



English as a Second Language ELPA21 Transition

State Board of Education Workshop

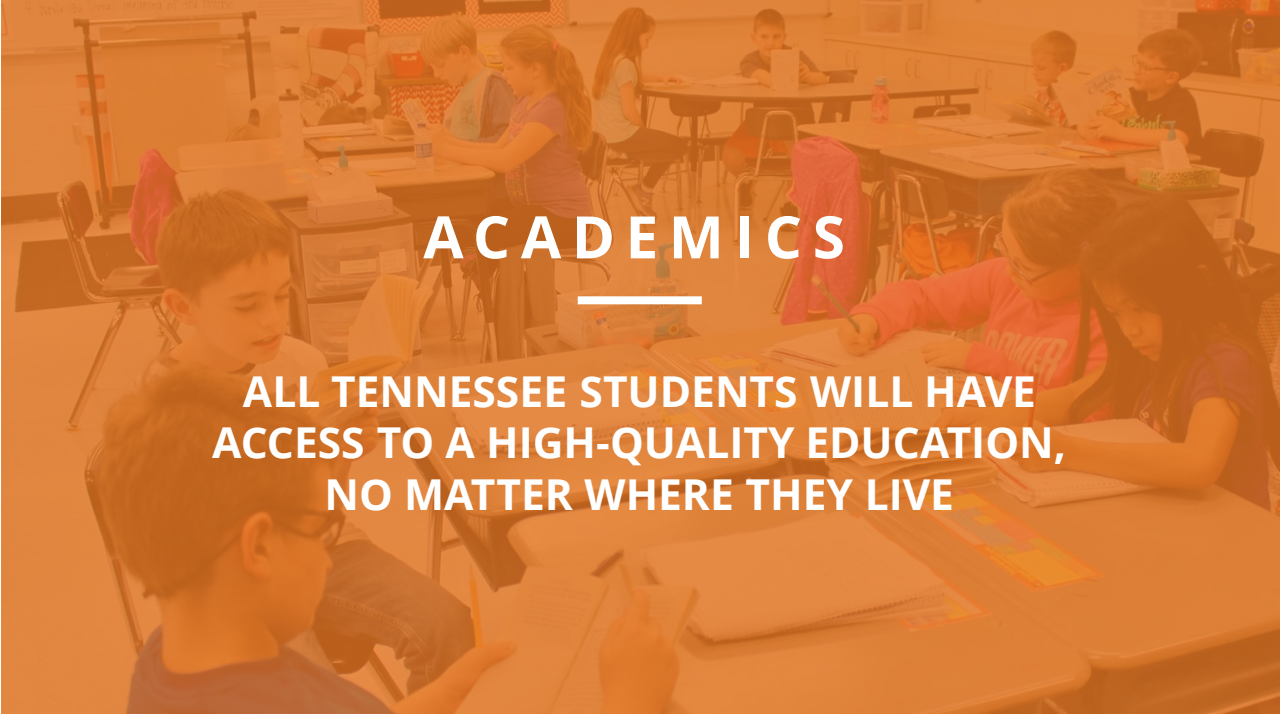
