



**COLORADO**  
Department of Education

**Accountability Work Group:  
Testing First Year in US ELs on ELA Content  
Assessment Decision Point**

November 21, 2016

# Decision Point

- **How should first year in US EL's be included in ELA testing, accountability, and reporting?**

# Requirements: Proposed Federal Regulations

- §200.16(a)(3): For ELs enrolled in a US school less than 12 months, the State may either-
- “(i)(A) **Exempt** such an English learner from the **first administration** of the reading/language arts assessment;
  - (B) **Exclude** such an English learner's results on the assessments... in calculating the Academic **Achievement** and Progress in Achieving English Language Proficiency indicators in the **first year**... and
  - (C) **Include** such an English learner's results on the assessments in calculating the Academic **Achievement** and Progress in Achieving English Language Proficiency indicators in the **second year**... and every year of enrollment thereafter”
- **OR**

# Requirements: Proposed Federal Regulations

- **“(ii)(A) Assess**, and report the performance of, such an English learner on the assessments...
  - (B) **Exclude** such an English learner's results on the assessments... in calculating the Academic **Achievement** indicator in the **first year**...
  - (C) **Include** a measure of such an English learner's **growth** on the assessments... in calculating the Academic Progress indicator... in the **second year**... and
  - (D) **Include** a measure of such an English learner's proficiency on the assessments... in calculating the Academic **Achievement** indicator in the **third year**... and every year of enrollment thereafter.”

## First Year in US English Learners: English Language Arts Assessment and Accountability

	YEAR 1		Year 2		Year 3	
	Tested in ELA in Year 1	Did not Test in ELA in Year 1	Tested in ELA in Year 1	Did not Test in ELA in Year 1	Tested in ELA in Year 1	Did not Test in ELA in Year 1
<b>Will students test?</b>	<b>YES</b>	<b>NO</b>	YES	YES	YES	YES
<b>Included in participation calculations?</b>	YES	YES, if participated in ACCESS	YES	YES	YES	YES
<b>Included in growth calculations?</b>	NO, prior year's score not available	NO, prior year's score not available	<b>YES</b>	<b>NO, prior year's score not available</b>	YES	YES
<b>Included in achievement calculations (mean scale score)?</b>	NO	NO	<b>NO</b>	<b>YES</b>	YES	YES

# Requirements: Proposed Federal Regulations

- **§200.16(a)(4):** "A State may choose one of the exceptions described" above "for recently arrived English learners and must— (i)(A) Apply the same exception to all recently arrived English learners in the State; or (B) Develop and consistently implement a **uniform statewide procedure** for all recently arrived English learners that, in determining whether such an exception is appropriate for an English learner, **considers the student's English language proficiency level** and that may, at a State's discretion, consider one or more of the student characteristics"

# Colorado Context

- Flexibility for states to either exempt or assess first year ELs (with the accompanying accountability reporting requirements) was allowed by USDE for 2015-16.
- CDE's Assessment Unit presented these options to the field and received mixed feedback. There was not consensus around adopting either approach statewide.
- For the 2015-16 and 2016-17 CMAS PARCC Administrations, individual districts were allowed to choose whether to test or exempt first year ELs.
- Colorado will need to adopt a single consistent EL newcomer testing policy to be implemented for 2017-18.



# What We've Heard

- The Accountability spoke has been collaborating with the Assessment spoke in reviewing the statutory requirements and determining the optimal path forward.
- The Culturally and Linguistically Diverse Education Stakeholder collaborative members were briefed at their October and November meetings and provided substantive feedback.  
[http://www.cde.state.co.us/cde\\_english/CLDEmeetings](http://www.cde.state.co.us/cde_english/CLDEmeetings)
- Members of the State Board of Education were presented with the initial recommendation at the October board meeting and gave recommendations for additional consideration.
- Additional regional meetings with district representatives of EL programming





# Accountability Spoke Proposed Procedure for Testing EL Newcomers

- If a student has been enrolled in a US school for less than 12 months and is classified as **Non-English Proficient (NEP)**- based on the WIDA screener and local body of evidence- he or she is **exempt** from taking the CMAS PARCC ELA assessment. A student's parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations.
- If a student has been enrolled in a US school for less than 12 months and is classified as **Limited-English Proficient (LEP) or Fluent-English Proficient (FEP)**- based on the WIDA screener and local body of evidence- he or she should be **assessed** on the CMAS PARCC ELA assessment.

# Additional Information

- CDE will work with stakeholders to create a standardized process for building a local body of evidence. Guidance will be provided around appropriate measures/indicators of progress in learning English and determining if a student should be re-categorized as LEP.
- For test registration and record keeping purposes, districts will need to change a student's official EL status in Data Pipeline from NEP to LEP if they plan to test the student on the ELA assessment.
- CDE will run checks between the assessment file and Data Pipeline to ensure consistency across district coding and testing practices for EL newcomers.

# Options Not Recommended

- Given the widely differing district preferences between testing and exemption and the regulatory requirement for a single uniform statewide procedure, a compromise solution seemed like the best balance of perspectives.
- At all public presentations of the initial Accountability spoke recommendation, there has been general approval of the proposed solution to exempt NEP and test LEP students in the US less than 1 year.
- Feedback around creating a standardized Body of Evidence and allowing parent opt-ins to be included for accountability reporting were incorporated into the original proposal.

# Input Needed

- Please use this link to respond to the following questions:  
<https://www.surveymonkey.com/r/JT7YXYC>
- Who are you?
  - Parent
  - Educator
  - Public
  - Hub member

# Input Needed

- For ELs enrolled in US school for less than 1 year, do you support exempting non-English proficiency (NEP) students from one administration of the state ELA assessment while testing students demonstrating limited English proficiency (LEP)? (1= do not support, 5= strongly support)
- Are there any additional factors that the spoke committee should consider or investigate?