English Learner Proficiency Assessment (ELPA) Indicator Explained

ELPA Indicator

a. ELPA Indicator Overview

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 LIEPs. The ELPA Indicator score reflects the percentage of ELs that have met or exceeded their annual growth targets, exited, or were 1st-4th year proficient former ELs.

The ELPA Indicator provides crucial data for:
- determining the effectiveness of an LIEP
- addressing gaps or issues that may be resulting in low rates of English proficiency attainment

b. ELPA Indicator and the School Report Card

The ELPA Indicator is worth **10** possible points on the school report card (out of 85 possible points). A site must have an N size of **25** or more Full Academic Year (FAY) ELs, including Monitored/former ELs (1st-4th year proficient), to have the ELPA Indicator included on the school 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. **The FAY end date for the ELPA Indicator is the first day of the WIDA testing window.**
- If a site does not have the required N size and cannot reach it using either the Small Schools Model or the Tiny Schools Model, their report card will not include the ELPA Indicator, and their total points possible will be reduced to 75.

c. Small Schools Model

The Small Schools Model is implemented when a school does not meet the minimum N size of 25 for an indicator for the reported year. In this case, data is 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 eligible students from the previous year, going back up to three years, until the minimum N size is met or exceeded. Because of this, a student could potentially be included in the ELPA Indicator calculation multiple times.

d. Tiny Schools Model

The Tiny Schools Model is implemented when a school does not meet the minimum N size of 25 for an indicator, even when going back three years (utilizing the Small Schools Model). For this model, data is averaged across three years if the N size is less than 25 but greater than or equal to 10.

Annual Student Growth Targets

a. Step 1: Determine Timeline to Proficiency/Exit

WIDA scores are reported in two ways: as Language Proficiency Levels (PLs) and as Scale Scores. The following score table displays the Lowest Obtainable Scale Score (LOSS) in a given grade level to establish a student's proficiency level in their baseline year. First, find the row that corresponds with the student's grade. Then, determine which PL column the student's scale score falls within. The scale score must be greater than or equal to the LOSS for that PL. For example, in kindergarten, scale scores 229-260 would be a PL of 2; scale scores 261-292 would be a PL of 3; scale scores 293-324 would be a PL of 4, etc.

Grade	PL 2	PL 3	PL 4	PL 5	PL 6
KG	229	261	293	325	350
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

Scale Score to Proficiency Levels

A student's initial WIDA ACCESS assessment determines their baseline scale score, and the corresponding PL determines the years to exit. **The baseline year counts as year one**.

- PL 1 – student has 5 years to exit
- PL 2 – student has 4 years to exit
- PL 3 – student has 3 years to exit
- PL 4 – student has 2 years to exit

Example: Student A is in the 5th grade. They scored a 320 scale score on their first WIDA ACCESS, which corresponds to a proficiency level (PL) of 3. Including the baseline year, the student is expected to exit in three years (in the 7th grade).

- 5th grade = year 1
- 6th grade = year 2
- 7th grade = year 3

Grade	PL 2	PL 3	PL 4	PL 5	PL 6
KG	229	261	293	325	350
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

Students are not counted in the ELPA Indicator calculation in their baseline year.

b. Step 2: Determine the Composite Scale Score Target to Exit

To automatically exit on the WIDA ACCESS, a student must score a 4.8 Composite PL. However, the scale score cut for a 4.8 Composite PL is different for each grade level. See the table below. The exit target is the scale score cut that corresponds with a 4.8 Composite PL in a student's expected exit 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

Overall Composite Scale Score to Grade Level 4.8 Proficiency Level

Example (continued): Student A is expected to exit in the 7th grade. The scale score cut for a 4.8 Composite PL in 7ᵗʰ grade is 400. Student A's target scale score is 400.

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

c. Step 3: Determine the Annual Growth Target

The annual growth target is calculated by subtracting a student's baseline (or most recent) scale score from their target scale score and dividing by the years **left** to exit.

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

If a student meets or exceeds their expected annual growth, they are considered "on track" and count toward the ELPA Indicator Calculation. All growth targets will be rounded down to the nearest whole number.

