Learning Trajectories Beyond Reclassification and Monitoring: Data Analysis and Implications for School and Program Evaluation

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Woodburn School District
Diverse in Culture - Unified in Mission

Presentation Overview

- District Overview
- Oregon's current reporting practices
- Comparing results by proficiency level
- Tools to ensure validity
- Importance of analysis
- Examples

Diverse in Culture

Woodburn School District is an outstanding multilingual school district, which motivates and empowers all students to succeed.

Diverse in Culture

- ~ 5660 Students Grades K-12
- ~ 73% Hispanic, ~ 10% Russian
- 68.5% current or former English Learners
  - 38.7% current ELs
  - 10.0% former ELs in monitoring
  - 19.8% reclassified English proficient 3+ years
- 12% Special Ed
- 11% TAG

Diverse in Culture

- 78% Ethnic Minority
- 84% Eligible for Free/Reduced Lunch
- All Students Receive Free Breakfast/Lunch
- About 50% of Staff Members are Multi-lingual
- 9% Talented & Gifted

Unified In Mission

Our promise is to engage, inspire, and prepare all students to learn and lead in a global society.

Unified In Mission

We value: Accountability, Civic Responsibility, Diversity, Equality, Family, Integrity, Learning, Multilingualism, Parent-Community Partnerships, Safety, & The Individual

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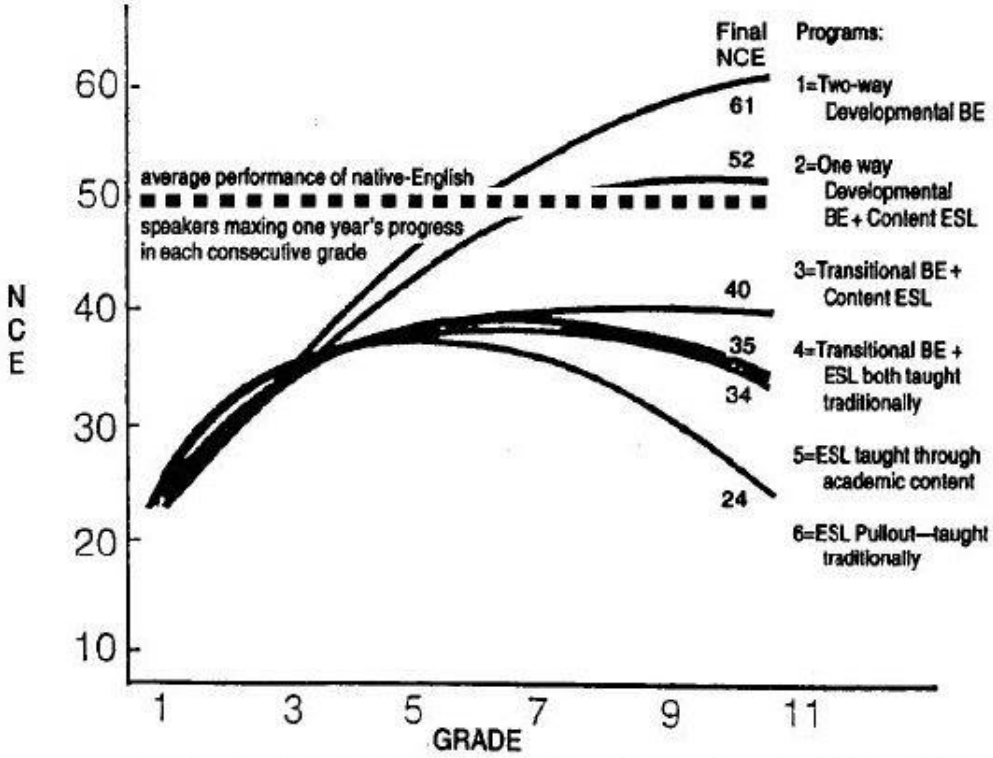
Dual Language Immersion

- K-12 developmental model with a goal of full literacy in both languages
- Long-term investment for greater results
- Benefits students in both academic achievement and English language acquisition
- Increasing participation – 83% of kindergarteners in 2013-14

Thomas and Collier's Chart of Elementary School Programs

Figure 6

PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT
IN NCES ON STANDARDIZED TESTS IN ENGLISH READING
COMPARED ACROSS SIX PROGRAM MODELS
(Results aggregated from a series of 4–8 year longitudinal studies
from well-implemented, mature programs in five school districts)



Source: From *School Effectiveness for Language Minority Students* (p. 53) by W. P. Thomas & V. Collier, December 1997, NCBE Resource Collection Series, No. 9. Washington, DC: National Clearing House for Bilingual Education. Copyright by Wayne P. Thomas and Virginia P. Collier, 1997. Reprinted with permission from NCBE and Thomas and Collier. http://www.ncbe.gwu.edu/ncbepubs/resource/effectiveness/thomas-collier97.pdf

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Increasing Graduation Rates

All Students	True 4-year grad rate	5 -year grad rate	5-year completion rate
Class of 2013	86.4%	TBD	TBD
Class of 2012	76.9%	83.1%	86.2%
Class of 2011	69.9%	77.3%	79.7%
Class of 2010	63.9%	71.3%	77.4%

Meeting Higher Graduation Requirements

	Cohort	Meeting Essential Skills via OAKS or other Standardized Assessment	Meeting via Work Samples
WSD	2008-09 Cohort	73%	27%
State of Oregon	2008-09 Cohort	63%	37%
WSD	2009-10 Cohort	83%	17%
State of Oregon	2009-10 Cohort	64%	36%

Myopic System for School Evaluation

- 3 High Schools ranked Outstanding
- French Prairie Middle School tops in the state for results with English Language Learners
- Washington Elementary is a Priority School
- Lincoln Elementary and Nellie Muir Elementary are Focus Schools

