



# CSAI Report

## English Learners in States' Every Student Succeeds Act (ESSA) Plans

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Scan of Consolidated State Plans Submitted May 2017

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# Introduction

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The Every Student Succeeds Act (ESSA) shifted many decisions regarding educational accountability systems and interventions from the federal level to state and district levels. These include important decisions about English learner (EL) students, who are the fastest growing student population in U.S. schools.<sup>1</sup> States have communicated these decisions in their consolidated state plans. More specifically, components of Title I, Title II, and Title III highlight the ways that states anticipate meeting the needs of their ELs and the educators who support them.

This report provides a summary of the 17 ESSA plans submitted to the United States Department of Education (the Department) as of May 31, 2017. These 17 plans include 16 states and the District of Columbia. This work was undertaken by the Center on Standards and Assessment Implementation (CSAI) as a request made by a regional comprehensive center (RCC) to summarize the submitted plans for Title I, Title II, and Title III components related to EL students.

The purpose of this report is to provide an at-a-glance look at how states articulated decisions related to standards, assessment, accountability, and instruction of EL students in their submitted consolidated state plans. This report should not be considered comprehensive or final: to make this report more accessible, we provide tables with information extracted and abridged from state plans. Additionally, the information contained in this report was drawn from states' submitted plans and may be different from state plans eventually approved. We encourage those interested to peruse a state's plan for full information.<sup>2</sup> For news on state plans (e.g., peer review, approval), please visit the Department's website ([here](#) and [here](#)) or CSAI's spotlight on [Consolidated State Plans](#), all of which are updated regularly.

This report is organized by Title (e.g., I, II, III) and includes a high-level summary and detailed tables and/or charts with state-by-state results.

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<sup>1</sup> U.S. Department of Education. (2016). *Non-regulatory guidance: English learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)*. Retrieved from <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>.

<sup>2</sup> The 17 state plans and their peer review documents that were reviewed in this report can be found on the U.S. Department of Education website at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>

## Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Title I is the largest funded program supporting K-12 public schools in the United States. Title I includes requirements regarding state accountability systems, state standards, state assessments, school quality indicators, support for school and LEA improvement, and education of migratory children. One important change under ESSA is that accountability for EL students' English language proficiency moves from Title III to Title I, which means schools are accountable for meeting specific language proficiency development goals. Specifically, under Title I, states must establish the following for their EL students.

### **Standards**

- States must have English language proficiency (ELP) standards in the domains of listening, speaking, reading, and writing.
- English language proficiency standards must align with academic standards.

### **Assessment**

- States must provide an annual assessment for English language proficiency (aligned to ELP standards).

### **Accountability**

- States must include an English proficiency indicator in their accountability systems.
- States will set their own goals for English language proficiency rates and targets.
- States must measure the progress students are making toward English language proficiency.

### **Support and Improvement**

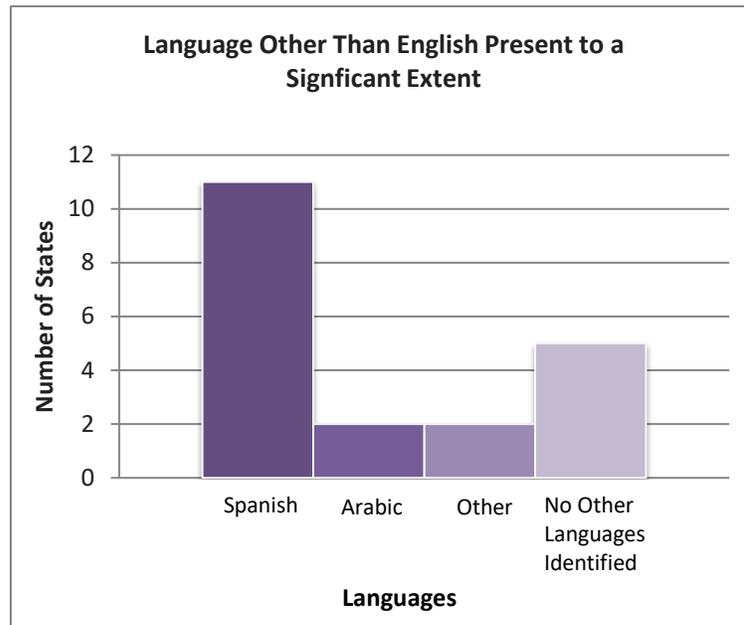
- States will ensure that local educational agencies implement evidence-based practices to support low-performing schools.

The following sections summarize specific areas in Title I in submitted state plans that address EL students.

Native Language Assessments (*ESEA section 111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*)

States were asked to provide a definition for “languages other than English that are present to a significant extent in the participating student population” and indicate which languages meet the given definition. There is quite a bit of variability in how states defined languages other than English that represented a significant part of the student population, but most states set a minimum percentage (e.g., 1% - 60%) of students either in tested grades or statewide as a or threshold for determining the languages beyond English that are present to a significant extent. Two states, Arizona and Tennessee, reported that they are English-only states, and therefore provided no definitions. Definitions can be found in Table 1 on the following page. As can be seen in Figure 1 below, 11 states identified Spanish as a language that is present to a significant extent. While some states identified other languages as significant (e.g., Arabic), five states did not identify any languages other than English as present to a significant extent.

Figure 1: Title I, Part A, 3. Native Language Assessments, i.



**Table 1: State’s Definition of Languages Other than English and Languages that Meet its Definition (Title I, Part A, 3. Native Language Assessments, i)**

States	3.i. Definition for languages other than English present to a significant extent	3.i. Languages that meet definition		
		Spanish	Arabic	Other
Arizona	“Arizona is an English-only state; therefore, the SEA does not have a definition or threshold for determining the languages, beyond English, that are present to a significant extent”			
Colorado	"5 percent or 1,000 persons, whichever is less, of the state grade-level English learner (EL) population eligible to be served or likely to be affected”	✓		
Connecticut	"Any language among more than 1 percent of its students to be present to a significant extent"	✓		
Delaware	“Any language present statewide in at least 5% of the EL population in tested grades"	✓ (Grades 3-8, 11)	✓ (Grade 11)	Haitian Creole (Grades 3-8, 11)
District of Columbia	"5 percent of the total tested student population"	✓		
Illinois	"Any world language spoken by more than 60 percent of English learners in the state" *Note: State plan indicates information is in Appendix E; significant languages not listed			
Louisiana	"Languages spoken by greater than 1% of all students statewide"	✓		
Maine	"The threshold of 3% of the tested student population"			Somali (Significant, but not at 3%)
Massachusetts	"Ten percent or more of students eligible to take assessments in the State"	✓		
Michigan	"Any language other than English that accounts for 10% or more of the English Learner student population is considered significant."	✓	✓	

States	3.i. Definition for languages other than English present to a significant extent	3.i. Languages that meet definition		
		Spanish	Arabic	Other
<b>Nevada</b>	"For purposes of identifying the 'languages present to a significant extent in the participating student population,' Spanish meets that definition."	✓		
<b>New Jersey</b>	"1. The most common language other than English spoken by the tested English learner population; and 2. Any native language other than English that is present in the English learner population for three or more years, spoken: a. By more than five percent of the total tested student population overall or in a given grade span; or b. By more than 20 percent of the total tested student population in a given county"	✓		
<b>New Mexico</b>	"When that language exceeds 10% of the total tested population"	✓		
<b>North Dakota</b>	"Any language spoken by an English learner population that is at or above 30% of the state English learner population"			
<b>Oregon</b>	"At least 9 percent of Oregon's student population in grades K-12"	✓		
<b>Tennessee</b>	"English has been established as the official and legal language of Tennessee and requires instruction in the public schools to be conducted in English unless the nature of the course would otherwise require (T.C.A. § 4-1-404). Thus, Tennessee does not administer summative assessments in languages other than English."			
<b>Vermont</b>	"The minimum threshold for a required assessment in a language other than English at 10% of the testing population"			

States were also asked to identify all assessments that are currently administered in languages other than English, whether any additional assessments in languages other than English are needed, and what their plans are for developing these needed assessments. Five states (Arizona, Connecticut, Maine, and Nevada, and Tennessee) did not list native language assessments in their original plans, five states (Delaware, Illinois, Maine, Michigan, and New Jersey) listed academic assessments in other languages that are needed, and four states (Arizona, Colorado, Oregon, and Tennessee) are not planning to develop assessments in languages other than English. This information can be found in Table 2 below.

