



**EVERY STUDENT SUCCEEDS
ACT (ESSA)
ENGLISH LEARNERS
WORK GROUP**

Missouri Department
of Elementary and Secondary Education

Recap

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Meetings were held in Kansas City (26) and St. Louis (29)

Identify a sound measurement of English proficiency to incorporate in the Title I accountability system;

Make recommendations concerning the state's requirement to establish uniform entry and exit procedures;

Make recommendations as to how the state will hold districts accountable for recently arrived English learners;

Make recommendations concerning the option to include former ELs in the EL subgroup for up to four years in the state accountability system;

Make recommendations for long and short term goals; and

Make recommendations pertaining to the definition of long-term ELs.

Every Student Succeeds Act

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- ✓ Accountability measures for ELs are moved out of Title III and into Title I further emphasizing the importance of English language development.
- ✓ Option to include former ELs in the EL group for up to four years in the accountability system.
- ✓ Standardized EL entry and exit procedures.– Options for phasing newly-arrived ELs into the accountability system.

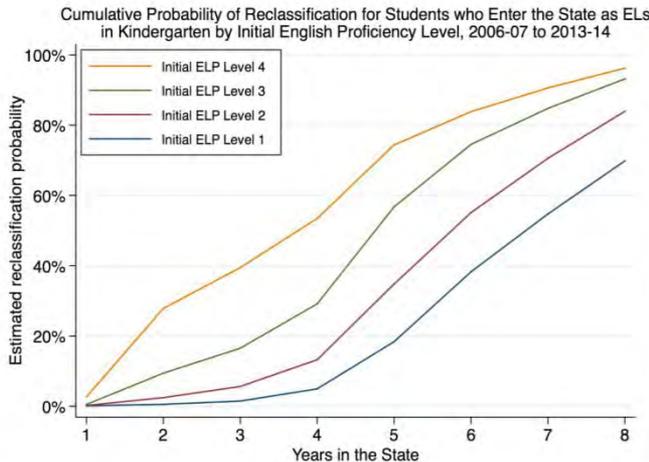
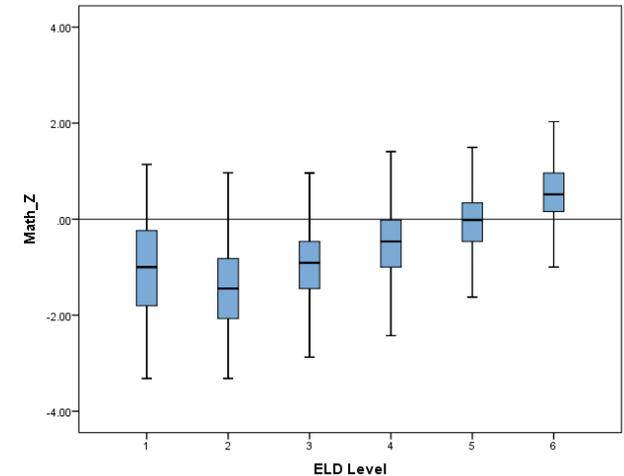


ESSA Provisions

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What are the key issues to consider when developing a method to include Els into the overall accountability system?

