

Louisiana Believes

2019-2020 Accountability Policy Update: Measuring Progress of English Learners

Summit June 2019

Session Objectives

Participants will have a better understanding of:

1. How English language proficiency progress will be measured
2. How English language proficiency will be included within the overall SPS calculation
3. What changes to expect in the coming year
4. Instructional Implications

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ESSA and English Language Proficiency in Louisiana

English Language Proficiency in ESSA

Under Title III of No Child Left Behind (NCLB), districts were required to report progress (AMAO 1) and status (AMAO 2) on the state English Language Proficiency (ELP) assessment.

Because ELP was part of Title III, consequences for not meeting AMAOs were not applicable to districts not receiving Title III funding and were not included in “SPS.”

Under ESSA, “progress in achieving ELP” must be used as one of four mandatory indicators in school accountability systems.

English Language Proficiency Progress in 2019-2020 School Performance Scores

As required under ESSA, Louisiana includes a measure of progress to English language proficiency in the accountability formula. Every EL's improvement in English language proficiency will count in equal weight to all other assessments in the Assessment Index. Students who do not take state assessments (K-2; high school) will be included as well.

In 2018, the Department worked with experts and educators in EL instruction from schools and systems serving a majority of the state's EL students. Based on the group's recommendations, the Department developed a methodology for measuring and rewarding ELP progress within the Assessment Index which was approved by BESE and is clarified in Bulletin 111.

For each ELPT tester, the progress measure considers:

1. Is the student on a trajectory to exit EL status within the expected time frame?
2. Did the student demonstrate improvement in English proficiency from the previous school year?

The results of the measure will be reported in 2018-2019 and will be included in the school performance score in 2019-2020.

Recommended Timeline

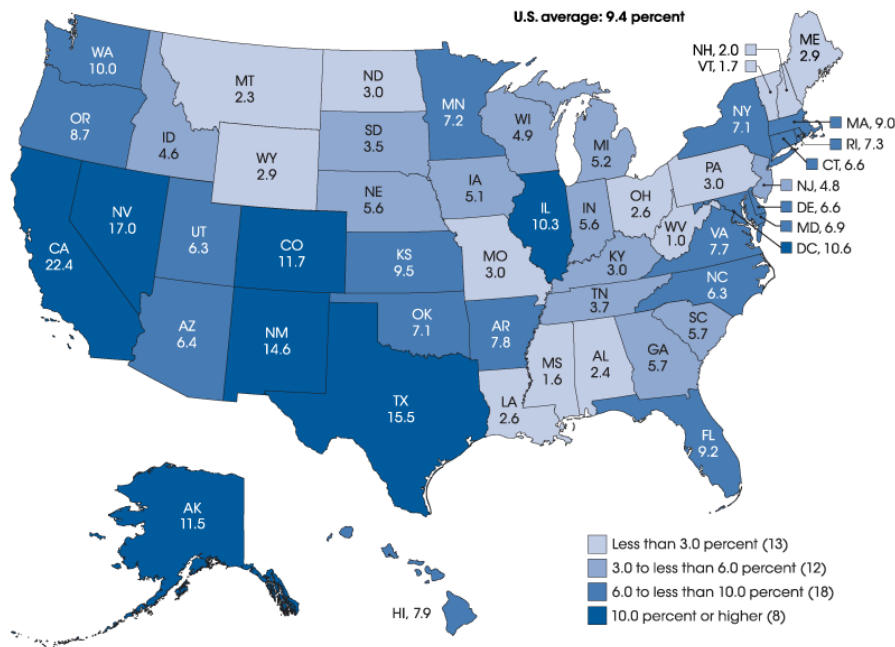
Date	Action
Spring/Summer 2018	ELP work group meets to study and make recommendations for calculating student progress on the ELPT assessment
August 20, 2018	Accountability Commission endorsed the working group's recommendations with a commitment to review 2018-2019 results no later than August 2019
October 16-17, 2018	BESE will consider the ELP work group and Accountability Commission recommendations
2018-2019	Learning year: ELP measure is calculated and results provided to schools and school systems, but results do not impact overall SPS
Summer 2019	Review learning year results with ELP work group and Accountability Commission, recommend policy changes as needed
2019-2020	ELP included in SPS

