# Tennessee Succeeds: ESSA in Tennessee
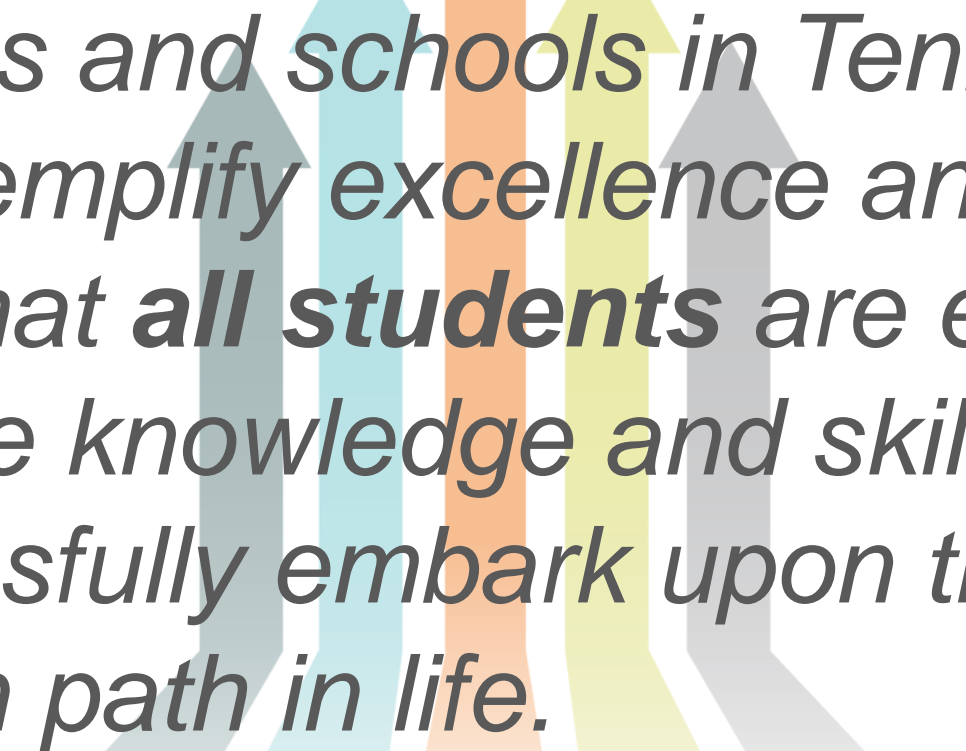
English Learners

# Agenda

- Overview of ESSA final plan
- English Learner Accountability
- Long-term English Learners
- Recently Arrived English Learners
- Focus Schools
- Supports for English Learners

Department of
**Education**

TennESSAee Succeeds

# Our Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

# Stakeholder Engagement

- Six working groups with 67 members across the state
- 3,000+ stakeholders provided input over the summer
- Dozens of listening sessions and informational meetings with teachers, parents, community members, advocates, and legislators
- Six town hall meetings over December and January
  - 1,000+ stakeholders attended town halls
- 2,000+ comments received through online and written feedback

Department of **Education**

# Notable Changes in the Final Plan

- The department responded to stakeholder feedback with changes in several places, including the following:
  - District accountability
  - School accountability
  - School improvement
  - **English learner support and accountability metrics**
  - Other key areas, including earned autonomy, clarity on educator support, and transparency metrics

**TN** Department of **Education**

**English Learners**

# Stakeholder Feedback

- Ensure **ELPA indicator has meaningful weight** in the school accountability framework

- Increase **supports** for schools struggling to serve English learners

- Long-term **goals and interim targets** should be ambitious and achievable

- **Improve reporting and supports** for long-term ELs

- **Delay recently arrived ELs' inclusion in accountability** but allow for students to demonstrate growth

# Long-Term Goal for ELPA

- TDOE proposed that, by 2024-25, 75% of ELs will meet the appropriate growth standard on WIDA ACCESS (.7).
  - We are currently discussing using growth standards that are based on a student's prior year proficiency.
  - WIDA underwent a standards setting process in June 2016, which lead to more rigorous test standards for the 2016-17 WIDA ACCESS.
  - Tennessee's baseline data will be adjusted due to this change.
  - TDOE will continue to research and consult with stakeholders to determine the best approach to measure and achieve expected growth.

