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Conference "Deep in the Heart of Data"
Concurrent Session XII-F



ELLs, NCLB, and AMAOs: The WIDA Consortium's approach to interpreting federal policy and providing guidance

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Under Title III, states must define annual measurable achievement objectives for LEP students served that relate to their development and attainment of English language proficiency while meeting challenging State academic content and achievement standards as required under Title I, section 3122 of NCLB.

Three specific AMAOs have been established under NCLB:

AMAO 1: ELL students *progressing* in English language acquisition

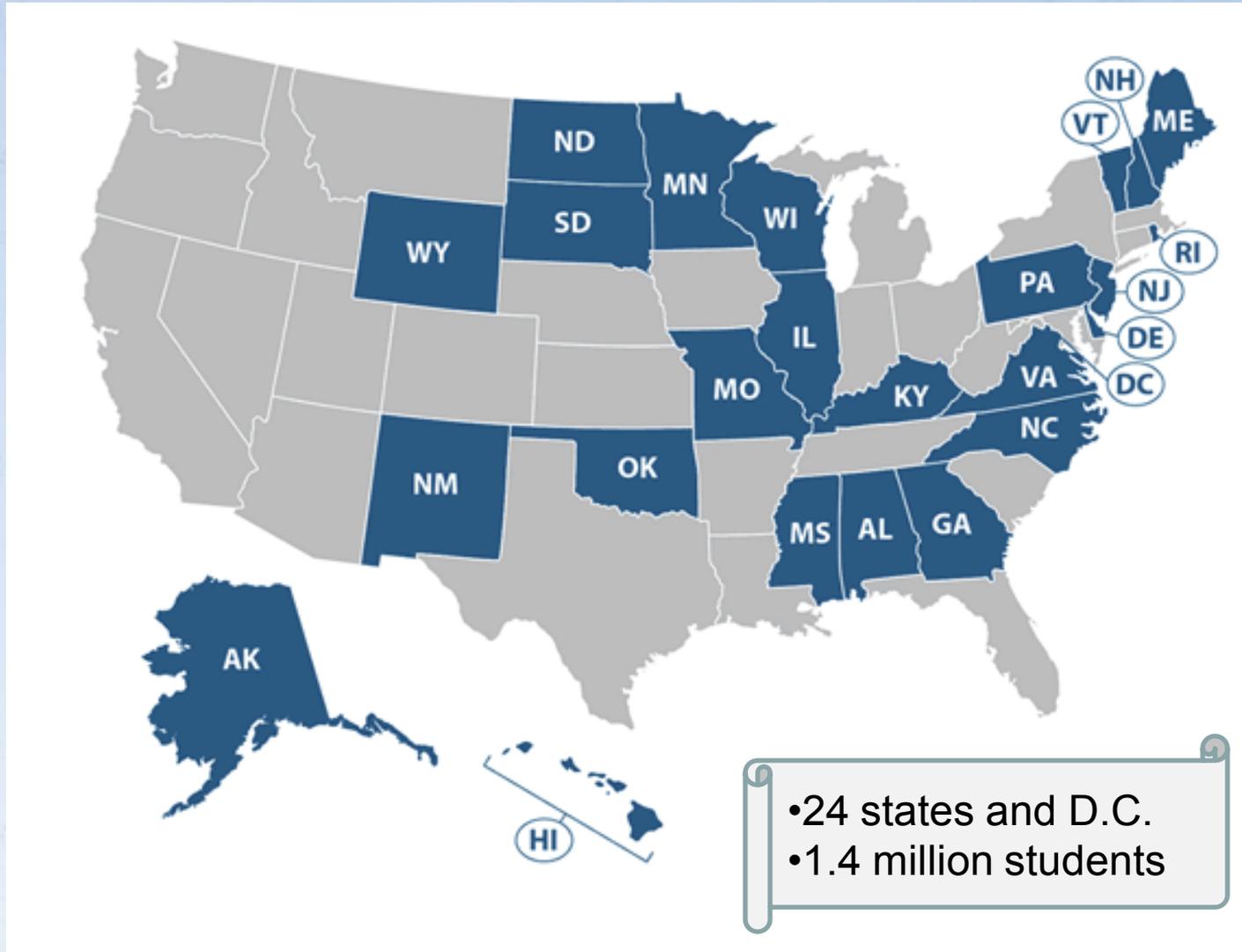
AMAO 2: ELL students *exiting or reaching* English language proficiency

AMAO 3: ELL *Adequate Yearly Progress (AYP)*

- Linquanti, R. & George, C. (2007). Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date.
- Cook, H. G., Boals, T., Wilmes, C. & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states.

