ELP ASSESSMENT

• Given to students that fall into one of two categories
  • Students with English as a 2nd language
  • Students with a language of impact other than English

• Required of English Learner (EL) students by the NCLB and continued requirement in the ESSA (Every Student Succeeds Act)
  • More focus on EL students within ESSA

• ELP Test (ACCESS) given starting during 2011-2012 school year
  • Test is given in Dec-Jan (started online version in 2015-2016)
  • Tests is 4 basic domains: Reading, Writing, Speaking, Listening
ACCESS TEST DOMAINS

• 4 Different Domains
  • Speaking
  • Reading
  • Listening
  • Writing

• 3 additional domains that are combo’s.
  • Oral Language
    • 50% Listening and 50% Speaking
  • Literacy
    • 50% Reading and 50% Writing
  • Comprehension
    • 30% Listening and 70% Reading

• Each domain is scored from 1.0 - 6.0

• Total Score is scored from 1.0 - 6.0
  • 15% Listening
  • 15% Speaking
  • 35% Reading
  • 35% Writing
  • Must take all 4 domain tests to receive a Total score
ACCESS TEST SCORING

• Scoring Proficiency Levels
  • 1 – Entering
  • 2 – Beginning
  • 3 – Developing
  • 4 – Expanding
  • 5 – Bridging
  • 6 – Reaching

• Score of 3.2 means the students is “Developing” and scores at the 20th percentile of students in the “Developing” proficiency level.
ACCESS TIERS

• **Listening and Reading**
  - Students take these domains to determine the Tier level test they will take in Speaking and Writing.

• **Tier A**
  - Students that are testing at the Tier A Level for both speaking and Writing domains.

• **Tier B**
  - Students test at Tier A in one of the domains of Speaking or Writing and Tier BC in the other domain

• **Tier C**
  - Students that test at Tier BC in both the Speaking and Writing domains.

• **Kindergarten**
  - Kindergarten students take a test that is specifically designed for Pre-K/K students.
  - Scored slightly differently than grades 1-12
    - **Instructional Score (K-score)**
      - Used by Teachers to determine how the student is developing in relation to the standards of a Kindergarten student.
    - **Accountability Score**
      - Same as the scoring scale used for grades 1-12
      - Determines if a student can be exited from the LEP program.
• 2954 Test Takers (7 on Alternate Test)
  • 131 Kindergarten
  • 928 Tier A (353 in 2016)
  • 369 Tier B
  • 1440 Tier C
EL STUDENT POPULATION

Number of Students by Grade

- 2016-2017 EL counts
  - 2918 Total
    - 2623 Title III EL students
    - 2030 American Indian EL Students (69.6%)

- Odd distribution of students by grade
  - Number of 1st grade students went from 347 in 2016 to 178 in 2017
  - Expect the distribution to start high and then proceed lower for each grade.
LENGTH OF TIME AS AN EL STUDENT

- Distribution of # of students is a bit odd
  - Less students at 0,1,2 years

- Under ESSA we will not have to report the number of students that have been EL for 5 or more years for each district.
  - 1004 Students
    - 34.4% of EL Students
  - 854 American Indian Students
    - 85.1% of all 5 Year EL Students

# Students by # of years they have been EL (2016-2017)
MONTANA DEFINITION OF PROFICIENT

• **NEW!** Must score at least 4.0 on all domains and 5.0 on Total Proficiency

• Input from additional measures of reading, writing, or language development available from school assessments.
MONTANA PROFICIENCY

- In 2016 – 2017 1.4% of students taking the ACCESS test scored as Montana Proficient
  - 40 Students
- In 2015 – 2016 13.4% of students taking the ACCESS test scored as Montana Proficient
  - 394 students
- In 2014 – 2015 13.8% of students taking the ACCESS test scored as Montana Proficient
  - 442 students
  - 116 of these students took the test again in 2015-2016 and 62 or 53.4% scored Montana Proficient a 2nd time.
# 2016-2017 ELP Test Takers on the SBAC