**Table 2: Native Language Assessments Available in Each State (Title I, Part A, 3. Native Language Assessments, ii, iii, iv)**

States	3.ii. Native Language Assessment(s) listed?	3.ii. If yes, what language(s), grades, and content?	3.iii. Are academic assessments in other languages needed? If yes, which ones?	3.iv. Plan for developing assessments in languages other than English?
Arizona	N	Not applicable because state is English-only	Not relevant	Not relevant
Colorado	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>All Colorado Measures of Academic Success (CMAS) mathematics and science assessments</li> <li>Grades 3-5 language arts assessment</li> </ul> <b>All other languages:</b> <ul style="list-style-type: none"> <li>Local translations allowed</li> </ul>	N	N
Connecticut	N	No, but supports are listed	N	Y
Delaware	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>Grades 3-8 mathematics assessments</li> <li>Grades 3-8 science assessments</li> </ul>	<b>Spanish:</b> SAT mathematics <b>Haitian-Creole:</b> Unspecified content	Y
District of Columbia	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>Grades 3-8 and high school PARCC mathematics assessments</li> <li>Grades 5, 8, and biology science assessments</li> </ul>	N	Y

States	3.ii. Native Language Assessment(s) listed?	3.ii. If yes, what language(s), grades, and content?	3.iii. Are academic assessments in other languages needed? If yes, which ones?	3.iv. Plan for developing assessments in languages other than English?
Illinois	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>• PARCC mathematics assessments</li> </ul>	Translations for all languages where 30% or more of the EL population speaks the same language, other than English	Y
Louisiana	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>• Grades 3-8 The Louisiana Education Assessment Program (LEAP) 2025</li> <li>• High school end-of-course (EOC) tests for mathematics</li> </ul>	N	Y
Maine	N	“The Maine DOE does not currently provide any of our required state assessments in a language other than English.”	<b>Somali:</b> Mathematics and science assessments	Y
Massachusetts	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>• Grade 10 mathematics Massachusetts Comprehensive Assessment System (MCAS) tests and retests</li> </ul>	N	Y
Michigan	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>• Grades 3-8 mathematics assessments</li> <li>• Grades 5, 8,11 social studies assessments</li> <li>• Grades 4, 7, 11 science assessments</li> </ul> <b>Arabic:</b> <ul style="list-style-type: none"> <li>• Grades 5, 8,11 social studies assessments</li> <li>• Grades 4, 7, 11 science assessments</li> </ul>	<b>Arabic:</b> Mathematics assessments	Y
Nevada	N	“Nevada administers required assessments in English.”	N	Y
New Jersey	Y	<b>Spanish:</b> <ul style="list-style-type: none"> <li>• Grades 3-12 mathematics assessments</li> <li>• Grades 4, 8, biology science assessments</li> </ul>	<b>Spanish:</b> English language arts assessments	Y

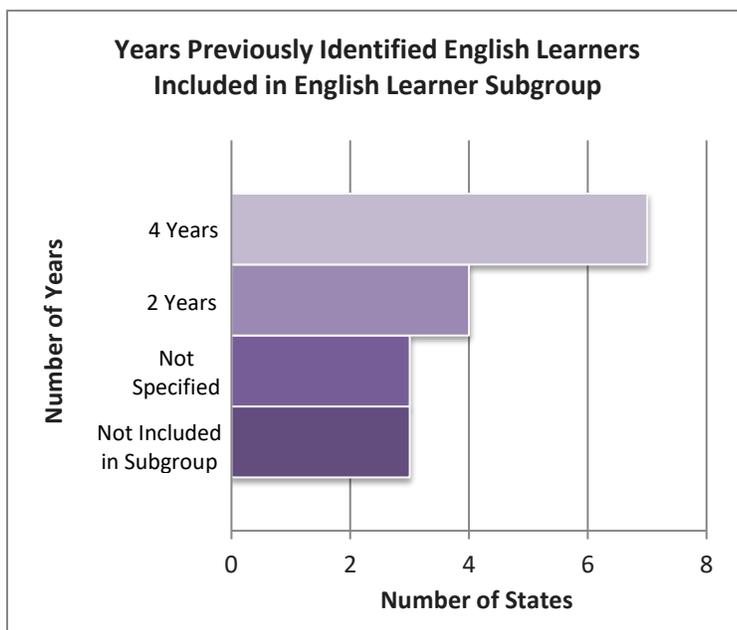
States	3.ii. Native Language Assessment(s) listed?	3.ii. If yes, what language(s), grades, and content?	3.iii. Are academic assessments in other languages needed? If yes, which ones?	3.iv. Plan for developing assessments in languages other than English?
New Mexico	Y	<p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>•Grades 4, 7, 11 science assessments</li> <li>•Grades 3-8, Algebra I, Geometry, Algebra II</li> <li>•Grades 3-8, high school reading assessments</li> </ul> <p><b>Child's home language:</b></p> <ul style="list-style-type: none"> <li>•Preschool: Early reading assessment/screening tool in grades K-2</li> </ul>	N	Y
North Dakota	Y	<p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>•Grades 3-8, 10 Smarter Balanced stacked translations available for mathematics assessment</li> </ul>	N	Y
Oregon	Y	<p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>•Oregon Assessment of Knowledge and Skills (OAKS) science and social Science assessments</li> <li>•Smarter Balanced math assessment stacked translation</li> </ul>	N	N
Tennessee	N	Not applicable because state is English-only	Not relevant	Not relevant
Vermont	Y	<p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>•All tested grades: Stacked Spanish assessments for Smarter Balanced English language arts and mathematics assessments</li> </ul>	N	Y

## Statewide Accountability (ESEA section 111(c) and (d))

### **SUBGROUPS (ESEA section 111(C)(2))**

States indicated whether or not they plan to include previously identified ELs in the EL subgroup on state assessments for accountability purposes. If previously identified ELs are included, states also must indicate the length of time they will be in this subgroup. Eleven states include previously identified ELs in the EL subgroup for either two or four years, whereas three states do not include them in the EL subgroup (see Figure 2 and Table 5).

Figure 2: Title I, Part A, 4. Statewide Accountability, i.c.



In terms of options for assessing recently arrived ELs (students who have entered the country and have been enrolled in a U.S. school for less than 12 months), states are allowed to select one of three choices related to test taking. The choices found in the consolidated state plan template were:

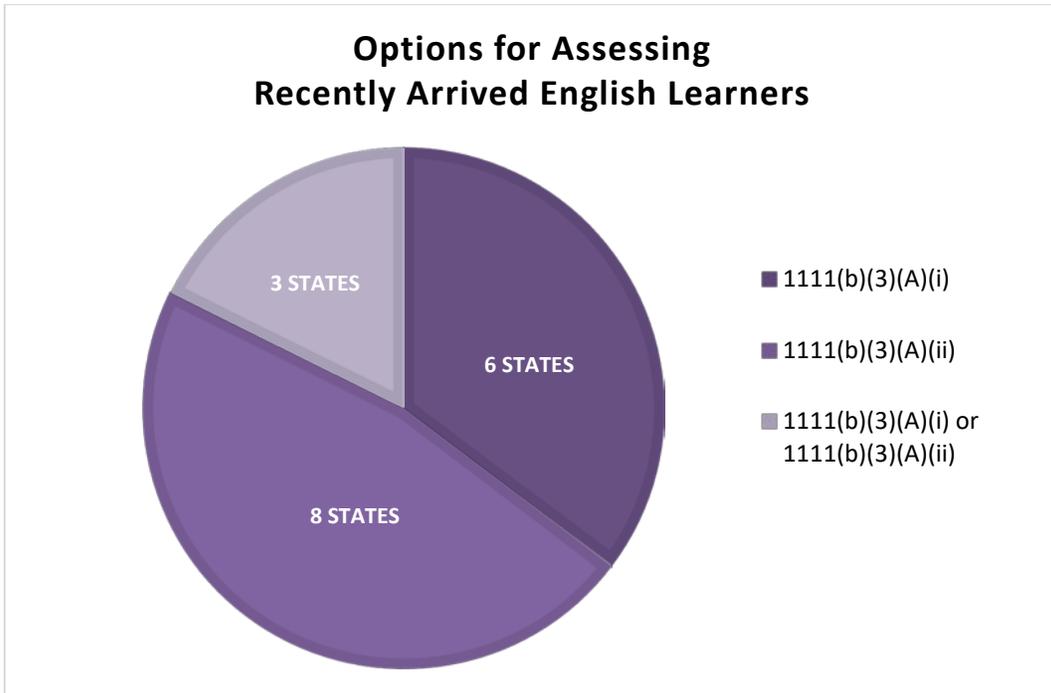
- 1111(b)(3)(A)(i) – the option to exclude recently arrived ELs from one administration of the reading or language arts assessment;
- 1111(b)(3)(A)(ii) – the option of assessing and reporting the performance of recently arrived ELs on the reading or language arts and mathematics assessments; or
- “Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the state will choose which exception applies to a recently arrived English learner.”<sup>3</sup>

As Figure 3 shows, six states applied the exception under ESEA section 1111(b)(3)(A)(i), eight states applied the exception under ESEA section 1111(b)(3)(A)(ii), and three states applied the exception under ESEA section 1111(b)(3)(A)(i) or 1111(b)(3)(A)(ii). Table 3 also indicates minimum number of

<sup>3</sup> U.S. Department of Education. (2017). *Revised State Template for the Consolidated State Plan: The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*. Retrieved from <https://www2.ed.gov/admins/lead/account/stateplan17/revisedessastateplanguidance.docx>

EL students that the state determines as necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes. For EL students, minimum n-size reported in plans ranged from 10-30.

Figure 3: Title I, Part A, 4. Statewide Accountability, i.c.



**Table 3: Statewide Accountability Systems as Related to EL students (Title I, Part A, 4. Statewide Accountability, i.c, i.d, ii.a)**

States	4.i.c. Are previously identified ELs in EL subgroup?	4.i.c. If yes, for how long?	4.i.d. If applicable, which exception option under ESEA will States use for recently arrived ELs?	4.ii.a. Minimum N-size for ELs
Arizona	Y	Not specified	1111(b)(3)(A)(ii)	20
Colorado	Y	4 years	1111(b)(3)(A)(i) or 1111(b)(3)(A)(ii) <sup>4</sup>	<ul style="list-style-type: none"> <li>• Minimum of 16 students for achievement and graduation rate indicators</li> <li>• Minimum of 20 students for growth indicators</li> </ul>
Connecticut	Y	Up to 4 years	1111(b)(3)(A)(ii)	20
Delaware	Y	4 years	1111(b)(3)(A)(ii)	15
District of Columbia	Y	Not specified	1111(b)(3)(A)(i)	10
Illinois	N	Not applicable	1111(b)(3)(A)(ii) <sup>5</sup>	25
Louisiana	Y	2 years	1111(b)(3)(A)(ii)	10
Maine	Y	2 years	1111(b)(3)(A)(i) or 1111(b)(3)(A)(ii)	10
Massachusetts	Y	2 years (will possibly increase to 4 years, p. 45)	1111(b)(3)(A)(ii)	20

<sup>4</sup> The Colorado state plan has “Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. §200.16(c)(4)(i)(B)” selected, which was the notation used in the original (not revised) consolidated state plan template. The revised template uses the notation found in the table above.

