

The Every Student Succeeds Act OSSE Stakeholder Focus Group English Learners



October 6, 2016

District of Columbia Office of the State Superintendent of Education

Focus Group Agenda

3:30- 3:45- Welcome, Overview

3:45- 4:00- Overview of Law and Key Opportunities

4:00- 4:15- Initial Brainstorm (Individual)

4:15- 5:00- Deep Dive (Small Group)

5:00- 5:25- Report Out by Group: Big 3 Ideas

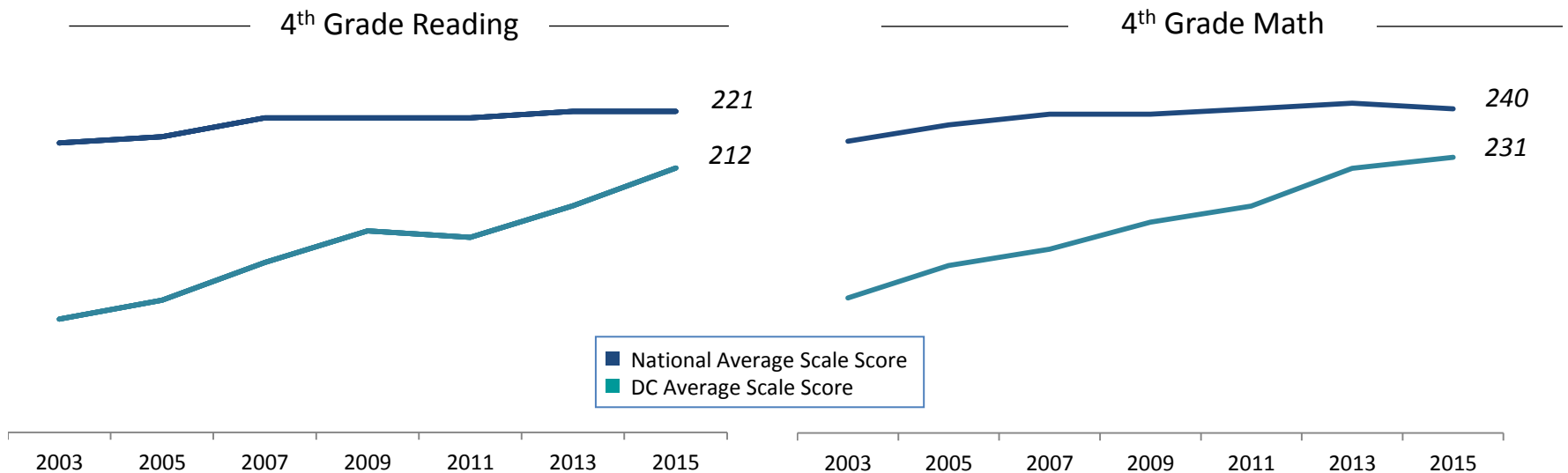
5:25-5:30- Wrap Up/Adjournment



OVERVIEW: THE OPPORTUNITY OF ESSA

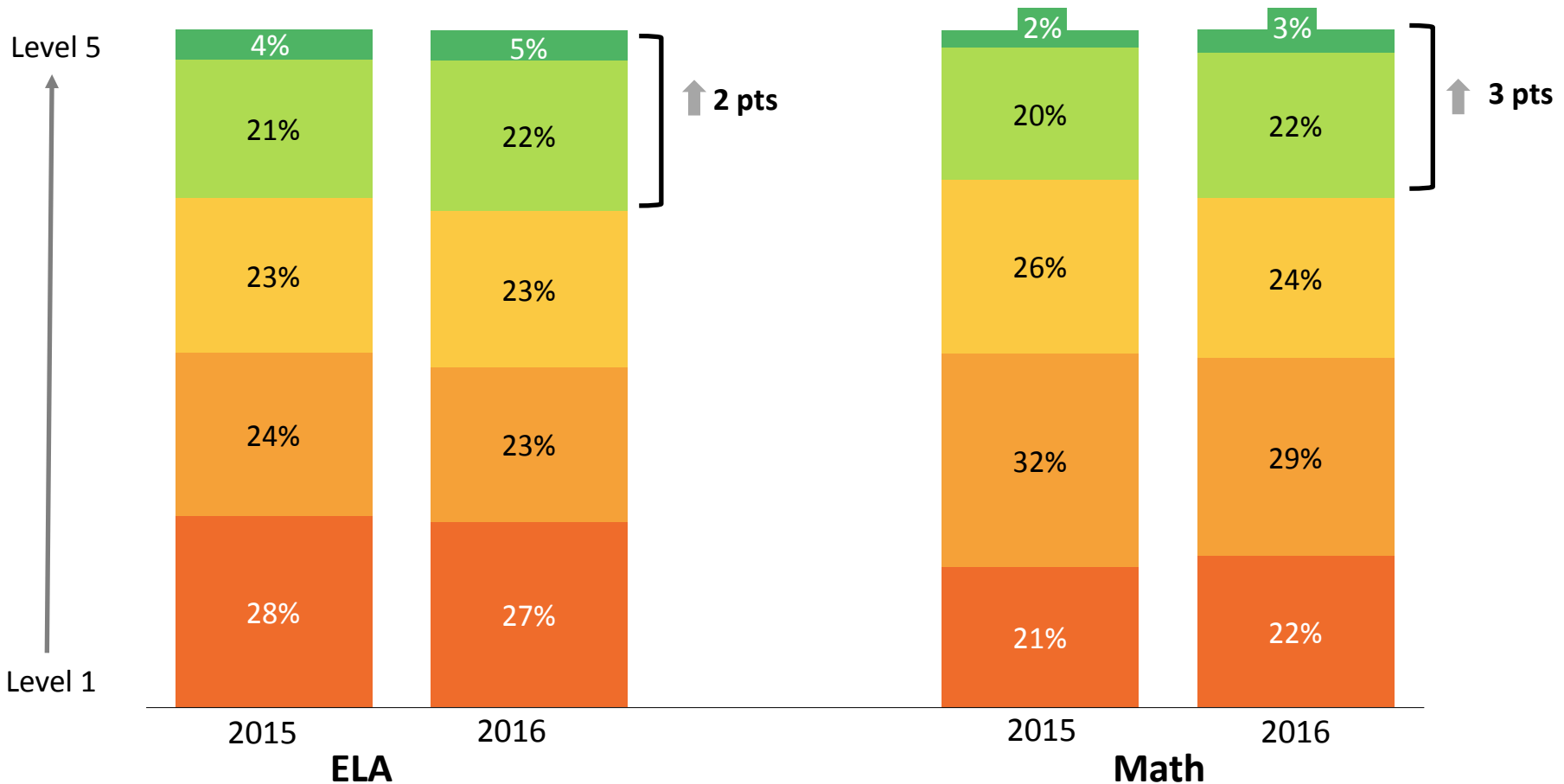
DC is Making Tremendous Progress

- More families are choosing public schools
 - Since 2007, overall enrollment in public schools has increased by more than 13,000 students
 - For the past four years, enrollment has grown in both DCPS and public charter schools
- Strong, sustained progress on the National Assessment of Educational Progress (NAEP)



But We Have a Long Way to Go

- Not enough of our students are on track for college and career readiness



PARCC ELA Results

Nearly all specific groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

	% scoring Level 4 or 5	
	2016	Change
All	27%	▲ 1.9%
Race / Ethnicity		
Black	19%	▲ 2.3%
Hispanic	25%	▲ 2.9%
White	74%	▼ -4.8%
Race by Gender		
Black Female	24%	▲ 2.6%
Black Male	15%	▲ 2.1%
Hispanic Female	30%	▲ 3.9%
Hispanic Male	19%	▲ 2.0%

	% scoring Level 4 or 5	
	2016	Change
Gender		
Female	32%	▲ 2.3%
Male	22%	▲ 1.5%
Special Populations		
Special Education	5%	▲ 1.2%
English Language Learner	14%	▲ 2.7%
Economically Disadvantaged	18%	▲ 3.8%
At-Risk	13%	▲ 1.8%

PARCC Math Results

Gains in the percent of students scoring 4+ for specific groups are consistent across the board in math, ranging from 2 to 3 points.

