COLORADO
Department of Education

Data Diving to Support English Learners

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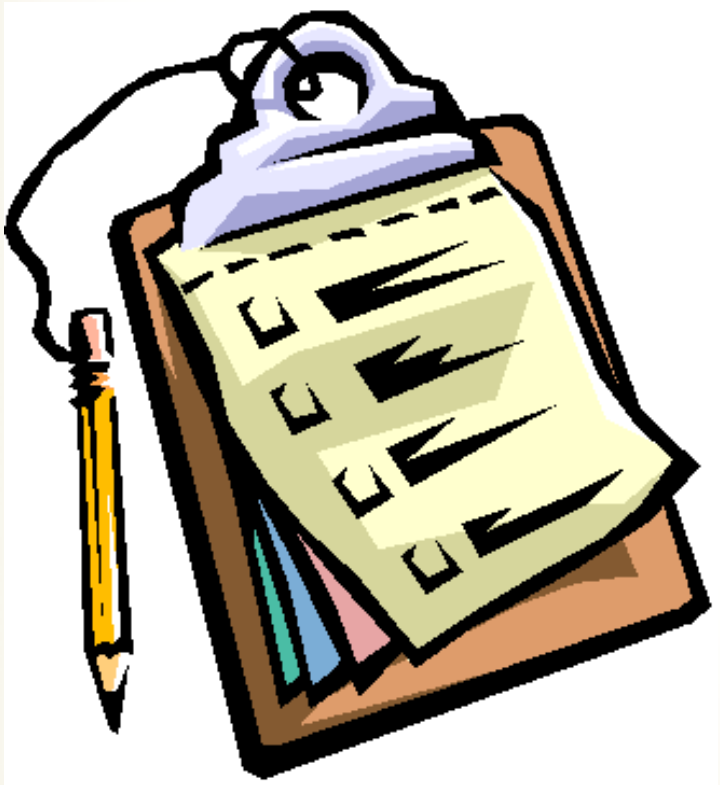
November 12, 2015

Agenda for Webinar



- Colorado EL State of State Data
- EL Data Dig Tool 101
- Finding Data
- Next Steps

EL State of the State

http://www.cde.state.co.us/fedprograms/dper/evalrpts#sos

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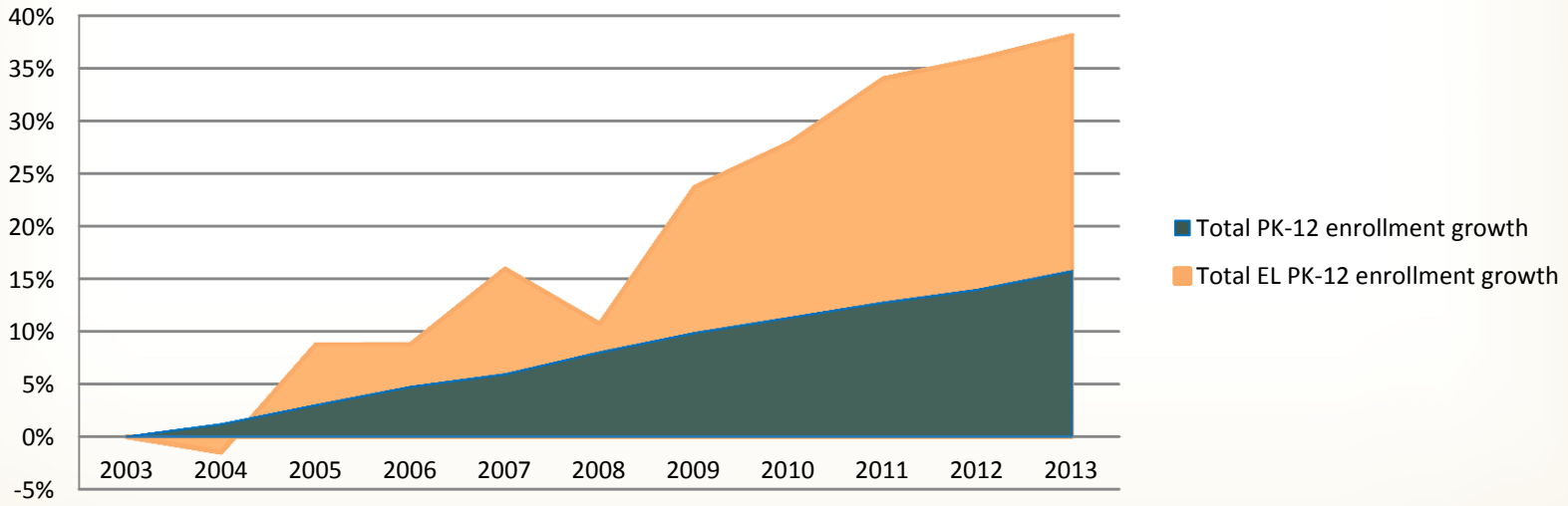
EL Growth Rate in Colorado

- **Colorado total PK-12 enrollment growth rate over the last ten years (2003-2013) = 15.7%**
- **Colorado EL total PK-12 enrollment growth rate over the last ten years (2003-2013) = 38.1%**



Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2003-2004 through 2013-2014 Student October: http://www.cde.state.co.us/cdereval/rvprioryearpmdata

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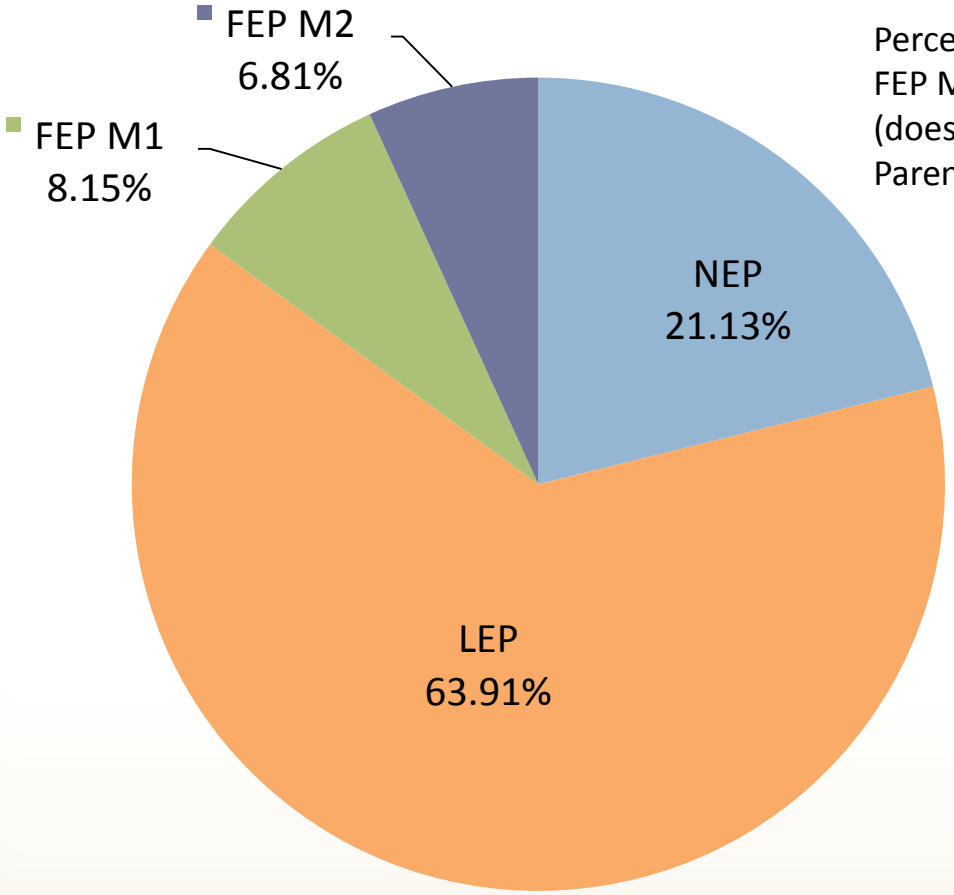
Total Number of School-age English Learners (ELs) in Colorado*

