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## Proposed Utah ESSA ELP Amendment

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 a composite score of 5.0 or greater 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.

English language proficiency level and grade level at the time of entry factor into Utah’s definition of making adequate progress towards ELP and moves away from the one-size-fits-all approach for determining growth targets for adequate progress. The following variables underlie Utah’s model for measuring EL progress toward English Proficiency:

- Initial English language proficiency in the year of identification;
- Grade level at the time of initial enrollment and entrance into effective language instruction programs; and,
- Time enrolled in Utah schools, receiving supportive instruction in English language development and grade-level content.

Based on these three variables, individual annual growth targets for determining adequate progress toward ELP are set to determine the change expected annually in each ELs composite proficiency level (comprised of speaking, listening, reading and writing) on the annual ACCESS assessment.

For more detail on the methodology please go to the following link:

<https://www.schools.utah.gov/File/9dbbc102-fb6c-4fff-87cf-80c695eccbe3>

### Draft Methodology for ESSA ELP Indicator

Points are awarded to schools for this indicator in proportion to the percentage of students who make adequate progress toward English language proficiency or who reach English proficiency as measured by WIDA ACCESS assessment. Adequate growth targets are set for each student annually dependent on three variables: grade level at the time of initial enrollment, initial proficiency level, and number of years enrolled in school. Growth targets are set according to the tables below, divided into three grade spans based on grade level at the time of initial enrollment: grades 1-3, 4-7, and 9-12. Each table accounts for initial ELP level and time enrolled in Utah schools and time in program.

If at any point the student scores as proficient (a 5.0 or greater on the WIDA ACCESS assessment) they are included in the calculation as having made adequate progress. If a student’s score is equal to or greater than their growth target, they are considered to have made adequate progress.

Table 1: Grades 1-3 EL Adequate Growth Targets

		Time Enrolled in School					
		1	2	3	4	5	6
Initial ELP Level	1.0-1.9						
	2.0-2.9						
	3.0-3.9						
	4.0-4.9						

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Table 2: Grades 4-7 EL Adequate Growth Targets

		Time Enrolled in School					
Initial ELP Level		1	2	3	4	5	6
	1.0-1.9						
	2.0-2.9						
	3.0-3.9						
	4.0-4.9						

Table 3: Grades 8-12 EL Adequate Growth Targets

		Time Enrolled in School					
Initial ELP Level		1	2	3	4	5	6
	1.0-1.9						
	2.0-2.9						
	3.0-3.9						
	4.0-4.9						

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The percentage of points for a school is determined by the number of current EL students who meet or exceed their annual adequate growth target OR reach proficiency in the current year, divided by the total number of EL students in the school (EL students in their first year are subtracted from the denominator and are excluded from the calculation for English Learner Progress because they do not have a prior year score; the ACCESS score in their first year is needed to establish a baseline). This percentage is multiplied by the 13 points possible for this indicator to determine the number of points allocated to a school.

$$\text{Points} = \left( \frac{\text{Number of ELs making adequate progress} + \text{ELs reaching proficiency}}{\text{Total number of current EL students} - \text{first year ELs}} \right) \times 13$$