

ACCOUNTABILITY OF LEP STUDENTS
APPROVED STATE ACCOUNTABILITY PLANS *

STATE	LEP PROVISIONS [CRITICAL ELEMENT 5.4]
AR	<p>SEA policy dictates that all students with limited English proficiency must participate in the assessment system and in ACTAAP. Depending on the student’s language proficiency, testing accommodations may be allowed or an alternate assessment may be administered. (The LEP alternate assessment portfolio is fully aligned with the State’s Content Standards and Frameworks.) In either case a student’s assessment is scored and that score becomes part of the total assessment for the school and for any appropriate subgroup.</p> <p>SEA staff who specialize in education of ESL students serve and advise on the scoring, reporting and AYP determination component. Continuing advice from such specialists inform the SEA and LEAs as necessary to assure full compliance with the inclusion of students for which English is not their primary language.</p> <p>Arkansas is an English-only state, which means that assessments are provided only in English; however, accommodations are available.</p>
CO	<p>The Peer Reviewers who visited Colorado on December the 17th, 2002, were “impressed” with Colorado’s approach to holding all schools and districts accountable for Limited English Proficient students. Colorado has developed an extensive, research-based process for assisting LEP students.</p> <p>State Academic Accountability Process for Limited English Proficient Students</p> <p>Colorado Senate Bill 186 mandates the assessment of students in reading, writing, language arts, math and science. Limited English Proficient students are not exempt from the Colorado Student Assessment Program (CSAP).</p> <p>The CSAP categorizes Limited English Proficient students under three language proficiency levels. Non-English Proficient (NEP), Limited English Proficient (LEP) and Fluent English Proficient (FEP). The levels concur with proficiency levels on sanctioned language proficiency assessments.</p> <p>The law makes specific provisions for the assessment of Non-English Proficient students participating in Spanish/Bilingual Language Instruction Educational Programs to be assessed with the Spanish version of the CSAP (grades 3 and 4) or be exempt due to minimal English language proficiency.</p> <p>NEP students may be exempt for a period of up to three years, or be assessed, with adequate accommodations, as soon as they achieve a Limited English Proficiency level. In any event, LEP students will be tested in English after they have been in the United States for three consecutive years.</p> <p>All NEP students are issued an assessment booklet by the Assessment Unit. The booklet is adequately marked as prescribed on the student grid and returned to the state. If the student is exempt due to language circumstances the action constitutes a “0” score. These “0” scores are included in all accountability processes.</p> <p>Students in the Limited English and Fluent categories participate in the assessment. Their scores are included in all accountability processes.</p>

* All text has been copied from critical element 5.4 of the final approved plans available on the U.S. Department of Education website at <http://www.ed.gov/offices/OESE/CFP/csap/index.html>.

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	<p>CDE is also working with an alternative English language assessment in cooperation with ten states. The design of the assessment will include the following elements: standards-based, formative, summative and diagnostic, measure English proficiency and language development, align language acquisition levels and grade level targets and provide a flexible administration format.</p> <p>Further Evidence of compliance was submitted to the Peer Reviewers on December 17, 2002.</p>
DE	<p>All limited English proficiency students participate in the statewide assessment program (DSTP) as detailed in Regulation § 103, 2.1.2. Some LEP students participate with accommodations as appropriate including providing the test items in a content area in the native language or directions in the native language. The Department of Education's Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency provides the framework and procedures for accommodations.</p> <p>Delaware has also developed an alternative portfolio assessment for reading/language arts for some LEP students. The first operational administration of this assessment is planned for spring 2003. Students who participate in the alternate assessment will have their score (one of five performance levels) included in accountability as earned.</p> <p>References: Department of Education Regulation § 103 Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency (link: http://www.doe.state.de.us/AAB/2002-2003%20inclusion%20guidelines.pdf)</p>
FL	<p>See also the response to Critical Element 5.3.</p> <p>The academic achievement of all students classified as limited English proficient will be measured and reported. LEP students are required to participate in the FCAT assessment program. The scores of LEP students participating in the FCAT are included in the accountability system and affect the calculation of AYP.</p> <p>On an individual basis, it may be determined that the FCAT is not an appropriate measure of academic performance for LEP students who have been enrolled in an approved English for Speakers of Other Languages (ESOL) program for 12 months or less. However, the academic achievement of these students is measured and reported using locally-determined alternate assessments. This represents a very small percentage of LEP students. The scores of the students taking alternate assessments are cross-walked to the established proficiency designations and included in the calculation of AYP. The Department is currently working with representatives of school districts to ensure that the alternate assessments being used are valid and reliable and that the cross-walk to proficiency designations is consistent with Florida's Sunshine State Standards and the developmental scale discussed previously See Appendix B for complete description of Florida's process and for a discussion of how LEP students are accommodated, including language assistance, when taking the FCAT.</p> <p>Links to Supporting Evidence: See the following web sites for further information about assessing LEP students: < http://www.firn.edu/doe/omsle/dps97054.htm> and <http://www.firn.edu/doe/omsle/omspubpg.htm>.</p>
GA	<i>Note: Final plan not yet available.</i>
HI	<i>Note: Final plan not yet available.</i>

