

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

Grade	Did Not Reach Mastery	Reached Mastery
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.