

SEA Title III and EDFacts Community of Practice (COP) Series Session 4: Data Analysis

Office of Elementary and Secondary Education

Virtual | June 14, 2023



Virtual Meeting Recording Notice

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- During this webinar, you will be provided with links to different poll questions. Participation in any of the Menti polls during this webinar is completely optional.



Agenda



- Opening and welcome
- Icebreaker
- Shout-outs
- Highlights video
- Resource review: protocol for examining data
- State examples on using data
- Closing



Mentimeter Activity



<https://www.menti.com/alakjbn5xct6>

Icebreaker

- Share one key takeaway or lesson learned from our COP sessions:

A screenshot of a mobile device displaying a Mentimeter poll. The screen shows the Mentimeter logo at the top, followed by the question: "Share one key takeaway from our COP sessions:". Below the question is a text input field with a character count of 200 and the text "Short answers are recommended. You have 200 characters left." Below the input field is a "Submit" button. At the bottom of the screen, it says "Powered by Mentimeter" and "Terms".

You can join from your computer, but your phone is probably best for this exercise!

Community of Practice Facilitators



Brenda Arellano
Senior Researcher,
American Institutes for Research



Diana Torres
Technical Assistance Consultant,
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Raquel Sanchez
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OESE Key Staff for Title III

- **Deborah Spitz**
Group Leader, TLSP
- **Leticia Braga**
Title III Team Lead
- **Fariba Hamedani**
Title III Program Officer
- **Sophia Hart**
Title III Program Officer
- **Scott Richardson**
Title III Program Officer
- **Sarah Newman**
Group Leader, OESE Data Team

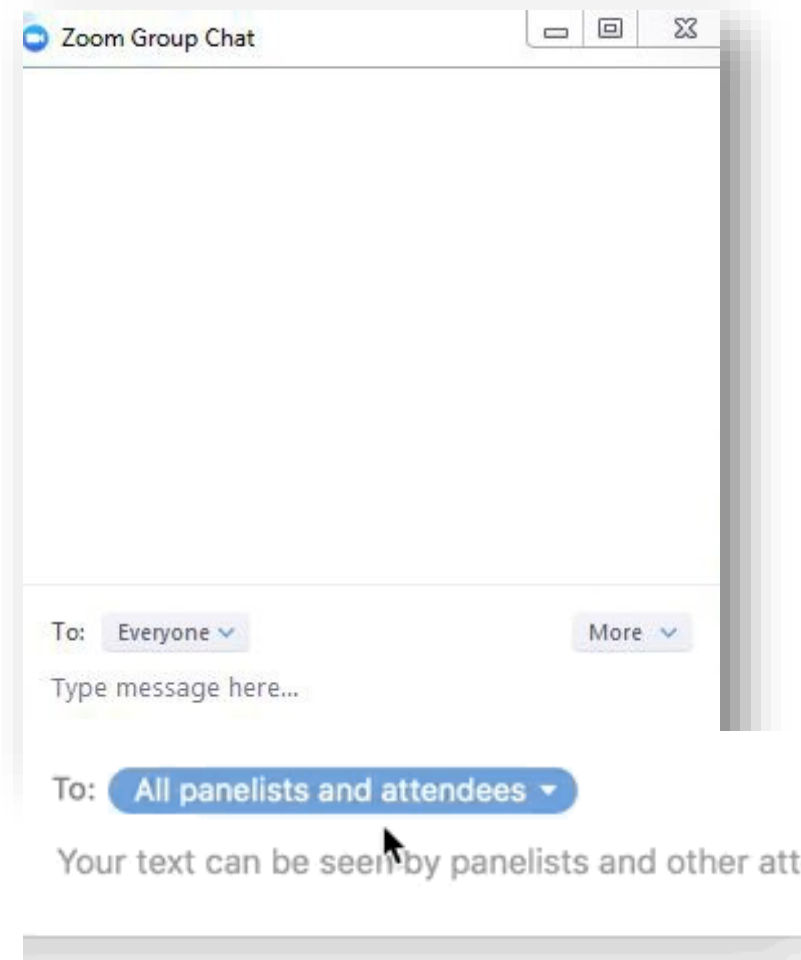


COP Assistance and Chat Functions

Technical Issues?

For technical assistance during the COP, please send a direct message to **Elizabeth Belyea**.

Use the chat function to communicate your thoughts and ideas with attendees.