Established Key Criteria for Setting AMAOs

What is the WIDA Consortium?



Standard 1 – Social & Instructional Language (SIL)

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts (LoLA)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics (LoMA)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 – Language of Science (LoSC)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 – Language of Social Studies (LoSS)

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Four Language Domains

Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking – engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading – process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing – engage in written communication in a variety of forms for a variety of purposes and audiences

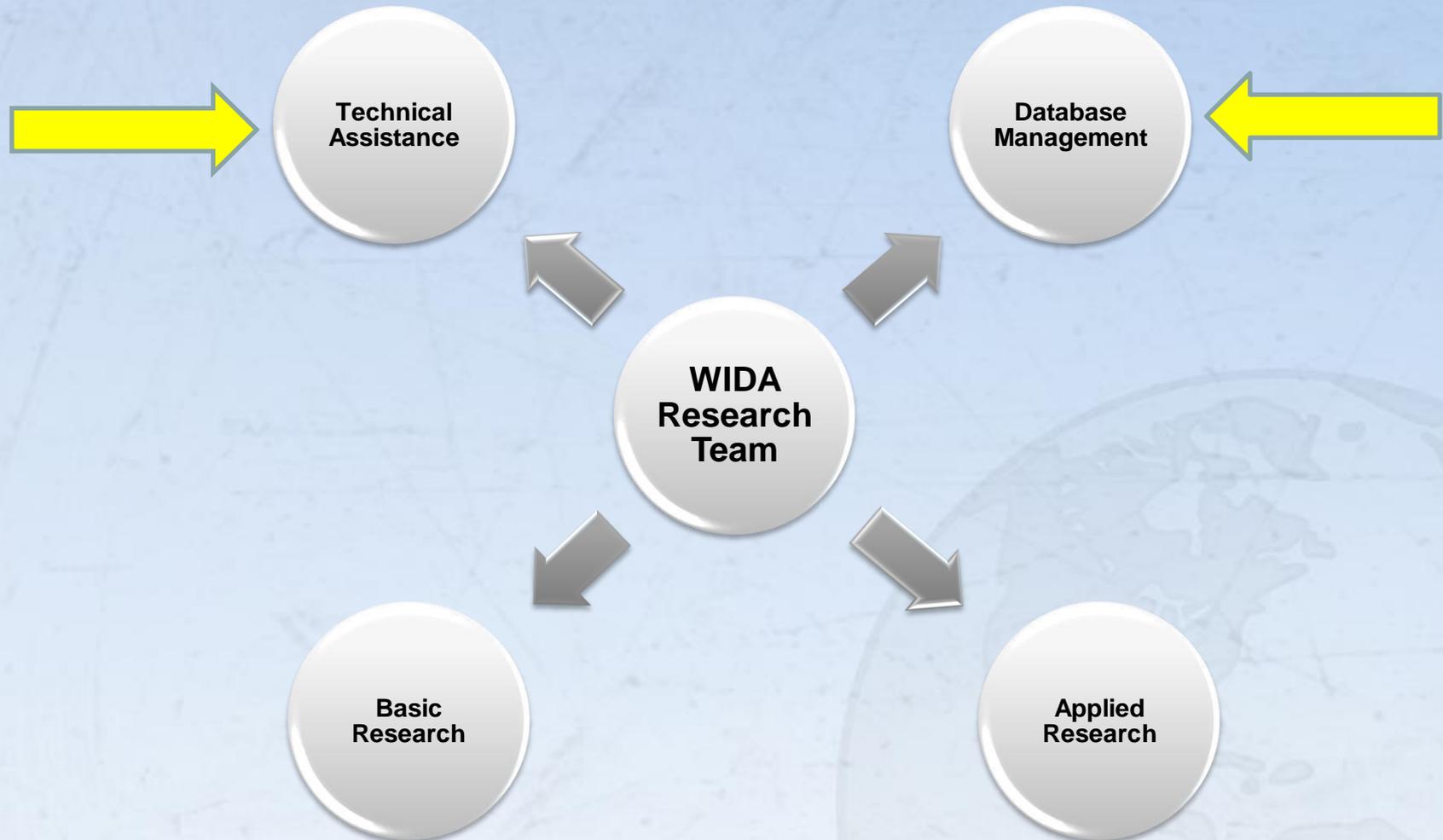
Organization of ELP Standards

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

Level 6- Reading

ELP Standard 1: Social and Instructional Language, Summative Framework

WIDA Research Areas



Technical Assistance Projects and Policy Guidance – AMAO 1

- Provide policy guidance on AMAO 1:
 1. Determine the scoring metric
 2. Determine the annual growth target
 3. Set the starting point
 4. Set the ending point
 5. Determine the annual growth rate

- Meet with the State stakeholders to discuss findings

- State stakeholders make *recommendations* to SEA/LEA

Technical Assistance Projects and Policy Guidance – AMAO 2

- Provide policy guidance on AMAO 2:
 1. Define ELP
 2. Determine the cohort
