English Language Proficiency Improvement Indicator

Traditional District and School and Dropout Prevention and Recovery Community School Report Cards

2023-2024 School Year

Department of Education & Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description
7/10/24	FY24	Added Business rules for Untested Students and Appendix B
7/10/24	FY24	Clarification added indicating highest score across LEAs are utilized
7/10/24	FY24	Updated Appendix A to include assessment info needed to be included in calculation

OHIO REVISED CODE and OHIO ADMINISTRATIVE CODE require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the DIFFERENT DATA COLLECTIONS. This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive. Please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > **Gap Closing**
	ELP Improvement Indicator	Report Portal > Secure Data Center > Testing Results > **District (or School) OELPA Progress**

REMINDER: AT THIS TIME THE DEPARTMENT IS NOT UTILIZING ALTERNATE OELPA RESULTS

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Introduction

The English Language Proficiency (ELP) Improvement Indicator is an essential component of Ohio's school accountability system. This indicator is designed to assess and promote the progress of students whose primary language is not English toward achieving fluency in the English language. Let's explore the key aspects of this indicator:

- **Legal Mandate**
  - The indicator is required by the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA), a federal law that governs K-12 education in the United States.
  - Under ESSA, states must track the progress of English learners toward achieving English language proficiency.
  - The ELP Improvement Indicator ensures compliance with this federal mandate.

- **Accountability and Transparency**
  - Ohio's School Report Cards provide transparency to parents, educators, and the public about school performance.
  - Including the ELP data ensures that schools are held accountable for supporting English learners effectively.

- **Equity and Access**
  - English learners bring a wealth of cultural knowledge and experiences to the classroom but may face unique challenges due to language barriers.
  - This indicator promotes equity by focusing on English learners' progress and ensuring they have access to quality education.

- **Data-Driven Decision-Making**
  - By tracking ELP, schools can identify areas for improvement.
  - Schools can use the data to adjust instructional strategies, allocate resources, and support English learners more effectively.

- **Continuous Improvement**
  - The indicator encourages schools and districts to set improvement goals for English learners.
  - It fosters a culture of continuous improvement, benefiting both English learners and the entire school community.

In summary, the ELP Improvement Indicator serves as a vital tool for promoting educational equity, transparency, and data-driven decision-making in Ohio's schools.

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Business Rules

DETERMINING STUDENTS INCLUDED IN THIS INDICATOR

This Indicator includes English learners who meet the criteria for Where Kids Count business rules. For detailed business rules, consult the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. Additionally, refer to [Appendix A](#) for detailed information about Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

STUDENTS TAKING FOUR OELPA TESTS – STUDENT LEVEL IMPROVEMENT TARGET

The Ohio English Language Proficiency Assessment (OELPA) is comprised of four different tests that measure the various domains of the English language: reading, writing, listening, and speaking. When a student is making progress and approaching English proficiency, they should accrue more points on their current year test than they did on the prior year's test. A school or district gets credit for a student if their domain sum increases from one year to the next and the improvement target is met.

Thus, the first step in the calculation is to set each student's improvement target. The target is derived from the student's grade level at the time they first took the OELPA and their initial English language proficiency level. If multiple assessments are reported for the initial year, the most recent test date will be used. The proficiency level is determined by summing the performance levels from the nonexempt domain tests. The overarching goal for students is to reach a Proficient score in the range of 16 to 20 points on the OELPA, which is achieved by performing at levels four and/or five in all nonexempt domains. It is possible to have a domain sum that is not proficient (below 16 points). Students must attempt all nonexempt domain tests and perform at level four or five in each of the nonexempt domains to be considered proficient.

Students who enrolled for the first time in the 2016-2017 school year had their improvement target set using the 2017 OELPA and 2017 grade level. For students who were new to Ohio schools in the 2017-2018 school year, the Department used their 2018 OELPA and that year's grade level to set their improvement target and so on. In each school year, students who are new to Ohio will have their improvement target set using their first year's OELPA results (the domain sum) and their grade level at the time of that assessment.

