

EL Data - Going Deeper With Data

English Learner Alliance Conference
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Why do we collect data?

- To make informed decisions
- To improve practice
- To document success
- To submit required reports and plans

What does the ODE do with data?

- Submit reports to the US Dept. of Education
- Calculate district level AMAOs
- Calculate sub-grantee Title III allocations
- Review for monitoring and technical assistance visits
- Review with improvement plans
- Provide on-going technical assistance

Data Sources Reviewed by ODE

- LEP Collection data
 - Raw data as submitted
 - Unduplicated data after collection finalization
- ELPA data
 - After the data is merged with the unduplicated LEP collection
- AMAO reports
 - During processing
 - During district preview
 - Ongoing as part of district technical assistance

Federal Reporting Data

- ODE sends district data to the U.S. Department of Education.
- Information reported:
 - LEP Exit Date – number of students obtaining proficiency in the state
 - LEP Program Models – instructional programs to support EL students
 - Language of origin – number of students by language of origin
 - Number of EL students by district

Federal Reporting Data (cont.)

- Number of students gaining proficiency
- Number of districts meeting AMAOs
- Number of teachers with an ESOL endorsement
- Academic achievement of monitored EL students

AMAO Data Needs

- Data collected from the LEP Collection is necessary to determine AMAO calculations.
- The following fields are used:
 - LEP Start Date – time in program calculations
 - LEP Exit Date – proficiency calculations
 - LEP Record Type – identification of EL students

Monitoring Data Needs

- ODE uses the following fields from the LEP Collection during on-sight monitoring visits.
 - LEP Start Date – length in program
 - LEP Exit Date – obtainment of English proficiency
 - LEP Record Type – number of EL students by category
 - LEP Program Models 1-3 – verification of services provided to EL students
 - Language of origin – to determine language impact

Monitoring and Improvement Plan Data Review

- Focusing on data across academic years to assist districts with improvement.
- Review student progress learning English.
- Review district exiting determinations.
- Compare building level student data.

How is the Data Used?

- The U.S. Department of Education uses state submitted data to review state programs and make comparisons from year to year on state progress.
- This data is part of a federal review of state programs.
- Researchers use this data to assist states in improvement.

Why is it Important Data is Accurate and Timely?

- The student records in the LEP Collection are used to determine each district's LEP subgroup for both AMO and AMAOs.
- District Title III allocations are determined based on the LEP collection data.
- Several federal reports are submitted based on the data.
- Federal determinations of state LEP allocations are made based the on the reports submitted.

So what data do we need to collect?

- LEP Start Date
- LEP Exit Date
- Waiver effective date
- Program models
- Monitoring status
- Former EL status
- Progress on ELP assessment
- Progress on State content assessment
- Progress on local assessments
- Parent language needs
- RTI interventions
- SPED pre-referral information
- Initial identification

Monitored ELs

- Are you collecting data on your monitored ELs?
 - What tools do you use to determine monitored ELs academic progress without the support of the ELD program?
 - At what point does your district add in interventions to support monitored ELs?

Why Data on Monitored ELs?

- Required as part of the evaluation of the EL program.
- Necessary to determine if your monitored ELs are able to benefit in English without additional support.

What data do you have on academic progress of former ELs?

- Who are former ELs?
- Do you know the rate of progress in academic content for your former ELs?
 - If not, how are you measuring the effectiveness of your ELD program?
- What data are you currently collecting?
- What data would need to be added?

Data Analysis

- Who does this work?
- How frequent?
- What training on data is needed to implement this fully?

Turn and Talk

- What additional data do you think needs to be collected?
- Who is the keeper of this information?
- Does your SIS have the capacity for this data?

