

The English Language Proficiency Assessment (ELPA) Indicator Explained



OKLAHOMA
Education



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Objectives

This presentation is intended to build your knowledge and understanding of:

- the ELPA Indicator and 2022 adjustments
- how an anticipated year to exit a Language Instruction Educational Program (LIEP) is determined
- how an English Learner's annual growth target is calculated
- how the ELPA Indicator is calculated
- how a progress score and report card score are calculated

ELPA Indicator & 2022 Adjustments

What is the ELPA Indicator?

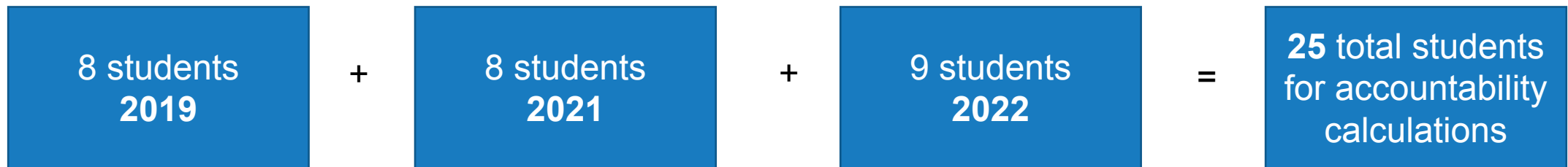
- Under the federal Every Student Succeeds Act (ESSA), states are required to include an indicator that measures the progress of English Learners toward achieving English language proficiency in their LIEP.
- The ELPA indicator provides crucial data used for:
 - determining the effectiveness of an LIEP
 - addressing gaps or issues that may be resulting in low rates of English proficiency attainment

2022 Adjustments to the ELPA Indicator

- In 2022, the ELPA Indicator is decreasing from **15** points to **10** points on the site report card.
- In 2022, the N size is increasing from **10** to **25**. A site must have an N size of **25** or more Full Academic Year (FAY) ELs or former ELs 1st-4th year proficient to have the ELPA Indicator included on the site report card.
- Additionally, for sites that have less than 25 ELs, retroactive, multiple year data (the 3 most recent years) will be collected until the site reaches 25. Then the site would have an ELPA Indicator on its site report card.

Retroactive, Multiple Year Data

- Example: A school that has 9 ELs (2022) for ELPA accountability reporting would not satisfy the single-year rule of ≥ 25 .
- However, previous years' data would be examined to see if pooled data results in 25 or more students.



- This school's ELPA accountability calculations would be publicly reported.





ELEMENTARY AND MIDDLE SCHOOL INDICATORS

85 POSSIBLE POINTS

| | | |
|---|-----------------------------|-----------|
|  | ACADEMIC ACHIEVEMENT | 35 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
| | SCIENCE | 5 |
|  | ACADEMIC GROWTH | 30 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
|  | ELPA PROGRESS | 10 |
|  | CHRONIC ABSENTEEISM | 10 |

HIGH SCHOOL INDICATORS

85 POSSIBLE POINTS

| | | |
|---|------------------------------------|-----------|
|  | ACADEMIC ACHIEVEMENT | 45 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
| | SCIENCE | 15 |
|  | GRADUATION | 10 |
|  | ELPA PROGRESS | 10 |
|  | POSTSECONDARY OPPORTUNITIES | 10 |
|  | CHRONIC ABSENTEEISM | 10 |

EL Exit School Year & Annual Growth Target

Years to Exit an LIEP

- Level 1, 5 years to exit
- Level 2, 4 years to exit
- Level 3, 3 years to exit
- Level 4, 2 years to exit

*Baseline year counts as Year 1

How Is the Expected EL Exit School Year Determined?

- A student's baseline score is their first WIDA ACCESS composite scale score. This score determines the expected EL exit school year to ensure on-time exit. Exiting EL services requires a 4.8 composite score or above on the WIDA ACCESS.
- For example, Student A scored a **320** on their first WIDA ACCESS in the **5th grade**. That puts Student A on **proficiency level 3**. See [Scale Score to Proficiency Levels](#).
- Including the baseline year, Student A is expected to exit in **3 years**.

| Grade | PL 2 | PL 3 | PL 4 | PL 5 |
|-------|------|------|------|------|
| KG | 229 | 261 | 293 | 325 |
| 1 | 242 | 274 | 315 | 344 |
| 2 | 254 | 289 | 329 | 359 |
| 3 | 265 | 300 | 340 | 371 |
| 4 | 279 | 309 | 350 | 382 |
| 5 | 286 | 317 | 358 | 390 |
| 6 | 291 | 324 | 365 | 399 |
| 7 | 298 | 331 | 372 | 406 |
| 8 | 304 | 337 | 378 | 412 |
| 9 | 311 | 344 | 385 | 418 |
| 10 | 318 | 350 | 391 | 424 |
| 11 | 325 | 356 | 397 | 429 |
| 12 | 331 | 362 | 402 | 434 |

Scale Score to Proficiency Levels

How Is the Composite Scale Score Target to Exit Determined?