 3. Set the starting point
 4. Set the ending point
 5. Determine annual growth rate

- Meet with the State stakeholders to discuss findings

- State stakeholders make *recommendations* to SEA/LEA

Sample AMAO 1 & 2 Analysis

State A		0.5 Composite Proficiency Level			State A		5.0 Composite Proficiency Level		
AMA01	2009				AMA02	2009			
District Name	No Growth	Growth	District Total	Pct Growth 09	District Name	No Exit	Exit	District Total	PCT Exit 09
District #1	3	9	12	75.0%	District #1	2	10	12	83.3%
District #2	2	7	9	77.8%	District #2	2	3	5	60.0%
District #3	4	8	12	66.7%	District #3	6	1	7	14.3%
District #4	5	10	15	66.7%	District #4	15	24	39	61.5%
District #5	10	14	24	58.3%	District #5	16	22	38	57.9%
District #6	16	20	36	55.6%	District #6	0	1	1	100.0%
District #7	3	5	8	62.5%	District #7	5	6	11	54.5%
District #8	3	8	11	72.7%	District #8	20	24	44	54.5%
District #9	15	12	27	44.4%	District #9	0	0	0	0.0%
District #10	1	5	6	83.3%	District #10	2	4	6	66.7%
District #11	4	4	8	50.0%	District #11	51	35	86	40.7%
District #12	21	13	34	38.2%	District #12	12	8	20	40.0%
District #13	39	25	64	39.1%	District #13	46	30	76	39.5%
District #14	173	166	339	49.0%	District #14	8	5	13	38.5%
District #15	24	42	66	63.6%	District #15	3	1	4	25.0%
Grand Total	323	348	671		Grand Total	188	174	362	

- Lack of capacity at SEAs in data analysis
- ELL policy:
 - Need for communication between entities
 - Influence federal ELL policy
 - Share outcomes, successes, results
- Lots of data, but SEAs and LEAs know the kids best