May 30, 2024





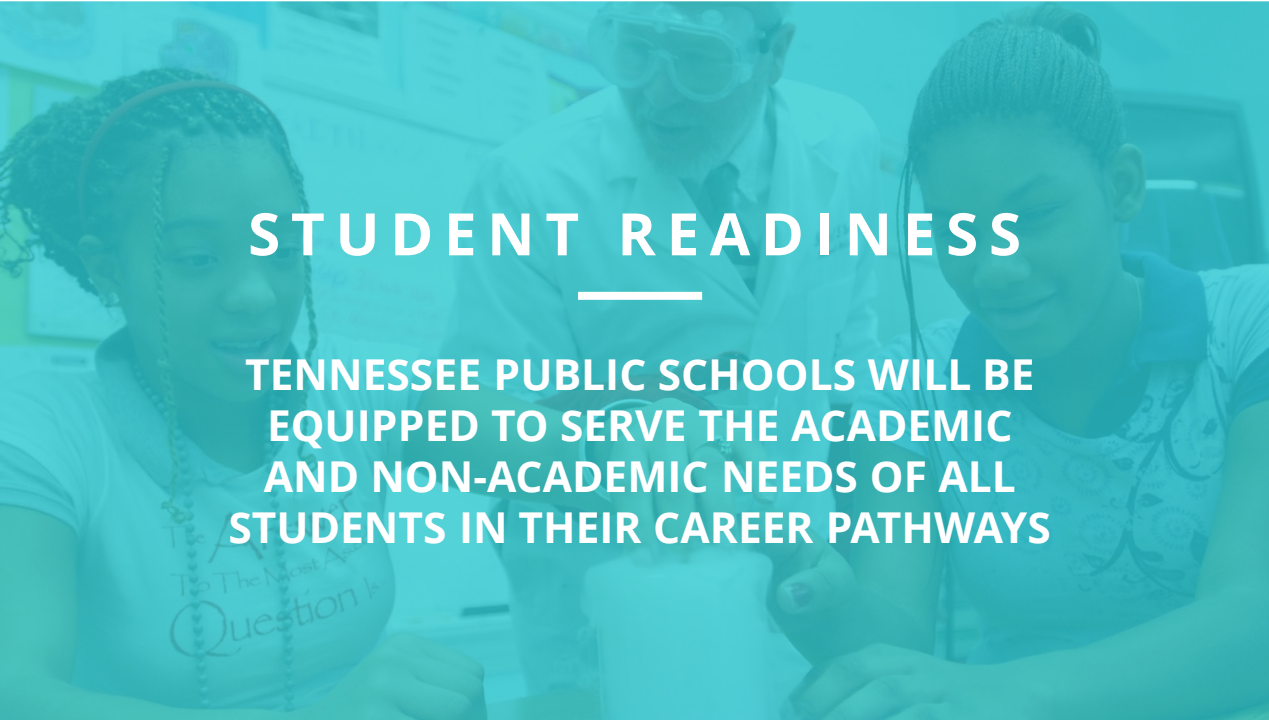
BEST FOR ALL

We will set all students on a path to success.



