# 2022 Dashboard Technical Guide: ENGLISH LEARNER PROGRESS INDICATOR

 A Grade One through Twelve Indicator



Prepared by the California Department of Education

Available on the CDE California School Dashboard

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard" \o "California School Dashboard and System of Support)

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About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

In prior years, the Dashboard Technical Guide was offered as one large downloadable file consisting of over 260 pages. Beginning with the 2022 Dashboard, the guide has been divided into multiple sections (or mini-guides) to allow viewers to download only the topics of interest. However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the CDE2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The new **ELPI** **web page** (<https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp>) offers all resources related to this state indicator.
* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support LEAs, parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (i.e., Academic, College/Career, Chronic Absenteeism, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).
* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at [lcff@cde.ca.gov.](mailto:lcff@cde.ca.gov.)
* English Language Proficiency Assessments for California (ELPAC), contact the English Language Proficiency and Spanish Assessment Office by e-mail at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by e-mail at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov).

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### 2022 Dashboard

#### Requirement to Restart Accountability

For the past two school years, the accountability requirements for California were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. However, the requirements to hold LEAs and schools accountable for student outcomes has resumed with the 2021–22 school year and the release of the 2022 Dashboard.

Due to the restrictions imposed by Assembly Bill 130, the California Department of Education (CDE) is required to **only** report ELPIStatus for the 2022 Dashboard. With the reporting of Status only for the 2022 Dashboard, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). ELPI Status uses English Language Assessments for California (ELPAC) Summative Assessment (SA) results from the 2020–21 and the 2021–22 school year to measure progress EL students are making toward English Language Proficiency (ELP).

With the adjustment to report only Status levels, the CDE has revised the design of the Dashboard from the typical color gauges (i.e., Red, Orange, Yellow, Green, and Blue) to using “cell phone bars” to reflect the five Status levels. Refer to Figure 1 below and refer to [Appendix A](#AppendixA) for the descriptive text.

**Figure 1: Five Status Levels Represented through “Cell Phone Bars”**



### Introduction

#### What is this Indicator?

The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level towards English language proficiency or maintaining the highest performance level on the English Language Proficiency Assessments for California (ELPAC) Summative Assessment (SA).

#### Who Receives this Indicator?

The ELPI applies to LEAs and schools that have 30 or more ELPAC SA takers in grades 1-12 with an overall performance level in both the current and prior year.

Because most schools have no significant, or only one significant race/ethnic student group within the EL group, student group data are not reported for the ELPI. For example, student groups such as Asian ELs, Hispanic ELs, White ELs, etc., will not be reported within the ELPI. As a result, the EL student group is the only group represented in the ELPI.

#### What is the Data Source?

The ELPI uses ELPAC SA results to determine ELs progress towards English language proficiency. The ELPAC SA results are obtained from the testing vendor (i.e., Educational Testing Service). Currently, all students in K–12 who indicate they speak another language on the home language survey are required to be tested with the ELPAC Initial Assessment within 30 calendar days of enrollment. If the student is determined to be an EL, the student must take the ELPAC SA annually until they meet the criteria to be reclassified.

The ELPAC measures English proficiency in four domains:

* Listening
* Speaking
* Reading
* Writing

The weighted domain results are combined to create an overall performance level for each grade level. The ELPAC SA overall performance level results are used for accountability purposes.

ELPAC SA takers in grades one through twelve who have **current year and prior year overall performance levels are included** in the ELPI Status calculation. Each year, the CDE receives the ELPAC SA file from the testing vendor which contains a student’s current year ELPAC SA overall performance level. To determine EL progress toward proficiency for ELPI Status calculations, the CDE matches student current year ELPAC SA results by statewide student identifier to prior year ELPAC SA results to acquire each students’ prior year overall performance level.

Table 1 identifies the years of ELPAC SA data that will be used to calculate EL progress toward proficiency in ELPI Status for the 2022 Dashboard.

**Table 1: ELPAC SA Data Years Used in ELPI Status**

| **Prior Year** | **Current Year** |
| --- | --- |
| 2020–21 ELPAC SA | 2021–22 ELPAC SA |

Progress on the ELPAC SA between TK and kindergarten is not measured within the ELPI. ELPAC SA results includes kindergarten students who took the ELPAC SA in a transitional kindergarten (TK) program in the prior year, however TK is the first year of a two-year kindergarten program and students in TK would need a full two years to make progress on the kindergarten standards. Progress on the ELPAC SA between kindergarten and grade 1 is captured in the ELPI Status calculation.

