



COLORADO
Department of Education

Data Diving to Support English Learners

Morgan Cox, Director

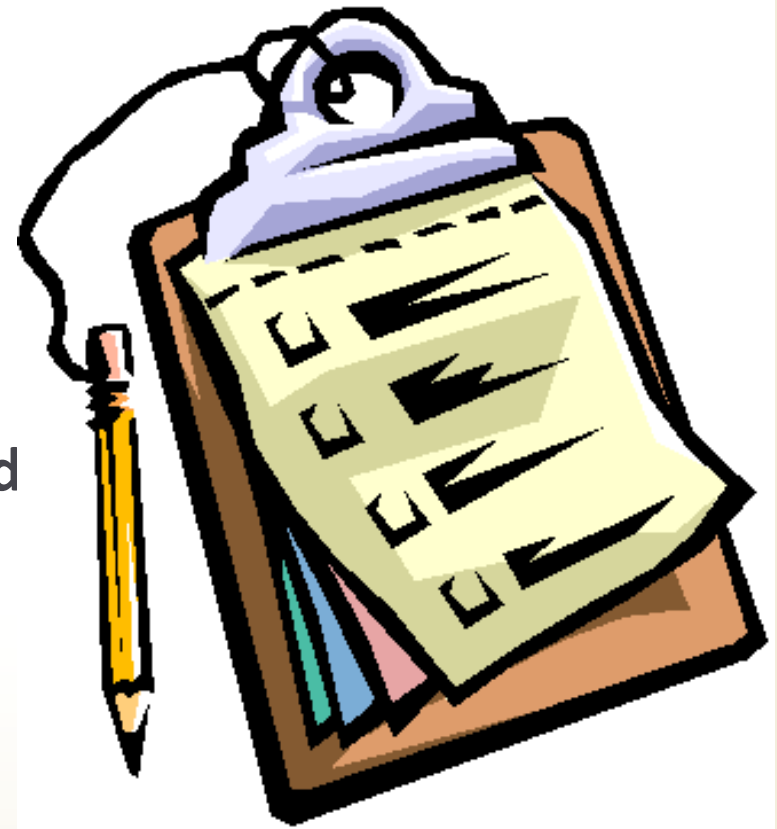
Office of Culturally and Linguistically Diverse Education
and

Nazanin Mohajeri-Nelson, Director
Office of Data, Program Evaluation, and Reporting

October 20, 2015

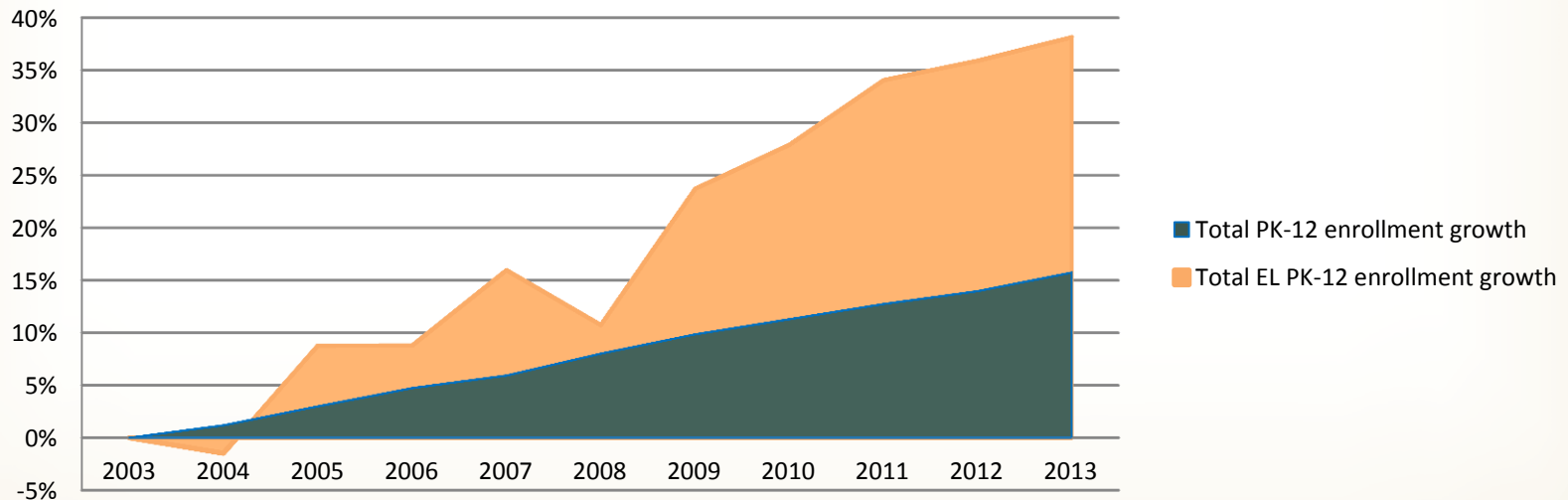
Agenda for Today

- Colorado EL State of State Data
- EL Data Dig Tool 101
- ACCESS Growth 101
- Finding Data
- Sample Data: Let's Play
- How can we use what we've learned to support our EL students?
- Who needs to help?
- Next Steps



