

LEP Student Supplement to DIASA Handbook

Alaska Department of Education and
Early Development

For use with the Data Interaction
for Alaska Student Assessments Handbook: District Guidance



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Contact Information

State of Alaska
Department of Education & Early Development
P.O. Box 110500
801 West 10th St., Ste 200
Juneau, AK 99811-0500
Phone: (907) 465-2900
Fax: (907) 465-8400

This document is not static and is expected to expand as more guidance is needed in the future. The state encourages districts to contact the Assessments & Accountability section at (907) 465-2900 with any suggestions or guidance to make this booklet more valuable for districts.

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Introduction

As student data become more readily available to educators, it will be important for educators to have access to questions that generate useful, actionable findings (Means, Chen, DeBarger, & Padilla, 2011). This supplement provides sample questions and processes which might be used with analyses of limited English proficient (LEP) student achievement data.

We encourage you to take advantage of the richness of the data available in the Data Interaction for Alaska Student Assessments (DIASA). This supplement leads you through questions and analysis routines which can help you access that data more clearly and easily. We hope you enjoy working with DIASA and learning more about LEP students.

The first section of this document provides sample policy and practice analysis questions for common issues related to LEP student achievement on (a) the state ELP assessment and/or (b) the state standards based assessment. A separate set of questions focuses on (c) the achievement of LEP students with Individual Education Programs (IEPs).

The second section of this document provides hands-on examples of how to work with LEP student data using DIASA and Excel workbook tools. The section begins with a suggested routine for working with data in DIASA: (1) Create the initial data set; (2) refine it; and (3) download it. From there, you (the user) are provided with a practice set of questions. Work through these questions to become more familiar and comfortable with DIASA.

Background on DIASA

This manual is written with the understanding that you the user are already familiar with DIASA. DIASA is a dynamic, Web-based system that provides online access to student performance for Alaska's required student assessments.

The DIASA system allows users to

- Create, export, and publish their own reports, graphs, or data files;
- Conduct ad hoc data queries and analysis;
- Disaggregate user-selected subgroup variables; and
- Drill down from summary level to the individual student level

DIASA was designed by eMetric to assist districts in accessing student performance data in a way that is both beneficial and informative. By using the tools provided by DIASA, districts can evaluate student growth on a year-to-year basis, train teachers in regards to instructional needs, and compile data for reporting purposes.

This guidance is not intended to replace either the DIASA handbook posted at <http://www.eed.state.ak.us/tls/assessment/diasa.html>, the help manual located at <https://solutions1.emetric.net/Alaska/Help.aspx>, the Frequently Asked Questions link in the upper right-hand corner of the DIASA application. Rather, the intention of the guidance is to document certain processes used to access the data in beneficial ways.

Considerations for Creating Questions and Queries that Lead to Actionable Data

The guidance and sample questions offered in this supplement are not intended to limit exploration of the data. They are intended to provide you (the user) with a starting point as you become more comfortable with using data to inform policy and practice.



Before you create a question to examine, (1) **review state, district, and school priorities** and (2) **visualize how you want to use the findings**. (Create use cases). Identify findings that can be used as one source of evidence for initiating improvement to practice or policy (“actionable” findings)? *Beginning with your priorities and use cases will help you hone in on the exact questions and queries you need (and keep your analyses focused).*

As you cast your query, consider the following:

- **How do you want to benchmark your district data?** Do you want to...
 - Compare district data over time (longitudinally or examine a snapshot in time),
 - Compare district data across grade levels during the same time frame,
 - Compare district data among all schools in the district (scatterplot),
 - Compare data schools with similar characteristics (urban, type of student, grade level, etc.), or
 - Compare district average data to state average data?
- **Do you need a count or percentage of students?** Do you need the number and/or percentage of LEP students?
 - Results involving fewer than 10 students tested should not be reported; this number is too small to be meaningful. [Place an asterisk in your report for the data in this cell rather than showing any data.]
- **Do you need scores or performance levels?** In general, scores may be more useful with smaller samples, while proficiency levels may be more useful in comparisons of a larger group of students.
- **For which subjects areas or sub-domains of the test do you need data?** Do you need the data for one sub-domain of the assessment or all sub-domains? For the standards-based assessment, the sub-domains are mathematics, reading, writing; for the ELP assessment, the sub-domains are composite proficiency, literacy proficiency (reading and writing), or sub-domains
- **Which level of achievement data do you need?** Do you want to focus on those LEP students who scored proficient or above or data from all proficiency levels?

