

Effective Data Use to Support English Learner Students

Part 1: Using Data to Inform Policies and Practices for English Learner Students

Roger Fiedler

McREL International

Eric Crane

WestEd

Using the Zoom Platform

A few helpful tips...



Please stay muted when not talking to reduce background noise.

If you cannot hear audio, call 669-900-6833 and enter the code 961 1971 4321#



Look for the flashing orange alert which will take you to the chat. Send to “all panelists and attendees.”



Closed captions are available.

Technical questions? Tag @MelissaJosue in the chat

Check Your Email



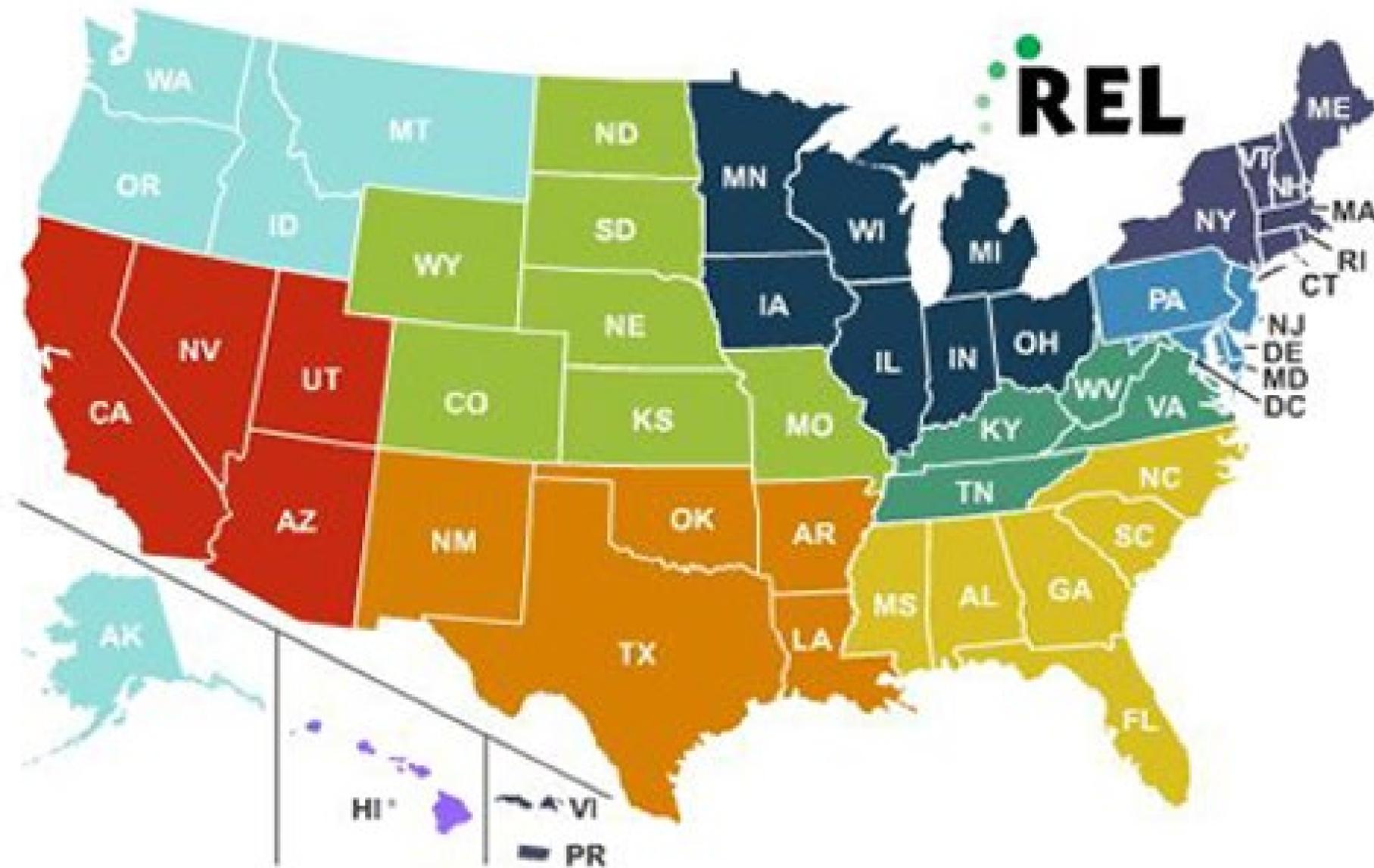
- We'll be sending the slides and a survey link shortly after the webinar.
- The webinar recording will be available in a few weeks.