	NEP/LEP (Non-English Proficient/Limited English Proficient)	FEP M1 (Fluent English Proficient Monitor Year 1)	FEP M2 (Fluent English Proficient Monitor Year 2)	Total ELs
2008-2009	84,736	10,128	6,708	101,572
2009-2010	90,994	6,784	8,685	106,463
2010-2011	92,352	8,652	5,839	106,843
2011-2012	98,775	9,349	7,649	115,773
2012-2013	100,782	9,375	8,563	118,720
2013-2014	102,876	9,858	8,244	120,978

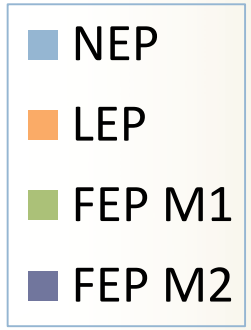
*Numbers do not include parent refusal. If included, the total number for 2013-2014 would be 126,724.

Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2008-2009 through 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

English Proficiency Levels for ELs 2013-2014

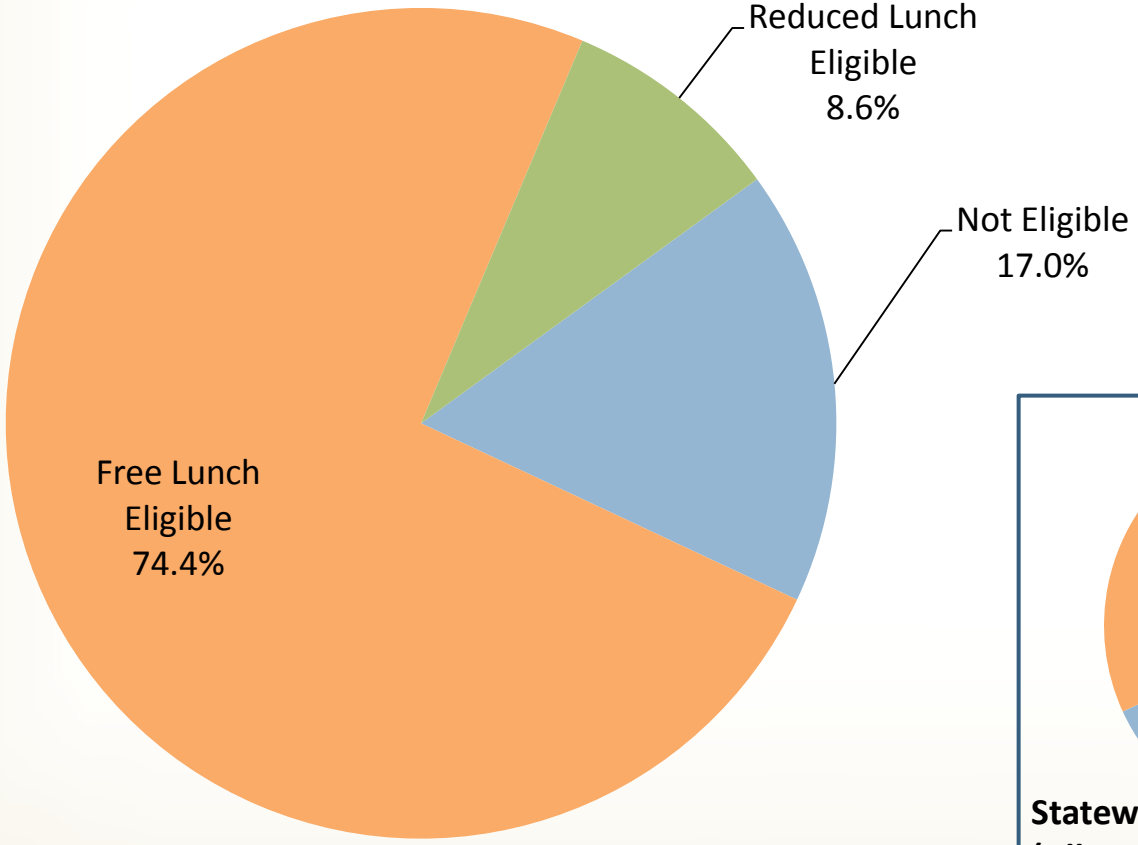


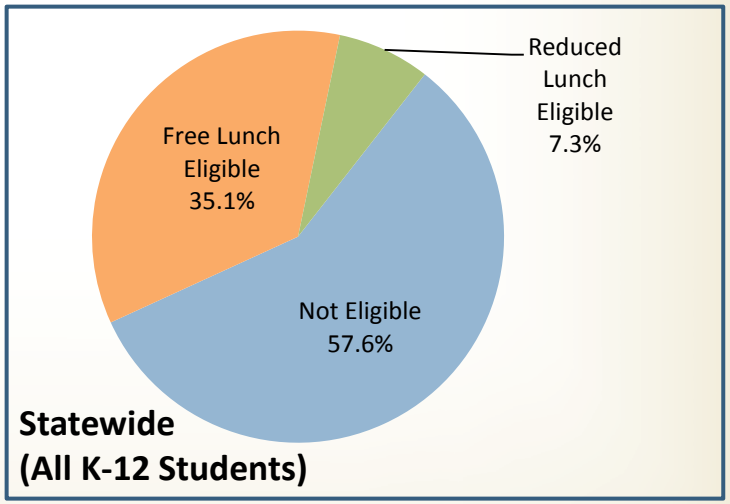
Percentages based on Subtotal of NEP, LEP, FEP Monitor Year 1 and FEP Monitor Year 2 (does not include FELL, PHLOTE, Exited, or Parent Refusal Students)



Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

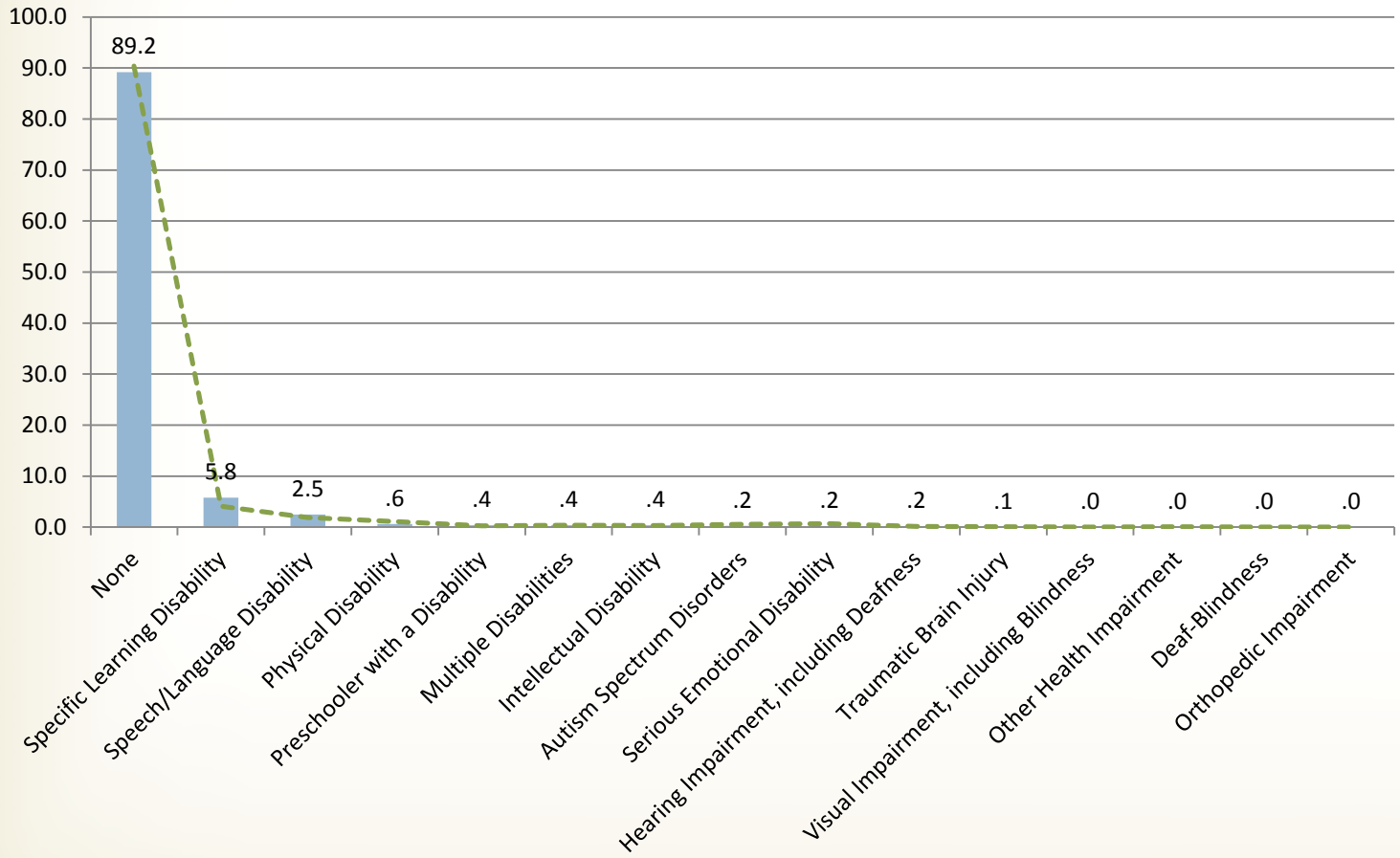
K-12 ELs Eligible for Free or Reduced Meals 2013-2014





Updated by Office of Data, Program Evaluation, and Reporting (April 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only, excluding parent refusals; excludes students with missing or duplicate SASIDs; excludes students with discrepant ESL and bilingual codes)

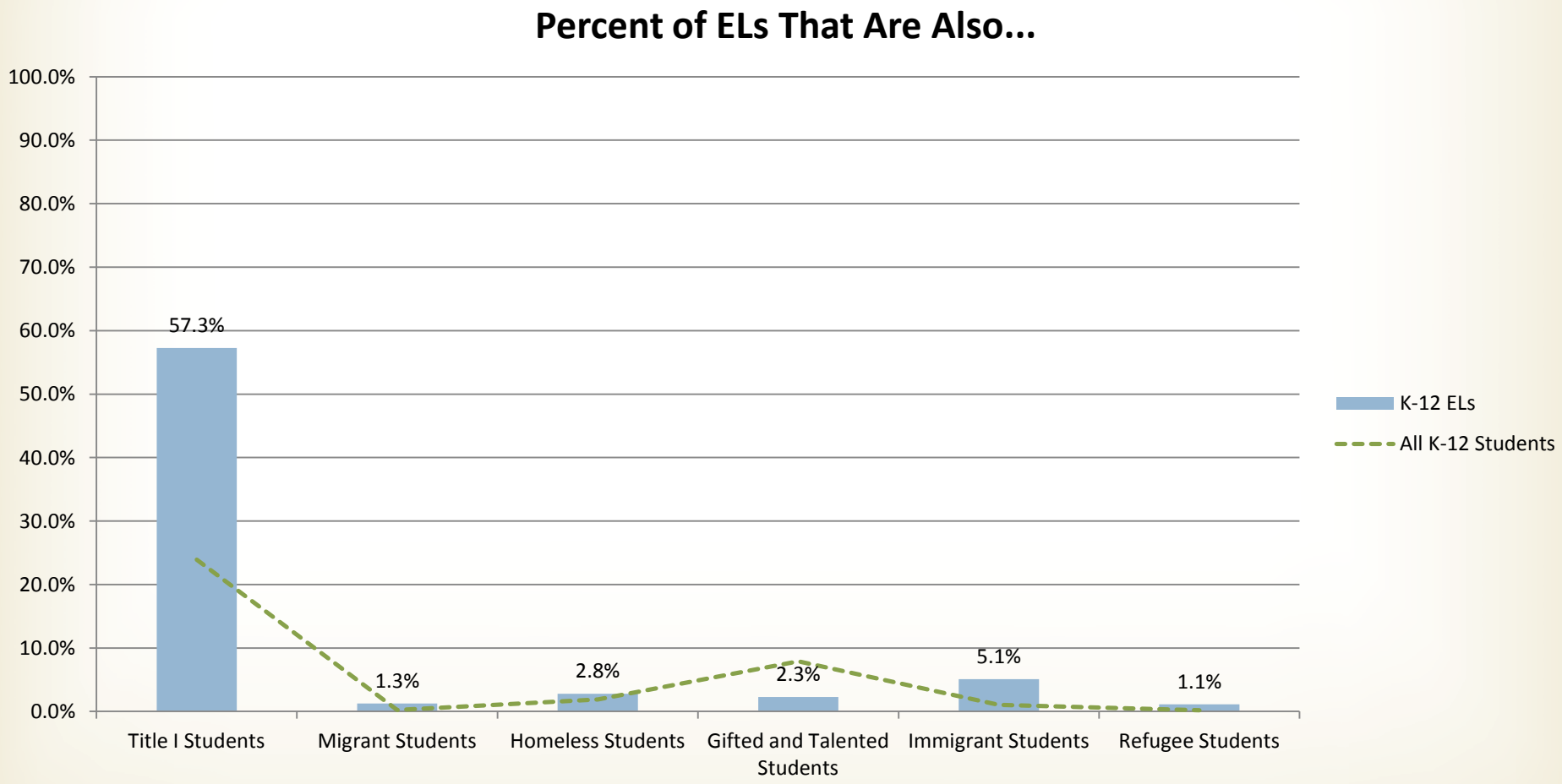
Percent ELs (Grades K-12) with Disabilities 2013-2014



