# 2024 Dashboard Technical Guide: ENGLISH LEARNER PROGRESS INDICATOR

A Grade One through Grade Twelve Indicator





Prepared by the California Department of Education

Available on the CDE [California School Dashboard](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page.

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the English Learner Progress Indicator (ELPI). 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 California Department of Education (CDE) [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### Resources

* The [English Learner Progress Indicator - California School Dashboard and System of Support (ELPI)](https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp) web page 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 local educational agencies (LEAs), parents and communities bring the Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp)web page contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, Suspension Rate and Science), 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 email at [lcff@cde.ca.gov.](mailto:lcff@cde.ca.gov.)
* Smarter Balanced Summative Assessment and the California Alternate Assessments, contact the California Assessment of Student Performance and Progress (CAASPP) Office by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).
* English Language Proficiency Assessments for California (ELPAC), contact the English Language Proficiency and Spanish Assessment Office by email at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).
* California’s System of Support (Differentiated Assistance and Comprehensive School Support and Improvement), contact the System of Support Office (SSO) by email at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov).
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at [calpads-support@cde.ca.gov](mailto:calpads-support@cde.ca.gov).

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### 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 Summative English Language Proficiency Assessments for California (ELPAC) and the Summative Alternate ELPAC.

#### Who Receives this Indicator?

The ELPI is reported at the state, LEA, and school level. The ELPI applies to LEAs and schools that have 30 or more Summative ELPAC or Summative Alternate ELPAC takers in grades 1-12 with Summative ELPAC or Summative Alternate results in both the current and prior year.

Because most schools have no significant, or only one significant race/ethnicity 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.

However, beginning with the 2024 Dashboard, the Long-Term English Learner (LTEL) student group will be added as the only student group for the ELPI. The LTEL student group will report ELPI Status, Change, and overall performance color for:

* Districts/county offices of education (COEs) that have 15 or more LTEL students with Summative ELPAC or Summative Alternate ELPAC takers in grades 1-12 in both the current and prior year.
* Schools (including charter schools) that have 30 or more LTEL students with Summative ELPAC or Summative Alternate ELPAC takers in grades 1-12 in both the current and prior year.

#### What is the Data Source?

The ELPI uses both Summative ELPAC and the Summative Alternate ELPAC results to determine EL student progress towards English language proficiency. The Summative ELPAC and the Summative Alternate ELPAC results are obtained from the testing vendor (i.e., Educational Testing Service).

All students in K–12 who indicate they speak another language on the home language survey are required to be tested with the Initial ELPAC Assessment or the Initial Alternate ELPAC within 30 calendar days of enrollment. If the student is determined to be an EL, the student must take the Summative ELPAC or the Summative Alternate ELPAC annually until they meet the criteria to be reclassified.

The Summative ELPAC and the Summative Alternate ELPAC measure English proficiency in four domains: listening, speaking, reading, and writing. The domains are categorized for each test administration as follows:

* **Summative ELPAC:**
  + Oral Language Composite
    - Listening
    - Speaking
  + Written Language composite
    - Reading
    - Writing
* **Summative Alternate ELPAC:**
* Receptive task types
  + - Reading
    - Listening
* Expressive task types
  + - Speaking
    - Writing

English learner students are counted as participating when they are administered, at a minimum, one Oral Language composite and one Written Language composite for the Summative ELPAC OR one Receptive item and one Expressive item for Summative Alternate ELPAC, from anywhere within the assessment.

The weighted domain results are combined to create an overall performance level for each grade level. The Summative ELPAC and the Summative Alternate ELPAC overall performance level results are used for accountability purposes. Additionally, overall scale score performance results from the Summative Alternate ELPAC are used for accountability purposes.

Students assessed with the Summative ELPAC and Summative Alternate ELPAC in grades one through twelve who have **current year and prior year test scores** are included in ELPI Status calculations. Each year, the CDE receives the Summative ELPAC and Alternate ELPAC files from the testing vendor which contains a student’s current year Summative ELPAC and Summative Alternate ELPAC test scores. To determine EL progress toward proficiency for ELPI Status calculations, the CDE matches student current year Summative ELPAC and Summative Alternate ELPAC results by statewide student identifier to prior year Summative ELPAC and Summative Alternate ELPAC results to acquire each student’s prior year test score. **Only students taking the same assessment in both years (i.e., both prior and current year tests taken is the Summative ELPAC OR both prior and current year test taken is the Summative Alternate ELPAC) are included in ELPI Status calculations.**

Table 1 identifies the years of Summative ELPAC and Summative Alternate ELPAC data that will be used to calculate EL progress toward proficiency in ELPI Status for the 2024 Dashboard.