Welcome, Introductions, & Overview

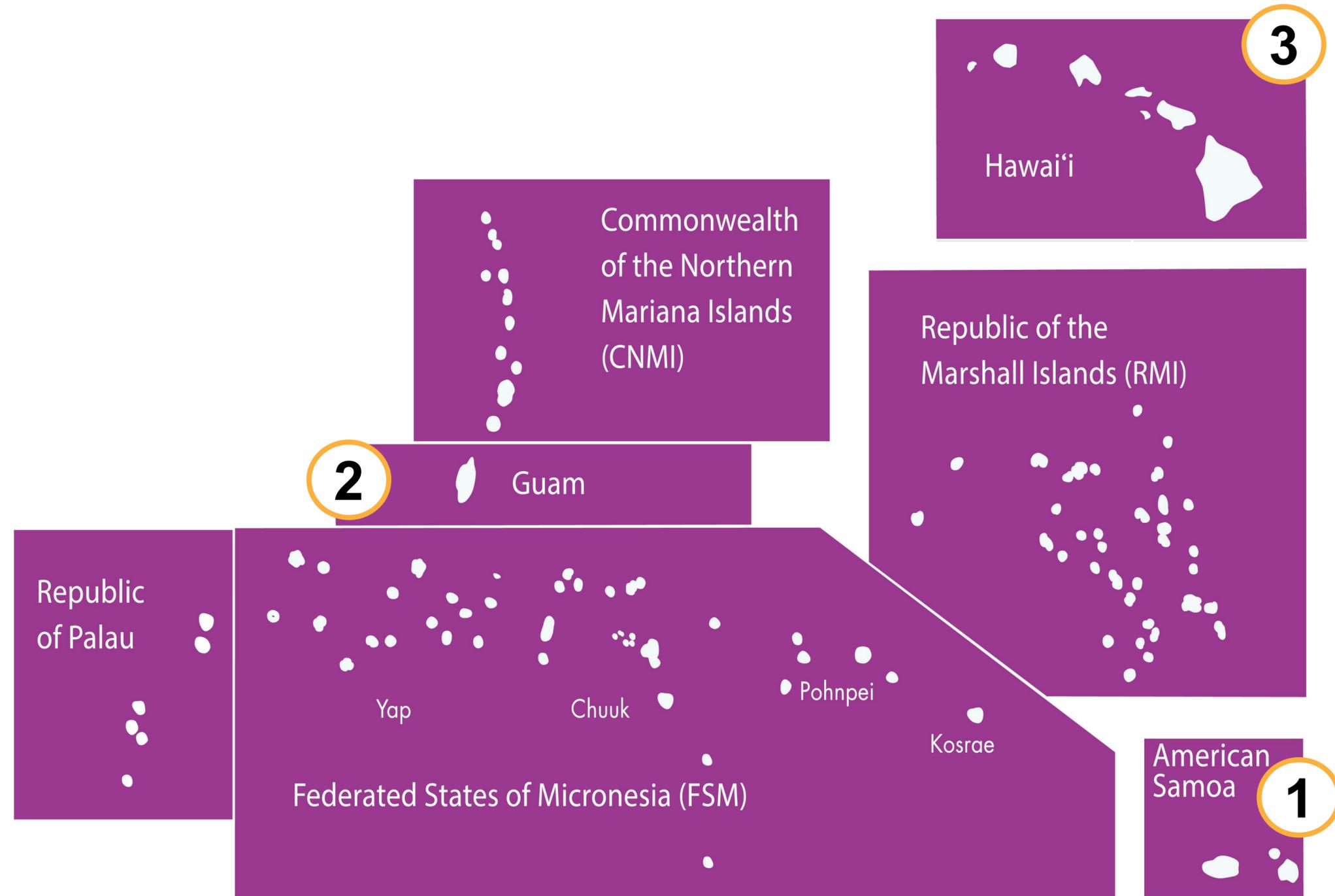


Roger Fiedler

Overview of the REL Program



REL Pacific



Webinar Series: Effective Data Use to Support English Learner Students

Today, May 25, 2021, 12-1:30 pm (HST):