<sup>5</sup> The Illinois state plan has “Exemption under 34 C.F.R. § 200.16(c)(3)(ii)” selected, which was the notation used in the original (not revised) consolidated state plan template. The revised template uses the notation found in the table above.

States	4.i.c. Are previously identified ELs in EL subgroup?	4.i.c. If yes, for how long?	4.i.d. If applicable, which exception option under ESEA will States use for recently arrived ELs?	4.ii.a. Minimum N-size for ELs
Michigan	N	Not applicable	1111(b)(3)(A)(i) or 1111(b)(3)(A)(ii)	10
Nevada	Y	4 years	1111(b)(3)(A)(ii)	10
New Jersey	Y	Not more than 4 years	1111(b)(3)(A)(i)	20
New Mexico	Y	Not specified	1111(b)(3)(A)(i)	<ul style="list-style-type: none"> <li>• A minimum group size of 20 for reporting</li> <li>• No minimum for the calculation of growth or proficiency</li> <li>• A minimum of 10 for the post hoc evaluation of protected subgroups</li> <li>• A participation minimum of 30</li> </ul>
North Dakota	Y	2 years	1111(b)(3)(A)(i) <sup>6</sup>	N>9
Oregon	Y	4 years	1111(b)(3)(A)(i)	20
Tennessee	Y	4 years	1111(b)(3)(A)(ii) <sup>7</sup>	30
Vermont	N	Not applicable	1111(b)(3)(A)(i)	25

<sup>6</sup> “North Dakota will allow the exemption of one administration of the reading and language arts portion of the North Dakota State Assessments (NDSA)/ North Dakota Alternate Assessments (NDAA) during the first twelve months of the EL’s attendance in school in the United States.”

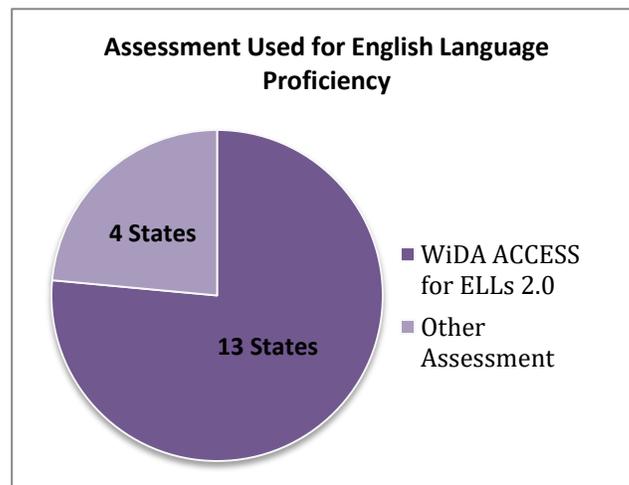
<sup>7</sup> Tennessee does not check off or indicate the exception notation but instead describes the exception under 1111(b)(3)(A)(ii): “Tennessee proposes utilizing the new flexibility option in ESSA that allows states up to three years before fully including RAEs achievement results on state assessments in accountability. In year one, RAEs would participate in state assessments, and those results would be excluded from accountability. In year two, RAEs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability. Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability” (pp.67-68 of the Tennessee ESSA State Plan).

## Establishment of Long-term Goals: English Language Proficiency (ESEA section 1111(c)(4)(a)(ii))

English language proficiency (ELP) requirements, which were previously located within Title III under No Child Left Behind, are now housed within Title I. Table 4 provides an overview of states' goals for ELP progress at both the individual and group levels, as well as the interim progress goals and the indicator to be used for assessing progress. For student-level goals, most states have indicated that goals will vary based on the EL student's initial proficiency levels, with additional considerations that include grade level or time in language instruction programs. For group-level goals, states vary in baseline proficiency rates (range 12%-63%) and long-term-goal percentages (15%-100%). For interim progress rates, 14 plans look at progress every year, and the range for growth is from .38% to 13%. Three plans set 3 year progress intervals, and they range from 5% to 14% increase.

More detailed descriptions of each of these are available in Table 9, located in the Appendix. It is important to note that the majority of states (i.e., 10 out of 17) indicated that they will reassess their ELP goals after receiving updated student assessment data. (States that will reassess their ELP goals are marked by an asterisk in Table 4.)

Figure 4: Title I, Part A, 4. Statewide



### INDICATORS (ESEA section 111(c)(4)(b))

Although there is some variability in states' choice of ELP assessment, most of the 17 submitted plans use the WiDA ACCESS for ELLs 2.0 (Figure 4). Descriptions of ELP indicators are also found in Table 4.

**Table 4: States' Long-Term Accountability Goals for English Language Proficiency (Title I, Part A, 4. Statewide Accountability, iii.c.1, iii.c.2, iv.d)**

State	English Language Proficiency (ELP)			
	4.iii.c.1 Student-level goals	4.iii.c.1. Group-level goals	4.iii.c.2 Interim progress	4.iv.d. Indicator
Arizona	Varies based on initial AZELLA score, age at time of initial AZELLA test	<b>Baseline</b> = 30% making proficiency progress in 2016 <b>Long-term goal</b> = 60% by 2028	3% increase every year	Arizona English Language Learner Assessment (AZELLA)
Colorado*	Varies based on initial English proficiency levels, age, and grade level	<b>Baseline</b> = 12% meeting proficiency criteria current year <b>Long-term goal</b> = 15% by 2024	Approximately .38% increase every year	WiDA ACCESS for ELLs 2.0
Connecticut*	Preliminary analyses indicate maximum number of years to mastery may be set at five	<b>Baseline</b> = 40% of growth target achieved in 2015-16 <b>Long-term goal</b> = 100% in 2029-30	Approximately 14% increase every 3 years	LAS Links Assessment
Delaware*	Varies from three to six years depending on the Year 1 baseline	<b>Baseline</b> = 41.3% meeting growth target in 2016 <b>Long-term goal</b> = 77.1% in 2030	Approximately 2% increase every year	WiDA ACCESS for ELLs 2.0
District of Columbia	Five years was the average time it takes for ELs in DC to reach proficiency	<b>Baseline</b> = 46% met growth targets in 2015-16 <b>Long-term goal</b> = 85% by 2038-39	Approximately 2% increase every year	WiDA ACCESS for ELLs 2.0
Illinois*	Based on grade, English proficiency composite score, and time it takes to reach proficiency	<b>Baseline</b> = 63% meeting growth goal in 2016 <b>Long-term goal</b> = 90% in 2032	Approximately 5% increase every 3 years	WiDA ACCESS for ELLs 2.0
Louisiana*	Depending on entry proficiency level, maximum of seven years to reach proficiency	<b>Baseline</b> = 45% improved at least on proficiency level from prior year <b>Long-term goal</b> : 63% in 2025	2% increase every year	New ELP assessment (TBA)
Maine*	Considers initial proficiency level and amount of time in language instruction programs	<b>Baseline</b> = 30% made progress toward goals in 2016 <b>Long-term goal</b> = 90% in 2030	12% increase every 3 years	WiDA ACCESS for ELLs 2.0

State	English Language Proficiency (ELP)			
	4.iii.c.1 Student-level goals	4.iii.c.1. Group-level goals	4.iii.c.2 Interim progress	4.iv.d. Indicator
Massachusetts	Consider proficiency scores, grade level, and amount of time in language instruction programs	<b>Baseline</b> = 61.8% met or exceeded growth-to-proficiency target in 2016 <b>Long-term goal</b> = 81% in 2022	3.2% increase every year	WiDA ACCESS for ELLs 2.0
Michigan	Based on initial performance level and relevant time inside the EL program	<b>Baseline</b> = 25% of schools meeting goal in 2016-17 <b>Long-term goal</b> = 75% in 2024-25	Approximately 6% increase every year	WiDA ACCESS for ELLs 2.0
Nevada	Considers initial proficiency level and amount of time in language instruction programs	<b>Baseline</b> = 24.6% achieved proficiency in 2016 <b>Long-term goal</b> = 90% in 2022	13% increase every year	WiDA ACCESS for ELLs 2.0
New Jersey*	Considers ELP level at time of identification and time enrolled in an LEA	<b>Baseline</b> = 81% progressing toward proficiency in 2017-18 <b>Long-term goal</b> = 86% in 2022-23	1% increase every year	WiDA ACCESS for ELLs 2.0
New Mexico*	Based on grade level at entry and their proficiency at entry	<b>Baseline</b> = 43% ACCESS proficiency in 2016 <b>Long-term goal</b> = 55% in 2022	2% increase every year	WiDA ACCESS for ELLs 2.0
North Dakota	Based on proficiency level on first ELP assessment	<b>Baseline</b> = 58% meeting interim progress goals currently <b>Long-term goal</b> = 72% in 2024	2.33% increase every year	WiDA ACCESS for ELLs 2.0
Oregon*	Uses the initial ELP level, current ELP level, and years identified as an English learner	<b>Baseline</b> = 45% in 2017-2017 <b>Long-term goal</b> = 90% in 2024-25	5-6% increase every year	ELPA21
Tennessee*	Dependent on a student's level of English proficiency in the prior year	<b>Baseline</b> = 51.3 % of students meeting growth standard in 2015-16 <b>Long-term goal</b> = 75% 2024-25	2.37% increase every year	WiDA ACCESS for ELLs 2.0
Vermont	Varies according to initial level of proficiency	<b>Baseline</b> = 55% attained ELP within timeline in 2009-10 <b>Long-term goal</b> = 100% by 2025	5% increase every year	WiDA ACCESS for ELLs 2.0

