



ACCESS/ Alternate ACCESS for ELLs Accountability

PIMS Internal Snapshot

2014-2015 School Year

Objectives

- Provide an overview of Title III accountability
- Identify key data elements and describe their impact on Title III accountability determinations
- Recommend LEA preparation steps and available tools to ensure accuracy of LEP data.

Participant Outcomes

- Understand the connection among the following:
 - ACCESS for ELLs Accountability Internal Snapshot
 - administration of the ACCESS/Alternate ACCESS for ELLs assessment
 - receipt of ACCESS for ELLs Score Reports
 - Title III AMAO determinations.
- Explain the impact of inaccurate data on federal reporting, accountability, and data analysis.

2014-2015 LEP Data Collections

Data Collected	Window	Purpose	Impact
Student Enrollment Counts	October Snapshot (Collection #1— October 1-17, 2014)	Collects data on LEP students, Title III served LEP students, immigrant students, and nonpublic LEP and immigrant students being served by Title III.	Data is used for federal reporting and Title III LEP and immigrant funding purposes.
Title III Professional Development Activities Survey (SY 2013-14)	October Snapshot (Collection #1— October 1-17, 2014)	Collects types of professional development activities provided to educators and counts of educators who participated in professional development.	Data is used for federal reporting.
PreCode ACCESS/Alternate ACCESS	Internal Snapshot (November 21, 2014)	Collects demographic data for LEP students.	Data is provided to Metritech to produce precode labels for ACCESS/Alternate ACCESS for ELLs assessments

2014-2015 LEP Data Collections

Data Collected	Window	Purpose	Impact
ACCESS for ELLs Accountability	Internal Snapshot Initial Pull—April 22, 2015 Final Pull—May 15, 2015	Collects data on LEP and Title III LEP students during the ACCESS for ELLs test window.	ACCESS Test student records are matched to PIMS reported LEP students. Test booklets that do not match demographic data in PIMS are invalidated for federal reporting and accountability purposes.
LEP System	March 9—27, 2015	Collects data on ESL Programs.	This data is used for federal reporting purposes and program compliance monitoring.
ELL End of Year Count	June Snapshot (Collection #4)—for district fact template Internal Snapshot (August 21, 2015)—for student level data	Collects data on LEP, immigrant, and Title III served students who were enrolled in a school at any time during the school year.	This snapshot is used for federal reporting purposes and program compliance monitoring. Congress uses this data for decisions concerning policy and funding for LEP and immigrant students.

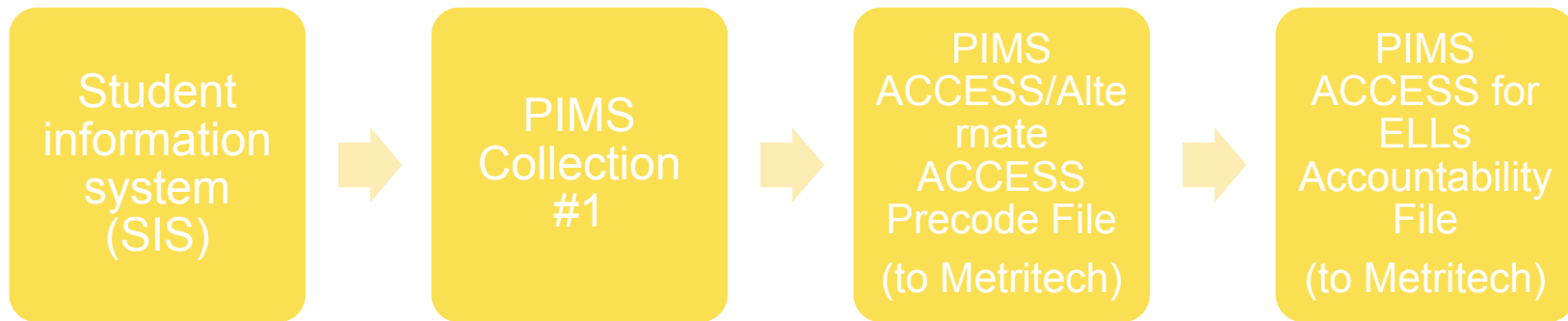
2014-2015 LEP Data Training Webinars

Date and Time	Topic
November 13, 2014, 10:00—11:30 November 19, 2014, 1:30—3:00	PIMS ACCESS/Alternate ACCESS for ELLs Precode Collection
February 19, 2015, 10:00—11:30 February 24, 2015, 2:00—3:30	LEP System LEP Data Collection
April 14, 2015, 10:00—12:00 April 15, 2015 1:30—3:30	PIMS ACCESS for ELLs Collection
June 3, 2015, 10:00—11:30 June 16, 2015, 2:00—3:30	PIMS June 15 End of Year Snapshot and ESL End of Year Collection