- 5th grader Student A from the previous slide is expected to exit in **3 years** which would put her in the **7th grade**.
- The composite scale score target to exit on the WIDA ACCESS for a 4.8 in **7th grade** is a **400**. See [Scale Score to Grade Level 4.8 Proficiency Levels](#).

| Grade Level | Scale Score Cut | Composite Score |
|-------------|-----------------|-----------------|
| KG | 319 | 4.8 |
| 1 | 339 | 4.8 |
| 2 | 353 | 4.8 |
| 3 | 365 | 4.8 |
| 4 | 376 | 4.8 |
| 5 | 384 | 4.8 |
| 6 | 393 | 4.8 |
| 7 | 400 | 4.8 |
| 8 | 406 | 4.8 |
| 9 | 412 | 4.8 |
| 10 | 419 | 4.8 |
| 11 | 424 | 4.8 |
| 12 | 428 | 4.8 |

Scale Score to Grade Level 4.8 Proficiency Levels

How Is an Annual Growth Target Determined?

- Student A has a scale score of **320** in **5th grade** and is expected to exit in **7th grade** with a target composite scale score of **400** (4.8). The following equation is used to calculate an annual growth target:

$$\frac{\text{Target Scale Score} - \text{Baseline/Most Recent Scale Score}}{\text{Years Left to Exit}} = \text{Expected Annual Growth}$$

- Student A's calculation: **$400 - 320 = 80 / 2 = 40$**
- Student A would be expected to increase her growth by **40** scale score points or more to be considered "**On Track**" to meet her target and be included in the numerator of the ELPA Indicator calculation.
- If Student A does not meet the expected annual growth, she will be considered "**Not On Track**" and will not be included in the numerator of the ELPA Indicator calculation.

Student A Example: Exceeding Annual Growth Target

- In **5th grade**, Student A scored a **320**, and her annual growth target is **40 points**. In Student A's **6th grade year**, she scores a **370** on the WIDA ACCESS. Did Student A meet her annual growth target? Will she be included in the numerator of the site's ELPA Indicator calculation?
- Yes, Student A exceeded her annual growth target which is **40** scale score points; she increased by **50** points (**370-320=50**). Yes, Student A will be included in the numerator of her site's ELPA Indicator calculation.
- What will Student A's new annual growth target be for the 7th grade?
- Student A is expected to exit in **7th grade** with a scale score of **400**. **400-370=30** scale score points to be considered "**On Track**" and exit EL services on time.
- Annual growth targets recalculate each year. If students exceeded their annual growth targets, the following year their annual growth target would decrease.

| Grade Level | Scale Score Cut | Composite Score |
|-------------|-----------------|-----------------|
| KG | 319 | 4.8 |
| 1 | 339 | 4.8 |
| 2 | 353 | 4.8 |
| 3 | 365 | 4.8 |
| 4 | 376 | 4.8 |
| 5 | 384 | 4.8 |
| 6 | 393 | 4.8 |
| 7 | 400 | 4.8 |
| 8 | 406 | 4.8 |
| 9 | 412 | 4.8 |
| 10 | 419 | 4.8 |
| 11 | 424 | 4.8 |
| 12 | 428 | 4.8 |

Student A Example: Falling Short of Annual Growth Target

- In **5th grade**, Student A scored a **320** and her annual growth target is **40** points. However, what if in Student A's **6th grade** year, she scores a **354** on the WIDA ACCESS. Did Student A meet her annual growth target? Will she be included in the numerator of the site's ELPA Indicator calculation?
- No, Student A did not meet her annual growth target of **40** points; she fell short by **14** points (**354-320=27**). No, Student A will not be included in the numerator of her site's ELPA Indicator calculation.
- What will Student A's new annual growth target be for the 7th grade?
- Student A is expected to exit in **7th grade** with a scale score of **400**. **400-354=46** scale score points to be considered "**On Track**" and exit EL services on time.
- Annual growth targets recalculate each year. If students fell short of their annual growth targets, the following year their annual growth target would increase.

