Bryce Warden, Conexión Américas
Rachel Counce, Lawrence County Schools
Julie Sugarman, Ph.D, Migration Policy Institute
The Lay of the Land: An Overview

• The Tennessee Educational Equity Coalition Overview

• Report: The Case for Place-Based Equity

• Rural Matters for…
  • English Learner Instruction & Student Support

• English Learners & Rural Districts
  • Rachel Counce, Lawrence County Schools

• English Learners in Rural and Low-Incidence Schools
  • Julie Sugarman, Migration Policy Institute

• Conclusion & Discussion
CONVENE. INFORM. ADVOCATE.
Who We Are

• Formed in spring 2016
• Network of over 2000 advocates and allies
• Intentional focus on students of color, and English Learners and those living in poverty
• Advocacy centered on 4 key policy priorities
• Led by a statewide Steering Committee
• Regional Presence across the State
Policy Priorities

1. Excellent Teachers & Leaders for Every Child
2. Strong Accountability Systems
3. Appropriate & Equitable Resources
4. Successful Outcomes in Postsecondary Access & Success
### A Closer Look at Place

#### NCES Locale Codes

<table>
<thead>
<tr>
<th>City</th>
<th>Suburban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>Large</td>
</tr>
<tr>
<td>Midsize</td>
<td>Midsize</td>
</tr>
<tr>
<td>Small</td>
<td>Small</td>
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</table>

<table>
<thead>
<tr>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe</td>
<td>Fringe</td>
</tr>
<tr>
<td>Distant</td>
<td>Distant</td>
</tr>
<tr>
<td>Remote</td>
<td>Remote</td>
</tr>
</tbody>
</table>
Research Design

Statewide Listening Tour (West, Middle, & East TN)

• 10 district personnel

• 20 teachers and additional school staff

• 11 principals
The Case for Place-Based Equity

**Chart 2: Proficiency Rates by Locale**

Source: Tennessee Department of Education
The Case for Place-Based Equity

**Chart 3**

**Proficiency Rates for Black, Latino and Native American Students**

Source: Tennessee Department of Education
The Case for Place-Based Equity

CHART 4

HIGH SCHOOL GRADUATION RATES

Source: Tennessee Department of Education

1 No Tennessee high school is located within the “Suburban: Small” locale.
The Case for Place-Based Equity
Rural Matters for...

- English Learner Education
- Early Postsecondary Opportunities (EPSOs)
- Strong Educators
Across Tennessee, population demographics are changing.

On average, nearly 8 IN 10 English Learners in Tennessee are native Spanish speakers.

CHART 7
PROPORTION OF TENNESSEE’S 95 COUNTIES EXPERIENCING POPULATION GROWTH
Source: Coalition analysis of U.S. Census Bureau and ACS 2010 and 2013-17 5-Year Estimates

- Counties with Latino Population Growth: 93.7%
- Counties with General Population Growth: 51%
Distressed counties in Tennessee – rural, low-income areas with high unemployment – show persisting and growing Latino populations.
Voices from Rural Tennessee

- For many schools serving EL students and families, rural is a strength for school-family communication.
- Funding and distance both matter when it comes to rural ELs.
- Educator preparation programs (EPPs) can improve preparation of teacher candidates to better serve EL students.
English Learners & Rural Districts

Rachel Counce
EL Coordinator
Lawrence County Schools
Challenges for Rural Districts

- Geography- distance between schools
- Lack of funding
- Trained personnel
- Accountability
- Access to resources
There are also advantages to serving ELs in a small town.
Geography

- Cluster Schools
- Tailored Services
- Waived Services
- Part-time Teachers
Funding in Rural Districts

- T3 Consortium
- Supplemental funding
- ELs fall under many categories
- Teacher Student ratio, 1 to 20
- Volunteers, Churches, etc.
Teacher Training

- Intentional Placement of ELs
- State and Regional ESL Meetings
- WIDA Standards Trainings
- Shared Responsibility for ELs
- Content teachers are language teachers.
- ESL teachers are content teachers.
- Include ESL as component in all trainings.
- Online Trainings
Relationships with English Learner Families

- Teachers know their students’ families and connections to the community
- Parent ESL Class with childcare
- Home visits
- Respect and support
- EL Family Picnic
- Celebrations
What about Accountability?

We are highly accountable for ELs!!!

- A few students can have a huge impact on scores, district report cards, etc.
- ELs show tremendous growth
- Focusing on a few can positively impact districts.
- ELs frequently out perform their grade-level peers.
Resources for Rural Districts

- State Resources- ESL manual, EL framework, EL Policy
- ESL Regional Consultants
- MTSU District Collaborative
- TNTESOL, SETESOL, TESOL
- WIDA
- FB: ESL Teachers K-12
- Twitter: ellchat
- Websites: Colorin Colorado
- Send a team!
EL Student Success

- Asset view of English Learners
- Participation in extracurricular activities
- Community Involvement
- Access to resources
- Parent Involvement
- Shared sense of responsibility
Collaboration is Key

- Students need grade-level content and beyond
- Accountability in all content areas
- Co-teaching is an effective EL service model
- RTI, Special Education, After School programs
What Teachers in rural districts say:

Vickie “Fewer students means more investment in each student.”

