

Secondary ESOL Reclassification Guidance for spring 2016

Work Instruction #2.2

1. **Collect Evidence for ALL ELs in 4 Language Domains** (EL Facilitators in partnership with ELD Colleagues):
 - **SLEP Listening** – 45 minute Listening test that teachers will administer and score.
 - **SLEP Reading**- 45 minute Speaking test that teachers will administer and score.
 - **Speaking Work Sample** – Teachers choose one of attached “ELPA21 Rubrics for Hand-Scored Items” and accompanying Work Sample and Practice Item.
 - “Analyze a Visual and a Claim” or
 - “Observe and Report”
 - We’ve also provided practice items for both of the above
 - **Writing Work Sample** Teachers use attached “ELPA21 Rubrics for Hand-Scored Items” to score their own students’ Writing work samples.
 - Teachers score their own students’ work samples using “Construct a Claim Rubric-Writing”
 - Priority for scoring for level 4 students likely to transition.
 - Samples can come from a variety of sources, but must be scored with ELPA21 Writing Rubric.
 - EL Teachers records evidence from four domains on Google Sheets document.
 - Priority on current level 4 students – used as evidence for possible reclassification (by end of February).
 - For level 1-3 students – will be used for level placement in 2016-2017 (by middle of April)
 - If student is exempted from a domain on the ELPA 21, they should also be exempted from the same domain(s) for this portfolio.
 - EL Facilitator makes recommendations for level placement based on the following composite scores:
 - 0 – 1.5 – Level 1
 - 1.6 – 2.5 – Level 2
 - 2.6 – 3.5 – Level 3
 - 3.6 – 4.5 – Level 4
 - 4.6 and above = Reclassification to “Transition” Status

2. Committee Meeting to decide on Reclassification (Only for level 4 students)

- Gather a committee consisting of EL Facilitator, ELD Teachers, and Administrator.
- Review composite scores and work samples and collectively make a decision as to:
 - Reclassification to “Transition” status
 - Continuation as a level 4 EL.
- Input from content teachers:
 - For schools reclassifying 5 or less students, ELD Facilitator will meet with content area teachers of students who are being considered for reclassification.
 - For schools reclassifying more than 6 students: share list of students who are recommended for reclassification to “Transition” status with content area teachers for their input. If no concerns are expressed ...
- Complete “**Salem-Keizer Secondary EL Reclassification**” page for each student designated to transition out of ELD.
 - Add comments when appropriate.
 - Parent/Guardian signature (and comments) or designation that communication was attempted.

3. Compile Portfolios and place in Student’s Cum Folders (For those students recommended for reclassification)

- **Salem-Keizer Secondary EL Reclassification** sheet
- Writing work sample(s) and scoring rubric copies
- Speaking work sample(s) rubric copy

4. Communicate with Parents:

- Group meetings with parents in schools with 6 or more to be reclassified.
- Individual meetings with parents (at Parent/Teacher Conference on March 16 and 17 if possible)
- Mailed / Phone communication to parents – recorded on **Salem-Keizer Secondary EL Reclassification** sheet

ELD Reclassification Procedure

Spring 2016

With ELPA results not being available until the fall of 2016, the Oregon Department of Education (ODE) has provided three options for reclassifying (exiting) English Learners:

Option A: Districts make preliminary reclassifications in 2015-16 based on a “portfolio review” of student performance. Reclassification decisions will be revisited in the fall of 2016 based on ELPA21 scores.

Option B: Districts make all reclassification decisions in the fall 2016 based on SBE-approved ELPA21 scores.

Option C: Districts use a combination of both approaches identified above.

Each option poses its set of challenges, especially for districts with large EL populations. As SKSD exited roughly 1000 students last year, we wanted to be sure our process is streamlined and poses the least disruption for our ELD staff and to the schools.

As such, after careful review of the challenges and after a series of conversations with the ODE relative to partnering and flexibility, we have opted to go with Option C. In short, this means we will look to identify students this spring based those who are currently in ELPA Level 4. Additionally, we will provide an alternate assessment that will further help in identifying candidates for reclassification as well as informing level adjustment decisions (i.e. moving from level 2 to 3). In the fall, once scores are in, we will look to see who else exited and make the necessary adjustments.

The following guidance is provided in three phases, and is intended to provide clear steps for both ELD staff and school administrators. ELD staff has already been informed of the need to collect evidence and about the upcoming alternate assessment via guidance documents and via our ELD Facilitators. The remaining details, however, are spelled out in this document. Any clarifying questions pertaining to these details can be directed to the Secondary ESOL Coordinator, Brad Capener, or ESOL Program Assistant, Scott Jantzi.

This is a challenging task and districts have been given a short timeline for implementation by the ODE. Having said that, we are confident that quality decisions will be made concerning our English Learners, and that we can facilitate this process successfully. Your patience and understanding are greatly appreciated as we look for ways to bring teachers together to have conversations with parents and with colleagues regarding this process.