\* = Will reassess goals based on upcoming data

## Title II, Part A: Supporting Effective Instruction

### Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*)

Title II provides funding to states and LEAs to improve the quality and effectiveness of teachers, principals, and other school leaders. Specifically for EL students, Title II, Part A, Section 4 in the *Revised State Template for the Consolidated State Plan* asked states to describe how SEAs will support teachers, principals, or other school leaders in improving their skills to better identify and support EL students. Samples of each state's response are provided in Table 5. Table 5 also includes a column that shows whether state plans specifically mention how states will support educators working with EL students in Title II, Part A, Section 4. Out of the 17 state plans, 13 state plans specifically mention EL students in this section of Title II, and four plans do not. However, if the state does not specifically mention ELs in their plans, this does not mean that they do not support educators of EL students through other state initiatives or programs.

**Table 5: States’ Plans for Improving Skills for Educators of English Learners (Title II Part A, 4. Improving Skills of Educators)**

States	Does State Plan Specifically Mention EL Students?	Examples
Arizona	Y	Professional development to help meet challenges in the Structured English Immersion or mainstream classroom <ul style="list-style-type: none"> <li>• Workshop on foundational writing instruction in the K-2 Structured English Immersion classroom</li> <li>• Workshop on the Individual Language Learner Plan as a plan to ensure teachers effectively differentiate for ELL students</li> <li>• A two-day academy that acquaints new teachers with the requirements of the four hour SEI Models, instructional components, and the English Language Proficiency Standards</li> </ul>
Colorado	Y	<ul style="list-style-type: none"> <li>• Professional learning opportunities for teachers and district administrators that enable them to meet the needs of English learners (ELs) through culturally responsive practices and standards-based instructional strategies for making mathematics and reading more accessible to ELs</li> </ul>
Connecticut	Y	<ul style="list-style-type: none"> <li>• Statewide activities that promote evidence-based instructional practices/pedagogy for English learners, including effective accommodations used in general education classes, as well as supports used by TESOL teachers</li> </ul>
Delaware	N	<ul style="list-style-type: none"> <li>• Incentivizing – Reimagining Professional Learning Grants</li> <li>• Training – directors of instruction trained in each of the professional learning standards via the Teaching and Learning Cadre and Literacy Coalition</li> <li>• Technical assistance – during the Consolidated Grant writing process</li> <li>• Support structures – school site visits, teacher leader academies, eLearning resources</li> <li>• Program evaluation support – educating central office staff members and modeling the evaluation of program effectiveness according to Guskey’s 5 Levels for Evaluating Professional Development framework</li> <li>• Applying the Guskey framework to the evaluation of DDOE-led initiatives</li> <li>• Stakeholder engagement – development of a statewide vision for professional learning and gathering feedback</li> </ul>

States	Does State Plan Specifically Mention EL Students?	Examples
<b>District of Columbia</b>	Y	<ul style="list-style-type: none"> <li>• Intensive training series for LEAs serving students with disabilities who are ELs</li> <li>• English Learner Guidebook that includes procedural requirements of identification, reclassification, and monitoring, as well as instructional best practices and resources for program evaluation</li> <li>• Annual Summer Institute for educators to engage with national experts on federal EL policies, share and highlight DC promising practices that have successfully strengthened student achievement for ELs, and learn reading and writing instructional strategies that improve outcomes</li> <li>• Master Teacher Cadres for English learners</li> </ul>
<b>Illinois</b>	N	<p>Systematic professional learning, training, technical assistance, and coaching that allows for differentiated services to LEAs through:</p> <ul style="list-style-type: none"> <li>• IL EMPOWER</li> <li>• The Illinois Data FIRST project</li> <li>• Ed360</li> <li>• The Illinois Virtual School</li> <li>• Online Impact</li> </ul>
<b>Louisiana</b>	Y	<ul style="list-style-type: none"> <li>• LDE has created a complete grade 3 through 12 English language arts curriculum and with modifications for English language learners</li> </ul>
<b>Maine</b>	Y	<ul style="list-style-type: none"> <li>• Ensure educators in all districts have the requisite knowledge, skills and abilities to identify English learners, and more importantly, deliver instruction based on those needs</li> </ul>
<b>Massachusetts</b>	Y	<ul style="list-style-type: none"> <li>• English Learner – Educator Resources</li> <li>• Guidance on Identification, Assessment, Placement, and Reclassification of English learners</li> <li>• Guidance for Defining and Implementing Two Way Immersion and Transitional Bilingual Education Programs</li> <li>• Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide</li> <li>• The RETELL initiative (Rethinking Equity in the Teaching of English Language Learners) represents a commitment to address the persistent gap in academic proficiency experienced by English learners</li> </ul>

States	Does State Plan Specifically Mention EL Students?	Examples
<b>Michigan</b>	Y	<ul style="list-style-type: none"> <li>• Several initiatives to support the specific learning needs of English learners</li> <li>• Each initiative includes efforts to improve the skills of teachers, principals, and other school leaders in identifying specific learning needs and delivering effective instruction based on those needs</li> </ul>
<b>Nevada</b>	Y	<ul style="list-style-type: none"> <li>• Strategies to increase the quality and quantity of teachers, principals, and other school leaders who identify and provide high-quality instruction to students with specific learning needs (English learners)</li> <li>• Ensure that these students are not taught at higher rates by inexperienced, not-fully-certified, or ineffective teachers at greater rates than their peers</li> </ul>
<b>New Jersey</b>	N	<p>New Jersey Tiered System of Support (NJTSS) includes:</p> <ul style="list-style-type: none"> <li>• Key resources and a process, based on implementation science, that LEAs can use to launch NJTSS. Through the establishment of LEA and school leadership teams, both of which include educators, administrators and parents, the process fosters sustainability and provides ongoing opportunities for improving teacher quality and effectiveness</li> <li>• Multi-day training on NJTSS that engages a small group of interested LEAs planning implementation with support from educators currently implementing a tiered system of support, NJDOE, higher education institutions and other stakeholders</li> <li>• Intense support for NJTSS implementation in kindergarten through grade three for 60 schools in at least 30 LEAs during the next five years. The support will be funded through a grant from the U.S. Department of Education's Office of Special Education Programs</li> </ul>
<b>New Mexico</b>	Y	<ul style="list-style-type: none"> <li>• Academic Language Development for All is a comprehensive training for teachers and administrators to improve the academic and language learning outcomes of ELs and culturally and linguistically diverse (CLD) students</li> <li>• Culturally and Linguistically Responsive Instruction is a professional learning opportunity for teams of educators interested in transforming their schools into culturally and linguistically responsive learning environments that better engage all students— including ELs—for learning</li> </ul>
<b>North Dakota</b>	Y	<ul style="list-style-type: none"> <li>• Professional learning offered to principals, teachers, and administrators to support school leadership mentoring, provide professional support for a multi-tiered leadership opportunity, support teacher effectiveness, addresses equity gaps, build their content knowledge in English learners</li> </ul>

States	Does State Plan Specifically Mention EL Students?	Examples
Oregon	Y	<ul style="list-style-type: none"> <li>Professional development that is specifically focused on closing gaps in beliefs, opportunity, and achievement for English learners</li> </ul>
Tennessee	Y	<p>Provide training:</p> <ul style="list-style-type: none"> <li>Designed to better prepare participants in understanding the needs of EL students and the process of second language acquisition</li> <li>Intended to build knowledge of the WIDA standards and assessment to support instruction and use classroom-ready strategies to scaffold and differentiate Tier I instruction</li> <li>Focused on the role of instruction and intervention in supporting a continuum of services for English learners and how to approach language development within the RTI<sup>2</sup> framework</li> <li>Include EL strategies folded into general education sessions, to support teachers in reaching all students, including English learners</li> </ul>
Vermont	N	<p>Vermont Leader's Professional Learning Academy/Institute will:</p> <ul style="list-style-type: none"> <li>Concentrate on improving the capacity of school leaders, primarily those leading schools identified for Comprehensive or Targeted Support.</li> <li>Employ a curriculum informed by input from stakeholders (state accountability data and evidence collected from the Education Quality Review process) and aligned with Standards including Vermont's Professional Learning Standards, Education Quality Standards, and the Core Teaching and Leadership Standards for Vermont Educators</li> <li>Develop outcome-oriented performance metrics that will be utilized to measure the impact of the professional learning in areas such as standards-based, data-driven, and differentiated instruction, equitable access to high quality instruction, cultural competence, subject and content-specific issues, and the effective leveraging of resources to address equity and excellence</li> <li>Utilize the VT-AOE Leadership Team model as the foundational forum for ongoing conversation and review of the initiative to support evidence gathering</li> <li>Minimize duplication of effort by collaborating with other professional learning providers in the development and implementation stages of the professional learning</li> </ul>

## Title III: Part A, Subpart 1: English Language Acquisition and Language Enhancement

Title III's primary purpose is to ensure that EL students attain English proficiency and a high level of academic achievement. To do so, Title III assists teachers, principals, and other school leaders in increasing their capacity to provide effective instructional programs to EL students. Although ESSA shifts accountability for English language proficiency from Title III to Title I, Title III continues to authorize grants to SEAs to improve the education of EL students, including immigrant students.