Let's Look at Data

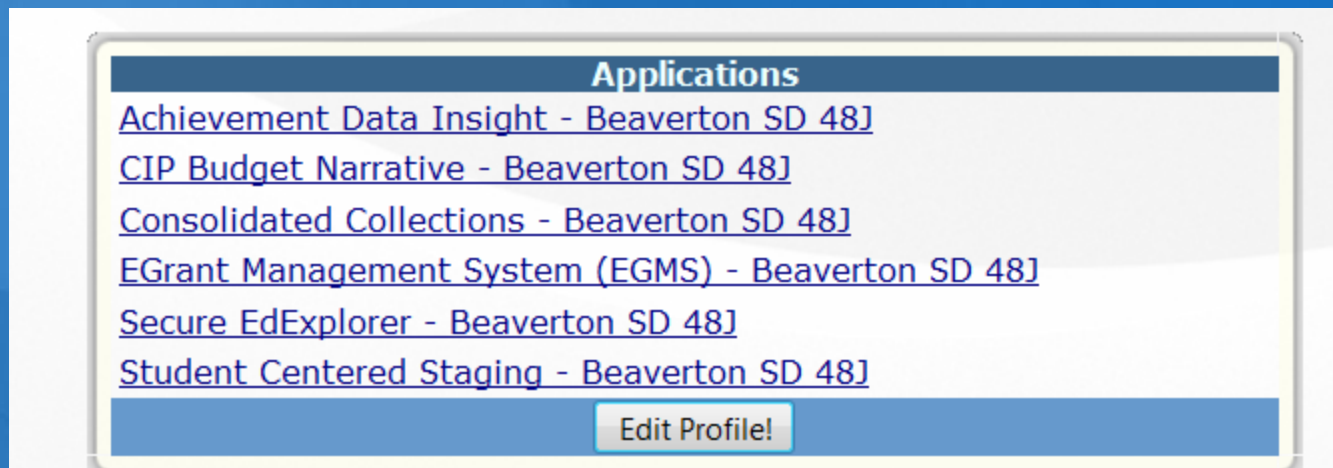
- On the tables you will find spreadsheets of ELPA trend data.
 - What questions do you have after reviewing this data?
 - What information do you need?
 - What ah-ha moments did you and your neighbor have?

Group Sharing

- What did you see in the data....?
 - Grade 1
 - Grade 4
 - Grade 7
 - Grade 11
- What questions do you have about the data?

But I Need More Data . . .

- Where can I go for more data on my EL students?
 - Achievement Data Insight - District secure application



What's There?

4-Year Cohort Graduation Rate

Last Visited:

Validation Open: 11/06/2014

Validation Closed: 12/12/2014

Public Release: 01/29/2015

Closed

5-Year Cohort Graduation Rate

Last Visited: 11/06/2014

Validation Open: 11/06/2014

Validation Closed: 12/12/2014

Public Release: 01/29/2015

Closed

Annual Measurable Achievement Objectives

Last Visited: 01/26/2015

Validation Open: 10/20/2014

Validation Closed: 11/04/2014

Public Release: 11/05/2014

Closed

Essential Skills

Last Visited:

Validation Open: 11/14/2013

Validation Closed: 12/13/2013

Public Release: 01/30/2014

Closed

Expulsions & Suspensions

Last Visited:

Validation Open: 07/11/2014

Validation Closed: 08/15/2014

Public Release: 09/10/2014

Closed

Fall Membership

Last Visited: 01/13/2015

Validation Open: 11/10/2014

Validation Closed: 01/28/2015

Public Release: 02/04/2015

Closed

Freshman On-Track Validation

Last Visited:

Validation Open: 06/27/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Highly Qualified Teachers

Last Visited:

Validation Open: 07/10/2014

Validation Closed: 08/04/2014

Public Release:

Closed

Institutions for Accountability Reporting

Last Visited:

Validation Open: 04/24/2014

Validation Closed: 05/19/2014

Public Release: 10/09/2014

Closed

Math Student Performance

Last Visited:

Validation Open: 06/05/2014

Validation Closed: 08/15/2014

Public Release:

Closed

NCES Dropout and Graduation Rates

Last Visited:

Validation Open: 10/30/2014

Validation Closed: 12/12/2014

Public Release: 01/29/2015

Closed

Not Chronically Absent

Last Visited:

Validation Open: 06/12/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Reading Student Performance

Last Visited: 01/13/2015

Validation Open: 06/05/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Report Card

Last Visited: 10/03/2014

Validation Open: 05/08/2014

Validation Closed: 10/02/2014

Public Release:

Closed

Science Student Performance

Last Visited:

Validation Open: 06/05/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Special Education Report Card

Last Visited:

Validation Open: 01/30/2014

Validation Closed: 03/14/2014

Public Release: 05/02/2014

Closed

Spring Membership

Last Visited:

Validation Open: 06/06/2013

Validation Closed: 08/16/2013

Public Release: 10/10/2013

Closed

Staff Ethnicity

Last Visited:

Validation Open: 03/30/2014

Validation Closed: 04/28/2014

Public Release: 10/09/2014

Closed

Staff FTE

Last Visited:

Validation Open: 03/30/2014

Validation Closed: 04/28/2014

Public Release: 05/13/2014

Closed

Student Attendance

Last Visited:

Validation Open: 06/19/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Student Enrollment

Last Visited:

Validation Open: 06/12/2014

Validation Closed: 08/15/2014

Public Release:

Closed

Supplemental Data Collection

Last Visited:

Validation Open: 05/13/2014

Validation Closed: 09/26/2014

Public Release:

Closed

Unsafe Schools

Last Visited:

Validation Open: 07/01/2014

Validation Closed: 07/25/2014

Public Release:

Closed

Writing Student Performance

Last Visited:

Validation Open: 06/05/2014

Validation Closed: 08/15/2014

Public Release:

Closed

What might I find in there?

- Sub-group data
- Detailed on each student
- AMO and AMAO data
- Downloadable files to analyze

Subject	Sub Group	Grade Group	Participation Denominator	Participants	Participation Rate	Performance Denominator	Number Met	Percent Met	Student in Median Growth calculation
	limited english p								
Math	Limited English Proficient	ALL	52	51	98.1	43	7	16.3	26
Math	Ever Limited English Proficient	ALL	165	164	99.4	151	67	44.4	133
Math	Limited English Proficient	11	52	51	98.1	43	7	16.3	26
Math	Ever Limited English Proficient	11	165	164	99.4	151	67	44.4	133
Math	Limited English Proficient	ALL	287	287	100.0	262	161	61.5	186
Math	Ever Limited English Proficient	ALL	349	349	100.0	324	217	67.0	247
Math	Limited English Proficient	3	77	77	100.0	69	42	60.9	0

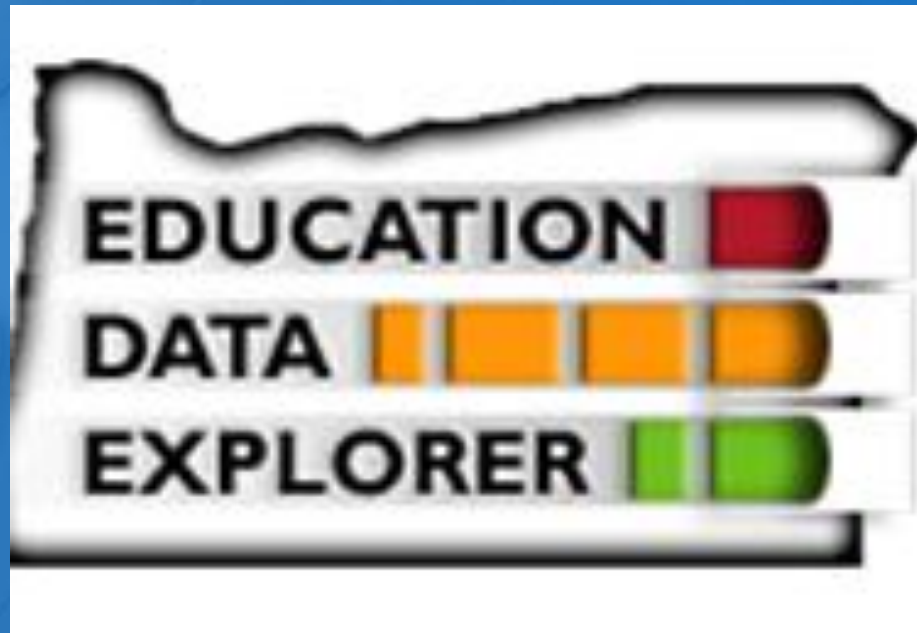
Sub Group	Unadjusted Cohort	Transfer Out to Another State or Country / Private School / Homeschool	Deceased	Adjusted Cohort	Regular High School Diploma Awarded	Regular High School Diploma Earned but Not Awarded	Modified Diplomas	Graduation Rate	Adult High School Diplomas	Extended Diplomas	GED	C
Limited English Proficient												
Limited English Proficient	388	69	0	319	196	0	12	65.20	0	0	7	
Not Limited English Proficient	2810	282	3	2525	2094	0	32	84.20	5	1	102	
Limited English Proficient	89	12	0	77	48	0	5	68.83	0	0	1	
Not Limited English Proficient	468	49	1	418	310	0	8	76.08	0	0	30	
Limited English Proficient	1	0	0	1	0	0	0	0.00	0	0	0	
Not Limited English Proficient	80	5	0	75	72	0	0	96.00	1	0	0	
Limited English Proficient	76	17	0	59	32	0	1	55.93	0	0	1	

So how can I get this data?

