

South Carolina ELL Progress on ELDA

From 2007-08 to 2008-09 School Year

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South Carolina ELL Progress on ELDA

And Performance Growth From 2007-08 to 2008-09 School Year

This study is prepared for the annual meeting of ESOL Advisory Board Meeting on January 26, 2010. It intends to Exam the progresses South Carolina Ells' made on ELDA test during school year of 2007-08 to 2008-09. Ambitious and smart research questions were raised by Title III program officers, such as which districts are showing the most progress by grade level in shortest amount of time learning English in South Carolina? As we know, to answer this question it could require a team of scientists to work together in multiple level of data collection, other than using single factor, test scores. Indicators from teacher, parents, classroom, school and districts are the key factors that impact learning and progress. Due to the limitation of existing data and staff sources, the current researcher had discussions with TIII program experts, and made decisions to use whatever is available in data sources in the investigation to provide as much information as possible to state TIII officers and local ESOL educators on the status of ELL progress made on ELDA from 2008 to 2009. Recommended are cautious to interpret the results with the recognition of lacking data from various institutions that could influence the learning progresses. Both descriptive and inferential statistical methods were used to discover progresses Ells' made. Findings from the investigation showed South Carolina LEPs made significant progress on ELDA at state and districts/consortia (TIII awarded) levels in ELDA sub-areas of reading, writing, listening and speaking at three different grades clusters (grades 3-5, 6-8, and 9-12) from 2007-08 to 2008-09 school year.

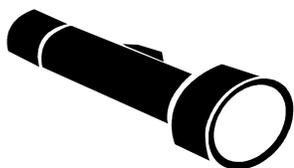
Limitations to determine to what extent changes/progress in student performance may be attributed to various factors in particular institutions, parents, and family environment

- Lack of data for statistical control on students' pre-existing differences in order to isolate teacher effects on learning. Data from screening results at or before the enrollment of ESOL program could be used as the covariant in statistical analysis for more accurate information when it is available.

- School and district environment data are not available at the time this study was conducted. Data as such can help educators understand better why some students progressed faster than others.
- Lack of Parent information to discover the educational influence from family, factors involve parent English proficiency, educational level etc..
- No randomization can be used in educational setting. None statistical adjustments, if any, can fully compensate for the lack of randomization that would support causal claims about the effects of teacher (school or district).

Data and methods used in this investigation

- Individual students were followed and matched to their ELDA test results from 2008 to 2009. Each student has two data points of ELDA scale scores.
- Descriptive methods were used to explain student characteristics and progresses where applicable.
- Paired T-Tests were used to find if the progresses made from year one (2008) was statistically significant to year two (2009) on the mean scale scores in different subject areas.
- Reading, writing, listening, speaking and composite scores/performance levels were used to explain students' progress on learning language skills.
- ELDA tests by grade cluster were examined to illustrate which age group progressed most by state and districts.
- Results of AMAO 1 and AMAO 2 analyses in 2009 were extracted and compared with 2008 data at state and district level.
- Data on the Student's information such as time enrolled in ESOL instruction, lunch status, and different models of English instructions students received were analyzed to explain the 'possible impact' on students' learning/progress in attaining English proficiency.



Message from Williams Sanders on analyses of student achievement

If the variability in student academic progress is partitioned into three ‘buckets-among districts, among schools within districts, and among teachers within schools within districts-, what is the relative amount of the variability that will go into each bucket?

- ✓ Among districts about 5%
- ✓ Among schools within districts about 30%
- ✓ Among Teachers within schools within districts about 65%

-Longitudinal Analyses of Student Achievement data over the past 22 years.
2004

SC TIII award school districts/consortia measured by federal NCLB requirements.

- All TIII award districts/consortia completed objective in AMAO 1 (20% or more students made progress on composite).
- All TIII award districts/consortia reached objective in AMAO 2 (5% or more students attaining full English proficiency on composite).

