

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

The School Report Card allows the opportunity for sites to take a pause and think about the story of their school. What is the story of the site? What are the “spotlights” within the data? What are the identified areas of improvement? What is the plan to address those areas? The considerations and linked resources below will help sites to address these questions.

Understanding Your Site's English Language Proficiency Assessment Indicator (ELPA) Grade

Denominator

The denominator of the ELPA Indicator calculation consists of Full Academic Year (FAY)*:

- English Learners (ELs) with baseline scores and annual growth targets
- ELs without baseline scores who auto exit (4.8 or above on the WIDA ACCESS) or exit via the [ELP Band Committee Exit Request](#)
- 1st-4th year proficient former English Learners

Numerator

The numerator of the ELPA Indicator calculation consists of FAY*:

- ELs who met or exceeded their annual growth targets
- ELs who auto exited (4.8 or above on the WIDA ACCESS or P2 or above on the two most recent Alternate ACCESS administrations in the past three years)
- 1st-4th year proficient former ELs
- 3rd -12th grade ELs who exited via the [ELP Band Committee Exit Request](#)

*Full Academic Year (FAY)- 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 FAY end date for that indicator (FAY End Date for the ELPA Indicator- First day of the WIDA testing window).

To gain a better understanding of how the ELPA Indicator was calculated, please reference:

- The [ELPA Indicator Guide](#) located in [Accountability Reporting – Reports - School Report Card - ELPA Progress](#)
- [The ELPA Indicator Explained](#) webinar and [Slide Deck](#)
- [Report Card Spotlight: English Language Proficiency Assessment \(ELPA\) Progress](#)

Considerations When Analyzing Your Site's ELPA Indicator Score

Long Term English Learners (LTELs)

LTELs are students who have exceeded their expected years to exit. No points toward the ELPA Indicator score will be awarded until these students achieve an automatic exit score (4.8 or above on the WIDA ACCESS or P2 or above on the two most recent Alternate ACCESS administrations in the past three



years) or exit via the [ELP Band Committee Exit Request](#). Identifying LTELs will allow sites to provide necessary tiered support and interventions. LTELs are often balanced by 1st-4th year proficient former English learners who do earn points toward the ELPA Indicator score for up to four years.

Number of students expected to assess but were not assessed

Students who are not assessed but were expected to assess are included in the dominator, yet they do not earn points toward the ELPA Indicator score. To ensure that all students expected to assess are assessed, it is important to:

- understand and implement state [EL/Bilingual Identification](#) procedures
- check and resolve EL conflicts in Accountability Reporting
- verify that ELs are administered the correct assessment (Students must or will participate in the OAAP to be eligible for the Alternate ACCESS)
- begin the administration of the assessment earlier in the testing window to ensure that all ELs are assessed in all 4 domains and to avoid unforeseen circumstances

Students eligible for ELP Band Committee Exit Requests

The site should verify that [ELP Band Committee Exit Requests](#) were submitted for all students who met the criteria. Please note that participation in the ELP Band Committee Exit is at site discretion; however, students who exit through the ELP Band Committee Exit earn points toward the ELPA Indicator score.

Is your site considered a Small School?

A Small School is a site that has fewer than 25 ELs or former ELs 1st-4th proficient. If a site is designated as a Small School, retroactive, multiple year data (the 3 most recent years) will be collected until the site reaches 25. Please note that since 2-3 years of data can be pooled for Small Schools, a student could potentially be included in the ELPA Indicator calculation 2-3 times.

Local situations or conditions

Reflect on local situations or conditions that your site might have experienced. For example, your site might have had school closures due to health precautions, weather or building related incidents, a large population of newcomers, a considerable amount of dually identified SPED EL students with significant cognitive impairments and/or other learning disabilities or differences.

Additionally, your site may feed into a feeder school. For example, your site is a PK-5 elementary school in which students transition into a 6-8 middle school. Once students make that transition, the Former English Learners (FEL) who are first through fourth year proficient would then count positively on the ELPA Indicator for the middle school, not the elementary school. Examining data through this local lens will enable sites to contextualize the bigger picture.

Planning Next Steps: Program Evaluation

Research shows that English learners who have attained English proficiency and become bilingual or multilingual outperform all other student groups on every academic measure. The ELPA indicator provides data used to determine the effectiveness of a site's Language Instruction Education Programs (LIEPs) and to address gaps or issues that may be resulting in low rates of English proficiency attainment. Therefore, it is important to review EL data and evaluate the effectiveness of the current programs.



A great starting point is to utilize the data that can be found within Accountability Reporting by referencing the [English Learner Data Toolkit](#). This document explains how to access and understand the data in the English Learners tab in the Accountability Reporting application, including how to analyze the data, export and strategically use the data to better serve and support English Learners, and provide necessary interventions.

Program Evaluation is an essential step for districts to determine what is working and what is not. This can be done by utilizing the [Language Instruction Education Program \(LIEP\) Evaluation Template](#).

Some essential questions at the core of a program evaluation are:

- How are English Learners provided services within a site? In other words, what LIEPs are in place at the site?
- How many teachers in the site are certified and/or trained in English Language Development and/or Sheltered Instruction?
- Does the site foster and build a commitment of shared responsibility and accountability for ELs? In other words, does the site foster a mindset that every teacher, whether content areas, gym, art, or EL teacher, etc., is responsible for ELs?
- What professional development is provided to the educators working with English Learners? [EL Instruction and Professional Development](#)
- Does the site maintain an ongoing commitment to assisting ELs with developing a sense of belonging or inclusion by welcoming and embracing student diversity and identity and conveying this core value to all staff and students.
- When reviewing the [English Language Academic Plans \(ELAPs\)](#) of students, are the accommodations and supports correctly identified and utilized on a regular basis within classroom instruction?
- What is the overall system of support and interventions provided for all students? How do English Learners fit within this model? Some of the resources available are: [A Guide to Selecting and Applying Evidence-Based Practices to English Language Acquisition Programs](#), [A Guide to Selecting and Applying Evidence-Based Practices to Reading](#), [Evidence-Based Interventions](#), and [MTSS](#). Districts should ensure that the interventions/services provided are monitored for effectiveness.
- What English Language Development curricula is being used in the LIEP? Does data reflect that this curriculum is effective? [State Textbook Approved Titles](#)
- How are Title and state funds utilized to help support English Learners? Were funds, such as ESSER, allocated to help support English Learners?

Educating students can be complex, so it is essential to review all available data to understand the whole picture. The WIDA ACCESS assessments are a key piece of data, but other data such as state assessments, universal screeners, progress monitoring data, etc. should also be considered when reviewing a system of support.

Thank you for serving and supporting Oklahoma's Newcomers!

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