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IN	<p>All limited English proficient (LEP) students participate in statewide assessments. Indiana cannot legally offer foreign language versions of ISTEP+. Students will be assessed on ISTEP+ in English after the time required under ESEA for mandatory administration of assessments in English. Accommodations are provided on ISTEP+ if necessary.</p> <p>Until LEP students are ready to be assessed in English, Indiana intends to use an alternate form of assessment. Indiana has developed the Individualized Curriculum and Assessment Notebook (ICAN), a web-based software system that manages individualized curriculum, assessment, and analysis through standards-based accountability. ICAN employs a rubric that measures achievement relative to each skill under Indiana’s academic standards (English, mathematics, and science). When the results of the rubric are accumulated an evaluation of a student’s achievement relative to the academic standards is obtained. ICAN has been used with LEP students. Indiana will have a group of students take ISTEP+ and evaluate the same group of students using the ICAN rubric. This will allow the results of the ICAN rubric to be “translated” in to an ISTEP+ score and will permit a determination of proficiency.</p> <p>The State considers ICAN the form of assessment most likely to yield accurate and reliable information on what LEP students know and can do while they are learning English. Its use is permitted under section 1111(b)(3)(C)(ix)(III) of ESEA and section 200.6(b)(1)(i)(B) of the regulations. The State will conduct the necessary study (Fall 2003) to demonstrate the reliability of producing an ISTEP+ scale score from the ICAN rubric.</p> <p>Links to Supporting Evidence: ICAN: http://www.icantech.com/public_web/</p>
KS	<p>Kansas State Board of Education Regulation 91-31-31 (o) specifically includes students with limited English proficiency as a subgroup to be included in accreditation decisions: “ ‘Student subgroup’ means those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.”</p> <p>Regulation 91-31-32 makes clear the expectation that each student subgroup will be included in determining adequate yearly progress:</p> <p>“(b) The performance criteria shall be as follows:</p> <ol style="list-style-type: none"> (1) . . . having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board; (2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments . . .” <p>All Kansas students with limited English proficiency are included in the State’s definition of AYP, if they have been enrolled for a full academic year as defined by the State. All participate in the state’s assessments, some taking assessments written in plain English (mathematics) and some taking assessments with accommodations (reading). Directions for administering all state assessments are provided in both English and Spanish on the Kansas State Department of Education’s website, www.ksde.org and in the examiner’s manuals. Kansas is considering developing a Spanish version of the general assessment for future use. A consideration in that decision is that only 8 percent of the state’s student population is Hispanic.</p> <p>The 2003 Kansas Reading Assessments Examiner’s Manual states the following:</p> <p>A listening comprehension assessment can be given in lieu of the Kansas Reading Assessment for certain English language learners. . . This assessment is available only for English language learners</p>