Example (continued): Student A had a baseline scale score of **320** in the **5ᵗʰ grade**. Because that corresponds to a PL of 3, they have three total years to exit (including the baseline year). They are expected to exit in the 7ᵗʰ grade, with a **target scale score of 400**. This means they have **two years left to exit** (5ᵗʰ grade was year one, 6ᵗʰ grade is year two, 7ᵗʰ grade is year three).

- *Student A's annual growth calculation*: 400 - 320 = 80 / 2 = 40
- Student A would be expected to increase their growth by 40 scale score points or more on the annual WIDA ACCESS assessment to be considered "on track" to meet their timeline to proficiency/exit.
- If student A does not meet their expected annual growth, they will be considered "not on track" for the ELPA Indicator calculation.

d. Recalculating the Annual Growth Target

Expected annual growth is recalculated every year. The same formula is used, subtracting a student's most recent scale score from their target scale score.

ELPA Indicator Explained

If a student exceeds their annual growth target, the following year their annual growth target will decrease.

Example (continued): Based on Student A's baseline WIDA assessment in 5th grade (320), their expected annual growth is 40 scale score points. In the student's 6th grade year, they score a 370 scale score on the WIDA ACCESS.

- Did Student A meet their annual growth target? Will they count positively toward the ELPA Indicator calculation?
    - Yes, Student A exceeded their annual growth target of 40 points. They increased from 320 to 370, or 50 scale score points. Student A will count positively toward the 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. Their most recent scale score is 370. 400 – 370 = 30 / 1 year left to exit. Student A's new annual growth target is **30** scale score points.

If a student falls short of their annual growth target, the following year their annual growth target will increase.

Example (continued): Based on Student A's baseline WIDA assessment in 5th grade (320), their expected annual growth is 40 scale score points. What if in the student's 6th grade year, they score a 354 scale score on the WIDA ACCESS?

- Did Student A meet their annual growth target? Will they count positively toward the ELPA Indicator calculation?
    - No, Student A did not meet their annual growth target of 40 points. They increased from 320 to 354, or 34 points, which is 6 points short of their expected growth. Student A will not count positively toward the 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. Their most recent scale score is 354. 400 – 354 = 46 / 1 year left to exit. Student A's new annual growth target is **46** scale score points.

e. Exceeded Years to Exit

If a student has exceeded their years to exit, their target scale score becomes that which corresponds to the 4.8 PL in their new grade. This will continue until the student meets exit criteria. When a student exceeds their years to exit, they will continue to be counted as "not on track" for the ELPA Indicator Calculation, regardless of how many scale score points they increase, until they are considered proficient.

Example (continued): Student A was expected to exit in the 7th grade with a scale score of 400. However, they only scored 380, so they did not exit on time. Their new target score in 8th grade is 406. At this point, Student A will only count positively toward the ELPA Indicator when they exit. If they do not exit this year, their target scale score in 9th grade will become 412, and so on.

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

f. Growth Targets for Alternate ACCESS

Alternate ACCESSS underwent a standard setting in 2024. Expected years to exit are now standardized to align to ACCCESS expected years to exit (5 years if entering on a Level 1, inclusive of the baseline year). Composite scale score growth targets for Alternate ACCESS test takers also align with ACCESS Composite scale score target, and growth is calculated in a similar fashion. Proficiency levels on the Alternate ACCESS are dependent on domain and grade cluster. As such, grade cluster, and not individual grades, is used. Valid Composite/Overall Alternate ACCESS scores beginning in 2024 are considered the baseline score, and the corresponding PL in each grade band determines the years to exit. **The baseline year counts as year one**.

- PL 1 – student has 5 years to exit
- PL 2 – student has 4 years to exit
- PL 3 – student has 3 years to exit

Grade Band	PL 2	PL 3	PL 4	PL 5
K-2	941	949	957	964
3-5	943	951	958	965
6-8	945	952	960	968
9-12	946	953	961	970

To automatically exit on the Alternate ACCESS, a student must score a 4.0 Composite/Overall PL. The scale score cut for a 4.0 Composite/Overall PL is different for each grade band. See the table below. The exit target is the scale score cut that corresponds with a 4.0 Composite/Overall PL in a student's expected exit grade.