Section I: Common Questions about LEP Student Achievement

The first two sets of questions focus on LEP achievement on the state English language proficiency assessment and the state standards-based assessments. A third set of questions focuses on the unique needs of LEP students with disabilities. Each set of questions is divided according to those that can be answered using data only available in DIASA and those that be answered by combining DIASA and locally-available data.

A. Analyses of LEP Student Achievement on the English Language Proficiency Assessment

Questions which can be answered using DIASA

Each box represents a unique question that can be explored through DIASA. The questions below are examples of what you might ask. You are encouraged to try out these questions.

Access for ELLs English language proficiency levels:

1.0-1.9 2.0-2.9 3.0-3.9 4.0-4.9 5.0-5.9 6.0 and above

Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient Low	Proficient High
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I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Report on LEP student proficiency on the state ELP assessment.	What percentage of LEP students achieved <u>proficiency or above</u> on the most recent state ELP assessment?	Performance levels of English language proficiency at Proficient Low and Proficient High (for the Composite score only) for one year of data		Question we can't answer with this query: What percentage of all students are identified as LEP? (need a different data set)

Examine how many students are eligible for exit from LEP status. The LEP student must score at 5.0 or above for his/her Composite ELP level (PL = Proficient Low, PH = Proficient High) and achieve 4.0 (IH = Intermediate High) on each subdomain.	Which LEP students achieved 5.0 or above in the Composite score and 4.0 or above in the sub-domains on the most recent state ELP assessment?	Composite and sub-domain performance levels of English language proficiency (Intermediate High and Proficient Low)) for one year of data		
Examine if I have large number of students at certain composite levels. Is student performance at a particular sub-domain is impacting the composite score?	For each English language proficiency Composite score level, what are student sub-domain scores on the most recent state ELP assessment?	Run a separate report for each English language proficiency composite score level with the associated sub-domain scores for that level for one year of data		
Examine whether LEP students who are in Grade 10 in 2012 have been gaining in English language proficiency over the past 3 years. [The percentage of LEP students who did <u>not</u> achieve proficiency or above on the ELP assessment is implicit to this question, but not directly examined.]	Beginning with Grade 8 in 2010, what percentage of LEP students achieved overall proficiency or above on the ELP assessment over the past 3 years?	Performance levels of English language proficiency at Proficient Low and Proficient High (for Composite scores). Follow the same cohort for 3 consecutive years		
Examine whether there is any growth LEP student English	Across different grade levels or clusters during the same year,	Performance levels of English language		

language proficiency achievement in relation to prior years?	what percentage of LEP students achieved overall proficiency or above on the ELP assessment?	proficiency at Proficient Low and Proficient High for Composite scores. Run separate report for each grade level or cluster.		
Compare how the achievement for one group of LEP students in my district compares to the state rate of achievement on the English language proficiency assessment.	Was there any difference between district and state median scale scores on the state English language proficiency assessment for LEP students from a [particular] ethnic background?	Scale scores levels of ELP (for Composite scores). Disaggregate by the ethnicity category or filter by a particular sub-category. Compare to state rate.		

Questions which can be answered using DIASA in combination with Locally-Available Data

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Examine how long LEP students in my district or school remain classified in LEP status and then examine their current levels of English language proficiency.	What are the current ELP assessment performance levels for LEP students with different number of years either in the U.S. or in my district/school?	After running a query to determine how long current LEP students have been identified (use either data on time in U.S. schools or data on time in (the local) program), use the student identifier to match that query with DIASA data on ELP assessment performance levels.		
Compare achievement on	What are the current ELP	Download Standards		

I want to use the findings to....	The question I will ask is...	Query	Results	Notes
the state English language proficiency assessment with the type of ESL program in which the LEP student participates.	assessment performance levels for LEP students in particular ESL programs offered by my district?	Based Assessment data for LEP students and compare with data on program placement.		
Examine if lack of achievement on the state English language proficiency assessment correlated with school drop-out rates.	What were the last available English language proficiency scores for those LEP students who did not graduate from high school?	Identify LEP students who dropped out of high school and examine their most recent English language proficiency level.		

