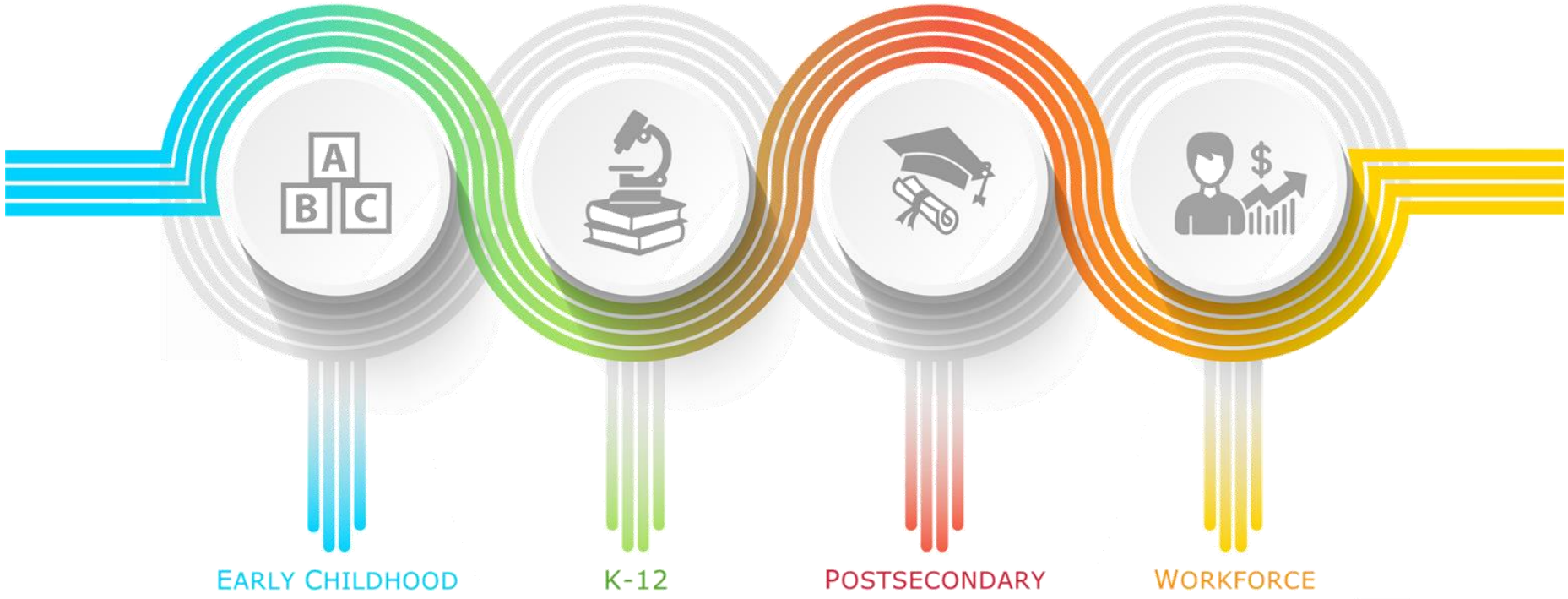
Education Roundtable

Looking at Literacy and English Learners with an Equity and Access Lens

October 31, 2018



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Today's Goals

- Continue discussions about equity/access that were started at the Hawai‘i Education Research Network (HERN)
- Develop research questions that addresses priority areas for the Hawai‘i State Department of Education (HIDOE) and University of Hawai‘i (UH)
- Discuss research methodology and data collection
- Identify potential research project leads

Agenda

- HIDOE updates on literacy/English Language Arts (ELA) and English Learners (EL)
- Student outcome data for ELA and EL
- Small group discussion: What we noticed → Research questions
- Gallery walk and break
- Small group discussion: Research questions → Research design
- Share out, closing, next steps

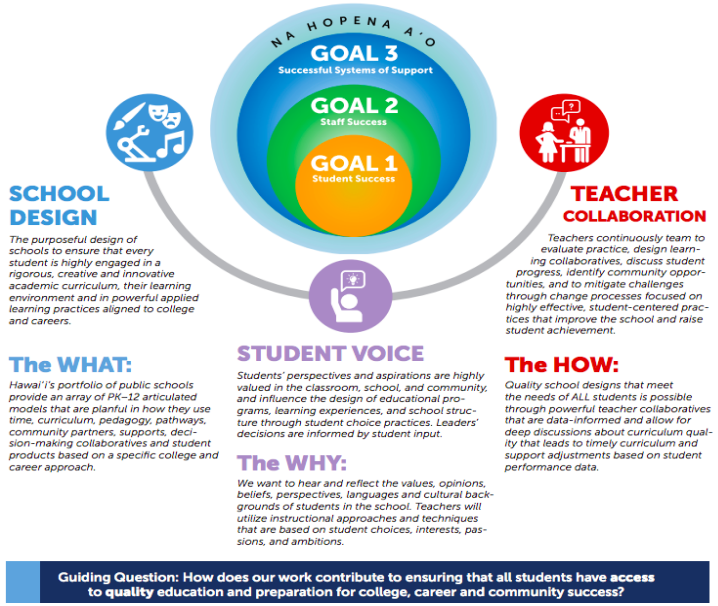
HIDOE Updates and Priority Research Areas: Literacy & ELA

Petra Schatz, Educational Specialist, English Language Arts

HIDOE's Office of Curriculum and Instructional Design

HIDOE Office of Curriculum and Instructional Design Updates: English Language Arts

- Superintendent's High Leverage Strategies: Teacher Collaboration, Student Voice and School Design
  - School Design Matrix



- Curriculum Framework
  - ELA
  - Early Reading

- State Literacy Plan- Led by Hawaii P-20

Priority Areas for English Language Arts and Literacy

- Common Core State Standards and Shifts
  - Text Complexity
  - Evidence
  - Building Knowledge

- Equity and Excellence
  - Reading by 3rd grade (How do we build an early literacy system?)
  - Supporting struggling secondary readers?

HIDOE Updates and Priority Research Areas: English Learners

Andreas Wiegand
Education Specialist, English Learners
Project Director, OELA AAPI Data Disaggregation Grant
HIDOE's Office of Student Support Services

English Learner (EL) Program Language Instruction Education Program (LIEP) Implementation

Step 1: Educational Approach

Step 2: Identification

Step 3: Assessment

Step 4: Placement into LIEP Services and Parent Notification

Step 5: Staffing and Resources

Step 6: Transition from EL Services

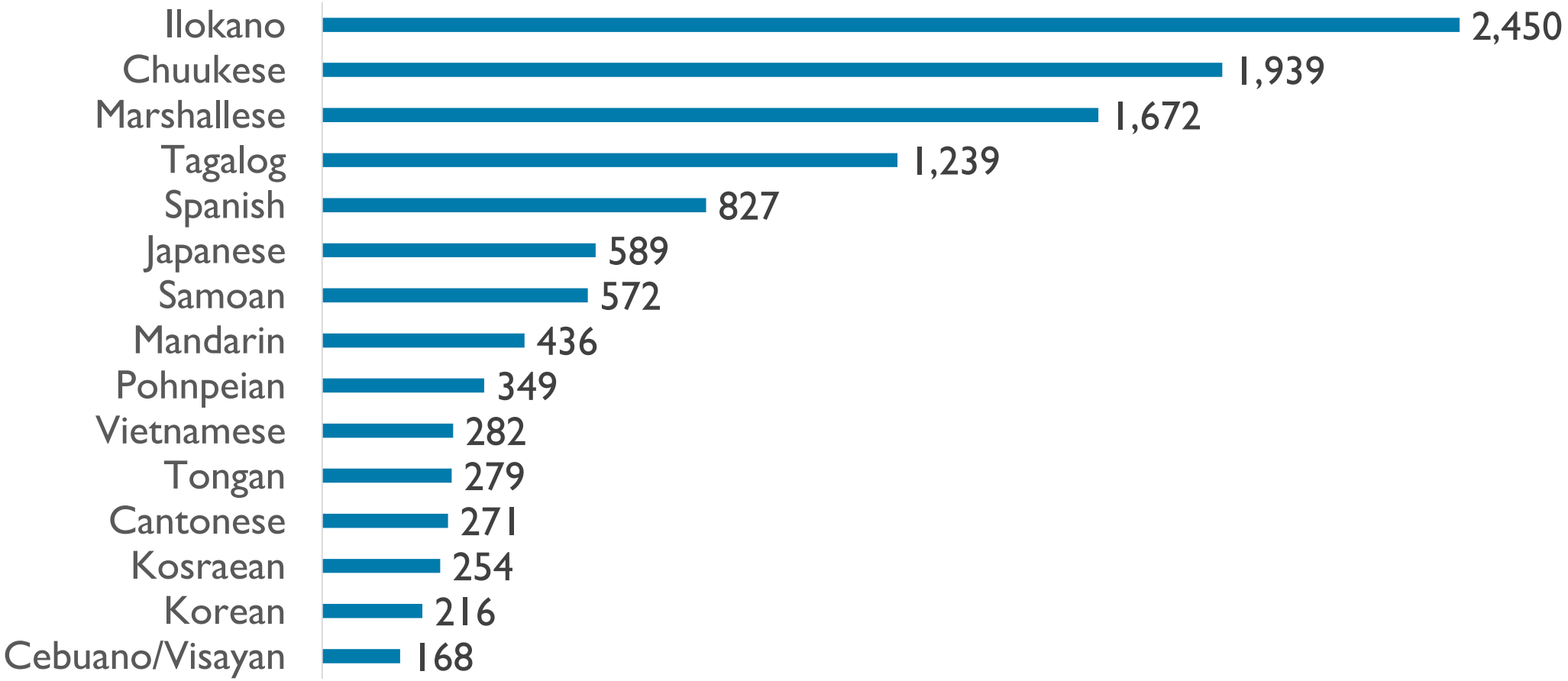
Step 7: Monitoring

Step 8: Program Evaluation

HIDOE's English Learner Language Instruction Educational Program (LIEP) Model

English Learners (ELs) comprise 7% of HIDOE students and represent about 70 different languages.

