English Language Learner

Data

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January 28, 2009

Purpose

- Clarify current confusions and misunderstandings about ELL data and calculations
- Provide documented, definitive answers to data questions
- Provide a reference document for future use
  - ELL Power-point, January 28, 2009 will be changed to a MS word document
    - The slides are ordered for this presentation, but the information contained in the slides will be rearranged for the final document.
  - *“Guide to understanding ELL data and AMAO”*
  - Available on the web.

Process

- Present information on slides
- Answer questions as time allows
- Please write down any unanswered questions, or recommendations for improvements in information
- Submit your comments at end of hour
- Slides will be revised and placed on web (February 2) to allow further study and comment until February 9
- Slides will be revised and put into the new document

Automated Exit Criteria

Beginning SY 2008/09

A Student is Fluent (F) and exits services

if…

Student is designated by LEA as an ELL student

and

SY 08/09 UALPA Proficiency is Level A

and

SY 08/09 ELA CRT Score is 2b or above

This is an automated designation determined by USOE in July

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Exit date is June 30

for the school year in which they exit

This is an automated designation determined by USOE in July

LEA Override of
Automated Exit Designation

rare, unique circumstances

- In **rare, unique circumstances**, a LEA may determine that it is appropriate to override a student's automated exit designation
  - If it is determined the designation of F is not appropriate for the student
  - If it is determined a student that is not designated as F should be
- This decision must be **language based and documented**

LEA Override of

Automated Exit Designation

rare, unique circumstances

- Beginning in 2009, USOE Computer Services will provide a file to each LEA with a list of the exited students (automatically designated as F based on UALPA and CRT score)

- This list will be available with the accountability reports on August 15.

- Any modifications to the list of exited students will be due no later than the end of the 30 day review period.

LEA Override of Automated Exit Designation
rare, unique circumstances

An LEA may over-ride a student's automated designation if the following process is followed:

- LEA determine criteria (such as grades, Math CRT, Science CRT, UBSCT, Iowa, other assessments, etc., other information)
- Assemble the ELL Team (parent, teacher, administrator or as determined by LEA)
- ELL Team approves the override for **language related reasons only**, based on criteria developed by the LEA.
- USOE, Title III, will provide the document that the LEA must sign to show the process and criteria used.

LEA Override of
Automated Exit Designation
Fluent to Y, O

- Computer Services will:
  - Enter a designation of Y
  - Remove the exit date
  - Maintain the last UALPA Proficiency Level
  - Log LEA override in the data warehouse

LEA Override of
Automated Exit Designation
Y, O to Fluent

- Computer Services will:
  - Enter a designation of Fluent
  - Enter an exit date, June 30 of current year
  - Maintain the last UALPA Proficiency Level
  - Log the LEA override in the data warehouse
  - After two years, the student is considered exceeding two years of monitoring, no longer ELL

Federal Definition

- An LEP (or ELL) student is an individual age 3-21, who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

- **Belongs to one of the following categories:**
  - Was not born in the United States or speaks a native language other than English;
  - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficient, or
  - Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.
- **May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:**
  - Score at the proficient level on state assessments of academic achievement;
  - Learn successfully in classrooms have language of instruction is English; or
  - Participate fully in society

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Other ELL Definitions

- **Placement Test**
  - determined by LEA (not UALPA)
- **Proficiency Test**
  - Utah Academic Language Proficiency Assessment (UALPA)
- **Monitored**
  - ELL have met exit criteria and are monitored for two years.
- **ELL student and AMAO and federal funding**
  - ELL who are receiving services
- **ELL AYP and state funding**
  - ELL receiving services & Fluent (exited and in two year monitoring)

ELL Codes

- There are generally two different sets of codes for each student
  1. ELL Designations entered **by LEA**
     - When student enrolls, or
     - Carryover from previous year, but
     - No later than 30 days after enrollment
  2. UALPA Proficiency Levels entered **by USOE**
     - After UALPA is scored
- A LEA SIS might only show the UALPA proficiency level that is entered by the LEA, or might show both the ELL designation and the UALPA proficiency level

ELL Codes

- The SERF (State Education Research File) that USOE sends to the LEAs includes:

