Summer ESEA Director's Meetings
Title III Directors

Charleston Town Center Marriott

June 15, 2017

Agenda

- Welcome & EL Overview
- ESSA Review
- Policy 2417 Updates and Program Guidance
- ELPA21 Assessment and Screener
- Lunch (On Your Own)
- Professional Learning
- Data Management
- Consortia Meetings

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National & State Overview

ENGLISH LEARNERS ACROSS THE NATION

94%
Percentage of all ELs who attend LEAs receiving Title III, Part A funds

70%
Percentage of ELs served under Title I, Part A

4.8 million
Number of ELs nationwide

9%
Percentage of overall student population

>1 – 25+%
Percentage of ELs in States

Source: 2014-2015 Consolidated State Performance Report (https://eddataexpress.ed.gov)

ENGLISH LEARNERS ACROSS THE NATION

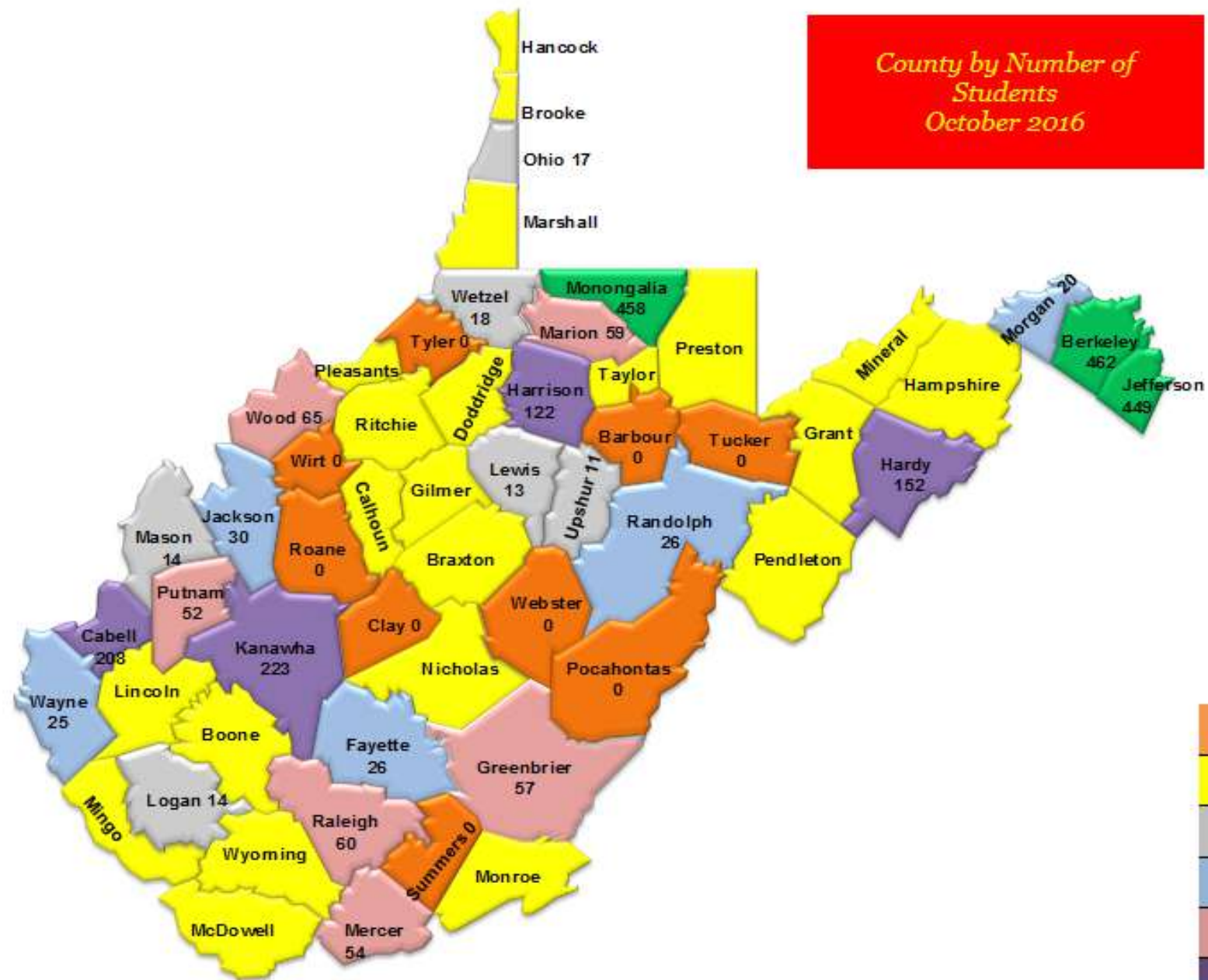The ESEA mentions several types of ELs, including:

- ELs who are also students with disabilities.