The top two disabilities in the state among ELs are Specific Learning Disability (5.8%) and Speech/Language Disabilities (2.5%).
All others are less than 1% and 89.2% of ELs do not have a disability.

Updated by Office of Data, Program Evaluation, and Reporting (April 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only, excluding parent refusals; excludes students with missing or duplicate SASIDs; excludes students with discrepant ESL and bilingual codes)

ELs Who Are Also in Other Programs



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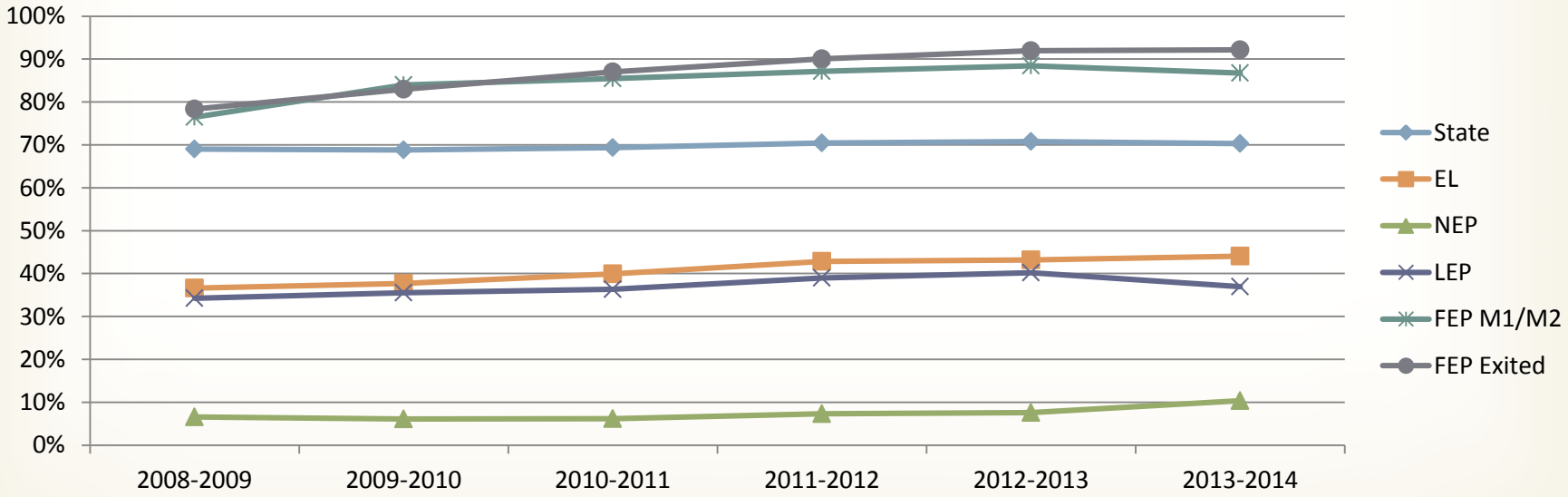
2009-2014 Reading – Grades 3-5 Percent Proficient/Advanced

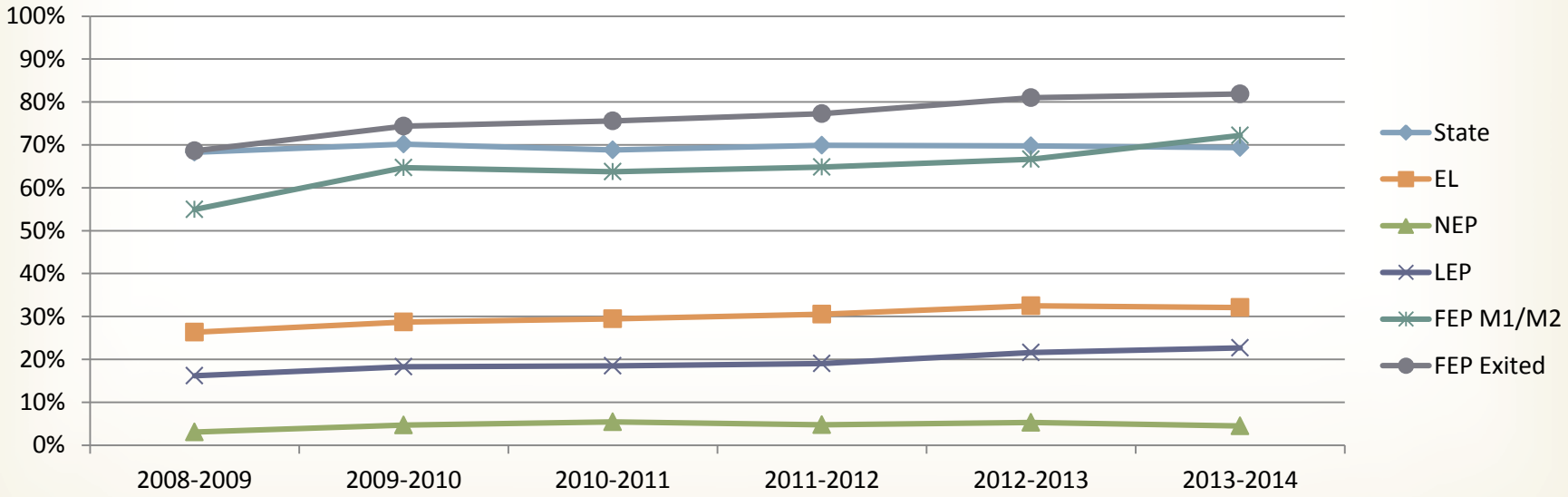
	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	% PA	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*
2008-2009	69.1%	178,153	36.6%	26,498	6.6%	5,739	34.2%	15,491	76.5%	5,268	78.4%	2,998
2009-2010	68.8%	181,783	37.7%	28,334	6.1%	5,211	35.5%	18,681	84.0%	4,442	83.0%	2,699
2010-2011	69.3%	185,538	40.0%	30,817	6.2%	5,043	36.3%	20,412	85.5%	5,362	87.0%	2,084
2011-2012	70.5%	188,354	42.8%	32,037	7.3%	4,605	39.0%	21,833	87.2%	5,599	90.0%	1,856
2012-2013	70.8%	190,410	43.2%	31,262	7.6%	4,593	40.2%	21,621	88.5%	5,048	92.0%	1,955
2013-2014	70.3%	192,062	44.0%	34,027	10.4%	3,042	37.0%	24,526	86.8%	6,459	92.1%	2,061



