

Using Data to Support English Learners:

EL Data Dig Tool Training

WIDA Grant Webinar – March 20, 2014
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Together We Can

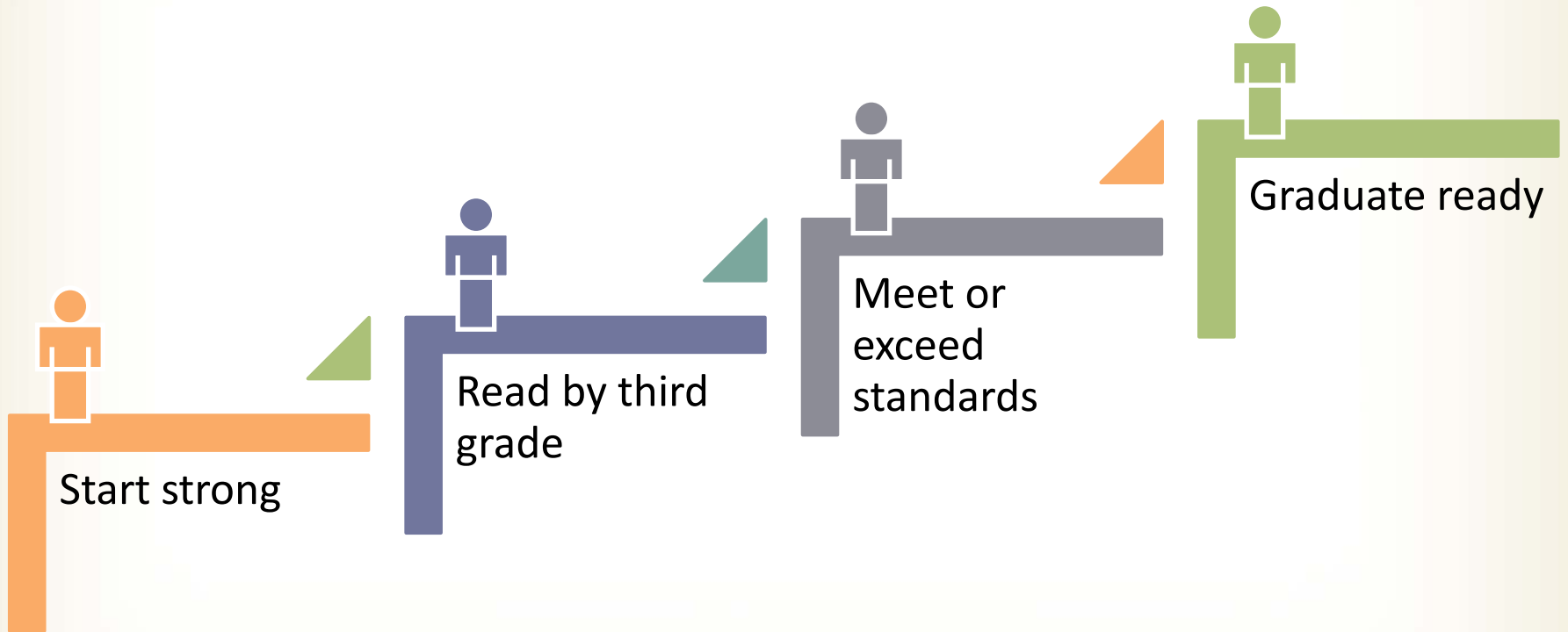
Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

CDE Strategic Goals: Every Student Every Step of the Way



Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

	What do we want students, educators, schools, and districts to know and be able to do?	How will we know if expectations are met?	How will we respond when help is needed and to support continued growth?
Students	Colorado Academic Standards	Assessments	<ul style="list-style-type: none"> • RTI • PBIS • Targeted interventions • IEPs
Educators	Educator quality standards	Educator evaluations	<ul style="list-style-type: none"> • Induction • Mentoring • Professional development plans • Remediation plans
Schools/ Districts	Performance indicators	School and district performance frameworks	<ul style="list-style-type: none"> • Unified planning • Priority • Turnaround

Expanding Student Learning



When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

We can personalize learning and ignite the potential of every student.

WIDA Grant Requirements

**Using the EL Data Dig Tool
To Demonstrate Need**

Applications Must Include

- **Summary of the disaggregated EL data to identify areas of need**
 - Summary of findings from the Modified EL Data Dig Tool
 - Patterns and trends
 - Identify challenges and areas of need
 - Attach the required data (completed tool or in another similar structure)
- **Will be used as the baseline for the evaluation report due at the end of 2nd year**

Modified EL Data Dig Tool

■ **Modifications for the Grant**

- Required v. Recommended Sections

■ **Intended Use**

- Guiding questions ~ what story is the data telling?
- Gather the recommended data and look for patterns and trends in ELs' language development and academic performance
 - Required: state assessment results, including growth
 - Data should be supplemented with other local data
 - Statewide data is provided for context setting
 - most meaningful analyses will be looking at the local longitudinal trends and patterns
 - Demonstrate need for grant

