Data Collected by National Center for Education Statistics Regarding English Language learners

Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research
Institute of Medicine & National Research Council
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Amy D. Yamashiro, Ed.D.
Special Assistant, NCES, IES, U.S. Department of Education
Presentation Overview

- Background and Context of NCES
- Selected NCES Data Sources by School/Age Levels
- NCES Data that include English Language Learners (ELLs)
- Definition of ELLs for NCES Surveys
- Highlights of NCES ELL Data
- School and Staffing Survey (SASS): Example ELL Questions
- SASS ⇒ NTPS: New ELL Questions
- NCES Data: Challenges & Opportunities
- Appendix: Accessing NCES Data

Note: National Teacher and Principal Survey (NTPS) collected every two years will replace the SASS which was collected every four years.
NCES’ Legislative Mandates

• Produce and disseminate relevant and timely information

• Conduct credible and accurate statistical activities

• Conduct objective statistical activities to collect data that are impartial, clear, and complete

• Protect the trust of information providers by ensuring the confidentiality and exclusive statistical use of their responses

-- Education Sciences Reform Act § 9543
Focus of NCES

• Primary focus is to generate and analyze national and international data necessary to monitor the American education system

• NCES data:
  ▪ Illuminate the condition of education
  ▪ Track trends in education indicators
  ▪ Monitor student achievement
  ▪ Inform education policy
Selected NCES Data by School/Age Levels

- Early Childhood
  - Condition of Education & Digest of Education Statistics
  - National Household Education Survey & Current Population Survey
  - Early Childhood Longitudinal Study – Kindergarten & Birth Cohort

- K-12
  - National Assessment of Education Progress & High School Transcript Studies
  - Common Core of Data & Civil Rights Data Collection
  - School and Staffing Survey & School Survey on Crime and Safety

- Post-secondary
  - Beginning Postsecondary Students & National Postsecondary Student Aid Study
  - Education Longitudinal Study of 2002 & High School and Beyond

- Adults
NCES Data & Reports with a Focus on ELLs
NCES Data that include ELLs

- **Assessment Division**
  - National Assessment of Education Progress (NAEP)
  - High School Transcript Studies (HSTS)

- **Sample Surveys Division**
  - Early Childhood Longitudinal Studies – Kindergarten (ECLS-K)
  - Early Childhood Longitudinal Studies – Birth Cohort (ECLS-B)
  - National Household Education Survey (NHES)
  - School and Staffing Survey (SASS)
NCES Data that include ELLs

• Administrative Data Division
  - Civil Rights Data Collection (CRDC)
  - Common Core of Data (CCD)
  - Consolidated State Performance Report (CSPR)
    - All ELLs enrolled in public elementary and secondary schools
    - ELLs served by a program supported with Title III of ESEA funds

• Annual Reports and Information Staff
  - Condition of Education
  - Digest of Education Statistics

ESEA (Elementary and Secondary Education Act)
Definition of ELLs for NCES Surveys

English Language Learners (ELLs) “Individuals who:

(1) were not born in the United States or whose native language is a language other than English; or

(2) come from environments where a language other than English is dominant; or

(3) who come from environments where a language other than English has had a significant impact on their level of English proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.”

(From Section 7003 of the Bilingual Education Act (BEA) of 1968; Dalton, Sable, and Hoffman 2006; NCES Condition of Education 2005)
Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2011–12

Table 204.20. Number and percentage of public school students participating in programs for English language learners, by state: Selected years, 2002-03 through 2011-12