Additional questions to examine:

- How many LEP students in monitored status are returned to LEP status?

B. Analyses of LEP Student Achievement on the State Standards-Based Assessments

Terms

FBP = Far Below Proficient, BP = Below Proficient, P = Proficient, A = Advanced

ABS = Absent, BYP = Bypass, INV = Invalid, MOD = Modified Administration, NOA = Not Attempted, NA = Not Available, PRF = Parent Refusal, SRF = Student Refusal, SUS = Suspension, PRV = Previously Passed, OTH = Other

Questions which can be answered using DIASA

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Examine student achievement results to determine the extent of the gap between LEP and non-LEP students on the different Standards Based Assessments.	How does the percent of LEP students and non-LEP students performing at Proficient/Advanced on the Standards Based Assessments compare?	Performance Level Summary Report, select more than one grade; % Proficient/Advanced; disaggregate by LEP students. [You may wish to change the Score tab to % in Each Level.] *Reminder: Per federal law, LEP students may be exempted from one administration of the reading/writing portion of the standards based assessment if they have been in the U.S. for less than 12 months.		
Examine LEP student and non-LEP student achievement gaps compare?	How do LEP and non-LEP mean scale scores compare on the state Standards Based	Run a Summary Report for a particular grade or grades; disaggregate the initial data		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
	Assessments?	set by LEP students; select both mean scale scores.		
Examine extent to which LEP students are achieving at higher levels on the Standards Based Assessment with each subsequent year.	To what extent did LEP students' performance levels on the Standards Based Assessments decrease, stay the same, or increase?	Matched comparison report for two years, filtered by LEP students. In Levels tab, begin with % At/Above Proficient (Can later examine adjust % All Performance Levels)		
Examine how well LEP students are doing over time in comparison with non-LEP students.	How does the three-year growth in percent proficient (or above) in math and reading of LEP students compare with the growth trajectory of non-LEP students in the district?	Proficient or above on the state standards-based academic achievement assessment in mathematics for three years, disaggregated by LEP students.		
Examine 9 th grade student performance on the Standards Based Assessments. (Note: Ninth grade course performance found to be the strongest predictor of high school graduation for English Language Learners. See the 2012 Report: What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on English Language Learners)	What are the Standards Based Assessment performance levels for all subject areas for 9th grade students in my district?	Standards Based Assessment performance levels (% distribution for all levels); 9 th grade; disaggregated by LEP students.		
Are there certain aspects of	How do LEP and non-LEP	Select a summary report; in		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
the standards that are more difficult for LEP students than non-LEP students?	students perform on specific content strands within the standards?	the Scores tab, select scale scores and content strand; disaggregate by LEP students.		
Examine whether LEP students are being provided accommodations on the Standards Based Assessment	What percentage of LEP students were provided LEP accommodations on the Standards Based Assessments?	Roster report; click on the Accommodations tab to select all accommodations; filter the data by LEP students; download to Excel and use Excel tools to aggregate.		
Examine whether there appears to be any relationship between provision of LEP accommodations and student performance level.	What percentage of accommodated LEP students achieved Advanced/Proficient on the Standards Based Assessments in Mathematics?	Roster report; click on the Fields tab, to select LEP students; click on the Scores tab to select Performance Level for Mathematics only; click on the Accommodations tab to select all accommodations for Mathematics; download to Excel and use Excel tools to aggregate. (Categorize accommodations using Table 1 from LEP Participation Guidelines.)		
Examine whether there appears to be any relationship between provision of a particular LEP	How did LEP students who received one particular LEP accommodation achieve on the Standards Based	Roster report; click on the Fields tab, to select LEP students; click on the Scores tab to select Performance		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
accommodations and student performance level.	Assessment?	Level for Mathematics only; click on the Accommodations tab to select the specific accommodation for Mathematics; download to Excel and use Excel tools to aggregate.		