- Recently arrived ELs – an EL who has been enrolled in schools in the U.S. for less than 12 months (34 C.F.R. § 200.6(k)(2)).

- Former ELs – reporting is required for four years after exiting from a language instruction educational program (LIEP).

The ESEA, as amended by the ESSA, will be referred to as the amended ESEA throughout the presentation.

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County by Number of Students
October 2016

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0 students:	9
1-9 students:	22
10-19 students:	6
20-49 students:	5
50-99 students:	6
100-249 students:	4
250-500 students:	3

Hancock
Brooke
Ohio 17
Marshall
Wetzel 18
Monongalia 458
Morgan 20
Berkeley 462
Tyler 0
Marion 59
Preston
Mineral
Jefferson 449
Pleasants
Doddridge
Taylor
Hampshire
Wood 65
Ritchie
Harrison 122
Barbour 0
Tucker 0
Grant
Wirt 0
Lewis 13
Upshur 11
Hardy 152
Calhoun
Gilmer
Randolph 26
Jackson 30
Mason 14
Roane 0
Braxton
Pendleton
Putnam 52
Webster 0
Cabell 208
Kanawha 223
Clay 0
Nicholas
Pocahontas 0
Wayne 25
Lincoln
Boone
Fayette 26
Greenbrier 57
Mingo
Logan 14
Raleigh 60
Summers 0
Monroe
Wyoming
McDowell
Mercer 54

Schools Represented in N-Size

Schools with 10 EL Students		Schools with 25 EL Students	
Berkeley	20	Berkeley	7
Monongalia	9	Monongalia	4
Jefferson	13	Jefferson	9
Kanawha	6	Kanawha	1
Cabell	9	Cabell	2
Hardy	4	Hardy	4
Harrison	4	Harrison	1
Raleigh	1		
Marion	2		
Greenbrier	3		
Mercer	3		
Total Schools	**74**	**Total Schools**	**28**

Grade Level Distribution

Class/Grade

Grade	Count
EO	0
E1	67
0K	213
01	214
02	240
03	254
04	254
05	208
06	220
07	171
08	179
09	208
10	192
11	157
12	146