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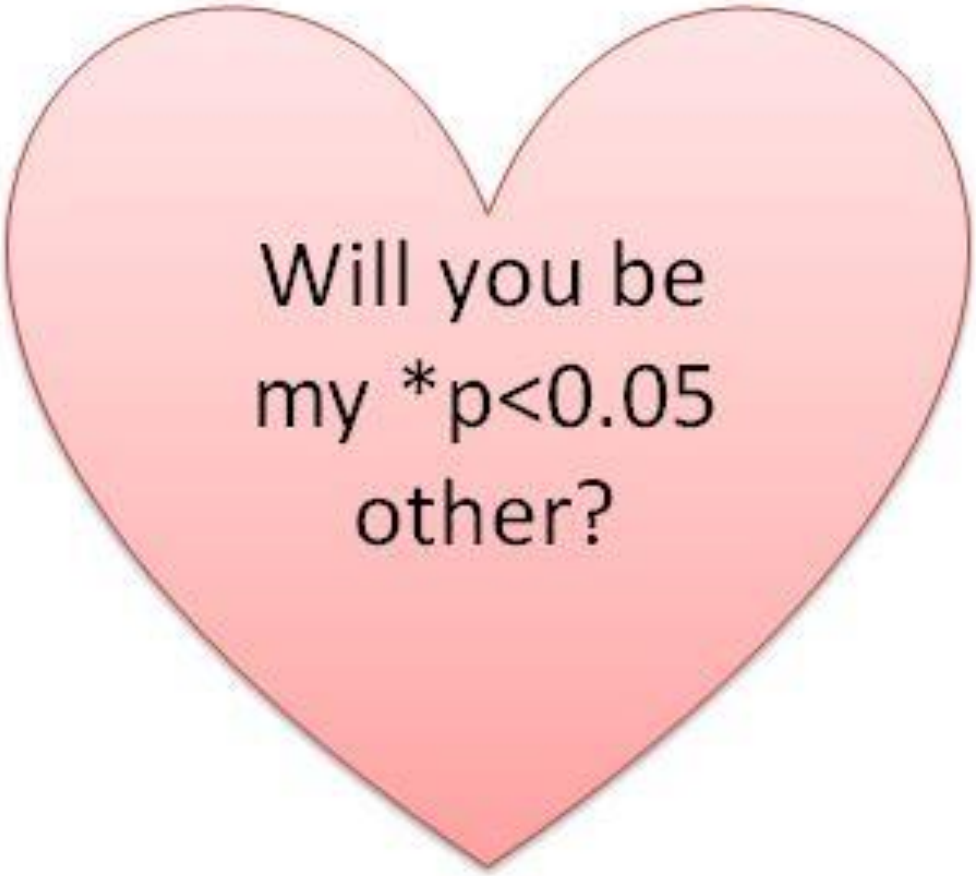
New Category for Reporting Graduation Rates

Ever English Language Learners	**True 4-year grad rate (Class of 2013)**	**5-year grad rate (Class of 2012)**	**5-year completion rate (Class of 2012)**
Woodburn School District	77%	76.8%	80.1%
Oregon (State Average)	58%	59%	65%

Is there another way to evaluate our schools and programs?



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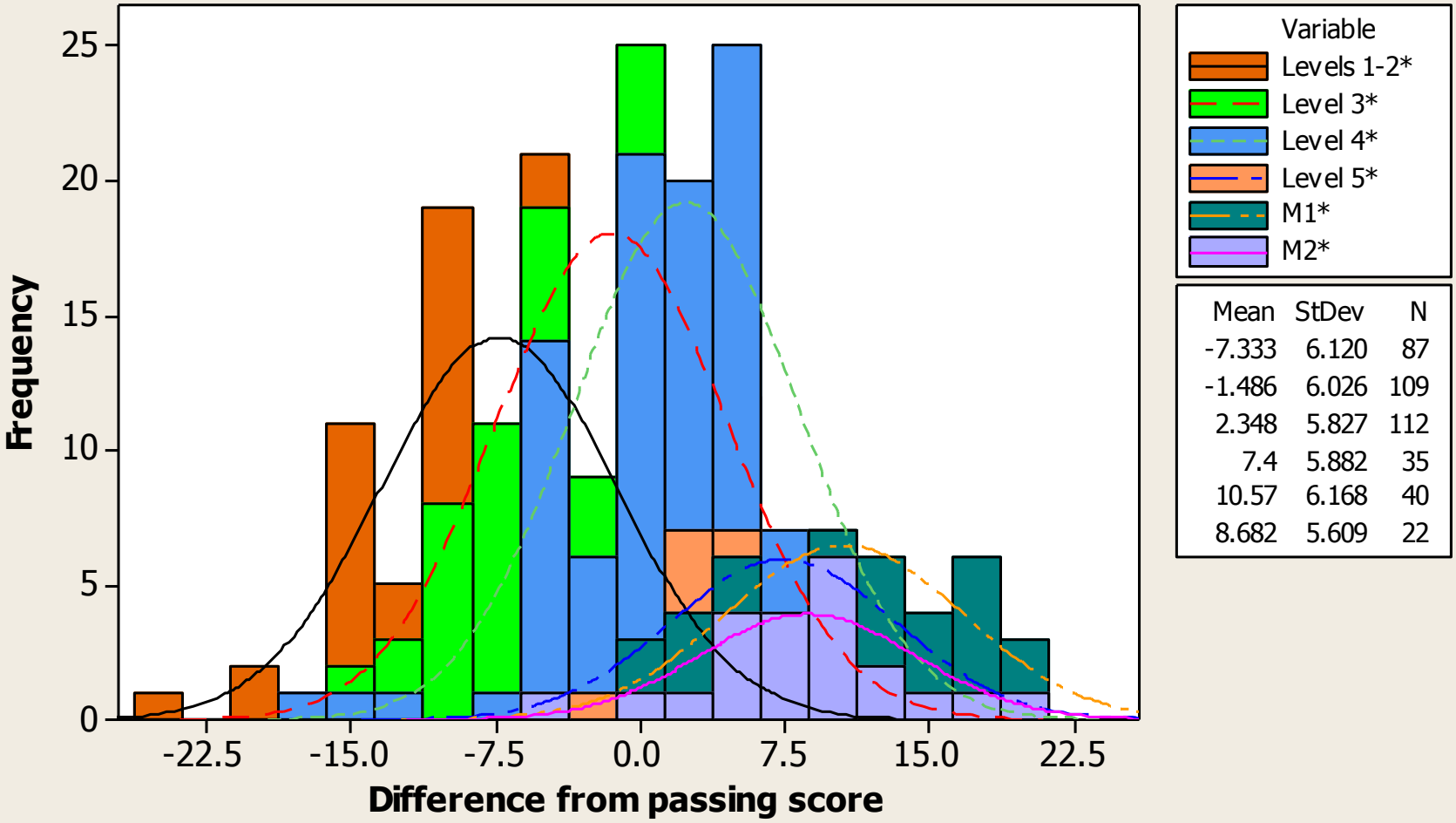
Current Sample