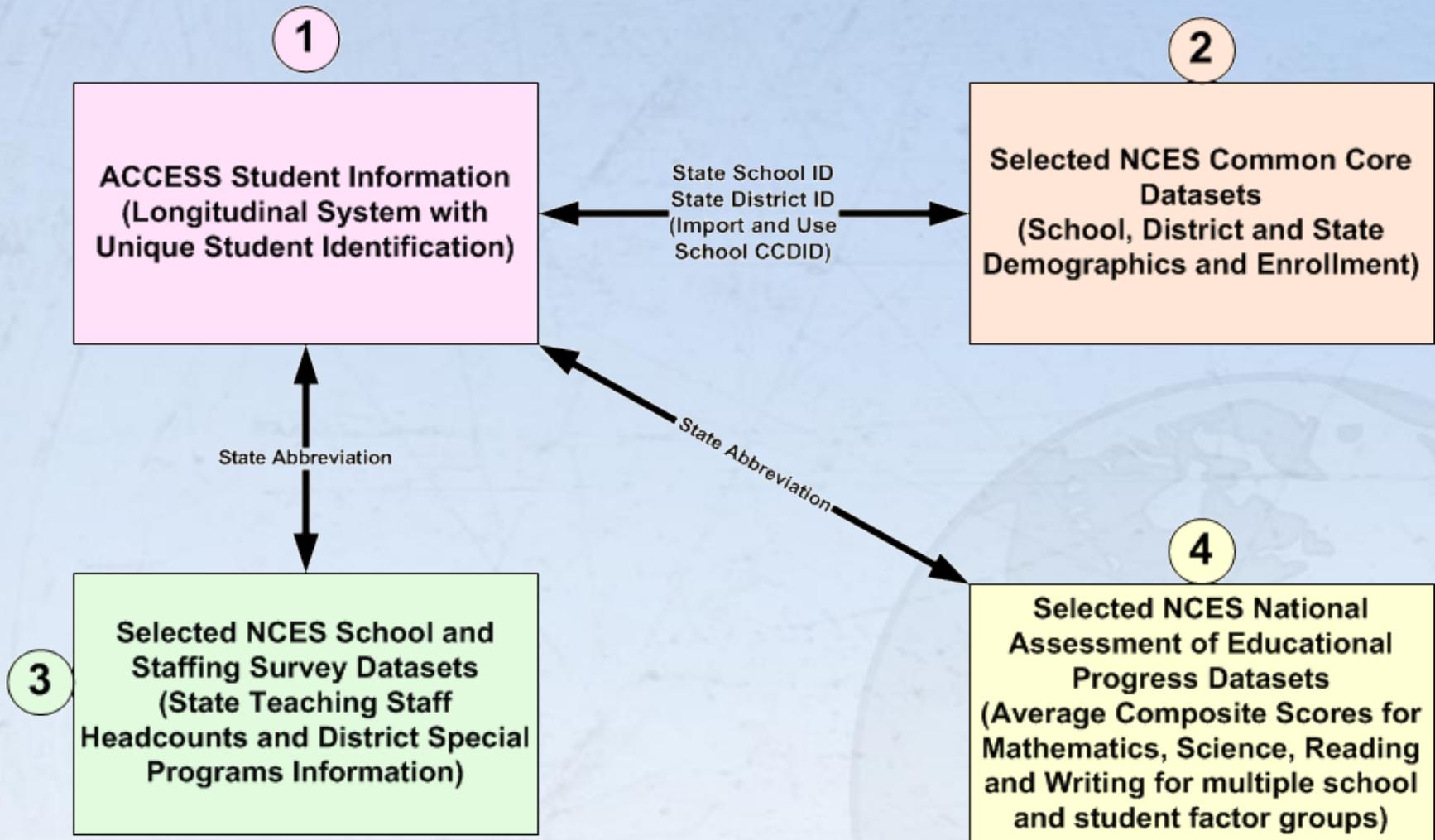
Data Requirements for AMAO Analyses

- Longitudinal ACCESS test data → Students matched across years
- Data reasonably cleaned and/or validated
- Robust methodology for student matching
- Reliable procedure to handle cases with missing/invalid student identification fields
- On-demand, secure data delivery with remote availability
- Provide both atomic and aggregate information

Data Delivery - WIDA Data Warehouse

- High-performance, scalable SQL Server database
- Over a million individual test takers from 22 states across US (and growing...)
- ACCESS Test Information (test scores, restricted student identification data and demographics),
- Connected to selected NCES Research Data Collections
- Core database for WIDA Projects, Research Initiatives and Reporting Framework

