Taking Stock of ESSA's Potential Impact on Immigrant and English-Learner Students

Webinar
January 21, 2016

Logistics

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Presenters

Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI

Delia Pompa, Senior Fellow for Education Policy, MPI

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Margie McHugh,
Director, MPI
National Center on
Immigrant
Integration Policy

Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training and information resource services on a broad range of immigrant integration issues. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.

Prior to joining MPI, Ms. McHugh served for 15 years as Executive Director of The New York Immigration Coalition, an umbrella organization for over 150 groups in New York that uses research, policy development, and community mobilization efforts to achieve landmark integration policy and program initiatives.

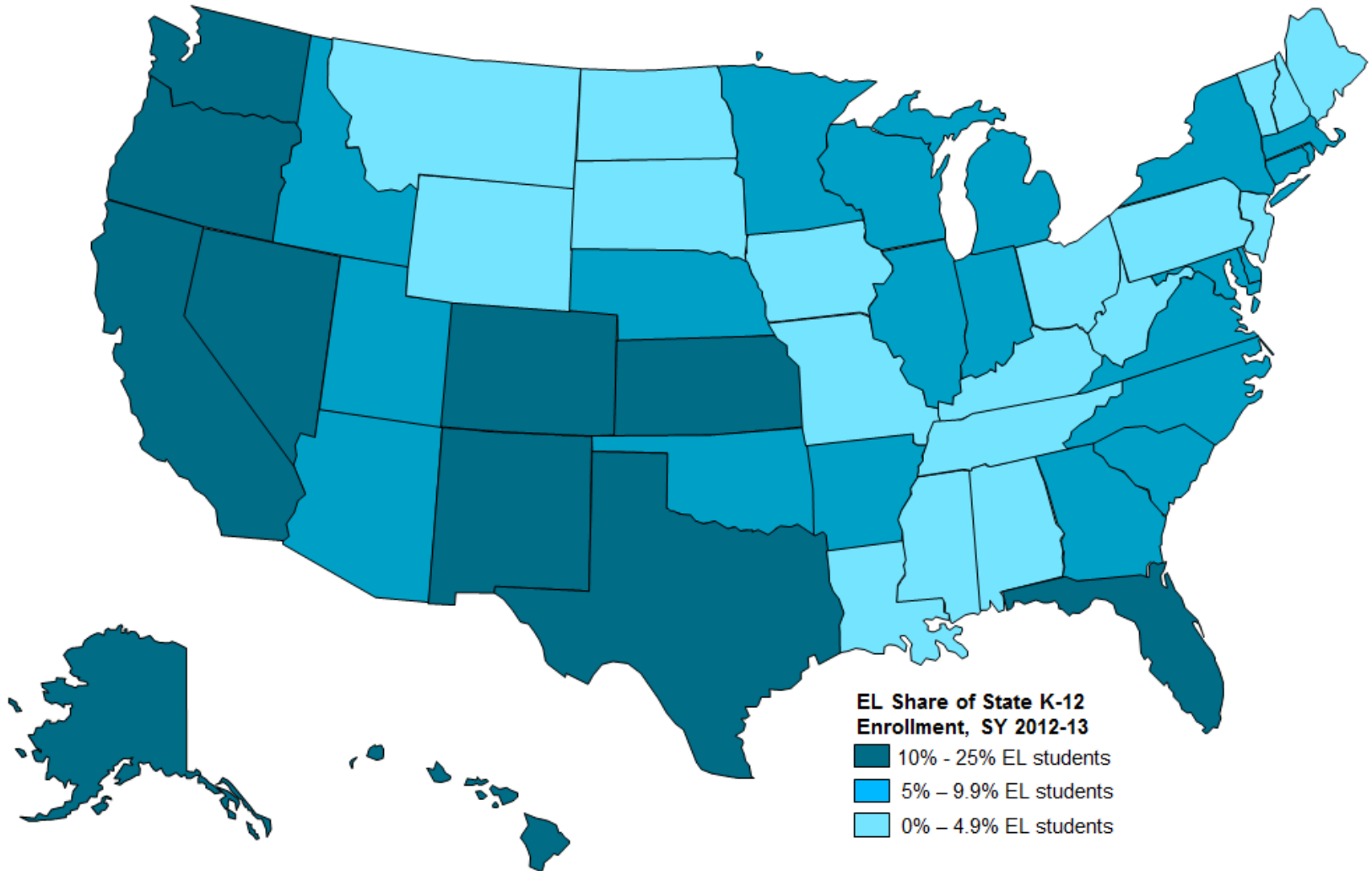# MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- *Education and Training:*
    - *Early Childhood*
    - *K-16*
    - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*