**Table 1: Summative ELPAC and Summative Alternate ELPAC Data Years Used in Current Year ELPI Status**

| **Prior Year** | **Current Year** |
| --- | --- |
| 2022–23 Summative ELPAC and Summative Alternate ELPAC | 2023–24 Summative ELPAC and Summative Alternate ELPAC |

Table 2 identifies the years of Summative ELPAC data that will be used to calculate prior year ELPI Status for the 2024 Dashboard.

**Table 2: Summative ELPAC and Summative Alternate ELPAC Data Years Used in Prior Year ELPI Status**

| **Prior Year** | **Current Year** |
| --- | --- |
| 2021–22 Summative ELPAC and Summative Alternate ELPAC | 2022–23 Summative ELPAC and Summative Alternate ELPAC |

Progress on the Summative ELPAC and Summative Alternate ELPAC between TK and kindergarten is not measured within the ELPI. While Summative ELPAC and Summative Alternate ELPAC results include kindergarten students who took the Summative ELPAC in a transitional kindergarten (TK) program in the prior year, TK is the first year of a two-year kindergarten program. Progress on the Summative ELPAC and the Summative Alternate ELPAC between kindergarten and grade 1 is captured in the ELPI Status calculation.

### ELPI Rules

#### What’s New Since the 2023 Dashboard?

The ELPI has one new aspect for the 2024 Dashboard:

* Long-Term English Learners (LTELs) have been added as the **only** student group in the ELPI.

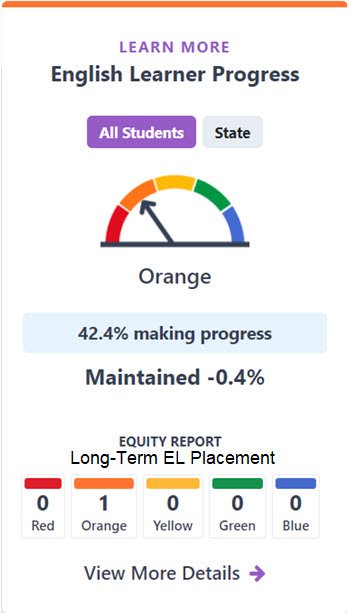
Therefore:

* The ELPI card will include an Equity Report starting on the 2024 Dashboard (see image below).

Note, that “All Students” appear on the card refers to All EL students.

For more information, please refer to the “Who Receives this Indicator” section on page 2. For more information on who’s counted as an LTEL student, please see [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp).

[Figure 1](#appfigure1): English Learner Progress Indicator Card on the 2024 Dashboard (Refer to [Appendix A](#AppendixA) for the descriptive text)



#### ELPI Levels for Accountability Purposes

##### Summative ELPAC

The Summative ELPAC has four overall performance levels:

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

The Summative ELPAC 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 Summative ELPAC.

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

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

To split Summative ELPAC levels 2 and 3, the range of possible Summative ELPAC 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 (47point 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 3 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 3: 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) |

##### Summative Alternate ELPAC

The Summative Alternate ELPAC has three overall performance levels:

* Level 1 – Novice
* Level 2 – Intermediate
* Level 3 – Fluent English Proficient

Refer to the [Summative Alternate ELPAC Overall Scale Score Ranges](https://www.cde.ca.gov/ta/tg/ep/documents/altelpacscalescore.pdf) by grade level for more information.

The same three Summative Alternate ELPAC overall performance levels are used within the ELPI for accountability purposes:

1. Level 1 (same as Summative Alternate ELPAC Level 1)
2. Level 2 (same as Summative Alternate ELPAC Level 2)
3. Level 3 (same as Summative Alternate ELPAC Level 3)

#### Demonstration of Progress in the ELPI

##### Summative ELPAC

EL students 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 calculations. 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 calculations (i.e., counted as making progress). Table 4 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 4: Demonstrating Progress on the ELPI**

| Current Year Level | Prior Year (PY) Level 1 | PY Level 2L | PY Level 2H | PY Level 3L | PY Level 3H | PY Level 4 |
| --- | --- | --- | --- | --- | --- | --- |
| Level 1 | No | No | No | No | No | No |
| Level 2L | Yes | No | No | No | No | No |
| Level 2H | Yes | Yes | No | No | No | No |
| Level 3L | Yes | Yes | Yes | No | No | No |
| Level 3H | Yes | Yes | Yes | Yes | No | No |
| Level 4 | Yes | Yes | Yes | Yes | Yes | 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 is expected to reach proficiency in two years.

