



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Every Student Succeeds Act (ESSA) Accountability System

Reimagine Phase Webinars:

English Language Proficiency (ELP)



**2025-26 School Year (SY) Based on 2024-25 SY Results and
Beyond**



In This Webinar



The Importance of the ELP Indicator



Reimagine Phase Accountability Indicators



ELP Indicator Calculations with Examples



Next Steps: Analyzing Results



How can I learn more?

<https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data>



Questions?

accountinfo@nysed.gov



Importance of the ELP Indicator

The ELP indicator provides crucial information about the English language acquisition and proficiency of all students identified as English language learners (ELLs).




ELLs are achieving the highest level of English language mastery




Schools and districts are providing the best support for students of all backgrounds




Reimagine Phase Accountability Indicators

 Maintained from Rebuild Phase with modifications to calculation methodology

 Maintained from Rebuild Phase with no changes

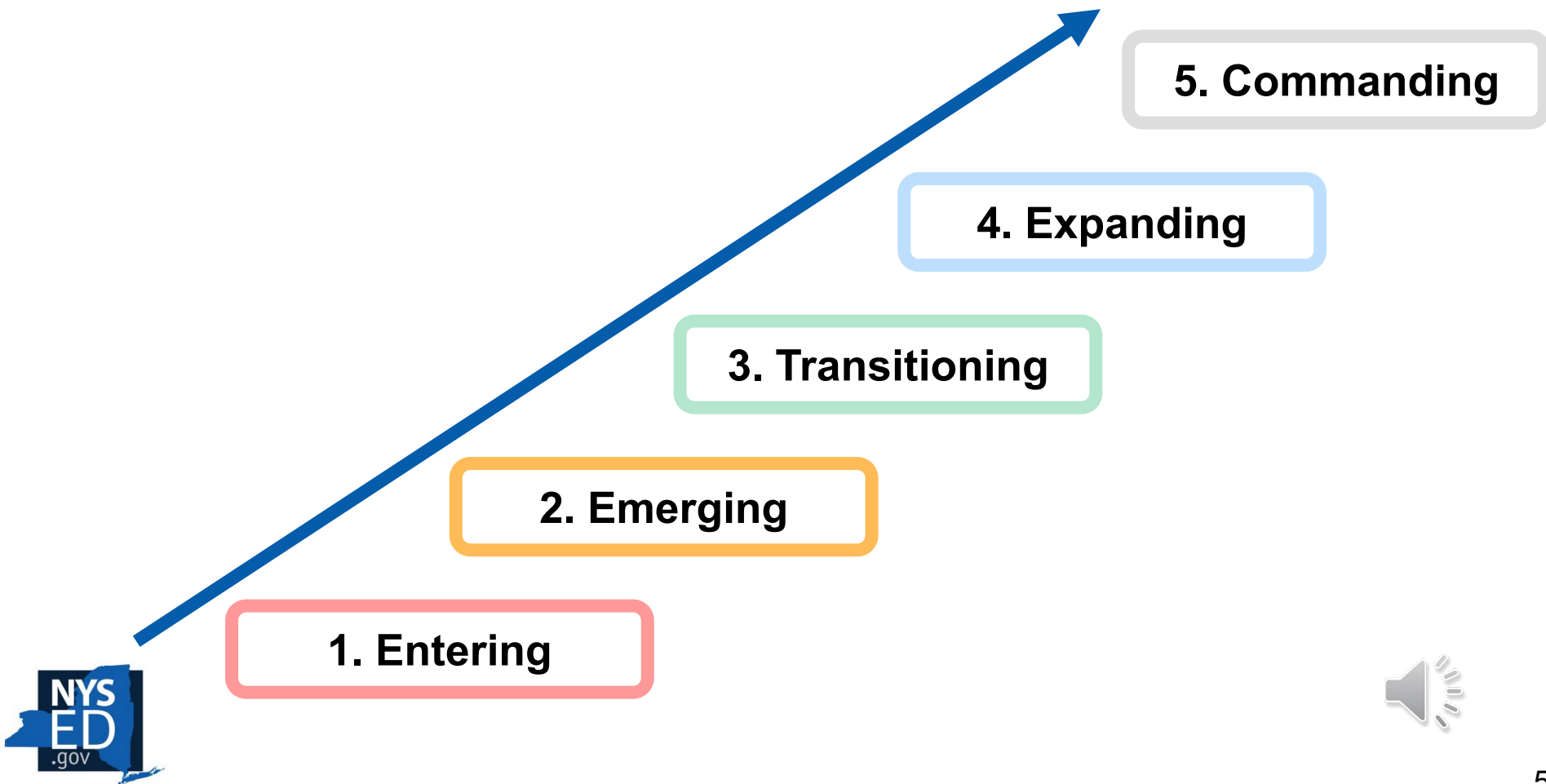
 Restored indicator

 New indicator



NYSESLAT Performance Levels

Each ELL is assigned one of five performance levels based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT).