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Context: Enormous EL Growth and Geographic Dispersion in Recent Decades

EL Share of State K-12 Enrollment, SY 2012-13

- 10% - 25% EL students
- 5% – 9.9% EL students
- 0% – 4.9% EL students

Top 15 States with Highest EL Student Enrollment in Public Schools, SY 2012-13

State	EL Enrollment	Total K-12 Enrollment	Share of ELs among K-12 Students (%)
United States	4,851,527	49,474,030	9.8
California	1,521,772	6,213,194	24.5
Texas	773,732	5,077,507	15.2
Florida	277,802	2,692,143	10.3
New York	237,499	2,708,851	8.8
Illinois	190,172	2,055,502	9.3
Colorado	114,415	863,121	13.3
Washington	107,307	1,051,694	10.2
North Carolina	102,311	1,506,080	6.8
Virginia	99,897	1,263,660	7.9
Georgia	94,034	1,703,332	5.5
Arizona	91,382	1,087,697	8.4
Michigan	80,958	1,513,153	5.4
Nevada	77,559	445,017	17.4
Massachusetts	71,066	954,507	7.4
Minnesota	70,436	845,291	8.3

Notes: National EL enrollment totals do not include outlying territories such as Guam, American Samoa, the Marshall Islands, or Puerto Rico. The share of ELs among K-12 students was calculated by dividing EL enrollment by total K-12 enrollment for all state and nation.
Source: MPI calculations are based on data obtained through the U.S. Department of Education, "ED Data Express Tool," http://eddataexpress.ed.gov/index.cfm. Data on total student enrollment derive from the Common Core of Data (CCD). Data on enrollment of EL students by state derive from the Consolidated State Performance Reports (CSPR).

Top 15 School Districts by EL Enrollment SY 2011-12

District/Agency Name	State	EL Enrollment	Total K-12 Enrollment	Share of ELs among K-12 Students (%)
Los Angeles Unified	CA	152,592	659,639	23.1
New York City*	NY	142,572	968,143	14.7
Clark County	NV	68,577	313,398	21.9
Dade County	FL	66,497	350,239	19.0
Dallas Independent	TX	56,650	157,575	36.0
Houston Independent	TX	54,333	203,066	26.8
City of Chicago	IL	53,786	403,004	13.3
Fairfax County	VA	36,551	177,606	20.6
San Diego Unified	CA	36,453	131,044	27.8
Santa Ana Unified	CA	32,170	57,250	56.2
Orange County	FL	28,311	180,000	15.7
School District 1 County of Denver	CO	25,417	80,890	31.4
Hawaii Department of Education	HI	24,750	182,706	13.5
Broward County	FL	24,143	258,478	9.3
Hillsborough County	FL	22,474	197,041	11.4

Notes: Data are based on district or agency reports. "New York City" includes 32 districts across the city's five boroughs. The share of ELs among K-12 students was calculated by dividing EL enrollment by total K-12 enrollment for all districts or agencies.
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2011-12 v. 1a; "State Nonfiscal Public Elementary/Secondary Education Survey," 2011-12 v. 1a. http://nces.ed.gov/ccd/elsi/default.aspx.

Overview: DLL/Young ELs

➢ *30% of U.S young-child population*

➢ *Inconsistently/rarely identified in early childhood program data*

➢ *L1 and L2 language learning needs often not reflected in teacher training, certification or program quality measures*

Overview: DLL/Young ELs

- ➤ *Poor hand-off to K-3 systems, where L1 and L2 language learning needs are again often overlooked in policy and program approaches*

- ➤ *Third- and fourth-grade scores often indicate gaps for EL, former EL and Latino youth; underscore concerns re adequacy of EL instructional approaches*

Overview: Older EL Concerns

➤ *ELs arriving in secondary schools face significant challenges in acquiring academic proficiency in English and grade-level content knowledge*

➤ *Challenges facing LTELs, newcomer students and other ELs are often inadequately addressed, leading to high dropout/low graduation rates for EL and many immigrant youth*

Presenter

Delia Pompa
Senior Fellow for Education Policy
MPI

Delia Pompa is Senior Fellow for Education Policy at MPI's National Center on Immigrant Integration Policy where her work focuses on research and policy analysis related to improving educational services for immigrant students and English Language Learners (ELLs).