### ELPI Rules

#### What’s New Since the 2019 Dashboard?

##### Application of the District of Residence Rule

* Students with disabilities (SWDs) may receive services outside of the district where the student geographically resides if the district – also known as the district of special education accountability (DSEA) – is unable to provide the full range of special education services that the student requires. In these instances, the DSEA will enter into a Memorandum of Understanding (MOU) with another LEA or county office of education so that the services can be provided to the SWDs.
* To ensure that the DSEA (which receives federal funding—under the Individuals with Disabilities Education Act—for their SWDs) is held accountable for the outcomes of their students, all SWD results are “sent back” to the DSEA for LEA level calculations and included in the DSEA’s LEA level 2022 Dashboard. This means that the DSEA is held accountable at the LEA level for all the data generated by the student (e.g., assessment results, suspensions, absences, graduation, course completion, and so on). This does affect accountability results at the school level. Additionally, this is a new rule for this indicator beginning with the 2022 Dashboard. For further information, please view the Introductory section for this guide “California’s Accountability System and the Dashboard” available on the CDE Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp> and the “Changes to the District of Residence Rule for Students with Disabilities” flyer posted on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>.

##### Data Source for ELPAC Participation Rate

* For the 2022 Dashboard, the CDE used data from the ELPAC Summative Assessment file, provided by the testing vendor (i.e., ETS) to calculate the ELPAC participation rate.

#### ELPI Levels for Accountability Purposes

The ELPAC SA has four overall performance levels:

* Level 1 – Minimally Developed
* Level 2 – Somewhat Developed
* Level 3 – Moderately Developed
* Level 4 – Well Developed

The ELPAC SA overall performance levels are split further into ELPI levels for accountability purposes to ensure that the ELPI reflects the average five to seven year growth trajectory of ELs toward proficiency. In California, the standardized English language proficiency (ELP) criterion for reclassification is an overall performance Level 4 on the ELPAC SA.

Dividing overall performance levels two and three (**for accountability purposes only**) gives **six overall ELPI levels**:

1. Level 1 (same as ELPAC SA Level 1)
2. Level 2L (ELPAC SA Low Level 2)
3. Level 2H (ELPAC SA High Level 2)
4. Level 3L (ELPAC SA Low Level 3)
5. Level 3H (ELPAC SA High Level 3)
6. Level 4 (same as ELPAC SA Level 4)

To split ELPAC SA levels 2 and 3, the range of possible ELPAC SA scale scores were divided in half within level 2 and level 3 **for each grade.** When the range was not evenly divisible, the “High Level” was given the greater range. For example:

* **Grade 2:** The range of possible scale scores for grade 2 in Level 2 is 1424 to 1470 (47 point range). Dividing this range into two results in the following:
  + ELPI Level 2L: 1424 to 1446 (23 pts)
  + ELPI Level 2H: 1447-1470 (24 pts)

Table 2 identifies where the Level 2 and 3 splits occur by reflecting the scale score (SS) ranges for ELPI Levels 2L, 2H, 3L, and 3H for each grade level.

**Table 2: Scale Score Split by Grade Level**

| **Grade** | **2L SS Range** | **2H SS Range** | **3L SS Range** | **3H SS Range** |
| --- | --- | --- | --- | --- |
| K | 1374-1397  (24 pts) | 1398-1421  (24 pts) | 1422-1447  (26 pts) | 1448-1473  (26 pts) |
| 1 | 1411-1432  (22 pts) | 1433-1454  (22 pts) | 1455-1480  (26 pts) | 1481-1506  (26 pts) |
| 2 | 1424-1446  (23 pts) | 1447-1470  (24 pts) | 1471-1500  (30 pts) | 1501-1531  (31 pts) |
| 3 | 1448-1467  (20 pts) | 1468-1487  (20 pts) | 1488-1510  (23 pts) | 1511-1534  (24 pts) |
| 4 | 1459-1478  (20 pts) | 1479-1498  (20 pts) | 1499-1523  (25 pts) | 1524-1548  (25 pts) |
| 5 | 1467-1489  (23 pts) | 1490-1513  (24 pts) | 1514-1536  (23 pts) | 1537-1559  (23 pts) |
| 6 | 1475-1495  (21 pts) | 1496-1516  (21 pts) | 1517-1541  (25 pts) | 1542-1566  (25 pts) |
| 7 | 1481-1503  (23 pts) | 1504-1526  (23 pts) | 1527-1550  (24 pts) | 1551-1575  (25 pts) |
| 8 | 1486-1509  (24 pts) | 1510-1533  (24 pts) | 1534-1561  (28 pts) | 1562-1589  (28 pts) |
| 9-10 | 1493-1518  (26 pts) | 1519-1544  (26 pts) | 1545-1574  (30 pts) | 1575-1605  (31 pts) |
| 11-12 | 1500-1526  (27 pts) | 1527-1554  (28 pts) | 1555-1584  (30 pts) | 1585-1614  (30 pts) |

#### Demonstration Progress on the ELPI

ELs who advance at least one overall ELPI level from the prior year to current year (e.g., 2L to 2H; 3L to 3H) will be included in the numerator of the ELPI Status calculation. ELs who meet the ELP criterion (Level 4) in the prior and current year will also be included in the numerator of the ELPI Status calculation (i.e., counted as making progress). Table 3 provides examples of when an LEA or school receives credit for a student making progress based on an EL student’s ELPI level performance from the current year to prior year.