- English Learners upon entry to WSD
- Started in WSD by 3rd grade
- Continued into high school
- No more than 2 years out of district between grade 4 and grade 11

4th Grade Reading Achievement by English Proficiency Level

Normal



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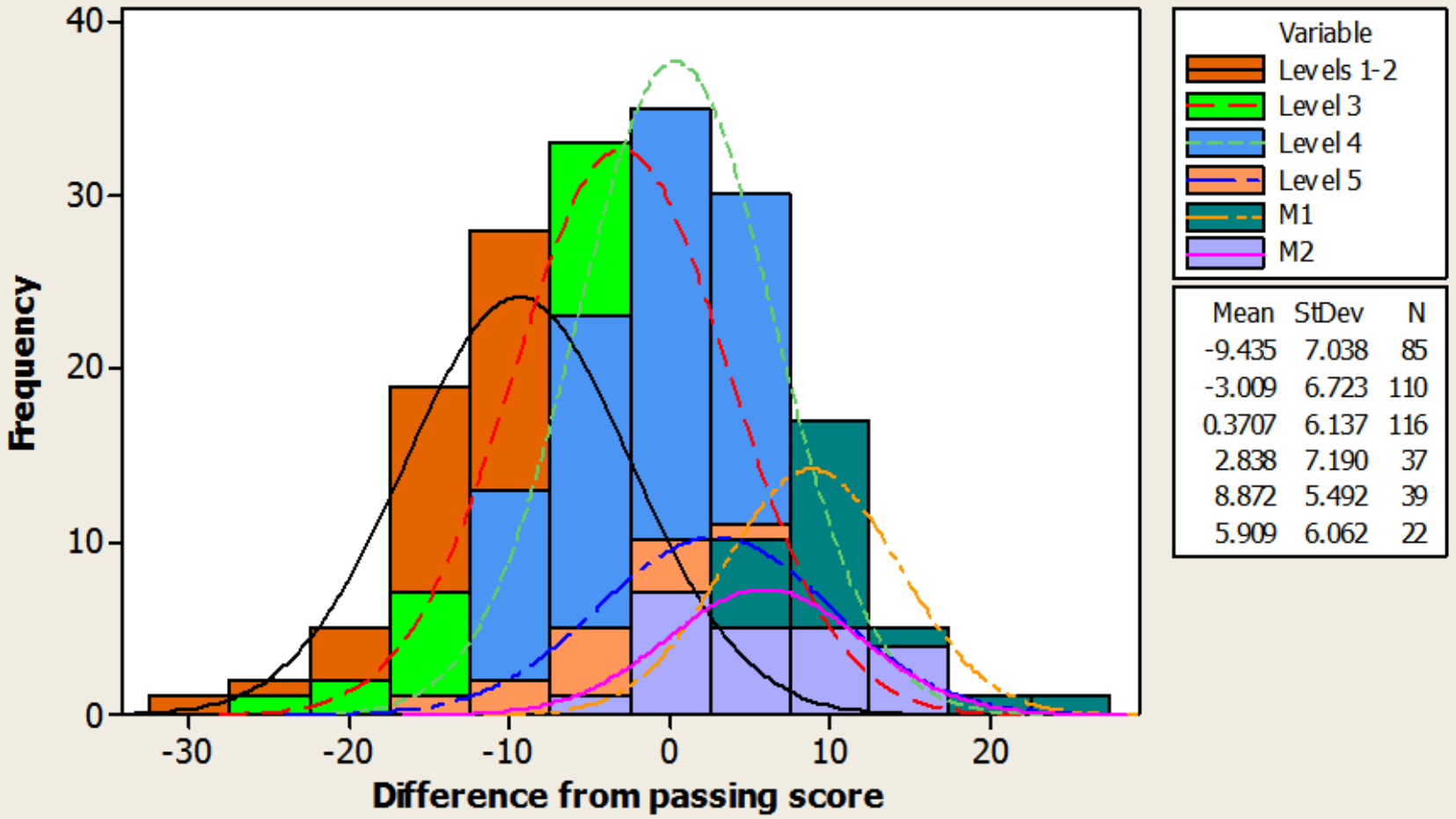
5th Grade Reading Achievement Scores by English Proficiency Level