1. ELL designation (determined by LEA)

2. UALPA proficiency Level (determined by USOE).

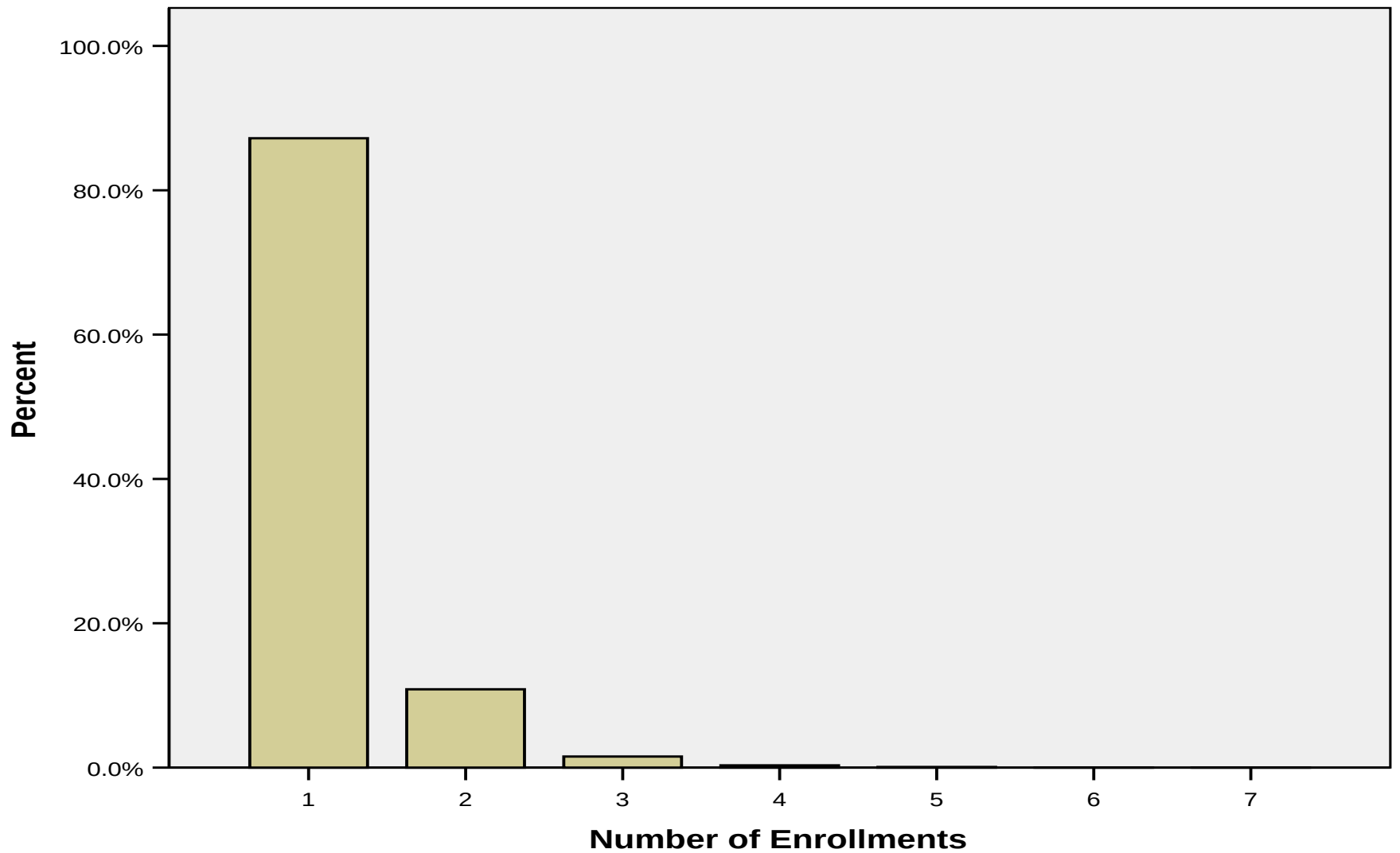
2008 ELL Designations

- When students are enrolled in more than one LEA, and the ELL designation is different for each LEA, the ELL designation used for all reporting and accountability purposes is the **last ELL designation given**

2008 ELL Designations

- Decisions on which ELL designation is used affects a small percentage of the ELL population.
  - The majority of ELL students had only one Utah school enrollment (87.2%). Less than 2% had more than 2 Utah school enrollments.
  - Only 2,405 ELL students (about 4%) have multiple Utah school enrollments <u>and</u> changed ELL designations with enrollment.

Percentage of Students with an ELL Designation by Number of Utah School Enrollments for SY 2008



2008 ELL Designations

- For ELL students who had multiple enrollments and multiple ELL designations…
- Review of 2008 data showed no significant difference at the LEA or State level between which designation is used.