Most Commonly Used Languages by ELs in SY1617



Priority Areas for English Learners

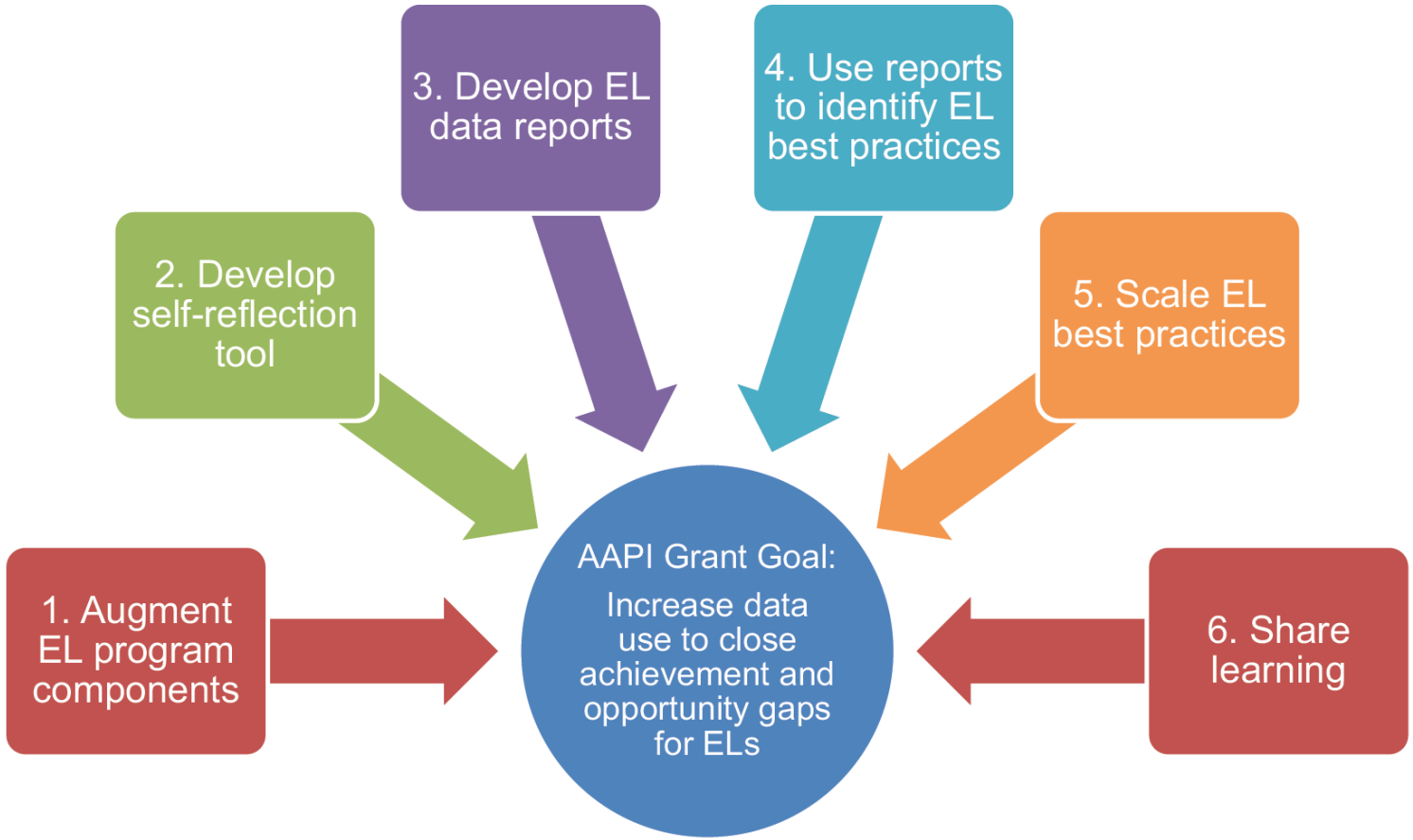
Priority Item	Related Projects/Ideas
School Design: Improving learning conditions for ELs through school design	• Newcomer/Transition Centers • Fostering age-appropriate learning opportunities for students with limited or interrupted education (SLIFE) • Trauma-informed counseling for newly-arrived ELs • Supports for Long-term ELs (LTELS)
Teacher Collaboration: Teacher collaboration and implementation of evidence-based inclusive practices for ELs	• PD for grade-level/content + EL teachers • PD pathways for licensure and teacher qualifications • Co-teaching opportunities
Student Voice: Providing opportunities for ELs to bring home languages and cultures to school	• Multilingual Summit (March 2019) • Linguistically and culturally appropriate materials • Translanguaging

Ideas for EL Related Research

The highest-priority questions identified by the Complex Area teams led us to these two research priority areas for today:

1. How can educators support Long Term ELs and students with limited or interrupted formal education (SLIFE), and what should be known about Long Term ELs or SLIFE ELs that will benefit teachers?
2. How can language program effectiveness be meaningfully defined and evaluated?

Asian American Pacific Islander (AAPI) USDE Office of English Language Acquisition (OELA) Data Disaggregation Grant



Student Outcomes

Meera Garud, Institutional Analyst

University of Hawai‘i, Hawai‘i P-20 Partnerships for Education

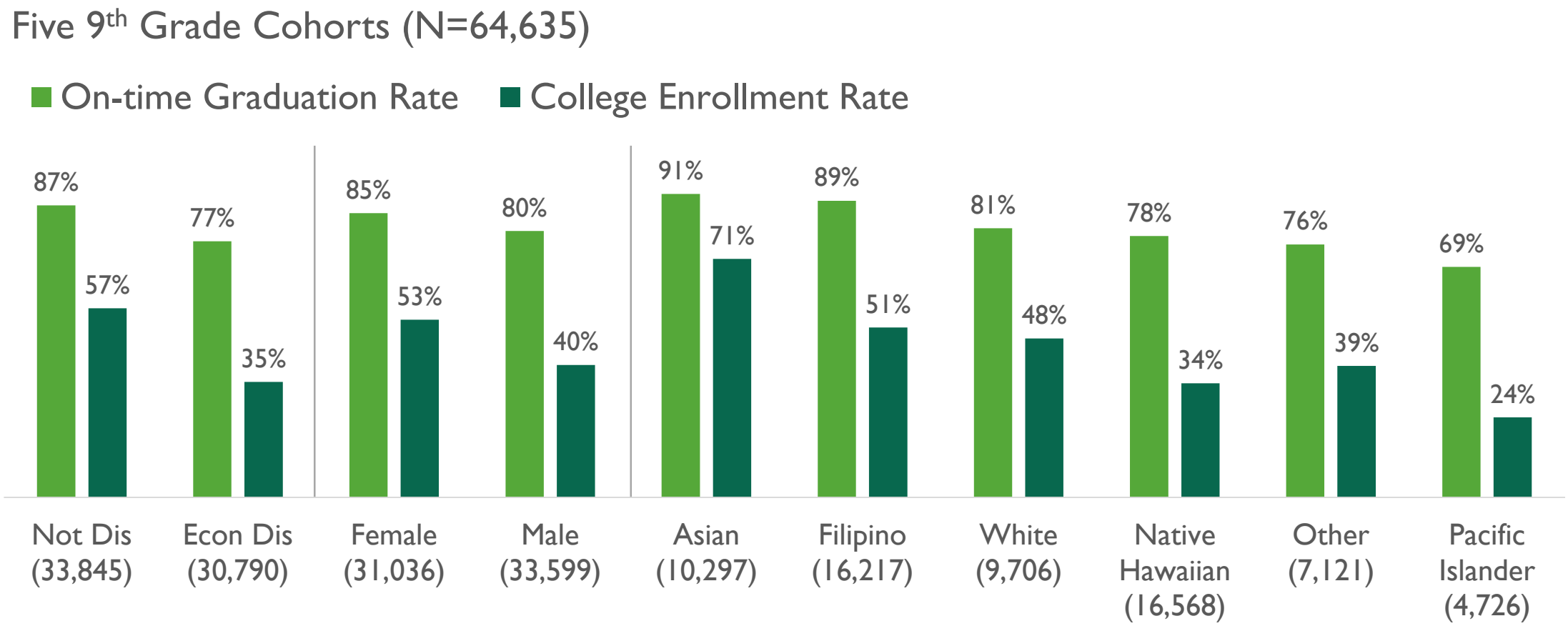
Guiding Question

- Write down the issues you are noticing—what jumps out at you? What trends do you see in the data?

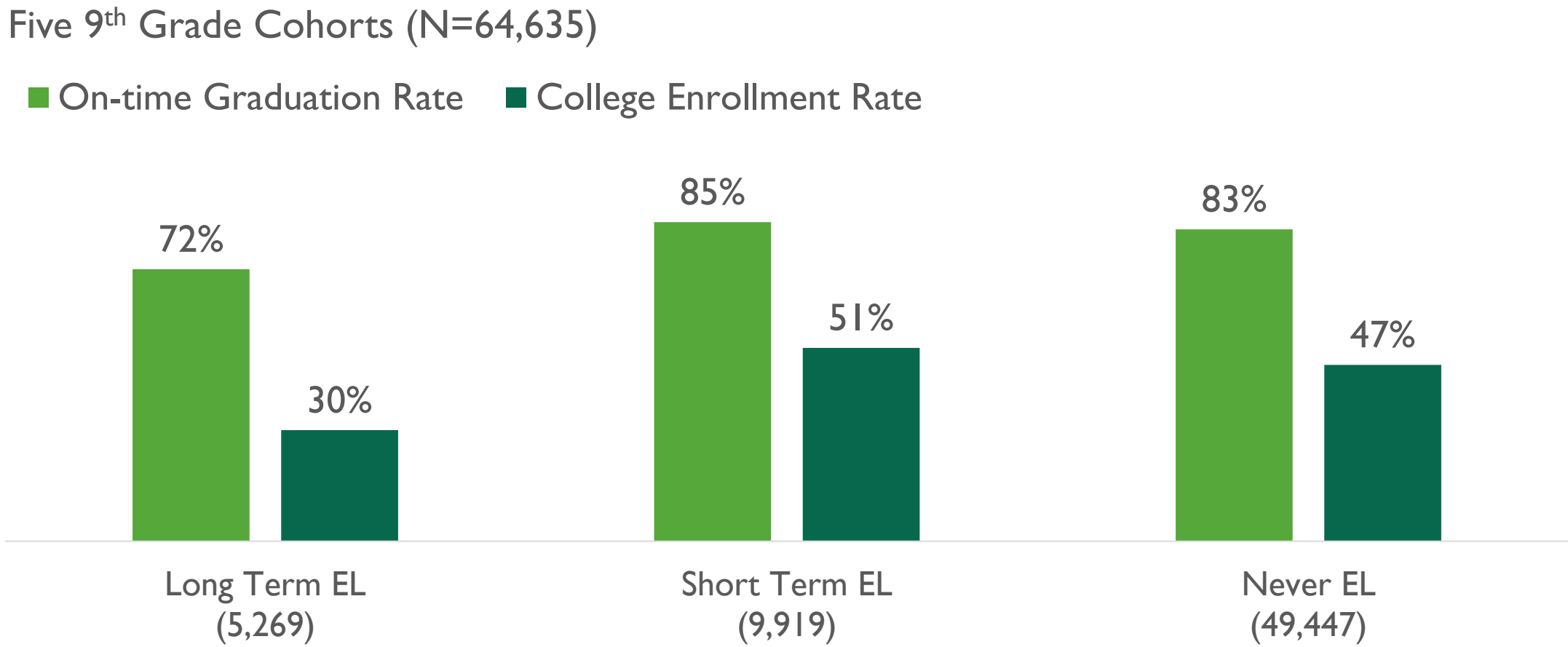
How are demographics connected to on-time graduation and college enrollment?

Five Years of 9th Grade Cohorts: 64,635 students

Traditionally underrepresented populations were less likely to graduate on time or enroll in college.

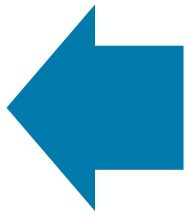


Students who were Active EL for five or more years were less likely to graduate on time or enroll in college.



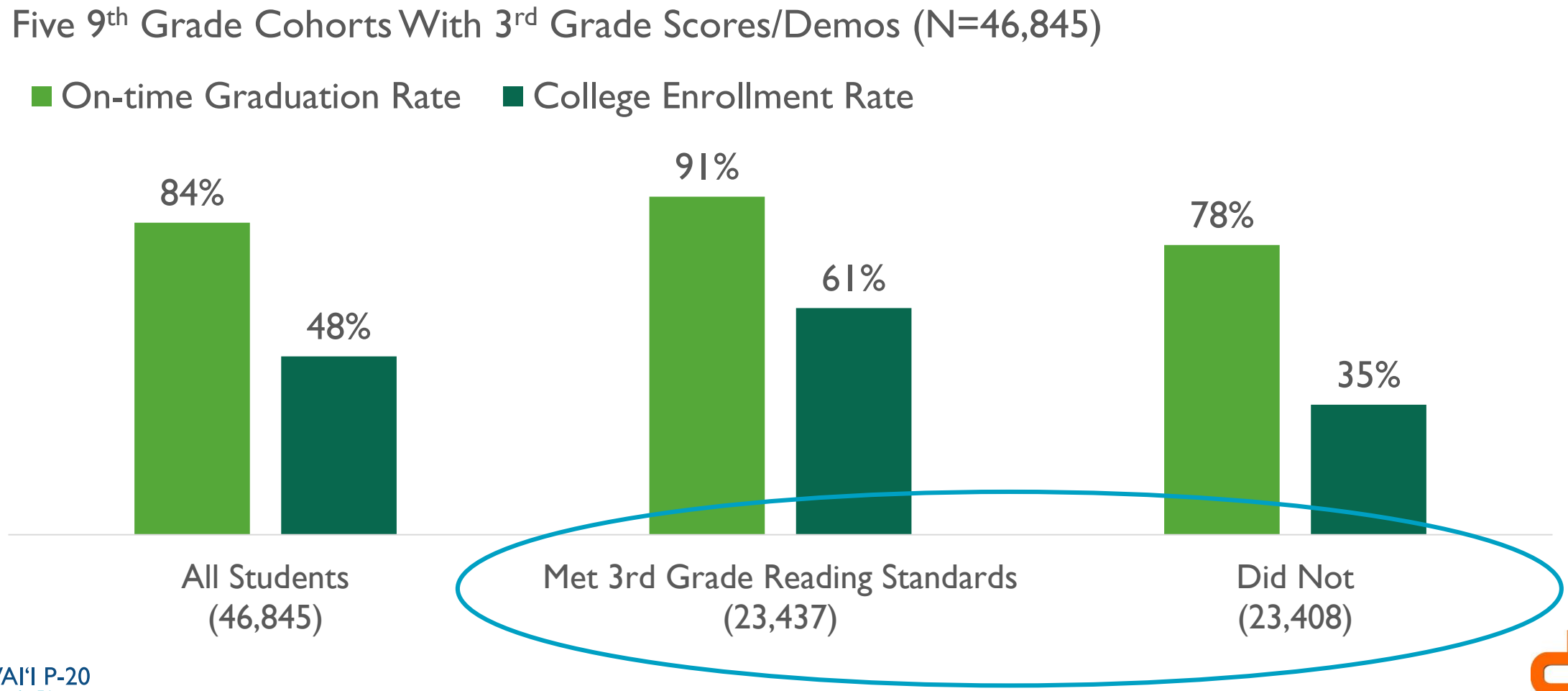
How are earlier academic indicators connected to on-time graduation and college enrollment?