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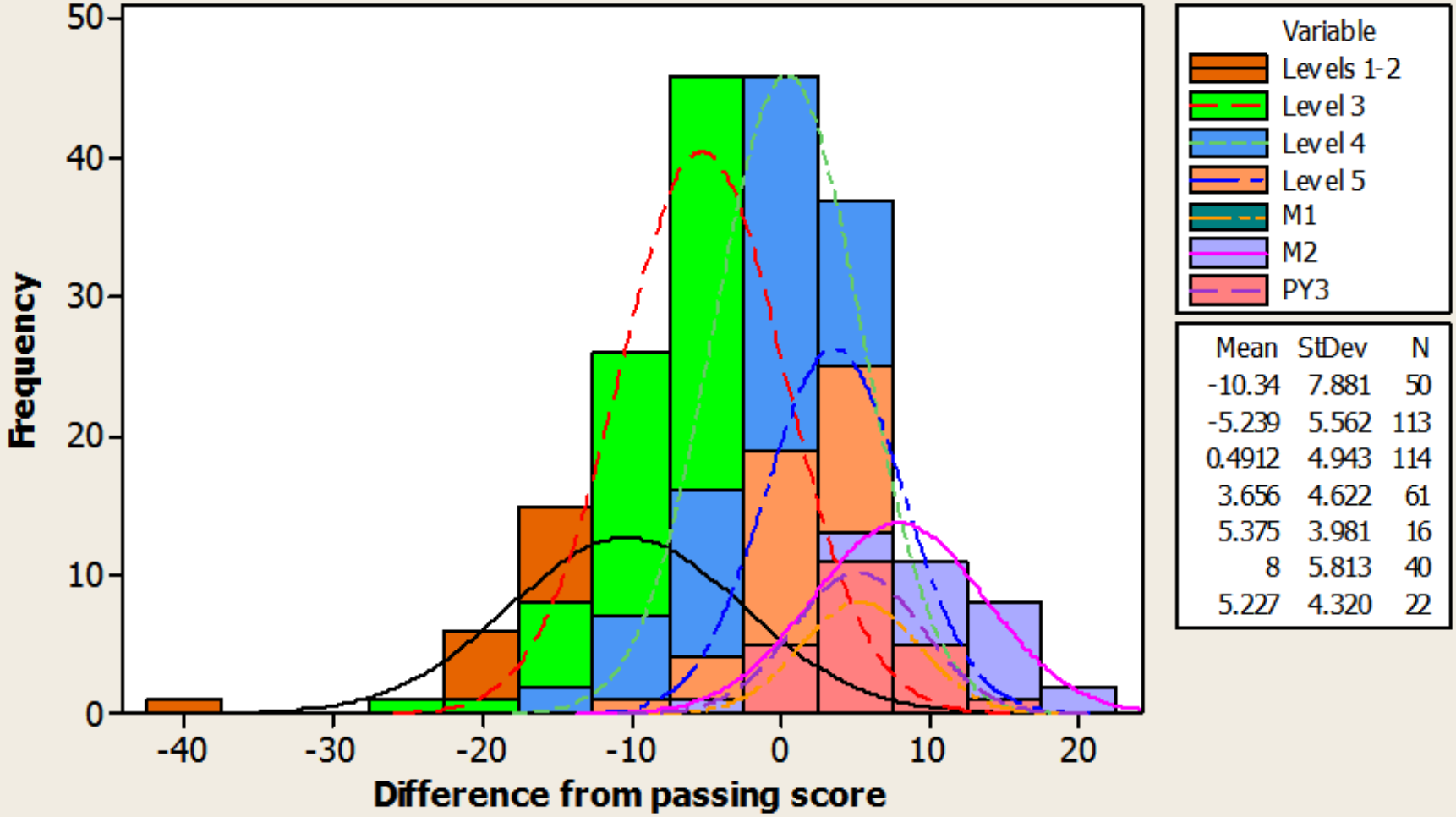
6th Grade Reading Achievement by English Proficiency Level

Normal



Mean	StDev	N
-10.34	7.881	50
-5.239	5.562	113
0.4912	4.943	114
3.656	4.622	61
5.375	3.981	16
8	5.813	40
5.227	4.320	22

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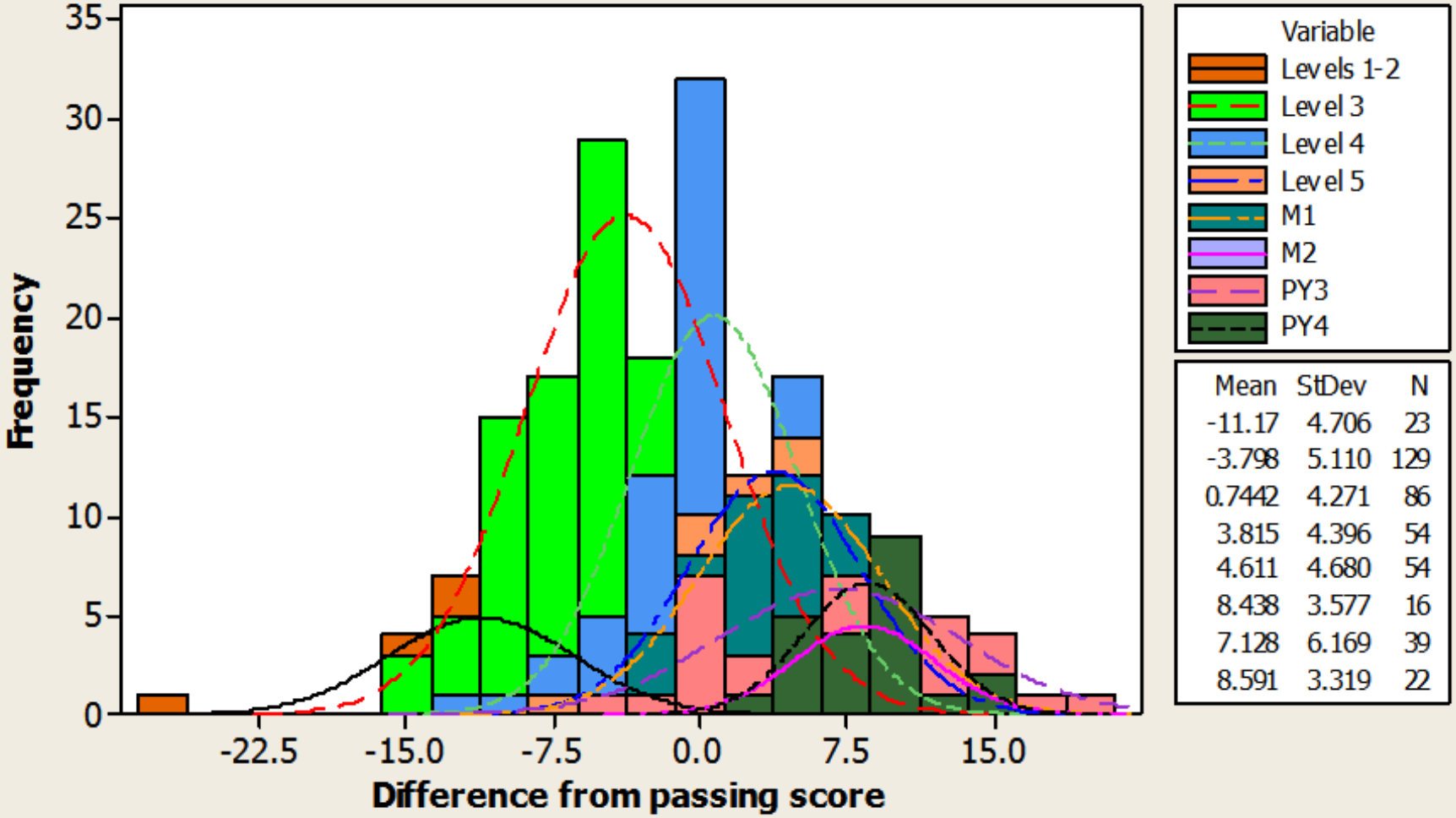
7th Grade Reading Achievement by English Proficiency Level

