



# 2022-2023 School Year

## English Language Proficiency (ELP) Improvement Measure

### Introduction

Section 1111(c)(4)(A)(ii) of the Every Student Succeeds Act (ESSA) requires states to measure how well schools and districts are doing in getting students whose native language is not English to become proficient in English. The Ohio Department of Education began measuring school and district progress in this area as part of the Gap Closing component on the 2017-18 Ohio School Report Card. The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners' who show improvement from one year to the next and will contribute to the rating assigned to the Gap Closing component on the Ohio School Report Cards.

OELPA, first administered in the 2015-16 school year, consists of four domain tests: Reading, Writing, Listening, and Speaking. Students receive a score of 1 to 5 on each domain, and achieve proficiency and exit EL status by earning a combination of 4's and 5's across all domains they are required to complete. An EL is required to complete all four domains unless that student has a disability for which no vendor accommodation exists. In such cases, the district must report in EMIS that the student was exempt from that domain because no accommodation exists. This reporting is done by using the Score Not Reported code of "L" in the Assessment Record (Record FA235).

Proficiency on one domain does not exempt a student from completing that domain in a future year if the student continues to be identified as an English learner. If a student is required to complete all four domains and scores proficient on three out of the four domains on one attempt, the student must continue to take all four domains on subsequent attempts and remains an English learner until proficiency is attained on all four domains in the same year.

The ELP Improvement measure uses only performance and improvement on the OELPA – no other tests are used. Each EL is assigned an improvement target for growth using the student's grade level when initially identified as an EL and the summed score on the initial OELPA.

Districts and schools earn credit for accountable students who either meet or exceed their annual improvement targets or score proficient on the OELPA.

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## Overview of Measure

All of the calculations in the Gap Closing component allow a school or district to earn points based on whether the yearly goal is met or not. For this measure, there is just one subgroup being evaluated; English Learners. A school or district will earn between zero and 5 points for that one subgroup based on meeting the yearly improvement goal.

In the state’s ESSA plan, ODE established interim goals and a long-term goal for this calculation. The table below shows the percent of EL students who are expected to show improvement towards English proficiency each year. The goal for 2023 is to have at least 46.60% of a school’s or district’s EL student either show improvement in gaining English proficiency or to reach the proficient mark and exit EL status.

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05 %	46.60 %	50.15%	53.7 %	57.25 %	60.8 %	64.35 %	67.9 %	71.45 %	75%

The calculation uses standard [Where Kids Count](#) business rules and a student who otherwise is accountable to a school or district in the 2022-23 school year is included if they meet the other conditions specific to this calculation. Because this calculation is longitudinal, a student must have two OELPA tests, one taken in the spring of 2022 and one from the spring of 2023, to show improvement. The calculation cannot be performed without two consecutive tests and the student is not included in the measure. Districts always get ‘credit’ for a student who scores proficient and exits EL status, so first-time test takers in the current school year are included if they score proficient on that 2023 test. A student also is included if they are classified as an English learner (EL) during the testing window but was not tested and did not have a Score Not Reported reason that exempts them from the test (more details on this below).

## Data Elements and Data Source

Districts and schools must administer the OELPA during the testing window to all students identified as English learners. This measure will only contribute to the Gap Closing component for schools and districts that serve the minimum required number (n-size) of accountable ELs, as outlined in Ohio’s approved ESSA plan. The number of accountable ELs required for inclusion in the measure is currently 15 English learners. Please note that students are included in the measure based on their identification as English learners, not whether services are received. As such, English learners whose parents or guardians refuse English learner services are still included in the measure until such time as they reach English proficiency.

The Department will calculate improvement percentages for all schools and districts, but only those with enough accountable students (15) will have the calculation contribute to the Gap Closing rating. This ensures that gaps can be calculated for schools and districts that may become eligible for the measure, as well as provide valuable information to schools and districts.

## Business Rules

### LEVEL IMPROVEMENT TARGETS – STUDENTS TAKING FOUR OELPA TESTS

As was mentioned above, the OELPA is comprised of four different tests that measure the various aspects of English proficiency. If a student is making progress and getting closer to English proficiency, they should accrue more points on their current year test than they did on the prior year’s. A school or district gets credit for a student if they increase the number of points from one year to the next to ‘meet’ their improvement target.



Thus, the first step in the calculation is to set each student’s improvement target. The student-level targets use a student’s grade level at the time they first take the OELPA and their initial English language proficiency level, which is determined by summing the scores from the four domains. The overarching goal for students is to reach Proficient on the OELPA, which is achieved by scoring any combination of 4’s and 5’s across all four domains. Because of the scoring rubric, a proficient student will always have a summed domain score between 16 and 20 points. This score is not compensatory, meaning students must earn at minimum of 4 points on each of the four domains (not including approved domain exemptions).

