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ESSA Accountability and English Learners
MSDE English Learner (EL) Team WebEx
October 11, 2016

H Gary Cook, Ph.D.

Archived recording available at
https://msde.webex.com/msde/ldr.php?RCID=b0fa3bc88acd9a2a5e711d03280d4d95

Agenda

- Quick overview of EL accountability under ESSA

- A view of English language proficiency and PARCC performance

- Things to think about with accountability for recently arrived English learners (RAELs)

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Accountability for ELs under ESSA

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Every Student Succeeds Act - ESSA

- Big Takeaways
  - Title III accountability now part of Title I accountability
  - States have been given much greater authority to design accountability systems (within constraints)

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Accountability 1111(c)

States must

- Declare minimum cell size

- Establish long-term and interim goals for each subgroup
  - Academic achievement
  - 4-year cohort adjusted graduation rates
  - **For ELs increases in the percentage of students making progress in English proficiency**

Accountability 1111(c)

States shall for all public schools

- Use these indicators in their accountability system for all students and all subgroups:
  - Proficiency on the academic achievement assessments
  - Growth or another differentiating indicator differentiating student performance in elementary, middle and high school (high school not required)
  - Graduation rate
  - **Progress in achieving English proficiency**
  - Additional indicator (e.g., school climate)

Assessments 1111(b)(3)

– States given two options for recently arrived ELs in assessing Reading or ELA

- Exclude year 1 administration and use proficiency scores for year 2 accountability
- Include year 1 administration, use growth in year 2 accountability, and use proficiency in year 3 accountability

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A quick look at the relationship between English language proficiency (on ACCESS) and English language arts achievement (on PARCC)

# Note, the next four slides reflect preliminary results.

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ACCESS to PARCC Box Plots Grade 3
(Preliminary Results)

Distribution of parcc_ELA16 by compPL16_new

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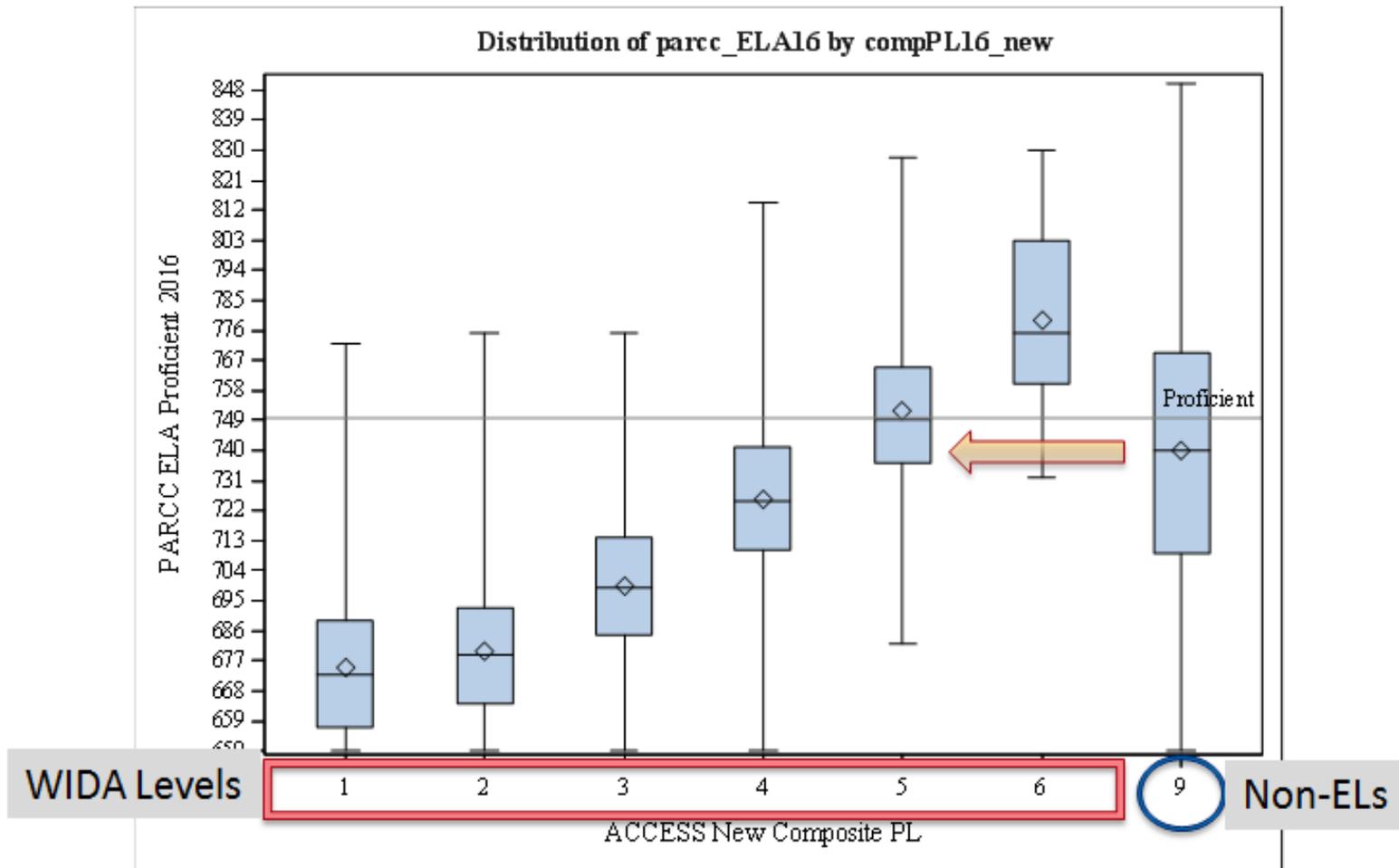
ACCESS to PARCC Box Plots Grade 5
(Preliminary Results)