WIDA Data Warehouse - Datasets

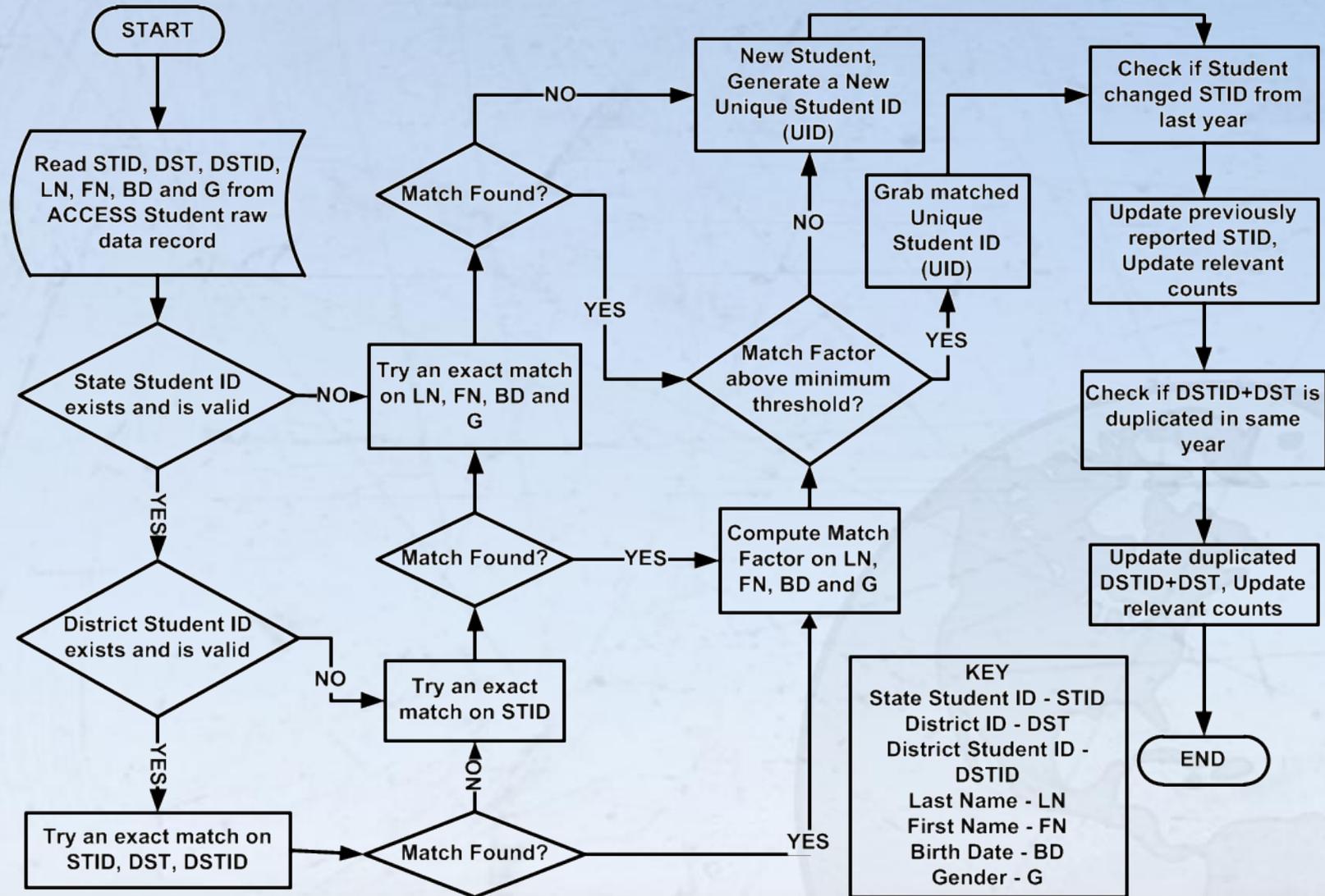


Building Longitudinal System for AMAO

- It's comprehensive and challenging, and why?
- Across successive test administrations:
 - Old/Current Students Transfer to different state/ exit the ELL program
 - New students enter the state and/or the ELL program
- Missing pieces in student identifier fields
- Matching can be only correct up to a certain confidence level

Good quality data → Better understanding of student growth (and a key to happy life!)

