

# The English Language Proficiency Assessment (ELPA) Indicator Explained



**OKLAHOMA**  
Education



# Objectives

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

- the ELPA Indicator
- automatic exit scores and ELP band exits
- how an anticipated year to exit a Language Instruction Educational Program (LIEP) is determined
- how an English Learner's annual growth target is determined
- how the ELPA Indicator is calculated

# ELPA Indicator

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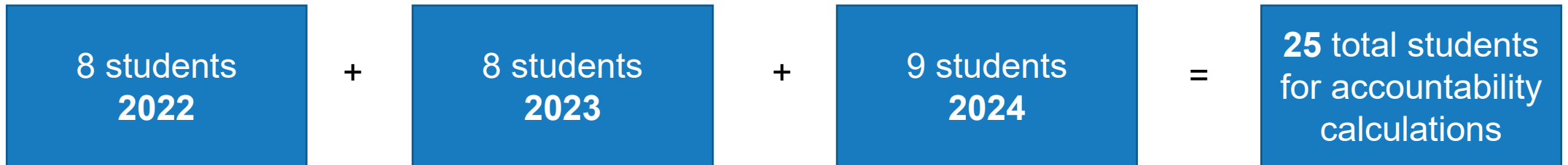
- Under the federal Every Student Succeeds Act (ESSA), states are required to include an indicator that measures the progress of English Learners toward achieving English language proficiency in their LIEP.
- The ELPA Indicator provides crucial data used for:
  - determining the effectiveness of an LIEP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

# ELPA Indicator

- The ELPA Indicator is **10** possible points on the site report card.
- A site must have an N size of **25** or more Full Academic Year (FAY) ELs or former ELs 1<sup>st</sup>-4<sup>th</sup> year proficient to have the ELPA Indicator included on the site report card.
- A student is considered FAY for an indicator if they enrolled within the first 20 instructional days of the school year and do not have a gap of 10 or more consecutive instructional days of enrollment prior to the FAY end date for that indicator (ELPA Indicator- The FAY end date is the first day of WIDA testing window).
- 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 (2023) for ELPA accountability reporting would not satisfy the single-year rule of  $\geq 25$ .
- However, previous years' data would be examined to see if pooled data results in 25 or more students.
- Please note that in the small school model, students could essentially be counted up to three times over a potential of three years.



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





## ELEMENTARY AND MIDDLE SCHOOL INDICATORS

85 POSSIBLE POINTS

	<b>ACADEMIC ACHIEVEMENT</b>	<b>35</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	5
	<b>ACADEMIC GROWTH</b>	<b>30</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	<b>ELPA PROGRESS</b>	<b>10</b>
	<b>CHRONIC ABSENTEEISM</b>	<b>10</b>

## HIGH SCHOOL INDICATORS

85 POSSIBLE POINTS

	<b>ACADEMIC ACHIEVEMENT</b>	<b>45</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	15
	<b>GRADUATION</b>	<b>10</b>
	<b>ELPA PROGRESS</b>	<b>10</b>
	<b>POSTSECONDARY OPPORTUNITIES</b>	<b>10</b>
	<b>CHRONIC ABSENTEEISM</b>	<b>10</b>

# Automatic Exit Scores & ELP Band Exits



# ACCESS Automatic Exit Score

- Composite/Overall score of 4.8 or above
- Students who auto exit will be included in the numerator of the ELPA Indicator calculation.

# ELP Band Exit Requests

- A student is eligible for an 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 Automatic Exit Score

- Alternate ACCESS test takers do not have years to exit calculated.
- 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 with baseline scores only will not count in the denominator of the ELPA Indicator calculation.
- To be considered "On Track", a student needs to increase scores in all four domains of the test (R, W, L, S). They must have tested in all four domains.

Examples:

- A3, P1, A2, P1 → P1, P2, A3, P2 = equals growth, On Track

# 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.
- Please note that students can also exit through the Alternate ACCESS A1-A2 ELP Band Exit Request. However, they are not considered 1636 Redesignated English Proficient; they are to be coded 1633 Native English Speaker because they did not demonstrate English proficiency but rather that EL services have proven to have no benefit. Therefore, they will not be included in the numerator or denominator of the ELPA Indicator calculation.