### Entrance and Exit Procedures (*ESEA section 3113(b)(2)*)

States were asked to identify their entrance procedures for identifying English learners and exit procedures for recognizing when students reach proficiency. For entrance procedures, all 17 state plans describe using a screening or identification test for English language proficiency (ELP), and most plans (13 out of 17) also include a home language survey as part of entrance procedures. Exit procedures vary, but for the most part involve a minimum score requirement (usually a composite of all four language domains of reading, writing, listening, and speaking) on the states' ELP test. Most states (13 out of 17) use the WiDA ACCESS for ELLs 2.0 assessment to measure students' English proficiency as part of their exit procedure. Overviews of the entrance and exit processes can be found in Table 6.

### SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*)

States described their plans for supporting "eligible entities" in meeting long-term ELP goals and state standards.<sup>8</sup> Descriptions for support vary state to state, but frequent supports that are offered include professional learning, technical assistance, and instructional resources. These plans are summarized in Table 7.

### Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*)

Brief descriptions of each state's plan for monitoring progress of entities who receive a Title III, Part A subgrant in helping EL students achieve English language proficiency are listed in Table 8. There is wide variation in states' descriptions for how they would monitor progress, but information included in plans involved the departments within the SEA that would be responsible for oversight

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<sup>8</sup> ESSA defines "eligible entities" for Title III as: (A) one or more local educational agencies; or (B) one or more local educational agencies, in consortia or collaboration with an institution of higher education, educational service agency, community-based organization, or state educational agency (Title III, Part B, Section 3201, p. 212).

and timeframe for evaluations (e.g., annually, biannually). Areas that would be monitored include tiered supports, fiscal compliance, data, and impact/outcome measures.

**Table 6: States’ Entrance and Exit Procedures for English Learners (Title III, Part A, Subpart 1, 1. Entrance and Exit Procedures)**

States	Entrance procedures	Exit procedures
Arizona	Parent survey followed by AZELLA Placement test	A "Proficient" score on the Reading domain, the Writing domain, and overall on AZELLA
Colorado	WIDA Screener	WiDA ACCESS for ELLs 2.0
Connecticut	Home Language Survey followed by the English language proficiency (ELP) assessment	English language proficiency test score of a LAS Links overall of 4 or higher as well as a score of 4 or higher on the LAS Links reading and writing components
Delaware	Delaware Home-Language Survey followed by the Standardized Identification Screening Process and then the W-APT, Kindergarten MODEL assessment, or Delaware Alternative EL Identification Protocol	WiDA ACCESS for ELLs 2.0 composite proficiency level of 5.0 or higher
District of Columbia	OSSE Parent Home-Language Survey followed by LEA administration of state-approved pre-screeners	Composite score of level 5 (in the four domains of listening, speaking, reading, and writing) on the WIDA ACCESS for ELLs 2.0
Illinois	Home language survey followed by a prescribed screening instrument	Overall composite score of 5.0, a reading proficiency level of 4.2, and a writing proficiency level of 4.2 on WIDA ACCESS for ELLs 2.0
Louisiana	Home Language Use Survey followed by English Language Proficiency Screener	A new English Language Proficiency assessment will be administered, so exit criteria have not been established
Maine	Maine’s Home Language Survey (HLS) followed by the WIDA ACCESS Placement Test (W-APT)	A composite score of Level 6 on WIDA ACCESS for ELLs 2.0
Massachusetts	The WIDA consortium English language proficiency screeners (the W-APT and the MODEL)	A composite (reading, writing, listening, speaking) WiDA ACCESS for ELLs 2.0 score of 5.0 and a literacy (reading, writing) score of 4.5

States	Entrance procedures	Exit procedures
<b>Michigan</b>	Home Language survey followed by the WIDA Screener (Since Screener has limited ability to detect English proficiency on all domains for grades PreK-2, the MDE requires administering a state-approved literacy assessment as well).	A composite score of 5.0 or higher on the annual WiDA ACCESS for ELLs 2.0, minimum scores of 4.5 in all four domains, and demonstrate grade level proficiency in literacy
<b>Nevada</b>	The WIDA Screener	On the WiDA ACCESS for ELLs 2.0 or Alternate ACCESS, minimum score of 5.0 for both the Composite and Literacy sub-score
<b>New Jersey</b>	Standardized New Jersey Home-Language Survey followed by the Standardized Identification Screening Process and then Multiple Indicators for Identification (i.e., a WIDA language proficiency assessment and one additional indicator)	Composite proficiency score of 4.5 or higher on WiDA ACCESS for ELLs 2.0 or WIDA MODEL followed by completion of an English Language Observation Form to support exit decision.
<b>New Mexico</b>	WIDA's online Screener for grades 1-12 (W-APT for Kindergarten)	A score of 5.0 or greater on WiDA ACCESS for ELLs 2.0
<b>North Dakota</b>	Home Language Survey (HLS) followed by the WIDA Screener (online or paper) grades 1-12 or WIDA MODEL K-12	Score of 3.5 in each domain and a 5.0 required for the composite proficiency level (composite score is 35% reading, 35% writing, 15% listening, and 15% speaking proficiency levels) on WiDA ACCESS for ELLs 2.0
<b>Oregon</b>	Language Use Survey followed by the Oregon English Language Proficiency screener	Oregon plans to rely primarily on student performance on the state's adopted summative English Language Proficiency Assessment (ELPA) for English Learner (EL) exiting decisions - most students that receive a Proficiency determination based on their ELPA results will be exited from the EL program
<b>Tennessee</b>	Home language survey followed by the WIDA-ACCESS Placement Test (W-APT)	Must obtain both a composite and a literacy score of 5.0 on WiDA ACCESS for ELLs 2.0 (Additional exit criteria are being researched including final course grades and/or results on district or local assessments. Performance on an academic content assessment is not used in the exit criteria for EL students.)
<b>Vermont</b>	Home language survey followed by the WIDA Screener	Composite proficiency score of 5.0 on WiDA ACCESS for ELLs 2.0 and a minimum score of 4.0 or higher on the reading and writing domains

**Table 7: Excerpts from State Plans on How States Would Support English Learners Achieve English Proficiency (Title III, Part A, Subpart 1, 2. SEA Support for English Learner Progress)**

States	2.i. and 2.ii. How the SEA will assist eligible entities in meeting long-term English proficiency goals and State academic standards.
<b>Arizona</b>	Education Program Specialists assist in: <ul style="list-style-type: none"> <li>• Utilizing the English Language Proficiency Standards (ELPS)</li> <li>• Professional development provided to support effective language acquisition programs</li> <li>• ELPS aligned to state's academic content standards and cross-walk developed to assist English learners in meeting standards</li> </ul>
<b>Colorado</b>	CDE Office of Culturally and Linguistically Diverse Education (CLOE) offers: <ul style="list-style-type: none"> <li>• Professional learning opportunities</li> <li>• Collaboration with Colorado stakeholders</li> <li>• Resources to enhance, improve, develop, and evaluate Language Instruction Programs (LIPs) for English learners (ELs)</li> </ul>
<b>Connecticut</b>	Connecticut English Language Proficiency (CELP) Standards involve the language necessary to engage in the linguistic features of the content-specific academic standards
<b>Delaware</b>	SEA will: <ul style="list-style-type: none"> <li>• Develop a systematic support structure to assist all eligible entities in meeting the state-designed long-term goals, measurements of interim progress, and challenging state academic standards</li> <li>• Continue to refine EL education and supports through the intentional analysis of data</li> </ul>
<b>District of Columbia</b>	Variety of strategies: <ul style="list-style-type: none"> <li>• WIDA Consortium Standards and Professional Development Materials</li> <li>• English Learner Guidebook, EL Summer Symposium</li> <li>• Post-Baccalaureate Certificate Program</li> <li>• Training and Technical Assistance</li> </ul>
<b>Illinois</b>	SEA will: <ul style="list-style-type: none"> <li>• Assist English learners showing significant lags in academic progress</li> <li>• Work directly with or provide technical assistance to districts (assistance will include backward planning to provide appropriate cultural and linguistic strategies for English learners)</li> </ul>
<b>Louisiana</b>	SEA will: <ul style="list-style-type: none"> <li>• Provide training</li> <li>• Develop comprehensive set of instructional resources to help English Language Learners access content</li> <li>• Support an ELL coaching model (in partnership with SC3 Comprehensive Center)</li> </ul>