Building Longitudinal Student Record System

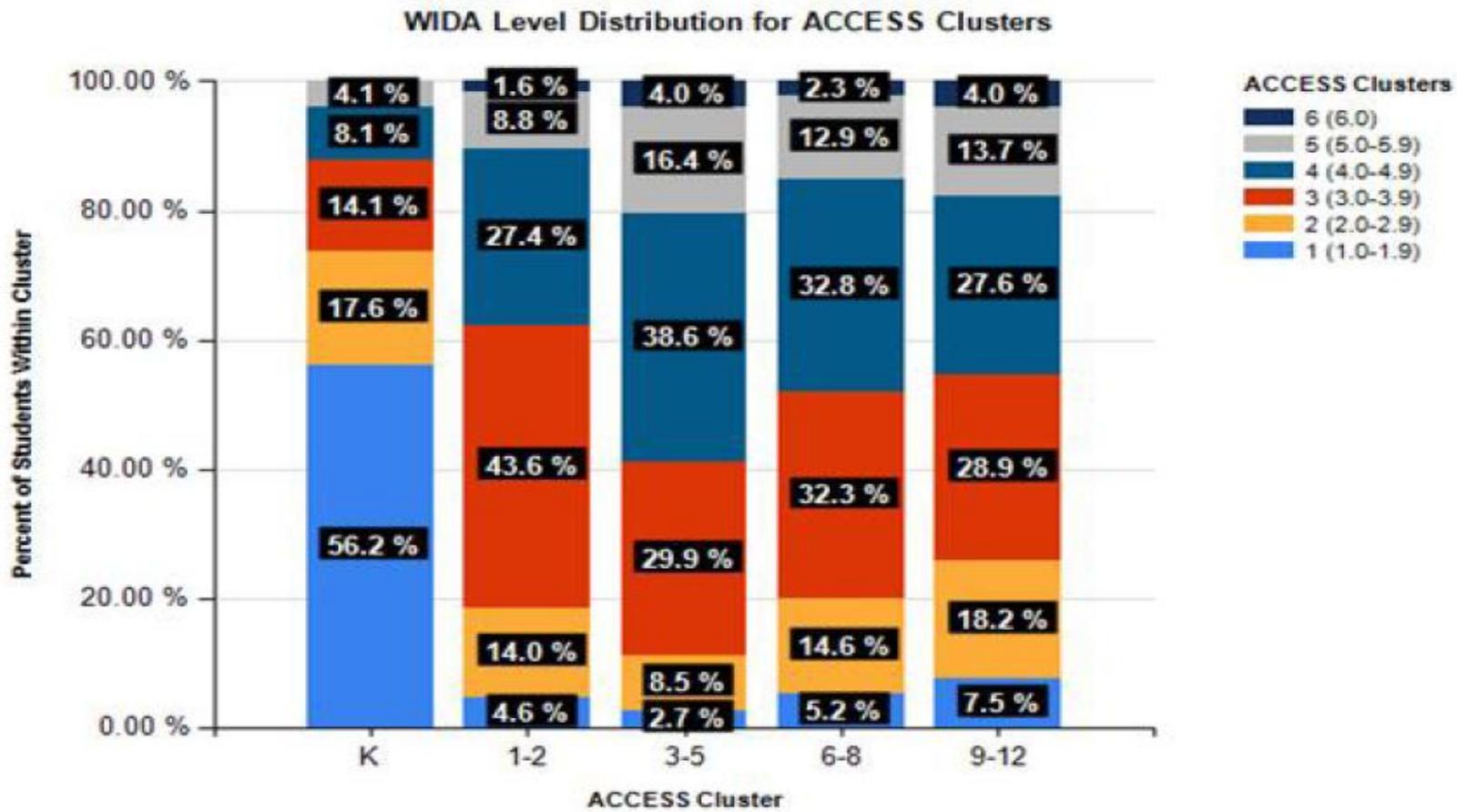


Reporting Framework for WIDA Members

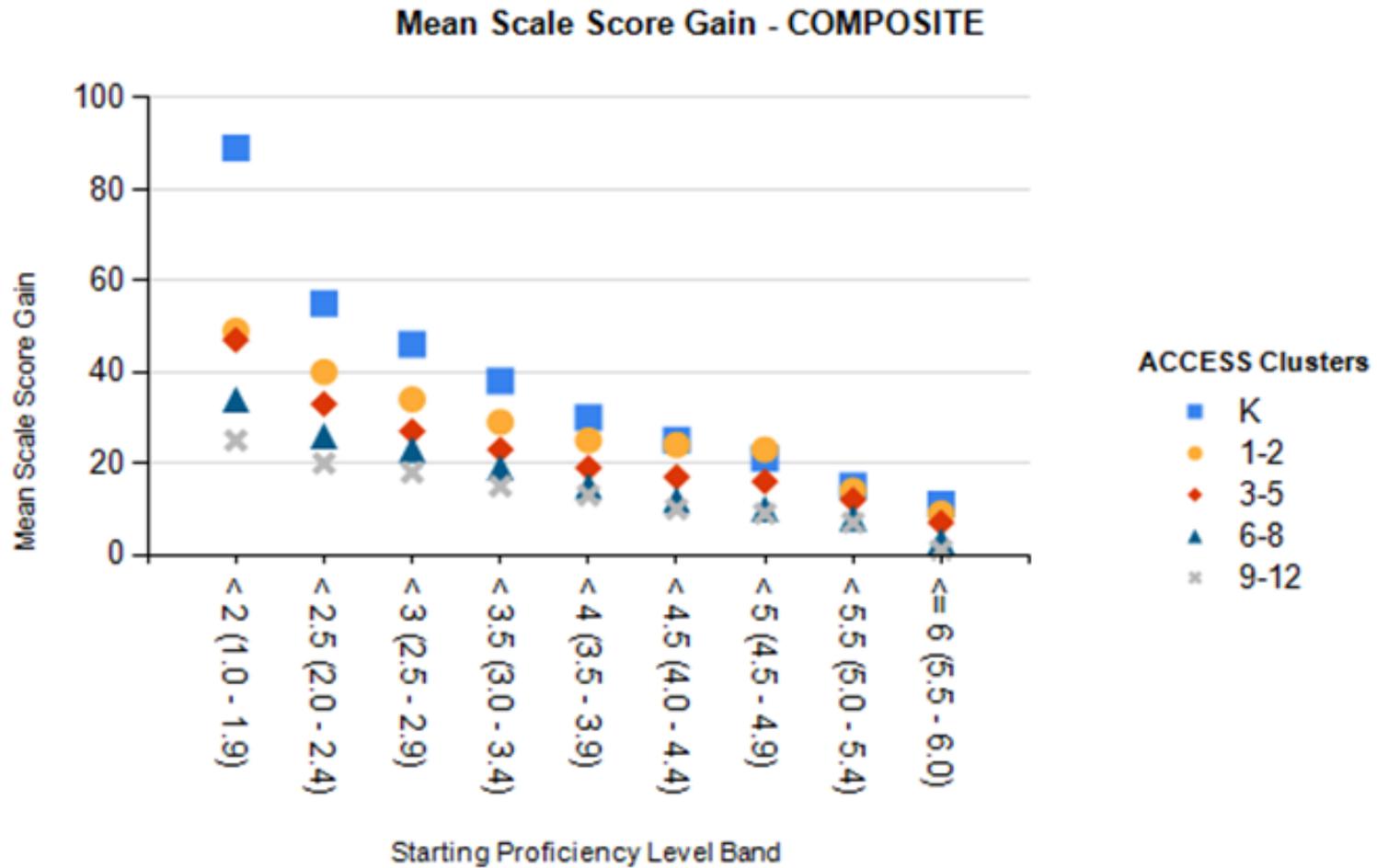
- Statewide and WIDA-wide performance dashboard reports
- More insightful reports soon based on ACCESS and NCES datasets
- State/WIDA Dashboard Key areas
 - State Performance and State Growth in ACCESS Domains and Grade Clusters
 - Native Language Distribution for States
 - Comparison with NAEP Average Composite Scale Scores
 - Largest 10 Districts based on student enrollment

State Performance by ACCESS Cluster

WIDA Level Distribution of Enrolled Students by ACCESS Cluster - COMPOSITE Domain