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	<p>scoring 1 or 2 on the LAS or 40 or below on the IPT. Please note that a listening comprehension assessment may not always be the most appropriate assessment for students scoring 2 on the LAS or between 28 and 40 on the IPT. In these cases, student participation in this assessment should be based on careful teacher/administrator analysis of student performance. If the listening comprehension assessment is not appropriate for a student, he/she should take the reading assessment without this accommodation.</p> <p>The listening assessment is the actual State Reading Assessment; however, it is on CD or tape as an accommodation. The state allows certain accommodations for all students in the following: test administration setting, test presentation, student response and assistive devices. The only instance in which the Listening Assessment is viewed as an accommodation in test presentation is with students who are English language learners. Any student may receive an accommodation when it is appropriate for that student; however, that student must regularly receive the accommodation during routine classroom instruction and assessment activities.</p> <p>KSDE provided the Peer Reviewers a paper Rationale for ELL Listening and Reading which explains why the listening comprehension assessment is considered appropriate for certain English language learners as an accommodation. That paper is included as Attachment 5.4</p> <p>The listening comprehension assessment has the same five performance levels as do all State assessments: exemplary, advanced, proficient, basic and unsatisfactory. English language learners who take the listening comprehension assessment will be included in the determination of adequate yearly progress (AYP) for the school, the district and the state. Those students who are at proficient and above will be included in the calculations used to determine the percent of students at proficient and above. In addition, if a school or district has a minimum of 30 English language learners in the grades assessed, the disaggregated data for ELL will include the results from the listening comprehension assessment as well as the other reading assessments: general assessments, assessments with other accommodations, and any ELL students with disabilities taking the modified or alternate assessments.</p>
LA	<p>Louisiana includes all students with limited English proficiency in the School and District Accountability System by including these students in the assessments and providing appropriate test accommodations.</p> <p>The State is collecting the results of the English language proficiency assessments used throughout the State. LEAs have been instructed to use the technical manuals of their assessments to determine how many students are in each level of English proficiency: Beginning, Intermediate, or Advanced.</p> <p>The State is also participating in a pilot test of an English Language Development Assessment (ELDA). The American Institutes of Research will pilot the ELDA in May 2003 and field test the ELDA in early fall of 2003. The ELDA is designed to assess English language proficiency in academic language, as well as in social language.</p> <p>The ELDA will consist of assessments of listening, speaking, reading, and writing, with a composite score of listening and reading to indicate a level of comprehension as required by NCLB. The ELDA will assess the English language proficiency of students by the following grade clusters: K-2, 3-5, 6-8, and 9-12.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • LEAP for the 21st Century High Stakes Testing Policy, August 2002 (Grade 4, Section 6.C; Grade 8, Section 8.C) • Louisiana Handbook for School Administrators, Bulletin 741, Louisiana School and District Accountability System (2.006.18)

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	<ul style="list-style-type: none"> Memorandum: Revision of High Stakes Testing Policy and Limited English Proficient Students
MD	<p>Within the first thirty days of enrollment in a Maryland public school and annually thereafter, students who qualify for English as a second language programs are tested for their knowledge of English using the Idea Proficiency Test, published by Ballard and Tighe. Student results on the proficiency test are evaluated, and the student is designated, as a result, as Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP). Students identified as Non-English Proficient have no or very minimal English Language proficiency.</p> <p>LEP students enrolled as of September 30 will be required to take the assessment, and the assessment will be scored. The results of the student's assessment will be included in AYP calculations for the school, school system, and the state.</p> <p>NEP students enrolled as of September 30 in any given year will be assigned a test booklet and given the opportunity to complete the assessment. Test proctors must provide non-English speaking students with an opportunity to take the assessments. Proctors will be asked to apply all of the appropriate accommodations to which the student is entitled. In addition, the proctor is further directed to monitor NEP students as follows:</p> <ol style="list-style-type: none"> 1. Test proctors will be asked to apply all of the appropriate accommodations to which the student is entitled. 2. Test proctors will be required to observe the student as he or she takes the assessment to determine the extent to which the student is able to perform with comfort and in a productive manner. 3. If, after attempting several test questions, the proctor finds that the student is unable to complete the test, the proctor will be directed to terminate the student's testing session. 4. At the close of testing, the test booklet will then be returned to the vendor for scoring along with all other completed student assessment booklets. 5. The student will receive the score achieved during the testing session. The score will be included in AYP calculations for the school in which the student is enrolled as well as the school system and the state. <p>This procedure will ensure that the student is not subjected to undue stress during the testing situation while permitting an opportunity to at least preliminarily gauge the extent to which the student's language limitations affect his or her ability to perform in the assessment.</p> <p>All students who are not enrolled in the state system for a full academic year, including NEP and LEP students, will not be included for AYP determinations at the school, district, or state level.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Attachment A, Draft Implementation Procedures for AYP Determinations Attachment B, Draft Title 13A State Board of Education, Subtitle 01 State School Administration, Chapter 04 Public School Standards Attachment E, Maryland School Performance Report 2002
MA	<p>Beginning in 2003 all LEP students will participate in the MCAS assessment program, either by taking the standard form of the test with accommodations as appropriate or by taking an alternative assessment that is aligned with state learning standards. Test results for those taking the standard MCAS test with or without accommodations will be included in determining a school, district, or subgroup proficiency index. LEP students that participate, beginning in 2004, in the MCAS program by taking an alternative version of the ELA test specifically designed to measure language and content acquisition by students with limited English proficiency will have their results included in school and district accountability determinations beginning in 2005 using by introduction of an index designed specifically to measure attainment using that</p>

