Understanding the Data

LAS Links Reports

June 2018

Sandra C. Elliott

English Learner Intervention Support Specialist

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI DEPARTMENT OF EDUCATION
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State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

MDE and ESSA Updates

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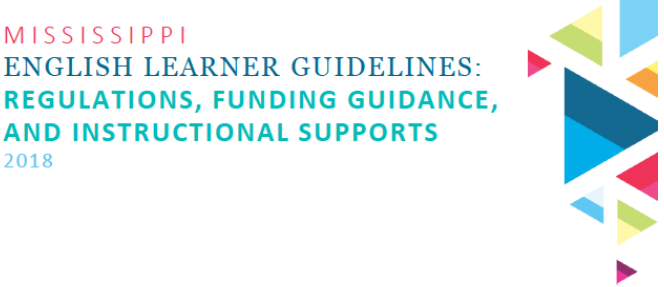
New English Learner Guidelines

- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners



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Carey M. Wright, Ed. D.
STATE SUPERINTENDENT OF EDUCATION
Kim S. Benton, Ed. D.
CHIEF ACADEMIC OFFICER

ESSA Updates

- Accountability for EL performance shifts from Title III to Title I
- Schools and districts with 10 or more EL students now have EL performance considered in the accountability model

How do test scores affect the school's scores?

- MAAP scores for EL students are calculated in with all other student scores except for those students for whom this is their first year in the United States
- Mississippi has added an English Learner progress to proficiency indicator, at an overall weight of 5% in the model, borrowing points from all other indicators (from the LAS Links assessment)

Summary of Major Edits

- In the fall of 2018, Mississippi will use the full model (including EL progress) to identify schools for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), but will assign official grades for schools and districts excluding the EL progress component
- Both calculations (with and without EL progress) will be reported

School Files

Without the EL Component	With the EL Component
• Will not have EL scores included • Will be used to determine school ratings	• Will have EL scores included • Will be used to identify schools for improvement and needed school supports

700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS		
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		
			Progress to Proficiency 35 PTS

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1,000-Point Schools and Districts

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency **95 PTS**	Proficiency **95 PTS**	Science Proficiency **47.5 PTS**	4-year Cohort Rate **190 PTS**	Performance **23.75 PTS**	ACT Math Performance **23.75 PTS**	
Growth All Students **95 PTS**	Growth All Students **95 PTS**	U.S. History Proficiency **47.5 PTS**		Participation **23.75 PTS**	ACT Reading or English Performance **23.75 PTS**	
Growth Lowest 25% **95 PTS**	Growth Lowest 25% **95 PTS**					
						Progress to Proficiency **50 PTS**

Schools with Less Than Minimum N-Count

- For schools in which the minimum n-count is not met for the English Language Proficiency indicator to be included in calculations, the 5% of total points typically assigned to the ELP indicator will be distributed proportionally among the remaining indicators.
- This will keep the overall points available consistent at 700 or 1,000 points, depending on the grade-level configuration of the school.

LAS Links Reports

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LAS Links Assessment

LAS Links is the Language Assessment System test:

- is an English language proficiency assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 students;
- includes a screener that serves as Mississippi's initial placement test; and,
- has an End of Year assessment given in the spring

Administering the LAS Links Assessment

The LAS Links screener and end of year assessment are secure testing materials and must:

- be administered by a licensed teacher who has been trained to administer the test;
- be proctored by other personnel who have been trained in test security rules and regulations; and,
- does not have a time limit.

Test administrators and proctors may be, but do not have to be, the English Learner teacher.

Interpretation Guide

Each school has the following materials to help you understand the many reports available for each child:

- an interpretation guide;
- a digital Assessment Library; and,
- an Instructional Library provided by LAS Links.

Interpretation Guide

- If you do not have these items in your building, contact your District Testing Coordinator.
- The Interpretation Guide also contains letters for parents available in different languages.