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English Learners in Louisiana

English Learners in Louisiana

Percentage of public school students who were English learners, by state:
School year 2014–15



Year	La. % EL
2014-15	2.6%
2015-16	3.0%
2016-17	3.1%
2017-18	3.4%
2018-19	3.7%

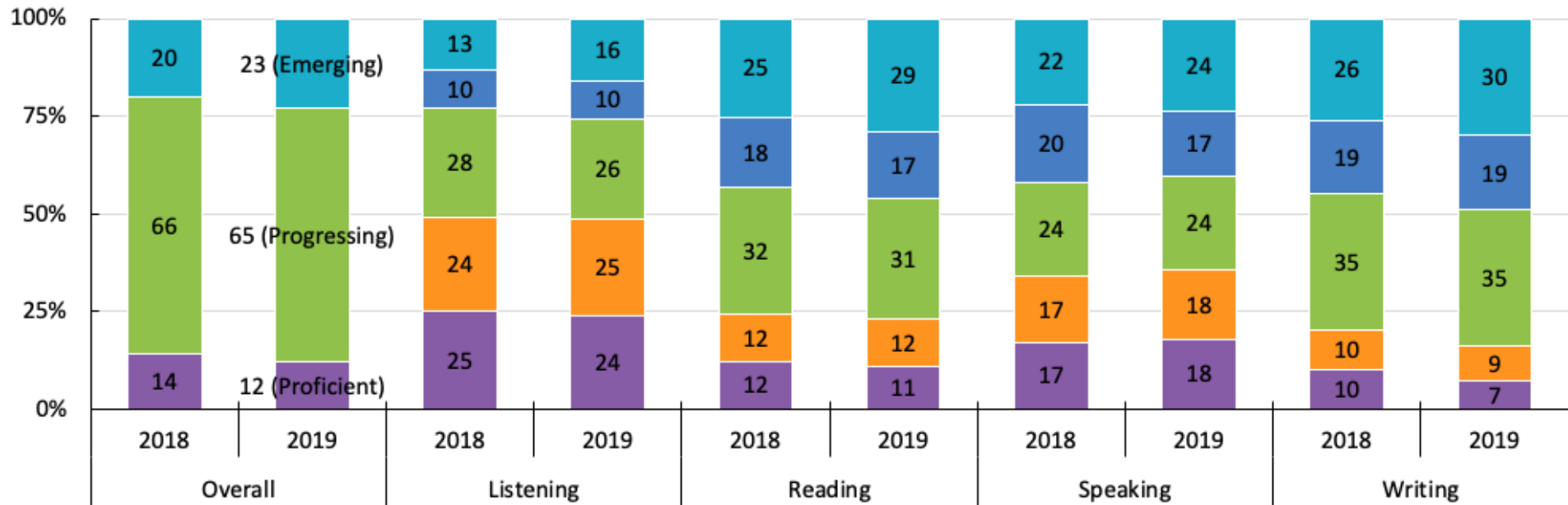
Summary of ELPT 2019

- As expected, the percent of students exiting EL status (scoring “proficient”) declined slightly, from 14% in 2018 to 12% in 2019.
 - This mirrors the trend other states reported in year 2 due to a rush of students exiting under the new assessment.
 - Under the previous policy, a proficient ELDA score was not sufficient to exit for students in grades K-2. Proficiency rates declined in early elementary grades and increased in middle/high.
- The total number of ELPT testers increased by 1379 students, a 6% increase, from 2018.
 - Jefferson, EBR, and Orleans represent 70% of the total increase. Orleans added 277 students (+12%), EBR added 278 students (+9%), and Jefferson added 400 students (+5%).
 - However, the number of testers in grades 2-4 declined.
- Students score highest on listening and lowest on speaking and writing.
- Performance varies significantly by grade with the highest percentage of students exiting in grades 2-4. Of the more than 5000 high school ELPT testers, just 222 (4%) exited in 2019.