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	<p>assessment tool.</p> <p>Evidence: MCAS explanatory materials; 11/19/02 Memo from Commissioner Driscoll to Board of Education re: plans for testing LEP students</p>
MS	<p>See 1.1 "State Accountability System includes every public school and LEA in the State." See 2.1 "How does the State Accountability System include all students in the State?"</p> <p>All students in Mississippi public schools are required to participate in the statewide assessment program and the data for all students who have been in the school (or district or state, as appropriate) for a full academic year (see 2.2 and 2.3) are included in the achievement, growth, and AYP calculations.</p> <p>Although students with limited English proficiency may receive certain testing accommodations, no students are exempted from the assessment or accountability systems based on demographics, instructional program, or type of school.</p> <p>Limited English proficient students will be students with an LEP eligibility flag in MSIS at the time of spring testing (i.e., the end of month 8 enrollment snapshot).</p> <p>Reference (Applicable to LEP students as well as students with disabilities under IDEA): Critical Questions to Ask When Interpreting or Reporting Trends in the Large-Scale Test Performance of Students with Disabilities, CCSSO (State Collaborative on Assessing Special Education Students), June 2001. [S]</p>
MO	<p><i>Note: Final plan not yet available.</i></p>
NJ	<p>State regulations at N.J.A.C. 6A:8 no longer allow for exemptions of LEP students from the State assessment. The amendments specifically require that all students be assessed annually through content area tests.</p> <p>In addition, New Jersey policy requires annual English language proficiency assessment of all LEP students. The NJDOE uses three language proficiency tests for this purpose. These tests are:</p> <ul style="list-style-type: none"> • Idea Proficiency Test (IPT) • Language Assessment Scales (LAS) • Macaulitis (MAC II) <p>Although New Jersey permits districts to use three different tests, cut scores for all three tests have been identified and are used as a diagnostic tool for providing services and programs.</p> <p>For the purpose of AYP decisions, the NJDOE will report both aggregated LEP subgroup assessment results, for bilingual education, limited English proficient students and students requiring instruction in English as a Second Language (ESL), as well as collect and analyze disaggregated LEP subgroup assessment results by years in the program. This will demonstrate how performance in the content areas improves as a function of time in the program.</p> <p>LEP students may be assessed with accommodations that allow for translation of directions, longer test time, and use of bilingual dictionaries, when appropriate, as part of assessment with accommodation. New Jersey is one of the most culturally diverse states in the country. Over 55,000 students from over 150 different language backgrounds are reported annually on state enrollment reports with the prominent language after English being Spanish. To meet these students' academic and English language needs, over 290 school districts provide bilingual and/or ESL programs to these students. The next largest language</p>

