



**Evidence of Language Use: Progress Monitoring  
for English Learners in Multi tiered Systems of  
Support**

**Part I: State Required Reclassification, Monitoring  
and Re Designation of English Learners**



Ana Sainz de la Peña  
Francine Dutrisac  
Paula Zucker



Pennsylvania Training and Technical Assistance Network

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**3-PART WEBINAR**  
**EVIDENCE OF LANGUAGE USE: PROGRESS MONITORING FOR  
ENGLISH LEARNERS IN MULTI-TIERED SYSTEMS OF SUPPORT**

**Part I: Language Use and the State-  
Required Reclassification, Monitoring  
and Re-Designation of English  
Learners**

**Part II: Targeting Progress Monitoring of  
Language Use for English Learners**

**Part III: Connecting WIDA Tools to Collecting  
Evidence of Language Use**

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**Act 48 Requirements**

You must attend all three webinars to be awarded  
ACT 48 credits. Please contact Sharon Faul at  
[Sfaul@pattan.net](mailto:Sfaul@pattan.net) if you are participating as a  
group.

To receive Act 48 credits, you must complete the  
Survey Monkey provided at the end of this  
webinar.

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## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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## PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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## Part I: State-Required Reclassification, Monitoring and Re-Designation of English Learners

- This session will focus on the collection of evidence of language use and the interpretation and implementation of the PDE **State-Required Reclassification, Monitoring and Re-Designation of English Learners (ELs)** for the 2017-2018 school year.
- Participants will also examine how this document will impact instruction and assessment of English learners.

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## OUTCOMES

Participants will:

1. analyze and connect research-based practices with an emphasis on language use.
2. examine the process of collecting evidence of language use and the PDE *State-Required Reclassification, Monitoring and Re-Designation of English Learners*.
3. design a local plan to collect evidence of language use to meet the requirements of the reclassification process.

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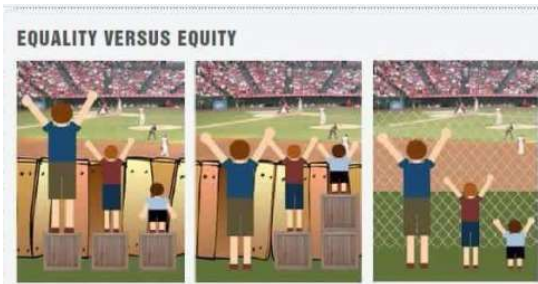
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## EQUALITY VERSUS EQUITY



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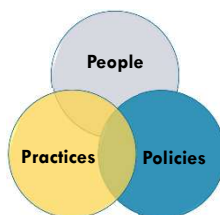
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## WHAT'S IN AN EDUCATIONAL SYSTEM?



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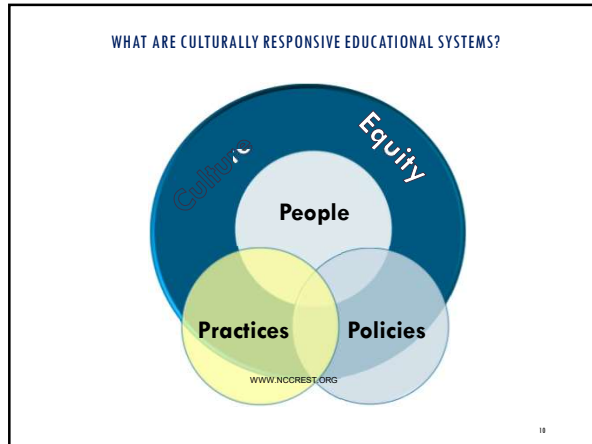
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**WHAT ARE CULTURALLY RESPONSIVE EDUCATIONAL SYSTEMS?**

Culturally responsive educational systems are grounded in the belief that we need to build systems that are responsive to cultural difference and seek to include, rather than exclude difference.

Students who come from culturally and linguistically diverse backgrounds can excel in academic endeavors if their culture, language, heritage, and experiences are valued and used to facilitate their learning and development.

