

CELDT LIVE! 1G: Data Review Module

Presentation Transcript

SLIDE 1 - Good Afternoon. We would like to welcome you to *CELDT Live! 1G*. This presentation will cover the 2009-10 Data Review Module.

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If you have questions while listening to this presentation, please send them to us by using the chat feature. The chat feature is located on your WebEx toolbar. You may need to expand the toolbar by selecting the icon that looks like a speaking bubble. Once expanded you can type your question in the text box and select send. At the end of the presentation we will address as many questions as we can.

These PowerPoint slides are posted in the Workshops section of the CELDT Web site at celdt.org if you wish to print them and follow along. Additionally, the DRM Data File Layout is now posted to the Web site as a Quick Link on the home page.

We will now begin the presentation.

SLIDE 2 - Hello, I am Lily Roberts, the administrator of the CELDT program at the California Department of Education. I want to welcome you to our *CELDT Live! 1G* presentation which covers the 2009-10 Edition Data Review Module, or DRM.

This is the final *CELDT Live!* for the 2009-10 year. On February 23, we will hold the first 2010-11 *CELDT Live!*. The topic for that presentation is ordering. The last slide of this presentation shows you the schedule and topics for the upcoming 2010-11 Edition *CELDT Live!* presentations. Due to budget cuts, the second DRM, mentioned in a previous *CELDT Live!* presentation, has been cancelled.

Our presenters today will be Caroline Fahmy, the CELDT project manager and president of Educational Data Systems and Cathy George from the California Department of Education's Academic Accountability Unit. Our facilitator will be Amy Barr from the Sacramento County Office of Education. Amy will monitor and respond to the questions that come from our audience and facilitate the Q&A at the end of the session. Today's presentation will cover the following main topics:

SLIDE 3 - Today's presentation will cover the following main topics:

- Information on Title III Accountability,
- Importance of data correction for Annual Measureable Achievement Objectives, or AMAOs,

- Some basic information on DRM,
- Details about the DRM layout,
- Some specific changes for 2009-10 Edition and a review of some specific DRM rules,
- Using DRM for online or offline data corrections,
- Information about the release of post-DRM data files and summary reports,
- And, finally, a question and answer session.

Now, let's get started.

SLIDE 4 - Thank you, Lily. Good afternoon everyone. This is Caroline Fahmy. As the CELDT contractor, Educational Data Systems has prepared the 2009-10 DRM. The DRM is a Web-based application that allows districts to review the student demographic data that was collected as part of the 2009-10 Annual Assessment window.

The purpose of DRM is to clean the demographic data so that it is as accurate as possible, because the CELDT data is used for a variety of important purposes. These include inputs to the annual measurable achievement objectives, and the paper and electronic summary reports. Additionally, the corrections are important so that the student score files can be updated and imported into district student information systems for use with next year's CELDT scores and demographic data.

Before we get into the details of the DRM system, I would like to turn it over to Cathy George. She will discuss AMAOs and the importance of AMAOs for the DRM. She will also be available for the Question and Answer session at the end of the presentation.

SLIDE 5 - The Title III Accountability system includes three annual measurable achievement objectives or AMAOs that local educational agencies receiving Title III funds must meet. Title III accountability reports are prepared annually for those LEAs or consortium of LEAs that are receiving Title III funds.

The first AMAO measures the percent of ELs in each Title III LEA or consortium who are meeting their annual growth target in learning English. ELs need two years of data on the CELDT to show growth. The current year CELDT scores plus prior year CELDT scores are used to compute growth for AMAO 1.

AMAO 2 measures the percent of ELs that are attaining the English proficient level on the CELDT. The English proficient level on the CELDT is reached when an EL scores early advanced or advanced overall and the domain scores of reading, writing, listening, speaking are at the intermediate level or above.

Over 80 percent of Title III subgrantees are meeting AMAOs 1 and 2.

AMAO 3 assesses whether the EL subgroup has met the Title I Adequate Yearly Progress, AYP, targets in ELA and mathematics as measured by approved NCLB assessments, CST, CAHSEE, CAPA, CMA. AMAO 3 is the most difficult AMAO to meet with only about 37 percent of Title III LEAs and consortia meeting the target in 2008-09.

SLIDE 6 - The US Dept of Education released a Notice of Final Interpretations on Title III Accountability in October 2008. The NOFI will require that CA make changes to the Title III accountability system and the calculations of AMAO 1 and 2 in 2009-10. These changes were approved by the CA State Board of Education in January 2010 and have been submitted to US Department of Education for approval.

