

Every Student Succeeds Act & the AAPI Community

NCAPA Education Committee
5.19.2016



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Civil & Human Rights

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ESSA Overview

Matthew Finucane
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National Education Association

+ The Long Road to ESSA

- **1965**: Elementary and Secondary Education Act
- **2002**: NCLB amends ESEA
- **2007**: NCLB was supposed to be reauthorized
- **2009**: Stimulus program
- 4 recent reauthorization attempts: 2007, 2011, 2014, 2015
- **2015**: ESSA passes as amendment to ESEA



+ No Child Left Behind

- Focus on reading and math scores
- Adequate Yearly Progress system
- 100% proficiency required by 2014
- Federally specified responses to low performance on test scores
 - Supplementary Education Services, Choice, and School Restructuring
- Led to the ESEA waiver program



ESSA's New Accountability System

- Still has reading and math tests with transparent disaggregated reporting
- Must set long-term and interim academic achievement goals
- Must establish indicators measuring:
 - Academic achievement based on math and reading assessment (growth allowed)
 - Graduation rate
 - Another statewide indicator for elementary and middle schools (which can be growth)
 - English language proficiency
 - At least one indicator of school quality or student success
 - 95% participation rate
- Must differentiate between schools using all indicators. First four in red (achievement) must have *substantial weight* and together *much greater weight* than fifth (school quality)
- State decides weight of 95%.



Schools Needing Comprehensive Supports and Improvements



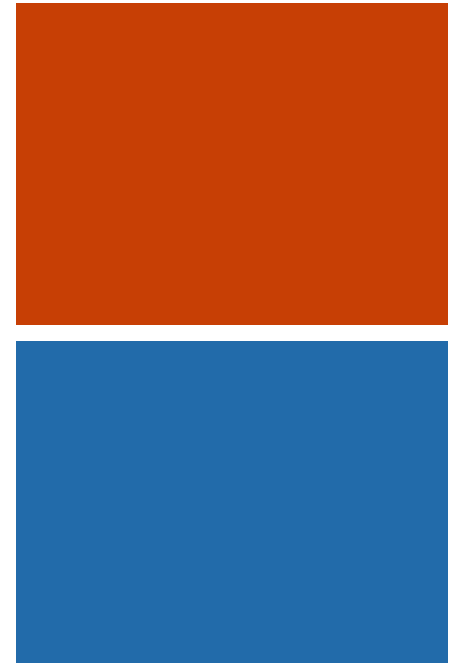
- Beginning with SY 2017-2018 and at least every three years thereafter states must have methodology to identify schools for *comprehensive* support and improvement
 - Schools that are performing at the **bottom 5%**
 - High schools that fail to graduate a third or more of students (**<67% grad rate**)
 - Schools with **consistently underperforming** subgroups of students
- LEAs must in partnership with stakeholders develop state-approved comprehensive support and improvement plan using evidence based interventions that is informed by indicators and looks at resources
- Opportunity to promote approaches like community schools



Schools with Subgroups Needing Targeted Support and Improvement

- States through LEAs must also notify schools when they have student subgroups that are consistently underperforming, as determined by the state
- Once notified schools must develop with stakeholders a school level plan to improve outcomes, which LEA must approve.
- Additional action must be taken if unsuccessful for LEA-determined number of years.
- Consistently underperforming schools with subgroups that would put the school in the lowest 5% must be identified for comprehensive support and improvement if no improvement after state-determined number of years.