Had 3rd Grade Hawai‘i State Assessment and Demographics: 46,845



Grade 9 Cohort: 64,635

Students who met third grade reading standards were more likely to graduate high school and go to college.



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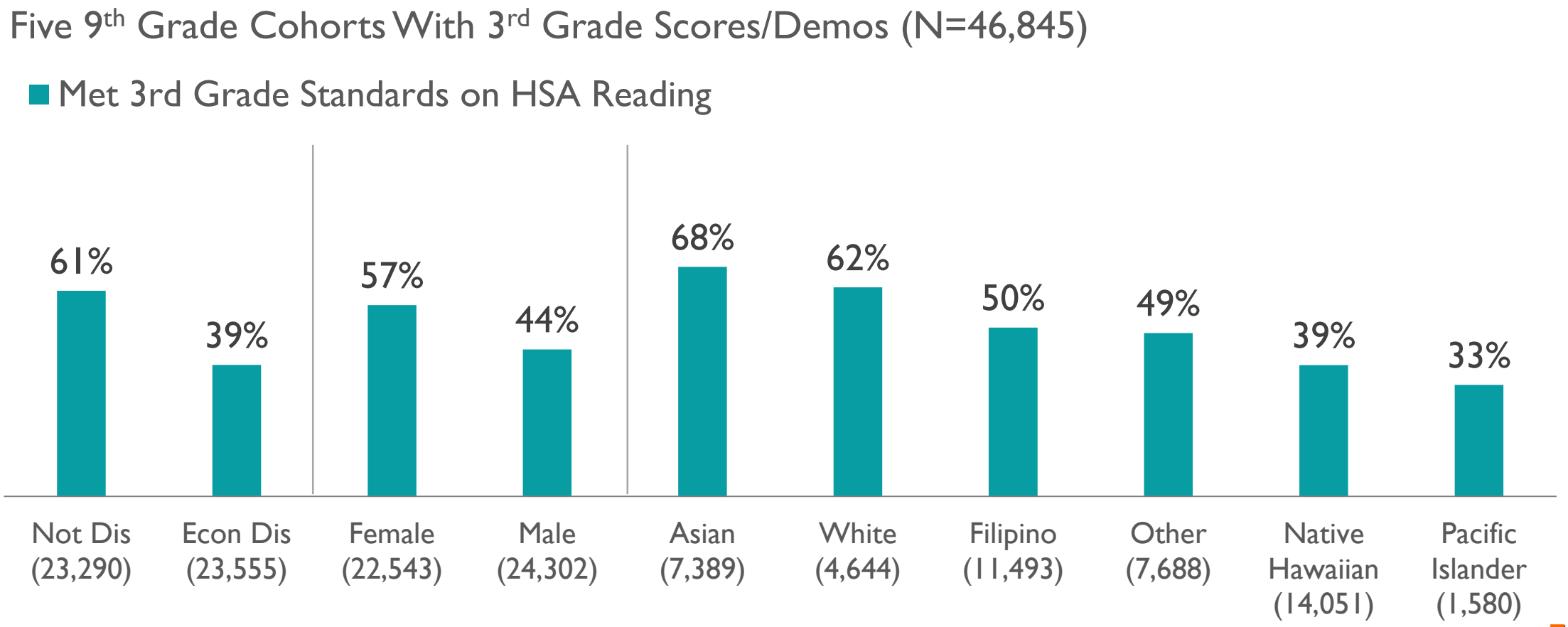
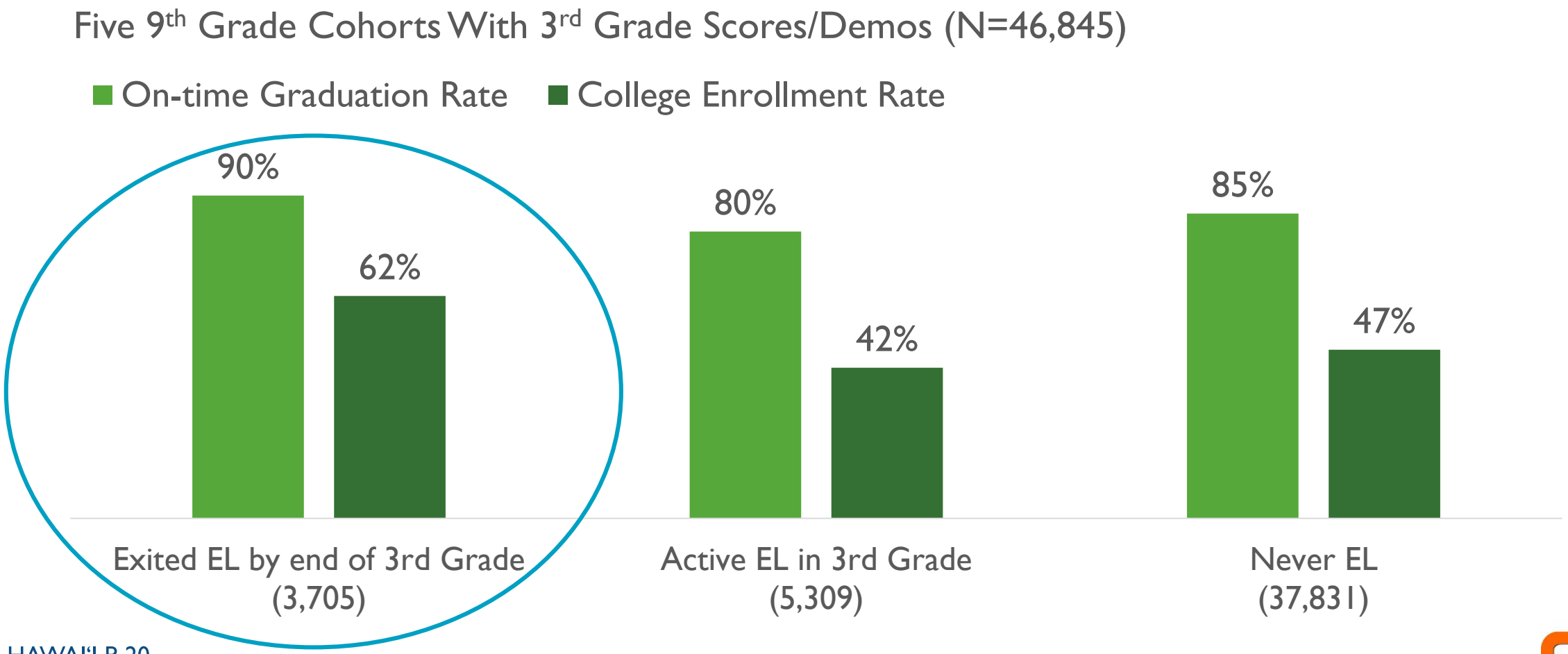
Who is more likely to meet key benchmarks early on?

Traditionally underrepresented populations were less likely to meet third grade reading standards.



How is early participation in English Learner services connected to on-time graduation and college enrollment?

Students who exited EL status by third grade were most likely to graduate high school and go to college.



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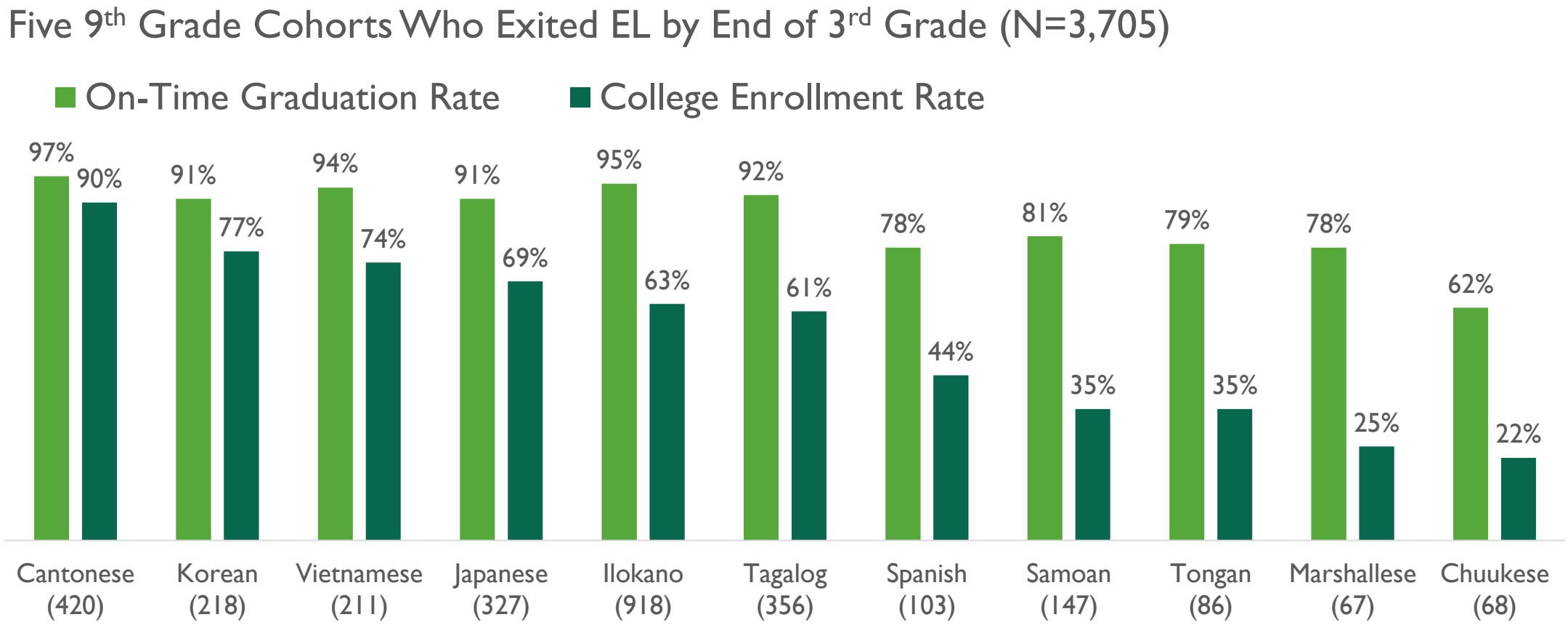
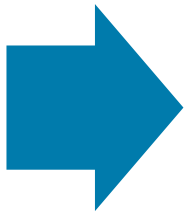
Within the exited EL population, we see major differences by language.



How likely is it for students to change scores on Smarter Balanced Assessment (SBA) ELA between elementary and middle school?