Percentage of School Districts Meeting
AMAO1 and AMAO2 from 2006-07 to 2008-09

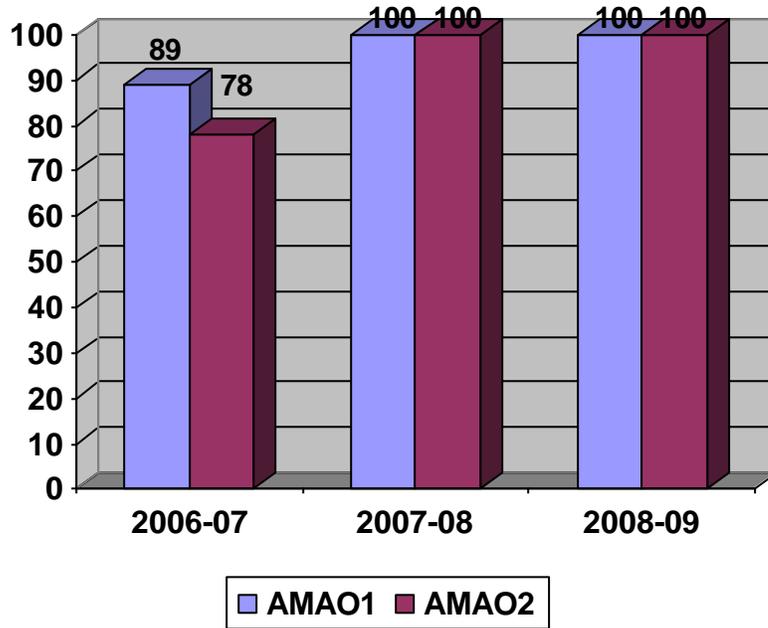


Figure 1.

- Percentage of students who are making progress has been increasing, who stayed the same and who regressed has been declining in the latest three years.

**Comparison on Percent of Students Made Progress on ELDA
2006-07 to 2008-09**

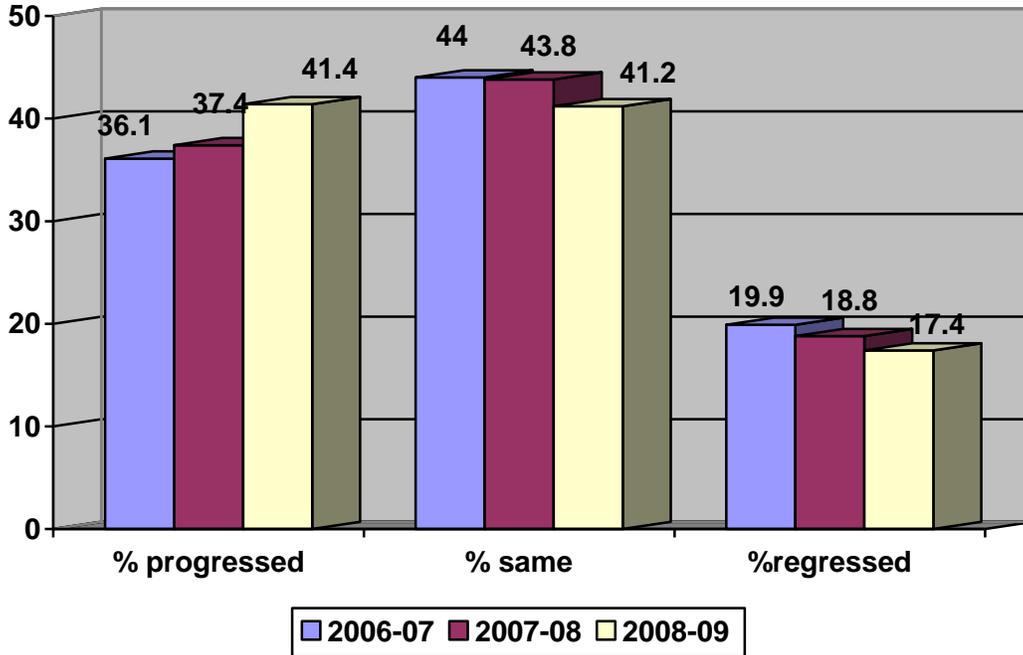


Figure 2.

Note: Further analyses will be needed at district level comparison in three years when time is allowed.