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>

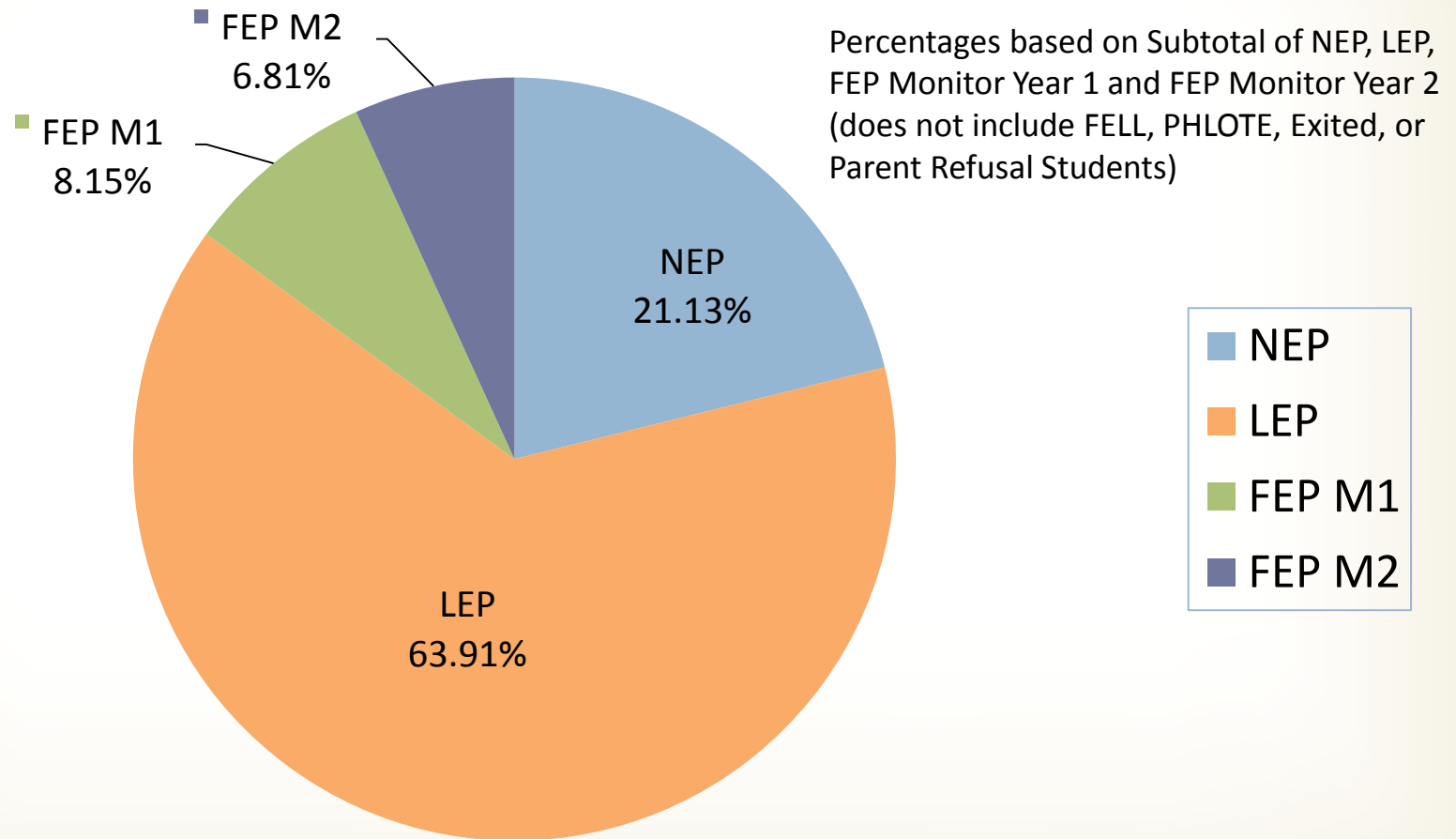
Total Number of School-age English Learners (ELs) in Colorado*

	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.

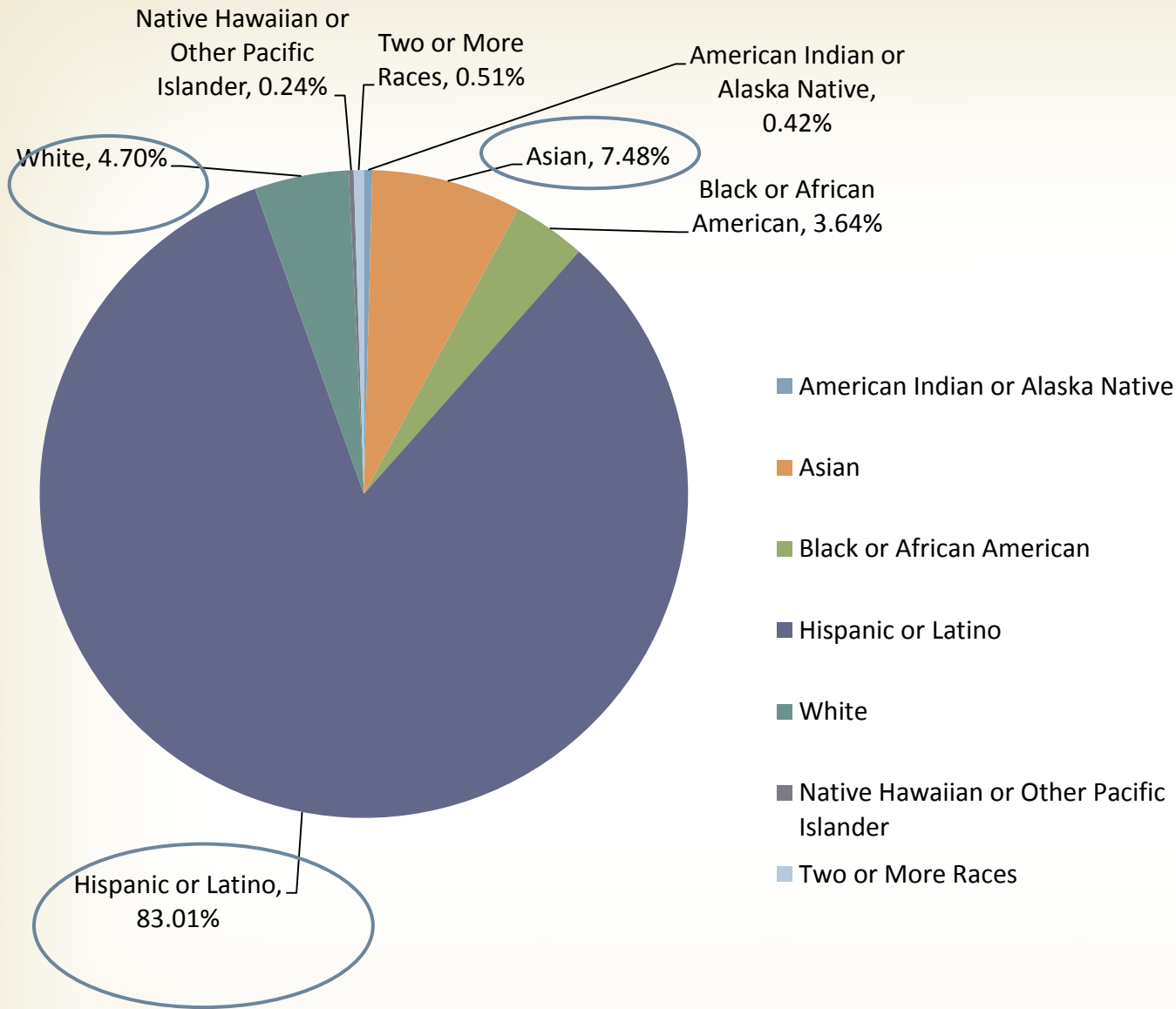
Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2008-2009 through 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