Mobile Students

- The last ELL Designation will be used
  - If the last enrolled LEA does not have a ELL designation, the last ELL designation will be used.
- The UALPA proficiency level from the last administered UALPA will be used

ELL Designations entered by LEA **upon enrollment**

- **F – Fluent (must have exit date)**
  - Student is in two year monitoring period
  - If a LEA wants to continue to use the “F” to designate a student as a former ELL (exceeded two year monitoring) that is acceptable. But student is not counted as ELL or monitored.
  - *USOE counts student as ELL for AYP & U-PASS purposes only (not AMAO) during two years of monitoring*
- **O - parent refused services**
- **Y – Yes, ELL**
- **Blank/space - not ELL**
- **Native and Parent Language**

ELL Designations entered by LEA
upon enrollment

- **Native Language Designations**
- Native and Parent Language for students reported as “O” (Refused Services)
  - should be reported for 09
  - required to be reported for 2010
  - Submitted to USOE in July 15 clearinghouse file
- A complete list of languages allowed for reporting is found:

http://www.schools.utah.gov/curr/ALS/documents/language_codes.xls

ELL Designations entered by LEA **during enrollment**

- **N – not ELL**

Exiting the ELL program
Transitional students

- “F” designation may cover to two groups:
  1. Students in the two year monitoring period
  2. Students beyond the two year monitoring period **may** be included
- These two groups are distinguished only by the ELL exit date.
- The exit date must be prior to July 1 of current reporting year
- The exit date field **must** be correctly maintained by LEA.

Exiting the ELL program
Transitional students

1. Students in the two year monitoring period

- Monitoring begins the school year following exiting services. If a student exits in 2008-2009, will be in monitoring for 2009-2010 and 2010-2011
- Student's scores are counted in the ELL subgroup for up to two years
- Student no longer receives federal funds
- Student receives state funds
- Reclassification/re-entering decisions allowed at district discretion

Exiting the ELL program
Transitional students

2. Students beyond the two year monitoring period may be included:

- Two full years after the exit date, the LEA may choose to no longer maintain the “F” designation. For example: if a student exited in 2008-2009, the student is beyond the monitoring period starting 2011-2012

- A LEA may continue to submit “F” to designate a student as a former ELL (exceeded two year monitoring), but these designations will be ignored by USOE

ELL Testing

- Placement test
  - Given within two weeks of initial enrollment if survey shows the student is a potential ELL student. This test is determined by District (charters must use the same placement test as the district in which the charter resides).

- UALPA (do not use as placement test)
  - Given annually to each ELL student that is currently receiving ELL services.

UALPA Proficiency Levels
recorded by USOE

- Pre-Emergent
- Emergent (For AMAO purposes only to show progress, E1,E2)
- Intermediate (For AMAO purposes only to show progress, I1,I2)
- Advanced
- Fluent

UALPA Proficiency Levels
recorded by USOE

- **Pre-Emergent (P) Level: The student has limited or no understanding of oral or written English,** and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the P level on the UALPA.

ELL Proficiency Standards,
http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

UALPA Proficiency Levels
recorded by USOE

- **Emergent (E) Level: The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text.** In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the E level on the UALPA.

ELL Proficiency Standards, http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

UALPA Proficiency Levels
recorded by USOE

- **Intermediate (I) Level: The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty**. The student is developing reading comprehension and writing skills, with support. The student's English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at the I level on the UALPA.

ELL Proficiency Standards,
http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

UALPA Proficiency Levels
recorded by USOE

- **Advanced (A) Level: The student understands and speaks conversational and academic English language.** The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student is identified at the A level on the UALPA, but is not proficient on the ELA CRT. The student continues to be assessed annually on the UALPA and CRT.

ELL Proficiency Standards, http://www.schools.utah.gov/curr/ELLALS/documents/EnglishLanguageLearnersPS.pdf

UALPA Proficiency Levels

- If a student is not ELL, but takes the UALPA, the ELL Determination column must have a “N”
- In the past, if there was a UALPA Proficiency Level, USOE changed a blank to a Y in the ELL Determination column
- Beginning SY2008/09, USOE will not change a blank to a Y

UALPA Proficiency Levels
recorded by USOE

- When students are enrolled in more than one LEA, and the UALPA Proficiency Level is different for each LEA, the UALPA Proficiency Level used for all reporting and accountability purposes is the **last UALPA Proficiency Level given in that school year.**