<table>
<thead>
<tr>
<th>ELP Total Proficiency Level</th>
<th>SBAC Reading Proficiency Level</th>
<th>Novice</th>
<th>Near Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>110</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>97%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td></td>
<td>427</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>446</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td>551</td>
<td>143</td>
<td>16</td>
<td>5</td>
<td>715</td>
</tr>
<tr>
<td></td>
<td></td>
<td>77%</td>
<td>20%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td></td>
<td>112</td>
<td>102</td>
<td>48</td>
<td>7</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42%</td>
<td>38%</td>
<td>18%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td></td>
<td>2</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7%</td>
<td>29%</td>
<td>43%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1202</td>
<td>272</td>
<td>78</td>
<td>21</td>
<td>1573</td>
</tr>
</tbody>
</table>
SBAC READING SCORES EL STUDENTS

- EL students are the lowest scoring subgroup
  - Not unique to Montana, this is the case nationwide
*Includes all Current EL students and only Languages of Impact with 50 or more students
2015-2016 DOMAIN MEANS BY LANGUAGE OF IMPACT

- Assiniboine
- Blackfeet
- Chippewa
- Cree
- Crow
- German
- Russian
- Salish
- Siox
- Spanish

Legend:
- Listening
- Reading
- Speaking
- Writing
2016-2017 DOMAIN MEANS BY LANGUAGE OF IMPACT

Only 7 of the 40 Montana Proficient Students in 2017 had a LOI that was American Indian
EL STUDENT ATTENDANCE RATES

- 2016-2017
  - Current EL Students – 86.9% (156 days present)
  - Former EL Students – 87.9% (158 days present)
  - No EL Status Students – 93.1% (168 days present)

- Slight decrease in Former EL student rate compared to 2015-2016 (89.1%)
ENGLISH LEARNER STUDENTS IN ESSA

• Accountability System
  • EL progress towards proficiency will factor into EVERY school’s accountability system that has at least 10 EL students that test. (10 points)
  • 100 points total available for the accountability system

• Long Term Goals
  • Graduation Rate
    • EL Graduation rate for 2016-2017 was 63.4%
      • Montana’s ESSA Plan has a long term goal of increasing this rate to 73.3% by 2021-2022
  • Academic Achievement
    • Mathematics
      • EL Mathematics Proficiency Rate for 2016-2017 was 6.9%.
        • Long term goal of increasing this rate to 29.4% by 2022-2023
    • English Language Arts
      • EL English Language Arts Proficiency Rate for 2016-2017 was 6.5%
        • Long term goal of increasing this rate to 29.2% by 2022-2023
DATA AVAILABLE ON GEMS

• ELP assessment has a page devoted to only that test.
  • [http://gems opi mt gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx](http://gems opi mt gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx)
  • Also available by going to the OPI [homepage](http://www opi mt gov) and following the correct links.

• Ability to look at domain score breakdowns by state, county, school district and school

• Compare to previous year’s results on the ELP assessment.
CHANGES TO LEP INFORMATION IN AIM
ENTERING A NEW LEP STUDENT

- Enter in Home Primary Language and Language of Impact
- Found in “People” and “Demographics”
ENTERING A NEW LEP STUDENT

- Enter LEP status
- Enter Identified Date
- Other information is optional
EXITING AN LEP STUDENT

Enter in new LEP status
Enter Program Exit Date
Monitoring dates populate automatically
To Re-enter a student as LEP
OPI is working on entering statewide LEP Assessment data
• Title III no longer needs to be tracked in AIM
  • State will assume all LEP students at a Title III school are Title III for reporting purposes.
• Schools should still track exactly which students benefit from Title III funds in case they are audited. This does not need to be in Infinite Campus
Eric Meredith
OPI Data Analyst
emeredith@mt.gov
(406) 444-3642