Added by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2008-2009 through 2013-2014 State Reading Assessment (excludes tests in Spanish and students who did not test); EL includes NEP, LEP, and FEP Monitor 1 and 2.

2009-2014 Reading – Grades 6-8 Percent Proficient/Advanced

	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	% PA	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*
2008-2009	68.3%	172,074	26.3%	18,170	3.1%	2,634	16.2%	9,910	55.0%	5,626	68.6%	7,745
2009-2010	70.2%	173,712	28.7%	18,620	4.7%	2,234	18.3%	11,569	64.7%	4,817	74.4%	8,664
2010-2011	68.8%	177,787	29.5%	19,975	5.4%	2,130	18.5%	12,382	63.7%	5,463	75.6%	8,939
2011-2012	69.9%	181,825	30.5%	22,169	4.8%	1,930	19.0%	14,061	64.8%	6,178	77.3%	8,304
2012-2013	69.8%	184,866	32.5%	23,427	5.3%	2,298	21.6%	14,640	66.7%	6,489	81.0%	8,409
2013-2014	69.3%	188,392	32.1%	25,548	4.5%	2,415	22.6%	17,391	72.2%	5,742	81.9%	9,125



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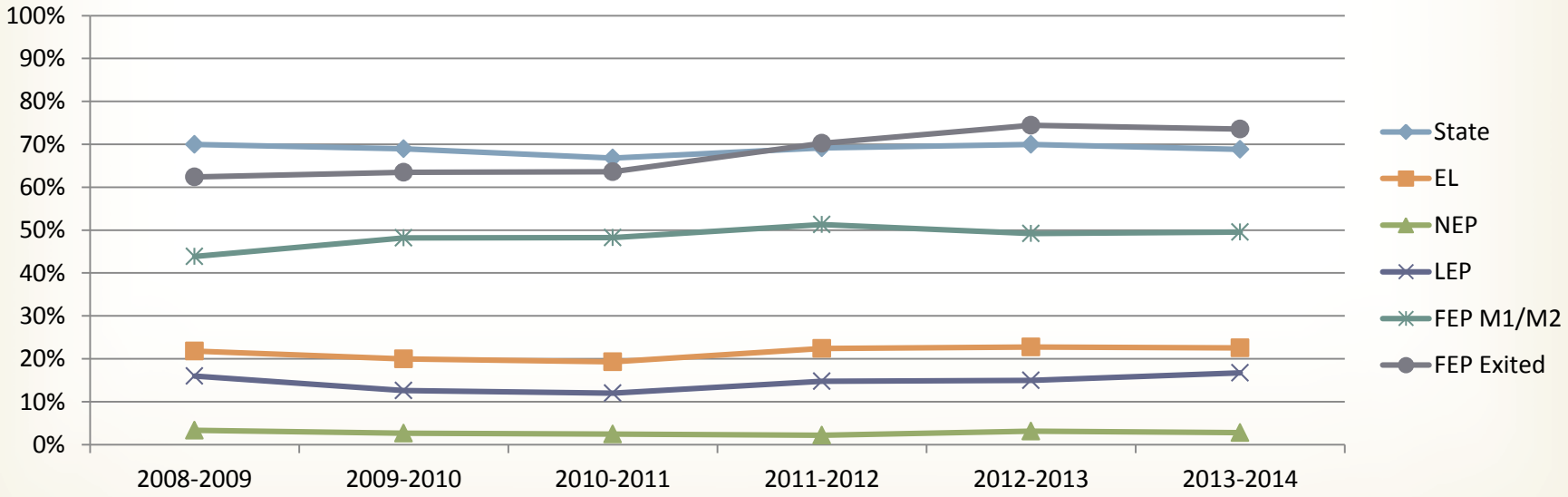
2009-2014 Reading – Grades 9-10 Percent Proficient/Advanced

	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	% PA	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*	*% PA*	*Total N*
2008-2009	70.0%	114,646	21.8%	8,368	3.3%	1,695	16.0%	4,161	43.9%	2,512	62.4%	6,700
2009-2010	68.9%	114,293	19.9%	8,413	2.6%	1,564	12.6%	4,670	48.2%	2,179	63.5%	7,183
2010-2011	66.8%	115,349	19.3%	8,965	2.5%	1,500	12.0%	5,267	48.2%	2,198	63.6%	7,584
2011-2012	69.2%	115,442	22.4%	9,424	2.2%	1,274	14.7%	5,743	51.3%	2,407	70.3%	7,780
2012-2013	69.9%	117,970	22.7%	10,029	3.1%	1,259	15.0%	6,069	49.2%	2,701	74.4%	8,422
2013-2014	68.8%	120,631	22.5%	11,163	2.8%	1,373	16.7%	7,238	49.6%	2,552	73.5%	8,801