There is a minor change to AMAO 1 allowing prior year scores to be from a year other than the immediately preceding year. There are major changes to AMAO 2. Details of the changes are described in a letter that is being sent to Accountability Coordinators this month. Information on these changes are being posted to the Title III accountability Web page.

Among the important changes to AMAO 2 are that all ELs must be in the cohort for AMAO 2, including students who take the initial CELDT and are classified as EL.

The NOFI requires that cohorts for AMAO 2 can only be established based on time in language instruction educational programs. Two cohorts have been established for AMAO 2: ELs who have been in language instruction educational programs for less than 5 years, and ELs who have been in language instruction educational programs for 5 years or more.

New targets have been established for these two cohorts so that Title III subgrantees are held harmless for the changes to AMAO 2.

SLIDE 7 - The Data Review Module is the time for LEAs to ensure that accurate data is used to compute AMAOs 1 and 2. The data elements that are needed to compute AMAOs 1 and 2 in 2009-10 are:

Most recent previous scale scores (Reading, Writing, Listening, Speaking, Overall), grade during previous CELDT administration, previous CELDT administration date, English learner date first enrolled in US schools, date current CELDT testing completed and test purpose, annual or initial.

Now, I'll give the mic back to Caroline Fahmy who will provide a detailed description of the DRM system.

SLIDE 8 - Thanks very much Cathy. These next slides provide some basic information about this year's DRM activities. The DRM window will be open from 8:00 a.m. February 16 to 5:00 p.m., March 8. During that time you can access the online system 24 hours, 7 days a week.

The DRM file layout is very useful for understanding all of the editing rules for each demographic data field, what you can and can't edit and what the valid entries are for each field. We recommend that you download and review this document prior to the DRM window. This layout is available now on the celdt.org web site as a quick link.

The CELDT District Coordinator can access the DRM system by going to the celdt.org Web site and logging into the secure district portal. Then you will click on the Data Review Module link. The link to the DRM system will be inactive until the window opens on February 16.

Remember that because we are now transitioning to the 2010-11 Edition of the CELDT, the 2009-10 district coordinator passwords have been reset as of last Friday. In order to log on to the DRM, you must have a new 2010-11 password. If you do not have one, you may obtain a password by downloading the Superintendent's Designation form from the Home page of the Web site. Have your superintendent fill it out, sign it, and fax or send it to Educational Data Systems.

SLIDE 9 - The DRM system will be pre-loaded with all the student records that were received by the submission deadlines and processed by Educational Data Systems for the Annual Assessment window.

The individual student reports prepared and shipped for the AA window show the test purpose as either Annual Assessment, Initial Identification or Unknown. If your student reports are grouped by the November monthly batch, which is outside the AA window, and the students reports show AA Outside Window, then these students will not be included in the DRM system for data correction.

SLIDE 10 - The DRM layout is an important resource for understanding the demographic data fields and the error and warning flags that are set by the system.

This document provides some basic information about DRM: what has changed from last year's DRM, options for working with the system, what some of the codes mean that you find in the layout, and a table that explains the test purpose editing rules.

The body of the layout provides a detailed listing of all the student demographic data fields that are collected for each student. It shows you whether you can edit the field or not, some fields are not editable, and whether a missing or invalid value in the field is considered an error or a warning. The appendices provide look up tables for primary language, disability, and ethnicity codes.

What is the difference between an error and a warning? An error is marked for fields that will have an effect on the AMAO data; a warning is marked for fields that will affect the accuracy of your summary reports and student information system. We encourage you to correct both errors and warnings so that all CELDT data are as accurate as possible.

Lastly, the DRM layout provides the column start and end values and column titles for the files that you can download to do offline data corrections. We'll go into this option in more detail later in the presentation.

Slide 11 - As I mentioned, the DRM layout contains a table with the field changes for 2009-10. These changes include all changes that were made to the scannable demographic pages of the student answer documents for this year. As well, we have changed some of the error and

warning designations based on the purpose of the edit. The date testing completed field is new this year, which is box 11 on the answer documents, and all field positions in the file changed from last year.

Most notable is that this year's DRM layout includes a flag field for each field that is editable. The data file that you can download from the DRM will contain a value in the related flag field if there is an error or a warning in the student's record. This is relevant only to the offline option for correcting data, which we will talk more about a little later in the presentation. These flags are meant to help you analyze your data file by allowing you to sort and filter the data by field errors or warnings.

