

Public Comment Welcomed on Proposed Utah ESSA ELP Amendment

On October 4, 2018, the Utah State Board of Education (USBE) directed its staff to seek an amendment to Utah's Every Student Succeeds Act (ESSA) State Plan related to the calculation of English language proficiency (ELP) growth targets.

If approved, the amendment (attached below) would replace the descriptive language of Utah's indicator for progress in achieving English language proficiency found on page 24 of Utah's [approved ESSA plan](#).

USBE will accept public comment through close of business on November 16, 2018. Comments may be sent electronically to:

rule.comments@schools.utah.gov

Comments may also be mailed to:

Utah State Board of Education
ESSA Amendment Comments
P.O. Box 144200
Salt Lake City, UT 84114-4200

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>