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	group has fewer than 2,000 students represented across grades K through 12, thereby making it impractical to develop native language tests. For this reason, New Jersey continues to explore the feasibility of developing a sheltered-English assessment program for language arts and mathematics, with science to be added later.
NM	<i>Note: Final plan not yet available.</i>
NY	<p>Translations of all State tests (except English Language Arts) are made in several different languages, such as Spanish, Haitian-Creole, Russian, Chinese, and Korean (see Attachment 5.4a). New York State provides glossaries in all other languages and permits oral translations.</p> <p>New York State requires that schools and LEAs (districts) identify limited English proficient students when reporting student assessment results (see Attachments 5.4b—LEAP Manual and 5.4c—STEP Manual). The State will use the New York State English as a Second Language Achievement Test (NYSESLAT) as the required measure of language arts for limited English proficient (LEP) students in grades 4 and 8 who have attended school in the United States for fewer than three consecutive years (and for some LEP students who have attended for four or five years). The NYSESLAT is being scaled in common with the English Language Arts examinations to permit academic progress in the English language to be measured annually for limited English proficient students. The State will count the NYSESLAT scores of these LEP students in computing the school’s accountability index. See Attachment 1.3b.</p>
NC	<p>All LEP students must be must be assessed either with the state’s multiple choice reading and mathematics tests administered under standard conditions, or with accommodations, or take the state’s NCAAAI assessment for LEP students. The NCAAAI is based on grade level standards and is not the assessment instrument used for students with serious cognitive deficits.</p> <p>The state calculates and reports the numbers of LEP students participating in the state’s assessments. For purposes of reporting LEP students as a subgroup in a school or district the state only will include the scores of students currently classified as LEP in the tested grades.</p> <p>Evidence: Revised APA Policy HSP-C-005</p>
OH	<p>The Ohio Department of Education is requiring that all limited English proficient students participate in the statewide testing program in 2002-03. Evidence of this requirement includes the February 27, 2002 memorandum from Mitchell D. Chester, Assistant State Superintendent, to all Ohio district superintendents, which is entitled “Maximizing Student Participation in March 2002 Proficiency Testing.” The memorandum provided the following directive (original emphasis included):</p> <p>“The only students exempted from being included in the calculation of school and district achievement and the determination of Adequate Yearly Progress are those who have been enrolled in the school district for less than one year. All other students, including special education and limited English proficient students, will be included in the determination of school and district achievement and progress for purposes of Title I.”</p> <p>Current Ohio statute requires the participation of limited English proficient students according to the following provisions (Section 3301.0711(C)(3)):</p> <p>“As used in this division, "English-limited student" means a student whose primary language is not English, who has been enrolled in United States schools for less than three full school years, and who</p>

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	<p>within the school year has been identified, in accordance with criteria provided by the department of education, as lacking adequate proficiency in English for a test under this section to produce valid results with respect to that student's academic progress.</p> <p>A school district board or governing authority of a nonpublic school may grant a temporary, one-year exemption from any test administered under this section to an English-limited student. Not more than three temporary one-year exemptions may be granted to any student. During any school year in which a student is excused from taking one or more tests administered under this section, the school district shall assess that student's progress in learning English, in accordance with procedures approved by the department.</p> <p>No district board or governing authority of a chartered nonpublic school shall prohibit an English-limited student from taking a test under this section.”</p> <p>The Ohio Department of Education is recommending to the legislature modifications in Ohio code to bring Ohio statute into full alignment with the limited English proficient student participation requirements contained in the No Child Left Behind Act, Sections 1111(b)(3)(C)(ix)(III) and 1111(b)(3)(C)(x). These recommendations will ensure that each student in this subgroup is receiving direct services and/or is being monitored until such time as s/he no longer meets the federal definition of limited English proficient contained in Section 9101(25) of the No Child Left Behind Act.</p>
OK	<i>Note: Final plan not yet available.</i>
OR	<i>Note: Final plan not yet available.</i>
PA	<i>Note: Final plan not yet available.</i>
PR	<i>Note: Final plan not yet available.</i>
RI	<i>Note: Final plan not yet available.</i>
SC	<i>Note: Final plan not yet available.</i>
SD	<p>Students will be identified as limited English proficient (LEP) when they meet the criteria for LEP as established by the Federal definition for LEP and by the administration of either the IDEA Language Proficiency Test (IPT) or the Language Assessment Scales (LAS).</p> <p>All students identified as LEP will participate in all statewide assessment programs with accommodations, if needed. The State will not be providing a native or first language version of any state mandated assessment instruments. An alternate assessment for LEP students will not be made available.</p> <p>For LEP students who have been enrolled in their attending LEA for at least one full academic year, the results of participation in the statewide assessment program will be included in the school or district's adequate yearly progress. LEP students enrolled for less than one full academic year must participate in all statewide assessment programs. However, their test results will not be included in the LEA and school determination of adequate yearly progress.</p> <p>For identified LEP students, annual assessment of a student's English language proficiency will be accomplished by the administration of the Stanford English Language Proficiency Test (SELP). The test will be administered at the same time as the Dakota STEP. Results of that assessment will be reported to</p>