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

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Table 2: Annual Student Level English Language Proficiency Improvement Targets for English Learners

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

A student's annual improvement target does not change once it is set, unless the number of domain tests a student takes changes due to application or removal of a domain exemption (more details below). To determine if the target is met, the Department always uses the prior and current year's assessment results. Students cannot 'bank' points if they exceed their improvement goal, nor do they need to 'make up' points if they fall short. The prior year's test is always the starting point when determining improvement, regardless of whether the student met the previous year's improvement goal.

- 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.
- A student with an improvement target of two points who only improves by one point does not need to 'make up' the deficit point by improving three points the following year. The two point improvement target still applies.

Example 1: Student A entered school in Ohio in third grade and was identified as an English learner. On their first OELPA, Student A's domain sum was 12 points (three (3) in Reading, two (2) in Writing, four (4) in Listening, and three (3) in Speaking). Based on Student A's being in third grade and a domain sum of 12 points on their initial OELPA, the student's improvement target is to increase their domain sum by one point each year. Thus, to be in the numerator of the ELP Improvement Indicator calculation, Student A must score at least 13 points across the four domains of the OELPA (12 points + 1 points = 13 total points) when they take the OELPA for the second time in fourth grade. The calculation does not require the student to earn points in any specific domain. If the domain sum is greater than or equal to 13, the student is counted as meeting their goal and is in the numerator regardless of the domains in which they improve.

Example 1: Determining Student A's Target for Annual Improvement

Enrolled Grade for Student's 1st OELPA	Sum of Initial OELPA Domain Scores	Target for Annual Improvement
K-8	4-11 points	+2 points per year
K-8	**12-20 points**	**+1 point per year**
9-12	4-7 points	+2 points per year
9-12	8-20 points	+1 point per year

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STUDENTS WITH DOMAIN EXEMPTION – STUDENT LEVEL IMPROVEMENT TARGET

As mentioned earlier, the chart above (Table 1) is applicable only for students who are expected to complete all four domains (students without domain exemption(s)). Beginning in the 2017-2018 school year, domain exemptions became available on the OELPA for some students with disabilities. This policy allows a student's Individualized Education Program (IEP) team or 504 Plan coordinator to exempt the student from one to three of the four domains, if a disability prohibits the student from meaningfully accessing the domain (see Section V of the *Accessibility Manual for OELPS and OELPA*)). All domain exemptions must be documented in the student's IEP or 504 plan. The annual improvement target is one point from the initial OELPA score, for any student exempt from one or more domains due to their disability.

If a student completed all four domains on the first attempt but then was exempted from one or more domains in a subsequent year, the Department will consider that student to be a first-time test taker. The student's annual improvement target will be reassigned 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 domain tests required to be taken, the Department will consider that student as a first-time test taker and calculate a new domain sum.

For a student to be treated as a first-time test taker and have a new domain sum calculated, the district must report all exempted domain tests with a Score Not Reported code of "L" in the FA235 element. This 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 Department will count the student in the current year's calculation using that domain sum in comparison to the domain sum from the prior year.

UNTESTED STUDENT - STUDENT LEVEL IMPROVEMENT TARGET

To identify untested students, the Department must determine the total number of tests that should have been taken. Every student identified as an English learner in grades kindergarten through high school must be annually assessed and required to take the OELPA or Alt-OELPA.

Since every student identified as an English learner is required to take the test, the district or school must report a reason for any student who does not take the test. The *Score Not Reported (FA235)* codes are in the **Student Assessment Record (FA)** of the EMIS manual.