English Proficiency Levels for ELs 2013-2014



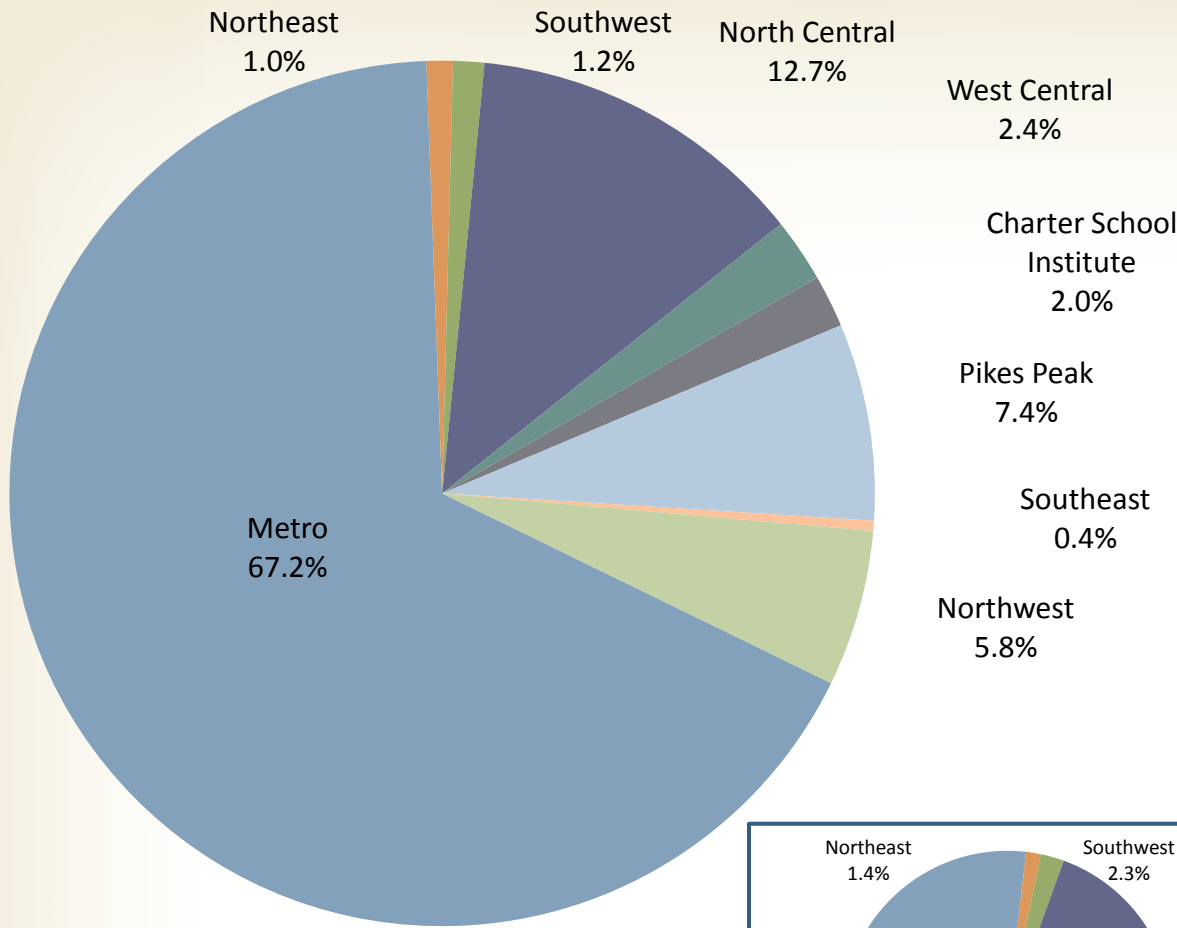
Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

ELs by Ethnicity 2013-2014

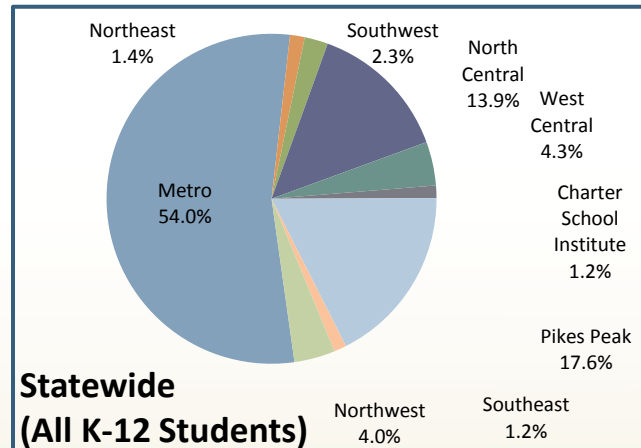


Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

K-12 EL Geographic Distribution by Region 2013-2014



Metro region composed of 19 school districts



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)

Top 20 Home Languages Spoken by Colorado ELs

Rank	Language	Number of ELs	Percent
1	Spanish	101,333	83.76%
2	Vietnamese	2,155	1.78%
3	Arabic	1,829	1.51%
4	Russian	1,176	0.97%
5	Chinese, Mandarin	1,106	0.91%
6	Amharic	876	0.72%
7	Somali	867	0.72%
8	Nepali	852	0.70%
9	Korean	745	0.62%
10	French	610	0.50%
11	Hmong	523	0.43%
12	Karen, Pa'o	448	0.37%
13	Burmese	396	0.33%
14	German, Standard	370	0.31%
15	Chinese, Yue	360	0.30%
16	Tagalog	357	0.30%
17	Tigrigna	331	0.27%
18	Swahili	266	0.22%
19	Japanese	264	0.22%
20	Hindi	250	0.21%