Part 1: Using Accountability Data to Improve Policies and Practices for English Learner Students

June 15, 2021, 12-1:30 pm (HST):

Part 2: Considerations for English Learner Students in an Assessment System

Today's Presenter



Eric Crane

Session Objectives

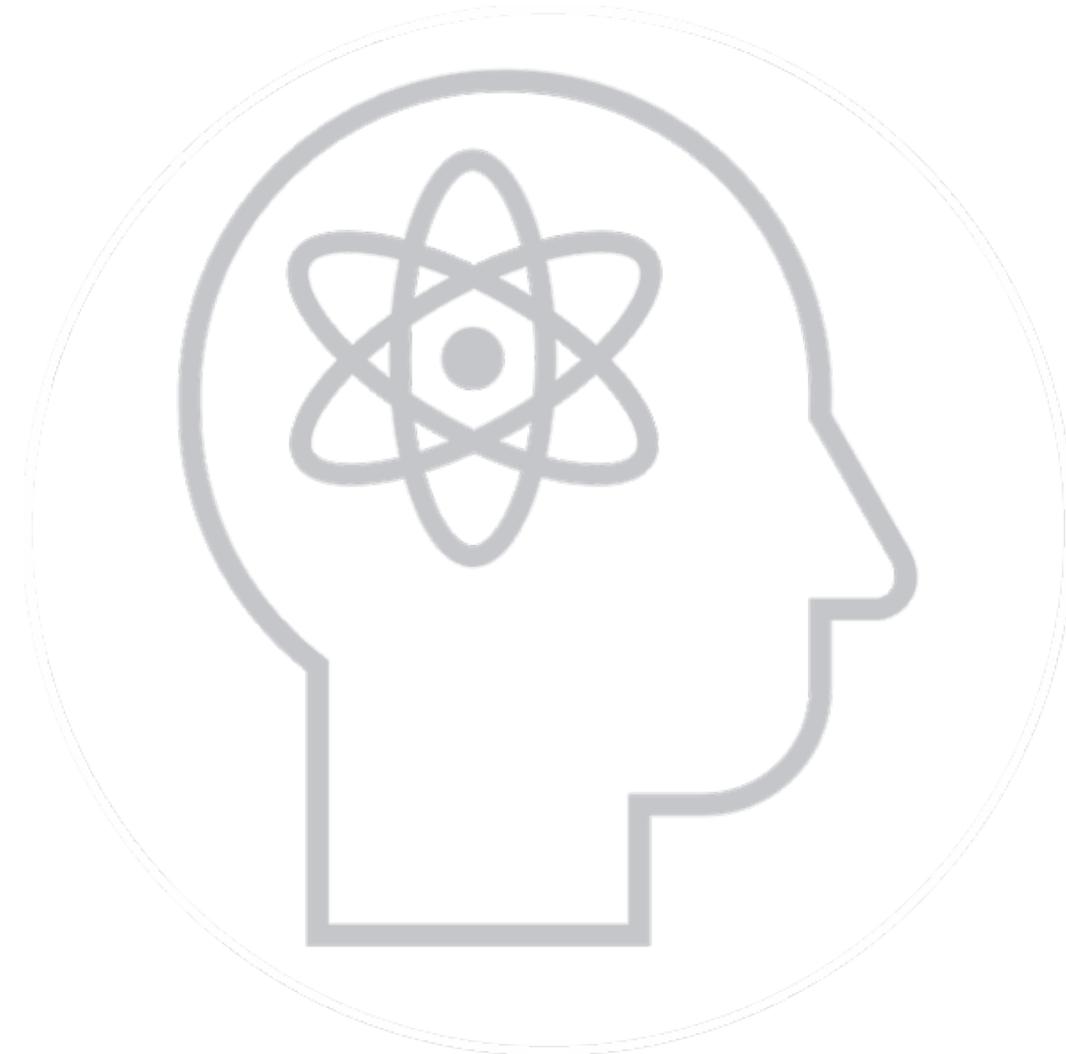
- Understand key elements of data-driven decision making.
- Understand assessment and other data needed to monitor the progress of English learner students.
- Become familiar with research that presents accountability as a cycle.
- Engage in discussion about the accountability cycle.
- Reflect on where your state or jurisdiction is in the cycle, including data and communication needs and next steps.