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**CULTURALLY RESPONSIVE EDUCATIONAL SYSTEMS**

- Are concerned with instilling caring ethics in the professionals that serve diverse students
- Support the use of curricula with ethnic and cultural diversity content
- Encourage the use of communication strategies that build on students' cultures
- Create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences

The National Center for Culturally Responsive Educational Systems NCCREST, 2009

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Policy: *Every Student Succeeds Act (ESSA)*  
and the Education of English Learners



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**THE *EVERY STUDENT SUCCEEDS ACT (ESSA)***

Serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the *No Child Left Behind Act (NCLB)*.

**The intent of the law is to raise achievement for low-income and otherwise disadvantaged children.**

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**THE SUCCESSFUL IMPLEMENTATION OF THE *EVERY STUDENT SUCCEEDS ACT (ESSA)* AND PROGRESS TOWARDS EDUCATIONAL EQUITY FOR ALL STUDENTS DEPENDS ON . . .**

the meaningful inclusion of the **parents** and **communities** that represent students who are:

- low income
- of color
- English learners
- Native Americans
- immigrants, and/or
- those who have a disability

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## REPORTING OF EL DATA

Measures of the academic achievement (meeting academic standards) of ELs who have exited EL status is required for four years. 2 years of documented monitoring and 2 years of reporting to PIMS.

English learners' data is required to be disaggregated by ELs with disabilities.

Finally, there is a new data-reporting requirement in ESSA for ELs. **Long-term EL** reporting is now required. Districts must report the number and percentage of ELs served by Title III who have not attained ELP within 5 years of initial classification as an EL.

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## *EVERY STUDENT SUCCEEDS ACT*

States will “establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized, statewide [EL] entrance and exit procedures.”

(ESSA §3111, §3113)

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## ESSA PLAN FOR PENNSYLVANIA

Long-term goals under the new plan include:

- reducing the number of students who fail to graduate,
- increasing the number of students who achieve proficiency on PSSA and Keystone Exams and
- supporting English learners in growth toward achieving English proficiency.

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## STATES ...

***Make EL reclassification decisions using more than annual summative ELP assessment results. Also, examine ELs' classroom language uses as an additional reclassification criterion.***

- Complementary (not duplicative) evidence
- Examine collaborative, **interactive language uses**
- Student-focused, assets-based (*can do*)

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## NEW TERMS



Language Instruction  
Educational Program  
(LIEP)

English Language  
Development (ELD)

Reclassification

WIDA Screener

English Learners (ELs)

Dual Language Learners  
(DLLs)

Parent Opt-out/Right to Refuse  
Specialized Services

*English Language Development  
Standards for English Learners  
(ELDS)*

English Learner Reporting System  
(ELRS)

Students with Limited or Interrupted  
Formal Education (SLIFE)

Long-term English Learners (LTELs)

Every Student Succeeds Act (ESSA)

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State Required Reclassification,  
Monitoring  
and Re-designation of English Learners



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## NEW RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS— OCTOBER 1, 2017



ELC • ELA • ELA/ELD • ELA/ELL • ELA/ELL/ELD • ELA/ELL/ELD/ELL • ELA/ELL/ELD/ELL/ELD

### RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS

Once ELLs attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELLs. The academic progress of former ELLs must be actively monitored by school personnel for a period of two (2) years after reclassification. Former ELLs must be reported to the state as such for a period of four years after reclassification.

[State Reclassification, Monitoring, and Redesignation of ELLs Criteria and Procedures \(PDF\)](#) This document is in effect as of October 1, 2017.

Training materials related to the reclassification procedure are being developed and will be made available as soon as possible.

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## EVIDENCE OF CLASSROOM LANGUAGE USES...

- Complementary to, not duplicative of, language uses targeted on state ELP test;
- Student-focused, assets-based;
- Pedagogically useful for *both ESL and content* teachers;
- Meaningful and helpful to students;
- Recognizes range of proficiencies in target language uses;
- Useful throughout the year for formative purposes;
- Used within assessment window for summative purposes (standardizes teacher judgment);
- Calls for professional development and administrative support (to calibrate judgments).