Questions which can be answered using DIASA in combination with Locally-Available Data

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Examine the English language proficiency levels of LEP students with 12 months or less in the U.S. Reminder: Per federal law, LEP students may be exempted from one administration of the reading/writing portion of the standards based assessment if they have been in the U.S. for less than 12 months. Examine participation counts to see	What were the English language proficiency levels for the students who have been in the U.S. for less than 12 months (and were exempted from the reading/writing portions of the Standards Based Assessment)?	[Combine two DIASA data sets outside of DIASA.] Identify LEP students who received an exemption from the reading or writing portions of the Standards Based Assessment (because they had been in the U.S. for 12 months or less). Run a roster report. Match this data with their English language proficiency assessment Composite performance levels.		
Examine how well we serving LEP students.	What programming is being offered to LEP students at different SBA achievement levels?	Combine DIASA data on Scale scores on the state standards-based academic achievement assessment.		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
		In the Scores tab, also select the content strand, disaggregated by LEP students.		
<p>Examine how first year LEP students performed on the mathematics and science Standards Based Assessments</p> <p>*Reminder: Per federal law, LEP students may be exempted from one administration of the reading/writing portion of the standards based assessment if they have been in the U.S. for less than 12 months.</p>	<p>What are the mathematics and science Standards Based Assessment performance levels of ELLs with less than one year in the U.S.?</p>	<p>Combine student achievement with time in U.S. data for each LEP student.</p>		
<p>Examine the achievement levels of LEP students with different numbers of years being classified as LEP students. [The research shows that high-performing students exit early from LEP status. Despite many years in the U.S. school system, slower-growing students are unable to meet linguistic and other academic criteria that some states require to exit LEP status (Cook, Linqanti, Chinen, & Jung, 2012; Olsen, 2010).]</p>	<p>What are the Standards Based Assessment performance levels for LEP students with different number of years in the U.S.?</p>	<p>Roster report; disaggregated by LEP students; combine with data on each student's number of years in the U.S.</p>		

C. LEP Students with IEPs

Questions which can be answered using DIASA

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
<p>Examine student achievement results to see if there is a gap between LEP and non-LEP students, both of whom have IEPs.</p>	<p>1. Of the students with IEPs, how does LEP student and non-LEP student achievement on the state academic assessments compare?</p> <ul style="list-style-type: none"> a. By reading (by grade level)? b. By Math (by grade level)? 	<p>Start by running a summary report for standards based assessment data in reading and mathematics. Remember to disaggregate your initial data set by LEP students and by IEP. Run a second data set and only disaggregate it by IEP.</p> <p>*Reminder: Per federal law, LEP students may be exempted from one administration of the reading/writing portion of the standards based assessment if they have been in the U.S. for less than 12 months.</p>		
<p>Determine if the LEP students at particular grade levels are more or less likely to have an IEP.</p> <p>How does the IEP rate compare with the national rates?</p>	<p>2. What percentage of LEP students at particular grade levels have IEPs?</p>	<p>In the Standards Based Assessment Data, disaggregate the data by LEP students; run a second report using the format; disaggregate by LEP students and IEP. Compare downloaded data sets.</p>		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Check to see if a particular Alaska Native/Am. Indian students who are identified as LEP students are also identified as having a disability.	3. What percentage of Alaska Native/Am. Indian students at particular grade levels are identified as LEP students, have IEPs, or both?	Build on the data created for the previous question. Add filter for students who are Alaska Native/Am. Indian, Compare the 3 downloaded data sets.		
Are LEP students with disabilities receiving either LEP or IEP accommodations on the Standards Based Assessment in mathematics?	4. Which LEP and IEP accommodations do LEPs with disabilities receive on the Standards Based assessment in mathematics?	Performance Level Summary Report, In Subject tab, limit to Mathematics; select Grade 10; in Scores tab, select % Proficient/Advanced (de-select % Below/Far Below Proficient); disaggregate by LEP students. Hover over the LEP student bar in the graph and drill down to Roster. Click on the Accommodations tab and select the accommodations for Mathematics.		