Research-Based Practices in Data Use and the Cycle of Accountability System Development

Data-Driven Decision Making

- Many names for the same idea:
 - “data-based decision making.”
 - “data-informed decision making.”
 - “evidence-based decision making.”

Systematic collection and analysis of different kinds of data to inform educational decisions.



Source: Hamilton et al., 2009

Elements of Data-Driven Decision Making

Technology tools

Provide for the collection, storage, analysis, and reporting of data.

Examples: data warehouses, student information systems, instructional management systems, assessment systems, and handheld devices that help teachers to diagnose students' learning strengths and weaknesses.

Human capacity (data literacy)

Allows individuals and systems to inform and change practice or redistribute resources based on data.

Examples: teachers' understanding of how to use a variety of information to change instructional practice; policy makers' interpreting information to change funding allocations or create new incentives or programs.

Source: Mandinach, 2012

What is a data culture?

A data culture is a learning environment within a school, district, or other jurisdiction that includes attitudes, values, goals, norms of behavior and practices, accompanied by an explicit vision for data use by leadership for the importance and power that data can bring to the decision-making process.

Source: Hamilton et al., 2009

Establishing a Culture of Data-Driven Decision Making in Education

Data are part of an ongoing cycle of instructional improvement.

Students learn to examine their own data and to set their own learning goals.

District or school leaders and staff, along with the community, set an explicit vision for how data should be used in the district or school.

Supports and resources are provided to establish and sustain a data culture within schools.

The state or jurisdiction is responsible for developing and implementing a systemwide data system.

Source: Mandinach, 2012

Effective Data Use

To be effective, data need to be...

- Clear.
- Consistent.
- Feasible (available measures, doable actions).
- Meaningful to stakeholders.

Source: Crane & Sigman, 2018

What are the key data for monitoring the progress of English learner students?

- Content assessment results.
- English language proficiency assessment results.
- Teacher reports of student's language learning progress.
- Family input.
- Student's cumulative file (see slide 20 below).
- Data on other factors (see slide 21 below).

Source: Burr, 2020

Progress Monitoring Data: Assessment Results

There are many types of English learner students:

- Newcomers.
- Students with limited or interrupted formal education (SLIFE).
- Long-term English learner students (LTELs).
- English learner students with disabilities (EL SWDs).

Whenever possible, compare students' progress with true peers, because English learner students are not a homogeneous group.

Source: Brown & Doolittle, 2008

Progress Monitoring Data: Teacher Reports

- Teachers are often best positioned to contribute data to inform decisions related to students.
- When possible, include observations in more than one setting to get a more accurate, complete picture of the student's level of language mastery.
- Note the difference between conversational English (e.g., heard on the playground) and academic English (e.g., in the classroom).

Progress Monitoring Data: Family Input

These can come from multiple sources.



Survey



Interview



Teacher-parent conference



Less formal discussion

Progress Monitoring Data: Cumulative File

The cumulative file often includes:

- Report cards.
- Attendance history.
- Academic interventions and program participation.
- Behavior history.
- Primary language proficiency.
- Progress in English language proficiency.

Progress Monitoring Data: Other Factors

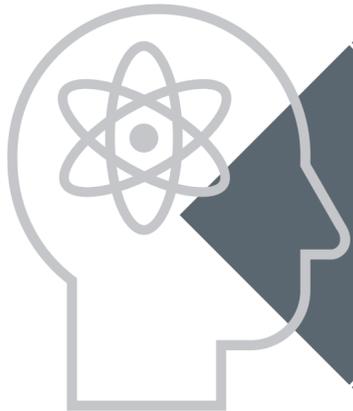
- Other factors beyond classroom instruction and learning include health, family circumstances, environmental factors, education history, and exposure to trauma that impact the student's academic progress.
- Looking only at the data on the preceding slides omits important contextual information.
- Multiple measures/data sources are needed to get an accurate picture of the student's progress.

Source: Burr, 2020

Every Student Succeeds Act (ESSA) Provides an Opportunity



Among many other components, ESSA includes requirements for state/district/school accountability systems.



The law represents an opportunity to reconsider and reevaluate how data are used to inform discussions about the performance of EL students.