# 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\*
- Level 1, 1 year to exit\*

\*baseline year counts as Year one

# Determining the EL Exit School Year

- 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

# Determining the Composite Scale Score Target to Exit

- 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



# Determining the Annual Growth Target

- 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:

**Target Scale Score – Baseline/Most Recent Scale Score**

**= Expected Annual Growth**

**Years Left to Exit**

- 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.

# Exceeding the Annual Growth Target

- In **5<sup>th</sup> grade**, Student A scored a **320**, and her annual growth target is **40 points**. In Student A's **6<sup>th</sup> 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 7<sup>th</sup> grade?
- Student A is expected to exit in **7<sup>th</sup> 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.

# Falling Short of the Annual Growth Target

- In **5<sup>th</sup> grade**, Student A scored a **320** and her annual growth target is **40** points. However, what if in Student A's **6<sup>th</sup> 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 **6** points (**354-320=34, 40-34=6**). No, Student A will not be included in the numerator of her site's ELPA Indicator calculation.

# Falling Short of the Annual Growth Target

- What will Student A's new annual growth target be for the 7<sup>th</sup> grade?
- Student A is expected to exit in **7<sup>th</sup> 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.

# ELPA Indicator Calculation

# Calculation of the School Progress Score

## Numerator

- FAY ELs who met or exceeded annual growth targets
- FAY ELs who scored 4.8 or above on the WIDA ACCESS
- FAY ELs 1<sup>st</sup>-4<sup>th</sup> year proficient
- FAY 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 exit via ELP Band Exit Request
- FAY ELs 1<sup>st</sup>-4<sup>th</sup> 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 1<sup>st</sup>-4<sup>th</sup> year proficient.

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

# Calculation of the ELPA Indicator Score

- Points are indexed between the top 98<sup>th</sup> percentile and bottom 2<sup>nd</sup> 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 98<sup>th</sup> percentile earn the maximum points possible (10) whereas sites scoring in the 2<sup>nd</sup> 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 to account for actual range in scores and variance.



# Calculation of the ELPA Indicator Score

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.

# Calculation of the ELPA Indicator Score

- 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

# Recently Arrived English Learners

- Year 1: **Participation only**
- Year 2: **Participation, Academic Growth** (grades 3-8, OSTP), and **ELPA** (WIDA ACCESS)
- Year 3: **Participation, 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 2<sup>nd</sup> grade, is anticipated to exit in 3<sup>rd</sup> grade with an anticipated exit scale score of 365 (4.8 for 3<sup>rd</sup> grade), and is retained in 2<sup>nd</sup> grade, the anticipated exit scale score will be adjusted to 353 (4.8 for 2<sup>nd</sup> grade).

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

# 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](#)
- [Understanding Your Site's English Language Proficiency Assessment \(ELPA\) Indicator Grade and Planning Next Steps: Program Evaluation](#)

# 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-8<sup>th</sup> 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.
- **How are Alternate ACCESS test takers considered “On Track”?**
- To be considered “On Track”, a student needs to increase scores in at least one of the four domains of the test (R, W, L, S). They must have tested in all four domains.

Examples:

- A1, A1, A1, A2 → A2, A2, A2, A3 = equals growth, On Track
- P1, P1, P1, P1 → P2, P2, P2, P3 = equals growth, On Track



# Resources

- [English Language Proficiency Assessment \(ELPA\) Progress](#)
- [ELPA Spotlight Document](#)
- [Scale Score to Proficiency Levels](#)
- [Scale Score to Grade Level 4.8 Proficiency Levels](#)
- [ELP Band Committee Exit Request](#)
- [English Language \(ELPA\) Toolkit](#)
- [Academic Growth](#)
- [Academic Achievement](#)
- [Understanding Your Site's English Language Proficiency Assessment \(ELPA\) Indicator Grade and Planning Next Steps: Program Evaluation](#)

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