**TN** Department of **Education**

# Long-Term English Learners (LTELs)

- Tennessee will continue to define **LTELs** as students who have not exited after six years of ESL service.

- All students beginning a seventh year of ESL instruction will be identified as LTELs.

- A new transparency metric will be included in the state report card.

- The department will be developing a new, more robust supports for EL instruction, and specifically for LTELs.

**TN** Department of **Education**

# Recently Arrived English Learners (RAELs)

- Tennessee will phase **RAELs** into accountability
  - In year one, RAELs would participate in state assessments. Those results would be excluded from accountability.
  - In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability.
  - Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.
- The department will continue to work with researchers and stakeholders to determine options for assessing RAELs.

# Questions?

Please use comment box

District Accountability

# Stakeholder Feedback

- Align district accountability to the new school accountability framework

- Add the new measures of school quality and student success

- Maintain "best of" options for districts

- Include science assessments within the achievement and growth indicators

- Continue focus on ACT

- Participation rate matters

# District accountability in TN ESSA plan

| Six Areas | | |
|---|---|---|
| 3-5 Success Rate* | 6-8 Success Rate* | 9-12 Success Rate* |
| Chronically Out of School | Graduation Rate + Ready Graduate | K-12 English Language Proficiency Assessment (ELPA) |

*Success rate includes science, ELA, math **and** ACT/SAT composite. It may also include social studies in future years.

TN Department of Education

15

# Area: ELPA (WIDA ACCESS) pathways

- **Absolute Performance:** Percent of students exiting EL status, weighted by time in ESL services

## OR

- **AMO Targets:** Target to increase the percent of students meeting the growth standard based on prior EL proficiency level.

## AND

- **Value-Added:** Student-level metric based on the percent of students who recently exited EL service (T1-T4) scoring on track/mastered on the TNReady ELA assessment in the current year.

# Absolute Performance Pathway

- For the absolute performance pathway districts will receive points for the having a high percent of students who exit from services in the given school year.

- Students who have been in the program the longest will be weighted more heavily in the percentage.

# AMO Target Pathway

- For the AMO pathway districts will receive points based on the performance on targets.

- The targets will set expectations for the percent of students in the district who hit the growth standard.

- Growth standards will be differentiated by student's prior year proficiency.

  - Students who are at lower levels of proficiency will be expected to grow faster than students at higher levels of proficiency.

# Value-Added Pathway

- The value-added pathway will look at the performance of transitional students, specifically students in the first four years after EL exit.

- Points will be awarded based on the percent of transitional students who score On Track or Mastered on the state's ELA assessments.

- The expectation will be based off of the state's performance.

# Questions?

## Please use comment box

School Accountability

# School Accountability: Requirements

- Under ESSA, states must **meaningfully differentiate** schools on an annual basis.

- Last year, the Tennessee General Assembly passed a law requiring all schools be awarded a **summative letter grade (A - F)**.

# School Accountability: Guiding Principles

- **All schools should have opportunity to achieve an "A"**
  - Poverty is not destiny
- **All means all**
  - Each indicator should be reported for historically underserved student groups
- **All growth should be rewarded**
  - Schools with low achievement but high growth will be recognized
- **Reporting should be transparent**
  - Public should be able to access and review multiple indicators