<table>
<thead>
<tr>
<th>State</th>
<th>Number of public school students participating in programs for English language learners</th>
<th>Percent of students participating in programs for English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>10,568</td>
<td>16,550</td>
</tr>
<tr>
<td>Alaska</td>
<td>16,351</td>
<td>20,743</td>
</tr>
<tr>
<td>Arizona</td>
<td>140,664</td>
<td>166,195</td>
</tr>
<tr>
<td>Arkansas</td>
<td>15,146</td>
<td>20,700</td>
</tr>
<tr>
<td>California</td>
<td>1,587,771</td>
<td>1,557,935</td>
</tr>
<tr>
<td>Colorado</td>
<td>86,118</td>
<td>99,790</td>
</tr>
<tr>
<td>Connecticut</td>
<td>21,970</td>
<td>28,662</td>
</tr>
<tr>
<td>Delaware</td>
<td>3,445</td>
<td>5,900</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>5,363</td>
<td>4,274</td>
</tr>
<tr>
<td>Florida</td>
<td>203,659</td>
<td>221,624</td>
</tr>
<tr>
<td>Georgia</td>
<td>70,464</td>
<td>86,615</td>
</tr>
<tr>
<td>Hawaii</td>
<td>12,853</td>
<td>18,106</td>
</tr>
<tr>
<td>Idaho</td>
<td>18,747</td>
<td>18,184</td>
</tr>
<tr>
<td>Illinois</td>
<td>168,591</td>
<td>172,375</td>
</tr>
<tr>
<td>Indiana</td>
<td>42,560</td>
<td>56,400</td>
</tr>
<tr>
<td>Iowa</td>
<td>13,961</td>
<td>15,156</td>
</tr>
<tr>
<td>Kansas</td>
<td>17,942</td>
<td>24,671</td>
</tr>
<tr>
<td>Kentucky</td>
<td>6,343</td>
<td>10,138</td>
</tr>
<tr>
<td>Louisiana</td>
<td>11,042</td>
<td>11,942</td>
</tr>
<tr>
<td>Maine</td>
<td>2,575</td>
<td>3,352</td>
</tr>
</tbody>
</table>

Digest of Education Statistics

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2002-03 through 2012-12. (This table was prepared September 2013.)
Mathematics, grade 4, difference in average scale scores between jurisdictions, for status as English language learner (ELL), 2013
Grade Point Average, by English language learner status and course type: 2009

NOTE: Core academic courses are English, mathematics, science, and social studies. Other academic courses are fine arts, foreign languages, and computer-related studies. Other courses include courses such as vocational education, personal health, and physical education.

Table 2. Mean mathematics scale scores at 1st and 5th grade and achievement gains for first-time public school kindergartners in 1998-99, by language-minority status and selected characteristics: Spring 2000 and spring 2004

<table>
<thead>
<tr>
<th>Child’s characteristic</th>
<th>Primary home language is English</th>
<th>Language-minority status</th>
<th>Language-minority status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st grade</td>
<td>5th grade</td>
<td>Total gain from spring 1st grade to spring 5th grade</td>
</tr>
<tr>
<td>Total</td>
<td>57.4</td>
<td>112.5</td>
<td>55.1</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>60.8</td>
<td>117.3</td>
<td>56.5</td>
</tr>
<tr>
<td>Black</td>
<td>47.7</td>
<td>97.2</td>
<td>49.5</td>
</tr>
<tr>
<td>Asian</td>
<td>61.1</td>
<td>121.6</td>
<td>60.5</td>
</tr>
<tr>
<td>Other</td>
<td>52.6</td>
<td>108.3</td>
<td>52.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>55.5</td>
<td>111.7</td>
<td>56.2</td>
</tr>
<tr>
<td>Poverty status, spring 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below poverty threshold</td>
<td>48.3</td>
<td>98.4</td>
<td>50.1</td>
</tr>
<tr>
<td>At or above poverty threshold</td>
<td>59.9</td>
<td>116.5</td>
<td>56.6</td>
</tr>
<tr>
<td>Missing</td>
<td>51.1</td>
<td>99.9</td>
<td>48.9</td>
</tr>
<tr>
<td>Mother’s highest level of education, spring 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than high school</td>
<td>47.2</td>
<td>95.8</td>
<td>48.6</td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td>54.1</td>
<td>107.0</td>
<td>52.9</td>
</tr>
<tr>
<td>Some college/vocational/technical school</td>
<td>58.5</td>
<td>115.5</td>
<td>57.0</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>66.9</td>
<td>126.5</td>
<td>59.6</td>
</tr>
<tr>
<td>No mother in household</td>
<td>57.3</td>
<td>113.1</td>
<td>55.8</td>
</tr>
<tr>
<td>Missing</td>
<td>51.0</td>
<td>99.9</td>
<td>48.9</td>
</tr>
</tbody>
</table>

Table 2. Number and percentage of all schools that had any students who were English language learners (ELLs) or limited-English proficient (LEP), by school type and selected school characteristics: 2011-12