Cathy

Darlene
ELs in Rural and Low-Incidence Schools: Key Issues

Julie Sugarman
jsugarman@migrationpolicy.org

Supporting English Learner Success in Rural Tennessee
Tennessee Educational Equity Coalition Webinar
July 16, 2019
Today’s Presentation

• Accountability
• Compliance
• Program models
Accountability

• English learners (ELs) count toward the reported outcomes of all students, but the EL subgroup may not be big enough to trigger state assistance through targeted support and improvement (TSI/ATSI)
  • N size (TN: 30 for accountability, 10 for reporting, combined subgroup for schools with low numbers)
  • Concern that state-supported school improvement efforts may not be targeted to EL needs
Accountability

• Local data analysis
  • Even if analysis is not made public, N size is still a concern for data validity
  • Break out EL subpopulations where possible (students with interrupted formal education, recent arrivals, etc.)
  • Districts that do not receive federal Title III funds will not be required to submit data on ELs with disabilities, long-term ELs, former ELs
    • You should track these anyway!
Compliance: Enrollment Issues

Plyler v. Doe

Enrollment of Immigrant-Background Students

• All staff that have contact with the public must know:
  • Students’ right to enroll
  • How to get interpretation assistance (phone line or in-person)
  • ELs’ program options
  • Staff members who can help families access school and community resources

• Common *Plyler* violations
  • Asking about immigration or citizenship status orally or on enrollment forms
  • Requiring birth certificate, social security number, parent driver’s license
  • Failing to suggest alternative documents for proof of residency in the district or age
Compliance: Access to Meaningful Education

https://www2.ed.gov/about/offices/list/oela/English-learner-toolkit/index.html

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Compliance: Access to Meaningful Education

1. Identifying all EL students
2. Providing ELs with a language assistance program
3. Staffing and supporting an EL program
4. Meaningful access to core curricular, extra-curricular programs
5. Avoiding unnecessary segregation
6. Addressing ELs with disabilities
7. Serving ELs who opt out of EL programs
8. Monitoring and exiting students from EL programs and services
9. Evaluating the effectiveness of a district’s EL program
10. Ensuring meaningful communication with limited English proficient parents
ELs and Civil Rights

• Civil rights apply regardless of the size of the EL population in a school

• Districts and schools have wide latitude on how to meet obligations as long as activities:
  1. Are based on sound educational theory
  2. Are supported with adequate resources
  3. Demonstrate students are able to “overcome language barriers”
Instructional Design for ELs

- Tennessee requirement:
  - At least one hour per day of direct services from ESL-endorsed teacher for “pre-functional,” beginner, and intermediate
  - Direct services and other supports more loosely defined for high intermediate and advanced
    - click on State Board Policy
Instructional Design for ELs

• EL specialist allocations must consider
  • Direct services broken down by grade or ELP level, so that students are served in groupings that are pedagogically sound
  • Time for co-planning and collaboration with all teachers that have ELs in their classes, including resource, arts, and P.E. teachers
  • Travel time between schools

• Direct services from an EL specialist are necessary but not sufficient
### Instructional Design for ELs

#### What Is the Focus of the Curriculum?

<table>
<thead>
<tr>
<th>What Is the Focus of the Curriculum?</th>
<th>English language development</th>
<th>Basic / remedial skills (literacy or math)</th>
<th>Grade-level English language arts (ELA) with language support</th>
<th>Grade-level non-ELA content with language support</th>
<th>Grade-level content without language support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Integrated Are ELs with Non-ELs?</strong></td>
<td>ESL class, ESL pull-out, structured English immersion</td>
<td>EL/newcomer basic skills class or pull-out</td>
<td>ESL class, ESL pull-out, content-based ESL, co-teaching, newcomer/ sheltered ELA</td>
<td>Newcomer/ sheltered content class, co-teaching, content-based ESL</td>
<td>N/A</td>
</tr>
<tr>
<td>ELs fully separate (self-contained)</td>
<td>Push-in or co-teaching</td>
<td>Push-in or co-teaching</td>
<td>Push-in or co-teaching</td>
<td>Push-in or co-teaching</td>
<td>N/A</td>
</tr>
<tr>
<td>ELs supported by a specialist within the general education classroom</td>
<td>Basic literacy or math skills class (or pull-out session including both ELs and non-ELs)</td>
<td>Sheltered ELA (for example, general education teacher uses SDAIE or SIOP approach)</td>
<td>Sheltered non-ELA content (for example, general education teacher uses SDAIE or SIOP approach)</td>
<td>General education</td>
<td></td>
</tr>
<tr>
<td>ELs taught by general education teacher only</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

English Learner Insights from MPI

www.migrationpolicy.org/topics/k-12-education
What’s Next?

Improving English Learner Education in Rural Tennessee:

- Consider requiring Educator Preparation Programs that receive public dollars to mandate coursework that focuses on English Learners.

- Provide an English Learner instructional specialist in each of the regional CORE offices of the Tennessee Department of Education.
Questions?
Upcoming Webinars: Tune In!

- **Moving from Seats to Students in K-12 Funding**
  Monday, July 29, 12-1PM CST
Further Questions or Feedback?

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