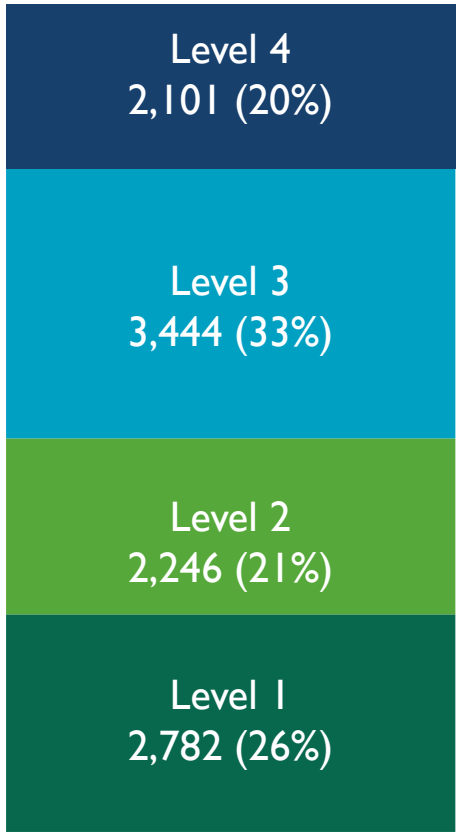
5th Grade Students with SBA Scores in SY1415: 14,341



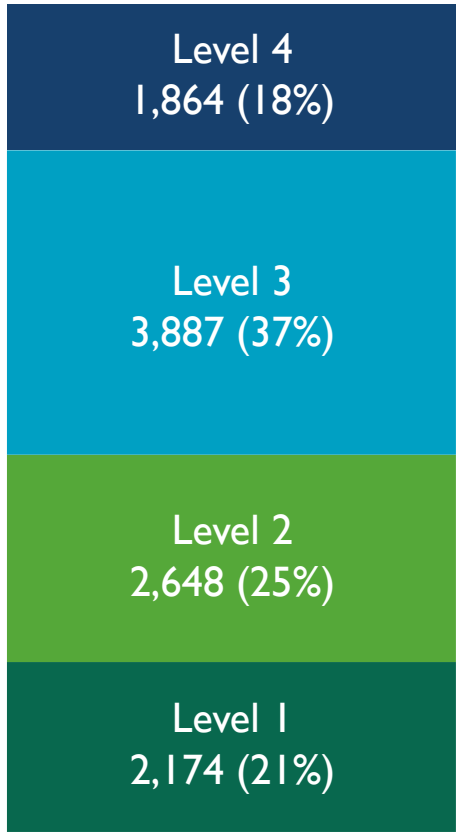
Also Had 8th Grade SBA Scores in SY1718: 10,573

Smarter Balanced Assessment (SBA) ELA proficiency levels were similar between 5th and 8th grade.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)



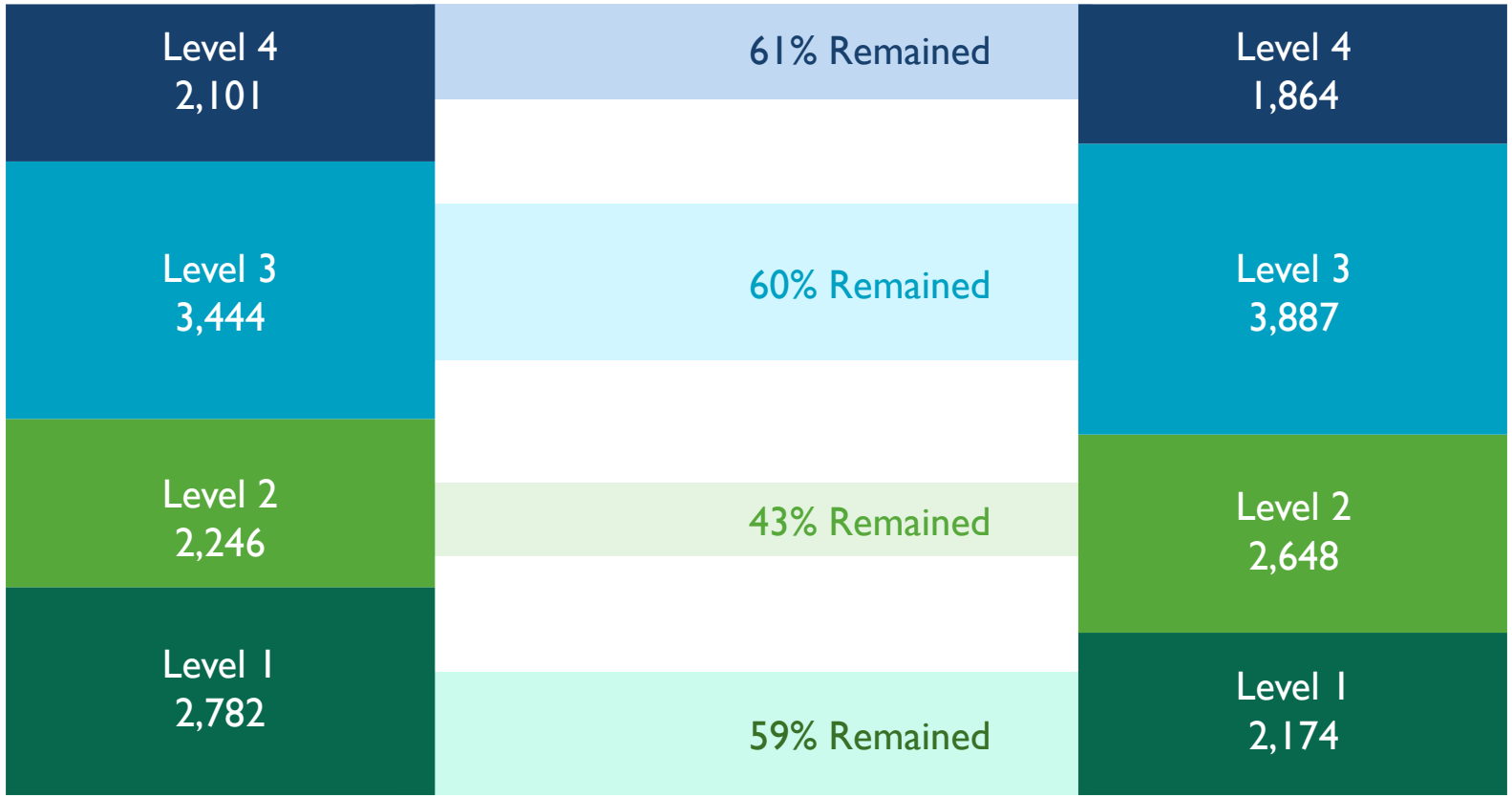
5th Grade Proficiency Level



8th Grade Proficiency Level

Students at level 2 were most likely to change levels.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)