<table>
<thead>
<tr>
<th>School type and selected school characteristic</th>
<th>Number of schools with at least 1 ELL/LEP student</th>
<th>Percent of all schools with at least 1 ELL/LEP student</th>
<th>Percent of K–12 students who were ELLs/LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>70,780</td>
<td>60.9</td>
<td>8.6</td>
</tr>
<tr>
<td>All public schools</td>
<td>66,530</td>
<td>73.9</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>School classification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional public</td>
<td>63,580</td>
<td>74.3</td>
<td>9.1</td>
</tr>
<tr>
<td>Charter school</td>
<td>2,940</td>
<td>65.6</td>
<td>9.8</td>
</tr>
<tr>
<td><strong>Community type</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>19,610</td>
<td>83.2</td>
<td>15.1</td>
</tr>
<tr>
<td>Suburban</td>
<td>20,410</td>
<td>84.1</td>
<td>8.6</td>
</tr>
<tr>
<td>Town</td>
<td>8,770</td>
<td>71.6</td>
<td>6.5</td>
</tr>
<tr>
<td>Rural</td>
<td>17,740</td>
<td>59.2</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>School level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>40,000</td>
<td>79.5</td>
<td>13.0</td>
</tr>
<tr>
<td>Middle</td>
<td>10,980</td>
<td>78.5</td>
<td>6.6</td>
</tr>
<tr>
<td>High</td>
<td>12,230</td>
<td>66.6</td>
<td>5.4</td>
</tr>
<tr>
<td>Combined</td>
<td>3,310</td>
<td>45.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>

*Characteristics of Public and Private Elementary Schools in the United States: Results from the 2011-12 Schools and Staffing Survey – First Look*

SASS: Example ELL Questions

35a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient, also known as English-language learners (ELLs)? b. How many limited-English proficient students or English-language learners are enrolled in this school?

36. Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?

37. How are English-language learners taught English? Are any of them taught –
a. Using ESL, bilingual, or immersion techniques?
b. In regular English-speaking classrooms?

38. How are English-language learners taught subject-matter courses such as mathematics, science, and social studies? Are any of them taught –
a. In their native language?
b. Using ESL, bilingual, or immersion techniques?
c. In regular English-speaking classrooms?
39. Does this school require limited-English proficient students or English-language learners (ELLs) to pass a test of English language proficiency to complete its limited-English proficient program?

40. Are limited-English proficient students or English-language learners (ELLs) in this school administered assessments at least once per year to determine their level of English language proficiency?

41. Does this school provide the following services for any PARENTS with limited-English skills?
   a. **Interpreters** for meetings or parent-teacher conferences
   b. **Translations of printed materials**, such as newsletters, school notices, or school signs
SASS Teacher Questionnaire

- Of all the students you teach at this school, how many are of limited-English proficiency or are English-language learners (ELLs)?

- In the past 12 months, have you participated in any professional development on how to teach limited-English proficient students or English-language learners (ELLs)?

- In the past 12 months, how many hours did you spend on these activities?
  - 8 hours or less
  - 9-16 hours
  - 17-32 hours
  - 33 hours or more

- Overall, how useful were these activities to you?
  - Not useful
  - Somewhat useful
  - Useful
  - Very useful
SASS Teacher Questionnaire

- Additionally, teachers answer questions about their major, minor, teaching assignments, and certifications. The ELL categories that teachers could select from were:

<table>
<thead>
<tr>
<th>English as a Second Language (ESL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>160  ESL or bilingual education: General</td>
</tr>
<tr>
<td>161  ESL or bilingual education: Spanish</td>
</tr>
<tr>
<td>162  ESL or bilingual education: Other languages</td>
</tr>
</tbody>
</table>
SCHOOL QUESTIONNAIRE

• How easy or difficult was it to fill the vacancies for this school year in each of the following fields?
  o English as a Second Language (ESL) or bilingual education

• Are students receiving Title I services in –
  o English as a Second Language (ESL)?

Note: National Teacher and Principal Survey (NTPS) collected every two years will replace the SASS which was collected every four years.
SASS⇒NTPS: ELL New Questions

TEACHER QUESTIONNAIRE

• Of all the students you teach at THIS school, how many are of limited-English proficiency (LEP) or are English-language learners (ELLs)?

• BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you -
  o How to teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?

• In your FIRST year of teaching, how well prepared were you to –
  o Teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?