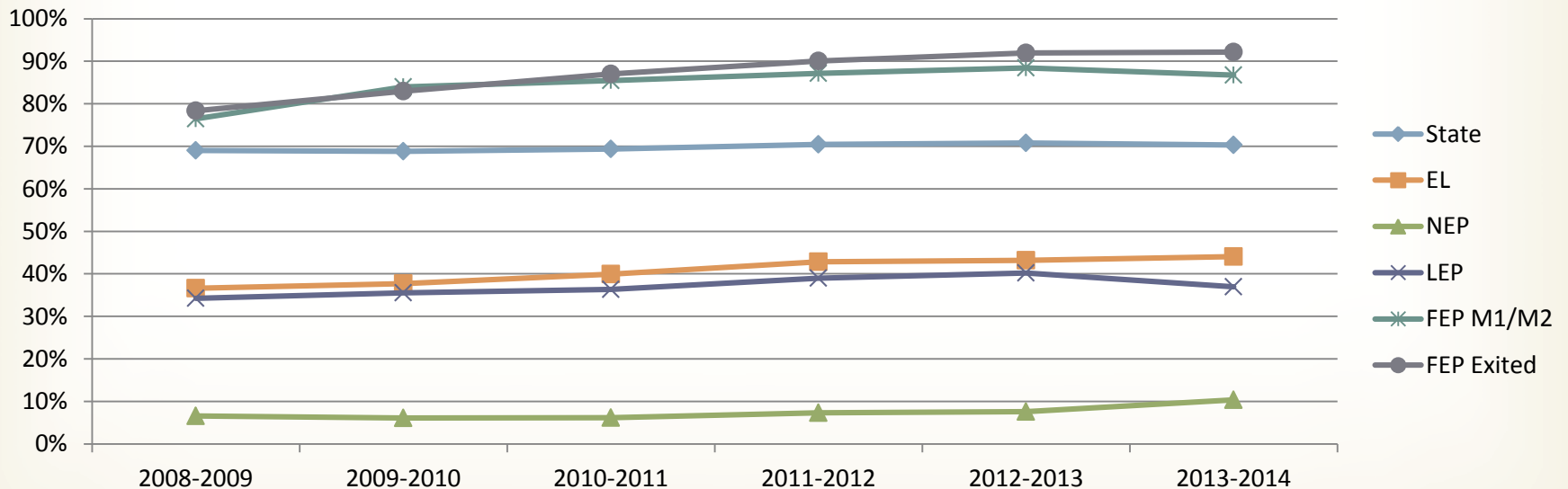
Updated by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only; excludes students with missing or duplicate SASIDs)

In 2013-2014, English learners (ELs) had 242 home or primary languages other than English.

Reading

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

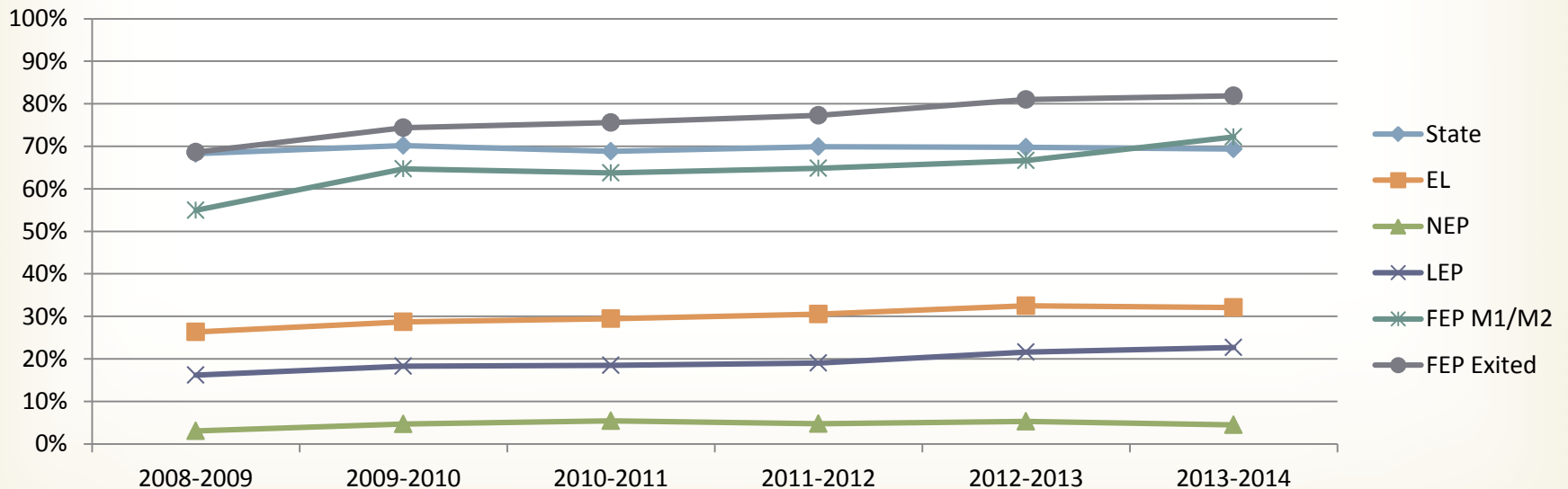


Added by Office of Data, Program Evaluation, and Reporting (Jan. 2015); Data Source: 2008-2009 through 2013-2014 State Reading Assessment (excludes tests in Spanish and students who did not test); EL includes NEP, LEP, and FEP Monitor 1 and 2.

2009-2014 Reading - Grades 6-8

Percent Proficient/Advanced

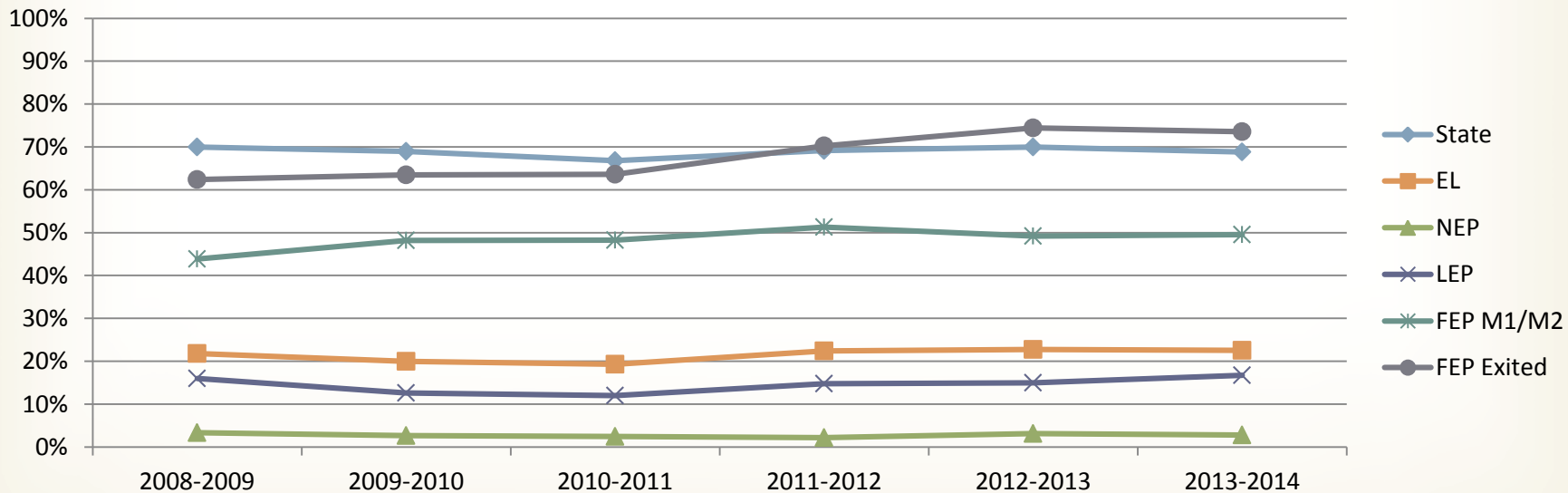
	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N
2008-2009	68.3%	172,074	26.3%	18,170	3.1%	2,634	16.2%	9,910	55.0%	5,626	68.6%	7,745
2009-2010	70.2%	173,712	28.7%	18,620	4.7%	2,234	18.3%	11,569	64.7%	4,817	74.4%	8,664
2010-2011	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