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	the LEA and SEA by the test manufacturer and used to determine AYP status for the state. This is a requirement of Title III.
TN	<i>Note: Final plan not yet available.</i>
VT	<p>NSRE English Language Arts for English Language Learners</p> <p>English Language Arts (ELA), grades 4, 8 and 10 – English language learners (ELLs) who have attended U.S. schools for less than three full academic years can take either the regular New Standards Reference Exam (NSRE) ELA, the regular New Standards Reference Exam (NSRE) ELA with accommodations (e.g., extra time, having it read orally to them), or take the ELA Alternate Assessment. This year, the ELA Alternate Assessment is the Idea Proficiency Test (IPT). Though the IPT was designed to measure an ELL’s English language proficiency (ELP) and not be an ELA Alternate Assessment, it is the best option available to us at this time. IPT scores will be translated into ELA equivalent scores. These students will not be considered participants in assessment for 2003. Department staff is currently working to identify an appropriate test for the 2004 ELA Alternate Assessment.</p> <p>ELLs who have attended U.S. schools more than three full academic years may only take the regular New Standards Reference Exam (NSRE) ELA or the regular New Standards Reference Exam (NSRE) ELA with accommodations (e.g., extra time, having it read orally to them). However, ELLs who have attended U.S. schools for more than three full academic years, but less than five full academic years may be allowed to take the ELA Alternate Assessment on a case-by-case basis, utilizing the ELL Documentation of Eligibility for Alternate Assessment procedures.</p> <p>NSRE Mathematics for English Language Learners</p> <p>Mathematics, grades 4, 8, and 10 - English language learners (ELLs) who have attended U.S. schools for less than three full academic years can take either the regular New Standards Reference Exam (NSRE) Mathematics, the regular New Standards Reference Exam (NSRE) Mathematics with accommodations (e.g., extra time, having it read orally to them), or pilot the NSRE Modified Mathematics exam. Based on scientific research, the NSRE Modified Mathematics exams will assess the exact same mathematics content as their NSRE Mathematics counterparts (in grades 4, 8, and 10), but will comprise items with less non-mathematical language complexity and more familiar problem contexts. Further, it will possess an item-by-item visual dictionary of non-mathematical vocabulary. This dictionary will further reduce the likelihood that non-mathematical language will interfere with assessing mathematics an ELL’s skills, content, and problem-solving abilities.</p> <p>ELLs who have attended U.S. schools for more than three full academic years may only take the regular New Standards Reference Exam (NSRE) Mathematics or the regular New Standards Reference Exam (NSRE) Mathematics with accommodations (e.g., extra time, having it read orally to them). However, ELLs who have attended U.S. schools for more than three full academic years, but less than five full academic years may be allowed to pilot the NSRE Modified Mathematics exam on a case-by-case basis utilizing the ELL Documentation of Eligibility for Alternate Assessment procedures.</p> <p>Documentation</p> <p>Schools are to fill out an ELL Documentation of Eligibility form for each ELL who wants to participate in an alternate or modified assessment and send it to the State Department of Education.</p> <p>Developmental Reading Assessment (DRA)</p>

