

English Learners and the WIDA ACCESS 2.0 Assessment

New Mexico Legislative Education Study Committee

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Gadsden Independent School District

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Gadsden Independent School District



Mission Statement

The Gadsden Independent School District will ensure that all students will learn by putting education first. The district will provide quality educational opportunities conducive to learning that will facilitate students' individual goals.

District Description and Demographics

The Gadsden Independent School District consists of twenty-four educational facilities and two administrative facilities, educating the children of southern Dona Ana County and Southern Otero county of New Mexico. The district educates approximately 650 preschoolers and 13,000 students in programs stretching from kindergarten through the 12th grade. Our district operates 4 preschool centers, sixteen elementary schools, three middle schools and five high schools. The education of the students of southern New Mexico is our primary goal.

K-12 Student Ethnicity

Hispanic	96.5%
Caucasian	3%
African American	.5%

K-12 Gender

Male	52%
Female	48%

Bilingual Multicultural Education in Gadsden

Gadsden has eight elementary schools with 2,294 students participating in a 50:50 Two-Way Dual Language model and 1,534 in English monolingual programs.

There also has eight elementary schools with 754 students participating in a Transitional model and 2,616 in English monolingual programs.

At the secondary level, our student enrollment is 5,923 and 310 of them participate in a Transitional model.

Bilingual Multicultural Education in Gadsden

- **K-6 50:50 Two-Way Dual Language Immersion**
 - (BE, CES, DT, MQ, NV, RS, VE, YH)
- **K-6 Transitional**
 - (AE, DV, GE, LU, LL, STE, SP, SR)
- **7-12 Program for the Acquisition of Language (PAL)**
 - Middle School and High School
- **K-12 English Language Development (ELD)**
 - All EL students not in a Bilingual Ed. model

Bilingual Education Program Models

Program Models	Dual Language Immersion	Transitional
Participants	ELL/RFEP/IFEP	English Language Learners (ELL) only
Instructional Time	3 hours per day for each language, including all subject areas.	2 to 3 hours per day
Required Courses	Minimum of 3 hrs. in the Home language (Language Arts and Content areas) and 3 hrs. in English, including ELD for ELL students.	1 hr. of Home language and 1 hr. of ESL. Optional/Additional Courses: May have 1 additional hr. of Bilingual in a Content Area (Math, Social Studies, Science or Fine Arts).
Purpose	All students will be bilingual and bi-literate in English and the home/2 nd language.	All ELL students will become proficient in English.

K-12 Language Classification in GISD

FEPCLASS	EOY 2016-17	BOY 2017-18
(IFEP – Never ELL) Initial Fluent English Proficient	4,285 33%	4340 33%
(RFEP) Reclassified English Learners	4,215 32%	3625 28%
(EL) Current English Learner	4,621 35%	5035 39%

Number of ELs at current level of English proficiency

2017 ACCESS 2.0 with New Cut-Off Scores
Distribution of the Current Level of English Proficiency
4460 (K-12) Students Assessed in Spring 2017 with ACCESS 2.0

Grade	No. Tested	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	NA
K	563	388	67	50	47	7		4
1	563	92	185	223	38	7		18
2	560	74	195	227	49	1		14
3	544	66	135	231	92	6		14
4	403	17	35	208	130	8		5
5	300	21	34	138	93	11	1	2
6	288	18	64	147	44	5	2	8
7	243	17	79	87	52	7		1
8	274	30	57	109	69	5		4
9	235	9	33	134	52	1		6
10	212	20	44	116	20	3		9
11	152	4	41	81	20	2		4
12	123	11	33	56	17	0		6
Total	4460	767	1002	1807	723	63	3	95

