Reporting Outcomes for Hawai‘i’s English Learners

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2019 Data Summit: Equity and Student Success
Today’s Goals

• Gain an understanding of Hawai‘i’s English Learner population by exploring two new resources that examine academic outcomes for English Learners (ELs).

• Develop next steps for reporting on diverse populations within your work by hearing how subject matter expert input shaped these resources.
Background

• Hawai‘i P-20 Partnerships for Education (P-20)
• Hawai‘i Data eXchange Partnership (DXP)
• Hawai‘i State Department of Education (DOE) English Learner (EL) program and services
• Asian American and Pacific Islander (AAPI) English Learner Data Disaggregation Grant
Asian American and Pacific Islander (AAPI) English Learner Data Disaggregation Grant
Award T365D160006–17, U.S. Department of Education, Office of English Language Acquisition

AAPI Grant Goal: Increase data use to close achievement and opportunity gaps for ELs

1. Augment EL program components
2. Develop self-reflection tool
3. Develop EL data reports
4. Use reports to identify EL best practices
5. Scale EL best practices
6. Share learning
• Visualizations that illustrate year-over-year trends, gains, and needs for ELs

• Metrics cover core content mastery and growth, high school outcomes, and college outcomes

• Data are paired with explanations and reflective questions to prompt readers to consider how to support different EL populations

• Report closes with best practices for supporting ELs

Serving Hawai‘i’s English Learners

A report on education outcomes for Hawai‘i public school students who are identified as English Learners

Prepared by Hawai‘i P-20 Partnerships for Education with data provided by the Hawai‘i Data eXchange Partnership

October 2018
About 18% of Hawaiʻi’s public school students are, or have been, ELs

In some areas, as many as 22% of students receive EL services
Which county has the highest percentage of K-12 students who had ever been English Learners?
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<tr>
<td>Mandarin</td>
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</tbody>
</table>
Half of middle and high school Active ELs have received EL services for the last five years.
Example explanation and questions (page 21)

What We Know

- Generally, Active ELs should master English within five years of entering school.
- Long-term ELs are students who have been Active ELs for five or more years.

Question

- How can we help students exit EL services within five or fewer years?
A Closer Look

Rotate around the six sections of report and add post-its with your reactions.

- Most interesting or surprising facts
- Important questions for Hawaii to explore
Analyst Role

Also known as “What do I do with 70 languages!?”

- Designing easy to understand reports
- Protecting student confidentiality
- Meeting highly specific, local needs
My Timeline with the AAPI Grant

P-20 and DOE EL team write grant
P-20 analysts run initial analysis on key metrics

- Summer 2016
- 2016-17
- 2017-18
- 2018-19
- 2019-20
Metrics reviewed in grant writing

- SBA English Language Arts Met Standard
- SBA Mathematics Met Standard
- WIDA ACCESS for ELLs Growth
- WIDA ACCESS for ELLs Proficiency
- 9th Grade Retention
- On-Time Graduation
- ACT English College Ready Benchmark
- ACT Math College Ready Benchmark
- First Fall College Enrollment
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P-20 analyst shares initial analysis with EL subject matter experts (SMEs)
SMEs give input on further disaggregation

P-20 and DOE EL team discuss data trends and need for additional breakouts

P-20 analyst sees the EL data story and develops the EL report format
Inspiration: Data Story format
https://www2.ed.gov/datastory/el-characteristics/index.html

OVER 4,800,000
English learners (ELs) were enrolled in schools in 2014–15.

ELs represent
10% of the total
K–12 student population.

Who Are English Learners?
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P-20 publishes the first EL report and shares with SMEs

2018-19

2019-20

HAWAI’I P-20
Partnerships for Education
Two teachers take a closer look at the EL report at the 2019 DOE Multilingualism Symposium.

Using the EL report with teachers and stakeholders.
EL Subject Matter Experts Review EL Report

Important data points to communicate to the public:

- Variety of languages used by ELs within a complex
- Former ELs outperform Never ELs on a variety of education outcomes

Important questions to address:

- Supporting the diversity of languages
- Supporting faster English acquisition
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- **2016-17**: P-20 analyst shares initial analysis with EL subject matter experts (SMEs)
- **2017-18**: SMEs give input on further disaggregation
- **2018-19**: P-20 augments the high school feedback report dashboard with similar EL breakouts
- **2019-20**: Continuing to develop an EL report, possibly in a data story format
Apply to Your Situation

- What populations are you trying to report on?
- Who best understands this population’s strengths and needs?
- How might you work with these experts in designing your reports?