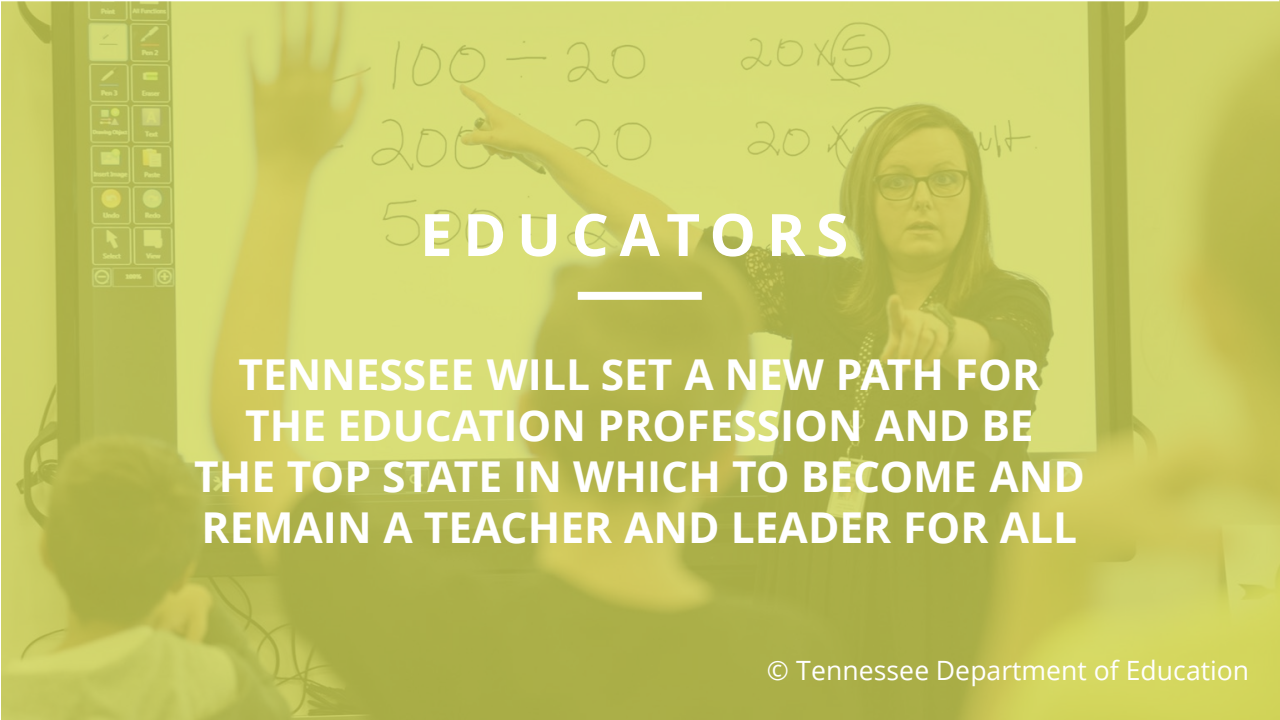
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Introduction of Presenters
- Rationale for Transition
- ELPA21 Implementation Plan
- English Learners in Tennessee
- ESL Rule Chapter 0520-01-19
- ESL Policy 3.207
- English Language Proficiency Assessment Shifts
- English Language Development Standards (ELDs)
- Questions



Presenters



**JOANN
RUNION**

*Senior Director of
Student Supports*
ACADEMICS



**RAVEN
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*English learner
Coordinator*
ACADEMICS



**NANCY
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ASSESSMENT



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Student Supports*
ACADEMICS



Rationale for Transition

Why is Tennessee transitioning from WIDA to ELPA21?

Our needs have changed.



Contract Cycle

Procurement Process

Best Meets Need

Contract

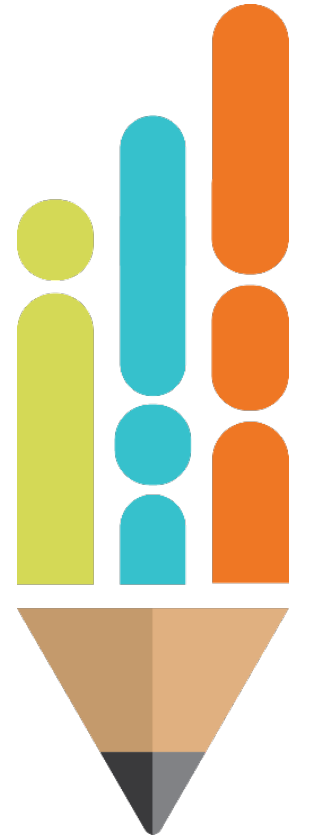
Similarities and Differences between WIDA and ELPA21

SAME

- Four Domains
- Required Annual Training
- Screener
- Annual Assessment
- Summative Determines Exit

DIFFERENT

- New Standards
- No Composite Score
- Alt Screener
- Disability Can Exempt from Domain
- Entirely Online



ELPA21 Generates Individual Student Reports (ISR)

- Each Individual Student Report (ISR) contains:
 - Proficiency determination
 - Domain specific information
 - Family friendly format
- Available in seven languages

Last, First

Grade 4 ELPA21 Summative 2021-2022

Student ID: 2220322251 | Student DOB: 10/20/2000 | Enrolled Grade: 4

Demo District 9999 name update

Date Taken: 12/7/2021

Demo School 1

Overall Scale Score: 5383±227

Comprehension Scale Score: 6034±268

Proficiency Status: Progressing

Proficiency Determination

Proficient - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Progressing - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Emerging - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

How Does Your Child's Score Compare?