(Molle, Linquanti, MacDonald, & Cook, 2016)  
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## RECLASSIFICATION EXIT PROCEDURES FOR THIS YEAR

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
1.5-2.7	3.5
3.0-3.5	4.5
4.0-4.5	5.5
5.0-5.5	6.5

	Language Use Inventories	ESL Teacher		Content Teacher	
		Low	High	Low	High
Rubric 1	Interaction	0	0.5	0	0.5
	Listening	0	0.5	0	0.5
	Speaking	0	0.5	0	0.5
	Reading	0	0.5	0	0.5
Rubric 2	Writing: Cohesion	0	0.5	0	0.5
	Writing: Word/Phrase	0	0.5	0	0.5
	Writing: Grammar/Sentences	0	0.5	0	0.5
	Writing: Genre - Narrative	0	0.5	0	0.5
	Writing: Genre - Report & Essays	0	0.5	0	0.5
	Writing: Genre - Arguments	0	0.5	0	0.5

Total possible points from both inventories: 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

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### RECLASSIFICATION CRITERIA

- Two language use inventories must be completed.
- An ESL teacher must complete one of the inventories when possible.
- The other inventory may be completed by a single content teacher or a team of content teachers.
- The evaluation of the two inventories do not have to match.

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### RECLASSIFICATION CRITERIA

- The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS 2.0 scores, are likely to reach the threshold.
- Once ACCESS 2.0 scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

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### RECLASSIFICATION CRITERIA

LEAs must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS 2.0 scores

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**GRADES: 4-12****RUBRIC 1 - INTERACTION, LISTENING, SPEAKING, AND READING LANGUAGE USE INVENTORY**

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory. (Reclassification, p. 13)

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**GRADES: 4-12****RUBRIC 1 - INTERACTION, LISTENING, SPEAKING, AND READING LANGUAGE USE INVENTORY**

Speaking			
LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	
Reading			
LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

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**GRADES: 4-12****RUBRIC 2 - WRITTEN EXPRESSION LANGUAGE USE INVENTORY**

Expansion of Repertoires: Cohesion			
LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	
Accuracy: Word/Phrase			
LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

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#### RECLASSIFICATION FOR ENGLISH LEARNERS WITH IEPs, P. 4

- Clear guidance providing a path for reclassifying ELs with IEPs.
- Clear guidance providing a path for reclassifying ELs who are administered the Alternate ACCESS for ELs assessment.

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#### OTHER IMPORTANT INFORMATION PROVIDED

- Monitoring Process of Former ELs (p. 5)
- Cover sheet for ELs who met the reclassification criteria (Appendix D, p. 21)

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#### SO... WHY IS COLLECTING EVIDENCE OF LANGUAGE USE NECESSARY?



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### CCSSO Guidance on Gathering and Using Local Evidence of ELs' Classroom Language Uses for Exit Decisions

<http://ccsso.org/Documents/2016/CCSSOELLUseGuidance20160829.pdf>



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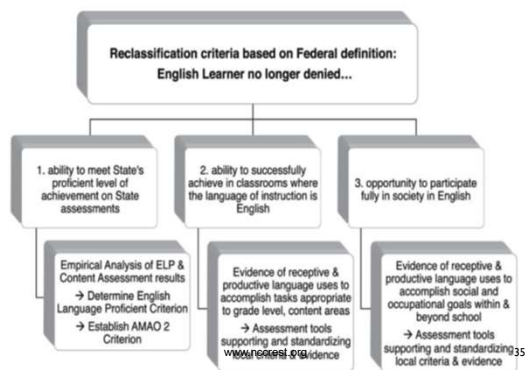
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### English-proficient and ready to exit?




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### In evaluating student language uses, educators should consider...

- What invitations, supports, and resources did the student have when engaging in an assignment or participating in a task?
- Would similar opportunities and resources be made available to the student if they were not classified as EL or were not receiving EL-related language support services?