Distribution of parcc_ELA16 by compPL16_new

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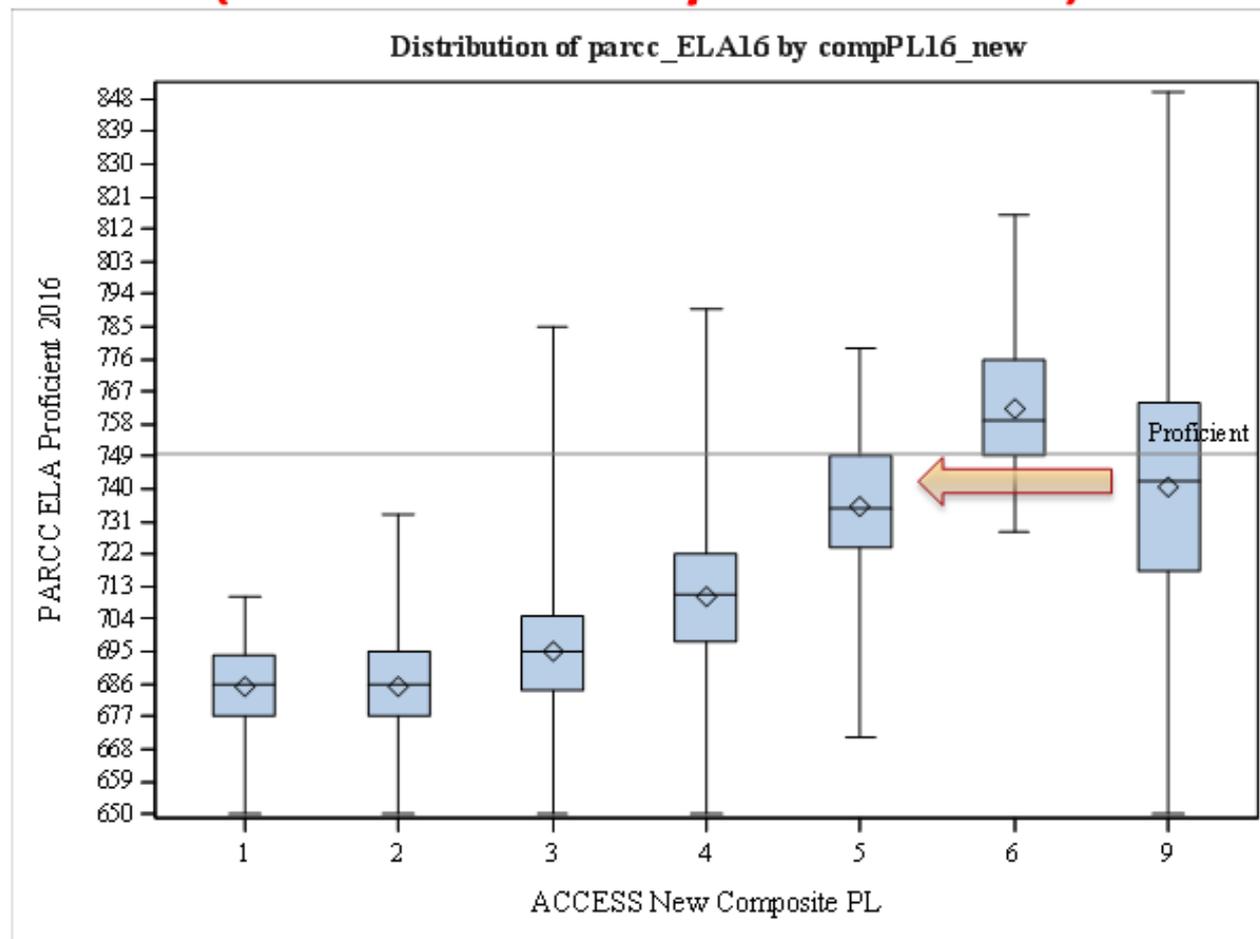
ACCESS to PARCC Box Plots Grade 7
(Preliminary Results)

