
ON TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP)

INCLUSION RULES

The On Track to ELP indicator includes the following English Learners (EL):

- Current English learners in the current year English Learner data collection
- Grades 1 through 12
- ELPA21 test window as an EL (e.g., January 19, 2018 to March 29, 2018)
- First school day in May
- Full academic year
- Initial domain performance levels are available and not from current year
- Current English Learner for one or more years (i.e., July 1, 2018 - LEP start date $\geq$ 1 year)

Exceptions:

- Calculation will include current English Learners in Kindergarten who exit and/or are proficient (per the ELPA21 proficiency determination) as long as they have enrollment on the first school day in May.

CALCULATION

English Learners are on track to ELP if one or more of the following occur:

- LEP exit date in the current year
- Proficient per the ELPA21 proficiency determination
- Meet ELP expectations on three or more ELPA21 domains
- Meet ELP expectations on all non-exempt ELPA21 domains if there is one or more domain exemptions

ELP EXPECTATIONS

Tables 1 and 2 describe ELP expectations given an English Learner's initial domain performance level and time identified as an English Learner. The ELP expectations are performance levels where 1 through 3 indicate not proficient and 4 through 5 are proficient. The ELPA21 domains are reading, writing, listening, and speaking. Table 1 corresponds to English Learners who are not students with disabilities or students with an interrupted formal education, while table 2 pertains to English Learners who are students with disabilities and/or students with an interrupted formal education. The ESSA accountability system applies each table to all non-exempt ELPA21 domains in order to determine whether English Learners are on track to ELP.

Table 1. ELP expectations for English Learners (EL) who are not students with disabilities or students with interrupted formal education

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for $\geq$ 7 Years
1	1	2	3	3	3	4 or 5
2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

Table 2. ELP expectations for English Learners (EL) who are students with disabilities and/or students with interrupted formal education

Initial Domain Performance Level	EL for 2 Years	EL for 3 Years	EL for 4 Years	EL for 5 Years	EL for 6 Years	EL for 7 Years	EL for ≥ 8 Years
1	1	2	2	3	3	3	4 or 5
2	2	3	3	3	4 or 5	4 or 5	4 or 5
3	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

For example, using Table 1 for an English Learner who does not have a disability or an interrupted formal education, if the initial reading domain performance level is 1, and the time identified as an English Learner is 4 years, the ELP expectation is a reading domain performance level of 3. English Learners meet the ELP expectation for reading if their current reading domain performance level is 3 or higher. Moreover, they are on track to ELP if they meet expectations on two other ELPA21 domains in addition to reading.

FOR MORE INFORMATION

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