TASK FORCE ON K-12 PUBLIC EDUCATION FUNDING

TECHNICAL ADVISORY COMMITTEE

Identification of ELL students and students at risk of low academic achievement.

Paul Johnson, CFO
White Pine County School District
1135 Avenue C
Ely, NV 89301
paujohns@whitepine.k12.nv.us
(775) 293-0569

Purpose

- Discuss sources and methods to identify ELL students

- Discuss and identify risk factors for "at-risk" students

- Discuss sources and methods to identify "at-risk" populations

Identification of ELL

- Parent(s) complete a home language survey

  – What is the language most frequently spoken at home?

  – Which language did your child learn when he/she first began to talk?

  – What language does your child most frequently speak at home?

  – What language do you most frequently speak to your child?

- WIDA-ACCESS Placement Test administered

  – http://www.wida.us/assessment/W-APT/

- Results recorded in Power School or Infinite Campus

  – Academically disadvantaged

- ACCESS Testing is at the District expense

  – Reading, writing and oral exams provided

  – Assessing Comprehension and Communication English

- Language Action Plan required annually

- Tests provided annually and students exit after they reach a certain score

Data Collection - ELL

- ## Power School or Infinite Campus

    – Tied to the System for Accountability and Information in Nevada (SAIN) or Big Horn system

    – Statistics directly tied to student population and should be directly, positively correlated with demand for services

    – School districts have a uniform means to test and categorize ELL based on WIDA-ACCESS Placement Test and Language Action Plans

    – Data collection is a Yes or No protocol. Students with multiple risk factors will be duplicated in student count.

    – May not be able to weight students that have multiple factors.

- ## County, State and Federal Census Data

    – Data is available to identify LEP families

    – Most tables collapse into 4 major language groups: Spanish, Other Indo-European languages, Asian and Pacific Island languages, and all other languages

    – Parents may be LEP but children may not be. Stats may or may not match school district demographics.

    – Data collected at the County levels may not be consistent

What is "At-Risk"?

- An **at-risk student** is a student who, by virtue of their circumstances, is statistically more likely than others to fail academically.

- The National Center for Education Statistics lists the following factors that lead to an "at-risk" label for students:
  - low socioeconomic status
  - changing schools at non-traditional times
  - being held back in school through
  - Living in a single-parent home
  - below-average grades in middle school
  - having older siblings who left HS before completion

- Title I
  - FRL (poverty)

- Power School
  - Alternate test taker
  - Academically Disadvantaged
  - Migratory
  - Transient
  - Economically Disadvantaged

- Which at risk populations should we identify for equity purposes?

At-Risk – Title I

- Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. (http://www2.ed.gov/programs/titleiparta/index.html)

- Schools must meet a defined child poverty rate (e.g. 40%) to operate a school wide Title I program.

- Title I is not just limited to those students who are considered to be economically disadvantaged.

    - FRL, ELL, SPED, Reading Literacy, other risk factors.

- Schools Identify students at their school who need the most educational assistance based on the criteria that school has chosen (Students do NOT have to be from low-income families to receive Title I services).

State Formulas – "At-Risk" factors

- American Institutes for Research
  - Poverty
  - Free and Reduced Meals
  - Title I
  - High school students failing portions of the high school graduation exam
  - Economic Impact Aide (CA – AIR Appendix E)
  - Compensatory Education (CO – AIR Appendix E)
    - Exceptional, migrant, LEP, Gifted and Talented,
  - Not meeting state standards or exam scores
  - Pregnant
  - Neglected and delinquent students
  - Foster care

FRL or Poverty

- Most states use FRL statistics and several use only FRL statistics as a factor for vertical equity.

- Approximately 85% of the states with weighted formulas use FRL statistics

- FRL data collection is uniform and consistent across Nevada (Charter Schools??)

- FRL applications decline as students move from elementary to high school

- Not all schools provide nutrition program services

- Funding Based on FRL applications or similar survey would require school districts to be more diligent in collecting data

- Better FRL data could help with other funding sources (eRate, Title I and other federal programs).

Data Collection

- ## School District
  - Power School/Infinite Campus
    - Duplicated counts across multiple factors (ELL, FRL, SPED, etc..)
  - Linked to SAIN or Big Horn
  - Spreadsheets or other databases
    - Vary in abilities to collect and report data

- ## County
  - Can provide demographic information about poverty
  - Vary in abilities to collect and report data
  - Not linked to student services.
  - Ltd. English Proficient parents often have their English proficient children interpret

- ## State
  - Cover demographic statistics of a geographic region and are not directly linked to student services

- ## Federal
  - Cover demographics of a geographic region and are not directly linked to student services

Student Information Systems

- School Districts use either Power School or Infinite Campus SIS

- All schools and school districts employ uniform and consistent methods to identify and track ELL and FRL students

- Other risk factors may not be as uniform

- Students are currently duplicated across funding formula categories

- Practice could be modified so the risks are exclusive (i.e. only ELL or only FRL) which would prevent duplication.

- Weighted measures may require manipulation of existing student data

- Data collection and identification other than SIS may not be consistent and may burden smaller districts with limited Staff.

Summary

- Data exists at various levels to identify LEP families and poverty

- School district data provides school specific demand

- Schools throughout Nevada implement uniform methods to identify ELL and FRL students

- Schools throughout Nevada have similar SIS to collect and report data.

Notes

- American Institutes for Research
  - Study of New Funding Method for Nevada Public Schools
    - Appendix E
    - Appendix F