Normal



Mean	StDev	N
-11.17	4.706	23
-3.798	5.110	129
0.7442	4.271	86
3.815	4.396	54
4.611	4.680	54
8.438	3.577	16
7.128	6.169	39
8.591	3.319	22

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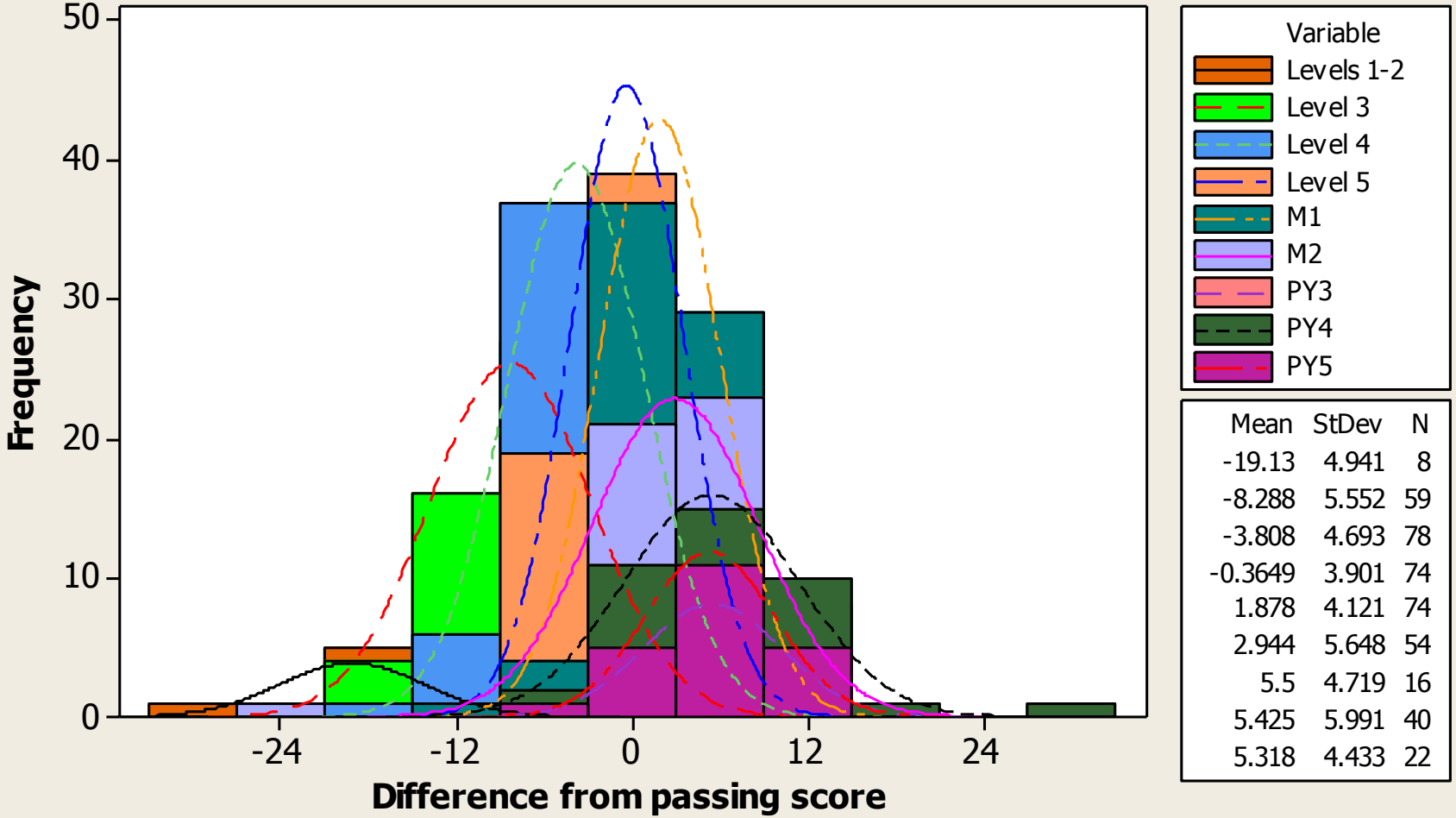
8th Grade Reading Achievement by English Proficiency Level

Normal



	Mean	StDev	N
Levels 1-2	-19.13	4.941	8
Level 3	-8.288	5.552	59
Level 4	-3.808	4.693	78
Level 5	-0.3649	3.901	74
M1	1.878	4.121	74
M2	2.944	5.648	54
PY3	5.5	4.719	16
PY4	5.425	5.991	40
PY5	5.318	4.433	22

