

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

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

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 1st-4th 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).

Small School Model

- The Small School Model is implemented when a school does not meet the minimum N-size of 25 in the denominator of an indicator.
- The Small School model utilizes data averaged across up to three years to provide a whole school view that allows schools to monitor student progress.
- This model will go back and retrieve all students from up to three years until the minimum N-size is met or exceeded.

Tiny School Model

- The Tiny School Model is implemented when a school does not meet the minimum N-size of 25 in the denominator of an indicator but then still does not meet the minimum N-size after going back three years.
- For the Tiny School Model, data is averaged across three years if the denominator is less than 25 but greater than or equal to 10.

Feeder School Model




- The Feeder School Model is implemented when a school's grade level configuration prohibits it from receiving one or more indicators necessary to receive an overall letter grade on the public report card.
- When the Feeder School Model is implemented, schools are identified as the “feeder school”, the school with the prohibiting grade level configuration, and “destination schools”.
- Destination schools are schools that received five percent or more of the feeder school's students that completed the highest grade level served by the feeder school in the previous school year.

Feeder School Model

- A weight is assigned to each destination school depending on the percentage of feeder school students they received.
- This weight is multiplied by the destination school's corresponding indicator value to determine how much of the destination school's indicator value contributes to the feeder school's indicator value.
- After the weighted indicator value or values are calculated, they are summed to show the feeder schools indicator value, and the value is used to determine indicator points earned.






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

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 **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.

Falling Short of the 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 **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 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.

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 1st-4th 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 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.

Calculation of the ELPA Indicator Score

- 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 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 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).

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-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.
- **How are Alternate ACCESS test takers considered “On Track”?**
- 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

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](#)

Janna Corn
Project Manager, ELPA Indicator
Office of English Language
Proficiency
Janna.Corn@sde.ok.gov
405-522-1342



OKLAHOMA
Education

