

Instructional Data Warehouse News

March 13, 2023

www.nassauboces.org/idw

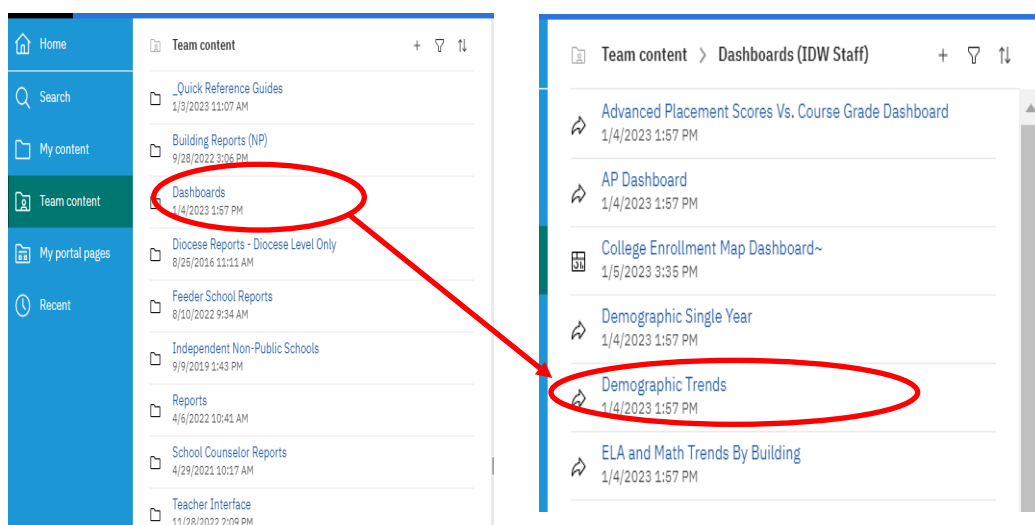
IDW NYSITELL AND NYSESLAT REPORTS:

*What information do these reports offer about Multilingual Learners?
What other reports does the IDW offer?*

by Wanda Toledo, Ph.D.

The number of multi-lingual learners (MLLs) in Nassau County is growing. Over the past 10 years, the number of students who have been identified as English language learners (ELLs) by way of the NYSITELL (New York State Identification Test for English Language Learners) and NYSESLAT (New York State English as a Second Language Achievement Test) has increased by 3 percent. In school year 2012-2013, Nassau County school districts educated 11,642 ELLs (6 percent of the county's school population). In school year 2020-2021, our districts were charged with educating 17,252 ELLs, representing 9 percent of the county's student body. Students are initially identified upon enrollment based on the administration of the Home Language Questionnaire. Their ELL status is reassessed annually with the administration of the NYSESLAT (see CR Part 154 Regulations <http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learners-multilingual-learners>).

When looking at a district's ELL population, one of the first questions to ask is, "Are the demographic trends in New York State and Nassau County reflected in my district?" The answer to that question can be found in the Instructional Data Warehouse (IDW) by clicking on **Team Content** (appearing on the homepage) and selecting the **Dashboards** folder to locate the **Demographic Trends** link.



Upcoming IDW Events

IDW Training:

