

Strategic Opportunities for Including English Learners in ESSA State Accountability Plans

Webinar

March 9, 2017



Logistics

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Presenters



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Delia Pompa, Senior Fellow for
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Susan Lyons, Associate,
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Improvement of Educational
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Margie McHugh



**Director,
National Center on
Immigrant Integration
Policy, MPI**

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. Before joining NYIC, Ms. McHugh served as Deputy Director of New York City's 1990 Census Project and as Executive Assistant to New York Mayor Ed Koch's chief of staff. She has served as a member and officer on the boards of directors for both the National Immigration Forum and Working Today; on the editorial board of *Migration World Magazine*; and has held appointed positions in a variety of New York city and state commissions, most notably the Commission on the Future of the City University of New York and the New York Workers' Rights Board. Ms. McHugh is a graduate of Harvard and Radcliffe Colleges.



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*

www.migrationpolicy.org/integration



Other NCIIP Resources, Activities on ELs, DLLs, ESSA

- New ESSA webpage
 - ✓ State Fact Sheets
 - ✓ Commentaries, Webinar recordings
- ELL Information Center
- Early Childhood/DLL reports and data analysis
 - ✓ Two-generation approaches; ESSA; ECEC workforce; parent engagement
 - ✓ ECEC pathway programs; QRIS (forthcoming, spring)
- Ntl Partnership to Improve PreK-12 Immigrant Student Success (7 states)
- Learning Network on Newcomer Youth Success



Delia Pompa



**Senior Fellow for
Education Policy,
National Center on
Immigrant
Integration Policy,
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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.

Ms. Pompa has served as an advisor or board member for many 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.



ESSA and English Learners (ELs): A Sea Change for ELs

English proficiency included in state accountability systems

- *Included as a key indicator*
- *Goals set by state*
- *Results in higher profile for ELs*



What does the English Language Proficiency (ELP) indicator represent?

... progress in achieving English Language Proficiency, as defined by the state and measured by the [ELP exam], within a state determined timeline for all English learners



Susan Lyons



Susan Lyons,
Associate, National Center
for the Improvement of
Educational Assessment

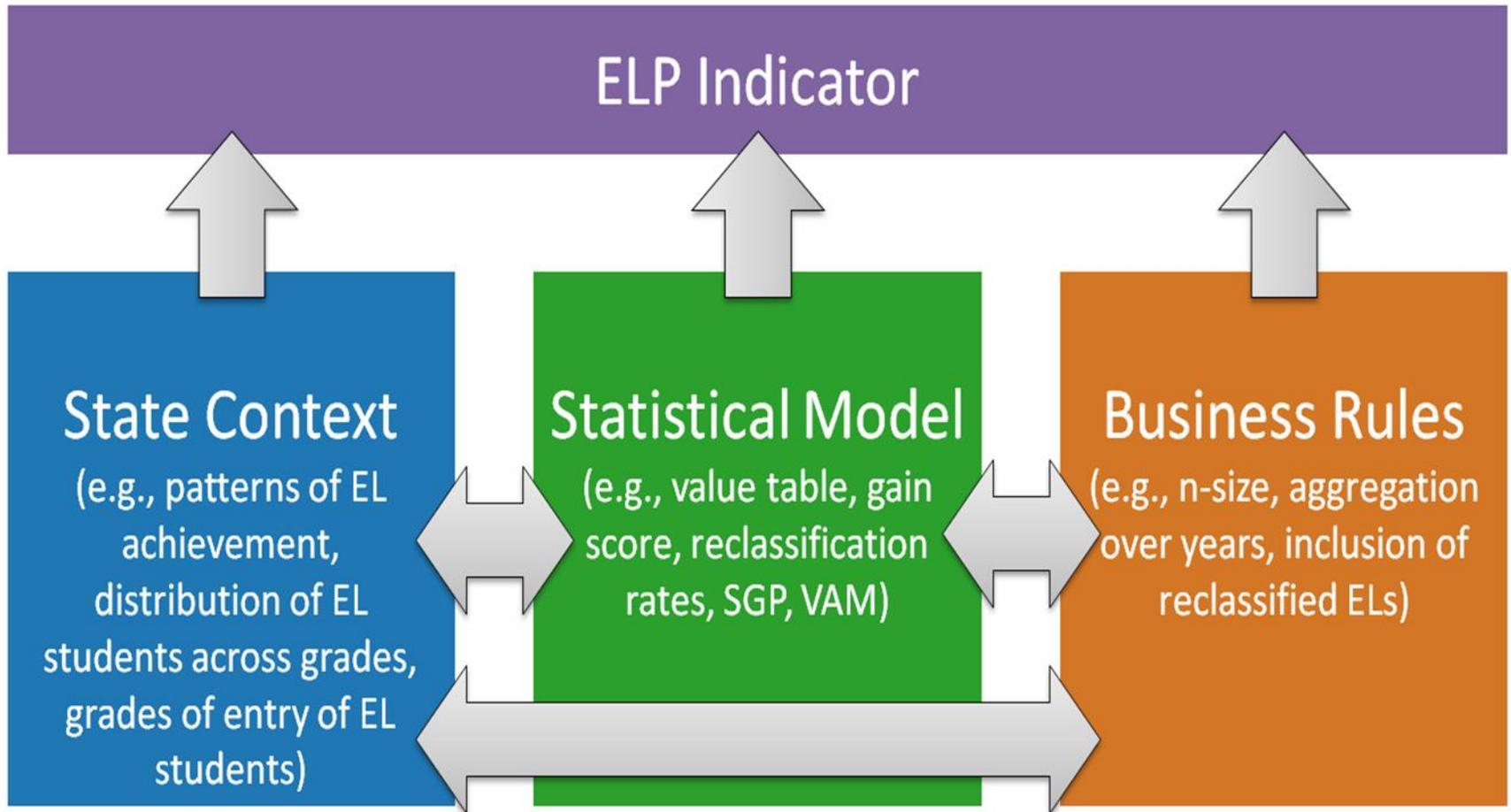
Susan Lyons is currently working on promoting and evaluating quality in systems of assessment, accountability, and educator evaluation.

