

**CSDE PRESENTATION TO CAPELL**  
**DECEMBER 2, 2011**  
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**2) Shortage Areas, 2011-12 & 2012-13**

- *2011-12 School Year*: Includes among other areas Bilingual, TESOL, World Languages, Speech and Language Pathologists, Intermediate Administrator (includes Subject Area Supervisor)
- *2012-13 School Year*: Includes among other areas Bilingual, World Languages, Speech and Language Pathologists, Intermediate Administrator (includes Subject Area Supervisor)
- Benefits of Shortage Area Designation:
  - Student loan deferral/forgiveness
  - Mortgage assistance through CHFA
  - Greater hiring flexibility for districts
- *Bilingual for 2011-12 School Year*:
  - Total Bilingual Positions declined -21% from prior school year yet schools identified for bilingual programs had not appreciably changed
  - Available Bilingual Positions Districts sought to staff declined -47%
  - 8 of 18 available positions were not filled by Oct 1, 2011
- *TESOL*: Just missed being designated as a shortage area

**3) AYP RESULTS** <http://www.Ctayp.emetric.net>

- Public website for all current and archived AYP results
- Provides AYP report cards by district and school
- ESL directors and teachers can use this site to obtain AYP data for ELL subgroups in other districts to make comparisons with their own students' results

**4) CEDaR AMAO Results**

- Districts can access their AMAO results from the CSDE's website
- To begin, click the CEDaR link on the Main Page

**5) CEDaR Options**

- Once in CEDaR, districts have a choice of how to access their results:
- **District Profiles**: Presents AMAO 1 & 2 for all Title III Independent District subgrantees
- **Data Tables**: Presents All 3 AMAO results for all Title III subgrantees (Independent Districts, Consortia and Consortia Members with more than five students)

## **6) District and School Snapshots**

- On the left side of the page, select *Performance* and then *AMAO*

## **7) AMAO Options in District Snapshot**

- You may select Weighted or Unweighted Proficiency or Progress
- For federal accountability, AMAOs are based upon weighted scores that take in to account English language support service time
- Unweighted scores are simple percentages of the students who made Progress or achieved Proficiency

## **8) Independent District Weighted Proficiency**

- Graphs and Tables provide 3 years of data:
  - District scores
  - State scores
  - AMAO targets (only for weighted scores)
- Data can download in Excel, csv or PDF format
- ESL Directors and teachers can access AMAO results from other districts to compare with their own results

## **9) AMAOs in Data Tables**

- Can navigate to Data Tables by going back to the CEDaR home page or click the Data Tables link at the top of any page in CEDaR

## **10) Select ELL from Menu**

- Once, in Data Tables, Select English Language Learners from Left Menu

## **11) Select Title III Subgrantee Type (Consortia or District)**

## **12) Consortia Screen**

- Select a year or all years
- Select a consortium or all consortia
- Click the *Report* button
- Provides consortium and member district results
- Data can download in Excel, csv or PDF format

### **13) *AMAO Report***

- Results Presented:
  - *Consortia and Independent Districts*: Weighted and Unweighted Proficiency and Progress, AMAO Three (AYP), AMAO Targets, Overall AMAO Status and Year Failed
  - *Consortia Members*: Weighted and Unweighted Proficiency and Progress and AMAO Three (AYP)

### **14) *ELL Students Reaching English Mastery***

- In 2011, 4,392 or 14.4% of students who completed LAS Links met mastery
- The 2008 to 2009 jump in students that reached Mastery is due to increased rigor of the data collection process
- 2011 increase is a real increase as the data collection process has not changed over the last few years and the percentage of test completers who met Mastery increased from 13% in 2010 to 14.4% in 2011
- 32% of all who students who were proficient on LAS Links achieved Mastery
- *ELL Students who were also identified for Special Education Services: 5.6% achieved Mastery*

### **15) *Mastery by Grade***

- *K-2 overrepresented in group that made Mastery*
  - Are 37.6% of all ELL but 43.7% of those who achieved Mastery
  - 16% of K-2 test completers made Mastery
  - 46% of K-2 who were Proficient on LAS Links achieved Mastery
- *High School underrepresented among group that made mastery*
  - 20.5% of all ELL but 13.5% of group that made mastery
  - 10% of High School test completers achieved Mastery
  - 25% of High School students who were Proficient on LAS Links achieved Mastery (similar for 3-5 and 6-8 grade bands)

**16) English Mastery by Years of ESL Services**

- Those with less than one full year of English Support services were least likely to achieve Mastery (8%)
- Highest percentage were those with 1 full year of services but less than 2 years (20%)
- The percentage that achieved Mastery tailed off after three years. One factor is that Special Education students become more prevalent in this group of longer-term ELL students
- 17% of Students who completed the LAS Links and whose parents refused services achieved Mastery

**17) Average Years of ESL Service Time by Grade and Mastery Status**

<b>Grade</b>	<b>Did Not Reach Mastery</b>	<b>Reached Mastery</b>
Overall	2.2	2.3
K-2*	0.89	1.19
3-5	2.73	2.8
6-8	3.38	3.45
9-12*	3.12	3.66

**\*Significantly Different**

- The average years of English language support services were significantly different for students who met Mastery and those who did not for those in K-2 and High School.