Questions which can be answered using DIASA in combination with Locally-Available Data

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
Examine how well we serving LEP students.	1. What programming is being offered to LEP students at different Standards Based Assessments achievement levels?	Combine DIASA data on Scale scores on the state standards-based academic achievement assessment. In the Scores tab, also select the content strand, disaggregated by LEP students. Match to local data on types of programs offered to LEP students.		
Examine the extent to which the disabilities-related accommodations assigned and used on the Standards Based Assessment match those in the student's IEP. *Accommodations are not tracked in the English language proficiency assessment.	2. What percentage of accommodated LEP students achieved Advanced/Proficient on the Standards Based Assessments in Mathematics? Which accommodations were they offered and which are listed in their IEPs?	Performance Level Summary Report, In Subject tab, limit to Mathematics; select Grade 10; in Scores tab, select % Proficient/Advanced (de-select % Below/Far Below Proficient); disaggregate by LEP students. Hover over the LEP student bar in the graph and drill down to Roster. Click on the Accommodations tab and select the accommodations for Mathematics. Match with local data on the IEP accommodations.		
Examine whether there are LEP students with particular	3. What are the Standards Based Assessment	In the Standards Based Assessment Data,		

I want to use the findings to....	The question I will ask is....	Query	Results	Notes
types of disabilities with any different or unusual achievement patterns?	performance levels for LEP students with particular disabilities?	disaggregate the data by LEP students and IEP. For each IEP, match with local data on which disability/ies. (See codes 00-14 in the Data Participation Handbook.)		

Section II: Practice Examples

The second section of this supplement provides practice examples of how to work with LEP student data using DIASA and Excel workbook tools. The section begins with a suggested routine for working with data in DIASA: (1) Create the initial data set; (2) refine it; and (3) download it. From there, you (the user) is provided with a practice set of questions. Work through these questions to become more familiar and comfortable with DIASA.

Basic Routine for Working with DIASA

Here is one possible routine to use when working with DIASA: (1) On the first screen, select the type of report you need and generate an initial report; (2) refine your data set using the tabs; and (3) download the data set into a static PDF or into a csv file for use with Excel.

1. *Create an initial data set using the report feature.*

On the first screen, select the type of report needed. Use the drop-down menus, to select administration, grade (or cluster of grades), year, district or school, etc. needed to generate an initial data set.

Consider: What output do I want to create?

- a. Use any of the report features to create static PDFs of your state assessment data set.
- b. Use the summary report, roster report, or longitudinal roster report features to create your own tables and graphics in Excel.
- c. Use the roster report or longitudinal roster report features and combine the state assessment data with district or other locally-available data to answer additional questions.



Tip: Use the [Help](#) link in the upper right hand corner of the Web page to see an explanation of the basic features for each type of report.

2. *Refine the initial data set using the blue customization tabs.*

After you generate your initial data set, your selections can be double-checked and refined using the [blue customization tabs](#). (Move left-to-right through options presented in the blue tabs.)

Analogy: The process of going through the customization tabs is similar to how an ophthalmologist uses a diopter during an eye exam. The ophthalmologist uses the diopter to flip through a series of lenses to sharpen the patient's vision prescription. Similarly, as you work through options presented in the blue customization tabs in DIASA, you can apply more "lenses" to your data. Be sure to write down your talking points for explaining your data findings as you work through the customization tabs.



Tip: For many of the questions in this analysis, you will need to limit or change the initial data set you “pulled” by de-selecting the check-box(es) in the blue tabs.



Tip: With Standards Based Assessment data, remember to go to the **Disaggregate** tab and select LEP students checkbox. Otherwise, the data set shown will be for all students.

3. Download the data set.

All reports can be downloaded as static PDFs. However, for some reports, especially the Roster Reports and Longitudinal Roster Reports, you can download the data as a csv file into an Excel workbook.



Tip: If you plan to do follow-up analyses with your data set, remember to use the **Other** tab to select the State ID checkbox. This will allow you to link your data set with other locally-available data. In the **Other** tab, you can also select and download other demographic information such as District Number, School Number, and LEP Language Type.

The screenshot shows a software interface with a top navigation bar containing tabs: Administrations, Grades, Fields, Scores, Filter, Search, and Other. The 'Other' tab is currently selected. Below the navigation bar is a form with the following elements:

- Links: (Select All | Reset)
- Checkboxes and labels:
 - State ID
 - LEP Status
 - DOB
 - District
 - Gender
 - School
 - Ethnicity
 - LEP Language Type
- Buttons: Cancel, Submit



Tip: As you download data from DIASA, you might want to copy and paste each new downloaded data set into a new worksheet within the same Excel workbook. In this way, you can fill out a single Excel workbook for that day’s data downloads, rather than downloading and saving multiple Excel workbooks.