| Grade Level | Scale Score Cut | Composite Score |
|-------------|-----------------|-----------------|
| KG | 319 | 4.8 |
| 1 | 339 | 4.8 |
| 2 | 353 | 4.8 |
| 3 | 365 | 4.8 |
| 4 | 376 | 4.8 |
| 5 | 384 | 4.8 |
| 6 | 393 | 4.8 |
| 7 | 400 | 4.8 |
| 8 | 406 | 4.8 |
| 9 | 412 | 4.8 |
| 10 | 419 | 4.8 |
| 11 | 424 | 4.8 |
| 12 | 428 | 4.8 |

ELP Band Exit Requests

- A student is eligible for ELP Band Exit Request if they score a 4.3 - 4.7 on the WIDA ACCESS and meet at least two other criteria.
- **ACCESS for ELLs ELP Band Exit Rubric**
- Students who are approved for ELP Band Exit Request will be included in the numerator of the ELPA Indicator calculation.

Alternate ACCESS Test Takers

- To be considered proficient in English, ELs who participate in the Alternate ACCESS must achieve a P2 Composite/Overall score or above on the two most recent Alternate ACCESS administrations in the past three years.
- A student's first assessment is their baseline, and students without baselines will not count in the denominator of the ELPA Indicator calculation.
- The annual growth target for all students who participate in the Alternate ACCESS is a P2.

Alternate ACCESS ELP Band Exit Request

- A student is eligible for Alternate ACCESS ELP Band Exit Request if they achieve A3-P1 Composite/Overall score on the two most recent Alternate ACCESS administrations in the past three years and meet other criteria.
- **Alternate ACCESS for ELLs ELP Band Exit Rubric**
- Students who are approved for Alternate ACCESS ELP Band Request will be included in the numerator of the ELPA Indicator calculation.

ELPA Indicator Calculation

How Is the ELPA Indicator School Progress Score Calculated?

Numerator

- FAY ELs who met or exceeded annual growth targets
- FAY ELs who scored 4.8 or above on the WIDA ACCESS
- FAY ELs 1st-4th year proficient
- FAY 3rd-12th grade ELs who exited via the ELP Band Exit Request
- FAY ELs who scored P2 on the two most recent Alternate ACCESS administrations in the past three years

Denominator

- FAY ELs with baseline scores
- FAY ELs without baseline scores who score a 4.8 or above on the WIDA ACCESS or exited via ELP Band Exit Request
- FAY ELs 1st-4th year proficient

Example

For example, Site A, an elementary school, has 57 eligible students, and 28 met or exceeded their annual growth targets, exited through the ELP Band Exit Request, and/or are 1st-4th year proficient.

28/57=.49 or 49% of students met/exceeded their annual growth targets. This is Site A's progress score.

How is the ELPA Indicator Report Card Score Calculated?

- Points are indexed between the top 98th percentile and bottom 2nd percentile to show the site's performance relative to statewide distribution.

| Model Type | Minimum Score (0 Pts) | Maximum Score (10 Pts) |
|----------------------------|-----------------------|------------------------|
| Elementary (up to grade 6) | ≤ 9.65 | ≥ 67.57 |
| Middle (up to grade 9) | 0.00 | ≥ 59.10 |
| High (up to grade 12) | 0.00 | ≥ 40.00 |

- Schools scoring in the 98th percentile earn the maximum points possible (10) whereas sites scoring in the 2nd percentile earn the minimum points possible (0).
- Points are indexed based on the these attained values and vary in elementary, middle, and high school.
- A site's score (0-10) correlates to points on the indicator in order to account for actual range in scores and variance.

How is the ELPA Indicator Report Card Score Calculated?

| Model Type | Minimum Score (0 Pts) | Maximum Score (10 Pts) |
|----------------------------|-----------------------|------------------------|
| Elementary (up to grade 6) | ≤ 9.65 | ≥ 67.57 |
| Middle (up to grade 9) | 0.00 | ≥ 59.10 |
| High (up to grade 12) | 0.00 | ≥ 40.00 |

- For elementary school, the range between the minimum and maximum scores are calculated by subtracting the difference between the maximum score and minimum score ($.68 - .10 = .58$). (Note: this step is not necessary with middle and high school because their minimum score is 0.)
- To determine what proportion of the range a site obtained, please recall the previous example of Site A with a progress score of **49%** or **.49**. Site A's progress score is subtracted from the minimum elementary school score ($.49 - .10 = .39$). (Note: this step is not necessary with middle and high school because their minimum score is 0.)
- That value is divided by the range ($.39 / .58 = .67$) to determine what proportion of points the site earned. Site A from the example earned **.67** or **67%** of the possible ELPA Indicator points.

