ELPAC Participation Rate Reporte Report for 2022

CDS	Name	Number of EL Students Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Tested Less than 95% on ELPAC Summative
19648810000000	**Pasadena Unified (District)**	1,996	1,947	97.5%	N
19648816021505	Altadena Elementary	41	41	100.0%	N
19648810113464	Aveson Global Leadership Academy	20	19	95.0%	N
19648810113472	Aveson School of Leaders	11	9	81.8%	N
19648811931062	Blair High	269	254	94.4%	Y
19648816058465	Charles W. Eliot Middle	73	72	98.6%	N
19648810117440	CIS Academy	45	42	93.3%	Y
19648816021554	Don Benito Fundamental	33	33	100.0%	N
19648816021570	Field (Eugene) Elementary	27	27	100.0%	N
19648816021612	Hamilton Elementary	57	57	100.0%	N
19648816021620	Jackson Elementary	101	101	100.0%	N
19648811936103	John Muir High	90	90	100.0%	N
19648810118075	Learning Works	38	15	39.5%	Y
19648816021679	Longfellow (Henry W.) Elementary	135	135	100.0%	N
19648816021687	Madison Elementary	228	228	100.0%	N
19648811931674	Marshall Fundamental	134	133	99.3%	N
19648816120265	McKinley	137	134	97.8%	N
19648811932409	Norma Coombs Elementary	49	49	100.0%	N
19648810136945	OCS - South	20	19	95.0%	N
19648811936822	Pasadena High	92	86	93.5%	Y
19648810113894	Pasadena Rosebud Academy	17	16	94.1%	N
19648811936806	Rose City High (Continuation)	36	27	75.0%	Y
19648816021729	San Rafael Elementary	33	33	100.0%	N
19648816021737	Sierra Madre Elementary	9	8	88.9%	N
19648810127746	Sierra Madre Middle	8	7	87.5%	N
19648816119549	Washington Elementary	145	145	100.0%	N
19648816021752	Washington Middle	118	118	100.0%	N
19648816021760	Webster Elementary	28	28	100.0%	N
19648816021778	Willard Elementary	95	95	100.0%	N

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students | State

Medium

47.5% making progress towards English language proficiency

Number of EL Students: 1,521

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

● ELs Who Decreased at Least One ELPI Level ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H

● ELs who Maintained ELPI Level 4 ● ELs Who Progressed at Least One ELPI Level

English Learner Progress Indicator - 2022

CDSCODE	Name	Status Level	Current Status	Numerator	Denominator	Tested Less than 95% on ELPAC Summative
19648810000000	Pasadena Unified	Medium	47.5%	723	1,521	N
19648810117440	CIS Academy	Very Low	31.4%	11	35	Y
19648810127746	Sierra Madre Middle	No Performance Level	*	*	7	N
19648811931062	Blair High	Very Low	31.1%	50	161	Y
19648811931674	Marshall Fundamental	Very High	67.4%	87	129	N
19648811932409	Norma Coombs Elementary	Low	39.5%	15	38	N
19648811936103	John Muir High	Low	42.1%	32	76	N
19648811936806	Rose City High (Continuation)	Low	46.7%	7	15	Y
19648811936822	Pasadena High	Low	50.0%	34	68	Y
19648816021505	Altadena Elementary	Medium	51.6%	16	31	N
19648816021554	Don Benito Fundamental	Medium	53.3%	16	30	N
19648816021570	Field (Eugene) Elementary	No Performance Level	57.9%	11	19	N
19648816021612	Hamilton Elementary	Very Low	26.2%	11	42	N
19648816021620	Jackson Elementary	Low	37.6%	35	93	N
19648816021679	Longfellow (Henry W.) Elementary	High	60.0%	63	105	N
19648816021687	Madison Elementary	Very Low	29.1%	48	165	N
19648816021729	San Rafael Elementary	No Performance Level	46.4%	13	28	N
19648816021737	Sierra Madre Elementary	No Performance Level	*	*	5	N
19648816021752	Washington Middle	High	57.1%	64	112	N

CDSCODE	Name	Status Level	Current Status	Numerator	Denominator	Tested Less than 95% on ELPAC Summative
19648816021760	Webster Elementary	No Performance Level	63.2%	12	19	N
19648816021778	Willard Elementary	Medium	48.6%	35	72	N
19648816058465	Charles W. Eliot Middle	High	59.7%	40	67	N
19648816119549	Washington Elementary	High	59.4%	63	106	N
19648816120265	McKinley	Medium	54.7%	52	95	N

Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The data is not presented or included for accountability purposes when there are less than 30 students in the current or prior year. However, an ELPI Status is assigned to a district or school that did not test at least 95 percent of their students on the ELPAC Summative Assessment and had at least 30 EL students enrolled during the 2021–22 ELPAC Summative Assessment window (February 1, 2022 to May 31, 2022). In these instances, the ELPI data is displayed regardless of n-size. Double-dash (--) = Not Applicable.

2022 Dashboard Technical Guide:

ENGLISH LEARNER PROGRESS INDICATOR

A Grade One through Twelve Indicator

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 ELPI Status 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 for the descriptive text.

Figure 1: Five Status Levels Represented through "Cell Phone Bars"
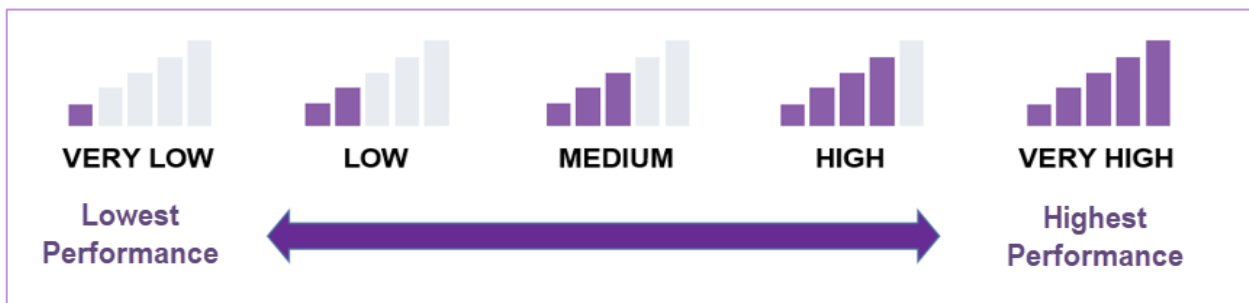
Introduction

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