Slide 12 - Table 1 of the DRM layout contains the Test Purpose rules, which are somewhat complex. Whether inside or outside the AA window, the test purpose of a student identifies them as an Annual Assessment (AA) student or an Initial Identification (II) student.

If the student is an AA, or, has already taken the CELDT in the past, then the most recent previous CELDT scores, administration date, and grade must be filled in. If they are not, then DRM will flag these fields as an error. You should add the missing data to these fields.

Remember that kindergarten and grade one students will have no previous reading and writing scores, so these will not be marked as an error as they should be blank.

If the student is an II, or has taken the CELDT in 2009-10 for the first time, then all of the most recent previous CELDT scores, administration date, and grade must be blank. If one or more of these fields are filled in, then DRM will flag this data as an error. You should edit these fields by removing the data, or if the Test Purpose is incorrect and the student really is an AA student, then edit the test purpose for this student.

If the student's test purpose is showing as unknown, then Test Purpose was not filled in at all, or both AA and II were filled in on the document. DRM will flag this as an error and you should change this data to either AA or II.

SLIDE 13 - For reference, Table 1 showing these Test Purpose rules is presented here. As the Test Purpose fields are included in those that will have an impact on your AMAOs, it is important to edit all errors associated with these fields.

SLIDE 14 - The DRM application is only available via secure log in at www.celdt.org. You must log into the secure district portal using your 5-digit district code, 4-digit independent charter school code, if applicable, and the secure district password.

Once you login to the secure district portal, click on the link called Data Review Module and this will take you to your secure DRM district summary page. The district summary page shows you the total number of student records for your entire district, and the total number of errors, and warnings that have been flagged. You will also see a list of schools in the district with student records.

There are two options for making data corrections: (1) online by entering your edits on the data entry screens, or (2) offline by downloading a data file and making edits through your own software or computer application, then uploading the corrected data back into the DRM system.

SLIDE 15 - This slide shows you a screen shot of the district summary page.

This page provides a summary of flagged errors and warning for your entire district and for each of your schools.

This page also provides a link to the DRM User Guide and Frequently Asked Questions document.

By clicking on the Entire District link or one of your school's links, you will be directed to a page with a detailed listing of the errors and warnings by field type. Lastly, this page provides the link to access the offline option where you can download your data files for offline data correction.

The next slide shows you this detailed error page.

SLIDE 16 - This page provides an overview of your district's errors by error type and provides various ways for selecting student records for editing.

On the top left, this link allows you to browse all your district's records

On the bottom left, you can search to find a particular record in your data. To search select a field from the drop down menu for example student last name or SSID and insert your search criterion for that field.

On the right, you can see a listing of the error types and the number of flags marked for your district, or school. The total number of errors is listed at the top, then each error type is listed as a quick link. The warnings are summed together in one total.

You can click on any of these pre-filtered quick links to take you to the records with these errors. Throughout the process of correcting errors in your data, you can return to this page to see the number of errors and warnings remaining. The goal is to reduce these numbers to

Note that the numbers represent the total number of errors and warnings-not student records. Since student records may have multiple issues, these numbers may add up to be greater than the total number of students in your district or school.

SLIDE 17 - I will talk first about making data corrections online using the data entry screens.

The online data entry screens allow you to filter by error or warning type, sort your data many different ways, and filter by the field type. You may want to begin by focusing on the errors, as they will have an impact on your AMAOs.

The entry boxes will offer drop down menus and will validate the data you enter according to the edit rules that are listed in the DRM Data File Layout. Again, as you make corrections you

may want to go back to the detailed error page and review which type and the numbers of errors remaining.

SLIDE 18 - Once you've selected a particular field or type of error to edit, you will be directed to the listing of errors that you have selected. This listing shows all of the errors for each record and provides you the ability to edit the data in the record.

In this example, we have selected to list errors for the Entire District. From here you can sort and filter the data further by using the drop down menus at the top of the screen.

Then, to edit the student record, select the Edit icon on the far right of each record. This will take you to the detailed student record editing screen.

SLIDE 19 - This is a student record editing screen. Notice at the top of the screen is a summary of all the errors in the student's record. To quickly move to the fields that need editing, click on the jump links in this section. These will jump you down the page to the field with the error.

Note that this student has multiple errors. You may correct all the errors in a single student record at the same time.

While working in this student's record, you may edit any other data that is editable-whether or not the field is flagged with an error or a warning, if you see that the data is not correct.