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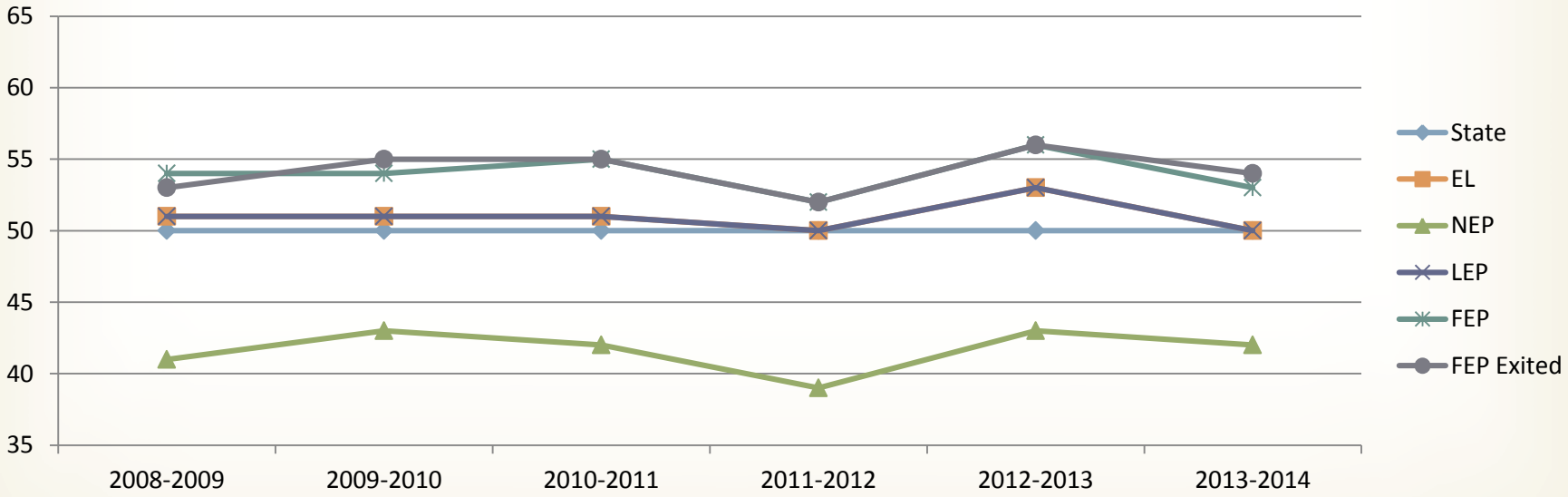
2009-2014 Reading – All Grades Median Growth Percentiles

	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	MGP	*Total N*	*MGP*	*Total N*	*MGP*	*Total N*	*MGP*	*Total N*	*MGP*	*Total N*	*MGP*	*Total N*
2008-2009	50	372,127	51	37,703	41	4,580	51	21,464	54	11,659	53	16,552
2009-2010	50	378,560	51	40,008	43	4,391	51	25,669	54	9,948	55	17,752
2010-2011	50	386,747	51	44,092	42	4,196	51	28,505	55	11,391	55	17,957
2011-2012	50	393,821	50	48,013	39	3,827	50	31,509	52	12,677	52	17,357
2012-2013	50	401,205	53	49,407	43	4,356	53	32,134	56	12,917	56	18,268
2013-2014	50	407,550	50	53,788	42	3,315	50	37,074	53	13,399	54	19,442



Added by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2008-2009 through 2013-2014 Reading Growth. EL includes NEP, LEP, and FEP Monitor 1 and 2

EL Data Dig 101

http://www.cde.state.co.us/cde_english/el-data-digs-how-to-tool

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EL Data Dig Tool

- **Background – why was it created?**
  - District/school requests
- **Intent – how is it to be used?**
  - Gather the recommended data and look for patterns and trends in ELs' language development and academic performance
    - Dive into district or school data --- power is in the digging
    - Provides a starting point --- not the ending point
      - Data should be supplemented with other local data
    - Identify trends --- successes and areas in need of improvement
    - District-level --- minor changes can be used for school
    - Statewide data is provided for context setting
      - most meaningful analyses will be looking at the local longitudinal trends and patterns

How Is It to Be Used? Do's

- Read all the way through the tool before beginning
- Pick or formulate the questions that are most relevant to your entity
  - Do you have access to this data to answer selected questions?
  - Is the data structured so that you can answer your questions?
- Formulate other questions
  - Data available → questions OR Questions → data available
- Identify the best comparison group(s)
  - State? Other schools in district? Schools in other districts? EMH?
- Determine the best inclusion and exclusion rules
- When possible, use multiple years of data
- Document the process used
- Validate all analyses

How Is It to Be Used? Don'ts

- Stop with just these questions
- Use data in an unintended or inappropriate way
- Merge data across sources without the right expertise
- Use an unreliable source
- Compare to inappropriate group(s)
- Misinterpret the data – read more into it than what it says
- Forget any caveats to the data being used
- Forget the dangers of data misuse
- Hesitate to ask for help

Structure of the Tool

- List of recommended data
- Terms and acronyms
- Guiding questions with tables to help set up the data to be analyzed

Data To Be Used	Terms
1) Student Level Biographical or Demographic Data 2) District Level Data a. EMH Level b. Grade Level 3) School Level Data 4) State Assessments a. PARCC i. English Language Arts ii. Math b. CMAS i. Science ii. Social Studies (if available) c. CSAP/TCAP (prior to 2015) i. Reading ii. Writing iii. Math iv. Science d. READ Act data e. For list of approved READ assessments visit http://www.cde.state.co.us/coloradoliteracy/readinterimassessmentsLanguage Proficiency Assessments i. CELA/Access 5) Colorado Growth Model Data (SGP, MGP, AGP) 6) Local Assessments 7) Perception Data (Parent, Student, or Staff Surveys) 8) Classroom observations 9) Identification and Program Data (how long students have been identified as EL; which students receive EL programming or support; and type of programming EL students are receiving)	ACCESS = Assessing Comprehension and Communication in English State-to-State AGP = Adequate Growth Percentile CELA = Colorado English Language Assessment CMAS = Colorado Measure of Academic Success CSAP = Colorado State Assessment Program ELD = English Language Development EL = English Learner EMH = Elementary, Middle, High FEP = Fluent English Proficient IEP = Individual Education Plan LEP = Limited English Proficient M1/2 = Monitor Year 1 or Monitor Year 2 MGP = Median Growth Percentile N = Number NEP = Not English Proficient PARCC = Partnership for Assessment of Readiness for College and Careers SGP = Student Growth Percentile TCAP = Transitional Colorado Assessment Program US = Unsatisfactory PP = Partially Proficient P = Proficient A = Advanced

Guiding Questions

Designed to Walk You Through Your Data

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

Language Development

- **On average, how long does it take students that come into the district at the NEP level to re-designate into monitoring status (M1)?**
  - Recommended disaggregation:
    - By EMH level
    - By school and school feeder patterns
    - By entering grade / cohorts (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]
- **Repeat for LEP students**

Length of Time ELs have been in ELD 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

Average Length of Time to Reach Language Proficiency

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

Only available at the local level (no state comparison at this time)

Content Performance

- **In future years, use PARCC ELA and math.**
- **Current year, use local assessment and possibly CMAS science and social studies**
- **For prior years, use TCAP**
  - Assess how many EL students performed at each proficiency level on TCAP reading, writing, and mathematics (breakdown by NEP, LEP, and FEP Monitored Year 1 and 2, and FEP – exited students).

Develop questions that are relevant and important to you and then structure your tables to answer that question.

Sample Questions

Content Performance

Reading

- How did our ELs perform on RWMS TCAP in 2013 compared to the state?
- How did our ELs perform on R TCAP in 2012, 2013, and 2014 in comparison to the state?
- Of our students that scored US on R TCAP, how many were NEP, LEP, and FEP?