	% scoring Level 4 or 5	
	2016	Change
All	25%	▲ 2.7%
Race / Ethnicity		
Black	17%	▲ 2.2%
Hispanic	22%	▲ 2.0%
White	71%	▲ 2.7%
Race by Gender		
Black Female	19%	▲ 2.9%
Black Male	16%	▲ 1.6%
Hispanic Female	22%	▲ 2.0%
Hispanic Male	22%	▲ 2.1%

	% scoring Level 4 or 5	
	2016	Change
Gender		
Female	26%	▲ 3.2%
Male	24%	▲ 2.4%
Special Populations		
Special Education	6%	▲ 2.5%
English Language Learner	19%	▲ 2.8%
Economically Disadvantaged	17%	▲ 2.9%
At-Risk	13%	▲ 1.9%

Goals of OSSE

- Become the **fastest improving state and city** in the nation in student achievement outcomes
- Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind

Purpose of the Elementary and Secondary Education Act (ESEA)

The ESEA's intent is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Critical Questions

How do we maximize the opportunities of ESSA to reach our city's goals?

What funding flexibilities exist that can help us maximize limited resources?

What policy levers exist for SEAs that, if operationalized, could accelerate progress?



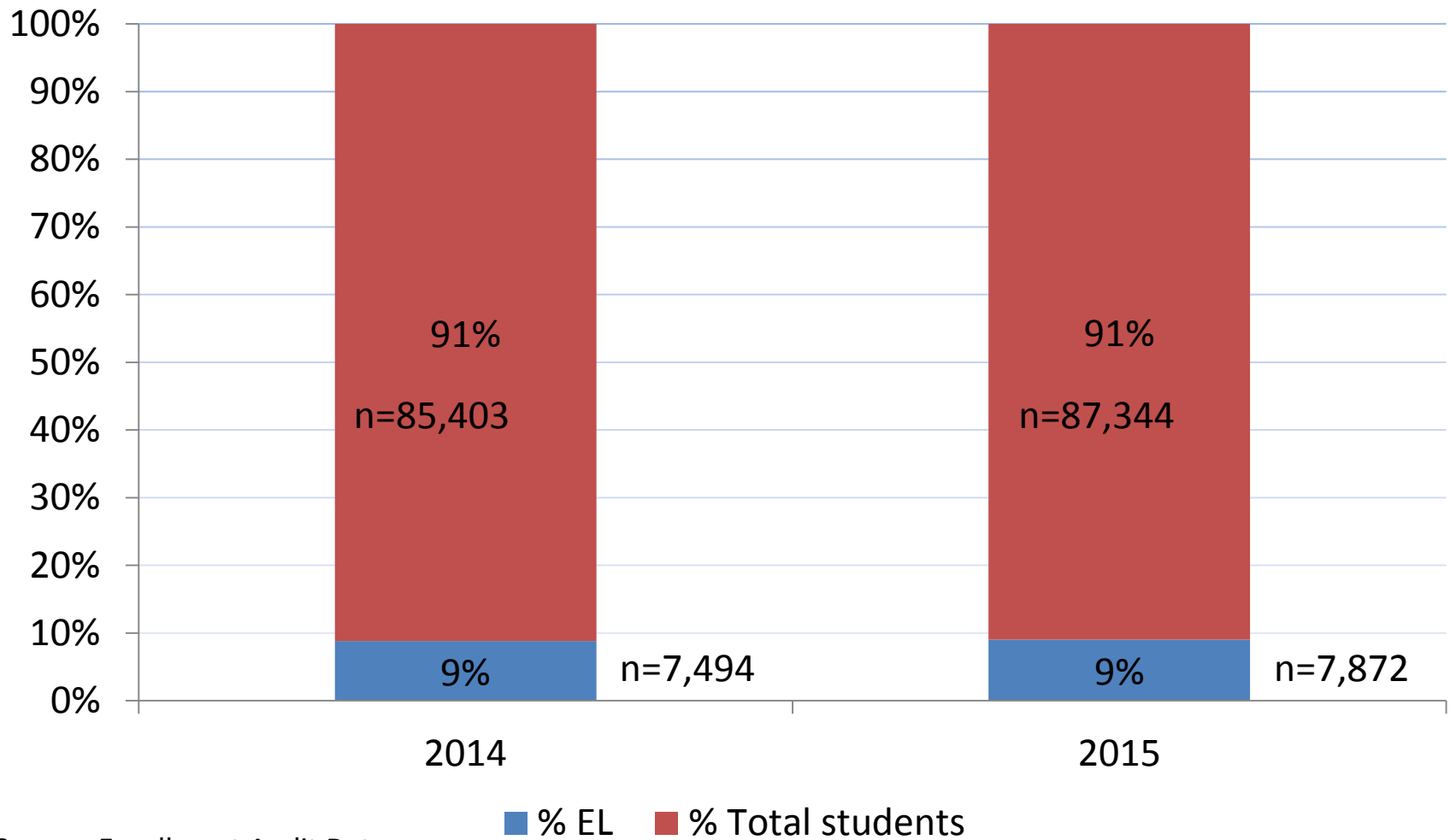
Developing the SEA Plan: OSSE's Timeline