Sufficient Progress

Methods for Demonstrating Sufficient Progress



Method 1: Exiting ELL
Status



Method 2: Meeting an
Annual Progress Target

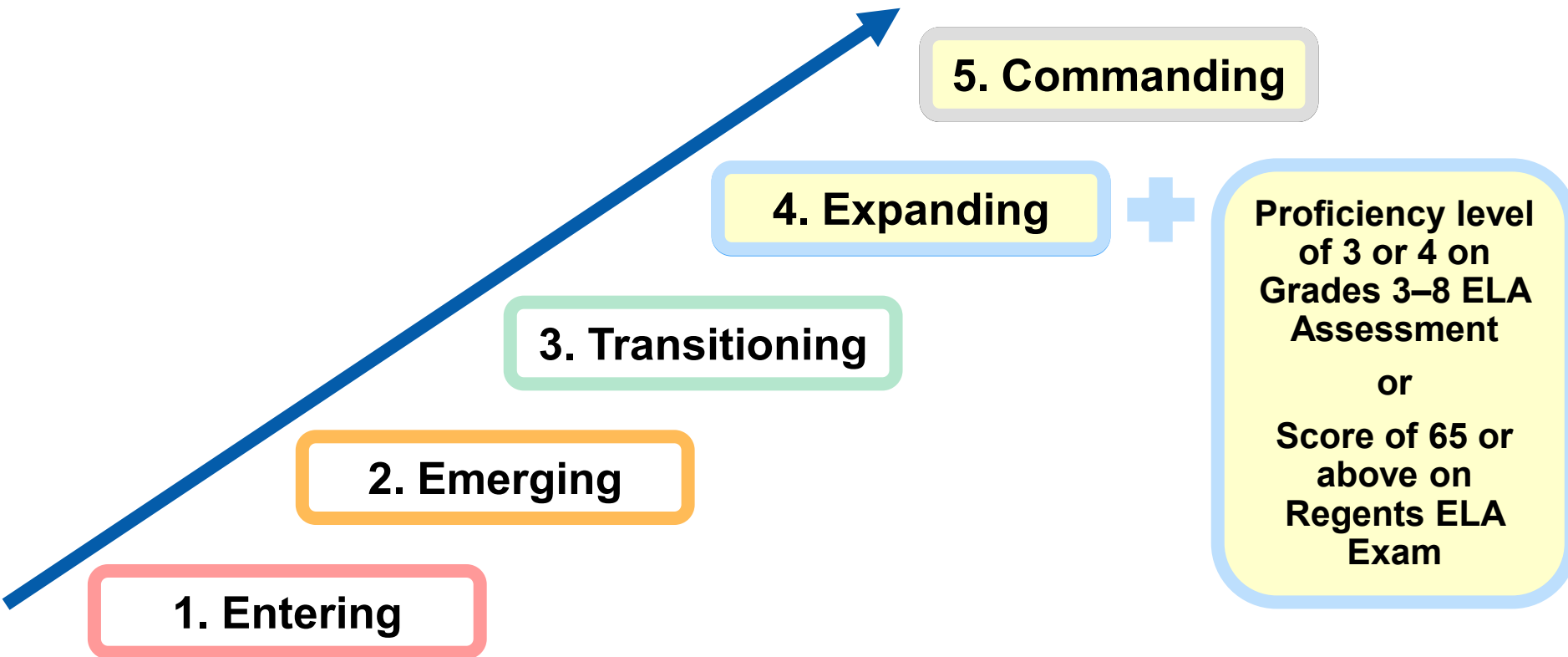


Method 3: Meeting a Safe
Harbor Growth Target



Sufficient Progress Method 1: Exiting ELL Status

To exit ELL status, a student must achieve the following NYSESLAT performance levels:



Sufficient Progress Method 2: Meeting an Annual Progress Target

Annual Progress measures a student's progress between the current and previous school years towards achieving Commanding level.

Year Identified as an ELL	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial																	
Year 2																	
Year 3																	
Year 4																	

1 quartile =
0.25 progress
points



Sufficient Progress Method 2: Meeting an Annual Progress Target

Annual Progress Target Matrix

	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
NYSESLAT Performance Level Earned in Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	Off-Track
Transitioning	1 progress points	1 progress point	Off-Track	
Expanding	Required to Score Commanding	Off-Track		

Expected Progress for Off-Track and Long-Term ELLs: 0.75 progress points



Sufficient Progress Method 2: Annual Progress Example 1

Student A

Years of Identification as ELL: 2. Initial NYSESLAT Performance Level: Emerging.

