Arkansas Professional Judgment Rubric-Exit Criteria Guidance

May 7, 2018

Tricia Kerr, ADE ESOL Program Director
Dr. Alan Lytle, ADE EL Assessment Specialist
Arkansas ESSA plan approved January 2018.
Required Home Language Usage Survey, Entry/Exit Procedures, ELPA21 Screener, Summer Training

**Memo Information**

- **Memo Number**: LS-18-083
- **Memo Date**: 4/2/2018
- **Memo Type**: Administrative
- **Section**: Learning Services
- **Regulatory Authority**: Federal Programs; Superintendents; Principals; Test Coordinator; Teachers; Curriculum Coordinator; School Counselor
- **Response Required**: NO
- **Attention**: Tricia Kerr

**Contact Information**

- **Name**: Tricia Kerr
- **Phone Number**: 479-267-7450
- **Email**: Tricia.Kerr@arkansas.gov

**Memo Text**

Required Home Language Usage Survey (HLUS) and Entry/Exit Procedures

As part of Arkansas’ transition to common Entry and Exit Procedures related to Language Minority Students in Arkansas under the ESSA plan, Arkansas requires that all incoming students to any Arkansas district complete the Arkansas Home Language Usage Survey (HLUS). The goal is to have a common process for determining Language Minority Students in Arkansas schools. Utilizing the new common HLUS...
Arkansas Professional Judgment Rubric/Exit Criteria Guidance

Memo Information

- Memo Number: LS-18-093
- Memo Date: 5/2/2018
- Memo Type: Administrative
- Section: Learning Services
- Regulatory Authority: ESSA
- Response Required: NO
- Attention: Federal Programs; Superintendents; Principals; Teachers; School Counselor

Contact Information

- Name: Tricia Kerr
- Phone Number: 479-267-7450
ESSA and Exit Criteria

- All districts in Arkansas must utilize same exit criteria and process when determining whether a Language Minority Student (LMS) qualifies as an English Learner (EL) or a Former English Learner (FEL).
- Common Entry and Exit Procedures related to Language Minority Students (ESSA pages 122-125)
- Arkansas ESSA English Learners/Title III Advocate Group
  - Used feedback from survey of ESOL Coordinators (November 2016)
  - Reviewed guidance from Council of Chief State School Officers (CCSSO)
  - Considered Arkansas data comparing performance on ELPA21 and ACT Aspire
  - Created the Professional Judgment Rubric and Exit Criteria Guidance
Timeline: LEAs will annually review every identified English Learner’s progress in acquiring English.

1. This review will be conducted by a site based Language Proficiency and Assessment Committee (LPAC).

2. Annual reviews will include a committee analysis of ELPA 21 summative assessment scores and other available student performance data.

3. Exit decisions must be made by and documented in eSchool no later than September 30th of each school year.
## Criteria for Annual Review Placement

<table>
<thead>
<tr>
<th></th>
<th>English Learner</th>
<th>Former English Learner, Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA21 Summative Overall Score</td>
<td>“Emerging” or “Progressing”</td>
<td>“Proficient”</td>
</tr>
<tr>
<td>Professional Judgment Rubric</td>
<td>N/A</td>
<td>“Proficient”</td>
</tr>
<tr>
<td>LPAC Committee</td>
<td>Recommends appropriate English Learner services, classroom accommodations, assessment accommodations</td>
<td>Recommends exit to Former English Learner status</td>
</tr>
<tr>
<td>Parent Notification</td>
<td>Continued identification as an English Learner</td>
<td>Exit from English Learner status and to be monitored for four years to ensure continued success</td>
</tr>
</tbody>
</table>
How & Where to access the ELPA21 scores?

How:

- [Online Reporting System (ORS)](18:57 minutes)
- [PPT with no sound](https://ar.portal.airast.org/users/test-administrators.stml)
Change from “ELPA21 Screener” to “ELPA21”

Change to desired format: “Student Data” or “PDFs of Student Reports”
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Excel format download
## Individual Student Report

How did my student perform on the ELPA21 test?