Example 1: Sample Analysis of LEP Student Achievement on the State English Language Proficiency Assessment

I want to use the findings to....	The question I will ask is....	Query
Create a presentation so I can report on LEP student proficiency on the state ELP assessment.	What percentage of LEP students achieved proficiency or above the most recent state ELP assessment?	Performance levels of English language proficiency (for Composite score only) for one year of data

Select the assessment.

Exam

English Language Proficiency ▼

As you work through your analysis routine in DIASA, use the following steps to adjust different elements within your initial data set. As you make these adjustments, you can create a set of talking points for your presentation. (Be prepared to write down each talking point.) The process of creating talking points will be explicitly described in the questions below.

1. When creating the initial Summary Report data set, check the following:

- a. Select just one year of data
- b. Select cluster rather than grades.
 - i. It's easier to take a larger slice of the data at first. [Note: If you want clustered grade levels, you may need to select it at this point; in some reports, if you select one option (e.g., cluster), then the other option (e.g., grade level) does not appear in the [Grade](#) tab and vice versa.]
- c. When your initial English language proficiency assessment data output is created, stop and compare the consistency of your district data with the state data also displayed.
 - i. Are there any glaring differences? If so, these are talking points for your presentation report. *"Here's where our district is doing better than the state average; here's where our district is not doing as well as the state average."*

2. When refining the data set, use the customization tabs to check the following:

- a. In the [Administrations](#) tab, select the other test administration years to check the consistency of your data for the one year, two years, or three years of data is most meaningful.
 - i. If there is no real difference between the different years, select one year of data to use. Your talking point might be something like, *"The student achievement results you see here are similar to those for the past two years."*
- b. In the [Grades](#) tab, reconsider whether you want limit the display to just one cluster, for example, or if you are viewing the data by grade levels, to a particular set of grade levels.
 - i. Your talking point might be something like, *"Look at the difference between K-5 and 6-12 percent Proficient/Proficient High on the reading, listening, and comprehension components. Why is it that our Proficient/Proficient High rates for writing are so low for both K-5 and 6-12?"*

- c. In the [Scores](#) tab, consider whether you need Percent Proficient/Proficient High or % in Proficiency Level.
 - i. Generally, it's easier to stick to your original focus on Proficient/Proficient High rather than introduce % Proficient at each level. This added data tends to complicate your analysis.
- d. In the [Scores](#) tab, consider whether you need the Composite ELP level and/or sub-scores?
 - i. How do you want to display the data? Would it be easier to begin with an initial slide showing Composite proficiency and then have a second slide showing sub-domain scores?]
- e. Do I need to [disaggregate](#) the data by data by ethnicity or gender?
 - i. At this point, it's easier to look at a single cluster or grade level. Are there any glaring differences within the district data? If so, these are talking points for your presentation report. *"Here are some groups that are not scoring as well as others."* You can also compare these groups' performances to the state average. *"Here's where our district's rates for this group is doing better than the state average; here's where our district is not doing as well as the state average."*
- f. Do I need to apply a [filter](#) for a specific group?
 - i. If you want to just show one ethnic group, for example, not all, you can use the filter tab to select that group's data.

3. When downloading the Summary Report data set, check the following:

- a. What the patterns in the data? In Excel, you can use colored conditional formatting to quickly highlight the percentage of students (NOT THE CELLS CONTAINING NUMBER OF STUDENTS). The colors will provide an easy way to compare differences in the data.
- b. One you have your summary report downloaded into Excel, return to the [Home](#) and select a different report to show your data set in a different light.
 - i. When downloading roster data, check the [Other](#) tab:
 1. Do you need to select State ID? (Is this necessary?)
 2. Do you need to select the check-box for the student's school? (Will I be aggregating the data by schools within my district?)
 3. Do you need to disaggregate the data by language or other filters offered here?

