Every Student Succeeds Act & the AAPI Community
NCAPA Education Committee
5.19.2016
We are a coalition of national Asian American, Native Hawaiian and Pacific Islander organizations striving for equity and justice by organizing our diverse strengths to influence policy and shape public narratives.
NCAPA Policy Committees

- Civil & Human Rights
- Education
- Health
- Housing & Economic Justice
- Immigration
NCAPA Education Committee
ESSA Overview
Matthew Finucane
Senior Policy Analyst
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
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.
ESSA and the AAPI Community
AAPI Data Disaggregation

Justin Trinidad
Civil Rights Fellow
OCA – Asian Pacific American Advocates
The AAPI community includes over 48 distinct ethnic groups and over 300 languages.

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>High School Degree or Higher</th>
<th>Bachelor's Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sri Lankan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pakistani</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese (except Taiwanese)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladeshi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laotian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hmong</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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.
# Top 10 States with AAPI ELs

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

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
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
- 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
Questions?
Contact us

kelly@ncapaonline.org
rita@searac.org
mthammarath@nea.org