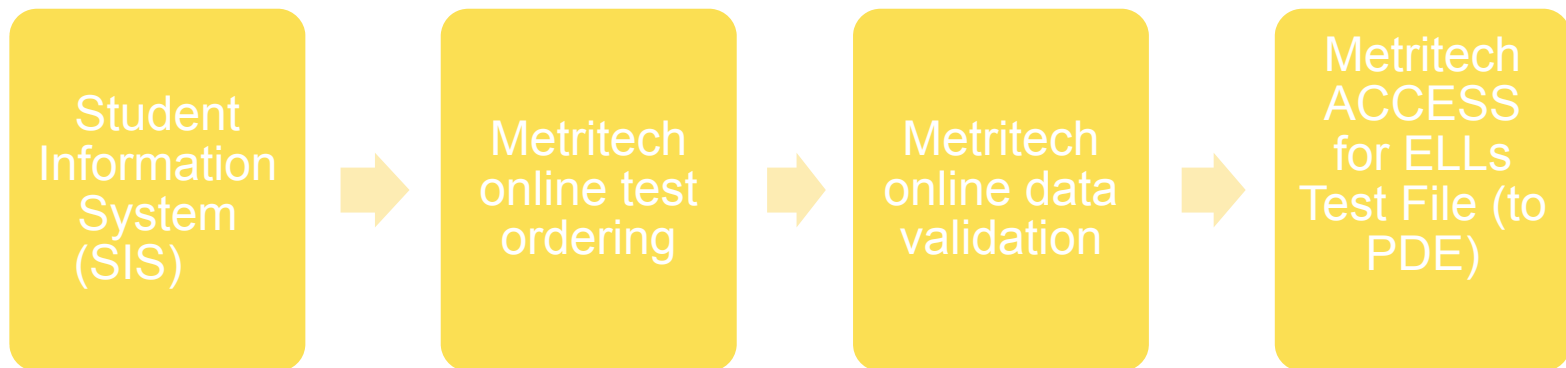
Webinar recordings and power point materials will be recorded and posted on the ESL Portal at www.eslportalpa.info.

Data Flow

- Accurate data is essential for data analysis, federal reporting, and accountability purposes
- **PIMS**



- **ACCESS for ELLs/Metritech**



Purpose of Title III

Purpose of Title III

1. **Ensure ELLs and immigrant students will:**
 - Attain English language proficiency.
 - Develop high levels of academic attainment in core academic subjects.
 - Meet the same challenging state academic standards as all children are expected to meet.
 - Enter an all-English instructional setting.
2. **Promote parent and community participation in bilingual/ESL education programs for LEP children.**

Purpose of AMAOs

To measure students' development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards required by section 1111(b)(1).

Title III 20 USC 6842(a)(1)

AMAOs

- Annual Measurable Achievement Objectives
- Are defined by Title III of NCLB
- Results from *ACCESS for ELLs*® are used to calculate AMAO 1 and AMAO 2
- PSSA/Keystone ELA and Math participation and achievement, along with graduation rate data are used to calculate AMAO 3

> Title III AMAOs

AMAO 1: Annual increases in the number or percentage of children making progress toward learning English.

Definition of growth:

Gain of ≥ 0.6 ACCESS for ELLs[®] overall composite proficiency level for an individual student

Annual Targets:

2012-2013	target of 59%
2013-2014	target of 61%
2014-2015	target of 64%
2015-2016	target of 67%

> Title III AMAOs

AMAO 2: Annual increases in the number or percentage of children attaining English proficiency

Definition of attainment (Grades K-12):

ACCESS for ELLs® overall composite proficiency score ≥ 4.5 . Scores from Kindergarten (accountability level), Tier B and Tier C forms of the test are acceptable.