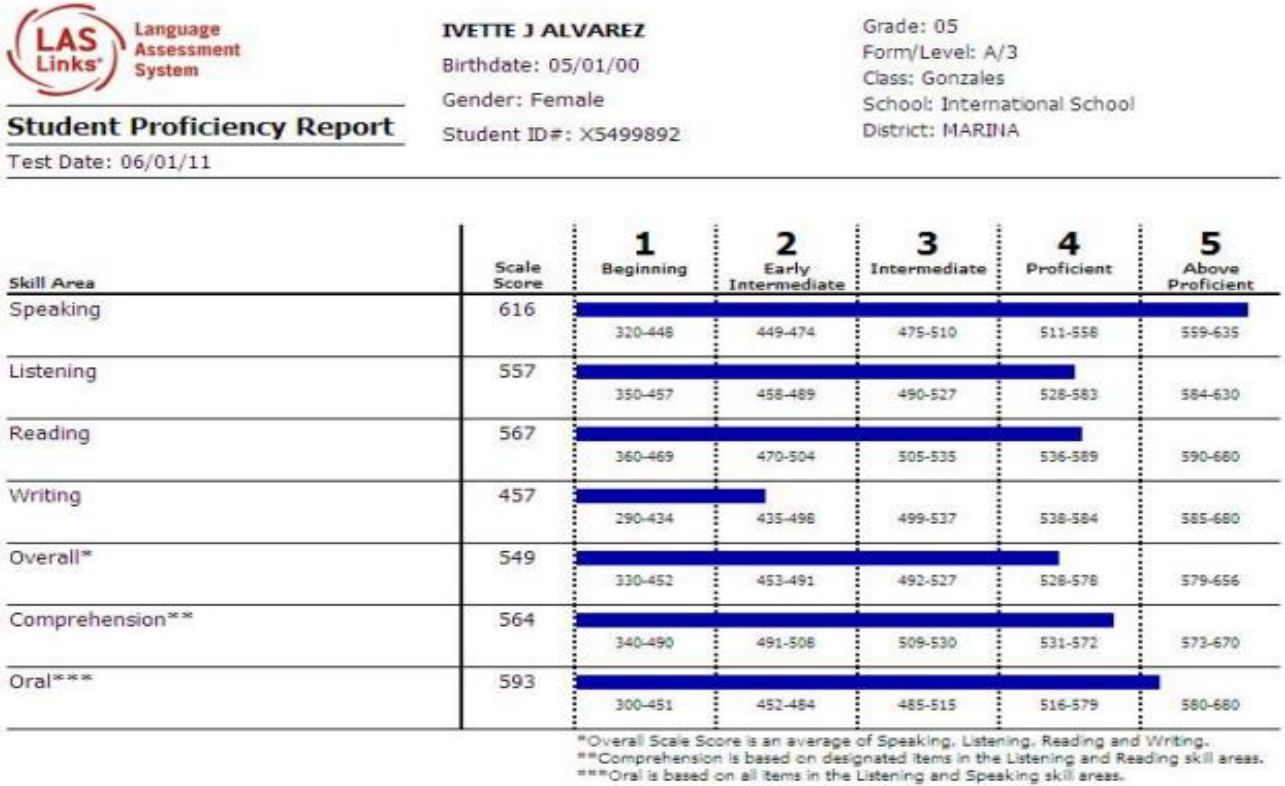
LAS Links Instructional Library

- Contains a comprehensive collection of instructional materials to assist with the instruction of English Learners
- Should be shared with teachers, parents and students

Sample LAS Links Reports

Student Proficiency Reports, Roster Reports, Strand Reports

The Student Proficiency Report



LAS Links® Language Assessment System

Student Proficiency Report

Test Date: 06/01/11

IVETTE J ALVAREZ
Birthdate: 05/01/00
Gender: Female
Student ID#: X5499892

Grade: 05
Form/Level: A/3
Class: Gonzales
School: International School
District: MARINA

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	616	320-448	449-474	475-510	511-558	559-635
Listening	557	350-457	458-489	490-527	528-583	584-630
Reading	567	360-469	470-504	505-535	536-589	590-660
Writing	457	290-434	435-496	499-537	538-584	585-680
Overall*	549	330-452	453-491	492-527	528-578	579-656
Comprehension**	564	340-490	491-508	509-530	531-572	573-670
Oral***	593	300-451	452-484	485-515	516-579	580-680

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.
**Comprehension is based on designated items in the Listening and Reading skill areas.
***Oral is based on all items in the Listening and Speaking skill areas.

All teachers with EL students need to be given this data at the beginning of every school year.

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LAS Links Overview

		Grade Span					
Domain	**Subskill**	K-1	2-3	4-5	6-8	9-12	**Administration Mode**
Writing	Copy words and sentences	•					Individually or group for K; Group for Grades 1-12
	Write letters, numerals, and words	•					
	Use articles	•	•	•	•	•	
	Demonstrate correct use of singular and plural	•	•	•	•		
	Use subject/verb agreement	•	•	•			
	Demonstrate correct use of tense and aspect		•	•	•	•	
	Use conjunctions		•	•	•	•	
	Use pronouns correctly	•		•	•	•	
	Distinguish adjectives and adverbs			•	•	•	
	Use prepositional phrases			•	•	•	
	Use auxiliary verbs		•	•	•	•	
	Use appropriate capitalization	•	•			•	

Student Proficiency Report

	Speaking			Listening			Reading			Writing		
Language Context Strands	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4	6	6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4	6	6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.
X = Scores not reported for strands with less than three points.
N/A = Not Applicable
INV = Test Invalidation

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Student Proficiency Report

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Reading Vocabulary Subskills

Domain	Subskill	K-1	2-3	4-5	6-8	9-12	Administration Mode
Reading	Identify rhyming words	•					Individually or group for K; Group for Grades 1-12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•					
	Associate words with their representation	•					
	Apply knowledge of morphemes and syntax to word meaning		•	•			
	Classify words		•				
	Interpret words and phrases as they are used in text		•	•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Identify important literary features of text		•			•	
	Analyze the structure of texts				•	•	
	Identify point of view, tone, and attitude	•	•		•	•	