- August: launch of public engagement plan, surveys
- September: internal analysis of law and survey results
- October: analysis of survey results and external focus groups
- November: drafting of the plan
- December: review of draft plan
- January: posting of plan for public comment; community meetings with SBOE
- February: finalization of plan; vote by SBOE
- March: submission of plan to USDE



A FOCUS ON ENGLISH LEARNERS: SETTING THE STAGE

EL Student Enrollment





THE LAW

KEY REQUIREMENTS

The Law: Key Provisions

The ESSA shifts many key requirements for English learners (ELs) out of Title III and into Title I. This ensures that all schools receiving Title I funding are held accountable for EL Proficiency (ELP) and that ELs will be included in all Title I requirements. Key additions have also been made to Title III. In summary:

- States must adopt English language proficiency standards for English learners and administer an annual assessment of English language proficiency for all ELs.
- English learners must be included in academic content assessments and provided appropriate accommodations.
 - *NEW:** Under ESSA, States are given additional flexibility/options around inclusion of newcomers during their first year of enrollment.

The Law: Key Provisions

- State accountability systems must now include English language proficiency (ELP) as a performance indicator for all Title I schools. States must set long-term goals and interim measures of progress toward proficiency. ***NEW**
- SEAs must implement state-designed accountability measures for the EL subgroup (and all subgroups).
***NEW** LEAs and SEAs must provide evidence-based supports for schools that don't meet targets.
- Under Title III, states must demonstrate in state plans how the agency will establish and implement, with timely and meaningful consultation with LEAs, ***standardized statewide entrance and exit criteria and procedures*** and provide an assurance that all ELs will be identified within 30 days of enrollment. ***NEW**



BRIEF BRAINSTORM

Considerations

- 1) From your perspective, what do you think is most important for OSSE to consider as we work to develop a new state plan that best supports this population?
- 2) Based on the data or what you have heard, what worries you? What does the city need to tackle most urgently?
- 3) What is greatest lever for change, in your opinion?
- 4) What will success look like for this population?

Key Consideration # 1: Standards and Assessments

States must adopt English language proficiency standards for English learners and administer an annual assessment of English language proficiency for all ELs.

Current Status:

DC adopted and currently uses the WIDA English Language Development standards, which are aligned to our academic standards, reflect the four communication domains, and address the 6 proficiency levels.


DC has adopted and exclusively uses the WIDA English Language Proficiency (ELP) suite of assessments. The WIDA Access for ELLs post-test is administered annually to assess ELP in grades 1-12. Approved pre-screeners are used to identify all learners at the beginning of each year (or upon enrollment).


Critical Questions:

- 1) Should DC continue use of the current WIDA standards and use of the WIDA Access for ELLs for accountability purposes under ESSA?**
- 2) Should OSSE exclude first-year newcomers from the PARCC ELA assessment?**

NOTE: ASSESSMENT OF RECENTLY ARRIVED ELs

Under ESSA, States are given flexibility/options around inclusion of newcomers in the ELA assessment during their first year of enrollment. For recently arrived ELs – defined as ELs who have been enrolled in US schools for less than 12 months. States have two options:

 **OPTION #1**: States may exclude recently arrived ELs from one administration of PARCC ELA. Newcomer ELs must still take math and ELP tests, but results will not be included in accountability for their first year. During their second year, newcomer ELs must participate in all assessments and results must be included in accountability.

