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ESSA State Plan: Recommendation Form

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| Development Cycle No: 1 and 2 | Decision Point No(s): 7 | Author: Amy Fowler |
| Date submitted: 8/8/16 | | Bounce Team Coordinating: Accountability |
| ESSA Citation: 1111(b)(2)(B) | | ESSA Page Number: Page 24 - Link to ESSA |
| Question(s) being considered: How should Vermont assess high school mastery of state standards in English/Language Arts and Mathematics? | | |
| What ESSA requirements need to be met? ESSA requires that we must assess students at least one time between 9 th and 12 th grade for proficiency in ELA/Math as described by the state selected standards (Common Core) on an assessment that is technically sound (Smarter Balanced). | | |
| Solution being proposed (in bullet point format): | | |
| <ul style="list-style-type: none"> • Vermont should gather information about the effect of using the Smarter Balanced assessment for 9th grade rather than 11th grade. | | |
| Rationale: Explain why your proposal supports each decision logic element below: | | |
| <i>Equity:</i> | | |
| <ul style="list-style-type: none"> • While moving 11th grade SBAC testing to 9th grade doesn't inherently support equity, it opens up a window of opportunity for increased state support of college entrance assessments (like the SAT and ACT) in 11th grade. This idea, if supported by VT, could increase the availability of these exams to students and families in the state who might not have had access to them otherwise. | | |
| <i>Alignment with current VT policy and practice:</i> | | |
| <ul style="list-style-type: none"> • This approach would allow for 11th grade assessments to vary by student interest and flexible pathways. | | |
| <i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i> | | |
| <ul style="list-style-type: none"> • Students: This proposal would reduce the 11th grade testing burden (this is the year of college admissions exams, AP tests, and a variety of other assessments) • Schools: The current assessment system has a 3 year gap between 8th and 11th grades and schools perceive that 11th grade students are dismissive of the assessment. By avoiding the interruption, we believe this sentiment could be reduced. • State: This proposal would lead to an additional year of growth scores which we find more valuable than proficiency marks. | | |
| <i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i> | | |
| <ul style="list-style-type: none"> • We are unclear at this point, if this is possible without further investigation with the Smarter Balanced Consortia and our assessment support. | | |
| Identify any known or potential risks associated with your proposed solution: | | |
| <ul style="list-style-type: none"> • Known: This could lead to increased assessment as we would now have a 9th grade required assessment and an 11th grade flexible assessment. • Unknown: Whether or not this is viable for a long term solution for Vermont. | | |
| What are the expected benefits associated with your proposed solution: | | |
| <ul style="list-style-type: none"> • See above | | |
| Secretary's Decision | | Date: 9/6/16 |
| <input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team | | Initials |
| <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing) | | |