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Summary Report of Strands

Summary Report of Strands, Grade: 5, Form/Level: D/3, Test Date: 06/01/14-IV

Group/Content	NT	Mean % Correct	Mean % Correct Graph (0 25 50 75 100)	RGA % Correct	Total Points Possible
MARINA					
Speaking					
Social, Intercultural, and Instructional Communication	16	82.2		92.3	13
Language Arts, Social Studies, History	16	78.6		71.4	14
Mathematics, Science, Technical Subjects	16	79.5		71.4	14
Academic Speaking	16	79.0		67.9	28
Listening					
Social, Intercultural, and Instructional Communication	16	81.3		75.0	8
Language Arts, Social Studies, History	16	82.3		50.0	6
Mathematics, Science, Technical Subjects	16	95.8		66.7	6
Academic Listening	16	89.1		58.3	12
Reading					
Reading Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, Instructional Communication	16	88.0		64.3	14
Language Arts, Social Studies, History	16	76.6		37.5	8
Mathematics, Science, Technical Subjects	16	78.1		50.0	8
Academic Reading	16	77.4		43.8	16
Writing					
Writing Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, and Instructional Communication	16	95.0		70.0	10
Language Arts, Social Studies, History	16	71.0		54.5	11
Mathematics, Science, Technical Subjects	16	96.0		54.5	11
Academic Writing	16	83.5		54.5	22

Summary Report of Strands

Summary Report of Strands, Grade: 5, Form/Level: D/3, Test Date: 06/01/14-IV

Group/Content	NT	Mean % Correct	Mean % Correct Graph (0 25 50 75 100)	RGA % Correct	Total Points Possible
MARINA					
Speaking					
Social, Intercultural, and Instructional Communication	16	82.2		92.3	13
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Academic Speaking	16	79.0		67.9	28
Listening					
Social, Intercultural, and Instructional Communication	16	81.3		75.0	8
Language Arts, Social Studies, History	16	82.3		50.0	6
Mathematics, Science, Technical Subjects	16	95.8		66.7	6
Academic Listening	16	89.1		58.3	12
Reading					
Reading Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, Instructional Communication	16	88.0		64.3	14
Language Arts, Social Studies, History	16	76.6		37.5	8
Mathematics, Science, Technical Subjects	16	78.1		50.0	8
Academic Reading	16	77.4		43.8	16
Writing					
Writing Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, and Instructional Communication	16	95.0		70.0	10
Language Arts, Social Studies, History	16	71.0		54.5	11
Mathematics, Science, Technical Subjects	16	96.0		54.5	11
Academic Writing	16	83.5		54.5	22

Reading Lexile Report

JASON SINGH
Birthdate: 10/30/02
Gender: Male
Student ID#: 1200000401
Scoring: NCR

Grade: 05
Form/Level: D/3
Class: FLORES
School: ASHLAND ELEM
District: MARINA UNION DISTRICT

Reading Links
Test Date: 10/01/16

Purpose
This report provides a list of books based on your student's performance on the LAS Links 2nd Edition Reading test. It can be used to assist your student in improving reading skills.

Suggested Titles	Author	Lexile
So You Want to be President?	St. George, Judith; Small, David	730L
A Wrinkle in Time	L'Engle, Madeleine	740L
Cuba 15	Osa, Nancy	750L
The Giver	Lowry, Lois	760L
Jumping Tree	Saldana, Rene, Jr.	770L
Rules	Lord, Cynthia	780L
The Schwa Was Here	Shusterman, Neal	790L
Roberto Clemente: Pride of the Pittsburgh Pirates	Winter, Jonah	800L
Bull Run	Fleischman, Paul	810L

Exit Criteria

An English Learner student may exit the program when the student:

- scores 4-5 on the Reading section of the LAS Links, and
- scores 4-5 on the Writing section of the LAS Links, and
- scores 4-5 overall on the LAS Links

A student must be monitored for 4 years once they have exited the program.

