VERMONT
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ESSA State Plan: Recommendation Form

Development Cycle No: 5	**Decision Point No(s):** 33 & 67	**Author:** Amy Fowler
Date submitted: 10/24/16	**Bounce Team Coordinating:** Accountability	
ESSA Citation: 1111(c)(4)(A)	**ESSA Page Number:** 36-37 Link to ESSA	

Question(s) being considered: How is Vermont going to meet the requirement to establish long-term English language proficiency goals and interim measures?

What ESSA requirements need to be met? For the English Learner subgroup, states must establish "ambitious long term goals" and "interim measures" toward meeting its definition of "making progress in achieving English language proficiency (ELP).

Solution being proposed:

- Set long-term goals categorically based on the student's initial language proficiency (scale score), as measured using ACCESS.
  - Level 1 students would have 6-years to attain proficiency;
  - Level 2 students would have 5-years to attain proficiency;
  - Level 3 students would have 4-years to attain proficiency;
  - Level 4 students would have 3-years to attain proficiency;
  - Level 5 students would have 2 years to attain proficiency.
- Calculate interim measures based on initial ELP levels and proficiency cut scores for appropriate grades.
  - In order to determine whether an EL makes acceptable progress in achieving English language proficiency for each year (grade) tested, the following **Annual Growth to Target** formula would apply :

Target score - Current score / # years = Observed scale score gain

Target Score = overall proficient scale score for attainment in X years, based on initial ELP level
Current Score = overall scale score
Years = # years that remain to attain proficiency in pre-determined time frame

The **expected growth target(s)** would be reset every year until proficiency is attained and would be unique to each student.

- Other variables (ex: student grade level) were considered for inclusion in this formula, but the AOE believes that the formula above will provide a high quality, standardized entry point for ELP goal setting and service provision.
- Impracticality and expense prevent the AOE from assessing EL students' literacy in their native language as a part of the ELP goal setting process.

Rationale: Explain why your proposal supports each decision logic element below:

Equity:

- Grouping students categorically based on grade and ELP level at time of initial identification assures that students' characteristics and developmental stages are accounted for when developing long-term goals and interim measures. This method also supports differentiation of goals and instruction based on individual needs of ELs.

Alignment with current VT policy and practice:

- This approach aligns with the proficiency-based learning and personalization goals of Vermont's

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Educator Quality Standards and WIDA guiding principles for language development.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):

- This represents new practice in calculating ELP growth and attainment for the AOE. It will involve working with LEAs to streamline data collection processes and standardize entry and exit criteria.

Possibility (implementation feasibility for the AOE and impacted stakeholders):

- This proposal will require state and local educators to collect and document students' ELP level at time of identification, which reflects ESSA Title III requirements.

Identify any known or potential risks associated with your proposed solution:

- Potential: Some stakeholders may advocate for additional categorical variables to be considered, beyond those listed here.
- Potential: Some schools may find it more challenging to track students' target and current ELP scores over time.

What are the expected benefits associated with your proposed solution:

- Models of this type provide a clearer vision of growth expectations, i.e., accounting for where students start and building interim measures into the attainment of proficiency within a pre-defined time period. This should prove a helpful tool in monitoring ELs' ongoing progress.

Secretary's Decision **Date: 10/28/16** **Initials:**

☒ **Confirm recommendation of ESSA State Plan Management Team**

☐ **Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:**