English Learner (EL) Accountability System

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

- Reclassified (Released) ELs (RELs)
- Recently arrived ELs (RAELs) – ESSA gives states two options
  - RAELs – 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 RAELs: ESSA 1111(3)(A)(i)

- **Definition**
  - Two year option: exclude RAEL 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