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					●												
Year 2						1.25 points ●											

	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
NYSESLAT Performance Level Earned in Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Emerging	1.25 progress points ✓	1 progress point	0.75 progress points	Off-Track



Sufficient Progress Method 2: Annual Progress Example 2

Student B

Years of Identification as ELL: 4. Initial NYSESLAT Performance Level: Emerging.

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					●												
Year 2						✓ 1.25 points ●											
Year 3											✗ 0.5 points ●						
Year 4													✓ 0.75 points ●				

	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
NYSESLAT Performance Level Earned in Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Emerging	1.25 progress points ✓	1 progress point ✗	0.75 progress points ✓	Off-Track ELL Status



Sufficient Progress Method 3: Meeting a Safe Harbor Growth Target

Safe Harbor compares a student's performance in the current reporting year to the student's performance overall from the initial year of ELL identification.

NYSESLAT Performance Level Earned in Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Entering	1.25 progress points	2.25 progress points	3.25 progress points	Must score Commanding
Emerging	1.25 progress points	2.25 progress points	Must score Commanding	Off-Track
Transitioning	1 progress point	Must score Commanding	Off-Track	
Expanding	Must score Commanding	Off-Track		



Sufficient Progress Method 3: Safe Harbor Example

Student C

Years of Identification as ELL: 3. Initial NYSESLAT Performance Level: Entering.

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial	●																
Year 2		1.5 points				●											
Year 3								0.75 points	●								

NYSESLAT Performance Level Earned in Initial Year of ELL Identification	2 Years		3 Years		4 Years		5 Years	
	Required Annual Progress	Required Safe Harbor Progress	Required Annual Progress	Required Safe Harbor Progress	Required Annual Progress	Required Safe Harbor Progress	Required Annual Progress	Required Safe Harbor Progress
Entering	1.25 progress points ✓	1.25 progress points	1 progress point	2.25 progress points ✓	1 progress point	3.25 progress points	0.75 progress points	Must score Commanding



ELP Indicator Calculation

Step 1: Determine whether each ELL has demonstrated Sufficient Progress

School A – All Students Group

Student	Made Sufficient Progress?
A	Yes
B	Yes
C	Yes
D	Yes
E	Yes
F	No

Note: Small n-size is used for example purposes.



ELP Indicator Calculation

Step 2: Calculate the Progress Rate.

$$\text{Progress Rate} = \frac{\text{Number of continuously enrolled ELLs who demonstrated Sufficient Progress}}{\text{Number of continuously enrolled tested ELLs}}$$

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Years Identified as ELL	Made Sufficient Progress?
A	Entering	2	Yes
B	Entering	2	Yes
C	Emerging	2	Yes
D	Transitioning	3	Yes
E	Expanding	3	Yes
F	Expanding	4	No

$$\frac{5}{6} = 0.83 = 83\%$$



ELP Indicator Calculation

Step 3: Determine the probability of an ELL making progress based on statewide comparison of similar outcomes using each ELL's:

- NYSESLAT performance level from initial year of ELL identification,
- Number of prior years in ELL status, and
- Availability of prior year testing data.

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Years Identified as ELL	Made Sufficient Progress?	Individual Probability of Making Progress
A	Entering	2	Yes	0.76
B	Entering	2	Yes	0.76
C	Emerging	2	Yes	0.64
D	Transitioning	3	Yes	0.52
E	Expanding	3	Yes	0.47
F	Expanding	4	No	0.42



ELP Indicator Calculation

Step 4: Calculate the **Benchmark**.

$$\text{Benchmark} = \frac{\text{Sum of probabilities of making progress for all continuously enrolled ELLs tested on the NYSESLAT}}{\text{Number of continuously enrolled tested ELLs}}$$

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Years Identified as ELL	Made Progress?	Individual Probability of Making Progress
A	Entering	2	Yes	0.76
B	Entering	2	Yes	0.76
C	Emerging	2	Yes	0.64
D	Transitioning	3	Yes	0.52
E	Expanding	3	Yes	0.47
F	Expanding	4	No	0.42

$$\frac{2(0.76) + 0.64 + 0.52 + 0.47 + 0.42}{6} = 0.60 = 60\%$$



ELP Indicator Calculation

Step 5 : Calculate the **Success Ratio**

$$\text{Success Ratio} = \frac{\text{Progress Rate}}{\text{Benchmark}}$$

$$\text{School A – All Students Group Success Ratio} = \frac{0.83}{0.60} = 1.39$$

Step 6: Assign an **ELP Level** based on the Success Ratio

Success Ratio	ELP Level
0 to 0.49	1
0.50 to 0.99	2
1.00 to 1.24	3
1.25 +	4



ELP Indicator Calculation Example

Step 1: Determine whether students demonstrated Sufficient Progress

School B – All Students Group

Student	Made Sufficient Progress?
A	Yes
B	Yes
C	No
D	No
E	No
F	No
G	---
H	---
I	Yes
J	Yes



