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## ESSA State Plan: Recommendation Form

Development Cycle No: 6	Decision Point No(s): 48	Author: Jim McCobb									
Date submitted: 10/27/2016		Bounce Team Coordinating: Accountability									
ESSA Citation: Section 1111(b)(3)(A)		ESSA Page Number: 33 - <a href="#">Link to ESSA</a>									
<b>Question(s) being considered:</b> Under what circumstances should a recently arrived EL student be excluded from participation in ELA academic assessments?											
<b>What ESSA requirements need to be met?:</b> <ul style="list-style-type: none"> <li>• All ELs are assessed in mathematics annually</li> <li>• States may choose one of the following options:           <ul style="list-style-type: none"> <li>○ <b>Option 1:</b> <ul style="list-style-type: none"> <li>▪ Year 1 of an EL “arriving” in U.S. schools: Exclude from ELA testing;</li> <li>▪ Year 2 of an EL “arriving” in U.S. schools: Test in ELA and incorporate their proficiency results into an accountability determination.</li> </ul> </li> <li>○ <b>Option 2:</b> <ul style="list-style-type: none"> <li>▪ Year 1 of an EL “arriving” in U.S. schools: Include new arrivals in ELA testing, but don’t include their scores in an accountability determination;</li> <li>▪ Year 2 of an EL “arriving” in U.S. schools: Incorporate <i>progress</i> result on measure of student growth;</li> <li>▪ Year 3 of an EL “arriving” in U.S. schools: Incorporate <i>proficiency</i> result into an ELA accountability determination.</li> </ul> </li> </ul> </li> </ul>											
<b>Solution being proposed:</b> Vermont proposes adoption of Option 1, as a continuation of current practice: <ul style="list-style-type: none"> <li>• Year 1 of an EL “arriving” in U.S. schools: Exclude from ELA testing;</li> <li>• Year 2 of an EL “arriving” in U.S. schools: Test in ELA and incorporate their proficiency results into an accountability determination.</li> </ul>											
<b>Rationale:</b> Explain why your proposal supports each decision logic element below: <p><i>Equity:</i></p> <ul style="list-style-type: none"> <li>• Testing new arrivals in a language that they are not yet proficient in does not produce accurate results. By a new arrival’s second year in U.S. schools, they will have had enough instruction and experience in English and experience in U.S. schools to be more (if not fully) prepared for standardized testing situations.</li> </ul> <p><i>Alignment with current VT policy and practice:</i></p> <ul style="list-style-type: none"> <li>• Option 1 continues the long-standing policy and practice to exempt newcomers from one administration of the ELA assessment.</li> </ul> <p><i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i></p> <ul style="list-style-type: none"> <li>• This proposal would result in a continuation of practice, and would not be duplicative.</li> </ul> <p><i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i></p> <ul style="list-style-type: none"> <li>• This proposal would result in a continuation of practice, and would not come with an additional implementation burden.</li> </ul>											
<b>Identify any known or potential risks associated with your proposed solution:</b> <ul style="list-style-type: none"> <li>• <b>Known:</b> Exempting recently arrived students from 1 year of ELA testing is not a long-term answer to solving the bigger challenge of how to best represent ELs’ ELA proficiency within an accountability model.</li> </ul>											
<b>What are the expected benefits associated with your proposed solution:</b> <ul style="list-style-type: none"> <li>• See above.</li> </ul>											
<table style="width: 100%; border: none;"> <tr> <td style="width: 40%; border: none;">Secretary’s Decision</td> <td style="width: 20%; border: none;">Date: 10/28/16</td> <td style="width: 40%; border: none;">Initials: </td> </tr> <tr> <td colspan="3" style="border: none;"> <input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team             </td> </tr> <tr> <td colspan="3" style="border: none;"> <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:             </td> </tr> </table>			Secretary’s Decision	Date: 10/28/16	Initials:	<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:		
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