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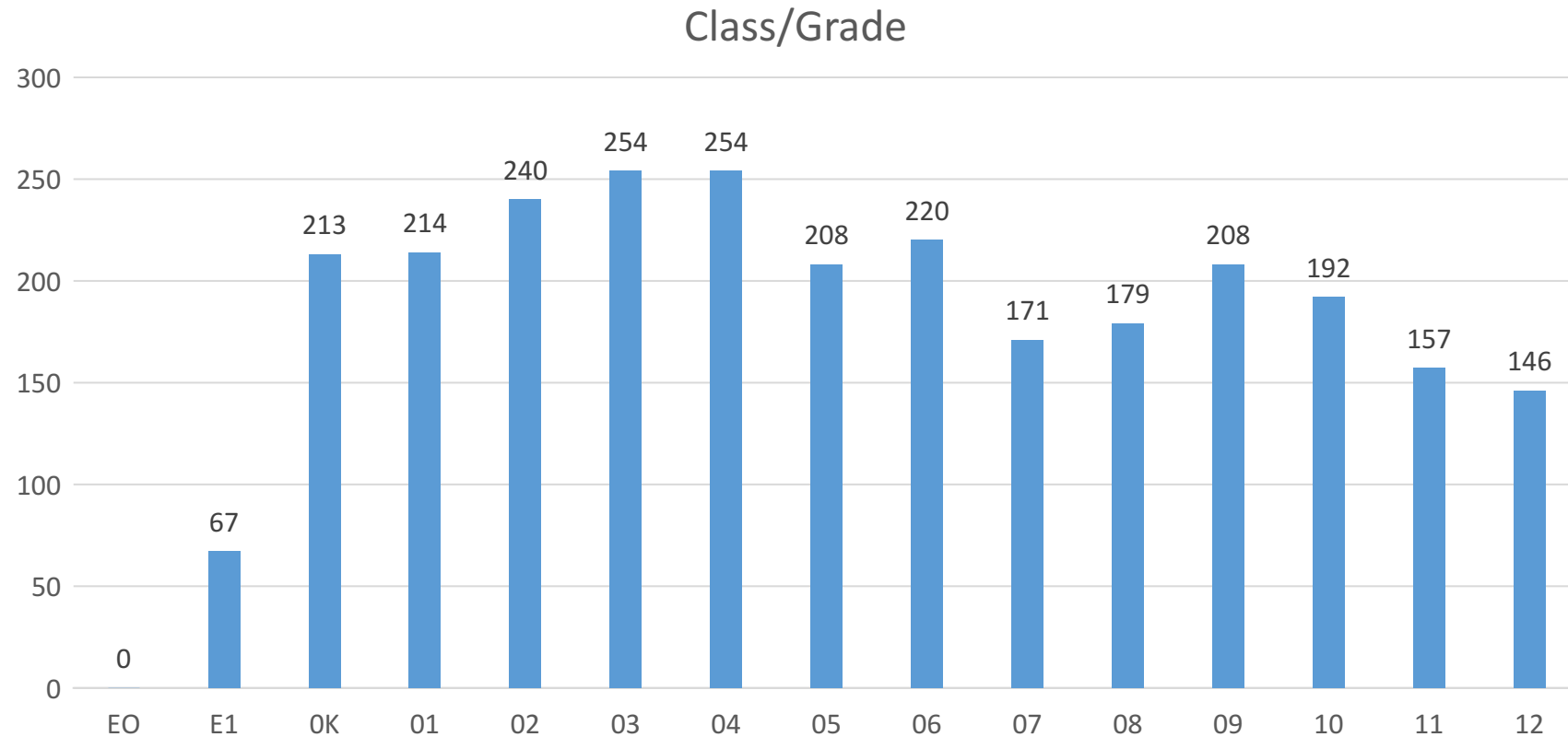
Native Languages Other Than English

- Spanish – 1,335
- Arabic - 320
- Chinese Mandarin - 198
- Vietnamese - 92
- Chinese Cantonese – 54
- Tagalog – 42
- Japanese – 40
- Amharic – 35
- French – 34
- Russian - 31

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Top 5 Languages for Top 5 Districts

Berkeley	Monongalia	Jefferson	Kanawha	Cabell
Spanish – 377	Arabic – 141	Spanish - 371	Spanish - 65	Spanish - 49
French – 11	Spanish – 110	Chinese Mandarin -*	Arabic - 61	Arabic - 43
Italian – *	Chinese Mandarin – 51	Chinese Cantonese – *	Chinese Mandarin - 31	Chinese Mandarin - 21
Vietnamese - *	Vietnamese – 17	Portuguese - *	Vietnamese - *	Vietnamese - 12
Chinese Cantonese & Mandarin - *	Korean - 13	Amharic-*	Persian -*	Russian - *

ESSA EL Review

would you rate your current understanding of t
components for ESSA?

PURPOSE OF TITLE III, PART A, (Pg. 197)

(1) to help ensure that English learners, including immigrant children and youth, **attain English proficiency and develop high levels of academic achievement in English**;

(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can **meet the same challenging State academic standards that all children are expected to meet;**

PURPOSE OF TITLE III, PART A, (Pg. 197)

(3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in **establishing, implementing**, and **sustaining effective language instruction educational programs** designed to assist in teaching English learners, including immigrant children and youth;

(4) to assist **teachers** (including preschool teachers), **principals** and **other school leaders**, State educational agencies, and local educational agencies to develop and **enhance their capacity** to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

PURPOSE OF TITLE III, PART A, (Pg. 197)

(5) to promote **parental, family, and community participation** in language instruction educational programs for the parents, families, and communities of English learners.

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STATE AND SPECIALLY QUALIFIED AGENCY PLANS (Pg. 201)

describe how the agency will establish and implement, with timely and **meaningful consultation** with **local educational agencies** representing the geographic diversity of the State, **standardized, statewide entrance and exit procedures**, including an **assurance** that all students who may be **English learners** are assessed for such status within **30 days of enrollment in a school in the State**;

(ESEA Section 3113(b)(2)).