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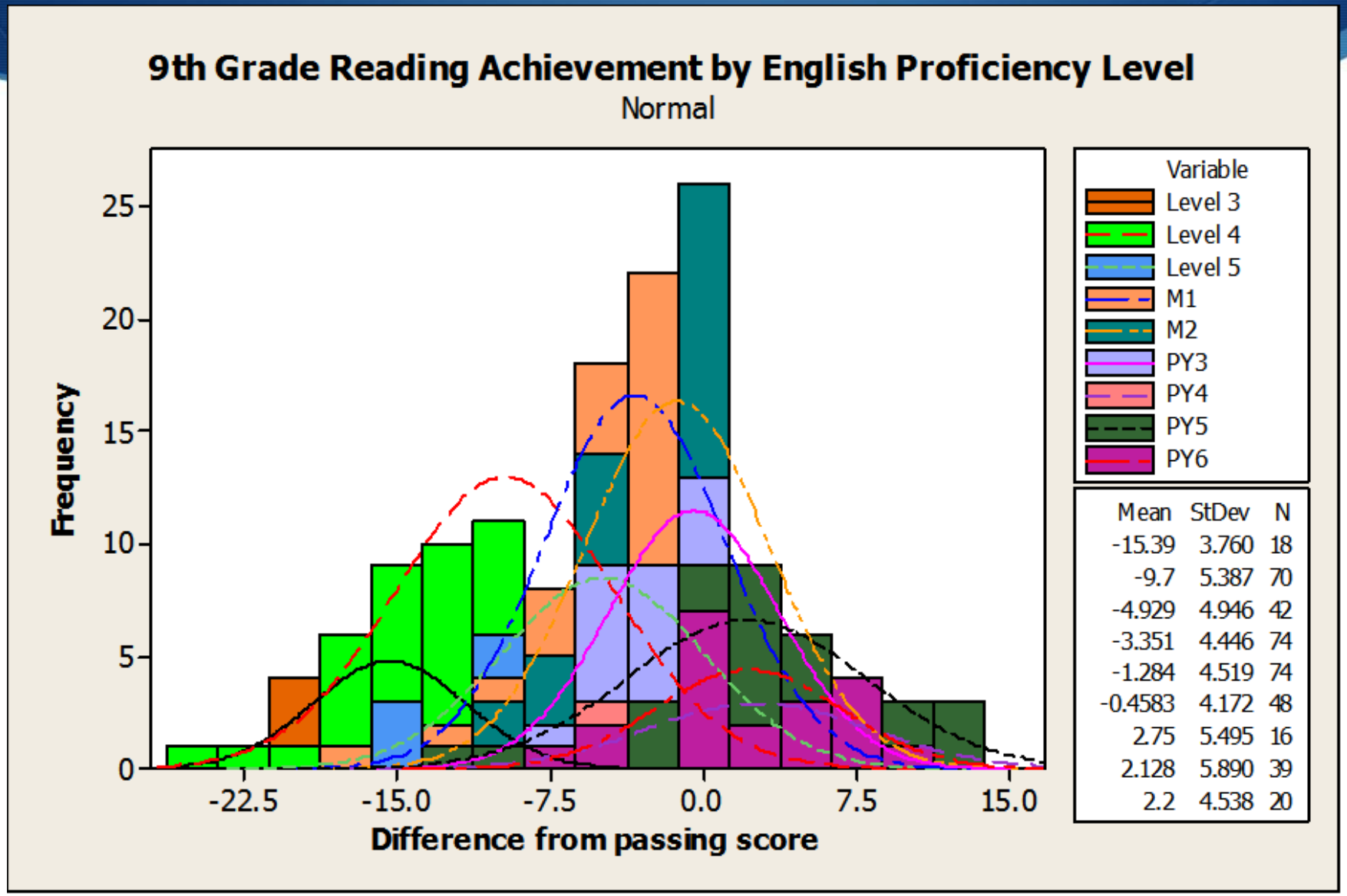

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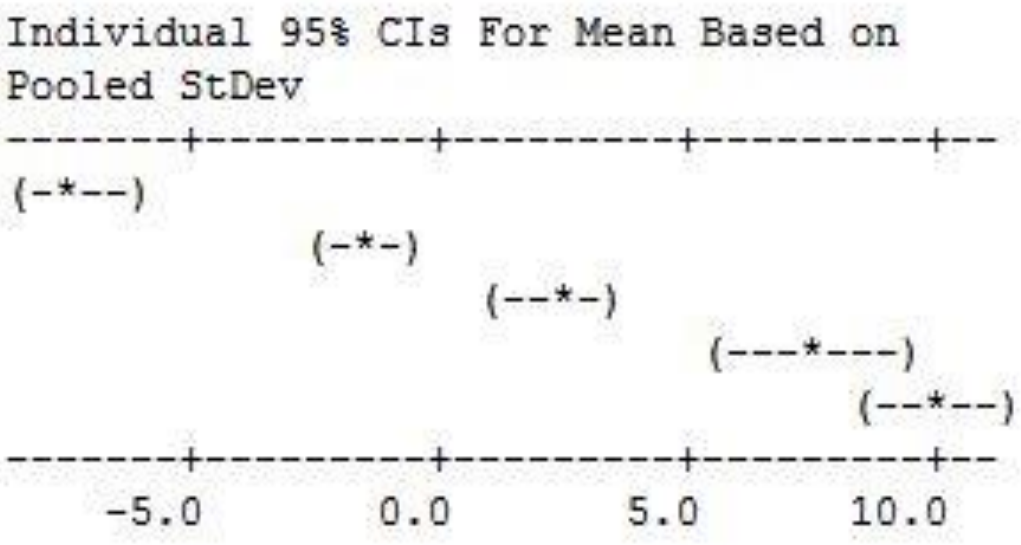
Data Trends

- Statistically significant differences in mean and variance among identified English Language Proficiency levels at all grade

4th Grade ANOVA
Level 1-2, Level 3, Level 4, Level 5, Monitoring

Level	N	Mean	StDev
1	87	-7.333	6.120
2	109	-1.486	6.026
3	112	2.348	5.827
4	35	7.400	5.882
5	62	9.903	5.999



