

## Data Management Plan

### Study information

Title: Effects of English learner student reclassification on student achievement in New Mexico

Abstract: New Mexico requires English learner students to achieve a minimal score on the ACCESS for ELLs assessment, an English language proficiency assessment, to determine whether the students will be reclassified and exit English learner status. The assessment threshold has been set with a goal of ensuring that students who are reclassified can advance academically with their peers, while minimizing the risk of English learner students being reclassified prematurely. The New Mexico Public Education Department (NMPED) has identified a need to better understand whether the assessment threshold is appropriate for New Mexico students and the implications of reclassification for subsequent student outcomes. This study will examine two groups of similar English learner students: (1) students who attained an ACCESS for ELLs composite score at or above the New Mexico threshold of 5.0 and (2) students who attained an ACCESS for ELLs composite score just below 5.0 and remained classified as English learner students. The study will compare average achievement in English language arts and mathematics one year later between these two groups.

The study is designed to address a confirmatory research question (RQ1) on the effects of reclassification and an exploratory question (RQ2) on estimated variability in effects across student groups and districts:

1. What is the effect of English learner student reclassification on student achievement in English language arts and mathematics the following year?
  - a. How does the effect of reclassification based on scores from the current version of ACCESS for ELLs compare to the effect of reclassification based on scores from the prior version of ACCESS?
2. Does the effect of reclassification vary by student home language groups, student gender, grade band, or school district?

The findings from this study will help REL Southwest partners understand implications of the reclassification threshold and make decisions about the assessment threshold and requirements for reclassification. Decisions on whether to maintain or change the threshold have the potential to affect English language development services to thousands of students in New Mexico.

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## **Data sources**

This study will not collect any new data. The study will only require data collected by NMPED. The following table provides details about each piece of data the study team seeks to obtain.

<b>Name of data source</b>	<b>Owner/publisher of the data</b>	<b>Year(s)</b>	<b>Variable(s)</b>
Student enrollment and demographic data	NMPED	2013/14 2014/15 2015/16 2016/17 2017/18 2018/19	District code Student ID (deidentified) Location code School year Grade level Ethnicity code Hispanic ethnicity indicator Gender Special education English language learner code Food program eligibility
PARCC reading and mathematics data	NMPED	2013/14 2014/15 2015/16 2016/17 2017/18	Student ID (deidentified) Test code Scale score Standard achieved code Language of test Assessment school year date
Transition Assessment in Math and English Language Arts (TAMELA)	NMPED	2018/19	Student ID (deidentified) Test code Scale score Standard achieved code Language of test Assessment school year date
iStation	NMPED	2016/17 2017/18 2018/19	Student ID (deidentified) Test code Scale score Language of test Assessment school year date
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	NMPED	2013/14 2014/15 2015/16	Student ID (deidentified) DIBELS Composite Score Language of assessment Assessed grade Assessment school year date
ACCESS for ELLs 2.0 ACCESS for ELLs	NMPED	2013/14 2014/15 2015/16 2016/17 2017/18 2018/19	Student ID (deidentified) Test date Test code Language domain (including Composite) Scale score Proficiency level Assessment school year date

### **Data confidentiality procedures**

Regional Educational Laboratory (REL) Southwest researchers will follow standard protocols as part of the American Institutes for Research data governance and management planning process. The study team will ensure study data remain confidential and will protect personally identifiable information. Data files will be transferred from NMPED to project analysts on a secure data management site. All data files will be housed on a secure drive, and access to the data will be restricted to the staff assigned to the project. Any data obtained for this study will be used only for statistical and descriptive analyses. The study's principal investigators will lead the data management and quantitative analysis task. Staff will maintain written records of data activity to keep detailed records related to the merging, cleaning, processing, and analysis of the data files.

The study report will not identify the name of any specific students or schools. Data will be reported in the aggregate. When there are fewer than 10 individuals in a particular subgroup or area, results will be suppressed.

If both Dr. Garrett and Dr. Larsen leave the study, the applied research task lead for REL Southwest, Dr. Dean Gerdeman, will appoint, in consultation with REL Southwest leadership, a new principal investigator. Dr. Gerdeman will work with the new principal investigator and all other study staff to ensure the transition is smooth and that study data remain confidential.

REL Southwest researchers will destroy all data by November 29, 2022, or when the data-sharing agreement with NMPED is terminated, whichever occurs first. REL Southwest will provide NMPED, no later than 7 days after destruction, with confirmation certifying the destruction of the data.

### **Format for final data file**

The study will produce an alternate data file, as described in the Data Management Plans and Data Files Guidance document, with the relevant documentation needed to replicate the analysis. In a .txt format, the alternate file will describe the data and the steps the study team took to merge and clean the data, create variables, and run analyses.

### **Why a public-use file will not be made available**

NMPED has agreed to provide REL Southwest with administrative data that will be used to answer the study research questions but does not give permission for REL Southwest to share this data with any outside entities, including the Institute of Education Sciences.