**Test:** Grade 8 ELPA21  
**Year:** 2017-2018  
**Name:** Test, Test

### Legend: Domain Performance Levels

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

### Student Test Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>SSID</th>
<th>Proficiency Status</th>
<th>Overall Scale Score</th>
<th>Comprehension Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test, Test</td>
<td>0998402446</td>
<td>Emerging</td>
<td>4084 (579)</td>
<td>4303 (410)</td>
</tr>
</tbody>
</table>

### Comparison Scores

<table>
<thead>
<tr>
<th>Name</th>
<th>Percent Proficient</th>
<th>Average Overall Scale Score</th>
<th>Average Comprehension Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>14</td>
<td>5667 (111)</td>
<td>5697 (11)</td>
</tr>
<tr>
<td>Demo Dist 9999 (9999)</td>
<td>0</td>
<td>4084*</td>
<td>4303*</td>
</tr>
<tr>
<td>Demo School 1 (9969_9991)</td>
<td>0</td>
<td>4084*</td>
<td>4303*</td>
</tr>
</tbody>
</table>

### Student Performance on Each Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale Score</th>
<th>Performance Level</th>
<th>Domain Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>371 (116)</td>
<td>1</td>
<td>When listening, the student at Level 1 is working on: recognizing a few key words or phrases; responding to simple questions and some wh-questions; identifying a point made by a speaker.</td>
</tr>
<tr>
<td>Reading</td>
<td>390 (127)</td>
<td>1</td>
<td>When reading grade-appropriate text, the student at Level 1 is working on: identifying a few key words and phrases in simple written texts, identifying basic information within text; responding to simple questions and some wh-questions on familiar topics.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Not Attempted</td>
<td>Not Attempted</td>
<td>Not Attempted</td>
</tr>
<tr>
<td>Writing</td>
<td>354 (120)</td>
<td>1</td>
<td>When writing, the student at Level 1 is working on: participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh-questions about presentations using vocabulary from the presentation topic.</td>
</tr>
</tbody>
</table>

*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.*
Performance Levels & Proficiency

**Performance Level**
- **Advanced** (Level 5) – Exhibits superior English language skills, as measured by ELPA21.
- **Early Advanced** (Level 4) – Demonstrates English language skills required for engagements with grade-level academic content instruction at a level comparable to non-ELLs.
- **Intermediate** (Level 3) – Applies some grade-level English language skills and will benefit from ELL Program support.
- **Early Intermediate** (Level 2) – Presents evidence of developing grade-level English language skills and will benefit from ELL Program support.
- **Beginning** (Level 1) – Displays few grade-level English language skills and will benefit from ELL Program support.

**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 requirement 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.
Professional Judgment Rubric

In order to exit a student from English Learner status, a Language Proficiency and Assessment Committee (LPAC) must verify that there are three pieces of evidence supporting the decision. This is *triangulation of data* to support an educational decision.

Once three pieces of supporting evidence are available, including a proficient score on ELPA21, the LPAC must exit the student and begin the monitoring process.

The goal is to determine when LMS students are ready to be identified as Former English Learners in a timely and appropriate manner.
Exit Criteria

<table>
<thead>
<tr>
<th>ELPA21 Assessment Data</th>
<th>Proficiency Profile = Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Judgment Rubric/Supporting Evidence</td>
<td>Sufficient Evidence exists providing two pieces of local data that demonstrate success in Literacy through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers</td>
</tr>
</tbody>
</table>
Supporting Evidence

- Districts must develop a standardized process for further investigation and confirmation of a student’s ability to meet grade-level performance expectations.
- Each piece of evidence must align to the English Language Proficiency (ELP) standards and Arkansas Academic Standards.
- A body of evidence should represent local data that is used to define academic growth/success/grade-level proficiency as well as growth to English language proficiency.
Examples of Evidence in Addition to ELPA21

• This list is not necessarily exhaustive.
• Districts wishing to use data not listed may contact Tricia Kerr for approval.
• **Scores/performance levels that are comparable to grade level non-EL peers qualify as acceptable evidence.**
• It is the LPAC’s responsibility to **consider all available evidence** for a given student.
• **Once a student has at least two pieces of data indicating performance comparable to grade level non-EL peers, in addition to scoring Proficient on ELPA21, it is the responsibility of the LPAC to exit the student from English Learner status and begin monitoring the student for continued success.**
Examples of Evidence in Addition to ELPA21

- ACT Aspire-Reading (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)
- ACT Aspire-Writing (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)
- ACT Aspire-English (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)
- ACT Aspire ELA Readiness = Yes
- ACT Aspire Math Readiness = Yes
Examples of Evidence in Addition to ELPA21