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ESSA and the AAPI Community



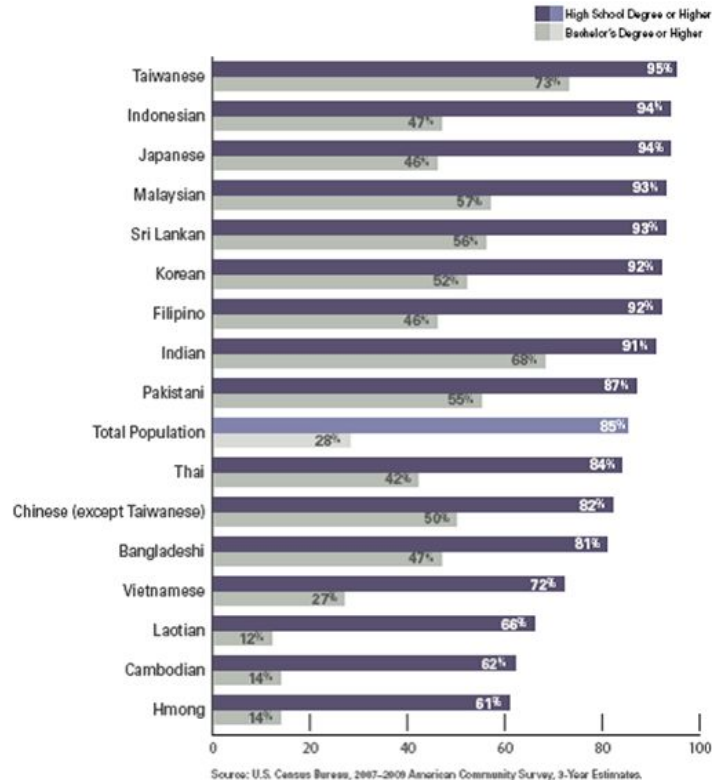


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AAPI Data Disaggregation

Justin Trinidad
Civil Rights Fellow
OCA – Asian Pacific American Advocates

AAPI Data Disaggregation



- The AAPI community includes over 48 distinct ethnic groups and over 300 languages



AAPI Data Disaggregation



- **All Students Count Act of 2014**
 - Would have amended the Elementary and Secondary Education Act (ESEA) to disaggregate by the same racial groups as the decennial census
- **ESSA 2015**
 - Allows State Educational Agencies to request for technical assistance from the US Department of Education to disaggregate AANHPI data



AAPI Data Disaggregation

- **US Department of Education AAPI Data Disaggregation Initiative Grant (D2 Grant)**
 - Aims to “obtain and evaluate disaggregated data on English Learner (EL) AAPI subpopulations beyond the existing seven racial and ethnic categories within the school community...to identify targeted strategies for closing educational opportunity gaps
 - Available Funds: \$1,000,000
 - **Deadline for Notice of Intent to Apply:** May 24, 2016
 - **Deadline for Application:** July 5, 2016
 - Information at <http://www2.ed.gov/programs/d2/index.html>