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 9-10 Percent Proficient/Advanced

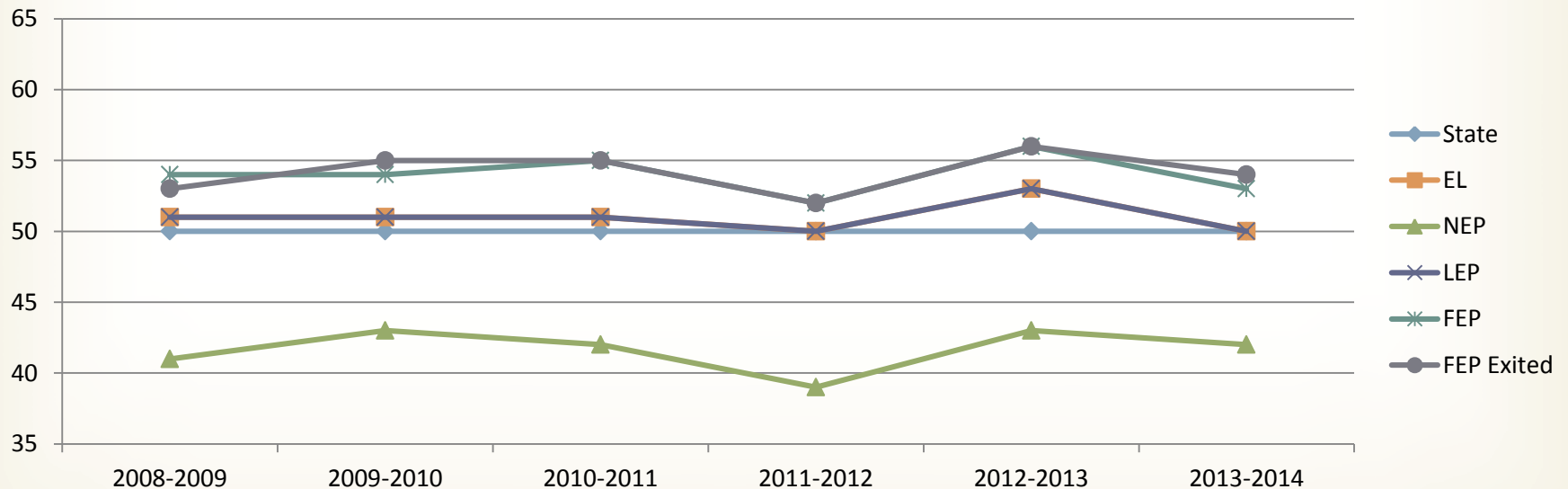
	State		EL		NEP		LEP		FEP M1/M2		FEP Exited	
	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N	% PA	Total N
2008-2009	70.0%	114,646	21.8%	8,368	3.3%	1,695	16.0%	4,161	43.9%	2,512	62.4%	6,700
2009-2010	68.9%	114,293	19.9%	8,413	2.6%	1,564	12.6%	4,670	48.2%	2,179	63.5%	7,183
2010-2011	66.8%	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



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.

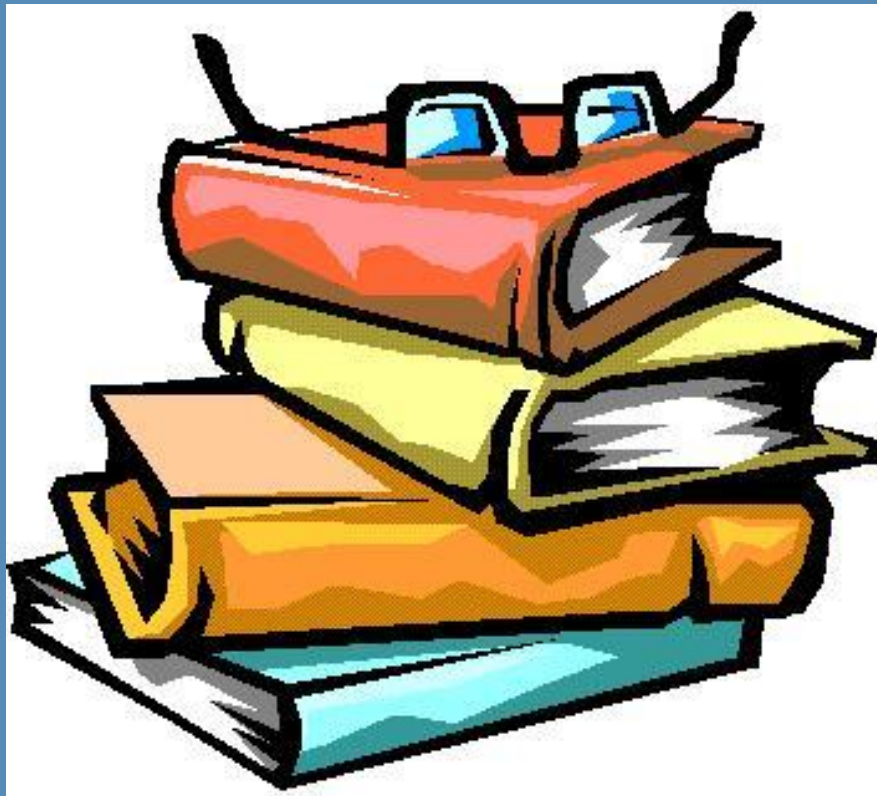
2009-2014 Reading - All Grades Median Growth Percentiles

	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



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
<ol style="list-style-type: none"> 1) Student Level Biographical or Demographic Data 2) District Level Data <ol style="list-style-type: none"> a. EMH Level b. Grade Level 3) School Level Data 4) State Assessments <ol style="list-style-type: none"> a. PARCC <ol style="list-style-type: none"> i. English Language Arts ii. Math b. CMAS <ol style="list-style-type: none"> i. Science ii. Social Studies (if available) c. CSAP/TCAP (prior to 2015) <ol style="list-style-type: none"> 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/readinterrimassessments Language Proficiency Assessments <ol style="list-style-type: none"> 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) 	<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>CMAS = Colorado Measure of Academic Success</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 Plan</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>PARCC = Partnership for Assessment of Readiness for College and Careers</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