##### Summative Alternate ELPAC

The Summative Alternate ELPAC is an additional assessment for English proficiency that is designed for English learner (ELs) students with the most significant cognitive disabilities whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

ELs who advance at least one overall ELPI level from the prior year to current year (e.g., 2 to 3; 1 to 3) on the Summative Alternate ELPAC will be included in the numerator of the ELPI Status calculations. ELs who meet the ELP criterion (Level 3) in the prior and current year will also be included in the numerator of the ELPI Status calculations (i.e., counted as making progress). Additionally, ELs who have a scale score change of 10 or more from the prior year test administration to the current year test administration on the Summative Alternate ELPAC will be counted as progressing in the ELPI Status calculations.

Table 5 provides examples of when an LEA or school receives credit for a student making progress based on an EL student’s ELPI performance level on the Summative Alternate ELPAC from the current year to prior year.

**Table 5: Demonstrating Progress on the Summative Alternate ELPAC**

| Current Year Level | PY Level 1 | PY Level 2 | PY Level 3 |
| --- | --- | --- | --- |
| Level 1 | No | No | No |
| Level 2 | Yes | No | No |
| Level 3 | Yes | Yes | Yes |

**Scale Score Change:**

EL students taking the Summative Alternate ELPAC who have a scale score change of 10 or more points between the current and prior year will count as making progress towards English language proficiency in the ELPI Status calculations.

To calculate the scale score change, the first digit of the scale score is removed.

**Example:** In 2023, an EL student taking the Summative Alternate ELPAC had a scale score of 244 in kindergarten. In 2024, this EL student had a scale score of 359 in grade 1.

The scale score of 244 in 2023 gets converted to 44 and the scale score of 359 in 2024 gets converted to 59. The difference was calculated between 59 and 44. A scale score change of +15.

**As a result, this EL student would be counted as making progress towards English language proficiency.**

#### Incorporating the Summative and Summative Alternate ELPAC Participation Rate into the ELPI

Each year, all EL students in grades K-12 must be assessed on their English language proficiency on either the Summative ELPAC or Summative Alternate ELPAC. The state, local educational agencies (LEAs), and schools that fail to meet the minimum participation rate by not testing at least 95 percent of their K–12 EL population on the 2024 Summative ELPAC or the Summative Alternate ELPAC will have their ELPI Current Status rate adjusted. In addition, the state, LEAs, and schools that failed to meet the participation rate criteria by not testing at least 95 percent of their K–12 EL population on the 2023 Summative ELPAC will have their ELPI Prior Status rate adjusted.

The minimum number of students needed to reach equal to or greater than a 95% participation rate is determined for the state, each LEA, and school that does not meet the 95% target. The resulting number of students will be counted as not making progress in the ELPI Status calculations and will be added to the denominator of the ELPI.

This is only applied when the EL enrollment during the Summative ELPAC window (February 1, 2024 to May 31, 2024) for the district/COE or school is equal to or greater than 30.

Beginning with the 2024 Dashboard, the state, LEAs, and schools will be held accountable for testing at least 95 percent of their K–12 LTEL population. For the LTEL student group, the ELPAC participation rate is applied when the LTEL enrollment during the Summative ELPAC and Summative Alternate ELPAC window (February 1, 2024 to May 31, 2024) meets the following n-size requirements:

* Districts/COEs - LTEL enrollment is equal to or greater than 15.
* Schools (including charters) - LTEL enrollment during the Summative ELPAC and Summative Alternate ELPAC window is equal to or greater than 30.

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

##### Students Excluded from the ELPI Calculations

Students who meet the following criteria are excluded from the ELPI calculations:

* Students whose grade is lower in the current year than the prior year
* Students with results from different assessments between the current and prior year (e.g., students with results from the Summative ELPAC in the current year and Summative Alternate ELPAC in the prior year).
* Students without overall test scores in both the current year and prior year

##### Current Year Denominator

All Summative ELPAC and Summative Alternate ELPAC test takers with both current and prior year results.

##### Current Year 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 on the Summative ELPAC; or

EL students who had a scale score change of ten or more points on the Summative Alternate ELPAC; or, who increased at least one ELPI level; or, who maintained Level 3 on the Summative Alternate ELPAC from the prior year to the current year.

