



# Collaborative process for Using Data to Inform your ELL Program

April 30, 2015



# Agenda

- Introduction to the process
- Calculations & data dig/analysis experience
- Closure

## Learning Target:

- Increase awareness of the importance and benefits of using a collaborative process to investigate ELL data



# History



# History

- How do I know that my students are making progress?
- How do I know that my program is working?
- How do I know how to adjust my school's programming to increase our effectiveness for next year?

# Process

We needed a process that was timely in order to inform our programming (Oct. is too late)

We needed a foundation of data to push for change.

We needed something consistent & logical to rely on year to year.

# Process

Timeline	Steps
Half-Day ELL specialist meeting	District Data Release
	School Data Dig & Analysis
	Discussion with a similar school
Within 2 weeks of meeting	Principal feedback
	Final Meeting



# Step 1: District Data Release

How does your district view ACCESS scores?

- Frequency reports
- Overall district growth
- Number or percent of students meeting fluency (5ovall + 5lit)
- History of meeting AMAO goals
- Number of ACCESS takers (overall ELL numbers)
- Reflection on our stronger and weaker areas of growth
- Data Goals

# Number of Students Assessed in ECS

Year	# ACCESS Takers
2010	1992
2011	1955
2012	1919
2013	1894
2014	1848
2015	1849



	<b>AMAO 1 Language growth</b>	<b>AMAO 2 Fluency target</b>	<b>AMAO 3 Academics</b>
<b>CELA 2010</b> Targets:50, 11, 100%	52% Yes	11% Yes	100% Yes
<b>CELA 2011</b> Targets:52, 13, 100%	53% Yes	14% Yes	88% No
<b>CELA 2012</b> AMAO1 & 3=62.5% of points, AMAO2=7%	58% of points No	13% Yes	62.5% Yes
<b>ACCESS 2013</b> AMAO1 & 3=62.5% of points, AMAO2=11%	75% of points- Yes	22% Yes	62.5% Yes
<b>ACCESS 2014</b> AMAO1 & 3=62.5% of points, AMAO2=12 or 13%	83% of points-Yes	20% YES	57.5% of points - No
			Reading-75% Writing=50%
			Math= 50% Grad rate=50%

<b>Cut-point: The district/consortium earned . . . percent of the points eligible on this indicator</b>	
• at or above 87.5%	<b>Exceeds</b>
• at or above 62.5% - below 87.5%	<b>Meets</b>
• at of above 37.5% - below 62.5%	<b>Approaching</b>
• below 37.5%	<b>Does Not Meet</b>

# Step 1: District Data Dig

The right column is our district specific goals- Where we expect to see growth in order to meet our goals.

Your district needs to look at where you are currently at and set goals in the levels where you have the most amount of students and you have/are adjusting your programming.

District-wide	ACCESS 2013-2014	Expectation to meet AMAO1 for SY 14-15
Level 1 to 2	90%	90%
Level 2 to 3	78%	80%
Level 3 to 4	58%	60%
Level 4 to 5	47%	50%
Level 5+ to 5oval and 5lit	65%	65%
Overall	63%	SY 14-15=66%