Grade Band	Scale Score Cut	Composite/Overall Score
K-2	957	4.0
3-5	958	4.0
6-8	960	4.0
9-12	961	4.0

Students Who Reach EL Proficiency

Students who auto-exit or band exit (regardless of their scale score point growth), or who are 1st-4th year proficient/monitored, will count positively toward the ELPA Indicator calculation.

a. Automatic Exit

WIDA ACCESS: Students who achieve an overall/Composite PL score of 4.8 or higher will be automatically exited and count positively toward the ELPA Indicator in the year they exit.

Alternate ACCESS: Students who achieve a score of 4.0 Overall/Composite or higher on the Alternate ACCESS will be automatically exited and count positively toward the ELPA Indicator in the year they exit.

b. Band Exit

Students who meet certain criteria may qualify for band exit. This process typically takes place in August. If a student achieves the qualifying language proficiency scores and approved assessment scores, they will count positively for the ELPA Indicator calculation in the year they achieved the qualifying scores, and not the school year the ELP Band Exit was submitted.

Note there is no band exit process for students in KG-2nd grade.

WIDA ACCESS:
- **Grade 3-8:** students who score between a 4.3 and 4.7 Composite PL on the WIDA ACCESS **and** score Proficient or above on the OSTP ELA will be automatically band exited and count positively toward the ELPA Indicator calculation.
- **Grade 9-12**: students who score between a 4.3 and 4.7 Composite PL on the WIDA ACCESS **and** score at or above the 35th percentile on Approved Assessments for ELD Band Exit may qualify for band exit, and, if approved, count positively toward the ELPA Indicator calculation.

Alternate ACCESS:
- **Grade 3-8 & 11:** students who score a 3.0 Overall/Composite on the Alternate ACCESS and score Basic or above on the OAAP ELA will be automatically band exited and count positively toward the ELPA Indicator calculation.
- **Grade 9, 10, & 12:** There is no state assessment in these grades to qualify students for band exit. Students who score a 3.0 Overall/Composite on the Alternate ACCESS may be recommended for ELP Band Exit with the Alternate ACCESS ELP Band Exit Recommendation Form, and, if approved, will count positively toward the ELPA Indicator calculation.

c. EL Proficient (1st-4th year Monitored)

Students are considered "on track" and counted positively toward the ELPA Indicator calculation for four years following exit.

School Level ELPA Indicator Calculation

a. Progress Score

The ELPA progress score for a school is the percentage of FAY ELs who are considered "on track". The percentage is determined by dividing the number of "on track" ELs (numerator) by the number of eligible ELs (denominator).

Numerator	Denominator
• FAY ELs who met or exceeded annual growth targets • FAY ELs who met the auto exit criteria for the WIDA ACCESS or the Alternate ACCESS • FAY ELs who met the band exit requirements for the WIDA ACCESS or the Alternate ACCESS • FAY 1st-4th year proficient/Monitored former ELs	• FAY ELs with previous year baseline scores • FAY ELs without baseline scores whose score on their initial ACCESS assessment qualified for automatic exit or who met the band exit requirements (e.g., students who were identified as EL using the WIDA Screener and tested out during their first ACCESS administration) • FAY 1st-4th year proficient/Monitored former ELs

Example: Site A has 57 eligible students. 28 of them are considered "on track": 7 met or exceeded their annual growth targets, 5 auto exited, 6 band exited, and 10 are 1st-4th year monitored. 28 / 57 = 0.491. 49.1% of students are "on track". This is Site A's progress score.

b. Calculating the ELPA Indicator Score Points

Points are indexed to show the site's performance relative to statewide distribution. The minimum score values correspond to approximately the 2nd percentile for each model, and schools scoring at or below the 2nd percentile earn the minimum points possible (0). The maximum score values correspond to the 98th percentile for each model, and schools scoring at or above the 98th percentile earn the maximum points possible (10).

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

All other points are earned on a proportional basis, depending on a school's progress score, the range, and variance.

- **Step 1:** Determine the range of scores for a school's model by subtracting the minimum score from the maximum score (this step is not necessary for middle and high school because their minimum score is 0).
  - **Maximum score – minimum score = range**
- **Step 2:** Find where the school's progress score fits within the overall range. (this step is not necessary for middle and high school because their minimum score is 0).
  - **School's progress score – minimum score for the model =?**
- **Step 3:** Divide the value found in step 2 by the total range found in Step 1
  - **Value from Step 2 / Total range = percentage of points**
- **Step 4:** Multiply the percentage of points earned by the maximum points possible
  - **% of points earned X 10 = ELPA Indicator Points earned**

Examples:

In the examples, decimals are rounded to whole numbers for ease of understanding. When calculations are performed by Accountability, numbers are rounded to two decimal places.