- 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



ACCESS Growth 101

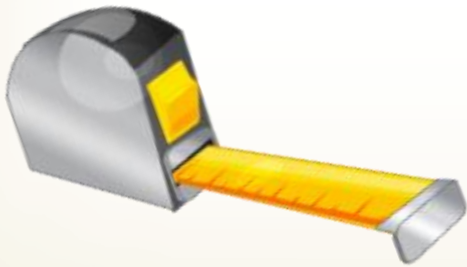


ACCESS results are used for:

- **ELD Programming Designations**
- **School and District Performance Frameworks**
- **Calculating AMAOs**
- **Improvement Planning**

Access Proficiency Levels

- **Proficiency levels do not measure**
 - how much growth each student has made
 - how much growth is necessary to attain state targets in a reasonable amount of time



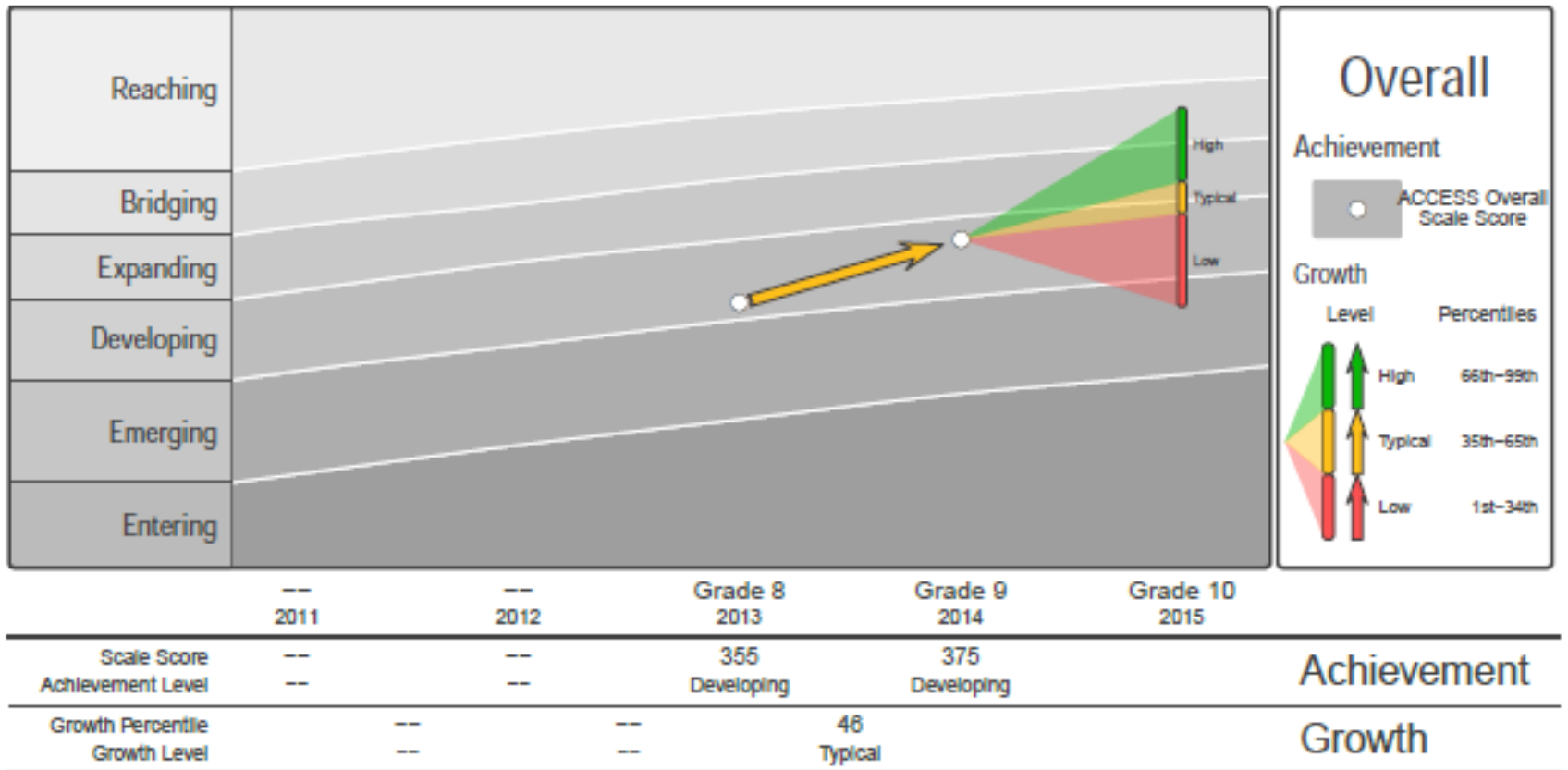
Colorado Growth Model (CGM)

- A statistical model to calculate each student's progress on state assessments over time.
- The student growth percentile tells us how a student's current test score compares with those of other similar students (students across the state whose previous test scores are similar).
- For WIDA ACCESS this process can be understood as a comparison to members of a student's English proficiency peer group.

Student Growth Percentiles (SGPs)

- Students tested in the current and prior year receive a growth percentile
- The growth percentile indicates the relative change in proficiency from year to year compared to English proficiency peers
- Calculated only for Overall scores, as the individual language domains do not contain enough score point variation for growth modeling.