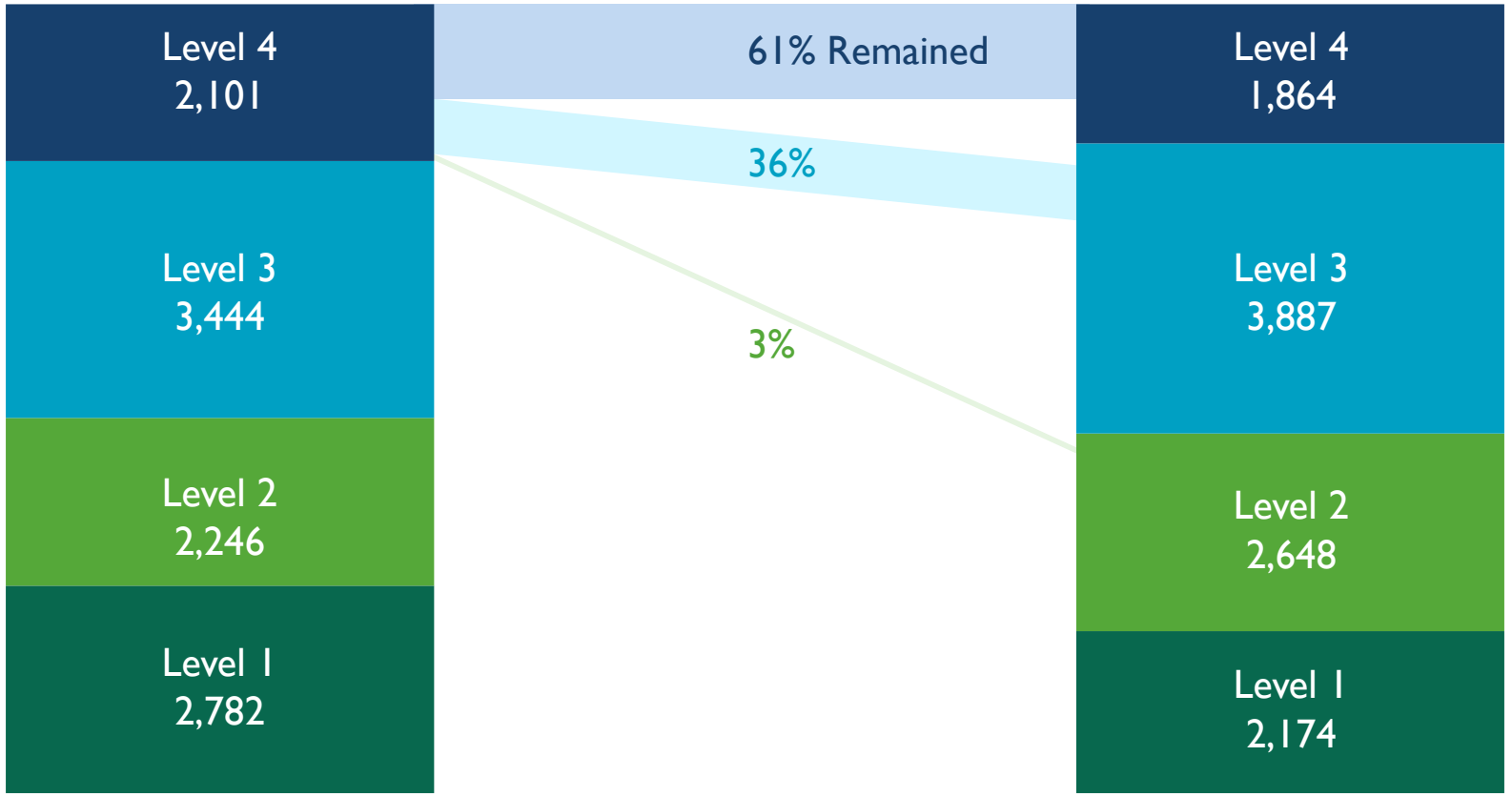


5th Grade Proficiency Level

8th Grade Proficiency Level

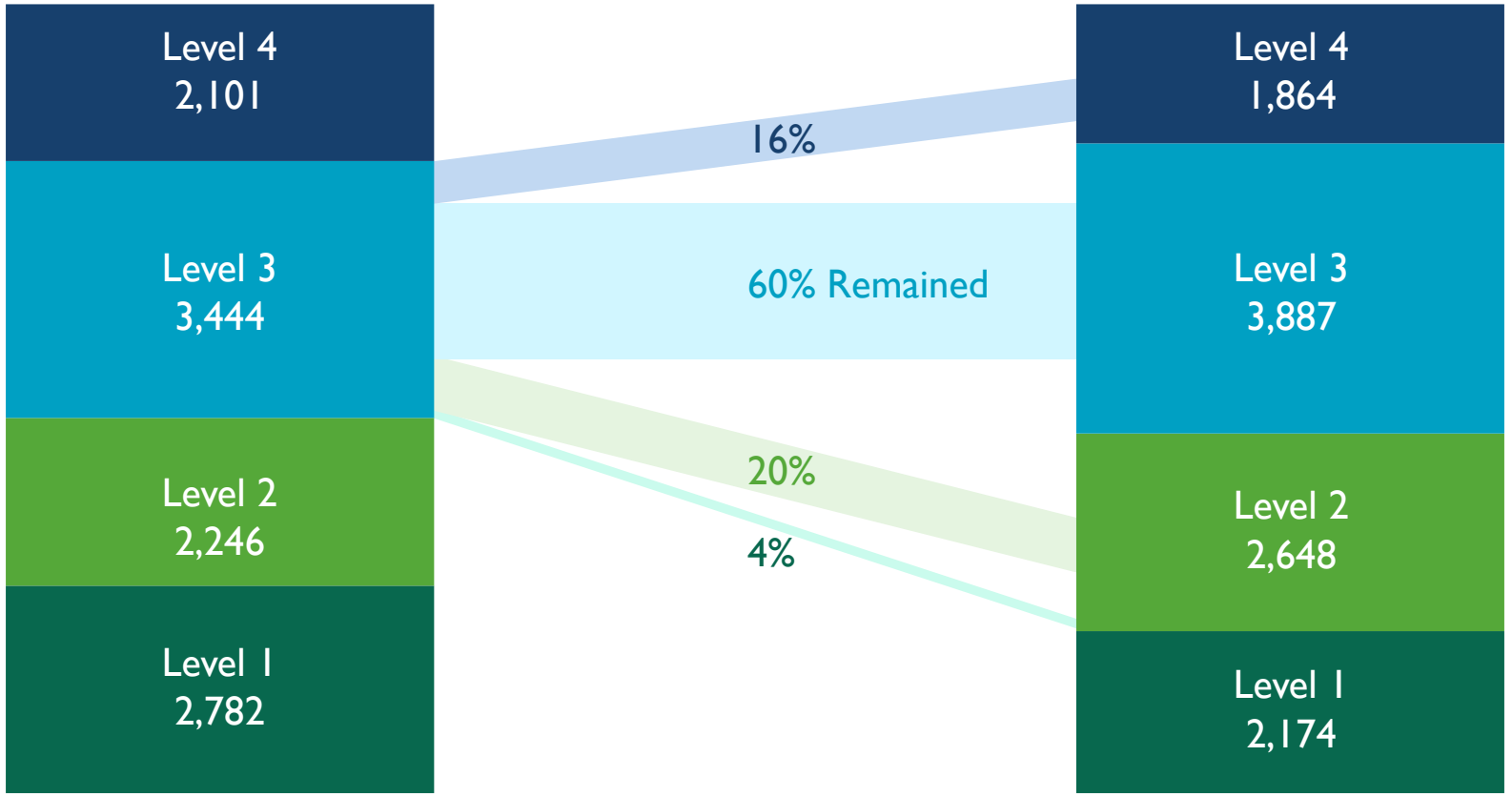
Practically all students at level 4 remained at/above standard.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)



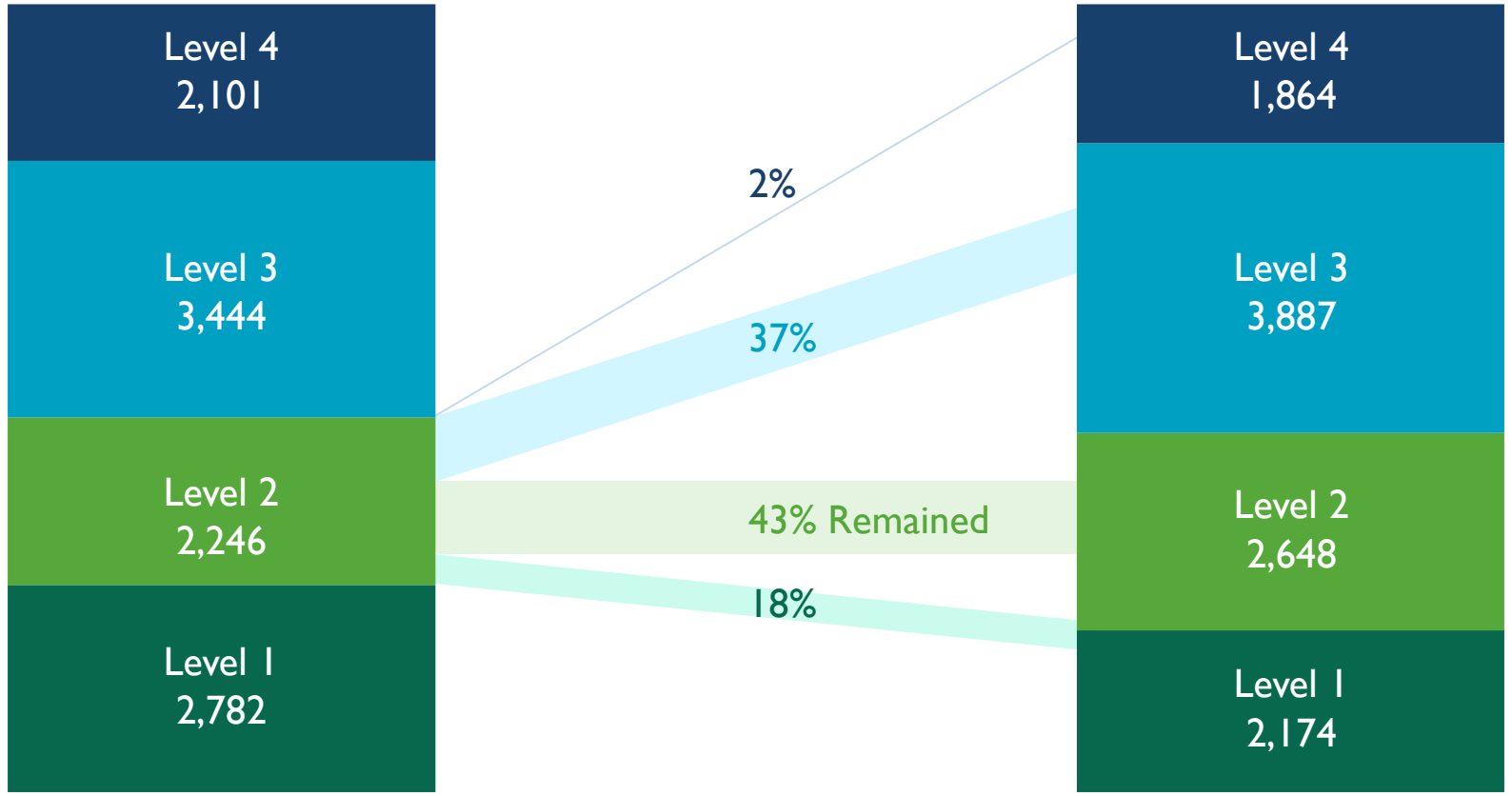
Three in four students at level 3 remained at/above standard.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)



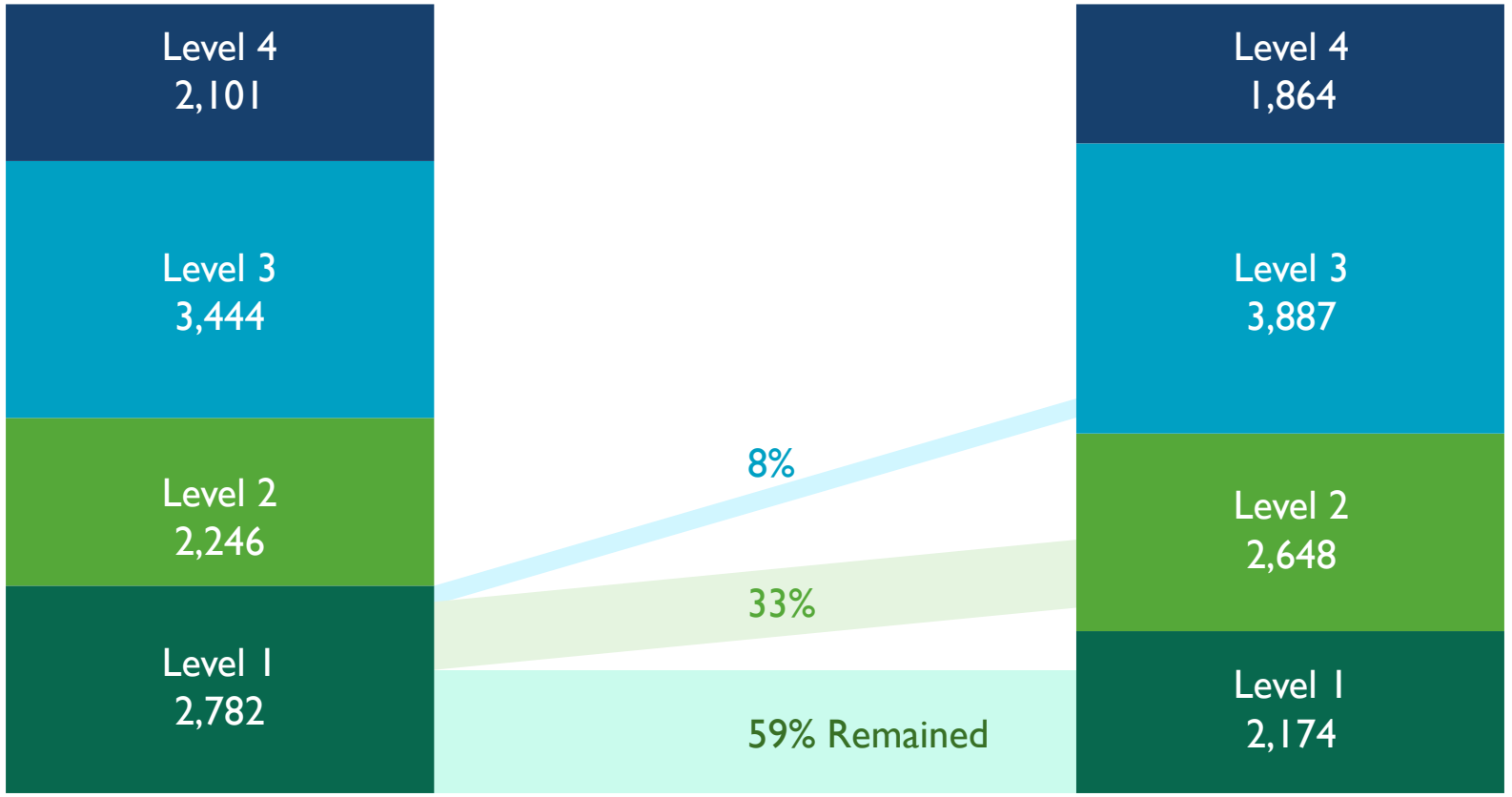
Nearly 40% of students at level 2 reached standard.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)



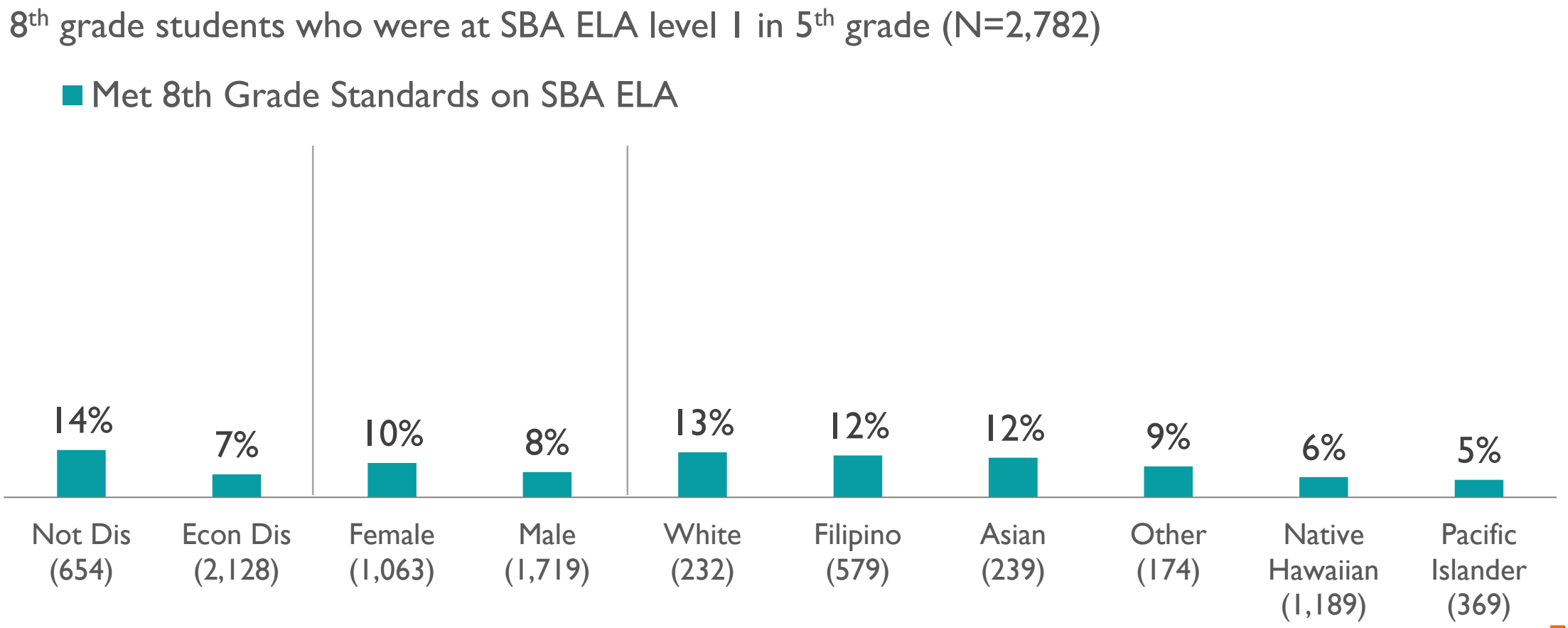
Only 8% of students at level 1 reached standard.

