

STATE BOARD OF EDUCATION – TOPIC SUMMARY**Topic:** First Reading—ELPA 21 Summative Assessment Implementation Update**Date:** December 10, 2015**Staff/Office:** Kathleen Vanderwall & Derek Brown, Assessment & Accountability Unit
Martha I. Martinez & David Bautista, Equity Unit**Action Requested:** **Informational Only** **Adoption** **Adoption/Consent**
Agenda

ISSUE BEFORE THE BOARD: Update on the Oregon Department of Education (ODE)'s implementation of the summative ELPA21 assessment in Winter through Spring 2016.

BACKGROUND:

The U.S. Department of Education awarded the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium an Enhanced Assessment Grant with supplemental funding to develop a research-based screener and summative assessment to accurately and consistently measure the English proficiency of English Learners (ELs). The supplemental funding was provided to accelerate the deployment of the summative assessment to the 2015-16 school year. The screener remains on the original timeline to deploy during the 2016-17 school year.

The goal of ELPA21 is to provide online assessments that are aligned with the ELP standards adopted by the Oregon State Board of Education in 2013 and that best measure ELs' mastery of the communication demands of the Common Core State Standards and the Next Generation Science Standards. As required by federal law, ELPA21 will continue to measure English proficiency in the four language domains of reading, writing, speaking, and listening. Additionally, ELPA21 will consist of more interactive item types, especially for speaking and listening, compared with Oregon's former ELPA.

To streamline the transition from Oregon's former ELPA to ELPA21, ODE has adopted similar test administration policies and protocols for the administration of ELPA21, with the following notable additions:

- ELPA21 now includes a limited number of paper-based items for Kindergarten and 1st Grade that supplements the online test to more authentically capture young students' writing proficiency.
- ELPA21 now includes a paper-based Braille format to increase accessibility for our ELs who are blind or have low vision.

These policies have been communicated to the field through the 2015-16 Test Administration Manual and through the ELPA21 test administration and security training module that is required for all District Test Coordinators, School Test Coordinators, and test administrators who will be administering ELPA21. ODE has also communicated to Title III coordinators through their quarterly web-based meetings.

The transition to ELPA21 also requires thoughtful consideration and policy recommendations regarding how Oregon will want to address student testing, student exiting decisions, and Title III accountability during the testing transition years. To plan for this, last year ODE convened two different work groups of key stakeholders from

representative EL districts across the state to consider these issues and formulate policy recommendations. The first work group focused on student testing and how to address accountability requirements. This group met from October through December 2014 and recommended that the state avoid double-testing of students, offer only ELPA21 in 2015-16, and propose a different method to the U.S. Department of Education for how Oregon could calculate one of the Annual Measureable Achievement Objectives (AMAOs) for Title III accountability. ODE shared this approach with stakeholders throughout Oregon and submitted a proposal to the U.S. Department of Education for a revised calculation of AMAO1. Oregon's AMAO1 proposal was approved by the U.S. Department of Education.

A second work group was convened from April to July 2015, to consider how districts could use additional measures besides ELPA21 results to make EL reclassification (exiting) decisions. Preliminary recommendations from this work group have informed state guidance about reclassification decisions, and this work prompted a research project that Dr. Karen Thompson at Oregon State University is conducting this year with several Oregon districts. The purpose of this research is to better understand reclassification procedures in districts, to identify best practices, and to share the results with districts throughout Oregon. Because the ELPA21 consortium will be using the first operational year's results (from 2015-16) to complete final item calibration and standard setting activities, ELPA21 scores will not be available for districts to use in exiting decisions until late summer 2015. As a result, ODE has already disseminated guidance to the field through [Numbered Memo 006-2015-16](#) regarding the use of multiple measures to inform reclassification decisions. The research being done in partnership with Dr. Thompson will continue to inform additional guidance to help districts through the reclassification decision-making process this transition year and beyond.

POLICY QUESTIONS:

ODE is currently in conversation with districts and the U.S. Department of Education regarding how to address Title III accountability reporting and reclassification decisions in light of the anticipated delay in receiving ELPA21 scores this year.

- Would the State Board of Education like to receive an update on this issue or other ELPA12 transition planning at the next board meeting?

STAFF RECOMMENDATION: No recommendation at this time.