Please note EL students in the denominator and numerator are attributed to the school or district where they took the 2023–24 Summative ELPAC or 2023-24 Summative Alternate ELPAC, regardless of what school or district the EL students tested at in the prior year.

#### Calculation Formula for ELPI Current and Prior Status

**Formula**

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

**Plus**

Summative ELPAC Test Takers Who Maintained the ELP Criterion (Level 4) Between the Current and Prior Year

**Plus**

Summative Alternate ELPAC Test Takers Who Increased at Least 1 ELPI Level Between the Current and Prior Year

**Plus**

Summative Alternate ELPAC Test Takers Who Maintained the ELP Criterion (Level 3) Between the Current and Prior Year

**Plus**

Summative Alternate ELPAC Test Takers Who Had a Scale Score Change of Ten or More Points

**divided by**

The Number of Annual ELPAC Test Takers and Summative Alternate ELPAC Test Takers with Scores in both the Current and Prior Year Plus the 95% Participation Rate Adjustment

#### 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

#### Change Cut Scores

* 1=Decreased Significantly: Declined more than 10% points
* 2=Decreased: Declined 2% to 10% points
* 3=Maintained: Declined or increased by less than 2% points
* 4=Increased: Increased 2% to 10% points
* 5=Increased Significantly: Increased more than 10% points
* 0= No Data

#### Calculation Formula for ELPAC Participation Rate

For the 2024 Dashboard, the CDE used data from the Summative ELPAC and the Summative Alternate ELPAC files, provided by the testing vendor (i.e., ETS) to calculate the ELPAC and Summative Alternate ELPAC participation rate.

**Formula**

2023–24 Summative ELPAC and Summative Alternate Test Takers with Valid Scores in Grades K–12

**divided by**

2023–24 EL Students Enrolled in Grades K–12 During the Testing Window (i.e., February 1 to May 31)

For more information on participation on the Summative ELPAC, refer to page 14 of the[ELPAC Information Guide](https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx).

For more information on participation on the Summative Alternate ELPAC, refer to the flyer on[Alternate ELPAC Participation and Scoring](https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpartscoring.pdf)

#### No Progress Methodology

The state, local educational agencies (LEAs), and schools that failed to meet the participation rate criteria by not testing at least 95 percent of their K–12 EL population on the 2024 Summative ELPAC or the Summative Alternate ELPAC will have their ELPI Current Status rate adjusted. In addition, the state, LEAs, and schools that failed to meet the participation rate criteria by not testing at least 95 percent of their K–12 EL population on the 2023 Summative ELPAC or Summative Alternate ELPAC will have their ELPI Prior Status rate adjusted.

This is only applied when the EL enrollment during the Summative ELPAC window (February 1, 2024 to May 31, 2024) for the district/COE or school is equal to or greater than 30.

Beginning with the 2024 Dashboard, the state, LEAs, and schools will be held accountable for testing at least 95 percent of their K–12 LTEL population. For the LTEL student group, the ELPAC participation rate is applied when the LTEL enrollment during the Summative ELPAC and Summative Alternate ELPAC window (February 1, 2024 to May 31, 2024) meets the following n-size requirements:

* Districts/COEs - LTEL enrollment is equal to or greater than 15.
* Schools (including charters) - LTEL enrollment during the Summative ELPAC and Summative Alternate ELPAC window is equal to or greater than 30.

The minimum number of students needed to reach equal to or greater than a 95% participation rate is determined for the state, each LEA, and each school that does not meet the 95% target. The resulting number of students will be counted as not making progress in the ELPI Status calculations.

### ELPI Calculation Example

**Step 1: Determining Current Year ELPAC Participation Rate**

Chai Elementary had **80** EL students enrolled during the 2024 Summative ELPAC testing window. Out of these **80** EL students, only **72** students took the 2024 Summative ELPAC or Summative Alternate ELPAC

**72**/80 = **90% ELPAC Participation Rate**

In order for Chai Elementary to reach the 95% ELPAC participation rate target, the school would have needed to test at least **76** EL students:

**76** – **72** = **4**

As a result, **four** EL students will be added to the denominator when calculating the school’s current year ELPI Status rate (see Step 2 below).

**Step 2: Determining Current Year (CY) ELPI Status Rate**

Chai Elementary had **72** EL students that took the 2024 Summative ELPAC and Summative Alternate ELPAC **and** had 2023 Summative ELPAC and Summative Alternate ELPAC results.