Name	Proficient%	Average Overall Scale Score	Average Comprehension Scale Score
Demo District 9999 name update	0	4418±351	4660±385
Demo School 1	0	4418±351	4660±385

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

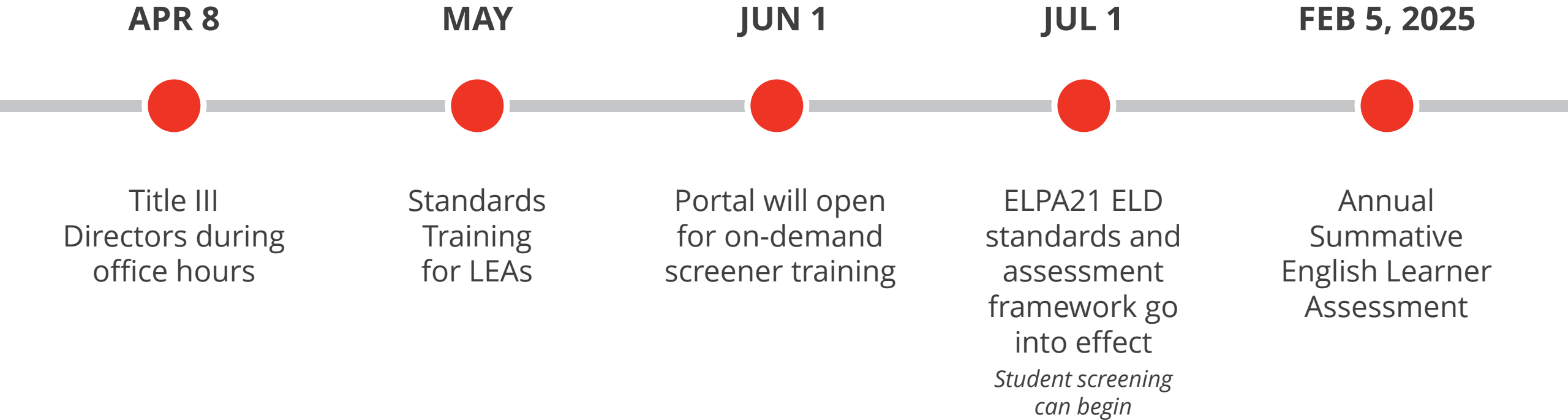
Domain	Scale Score	Performance	Domain Description
Listening	581±33	5	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts; asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	581±24	4	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	489±36	2	When speaking, the student at Level 2 is working on: participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason.
Writing	512±33	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

Implementation Plan

Implementation Plan



TN PULSE Updates and Training Plan

1

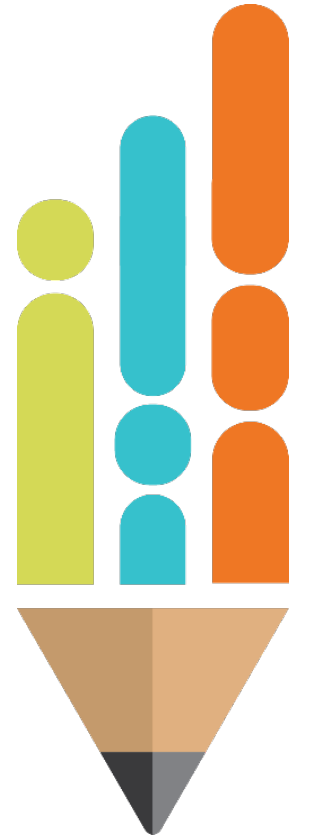
Training on the development of Individual Learning Plans (ILPs) in TN PULSE will take place in July 2024.

2

During the training, attendees will see updates in the TN PULSE ILP process that are reflective of the updates in ESL Rule and ESL Policy.