TN Department of **Education**

# School Accountability: Intended Outcomes

- The department proposes that school-level accountability using A - F grades for reporting should reward the following:
  - Performance <u>and</u> progress
  - Positive school culture
  - Readiness for postsecondary and workforce
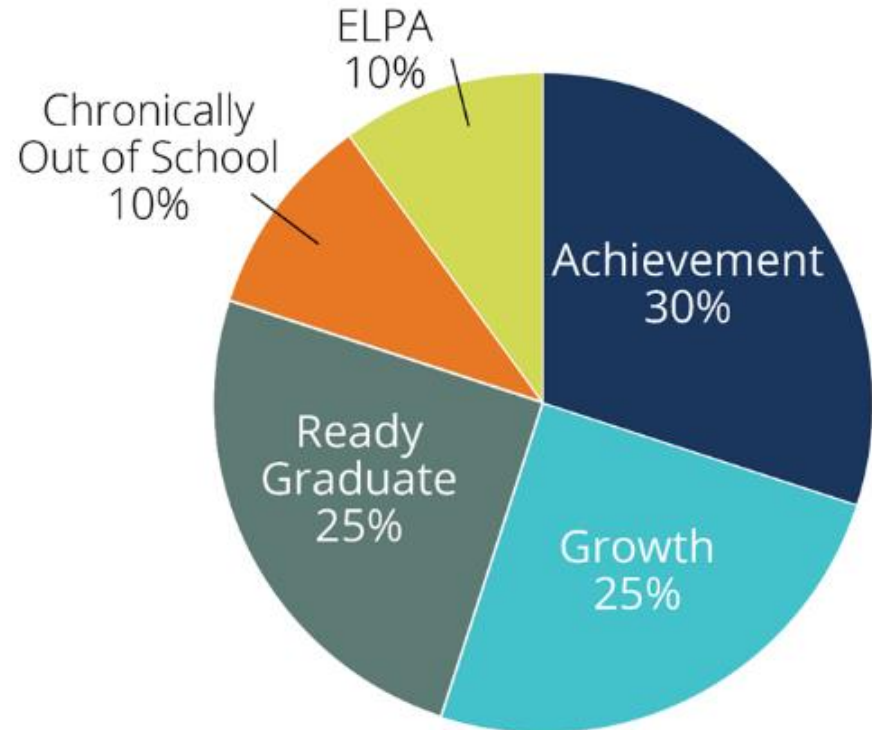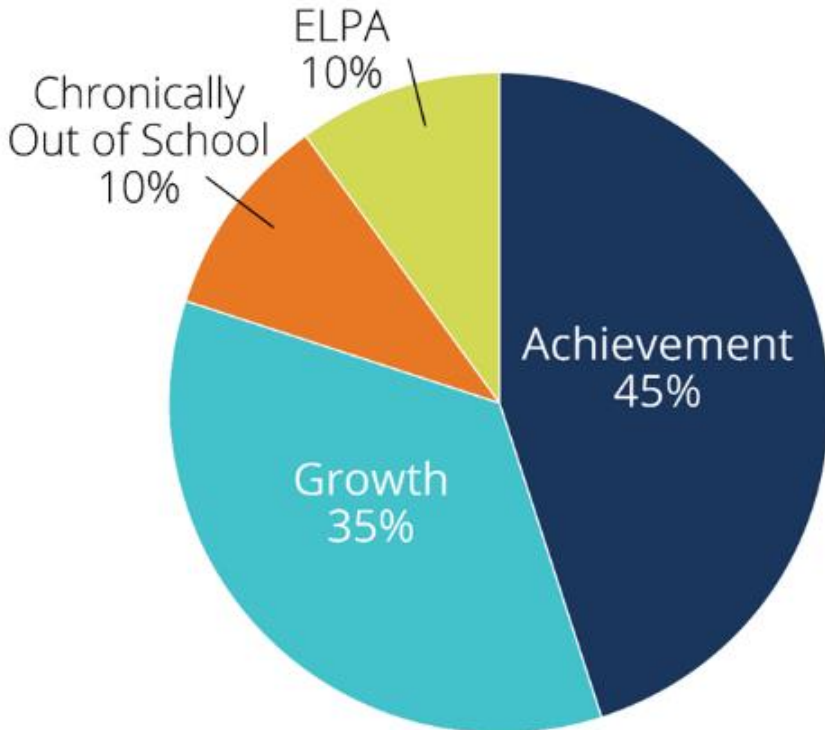  - Improved life trajectory for students

# Stakeholder Feedback

- **ELPA indicator** should be included for All Students
- *Chronically Out of School* indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators is critical
- The *Ready Graduate* **indicator** should reflect a significant weight for high school students
- The *Ready Graduate* **indicator** should include a check for military readiness
- The weighting of *All Students* and *All Subgroups* should reflect statewide demographic trends

**TN** Department of **Education**

# K-8 Schools

# High Schools
*(Schools that serve grade 12)*

Starting with data from 2017-18, all schools that pass the minimum performance goal will receive a letter grade based on the performance of all students and historically underserved student groups in the following areas.

