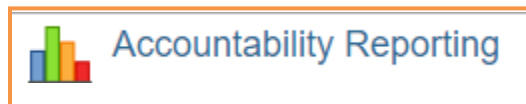


ENGLISH LEARNER DATA TOOLKIT

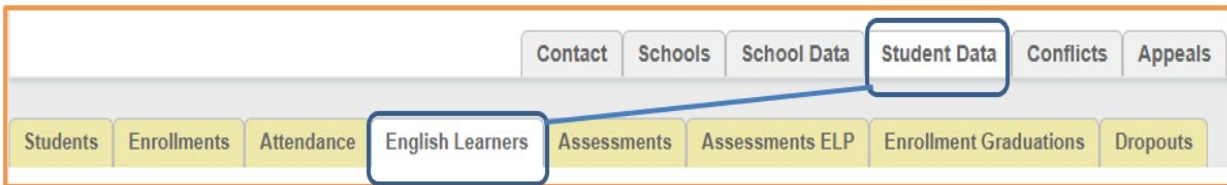
The **English Learners** tab in the **Accountability Reporting** application contains an abundance of useful data regarding English Learners and the English language proficiency assessment. This document explains how to access and understand the data in the **English Learners** tab, analyze the data, and export and strategically use the data to better serve and support English Learners and provide necessary interventions.

Accessing Data in the **English Learners** Tab

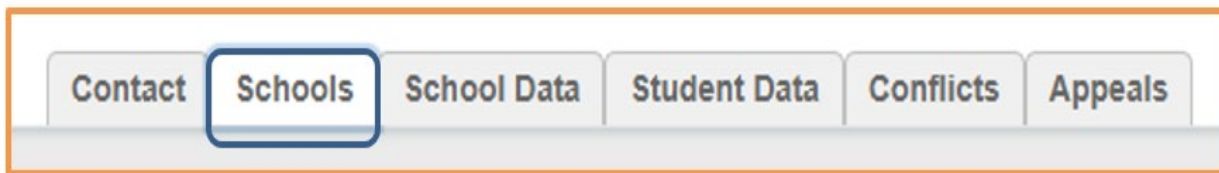
The **English Learners** tab can be accessed by signing into your **Single Sign On** account and choosing **Accountability Reporting**.



From **Accountability Reporting**, click on **Student Data** and then choose **English Learners**.



If you are a district user, you will need to click on **Schools** and then choose a school.



The **English Learners** tab will open a spreadsheet that displays all ELs and former ELs enrolled at the site. Sites may use the drop-down tab to filter this spreadsheet by year. *Please note that all demographic columns have been removed from this image to ensure student privacy.*



Year **2021** ▼

English Proficiency Code ↕	Language Count	Enrollment Exit Date	Assessment	Accommodation	Prior Year Comp Scale Score	Comp Scale Score	Comp Scale Score Target	Comp Perf Level Exit Target	EL Proficiency Status	EL Exit School Year	Expected EL Exit School Year
1636	3	05/26/2021			407		412		Proficient - Exited Prior Year	2020	2020
1634	3	05/26/2021	View			334		4.8	Not On Track		2024
2349	3	05/26/2021	View		337	369	367	4.8	On Track		2023
2349	3	11/17/2020			350		386	4.8	Not On Track		2022
2349	3	05/26/2021	View		362	376	412	4.8	Not On Track		2018

Understanding Data in the English Learners Tab

This section presents a description of the relevant columns displayed in the **English Learners** tab and how LEAs can utilize the data contained within the columns.

English Learners Tab Column Descriptions

English Language Proficiency Code: Displays state codes:

- **2349 English Learner-** a student with a Home Language Survey (HLS) that listed a language other than English and who did not score proficient when administered an English language proficiency screener
 - **1637 EL Declined District EL Services-** an EL whose parents declined services but must still participate in the annual English Language Proficiency (ELP) assessment until reaching proficiency
 - **1636 Re-designated English Proficient-** a former EL who scored proficient on the ELP assessment or exited via the ELP Band Committee Request
- Sites can use this column to determine how a student was previously coded and to verify correct current coding in the Student Information System.
 - *Please note previous coding may be incorrect.*

Language Count: Displays the number of languages listed on a student’s HLS.