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STATE AND SPECIALLY QUALIFIED AGENCY PLANS (Pg. 201)

the agency will ensure that eligible entities receiving

a subgrant under this subpart annually assess the

English proficiency of all English learners participating in

a program funded under this subpart, consistent with section

1111(b)(2)(G);

(ESEA Section 3113(b)(3)(b))

REQUIRED SUBGRANTEE ACTIVITIES (Pg. 204)

to increase the English language proficiency of English learners by providing **effective language instruction educational programs** that meet the needs of English learners and demonstrate success in increasing—
(A) **English language proficiency**; and
(B) **student academic achievement**;

(ESEA Section 3115(c)(1))

REQUIRED SUBGRANTEE ACTIVITIES (Pg. 205)

to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—

(A) designed to improve the instruction and assessment of English learners;

(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

(ESEA Section 3115(c)(2))

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REQUIRED SUBGRANTEE ACTIVITIES (Pg. 205)

(C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

(ESEA Section 3115(c)(2))

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REQUIRED SUBGRANTEE ACTIVITIES (Pg. 205)

to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—
(A) shall include parent, family, and community engagement activities; and
(B) may include strategies that serve to coordinate and align related programs.

(ESEA Section 3115(c)(3))

AUTHORIZED SUBGRANTEE ACTIVITIES

LEA Uses of Title III, Part A Funds

- Upgrading program objectives
- Providing community participation programs, family literacy services, and parent and family outreach and training to ELs and their families
- Providing tutorials to ELs
- Improving the instruction of ELs

New LEA Uses Under the Amended ESEA

- Improving the instruction of ELs, which may include ELs with a disability, through educational technology
- Offering early college high school or dual/concurrent enrollment programs
- Providing materials in a language that a student can understand
- Assisting teachers, including preschool teachers, in establishing LIEPs

(ESEA Section 3115(d))

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English Learner Provisions Moved from Title III, Part A to Title I, Part A in ESSA

LEA activities that have moved to Title I, Part A include:

– EL parental notification regarding language instruction educational programs (LIEPs) and related information (ESEA section 1112(e)(3));

– Parental participation (regular EL parent meetings) (ESEA section 1112(e)(3)(C)(ii)); and

– Reporting to the State on the number and percentage of ELs achieving ELP (ESEA section 1111(h)(2)).

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Parents Right-To-Know: Language Instruction (Pg. 61)

Each LEA using funds under **Title I** or Title III to provide a language instruction educational program (**LIEP**) as determined under Title III shall, no **later than 30 days after the beginning of the school year**, inform parents of an English learner (**EL**) identified for participation or participating in such a program, of –

- The **reason for identification** of the child as EL;

- The child's **level of English language proficiency (ELP),** how the level was **assessed**, and the status of the child's **academic achievement**;

- **Methods of instruction used in the program** in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;

- How the **program** will meet the educational **strengths and needs** of the child and help the child achieve English language proficiency (ELP), and meet academic standards;

- **Exit requirements** for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;

- In the case of a **child with a disability**, how the program meets the annual goals in the child's **IEP**; and

- Information regarding **parents' right to withdraw the child from a program** upon their request, and to decline enrollment or choose another program or method of instruction, if available. **(ESEA Section 1112(e)(3)(A)).**

Parents Right-To-Know: Language Instruction (Pg. 62)

For those children who have **not been identified** as **ELs prior to the beginning of the school year** but are identified as ELs during such school year, the LEA shall notify the children's parents during the **first 2 weeks of the child being placed in a LIEP** consistent with subparagraph (A).

(ESEA Section 1112(e)(3)(B)).

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Parents Right-To-Know: Language Instruction (Pg. 62)

Implementing an effective means of outreach to parents under clause (i) shall include **holding**, and **sending notice of opportunities** for, **regular meetings** for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

(ESEA Section 1112(e)(3)(C)).

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Reporting and Collection (Pg. 208)

LEA reporting requirements for ELs – under Title I (State and local report cards) and Title III, Part A

• LEA Title III reporting requirements:

- Title III programs and activities

- # and % of ELs making progress in English

- # and % of ELs attaining ELP and exiting LIEPs

- # and % of former ELs who meet content standards – four 4 years

- # and % of ELs who have not exited LIEPs after 5 years as an LIEP

- Any other information required by the SEA

(ESEA Section 3121).