Structure of the Tool

List of Data to be Used

Acronyms Used in the Tool

Required v. Recommended Parts

Data To Be Used	Terms
<p><u>Required District Data:</u></p> <ol style="list-style-type: none"> 1) State Assessments <ol style="list-style-type: none"> a. CSAP/TCAP <ol style="list-style-type: none"> i. Reading ii. Writing iii. Math iv. Science b. Language Proficiency Assessments <ol style="list-style-type: none"> i. CELA/Access 2) Colorado Growth Model Data (SGP, MGP, AGP) <p><u>Recommended/Optional Data:</u></p> <ol style="list-style-type: none"> 1) Student Level Biographical or Demographic Data 2) School Level Data 3) Other State Assessments <ol style="list-style-type: none"> a. READ Act data <ol style="list-style-type: none"> i. DRA2 ii. DIBELS iii. PALS iv. Others? 4) Local Assessments 5) Perception Data (Parent, Student, or Staff Surveys) 6) Classroom observations 7) Identification and Program Data (how long students have been identified as EL; which students receive ELD programming or support; and type of programming EL students are receiving) 	<p>ACCESS = Assessing Comprehension and Communication in English State-to-State</p> <p>AGP = Adequate Growth Percentile</p> <p>CELA = Colorado English Language Assessment</p> <p>CSAP = Colorado State Assessment Program</p> <p>ELD = English Language Development</p> <p>EL = English Learner</p> <p>EMH = Elementary, Middle, High</p> <p>FEP = Fluent English Proficient</p> <p>IEP = Individual Education Program</p> <p>LEP = Limited English Proficient</p> <p>M1/2 = Monitor Year 1 or Monitor Year 2</p> <p>MGP = Median Growth Percentile</p> <p>N = Number</p> <p>NEP = Not English Proficient</p> <p>SGP = Student Growth Percentile</p> <p>TCAP = Transitional Colorado Assessment Program</p> <p>US = Unsatisfactory</p> <p>PP = Partially Proficient</p> <p>P = Proficient</p> <p>A = Advanced</p>

Guiding Questions

Designed to Walk You Through Your Data and Help Identify Areas of Need

- **Language development – how long does it take? Differences across schools, EMH levels, etc.**
- **Reading, Writing, Math, and Science Performance of EL's**
- **Other services or programs**
- **Looking at Growth**
- **Making Adequate Growth**
- **Determining the additional data needed**

Language Development

How long does it take NEP / LEP students to reach monitor status?

Average Length of Time to Reach Language Proficiency

NEP	5 to 6 years	
LEP	4 years	
TOTAL	4 to 6 years	

Examples

Average Length of Time to Exit Program

Language Proficiency of Identified Students	Average Length of Time It Takes to Exit the Program
NEP	On average, 5 or 6 years from NEP to FEP
LEP	On average, 3 or 4 years from LEP to FEP

Optional Follow Up Questions

Helpful for
identifying
strengths and
areas of need

Optional: Recommended disaggregation:

1. Do students at a particular level (EMH) take longer to reach proficiency?
2. For larger districts, how do the trends for certain schools and school feeders compare to others and the district overall?
3. Do NEPs or LEPs entering the district in certain grades / cohorts have different patterns? For example, students that were NEP and entered the district in first grade compared to those who entered in kindergarten, etc. [the recommendation is to track individual students across years]

Number & Percent of ELs US on TCAP

XYZ ES

Students Who Scored Unsatisfactory (US) on TCAP								
Services	Reading		Writing		Math		Science	
	N	% US	N	% US	N	% US	N	% US
English Learners (EL)	19	29.69	16	25.00	11	17.19	9	42.86
Not English Proficient (NEP)	12	92.31	10	76.92	6	46.15	2	100.00
Limited English Proficient (LEP)	7	14.89	6	12.77	5	10.64	7	43.75
Fluent English Proficient (FEP)	0	0.00	0	0.00	0	0.00	0	0.00

*Percent of ELL students who were Unsatisfactory. N represents number Unsatisfactory in each group.

Statewide

Students Who Scored Unsatisfactory (US) on TCAP								
Services	Reading		Writing		Math		Science	
	N	% US	N	% US	N	% US	N	% US
English Learners (EL)	8241	21.40	4643	12.04	6546	16.92	3879	32.25
Not English Proficient (NEP)	3647	65.70	2772	49.70	2923	51.78	896	80.00
Limited English Proficient (LEP)	4438	18.10	1784	7.27	3457	14.07	2804	38.65
Fluent English Proficient (FEP)	156	1.85	87	1.03	166	1.96	179	4.90

Optional Follow Up Questions

Helpful for
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Optional: The following are guiding questions for identifying and explaining strengths or areas of need (challenges) in the WIDA PD Grant Application:

1. Who are these students? (Demographics of the students in each cell in the table above).
2. How were they identified for ELD programming that they are currently receiving?
3. How many years have they been in program and at the current proficiency level (both on CELA/ACCESS and CSAP/TCAP)?
4. What evidence is there that the ELD programming is meeting individual student's needs?
5. What other supports, services, or programs are these students receiving?
 - a. Of the ELs who scored at each proficiency level on CSAP/TCAP Reading, Writing, Math, and Science, how many of them have an IEP? For example, of the students who were proficient on reading, how many had an IEP? [Repeat for each level]
6. Repeat analyses from year-to-year for a longitudinal look at student performance. How does each cell of data compare across years (inclining or declining trends)?

