

WHAT THE EVERY STUDENT SUCCEEDS ACT MEANS FOR LATINO STUDENTS AND ENGLISH LEARNERS

ESSA WEBINAR SERIES

About NCLR

National Council of La Raza is the largest national Hispanic civil rights and advocacy organization in the United States. Our mission is to improve opportunities for Hispanic Americans.

Today's Presenters

Dr. Peggy McLeod, Deputy
Vice President, Education
and Workforce Programs

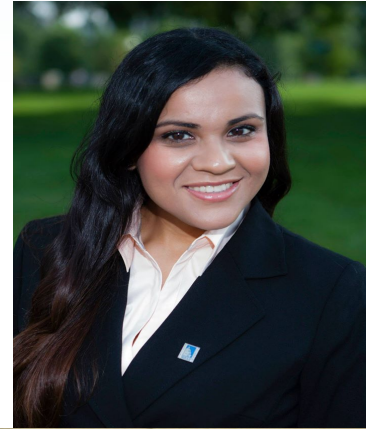


Mario Cardona
Senior Policy Advisor,
Domestic Policy Council,
White House



Today's Presenters

Brenda Calderon,
Education Policy Analyst



Jessica Rodriguez
Education Outreach
Manager



Agenda

- Introduction to ESSA- Peggy
- White House Priorities for implementation- Mario C.
- Policy Update- Brenda
- Implications for Community- Jessica

Elementary and Secondary Education Act (ESEA)

- First enacted in 1965 as part of LBJs War on Poverty
- Recently reauthorized in 2015 as the “Every Student Succeeds Act”
- Nations largest federal K-12 law
- Replaces the No Child Left Behind Law
- Provides targeted resources for low income school districts



White House Priorities



POLICY UPDATE

Guiding Questions

- What is the new law?
- How do the assessment provisions change in the new law?
- What accountability scheme replaces No Child Left Behind?
- What are the changes for ELs?
- Why did NCLR support this bill?

Select NCLR Priorities for ESEA

- Assessments
- Transparency
- Accountability
- ELs meaningfully included

Assessments

- Statewide annual assessments that are aligned with state academic standards
 - Assessments in Math and Reading grades 3-8, 6-9 and once in high school.
 - Assessments in science **once** in: grades 3-5, 6-9 and 10-12.
- States can use a nationally recognized exam instead of the statewide assessment, i.e. SAT or ACT.
- Innovative Assessment Pilot- states can apply to have some other type of assessment.

Assessments contd.

- Alternative assessments for students with the most significant cognitive abilities capped at 1% (statewide)
- Accommodations for ELs in reading and math assessments for up to three years, including native languages
- ELs must take the English language proficiency exam annually

Transparency

What happens with all this information?
How are students, schools and districts doing?

- States must publish an annual report card
- Names of schools identified for interventions
- For all students and disaggregated by each subgroup of students information on student achievement in assessments and performance on indicators.