Note: National Teacher and Principal Survey (NTPS) collected every two years will replace the SASS which was collected every four years.
Recent Reports with a Focus on ELLs

• **Mathematics Achievement of Language Minority Students During the Elementary Years** (NCES 2009-036REV)

• **Reading, Mathematics, and Science Achievement of Language Minority Students in Grade 8** (NCES 2012-028)

• **Characteristics of Public and Private Elementary Schools in the United States: Results From the 2011-12 Schools and Staffing Survey – First Look** (NCES 2013-312)
NCES Data: Challenges & Opportunities

• FERPA: impact of opt-in on response rates
• Digital data collections
  ▪ Digital based assessments, digital divide, universal design; school-based infrastructure; cost
  ▪ Rapid advances in technology
  ▪ Maintaining trends
  ▪ Measuring new constructs, measuring old constructs better
• Disaggregating data - lack of sample size, statistical power
• Measuring socio-economic status (SES) in light of changes in program requirements for free and reduced price lunch (FRPL)
Questions?

Contact Information:
Email: Amy.Yamashiro@ed.gov
Telephone: 202-502-7608
Appendix

- NCES Online Resources
- Accessing and Exploring NCES Data Surveys & Data Tools
NCES Online Resources for Researchers

- **NCES Statistical Standards**
  - informs data users of the work of NCES and of standard procedures and practices

- **NCES Handbook of Survey Methods**
  - provides a detailed overview of NCES data collections

- **Distance Learning Dataset Training (DLDT)**
  - [http://nces.ed.gov/training/datauser/](http://nces.ed.gov/training/datauser/)
  - provides in-depth introduction to the NCES portfolio including topics important to the analysis of specific data collections
NCES Online & Public Use Data Sets

- **NAEP Data Explorer (NDE)**
  - NAEP restricted use data available for public use through NDE

- **International Data Explorer (IDE)**
  - [http://nces.ed.gov/surveys/international/ide/](http://nces.ed.gov/surveys/international/ide/)
  - U.S. data from international tests available for public use through IDE

- **Data Lab** ([http://nces.ed.gov/datalab/](http://nces.ed.gov/datalab/))
  - School and Staffing Survey (SASS), Pre-Elementary Education Longitudinal Study (PEELS), National Postsecondary Student Aid Study (NPSAS), Beginning Postsecondary Students (BPS), and Baccalaureate and Beyond Longitudinal Study (B&B) data are available for public use in the Data Lab
NCES Restricted Use Data Sets

- **IES data licensing web site** ([http://nces.ed.gov/statprog/instruct.asp](http://nces.ed.gov/statprog/instruct.asp))
  - **Frequently asked questions:**
  - **Online application:**

- **Licensing website email address:** iesdata.security@ed.gov
- **NCES contacts:** Bethany.Ring@ed.gov, Jesse.Rine@ed.gov
Accessing and Exploring NCES Data
Surveys & Data Tools

CCD, ECLS-K, NHES, ELS:2002, ACS Data, NAEP, NPSAS, B&B, SASS, BPS, PEELS
Distance Learning Dataset Training System (DLDT)

American Education Finance and Policy Association Conference
Pre-conference workshop: NCES on-line training
February 26, 2015
Washington, DC

Stephen Q. Cornman, Andrew White, Elise Christopher, Sarah Grady, Doug Geverdt, Patrick Keaton, Emmanuel Sikali, Sean Simone, Marie Stetser, Jumanne Young, Steve Wheeler
National Center for Education Statistics (NCES)

- **Mission of NCES:** Collect, report, analyze and disseminate statistical data in the United States and in other nations. Education Sciences Reform Act § 9543
- Collect, analyze and report education information and statistics in a manner that-
  - Is objective, secular, neutral, and non-ideological and is free of partisan political influence and racial, cultural, gender, or regional bias; and
  - Is relevant and useful to practitioners, researchers, policymakers, and the public.
NCES Website:  http://nces.ed.gov

- Publications & Products
- Surveys and Programs
- Data Tools – Build custom tables, search for districts, compare and analyze data, etc.
- Tables & Figures
- Annual Reports –The Digest, Condition of Education, etc.
I. NCES universe surveys

- Common Core of Data (CCD) is the Department of Education’s primary database on public elementary and secondary education in the United States
- Integrated Postsecondary Education Data System (IPEDS) is the core education data collection program for post secondary institutions
- Private Schools Survey (PSS) is a biennial private school data collection that generates universe data on private K-12 schools
CCD non-Fiscal Surveys

• State non-Fiscal Survey
  ➢ Information on all students and staff aggregated to the state level

• Local Education Agency Universe Survey
  ➢ LEA-level information such as address, telephone phone number, location and type of agency, and geographic variables (e.g., latitude and longitude)

• Public Elementary/Secondary School Universe Survey
  ➢ Information on all elementary and secondary schools in operation during a school year
CCD Fiscal Surveys

