

## ESSA State Plan: Recommendation Form

<b>Development Cycle No:</b> Supplemental	<b>Decision Point No(s):</b> 52	<b>Author:</b> Amy Fowler
<b>Date submitted:</b> 5/6/2016		<b>Bounce Team Coordinating:</b> Accountability
<b>ESSA Citation:</b> 1111(b)(1)(A)		<b>ESSA Page Number:</b> 24 - <a href="#">Link to ESSA</a>
<b>Question(s) being considered:</b> Should our current statewide standardized assessment timelines and assessments be maintained for grades 3-8?		
<b>What ESSA requirements need to be met?</b> Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high quality student academic assessments in mathematics, reading or language arts, and science.		
<b>Solution being proposed (in bullet point format):</b> <ul style="list-style-type: none"> <li>Retain the use of the SBAC as the academic assessment for ELA and Math for grades 3-8</li> <li>Continue to use the NECAP as the academic assessment for Science for grades 3-8 until a new state-supported science assessment has been developed</li> <li>Retain the use of the DLM as the alternative assessment for ELA and Math for grades 3-8</li> <li>Retain the use of the VTAAP as the alternative assessment for Science for grades 3-8</li> </ul>		
<b>Rationale:</b> Explain why your proposal supports each decision logic element below: <i>Equity:</i> <ul style="list-style-type: none"> <li>The SBAC, NECAP, DLM, and VTAAP represent a diverse suite of assessments designed to support students with a wide variety of needs. The computer adaptive nature of the SBAC allows for more accurate, student-specific assessments of proficiency. And the supports around the DLM can be heavily customized to meet the individualized needs of students with disabilities.</li> </ul> <i>Alignment with current VT policy and practice:</i> <ul style="list-style-type: none"> <li>This solution would represent a continuation in practice, and the adaptive nature of the SBAC and DLM reflect the AOE's priorities of personalization and proficiency-based assessments</li> </ul> <i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i> <ul style="list-style-type: none"> <li>Continuation of current practice would require no unanticipated systems or requirements for the AOE or field.</li> </ul> <i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i> <ul style="list-style-type: none"> <li>Continuation of current practice would create no unanticipated logistical or fiscal burden for the AOE or field.</li> </ul>		
<b>Identify any known or potential risks associated with your proposed solution:</b> <ul style="list-style-type: none"> <li>Known: There are no known risks associated with this solution</li> <li>Potential: People who are dissatisfied with our current assessments may see this as a missed opportunity for a public conversation about an alternative.</li> </ul>		
<b>What are the expected benefits associated with your proposed solution:</b> <ul style="list-style-type: none"> <li>Continuity in practice, current assessments have already been identified as being high quality/aligned with the VT education mission and vision, resources have already been allocated to the selection and implementation of these resources.</li> </ul>		
<b>Secretary's Decision</b> <input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)		<b>Date:</b> June 6, 2016 <b>Initials:</b> 