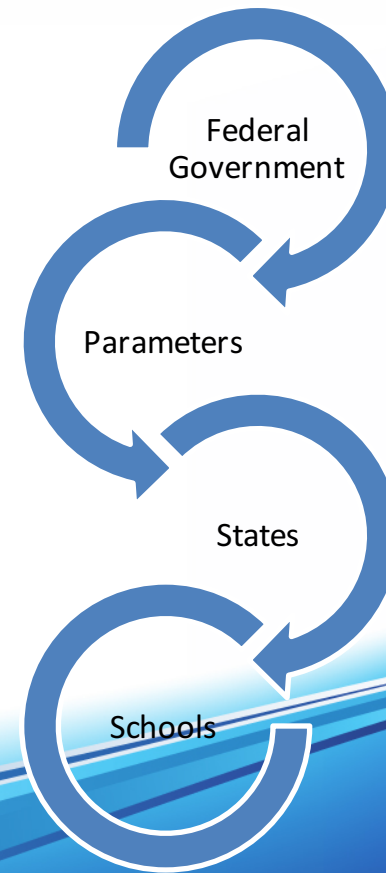
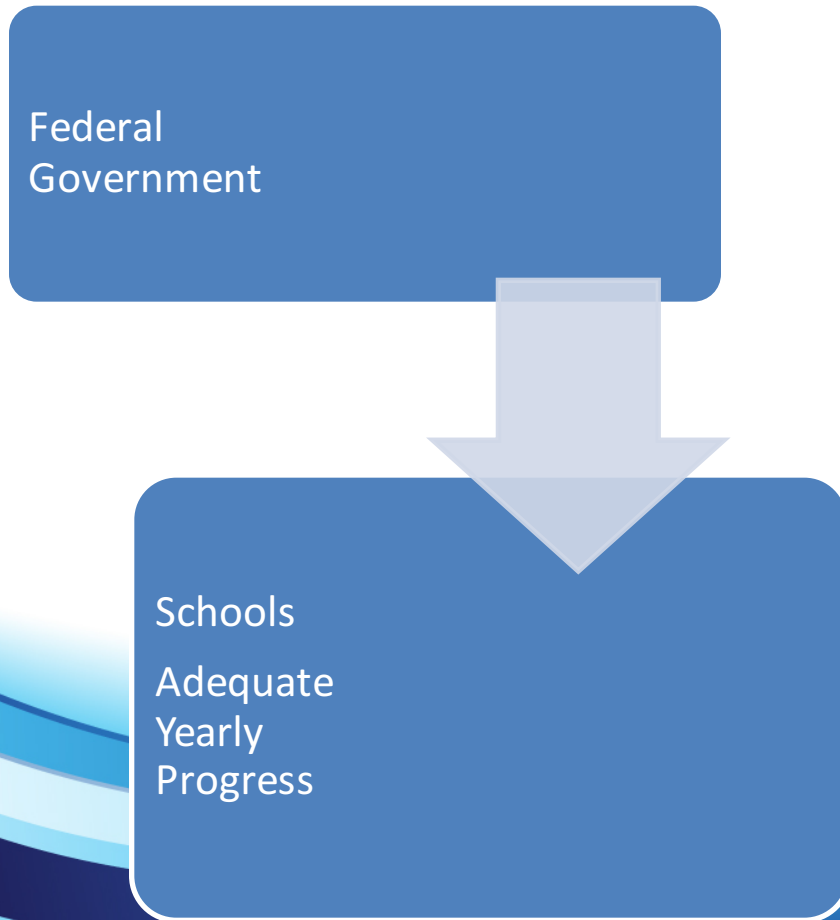
Accountability

State- designed accountability system with parameters set in ESSA and advanced through the Department of Education regulations.