States	2.i. and 2.ii. How the SEA will assist eligible entities in meeting long-term English proficiency goals and State academic standards.
<b>Maine</b>	<p>The Maine DOE will:</p> <ul style="list-style-type: none"> <li>• Undertake a consolidated monitoring process for all federal programs</li> <li>• Review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports</li> <li>• Use the DirigoStar electronic, dynamic platform that allows the consolidated application, report card data, and improvement plans for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes</li> </ul> <p>A regional support network of twelve coaches and mentors will:</p> <ul style="list-style-type: none"> <li>• Be part of the dynamic continuous improvement process</li> <li>• Provide tiered, differentiated supports on the basis of the individual needs of the school</li> </ul> <p>The superintendents will:</p> <ul style="list-style-type: none"> <li>• Increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes</li> </ul>
<b>Massachusetts</b>	<p>SEA will provide:</p> <ul style="list-style-type: none"> <li>• Technical assistance (one-on-one phone calls or visits to districts, periodic face-to-face meetings or conferences, and/or webinars)</li> <li>• Professional development to support ELs in making progress in English proficiency or in state academic content areas</li> </ul>
<b>Michigan</b>	<p>MDE will convey the following expectations to local programs:</p> <ul style="list-style-type: none"> <li>• Continue to enroll EL preschoolers in Title III programs</li> <li>• Deliver research-based instructional practice</li> <li>• Implement evidence-based professional development plan focused on second language development and bilingual instruction</li> <li>• Support coaching and mentoring of teachers</li> <li>• Address needs of long terms ELs by using Laurie Olson's " Meeting the unique needs of long term English learners</li> <li>• Support newly arrived adolescent ELs by providing flexible course scheduling and skilled teachers</li> <li>• Ensure all LEAs provide ELs access to Title I and other state /federal supplemental funds and services</li> <li>• Provide effective outreach to parents and families and the community support ELs with disabilities</li> <li>• Engage in continuous improvement, program monitoring and evaluation.</li> </ul>
<b>Nevada</b>	Not available.
<b>New Jersey</b>	<p>LEAs will be provided:</p> <ul style="list-style-type: none"> <li>• Continued professional development (face-to-face trainings, online modules, training manuals, and district-specific technical assistance) associated with best practices for English learners, centered on the WIDA English Language Development Standards</li> <li>• Evidence-based classroom practices that support English learners in accessing content in all settings</li> </ul>

States	2.i. and 2.ii. How the SEA will assist eligible entities in meeting long-term English proficiency goals and State academic standards.
<b>New Mexico</b>	Accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The use of annual ELP growth targets ensures that schools are not motivated to prematurely exit students.
<b>North Dakota</b>	<p>The North Dakota Department of Public Instruction (NDDPI):</p> <ul style="list-style-type: none"> <li>• Provides a weighted factor of state funds for schools with English learners at levels 1-3 (funds used for language instruction education programs)</li> <li>• Administers Title III funds and subgrants funds to LEAs or consortia with English learners who meet the number minimums and apply for funds</li> <li>• Provides technical support to schools through one on one guidance, a monthly newsletter, and periodic memos and resources sent to EL professionals</li> <li>• Provides EL professional development through conferences and trainings, as well as written guidance and resources</li> </ul>
<b>Oregon</b>	<p>Some of the supports provided include:</p> <ul style="list-style-type: none"> <li>• Additional state funding</li> <li>• Coaching</li> <li>• Specialized professional development (on ELP standards and instructional strategies)</li> <li>• District identified needs assessment</li> <li>• Cultural responsive support (such as purchasing culturally relevant instructional materials)</li> <li>• Guidance on engaging parents and community members</li> <li>• Translation/interpretation guidance</li> <li>• Collaboration with advocacy groups and national experts</li> </ul>
<b>Tennessee</b>	<p>Some of the key supports include:</p> <ul style="list-style-type: none"> <li>• Embedding ESL strategies into state trainings for mathematics, ELA, science, social studies</li> <li>• Regional ESL advisors providing technical assistance and assist with issues related to assessment, accommodations, legal requirements, ePlan, planning, and other issues related to ESL needs</li> <li>• Districts determining type of LIEP they will use (e.g., push-in, pull-out, content-based, etc.) and curriculum and materials</li> </ul>
<b>Vermont</b>	<p>The VT-AOE will:</p> <ul style="list-style-type: none"> <li>• Follow the continuous improvement process outlined in Section A.4.viii.e to help eligible entities meet state long-term and interim targets and challenging academic standards</li> <li>• Develop needed assessment, and federal accountability data will drive continuous improvement planning. Equity gaps identified with the help of this data will result in the development of action plan components (tangible goals, measures, and improvement strategies) supporting ELs</li> <li>• Support these efforts through some combination of monitoring, evaluation, and the provision of technical assistance, with the specific supports varying from school to school and LEA to LEA, in accordance with each educational systems' needs</li> </ul>

**Table 8: States’ Plans for Monitoring Progress for Entities Receiving Title III, Part A Subgrant (Title III, Part A, Subpart 1, 3. Monitoring and Technical Assistance)**

States	3.i. and 3.ii. How the SEA will monitor progress for entities receiving Title III, Part A subgrant
Arizona	<ul style="list-style-type: none"> <li>• Monitors all eligible entities receiving Title III, Part A subgrant funds on a rotating annual basis</li> <li>• Includes a physical review of the identification process, required files and paperwork, and classroom language instruction</li> <li>• Select LEAs are monitored annually for fiscal Title III compliance. LEAs out of compliance programmatically or fiscally are found in corrective action status, are required to make adjustments, and are monitored again the following year. Any LEA with a corrective action finding is provided technical assistance by SEA Education Program Specialists, including professional learning for staff, teachers and administrators.</li> </ul>
Colorado	<ul style="list-style-type: none"> <li>• Title III application requires districts to outline the expected impact and/or outcomes for each proposed major activity funded with Title III funds</li> <li>• Monitoring will connect directly by confirming if the expected impact/outcome(s) were met or not met</li> <li>• If the grantee continues to not meet impact/outcomes measures over a three-year period, the COE will engage with the grantee to support and assist in determining if the activity should continue and how best to modify or enhance implementation so that the expected impact and outcomes are met</li> <li>• Monitoring that will align ESSA requirements is still in the development stages</li> </ul>
Connecticut	<ul style="list-style-type: none"> <li>• Tiered system of support provides baseline interventions and increases in intensity at each interim checkpoint if targets are not met</li> <li>• The Monitoring, Continuous Improvement, and Differentiated Support Plan outlines a tiered, systematic approach to SEA support and guidance provided to, and based on, LEA needs and challenges in meeting targets English language proficiency</li> <li>• Supports include self-assessment, site visits, school needs assessment with significant stakeholder involvement, in-depth program review, training modules of evidence based practices in improving English language proficiency</li> <li>• Training modules in fidelity of implementation will be required, as will periodic fidelity checklist and resource equity reviews</li> </ul>
Delaware	<ul style="list-style-type: none"> <li>• Will monitor all LEAs at a minimum once every five years (with additional needs-based monitoring if needed)</li> <li>• Monitoring efforts will be coordinated by one office within the SEA and will be a consolidated effort of the programs included for monitoring</li> <li>• Title III program manager will conduct site based monitoring of Title III/Title III Immigrant subgrantee programs using the established monitoring protocols</li> <li>• Will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment, which will be required as part of the consolidated grant application process</li> <li>• Will assist LEAs with alignment of appropriate interventions for long-term EL students and the coordination of services to address the needs of the whole child</li> <li>• May provide technical assistance to LEAs by monitoring and tracking longitudinal student achievement data of ELs and former ELs through early learning, elementary, middle, and high schools</li> </ul>
District of Columbia	<ul style="list-style-type: none"> <li>• OSSE will continue to conduct on-site monitoring of LEAs receiving federal Title III, Part A grants using OSSE's risk-based monitoring approach</li> <li>• Monitoring reviews will include a program and fiscal review of LEAs receiving supplemental federal funding for English learners</li> </ul>

States	3.i. and 3.ii. How the SEA will monitor progress for entities receiving Title III, Part A subgrant
	<ul style="list-style-type: none"> <li>OSSE hosts ongoing gatherings for LEAs and delivers technical assistance to role-specific points of contact from schools and LEAs. These meetings enable formation of practitioner communities to support upcoming implementation of key projects, troubleshoot common problems, and gather feedback from key users to inform policy and advance training tools and resources.</li> </ul>
<p><b>Illinois</b></p>	<ul style="list-style-type: none"> <li>ISBE will monitor the progress of English learners in attaining English language proficiency by collecting and analyzing data regarding students' growth and proficiency on the state's language proficiency assessment (viz., ACCESS 2.0)</li> <li>ISBE will oversee student data that crosswalks both English learners and former English learners' performance on the ACCESS 2.0 and the PARCC</li> <li>Schools in which scores of English learners and former English learners lag behind their non-EL counterparts on the PARCC will be provided interventions and supports</li> <li>School consistently demonstrating a lag in EL progress will be monitored to ensure native language programs are in adhere to research-based interventions and strategies that are consistent with WIDA's English Language Development Standards and services are provided with moderate to high levels of consistency</li> </ul>
<p><b>Louisiana</b></p>	<ul style="list-style-type: none"> <li>New monitoring system allows for an evaluation of every LEA every year for all federal programs against a set of pre-determined risk indicators</li> <li>Monitoring process addresses compliance, academic performance growth (overall and by subgroup), and fiscal risks over a two-year period. Risk indicators are weighted, assigned points, and ranked on a rubric</li> <li>Application of rubric yields a monitoring report card for each LEA that displays data and other relevant information used to make monitoring determinations</li> <li>The rubric, referred to as the monitoring report card (Appendix D), is also shared with LDE network teams to support coordination across the areas of program compliance and effectiveness in increasing student achievement</li> </ul>
<p><b>Maine</b></p>	<ul style="list-style-type: none"> <li>Maine DOE will review data within the NEO state-level data system on a regular basis to determine improvements from the accountability indicators and school determinations that will inform the levels of need and impact of the corresponding supports</li> <li>The DirigoStar electronic, dynamic platform will allow the comprehensive education plan and improvement plan for the SAUs to be in one location to assess the quality of the SEA implementation of strategies and progress on outcomes</li> <li>A regional support network of twelve coaches and mentors will provide tiered, differentiated supports on the basis of the individual needs of the schools</li> <li>The superintendents routinely examine steps to be taken to increase efficiencies, share effective practices, and collaborate in regionalized programs of professional development and service delivery models to increase student outcomes</li> </ul>
<p><b>Massachusetts</b></p>	<ul style="list-style-type: none"> <li>Annual Measurable Achievement Objectives (AMAO) data previously required under Section 3122 of the No Child Left Behind Act will be used to demonstrate effectiveness of Title III programs</li> <li>Beginning in School Year 2018-19, the reporting elements as required under Section 3121 that reflect data from the previous school year will be submitted</li> <li>In subsequent years reporting elements will be submitted and reviewed by SEA grant reviewers to identify areas where effectiveness of English learner programs appear to be weak</li> <li>In order to ensure weak programs are strengthened, the state will consult with Title III eligible entities regarding strategies or program models that may yield more effective program results</li> </ul>