SharePoint

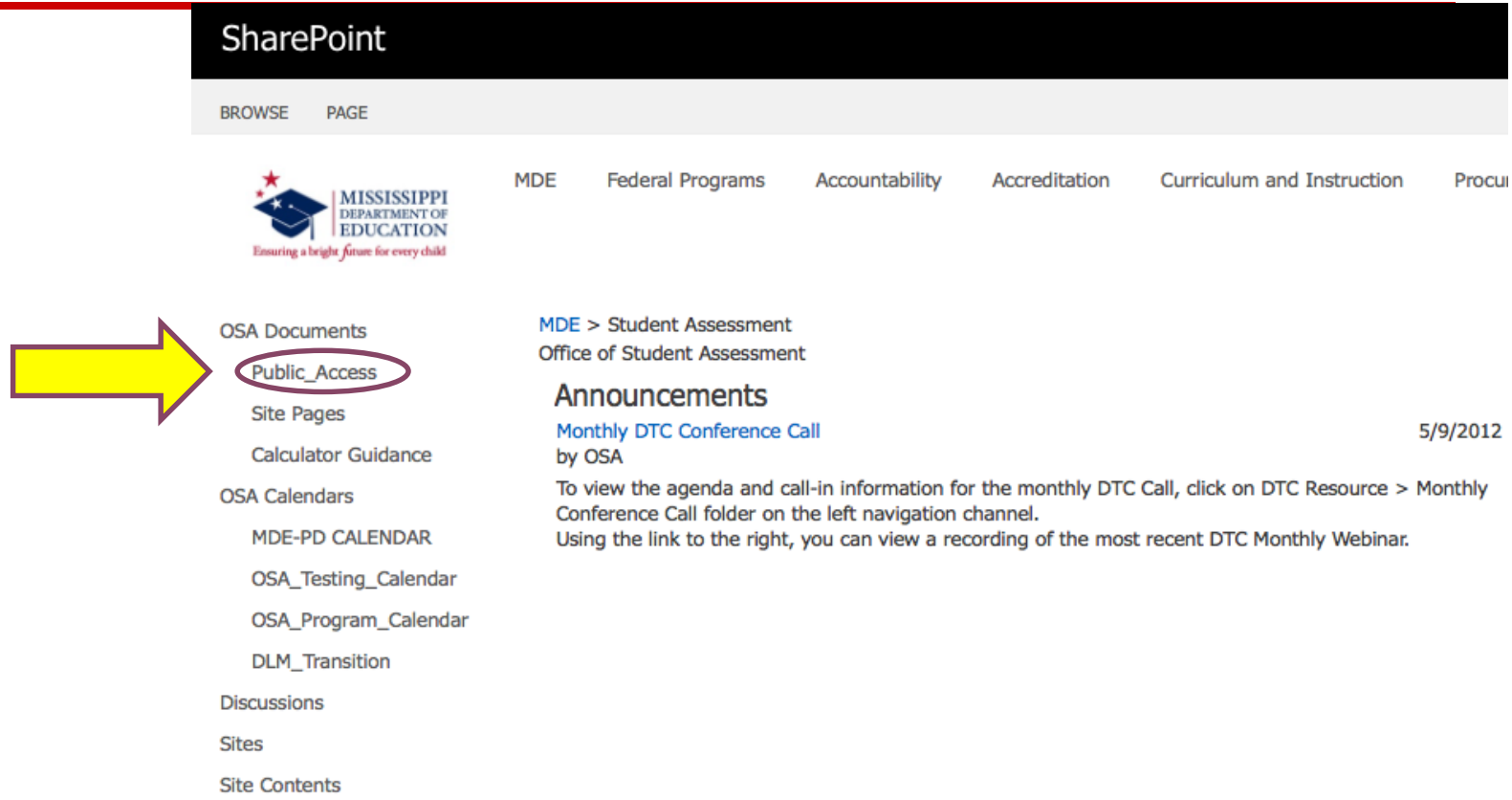
Access files to assist with LAS Links through SharePoint

Path to access SharePoint files:

- Educators, Student Assessment, SharePoint, Public Access, Special Populations, English Learners