**Mean Scale Scores at State on 2008 and 2009 ELDA by
subjects in three grade clusters**

----- South Carolina -----

----- grade=3-5 -----

Variable	Mean	N	Std Dev
Rscale08	463.3714209	7404	256.7419194
RScale09	689.0482450	7379	165.4208540
Wscale08	427.6986764	7404	225.0760133
Wscale09	656.8173559	7375	133.9340659
Lscale08	529.1141275	7404	288.0924211
Lscale09	792.3466179	7377	128.4917147
Sscale08	569.2810643	7404	313.7242543
Sscale09	840.4922806	7384	113.9730416

----- grade=6-8 -----

Variable	Mean	N	Std Dev
Rscale08	711.1274619	5382	164.3501790

RScale09	727.8765846	5364	138.0901512
Wscale08	667.0743218	5382	128.7357091
Wscale09	715.0405153	5356	113.0623472
Lscale08	816.5862133	5382	134.4577148
Lscale09	864.0993093	5357	100.9682652
Sscale08	840.0811966	5382	142.4340897
Sscale09	887.5149254	5360	94.5207975

ff

----- grade=9-12 -----

Variable	Mean	N	Std Dev
Rscales08	731.7046178	3768	162.9830447
RScale09	769.5975871	3730	141.4760303
Wscale08	695.7837049	3768	137.4901041
Wscale09	738.8780488	3731	118.7375499
Lscale08	833.4763800	3768	133.5744701
Lscale09	863.4145884	3729	105.5661381
Sscale08	849.4331210	3768	150.3860594
Sscale09	890.8918050	3734	104.3289943

ff

Mean Scale Score Gains on ELDA four subject areas from 2008 to 2009 at State by grade cluster

Paired T-Tests in comparing 2008 and 2009 mean scale scores in all subject areas at three grade clusters revealed statistical significant mean differences from 2008 to 2009 across all subject areas and by all grade clusters ($P < 0.05$) at state level. Grade 3 to 5 ELLs in South Carolina made the most gain on ELDA in all four subject areas from 2008 to 2009.

----- grade=3-5 -----

Variable	Mean	N
SSgainR	224.9821114	7379
SSGainW	228.3929492	7375
SSGainL	262.0794361	7377
SSGainS	271.1115926	7384

ff

----- grade=6-8 -----

Variable	Mean	N
SSgainR	15.5201342	5364
SSGainW	47.0937267	5356
SSGainL	46.1709912	5357
SSGainS	47.1733209	5360

ff

----- grade=9-12 -----

Variable	Mean	N
SSgainR	35.9302949	3730
SSGainW	41.4170464	3731
SSGainL	28.1499061	3729
SSGainS	40.5907874	3734

Average scale score gains on subject areas of ELDA test by grade cluster 2008 and 2009

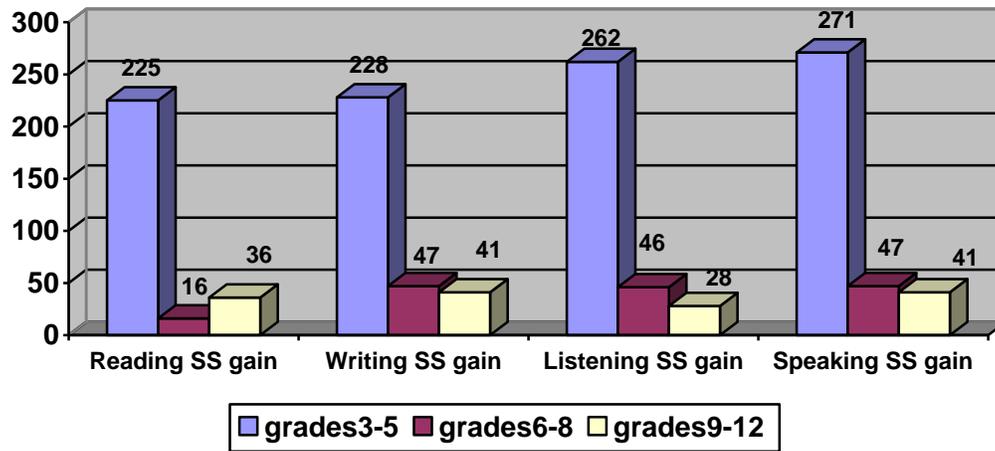


Figure 3

Understand ELL population distributions by grades:

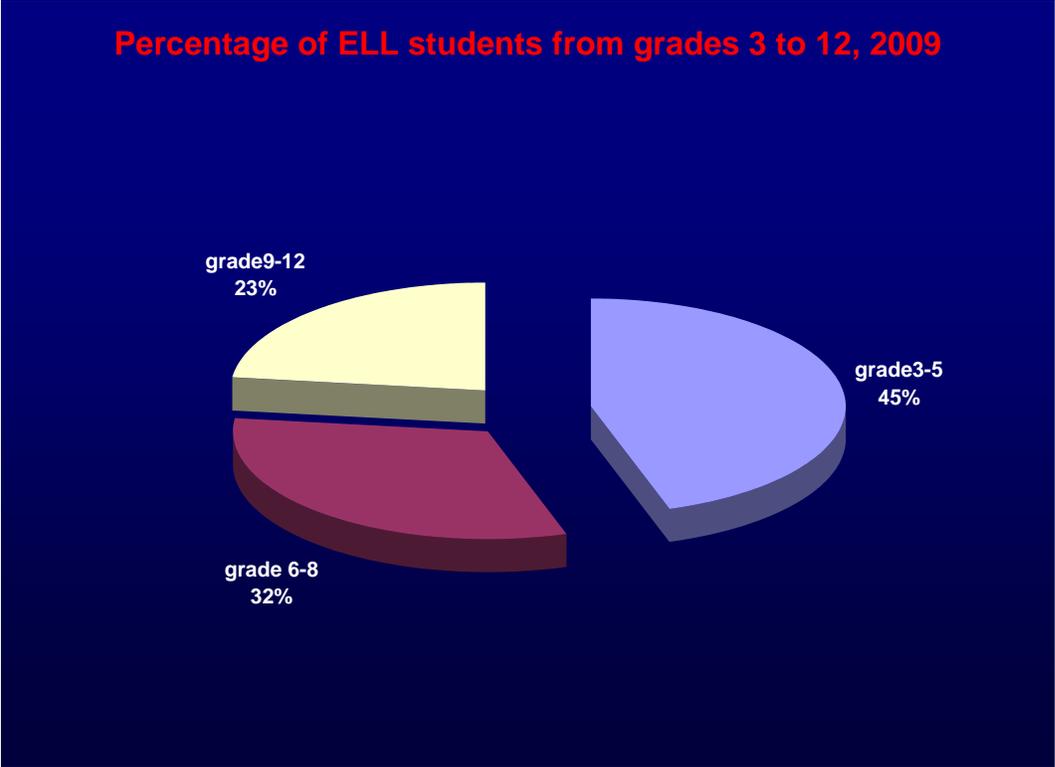


Figure 4

Understand ELL population in time of enrollment under ESOL instruction by grade Cluster

Time of ELLs being served by ESOL instruction by grade Cluster, 2009

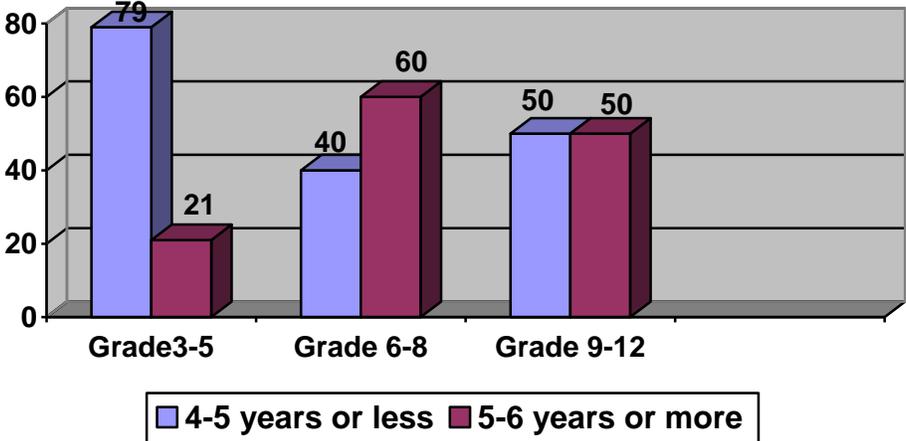


Figure 5

Understand ELL population served by types of English instructional models by grade cluster