Distribution of Results by Domain

Percent of ELPT Scores by Proficiency Level and Domain, 2018 and 2019

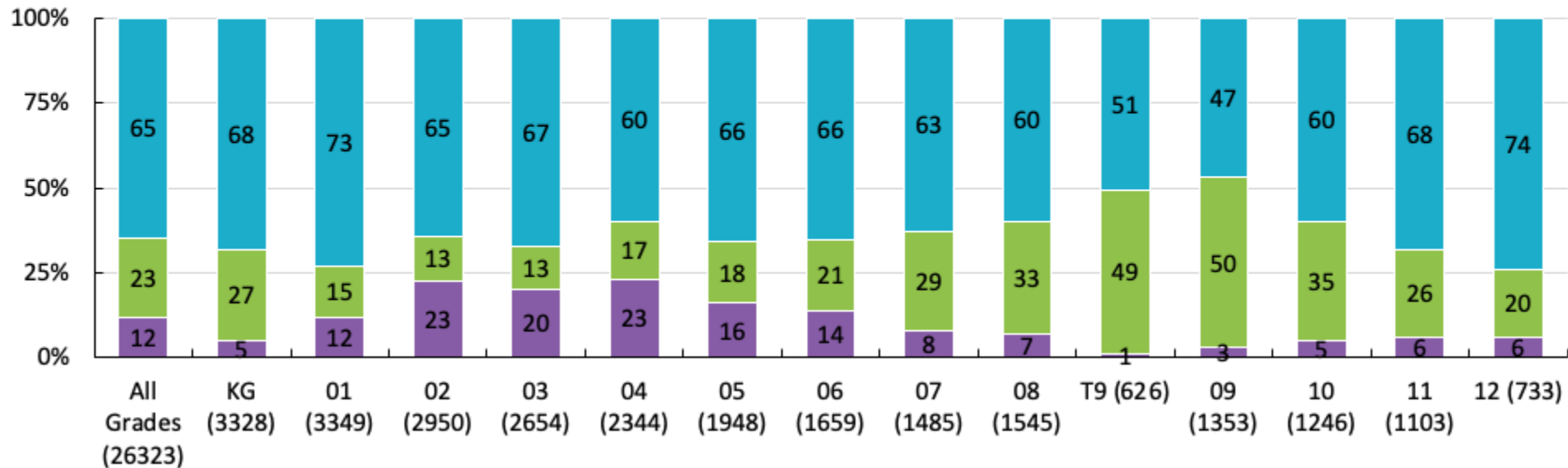
Level 5 Level 4 Level 3 Level 2 Level 1



Distribution of Results by Grade

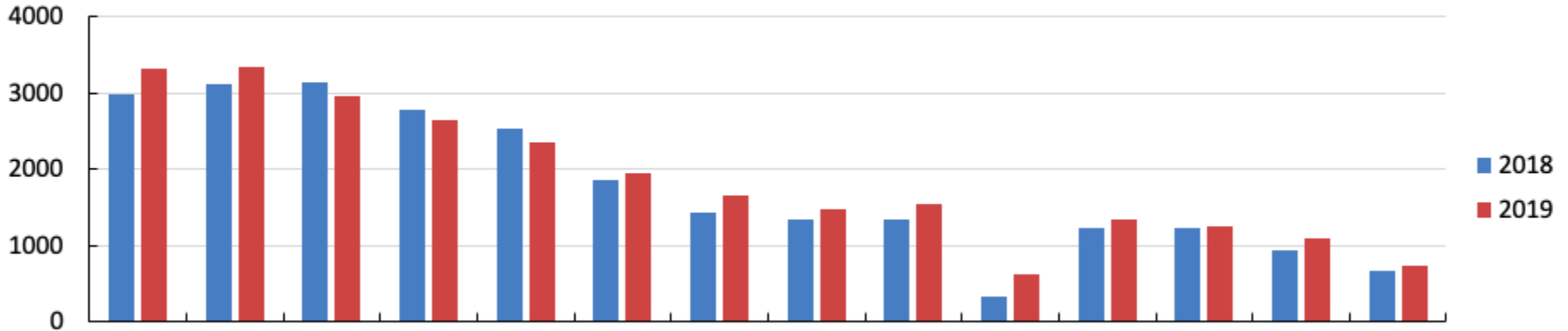
Percent of ELPT Scores by Overall Proficiency Level and Grade, 2019
(Number of Testers)

