

TITLE I ACCOUNTABILITY

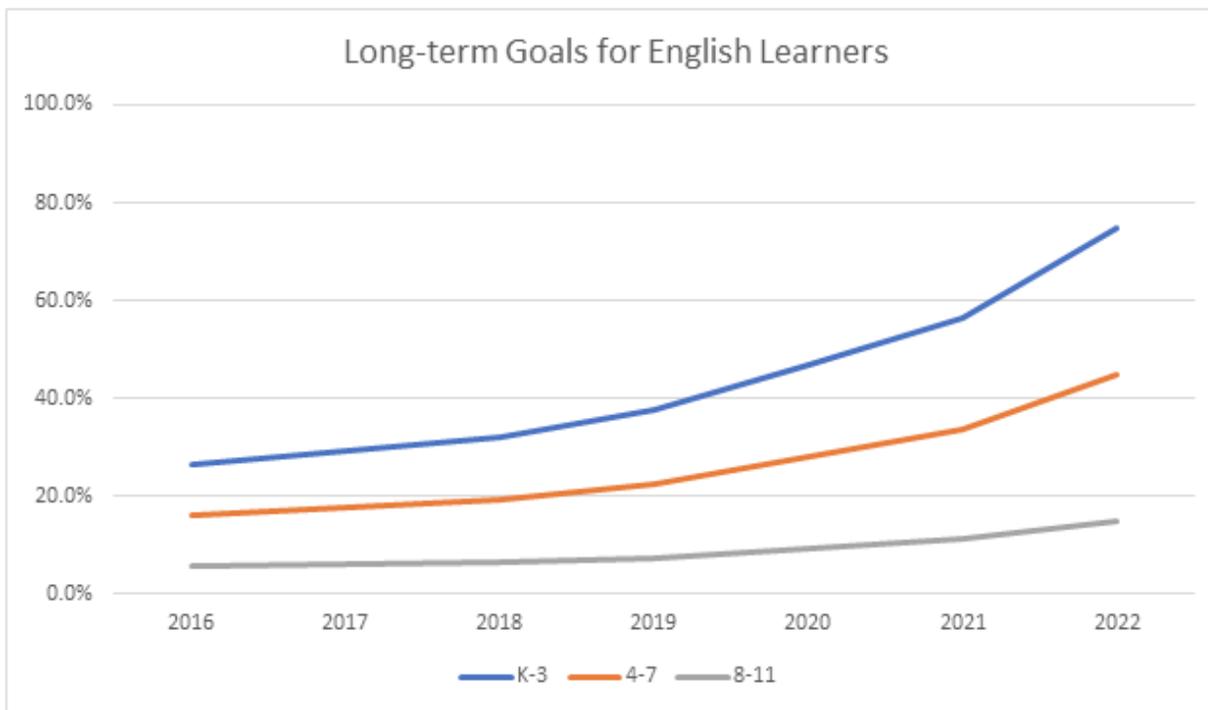
a. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

- 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State- determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

Long-term goals were established based on a grade level analysis of the 2016 rates for reclassifications as English proficient determined by achieving a 5.0 composite score as measured by performance on the World-class Instructional Design and Assessment (WIDA) ACCESS. The method of analysis used two factors to identify a trajectory toward becoming English proficient within five years: the student’s age and the level of English proficiency at the time they entered Utah’s education system. Based on that data and consultation across the SEA with feedback from selected LEAs, the student grouping for monitoring growth have been designated as three grade bands: 1) Grade K-3 to align with state literacy initiatives and dual language programs, 2) Grade 4-7 to support effective and innovative transitions from elementary to middle school; and 3) Grade 8-11 to focus resources on Utah’s refugee and immigrant student populations who often enter into Utah’s schools at the secondary level, and English learners with special needs as well as an effective transition to high school. These long-term goals are ambitious because the analysis to determine the trajectory ranged from 2-7 years and the decision to use five years as the expected timeline for English proficiency was set by Utah’s Data and Statistics Department in consultation with the Federal Programs Department.

Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Student Group	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long-Term Goal 2022
K-3	26.5	29.3	32.0	37.5	46.9	56.3	75.0
4-7	16.1	17.7	19.3	22.5	28.1	33.8	45.0
8-11	5.7	6.2	6.6	7.5	9.4	11.3	15.0



b. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Utah’s accountability system includes progress in achieving English language proficiency (ELP) as an indicator across all schools in the state with at least 10 English learners consistent with the state-determined minimum n-size. Utah defines ELP as earning a proficiency level of five as measured by the WIDA ACCESS assessment, which is administered annually to all English learners in the state. This assessment measures language development in the domains of reading, writing, listening, and speaking.

In accordance with state law, points within the state accountability system for this indicator will be awarded to schools proportional to the percentage of students who make adequate progress toward ELP as measured by the WIDA ACCESS for ELLS assessment (UCA Section 53A-1-1108, as in effect November 1, 2017). Consistent with Utah’s long-term goals for ELP described in Section 4.iii.c., adequate progress toward ELP is defined as either achieving a score that is .4 proficiency levels higher than the previous year’s score or achieving a proficiency level of 5 or greater. The methodology for determining the percentage of students who make adequate progress toward ELP is to:

- Step 1—Determine the denominator by identifying for each school the number of English learners: with prior year and current year academic English assessment scores in the form of WIDA proficiency levels; and whose prior year score was below 5.0 (and were therefore not already considered fluent); and
- Step 2—Determine the numerator by identifying for each school the number of

students identified under Step 1 who attained: a current year score that is at least 0.4 proficiency levels higher than their prior year score; or at least a 5.0 proficiency level.

APPROVED ESSA FIVE INDICATORS FOR REPORTING:

Result of Collaboration among Assessment, Data, and Title III

(Reviewed by all ALS Directors & Included in the Title III Monitoring

Self-Assessment Tool)

ESSA Indicators

NOTE 1: All indicators should be aggregated at an all students level as well as at the sub group level of Student's with Disabilities.

NOTE 2: All indicators should be calculated at a school, LEA, and state level EXCEPT for On-time English Learners (5) which can only be calculated at an LEA level.

1. Progress: The percent of students who achieved fluency or increased their proficiency level by .4 or more.

2. Attainment: Percent of current English Learners who have achieved fluency on the English proficiency exam (WIDA).

3. Reclassification: Percent of current English Learners who have achieved fluency as indicated by the LEA on the student's enrollment record. NOTE: Attainment is WIDA fluent; Reclassification is LEA designation

- a. Must have school enrollment for two successive years

4. On-time Fluency: Percent of English learners that have attained proficiency within 5 years of entering the LEA.

NOTE: The federal law instructs to measure the negative (percent of those not attaining fluency) but USBE, and all other indicators here, tend toward the positive (those attaining fluency), therefore, this indicator measures the positive.

5. Academic: The percent of Reclassified English Learners who meet their growth goal (as defined in accountability).

- b. Reclassified English Learners are any English learner who were redesignated as fluent within the past four years.
- c. Only English/Math tests. Science are excluded.

“(a) IN GENERAL. —Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

“(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;

“(2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum by English learners with a disability;

“(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State’s English language proficiency assessment under section 1111(b)(2)(G);

“(4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

“(5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

“(6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and

“(7) any other information that the State educational agency may require.

“(b) USE OF REPORT. —A report provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency for improvement of programs and activities under this part.