Sample ACCESS ISR

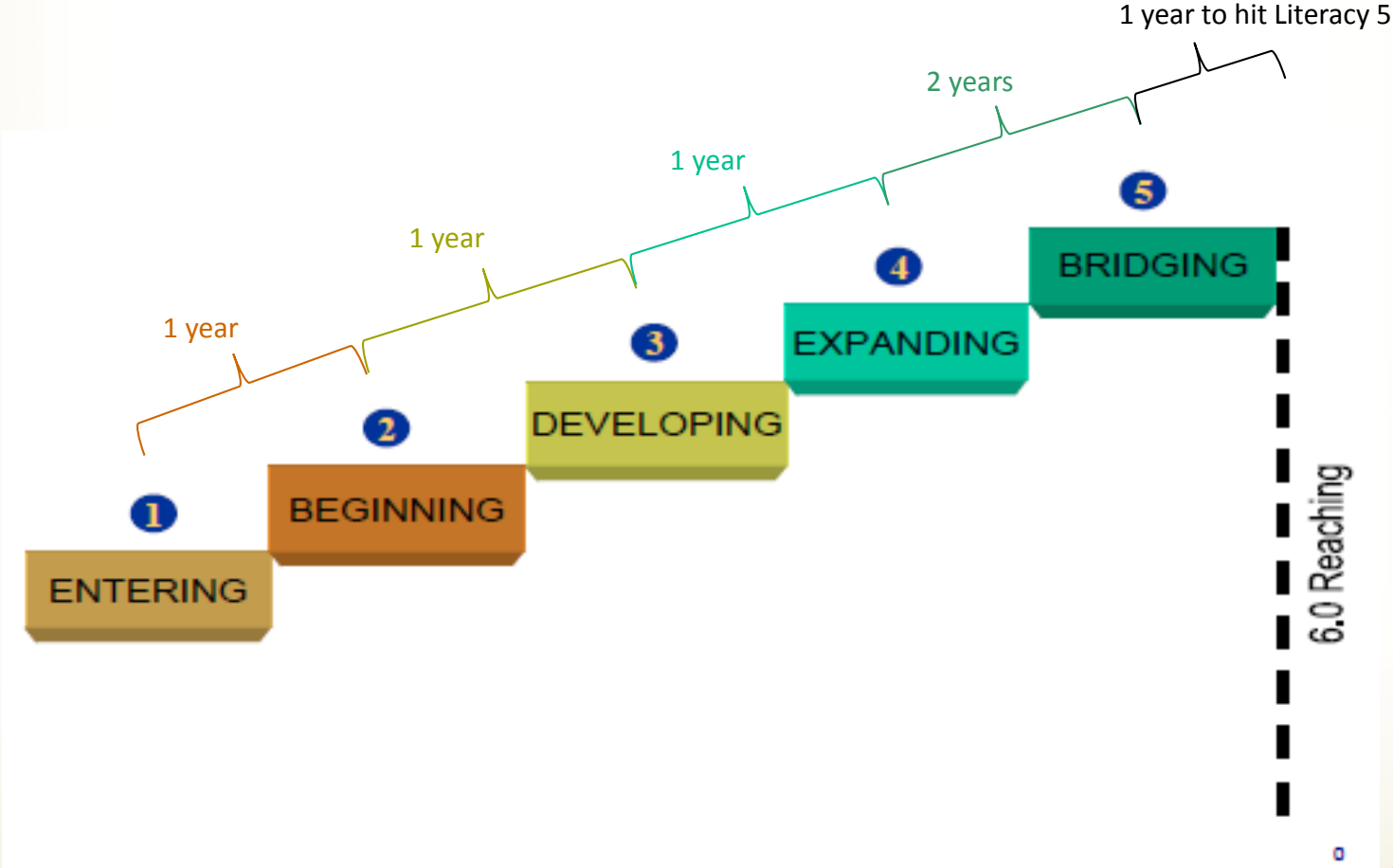


Adequate Growth Percentiles (AGPs)

- An AGP reflects the percentile at which a student must grow each year to attain a given level of proficiency within a specific amount of time.
- Newcomers are anticipated to progress through each level of proficiency on ACCESS towards English fluency.
- In contrast with what is done on TCAP, CDE uses a “stepping stone” approach to gauge student progress on ACCESS.



WIDA ACCESS Stepping-Stone Timeline



Percent of Colorado Students Increasing 1 or More Proficiency Levels in 1 year: All Grades Combined

L1 to L2+	93.6%
L2 to L3+	73.5%
L3 to L4+	55.0%
L4 to L5+	45.2%
L5 to L6	24.9%

- When starting at proficiency levels 1, 2, or 3, a student has a better than 50% chance of increasing at least one proficiency level in one year, which seems like a reasonable expectation
- When starting at level 4 a student has less than a 50% chance of increasing at least one proficiency level in one year, implying that 2 years to get to level 5 would be a more realistic trajectory
- Because L5 students are eligible for reclassification, the population remaining to re-test the following year is not representative and therefore the L5 to L6 results should not be interpreted with caution

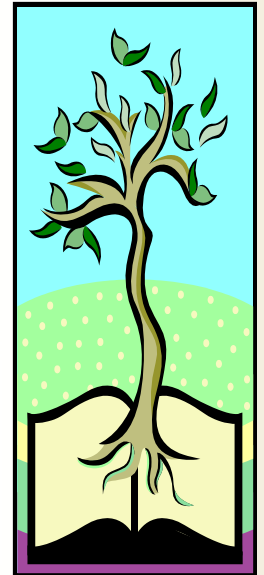
Sample Student Level Data

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

Median Growth Percentiles (MGPs)

- A median is the middle score when ranking scores from lowest to highest.
- The median growth percentile can be used to characterize the “average” growth of a classroom, grade, school, district or other student grouping.
- It is inappropriate to utilize MGPs based on less than 20 records.



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
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
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>]



Activity

Scavenger Hunt

Find the answer to the question. Where did you find the answer?

1. Data Center

- a) In Colorado, what percent of ELs were proficient and advanced on reading in 2012, 2013, and 2014?

2. Dish

- a) What percentage of students in district Holly 3 are ELs?
- b) In Holly 3, what is the ACCESS MGP and AGP of EL students that are also FRL?

3. Data Lab

- a) What is the 2014 reading MGP of the LEP students in Cheyenne Mountain Schools District? And the AGP?
- b) What percent of their LEP students are catching up in comparison to non-ELs?

Through the District

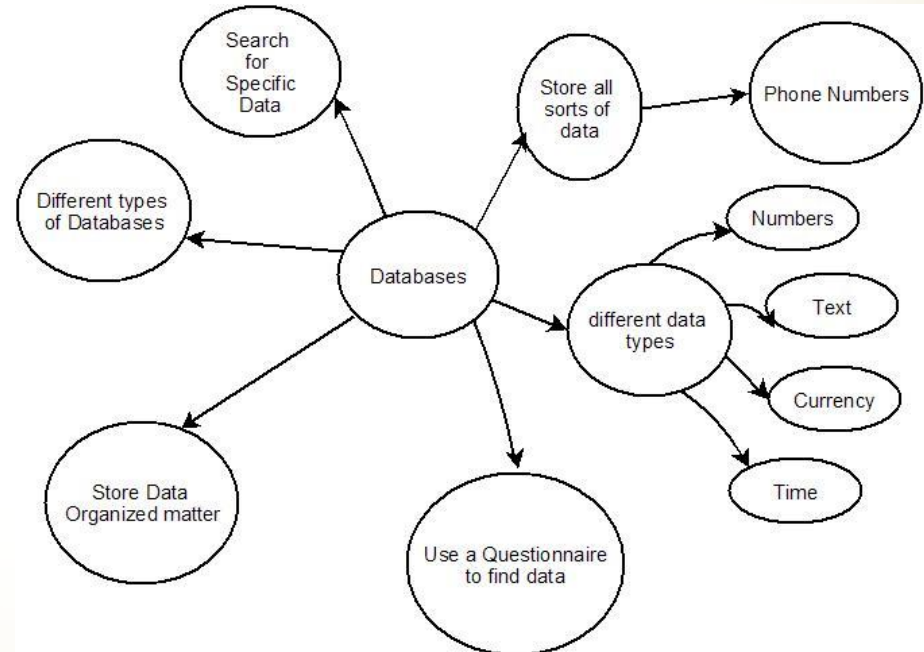
■ DAC

- Individual Student Reports
- Growth Results
- TCAP Results
- READ Act Results

■ CEDAR

■ What else?