How is the ELPA Indicator Report Card Score Calculated?

- A site's earned points are then multiplied by the possible points (10) to determine the points earned. For Site A, $.67 \times 10 = 6.70$ points earned.
- The points earned correlate to a grade.
- Site A's **6.7** points earned correlate to a **B** on the Elementary ELPA Progress Letter Grade Rubric.

| Elementary ELPA Progress Letter Grade Rubric | | |
|--|------|-------|
| Grade | Low | High |
| A | 9.27 | 10.00 |
| B | 6.23 | 9.26 |
| C | 3.70 | 6.22 |
| D | 1.21 | 3.69 |
| F | 0.00 | 1.20 |

| Middle ELPA Progress Letter Grade Rubric | | |
|--|------|-------|
| Grade | Low | High |
| A | 9.23 | 10.00 |
| B | 9.16 | 9.22 |
| C | 2.25 | 5.15 |
| D | 0.01 | 2.24 |
| F | 0.00 | 0 |

| High ELPA Progress Letter Grade Rubric | | |
|--|------|-------|
| Grade | Low | High |
| A | 9.43 | 10.00 |
| B | 5.61 | 9.42 |
| C | 2.78 | 5.6 |
| D | 0.39 | 2.77 |
| F | 0.00 | 0.38 |

How Do ELs Count toward Other Indicators on the Report Card?

- Year 1: **Participation only**
- Year 2: **Participation** and **Academic Growth** (grades 3-8, OSTP) and **ELPA** (WIDA ACCESS)
- Year 3: **Participation** and **Academic Achievement** (OSTP), **Academic Growth** (grades 3-8, OSTP) and **ELPA** (WIDA ACCESS)

Frequently Asked Questions

- **If a student does not meet the target one year, how does that affect future years?**
- Growth targets are recalculated every year based on the student's most recent WIDA ACCESS composite scale score. As a result, a student's expected annual growth may differ from year to year.
- If a student exceeds their annual growth target, the next year's expected annual growth would be lower.
- Similarly, if a student fell short of their annual growth target, the next year's expected annual growth would be higher.

Frequently Asked Questions

- **What happens if a student repeats a grade?**
- If a student repeats a grade, his/her target exit scale score will adjust to account for the repeated grade, but the years to exit will remain the same. For example, if a student is in 2nd grade, is anticipated to exit in 3rd grade with an anticipated exit scale score of 365 (4.8 for 3rd grade), and is retained in 2nd grade, the anticipated exit scale score will be adjusted to 353 (4.8 for 2nd grade).

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Frequently Asked Questions

- **Will kindergarten English Learners be included in the ELPA Indicator calculation?**
- No, kindergartener English Learners do not have a baseline score, so they would NOT be included in the denominator or numerator of the ELPA Indicator calculation as a baseline is required to be included in the calculation **UNLESS** the FAY kindergartener English Learner scores 4.8 or above, then they would be included in the both the denominator and numerator.
- **What is the best way to analyze the ELP assessment data and identify students to target for intervention?**
- **[English Learner Data ToolKit](#)**

Frequently Asked Questions

- **Is the WIDA screener score the baseline score?**

No, the first administration of the WIDA ACCESS or Alternate ACCESS is the baseline score.

- **What happens if a student has exceeded their years to exit?**
- If a student has exceeded their years to exit, their annual growth target will remain the 4.8 equivalent composite scale score for the student's current grade level. They will continue to count in the denominator of the ELPA Indicator calculation until reaching proficiency.

Frequently Asked Questions

- **What if a site is Pre-K-8th grade? Will it count as an elementary or middle school?**
- The Office of Accountability uses the highest grade, so if the highest grade is 8th grade, the site would count as a middle school.

Resources

- [English Language Proficiency Assessment \(ELPA\) Progress](#)
- [ELPA Spotlight Document](#)
- [Scale Score to Proficiency Levels](#)
- [Scale Score to Grade Level 4.8 Proficiency Levels](#)
- [ACCESS for ELLs ELP Band Committee Rubric](#)
- [English Language \(ELPA\) Toolkit](#)
- [Academic Growth](#)
- [Academic Achievement](#)

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