Student Assessment

SharePoint



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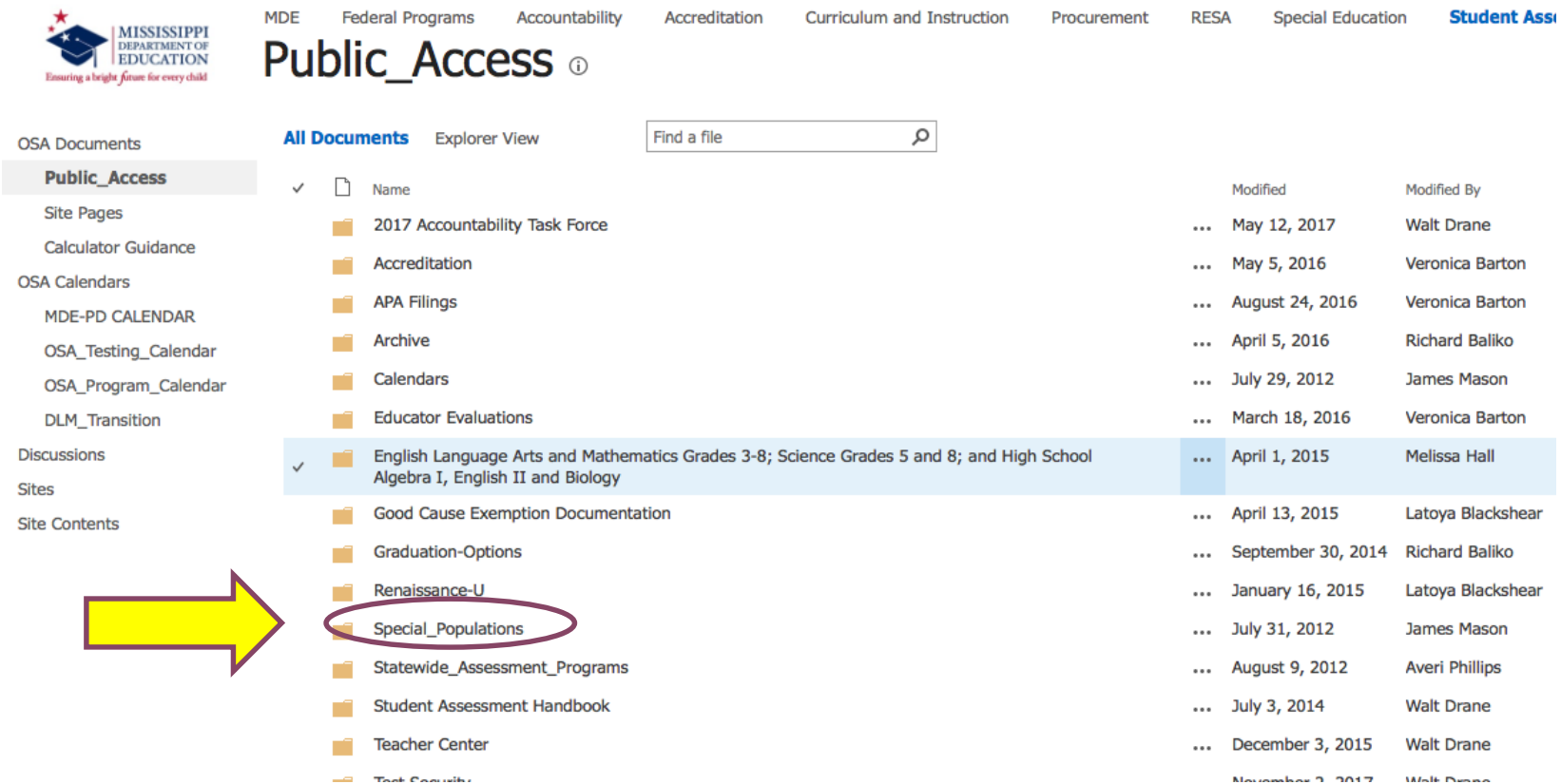
