Idaho Department *of* **Education**

Alternate English Language Proficiency Assessment SY2024 & SY2025 Reclassification Methodology

ELPA Webinar Series 2023-2024

April 9, 2024

Agenda

- Background

- SY2024 Alt. ELPA (WIDA Alternate ACCESS) Reclassification Approach

- Impact to SY2024 ACCESS Participation Rate Appeals

- SY2025 Reclassification Approach

Background

Current Reclassification Criteria

ACCESS for ELLs & Alternate ACCESS for ELLs Exit Criteria

ACCESS for ELLs	Alternate ACCESS for ELLs
≥ 4.2 Overall Proficiency Level	≥ P2 (Emerging) Overall Proficiency Level
≥ 3.5 Listening Proficiency Level	
≥ 3.5 Reading Proficiency Level	
≥ 3.5 Writing Proficiency Level	
≥ 1.0 Speaking Proficiency Level	

WIDA Alternate ACCESS Background

- Only 15% of test items retained from prior version

- More rigor is expected on the new WIDA Alt. ACCESS
  - Items are more challenging → academic language expected is greater

- Scale score range has been modified
  - OLD: 910–960
  - **NEW: 900–980**

- New Alt. English Language Proficiency Descriptors (Alt. PLDs)
  - OLD: A1, A2, A3, P1, P2 (Initiating, Exploring, Engaging, Entering, Emerging)
  - **NEW: PL1, PL2, PL3, PL4, PL5 (Entering, Emerging, Developing, Expanding, Bridging)**

WIDA Alternate ACCESS Background

- **WIDA Alt. ACCESS - First Operational Administration**
  - January 29 – March 8, 2024

- **WIDA Alt. ACCESS Standards Setting**
  - July 16 – 20, 2024

- **WIDA Alt. ACCESS Individual Score Reports Available**
  - Electronic (WIDA AMS) – September 13, 2024
  - Physical (Delivered to LEA) – October 3 – 7, 2024

WIDA Alternate ACCESS
Every Student Succeeds Act (ESSA)

ESSA Section 3111(b)(2)(A) requires states to establish standardized "statewide entrance and exit procedures".

Specifically, states must establish a procedure to "exit" or reclassify ELs from LIEP services, and this exit procedure must use the state's ELP assessment (1111(c)(4)(A)(ii), 3116(b)(2)(A)).

SY2024 – Alt. ELPA Reclassification Approach

WIDA Alternate ACCESS Standards Setting Impact to ELPA Accountability

- **Standards Setting Event**
    - Sets cut scores to define Alt. Proficiency Levels (PL1, PL2, PL3, PL4, PL5)
    - New cuts scores not available until after Alt ACCESS Standards Setting event
        - July 16 – 20, 2024
- **SY2024 Accountability Challenges**
    - ACCESS for ELLs ISR/DSR/SSR reports released late September – **Reported too late for Report Card deliverable SY2024**
    - Idaho State Board of Education has not approved the new Alt. Proficiency Levels

WIDA Alternate ACCESS
SY2024 Reclassification (Proficiency / Exit)

July 9, 2024 - WIDA / DRC provides the following to the Department:

- **State SSR File**
    - 2024 individual WIDA Alt. ACCESS scale scores (scale score range 900-980)
    - Domain and composite scale scores
- **Concordance Table**
    - Connect scale scores between the 2023-2024 and 2022-2023 test administrations

Concordance

Concordance is a procedure that links "test scores for tests that measure similar constructs, the process of relating a score on one test to a score on another, so that the scores have the same relative meaning for a group of testers".

(American Educational Research Association et al., 2014 p. 217)

- Evaluate how scores on one test would compare with scores on the other

Concordance Table Use

- Connect scale scores between the 2022-2023 and 2023-2024 test administrations

- Allows Department the ability to identify a proficiency level for SY2024 reporting

  - **SY2024 – Idaho will use the P2 Alt. Proficiency Level to reclassify (exit) students from LIEP**

Table 1: Example Overall Composite Concordance table*

| 2023-24 CSS	2022-23 CSS	2022-23 PL
900	910	A1
↓	↓	↓
921	923	A1
922	923	A1
923	924	A2
924	925	A2
↓	↓	↓
932	930	A2
933	930	A2
934	931	A3
935	932	A3
↓	↓	↓
944	937	A3
945	938	P1
946	938	P1
947	939	P1
↓	↓	↓
953	943	P1
954	944	P2
955	944	P2
956	945	P2
↓	↓	↓
980	960	P2

Concordance Table Use Business Rules

- Remember: The scale score range is changing (OLD 910-960 / NEW 900-980)
  - There will be instances where the correspondence will have many-to-one / one-to-many relationships between scale scores
- Proposed Business Rules for Concordance Table Use
  - **Many-To-One Relationships**: (2023-2024 SS → 2022-2023 SS)
    - Lowest common scale score associated with each proficiency level
      - EL who received a 945 SS on new test would likely receive a 938 (P1)
  - **One-to-Many Relationships**: (2023-2024 SS → 2022-2023 SS)
    - Associate the single scale score with the higher Alt. ELPDs when there is not a one-to-one correspondence
      - 945 SS on new test would associate with a 938 SS (P1)
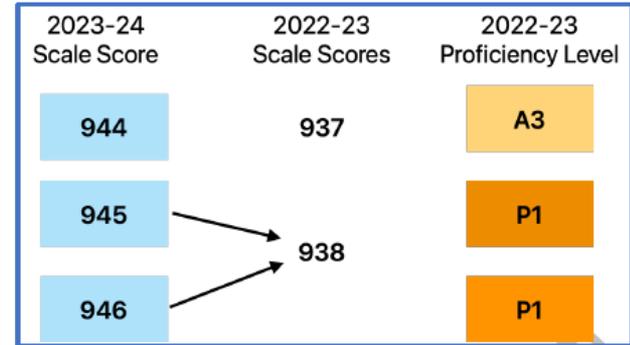
1a: Many 2023-24 scores to one 2022-23 score
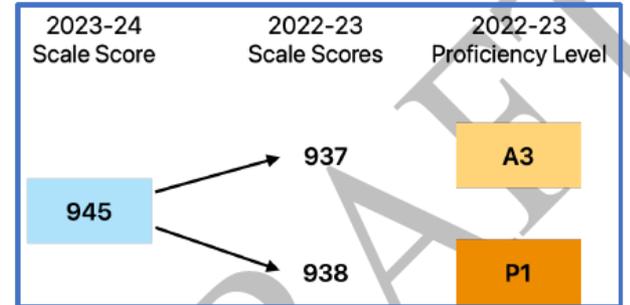
1b: One 2023-24 score to many 2022-23 scores