**Table 3: Demonstrating Progress on the ELPI**

| **Prior Overall ELPI Level** | **Current Overall ELPI Level** | **Does the LEA or School Receive Credit for a Student Making EL Progress?** |
| --- | --- | --- |
| Level 1 | Level 1 | No |
| Level 1 | Level 2L | Yes |
| Level 2L | Level 2L | No |
| Level 2L | Level 2H | Yes |
| Level 2H | Level 2H | No |
| Level 2H | Level 3L | Yes |
| Level 3L | Level 3L | No |
| Level 3L | Level 3H | Yes |
| Level 3H | Level 3H | No |
| Level 3H | Level 4 | Yes |

##### Rigorous Goal

Because the ELPI has six levels, California has a rigorous goal to have students obtain ELP in five years. For example, if a student enters school at Level 1, the expectation is for the student to reach proficiency in five years. If a student enters school at Level 3, the student must reach proficiency in two years.

#### Which Students are Included in the ELPI?

###### Denominator

All ELPAC SA takers with both a current and prior year result.

###### Numerator

Students who have progressed at least one ELPI level from the prior year to the current year and those EL students who have maintained level four.

Please note EL students in the denominator and numerator are attributed to the school or district where they took the 2022 ELPAC SA, regardless of what school or district the EL students tested at in the prior year.

#### Calculation Formula for EPLI Status

**Formula**

ELPAC SA Takers Who Increased at Least 1 ELPI Level Between the Current and Prior Year

Plus

ELPAC SA Taker Who Maintained the ELP Criterion (Level 4) Between the Current and Prior Year

**divided by**

Total Number of ELPAC SA Takers with Both a Current and Prior Year ELPAC SA Level

#### Status Cut Scores

* 1=Very Low: Less than 35%
* 2=Low: 35% to less than 45%
* 3=Medium: 45% to less than 55%
* 4=High: 55% to less than 65%
* 5=Very High: 65% or greater
* 0= No Data

#### Automatic Assignment of a Low Status Level

Local educational agencies (LEAs) and schools with an ELPI Status other than ‘Very Low’ that failed to meet the participation rate criteria by not testing at least 95 percent of their K–12 EL population on the 2022 ELPAC SA are automatically assigned an ELPI Status of ‘Low’. This is only applied when the EL enrollment during the ELPAC Summative Assessment window (February 1, 2022 to May 31, 2022) for the district or school is greater or equal to 30.

#### Calculation Formula for ELPAC Participation Rate

**Formula**

2022 ELPAC SA Takers in Grades K–12

**divided by**

2022 EL Students Enrolled in Grades K–12

### For more information on participation on the ELPAC SA, please see page 14 of the ELPAC Guide: <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide22.docx>.

### ELPI Calculation Examples

Ben Gurion Elementary had a **53% ELPI Status Rate** on the 2022 Dashboard.

Table 4 shows the number of EL students performing at each ELPI level between 2021 and 2022. The colors in the table below reflect those EL students who increased at least one ELPI level (green), maintained or decreased ELPI levels 1, 2L, 2H, 3L, and 3H (yellow), and maintained ELPI level 4 (blue).

**Table 4: EPLI Calculation Example**

| **Levels** | **2021 ELPI Level 1** | **2021 ELPI Level 2L** | **2021 ELPI Level 2H** | **2021 ELPI Level 3L** | **2021 ELPI Level 3H** | **2021 ELPI Level 4** |
| --- | --- | --- | --- | --- | --- | --- |
| **2022 ELPI Level 1** | 20 (yellow) | 1 (yellow) | 0 (yellow) | 0 (yellow) | 0 (yellow) | 0 (yellow) |
| **2022 ELPI Level 2L** | 20 (green) | 28 (yellow) | 1 (yellow) | 0 (yellow) | 1 (yellow) | 0 (yellow) |
| **2022 ELPI Level 2H** | 3 (green) | 11 (green) | 30 (yellow) | 0 (yellow) | 0 (yellow) | 0 (yellow) |
| **2022 ELPI Level 3L** | 3 (green) | 4 (green) | 15 (green) | 38 (yellow) | 2 (yellow) | 0 (yellow) |
| **2022 ELPI Level 3H** | 2 (green) | 3 (green) | 1 (green) | 9 (green) | 20 (yellow) | 0 (yellow) |
| **2022 ELPI Level 4** | 2 (green) | 0 (green) | 0 (green) | 2 (green) | 10 (green) | 74 (blue) |

A total of **300** EL students took both the 2020–21 and 2021–22 ELPAC SA (all cells including blue, green, and yellow in Table 4). This is the **denominator** of the ELPI Status calculation.