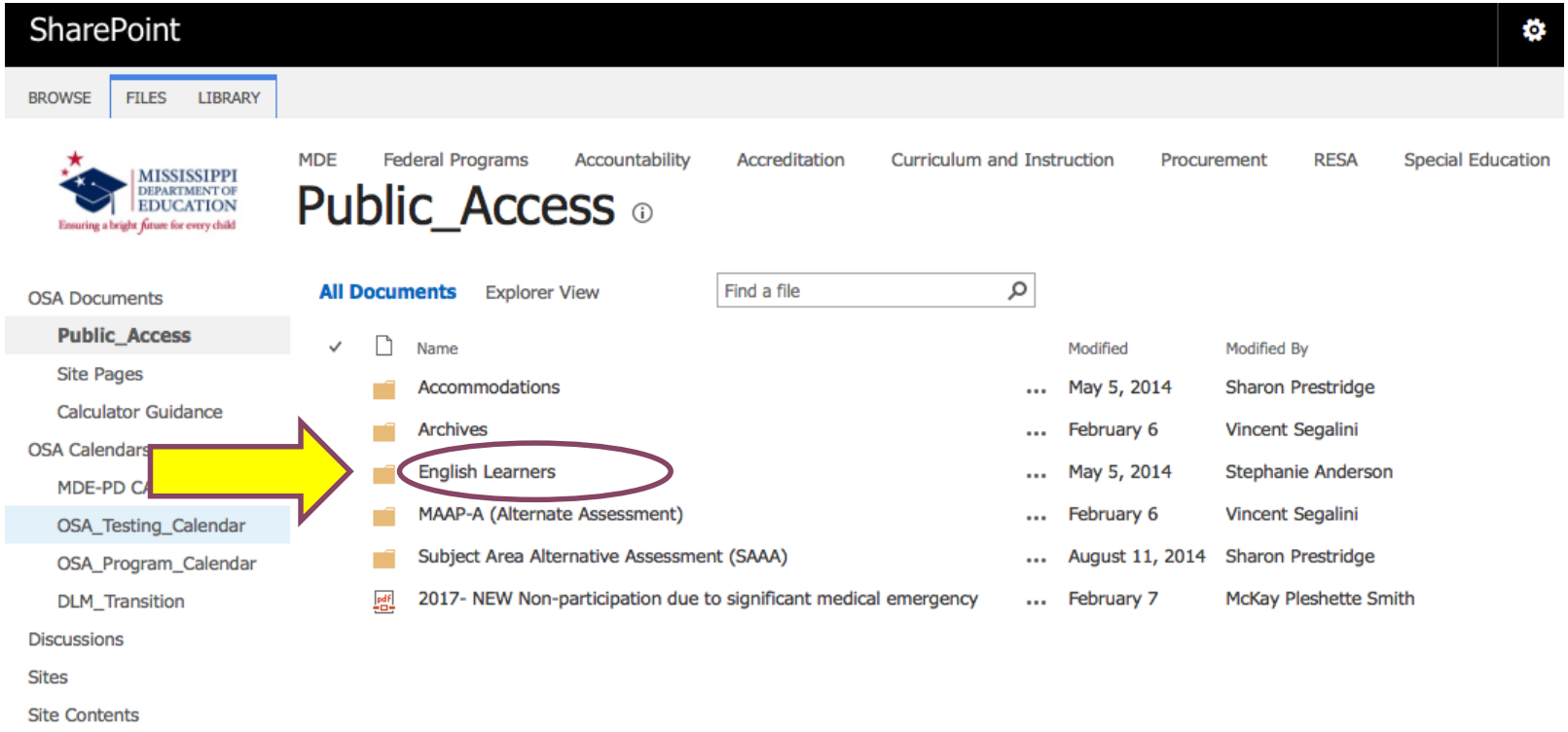
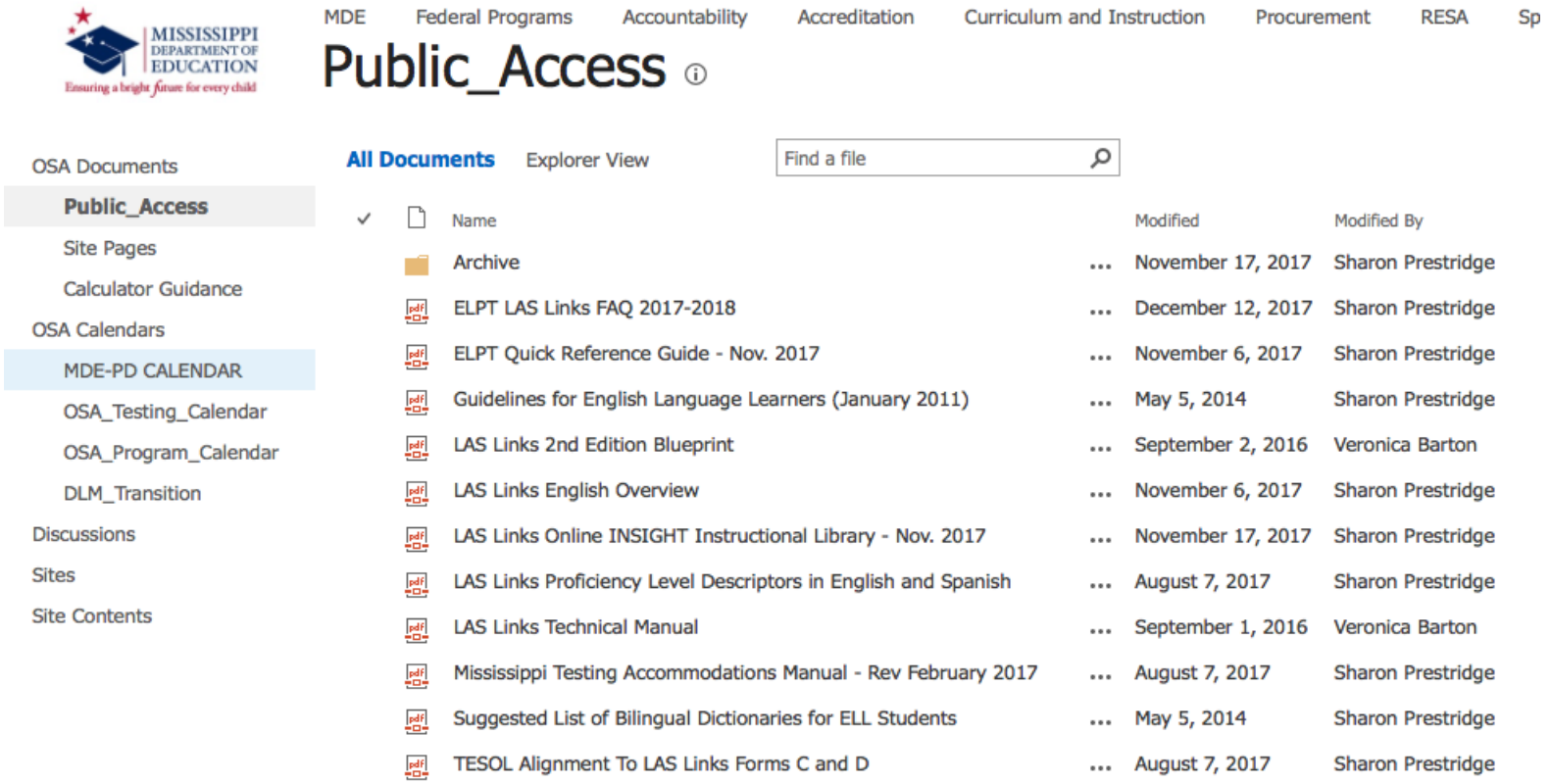
Public Access



