

English Learner Progress to Proficiency (ELPtP) Rate

Metric Overview

Metric Definition:

English Learner Progress to Proficiency (ELPtP) measures the extent to which a student is on track to reach proficiency **within five years** after a student is first identified as an English Learner (EL). ELPtP is calculated using the student's performance on the ACCESS for ELLs assessment.

Metric Calculation: ELPtP Score

Numerator: Gain in student overall ACCESS Composite Scale Score from prior year to current year.

Denominator: "Growth Target" calculated using the student's proficiency target score and years remaining to reach proficiency.

Metric Calculation: Percentage of Students who met their Growth Target

Numerator: Number of students who achieved a 100 ELPtP score for the current year.

Denominator: EL students in at least program year 2 with a current and prior year ACCESS and/or ELPtP score.

Key Business Rules and Exclusions:

- Students are evaluated for ELPtP Score starting in first grade.
- Proficiency target scores are set by ISBE and are standardized for all students based on the grade they will reach proficiency.
- For students who do not reach proficiency within 5 years, their growth target score becomes the Composite Scale Score they need to reach English Proficiency.
- Students who participate in alternate assessments are excluded.
- Students who enroll in CPS after October 31 receive an extra year to reach EL proficiency.
- Students whose parents/guardians refuse EL services are included in the metric.
- All students who were identified as EL in SY20, SY21 or SY22 are given an additional year to reach proficiency.

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SCHOOL A

$$\frac{10 \text{ Students with 100 ELPtP Score}}{35 \text{ EL Students} - 5 \text{ Students who take Alternate Assessments} - 5 \text{ Students in Program 1 Year}} = 40\% \text{ ELPtP Rate}$$

$$\frac{\text{STUDENTS WITH 100 ELPTP SCORE}}{\text{EL STUDENTS} - \text{STUDENTS WHO TAKE ALTERNATE ASSESSMENTS} - \text{STUDENTS IN PROGRAM 1 YEAR}} = \frac{10}{25} = 40\%$$

ELPtP Use Case and Reports

ELPtP is an indicator which, when combined with other metrics, provides insight into the quality of the school's instructional core for ELs. Schools experiencing low ELPtP rates or showing downward trending data can review complementary data related to *Teachers and Staff Capacity*, *Effective Instruction*, *Balanced Assessment System*, *Out of School Time and Enrichment Opportunities*, and *Inclusive and School and Community Partnerships and Engagement* for in-depth root cause analysis. The District will support schools by prioritizing corresponding supports through their strategic plans and by providing targeted resources and support relative to the root cause. The Office of Multilingual - Multicultural Education (OMME) exists to guide CPS in providing a high-quality education for all language learners that is attentive to a culturally and linguistically diverse community of students, families, and educators.

Related Reports: CIDT ELPtP Report: All CIDT reports can be found in the reports dropdown on CPS Dashboard. This report can be used for end-of-year data and trend analysis.