



Title III/ESOL Monthly Update

Julie Ewing
April 24, 2018

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Schedule of monthly webinars

- ~~August 22nd~~
- ~~September 26th~~
- ~~October - KSDE Annual Conference (no webinar)~~
- ~~November 28th~~
- ~~January 23rd~~
- ~~February 27th~~
- ~~March 27th~~
- **April 24th**
 - All webinars will start at 9:00 am and be recorded



Today's topics

- KELPA2 Reports
- Change in Exit Criteria
- ESOL Endorsement



KELPA2 Reports



Student reports will be available the week of May 7th in the KITE Educator Portal

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Where to find reports

Accessing KELPA2 Reports:

1. Login to the Educator Portal. Make sure you have selected the correct assessment program. KELPA2.
2. Click on the Reports tab.

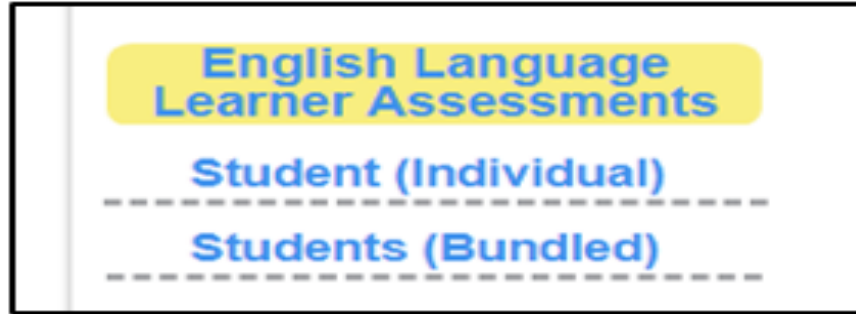


Organization:

Assessment Program:

[REPORTS](#) [DASHBOARD](#) [TOOLS](#) [HELP](#)

3. Select English Language Learner Assessments. Student reports may be selected individually or bundled.



4. Enter the district, school and grade.

A screenshot of a search filter form. The form has five columns: "Report Criteria" (with a right-pointing arrow), "Report Year" (with a green checkmark icon), "District" (with a green checkmark icon), "School" (with a green checkmark icon), and "Grade" (with a green checkmark icon). Below these columns, there is a "Reset" button, the value "2018" for the Report Year field, a blacked-out area for the District field, and the value "ELP Grade 4" for the Grade field.

5. Student ID and Names will be displayed. Click on the report you want to view, download or print. If using a bundled approach all reports will be downloaded at one time.
6. Student Report will be displayed.


Student Report Sample


STUDENT REPORT: [REDACTED]
GRADE: 4 / **STATE ID:** [REDACTED]
SCHOOL: [REDACTED]
DISTRICT: [REDACTED]


2017–2018
KELPA2
KANSAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA2). The KELPA2 measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

Overall Proficiency: Level 3


1
NOT PROFICIENT


2
NEARLY PROFICIENT


3
PROFICIENT

1–Not proficient: Students that are not yet proficient have not 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 by attaining performance levels of Beginning and Intermediate in all four domains. Students not proficient are eligible for ongoing program support.

2–Nearly proficient: Students are nearly proficient when 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 by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3–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 by attaining performance levels of Early Advanced or higher in all domains.


Domain Performance Levels

Year	DOMAIN SCORE				Progress Toward Proficiency
	Speaking	Writing	Listening	Reading	
2017	5	3	4	3	
2018	5	5	4	5	Proficient

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

Additional Resources
 For more information about the Kansas English Language Proficiency Assessment, and information about the Kansas Assessment Program, visit ksassessments.org/kelpa2. For score report information, visit ksassessments.org/scorereports.

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CAN**
Reach South the world in the hearts of each student.

Sample of student report

STUDENT REPORT: [REDACTED]

GRADE: 4 / STATE ID: [REDACTED]

SCHOOL: [REDACTED]

DISTRICT: [REDACTED]

2017–2018



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Progress towards proficiency:

Progress towards proficiency:

2017 Test Status	2018 Test Status	2018 Proficiency Level	Progress Toward Proficiency
Incomplete or Not taken	Test complete	3	Proficient
Incomplete or Not taken	Test completed	1 or 2	(Blank - nothing is filled in and the space is blank)
Test completed	Test completed		*Progress not Demonstrated
Test completed	Test completed	1 or 2	*Satisfactory Progress
Test completed	Test completed	3	Proficient
Test completed	Incomplete	Incomplete test	Progress not Demonstrated

*Summed differences in domain scores from 2018 - 2017 domain scores.

Negative or 0 result in “Progress not Demonstrated”

Positive results in proficiency levels result in “Satisfactory Progress”

Parent/Educator Guide

- Spanish Version of guide

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KELPA2 Survey Results

460 KS teachers, EL coordinators and administrators responded to the KELPA2 survey

The field indicated:

- scoring improvements in the KITE system made the process much easier
- scoring materials were easy to follow (however – please remove the rubrics that we don't need)
- having the stimulus and prompt available during scoring made for a faster process

Change in Exit Criteria for 2017-2018

When a student scores proficient on the KELPA2 **one** year

Options:

1. Transitional year- provide services and receive funding for student (must document minutes served in KIDS D41). Then placed on monitored status for *two* years.
2. Monitored- Exit from program and place on monitored status *two* years.

Who takes the KELPA2 next year?

Students who are eligible for EL services- **YES**

Students who receive EL services- **YES**

Students who are eligible for services but parents have waived EL services- **YES**

Students in transitional year- **NO**

Students monitored- **NO**

KIDS

- Field D39 - new values to identify “transitional year”

Change in ESOL Endorsement

- Regulation going through legal process that if passed would require an additional professional learning activity for those who take the Praxis (without doing program).
- This set of regulations is still at the very beginning stages in the legal process.
- Timeline will be determined by how long it takes the two offices (Department of Administration and Attorney General) to review and stamp approval.

Change in ESOL Endorsement continued

- Following their approval, the regulations must be published for 60 days and then a hearing by the state board is held with action the following month.
- It will take 3-4 months (at least) before any action is taken.
- Effective date would be a month or so later, but there will most likely be a transition period as well.

Comments/ Questions



Mark your calendars

Kansans CAN:

teach

JUNE 4-5

Emporia State
University,
Emporia

JULY 17-18

Fort Hays State
University, Hays

*"Kansas leads the world in the success of **each** student."*

Kansas State
Department of
Education

2018
IMPACT
INSTITUTE

Seal of Biliteracy

[State Seal of Biliteracy Candidate Checklist](#) updated on 3/15/2018



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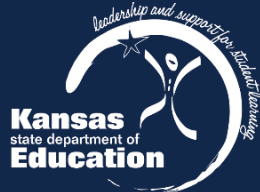
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