Certain codes exclude the test from being included in the student level improvement target calculation. However, if the Score Not Reported reason does not exclude the test, it will be included in the student level improvement target calculation and be awarded zero points for that domain. Appendix B can be used to determine whether an untested student will affect

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the calculation. If a student is required to take a test and a Score Not Reported reason is not reported, the student will be included in the student level improvement target calculation and be awarded zero points as well for that domain.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school and district performance.

ELP Improvement Calculation

To receive a score on the ELP Improvement indicator, a school or district must have at least fifteen (15) accountable English learners with OELPA results for the prior and current year. In cases where a school or district has fewer than fifteen English learners across all tested grades (kindergarten through grade 23) with OELPA results from the prior and current year, the data will be masked, and no ELP Improvement Indicator will be calculated.

- **Code Sections**: Section 1111(C)(4)(A)(ii) of ESSA
- **N-Size**: 15 students
- **Grades**: K-8, high school (including students in grades 13 and 23)
- **Tests**: Ohio English Language Proficiency Assessment (OELPA)
- **Full Academic Year**: Yes

After determining each student's improvement target, the Department assesses whether the student has "met" that target and made progress toward English proficiency. To determine adequate progress toward the improvement target, the sum of the performance levels from the nonexempt 2023 OELPA domain tests is compared to the sum of the performance levels from the nonexempt 2024 OELPA domain tests. If multiple assessments are reported the highest score across LEAs is utilized. If a student 'meets' the improvement target, they have made progress and are included in the numerator. Students who do not meet their targets are not part of the numerator. Additionally, students who are new to Ohio in the 2023-2024 school year will have their improvement targets set but will not be included in the numerator or denominator of the calculation until they have a second test in the 2024-2025 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 their improvement target if they demonstrate overall proficiency on the OELPA. The ultimate goal of this calculation is for each English learner to reach proficiency. At that time, the district exits the student from English learner status and does not administer the OELPA (unless the student is reidentified due to persistent language barriers identified during the required two-year monitoring period). As students approach English proficiency, they may need only one more point to exit. If they exit, the school or district will receive credit, and the student will be placed in the numerator, regardless of whether they meet their improvement target.

For example, if a student with an improvement target of two points had a domain sum of 15 on their prior year OELPA, they would need to increase the domain sum to 17 to "meet" the

improvement goal. However, if that student performed at level four in all domain tests on the current year's OELPA, the domain sum would increase by only one point, moving from 15 to 16. This would signal overall proficiency and the student would exit English learner status. In this example, the student would be included in the numerator because they exited English learner status. However, the student's domain sum needs at least two points of improvement to be included in the numerator.

If the student does not obtain a high enough performance level in each nonexempt domains to exit English learner status, the score is not included in the numerator.

If a student performed at level three in one domain and level four in the other three domains, the current year domain sum would be 15. This student would need a domain sum of 17 to be included in the numerator.

In their first year at an Ohio public school, a student qualifies for inclusion in the numerator of the calculation if they earn enough points on the nonexempt OELPA domain tests to exit English learner status. As previously mentioned, a student is considered proficient in English when they perform at levels four and/or five in all nonexempt domain tests. Once the student attains overall proficiency, the student exits English learner status and no longer participates in the OELPA. Schools or districts receive credit for all students who achieve proficiency, even if they earn a proficient score on their first OELPA.

Figure 3 illustrates how the improvement percentage is calculated.

Example 2: Example Calculation of Indicator/Measure

Student	Improvement Target	2023 OELPA Domain Sum	2024 OELPA Domain Sum	Improvement	Met or Not Met
Student A	2	4	7*	3	MET
Student B	2	5	6	1	NOT MET
Student C	1	8	9	1	MET
Student D	2	14	16	2	MET
Student E	1	13	13	0	NOT MET
Student F	2	16	17 (didn't exit)	1	NOT MET
Student G	1	11	12	1	MET
Student H	1	10	10	0	NOT MET
Student I	2	16	17 (exited)**	1	MET
Student J	2	8	10	2	MET
Student K	1	13	15	2	MET
Student L	2	5	8	3	MET
Student M	1	10	12	2	MET
Student N	1	10	11	1	MET
Student O	2	10	11	1	NOT MET
10 out of 15 students met the Improvement Indicator = 67%					

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*Note that Student A exceeded their improvement target. They needed to increase their domain sum by two points, but they increased the sum by three points, moving from a domain sum of four in 2023 to a domain sum of seven in 2024. The extra point is not banked. In 2025, the expected improvement remains at two points for a sum of nine to be in the numerator of that year's calculation.

