



ESSA and ELs Progress and Pitfalls

June 18, 2019

ESSA and Bold New Thinking

According to Senator Lamar Alexander, R-Tenn, one of the bill's main architects,

“the Every Student Succeeds Act put states back in the driver’s seat for decisions on how to help their students, and I am eager to see what this new chapter holds for our nation’s students in bold, innovative thinking.”

[Senate Floor Speech, September 28, 2018]



Providing States Flexibility while Supporting Vulnerable Groups of Students

- Civils rights organizations and Democrats in Congress are concerned that the Department of Education has approved state plans that violate the law because:
 - schools can get high ratings on state accountability systems, even if vulnerable subgroups of students aren't performing well.
- In 2017, Representative Bobby Scott, Dem-VA and Senator Patty Murray, Dem-WA, wrote a letter to Secretary DeVos saying
 - “[she] failed to address several shortcomings in ESSA plans.”



Are States undermining the law?



- ESSA plans that do not hold schools sufficiently accountable for their responsibility to all children, especially groups of children who have been shortchanged for too long, fail to meet the intent of the law and will undermine ESSA's purpose to **provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.**

[Letter to Chief State School Officers from the Leadership Conference on Civil and Human Rights, February 4, 2019]



ESSA Accountability System Requirements

- ESSA requires that states establish (**for “all students” and for each student subgroup**) ambitious state-determined long-term goals, measurements of interim progress, and performance indicators.
- The law defines subgroups as **economically disadvantaged students, students from major ethnic and racial groups, children with disabilities, and ELs**.



Performance Indicators

- ESSA requires that state accountability systems include indicators of:
 - Student proficiency on state assessments and student academic growth as demonstrated on those assessments at State's choice; (ALL SCHOOLS)
 - For schools that are not high schools, student growth or another valid and reliable academic indicator; (NOT HIGH SCHOOLS)
 - For high schools, the four-year adjusted cohort graduation rate and, at state option, an extended- year adjusted cohort graduation rate; (HIGH SCHOOLS)
 - **The progress of EL students in achieving English language proficiency (as measured using the state's ELP assessments;** and (ALL SCHOOLS)
 - At least one indicator of “school quality or student success” that allows for meaningful differentiation in school performance and is a valid, reliable, comparable and statewide indicator. (ALL SCHOOLS)



Weighting of Performance Indicators

- The law specifies that a state's system for measuring school performance must give “substantial weight” to **each indicator** and that the first four indicators must have “much greater weight” than the school quality or student success indicator.



English Language Proficiency Goals and Measures of Interim Progress (MIPs)

- ESSA requires that a state's accountability system include long-term goals and interim measures of progress for **increases in the percentage of ELs who make progress in achieving English proficiency.**
- Progress towards proficiency is defined by the state and is measured by the state's ELP assessments within a state-determined timeline.



Potential Pitfalls for ELs



California – Waiver Requested for ELs

- Include recently Reclassified Fluent English Proficient (RFEP) students in the ELP indicator.
(students who have exited program)
- Give additional weight to long-term English learners (LTEL) in the ELP indicator.
- Status – denied by ED on October 9, 2018 – appealed by CA – decision from ED pending.



North Carolina – Preliminary 2019 Results

- Twenty-four (24) percent of schools receiving an A also had **at least one group of students** receiving an F.
- Majority, or 86 percent, of North Carolina schools receiving a B grade had **at least one subgroup** getting a D or F rating.



[Source: North Carolina Department of Public Instruction State Report Card
(<https://ncreportcards.ondemand.sas.com/src>)]



Florida – two parallel accountability systems



- Last state to receive approval from ED for ESSA plan – approval received in September 2018.
- Original submission **did not include the EL indicator** in the State accountability system.
- Revised submission – included EL indicator in ESSA plan for federal accountability requirements while running a parallel accountability system that doesn't give the same weight to ELs for state accountability purposes.



Progress for ELs



New Federal Reporting Requirements for ELs

ELs and SWD

- The English learner subgroup will be further disaggregated so the outcomes of English learner students with disabilities are separated from the English learner population as a whole.

Long-term ELs

- Schools will be required to report the number of long-term English learners who continue to receive services for more than five years.