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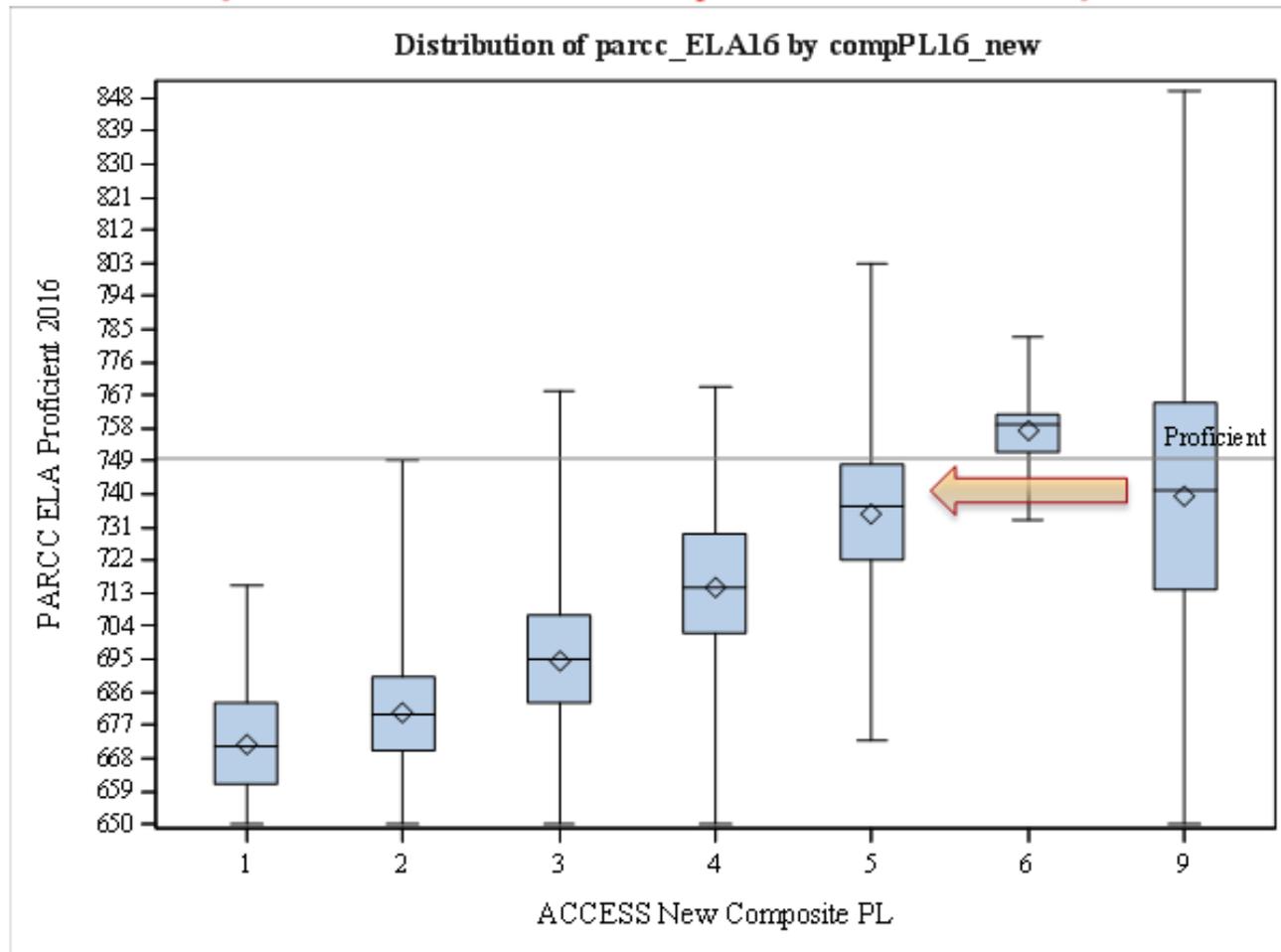
ACCESS to PARCC Box Plots Grade 10
(Preliminary Results)