SY1415 5th grade students who had 8th grade scores in SY1718 (N=10,573)

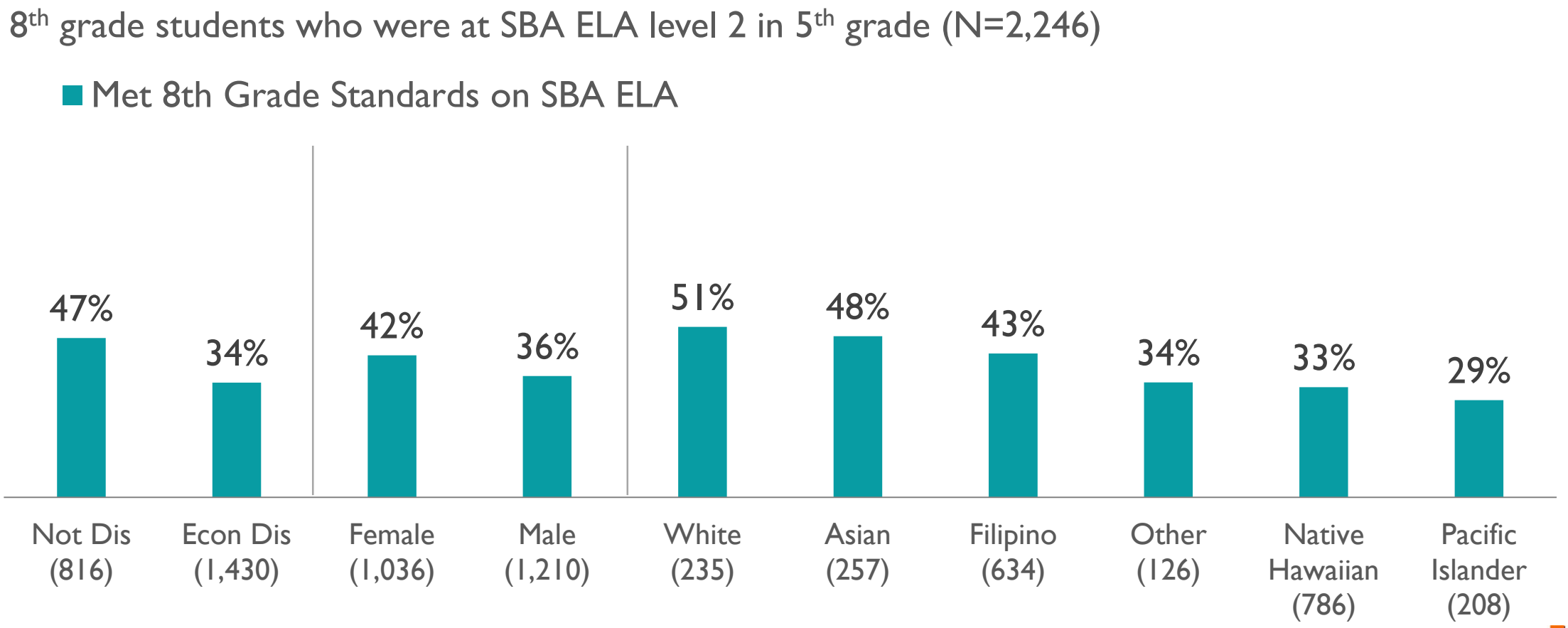


Are there differences in who improves?

Traditionally underrepresented populations were less likely to move from level 1 to level 3 or 4.

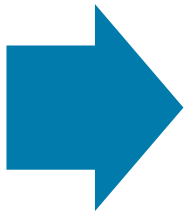


Traditionally underrepresented populations were less likely to move from level 2 to level 3 or 4.



How likely is it for students to change scores between middle and high school?

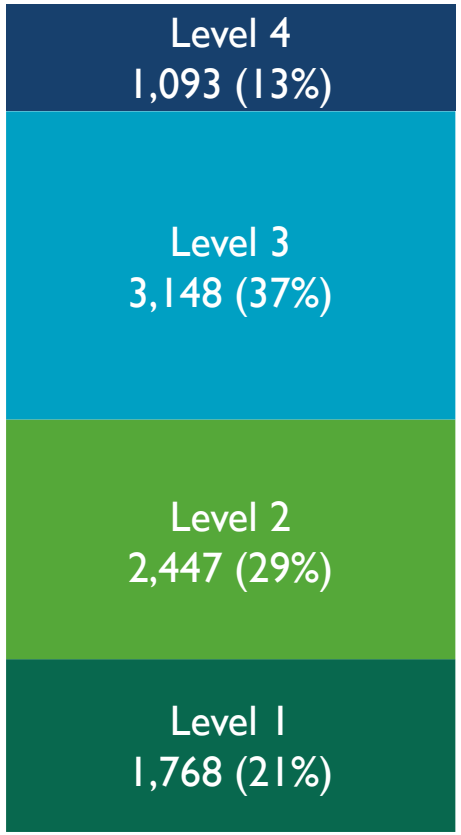
8th Grade Students with SBA scores in SY1415: 12,063



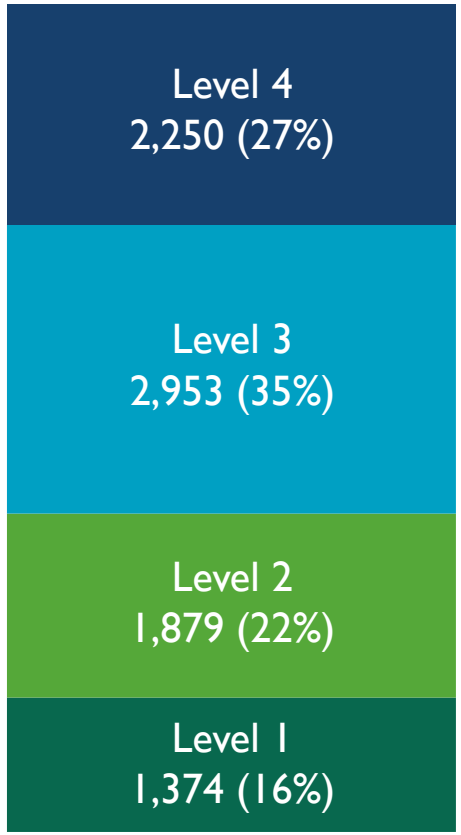
Also Had 11th Grade SBA Scores in SY1718: 8,456

Smarter Balanced Assessment (SBA) ELA proficiency levels were higher for 11th grade than 8th.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