Source: Crane & Sigman, 2018

The Core Pillars of ESSA

Promotion of Educational Excellence and Equity



Standards

Assessment

Disaggregation, Transparency, and Accountability
School Support and Interventions

Source: Crane & Sigman, 2018

Examples of Things and Actions

Things



Performance goals/standards



Measures

Actions



Making determinations



Producing reports



Providing school support



Determining necessary interventions



Fostering evidence-based
conversations

Source: Crane & Sigman, 2018

Why focus on accountability?



Sets clear expectations.



Describes meaningful differences.



Informs supports and interventions.



Reports actionable data.



Facilitates continuous improvement of the system.



Ultimately, supports student achievement.

Source: Crane & Sigman, 2018

Accountability for EL Students

EL students are a student group for whom disaggregated data are reported (including EL students with disabilities).

English language proficiency is a required ESSA indicator, and ELP assessments are required annually.

Student group performance can trigger participation in Targeted Support and Improvement (TSI).

A COVID-19 Resource

- In 2020, REL Mid-Atlantic hosted a webinar titled, “Re-thinking Education Accountability Systems in Light of COVID-19.”
 - Panelists discussed critical questions about how to refine accountability system measures in response to the COVID-19 pandemic.
 - Specifically, presenters discussed the impacts of COVID-19 on accountability measures, including what can and cannot be measured, what measures will have to be reworked, and possible limitations of measures.

Discussion: Understanding Performance of EL students

- In your state or jurisdiction, are data available on the performance of EL students compared to other student groups?
- Do the data allow comparisons to true peers, as discussed earlier?
- What do the data say about the time it takes EL students to become proficient in English?
- What do the data say about EL students who continue to receive EL services between 5–7 years? How large a group? What is their performance on other measures?

Cycle of Accountability: Integrated and Reinforcing Goals

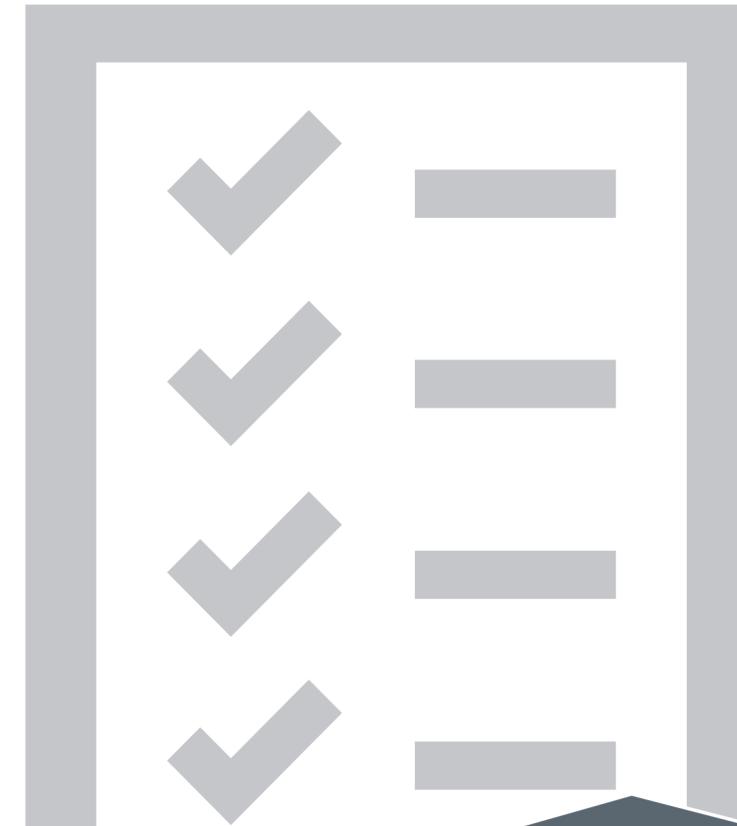


Source: Council of Chief State School Officers, 2011

ESSA Accountability Dimensions



Performance of *all*
students and student
groups.



Required set of
indicators.

Student Groups

All students.

Students from
major racial and
ethnic groups.

Economically
disadvantaged
students.

Students with
disabilities.

Student Groups (continued)

English learners.

Students experiencing homelessness.

Students in foster care.

Students with a parent who is a member of the Armed Forces or National Guard.