**Special Bullseye
Program for Third
Party Exams
(iReady, STAR, and
NWEA)
3/14/2023**

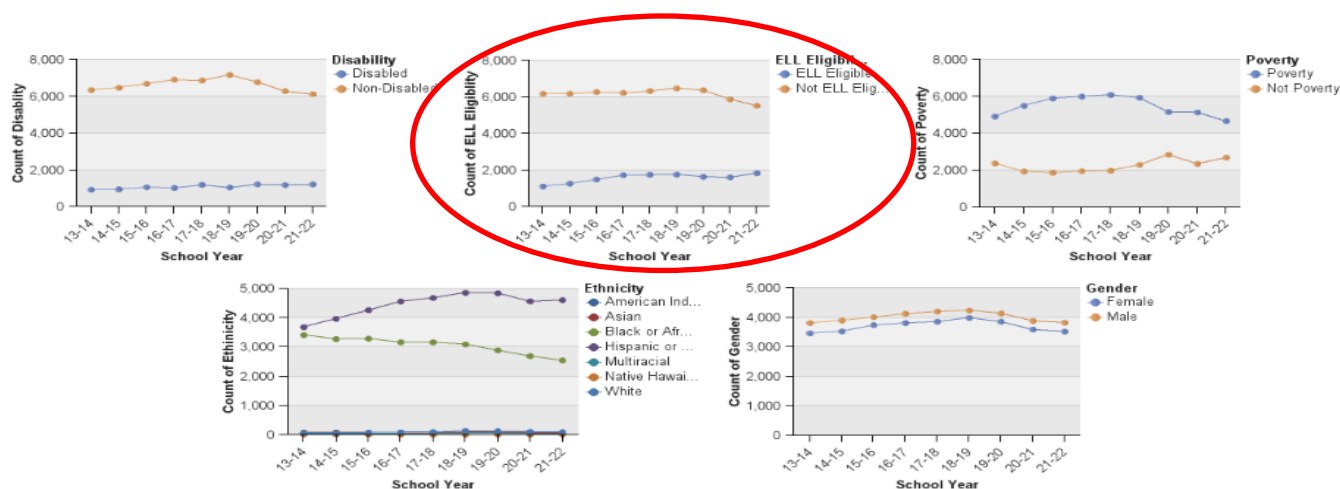


Department of Curriculum, Instruction and Technology

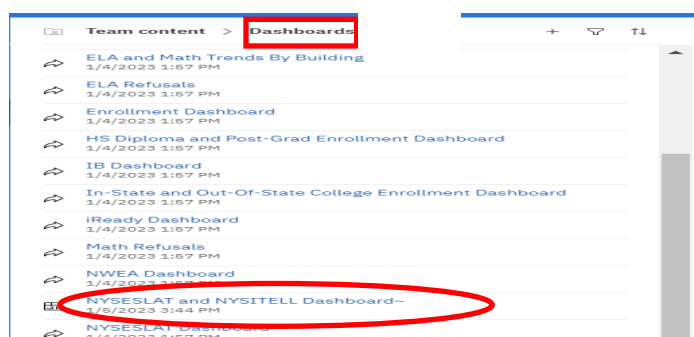
Questions? Contact: Stephanie Witt, Supervisor II, Instructional Data Warehouse
Phone: 516-608-6623 • Email: switt1@nasboces.org

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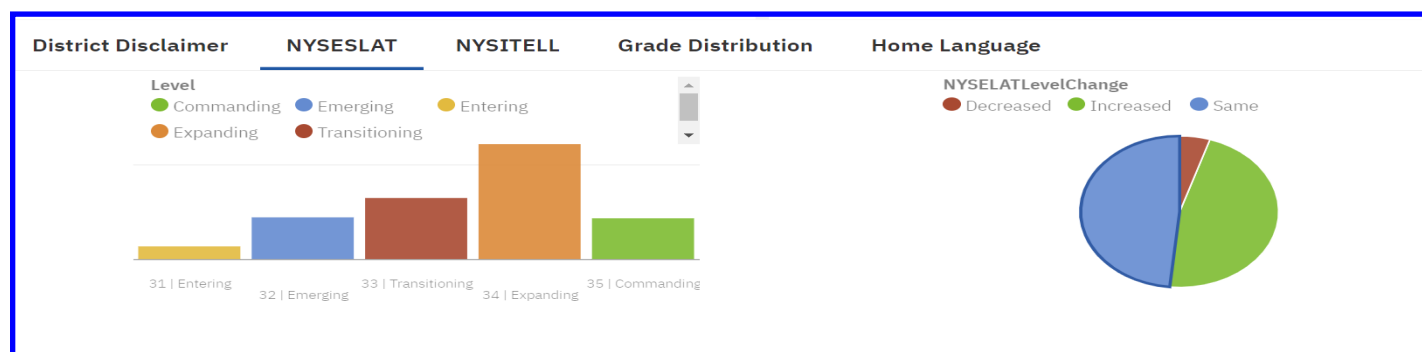
You will be directed to a series of graphs that depict changes over the span of several years in terms of gender, economic status, students with disabilities, ethnicity and ELL population.



The next question that comes to mind is, “How does our ELL population fare in terms of their English language development?” This is a broad, surface level question that requires a deeper dive. Let’s begin with a global overview by examining the *NYSESLAT/NYSITELL Dashboard* located in the *Dashboards* folder.



The *NYSESLAT/NYSITELL Dashboard* provides an overview of the number of ELLs by district, school, grade level, home language and English language proficiency level. It illustrates the number of students increasing, decreasing or remaining the same in terms of their English language proficiency. It also affords districts the option of examining NYSITELL results for any given year.



A deeper dive is warranted to identify students at each proficiency level. One can find that data by clicking on the ***NYSESLAT Proficiency Report*** which can be found by clicking on ***Team Content*** and then the ***Re-ports*** folder. This report offers the option of looking at either ***First NYSITELL*** scores (initial identification) or ***ALL NYSITELLS*** which provides results of other NYSITELL administrations such as the special 2021 accommodation by NYSED due to the pandemic. The report can be sorted by student ID, name, grade, total proficiency ascending, total proficiency descending or LEP duration. The ***LEP Duration*** filter is an important one to examine as it shows, in ascending order, how many years students have been in ELL status. Equally as important are the scores obtained on each of the four language mode subtests (listening, speaking, reading and writing). An overall proficiency level designation alone does not provide enough data to drive instruction.