- You need to get permissions turned on by your district security administrator.
- This data may be very useful in evaluating your EL program.
- What will you learn about your students – that you didn't already know?

Where else can I find data?

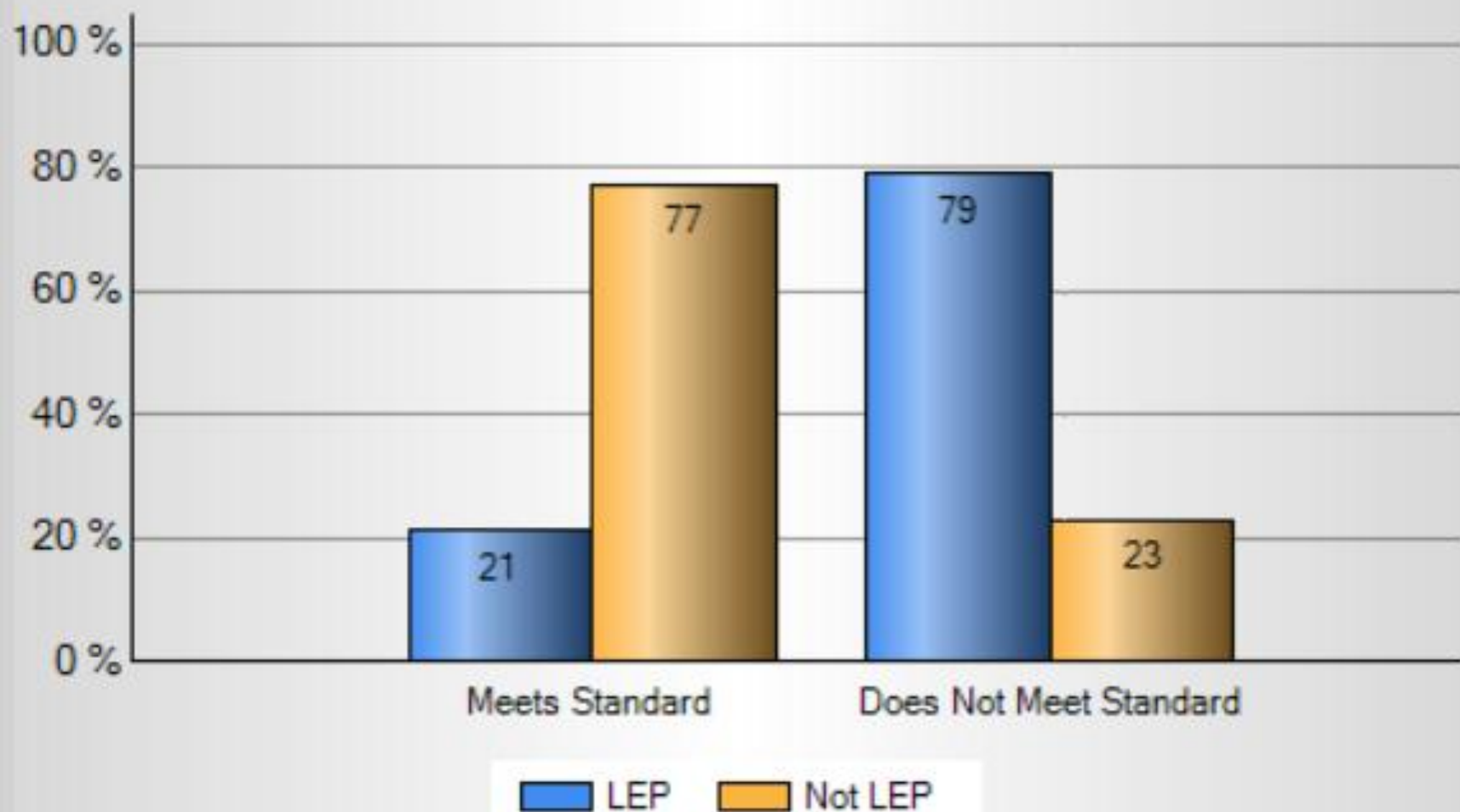
- ODE home page
 - www.ode.state.or.us



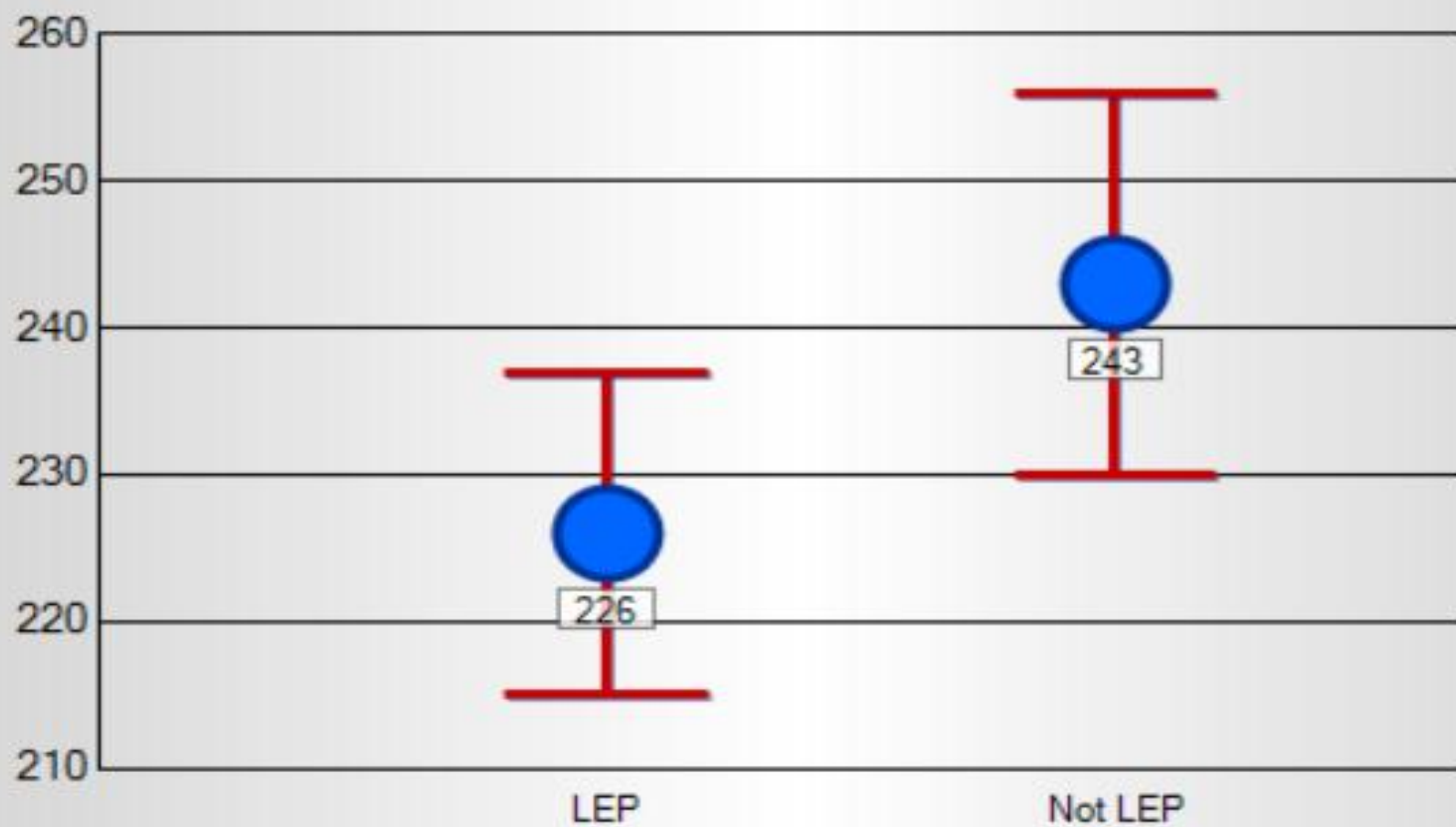
What's there?