Purpose of Today's Session

Session Four: Data Analysis

- Share highlights from the COP series
- Review a resource to support teams in using data analysis for program improvement
- Hear from other states on how they are using data to inform programming



COP Sessions

Topic	Timeline
<p>Session One: Overview of Language Instruction Educational Programs (LIEPs) Discuss LIEP models and reporting categories.</p>	<p>February 6, 2023 1:30–3:00 ET (completed)</p>
<p>Session Two: LIEPs in States—Problem of Practice Discuss LIEP implementation in states and how this impacts reporting, including challenges.</p>	<p>March 20, 2023 2:30–4:00 ET (completed)</p>
<p>Session Three: Data Improvements and Infrastructure—LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address reporting challenges?</p>	<p>May 3, 2023 3:00–4:30 ET (completed)</p>
<p>Session Four: Data Analysis Discuss how to use the data reported on LIEPs to inform programming.</p>	<p>June 14, 2023 11:30–1:00 ET (today)</p>



COP Highlights

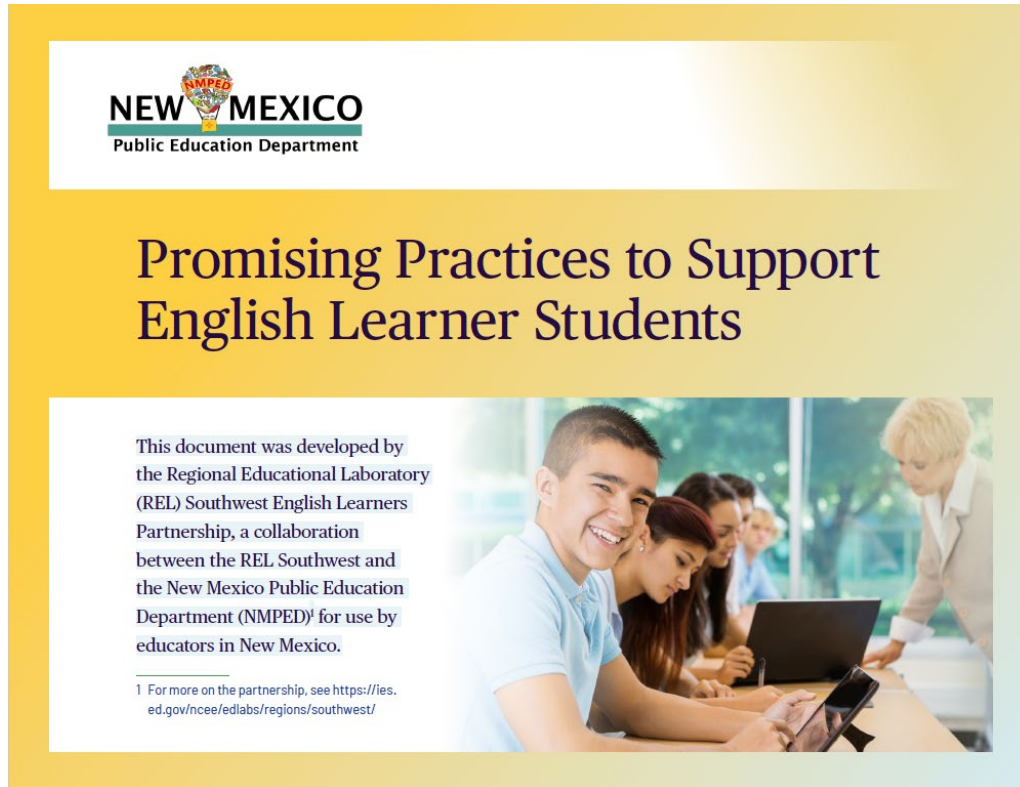
- Shout out to participants that attended 3 or more COP sessions!
- Overview of feedback and comments shared during our interactive activities.



**Using Data to Inform
Programming: Resource
Review**



Using Promising Practices to Support English Learner Students: A Continuous Improvement Approach