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WVBE Policy 2417 & Program Guidance

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WVBE Policy 2417

- **Standardized Statewide Entrance and Exit Procedures** (ESEA Section 3113(b)(2))
- **EL Advisory Council**
- **Public Comment: April 13, 2017**
- **Approval: June 14, 2017**
- **Effective: July 17, 2017**

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West Virginia Standardized Statewide Entrance
&
Exit Procedures for English Learners

Language Instruction Educational Programs (LIEPs)

Sample Forms and Letters

- Parent Notification – Initially Fluent
- Parent Notification – Initial Services
- Parent Notification – Continuing Services
- Parent Notification – Exit
- Parent Withdrawal/Denial of Enrollment Form
- Programmatic Planning Protocol

ELPA21 Assessment & Screener

ELPA21 updates

- Reporting
- Screening
- 2017-18 ELPA21 Assessment

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Reporting (Spring 2017)

Timeline

Dates	
June 20 –June 30, 2017	Demographic information review by WVDE
July 25, 2017	Reports available within Nextera (DTD)

ELPA21 SUMMATIVE ASSESSMENT
STUDENT REPORT
SARAH JOHNSON

ELPA21
English Language Proficiency
Assessment for the 21st Century

Sarah's Overall Proficiency Determination

Proficient

Test Date: Spring 2017 ELPA

Grade: 4

Birth Date: 07-21-2007

Student ID: 999999999

School: School Name
(999-999)

District: School District Name
(999)

This report shows and explains Sarah's performance on the English Language Proficiency Assessment for the 21st Century (ELPA21). The ELPA21 measures growth in English language proficiency to ensure all English Learners (ELs) are prepared for academic success.

This report summarizes Sarah's test results. It provides performance levels on each domain tested on this assessment (speaking, writing, listening, and reading) and an overall proficiency determination. These results are used by Sarah's teachers, school, and school district in planning Sarah's level of support and participation in the EL program. We encourage you to review these results with Sarah and Sarah's teachers. If you have questions about this report's content, your best resource is your local school or district.

Domain Performance Levels and Scale Scores

Domain	Performance Level	Scale Score
Speaking	Early Advanced	XXX
Writing	Early Advanced	XXX
Listening	Advanced	XXX
Reading	Early Advanced	XXX
Comprehension	Comprehension is derived from the Listening and Reading scores. It does not have a performance level.	XXX
Overall Score	Proficient	XXX

Achievement Level Descriptions

Speaking Achievement Level - Level 4 (Early Advanced)
When speaking, the student at Level 4 is working on participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.

Writing Achievement Level - Level 4 (Early Advanced)
When writing, the student at Level 4 is working on producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.

Listening Achievement Level - Level 5 (Advanced)
When listening, the student at Level 5 is working on determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.

Reading Achievement Level - Level 4 (Early Advanced)
When reading grade-appropriate text, the student at Level 4 is working on determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.

Questar

Complete Achievement Level Descriptions

Proficiency Determination
Proficient - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Progressing - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Emerging - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

Speaking Achievement Level
Level 1 (Beginning) - When speaking, the student at Level 1 is working on participating in short conversations using a few words or phrases; communicating simple information about an event or topic using a narrow range of vocabulary and simple sentences; expressing an opinion about a familiar topic.
Level 2 (Early Intermediate) - When speaking, the student at Level 2 is working on participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason.
Level 3 (Intermediate) - When speaking, the student at Level 3 is working on participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts.
Level 4 (Early Advanced) - When speaking, the student at Level 4 is working on participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.
Level 5 (Advanced) - When speaking, the student at Level 5 is working on participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.

Writing Achievement Level
Level 1 (Beginning) - When writing, the student at Level 1 is working on communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics.
Level 2 (Early Intermediate) - When writing, the student at Level 2 is working on producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text.
Level 3 (Intermediate) - When writing, the student at Level 3 is working on producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.
Level 4 (Early Advanced) - When writing, the student at Level 4 is working on producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.
Level 5 (Advanced) - When writing, the student at Level 5 is working on participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas.