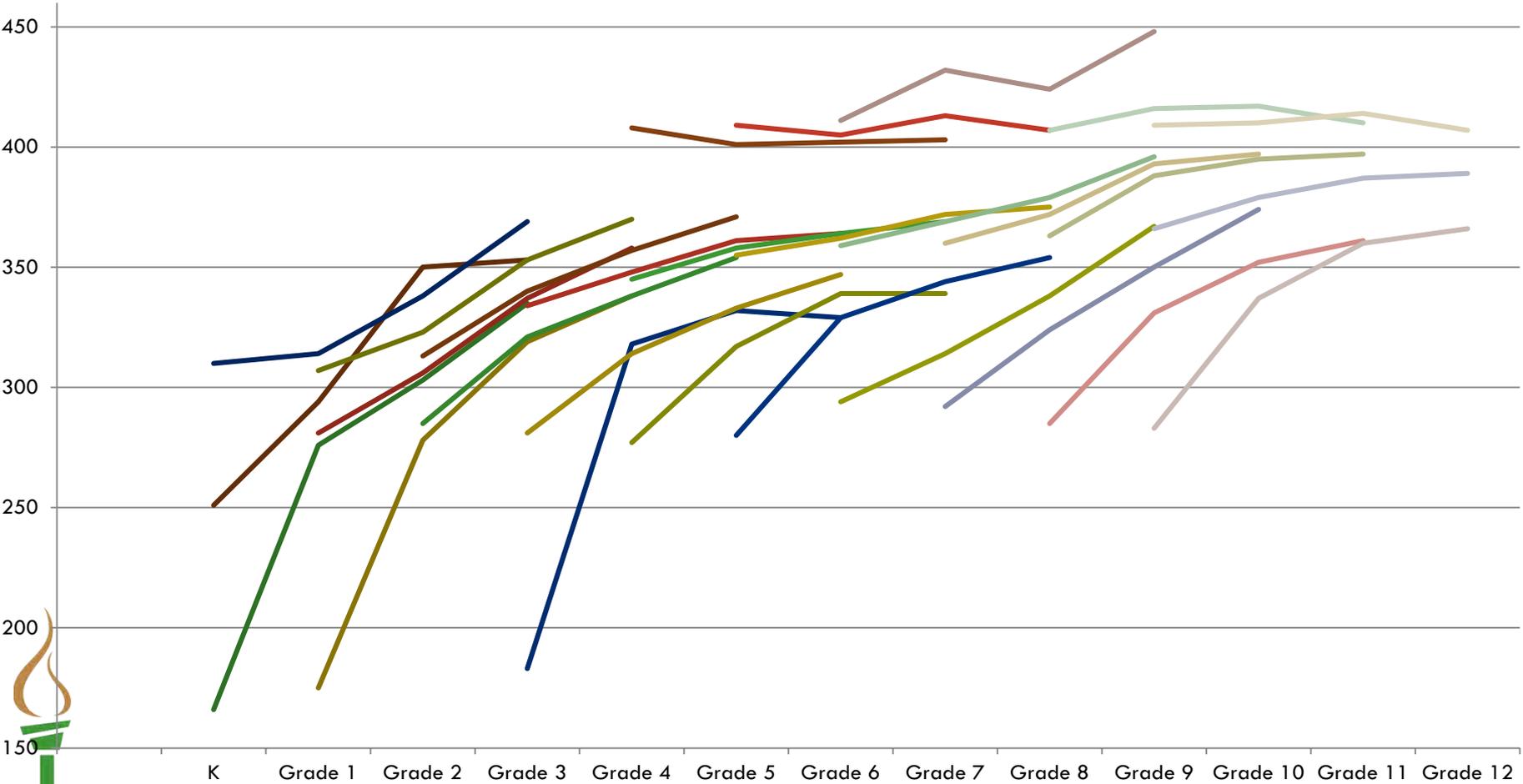
What does English language development look like over time?



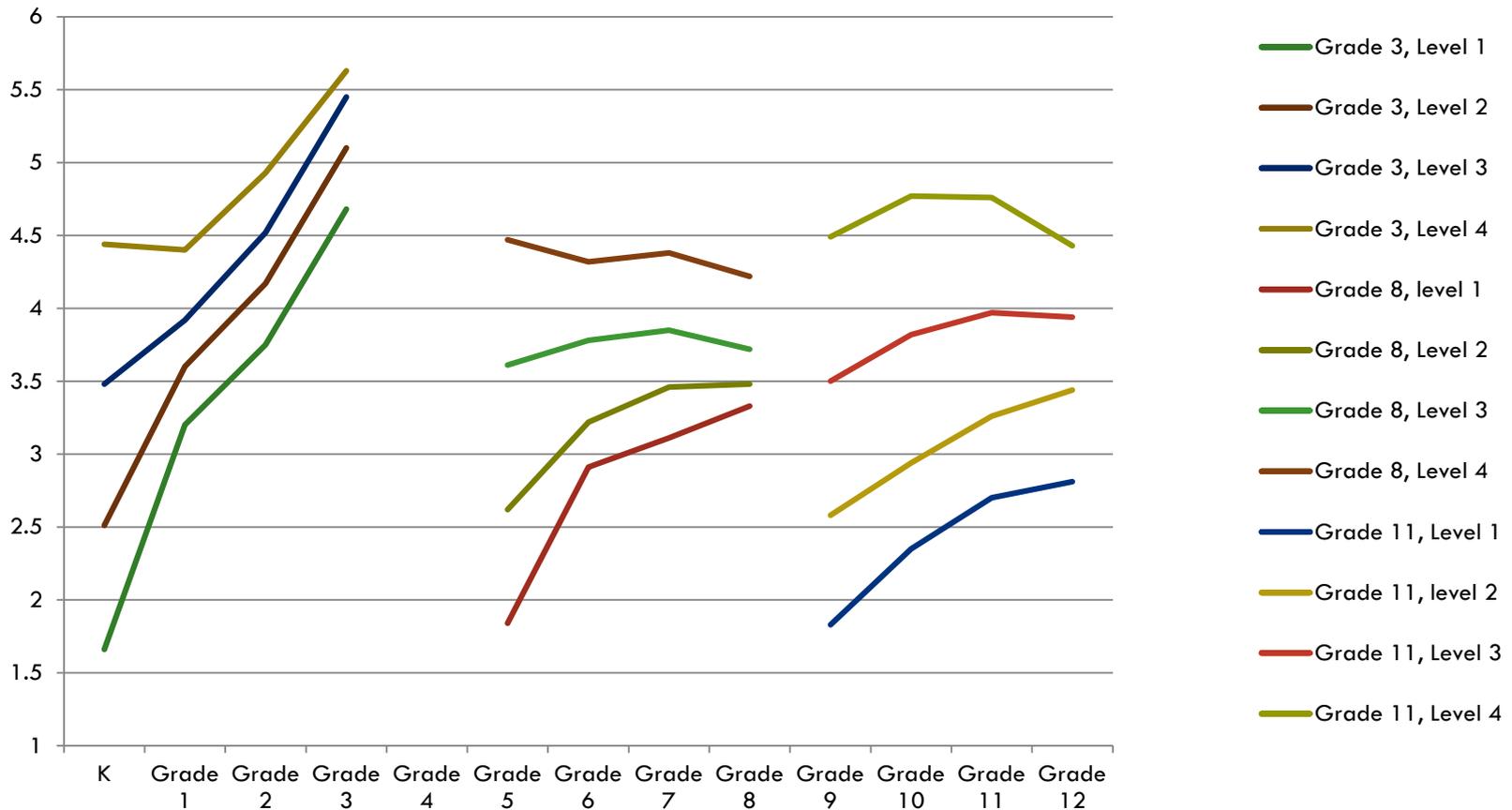
What should a student score on the ACCESS before they can be considered to be proficient?