Students who enrolled for the first time in the 2016-17 school year had their improvement target set using the 2017 OELPA and 2017 grade level. For students who were new to Ohio in 2017-18, ODE used their 2018 OELPA and that year’s grade level to set their improvement target and so on. In each year, students who are new to Ohio will have their first year’s OELPA test and their grade level at the time of that test used to set their improvement target.

The table below shows the number of points a student must improve from one year to the next based on the grade of the student and the number of points earned across the tests taken in that first year. Note that the improvement targets shown in the table are applicable only to students taking all four OELPA domains (reading, writing, listening, speaking). Students who are exempt from one or more tests because of a disability always have an improvement target of one (1) point. This is explained more fully below.

*Figure 1: Annual Student Level English Language Proficiency Improvement Targets for English Learners*

<b>Student’s Grade Level when Identified as English Learner</b>	<b>Sum of Student’s Initial OELPA Domain Score (point range)</b>	<b>Student Level Target for Annual Improvement (points/year)</b>
Kindergarten – 8 <sup>th</sup> Grade	4 points – 11 points	Increase of <b>2 points</b> per year
Kindergarten – 8 <sup>th</sup> Grade	12 points – 20 points	Increase of <b>1 point</b> per year
9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	4 points – 7 points	Increase of <b>2 points</b> per year
9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	8 points – 20 points	Increase of <b>1 point</b> per year

The annual improvement target does not change once it is set for a student unless a student is exempted from one or more domains (this will be discussed more fully below). The prior and current year’s assessments always are used to determine if the target is met and students cannot ‘bank’ points if they exceed their improvement goal, nor do they need to ‘make up’ points if they fall short. For example, a student with an improvement target of two points who improves by four points from the previous year still has a goal of improving by two points the next year. Similarly, a student with an improvement target of two points who only improves by one point does not need to ‘make up’ the deficit by improving by three points in the following year, the two points continues to apply. The prior year’s test is always the starting point for improvement regardless of whether the previous year’s improvement goal was met or not met.

The following is an example of how a student’s target is set. Student A entered school in Ohio in 3rd grade and is identified as an English learner. On their first OELPA test, Student A scored a total of six points (one for Reading, one for Writing, two for Listening and two for Speaking). Based on Student A being in 3rd grade and scoring six points on their initial test – the student level target is to improve by two points per year. Thus, to be in the numerator of this calculation, Student A must score at least eight points across the four domains of the OELPA (6 points + 2 points = 8 total points) when they take it for the second time in 4th grade. The calculation does not require the points to be earned in any specific domain. As long as the total number of points equals eight, the student is counted as meeting their goal and is in the numerator regardless of where they show improvement.



## STUDENT LEVEL IMPROVEMENT TARGETS - STUDENTS TAKING FEWER THAN FOUR OELPA TESTS

As was mentioned earlier, the chart above is applicable only for students who complete all four domains. Beginning in 2017-18, domain exemptions became available on the OELPA for some students with disabilities. This policy allows districts to exempt students from up to three of the four domains on the OELPA if a disability prohibits the student from participating in the domain. All domain exemptions must be documented in the student's IEP or 504 plan. Any student exempt from one or more domains for a disability on the first test attempt is assigned an annual improvement target of one point.

If a student completed all four domains on the first attempt, but then was exempted from one or more domains in a subsequent year due to a disability, the Department will consider that student to be a first-time test taker and will re-assign the student's annual improvement target to one point (assuming it previously had been set at *two points*). *This action will remove the student from the current year's calculation. Any time the number of domain exemptions changes year-to-year, whether it is an increase or decrease in the number of domains taken, that student will be treated as a first-time test taker and a new summed score will be calculated.*

In order for a student to be treated as a first-time test taker and have a new summed score calculated, the student must have test records reported for all exempted tests reported with a Score Not Reported code of "L" in the FA235 element, which indicates that the student has a disability for which no vendor accommodation exists. Any other Score Not Reported code will not result in a change in expectations for the student. If a district reports any Score Not Reported code other than "L", the student will be counted in the current year's calculation using that summed score in comparison to the summed score from the prior year's attempt. Please see Example B: Student Calculations for more detailed information about how this would impact student-level calculations.

## CALCULATION

*EL Progress AMO Numerator/Denominator*

Once each student's improvement target is determined, the next step is to determine whether the student "met" that target and thus made progress towards English proficiency. This is done by summing the points from the four 2022 OELPA domains and comparing that number to the summed 2023 domains to see if the student's improvement target was met. If a student 'meets' the target, they are deemed to have made "progress" and are in the numerator. Students who don't meet their targets, are not in the numerator. Students who are new to Ohio in the 2022-23 school year will have their improvement targets set but won't be included in the numerator or denominator of the calculation until they have a second test in the 2023-24 school year.

