

High-level summaries of stakeholder feedback from the presentation and survey are presented below. Responses from CDE are provided in blue, and a new discussion point for consideration and feedback is shown in red.

Feedback on EL First Year Testing Recommendation-

- 165 respondents, 91% of whom are educators, 2% on the hub committee, from roughly equal distribution of urban, suburban and rural locales.
- 88% of respondents support or strongly support the proposal to exempt NEP students new to the US within the last year from the first ELA administration.
- Most comments were generally in support of exempting NEP newcomers from testing on the state ELA assessment. Varying opinions were expressed about testing LEP newcomers, though there seemed to be general support for testing students once they had acquired adequate proficiency in English.
- A few respondents had concerns about the school and district accountability implications for exempting newcomers (i.e. inclusion of achievement and growth results in future years.)
- Many commenters were concerned about the 1-year newcomer time-limit and would like to see a longer time-frame for exemption. [Unfortunately, the regulations around ESSA are very specific with the 12-month US enrollment window and do not allow for any extensions of the exemption timeline.](#)
- Several commenters also requested that newcomers (and potentially ELs enrolled for longer periods of time) should have the option to take content assessments in their native languages. [This is outside the scope of the Accountability spoke, but has been discussed by the Assessment spoke. Accommodations including Spanish translated assessments are available, and the Assessment spoke is recommending any home languages with future enrollments of 500+ EL students be considered for translation as well \(no languages other than Spanish are currently meeting this threshold\). Many of the commenters concerns seem more directed at local assessment batteries which are given at the discretion of districts with no oversight from the state or ESSA.](#)
- Questions were asked around potential funding impacts for exempting newcomer ELs. [There is no link between test participation and state or federal funding status for ELs.](#)
- Received a few general comments around students being dually identified as IEP and EL and concerns that this should result in different testing expectations.

Feedback on EL Growth Metric Recommendation-

- 75 respondents, 88% of whom were educators, 5% on the hub committee, from equal distribution of urban, suburban and rural locales.
- 76% of respondents support or strongly support using both the median growth percentile and a growth-to-standard measure as part of the English language progress indicator.
- Most comments were concerned with establishing the student English language proficiency trajectory and ensuring that background factors (age, interrupted prior education, IEP or 504 plan, etc.) are appropriately taken into consideration.
- Couple comments supporting the use of a panel of experts to determine appropriate English acquisition timelines.
- Some concerns around using median growth percentiles, but general support for growth-to-standard methodology if applied appropriately for students at varying levels of proficiency.