Pooled StDev = 5.976

P=0.000

Data Trends

- Inconsistent results when analyzing differences between Monitoring Year 1 and Monitoring Year 2

p-values: 0.238, 0.056, 0.104, 0.004, 0.219,0.015

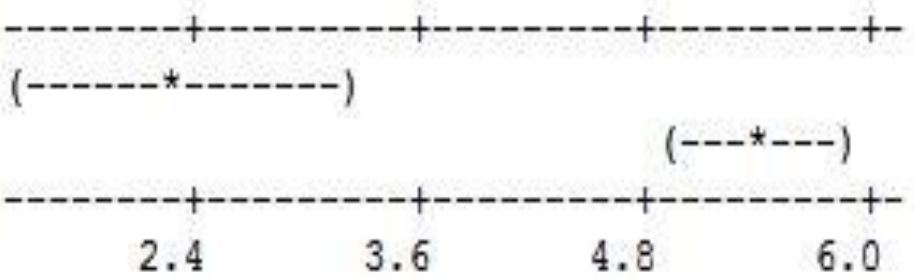
Data Trends

- Statistically significant differences in performance in Monitoring years versus post-Monitoring years
- Inconsistent results when comparing within the post-Monitoring years data set

8th Grade ANOVA Monitoring vs Proficiency Years 3-5

Level	N	Mean	StDev
1	128	2.328	4.833
2	390	5.410	5.253

Individual 95% CIs For Mean Based on Pooled StDev



Pooled StDev = 5.153

P=0.000

8th Grade ANOVA Proficiency Year 3 vs Proficiency Year 5

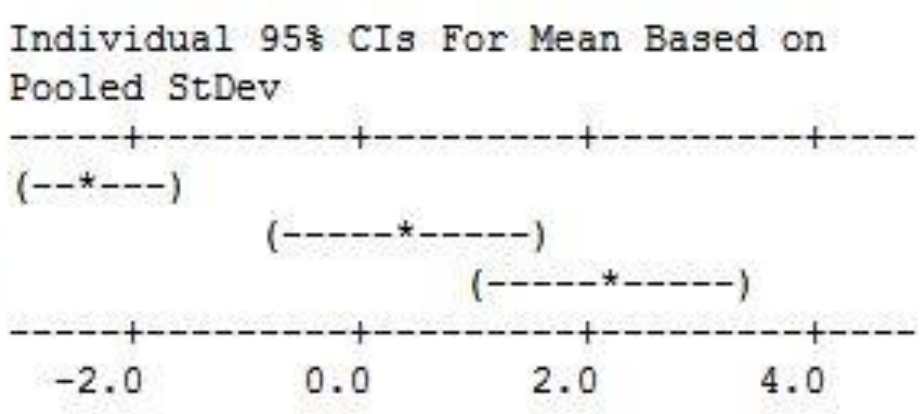
Level	N	Mean	StDev	Individual 95% CIs For Mean Based on Pooled StDev
1	16	5.500	4.719	(----------*----------)
2	22	5.318	4.433	(----------*----------)
				3.6 4.8 6.0 7.2

P=0.090

9th Grade ANOVA Monitoring vs Proficiency Years 3-4 vs Proficiency Years 5-6

Level	N	Mean	StDev
1	148	-2.318	4.586
2	64	0.344	4.705
3	59	2.153	5.429

Pooled StDev = 4.808



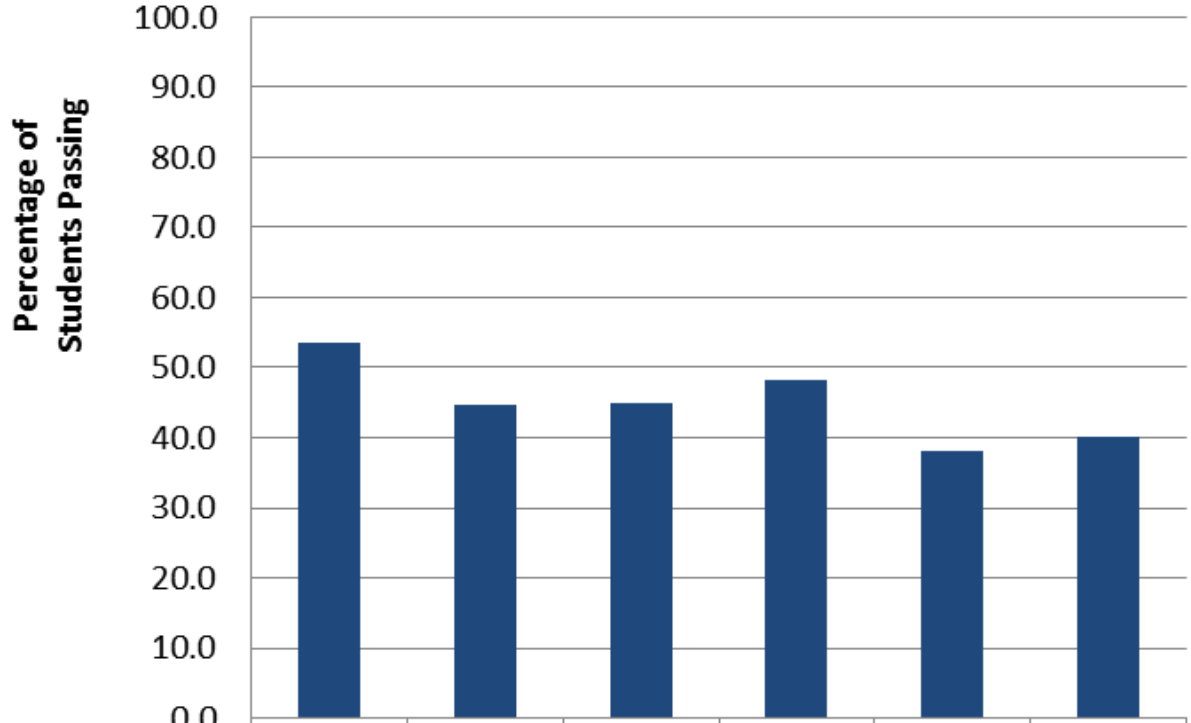
P=0.000

Why it matters

- Program Evaluation
- Guiding Professional Development
- Communicating with stakeholders – this is the real story
- Honoring the work of students, families and teachers

What would reporting look like if the ELL subgroup was constant?