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	<p>Developmental Reading Assessment (DRA), grade 2 - English language learners (ELLs) can take either the regular DRA or the DRA with accommodations (e.g., extra time, having it read orally to them). At this time there does not exist a DRA Alternate Assessment.</p> <p>VT PASS (Science assessment)</p> <p>VT PASS (Science assessment, grades 5, 9 and 11 - English language learners (ELLs) can take either the regular VT PASS or the VT PASS with accommodations (e.g., extra time, having it read orally to them). At this time there does not exist a VT PASS Alternate Assessment.</p> <p>Beyond 2003</p> <p>The development and piloting of the NSRE Modified Mathematics assessment is the first step toward meeting the NCLBA goal of equitably including all ELLs in statewide mathematics assessments. By 2006 – 2007, there will be an ELL assessment system in place to fully include ELLs in statewide Mathematics and English Language Arts assessments. By 2007 – 2008, that system will include the statewide science assessments as well. This development will take place as a result of long-term, regular collaboration between Titles I and III team members within Vermont.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Attachment B: Rules for Vermont's School Accountability System Based on Student Performance, September 2000 • Attachment S: October 1, Student Census and Demographic Update • Attachment W: Alternate Assessment Options and Score Transformation Rules • Attachment X: Allowable Accommodations Grid • Attachment Y: Step-by-Step Procedures for Scoring Lifeskills Portfolios • Attachment Z: Lifeskills Rubrics • Attachment AA: Documentation of Eligibility for Alternate Assessment • Attachment BB: Policy Analysis: Full Participation for All Students in State and Districtwide Accountability Assessments, January 1999, Michael Hock • Attachment CC: Cost and Benefit Analysis of Six Lifeskills Portfolio Implementation Models, Spring 1999, Michael Hock and Susan Cano • Attachment DD: Assessment Participation Pilot Study Results and Comments • Attachment EE: Proposed Assessment Participation procedures and Options: Spring 1999 Pilot Study • Attachment FF: English Language Learner (ELL) Documentation of Eligibility (School Year 2002-2003) • Attachment GG: 2002-2003 NCLBA English Language Learner (ELL) Assessment Requirements
WA	<p>All LEP students participate in general statewide assessments, with or without accommodations. ALL LEP students enrolled in Washington State, in the grade levels assessed, are required to participate in the state assessment program and are included in the State accountability system. There are no LEP exemptions from the state assessment (see Memorandum 08-03).</p> <p>Washington State's assessment program ensures that LEP students, enrolled for a full academic year, are fully included in the State Accountability System.</p>
WV	<p>All students with limited English proficiency in West Virginia public schools are required to participate in the West Virginia statewide assessment using appropriate accommodations and modifications (West Virginia State Board Statewide Assessment Policy 2340). Limited English Proficiency (LEP), when used</p>

STATE	LEP PROVISIONS [CRITICAL ELEMENT 5.4]
	<p>with reference to individuals, means (a) individuals who were not born in the United States or whose native language is a language other than English; (b) individuals who come from environments where a language other than English is dominant; and (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.</p> <p>Additionally, the West Virginia State Board Policy 2320: A Process for Improving Education Performance Based Accreditation System outlines the inclusion of all students with limited English proficiency (LEP) who have been in a school for a full academic year in the accountability formula. The policies and documents will be revised to reflect the changes in the assessment program and the accountability and accreditation system.</p> <p>All of the required subgroups, including students with limited English proficiency, who are enrolled in a school for a full academic year will be included in the performance level measures that determine the AYP, accreditation status of schools, and the approval status of county boards.</p> <p>West Virginia will notify schools/LEAs of the LEP subgroup that initially does not meet AYP in one year on any indicator (i.e., reading/language arts, mathematics, participation rate, attendance rate, or graduation rate); however, if that school/LEA successfully meets AYP for that same indicator the following year, that school/LEA will be considered to have met the AYP standard and will not be identified for school improvement based on that standard.</p> <p>The West Virginia Department of Education document, LEP Inclusion Documentation Form, addresses the participation of LEP students in the statewide assessment. This document outlines the criteria that a school-based team must evaluate for each individual LEP student to determine the appropriate participation in the WESTEST. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.</p> <p>For a LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the WESTEST or meets the criteria for the West Virginia Alternate Assessment.</p> <p>Evidence: WV Board of Education Policy 2340 WV Board of Education Policy 2320 WV Board of Education Policy 2417 LEP Inclusion Documentation Form</p>
WI	<i>Note: Final plan not yet available.</i>
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