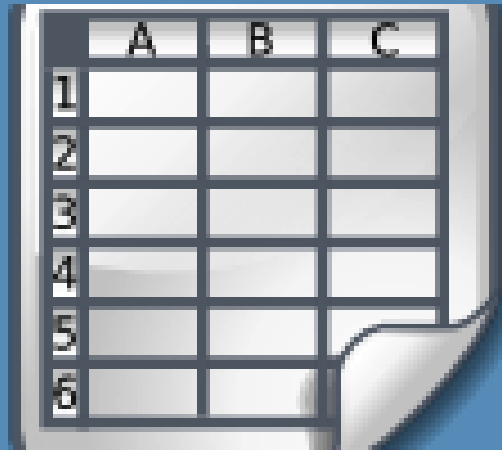
- Alpine?
- Infinite Campus?
- Survey Data? TELL?



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>]

Sample Data



	A	B	C
1			
2			
3			
4			
5			
6			

Let's Play

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	

Number & Percent of ELs US on TCAP

Sample School

Students Who Scored Unsatisfactory (US) on TCAP								
Services	Reading		Writing		Math		Science	
	N	% US*	N	% US*	N	% US*	N	% US*
English Language Learners (ELL)	17	26.56	11	17.19	11	17.19	9	42.86
Not English Proficient (NEP)	7	53.85	7	53.85	6	46.15	2	100.00
Limited English Proficient (LEP)	10	21.28	4	8.51	5	10.64	7	43.75
Fluent English Proficient (FEP)	0	0.00	0	0.00	0	0.00	0	0.00

Statewide

Students Who Scored Unsatisfactory (US) on TCAP								
Services	Reading		Writing		Math		Science	
	N	% US	N	% US	N	% US	N	% US
English Language Learners (ELL)	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

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)	17	0.00	47.06	41.18	11	0.00	36.36	63.64
Not English Proficient (NEP)	7	0.00	42.86	57.14	7	0.00	28.57	71.43
Limited English Proficient (LEP)	10	0.00	50.00	30.00	4	0.00	50.00	100.00
Fluent English Proficient (FEP)	0	0.00	0.00	0.00	0	0.00	0.00	0.00
Services	Math				Science			
	N	% GT	% Title I	% IEP	N	% GT	% Title I	% IEP
English Language Learners (ELL)	11	0.00	54.55	45.45	9	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

ELs who Scored US - Longitudinal

Students Who Scored Unsatisfactory (US) on TCAP in 2010								
Services	Reading		Writing		Math		Science	
	N	% US	N	% US	N	% US	N	% US
English Language Learners (ELL)	20	30.30	9	13.64	14	21.54	9	40.91
Not English Proficient (NEP)	11	52.38	8	36.36	8	36.36	3	60.00
Limited English Proficient (LEP)	9	20.93	1	2.38	6	14.63	6	40.00
Fluent English Proficient (FEP)	0	0.00	0	0.00	0	0.00	0	0.00

Students Who Scored Unsatisfactory (US) on TCAP in 2011								
Services	Reading		Writing		Math		Science	
	N	% US	N	% US	N	% US	N	% US
English Language Learners (ELL)	22	32.35	16	23.19	10	14.71	7	28.00
Not English Proficient (NEP)	12	92.31	11	78.57	6	46.15	3	100.00
Limited English Proficient (LEP)	10	20.00	5	10.00	4	8.00	4	20.00
Fluent English Proficient (FEP)	0	0.00	0	0.00	0	0.00	0	0.00

Students Who Scored Unsatisfactory (US) on TCAP in 2012								
Services	Reading		Writing		Math		Science	
	N	% US*	N	% US*	N	% US*	N	% US*
English Language Learners (ELL)	17	26.56	11	17.19	11	17.19	9	42.86
Not English Proficient (NEP)	7	53.85	7	53.85	6	46.15	2	100.00
Limited English Proficient (LEP)	10	21.28	4	8.51	5	10.64	7	43.75
Fluent English Proficient (FEP)	0	0.00	0	0.00	0	0.00	0	0.00

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	--	--	--	--	--	--	--	--

Growth

MGP of ELL Students												
Language Proficiency	Reading			Writing			Math			ELD		
	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP	N	MGP	AGP
ELL (Overall)	42	53.0	60.5	43	64.0	71.0	42	63	64.5	105	50.0	44.0
NEP	8	56.0	81.5	9	60.0	87.0	8	60	88.5	54	58.5	35.0
LEP	30	53.0	55.5	30	63.0	67.0	30	67.5	64	51	49.0	49.0
FEP	4	52.5	23.5	4	75.0	39.5	4	62	46	--	--	--

ELLs that did not make AGP								
Language Proficiency	Reading		Writing		Math		ELD	
	N	%*	N	%*	N	%*	N	%*
ELL	24	55.81	25	49.02	23	46.00	46	100.00
NEP	7	16.28	7	13.73	6	12.00	18	39.13
LEP	17	39.53	17	33.33	16	32.00	28	60.87
FEP	0	0.00	1	1.96	1	2.00	--	--



What is Your Plan for What You Have Learned Today?

■ Activity

- Develop three questions to ask about the performance of your EL students.
- Identify data that can be used to answer your questions.
- Compare and contrast with a neighbor. Does the discussion change or add to your questions? Or the data you would use?
- Start to pull data from the provided sources that can answer your questions?
- Share new learning, including trends, Aha's, celebrations, and concerns noted in the data, with others at your table.

Next Steps: Back at the Office

- **Build the plan for diving into your own data.**
- **What other data will be needed?**
- **Who else from your district/school team needs to be involved in diving into the EL data?**
- **Who should hear the results of the data dig and when?**
- **How can the results be used to inform programmatic work and decisions?**

Questions?



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