Proficient Emerging Progressing



Number of Testers

Number of ELPT Testers, 2018 and 2019



Year	KG	01	02	03	04	05	06	07	08	T9	09	10	11	12	Total
2018	2981	3126	3150	2772	2542	1868	1423	1340	1352	342	1222	1224	935	667	24944
2019	3328	3349	2950	2654	2344	1948	1659	1485	1545	626	1353	1246	1103	733	26323
Change	347	223	-200	-118	-198	80	236	145	193	284	131	22	168	66	1379

The background of the image is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'E' or a wide, open doorway. This white area is surrounded by various shades of blue, from light sky blue to deep, dark cerulean. The colors are blended and layered, giving the impression of soft, painterly strokes. The overall effect is clean, modern, and serene.

English Language Proficiency Progress Measure



Summary of ELP Recommendations

As recommended by the ELP work group and endorsed by the Louisiana Accountability Commission:

1. **An 'A' school is one where ELLs are on average on track to proficiency in the expected time frame.** Louisiana has set a goal that all students reach proficiency within seven years of first identification, though the trajectory will vary by grade and proficiency level at initial identification.
2. **All progress, even if not sufficient to exit in the expected time frame, should be recognized.** It is important that students progress towards overall proficiency, but year-over-year gains should also be rewarded in the accountability formula.
3. **Due to the transition to a new ELP assessment in 2017-2018, the 2018-2019 school year should be a learning year.** In 2018-2019, results should be calculated and shared with schools but not included on public report cards, with full implementation beginning no sooner than 2019-2020. Additionally, initial proficiency levels were reset for all students beginning with administration of the ELPT assessment in the 2017-2018 school year.
4. The Accountability Commission will review learning year results no later than August 2019.

Step 1: Determine English Language Proficiency Levels

The new ELPT assessment measures and reports on students' English language proficiency overall, as well as in four domains: reading, writing, speaking, and listening.

Each of the four domains are scored 1-5; level 1 is beginning and level 5 is advanced.

The overall proficiency determination is based on the profile of domain scores. Students must score a combination of 4s and 5s across all domains in order to demonstrate proficiency.

Overall Proficiency Level	Domain Scores
Emerging (E)	All level 1s and 2s
Progressing 1 (P1)	At least one level 3 or higher score and the lowest score is a level 1
Progressing 2 (P2)	At least one level 3 or higher score and the lowest score is a level 2
Progressing 3 (P3)	At least one level 3 or higher score and the lowest score is a level 3
Transitioning/Proficient (T)	All level 4s and 5s

Step 2: Compare Proficiency Levels

Yosin, in grade 4, earned the following scores on the ELPT in 2019, which is Progressing 1 (P1)

Listening: 3	Speaking: 3	Reading: 2	Writing: 1
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Progressing 1 (P1) At least one level 3 or higher score and the lowest score is a level 1

In 2019-2020, Yosin earned the following scores on the ELPT, which is Progressing 2 (P2)

Listening: 3	Speaking: 4	Reading: 2	Writing: 2
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Progressing 2 (P2) At least one level 3 or higher score and the lowest score is a level 2

Step 3: Determine if Student is on Trajectory to Proficiency

Students identified as ELLs in elementary school grades typically exit ELL status within 4-5 years, depending on their baseline proficiency level, while students who enter school in middle and high school grades typically need additional time.

Grades K-5 Initial Level	# of Years Identified as ELL			
	Year 2	Year 3	Year 4	Year 5
E	P1	P2	P3	T
P1	P2	P3	T	
P2	P3	T		
P3	T			

ELP Progress Trajectory

For each ELPT tester, the progress measure should consider:

- A. Is the student on a trajectory to exit EL status within the expected time frame (based on his/her initial grade and proficiency)?
- B. Did the student demonstrate improvement in English proficiency from the previous school year?