- **Elementary:** Site A has a progress score of 49%.
  - **Step 1:** 68 – 10 = 58
  - **Step 2:** 49 – 10 = 39
  - **Step 3:** 39 / 58 = 0.67 or 67% of the total possible points
  - **Step 4:** 0.67 x 10 = 6.7 ELPA Indicator points earned
- **Middle:** Site B has a progress score of 24%.
  - *Step 1 & 2 can be skipped because the minimum is 0*
  - **Step 3:** 24 / 59 = 0.41 or 41% of the total possible points
  - **Step 4:** 0.41 x 10 = 4.1 ELPA Indicator points earned
- **High:** Site C has a progress score of 14%
  - *Step 1 & 2 can be skipped because the minimum is 0*
  - **Step 3:** 14 / 40 = 0.35 or 35% of the total possible points
  - **Step 4:** 0.35 x 10 = 3.1 ELPA Indicator points earned

b. ELPA Indicator Letter Grade

The number of ELPA Indicator points earned corresponds to a letter grade for that indicator on the school report card. The letter grade rubrics vary by model. The following tables show cut scores based on the ELPA Indicator points (not the progress score).

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	5.16	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

Examples:

- **Elementary:** Site A earned 6.7 ELPA Indicator Points. Their letter grade is a B for the ELPA Indicator.
- **Middle:** Site B earned 4.1 ELPA Indicator Points. Their letter grade is a C for the ELPA Indicator.
- **High:** Site C earned 3.1 ELPA Indicator Points. Their letter grade is a C for the ELPA Indicator.

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 repeats a grade?

If a student repeats a grade, their 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, and is expected to exit in 3rd grade with a target exit scale score of 365 (the 4.8 Composite PL equivalent for 3rd grade), and is retained in 2nd grade, the target exit scale score will be adjusted to 353 (the 4.8 Composite PL equivalent for 2nd grade).

Are Kindergarten English Learners included in the ELPA Indicator calculation?

No, Kindergarten ELs do not have a baseline score. They are usually not included in the ELPA Indicator calculation. However, if a FAY Kindergarten EL scores a 4.8 or above, then they WILL be included in the calculation, and count positively, because they exited that year. Additionally, if a student repeats Kindergarten and has a baseline score from their first year in kindergarten, they will be included in the ELPA Indicator in the repeated Kindergarten year.

Are recently arrived ELs (newcomers) included in the ELPA Indicator calculation?

Usually, no; only students with a prior year's baseline score are included in the ELPA Indicator calculation. If a recently arrived EL has no WIDA ACCESS history and is taking the WIDA ACCESS for the first time, they are not included in the calculation. Recently arrived ELs will be included if they have a prior year's baseline.

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

What if a site is Pre-K through 8th grade? Will it be considered an elementary or middle school model?

The Office of Accountability uses the <u>highest</u> grade, so if the highest grade is 8th grade, the site would count as a middle school.

- Elementary: Up to grade 6
- Middle: Up to grade 9
- High: Up to grade 12

Additional Resources

- English Language Proficiency Assessment (ELPA) Progress Module Video (from 2019, some information be outdated)
- ELPA Spotlight Document
- WIDA ACCESS Scale Scores to Proficiency Levels (PLs)
- WIDA Alternate ACCESS Scale Score to Proficiency Levels
- WIDA ACCESS Scale Scores to Grade Level 4.8 Proficiency Levels
- WIDA Alternate ACCESS Scale Score to Grade Level Proficiency
- ELP Band Exit
- English Learner Data Toolkit
- Academic Growth Indicator Spotlight Document
- Academic Achievement Indicator Spotlight Document
- Understanding Your Site's English Language Proficiency Assessment (ELPA) Indicator Grade and Planning Next Steps: Program Evaluation
- Recently Arrived English Learner (RAEL) FAQs

For questions about the ELPA Indicator, please contact:

Office of English Language Proficiency | OELP@sde.gov (405) 522-5073