

ABOUT 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 (ELs) toward achieving English language proficiency in their language acquisition program. The English Language Proficiency Assessment (ELPA) Progress indicator is worth 15 points and includes all students grades K-12 who are in a language acquisition program or have exited their program within the last four years.



WHAT IS BEING MEASURED?

This indicator uses an individual EL's baseline proficiency to set both an anticipated exit date and yearly checkpoints to ensure on-time exit. The overall score for this indicator will reflect the percentage of ELs who meet or exceed their yearly checkpoint score, indicating that they are on track to exit within the prescribed timeframe. It is also possible for a district-level committee to recommend exit for a student it determines is on track for language acquisition using the Oklahoma State Department of Education (OSDE) English language proficiency (ELP) band committee guidelines and rubrics.

THIS INDICATOR COUNTS STUDENTS WHO:



WHY IS THIS IMPORTANT?

Research shows that former English learners who have attained English proficiency and become bilingual or multilingual outperform all other student subgroups on every academic measure. The ELPA indicator provides crucial data used for two purposes – to determine the effectiveness of district language acquisition programs and to address gaps or issues that may be resulting in low rates of English proficiency attainment.

HOW IS IT BEING MEASURED?

The score on an EL student's first administration of spring-semester WIDA assessment is used to determine the student's timeline to proficiency and exit. As a result of improvements in data collection and appropriate exit criteria for ELs, assessments administered in 2016-17 or later will be used to determine baseline proficiency. A composite scale score that measures the WIDA domains of speaking, listening, reading and writing is used to establish the yearly checkpoint, or growth target, for each student.

The growth target is set from the most recent scale score to the exit scale score, accounting for the number of years the student has left in the program.

For additional information on understanding the ELPA indicator, see [e-learning module 4](https://bit.ly/e-learning-modules) (bit.ly/e-learning-modules).

FREQUENTLY ASKED QUESTIONS

How is the expected time to exit determined?

Generally, a student can take up to five years to attain English proficiency, depending on the proficiency level upon entry to the language acquisition program. The original proficiency level determines the anticipated time required to exit. For example, a student whose entry proficiency is level 1 would have five years to exit, a student who tests at level 2 would have four years to exit and so on. These years are inclusive of the baseline year.

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 composite WIDA scale score. As a result, a student's expected growth may differ from year to year based on actual gains. For example, if Student A, who was expected to grow by 47 points, saw actual growth of 70 points, the next year's expected growth would be lower (less than 47 points) because the student demonstrated greater-than-expected growth. Similarly, if a student does not meet a growth target, the points required to progress toward target may increase for the next year.

If a student exits a language program, how does that impact this indicator?

If a student is exited from a language program, the student will be counted as on track for that school year. Because WIDA assessment data was reset in 2017, the first year for proficient student inclusion was the 2017-18 school year, beginning with first-year proficient students. The 2018-19 school year will include first- and second-year proficient students, and the 2020-21 school year will be the first to include first- second-, third- and fourth-year proficient students. ELs may also be exited based on the recommendation of a district-level committee that determines the student is on track using OSDE's ELP band committee guidelines and rubrics.

Are there important inclusion rules for this indicator (e.g., recently arrived students, minimum enrollment, etc.)?

Students will only be included in the point calculation for this indicator if they meet Full Academic Year (FAY) criteria – in other words, were enrolled within the first 20 instructional days of the school year and were continuously enrolled until the beginning of the WIDA testing window. Importantly, students who are not continuously enrolled **are** expected to test, as this indicator measures growth and requires multiple years of assessments.

Recently arrived students will have a phase-in process for all academic measures, including ELPA. For their first year in the United States, students will complete WIDA ACCESS and Oklahoma School Testing Program (OSTP) assessments, if required for grade level. These assessments will be used **only** to establish a baseline. In their second year of testing in the United States, students' assessments will be used for ELPA and Academic Growth, because these measures show progress over time. (Students' first and second years in the United States will count toward the OSTP participation calculation.) In the third year of testing, students will have academic performance included in the Academic Achievement indicator for the first time in addition to the ELPA and Academic Growth indicators.