3

The Individual Learning Plan (ILP) Instructional Decision-Making Guide will also be updated to reflect the updates in ESL Rule and ESL Policy.



English Learners in Tennessee

Landscape of Students and Educators

English Learners and Educators in Tennessee

English Learners

- There are 93,433 English learners in Tennessee's schools.
 - ELs represent 9% of the student population.

English Second Language (ESL) Educators

- There are a total of 7,936 educators in TNCompass with active licenses who hold the ESL endorsement.
 - 675 educators have added an ESL endorsement through the additional endorsement pathway offered at no cost by the department.



ESL Rule 0520-01-19

Overview

ESL Rule Updates

Entry and Exit Criteria

Tailoring of Direct Services

ESL Delivery and Program Models

ILP Requirements for Transitional Year 1
and Year 2 (T1-T2) Students Clarified

Entry and Exit Criteria

- The criteria for entry and exit of English as a Second Language (ESL) programs have been moved to ESL Policy 3.207
- The policy provides the cut scores needed for students to be eligible for ESL services.
- The policy provides information regarding the necessary cut scores students must attain to exit English learner (EL) status and start the status of Transition Year 1 (T1).
- Providing the name of the assessment vendor and cut scores in policy allows the department and State Board of Education to readily update assessment requirements. This in turn will allow for timely updates for districts and schools.

Tailoring of Direct Services

- The criteria for tailoring of ESL services will be in ESL Policy 3.207.
- LEAs and schools may provide tailored services to students in grades 1-12 who score at least a level four (4) in the domains of reading, writing, and either listening or speaking on the summative assessment.
- Providing the guidance for tailoring of ESL services in policy allows the department and State Board of Education to readily update requirements for tailoring ESL services. This will allow for timely updates for districts and schools.

Delivery Model

Scheduled English Language Development Course

An ESL teacher delivers intensive language instruction to English Learners during a scheduled instructional period.

Pull-Out Instruction

An ESL teacher delivers intensive language support to English Learners in small groups or one-on-one settings outside of the general education classroom.

Co-Teaching Instruction

An ESL teacher and a general content teacher collaboratively plan, organize, deliver, and assess content and language instruction to English Learners in the general content classroom.

ESL Program Models

Sheltered English
Instruction

Structured English
Immersion

Specially Designed
Academic Instruction
in English

Content Based
English Instruction

Heritage Language

Transitional Year 1 and Year 2 (T1-T2) Individual Learning Plans (ILPs)

- Requirements for the development of Transitional Year 1 and Year 2 (T1-T2) are revised in ESL Rule to provide clearer requirements.
- Districts requested a section detailing the required components for T1-T2 ILPs.
- For Transitional EL students, appropriate ILPs must outline services in accordance with transitional EL status and needs.
- ILPs for T1-T2 students will require the following components:
 - Relevant demographic data
 - Data from assessments, as available
 - Short term academic goals
 - Career readiness for T1-T2 grade 4-12
 - Scaffolds to access Tier I instruction