 **OPTION #2**: States may test and report on the performance in math and PARCC ELA for each year of enrollment in a school, but:

- In the 1st year: **exclude** recently arrived ELs' math and ELA test results from the school's accountability determinations;
- In the 2nd year: include a measure of recently arrived ELs' **academic growth** in those determinations; and
- In the 3rd year and beyond, include a measure of recently arrived ELs' **proficiency** in those determinations.

Key Consideration #2: Entry and Exit

SEAs must demonstrate in State plans how the agency will establish and implement, with timely and meaningful consultation with stakeholders, standardized, statewide entrance and exit procedures. SEAs must also provide an assurance that all ELs will be identified within 30 days of enrollment.

Current status:

DC has the following procedures and criteria in place for identifying and exiting ELs:

- (a) a process for determining whether students should be screened for EL status upon enrollment - OSSE suggests using the OSSE Home Language Survey upon enrollment;
- (b) a process for determining EL status through selected State approved pre-screeners; and
- (c) exit criteria determined through administration of the ACCESS for ELLs summative assessment (for grades K-12). Currently, students who have a composite score of 5 or above can be exited from the program.

Critical Questions:

- a) Are our current entry/exit procedures sufficient? Are they clear across LEAs?**
- b) Should we include additional exit criteria? What could those be?**

Key Consideration #3: ELP Accountability

ESSA requires the inclusion of English language proficiency as a performance indicator within state accountability systems. Each State must establish ambitious long-term goals and aligned interim measures of progress. States have the option to include exited ELs in the EL subgroup for achievement for up to 4 years.

Current Status: Under NCLB, only LEAs receiving Title III, Part A funding were held accountable for EL performance through Annual Measurable Achievement Objectives (AMAOs). The below chart represents AMAO 1 and 2 (growth & proficiency) language goals under NCLB.

District of Columbia English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives

**Cohorts K-12:
LEP students in grades K-12**

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency
2012-2013 School Year	61%	16%
2013-2014 School Year	62%	17%
2014-2015 School Year	63%	18%
2015-2016 School Year	64%	19%
2016-2017 School Year	65%	20%

**“Making Progress”:
Adequate Growth =
+.6 on Access for
ELs from Prior Year**

Key Consideration #3: ELP Accountability

Critical Questions:

(a) Long-term goals and timeline toward proficiency

- How many years should be DC's expected timeline for ELs to achieve English proficiency, based on your experiences or knowledge of ELs, and what should we consider?

(b) Measurements of interim progress toward proficiency

- What should our progress/growth goals look like?
- This is similar to AMAO 1 – growth - under NCLB. How should we modify this to reflect the true trajectory of language and take into account individual student level factors?

(c) Inclusion of former ELs in EL subgroup

- For math and reading test accountability in Title I schools, should exited or “former” ELs still be counted within the EL subgroup? If so, for how long (ESSA now allows up to 4 years)?

(d) ELP Indicator and Weight

- How much weight should be given to the ELP indicator within the full accountability system?



SMALL GROUP DEEP DIVE

Deep Dive Directions (45 min)

- 1) Select one of the three topic areas in which you are interested in a deeper conversation:
 - a) Standards and Assessments
 - b) Entry and Exit Procedures and Criteria
 - c) ELP Accountability
- 2) Move to the designated area in the room, where a facilitator and note taker will be located.
- 3) Groups will have a facilitated discussion to consider the critical questions posed (30 mins)
- 4) The facilitator will help the group summarize its big three ideas on chart paper (15 mins)



DEEP DIVE REPORT OUT

Next Steps

- OSSE will compile feedback and host a follow up webinar, which will include content covered today as well as themes from this session
- This webinar will take place on October 13, 2016, 3:30- 4:30
- To attend, please register at:
<https://attendee.gotowebinar.com/register/7987913870489497602>

Thank you for your participation!