Special Populations



English Learners



Supports for Teachers and Administrators

- **LAS Links Blue Print** gives skill areas, language content strands, and sub-skill areas/subtests for the different tested grade bands.
- **LAS Links Overview** provides the scope and sequence for the tested domains along with the subskills in the different tested grade spans.
- **Proficiency Level Descriptors** provide information to teachers as to what ELs can do at each proficiency level by grade level.
- **Subskills and Objectives** can be found in the LAS Links Online Instructional Library under standards and blueprints. This breaks down the LAS Links Standards Subskills in each of the four domains by grade level.

EL Resources

- August to February 2017 Literacy Focus of the Month http://www.mdek12.org/ESE/english-learners
- Family Guides for Student Success http://www.mdek12.org/ESE/links/response-to-intervention-teacher-support-team

Resources – Language Resources

Language Resources

- Transact http://www.transact.com
- Duolingo https://www.duolingo.com
- Newsela https://newsela.com
- Rewordify https://rewordify.com

Resources for Teachers of EL Students

Teacher resources:

- ¡Colorin Colorado! http://www.colorincolorado.org
- Reading Rockets http://www.readingrockets.org/reading-topics/english-language-learners
- Edutopia https://www.edutopia.org
- Everything ESL http://www.everythingesl.net

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Physical Education
Reading Fair
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Standards for Professional Learning
Textbook Adoption and Procurement
Visual and Performing Arts
World Languages

OTHER LINKS
Academic, Career Counseling and Support Services
Approved Courses Manual
C&I SharePoint Site
Cursive Writing Guidance
K-3 Keyboarding Guidance
MS College- and Career-Ready Standards
MCCRS SharePoint Site
Mississippi Virtual Public School
RESA Registration
Unpacking the CCSS for ELA
DBRW Box Access Instructions

Professional Development and Resources for Teachers

K-3 Professional Development System:
- Language Essentials for Teachers of Reading and Spelling (LETRS)©

LETRS

Resources for Teachers:
Literacy Focus for the Month
- Elementary Literacy Focus of the Month Manual
  - Elementary Literacy Focus of the Month Guiding Questions
  - August Literacy Focus of the Month in Action (Screening & Diagnostics: Data Meeting)
  - September Literacy Focus of the Month in Action (Phonological Awareness and Phonics)
  - October Literacy Focus of the Month in Action (Vocabulary)
  - November Literacy Focus of the Month in Action (Fluency)
  - December Literacy Focus of the Month in Action (Comprehension)
  - January Literacy Focus of the Month in Action (Writing Connected to Text)
  - February Literacy Focus of the Month in Action (Cooperative Learning)
  - March/April Literacy Focus of the Month in Action (Reading Strategies: Before, During, and After)
- Secondary Literacy Focus of the Month Manual
  - Secondary Literacy Focus of the Month Guiding Questions
  - September Literacy Focus of the Month in Action (Morphology for Content-Specific Vocabulary)
  - October Literacy Focus of the Month in Action (Vocabulary and Word Attack Strategies)
  - November Literacy Focus of the Month in Action (Fluency)
  - December Literacy Focus of the Month in Action (Comprehension)
  - January Literacy Focus of the Month in Action (Writing Connected to Text)
  - February Literacy Focus of the Month in Action (Cooperative Learning)
  - March/April Literacy Focus of the Month in Action (Reading Strategies: Before, During, and After)

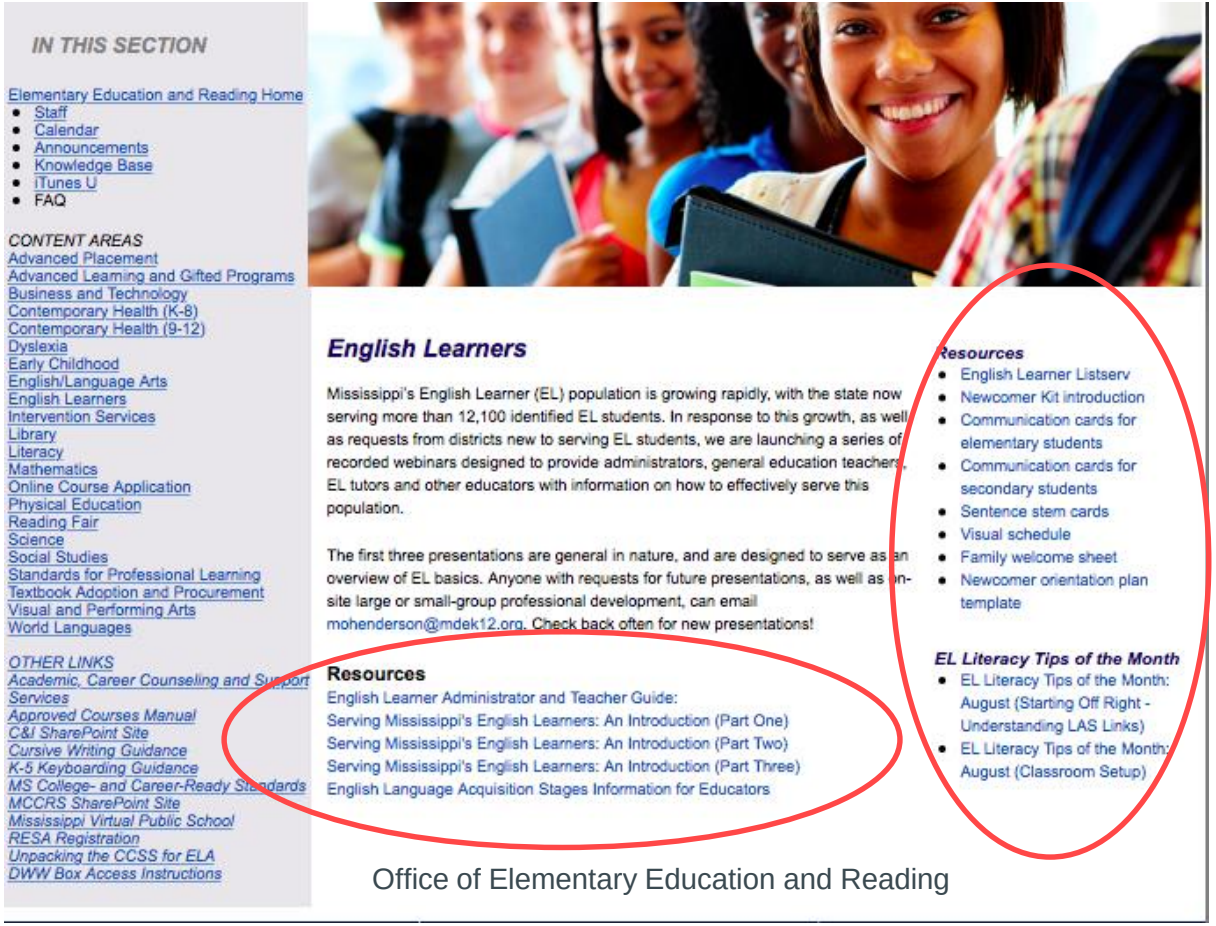
Regional Literacy Trainings
- Passport to Literacy (Pre-K – 2)
- NEW Rethink Literacy! Regional Training Materials (3-5)
- NEW Rethink Literacy! Coaching for Success
- NEW Passport to Literacy Regional Training Materials (K-2)