Identification of Low-performing Schools

Beginning in the 2017-18 school year, and at least once every three years thereafter, states are required to identify a statewide category of schools for:

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI) and
- Additional Targeted Support and Improvement (ATSI)



TSI, CSI and ATSI Identification

School Identification		
Targeted Support and Improvement (TSI)	Additional Targeted Support (ATSI)	Comprehensive Support and Improvement (CSI)
Any school in which one or more subgroups of students is consistently underperforming based on <u>all accountability indicators</u> and the system of meaningful differentiation.	Any school in which <u>any subgroup of students, on its own</u> , would place the school in the bottom 5 percent of Title I schools in the State	<p><u>Lowest performing 5 percent of Title I schools</u> as determined by the State system of annual meaningful differentiation.</p> <p><u>AND</u></p> <p>Any high school with < 67 percent graduation rate</p> <p><u>AND</u></p> <p>Any Title I school that has been identified for ATSI and has not met the State exit criteria.</p>



Large Percentage of CSI, TSI and ATSI Schools Identified

State	Percentage of Schools Identified
Rhode Island	99 percent
Florida	69 percent
Louisiana	68 percent
North Carolina	66 percent
Idaho	55 percent
Texas	53 percent
Arizona	51 percent

Source: Number of Low-Performing Schools by Category, Center for Education Policy, 2019



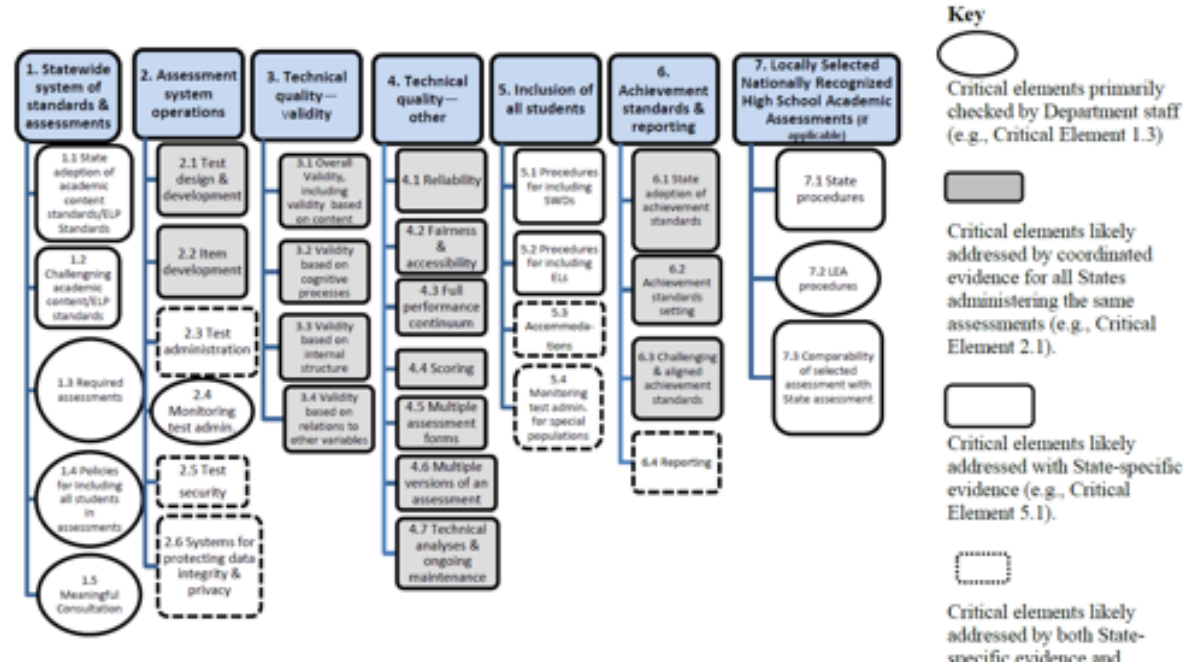
Peer Review of ELP Assessments

- Under ESSA, ELP standards and assessments are subject to peer review by the Department and must meet all applicable requirements.
- Each State must submit evidence for peer review that its ELP assessment provides valid and reliable results, is aligned with the State's ELP standards, and is consistent with nationally recognized professional and technical testing standards.
- States submitted evidence under this provision **for the first time in March 2019.**



Rigorous Review

II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW



What does this mean for you?

- Implications for your
 - State?
 - District?
 - School?



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