UALPA Proficiency Levels
recorded by USOE

- Review of 2008 data shows there is not a significant difference at the State level if the first or last UALPA designation is used.
- 39,948 students took UALPA last year. 299 students took UALPA twice (7% of ELL students who took UALPA). No student took UALPA more than two times last year.
- Of the 7% who took UALPA twice, only 45.8% changed levels in the two administrations

Timeline for ELL Designations

- UALPA proficiency levels returned to LEA
  - April 15
  - June 15

- CRT Scaled Score
  - Raw Score
    - 48 hour return for computer based
    - 4 day return for paper based
  - Scale Score
    - Look Up table available June 15 – 30

Timeline for ELL Designations

- Data File due July 15
  - Y, N, O, F

- Beginning in 2009, USOE Computer Services will provide a file to each LEA with a list of the exited students (automatically designated as F based on UALPA and CRT score)

- This list will be available with the accountability reports on August 15.

- Any modifications to the list of exited students will be due no later than the end of the 30 day review period (September 15).

UALPA Participation Codes

- Non-Standard Participation
- Non-Participation
- Answer documents that are blank receive a Pre-Emergent score, as the assumption is the student had insufficient language skills to take the test.

UALPA Participation Codes

- Non-Standard Participation
  - Accommodated
  - Private/Home School
  - Modified

- Non-Standard Participation codes are not used for accountability purposes

UALPA Non-Standard Participation Codes

- Mark Accommodated
  - if accommodations were provided. In addition, indicate in the "Accommodations" box specific accommodations provided.
  - See Assessment Participation and Accommodations Policy http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf
- Mark Private/Home School
  - if the student is educated in a private school or home school setting and participated on the test.

UALPA Non-Standard Participation Codes

- Mark Modified
  - if a modified assessment was administered
  - This is not an option for the UALPA
  - In the future will be removed from the answer document

UALPA Non-Participation Codes

- Absent/unable to make up test
- Excused – medical emergency
- Unknown Student
- Withdrawn
- Private or Home School non-participation
- RT
- UAA

UALPA Non-Participation Codes

- Absent/unable to make up test
  - if the student was not present during any part of the test administration period and was not able to make up the test.
  - *For accountability, no participation, no proficiency level, not included in AMAO calculations*

- Excused – medical emergency
  - if the student could not take the test as a result of medical emergency.
  - *For accountability, yes participation, no proficiency level, not included in AMAO calculations*

Non-Participation Codes

- Unknown Student
  - If the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in your school
  - *For accountability, no participation, no proficiency level, not included in AMAO calculations*

- Withdrawn
  - If the student is officially withdrawn from the school
  - *For accountability, no participation, no proficiency level, not included in AMAO calculations*

Non-Participation

- Private/Home School
  - if the student is educated in a private or home school setting and did not participate on the assessment.
  - *For accountability, no participation, no proficiency level, not included in AMAO calculations*

- RT
  - if the student refused to take the test.
  - *For accountability, yes participation, no proficiency level, not included in AMAO calculations*

Non-Participation

- UAA
  - If the student participates in a UAA test.
  - In the future, this will be removed from the answer document as it is not applicable for the UALPA.
  - Contact Wendy Carver if you have questions

UALPA Labels

- Return pre-printed labels to Sharon Marsh on the document provided for this purpose if:
  - Student is F (Fluent) with Exit date
  - Student should not have received a label
  - Student has officially withdrawn from class/school

Find UALPA Proficiency Levels from other LEAs

- Look up levels through the state Cognos server
- USOE Website
  - www.usoe.org
  - Under assessment and accountability, go to Cognos
  - https://cognos.schools.utah.gov/cognos8/cgi-bin/cognos.cgi?b_action=xts.run&m=portal/main.xts&startwel=yes

Cognos Login

- The login name to access the test scores lookup is:
  - aa_directors
- Please call or write to Murry Jensen for the password or to receive help.
  - Murry.jensen@schools.utah.gov
  - 801-538-7823
- ALS Directors will need to coordinate with Assessment Directors for this access

2008 ELL Data - Funding

- For purposes of determining ELL status for each student for state and federal funding:
  - Funding goes to the **LEA where student is enrolled October 1**
  - The last ELL designation on October 1 is used

2008 ELL Data - AMAO

- For purposes of determining ELL status for each student for AMAO:
  - AMAO report includes LEA designation for every LEA in which the student was enrolled and has an ELL designation.
  - The last UALPA proficiency level is used

- Example: Liz is in Jordan for September – January and in Granite for February – May. Jordan gives Liz a Y and Granite gives Liz a Y. The UALPA, administered in Jordan is an E. The UALPA, administered in Granite is an I. The AMAO report for Jordan shows Liz as a Intermediate ELL student. The AMAO report for Granite shows Liz as an Intermediate ELL student