States	3.i. and 3.ii. How the SEA will monitor progress for entities receiving Title III, Part A subgrant
<b>Michigan</b>	<ul style="list-style-type: none"> <li>• MDE will continue to monitor LEAs using current Title III Monitoring Indicators document that incorporates 50 best practices clustered into seven areas</li> <li>• MDE uses risk-based identification of LEAs in need of monitoring to ensure compliance with statutory and regulatory requirements</li> <li>• LEAs that fail to meet their annual/interim objectives for two years or more will be required to submit an improvement plan guided by language proficiency results and other academic achievement data</li> <li>• Technical assistance includes assisting LEAs in writing quality local Title III plans that consider ELs’ academic, social/emotional and health needs and determine how to utilize financial resources</li> </ul>
<b>Nevada</b>	<ul style="list-style-type: none"> <li>• NDE will develop a comprehensive monitoring system that provides primary focus on indicators that leverage increased student achievement and ensure compliance with federal requirements and the appropriate use of federal funds</li> <li>• Monitoring the LEA plan and data will be conducted by cross-departmental teams</li> </ul>
<b>New Jersey</b>	<ul style="list-style-type: none"> <li>• NJDOE will monitor its progress on implementation of the ESSA state plan by periodically reviewing the status of deliverables in all offices across NJDOE</li> <li>• Review will include both process and outcome data and indicate whether adjustments are needed</li> </ul>
<b>New Mexico</b>	<ul style="list-style-type: none"> <li>• The PED collects data submitted by LEAs on student demographics and academic data through the statewide student information system, Student Teacher Accountability Reporting System (STARS), four times a year</li> <li>• This data, along with a schools report card will be used to evaluate program effectiveness</li> <li>• PED, LEAs, and stakeholders will leverage information provided by the LEAs through required reports to measure and strategize areas of improvement of programs and activities funded under Title I-A, II-A, and III-A</li> <li>• PED will work with LEAs whose programs are not achieving the outcomes stated in their applications, required in statute, or mandated in state regulation</li> </ul>
<b>North Dakota</b>	<ul style="list-style-type: none"> <li>• NDDPI will monitor the progress of all schools of enrolled English learners through the use of the STARS data reports</li> <li>• Reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures for English learners</li> <li>• Schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement</li> <li>• NDDPI is working toward a consolidated monitoring system</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• Monitoring of Title III eligible entities is ongoing and systematic</li> <li>• Each eligible entity is reviewed based on its own unique EL needs and outcomes</li> <li>• Regular monitoring includes, but is not limited to: Annual review (Review of EL data, Review of Title III expenditures, etc.), Biennial review (Review of district local plans, etc.), Every 3 years (Review EL data trends on EL progress, Review and update technical assistance plan, etc.)</li> <li>• Based on all of the above criteria, a Title III eligible entity may be selected for Title III compliance monitoring</li> <li>• To assist eligible Title III districts with low EL outcomes, ODE proposes to use a system of support that is similar to the one currently in place to support districts identified under HB 3499</li> <li>• Title III support will complement the assistance provided by HB 3499 by providing additional opportunities to improve outcomes for English learners</li> </ul>

States	3.i. and 3.ii. How the SEA will monitor progress for entities receiving Title III, Part A subgrant
	<ul style="list-style-type: none"> <li>• ODE staff supporting the HB 3499 team and Title III will collaborate on district needs and provide a collaborative, cohesive support structure</li> </ul>
<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• With the passage of ESSA, Tennessee has revised its monitoring framework to ensure new ESSA requirements are met and often inform technical assistance on how the department supports districts</li> </ul>
<b>Vermont</b>	<ul style="list-style-type: none"> <li>• Title III and Title I staff are working together to plan and better coordinate protocols used to monitor LEAs' progress</li> <li>• VT-AOE will monitor LEAs progress in meeting their continuous improvement goals</li> <li>• LEAs not making progress or showing improvement in targeted areas will receive tiered supports determined by their vicinity to their goals</li> <li>• Tiered supports include technical assistance in conducting needs assessments or developing continuous improvement plans and participation in networked improvement communities with other schools in need of similar Targeted Supports</li> </ul>

## Conclusion

ESSA shifts decision regarding goals and processes for educational accountability and interventions from the state to the local level. Our review of the 17 state plans submitted by the May 31, 2017 submission date indicates that states are taking advantage of this flexibility. Their plans for EL students show a great deal of variability.

For example, their definitions of prevalent languages other than English range from 3-10% of their student population, and they vary in whether and what other languages are present. Five of the 17 states identify no language other than English, and of the remaining majority, Spanish was an identified language. And in these latter states, assessments in Spanish were common. Variation in goals for ELP proficiency also differed widely, as did interim targets for progress. Similarly, there was great variability in instruments and procedures states plan to use to identify their EL students, but most all use an ELP measure for exit decisions. Still the minimum ELP-level requirements for exit varied somewhat, for example from 4.2-6 on WIDA.

Finally, the review showed substantial attention to professional development and support for ELs, although the content of these initiatives varied. It will be interesting to see whether the full set of state plans shows this same variation. Given this variation, as states implement their plans, it will be interesting to see whether some states are more successful than others in meeting their goals and promoting EL progress as well as what the evolving evidence shows about what constitutes ambitious but achievable goals.

## Appendix

**Table 9: Detailed Version of States’ Long-Term Accountability Goals for English Language Proficiency (Title I, Part A, 4. Statewide Accountability, iii.c.1, iii.c.2, iv.d)**

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
<b>Arizona</b>	<p><b>Student-Level Goals:</b> Expected growth will vary based on initial AZELLA score and age at time of initial AZELLA test</p> <p><b>Group-Level Goals:</b> Baseline = 30% of EL students making progress towards proficiency in 2016; Long-term goal = 60% by 2028</p>	3% increase every year	<p><b>Measure(s):</b> AZELLA</p> <p><b>Description:</b> ELL Growth (5%): schools get points based on their school's growth (change in performance levels) compared to the state's average change in performance levels the prior year. The following students count: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth. Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points, not 100.</p>
<b>Colorado</b>	<p><b>Student-Level Goals:</b> Expected growth will vary based on initial English proficiency levels, age, and grade level</p> <p><b>Group-Level Goals:</b> Baseline = 12% of students meeting criteria for language proficiency in current year; Long-term goal = 15% proficiency by 2024</p> <p><i>*Will reassess goals based on upcoming data</i></p>	Approximately .38% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> Student growth percentiles are calculated for 1st through 12th grades and reported as school-level medians for inclusion in accountability calculations. Colorado intends to include an additional metric for ELP progress, gauging the proportion of students’ on-track to attain fluency, within the state-allotted timeframe.</p>
<b>Connecticut</b>	<p><b>Student-Level Goals:</b> Preliminary analyses indicate that the maximum number of years to English language mastery may be set at five</p> <p><b>Group-Level Goals:</b> Baseline = 40% of growth target achieved on the ELP assessment in 2015-2016; Long-term goal = 100% in 2029-30</p> <p><i>*Will reassess goals based on upcoming data</i></p>	Approximately 14% increase every 3 years	<p><b>Measure:</b> LAS Links Assessment (Forms C or D)</p> <p><b>Description:</b> The definition states that a student is said to have achieved English Language Proficiency if that student scores in achievement levels 4 or 5 in the following three areas on the LAS Links Assessment (Forms C or D): Overall Score, Reading, and Writing.</p>