ELP Indicator Calculation Example

Step 2: Calculate the Progress Rate.

$$\text{Progress Rate} = \frac{\text{Number of continuously enrolled ELLs who demonstrated Sufficient Progress}}{\text{Number of continuously enrolled tested ELLs}}$$

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Years Identified as ELL	Made Sufficient Progress?	Weighted Progress
A	Entering	2	Yes	1
B	Entering	2	Yes	1
C	Entering	2	No	0
D	Entering	2	No	0
E	Entering	3	No	0
F	Entering	3	No	0
G	Entering	1	---	---
H	Emerging	1	---	---
I	Commanding	1	Yes	1.25
J	Commanding	1	Yes	1.25

$$\frac{2(1) + 2(1.25)}{8} = \frac{4.5}{8} = 0.56 = 56\%$$



ELP Indicator Calculation Example

Step 4: Calculate the **Benchmark**.

Sum of probabilities of making progress for all continuously enrolled ELLs tested on the NYSESLAT

$$\text{Benchmark} = \frac{\text{Sum of probabilities of making progress for all continuously enrolled ELLs tested on the NYSESLAT}}{\text{Number of continuously enrolled tested ELLs}}$$

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Years Identified as ELL	Made Sufficient Progress?	Weighted Progress	Individual Probability of Making Progress
A	Entering	2	Yes	1	0.76
B	Entering	2	Yes	1	0.76
C	Entering	2	No	0	0.76
D	Entering	2	No	0	0.76
E	Entering	3	No	0	0.62
F	Entering	3	No	0	0.62
G	Entering	1	---	---	---
H	Emerging	1	---	---	---
I	Commanding	1	Yes	1.25	1.00
J	Commanding	1	Yes	1.25	1.00

$$\frac{4(0.76) + 2(0.62) + 2(1)}{8} = \frac{6.28}{8} = 0.79 = 79\%$$



ELP Indicator Calculation Example

Step 5 : Calculate the **Success Ratio**

$$\text{Success Ratio} = \frac{\text{Progress Rate}}{\text{Benchmark}}$$

$$\text{School B – All Students Group Success Ratio} = \frac{0.56}{0.79} = 0.71$$

Step 6: Assign an **ELP Level** based on the Success Ratio

Success Ratio	ELP Level
0 to 0.49	1
0.50 to 0.99	2
1.00 to 1.24	3
1.25 +	4



Next Steps: Analyzing Results



Data used for calculating the ELP indicator can be found in **SIRS 113 Reports**.



This data can be used to **identify achievement gaps** and **assess program effectiveness**.



Analyzing ELP data can support **goal-setting, instructional decision-making, and targeted interventions**.



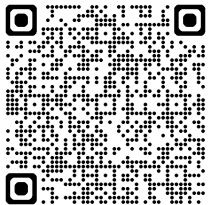
Additional ELL-Related Resources

NYSED Office of Bilingual Education & English as a New Language webpage



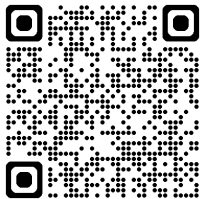
<https://www.nysed.gov/bilingual-ed>

Multilingual Learner and ELL Program Quality Review and Reflective Protocol Toolkit



[https://www.nysed.gov/bilingual-ed/multilingual-learner-ml-and-english-language-learner-ell-program-quality-review-and](https://www.nysed.gov/bilingual-ed/multilingual-learner-ml-and-english-language-learner-ell-program-quality-review-and-reflective-protocol-toolkit)

Regional Bilingual Education Resource Network

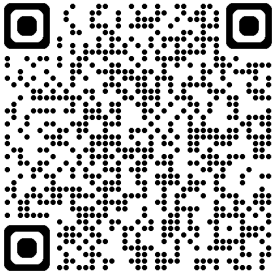


<https://www.nysed.gov/bilingual-ed/regional-supportrberns>



How Can I Learn More?

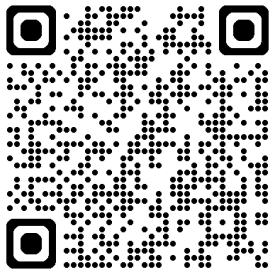
School and District Accountability Resources and Data webpage



<https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data>

- Fact sheets
- Webinars
- Links to additional resources

Continuous Improvement webpage



<https://www.nysed.gov/accountability/continuous-improvement>

- Additional resources and supports for identified schools and districts

Questions about the New York State ESSA accountability system can be emailed to the Office of Accountability at accountinfo@nysed.gov.

Thank you for joining us today!