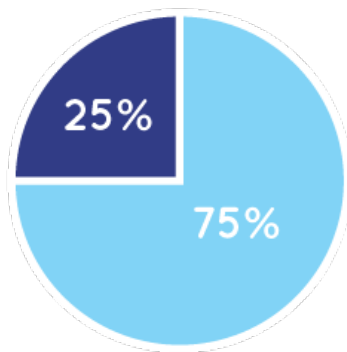
ELPT Progress Outcome	Assessment Index Points
Exceeds expected proficiency level (A)	150
Meets expected proficiency level (A)	100
Improvement of one or more English proficiency levels from prior year (B)	80
No improvement in overall English proficiency level	0

The background of the slide features a world map rendered in a light blue, watercolor-like style. The map is centered and occupies most of the frame. Overlaid on the map are several thin, horizontal, light blue lines that run across the entire width of the slide, creating a grid-like effect. The overall aesthetic is clean and professional, with a focus on global themes.

English Language Proficiency in Accountability Scores

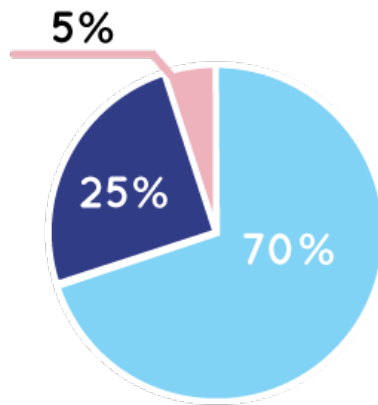
School Performance Score Formulae

Elementary Schools



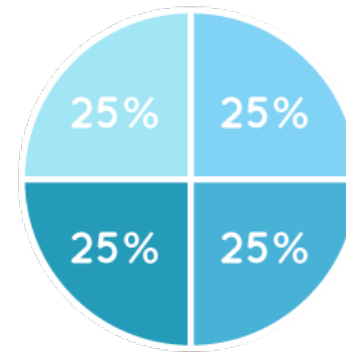
- State Assessment Performance
- Student Progress

Elementary/Middle Schools (with Grade 8)



- State Assessment Performance
- Student Progress
- Credit Accumulation

High Schools



- State Assessment Performance and Progress
- ACT/WorkKeys
- Strength of Diploma
- Graduation Rate

ELP in Accountability

Louisiana will measure school success with English language learners in two ways:

1. Progress towards English language proficiency, as measured by the English language proficiency exam, will be included within the Assessment Index. This ensures all student scores are included regardless of the number of English language learners in a school, and that all such scores are weighted equally with the assessment results of all students in the school. In alternative schools, EL proficiency will be included in the progress index.
1. Both the English language proficiency results and English learner subgroup results on all other SPS indicators will be publicly reported on school report cards.

Assessment Index Calculation K-8

Each student's ELPT results are weighted equal to the academic assessments within the Assessment Index. In the K-8 Assessment Index calculation, this means ELPT is typically weighted six times, equal to the six academic assessment units.

Assessment	K-8 AI Weight
English Language Arts	2
Math	2
Science	1
Social Studies	1
English Language Proficiency measure	6

Elementary School Example

K-8 Example

The LEAP 2025 test scores for Yosin, and the points awarded for them, are provided below. (Yosin is not eligible for code 81.) His assessment index is $360/6=60.0$

Subject	Scale Score	Achievement Level	Points for Level	Weight for Subject	Total Points
ELA	720	Approaching Basic	0	2	0
Math	755	Mastery	100	2	200
Science	741	Basic	80	1	80
Social Studies	736	Basic	80	1	80
Total				6	360

K8 Assessment Index Calculation with ELPT

The table below illustrates how EL progress, added to Yosin's assessment data, changes the assessment index: $960/12= 80$

Subject	Scale Score/ EL Progress	Achievement Level/Progress Outcome	Points for Level	Weight for Subject	Total Points
ELA	720	Approaching Basic	0	2	0
Math	755	Mastery	100	2	200
Science	741	Basic	80	1	80
Social Studies	736	Basic	80	1	80
ELPT	P1 to P2	Meets Target	100	6	600
Total				12	960

Entering Scores into the Calculator (ES)