Number of ELs at current level of English proficiency

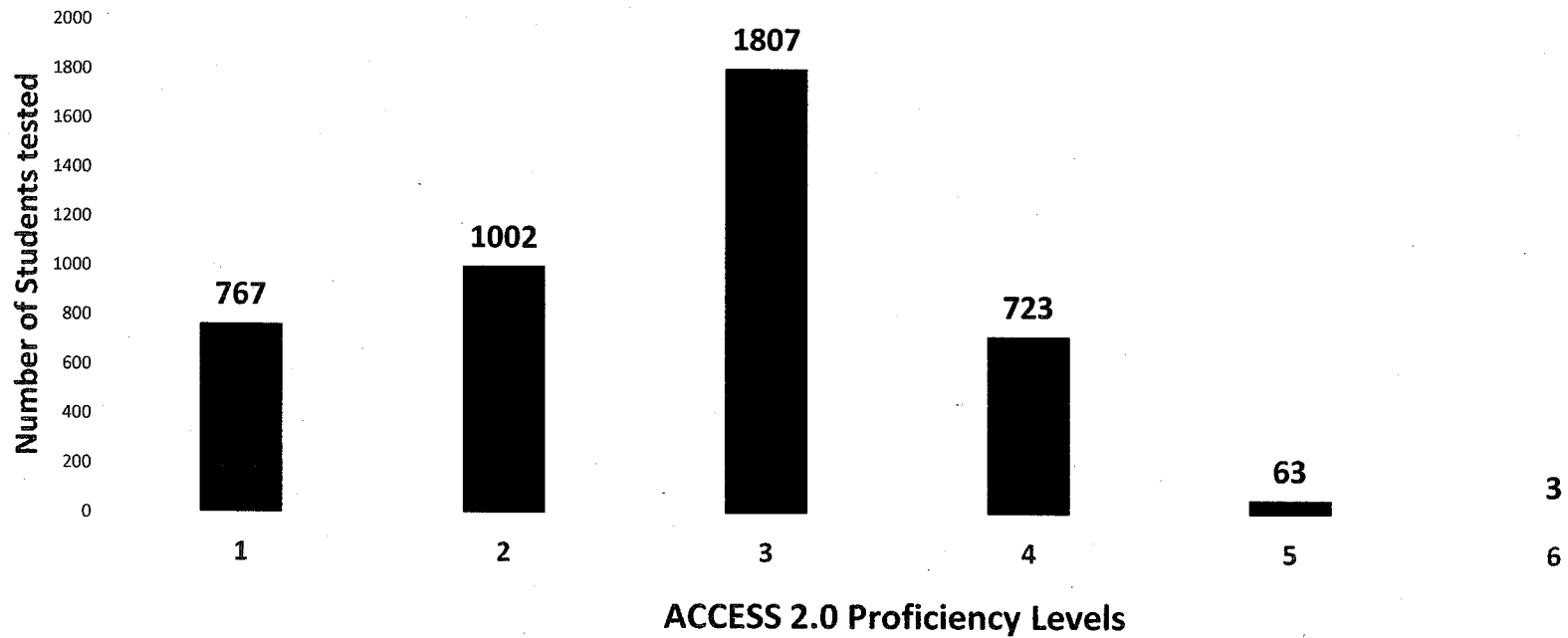
2017 ACCESS 2.0 with New Cut-Off Scores

Distribution of the Current Level of English Proficiency and Percentage by Grade Cluster

Cluster	No. Tested	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Level 5	%	Level 6	%	NA	%
K	563	388	68.9%	67	11.9%	50	8.9%	47	8.3%	7	1.2%		0.0%	4	0.7%
Gr 1-2	1123	166	14.8%	380	33.8%	450	40.1%	87	7.7%	8	0.7%		0.0%	32	2.8%
Gr 3-5	1247	104	8.3%	204	16.4%	577	46.3%	315	25.3%	25	2.0%	1	0.1%	21	1.7%
Gr 6-8	805	65	8.1%	200	24.8%	343	42.6%	165	20.5%	17	2.1%	2	0.2%	13	1.6%
Gr 9-12	722	44	6.1%	151	20.9%	387	53.6%	109	15.1%	6	0.8%		0.0%	25	3.5%
Total	4460	767	17.2%	1002	22.5%	1807	40.5%	723	16.2%	63	1.4%	3	0.1%	95	2.1%

Number of ELs at current level of English proficiency

2017 ACCESS 2.0



Number of ELs in BMEPs and how many in each model

School Year	Model	School Membership	BMEP Enrollment	EL	RFEP	IFEP
EOY 16-17	DL (K-6)	3828	2295	1407	441	447
BOY 17-18	DL (K-6)	3716	2200	1474	303	432

School Year	Model	School Membership	BMEP Enrollment	EL
EOY 16-17	Tran (K-6)	3370	752	752
BOY 17-18	Tran (K-6)	3236	684	684

School Year	Model	School Membership	BMEP Enrollment	EL
EOY 16-17	Tran (7-12)	5877	310	310
BOY 17-18	Tran (7-12)	6015	321	321