**K-8 Schools pie chart:**
- Achievement 45%
- Growth 35%
- Chronically Out of School 10%
- ELPA 10%

**High Schools pie chart:**
- Achievement 30%
- Growth 25%
- Ready Graduate 25%
- Chronically Out of School 10%
- ELPA 10%

*Except for growth, all indicators provide schools two opportunities to show success, through either absolute performance or growth in school performance.*

## GUIDING PRINCIPLES

All schools should have the opportunity to earn an "A" • All means all
All growth should be rewarded • Reporting should be transparent

# Indicator: English Language Proficiency

- This indicator measures student **progress towards achieving proficiency** in learning the English language.

- It is measured by the **percent of English learners reaching proficiency, weighted by time in ESL program** or sufficient progress on the English Language Proficiency Assessment (ELPA), weighted by prior proficiency level.

## K–8 School Example

| Indicator | All Students | | Subgroup | |
|---|:---:|:---:|:---:|:---:|
| | Grade | Weight | Grade | Weight |
| **Achievement** Absolute proficiency or AMO Targets | A | 45% | B | 45% |
| **Growth** | A | 35% | C | 35% |
| **Chronically Out of School** | D | 10% | B | 10% |
| **ELPA*** | B | 10% | B | 10% |
| Weighted Average | B | 100% | B | 100% |
| | | | | |
| **All Students Grade** | B | 60% | | |
| **Subgroup Grade** | B | 40% | | |
| **Overall School Grade** | B | 100% | | |

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 50 percent and 40 percent, respectively.

# High School Example

| Indicator | All Students | | Subgroup | |
|---|---|---|---|---|
| | **Grade** | Weight | **Grade** | Weight |
| **Achievement** Absolute proficiency or AMO Targets | **A** | 30% | **B** | 30% |
| **Growth** | **A** | 25% | **C** | 25% |
| **Ready Graduate** | **D** | 25% | **B** | 25% |
| **Chronically Out of School** | **D** | 10% | **B** | 10% |
| **ELPA*** | **B** | 10% | **B** | 10% |
| Weighted Average | **B** | 100% | **B** | 100% |
| | | | | |
| All Students Grade | **B** | 60% | | |
| Subgroup Grade | **B** | 40% | | |
| Overall School Grade | **B** | **100%** | | |

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 35 percent and 30 percent, respectively.

# Questions?

## Please use comment box

Focus Schools

# Focus Schools in ESSA Plan

- A school can be identified as a Focus school for multiple subgroups.

- Additionally, **all schools earning an overall letter grade of "D"** will be identified as Focus schools.

- Focus schools will receive a "minus" on their school grade if earning an "A," "B," or "C" designation.

- Focus schools will be identified annually. The first identification will occur in **2018**.

- Focus schools that remain in the **bottom 5 percent for the <u>same</u> subgroup *and* that do not meet AMO targets for three consecutive years** will become Priority schools.

**TN** Department of **Education**

**Questions?**

Please use comment box

# Supports for English Learners

# Support for Districts and Focus Schools

- Implementation guide
  - LTELs
  - RAELs
- Data-driven decisions
  - WIDA ACCESS data will be available in ePlan for SY 17-18
  - CORE support
- Technical Assistance
  - Best practices for instruction
  - Plan development for districts
- External partners to support family and community engagement

# Support for Educators

- Training for EL teachers, general education teachers, and administrators
  - More information coming soon!
- Regional PLCs
  - 8 PLCs led by ESL Consultants and facilitated by CORE

Contact [Jan.Lanier@tn.gov](mailto:Jan.Lanier@tn.gov) or [Joann.Runion@tn.gov](mailto:Joann.Runion@tn.gov)

Department of
**Education**

# New ESL Specialists

- TDOE plans to add ESL specialists to support work in each of the grand divisions.
- Specialists can provide
  - Training
  - Technical assistance
  - LTEL strategy
  - Focus school development
  - Site visits
  - Other supports

# Questions?

## Please use comment box

**Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.**

Excellence | Optimism | Judgment | Courage | Teamwork