There are two exceptions to the rules set forth in the paragraph above. In the first exception, a student can be in the numerator for not meeting his improvement target. The goal of this calculation is for each English learner to reach proficiency. At that time, the student exits EL status and stops taking the OELPA. As students get close to reaching proficiency, they may need only one more point to exit. Assuming they do exit, the school or district will receive credit and they will be placed in the numerator, regardless of whether their improvement target is met.

For example, if a student with a target of 2 points scored 15 points on their prior year OELPA, they would need to increase to 17 points to "meet" the improvement goal. If that student scored straight 4's on the current year's tests, the total score would increase by only one point moving from 15 to 16, but this would be enough for the student to exit EL status. Such a student would be included in the district's numerator, based on the fact that they exited EL status. It is important to understand, however, if the student does not obtain a high enough score on each domain to exit, then at least two points of improvement are needed to place them in the numerator (e.g. – if they scored 3 on one domain, then a total of 17 points are needed across the four tests to place the student in the numerator).



The second exception is that the calculation places a student in the numerator in their first year in an Ohio public school if they earn enough points on the four domains to exit EL status the first time they take the OELPA. As was mentioned earlier, a student is deemed to have reached proficiency in English when all four domains have scores of 4's or 5's. Once those scores are earned, the student exits EL status and no additional OELPA tests are taken. A school or district gets credit for all students who reach proficiency even in cases where the proficient score is earned on that first OELPA test. Figure 2 depicts how the improvement percentage is derived.

Figure 2: ELP Improvement Example

Student	Improvement Target	2022 Score	Points Earned	2023 Score	Met or Not Met
Student A	2	4	3	7*	MET
Student B	2	5	1	6	NOT MET
Student C	1	8	1	9	MET
Student D	2	14	2	16	MET
Student E	1	13	0	13	NOT MET
Student F	2	16	1	17 (did not exit)*	NOT MET
Student G	1	11	1	12	MET
Student H	1	10	0	10	NOT MET
Student I	2	16	1	17 (exited)*	MET
Student J	2	8	2	10	MET
<b>6 out of 10 students met the Improvement Measure = 60%</b>					

\*Note that Student A exceeded their improvement target. They needed to earn two points, but they earned three, moving from 4 to 7 total points. The extra point is not banked. In 2022 their expected improvement remains at two points, and they will need to score at least 9 total points to be in the numerator of that calculation.

\*\*Note that Students “F” and “I” both have improvement targets of two points per year. They both improved by only one point, moving from 16 to 17. Student “F” did not exit EL status, thus their target was not met. Student “I” did score high enough on each domain to be deemed Proficient and exit, thus the school earns credit for them in the numerator.

#### Students Who Re-Enter EL Status

As was mentioned above, a student exits their status as an English Learner when they earn a score of 4 or 5 across all applicable domains. In a small number of cases, a student may meet the criteria to exit, but district personnel will have questions about whether the student really is “proficient” in all aspects of English. District personnel have the right to re-assess a student who exits, and if the assessment shows that deficits still exist, the district can decide to “re-enter” the student into the status as an English learner so that they can continue to receive English language services.

When this happens, the student’s previous improvement target and previous year score are retained, and the calculation continues as if the student never exited EL status. For example, in 2015-2016, a student was assigned an improvement target of 1-point based on their initial score and grade level. The student scored 16 points (all 4’s) across the four domains in 2018-2019 and exited English learner status at the end of that year. The district determined the student needed additional services to ensure that language was not a barrier to learning, so they re-identified them as an EL at the beginning of the 2019-20 school year. In 2019-2020, the student either is expected to again exit English learner status by earning all 4’s or 5’s on the domains, or to increase their total score to 17 points to meet the improvement target of one point.



### *Earning Points for the Gap Closing*

1. Schools and districts earn 5 points if they meet the yearly goal. If they do meet the goal, then they receive 0 points. There are no partial points. For example, if in 2023 a school had 47% of their EL students meet or exceed their improvement goals, then they will receive 5 points. The points are part of the Gap Closing component. The impact of the EL measure is dependent on the number of other measures that a school or district is eligible for.
2. If the subgroup fails to meet the AMO but shows at least a 10 percent improvement between the prior year and current year, then the full 5 points are assigned.

### **Final Rules**

Once the points are awarded, they are factored into the Gap Closing calculation. Once each measure's points total is calculated, the total points earned are divided by total points possible to determine the preliminary Gap Closing rating. This [example](#) shows how the Gap Closing component rating is calculated.