Note: The above analyses would only be the first step in data-informed decision-making. After the performance data is plotted and compared, the next step would be to explore the question: *Why is this school/district doing so much better than the other? What are they doing differently?* (Gemberling, 2006)

Example 2: Analysis of LEP student achievement of the state Standards Based Assessment in mathematics

I want to use the findings to....	The question I will ask is....	Query
Examine student achievement results to determine the extent of the gap between Grade 10 LEP and non-LEP students on the different Standards Based Assessments.	2. What percent of Grade 10 LEP students and non-LEP students who are performing at Proficient/Advanced on the Standards Based Assessments?	Performance Level Summary Report, In Subject tab, limit to Mathematics; select Grade 10; in Scores tab, select % Proficient/Advanced (de-select % Below/Far Below Proficient); disaggregate by LEP students.

Select the assessment.

Exam

Standards Based Assessment

As you work through your analysis routine in DIASA, use the following steps to adjust different elements within your initial data set. As you make these adjustments, you can create a set of talking points for your presentation. (Be prepared to write down each talking point.) The process of creating talking points will be explicitly described in the questions below.

1. Create an initial data set.

Report

Summary Report
 Performance Level Summary Report
 Roster Report
 Longitudinal Roster Report
 Cohort Comparison Report
 Matched Comparison Report

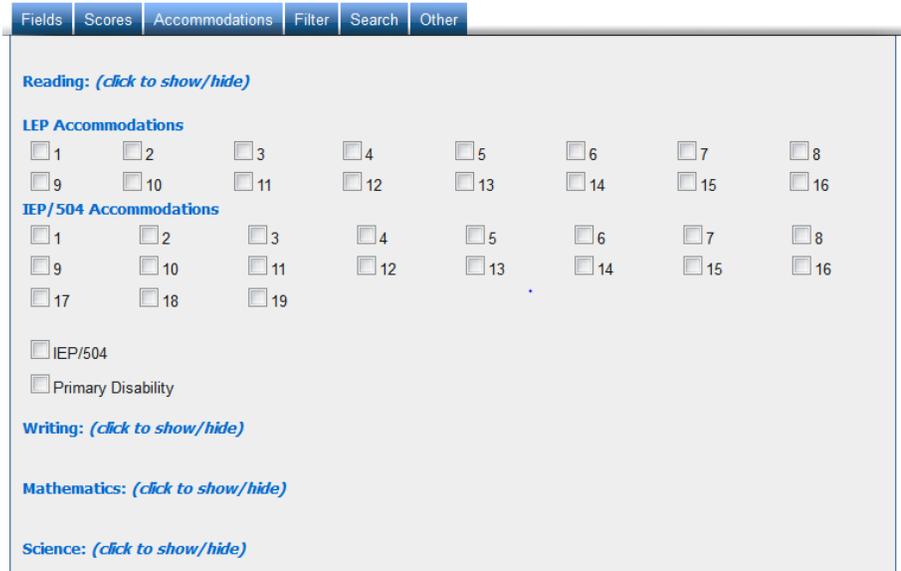
Macros:

Report Card

- a. First, run a Standards Based assessment report card. Download a text csv version of the report card for following achievement data. In the Excel worksheet, use conditional formatting to highlight the difference between the 2 rows of data for the LEP students and non-LEP students. Bold the state data and compare the district and state data.
 - ii. Are there any glaring differences between the district and state data? If so, these are talking points for your presentation report. *“Here’s where our district is doing better than the state average; here’s where our district is not doing as well as the state average.”*

2. When refining the data set, generate other reports and use the customization tabs to check the following:

- a. Similar to Example 1, you can work through the blue customization tabs from left-to-right to refine and hone your query. (See guidance provided in Example 1.)
- b. After you have drilled down to a Roster Report, select the [Accommodations](#) tab to examine how many LEP students were accommodated on Standards-Based Assessments



3. When downloading the data set, check the following:

- c. What the patterns in the data? In Excel, you can use colored conditional formatting to quickly highlight the percentage of students. The colors will provide an easy way to compare differences in the data.
- d. One you have your summary report downloaded into Excel, return to the [Home](#) in DIASA and select a different report to show your data set in a different light.
 - i. When downloading roster data, check the [Other](#) tab:
 - 1. Do you need to select State ID? (Is this necessary?)
 - 2. Do you need to select the check-box for the student's school? (Will I be aggregating the data by schools within my district?)
 - 3. Do you need to disaggregate the data by language or other filters offered here?