School Accountability Scheme

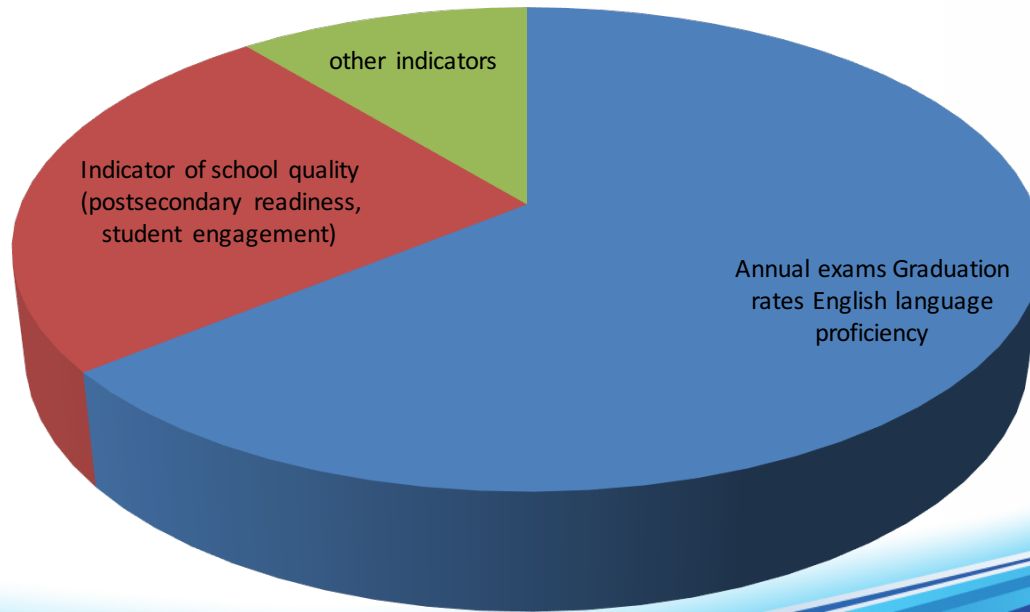
No Child Left Behind

Every Student Succeeds Act



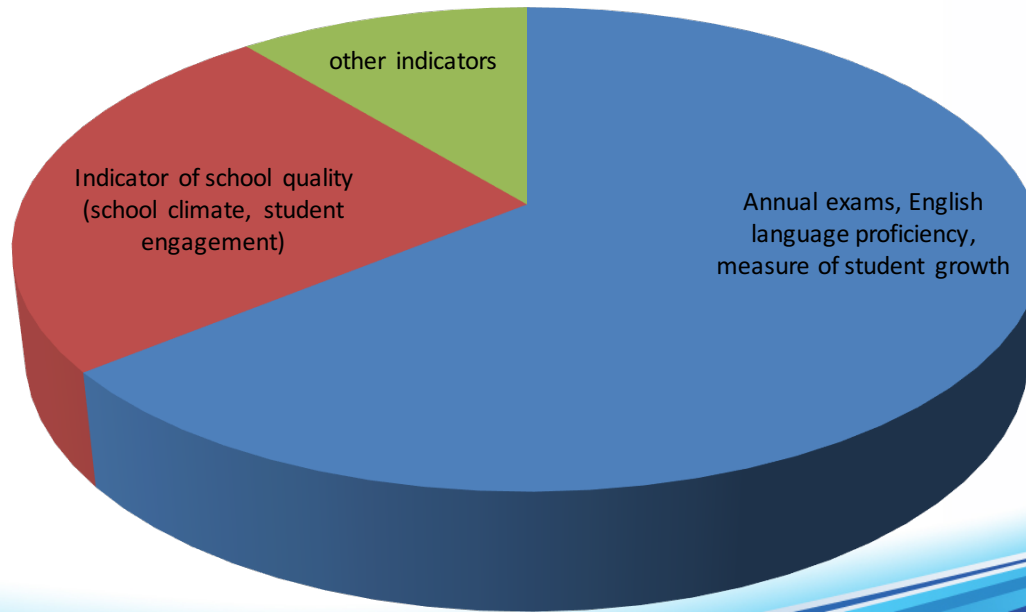
What matters in the statewide accountability system?

High School Accountability System



What matters in the statewide accountability system?

Elementary and Middle School Accountability System



How do we measure progress?

Goals!

- Statewide long-term goals and progress targets for improving outcomes for students and each category of students (low income, Latin@, students with disabilities, ELs, other major ethnic/ racial groups)
- Must have goals in assessments and graduation rates
- Must take into account progress for groups that have been behind in proficiency and grad rates
- States must also have goals for increasing the percent of ELs making progress toward proficiency

Meaningfully Differentiating Schools: School Ratings

- Must be based on the indicators
- Include any school in which a subgroup of students is “consistently underperforming”
- Include lowest performing bottom 5% of schools
- Include public high schools that fail to graduate one third or more of their students (67%)
- Other categories at the discretion of states
- Must factor the 95% participation rate

	Comprehensive Support and Improvement	Targeted Support and Improvement
Backstop	State	District
Timeline for identification	Once every three years	Annually
Trigger for intervention	<ul style="list-style-type: none"> • Bottom 5% • High schools with less than 67% graduation rate • Lowest performing subgroup schools (timeline set by state) 	<ul style="list-style-type: none"> • Schools with any persistently underperforming group • Schools with subgroups performing the same as the bottom 5%
Action taken	District develops and implements improvement plan and addresses resource inequities	School develops improvement plans. Lowest performing subgroup schools must also address resource inequities

	Comprehensive Support and Improvement	Targeted Support and Improvement
<p>What happens if schools don't improve?</p>	<p>State takes more aggressive action if the school doesn't improve in 4 years.</p>	<ul style="list-style-type: none"> • Consistently low-performing subgroup schools must take additional action after a locally determined number of years. • Lowest-performing subgroup schools are identified by the State for comprehensive support and improvement .

English Learner Provisions

English Language Proficiency Part of the State Plan in Title 1.

Establishes statewide entrance and exit procedures with an assurance all ELs are assessed within 30 days.

English learner subgroup can include ELs reclassified up to 4 years out.

New Definitions added for and EL with a disability.

Reporting requirements for Long Term ELs and performance of ELs with a disability.

Recently Arrived ELs

States have two options for including ELs:

1) States may exclude an EL from one administration of the English language arts test and have the option to exclude from the accountability system any or all of the ELA, Math and English language proficiency exams for one year.

-OR-

2) States may assess and report on ELA and math for the first year a student is enrolled, but the scores do not count in the accountability system. In the second year of enrollment, states must include a measure of growth on the assessments. In the third year, states must include proficiency in all exams for accountability purposes.

Parent/ Community Engagement

Questions

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Thank you!