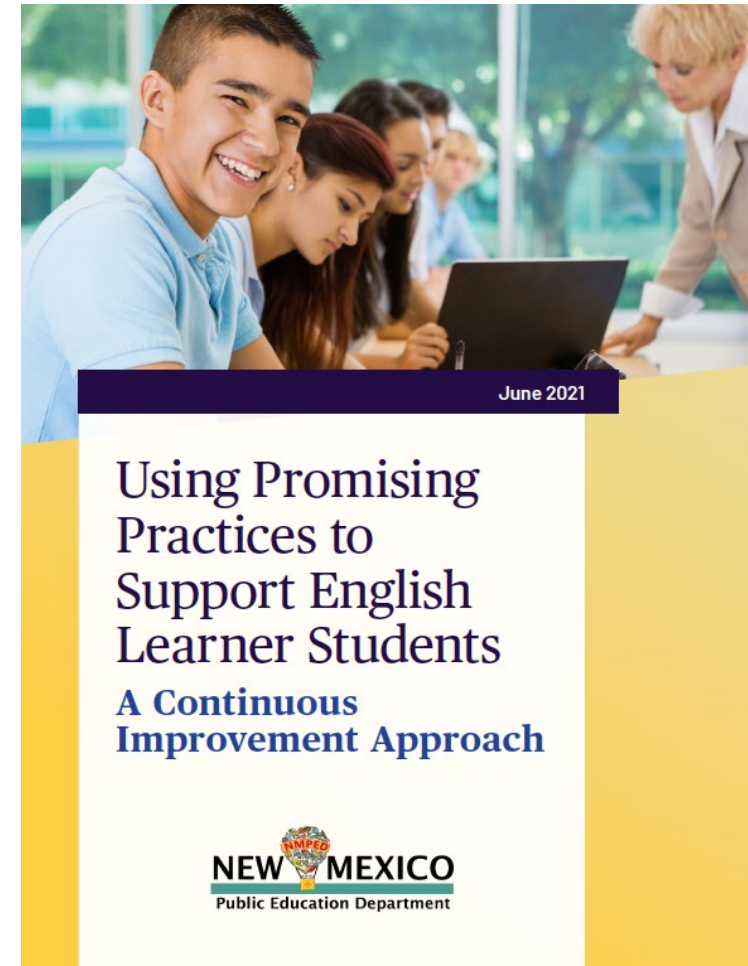



NEW MEXICO
Public Education Department

Promising Practices to Support English Learner Students

This document was developed by the Regional Educational Laboratory (REL) Southwest English Learners Partnership, a collaboration between the REL Southwest and the New Mexico Public Education Department (NMPED)¹ for use by educators in New Mexico.

¹ For more on the partnership, see <https://ies.ed.gov/ncee/edlabs/regions/southwest/>




June 2021

Using Promising Practices to Support English Learner Students

A Continuous Improvement Approach

NEW MEXICO
Public Education Department



Review Tool 1: Protocol for Examining Data

NMPED Language and Culture Division | [English Learner Resources](#)

Tool 1. Protocol for examining data

Purpose

This protocol is intended to guide an improvement team in using data analysis to identify performance strengths and challenges for a school's or district's English learner students.

Roles

- Facilitator. (Ideally, this is someone who understands the data being presented. If the facilitator does not have knowledge of how to interpret score reports and prepare other data for analysis, it is recommended that the facilitator consult with a school data specialist or an English language development specialist prior to the meeting, to gain greater understanding of the data.)
- Notetaker.
- Timekeeper.

Materials



Preparing for the Data Analysis Meeting

- **Preparing:**
 - Prepare data packets with all the data team members will be reviewing.
- **Getting Started:**
 - Facilitator explains the protocol
 - Walk through each of the four steps
 - Facilitator describes the data and how to read the reports; answers clarifying questions
 - Facilitator asks participants to spend time familiarizing themselves with the data



Steps for Analysis (Up to 50 Minutes)

1. What parts of these data draw your attention? Just consider the facts.
2. What questions can we ask of the data we have? What do the data tell us? What do they not tell us? What questions require additional data?
3. What performance strengths do the data reveal?
4. What performance challenges do the data reveal? Is one challenge more urgent than others?



Mentimeter Poll



<https://www.menti.com/alm6v3uncrf9>

A graphic of a smartphone screen displays the Mentimeter poll interface. At the top is the Mentimeter logo. The main text asks, "Which step do you think would be the most helpful for your districts?". Below this is a text input field with a character count: "Short answers are recommended. You have 200 characters left." and a "200" indicator. A note states "You can submit multiple answers". A prominent pink "Submit" button is centered below the input field. At the bottom of the screen, it says "Powered by Mentimeter" and "Terms".

**State Sharing with Peers:
New Mexico, Arkansas,
and Georgia**



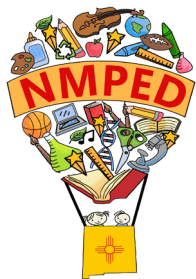
State Representatives

New Mexico



Mayra Valtierrez

Director of Language and Culture,
New Mexico Public Education Department



Arkansas



Tricia Kerr

ESOL Program Director/Title III Co-Coordinator
Office of English for Speakers of Other Languages
Arkansas Department of Education



State Representative

Georgia



Margaret Baker
Program Manager/ ESOL and Title III Part A,
Federal Program,
Georgia Department of Education



Questions for New Mexico:

What led NMPED to partner with the REL SW to co-develop resources?