Ms. Pompa came to MPI from the National Council of La Raza (NCLR), where she was Senior Vice President for Programs, overseeing its education, health, housing, workforce development, and immigrant integration work, and where she previously served as Vice President of Education. She has had a key role in shaping federal education policy through her positions as Director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education, and as Executive Director of the National Association for Bilingual Education.

Ms. Pompa came to Washington, DC to serve as Director of Education for the Children's Defense Fund after serving as Assistant Commissioner for Program Development at the Texas Education Agency. Her previous experience as Executive Director for Bilingual and Migrant Education in the Houston Independent School District and as a bilingual classroom teacher and instructor to prospective teachers at the graduate level has anchored her work.

Her influence has been felt widely throughout the field of education policy; she has served as an advisor or board member for many key institutions including the Chapter I Commission and the Stanford Working Group, the Civil Rights and Business Coalition on the Reauthorization of the Elementary and Secondary Education Act, the American Youth Policy Forum, EdReports, the National PTA, International Baccalaureate, and the Joan Ganz Cooney Center.

ESEA's Long History

- *Roots in civil rights*

- *A place at the table*

- *Devolution to the states*

Every Student Succeeds Act

- *A compromise*

- *Maintains subgroup accountability*

- *English proficiency standards*

- *Annual assessment of English proficiency*

General Provisions of ESSA

- *State-designed accountability systems*

- *Must identify 5% in need of "comprehensive support and improvement" and additional schools that have low-performing student subgroups as in need of "targeted support and improvement"*

- *Limitations on the authority of the Secretary of Education*

Major Provisions for English Learners

- *English proficiency included in state accountability systems*

- *Extension of former EL inclusion*

- *Standardized entry/exit criteria*

- *Potential adjustment of how ELs are counted*

- *New option for exempting EL outcomes in accountability systems*

A Sea Change for English Learners

English proficiency included in state accountability systems

- *Included as an academic indicator*

- *Goals set by state*

- *Potential subject for federal regulation or guidance*

Implications

Implications for community stakeholders
- *Understand state's accountability system*
- *Engage in designing new processes*

Implications for the state
- *Recognize the opportunity to focus attention on English learners*

A Double Edged Sword

Expansion of former English leaner inclusion in EL subgroup

- *May include former ELs for up to 4 years*

- *Potential for masking performance of current ELs*

Implications

Implications for community stakeholders

- *Communicate the importance of disaggregating outcomes for current English learners*

Implications for states

- *Monitor performance of both current and former English learners*
- *Intervene in response to poor outcomes as early as possible*

A Step Toward Equity

Standardized state entry/exit criteria

- *Affects a significant number of states*

- *Addresses issues of mobility and accountability*

- *May have historical implications*

Implications for community stakeholders

- *Understand current range of entry exit criteria within the state*

- *Identify appropriate criteria for state*

Implications for states

- *Identify best practices that are both evidence-based and appropriate for state needs*

- *Actively seek input from stakeholders*

- *Review current state laws and court rulings that may affect criteria*

Numbers Drive Resources

Potential adjustment of how English Learners are counted

- *State count, ACS, or blend*

- *Federal decision*

- *Implications for funding and some accountability decisions*

Implications

Implications for community stakeholders

- *Understand optimal method for state*

Implications for states

- *Model results of each method*

- *Communicate preference to federal officials*

State's Choice

New option for exclusion of English Learner outcomes in accountability systems

- *Addresses validity issues*

- *Differences in test administration requirements*

- *Two options*

  - *May exclude an EL from one administration of the English language arts test and may to exclude from the accountability system any or all of the ELA, Math and ELP exams for one year*

  - *May assess and report on ELA and math for the first year a student is enrolled, but not include in accountability system. Second year use a growth measure*

Implications

Implications for community stakeholders

- *Understand how English learners would benefit from each option*

Implications for states

- *Understand how English learners would benefit from each option*

- *Understand how each option interacts with the state's overall accountability system*

- *Consult with stakeholders*

Next Steps

- *Establish relationships with state education agency staff*

- *Determine state process and timeline for developing state accountability plan*

- *Know the issues*

Q & A

Use Q&A chat function to write questions

Or email events@migrationpolicy.org with your questions

➢ Slides and audio will be available at: http://www.migrationpolicy.org/events

➢ The Commentary *New Education Legislation Includes Important Policies for English Learners, Potential Pitfalls for their Advocates* is available here: http://bit.ly/1ORLiWy

➢ If you have any questions, please email events@migrationpolicy.org

Thank You For Joining Us!

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