**Note that students "F' and "I" both have improvement targets of two points per year. The domain sums improved by one point, moving from 16 to 17. Student "F" did not exit English learner status; thus, not meeting the improvement target. Student "I" scored high enough on each domain test to be deemed proficient and exit. This school earns credit for both scores in the numerator.

STUDENTS WHO RE-ENTER ENGLISH LEARNER STATUS

As mentioned above, a student exits English learner status when they perform at levels four and/or five in all nonexempt domains of the OELPA. For at least two years after exiting, schools and districts monitor and regularly assess the progress of all reclassified English learners. When a school or district's monitoring of a former English learner indicates that a persistent language barrier may be the cause of academic difficulty, schools and districts should re-test the student with a valid and reliable, grade-appropriate, English language proficiency assessment to determine if there is a persistent language barrier. If the results of the re-testing qualify the student as an English learner, the student's English learner status will, and English language development services will be offered.

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 English learner status.

- For example, in the 2015-2016 school year, a student was assigned an improvement target of 1-point based on their initial OELPA domain sum and grade level.
  - In 2018- 2019, the domain sum was 16 (all 4's), across the four domains. The student exited English learner status at the end of that year.
  - At the beginning of the 2019-2020 school year, the student was re-identified as an English learner. The district determined the student needed additional services to ensure language was not a barrier to learning. The student will take the OELPA assessment again and is expected to exit English learner status again by receiving a four or five on the domains or increasing the sum to 17 which meets the improvement target of one point.

Gap Closing Points Earned – Calculation

A traditional school or district can earn five points toward the traditional Gap Closing Component rating. A Dropout Prevention and Recovery community school can earn up to 100 points toward the Gap Closing Component rating. They must meet the state's annual goal for attaining English language proficiency or close the gap by 10 percentage points or more

English Learners' Annual Progress Toward Attaining English Language Proficiency										
School Year	2020-2021	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%

TRADITIONAL DISTRICTS/SCHOOLS

Meet the Annual Goal. Schools and districts earn **five points** if they meet the yearly goal set for English Learners' progress toward attaining English Language Proficiency.

Close the Gap by 10% or More. If the school or district fails to meet the yearly goal but shows at least a 10 percent improvement between the prior year and current year, then the full **five points** are assigned.

Figure 1: Visual of Improvement Percentage Calculation for a school or district

$$\frac{\text{Current Year \%} - \text{Prior Year \%}}{\text{Long-term Goal \% } 75\% - \text{Current Year \%}} = \text{Improvement Percentage}$$
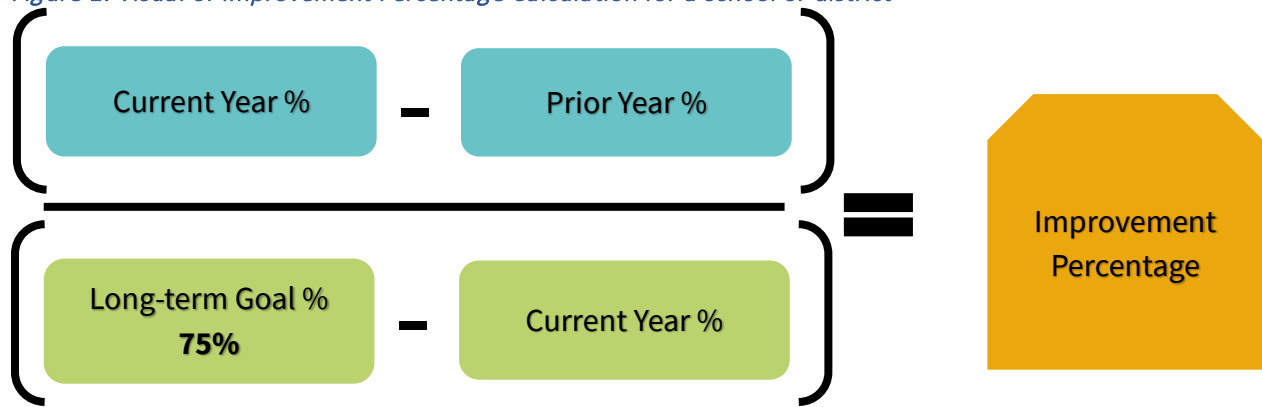
If the district or school's Improvement percentage is greater than or equal to 10%, then the full **five points** are assigned.