English Language Learners
- EL Literacy Tips of the Month: August (Classroom Setup)
- EL Literacy Tips of the Month: August (Starting Off Right - Understanding LAS Links)
- Academic Language and English Language Learners (ELL)
- Strategies for Teaching English Language Learners
- English Language Learner (ELL) Supports

Assessment and Supports
- MKAS^2-Mississippi K-3 Assessment Support System
- NEW Individual Reading Plan Template
- NEW IRP FAQs

Other Resources
- CCRS ELA (2016)
- Florida Center for Reading Research
- Parent Read-At-Home Plan
- Sample 120-Minute Reading Block Schedule
- Literacy Kit Activities
- K-Readiness Implementation Guide

Resources – MDE EL Page



Office of Elementary Education and Reading

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Resources – MDE Intervention Services Page

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Textbook Adoption and Procurement
Visual and Performing Arts
World Languages

OTHER LINKS
Academic, Career Counseling and Support Services
Approved Courses Manual
C&I SharePoint Site
Cursive Writing Guidance
K-5 Keyboarding Guidance
MS College- and Career-Ready Standards
MCCRS SharePoint Site
Mississippi Virtual Public School
RESA Registration
Unpacking the CCSS for ELA
DWW Box Access Instructions

Elementary Education and Reading

Intervention Services

The Department of Intervention Services (Pre-K – 12) is responsible for successfully implementing and sustaining a Multi-Tiered System of Supports to accelerate and maximize student academic and social emotional outcomes through the application of collaborative data-based problem solving utilized by effective leadership at all levels of the educational system. The department oversees and coordinates the implementation of policies and procedures related to State Board Policy Part 3 Chapter 41, Rule 41.1 and provides professional development on "Multi-Tiered System of Supports" for school-based teams, administrators, staff, parents, and agencies. In addition, the office offers guidance on appropriate intervention data collection, data-based decision making, evaluation, and progress monitoring for students in need of supplementary intensive academic and behavioral supports to ensure all students graduate high school college and career ready.

Three Tier Instructional Model

The Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 41.1) on January 21, 2005 and revised on August 18, 2016. It is designed to meet the needs of every student and consists of three tiers of instruction:

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.
Tier 2: Focused supplemental instruction.
Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team implemented in accordance with the process developed by the Mississippi Department of Education.

Resources

- EL Literacy Tips of the Month: August (Starting Off Right - Understanding LAS Links)
- EL Literacy Tips of the Month: August (Classroom Setup)
- NEW! - Tips for Planning a Successful Family Night
- NEW! - Tips for Using the Family Guides for Student Success
- Individual Reading Plan
- Family Guides for Student Success
- Family Guides for Student Success (Spanish versions)
- **Subscribe to the Intervention Services Listserv**
- Parent and Family Guide to Understanding RtI
- MTSS Quick Reference Guide
- MTSS 4-12 Screening Chart
- Multi-Tiered System of Supports Flowchart for Pre-K – 12
- Multi-Tiered System of Supports Documentation Packet
- Revised State Board Policy Rule 41.1: Intervention
- Links to RtI Resources
- Approved List of Diagnostic Tools
- RtI Best Practices Handbook (2010)
- RtI Essential Elements Matrices (2010)
- FAQs (2010)

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English Learner Contacts

Instruction
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Federal Guidelines
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Federal Guidelines
Gwendolyn King
Coordinator, English Learner Guidelines and Regulations & Title III
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Student Intervention Supports

Elementary Specialist
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lweathersby@mdek12.org

Secondary Specialist
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jbrantley@mdek12.org

Director Intervention Services
Robin Lemonis
rlemonis@mdek12.org

MSIS & Behavior Intervention Specialist
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