SLIDE 20 - The online option for making data corrections provides you the ability to see the numbers and types of errors in your data and correct them right on the screen. Whereas the Offline option provides you the ability to download the entire district's or a filtered set of data so that you can make your edits offline, you may choose to import the downloaded DRM data file into a spreadsheet or a statistical package to help you analyze and correct your data. To understand the column layout of the downloaded data file, refer to the DRM data file layout.

To access this option, go to the DRM District Summary page and click on the button title as Offline Option. This will take you to a page that will allow you to download and upload your DRM data files.

The file is available to download as a fixed-width text file or a comma-separated value, CSV file. Please note that we recommend the offline option for expert data processors only.

As I mentioned earlier, the error flags associated with each editable field will assist you in analyzing your data file. Each field that is editable contains a flag: if there is an error in a field, the flag for that field will contain an E, if there is a warning, it will contain a W, and if there is no error in the field, then the flag will be null.

Using your own software, you should make corrections to the data with errors and warnings and then save the file to upload back into the DRM system.

SLIDE 21 - Once you have downloaded the data from the DRM system, the district is responsible for that data and its accuracy. If in the process of correcting your data offline, you

introduce new errors, for example, you insert a value in a field that is not a valid value, then the DRM system will not allow this correction to be made upon upload of the file back into DRM. As well, the same number of records that you downloaded must be uploaded to the system, and the column order of the file must not be changed.

A caution about using both the online and the offline methods: If you use both methods, for example the online and the offline, or if you download and then upload multiple files, you could override previously corrected data. The rule to remember is that the latest corrections will override any earlier corrections. We recommend that you download and upload only one filtered data set at a time and use either the online or offline method, but not both at the same time to avoid a loss of data.

Here is an example of a potential problem: Two people at the district are working on making corrections at the same time: one has downloaded a data file and is making corrections to the SSIDs; the other is working online making corrections to the student names. As soon as the first person uploads the corrected data file, it will override all of the student name corrections that were done online.

SLIDE 22 - Upon upload of your corrected data file, the DRM system will evaluate each record and data field in your file. If the data follow the edit and valid values, then DRM will accept the record; if it detects an error, DRM will ignore the correction for that field and will revert back to the original data. If the original data had an error in it, the error will remain.

For example, Andreas is marked as an F for female in the DRM, then you make a correction offline by filling in a B, for boy. Upon uploading this correction, the DRM system will not allow the B since the code for male is M. This student's data record will remain an F for female since the correction you submitted was not valid.

There is one significant difference in the upload process between this year's DRM and last year's. That is, upon uploading a file, if the DRM system encounters an error in a record, it will ignore this error but it will upload the student record and all the other valid corrections that were made to it. Last year's DRM system rejected the entire record and all other corrected errors in that record if there was one invalid correction in the record.

SLIDE 23 - This slide provides you with some target dates for post DRM activities. Educational Data Systems will close DRM at 5:00 p.m. on March 8 and process the corrections.

We will post revised student score files to the secure District Portal, under the Student Score Files link, in early April, release summary electronic reports by mid-April, and ship paper summary reports by the end of April. For more information about this year's CELDT or if you have questions related to the DRM system, please contact the Educational Data Systems customer support center.

SLIDE 24 - For more information about this year's CELDT or if you have questions related to the DRM system, please contact the Educational Data Systems customer support center.

SLIDE 25 - For more information about AMAOs, contact the CDE's academic accountability unit at the contact information on this slide.

SLIDE 26 - Thank you for attending the *CELDT Live!* 1G: DRM presentation. This slide provides the upcoming 2010-11 *CELDT Live!* presentations and their topics. Check the dates and times on the celdt.org Web site.

Now, we will now open up the session to questions and answers. You may submit additional questions at this time using the Question and Answer feature of the WebEx system. Amy, do you have any questions for us?

Q: I had some kindergarten and grade one students that had two separate listening/speaking and reading/writing reports. Will I see one or two records for these students?

A: For K-1 students whose two student books could not be merged into one record for reporting, you will see two separate DRM records for these students. Because the two records could not be merged, most likely you will see errors or warnings in the student demographics for these kids. These demographic errors should be corrected. Note, however, that we will not attempt to re-merge these students' records after DRM. All records will remain the same pre-and post-DRM.

Q: If I change the demographic data for a student and the change would affect the assignment of a scale score, will you be rescoring these students?

A: Yes, part of processing the post DRM data will be to assign new scale scores and performance levels for students whose records were changed in fields that affect this scoring. We will not provide new paper reports, but the re-posted student score files will contain these revised scale scores and performance levels, and this data will be reflected in the final 2009-10 student and summary scores files sent to CDE and used for summary reports.