Of our ELs that scored US, how many were NEP, LEP, FEP? Number & Percent of ELs US on TCAP

Sample School

Students who Scored UNSATISFACTORY on TCAP												
	Reading			Writing			Math			Science		
	N	Total	%	N	Total	%	N	Total	%	N	Total	%
All English Language Learners (ELL)	100	500	20.00%			#DIV/0!			#DIV/0!			#DIV/0!
Not English Proficient (NEP)	20	30	66.67%			#DIV/0!			#DIV/0!			#DIV/0!
Limited English Proficient (LEP)	25	50	50.00%			#DIV/0!			#DIV/0!			#DIV/0!
Fluent English Proficient (FEP) - M1/M2	25	300	8.33%			#DIV/0!			#DIV/0!			#DIV/0!
Fluent English Proficient (FEP) - Exited	20	120	16.67%			#DIV/0!			#DIV/0!			#DIV/0!

Statewide

Students Who Scored Unsatisfactory (US) on TCAP												
	Reading			Writing			Math			Science		
	N US	Total N	% US	N US	Total N	% US	N US	Total N	% US	N US	Total N	% US
All English Learners (EL)	18,357	89,222	20.57	8,747	90,596	9.65	24,751	90,838	27.25	12,748	32,084	39.73
Not English Proficient (NEP)	6,273	8,439	74.33	4,494	8,856	50.75	5,469	8,957	61.06	2,138	2,531	84.47
Limited English Proficient (LEP)	11,159	44,880	24.86	3,842	45,726	8.40	14,199	45,828	30.98	7,878	14,332	54.97
Fluent English Proficient (FEP)	925	35,903	2.58	411	36,014	1.14	5,083	36,053	14.10	2,732	15,221	17.95

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

Services	Reading Prof/Adv		Writing Prof/Adv		Math Prof/Adv		Science Prof/Adv	
	N	%*	N	%*	N	%*	N	%*
English Language Learners (ELL)	26	40.63	17	26.56	34	53.13	3	14.29
ELL & Gifted/Talented	--	--	--	--	--	--	--	--
ELL & Students with IEPs	1	8.33	0	0.00	0	0.00	0	0.00
ELL & Title I	1	5.56	0	0.00	8	44.44	0	0.00
Not English Proficient (NEP)	1	7.69	0	0.00	2	15.38	0	0.00
NEP & Gifted/Talented	--	--	--	--	--	--	--	--
NEP & Students with IEP	1	12.50	0	0.00	0	0.00	0	0.00
NEP & Title I	0	0.00	0	0.00	2	40.00	0	0.00
Limited English Proficient (LEP)	21	44.68	14	29.79	28	59.57	1	6.25
LEP & Gifted/Talented	--	--	--	--	--	--	--	--
LEP & Students with IEP	0	0.00	0	0.00	0	0.00	0	0.00
LEP & Title I	1	7.69	0	0.00	6	46.15	0	0.00
Fluent English Proficient (FEP)	4	100.00	3	75.00	4	100.00	2	66.67
FEP & Gifted/Talented	--	--	--	--	--	--	--	--
FEP & Students with IEP	--	--	--	--	--	--	--	--
FEP & Title I	--	--	--	--	--	--	--	--

What to Do Next?

Keep Diving Deeper

Identify areas of concentration and ask questions such as

- **What are the demographics of the students in each cell?**
- **How were they identified for the EL programming that they are currently receiving?**
- **How many years have they been in program and at the current proficiency level (both on CELA/ACCESS and CSAP/TCAP, when available PARCC)?**
- **What evidence is there that the EL programming is meeting individual student's needs?**
- **What other supports, services, or programs are these students receiving?**
  - 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]
- **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)?**

How did our EL students perform on R TCAP across years? Option 1

Students who Scored UNSATISFACTORY on TCAP												
	2011			2012			2013			2014		
	N	Total	%	N	Total	%	N	Total	%	N	Total	%
All English Language Learners (ELL)	100	500	20.00%	120	500	24.00%	75	500	15.00%	60	500	12.00%
Not English Proficient (NEP)	20	30	66.67%	35	55	63.64%	20	30	66.67%	15	30	50.00%
Limited English Proficient (LEP)	25	50	50.00%	30	45	66.67%	20	50	40.00%	20	50	40.00%
Fluent English Proficient (FEP) - M1/M2	25	300	8.33%	35	280	12.50%	25	300	8.33%	20	300	6.67%
Fluent English Proficient (FEP) - Exited	20	120	16.67%	20	120	16.67%	10	120	8.33%	5	120	4.17%

ELs who Scored US on Reading – Longitudinal Option 2

2011	Reading		
	N	Total	%
All English Language Learners (ELL)	100	500	20.00%
Not English Proficient (NEP)	20	30	66.67%
Limited English Proficient (LEP)	25	50	50.00%
Fluent English Proficient (FEP) - M1/M2	25	300	8.33%
Fluent English Proficient (FEP) - Exited	20	120	16.67%

Students who Scored UNSATISFACTORY on TCAP			
2012	Reading		
	N	Total	%
All English Language Learners (ELL)	120	500	24.00%
Not English Proficient (NEP)	35	55	63.64%
Limited English Proficient (LEP)	30	45	66.67%
Fluent English Proficient (FEP) - M1/M2	35	280	12.50%
Fluent English Proficient (FEP) - Exited	20	120	16.67%

Students who Scored UNSATISFACTORY on TCAP			
2013	Reading		
	N	Total	%
All English Language Learners (ELL)	75	500	15.00%
Not English Proficient (NEP)	20	30	66.67%
Limited English Proficient (LEP)	20	50	40.00%
Fluent English Proficient (FEP) - M1/M2	25	300	8.33%
Fluent English Proficient (FEP) - Exited	10	120	8.33%

Students who Scored UNSATISFACTORY on TCAP			
2014	Reading		
	N	Total	%
All English Language Learners (ELL)	60	500	12.00%
Not English Proficient (NEP)	15	30	50.00%
Limited English Proficient (LEP)	20	50	40.00%
Fluent English Proficient (FEP) - M1/M2	20	300	6.67%
Fluent English Proficient (FEP) - Exited	5	120	4.17%

Growth Data

- What are the CSAP/TCAP and CELA/ACCESS MGPs of the EL students (by NEP, LEP, and FEP) for each content area?
- At each grade level (elementary, middle, and high)?
- Of the students that did not make adequate growth, how many and what percentage are ELs?

