE Low: 650 High:850
			Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)		
SUBGROUP		GRADE 9							
ELL	3,683	6	63	21	11	5	1	689	650 / 834
Current ELL	3,117	4	69	19	8	4	1	686	650 / 834
Former ELL	566	16	27	30	27	15	1	718	650 / 809
SUBGROUP		GRADE 10							
ELL	3,007	6	67	17	9	6	1	683	650 / 830
Current ELL	2,379	4	75	15	6	4	0	677	650 / 830
Former ELL	628	16	38	26	20	14	2	712	650 / 830

Figure 2.



Considerations

“Our English learners are students who can least afford to waste valuable class time.” J. Echeverria, SIOP video

- ▶ ELs should only be assessed ONCE in high school; based on their English Language Proficiency level
- ▶ Since the majority of ELs are Spanish speakers and many districts administer bilingual education programs, offer all assessments in Spanish
- ▶ Neither option offered by the US Department of Education truly addresses the nature of ELs.
 - ▶ Option 1 allows for exemption only of ELA for one year and then students are included in Accountability (refer to figure 2);
 - ▶ Option 2 requires newcomers to take the assessment the first year (refer to above quote and Figure 1).
 - ▶ Best would be a combination: Year 1: exemption in all assessments; Year 2: baseline test; Year 3: growth model; Year 4: accountability.
 - ▶ For year one districts would be required to demonstrate content knowledge through appropriate locally developed assessments based on entering and emerging proficiency levels



Considerations: Accommodations

- ▶ Consistent application of accessibility and accommodations offered in PARCC
 - ▶ Training and guidelines from NJDOE
 - ▶ Technology accessibility for ELs prior to assessment
- ▶ ADD:
 - ▶ Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English.
 - ▶ Electronic bilingual dictionaries

Accommodations for English Learners²⁵

Table 6 lists the accommodations on PARCC assessments that are available to English learners, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English Language Proficiency (ELP) level of the student. See Section 4 for how ELP is determined.

Accommodations	Most likely to benefit English learners at this ELP Level		
	Beginning	Intermediate	Advanced
Extended time	●	●	●
Word-to-Word Dictionary (English/Native Language)	○	●	●
Mathematics Response Speech-to-Text	●	○	○
Mathematics Response Human Scribe	●	○	○
General Administration Directions Read Aloud and Repeated in Student's Native Language (by test administrator)	●	○	○
General Administration Directions Clarified as Needed in Student's Native Language (by test administrator)	●	○	○
Online Transadaptation of the Mathematics Assessment in Spanish ²⁷	●	○	○

²⁵ A foundational piece of research for PARCC policy decisions on accessibility features: Abedi, J. & Ewers, N. (2013). Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm.

²⁶ Differing laws, regulations, and policies exist among PARCC states as to whether they will allow, require, or prohibit translations of state assessments. States may choose to procure transadaptations of the mathematics assessments into languages other than Spanish as needed. PARCC will continue to explore the addition of bilingual test forms in the future.

Accommodations	Most likely to benefit English learners at this ELP Level		
	Beginning	Intermediate	Advanced
Paper-Based Edition of the Mathematics Assessment in Spanish ²⁷	●	○	○
Large Print Edition of the Mathematics Assessment in Spanish ²⁷	●	○	○
Text-to-Speech for the Mathematics Assessments in Spanish ²⁷	●	○	○
Human Reader for the Mathematics Assessments in Spanish	●	○	○

Table 7 provides a list of *accommodations* for English learners. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

Table 7: Accommodations for English Learners on PARCC Assessments

Accommodation	Administration Guidelines
7a Extended time	<p>Before Testing:</p> <ul style="list-style-type: none"> • <u>Identification for SR/PNP</u>: Student's SR/PNP must have extended time selected. • <u>Test Administrator Training</u>: Test administrators providing this accommodation must review: <ul style="list-style-type: none"> ○ Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation <p>During Testing: Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p>



Accountability system

- In agreement to expanding EL subgroup to include results of ELs who have exited the program for four years.
- In agreement to disaggregating data on ELs with disabilities and long-term ELs
- In agreement to include ELs' progress in achieving English proficiency.
- When developing the interim measures of progress, take into consideration WIDA findings about the progress made by ELP levels: the lower the proficiency the faster the progress; the lower the grade level, the faster the progress. So allow for differentiation of growth measures by ELP and grade level.
- We are in favor of annual indicators.



Performance Indicators

- ▶ Student proficiency on state assessments. NJTESOL/NJBE is In favor of growth model.
- ▶ Request that assessment data be disaggregated by ELP level (Figure2) to better ascertain how ELs are performing.
- ▶ In favor of lower “n” size so that ELs are not discounted in the accountability system
- ▶ For high school, **allow for an extended year adjusted cohort graduation**, especially for Students with Interrupted Education (SIFE). Over 4,000 unaccompanied minors have enrolled in NJ schools over the past two years.
- ▶ Fifth indicator
 - ▶ consider using the acquisition of the Seal of Biliteracy for those participating districts
 - ▶ Recognizing districts which are creating programs that address the specific social, cultural and emotional needs of ELs, especially SIFE.



High School English Learners: Issues which impact high school graduation rate

ELs already have the lowest graduation rate in NJ

- ▶ Allow ELs to take the PARCC exam when they have sufficient English proficiency.
- ▶ Allow the Accuplacer ESL to be the graduation requirement for ELs
- ▶ Continue to provide the portfolio appeals process in English and native language for ELs of lower proficiency



Standardized Entrance and Exit Procedures

- ▶ NJTESOL/NJBE is in favor of establishing standardized entrance and exit procedures
 - ▶ Multiple entrance procedure with standardized home language survey and assessment aligned with ACCESS 2.0 and WIDA ELD standards
 - ▶ Multiple exit criteria standardized to include domain scores, specifically reading and writing domains as well as a minimum performance level on state assessments.



Title I schools in need of “comprehensive support and improvement”

- When schools are identified, the ELP levels of ELs are considered and appropriate support is offered by experts in the ESL and bilingual fields.

Direct Student Services and Student Support and Academic Enrichment

ELs' needs are considered and addressed. SIFE have specific needs and require additional student services.