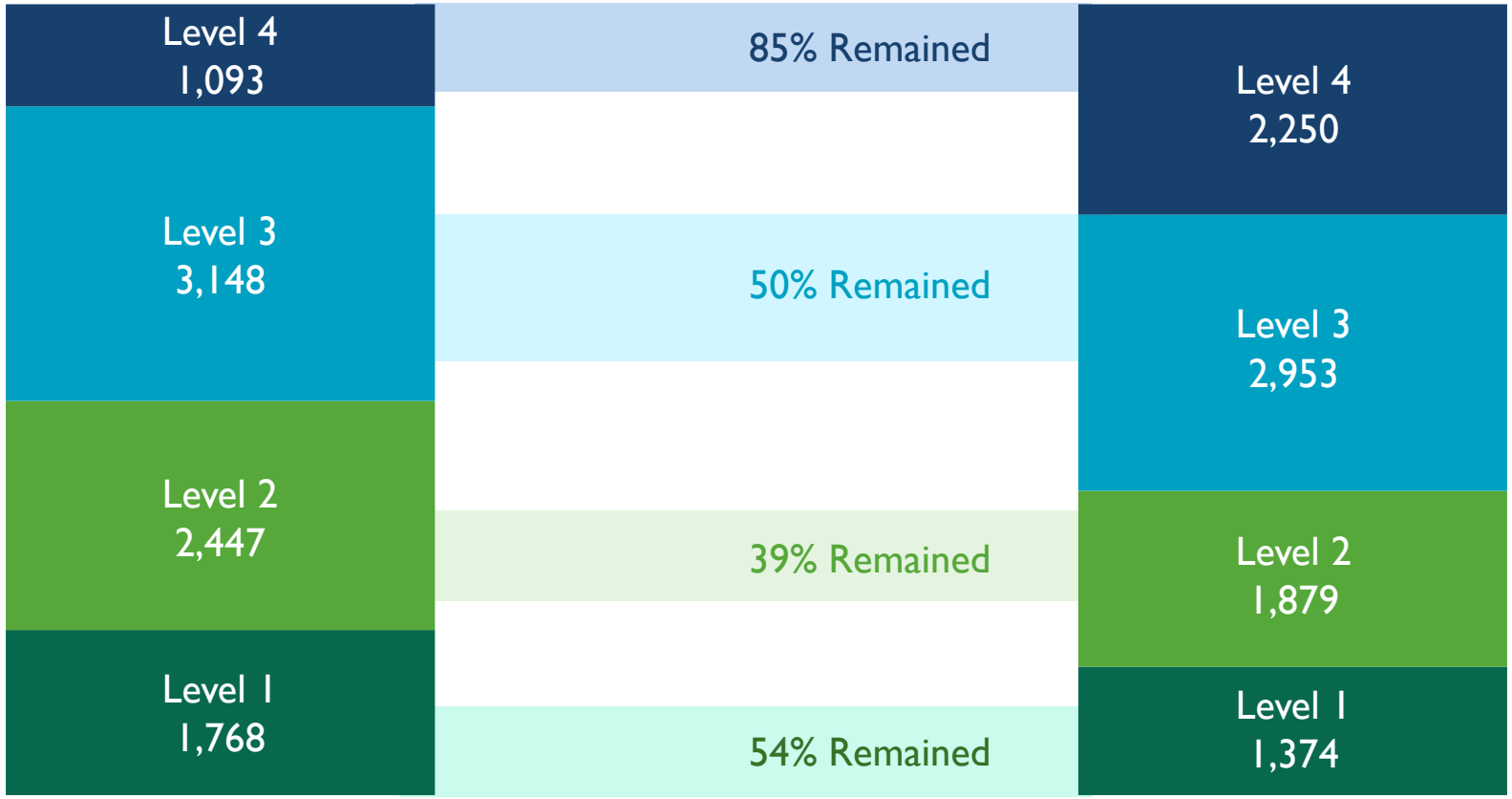
8th Grade Proficiency Level



11th Grade Proficiency Level

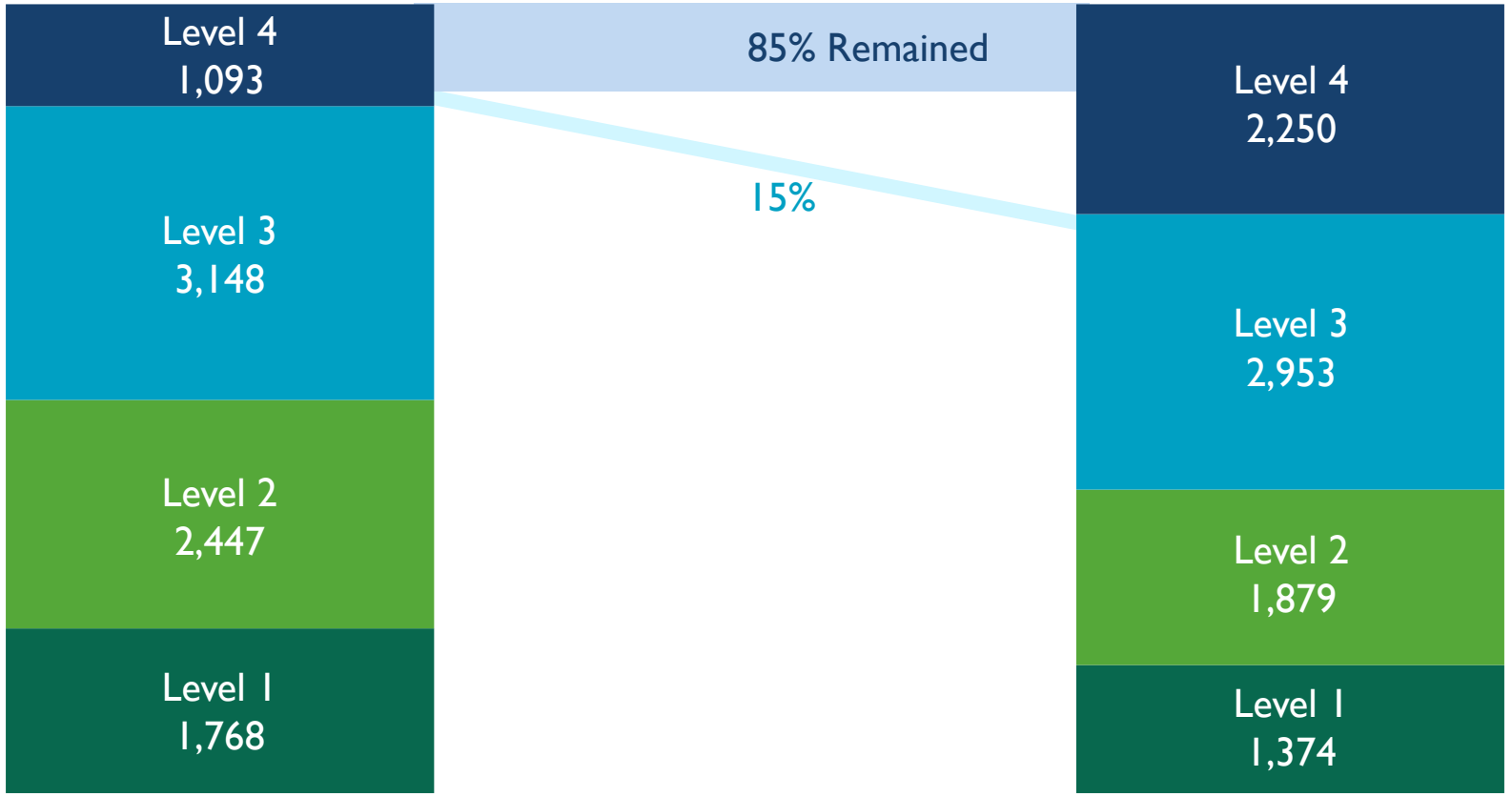
Students at level 2 were most likely to change levels.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



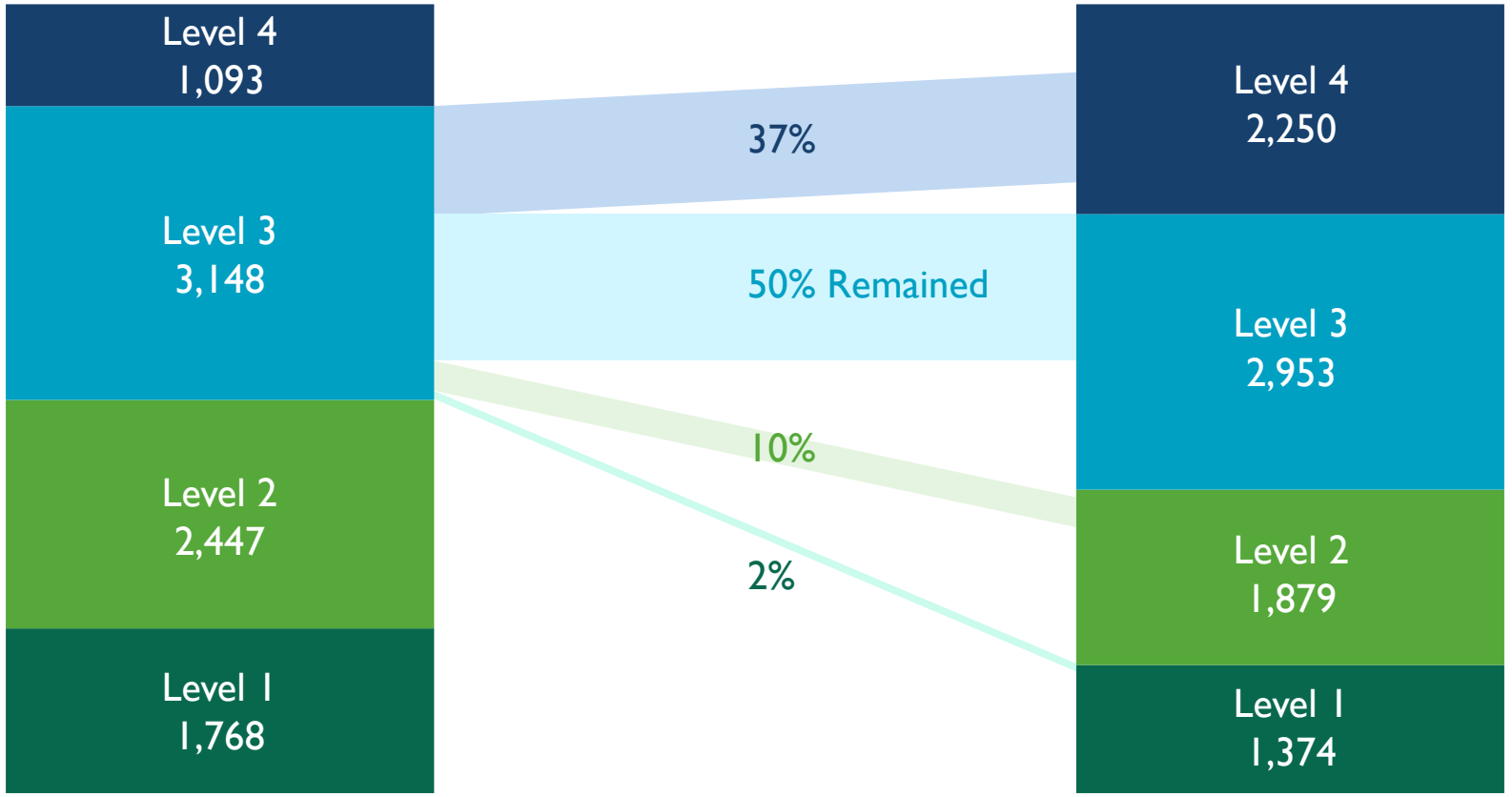
100% of students at level 4 remained at/above standard.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



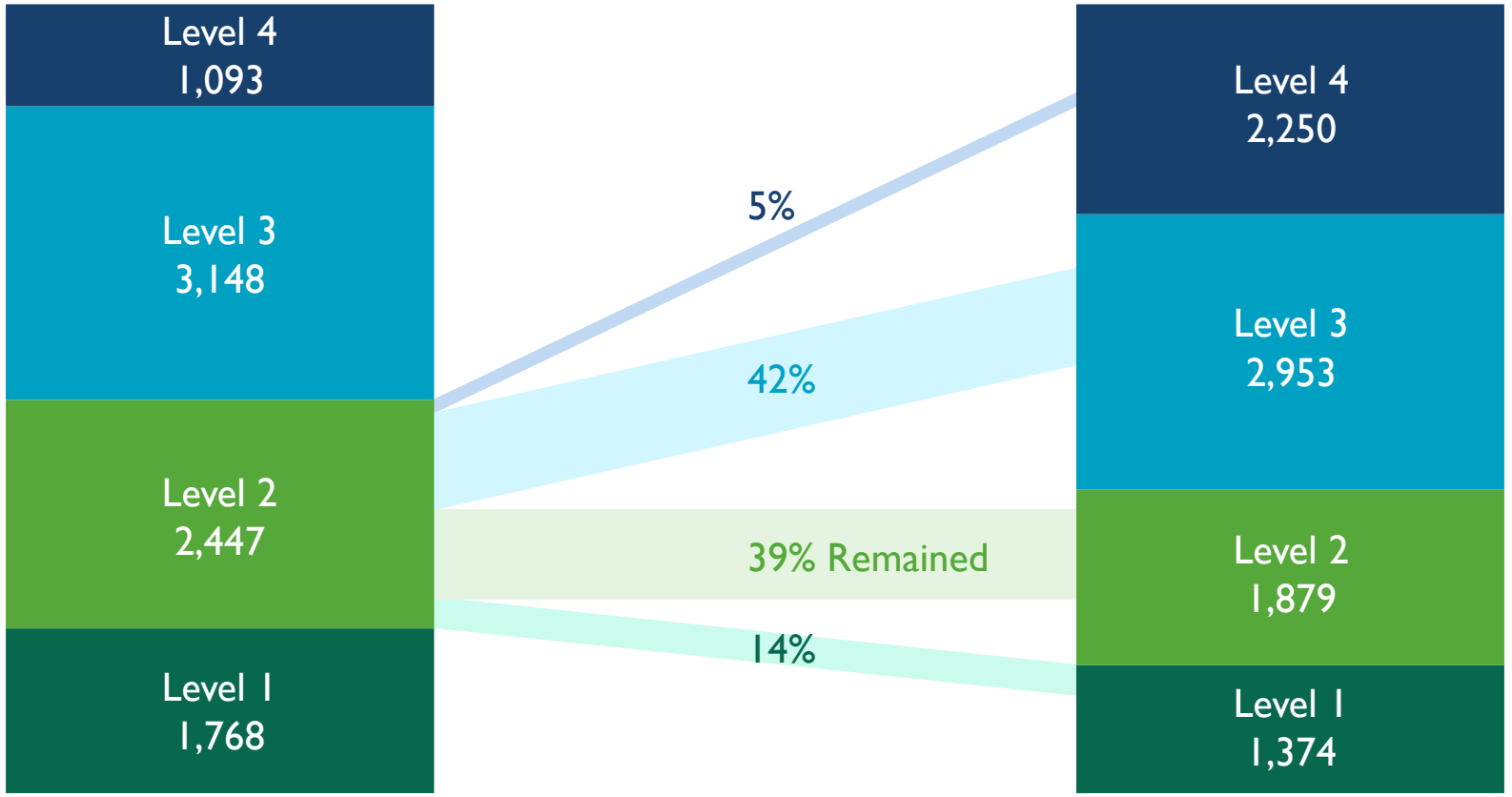
87% of those at level 3 remained at/above standard.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