- Sites can click on the blue number to see what languages were reported in current and previous years which may change based on HLS responses from year to year.

Assessment: Displays links to ELP assessment results.



- Sites can click on **View** to see a student’s individual domain scores as well as overall composite score.
- The data can also be viewed as a spreadsheet and exported from the **Assessments ELP** tab.

Accommodation: Displays a box for students eligible for accommodations on the ELP or state assessment under EDPlan or a **Y** if a site has already selected an accommodation.

Prior Year Comp Scale Score: Displays the student’s most recent composite scale score from a previous year.

- This column will be blank if it is the student’s baseline year.
- Composite scale scores are calculated using the following method: 35% Reading, 35% Writing, 15% Listening, and 15% Writing.

Comp Scale Score: Displays the actual composite scale score earned on the ELP assessment for the current year.

- *Please note that prior to assessment or if the student did not participate in the ELP assessment, this column will be blank.*

Comp Scale Score Target: Displays a student’s growth target which is calculated by taking the [WIDA Scale Score to Proficiency Levels](#) for the grade level the student is expected to exit as determined by the baseline score and dividing those points over the remaining years.

- It reflects the score the student will need on the ELP Assessment to be considered **On Track** and be included in the numerator for the ELPA Indicator calculation for the site.
- *Please note that if a student does not have a baseline score or has exceeded their years to exit, this column will be blank.*

Comp Performance Level Target: Displays the composite performance a student needs to be considered proficient.

- This target will always be 4.8 unless OSDE makes changes to the exit score.

EL Proficiency Status: Displays the student’s EL proficiency status:

- **On Track-** a student who has obtained or exceeded their **Comp Scale Score Target**



- **Not On Track-** a student who did not obtain their **Comp Scale Score Target**
- **Proficient-Auto Exited-** a student who obtained a 4.8 or above on the ELP assessment
- **Proficient-Exited-** a student who obtained a 4.3-4.7 on the ELP assessment, met additional criteria, and was approved to exit through the ELP Band Committee Request
- **Proficient-Exited Prior Year-** a student who scored a 4.8 or above on the ELP assessment or exited via the ELP Band Committee Request in a previous year

EL Exit School Year: Displays the year the student exited with a 4.8 or above or an ELP Band Committee Request.

- *Please note this column will be blank if a student has not exited.*

Expected EL Exit School Year: Displays the expected school year to exit as determined from the student’s baseline score.

Analyzing Data in the English Learners Tab

This section demonstrates how to analyze the data provided in the columns within the **English Learners** tab through various scenarios LEAs might encounter.

English Proficiency Code	Language Count	Enrollment Exit Date	Assessment	Accommodation	Prior Year Comp Scale Score	Comp Scale Score	Comp Scale Score Target	Comp Perf Level Exit Target	EL Proficiency Status	EL Exit School Year	Expected EL Exit School Year
1. 1636	3	05/26/2021			407		412		Proficient - Exited Prior Year	2020	2020
2. 1634	3	05/26/2021	View			334		4.8	Not On Track		2024
3. 2349	3	05/26/2021	View		337	369	367	4.8	On Track		2023
4. 2349	3	11/17/2020			350		386	4.8	Not On Track		2022
5. 2349	3	05/26/2021	View		362	376	412	4.8	Not On Track		2018

Student from Row 1: This student is currently coded as **1636 Re-designated English Proficient** because they either scored a 4.8 or above on the ELP assessment or exited via the ELP Band Committee Request in 2020 which was their **Expected EL Exit School**



Year. This student will continue to be included in the numerator of the ELPA Indicator calculation for 4 years after reaching proficiency.

Student from Row 2: This student is incorrectly coded as **1634 Fluent English Speaker** (proficient on screener); since the student is expected to participate in the ELP assessment, the student should be coded as **2349 English Learner** or **1637 EL Declined District EL Services**. Because this is the student's first year, they only have a **Comp Scale Score**. This score serves as their baseline score, and next school year, the student will have a **Comp Scale Score Target**. Established from the baseline score, the student's **Expected EL Exit School Year** is 2024. Since this was a baseline year, this student does not have a **Prior Year Comp Scale Score** and is considered **Not On Track**. They will not count in the numerator or denominator of the ELPA Indicator calculation for this school year.