Eligibility for ELL Funding Count

- **State**
  - Based exclusively on prior Year End (July) Clearinghouse, a student is considered ELL if:
    - School entry and exit dates indicate student was enrolled on October 1; and
    - “Limited English” field is:
      - Y, O; or
      - F and “ELL Exit Date” is within previous three years (year of exit and two monitoring school years)
  - Data source is “Year End Clearinghouse Report – District Summary”
  - For FY 2010:
    - Based on Year End 2009 Clearinghouse
    - Exit date must be later than June 30, 2006, limiting count to those exiting during the 2007, 2008 and 2009 school years

Eligibility for ELL Funding Count

- **Federal**
  - Same as state, except exit date must be within the prior year
    - For FY 2010, exit date must be later than June 30, 2008 (students in two year monitoring do not receive federal funds)

ELL State Funding Programs

- **Family Literacy Centers**
  - 45% as base
  - 50% proportional to ELL count
  - 5% for third-party program evaluation and professional development
- **Interventions for Student Success Block Grant**
  - 77% according to Local Discretionary Block Grant formula
  - 23% proportional to ELL count
    - Use is not restricted to ELL purposes
    - *For more information, contact Title III Director at USOE*

ELL State Allocations Schedule

- **Legislative Estimates**
  - Initially available in mid April of the prior year, following the General Legislative Session
    - In April 2009, for the FY 2010 estimate, will be based on Year End 2008 data already used in FY 2009 allocations
- **Mid Year Update**
  - Available by January of the current year, following fall data collections
    - For the FY 2010, will be based on Year End 2009 data, **except for new charter schools**, for which the October 2009 Clearinghouse will be used
    - *For more information, contact your LEA business administrator*

ELL Federal Funding Programs

- **NCLB Title III**
  - **English Language Acquisition**
    - 90% proportional to ELL count
      - LEA must generate at least $10,000 to receive grant
      - LEAs with less than $10,000 can form consortia to obtain grants
  - **Immigrant**
    - 10% to assist LEAs "that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth …"
    - *For more information, contact Title III Director at USOE*

ELL Federal Allocations Schedule

- **Preliminary**
  - Initially available in mid to late April, pending appropriation by Congress and processing by ED
    - For FY 2010, will be based on Year End 2008 data already used in FY 2009 allocations
  - Updated after Year End Clearinghouse in late July
    - For FY 2010, will be based on Year End 2009 data
- **Final**
  - Available in mid November, after October Clearinghouse and Fall Enrollment Audit
    - For FY 2010, updated preliminary will be considered final, except for new charter schools, for which the October 2009 Clearinghouse will be used
    - *For more information, contact your LEA business administrator*

Funding Totals

- The year-end clearinghouse report provides the total numbers of students that are used for funding.
  - State Funding – The total of all Y, O, F students
  - Title III Funding – The total of all Y and O students

AMAOs for Consortiums

- Beginning 2009, a consortium report will not be provided.

- Beginning 2009, each LEA in a consortium will have a LEA AMAO report

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AMAO #1

- The percentage of students in the previous year (no FAY) who showed progress in the current year.
- Student must have two years of UALPA scores (taken anywhere in the state)
- Progress
  - Any movement from one proficiency level to the next higher level, or from a low Emergent to a high Emergent or a low Intermediate to a high Intermediate.
- 2008 Required progress percentage – 30%

AMAO #1
Targets are the same for both K-6 and 7-12

- 2008 30%
- 2009 32.5%
- 2010 35%
- 2011 37.5%
- 2012 40%
- 2013 42.5%
- 2014 45%

AMAO #2

- The percentage of students (no FAY) who are considered proficient for the current year
- Proficient
  - For the current year, students who receive a designation of Advanced on the UALPA or who receive a designation of Fluent with an Exit Code.
- 2008 Required proficiency percentage
  - K-6 24.9%
  - 7-12 30.7%

AMAO #2
Required Proficiency Targets

Year	K-6	7-12
2008	24.9%	30.7%
2009	27.8%	35.3%
2010	31.6%	39.8%
2011	35.4%	44.4%
2012	39.2%	48.9%
2013	43%	53.5%
2014	46.8%	58.1%

