

Summary Considerations and Thoughts

- A. What are my state's expectations about English Language Proficiency development with respect to:
 - 1. ELP standards
 - 2. trajectory of development
 - 3. time to proficiency
 - 4. reclassification
 - 5. individual student factors that influence growth
 - 6. other: _____

- B. What is my state accountability system trying to accomplish by including ELP as an indicator receiving substantial weight?

- C. How do I know if some schools are doing a better job with EL students than other schools? How can the new accountability index help me in accomplishing this task?

- D. What is the family of models that my state should consider for the ELP indicator? What do I need to communicate these considerations with LEAs, schools, and stakeholders?

- E. What are factors that should be considered in making a selection?
 - 1. Familiarity to stakeholders
 - 2. Transparency of the model
 - 3. Sensitivity to meaningful variation (not losing meaningful variation between students, between schools, between years)
 - 4. Ability to take initial ELP level, time to proficiency, and other variables into account
 - 5. Ability to maximize N-size (minimize loss of schools that do not meet minimum N-size)
 - 6. "Fairness" across grade bands (elementary, middle, high)
 - 7. Year-to-year stability of the model in enabling state's accountability goals
 - 8. Model consistency with your state's academic achievement indicator

- F. What are my state's considerations in choosing N-size?
 - 1. Percent of schools with ELs that are included or excluded from accountability for ELP
 - 2. Number of years after reclassification that exited EL students can be included in the academic achievement subgroup (allowable for up to 4 years)
 - 3. Discrepancy between ELP and academic achievement N-sizes that might come about as a result of decisions about (2)

- G. What kind of data modeling exercise would your state consider in moving forward to include ELs in your plan?