



It Takes a City to Ensure Every Student Succeeds

'Supporting English Learners under ESSA':

Proposed DC State Plan – Information and Feedback Session

February 28, 2017

Gimari Jones, Program Manager (Title III), OSSE

Anika Harris, Professional Development Specialist, OSSE



Welcome and Goals for This Session

- Provide an overview of ESSA as it relates to policies for English learners
- Share state-level strategies in the draft state plan related to English learners
- Hear your feedback related to the state-level strategies
- Understand your questions and needs in order to address them through the ESSA planning and implementation process



Overview of ESSA and the State Plan: Key Connections



Key Connections for ELs in the State Plan

- **Long-Term Goals (Academic and English Learner Proficiency)**
- Method for Inviting and Considering Community Input (Consultation)
- System of Regular LEA Oversight (Performance Management)
- **Use of Assessments to Measure Student Progress**
- System of Ensuring Improvement for Schools (Accountability)
- **Strategies for Supporting Excellent Educators**
- **Strategies for Supporting All Students**



Requirements for ELs Under ESSA: Summary

- States must set long-term goals and interim measures of progress toward language proficiency.
- State school accountability systems must now include English language proficiency (ELP) as a performance indicator. ***NEW**
- States must design long term goals and interim measures of progress in the content areas for all subgroups (including English learners)
 - States may include reclassified ELs in English learner subgroup for up to four years (NCLB: two years maximum). ***NEW**
- States must adopt English language proficiency standards for English learners and administer an annual assessment of English language proficiency for all ELs.



Requirements for ELs Under ESSA: Summary

- English learners must be included in academic content assessments and provided appropriate accommodations. SEAs must provide, to the extent practicable, assessments in languages other than English.
 - Under ESSA, States are given options around inclusion of newcomers during their first year of enrollment. ***NEW**
- Under Title III, state plans must demonstrate 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**



Accelerating Outcomes Under ESSA

Long-Term Goals: English Language Proficiency

Requirement:

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 language proficiency. ***NEW**

Proposed - ELP Indicator :

- 5% of total school accountability framework
- 100% emphasis on student growth
- Student targets are differentiated, based on starting proficiency level on the first administration of the ACCESS for ELLs test (will eventually consider other factors, such as grade)
 - For students identified in pre-k, schools receive growth credit if student reaches proficiency during their first ACCESS for ELLs exam. Otherwise, baseline will be set at that point.



Accelerating Outcomes Under ESSA

Long-Term Goals: English Language Proficiency, continued

- Students have within 5 years from their first ACCESS for ELLs test to reach proficiency, depending on starting proficiency level
- Individual student growth targets are recalculated after every test, and take into account current level and years left to proficiency. This table provides an example:

ACCESS Year	Level Achieved	Growth Target	Actual Growth	Result
#1	2.0	N/A	N/A	Baseline Set; student has four more years to level 5
#2	4.0	0.8	2.0	Exceeded Target; next year's growth target will be lower
#3	4.3	0.3	0.3	Met Target; next year's growth target will be similar
#4	4.4	0.3	0.1	Missed Target; next year's growth target will be higher
#5	5.0	0.6	0.6	Met Target – Proficient



Accelerating Outcomes Under ESSA

Long-Term Goals: English Language Proficiency (continued)

Requirement:

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 language proficiency.** *NEW

Proposed - Long Term Goals for ELP:

- By the 2038-2039 school year, 85% of all English learners will be meeting individual student growth targets.
- Current baseline: 45% of all ELs are currently meeting growth goals (based on 2015-2016 ACCESS for ELLs 2.0 data)

*Measurements of interim progress will be based on future analysis.



Accelerating Outcomes Under ESSA

Long-Term Academic Goals

Requirement:

States must design long term goals and interim measures of progress in the content areas for all subgroups (including English learners)

- States have the option of including former (reclassified) ELs in the English learner subgroup for accountability for up to four years (formerly two years under NCLB).

***NEW**

Proposed - Academic Goals for Subgroups:

- By the 2038-2039 school year, 85% of all ELs will be proficient in Reading/Language Arts & Mathematics. This is consistent with long-term goals for all subgroups.
- DC will continue to include former ELs in the EL subgroup for two years after reclassification for accountability.
 - However, schools must monitor reclassified students for four years, and students must be included in reporting as monitored during that time.