AMAO #3

- LEA made AYP for ELL Subgroup in Language Arts

AND

- LEA made AYP for ELL Subgroup in Math

- LEA AYP has two parts
  - AYP for grades 3-8
  - AYP for grades 10-12

AMAO #3

- Beginning with 09 Reports, for AMAO, if LEA has one yes for either 3-8 or 10-12 in the same subject area, the LEA passes that subject area for AMAO #3

Grade Span	Language Arts	Mathematics
3-8	**No**	**No**
10-12	**No**	**Yes***
	Language Arts	Mathematics

Language Arts is a No; Math is a Yes; AMAO #3 is a no

AMAO

LEA made AMAO #1

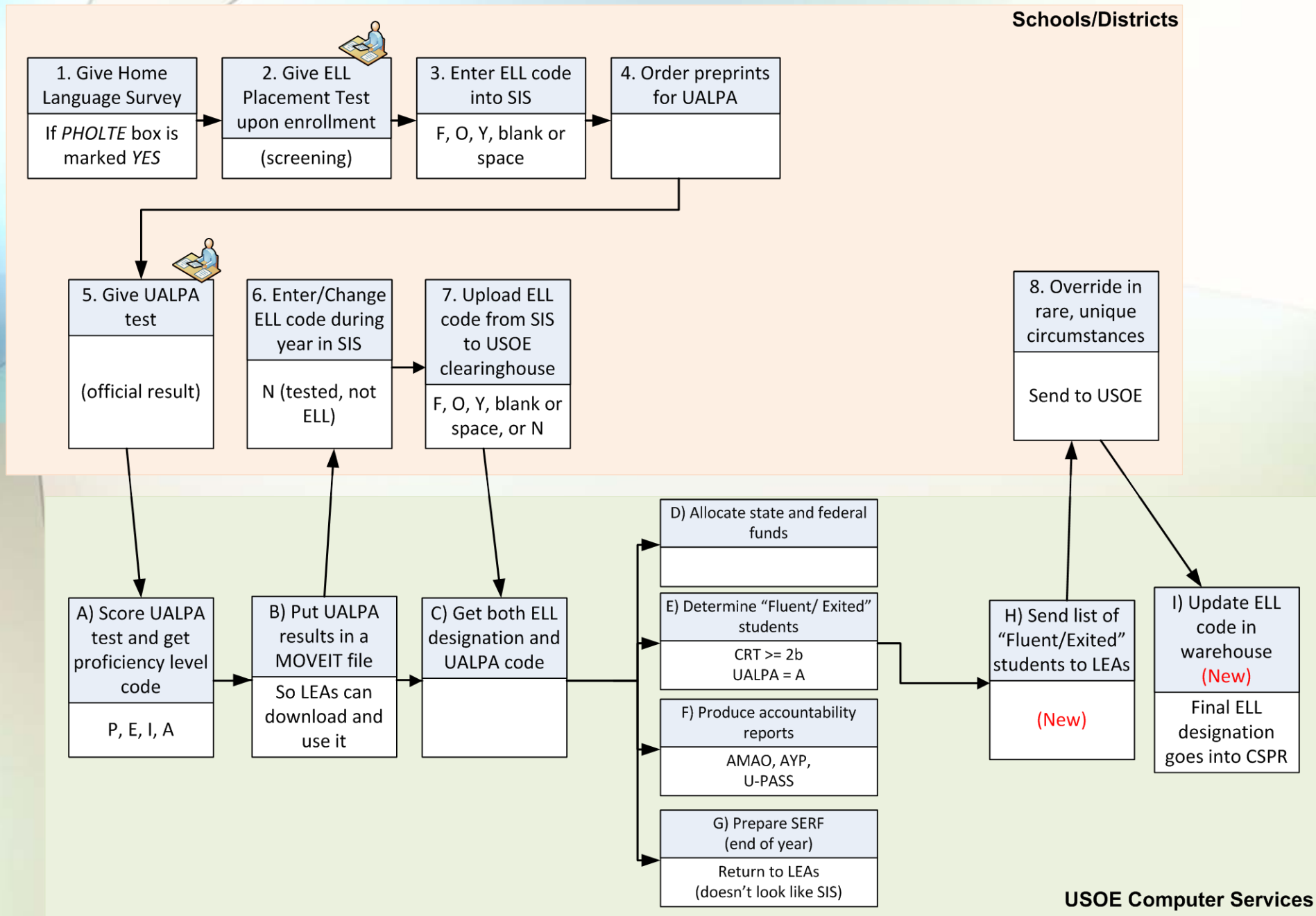
AND

LEA made AMAO #2

AND

LEA made AMAO #3

USOE Process for Obtaining ELL Counts



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