- Assessment performance reports – for all districts.
- Sortable by:
 - Assessment
 - Sub-group
 - District
 - School
 - Grade

Performance Summary by Selected Subgroup
Grade: 08



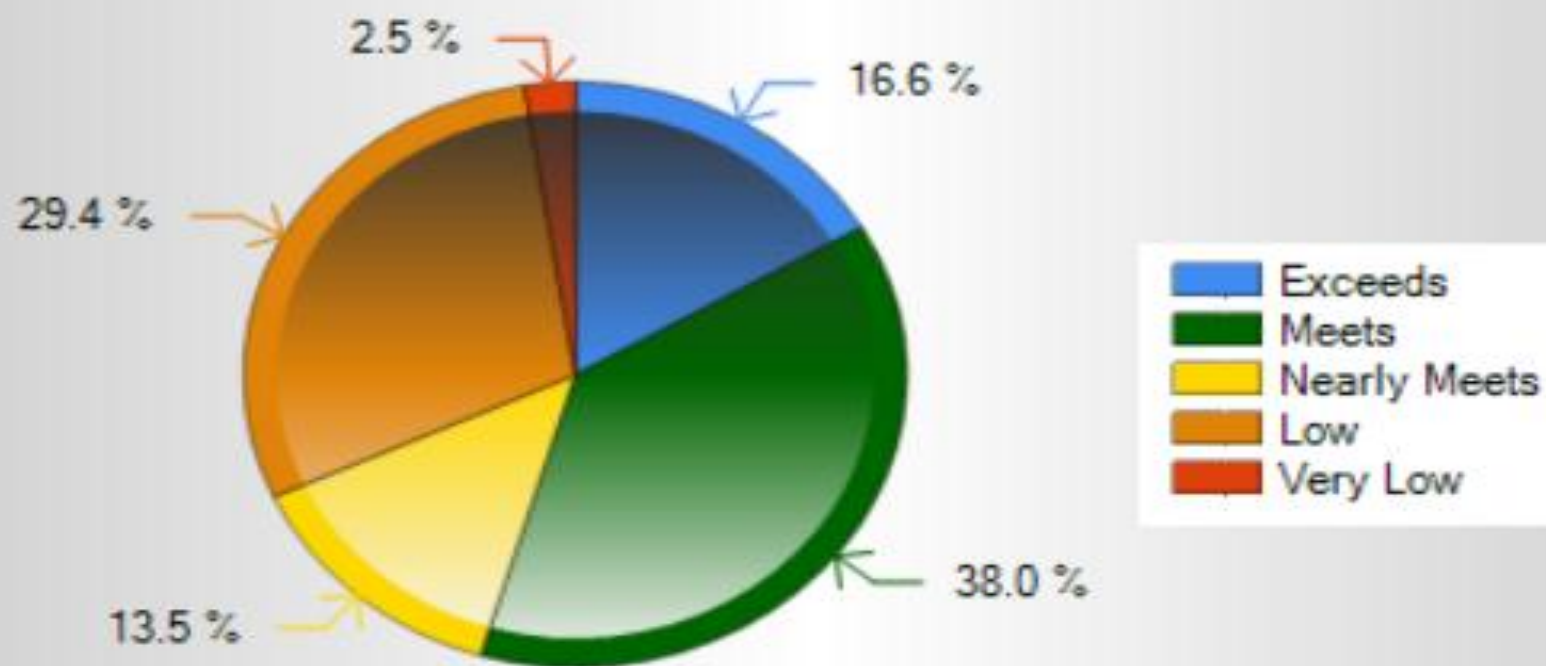
Mean Score and Standard Deviation
Grade: 08