Number of ELs not in BMEPs

School Year	Model	School Membership	NOT BMEP Enrollment	EL not in BMEP Model
EOY 16-17	ELD @ DL	3828	1533	468
BOY 17-18	ELD @ DL	3716	1507	522

School Year	Model	School Membership	NOT BMEP Enrollment	EL not in BMEP Model
EOY 16-17	ELD @ TR Elem	3370	2618	682
BOY 17-18	ELD @ TR Elem	3236	2552	829

School Year	Model	School Membership	NOT BMEP Enrollment	EL not in BMEP Model
EOY 16-17	ELD @ TR Sec	5877	5567	996
BOY 17-18	ELD @ TR Sec	6015	5694	1207

How do ELs in BMEPs perform compared to ELs not participating?

Grade	EOY 16-17 Enrollment	EOY 16-17 EL Membership	EOY Number of EL Assessed with ACCESS 2.0	EL BMEP Participation	BMEP Model	% of Participants	Number of Participants	Level 1	% Level 1	Level 2	% Level 2	Level 3	% Level 3	Level 4	% Level 4	Level 5	% Level 5	Level 6	% Level 6
Elem Total	7208	3314	3139	BMEP	DL	44.0%	1380	283	20.5%	298	21.6%	551	39.9%	222	16.1%	25	1.8%	1	0.1%
				BMEP	Transition	23.1%	726	271	37.3%	206	28.4%	203	28.0%	45	6.2%	1	0.1%	0	0.0%
				Not BMEP	ELD	32.9%	1033	153	14.8%	200	19.4%	446	43.2%	213	20.6%	19	1.8%	2	0.2%
MS Total	2063	534	503	BMEP	Transition	26.8%	135	33	24.4%	49	36.3%	33	24.4%	19	14.1%	1	0.7%	0	0.0%
				Not BMEP	ELD	73.2%	368	13	3.5%	83	22.6%	160	43.5%	101	27.4%	11	3.0%	0	0.0%
HS Total	3850	775	691	BMEP	Transition	23.3%	161	26	16.1%	37	23.0%	69	42.9%	29	18.0%	0	0.0%	0	0.0%
				Not BMEP	ELD	76.7%	530	33	6.2%	108	20.4%	306	57.7%	77	14.5%	6	1.1%	0	0.0%

Changes in percent of ELs reaching proficiency with ACCESS 2.0 compared to the past 3 three years

2014 - 2017 PERCENTAGE OF STUDENTS FEP WITH A 5.0 OR HIGHER

	2014	Students FEP	11% Percentage	2015	Students FEP	12% Percentage	2016	Students FEP	13% Percentage	2017	Students FEP	14% Percentage
	Total Students Tested			Total Students Tested			Total Students Tested			Total Students Tested		
Elem	3555	501	14.1%	3381	515	15.2%	3241	472	14.6%	3220	48	1.5%
Mid Sch	574	78	13.6%	501	70	14.0%	508	45	8.9%	517	12	2.3%
H.Sch	890	306	34.4%	744	229	30.8%	672	122	18.2%	722	6	0.8%
District	5019	885	17.6%	4626	814	17.6%	4421	639	14.5%	4459	66	1.5%

What technical support was received from PED regarding the changes to ACCESS assessment and how was that messaged out to teachers working with ELs?

Technical support GISD received from PED regarding the changes to ACCESS assessment was the following:

- December 6, 2016-WIDA Newsroom provided districts with a link offering information on score changes for ACCESS 2.0 which included a power point, newsletter, information for teachers' bulletin, and a discussion guide.

What technical support was received from PED regarding the changes to ACCESS assessment and how was that messaged out to teachers working with ELs?

March 6, 2017- Lisa Chandler, Director of Assessment and Accountability (PED) sent a memorandum explaining the standard setting for the ACCESS for ELLs 2.0 assessment and its effects on the Spring 2017 ACCESS for ELs 2.0 assessment scoring. She announced that WIDA would conduct two webinars on March 10 and 14 for district and state charter school staff on the score changes in preparation for the release of the spring 2017 ACCESS for ELLs 2.0 score reports. In addition, to the general webinars, WIDA hosted a New Mexico-specific webinar on Wednesday, April 5, 2017.

What technical support was received from PED regarding the changes to ACCESS assessment and how was that messaged out to teachers working with ELs?