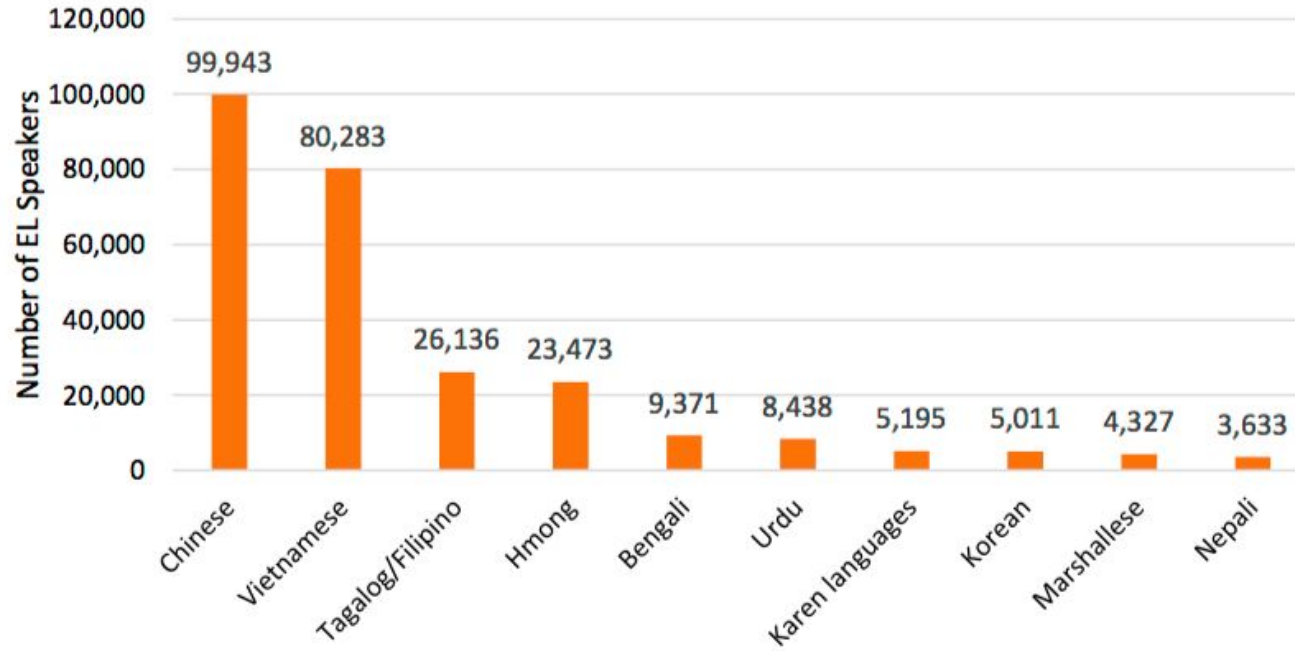


+ English Language Learners and Assessments

Rita Pin Ahrens
Director of Education Policy
Southeast Asia Resource Action Center (SEARAC)

Profile of AAPI English Learners

Top 10 Asian and Pacific Islander Languages Spoken Among ELs: SY 2013–14



Note: “Chinese” includes Cantonese and Mandarin dialects.

Source: Consolidated State Performance Report, SY 2013–14.



Top 10 States with AAPI ELs



Ten States With the Highest Number of ELs Who Are Asian and Pacific Islander

State	Number of ELs Who Are Asian or Pacific Islander (Combined)	Number of ELs Who Are Asian	Number of ELs Who Are Native Hawaiian or Other Pacific Islander	Total ELs in State	Percentage of ELs Who Are Asian or Pacific Islander
California	175,861	167,989	7,872	1,473,244	11.9%
Texas	45,819	45,058	761	841,285	5.4%
New York	43,934	43,155	779	213,279	20.6%
Minnesota	21,775	21,682	93	64,840	33.6%
Virginia	20,133	19,994	139	105,153	19.1%
Hawaii	16,510	10,221	6,289	19,551	84.4%
Illinois	15,316	15,072	244	187,056	8.2%
Washington	15,172	13,266	1,906	93,734	16.2%
Wisconsin	13,022	12,915	107	49,976	26.1%
Massachusetts	12,351	12,259	92	72,547	17.0%
Total in the U.S.	551,905	523,268	28,637	4,745,918	11.6%

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

English Learners & Assessments

- Consistent identification & redesignation criteria for English language learners across districts within a state
- Inclusion of English language proficiency in state accountability plans and state report cards
- States must identify languages other than English that are present to a “significant” extent.
- Technical assistance available to states to develop math & language arts assessments in other languages
- Proposed regulations for inclusive parental notification





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Meaningful Engagement

Souvan Lee

Policy Associate

Southeast Asia Resource Action Center (SEARAC)

Meaningful Engagement



- States **must** engage “stakeholders” when they are developing their **state plans** and other topics to implement the new federal education law that replaces “No Child Left Behind”
 - Stakeholders include: **Parents** and **Teachers** among others
- Where can you meaningfully engage?
 - State Plans
 - Choosing local assessments
 - Interventions at schools with underperforming students
- Our work is to assist with meaningful engagement - sign up the ESSA stakeholder list to receive more info





+ Take Action!

Monica Thammarath
1st Vice President
Asian Pacific American Labor Alliance (APALA)

Take Action!

- **Share good examples of Data Disaggregation with us!**
 - Email: rita@searac.org / mthammarath@nea.org
- **Join the ESSA - AAPI stakeholder list**
 - Sign up at: <http://bit.ly/AAPIEdList>
- **Contact your Superintendent about applying to the D2 Grant Program!**
 - Template Letter uploaded as a handout!
- **Advocate for your language to be one of the top languages for your state!**
 - Contact your State Superintendent!
- **Host a community listening session!**
 - Email: rita@searac.org / mthammarath@nea.org





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Questions?



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Contact us

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