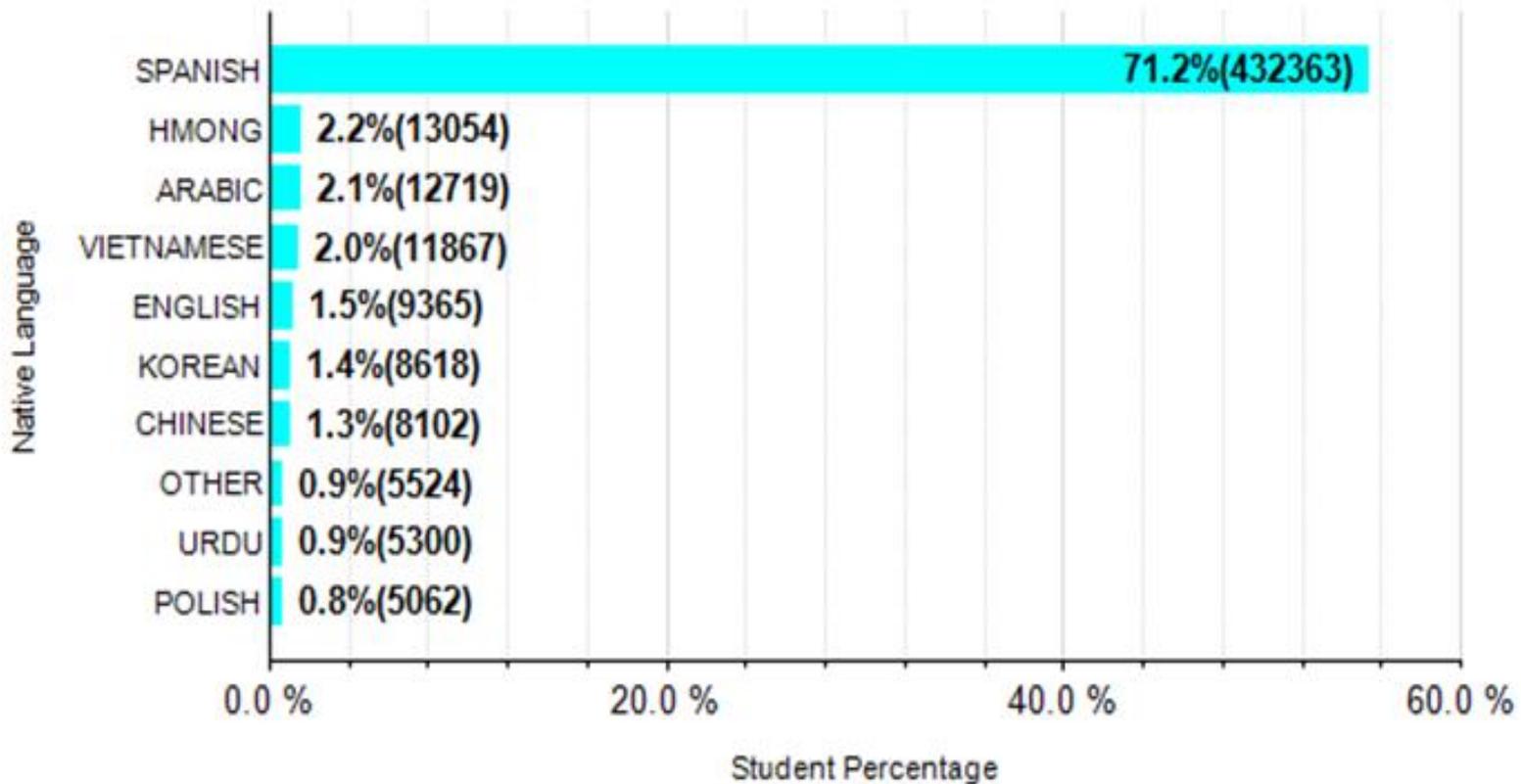


State Growth by ACCESS Cluster



Native Language Distribution in a State

Student Percentages for Top 10 Native Languages Reported



Pits and Falls (and insights)

- Always question the data you have (for correctness and completeness)
- Good quality source data → High Reliability on student matching
- Don't assume quality of key student identifiers while longitudinally matching students
- Make the framework inherently longitudinal
- Data is a “double-edged sword:”
 - Good data **MAY** lead to good decision making and policies
 - Bad data **CERTAINLY** could lead to bad decision making on policies

Questions?

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