Performance Trend
Grade: 08



Performance Detail by Selected Subgroup
Hispanic/Latino Grade: 08

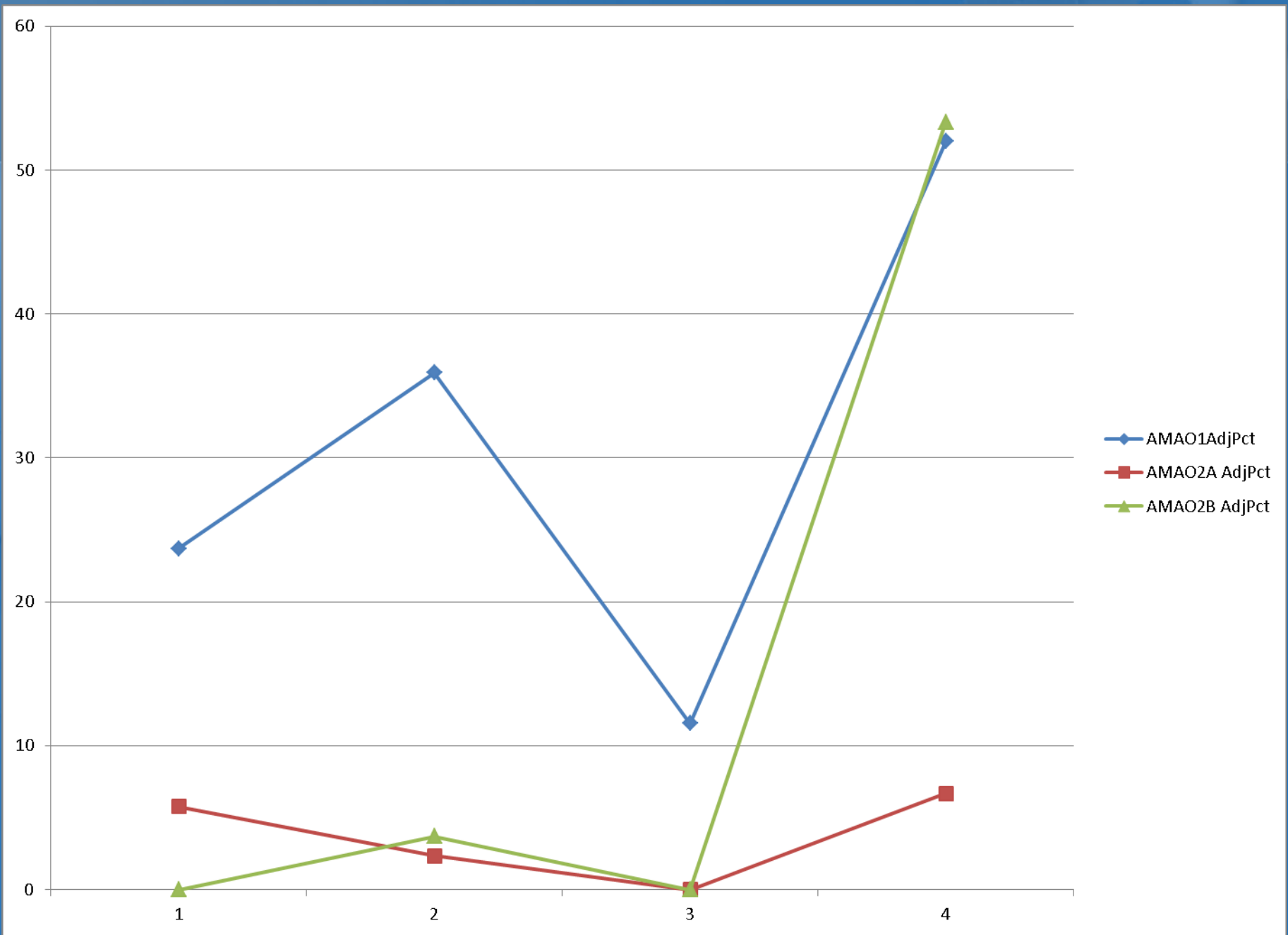


Data Explorer

- Is publically available
- Updated annually with data
- Exportable Grids and Charts
- Viewable by ESD and County

AMAO data – digging deeper

- Understanding the AMAO 1 inclusion rules can help with trend analysis.
- Any student with a LEP exit date is automatically included in the AMAO 1 calculation as making a gain.
- This exiting inclusion can create a spike in AMAO 1 trend data.



Let's analyze this AMAO 1 trend chart

- In 2013-14 this school had 25 ELs in the AMAO 1 denominator and 13 ELs in the AMAO 1 number.
- This looks like a huge gain over the 12-13 data, however the school had a total of 9 students exit as proficient in 13-14

So?

- 25 ELs in AMAO 1 denominator, assuming all these students met the AMAO 1 denominator they would continue to be included in the denominator.
- 13 ELs in AMAO 1 numerator minus the 9 exited ELs = 4 students in the AMAO 1 numerator, who actually made gain on AMAO 1 growth model.

- 4 students with gain, assuming all exited students would not have been included in the AMAO 1 denominator by inclusion rules if exit clause was not present.
- $4/13 = 30.7\%$ on AMAO 1

What does this mean?

- Actual growth of students may be lower than what the AMAO 1 percentage shows, depending on the number of students who exit.
- If the inclusion of exited students were not in the calculation as a gain, would they really had a gain on the growth model?

What do we have to do?

- This type of work requires districts to carefully track and monitoring data.
- Understand how students are included in the AMAO calculations.
- Be able to explain how exiting students impacts AMAO 1, which requires a deeper look at program implementation.

Who to Contact for More Data Help

- Kim Miller
 - Kim.a.miller@state.or.us
 - 503-947-5712
 - For EL data submission and analysis