K-8 ELPT Progress Index							
Grades K-8	Number of Test Units				Weight	Total Points Weighted	Total Test Units Weighted
	ELPT Index Points						
	Exceeds Trajectory (150)	Meets Trajectory (100)	At Least One Above (80)*	Same Or Lower (0)			
K-8 ELPT		1			6	600	6
ELPT Progress Index**						600	6

K-8 Assessment Index											
LEAP (Grades 3-8 and HS tests)	Number of Test Units					Subject Weight	EOC Incentive Points		Total Points Weighted	Total Test Units Weighted	Assessment Index by Subject
	Performance Levels						Advanced/Excellent (50)	Mastery / Good (25)			
	Advanced / Excellent (150)	Mastery/Good (100)	Basic (80)	Approaching Basic / Fair (0)	Unsatisfactory / Needs Improvement (0)						
ELA / English I / English II				1		2			0	2	0.0
MATH / Algebra I / Geometry		1				2			200	2	100.0
SCI / Biology			1			1			80	1	80.0
SS / U.S.History			1			1			80	1	80.0
LEAP Assessment Index*									360	6	60.0

*Points for high school assessments taken in a middle school grade should not be entered into the Performance Levels section of this table unless the score is from a student who was in grade 8 and took only the Algebra I LEAP 2025 assessment. For all other grades and subjects, use LEAP 2025 results. Incentive points can be earned by all grades and subjects.

K-8 SPS Calculator				
	K8 Assessment Index	K8 Progress Index	Dropout/Credit Index	K8 SPS
Index	80.0			80
Letter Grade (Scaled)	B			B
Weight	100%			

High School Example

Assessment Index Calculation High School

The ELPT scores for students in a high school grade will carry a weight of 2 regardless of the number of high school subject assessments they take in any current year.

Subject Tests	Weight in Index
ELA (English I or II)	1
Math (Algebra or Geometry)	1
Biology	1
US History	1
EL Progress	2

High School Example

Teresa, a student in grade 10, took the Geometry, English II, and Biology assessments as an initial tester. Her assessment index would be $180/3=60.0$

Subject	Scale Score	Achievement Level	Points for Level	Weight for Subject	Total Points
Geometry	759	Mastery	100	1	100
English II	722	Approaching Basic	0	1	0
Biology	742	Basic	80	1	80
Total					180

HS Assessment Index Calculation with EL Progress

The table below illustrates how EL progress, added to Teresa's state assessment data, changes the assessment index: $380/5=76$

Subject	Scale Score/Progress	Achievement Level/Progress	Points for Level/Progress	Weight	Total Points
Geometry	759	Mastery	100	1	100
English II	722	Approaching Basic	0	1	0
Biology	742	Basic	80	1	80
ELPT	P1 to P2	Meets Target	100	2	200
Total				5	380

Entering Scores into the Calculator (HS)

HS ELPT Progress Index								
Grades 9-12	Number of Test Units					Weight	Total Points Weighted	Total Test Units Weighted
	ELPT Index Points							
	Exceeds Trajectory (150)	Meets Trajectory (100)	At Least One Above (80)*	Same Or Lower (0)				
HS ELPT		1			2	200	2	
ELPT Progress Index**						200	2	