- ACT English (Cut for the academic challenge scholarship)
- ACT Reading (Cut for the academic challenge scholarship)
- ACT Math (Cut for the academic challenge scholarship)
- ACT Science (Cut for the academic challenge scholarship)
- NWEA Map--Grade Level OR the predicted proficiency alignment report
- District Formative Assessments
- STAR Reading scores
- Reading Inventory
- Writing Samples scored with rubric aligned to Arkansas English Language Arts Standards
Examples of Evidence in Addition to ELPA21

• K-2 Data points
  • iStation
  • Renaissance
  • NWEA MAP
  • AIMS Webb

How to obtain literacy (reading/writing) pieces of evidence upon initial screening (in addition to any items above that may be completed within the first 30 days of school/two weeks of enrollment):

• Triand Results
• Former School Records
• Kindergarten Screeners
• Diagnostic assessments
## Professional Judgment Rubric

<table>
<thead>
<tr>
<th>No Evidence/Not Proficient</th>
<th>Insufficient Evidence/Approaching Proficiency</th>
<th>Sufficient Evidence/Proficient</th>
<th>Abundant Evidence/Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>No pieces of strong data</td>
<td>One piece of strong data</td>
<td>Two pieces of strong data</td>
<td>Three pieces of strong data</td>
</tr>
</tbody>
</table>
Examples of Strong Data

- ACT Aspire=Ready/Exceeding OR 50\textsuperscript{th} percentile or above
- ACT Aspire ELA or Math Readiness=Yes
- ISIP (Istation) Instructional Tier 1 score (40\textsuperscript{th} percentile or above)
- At/above grade level performance on items listed above
- Writing portfolio with consistent ratings as Ready/Exceeding or Proficient/Advanced (as aligned to ELA standards)
ADE Language Minority Student Exit-Monitoring Form (PDF) (Word)

When do you use the LMS Exit-Monitoring Form?
The Language Minority Student (LMS) Exit Form is completed when determining whether a student is a Former English Learner or not.
1) ____ Initiating placement as a Former English Learner
2) ____ Documenting a prior exit that was not documented
3) ____ Monitoring a Former English Learner

Must we use THIS exact form? YES or MUST include all elements in an electronic data system (like ELLevation) that is printable and able to be sent to a transfer district
Arkansas Department of Education (ADE)
Language Minority Student Exit/Monitoring Form

The Language Minority Student (LMS) Exit Form is completed when determining whether a student is a Former English Learner or not. Please check the reason for using this form:

1) ____ Initiating placement as a Former English Learner
2) ____ Documenting a prior exit that was not documented
3) ____ Monitoring a Former English Learner (ELL Exit Date: ____________)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Student State ID #:</th>
<th>ELL Entry Date:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
English Language Proficiency Assessment Data
When initiating placement as a Former English Learner or documenting a prior exit, evidence must be provided to demonstrate proficiency in English aligned with the Arkansas English Language Proficiency Standards. (Not available or required for Monitoring a Former English Learner.)

____ ELPA21 Screener
Proficiency Profile: ____________, Date: ________________

OR

____ ELPA21 Summative
Proficiency Profile: ____________, Date: ________________

OR

____ Prior state approved ELP assessment scores/dates:
<table>
<thead>
<tr>
<th>Supporting Evidence/Professional Judgment</th>
<th>Measure: ____________ Result: __________ Date: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two pieces of evidence providing confirmation of a student’s ability to meet grade-level performance expectations in literacy in ELA/Science/Social Studies and/or Math.</td>
<td>Measure: ____________ Result: __________ Date: ________</td>
</tr>
<tr>
<td></td>
<td>___ No evidence exists to confirm the student’s academic literacy is at a level comparable to never-EL peers.</td>
</tr>
</tbody>
</table>
**Recommended Status** Choose whether the student is recommended for English Learner or Former English Learner status. If choosing Former English Learner status, indicate which year of monitoring the student is beginning or if monitoring is completed.