Annual targets:

2012-2013	target of 24%
2013-2014	target of 26%
2014-2015	target of 28%
2015-2016	target of 30%

➤ Title III AMAOs

ESEA Flexibility, Title III Accountability, and AMAO 3

Under ESEA flexibility, SEAs and LEAs must continue to calculate AMAOs for the LEP student group.

“the component parts of AYP remain in effect, *i.e.*, annual measureable objectives (AMOs) in reading/language arts and mathematics for grades 3-8 and once in high school, the 95% participation rate on these assessments.”

➤ Title III AMAOs

AMAO 3: Making Annual Measurable Objectives (AMO) for LEP children

- Method for calculating is consistent with that used for calculating AMOs for all LEAs in PA according to the PA ESEA Flexibility Request
- Former ELLs, exited and in the first and second years of monitoring are eligible to be included in AMO calculations

> 2012-2013 AMAO Targets

	Annual Measurable Achievement Objective	Target
AMAO 1	<p>Annual increases in the number or percentage of children making progress towards learning English.</p> <p>Definition: gain of ≥ 0.6 ACCESS for ELLS composite proficiency level score</p>	59%
AMAO 2	<p>Annual increases in the number or percentage of children attaining English proficiency.</p> <p>Definition: ACCESS for ELLs composite proficiency score of > 4.5 on a Tier B or C assessment or Kindergarten assessment</p>	24%
AMAO 3	Meeting annual measurable objectives (AMOs) for participation rate, percent advanced/proficient in reading and in math for the ELL subgroup, and graduation rate for the ELL subgroup	<ul style="list-style-type: none"> • 95% Participation • 85% graduation rate cohort (or 10% improvement) • 29.3% advanced/proficient in Math • 16.8% advanced/proficient in ELA

>2013-2014 AMAO Targets

	Annual Measurable Achievement Objective	Target
AMAO 1	<p>Annual increases in the number or percentage of children making progress towards learning English.</p> <p>Definition: gain of ≥ 0.6 ACCESS for ELLS composite proficiency level score</p>	61%
AMAO 2	<p>Annual increases in the number or percentage of children attaining English proficiency.</p> <p>Definition: ACCESS for ELLs composite proficiency score of > 4.5 on a Tier B or C assessment or Kindergarten assessment</p>	26%
AMAO 3	<p>Meeting annual measurable objectives (AMOs) for participation rate, closing the achievement gap in reading and in math for the ELL subgroup, and graduation rate for the ELL subgroup</p>	<ul style="list-style-type: none"> • 95% Participation • 85% graduation rate cohort (4, 5, 6 year cohorts or improvement) • 50% reduction in achievement gap over 6 years in ELA • 50% reduction in achievement gap over 6 years in mathematics