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**Note:**

Rubric examples are based on *Common European Framework of Reference for Languages (CEFR)* as applied by Molle, Linqanti, MacDonald and Cook (2016); they are not based on ELP definitions of U.S. State ELD standards.

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**DISTRICTS MUST DEVELOP LOCAL PLANS FOR HOW TO:**

- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores
- select content teachers who will complete the inventories
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- manage the decision-making/reporting process using this procedure and these criteria

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**DEVELOPING A PLAN FOR THE RECLASSIFICATION PROCESS**

Selecting content and ESL teachers, who will complete the inventories	
Management of the decision-making/reporting process	
Training staff to use the rubrics and evaluate students' language use	
Holding teachers accountable for completing the inventories	
Selection of students for whom inventories will be completed in anticipation of qualifying ACCESS 2.0 scores	

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## A Closer Look at the MTSS Framework



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### MTSS RATIONALE



A Multi-Tiered Systems of Support framework is designed so that schools can provide the appropriate level of instruction and intervention for their students.

Using performance data and monitoring learning rates through MTSS, educators can make important culturally responsive instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of academic attainment.

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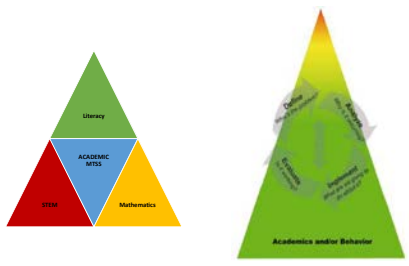
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### MTSS: THE ACADEMIC SIDE



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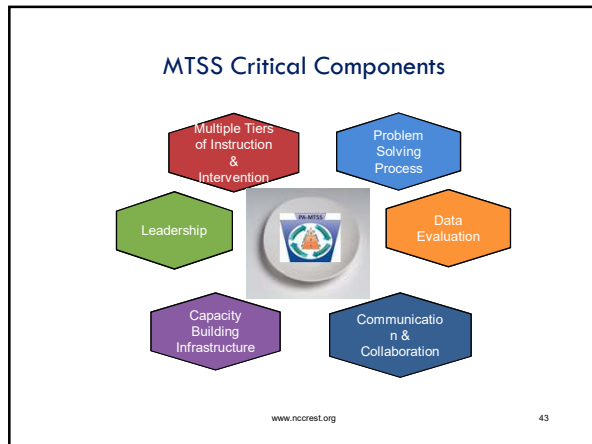
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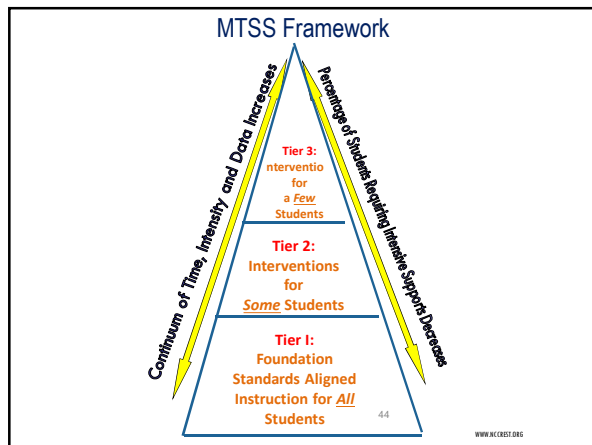
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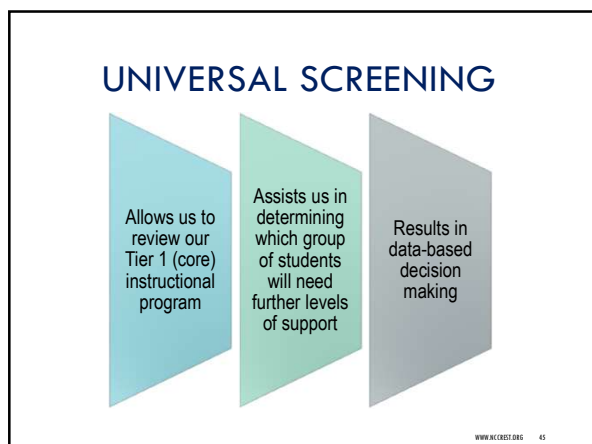
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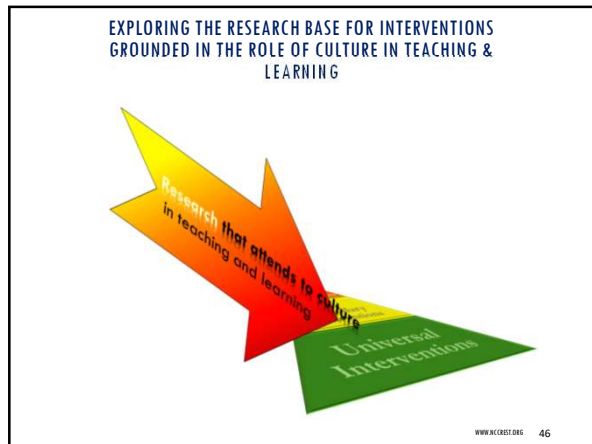
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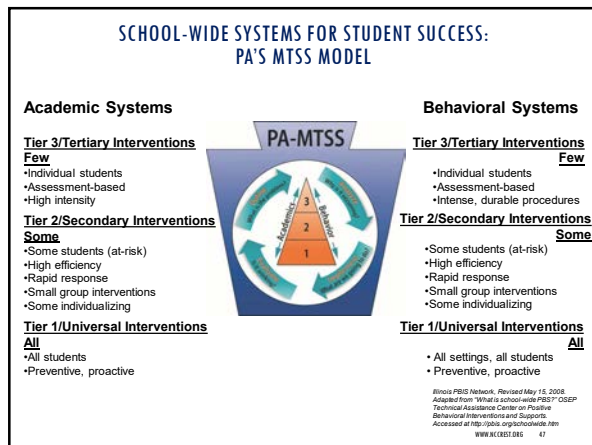
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MTSS ACADEMICS: FOCUS ON MATHEMATICS