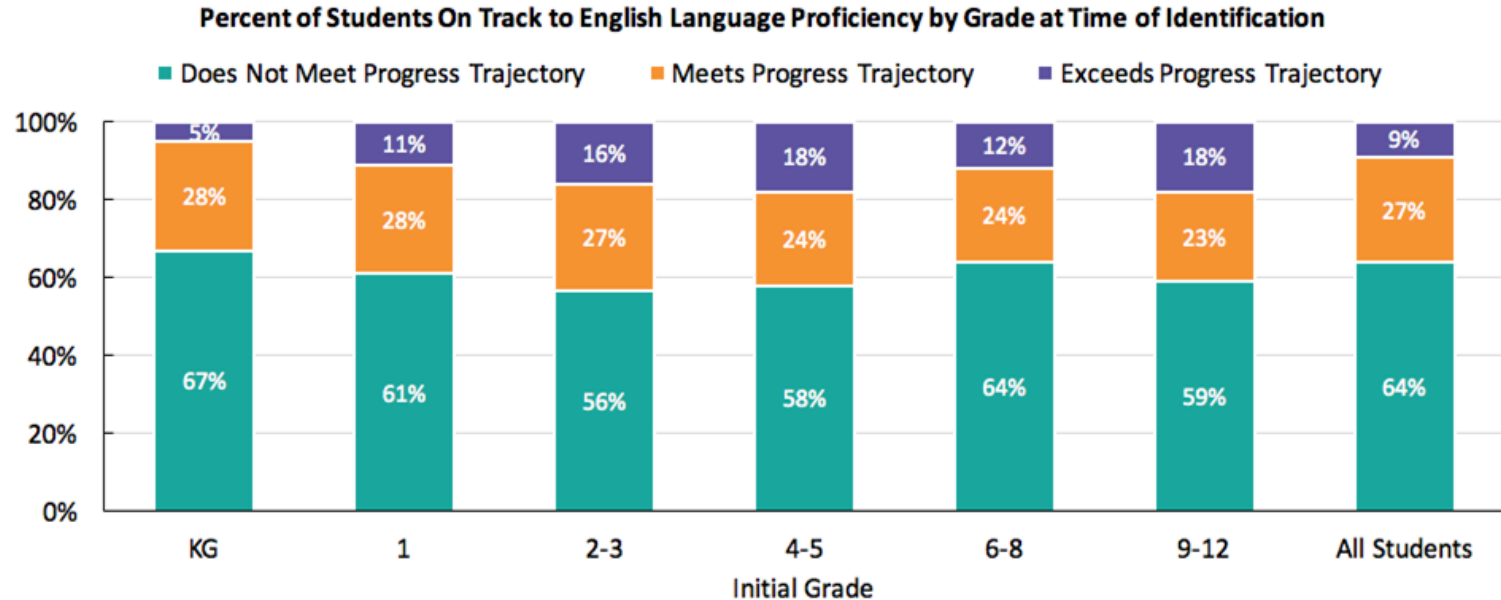
High School Assessment Index									
HS (Grades 9-12)	Number of Test Units					Subject Weight	Total Points Weighted	Total Test Units Weighted	Assessment Index by Subject
	Advanced / Excellent (150)	Mastery/Good (100)	Basic (80)	Approaching Basic / Fair (0)	Unsatisfactory / Needs Improvement (0)				
English I						1	0	0	0
English II				1		1	0	1	0
English III						1	0	0	0
Algebra I						1	0	0	0
Geometry		1				1	100	1	100
Biology			1			1	80	1	80
U.S. History						1	0	0	0
High School Assessment Index*							180	3	60

HS SPS Calculator						
	HS Assessment Index	HS Progress Index	ACT/WorkKeys Index	Cohort Grad Rate Index	Strength of Diploma Index	HS SPS
Index	76.0					76.0
Letter Grade (Scaled)	B					B
Weight	100.0%					

Simulation of Results

Simulation: On Track to English Proficiency

Using a statistical method to translate the old ELP assessment to the new assessment scale, the percentage of students meeting or exceeding the expected trajectory to English language proficiency is generally consistent regardless of the grade in which the student was first identified as ELL.