Growth Table

MGP of ELL Students												
Language Proficiency	Reading			Writing			Math			ELD		
	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP
All ELLs	71,984	53.0	53.0	72,155	51.0	67.0	73,610	51.0	80.0	25,495	52.0	62.0
NEP	4,570	43.0	90.0	4,581	43.0	92.0	4,956	43.0	95.0	2,566	40.5	88.0
LEP	34,122	52.0	69.0	34,192	51.0	78.0	35,189	51.0	86.0	15,053	51.0	69.0
FEP - M1/M2	33,292	56.0	29.0	33,382	53.0	46.0	33,465	53.0	65.0	7,876	58.0	43.0

ELLs that did not make AGP												
Language Proficiency	Reading			Writing			Math			ELD		
	N	Total*	%	N	Total*	%	N	Total*	%	N	Total*	%
All ELLs	36,268	71,984	50.38	45,560	72,155	63.14	51,978	73,610	70.61	15,169	25,495	59.50
NEP	4,034	4,570	88.27	4,177	4,581	91.18	4,476	4,956	90.31	2,233	2,566	87.02
LEP	22,597	34,122	66.22	25,841	34,192	75.58	27,809	35,189	79.03	10,086	15,053	67.00
FEP - M1/M2	9,637	33,292	28.95	15,542	33,382	46.56	19,693	33,465	58.85	2,850	7,876	36.19

Sample ACCESS Student Level Data

What do you see?

Student Number	Scale Score	SGP	AGP	Made AGP
1	283	51	99	No
2	316	52	61	No
3	332	28	16	Yes
4	358	32.5	32	Yes
5	365	43.5	63	No
6	379	59	66	No
7	369	32	51	No
8	384	47	34	Yes
9	317	61	51	Yes
10	348	26	24	Yes
11	354	65	74	No
12	366	57.5	71.5	No
13	363	56	67	No
14	381	61.5	68	No
15	365	34	73	No
16	387	52	28	Yes
17	397	41	40	Yes
18	284	51	1	Yes
19	311	63	15	Yes
20	327	42	41	Yes

Sample Group Level Data

What trends do you see?

What additional questions can you think of to ask?

Student Number	Scale Score	SGP	AGP	Made AGP
1	283	51	99	No
2	316	52	61	No
3	332	28	16	Yes
4	358	32.5	32	Yes
5	365	43.5	63	No
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7	369	32	51	No
8	384	47	34	Yes
9	317	61	51	Yes
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13	363	56	67	No
14	381	61.5	68	No
15	365	34	73	No
16	387	52	28	Yes
17	397	41	40	Yes
18	284	51	1	Yes
19	311	63	15	Yes
20	327	42	41	Yes
Medians		51	51	10

Or 50%

MGP and MAGP at Grade Level

Can use the data to identify trends. What trends do you see in this data?

What follow up questions can you think of?

END YEAR	EMH	GRADE	N	MEAN SCALE SCORE	MEDIAN SGP	MEDIAN AGP	PERCENT MEETING AGP
2015	E	01	40	295	55	4	85.00%
2015	E	02	36	319	61	35.5	66.67%
2015	E	03	38	342	32.5	23	73.68%
2015	E	04	34	350	46	43.5	55.88%
2015	E	05	23	361	42	46	39.13%
2015	M	06	68	361	60	71	35.29%
2015	M	07	82	374	56.5	62	47.56%
2015	M	08	90	380	48	40	58.89%

Finding Data

Data Sources from CDE

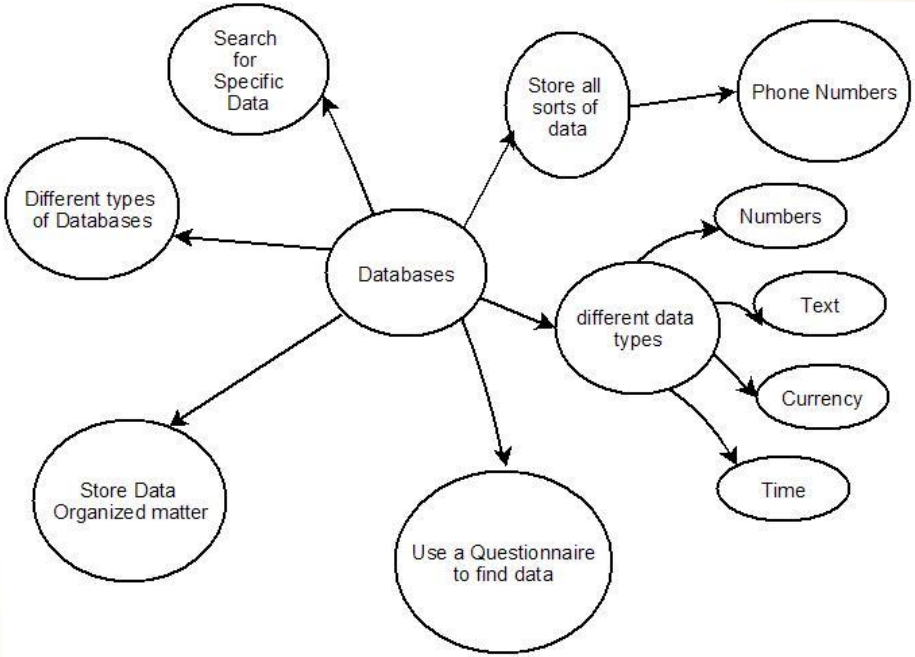
- Data Center [http://www.cde.state.co.us/schoolview]
- Data Lab (demonstration, if needed) [http://www.cde.state.co.us/schoolview]
- School and District Dish (demonstration, if needed) [http://www.cde.state.co.us/uip/uip_trainingandsupport_resources]
- Demographics and other tables via CDE websites (share list) [http://www.cde.state.co.us/fedprograms/data-sources]

Comparison Data

- **EL Data Dig Tool and statewide comparison tables [http://www.cde.state.co.us/cde_english/elau_pubsresources]**
- **EL State of the State**
- **[http://www.cde.state.co.us/fedprograms/dper/evalrpts#sos]**

Through the District

- **DAC**
  - Individual Student Reports
  - Growth Results
  - TCAP Results
  - READ Act Results
- **CEDAR**
- **What else?**
  - Alpine?
  - Infinite Campus?
  - Survey Data? TELL?



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Next Steps

- **Build the plan for diving into your own data.**
- **Select parts of EL Data Dig Tool that fit your needs.**
- **What data will be needed?**
- **Who else from your district/school team needs to be involved in diving into the EL data?**
  - Who can help with question development?
  - Who can help with data pull and structure?
  - Who can help with interpretation?
- **Who should hear the results of the data dig and when?**
- **How can the results be used to inform programmatic work and decisions?**

Additional Data

- **What additional data is needed to evaluate the English Language Proficiency (ELP) program?**
  - At the school level?
  - At the district level?
  - Examples:
    - Graduation rate
    - Courses taken/completed
    - Dropout rate
    - Discipline data
  - What would be the most appropriate source for the needed data?
- **What is the plan for analyzing, interpreting, and using additional data?**

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Questions?