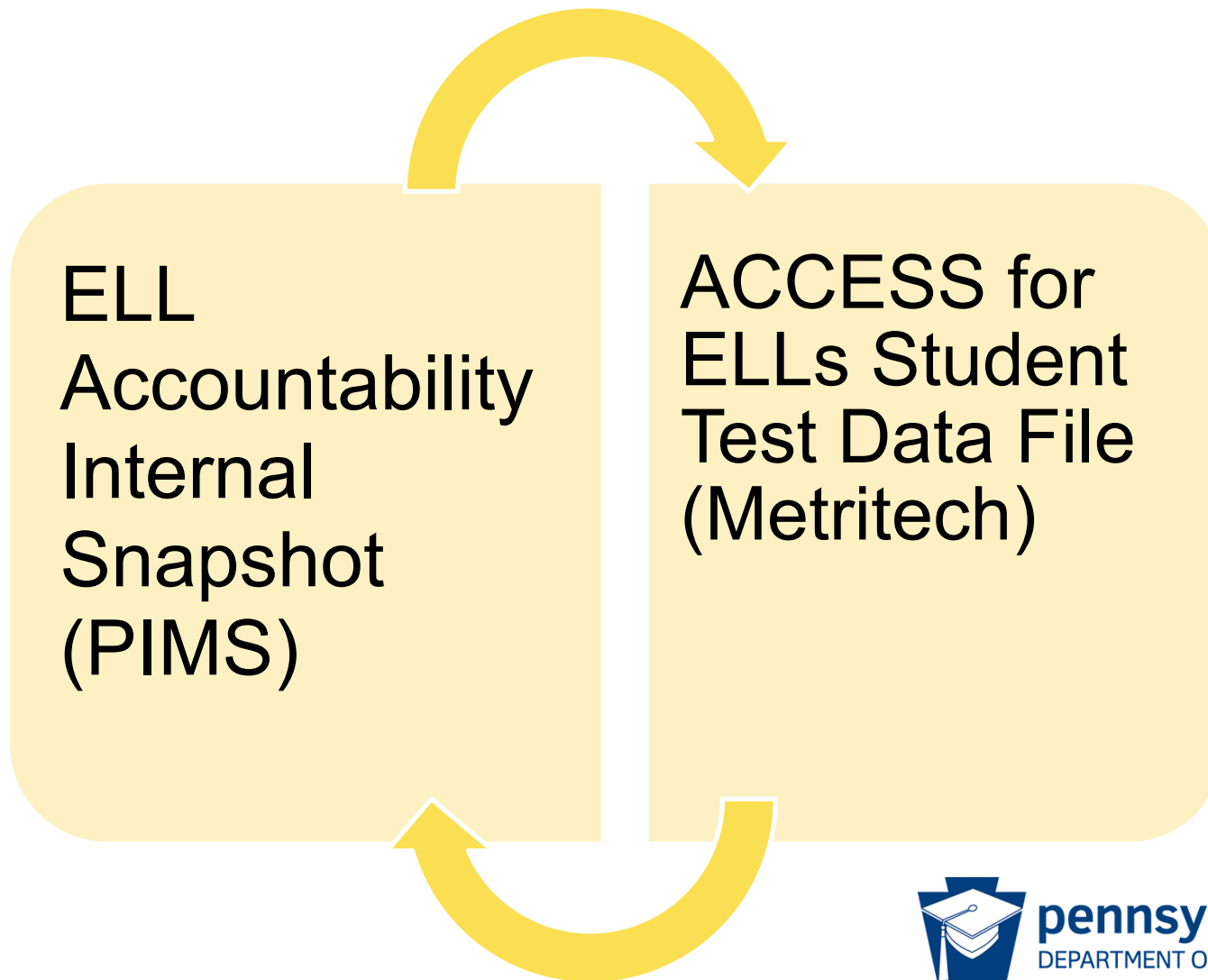
Purpose for Collection

- Identify any ELL students (K-12) who had a school enrollment record at any LEA at any time during the ACCESS for ELLs testing window (January 26 – March 13, 2015).
- Ensure all ELL students (K-12) participated in the ACCESS for ELLs assessment during the testing window as defined in the special instructions for Pennsylvania (goldenrod document).
- Determine attribution for Title III accountability.