Simulation: Year-Over-Year Proficiency Level Progress

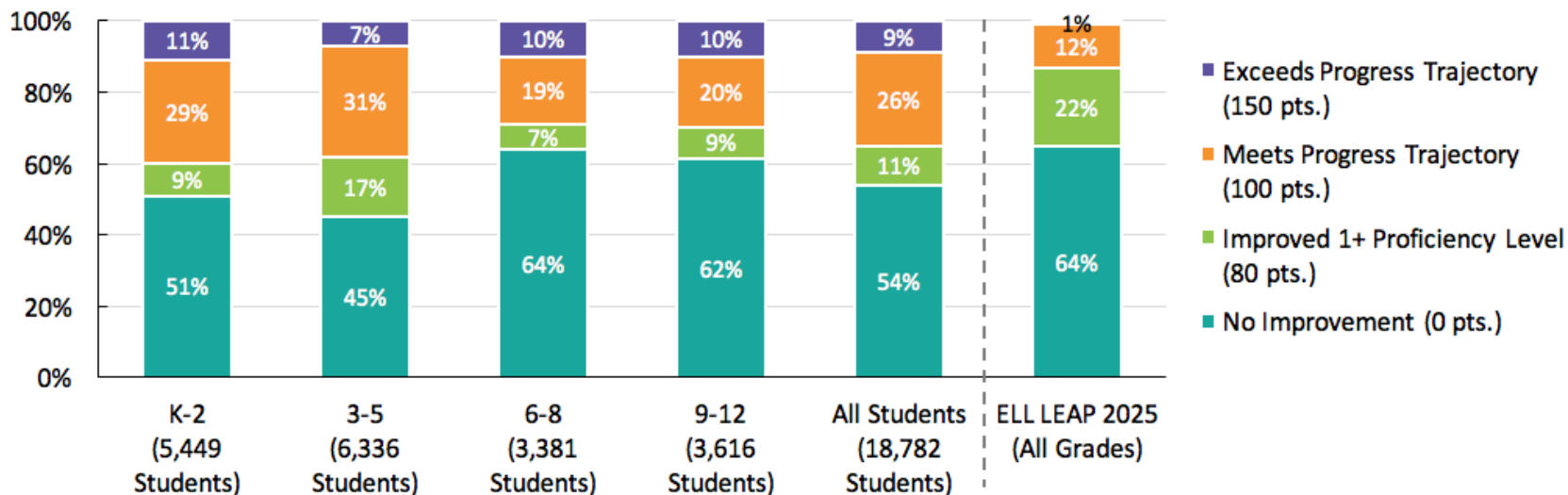
Approximately 43% of ELPT testers improved one or more proficiency levels from 2017 to 2018.

2017 Level (ELDA translated to ELPT scale)	2018 Level (ELPT)					% Improving 1+ Level
	E	P1	P2	P3	T	
E	53%	23%	16%	6%	1%	47%
P1	15%	31%	29%	19%	6%	54%
P2	3%	16%	32%	35%	14%	49%
P3	1%	6%	18%	47%	27%	27%

Simulation: ELP Progress Measure Distribution

In 2017-2018 simulations, 35% of ELPT results earned an 'A' (100+ points) in the Assessment Index. In comparison, just 13% of ELL students' LEAP 2025 tests scored Mastery or Advanced for an 'A' on the Assessment Index in 2018.

ELP Progress Index Simulated Distribution of Results by Current Grade Level (2018)



Next Steps

Recommended Timeline

Date	Action
2018-2019	Learning year: ELPT measure is calculated and results provided to schools and school systems, but results do not impact overall SPS
May 2019	2019 Calculator with ELPT
Summer 2019	Review learning year results with ELPT work group and Accountability Commission, recommend policy changes as needed
Summer 2019	School systems certify data during assessment data certification
SPS Release 2020	ELPT measure is included in the school performance score

Policy Changes for 2019-2020

Accommodations and Modifications

- Schools and systems are required to have all accommodations and modifications for ELPT documented on plans 30 days prior to the first day of the state testing window. This policy is aligned to requirements for students with disabilities and assures that students are accustomed to the accommodations and modifications that should also be used routinely as part of classroom instruction.

Requests for Exemptions

- Schools and systems will submit a formal request using a form provided by the department when requesting an exemption from one of the ELPT testing domains. The request should be supported by the student's IEP.

Exiting Students with Disabilities

- Policy for exiting students with disabilities who have not demonstrated proficiency will clarify which students are eligible.

Instructional Implications

- High-quality core instruction with embedded language supports
- Differentiated language supports based on student domain scores
- Collaboration among core teachers and specialists (EL teachers)
- ELD (English Language Development) support aligned to disciplinary practices

- Resources: [EL Instructional Support Plan](#)
[Task Analysis Tool](#)
[Connectors for English Learners](#)

Questions?

Jennifer.Baird@la.gov

Beverly.Diaz@la.gov

Melissa.McConnell@la.gov

Melanie.Mayeux@la.gov

Jill.Zimmerman@la.gov