ESSA-required Indicators

Academic
achievement in
English language arts.

Academic
achievement in
mathematics.

Another academic
indicator.

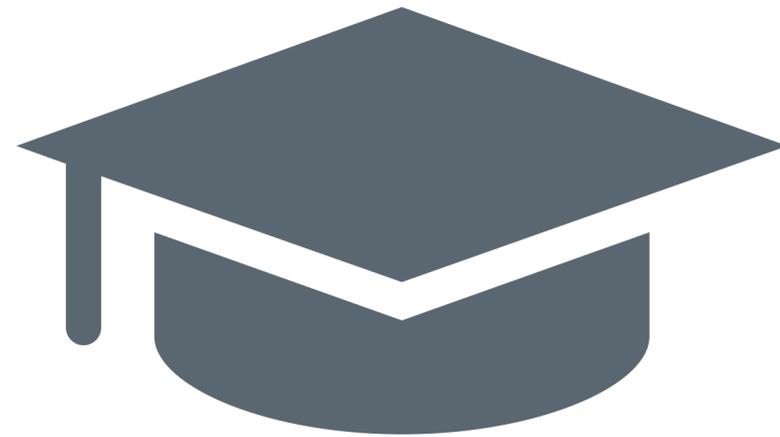
Progress in achieving
English language
proficiency.

Additional indicator
of school quality.

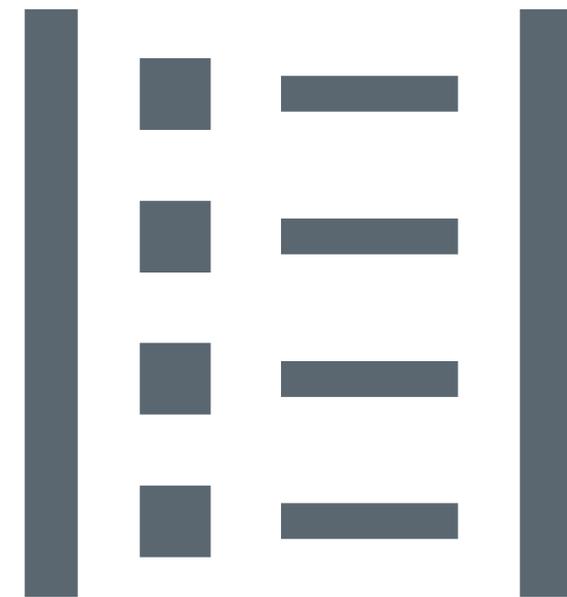
Key ESSA Accountability Requirements



Multiple measures and reporting for student groups.



More weight on academic indicators than school quality and student success.



95 percent participation on statewide academic assessments.

Key ESSA Accountability Requirements (continued)

Identifying schools for support

- Lowest 5 percent of schools receiving Title I funds.
- High schools with less than a 67 percent graduation rate.
- Student group(s) that are “consistently underperforming.”