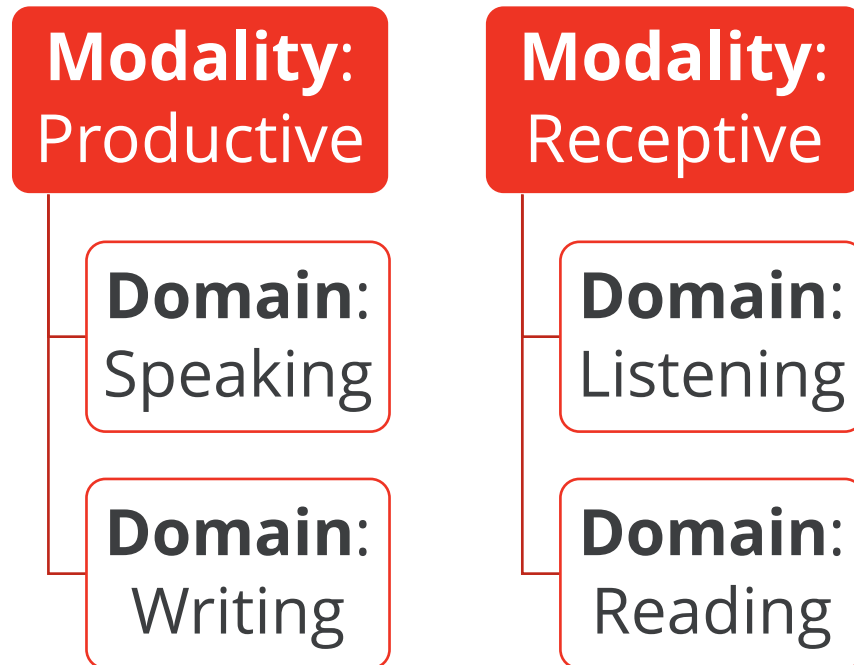
ESL Policy 3.207

Overview



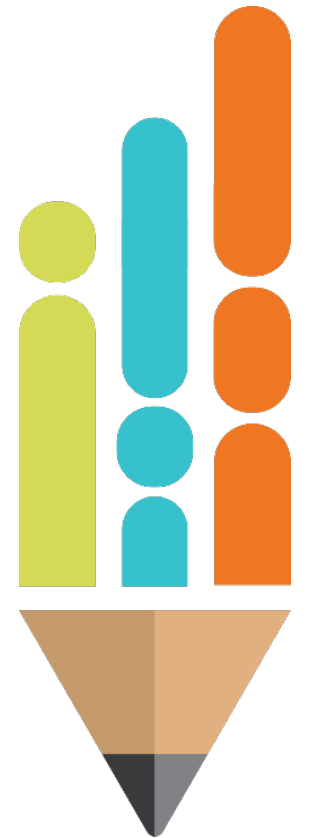
Entry and Exit Criteria

Key Terms: Modality and Domain



Domain Performance Levels

Performance Level	Descriptor	Definitions
Level 1	Beginning	Displays few grade-level English skills and will benefit from EL program support.
Level 2	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support.
Level 3	Intermediate	Applies some grade-level English language skills and will benefit from EL program support.
Level 4	Early Advanced	Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs.
Level 5	Advanced	Exhibits superior English language skills as measured by ELPA21.



Entry into ESL



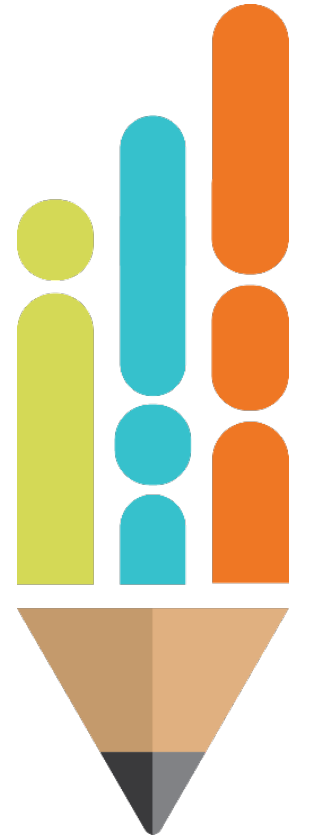
Students who score below 3 in any non-exempt domain (first semester K)



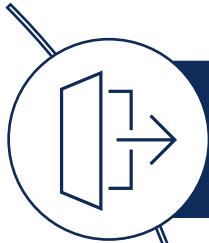
Students who score below 4 in any non-exempt domain (second semester K to grade 12)



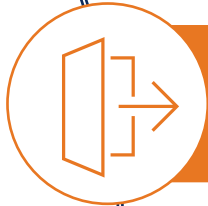
Students who score below 3 in any non-exempt modality (Alternate ELPA screener)



Exit Process



EL students who score 4 or above in all non-exempt domains on the ELPA21 Summative assessment shall be **exited** from Direct or Indirect ESL services.