Continuing What Works Under ESSA

Use of Assessments to Measure Student Progress

Requirement:

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

Proposed - Standards and Assessments:

- DC adopted and will continue use of 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 will continue use of the WIDA English Language Proficiency (ELP) suite of assessments to measure language proficiency of students. The WIDA ACCESS for ELLs summative assessment is administered annually to assess ELP in grades K-12.

- Current approved pre-screener will be used to identify all learners at the beginning of each year (within 30-days of enrollment or within two-weeks if enrolled during school year).



Continuing What Works Under ESSA

Use of Academic Assessments to Measure Student Progress

Requirement:

- English learners must be included in academic content assessments and provided appropriate accommodations. SEAs must provide, to the extent practicable, assessments in languages other than English.
 - Under ESSA, States are given additional flexibility/options around inclusion of newcomers during their first year of enrollment. ***NEW**

Proposed - Inclusion of Newcomers:

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.

OPTION #3: States may choose a hybrid of option 1 and 2 – including newcomers who score higher on screeners in all assessments, including their results, and excluding those who score low from the ELA assessment.



Continuing What Works Under ESSA

Strategies for Supporting All Students

Requirement:

Under Title III, states must demonstrate in state plans how the agency will establish and implement **standardized statewide entrance and exit criteria and procedures** and provide an assurance that all ELs will be identified within 30 days of enrollment. ***NEW**

Proposed – Entry and Exit Procedures:

Entry/Identification

- All LEAs are required to use the OSSE Home Language Survey to identify students who need screening.
- Results from state-approved screeners will determine need for services and EL designation, and must be administered within 30 days of enrollment (or within two-weeks if enrolled during the school year).
- Notifications must be sent to parents with required student information.

Exit/Reclassification

- Students are reclassified when they score a 5.0 (composite of listening, speaking, reading, and writing) on the annual administration of ACCESS for ELLs 2.0 test. Students begin taking the ACCESS for ELLs 2.0 in Kindergarten.

Note: *OSSE is continuing to explore exit criteria and may add additional criteria after further analysis of longitudinal data, research, and after conducting additional stakeholder engagement.*



Accelerating Outcomes Under ESSA

Strategies for Supporting Excellent Educators

OSSE has developed partnerships to support teachers and leaders. Under ESSA, OSSE will:

- partner with an institute of higher education to initiate a Post-Baccalaureate Certificate program for multiple cohorts of preK-12 teachers in the area of Teaching English to Speakers of Other Languages (TESOL);
- continue partnership with WIDA, who will facilitate a train-the-trainer type workshop to develop local WIDA Standards coaches in order to build capacity in schools and LEAs. This will increase use of research-based approaches and WIDA resources to support ELs; and
- continue to host annual English Learner institutes that deliver informative sessions in the areas of instruction, policy, community/family engagement, and non-academic support.



Accelerating Outcomes Under ESSA

Strategies for Supporting Excellent Educators (cont.)

- OSSE will conduct year-round professional development trainings in the areas of instruction, policy, community/family engagement, and non-academic support, including trainings created through collaborative efforts with other OSSE teams. Ex: LEA Institutes
- OSSE will continue to provide targeted technical assistance to schools and LEAs around English Learner programming.
- OSSE, in partnership with the Intercultural Development and Research Association's Equity Assistance Center – *South*, will develop a tool that will assist schools with addressing EL needs in alignment with ESSA.
- Will revise recently released comprehensive EL Guidebook for DC to reflect requirements to EL programs under ESSA



New Uses of Title III funds under ESSA

- **Required:** Parent and family engagement
- **Optional:** EL dual enrollment (e.g. in partnership with community colleges for additional ESL courses to accelerate language development)
- **Optional:** Family literacy



Group Discussion



Key Questions

1. From your perspective, are the draft state plan strategies comprehensible?
2. What additional questions or considerations do you want to raise as we work to finalize the plan for DC?
3. In what ways can OSSE best support you and your team with this work moving forward?



Next Steps

Submit all outstanding feedback or comments to OSSE's ESSA website before March 3, 2017:

<http://osse.dc.gov/featured-content/every-student-succeeds-act-essa>

For more information on EL programs, policies, or assessments, contact:

Gimari Jones, Program Manager, English Language Acquisition, K-12

Gimari.Jones@dc.gov

Anika Harris, Professional Development Specialist, English Language Acquisition, K-12

Anika.Harris@dc.gov

Danielle Branson, Director of Assessments (WIDA Access for ELLs 2.0 Administration)

Danielle.Branson@dc.gov



Thank you for your
participation!