Student from Row 3: This student is currently coded as **2349 English Learner** and exceeded their **Comp Scale Score Target** by 2 points ($369-367=2$). This student's **Expected EL Exit School Year** is 2023. This student is considered **On Track** and will be included in the numerator of the ELPA Indicator calculation for this school year.

Student from Row 4: This student is currently coded as **2349 English Learner** and did not participate in the ELP assessment this school year, so they have no **Comp Scale Score**. Because this student did not participate in the assessment, this student is considered **Not On Track**. Next school year, this student's **Comp Scale Score Target** will be recalculated based on their **Prior Year Comp Scale Score**. Being that this student is already behind 36 points on their **Comp Scale Score Target** ($386-350=36$) and since the growth model recalculates each year resulting in a higher growth target, this student should be considered for Tier 2 or 3 interventions. A site may then click on the **Assessments ELP** tab to view and export domain specific data for this student to target lowest domains to assist them in getting back on-track. This student's **Expected EL Exit School Year** is 2022, and the student will be included in the denominator of the ELPA Indicator calculation for this school year.

Student from Row 5: This student is currently coded as **2349 English Learner** and did not meet their **Comp Scale Score Growth Target** by 36 points ($412-376=36$). Therefore, this student is considered **Not On Track**. Being that this student is already behind 36 points, and since the growth model recalculates each year resulting in a higher growth target, this student should be considered for Tier 2 or 3 interventions. A site may then click on the **Assessments ELP** tab to view and export domain specific data for this student to target lowest domains to assist them in getting back on-track. This student has exceeded their **Expected EL Exit School Year**, and their **Comp Scale Score Target** will always be the grade level scale score equivalent of a 4.8. The student will be included in the denominator of the ELPA Indicator calculation for this school year.



Strategic Use of EL Data from the English Learners Tab

This section provides steps on how to export, filter, sort, and compare EL data and create formulas to view **Scale Score Growth** and **Points to Target** to analyze local data further and determine students in need of Tier 2 or 3 interventions.

When the **English Learners** tab is accessed, click on the blue **Download CSV** button to export data.



- Sites may filter out **Proficient-Auto Exited**, **Proficient-Exited**, or **Proficient-Exited Prior Year** students and students missing a **Prior Year Comp Scale Score** and/or a **Comp Scale Score** for the purpose of comparing data.
- Sites may add a column for **Scale Score Growth** by using a formula that subtracts the **Prior Year Comp Scale Score** from the **Comp Scale Score**.
 - This will enable sites to see student growth from one year to the next.
- Sites may add an additional column for **Points to Target** by using a formula that subtracts the **Comp Scale Score** from the **Comp Scale Score Target**.
 - This will enable sites to view how many points students exceeded or fell short of in terms of meeting the **Comp Scale Score Target**.
- Sites may sort data by grade level (smallest to largest) and color code appropriately as well as separate grade levels into individual tabs.
- Sites may sort **Scale Score Growth** (largest to smallest) and color code EL Proficiency Status **On Track** and **Not On Track**.
- Sites may filter students **Not On Track** and sort by **Scale Score Growth** (smallest to largest) to see students with the largest amount to grow to be considered **On Track**.
 - The growth model recalculates each year resulting in higher growth targets for those students who were unable to meet their **Comp Scale Score Target**.
 - Due to the significant amount of growth these students need to make, they should be considered for Tier 2 and 3 interventions.





- Sites may then click on the **Assessments ELP** tab to view and export domain specific data to target lowest domains to assist them in getting back on-track.
- Sites may also export and sort data on the **Assessment ELP** tab to develop English Learner professional development initiatives that address the lowest domains.
- Sites may filter students **Not On Track** and sort by **Points to Target** (smallest to largest) to identify students that barely missed their targets to provide additional support before these points begin to accumulate.

For questions about the English Learners tab or how to strategically use EL data, please contact:

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