SY2024 Reclassification Methodology Downstream Effects to Accountability

- **ACCESS Participation Rate Appeals window closes before concordance table and student scores are released**
  - WIDA Alt. ACCESS test takers will be automatically populated as an "**EL Non-Participant**"

- **WIDA Alt. ACCESS Score Reports (September/October)**
  - Report new scale scores and new Alt. ELPDs.
    - Disconnect between what is reported in ELMS and on the report card

ACCESS Participation Rate Appeals - WIDA Alternate ACCESS SY2024

ACCESS Participation Rate Appeals WIDA Alternate ACCESS SY2024

- WIDA Alt. ACCESS standards setting event will delay WIDA Alt. ACCESS student performance scores
  - WIDA Alt. ACCESS standards setting event (July 16 – 19, 2024)
  - WIDA Alt ACCESS scores available in September & October

- Identified ELs who participated/did not participate in the first operational WIDA Alt. ACCESS administration will be loaded into the ACCESS Appeals application as "**EL Non-Participant**"

- Students who participated in the first operational WIDA Alt. ACCESS administration **who are not identified in ELMS with an EL Status (LE, L1, EW) will not be loaded into the ACCESS Appeals** application at all

ACCESS Participation Rate Appeals WIDA Alternate ACCESS SY2024

- Submit an ACCESS appeal for ELs who did not complete all domains of WIDA Alt. ACCESS
- Recommendation (prior to ACCESS Appeals)
  1. Identify district ELs who were scheduled to complete WIDA Alt. ACCESS
  2. Ensure these students have a current EL Status (LE, L1, EW) in ELMS
     a. Update ELMS for students with a missing EL Status
  3. Classify students into the following groups:
     a. **Completers**: Completed all domains
     b. **Partials**: Missing one of more domains
     c. **Exemptions**: Missing one or two domains (domains not meaningfully accessible due to documented disability (DO NOT SCORE – SPD).
  4. Submit an ACCESS appeal for student who are classified as "**Partials**" or "**Exemptions**" during the ACCESS Appeals Window

ACCESS Participation Rate Appeals WIDA Alternate ACCESS SY2024

- All identified ELs who were scheduled to complete WIDA Alt. ACCESS will populate in ACCESS Appeals Application as a "**EL Non-Participant**"

- Complete the **"Justification"** field for:
  - **Partials**: Missing one of more domains
  - **Exemptions**: Missing one or two domains (domains not meaningfully accessible due to documented disability (DO NOT SCORE – SPD).

SY2025 – Alt. ELPA Reclassification Approach

WIDA Alternate ACCESS
Alt. English Language Proficiency Descriptors

Writing

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
3 Developing	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.

WIDA Alternate ACCESS SY2025 Reclassification

- **Define Department's reclassification criteria after Alt. ACCESS Standards Setting Event**
    - (July 29 – August 30, 2024)
    - Analysis of IDAA and WIDA Alt. ACCESS student performance
    - WIDA recommendations from standards setting event

- **Prepare and submit reclassification criteria to Idaho SBOE**
    - (September 1 – October 4, 2024)
    - Idaho SBOE approves new Alt. English Language Proficiency Achievement Standards (Alt. proficiency levels)

- **Department reclassifies ELs based on the new reclassification criteria SY2025**
    - (June 2025)

Next ELPA Webinar

- ## ACCESS for ELLs: Interpreting & Sharing Score Reports
  - ### Thursday, April 11, 12:00PM -1:00PM Mountain Time

ACCESS for ELLs: Interpreting & Sharing Score Reports

Thu Apr 11th 12:00pm – 1:00pm (MDT)

The webinar will review how to interpret the various ACCESS for ELLs score reports and review the expectation of communicating and documenting student performance. In addition, the webinar provides ti ...

- ## ELPA: The 2023-2024SY in Review
  - ### Tuesday, May 14, 12:00PM -1:00PM Mountain Time

ELPA: The 2023-2024SY in Review

Tue May 14th 12:00pm – 1:00pm (MDT)

The webinar presents participants with an overview of the 2023-2024 ACCESS for ELLs test administration highlights and observable pinch points. Participants are asked to submit feedback on the types o ...

ACCESS for ELLs – Spring In-person Training

Interpreting ACCESS Score Reports for Instruction
- Pocatello-Chubbuck School District **– May 6, 2024**
- Lakeland School District **– May 8, 2024**
- West Ada School District **– May 10, 2024**

Registration Link : https://shorturl.at/czFG6

MAY 2024: INTERPRETING ACCESS SCORES FOR INSTRUCTION TRAINING REGISTRATION

ACCESS for ELLs

Presentation Feedback

https://forms.office.com/r/MzK1Zte8Tx

Open Discussion & Questions

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