Listening Achievement Level
Level 1 (Beginning) - When listening, the student at Level 1 is working on determining the meaning of a few basic words and phrases and formulaic expressions in oral presentations; listening to short conversations and responding to simple questions and some wh- questions; identifying a point a speaker makes.
Level 2 (Early Intermediate) - When listening, the student at Level 2 is working on determining the meaning of a few basic words and phrases and expressions in oral presentations; participating in short conversations and discussions and responding to simple questions; identifying the main idea and a key detail from a read-aloud or oral presentation; identifying a speaker's main point, and agree or disagree with the speaker.
Level 3 (Intermediate) - When listening, the student at Level 3 is working on determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes.
Level 4 (Early Advanced) - When listening, the student at Level 4 is working on determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.
Level 5 (Advanced) - When listening, the student at Level 5 is working on determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.

Reading Achievement Level
Level 1 (Beginning) - When reading grade-appropriate text, the student at Level 1 is working on identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information.
Level 2 (Early Intermediate) - When reading grade-appropriate text, the student at Level 2 is working on determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.
Level 3 (Intermediate) - When reading grade-appropriate text, the student at Level 3 is working on determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.
Level 4 (Early Advanced) - When reading grade-appropriate text, the student at Level 4 is working on determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Level 5 (Advanced) - When reading grade-appropriate text, the student at Level 5 is working on determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.

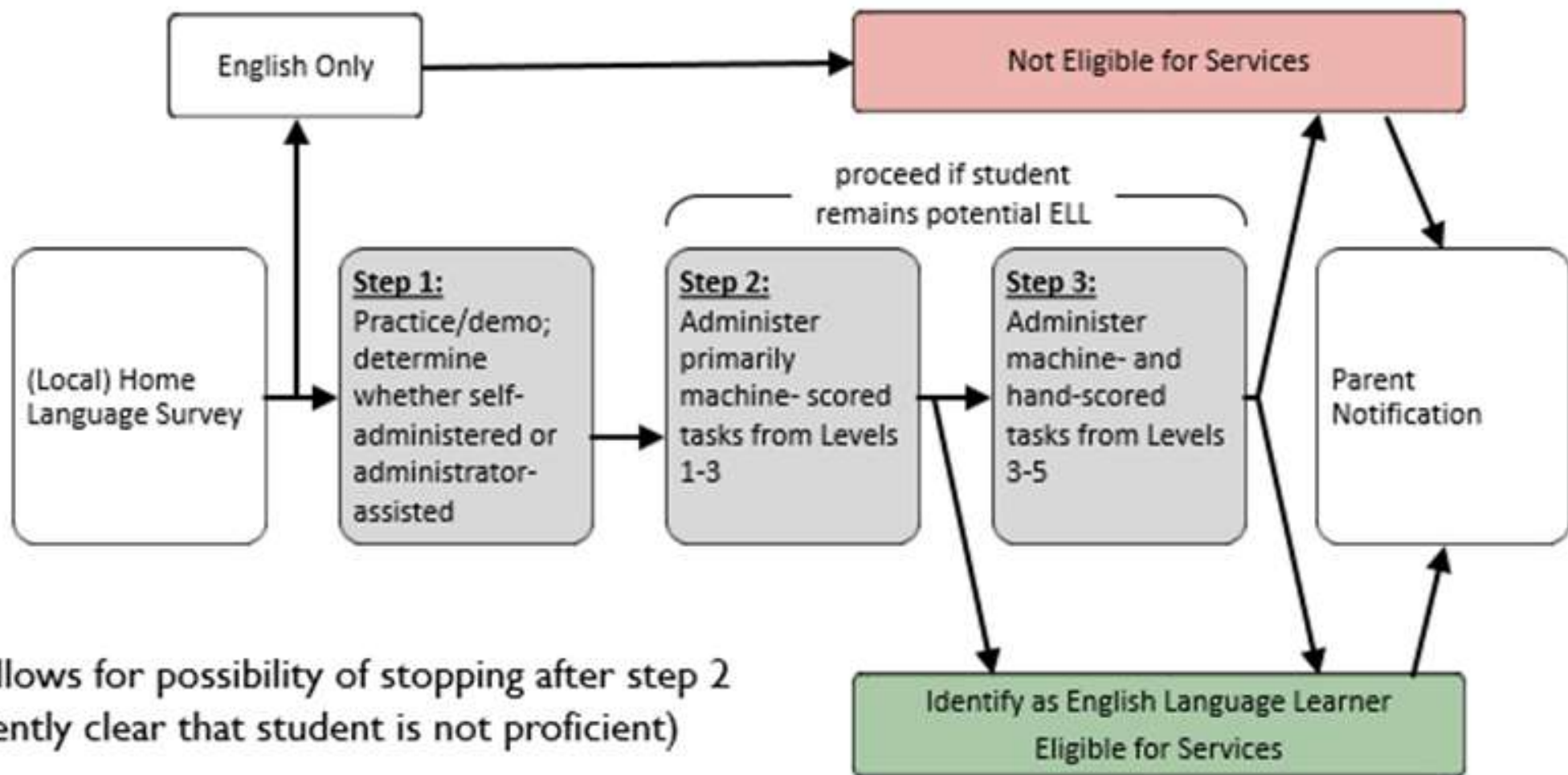**West Virginia DEPARTMENT OF EDUCATION**

