



## English Language Proficiency (ELP) for Accountability Report Guide

### About the Report

The *English Language Proficiency (ELP) Accountability Report* allows districts and schools to view data they reported in the Student Information Repository System (SIRS) that was used to calculate ELP levels for making school and district accountability determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA). For more information about the State Plan, the New York State accountability system, and how each of the accountability indicators is used to determine school and district accountability statuses, please see: <http://www.p12.nysed.gov/accountability/essa.html>

This report does not need to be certified; however, it should be reviewed for accuracy. The underlying data used to create this report are in the SIRS-302 Tested/Not Tested Confirmation All Assessments Reports, which is required to be certified.

This report includes two worksheets: **ELP Summary** and **ELP Detail**:

The **ELP Summary** report includes elementary/middle and high school Progress Rate, Success Ratio, ELP level, and ELL student count, aggregated by accountability subgroup.

The **ELP Detail** report includes student-level demographics; initial year, previous year, and current year ELP level, quartile, and NYSESLAT score; proficiency, progress, and ELL exit status indicators; years identified as ELL; probability of making sufficient progress; ELP level and quartile required in 2018-19; and the method used to determine sufficient progress required in 2018-19.

### ELP SUMMARY REPORT

- **Grade Level:** Level of record, which can be elementary/middle-level (EM) or high school-level (HS).
- **Benchmark (a):** The sum of the individual probabilities that continuously enrolled ELL students will make Sufficient Progress on the NYSESLAT divided by the number of continuously enrolled students tested on the NYSESLAT. Individual student probabilities are based on the statewide probability of similar students making Sufficient Progress, using a student's initial ELP level and number of years receiving ELL services to create comparison groups. A Benchmark is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable.
- **Progress Rate (b):** The number of continuously enrolled students that made Sufficient Progress divided by the number of continuously enrolled ELL students.

Sufficient Progress toward ELP is made by exiting ELL status, meeting the annual ELL progress target, or meeting the safe harbor goal. A Progress Rate is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable.

- **Success Ratio (c):** The Progress Rate divided by the Benchmark. A Success Ratio is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable
- **ELP Level (d):** Level assigned to the subgroup based on the Success Ratio and the table below.

Success Ratio	ELP Level
0.00 – 0.49	1
0.50 – 0.99	2
1.00 – 1.24	3
1.25+	4

- **ELL Student Count:** The number of continuously enrolled students identified as ELLs who had valid NYSESLAT results in the current year, previous year, and initial year sufficient to compute Sufficient Progress in ELP. For schools with fewer than 30 student results in 2017-18, 2016-17 results are combined with 2017-18 results if the sum of the results in both years is greater than or equal to 30. ELL Student Count includes results from all years that contributed towards the applicable outcomes.
- **Two Year Combinations:** Data in this report are single year data only. If there are fewer than 30 students in a subgroup, when calculating final accountability outcomes, two years of data for that subgroup will be combined.
- **Former Students with Disabilities:** If there are 30 or more students with disabilities in the subgroup, when calculating final accountability outcomes, former students with disabilities will be included in the students with disabilities subgroup.

## **ELP DETAIL REPORT**

This report includes student demographic and assessment data as reported in the SIRS and calculated ELP Level.

- **School Year:** Reporting year.
- **School BEDS:** BEDS code for the school where the student was enrolled, as indicated by the BEDS of location reported for the student.
- **School Name:** School where the student was enrolled, as indicated by the BEDS of location reported for the student.

- **NYSSIS ID:** Unique statewide student identifier assigned by the New York State Student Identifier System (NYSSIS).
- **Student First Name:** Student first name as reported in the Student Lite template.
- **Student Last Name:** Student last name as reported in the Student Lite template.
- **Grade:** Instructional (“grade”) level for the student, as determined by the school district and as reported in the Grade Level field of the Student Lite and School Entry/Exit templates. See “Grade Level Codes and Descriptions” in the *SIRS Manual*.
- **Ethnicity:** Code that indicates the student’s race or ethnicity (A = Asian/Pacific Islander, B = Black or African American, H = Hispanic or Latino, I = American Indian or Alaska Native, M = Multiracial, W = White). Students reported with “Yes” in the Hispanic/Latino Ethnicity Indicator field in the Student Lite template are counted as Hispanic, regardless of race. Students reported with “No” in the Hispanic/Latino Ethnicity Indicator field are included in the ethnicity group as indicated by the Race Code reported in the Student Lite template. If multiple Race Codes are reported for a non-Hispanic/Latino student, the student is counted in the Multiracial group.
- **English Language Learner:** Students reported with program service code 0231 (ELL Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the ELL accountability group.
- **Students with Disabilities:** Student disability as reported using the appropriate disability program service code in the Program Service Code field of the Programs Fact template. Student disability is shown if the student was reported with a disability at any time during the school year or as of the date of the student’s last enrollment record. These students are included in the students with disabilities accountability subgroup.
- **Former Students with Disabilities:** Student reported with a disability program service code in the Program Service Code field of the Programs Fact template anytime in the school year in at least one of the two previous reporting years but not at any time in the current reporting year. These students are included in the students with disabilities accountability subgroup for index calculations if the count of students with disabilities is equal to or greater than 30.
- **Economically Disadvantaged:** Students reported with program service code 0198 (Poverty – from low-income family) in the Program Service Code field of the Programs Fact template anytime during the school year or as of the date of their last enrollment record. These students are included in the economically disadvantaged accountability subgroup.
- **Students with Inconsistent/Interrupted Formal Education (SIFE):** English Language Learners/Multilingual Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and (1)

upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or (2) are two or more years below grade level in math due to inconsistent or interrupted schooling prior.

- **Initial Year ELP Level:** Initial English Language Proficiency Level as determined by performance on the student's first administration of New York State English as a Second Language Achievement Test (NYSESLAT).
- **Previous Year ELP Level:** Previous year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).
- **Previous Year ELP Level and Quartile:** Level and Quartile of Previous Year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT). Provided in the format "[Level] - [Quartile]."
- **Current Year ELP Level:** Current year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).
- **Current Year ELP Level and Quartile:** Level and Quartile of Current Year English Language Proficiency Level as determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT). Provided in the format "[Level] - [Quartile]."
- **ELA Proficient:** For grades 3-8, whether a student scored 3 or above on the New York State ELA assessment. For grades 9-12, whether a student scored 65 or above on the Regents Exam in English.
- **Made Progress:** Whether a student demonstrated Sufficient Progress toward English Language Proficiency by exiting ELL status, meeting annual ELL Progress Target, or meeting the criteria for Safe Harbor.
- **District Only:** Students who were continuously enrolled as out-of-district placement or homebound are included only in their district results.
- **Exited ELL Status:** Whether a student met the criteria to exit ELL status. Official exit from ELL status completed by student's school.
- **Years Identified as ELL:** Number of years student has been identified as ELL.
- **Probability of Making Sufficient ELP Progress in Current Year:** Statewide probability of student making Sufficient Progress in the current year based on the performance level achieved on the New York State English as a Second Language Achievement Test (NYSESLAT) in the initial year student took the NYSESLAT and the number of years student has been identified as ELL.

- **Initial Year NYSESLAT Total Scale Score:** Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the student's initial year of taking the NYSESLAT. Total Scale Score derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).
- **Previous Year NYSESLAT Total Scale Score:** Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the previous year. Total Scale Score is derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).
- **Current Year NYSESLAT Total Scale Score:** Student's Total Scale Score from the New York State English as a Second Language Achievement Test (NYSESLAT) in the current year. Total Scale Score is derived from summing the scale scores for each modality (Listening, Reading, Writing, and Speaking).
- **English Language Proficiency Level Required in 2018-2019:** Required English Language Proficiency Level needed by student in next year to make Sufficient Progress. English Language Proficiency Level determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).
- **English Language Proficiency Level and Quartile Required in 2018-2019:** Required English Language Proficiency Level and Quartile needed by student in next year to make Sufficient Progress. English Language Proficiency Level Quartile determined by performance on the New York State English as a Second Language Achievement Test (NYSESLAT).
- **Method to Determine Sufficient ELP Progress Required in 2018-2019:** Whether required English Language Proficiency Level and Quartile in 2018-2019 is determined using Annual Progress (AP) or Safe Harbor (SH). When Annual Progress and Safe Harbor differ in the English Language Proficiency Level and Quartile required to make Sufficient Progress, the lower of the two is used. If Annual Progress and Safe Harbor require the same English Language Proficiency Level and Quartile to make Sufficient Progress, Annual Progress identified as Method. Note: The English Language Proficiency Level and Quartile noted to demonstrate Sufficient Progress in 2018-2019 does not include the option for students to make Sufficient Progress by exiting ELL status using the following methods:
  1. Grades 3-8: Scoring at the Expanding/Advanced level on the NYSESLAT and 3 or above on the New York State ELA assessment within the same school year.
  2. Grades 9-12: Scoring at the Expanding/Advanced level on the NYSESLAT and 65 or above on the Regents Exam in English.