Plans for schools identified for improvement

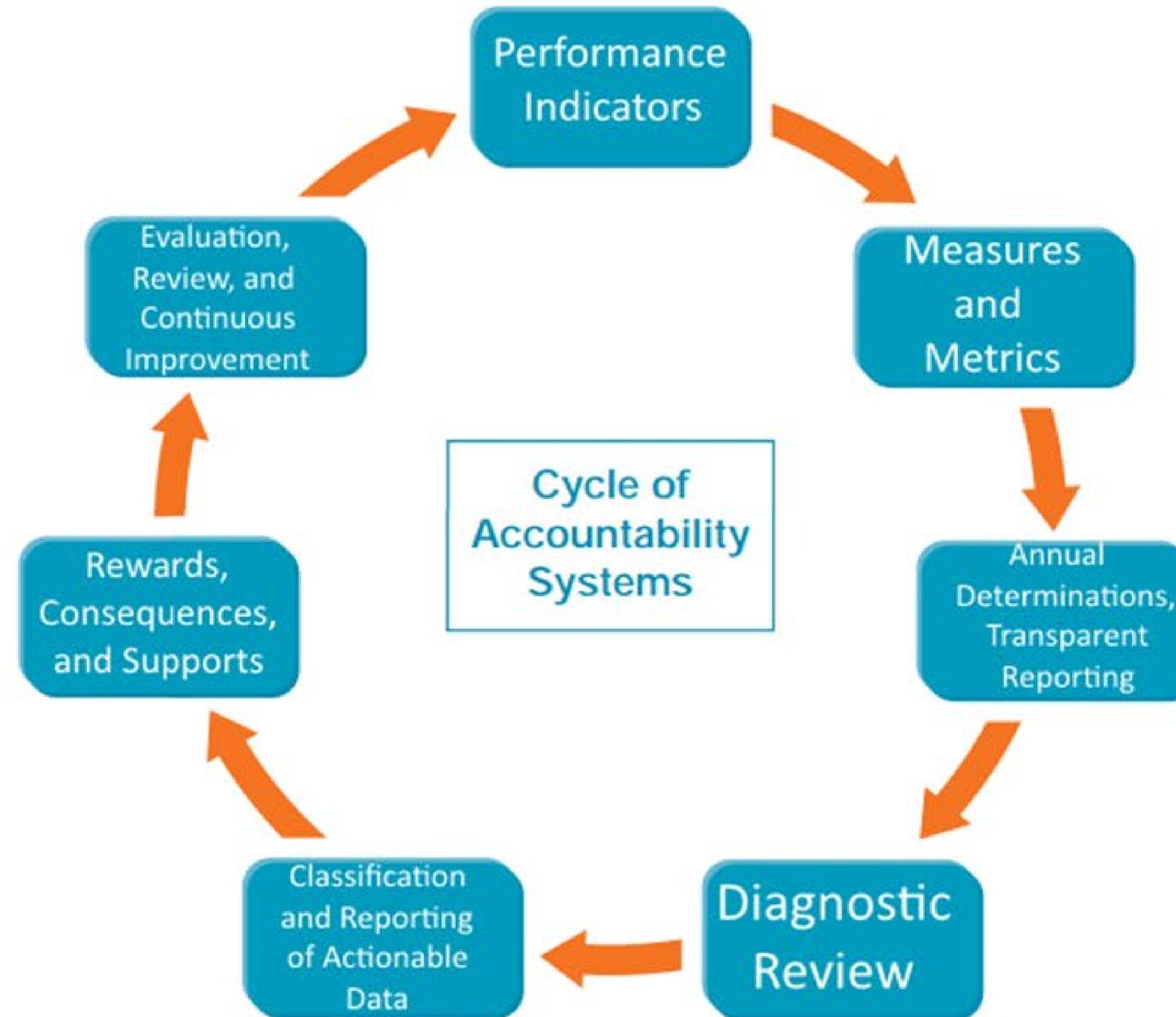
- Evidence-based.
- Developed/implemented locally “in partnership with stakeholders (including principals and other school leaders, teachers, and parents).”

The Accountability Conversation

- Ideally, school accountability takes the form of a continuous improvement cycle.
- The steps in the cycle include evidence-based conversations, actions that support student achievement, and appropriate monitoring to support continuous improvement.
- The more that the steps in the cycle are integrated and understood in the same way, the better the system can function.

Source: Crane & Sigman, 2018

As a Visual ...



Source: Council of Chief State School Officers, 2011

Breakout Groups: Data Needs and Communication

Data Collection Needs Questions

- What are we interested in learning from our data, and toward what end?
- What indicators do we include/want to include in our state or jurisdiction's accountability system?
- What is the data source for each indicator?
- Are there any gaps between the information we have and the information we need?

Engagement and Communication Questions

- Who within our agency needs to be in the accountability discussion? Are there others who can provide expertise about our EL students?
- How do we inform and engage our colleagues?
- How might our agency reach “into the field” to get stakeholder input as we develop and refine the accountability framework (e.g., EL groups, advocacy organizations, district leaders, and staff)?

Reflections and Next Steps

Let's Hear From You...



Type into the chat box

Questions? Reflections? Insights?

Next Steps

- With your respective teams, consider what implementation steps you might be able to take in the immediate and long term.
- What do you need to do regarding data elements?
- What do you need to do regarding stakeholder engagement and communication?

Closing and Stakeholder Feedback Survey

Check Your Email

- ❖ Survey link.
- ❖ Webinar recording.

Questions? Please contact us at

relpacific@mcrel.org

Or email Eric Crane directly

at ecrane@wested.org



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