Dr. Lyons is actively involved in supporting states as they transition their assessment and accountability systems under the Every Student Succeeds Act through her work with state technical advisory committees and accountability work groups, and partnerships with organizations such as the Council for Chief State School Officers (CCSSO) and foundations.

She can be reached at slyons@nciea.org



Defining ELP Indicators





Growth Modeling Options

Goldschmidt and Hakuta (2017) provide a technical review of the following:

- ***Transition (or Value) tables***
- ***Proficiency rates***
- ***Gain scores***
- ***Growth rates***
- ***Student Growth Percentiles (SGP)***
- ***Value-Added Models***
- ***Growth-to-Target***



Overview of Growth Models

	Growth Inference	Benefits	Potential Drawbacks
Value Tables	<i>How valued is the observed student growth as measured by progress on the performance levels?</i>	<ul style="list-style-type: none">• Transparency for schools and stakeholders• Points award directly affect policy values for movement across achievement levels• Can be directly tied to theory of action for incentivizing particularly difficult growth	<ul style="list-style-type: none">• Likely only loosely related to progress toward state's long-term goals on ELP indicators• May become overly complex if student-level characteristics are taken into account by creating multiple value tables
Value-Added Models	<i>How effective is the EL program at eliciting student growth compared to other programs in the state?</i>	<ul style="list-style-type: none">• Modeling can easily accommodate for including student characteristics related to EL language acquisition	<ul style="list-style-type: none">• Potential for lack of transparency, and high cost on time, resources, and capacity for developing and implementing the model• May be difficult to explicitly link to state's long-term goals
Growth-to-Target	<i>Is the student on-track to achieve ELP within the state-defined timeline?</i>	<ul style="list-style-type: none">• Growth trajectories can be based on research and historical performance in the state• Tight connection with the state's long-term goals and measures of interim progress	<ul style="list-style-type: none">• Model will only be as strong as the theoretical framework dictating the growth trajectories. If these are not set correctly, the metric will lose its ability to capture true differences among schools.



Evaluating Potential ELP Indicators

Policy-Based Criteria

- **Policy Goals/Purpose:** *Alignment with theory of action? Usefulness for supporting changes in behavior?*
- **Interpretation/Inference Supported:** *Does the model provide the intended inference related to student growth?*
- **Utility:** *How useful are the results for supporting the intended growth inference? Are the results so complex to interpret that they lose meaning for the general public?*
- **Resources:** *How much will the model cost to run in terms of time and cost? What is the additional data burden if any?*

Technically-Based Criteria

- **Technical Goals/Purpose:** *How well does it differentiate individually and as part of the system?*
- **Consistency:** *What kind of stability does the model support in its classifications? How reliable are school-level scores across years?*
- **Equity:** *How unrelated are the model outputs to school and student demographics?*
- **Consequences:** *How corruptible are the scores? What are the potential unintended negative consequences of this model choice?*



Incorporating ELP Into Systems of Accountability

Guiding decision-making question:

Which solution would lead to outcomes that are most likely to promote growth towards ELP for English learners while also prioritizing fairness?

- ✓ ***Thinking about fairness from the lens of the schools***
- ✓ ***Thinking about fairness from the lens of the EL students***



Key Areas for Stakeholder Input

- *Theory of action*
- *Weight of the ELP indicator*
- *Goals and timelines for English proficiency*
- *N size*
- *Inclusion of former English learners in accountability system*
- *Inclusion of recently-arrived English learners in accountability system*
- *Entry/exit criteria*



Questions To Ask Your State

- *What analyses with existing data has your state done to inform decision-making (e.g., growth modeling, n-size, exit criteria)?*
- *What are the tradeoffs associated with each decision and what values are associated with each possible outcome?*
- *What will be the impact of the decision on students (both intended and unintended consequences)?*
- *What will be the impact of the decision on schools (e.g., identification, comparability across schools)?*
- *What opportunities are there to address EL needs in the state plan in addition to the ELP indicator?*



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**



Other Resources

- **MPI's ESSA Resource Page: <http://bit.ly/NCIIP-ESSA>**

- **MPI's state fact sheets: <http://bit.ly/2IH0Sxc>**
 - *The demographics of overall native-born and immigrant populations*
 - *The number of U.S.-born and immigrant EL students*
 - *Their home languages*
 - *Educational outcomes as measured by standardized tests*
 - *overview of accountability mechanisms in individual states that affect ELs under relevant provisions of ESSA and the earlier NCLB.*
 - *The states covered are: California, Colorado, Florida, Georgia, Illinois, Massachusetts, Minnesota, New York, North Carolina, Tennessee, Texas, Virginia and Washington.*

- **Trump and DeVos: What Could the New Administration Spell for English Learner and Immigrant Students?**
By Julie Sugarman <http://bit.ly/2IHTHVy>



Thank You For Joining Us!

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For additional information and to receive updates:

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