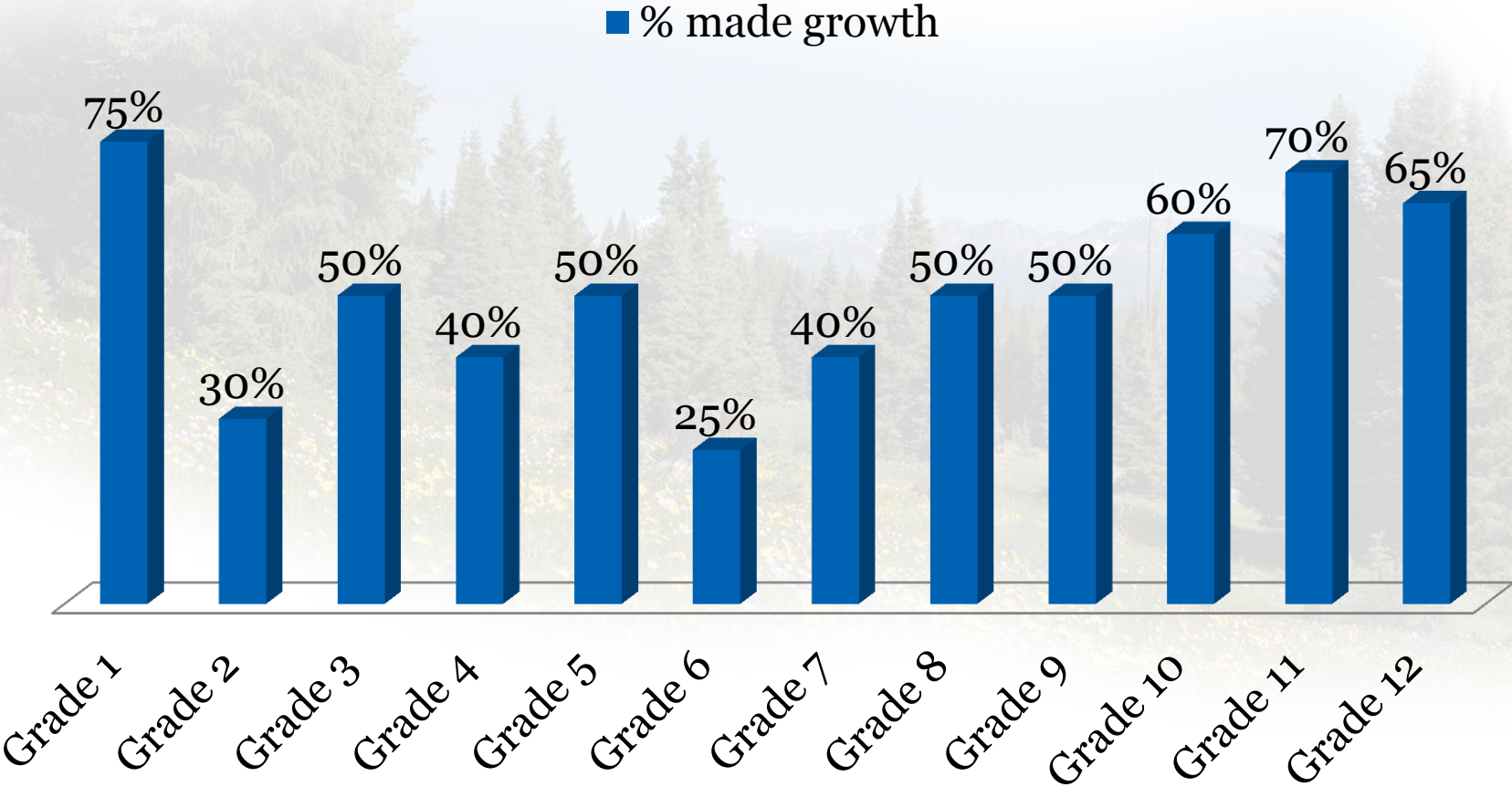
# Step 1: Set expectations

The right column is our district specific goals. You will need to set your own.

Expectation to meet AMAO1	District-wide targets	Elementary	Middle	High
Level 1 to 2	90%	90%	80%	50%
Level 2 to 3	80%	85%	60%	50%
Level 3 to 4	60%	60%	50%	60%
Level 4 to 5	50%	50%	40%	60%
Level 5+ to 5oval and 5lit	65%	85%	25%	85%
Overall	SY 14-15=66%	70%	45%	65%

Expectation to meet AMAO2	District-wide target	Elementary	Middle	High
State 13%	18%	18%	10%	35%

# By Grade level (Mock data)





# Step 2: School Data Dig

**ELL teachers use exported excel lists with 2 years of data to figure out:**

- Overall language growth
- Students up for redesignation
- Student growth by grade level
- Student growth by language level

**Schools use research to help them analyze their program and set next steps**

- Co-teaching rubric
- DLE non-negotiables
- Language Development Framework/Guiding Principles

# Step 3: Discussion with similar school

## Partner A:

1. Share the strengths and challenges your school is having.
2. Share your proposed adjustments for next year.

## Partner B:

1. What experiences do you have with the adjustments your partner is proposing?
2. Make a prediction-will the adjustment have the type of impact that your partner thinks it will? What suggestions can you propose to have a bigger/additional impact?

# Step 4: Principal Feedback

- ELL teachers add their new ideas from the discussion with the ELL teacher from a similar school.
- They then take their ideas back to their principals or leadership team to make adjustments for next year.
- The ELL teacher and principal plan together for their final meeting with the ELL director.

# Step 5: Final Meeting- 4 questions

- What is the data showing you?
- What are your plans for adjustments for next year?
- How can I support you with it?
- How do you think this will impact your students?



# Closure

- What difference does this process make for ELL teachers?

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# Closure

- THANK YOU!