• National Public Education Financial Survey (NPEFS)
  ➢ Finance data on elementary/secondary education for every state; includes state and federally-operated institutions

• Local Education Agency Finance Survey (F-33)
  ➢ Universe survey of school district-level finance data

• Teacher Compensation Survey (TCS)
  ➢ Research and development collection of individual level data on public school teachers
Integrated Postsecondary Education Data System (IPEDS)

- IPEDS collects data on institutional characteristics and finances
- Collects student data on enrollments, program completions, and graduation rates, by race/ethnicity and sex
- IPEDS data can be accessed through College Navigator, IPEDS Data Center, IPEDS Trend Generator
II. NCES Sample Surveys

- Early Childhood Longitudinal Study (ECLS)
- National Household Education Surveys (NHES)
- Schools and Staffing Survey (SASS)
- Secondary School Longitudinal Studies
- Postsecondary Education Longitudinal Studies
- National Postsecondary Study Aid (NPSAS)
- National Assessment of Educational Progress (NAEP)
The Early Childhood Longitudinal Study, Kindergarten (ECLS-K)

• ECLS-K 1998-99 follows a cohort of children from kindergarten in 1998-99 to 8th grade in 2007
• ECLS-K 2011 follows a cohort of children from kindergarten in 2010 to 5th grade
• Includes information on children’s cognitive, social, emotional, and physical development
• Provides data to study how children’s early experiences relate to their later development, learning, and experiences in school
The National Household Education Surveys Program (NHES)

- Repeating cross-sectional study
- Nationally representative samples of children from birth through grade 12, as well as adults
- Topics covered include: parent and family involvement in education, early childhood program participation, and adult education
- Fielded about every 2 years from 1991-2007
Schools and Staffing Survey (SASS)

- SASS collects data from public and private teachers, principals, schools, and public school districts
- Four core components:
  - School Questionnaire, Teacher Questionnaire, Principal Questionnaire, and School District Questionnaire
- Approximate sample sizes
  - Public school principals: 10,000; teachers: 45,000
- 2011-12 SASS data released in June 2013
- SASS data can be accessed through EDAT, QuickStats, PowerStats, and TrendStats
Longitudinal studies

• High School Longitudinal Study (HSLS:09)
  ➢ Nationally representative study of more than 21,000 9th graders in 944 schools who will be followed throughout their secondary and postsecondary years

• Education Longitudinal Study (ELS:2002)
  ➢ Monitors the transition of a national sample of young people from tenth grade (2002) through high school and on to postsecondary education and/or the world of work (2004, 2006 & 2012)

  ELS 2002 data can be accessed through EDAT

• National Education Longitudinal Study (NELS: 88)
  ➢ Began with cohort of eighth graders, followed them until 2000 and collected data on secondary and post-secondary experiences
Longitudinal studies

- Beginning Postsecondary Students Longitudinal Study (BPS:90/94; BPS:96/01; BPS:04/09; BPS:12/14)
  - Study of persistence and attainment
  - BPS can be obtained on DataLab Website.

- Baccalaureate & Beyond Longitudinal Study (B&B:93/97/03; B&B:00/01; B&B:08/12)
  - Looks at bachelor’s degree recipients’ workforce participation, income and debt repayment, and entry into and persistence through graduate school programs, among other indicators
Early Childhood and Household Studies
Program Data Available on EDAT

- ECLS-K (1998-99) and NHES data up to 2007 can be accessed through EDAT
  - 2012 NHES available later this year
- Can use data sources to examine different aspects of the same topic
- ECLS-K design allows the study of processes related to the development of individual children
- NHES design allows trend analysis
Assessment

- National Assessment of Educational Progress (NAEP)
  - Nation’s Report Card
  - Results on subject-matter achievement
    - Instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students).
  - Data accessed on NAEP data explorer
    http://nces.ed.gov/nationsreportcard/naep data
Contact information

- Contact persons:
  - CCD: stephen.cornman@ed.gov  (202)502-7338
    patrick.keaton@ed.gov
  - DLDT: andrew.white@ed.gov
  - IPEDS: jessica.shedd@ed.gov
  - ECLS: gail.mulligan@ed.gov
  - NHES:  sarah.grady@ed.gov
  - Longitudinal studies:  elise.christopher@ed.gov
  - NAEP:  emmanuel.sikali@ed.gov
  - Powerstats: sean.simone@ed.gov