ELPA21 Screener

2017-18 ELP Screener – ELPA21 Screener is optional for 2017-18

- Operational ELPA21 Screener available August 2017
- ELPA21 Screener Training
- Testing Platform – Nextera
- Devices – PC, Ipads
- Secure Browser
- Centralized Scoring (7 days)

NOTE: allows for possibility of stopping after step 2 (if sufficiently clear that student is not proficient)

district, approximately how many screeners d administer in 2016-17?
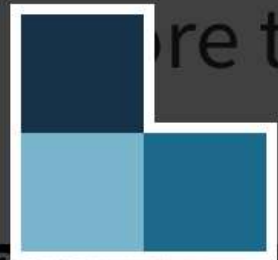
0-10 Screeners

11-25 Screeners

26-50 Screeners
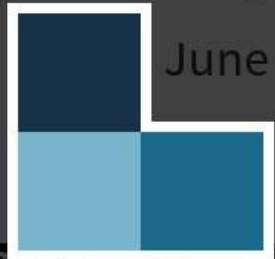
51-100 Screeners

re than 100 Screeners

EDUCATION

rag and drop to rank the months in order of gre activity in relation to administering screeners.

October

November

December

January

February

March

April

May

June

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2017-2018, is your district interested in using the ELPA21 operational screener?

Yes

No

Maybe
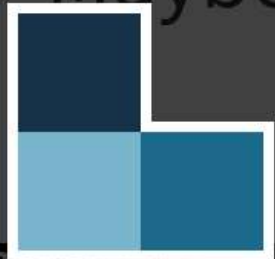
2017-2018 ELPA21 Assessment

- Trainings – November/December/January
- Testing Window – 2/13/2018-3/23/2018 6 weeks

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Professional Learning Opportunities

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Professional Learning Opportunities

- Marshall University ESL cohort
- Marshall University PD course – ELP standards
- ELPA21

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Marshall University ESL cohort

ESL Cadre professional development program for teachers interested in working with students from a diverse language and cultural background

- Tuition Free Program

- August 2017

- Three 3 credit hour MU Master's level online courses
  - CISL550 Second Language Acquisition
  - CISL551 Linguistics for ESL
  - CISL552 Intercultural Communication in the ESL classroom

- ESL Endorsement – ESL Praxis

- Up to 30 teachers

Marshall University PD course – ELP standards

CISL 560: English Language Proficiency Standards for the Content Area Classroom Teacher

- Tuition Free
- Up to 30 teachers
- 3 Graduate PD credits
- 7 weeks online course
  - Week 1 – Orientation
  - Week 2 – Identification
  - Week 3 – Guiding Principles
  - Week 4 – ELP Standards
  - Week 5 – In depth Study of ELP Standards 1-7
  - Week 6 - In depth Study of ELP Standards 8-10
  - Week 7 – Final Project

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ELPA 21: ELPA21 Item Content and Bias Review panels

- Content Review
  - 8/10/2017 in Columbus, OH
  - Review of newly developed ELPA21 speaking items
  - ELPA21 will pay for the cost of travel and day rate for the work session

- The item sensitivity and bias review – Online
  - Late August/Early September

*Complete survey by Friday, 6/25/2017

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Center for Education Equity-Mid-Atlantic Comprehensive Center

"Strategies to Address the Needs of Newcomers"

Lisa Tabaku, Principal Researcher for the American Institutes for Research

Interactive Webinar

September 2017 (TBD)