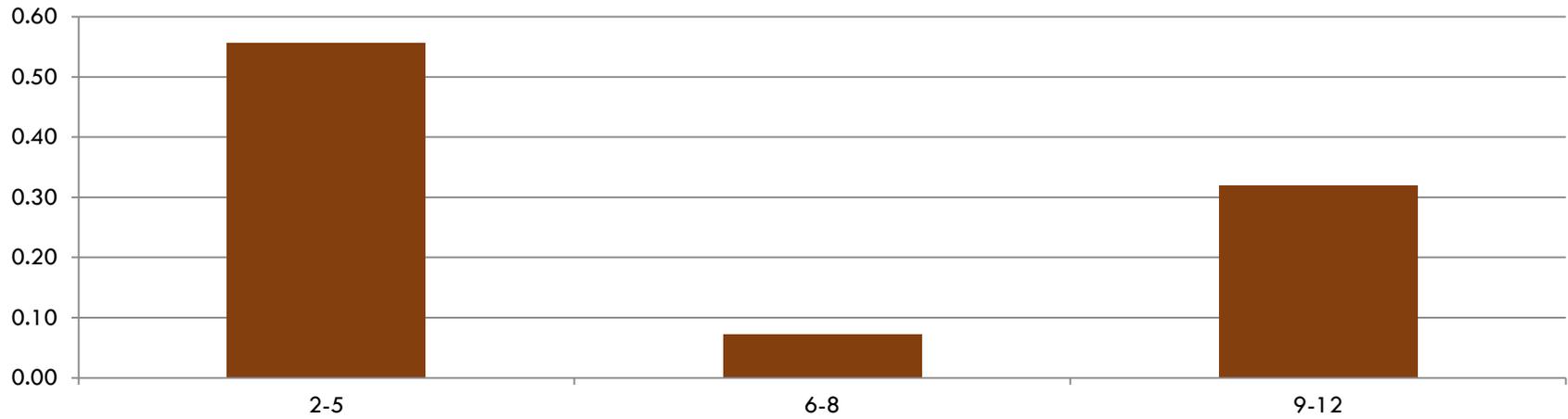
Four-Year SS Growth



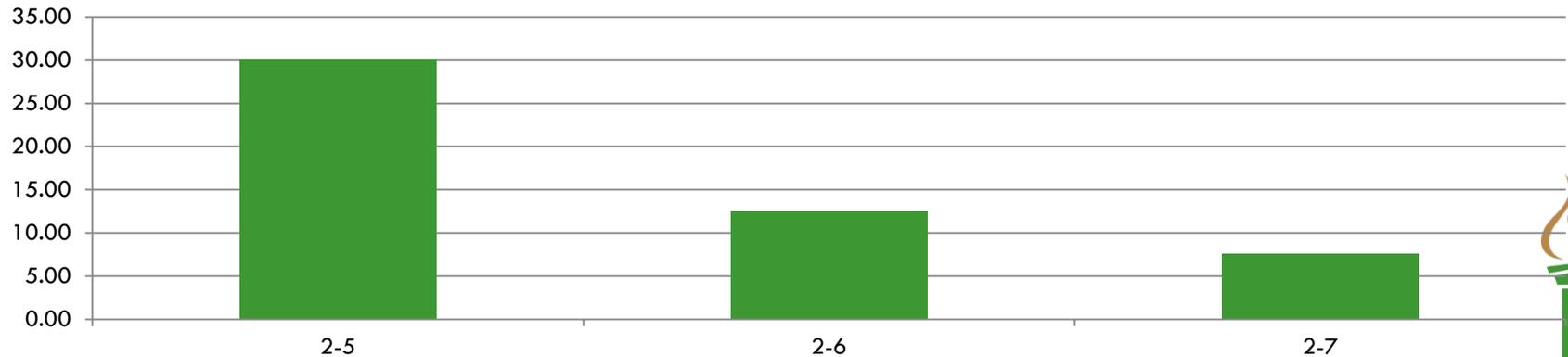
Four years PL growth per grade span



Average PL Increase by Grade Cluster



Average SS Increase by Grade Cluster



Follow up

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- Survey
- Meeting with national experts
- Submit portions of the plan