|  |  
|---|---|
|  | _____ English Learner (eSchool “Value Box” Checked)  
| **OR** |  
|  | _____ Former English Learner (ELL Exit Date: ____________)  
|  | ___ Monitored Year 1 (M1)  
|  | ___ Monitored Year 2 (M2)  
|  | ___ Monitored Year 3 (M3)  
|  | ___ Monitored Year 4 (M4)  
<p>|  | ___ Monitoring Completed |</p>
<table>
<thead>
<tr>
<th>LPAC MEMBERS' SIGNATURES (All required)</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Administrator</td>
</tr>
<tr>
<td>2.</td>
<td>ESOL Designee</td>
</tr>
<tr>
<td>3.</td>
<td>Mainstream Teacher/Counselor</td>
</tr>
</tbody>
</table>

_____Parent notification of Determination   Date: _____________
Parent Notification

• Sample forms and criteria of what should be on notifications will be included in the Entry/Exit Manual being released late May
• May utilize current parent notification letters until you receive new letters/criteria (has not really changed overall)
• Training on the entire Entry/Exit Manual during the summer
• Will have a series of webinar trainings on the Entry/Exit Manual as well
Former English Learners Monitored Years 1-4

• Former EL Monitored Year 1 – Year 4 students must continue to receive appropriate academic supports, as needed.

• Upon completion of four consecutive years of monitoring, students are eligible to be released from monitoring if they continue to demonstrate English language proficiency and academic growth/success/grade-level proficiency in reading, writing, and other content areas.

• However, a district/school may determine that students who no longer demonstrate language and grade level proficiency should be transitioned back to an English Language Development program as an English Learner.
Documenting EL Students Who Exit Services

Use “ADE Language Minority Student-Exit Monitoring Form”

1) “English Learner Exit Date” (ELL Entry/Exit End Date)- The date the student met state criteria for Fluent English Proficient status and was exited from the English Learner program; no longer eligible to receives services. MM/DD/YYYY

2) Uncheck the value box to the right of the “English Learner Entry Date” (ELL Entry/Exit Start Date)

3) M1 should be marked as well (then M2, M3, M4 until monitoring complete)
Summer 2018 PD Opportunities

• ADE English Learner Updates: ESSA, Entry/Exit Manual, ELPA21 Summer Training
• See Commissioner’s Memo [LS-18-083](#)
• May attend ANY site
• Central Arkansas has training at Maumelle High School
  • June 7, 2018, from 9 am – 4 pm
Summer 2018 PD Opportunities

• ADE Data Conference, July 19-20, Hot Springs
Summer 2018 PD Opportunities

ESOL Institutes

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<tr>
<td>Response Required</td>
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<td>Attention</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>Email</td>
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2018 Arkansas ESOL Institutes Announcement and Registration Information
Summer 2018 PD Opportunities

**ESOL Professional Development Led by ADE EL Specialists**
(click link for registration links)

- Supporting English Learners in Content Areas
  - ARESC, Dawson, DeQueen/Mena, Southeast AR ESC, South Central ESC, Arch Ford, Guy Fenter, North Central, NWAESC, OUR, WDMESC

- ELP Standards Overview
  - South Central ESC, Arch Ford, NWAESC, Southeast AR ESC

- Coordinators 101
  - ARESC, Dawson

- Handbook Revision/Writing
  - Dawson, NWAESC
Summer 2018 PD Opportunities

ESOL Professional Development Led by ADE EL Specialists
(click link for registration links)

• ESOL SOS
  • Northeast ESC, Southeast AR ESL

• LINCS Vocabulary Strategies
  • Dawson, NWAESC

• LPAC Meetings Made Effective and Efficient
  • OUR, WDMESC, Dawson

• Writing Sentence Frames
  • Southeast AR ESC
ADE Staff

- Tricia Kerr, ESOL Program Director
  - Tricia.Kerr@arkansas.gov
  - 479-267-7450

- Miguel Hernandez, Title III Specialist
  - Miguel.Hernandez@arkansas.gov
  - 501-682-6620

- Dr. Alan Lytle, EL Assessment Specialist
  - Alan.Lytle@arkansas.gov
  - 501-682-4468
ADE Support Staff

- Tresa Cotton, EL Admin Assistant
  - Tresa.Cotton@arkansas.gov
  - 479-267-7450

- Jana Catlett, EL Specialist
  - Jana.Catlett@dawsonesc.com
  - 870-246-9072

- Lisa Coats, EL Specialist
  - Lisa.Coats@starfishnw.org
  - 479-267-7450