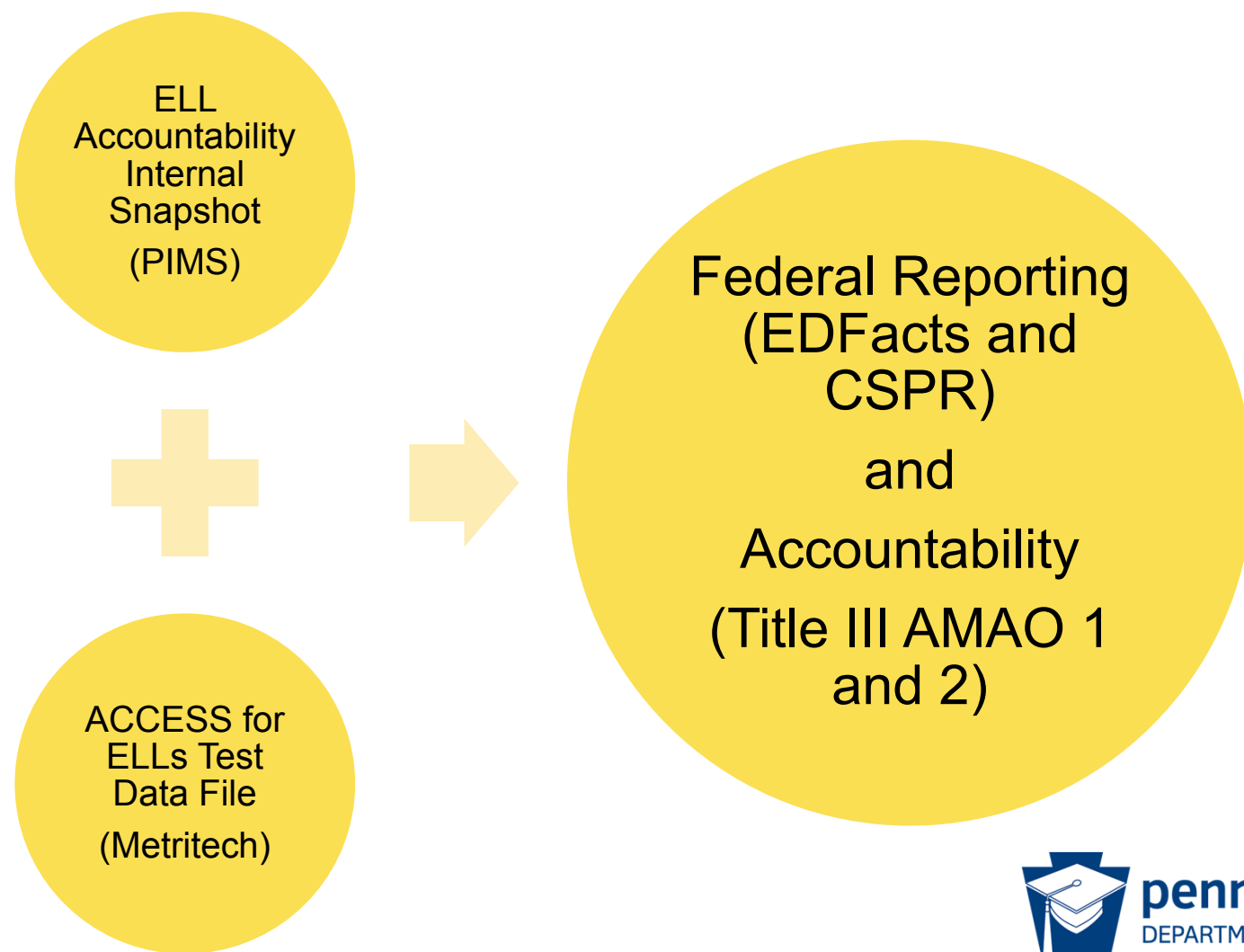
Uses for the Collection

- Federal and state reporting
- Overlay demographic elements on the ACCESS test file by matching key demographic items on the student test records
- Reduce demographic errors caused by hand bubbling of demographic data on the test booklets
- Update the ACCESS for ELLs Test File for accountability calculations

Uses of Data Collection



Uses of Data Collection



Internal Snapshot

- May 15 PIMS ELL Accountability
- Generated by PDE
- Required data sets for ACCESS for ELLs Accountability File:
 - Student Template Updates
 - School Enrollment Updates
 - Program Facts Template
- Templates must be updated by 11:59 the day of the Internal Snapshot date to be included in the file.

Required Templates

Student Template

- Identifies ELL students
- Captures relevant demographic information included in the data file description layout for the ACCESS/Alternate ACCESS for ELLs assessments.

Program Facts Template

- Identifies the instructional delivery model for your ESL and/or bilingual program.

School Enrollment

- Used to track entry and withdrawal data
- Allows PDE to determine which ELL students were enrolled during the **date range** of the testing window for the ACCESS/Alternate ACCESS assessments (January 26 - March 13, 2015)

Key Demographic Data Elements

- LEP Status (field 41—01 Current ELL)
- Last Name (field 133)
- First Name (field 134)
- PASecureID (field 4)
- Birthdate (field 14)
- District Code (field 1)
- Location Code (field 2)
- District of Residence Code (field 117)
- LEP/ELL Eligibility (field 95)

Important Demographic Data Elements

- Native Language (field 123)
- Date First Enrolled in an ESL or Bilingual Education Program (Core) (field 68)
- ESL/Bilingual Instructional Delivery Model (field 5 Programs Fact—039-046)
- Grade (field 10)
- Gender (field 15)
- Race/Ethnicity (field 27)
- Student has an IEP (Excluding Gifted) (field 38)
- 504 Plan (field 70)