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOLS

**Meet the Annual Goal.** Schools and districts earn **one hundred points** if they meet the yearly goal.

Close the Gap by 10% or More. If the school or district fails to meet the yearly goal but shows at least a 10% improvement between the prior year and current year, then the full **one hundred points** are assigned.

If the district or school's Improvement percentage is less than 10%, then the **partial points** are assigned.

** The "Improvement" calculation will be done only if the student group was evaluated in the prior year's calculation. For the purpose of the 2023-2024 report card, the Dropout Prevention

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and Recovery school's student group must have contained a minimum of 15 students in the 2022-2023 school year, to be calculated under this option.

Figure 2: Visual of Partial points earned Calculation for DPR Community Schools only
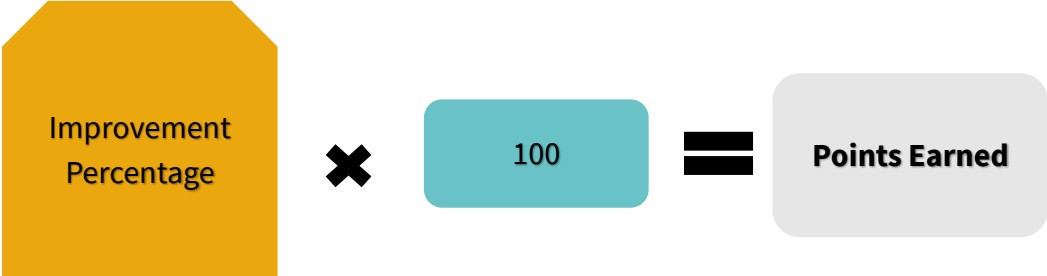
Appendix A Inclusion Criteria

STUDENT GROUP WHERE KIDS COUNT (WKC)

Students will count at the **educating building/district** for the following Measures/Indicators:

- English Learner Proficiency Improvement Measure of the Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the DPR Gap Closing Component on the DPR Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a [full academic year (FAY)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060)* **= GF AND** *Assessment Area Code (FA205)* **= LIST, R, SPKG, and W AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting English learner status

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a [full academic year (FAY)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0 AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060)* **= GF AND** *Assessment Area Code (FA205)* **= LIST, R, SPKG, and W AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting English learner status

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a [full academic year (FAY)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= PI or PS AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060)* **= GF AND** *Assessment Area*

Code (FA205) **= LIST, R, SPKG, and W AND** English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting English learner status

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

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Appendix B

SCORE NOT REPORTED REASON AND EFFECT ON ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test not taken – zero points earned
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
L	Student has a disability condition for which no vendor accommodations exist	Treated as a first-time test taker in the first year and removed from the denominator of the calculation
M	**Medical Emergency***	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

The "M" code (Medical Emergency) is not reported by districts. When the Ohio Department of Education and Workforce grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was 'excused' from testing.

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