Out of these **72** EL students:

* **54** EL students took the Summative ELPAC
  + **36** of these 54 EL Students Increased at least one ELPI level
  + **4** of these 54 EL Students maintained Summative ELPAC level 4
* **18** EL students took the Summative Alternate ELPAC
  + **4** of these 18 EL Students Increased at least one Summative Alternate ELPAC level
  + **4** of these 54 EL Students maintained ELPAC level 4

**(36** + **4** + **4** + **4)**/(**54** + **18** + **4)** =

48/76 = **63.2% CY ELPI Status Rate**

\*(the unrounded number for the CY ELPI Status Rate is 63.1578947368421% is used in determining the Change Rage, see Step 5)

**Step 3: Determining ELPI Status Level**

Chai Elementary has a CY ELPI Status Rate of 63.2%. The ELPI Status Cut Scores are:

* Very Low: Less than 35%
* Low: 35% to less than 45%
* Medium: 45% to less than 55%
* **High: 55% to less than 65%**
* Very High: 65% or greater

Based on the ELPI Status Cut Scores above, Chai Elementary has an ELPI Status level of **High**.

**Step 4: Determining Prior Year (PY) ELPAC Participation Rate**

Chai Elementary had **98** EL students enrolled during the 2023 Summative ELPAC and Summative Alternate ELPAC testing window. Out of these **98** EL students, only **92** students took the 2023 Summative and Summative Alternate ELPAC:

**92**/98 = **93.9% ELPAC Participation Rate**

In order for Chai Elementary to reach the 95% ELPAC participation rate target, the school would have need to test at least **95** EL students:

**95** – **92** = **3**

As a result, **three** EL students will be added to the denominator when calculating the school’s prior year ELPI Status rate (see Step 4 below).

**Step 5: Determining PY ELPI Status**

For the prior year, Chai Elementary had **91** EL students that took the 2023 Summative ELPAC **and** had 2022 Summative ELPAC results.

Out of these **91** EL students:

* **36** of these 91 EL Students Increased at least one ELPI level
* **18** of these 91 EL Students maintained Summative ELPAC level 4

**36** + **18**/91 + **3** =

54/94 = **57.4%\* PY ELPI Status Rate**

\*(the unrounded number for the PY ELPI Status Rate is 57.4468085106383% is used in determining the Change Rage, see Step 5)

**Step 5: Determining ELPI Change Rate**

The unrounded numbers for the CY ELPI Status rate and PY ELPI Status rate is used to calculate the Change rate:

**63.1578947368421% – 57.4468085106383% = +5.7% Change Rate**

**Step 6: Determining ELPI Change Level**

Chai Elementary has an ELPI Change Rate of +5.7%. The ELPI Change Cut Scores are:

* Decreased Significantly: Declined more than 10% points
* Decreased: Declined 2% to 10% points
* Maintained: Declined or increased by less than 2% points
* **Increased: Increased 2% to 10% points**
* Increased Significantly: Increased more than 10% points

Based on the ELPI Status Cut Scores above, Chai Elementary has an ELPI Change of **Increased**.

**Step 7: Determining Overall Performance Color**

Chai Elementary has an ELPI Status level of **High** and a Change level of **Increased**. Using the five-by-five color matrix below, the overall performance color for this school is Green.

**Table 6: Five-by-Five Color Matrix Example.**

| Performance Level | Change: **Declined Significantly** by greater than 10% points | Change: **Declined** by 2% points to 10% Points | Change: **Maintained** Declined or increased by less than 2% points | Change: **Increased** by 2% points to less than 10% points | Change: **Increased Significantly** by 10% points or greater |
| --- | --- | --- | --- | --- | --- |
| Status: **Very High** 65.0% or greater | Yellow | Green | Blue | Blue | Blue |
| Status: **High** 55.0% to less than 65.0% | Orange | Yellow | Green | Green | Blue |
| Status: **Medium** 45.0% to less than 55.0% | Orange | Orange | Yellow | Green | Green |
| Status: **Low**  35.0% to less than 45.0% | Red | Orange | Orange | Yellow | Yellow |
| Status: **Very Low** Less than 35.0% | Red | Red | Red | Orange | Yellow |

### 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. Note that grade one students included in the ELPI included those students results from kindergarten.

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 and Summative Alternate ELPAC?**

For 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.

For the Summative Alternate ELPAC, EL students must be administered, at a minimum, one Receptive item and one Expressive item from anywhere within the assessment. Please note that a “Mark as No Response” is also considered a valid response and, therefore, counts as a completed item.