<p>Revisited schedule and math course sequence</p> <ul style="list-style-type: none"> <li>Double Block Algebra A/B during 9<sup>th</sup> grade</li> <li>Simplified course offerings</li> </ul> <p>Explored alignment between Keystone Eligible Content and current scope and sequence for Algebra 1</p>	<p>Concrete-Representational-Abstract Integers and Equations training for high school Algebra teachers and 8<sup>th</sup> grade Algebra teachers</p> <ul style="list-style-type: none"> <li>Increase knowledge base around instructional practices</li> <li>Increase communication between middle schools and high school Algebra teachers</li> </ul> <p>Training on how to structure/plan for the Algebra block</p>
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## MTSS ACADEMICS: LITERACY + OTHER SUBJECTS

Achieve 3000 (computer-based program)

*LANGUAGE! Live* – Intervention in addition to the ELA credits.

*LANGUAGE! Live* – ELA 9<sup>th</sup> Grade Course replacement intervention for struggling 9<sup>th</sup> graders

*Compass Learning*- for all students

• Learning Pathways provide individualized remediation program

*Read 180*

*System 44*

Biology 10<sup>th</sup> Grade - Co-teaching model put in place to counteract high failure rate in course

*Math 180*, Math Hybrid Model

Homework Club

Career Exploration Summer Program

*Word Generation*

*TransMath*

*Inside Algebra*

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## MTSS ACADEMICS: APPROACHES/SCHEDULING

On an informal basis, students can meet with teachers before or after lunch for additional assistance.

After school programming is being offered, as well as summer school for students.

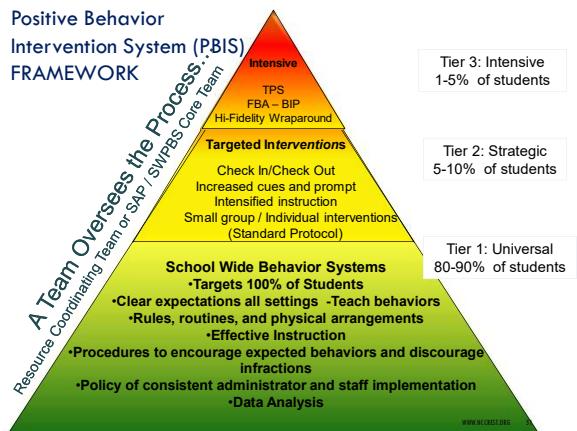
Some interventions are scheduled periods throughout the day, and students may or may not receive credit for that course/intervention.