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Research
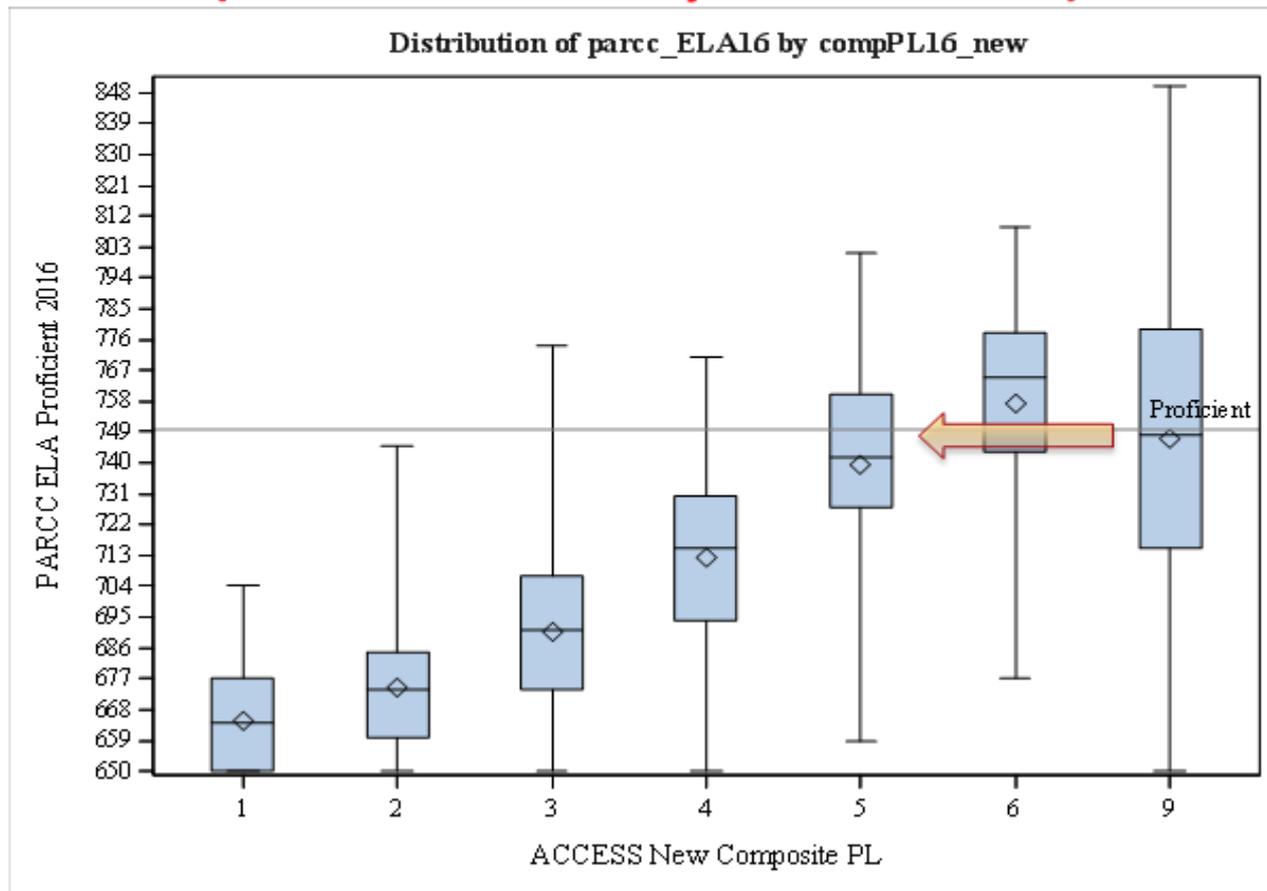
Things to think about with RAEL students

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ESSA RAEL Options

- **Option #1**: 1111(3)(A)(i) - 2 years: exclude year 1 with no accountability, include achievement in year 2

- **Option #2**: 1111(3)(A)(ii) - 3 years: include year 1 with no accountability, include growth in year 2 for academic achievement, and include academic achievement in year 3

- **Option #3**: (in NPRM) and combination of Option 1 & 2 based on ELP level.