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
Delaware	<p><b>Student-Level Goals:</b> Each student’s attainment target (AT) is the scale score (SS) at a proficiency level (PL) 5.0 at the grade level for the year that they are expected to reach attainment. The number of years a student has to reach the AT varies from three to six years depending on the Year 1 baseline PL.</p> <p><b>Group-Level Goals:</b> Baseline = 41.3% of students meeting growth target in 2017; Long-term goal = 77.1% in 2030</p> <p>Baseline = 67.9% average percent of growth target attained in 2017; Long-term goal = 98% in 2030</p> <p><i>*Will reassess goals based on upcoming data</i></p>	Approximately 2% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> A student’s exit target, or AT, will be defined as a 5.0 composite PL on the ACCESS for ELs 2.0 assessment. Thus, the state will consider a student’s PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly.</p>
District of Columbia	<p><b>Student-Level Goals:</b> Five years was the average time it takes for ELs in DC to reach proficiency</p> <p><b>Group-Level Goals:</b> Baseline = 46% of all ELS met growth targets in 2015-16; Long-term goal = 85% by 2038-39</p>	Approximately 2% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> Students exit once they reach level 5. Each year after the baseline exam, students are expected to make acceptable growth toward the goal of ACCESS level 5.</p>
Illinois	<p><b>Student-Level Goals:</b> Will be calculated for students based on their grade, English proficiency scaled composite score, and the time it will take to reach proficiency using the 2016-17 baseline scores</p> <p><b>Group-Level Goals:</b> Baseline = 63% meeting growth goal in 2016; Long-term goal = 90% in 2032</p> <p><i>*Will reassess goals based on upcoming data</i></p>	Approximately 5% increase every 3 years	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> A composite proficiency level of 5.0 with reading and writing proficiency levels of 4.2 in each. ISBE is meeting with stakeholders to revise the definition of English language proficiency by June 30, 2017.</p>
Louisiana	<p><b>Student-Level Goals:</b> Taking into consideration the student’s entry proficiency level, the LDE establishes the criteria of a maximum of seven years to attain English language proficiency when students enter at a Level 1 proficiency status, six years for entry Level 2, five years for entry level 3, and four years for entry level 4</p>	2% increase every year	<p><b>Measure(s):</b> Louisiana’s new ELP assessment (TBA)</p> <p><b>Description:</b> This indicator awards points for all English learners making annual progress toward attaining English language proficiency as defined by meeting exit criteria and/or meeting or exceeding annual targets based on a student’s baseline proficiency level. This indicator will be included in the assessment index of every school beginning in</p>

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
	<p><b>Group-Level Goals:</b> Baseline in 2016 = 45% improved at least on proficiency level from prior year; Long-term goal = 63% in 2025  <i>*Will reassess goals based on upcoming data</i></p>		2018- 2019 after implementation of Louisiana's new ELP assessment in 2017-2018.
Maine	<p><b>Student-Level Goals:</b> Considers the student's initial English proficiency level and the amount of time the student has spent in language instruction programs  <b>Group-Level Goals:</b> Baseline = 30% made progress toward goals in 2016; Long-term goal = 90% in 2030  <i>*Will reassess goals based on upcoming data</i></p>	12% increase every 3 years	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0  <b>Description:</b> Used to measure English language proficiency and proficiency benchmarks</p>
Massachusetts	<p><b>Student-Level Goals:</b> English language proficiency scores, grade level, and time in an English language development program are taken into consideration  <b>Group-Level Goals:</b> Baseline = 61.8% met or exceeded Student Growth Percentile for ACCESS growth-to-proficiency target (includes proficiency level and number of years in Massachusetts school) in 2016; Long-term goal = 81% in 2022</p>	3.2% increase every year	<p><b>Measure:</b> WiDA ACCESS for ELLs 2.0  <b>Description:</b> Massachusetts will use the percentage of students making progress towards attaining English language proficiency as one measure for English language learners (ELLs). Massachusetts will use a measure of student growth on the state's English language proficiency assessment, ACCESS for ELLs.</p>
Michigan	<p><b>Student-Level Goals:</b> Based on initial performance level and relevant time inside the EL program  <b>Group-Level Goals:</b> The long term goal is set using the corresponding EL proficiency/progress value at the 75th percentile in the baseline year. Baseline = 25% of schools meeting goal in 2016-17; Long-term goal = 75% in 2024-25</p>	Approximately 6% increase every year	<p><b>Measure:</b> WiDA ACCESS for ELLs 2.0  <b>Description:</b> English Learner Progress indicator uses a 100-point index. Calculated using all students currently identified as English learners. There are two pathways to show student success: 1. Not currently English proficient but showing adequate growth (SGPs) and 2. English proficient.</p>
Nevada	<p><b>Student-Level Goals:</b> Considers the student's initial English proficiency level and the amount of time the student has spent in language instruction programs in establishing the expected timeline for English language acquisition (e.g., Level 1 = 4-6 years, Level 4</p>	13% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0  <b>Description:</b> Student performance on the WiDA ACCESS assessment is included for students at all three school levels and will contribute 10% to the total index score. The percentage of students meeting their Adequate Growth</p>

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
	= 1-3 years) <b>Group-Level Goals:</b> Baseline = 24.6% achieved proficiency in 2016; Long-term goal = 905 in 2022		Percentile (AGP) is the measure used for this indicator for elementary, middle, and high schools. Growth to target calculations for the WIDA ACCESS data are set to five years or by the twelfth grade. A student who meets their AGP target has a score history that predicts they will earn a scaled composite score that is associated with a five achievement level within five years or by the twelfth grade, whichever comes first.
<b>New Jersey</b>	<b>Student-Level Goals:</b> Considers a student's ELP level at the time of identification as an English learner and the time enrolled in an LEA to determine the number of years that a student has to reach proficiency and set measurements of interim progress accordingly <b>Group-Level Goals:</b> Baseline = 81% progressing toward proficiency in 2017-18; Long-term goal = 86% in 2022-23 <i>*Will reassess goals based on upcoming data</i>	1% increase every year	<b>Measure(s):</b> WIDA ACCESS for ELLs 2.0 <b>Description:</b> Based on the starting level of individual students in grades K-12, measure of progress recognizes students entering English language programs and receiving related services start at different levels of English proficiency. Student growth expectations will be increased by equal intervals each year so all students meet the proficient cut score within five years. NJDOE defines proficiency cut score as a composite score of 4.5 on ACCESS for ELLs 2.0.
<b>New Mexico</b>	<b>Student-Level Goals:</b> Annual ELP growth targets for EL students are based on the student's grade level at entry and their English proficiency at entry <b>Group-Level Goals:</b> Baseline = 43% ACCESS proficiency in 2016; Long-term goal = 55% in 2022 <i>*Will reassess goals based on upcoming data</i>	2% increase every year	<b>Measure(s):</b> WIDA ACCESS for ELLs 2.0 <b>Description:</b> Each year the student's ELP progress will be measured against their customized growth target for that year. In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. When the student's score falls short the value is negative, and when it exceeds expectations it is positive. These residual values are accumulated for all students within the school for an overall student ELP achievement summary, where a positive figure indicates students are progressing at a rate higher than expected and by how much. The summary values for schools will be used to establish cut points for letter grades for this indicator for school grading.

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
North Dakota	<p><b>Student-Level Goals:</b> Using the growth to target method, students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment. Timeline based on proficiency level.</p> <p><b>Group-Level Goals:</b> Baseline = 58% meeting interim progress goals currently; Long-term goal = 72% in 2024</p>	2.33% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> Growth Model. Growth will be measured for all EL students in K-12 by using the growth to target method. The students' growth trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below. EL students in North Dakota will attain English proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level. The percentage of students meeting the growth target for the school will then be converted to the ten point or ten percent allocated for EL growth in the accountability system for schools.</p>
Oregon	<p><b>Student-Level Goals:</b> Uses the initial ELP level, current ELP level, and years identified as an English learner to determine whether an English learner is on track to ELP</p> <p><b>Group-Level Goals:</b> Baseline = 45% in 2017-2017; Long-term goal = 90% in 2024-25</p> <p><i>*Will reassess goals based on upcoming data</i></p>	5-6% increase every year	<p><b>Measure:</b> English Language Proficiency Assessment for the 21st Century (ELPA21) assessment</p> <p><b>Description:</b> Student growth percentiles, or an equivalent model, applied to the domain level scores. An index score that reflects whether students are making adequate progress toward proficiency in English.</p>
Tennessee	<p><b>Student-Level Goals:</b> Plan to develop and use differentiated growth standards that are dependent on a student's level of English proficiency in the prior year</p> <p><b>Group-Level Goals:</b> Baseline = 51.3 % of students meeting the growth standard in 2015-16; Long-term goal = 75% in 2024-25</p> <p><i>*Will reassess goals based on upcoming data</i></p>	2.37% increase every year	<p><b>Measure(s):</b> WiDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> The absolute performance pathway measures percent of students exiting EL status, weighted by time in ESL services. The AMO target is a target to increase the percent of students meeting the growth standard based on prior EL proficiency level. The value-added pathway is a student-level metric based on the percent of students who recently exited EL service (T1–T4) scoring on track or mastered on the TNReady ELA assessment in the current year.</p>

States	English Language Proficiency (ELP)		
	4.iii.c.1. ELP long-term goals	4.iii.c.2. ELP interim progress	4.iv.d. ELP indicator
Vermont	<p><b>Student-Level Goals:</b> Varies according to students' initial level of English proficiency using ACCESS (i.e., Level 1 has 5 years to attain proficiency whereas Level 4 has 2 years)</p> <p><b>Group-Level Goals:</b> Baseline = 55% attained ELP within this state-proposed timeline in 2009-10; Long-term goal = 100% of schools will have 100% of students attain English Proficiency within the time frame defined when they are first identified as learners of English by 2025</p>	5% increase every year	<p><b>Measure(s):</b> WIDA ACCESS for ELLs 2.0</p> <p><b>Description:</b> Proficiency Benchmarks specific to EL students' ACCESS Level 1-5 categories will be calculated annually, and will serve as targets for educators supporting students in attaining English language proficiency. Benchmarks will be calculated using a combination of initial proficiency levels (identified using ACCESS), the state-determined number of years that students associated with that level have to attain proficiency, and the ACCESS proficiency cut scores associated with each student's grade level.</p>