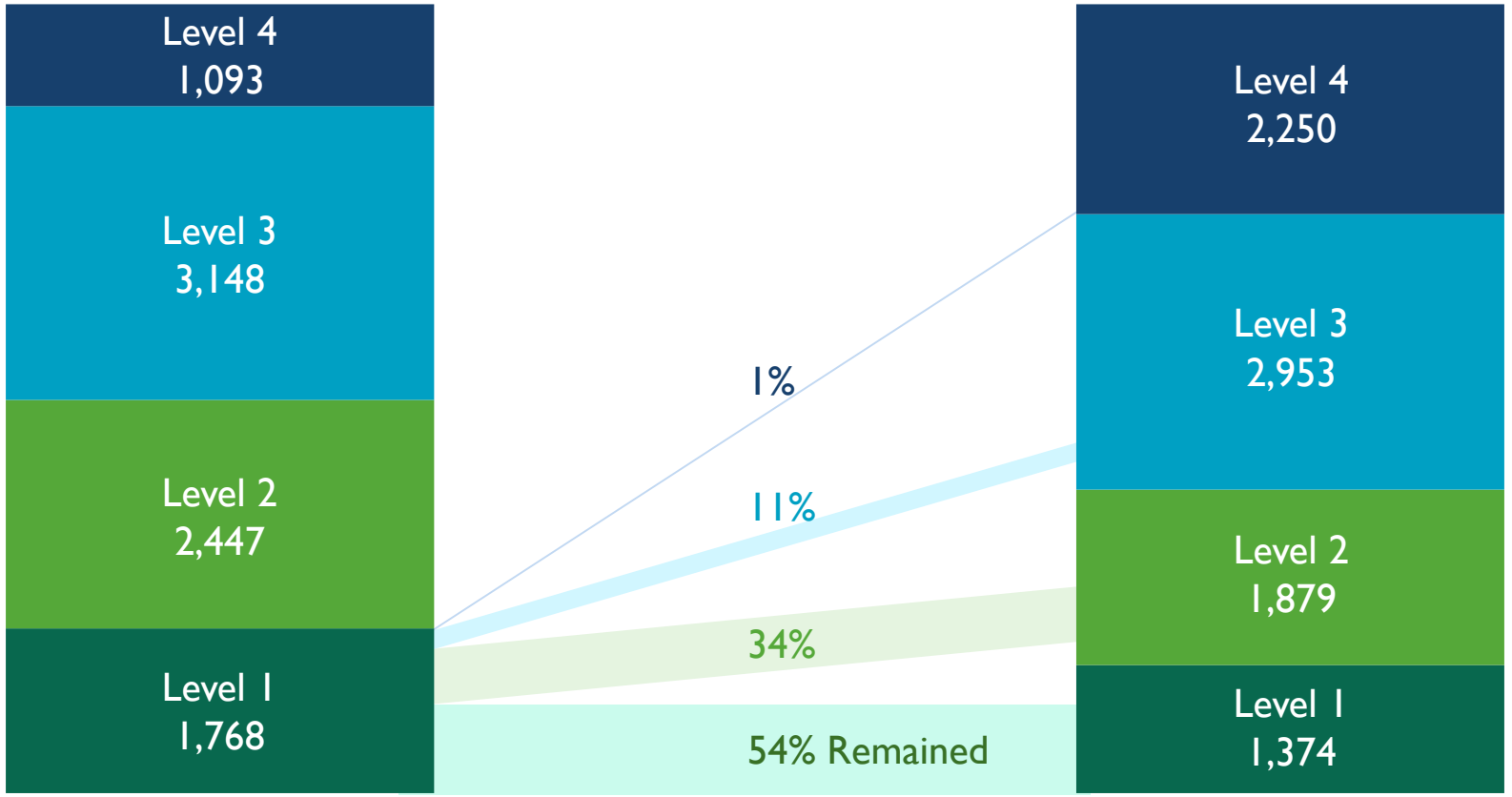
Almost half the students at level 2 reached standard.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



12% of students at level 1 reached standard.

SY1415 8th grade students who had 11th grade scores in SY1718 (N=8,456)



8th Grade Proficiency Level

11th Grade Proficiency Level

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Guiding Question

- Look through the issues you noted—take a second to mark your top issue, the thing you feel most curious about

Small Groups

- Your name
- Role/Where you work
- The one most important thing you noticed in the data (OK to say "Pass" or "Ditto")

Gallery Walk and Break

- You have four stickers to award to the research question(s) that show the most promise.
- Consider:
  - How will answering the question impact education?
  - How realistic is the question?
  - Does it align with a priority area for DOE?
- Can award all to one question if you want
- Return back by 10:50 AM

Choose a table for small group discussion

Reading by 3rd grade (How do we build an early literacy system?)

How do we support struggling secondary readers?

How do we support Long Term ELs and students with limited or interrupted formal education (SLIFE), and what should be known about Long Term ELs or SLIFE ELs that will benefit teachers?

How can language program effectiveness be meaningfully defined and evaluated?

Methodologies to Consider

Qualitative

- Case Studies
- Observations
- Interviews
- Focus Groups
- Surveys or Questionnaires
- Content Analysis
- Reflective Journaling

Quantitative

- Experimental
- Quasi-experimental
- Descriptive
- Pretest/posttest

HIDOE Data Request Process

Keala Fukuda, Institutional Analyst

Hawaii DOE's Office of Strategy, Innovation and Performance, Data Governance and Analysis Branch

When to Contact the Data Governance & Analysis Branch

- Is there limited access to the data?
- Will you be creating/generating new data?
- Will you be sharing your results publicly?
- Will you be using non-publicly available de-identified data?

If you answered yes to one or all of these questions, then YES, you need DGA!

DOEresearch@notes.k12.hi.us
DGA@notes.k12.hi.us

Phone: 808-784-6061

HIDOE Data Requests and Research

- Review and processing of data requests is handled by the Data Governance and Analysis Branch (DGA) within the Office of Strategy, Innovation, and Performance (OSIP)
- Kinds of data requests
  - Public reports
  - De-identified student data from education records
  - Coursework Activities
  - Data Sharing Agreements (DSAs)
  - Research Applications

Research Coursework

- For student researchers enrolled in UH courses conducting research activities that involve HIDOE students, personnel, data or facilities
- Must meet all conditions to qualify
- May NOT include special education students, classrooms or instructional strategies
- Requires consent or notification
- Approval timeline: 1 week from submission

Data Sharing Agreements

- Requires confirmed internal HIDOE support by a HIDOE administrator
- Must have IRB approval or waiver as appropriate
- DSA Work Plan
- Timeline: 2 weeks +
- Helpful hint: familiarize yourself with data availability and systems

Research Applications

- For requests without internal HIDOE support
- Three step process:
  - Phase 1: Abbreviated Application
  - Phase II: Researcher Affirmation, IRB approval, supporting documents
  - Phase III: Committee review
- Meeting schedule posted to HIDOE website
- Approval time: 1.5+ months from the time of submission
- Contact info: DOEresearch@notes.k12.hi.us

Current and Future Activities

- Agreement between COE Special Education Department and HIDOE
- Expedited/DSA templates for UH students in HIDOE classrooms
- Possible master agreement between COE and HIDOE for research activities
- Ongoing training with COE students interested in conducting HIDOE research

Helpful Tips for Researchers Wanting to Conduct Research with HIDOE

- All research projects must meet both institutions' requirements
- Review the routing form and flowchart for the appropriate approval channel
- Be aware of the timelines required for both offices
- Know your partners and maintain regular correspondence
- Know and comply with your reporting requirements
- Check out our website: https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/Data-Requests.aspx

DXP Data Request Process

Meera Garud, Institutional Analyst

University of Hawaii, Hawaii P-20 Partnerships for Education

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Hawai'i dxp Data eXchange Partnership

Who

Hawai‘i Data eXchange Partnership (DXP)

Hawai‘i State Department of Education (HIDOE)
University of Hawai‘i (UH)
Department of Labor and Industrial Relations (DLIR)
Hawai‘i State Department of Health
Department of Human Services

What

Partners share data in the Statewide Longitudinal Data System (SLDS)

Managed by Hawai‘i P-20 Partnerships for Education

Why

Understand how individuals progress through the pipeline
Make better informed decisions to reduce achievement gaps
Create policies and programs to improve outcomes

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Available Administrative Data

Public K-12

- Enrollment
- Demographics
- Courses and grades
- Assessments
- Attendance and mobility
- Discipline
- Graduation

→ *Connects to college*

College

- Enrollment (UH & NSC*)
- Demographics (UH)
- Courses and grades (UH)
- Assessments (UH)
- Graduation (UH & NSC)

→ *UH connects to workforce*

Workforce

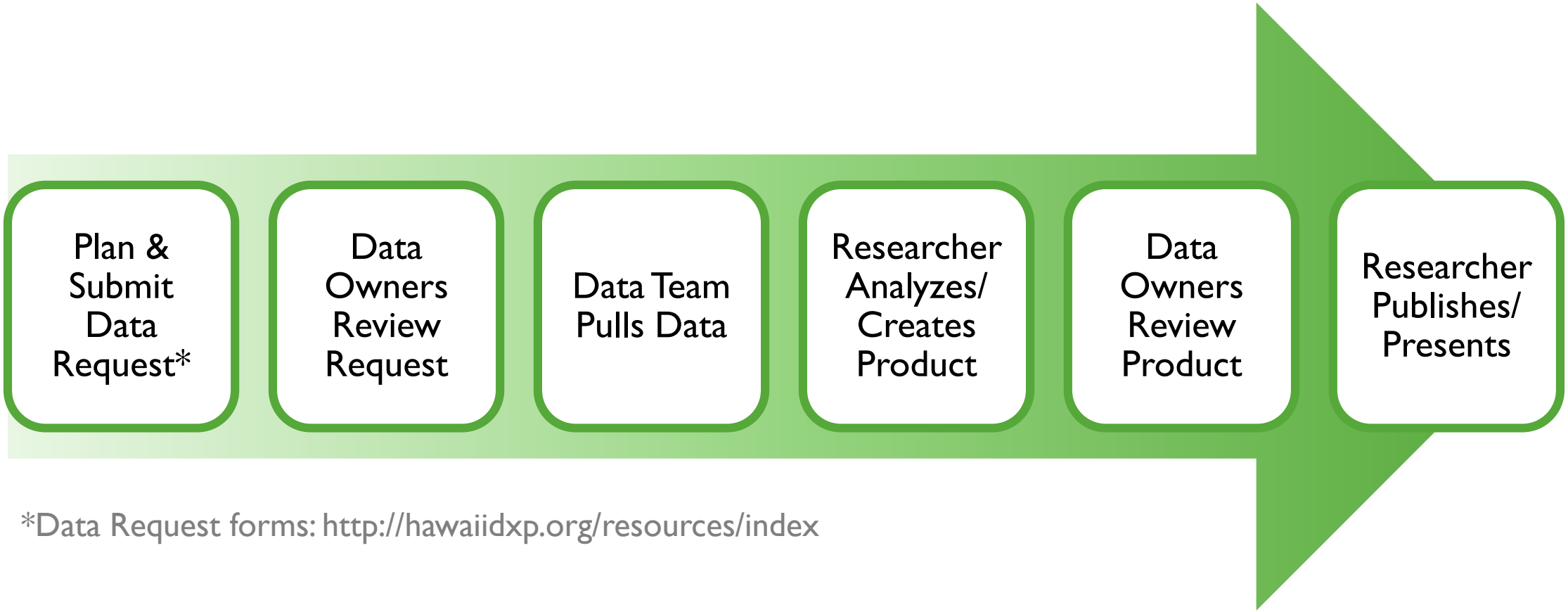
- Wages by quarter (DLIR)
- Employer industry (DLIR)
- Student employment (UH)

*National Student Clearinghouse

Protecting Student Confidentiality and Privacy

- Adhere to all state and federal laws and agency policies
- Data are de-identified or aggregated
- Active data governance program

Hawai‘i DXP Research Design and Data Request Process



*Data Request forms: http://hawaiidxp.org/resources/index

Closing and Next Steps

Hawaii Education Research Network (HERN)

- HERN is a Research Practice Partnership (RPP) that supports innovation in public education to inform effective policy and practice
- Emphasis on intentional research design that exploits the overlap among researchers, practitioners and resources
- Priorities in research design:
  - funding, practice, and the research align
  - practitioners, funders, and graduate students are engaged early in the process
  - has implications for parent, family, and community engagement
- **SAVE THE DATE: February 22, 2019**

Closing and Next Steps

- Complete evaluation (blue half sheet)
- Fill out research interest / contact information form (green half sheet)
- Contact P-20 data team for consultations about data collection