OAKS Reading Results
English Learner Subgroup
2009 & 2010 High School Entry Cohort



	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reported ELL subgroup	53.5	44.6	45.0	48.2	38.2	40.2

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OAKS Reading Results
English Learner Subgroup
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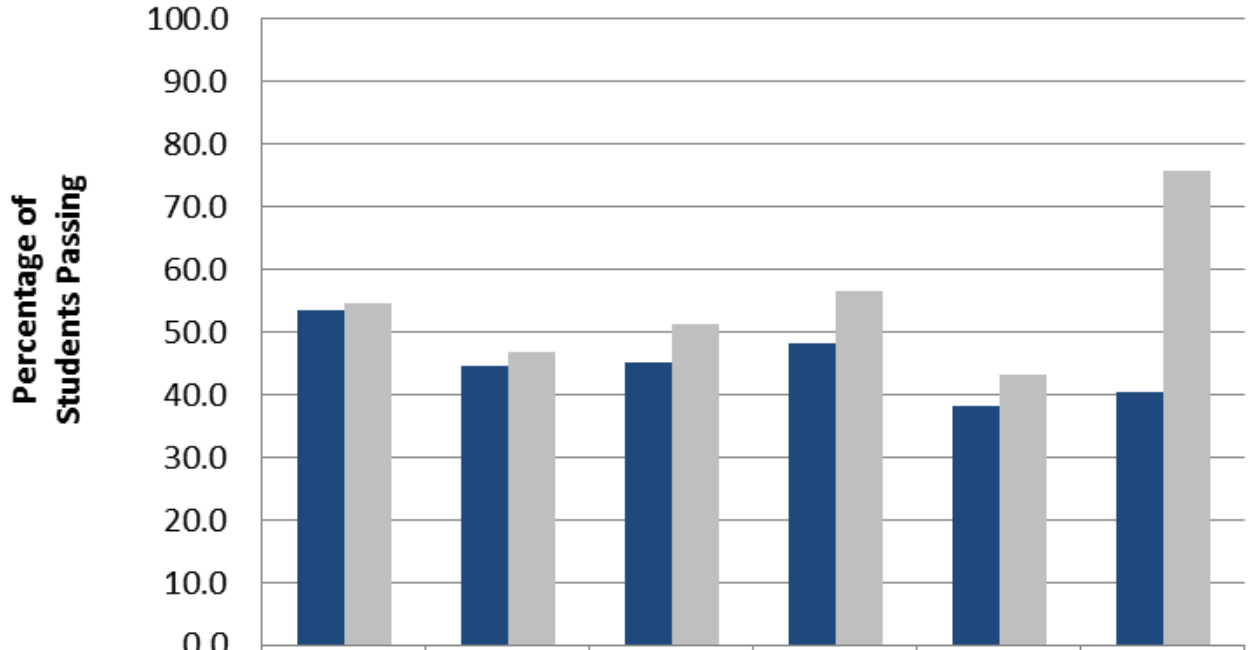

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reported ELL subgroup	53.5	44.6	45.0	48.2	38.2	40.2
Ever ELL subgroup	54.5	46.6	51.1	56.5	43.2	75.6

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OAKS Reading Results
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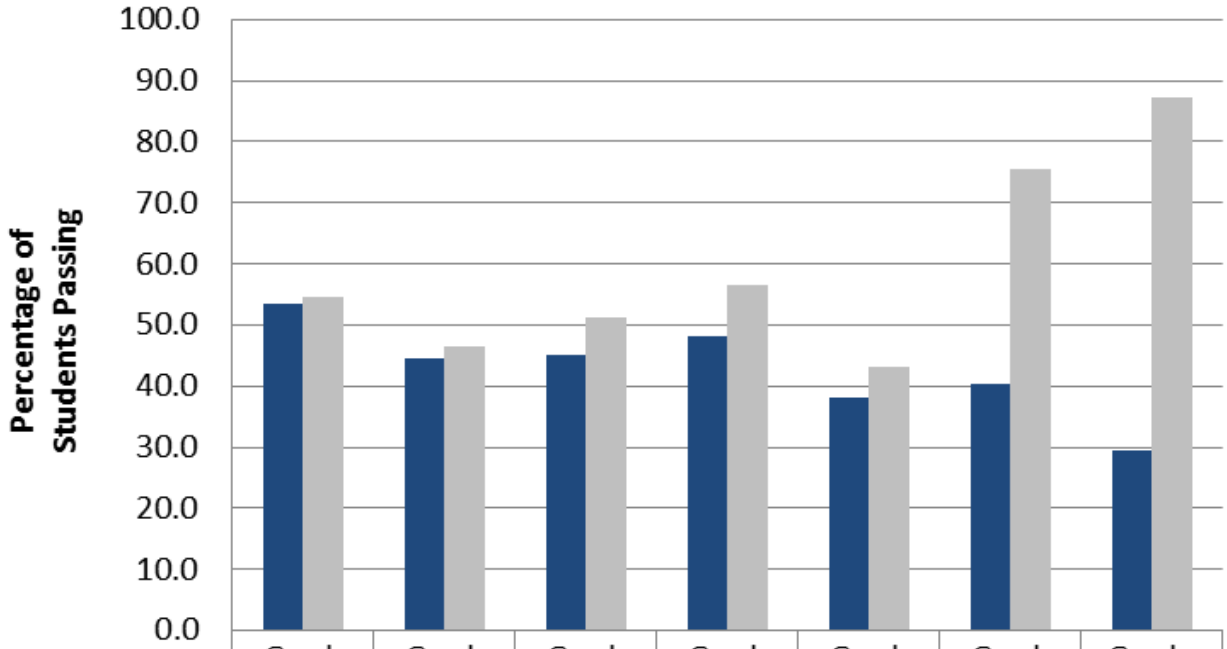

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Grade 12
Reported ELL subgroup	53.5	44.6	45.0	48.2	38.2	40.2	29.4
Ever ELL subgroup	54.5	46.6	51.1	56.5	43.2	75.6	87.2

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