How has NMPED used the resources and/or what did you all do to support LEAs to use the resources?

Do you have any feedback on this approach to using data to inform instruction or programming for ELs at the LEA or state level?



Questions for Arkansas and Georgia:

What data area did your state or LEA decide to focus on related to supporting English learners and LIEPs?

What was the impetus for focusing on this particular data area?

What was the process that was used to examine/understand the data?

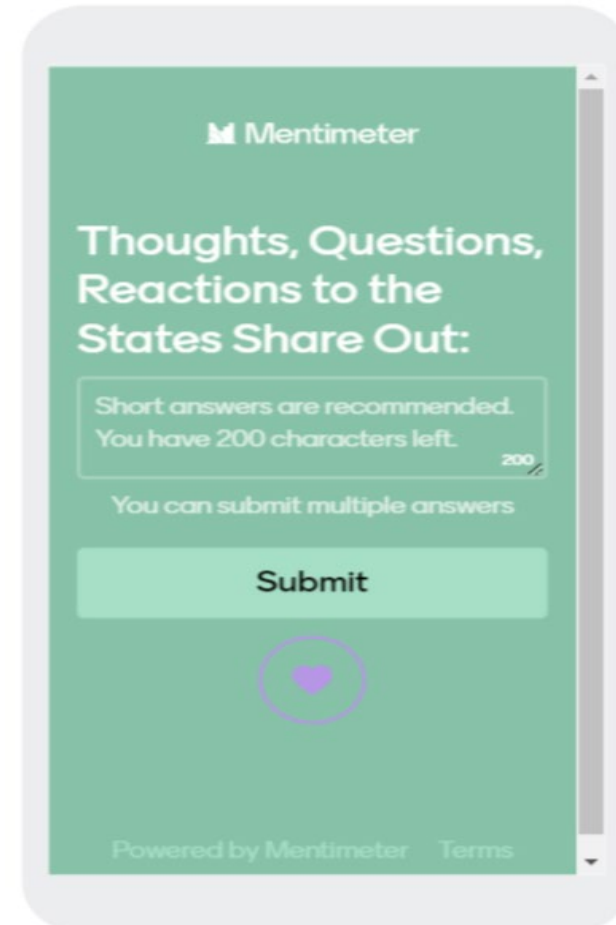
Have any next steps and/or changes been established because of the data discussions related to ELs and LIEPs?



Mentimeter: Sharing!



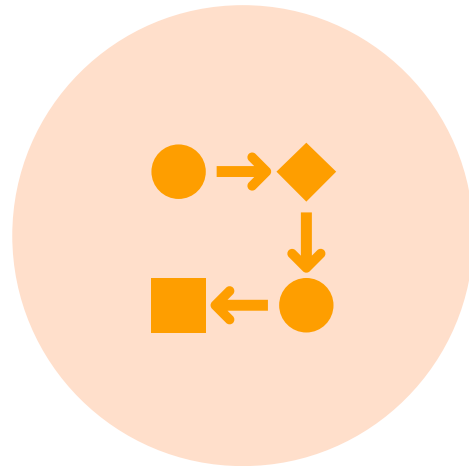
<https://www.menti.com/al6ydxof2jro>



Whole Group Discussion



Thoughts and Questions:



ANY THOUGHTS ABOUT THE
PROCESS MENTIONED FROM REL SW?



ANY QUESTIONS OR REACTIONS TO
WHAT YOUR PEERS SHARED?



COP Sessions: Feedback



We would really appreciate your voluntary feedback on the COP series to inform future work.



Wrap-Up!



Peer Contact Information



Upcoming Events



SEA Title III and Ed*Facts*
Coordinator Webinar

Wednesday, August 23, 2023

3:00-4:30 pm ET



Questions

- Please send questions about Title III data quality efforts to:
OESE.titleiii-a@ed.gov
- Please continue to send specific questions related to your state's *EDFacts* data to:
EDFacts@ed.gov
- Please continue to send questions related to your state's *CSPR* data to:
CSPR@ed.gov



Contact Information

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[**oese.ed.gov**](http://oese.ed.gov)



Thank You!