LEP Duration	NYSITELL Score (Year)	Total Prof. Level	Scale Score	Listening		Speaking		Reading		Writing	
				Student Scale Score	State Avg Score	Student Scale Score	State Avg Score	Student Scale Score	State Avg Score	Student Scale Score	State Avg Score
1	31 (2022)	2-Emerging	190	51	61	30	72	61	60	48	53
1	31 (2022)	1-Entering	160	45	61	30	72	55	60	30	53
1	33 (2022)	4-Expanding	288	73	61	80	72	78	60	57	53
1	31 (2022)	1-Entering	167	49	61	30	72	58	60	30	53
2	31 (2021)	3-Transitioning	257	62	61	67	72	71	60	57	53
2	32 (2021)	3-Transitioning	259	65	64	85	73	65	63	44	56
2	31 (2021)	5-Commanding	313	80	64	90	73	73	63	70	56

Additional information about the trajectory of students' English language growth can be gleaned by examining the ***NYSESLAT Multi-Year Student Longitudinal Report***. This report provides historical data on students' overall language proficiency levels over the course of several years.

Filter By: Sort Report By:

2013 and 2014:

2015 After:

NYSESLAT								
NYSESLAT: K Total Score	NYSESLAT: 1 Total Score	NYSESLAT: 2 Total Score	NYSESLAT: 3 Total Score	NYSESLAT: 4 Total Score	NYSESLAT: 5 Total Score	NYSESLAT: 6 Total Score	NYSESLAT: 7 Total Score	NYSESLAT: 8 Total Score
284 (2015)	234 (2016)	263 (2017)	290 (2018)	296 (2019)		263 (2021)	282 (2022)	
234 (2017)	231 (2018)	285 (2019)		297 (2021)	283 (2022)			
279 (2019)		278 (2021)	287 (2022)					
813 (2013)	823 (2015)	295 (2016)	257 (2017)	270 (2018)	262 (2019)		283 (2021)	333 (2022)
	777 (2013)	801 (2014)	208 (2015)	256 (2016)	234 (2017)	277 (2018)	283 (2019)	
789 (2014)	181 (2016)	242 (2017)	221 (2018)	256 (2019)		287 (2022)		
		184 (2021)	213 (2022)					
300 (2018)	250 (2019)		286 (2021)	294 (2022)				
828 (2014)	216 (2015)	263 (2016)	224 (2017)	254 (2018)	256 (2019)		282 (2021)	298 (2022)
274 (2022)								

Now that we have access to this data, what are the next steps? Additional questions emerge such as:

1. How can instruction be adjusted to address skills in the different language modes?
2. How can we address the number of years that students are ELL eligible?
3. Are we adhering to CR Part 154 guidelines and providing the required instructional services (bilingual and ENL classes) along with the mandated number of weekly hours prescribed for ELLs based on their English proficiency status? Are they taking content area assessments in their home language?
4. In addition to examining the linguistic development of our MLLs/ELLs, are we also delving into academic data to see how our students are performing in all content areas?
5. Do ELLs have access to AP courses?
6. What are the graduation rates for ELLs?

The myriad reports in IDW can be filtered by ELL eligibility status providing educators with solid data that speak to academic performance, student growth, graduation rates, access to AP courses, and diploma types obtained. The **Subgroup Analysis Performance Level Report** allows the user to disaggregate any state assessment by subgroups. How did ELLs perform compared to other subgroups?

Subgroup Analysis by Performance Level Report Options

Once a district has a comprehensive picture of its ELL population, educators will be able to answer the following question, “Is our district advancing diversity, equity and inclusion of ELLs?” See this key link which explains NYSED’s key inclusion initiative: (<http://www.nysed.gov/diversity-equity-inclusion>).

As always, IDW personnel are available to provide telephone assistance as well as virtual and in-district training for any district seeking to learn more about this newsletter, or about other best data practices. To schedule a training session or ask any IDW-related questions, please call Stephanie Witt at (516) 608-6623, Tammy Mazza at (516) 608-6633, Fred Cohen at (516) 608-6640 or Dr. Wanda Toledo at (516) 608-6648.

What's New in the IDW?

- **Don't forget to view the full suite of IDW Reports for third party examinations**
- **Remember too that the IDW can provide current teachers with detailed score information on previous tests in our rostered reports for teachers. To do so, however, districts must upload their current data to BOCES.**
- **The IDW now contains college tracking data and reports for the 2022 High School graduates.**