1. **Are LTEL Students Included in the EL Count?**

Yes, all current EL students, both LTEL and non-LTEL students, are included in the EL Count.

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

Yes. All EL students, including LTEL students, that are enrolled at a LEA or school during the 2024 Summative and Summative Alternate ELPAC testing window will be counted in the participation rate.

Additionally, districts/COEs with 15 or more LTEL students enrolled during the 2024 Summative and Summative Alternate ELPAC window will receive a participation rate for the LTEL student group.

Schools (including charters) with 30 or more LTEL students enrolled during the 2024 Summative and Summative Alternate ELPAC window will receive a participation rate for the LTEL student group.

1. **Our district is assigned a performance color for the LTEL student group but none of our schools have a performance color for the LTEL student group?**

Districts/COEs will receive an ELPI Status, Change, and overall performance color for those districts/COEs that have **15 or more LTEL students** with Summative ELPAC or Summative Alternate ELPAC results in both the current and prior year.

However, schools will receive an ELPI Status, Change, and overall performance color for those schools that have **30 or more** LTEL students with Summative ELPAC or Summative Alternate ELPAC results in both the current and prior year.

1. **Our district is assigned a performance color for the LTEL student group but there’s no performance color for the overall ELPI?**

Yes, this can be the case when a district or COE has **met** the n-size requirements for the LTEL student group (15 or more LTEL students with Summative ELPAC or Summative Alternate ELPAC results in both current and prior year) but the district or COE **did not meet** the n-size requirements for the overall ELPI (30 or more EL students with Summative ELPAC or Summative Alternate ELPAC results in both the current and prior year).

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 or Summative Alternate ELPAC are not included in the participation rate calculation. EL students who are RFEP after the EL students take the Summative ELPAC or Summative Alternate ELPAC are included in the participation rate calculation.

1. **Our district is assigned an ELPI Status level even though our "n Size Met" indicates we did not meet the minimum number of EL students receiving valid current and prior year test scores. Shouldn't we receive a "No Status" for the ELPI on the 2024 Dashboard?**

An ELPI Status is assigned to a district or school having 10 or more students receiving valid current and prior year test scores. The "n Size Met" information is not used in ELPI Status assignments.

1. **Our district was not assigned an ELPI performance color even though we had more than 30 EL students tested on the Summative ELPAC Status this year. Shouldn't we receive a performance color for the ELPI on the 2024 Dashboard?**

An ELPI performance color is assigned to schools and districts that have 30 or more EL students with Summative ELPAC or Summative Alternate ELPAC results in the current year and 30 or more EL students with Summative ELPAC or Summative Alternate ELPAC results in the prior year.

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

For more information on EL students who are assigned a score, please reference [Summative ELPAC Participation and Scoring](https://www.cde.ca.gov/ta/tg/ep/documents/summelpacpartscoring.pdf).

1. **Are EL students who log on to at least one task (i.e., Receptive and Expressive) on the Summative Alternate ELPAC but do not complete the Summative Alternate ELPAC assigned a score?**

For more information on EL students who are assigned a score on the Summative Alternate ELPAC, please reference [Alternate ELPAC Participation and Scoring](https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpartscoring.pdf).

### 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) and U.S. enrollment data
* Disaggregated ELPAC Data
* EL Downloadable Data files
  + [CDE English Learners by Grade & Language](https://www.cde.ca.gov/ds/ad/fileselsch.asp)web page
  + [CDE Fluent English Proficient Data](https://www.cde.ca.gov/ds/ad/filesfepsch.asp) web page
  + [CDE EL Reclassification Data](https://www.cde.ca.gov/ds/ad/filesreclass.asp)web page
  + [CDE Enrollment by ELAS, Long-Term English Learner (LTEL), and At-Risk by Grade](https://www.cde.ca.gov/ds/ad/filesltel.asp)web page
* Student-level LTEL data file (access provided to the LEA CALPADS Coordinators in October 2024)
* Number of EL students identified as students with disabilities

### Appendix A

[Figure 1](#figure1): This image reflects a card for the English Learner Progress Indicator for “All Students”. There are two buttons at the top of the card: All Students and State. Because the All Students button is selected, this button is colored purple while the one for State is in gray. Underneath is a five-segmented color gauge with an arrow pointing to the orange color with the word “Orange” identified below the gauge. The card reflects that 42.4 percent of students are making progress with a maintained score of -0.4 percentage points. Below this reads “Equity Report for long-term EL placement and shows that one student group is represented with under orange.