Modified core curriculum in four content areas to meet student need with a course offering called "Period 10"

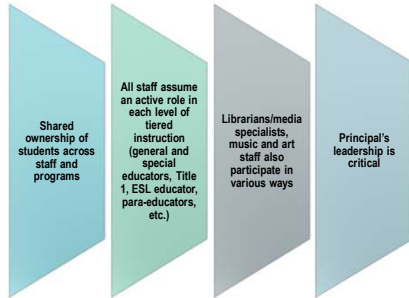
National Honor Society tutoring

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## Positive Behavior Intervention System (PBIS) FRAMEWORK



## SHARED OWNERSHIP WITHIN AN MTSS/RTI FRAMEWORK



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## IN CONCLUSION

Concepts addressed today:

1. examination of federal, state and local policies which impact teaching and learning;
2. the process of collecting evidence of language use and the PDE *State-Required Reclassification, Monitoring and Re-Designation of English Learners*;
3. the design of a local plan to collect evidence of language use to meet the requirements of the reclassification process with a connection to the MTSS framework.

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## UPCOMING WEBINAR PART II FEBRUARY 7, 2018 2:00 – 3:30 PM

1. The Pennsylvania MTSS Framework with an emphasis on English learners
2. Characteristics of evidence-based progress monitoring implementation for English learners
3. Progress monitoring practices including collecting evidence of language use

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## RESOURCES

Pennsylvania Department of Education (October 2017)  
Reclassification criteria

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx#tab-1>

Common European Framework of Reference for Languages (CEFR)  
[https://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Cook, G., Boals, T., & Lundberg, T. (2011, November). *Academic achievement for English learners: What can we reasonably expect?* Kappan, 93(3), 66-69. Retrieved from <https://www.wida.us/get.aspx?id=485>

Fairfax Public Schools *Seeking Instructional Solutions for English Language Learners Effective Practices in Implementing RTI<sup>2</sup> for English Learners*  
[http://www.doe.virginia.gov/federal\\_programs/esqa/tech\\_assistance\\_academy/2015/Seeking-Instructional-Solutions-for-English-Language-Learners.pdf](http://www.doe.virginia.gov/federal_programs/esqa/tech_assistance_academy/2015/Seeking-Instructional-Solutions-for-English-Language-Learners.pdf)

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## RESOURCES

\* Kim, J. & Herman, J. L. (2012). *Understanding patterns and precursors of ELL success subsequent to reclassification* (CRESST Report 818). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies; CRESST. Retrieved from <http://files.eric.ed.gov/fulltext/ED540604.pdf>

\* Linquanti, R., & Cook, H. G. (2013). *Toward a "common definition of English learner": Guidance for states and state assessment consortia in defining and addressing policy and technical issues and options*. Washington, DC: Council of Chief State School Officers. Retrieved from [http://www.ccsso.org/Documents/2013/Toward\\_a\\_Common\\_Definition\\_2013.pdf](http://www.ccsso.org/Documents/2013/Toward_a_Common_Definition_2013.pdf)

\* Linquanti, R. (2001). *The redesignation dilemma: Challenges and choices in fostering meaningful accountability for English learners* (Policy Report 2001-1). Santa Barbara, CA: University of California Linguistic Minority Research Institute. Retrieved from [https://www.wested.org/online\\_pubs/redesignation.pdf](https://www.wested.org/online_pubs/redesignation.pdf)

\* NCELA *Sample Digital Monitoring Systems*  
[http://ncela.ed.gov/files/forms/digital\\_progress\\_monitoring.pdf](http://ncela.ed.gov/files/forms/digital_progress_monitoring.pdf)

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