Example 3: Disaggregate the state standards based achievement data (downloaded in Example 2) set by LEP student's ELP level (downloaded in Example 1)

You can use the DIASA data in combination with your district data to examine questions in more detail.

1. Create an initial data set.

- a. Download an Excel CSV file for the same time frame and grade from the English language proficiency assessment and from the Standards Based Assessment.
 - i. In the **fields** tab, select all available data elements. You might wish to refine your sample by these additional data elements.

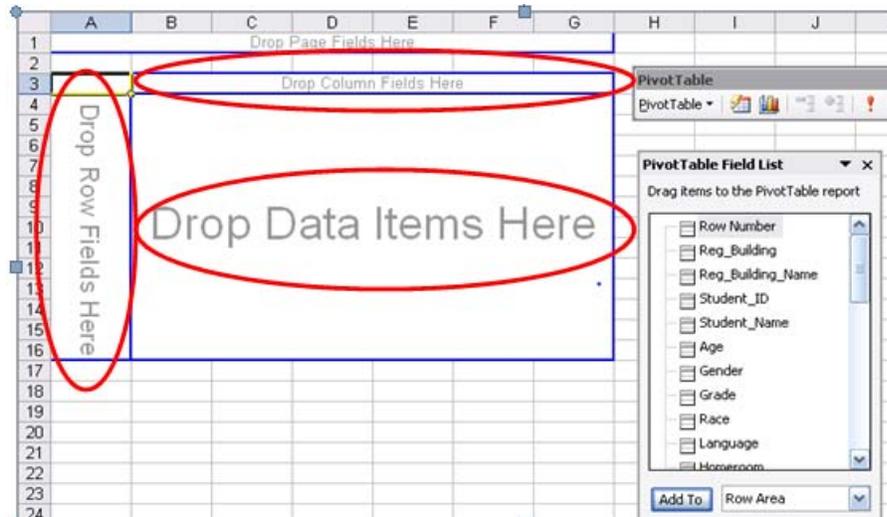
State English Language Proficiency Assessment – Fields Tab View

Administrations	Grades	Fields	Scores	Filter	Search	Other
(Select All Reset)						
<input checked="" type="checkbox"/> State ID	<input checked="" type="checkbox"/> DOB	<input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Ethnicity			
<input checked="" type="checkbox"/> LEP Status	<input checked="" type="checkbox"/> District	<input checked="" type="checkbox"/> School	<input checked="" type="checkbox"/> LEP Language Type			
Cancel Submit						

State Standards Based Assessment – Fields Tab View

Administrations	Grades	Fields	Scores	Accommodations	Filter	Search	Other
(Select All Reset)							
<input checked="" type="checkbox"/> State ID	<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> DOB	<input checked="" type="checkbox"/> Gender				
<input checked="" type="checkbox"/> Ethnicity	<input checked="" type="checkbox"/> Low Income	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> LEP				
<input checked="" type="checkbox"/> Migrant	<input checked="" type="checkbox"/> District	<input checked="" type="checkbox"/> School					
Cancel Submit							

- b. Merge the two data sets (linking the data by the state ID number). You should have a single Excel worksheet with all of the data elements listed across the top row.
- c. Create a pivot table of the data. (Follow the directions for creating a pivot table in your specific version of Excel. Directions vary by version of Excel.)



Using the figure above as a guide...

- i. The primary variable to be examined is “dropped” in the **Columns Field** at the top of the table. For Example 3 in this supplement, you would place Standards Based Assessment achievement data (e.g., performance level on the mathematics assessment) here.
- ii. The data by which you would like to disaggregate the primary variable would be dropped into the **Row Fields** (e.g., student Composite English language proficiency level).
- iii. The **Drop Data Items** area contains the statistical data that will be analyzed against the row and column fields. Student ID would be dropped into the Data Items

2. Refine the initial data set.

3. Create a table or chart to report the data.

References

Gemberling, K. (2006). Data-driven leadership. Retrieved April 11, 2011, from www.idsba.org/uploads/media/Gemberling.ppt

Mercuri, S.P., Y.S. Freeman, and D.E. Freeman. (2002) *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Portsmouth, N.H.: Heinemann.