LEA Preparation for Internal Snapshot

- PIMS Administrators and the ACCESS for ELL Test Facilitator need to collaborate to ensure PIMS and the Metritech Online Reporting System are reflecting accurate, consistent student data
- PIMS Administrators and ELL Test Facilitators will compare student records in PIMS and in Metritech Online Reporting System
- LEAs will use PIMS Collection 6 and the MetriTech Online Reporting System to validate and make corrections prior to the May15 PIMS Internal Snapshot for the ACCESS/Alternate ACCESS for ELLs Accountability
- PIMS Collection 6—continuously open
- Metritech Online Reporting System—2 validation windows:
 - April 20 – April 24, 2015
 - May 7 – May 12, 2015 (Only for LEAs conducting a PIMS Internal Snapshot)



LEA Preparation for Internal Snapshot

PIMS Administrator:

- Identify **ALL** students for whom your LEA is responsible:

Presnap ACCESS for ELLs Reporting Collection Extract will verify students who your LEA is educating. These students should be included in the MetriTech Online Reporting System .

Student Template Details and ***School Enrollment Template Details*** reports will show students for whom you are the district of residence but do not have an enrollment record. These students should be included in the MetriTech Online Reporting System

- Correct and/or update student and school enrollment data through Collection Window 6

LEA Preparation for Internal Snapshot

ACCESS for ELLs District Test Facilitator:

- Identify **ALL** tested ELL students for whom your LEA is responsible:

Print or export the student records from the MetriTech Online Reporting System. These students should be included in the PIMS reports (previous slide).

If it is determined that a student should not be reported under your LEA, please contact PDE. LEAs cannot delete a record in the MetriTech Online Reporting System.

- Correct and/or update 4 key demographic elements in the MetriTech Online Reporting System:

- PAsecureID field. Ensure this field is not missing and contains the accurate 10 digit number for the student.
- First Name
- Last Name
- Birthdate



Reports Available for Data Verification

Public Folders>escholar Framework for Cognos-Production>LEP Reports>ACCESS for ELLs Reporting Collection:

- Pre-snap ACCESS for ELLs Reporting Collection Extract
- ACCESS for ELLs Reporting Collection Extract
- ACCESS for ELLs Reporting Collection ACS

Public Folders>eScholar Framework for Cognos-Verify>Validation Reports>Template Verification:

- Student Template Details
- School Enrollment Template Details

PDE Preparation for Internal Snapshot

- On April 27, PDE will validate the MetriTech demographic data :
 - Invalid/missing PA secure IDs
 - Duplicate student records
 - LEAs who did not attribute student test booklets to the district of residence (IU, APS, PRRI, Juvenile Detention Center, AEDY)
- PDE will contact select LEAs who have remaining data errors in the MetriTech demographic file so corrections can be made.
- The second Metrittech data validation window will open May 7-12, 2015.

ELL Accountability PIMS Internal Snapshot

•PDE will pull the final internal snapshot for the ACCESS/Alternate ACCESS for ELLs Accountability on May 15, according to the following business rules:

- *The date range of January 26-March 13, 2015, from the School Enrollment template will be used.*
- *ELL students in grades K-12 will be used.*
- *If the student is reported by one intermediate unit, the district code of residence field will be used.*
- *If the student is reported by one approved private school, the district code of residence field will be used.*
- *If the student is reported by one private residential rehabilitation institution, the district code of residence field will be used.*

ELL Accountability PIMS Internal Snapshot

Additionally, the PAsecureID must be reported by only one LEA. When more than one LEA reports a student, the following business rules will be applied:

- If the student is reported at one or more occupational (part-time) career technical center and one other school district/charter school/comprehensive CTC, the record submitted by the other entity will be used.*
- If the student is reported at one intermediate unit and one school district/charter school /comprehensive CTC, the record submitted by the other entity will be used.*

ELL Accountability PIMS Internal Snapshot

- *If the student is reported at one approved private school and one school district/charter school/comprehensive CTC, the record submitted by the other entity will be used.*
- *If the student is reported at one private residential rehabilitation institution and one school district/charter school/comprehensive CTC, the record submitted by the other entity will be used.*
- *If the student is reported by multiple school districts, charter schools, or comprehensive CTCs, within the date range of the ACCESS for ELLs testing window, the record submitted by the entity with the earliest district entry date for the student will be used.*

Overlay of Demographic Data Elements

- PDE will provide Metritech with the finalized May 15 PIMS Internal Snapshot for the ACCESS for ELLs Accountability
- Metritech will match the file to the student test records using the four key data elements and overlay the remaining demographic data
- Test records with accurate demographic data will upload into PIMS and will be used for accountability determinations
- Test records with inaccurate demographic data will NOT upload into PIMS and will be invalidated for accountability determinations