April 24, 2017- Lisa Chandler, Director of Assessment and Accountability (PED), sent a memorandum to communicate and clarify state policy around three important criteria related to the identification and assessment of English Learners:

1. The WIDA Screener Online that will be implemented starting school year 2017-2018 for grades 1-12.
2. A composite score of 5.0 ACCESS 2.0 will continue to be the exit criteria from EL status.
3. The exit criteria for ELs with significant cognitive disabilities will be a composite score of P1 or above.

What technical support was received from PED regarding the changes to ACCESS assessment and how was that messaged out to teachers working with ELs?

NM PED website under BMEB, provides information and links to:

- WIDA New Mexico-Contact Information, Assessment Materials and Training, ACCESS for ELLs 2.0 2017-2018 Dates, State Specific Guidance for ACCESS for ELLs 2.0, Professional Learning, Additional Resources, 2017 Score Changes Webinar.
- ACCESS 2.0 Score Changes: ACCESS 2.0 which included a power point, newsletter, information for teachers' bulletin, and a discussion guide, recorded webinars for March 10 and March 14, follow up webinars on September 7 and September 20 which shared insights about how the 2017 scores can be used to address local needs related to instruction, test preparation, and accountability.

Moving Forward - How is GISD supporting teachers who work with ELs in terms of professional development and how is this PD expanded to all staff?

- GISD is committed to supporting professional development activities that assist personnel in meeting state and local requirements for teaching ELL students. To meet this requirement, the district has increased its effort to provide professional development by offering various sessions throughout the school year.
- All new teachers are required to attend a three day ELD Language Academy providing them with an overview of Culture and Issues of Language Minority Education, Theories of Second Language Acquisition, ELD Standards and Language Objectives, Assessments of ELL students, Overview of ALP models and Classroom Sheltering/Differentiated Strategies.
- All core content teachers also attend a two day ELD Standards PD that provides teachers with a strong foundation and understanding of the WIDA Amplified ELD Standards. They participate in structures and activities that cover the guiding principles of language development, age-appropriate academic language in social-cultural contexts, performance definitions, standards and their matrices and language targets and objectives while connecting to and supporting CCSS.

Moving Forward - How is GISD supporting teachers who work with ELs in terms of professional development and how is this PD expanded to all staff?

The following are professional development opportunities that provide teachers with strategies, skills and resources to differentiate instruction for students.

- Academic Conversations for EL's
- Instruction in the 21st Century with an Emphasis on Questioning and Informational Text
- Connecting Word Study, Interactive Notetaking and Language for EL's Across Content Areas
- Differentiated Writing Strategies for EL's to Close the Achievement Gap
- Differentiated Reading Strategies for EL's to Close the Achievement Gap
- Analyzing Data for Differentiation and Integrate Technology into the Curriculum to Engage EL's and Struggling Readers
- Teaching Idioms and Other English Expressions
- The Language and the Math Practices in the Classroom
- Interactive Notetaking for EL's
- I-Station Implementation
- Imagine Learning Implementation

How does GISD plan to achieve meeting English language proficiency goals on state accountability frameworks under the federal ESSA?

- GISD expects all English learners to make annual progress toward attaining English language proficiency within the applicable timelines. Our district plans to achieve these goals through the district's ALP models, appropriate student placement, TESOL/Bilingual teacher endorsements, differentiated instruction, and interventions.
- All EL's participate in an Alternative Language Program to include Dual Language, Transitional, and English Language Development Program. An initial language assessment is administered to determine student program placement. Formative assessments and ACCESS results inform schools and teachers of student progression through ALP's. After exiting from EL status, FEP students continue to be monitored.

How does GISD plan to achieve meeting English language proficiency goals on state accountability frameworks under the federal ESSA?

- All core content teachers are expected to have or obtain a TESOL/Bilingual endorsement. Teachers are aware of EL's in their classroom and use student data to effectively drive instruction. Instruction is differentiated by sheltering based on student language proficiency levels, utilizing the four language domains, integrating ELD Standards and CCSS, as well as interventions for those students needing extra support.

How does GISD plan to achieve meeting English language proficiency goals on state accountability frameworks under the federal ESSA?

- School Instructional Coaches ensure district wide initiatives and professional development offered to better support EL's is implemented by meeting with teachers on a weekly basis. They also guide teachers with disaggregating student data to improve instruction and monitor progress.
- Our district also provides pre-school and Kinder-3Plus services establishing a strong educational foundation and allowing students the opportunity to further improve language and academic skills.

Thank You - Gracias

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