Phase I: Gathering Evidence

ELD Teacher: **Identify potential candidates for exiting from current cohort of level 4's.** (Note: For Levels 1-3 we will wait until ELPA21 scores come in next fall to determine reclassification decisions.)

Assembling the Portfolio: The portfolio will contain at a minimum, **four pieces of evidence**. It will have evidence documenting the student's progress in listening, reading, speaking, and writing.

Listening & Reading: Every ELD class will administer the Secondary Level English Proficiency (SLEP) Test. Each test takes 45 minutes and ELD teachers are currently working with Scott Jantzi on all of the details relative to administration, scoring, etc.

Speaking: Instructional Services will provide all secondary ELD teachers (per teacher request) a common testing item similar to what students will find on ELPA21. Teachers will use a common rubric (ELPA21 Hand-scoring Speaking Rubric) provided by Instructional Services highlighting ELP Standards 3, 7, & 9.

Writing: ELD teachers will collect a writing sample (this could be their own or one from a colleague in a language arts class or other), and assess the piece based on a common rubric (ELPA21 Hand-scoring Writing Rubric) provided by Instructional Services highlighting ELP Standards 4, 9, & 10.

Note: If students have a testing exemption already in place for ELPA21, this will apply to this process as well. For example, if a student has a hearing disability and is exempted in their IEP from the listening portion of ELPA21, they will not have to take a listening assessment for this process.

Note: The timeline for those who are being considered for reclassification is tighter than it is for those moving a level. We want to have all of this data compiled prior to parent conferences on March 16 and 17, if possible.

Phase II: Making Decisions

As per ODE guidelines, we need to have a committee convene and discuss all reclassification decisions, and to the extent possible, level movement decisions as well. In our discussions, we identified two options that might serve to bring teachers together without using substitutes. These decisions are left to the schools, and schools may choose an alternative process for gathering teachers.

Option 1: ELD PLC – During PLC times, have all ELD teachers convene in schools with large EL populations to discuss both movement of students from level to level, and to evaluate portfolios for all candidates for reclassification. An administrator will need to be present for the portfolio/reclassification discussions portion. (In schools with low populations of ELs, the ELD teacher will have to meet with an administrator and another content area teacher who works with these students.) The advantage is that no additional costs are incurred. The disadvantage is that we do not get content area teachers necessarily, and more time may be required for this work.

Option 2: In-Service – Use the March 4, ½ day staff in-service to conduct these conversations and include some content area staff as well as an administrator. This option is desirable in that the ODE is wanting content area staff inclusion, and no additional costs are required. The downside is that some staff will not be participating in the in-service.

Phase III: Communication

All reclassification decisions and level movement decisions need to be recorded and sent to Scott Jantzi. He will deliver them to Language Services who currently enters this data.

Communication with parents: If you want to use parent conference time to talk with your parents about reclassification, the portfolio gathering process and teacher meetings should be completed by the end of the first week of March. If however, you want to conduct your parent meetings over the semester, you may do that as well. **We will, however, require all processes completed by April 30 to allow schools the ability to make class projections for the fall.**

We are recommending that all reclassification decisions are made prior to March 16 and 17. This will provide ELD teachers with an already established opportunity to meet with parents during conference time and discuss their child's ELD reclassification.

Note: Instructional Services will create a letter for teachers to send home with their students.

Note: Students who are not being reclassified (exiting) do not need to meet this deadline or criteria, but levels need to be decided and communicated to the CAP by April.

Note: EL Facilitators will need to maintain these decisions and the data in the student's Blue Folder for record keeping purposes.

All level moves and reclassification decisions must be communicated to the CAP, registrar, or other office personnel that handles scheduling. This will allow forecasting to occur earlier than it normally occurs since ELPA scores do not come in until late spring or early summer.

If you have questions or concerns, please contact Brad Capener, ESOL Program Coordinator, or Scott Jantzi, ESOL Program Assistant.

Thank you,

ESOL Team

Reclassification Timeline:

January / February:

- SLEP Reading and Listening Test given, scored, and entered into spreadsheet
- Narrow list of level 4 candidates by data from SLEP to ascertain which students are likely to transition
- Prioritize Speaking and Writing work samples for Level 4 students
 - Will score other students also, but may wait until end of March for completion.
- Fill in Reclassification Scoring Spreadsheet (provided by Instructional Services) for likely to transition students with four domain scores.
- Send Reclassification Scoring Spreadsheets to Scott

March:

- March 4th – ½ day In-service / ½ Grading
 - Team meetings to discuss individual students
- March 16th & 17th - Parent Teacher Conferences
 - Send out letters to parents of students who will be transitioned – invite them to come to conferences to discuss this with ELD Teachers
- Complete and score Speaking and Writing samples for all remaining students

April

- By April 15th
 - Score the rest of the students on their Speaking and Writing samples then enter scores onto spreadsheet.
 - Finalize forecasting lists for all ELD students who will remain at your school
 - MS teachers communicate rising 9th grade data for forecasting with high schools.