- *Currently US Ed is researching the efficacy of these options.*

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Option 1 - Models

- Percent Proficient:

$$\frac{Number\ of\ Students\ Proficient}{Total\ Number\ of\ Students\ (including\ RAELs)}$$

- Weighted Percent Proficient*:

$$\frac{Number\ of\ Students\ Proficient}{Total\ Number\ of\ EO\ Students + \sum (RAEL\ Level \times RAEL\ weight)}$$

* Exhibit 26b, page 59 in Cook, Linquanti, Chinen and Jung (2012)

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Option 2 - Models

- General model:

$$\frac{Number\ of\ EO\ Students\ Proficient + [\sum RAELs\ meeting\ growth\ model\ target/weights]}{Total\ Number\ of\ Students\ (including\ RAELs)}$$

- Growth alternatives
  - Student growth percentiles (SGPs) or adequate growth percentiles (AGPs)
  - Value tables
  - Linear model approach**

SGPs Graphically

Value Tables
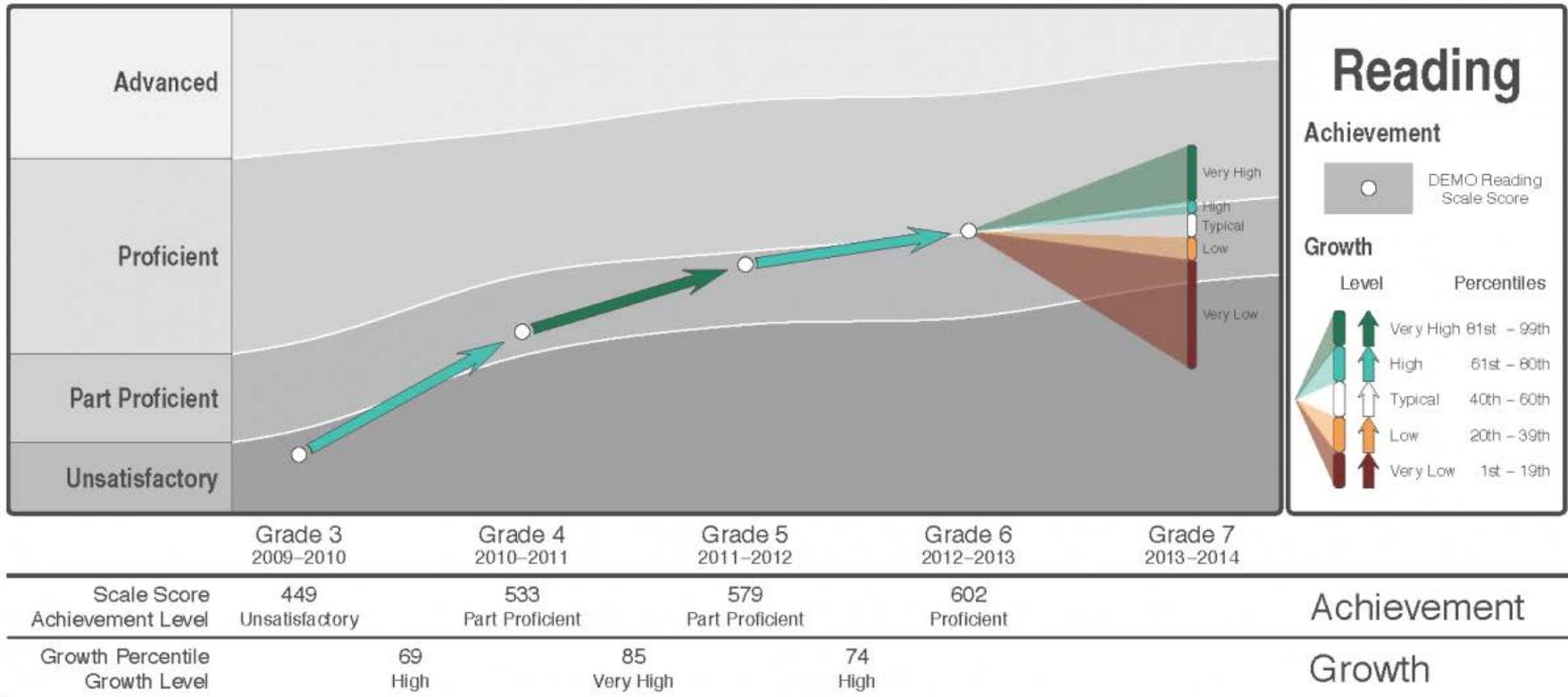
Year 1 / Year 2	Ia	Ib	IIa	IIb	≥III
Proficiency Scale Broadly Distributed					
Ia	0	1	1	1	1
Ib	0	0	1	1	1
IIa	0	0	0	1	1
IIb	0	0	0	0	1
≥III	0	0	0	0	1

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Linear Model Approach

Value-Added Example

Teacher X

The difference between the predicted performance and the actual performance represents the *value added* by the teacher's instruction.

The predicted performance represents the level of performance the student is expected to demonstrate after statistically accounting for factors through a value-added model.

Student E

■ Prior Performance ■ Current Performance ■ Predicted Performance

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Key Things to Consider

- 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?

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Thanks!!

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