Characteristics of ELs that Scored US

Students Who Scored Unsatisfactory (US) on TCAP								
Services	Reading				Writing			
	N	% GT	% Title I	% IEP	N	% GT	% Title I	% IEP
English Language Learners (ELL)	25	0.00	47.06	41.18	25	0.00	36.36	63.64
Not English Proficient (NEP)	16	0.00	42.86	57.14	16	0.00	28.57	71.43
Limited English Proficient (LEP)	16	0.00	50.00	30.00	16	0.00	50.00	100.00
Fluent English Proficient (FEP)	0	0.00	0.00	0.00	0	0.00	0.00	0.00
Students Who Scored Unsatisfactory (US) on TCAP								
Services	Math				Science			
	N	% GT	% Title I	% IEP	N	% GT	% Title I	% IEP
English Language Learners (ELL)	25	0.00	54.55	45.45	16	0.00	55.56	22.22
Not English Proficient (NEP)	6	0.00	50.00	50.00	2	0.00	50.00	50.00
Limited English Proficient (LEP)	5	0.00	60.00	40.00	7	0.00	57.14	14.29
Fluent English Proficient (FEP)	0	0.00	0.00	0.00	0	0.00	0.00	0.00

*Percent of Unsatisfactory ELL students receiving specialty services.

Break down by other sub-groups Number and Percent that are Prof/Adv

Middle School Students Proficient and Advanced on TCAP								
	Reading		Writing		Math		Science	
	N	%	N	%	N	%	N	%
All English Learners (EL)	12874	41.87	10828	35.22	10434	33.91	2403	23.69
ELL & Gifted/Talented	2140	88.76	2047	84.97	2133	88.47	595	77.27
ELL & Students with IEPs	157	5.43	120	4.14	165	5.67	18	1.97
ELL & Title I	4318	34.15	3749	29.66	3703	29.28	709	17.77
Not English Proficient (NEP)	109	5.44	88	4.40	148	7.28	---	---
NEP & Gifted/Talented	---	---	---	---	---	---	N/A	N/A
NEP & Students with IEP	---	---	---	---	---	---	---	---
NEP & Title I	37	3.78	33	3.38	60	6.08	---	---
Limited English Proficient (LEP)	2700	18.52	2118	14.52	2411	16.54	176	4.21
LEP & Gifted/Talented	155	54.39	151	53.17	187	65.85	---	---
LEP & Students with IEP	75	3.61	59	2.83	97	4.65	---	---
LEP & Title I	1133	16.28	985	14.15	1159	16.66	71	3.64
Fluent English Proficient (FEP)	10065	71.02	8622	60.86	7875	55.61	2218	41.08
FEP & Gifted/Talented	1980	93.57	1892	89.46	1941	91.69	585	81.70
FEP & Students with IEP	79	23.37	60	17.60	65	19.17	---	---
FEP & Title I	3148	66.92	2731	58.06	2484	52.81	636	35.49

Growth

High School Students												
MGP of High School ELL Students												
Language Proficiency	Reading			Writing			Math			ELD		
	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP
All ELs	16,226	53.0	60.0	16,286	54.0	91.0	16,324	50.0	99.0	10,343	53.0	72.0
NEP	799	43.0	99.0	807	48.0	99.0	824	41.0	99.0	1,629	52.0	59.0
LEP	5,612	55.0	93.0	5,649	56.0	99.0	5,671	50.0	99.0	8,714	53.0	74.0
FEP	9,815	53.0	29.0	9,830	53.0	72.0	9,829	51.0	95.0	N/A	N/A	N/A
High School ELLs that did not make AGP												
Language Proficiency	Reading		Writing		Math		ELD					
	N	%	N	%	N	%	N	%*				
All ELs	8,787	54.20	12,183	74.80	13,666	83.70	6,512	66.00				
NEP	772	96.60	798	98.90	807	97.90	899	55.60				
LEP	4,652	82.90	5,335	94.40	5,408	95.40	5,613	68.00				
FEP	3,363	34.30	6,050	61.50	7,451	75.80	N/A	N/A				
* Based on students with available AGP data. Overall = 9,871; NEP = 1,639; LEP = 8,253												

Do's & Don'ts

Some guidelines
for presenting
data

- **Key point is to rely on data to identify need**
 - Structure is not as important as long as required components are submitted
 - Attach a copy of the tool or comparable data tables
- **Partner as soon as possible with data department**
- **Summarize patterns and trends**
- **Strengths and challenges**
- **Small N sizes should be blocked out**
 - $N < 16$ for %
 - $N < 20$ for growth
- **OK not to have all of the data *but* no blank cells**
 - NA for when data is not available
 - 0 = true zero

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