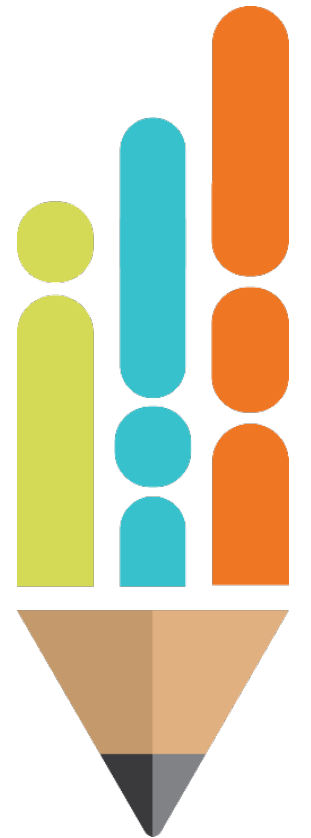
EL students who score above a 3 in any non-exempt modalities on the Alternate (Alt) ELPA21 Summative assessment shall be **exited** from Direct ESL Services.



Students who exit Direct or Indirect ESL services shall be considered **transitional EL students for four (4) school years**.



Transitional students **must be monitored for the first two (2) years** of the four (4) year transition period.



English Language Proficiency Assessment Shifts

ELPA21 Assessments

- ELPA21 Dynamic Screener: Testing instrument used to identify English learners
- ELPA21 Summative Assessment: Annual assessment ELs take used to measure the specific language skills they need to interact with grade-level academic language courses
- Alt ELPA Screener: Testing instrument used to identify English learners who may not be able to access the ELPA Dynamic Screener due to student needs
- Alt ELPA Summative Assessment: Alternative screening instrument designed for English learners with the most significant cognitive disabilities, if documented in their IEP

ELPA21

English Language Development (ELD) Standards



New TN English Language Development Standards (ELD)

- Only 10 ELD Standards
- Focus on receptive, productive, and interactive skills
- Take a functional approach of communication over correctness



Clear & Concise Standards

- The standards are organized in relation to participation in content-area practices.
 - Standards 1 through 7 focus on the language necessary for ELs to engage in the central practices of learning in general content areas.
 - Standards 8 through 10 focus on linguistic features to be used in service with Standards 1-7.
- The ELP Standards are interrelated and can be used separately or in combination.
- The ELD Standards do not include curricular or instructional statements.



Standards 1-7

Build in order of language acquisition skills beginning with meaning and then progressing to engagement

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	Speak and write about grade-appropriate complex literary and informational text and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing



Standards 8-10

Examine familiar linguistic dimensions: *Word/phrase, Discourse, Sentence*

8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing



ELD Standards work with TN State Standards

GRADE 5: STANDARD 4

ELP.4-5.4.	By the end of each English language proficiency level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... Construct grade-appropriate oral and written claims and support them with reasoning and evidence...	<ul style="list-style-type: none"> Express an opinion about a familiar topic. 	<ul style="list-style-type: none"> Construct a simple claim about a familiar topic. Give a reason to support the claim. 	<ul style="list-style-type: none"> Construct a claim about familiar topics. Introduce the topic. Provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> Construct a claim about a variety of topics. Introduce the topic. Provide several reasons or facts to support the claim. Provide a concluding statement. 	<ul style="list-style-type: none"> Construct a claim about a variety of topics. Introduce the topic. Provide logically ordered reasons or facts to support the claim. Provide a concluding statement.

5

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text. **B)** Develop an opinion through logically-ordered reasons that are supported by facts and details. **C)** Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **D)** Provide a concluding statement or section related to the opinion presented. **E)** Link opinion and reasons using words, phrases, and clauses. **F)** Apply language standards addressed in the Foundational Literacy standards.

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.





Questions?



Thank You!

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