Accuracy Certification Statement

PIMS Precode for ACCESS for ELLs - Accuracy Certification Statement (ACS)

LEA:

AUN:

School Year: 2014-2015

Snapshot Date: Nov 21, 2014

PA Department of Education

Bureau of Curriculum, Assessment & Instruction

Division of Instructional Quality

Email : ra-lep@pa.gov

INSTRUCTIONS: This Final ACS report allows for the review and certification of PIMS data submitted to the Pennsylvania Department of Education. Appropriate staff members should have:

- (1) reviewed all reports in the LEP Reports> Precode Reports folder
- (2) recognized that these students may not receive labels if they have been reported by multiple LEAs
- (3) reviewed the summary tables within this report
- (4) made any required and/or needed data corrections based on these reports

Once all data has been reviewed and verified, complete the signature page and email all pages to PDE at ra-lep@pa.gov clearly stating the LEA name and collection date in the subject line.

Mar 3, 2015 9:03:06 AM

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www.pimsreports.state.pa.us

**PIMS Precode for ACCESS for ELLs
- Accuracy Certification Statement
(ACS)**

LEA: PA Department of Education
AUN: Bureau of Curriculum, Assessment & Instruction
School Year: 2014-2015
Snapshot Date: Nov 21, 2014
Division of Instructional Quality
Email : ra-lep@pa.gov

ELL Students by Gender and Grade Level

Student Grade Level	Male	Female	Total Student Grade Level	Yes	No	Total
03	1	0	1 03	1	0	1
Total	1	0	1 Total	1	0	1

ELL Students by Title I and Grade Level

ELL Students by IEP Status and Grade Level

Student Grade Level	Yes	No	Total Student Grade Level	Yes	No	Total
03	0	1	1 03	1	0	1
Total	0	1	1 Total	1	0	1

ELL Students by Title III and Grade Level

ELL Students by Economically Disadvantaged Status and Grade Level

Student Grade Level	Yes	No	Total Student Grade Level	1	3	4	5	6	9	10	Total
03	0	1	1 03	0	0	1	0	0	0	0	1
Total	0	1	1 Total	0	0	1	0	0	0	0	1

ELL Students by Race and Grade Level

ELL Students by Native Language

Native Language	Total Students
4260 - Spanish	1
Total	1

ELL Students by Program Codes

Program Codes (039 -046)	Total Students
039 - Core Program - Sheltered English Instruction (ESL)	0
040 - Core Program - Structured English Immersion (ESL)	0
041 - Core Program - Content-based (ESL)	0
042 - Core Program - Pull-out (ESL)	1
043 - Core Program - 2-Way Immersion and Dual Language	0
044 - Core Program - Transitional Bilingual (Bilingual)	0
045 - Core Program - Developmental Bilingual (Bilingual)	0
046 - Core Program - Heritage Language (Bilingual)	0
Total	1

**PIMS Precode for ACCESS for ELLs -
Accuracy Certification Statement (ACS)**

LEA: PA Department of Education
AUN: Bureau of Curriculum, Assessment & Instruction
School Year: 2014-2015 Division of Instructional Quality
Snapshot Date: Nov 21, 2014 Email : ra-lep@pa.gov

Data Contact Person:	IT Contact Person:
Name:	Name:
Email:	Email:
Phone:	Phone:
Fax:	Fax:

_____ Initial to indicate data and associated validation
reports were reviewed

_____ Initial to indicate all batch details were reviewed and
all messages were addressed as necessary

I certify that the student information given in the file and summarized
on the tables and detailed in ELL Precode Extract report
(eScholar Framework for Cognos—Production > LEP Reports >
Precode Reports) is correct and true to the best of my knowledge
and was prepared in accordance with the Pennsylvania Information
Management System (PIMS). Furthermore, I acknowledge that students
reported by multiple LEAs may not receive labels.

Chief School Administrator's Signature

Date



pennsylvania
DEPARTMENT OF EDUCATION

Questions?

➤ PIMS Support

- Technical Issues

PIMS Application Support


800-661-2423

help@pimssupport.org

- Content Questions

ESL Program Area

Ra-lep@pa.gov



For more information concerning the Pennsylvania Information Management System (PIMS), please visit PDE's website at www.education.state.pa.us

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.