* **85** of these EL students increased at least one ELPI level (green cells in Table 4). This number is included in the **numerator and denominator** of the ELPI Status calculation.
* **74** of these EL students maintained the ELP criterion of Level 4 (blue cell in Table 4). This number is also included in the **numerator and denominator** of the ELPI Status calculation.
* **141** of these EL students maintained ELPI Levels 1, 2L, 2H, 3L, or 3H or declined at least one ELPI level (yellow cells in Table 4). This number is included in the **denominator only** of the ELPI Status calculation.

85 + 74 = 159 = **53%**

300 300

### Frequently Asked Questions

This section covers the most asked questions about the ELPI by LEAs and schools.

1. **What grades are included in the ELPI?**

Grades 1–12. Summative ELPAC testing occurs in kindergarten through grade 12 for current EL students. However, only EL students in grades 1–12 are included because EL students must have two years of Summative results to determine progress.

1. **Are RFEP students included in the ELPI?**

No. Only students who are current EL students (at the time of testing are included).

1. **Who is Counted as Participating in the Summative ELPAC?**

EL students who log on to at least one domain (i.e., Listening, Speaking, Reading, or Writing) in each composite are counted as participating in the Summative ELPAC.

1. **Do RFEP Students Count in the Participation Rate?**

No. EL students who are reclassified as fluent English proficient (RFEP) in the California Longitudinal Pupil Achievement Data System (CALPADS) before the EL students begin testing on the Summative ELPAC are not included in the participation rate calculation. EL students who are RFEP after the EL students take the Summative ELPAC are included in the participation rate calculation.

1. **Our district was assigned ELPI Status level even though our “n Size Met”   
   indicated we did not meet the minimum number of EL students tested in the current and prior year. Shouldn’t we receive a “No Status” for the ELPI on the 2022 Dashboard?**

An ELPI Status is assigned to a district or school that did not test at least 95 percent of their students on the ELPAC SA **and** had at least 30 EL students enrolled during the 2021–22 ELPAC Summative Assessment window (February 1, 2022 to May 31, 2022).

1. **Are EL students who log on to at least one domain on the ELPAC Summative Assessment but do not complete the ELPAC Summative Assessment assigned a score?**

For more information on EL students who are assigned a score, please reference <https://www.cde.ca.gov/ta/tg/ep/documents/summelpacpartscoring.pdf>.

1. **An EL student left our district (or school) before the testing window started (i.e., February 1), but the EL student is included in the ELPAC participation rate calculation. Shouldn’t this EL student be excluded from the ELPAC participation rate calculation because the EL student exited before the testing window started?**

CALPADS enrollment information indicating an EL student is enrolled any time during the testing window makes the student eligible for testing. Exiting a student during or after the testing window does not make the student ineligible. Enrollment records must be updated prior to February 1st.

For example, an EL student exits Haifa High School District in January 2022. However, the LEA does not update the student’s enrollment record to reflect the EL student exited until March 2022 **and** the EL student does not enroll in another district in California. In this case, the EL student will be counted as not being tested in the ELPAC participation rate.

### Additional Local Data Sources

Besides the Dashboard, LEAs have a multitude of other data sources that can be used to obtain a better picture of their EL students. The following lists a few sources that can be considered for use:

* California Longitudinal Pupil Achievement Data System (CALPADS): English Language Acquisition Status (ELAS) data
* Disaggregated ELPAC Data
* EL Downloadable Data files
  + **CDE English Learners by Grade & Language** web pageat <https://www.cde.ca.gov/ds/ad/fileselsch.asp>
  + **CDE** [**Fluent English Proficient Data**](https://www.cde.ca.gov/ds/ad/filesfepsch.asp) web pageat <https://www.cde.ca.gov/ds/ad/filesfepsch.asp>
  + **CDE EL Reclassification Data** web pageat <https://www.cde.ca.gov/ds/ad/filesreclass.asp>
  + **CDE Enrollment by ELAS, Long-Term English Learner (LTEL), and At-Risk by Grade** web pageat <https://www.cde.ca.gov/ds/ad/filesltel.asp>
* Student-level LTEL data file (access was provided to the LEA CALPADS Coordinators in October 2022)
* Number of EL students identified as students with disabilities

### Appendix A: Descriptive Text for Images in Guide

**[Figure 1](#Figure1" \o "Anchor to Figure 1): Five Status Levels Represented through “Cell Phone Bars”**

The image shows five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very Low.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “Low.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “High.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very High” below it. Underneath the Very Low bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.