Percent of ELL served by different instructional models by grade cluster, 2009

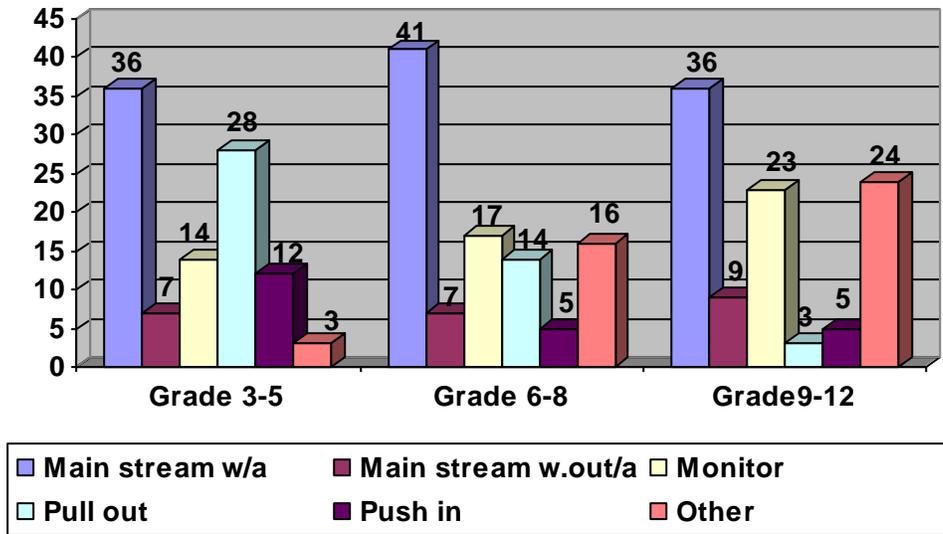


Figure 6

Distribution of ELL eligible for lunch assistant programs by Grade cluster, 2009

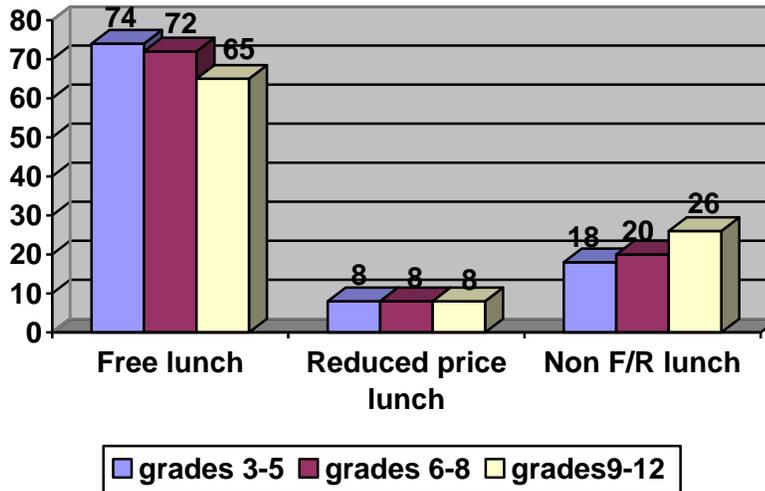


Figure 7
Mean Scaled Score Gains by district

Paired T-Tests between mean scaled scores of 2008 and 2009 by grade cluster in all subject areas revealed the gains on scale scores in between two years were statistically significant across

all subject areas and by all grades cluster ($P < 0.05$) in each district/consortia that had TIII fund awarded. Due to the limitations of data sources in variation of school, teacher, parents, and program implementations between districts, cautions are needed when interpreting the findings. Individual district level results are available upon request (Please email wya0@ed.sc.gov).

A word of warning

- Be cautious to judge the effectiveness of a program, a school or a district on a single factor.

Recommendations

- Multifaceted analyses with other indicators may help educators know better how progresses were made.
- A combination of qualitative and quantitative investigation method should be more reliable.