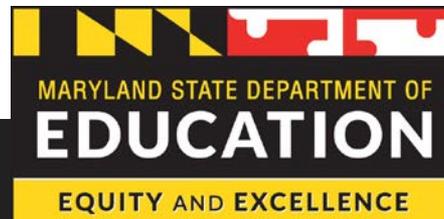


English Language Proficiency Update: ESSA External Stakeholder Committee



English Language Acquisition and Language Enhancement (Title III)

April 26, 2018

Framework of Indicators

HIGH SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

Academic Achievement

30% Performance Composite for English Language Arts and Math

Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

English Language Proficiency

10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success

5% On-Track in 9th grade
 5% Credit for Completion of a Well-Rounded Curriculum

School Quality/ Student Success

15% Chronic Absenteeism
 10% Climate Survey
 10% Opportunities/Access to a Well-Rounded Curriculum

English Language Proficiency (ELP)

- ❑ N-size = 10
- ❑ English Language Proficiency will count as 10% for schools meeting minimum N-size for grades K-12

English Language Proficiency (ELP)

- ❑ 2016 standard setting and score scale changes for ACCESS for ELLs 2.0 impacted ELP data
- ❑ Maryland's approved plan indicated that the State exit criteria might be adjusted after study of 2 years of ACCESS for ELLs 2.0 and PARCC data
- ❑ English learners (ELs) with a proficiency level of 4.5 had an equi-probable likelihood of achieving proficiency on PARCC when compared to performance of English-only peers
- ❑ Exit criteria adjusted from overall score of 5.0 to 4.5

English Language Proficiency (ELP)

- Maryland is applying for an amendment to the ESSA Consolidated State Plan in regards to ELP for students who are classified ELs to:
 - Reflect two years of data review
 - Update the exit criteria and corresponding growth-to-target table
 - Adjust the table for the annual measurements of interim progress

English Language Proficiency (ELP)

Growth-to-Target Model for ELP

Expected ELP Growth by Years					
Initial Year Proficiency Level (based on ACCESS for ELLs 2.0)	Year 2	Year 3	Year 4	Year 5	Year 6
1.0 – 1.9	1.0	.9	.7	.5	.4
2.0 – 2.9	.9	.7	.5	.4	---
3.0 – 3.9	.7	.5	.3	---	---
4.0 – 4.4	.3	.2	---	---	---
Proficiency Attainment Met	---	---	---	---	---

Year	Target in %
Baseline: 2016-17	48
2017-2018	50
2018-2019	52
2019-2020	54
2020-2021	56
2021-2022	58
2022-2023	60
2023-2024	62
2024-2025	64
2025-2026	66
2026-2027	68
2027-2028	70
2028-2029	72
2029-2030	74

Ways for Meeting Growth Target

- ❑ Meet annual growth target
- ❑ Meet the growth target cumulatively
 - Make a large growth in year 1 + Make a little growth in year 2 \geq Total growth required
- ❑ Meet through attainment of English language proficiency
 - 1st time test taker, including Kindergartners
 - Any year of taking the test

Timeline for ELP Amendment

- ❑ Red-lined amendment was developed for pages 19-21 and 91-92 pertaining to ELP and posted for public comment from April 4-18
- ❑ Amendment was shared with the State Board on April 24, 2018
- ❑ Cover letter and amendment were sent to the U.S. Department of Education on April 24, 2018 following the State Board Meeting

Questions

