

English Learner (EL) Accountability System

Every Student Succeeds Act (ESSA)
External Stakeholder Committee Meeting
Thursday, October 20, 2016

Discussions and Recommendations:

- Reclassified (Released) ELs (RELEs)
- Recently arrived ELs (RAELEs) – ESSA gives states two options
 - RAELEs – Establish content academic progress and proficiency expectations based on their English language proficiency levels

Key Considerations

- ❑ Does Maryland extend the number of years that RELs are included in the accountability system (max 4 years)?
- ❑ What is Maryland's theory of action regarding the inclusion/exclusion of RAEL students in PARCC ELA assessments?
- ❑ What model best fits Maryland's theory of action?
- ❑ Does the applied RAEL accountability model identify the appropriate schools?

Title III Accountability

- Title III accountability now part of Title I accountability – School level

Reclassified (Released) ELs

- Include in accountability system up to 4 years?
- Include in graduation cohort?
- Responsibilities of schools to work with RELs?

Recently Arrived ELs (RAELs)

□ Definition

- A recently arrived EL is an English Learner who has attended schools in the US (not including Puerto Rico) for less than 12 months. A state may exempt a recently arrived EL from *one, and only one*, annual administration of the State's English/language arts assessment regardless of what point during the school year an EL arrives in the US and begins to attend school.

Option 1 for Assessing RAEs: ESSA 1111(3)(A)(i)

□ **Definition**

- Two year option: exclude RAE from year 1 administration of PARCC ELA, include achievement in year 2

□ **Pros:**

- Exempt one year on PARCC ELA assessment
- Note: Potential to use weighted percent proficiency model

□ **Cons:**

- Perception as status quo

Option 2 for Assessing RAELs: ESSA 1111(3)(A)(ii)

□ **Definition**

- Three year option: Assess RAEL in year 1 with no accountability (still reported), include growth in year 2 for academic achievement, and include academic achievement in year 3 and beyond

□ **Pros**

- Accountability delayed until third year
- Perception as improved model

□ **Cons**

- All RAELs must be tested in their first year
- Growth model is complex
- New model

Possible Weighted Model

- Weighted content achievement for ELs based on English proficiency level (ACCESS for ELLs 2.0)
 - ELs level 1-3
 - Texas model

Questions and Additional Thoughts

