Measuring EAL Students' Growth Using Visible Learning and Data – Secondary

Jesus Camacho-Morles and Julia Lippold

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"When teaching and learning are visible there is a greater likelihood of students reaching higher levels of achievement" (John Hattie).

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Who are we?

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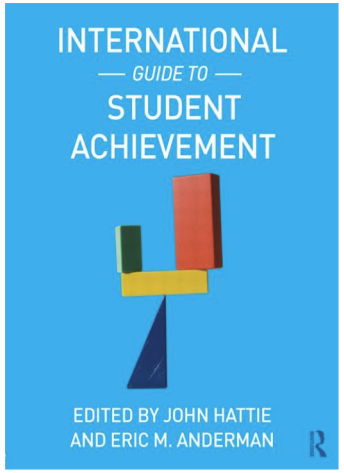
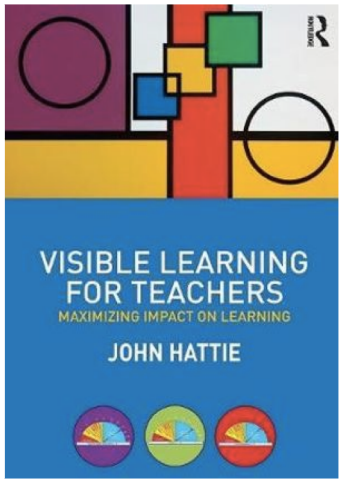
Julia Lippold
EAL Coordinator (Years 7 - 12)
ACTA Executive Board Member
VicTESOL Committee Member
VCAA EAL Panel Appointee
Teacherpreneur – *Zealous English*

Today's Presentation

- Measuring learning growth (Jesus)
- Hattie's effect sizes (Jesus)





- The nexus between data collection and EAL learners/teaching/planning (Julia)
- 2018 results (Lauriston) and implications (Julia)
- F-10 EAL curriculum implications (Julia)

Call for using data

Visible learning

Professor John Hattie

(2008)

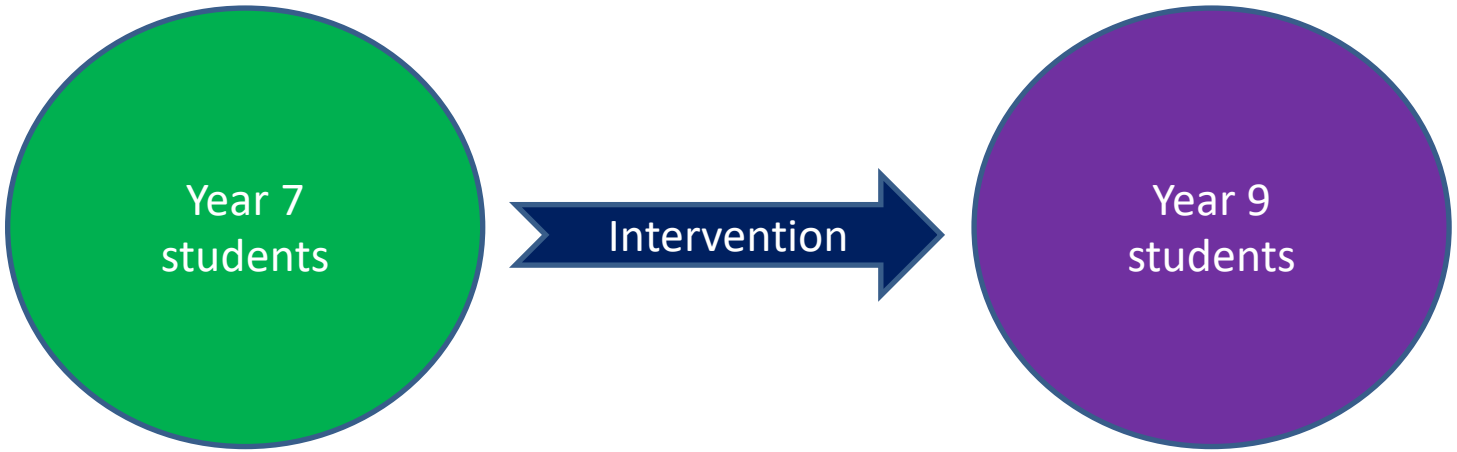
Visible learning: Growth data

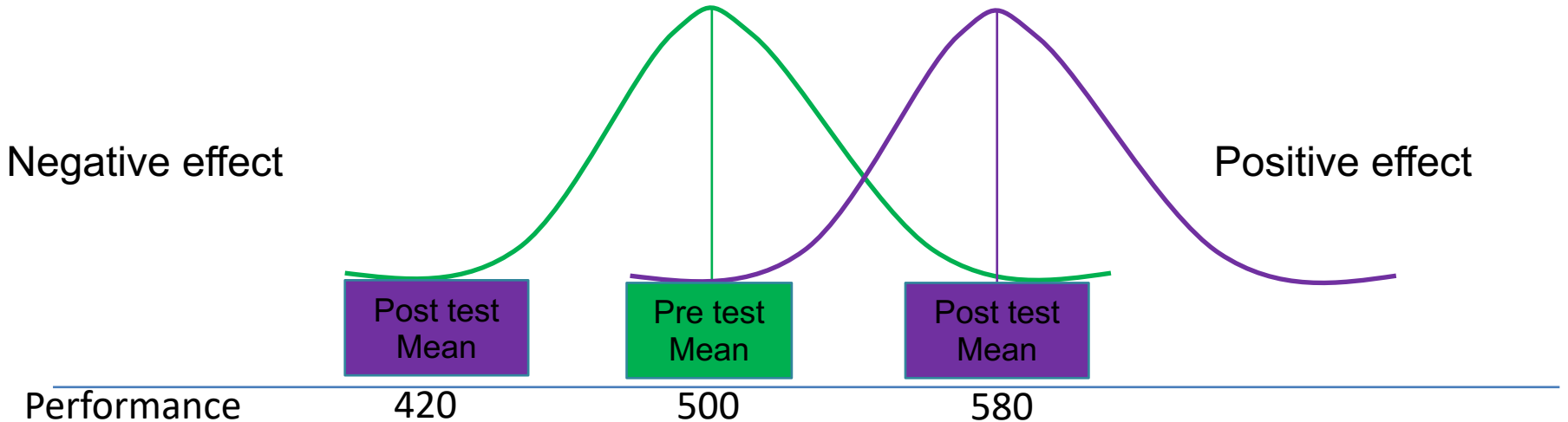
- How do we come up with assessment schemes that tell teachers/principals in regular and systematic ways the impact they have on children learning?

- What works best for learning?

EFFECT SIZE

- Definition: It is quantitative measure of the strength of a phenomenon or intervention.





Standard framework (Hattie, 2008, 2011)

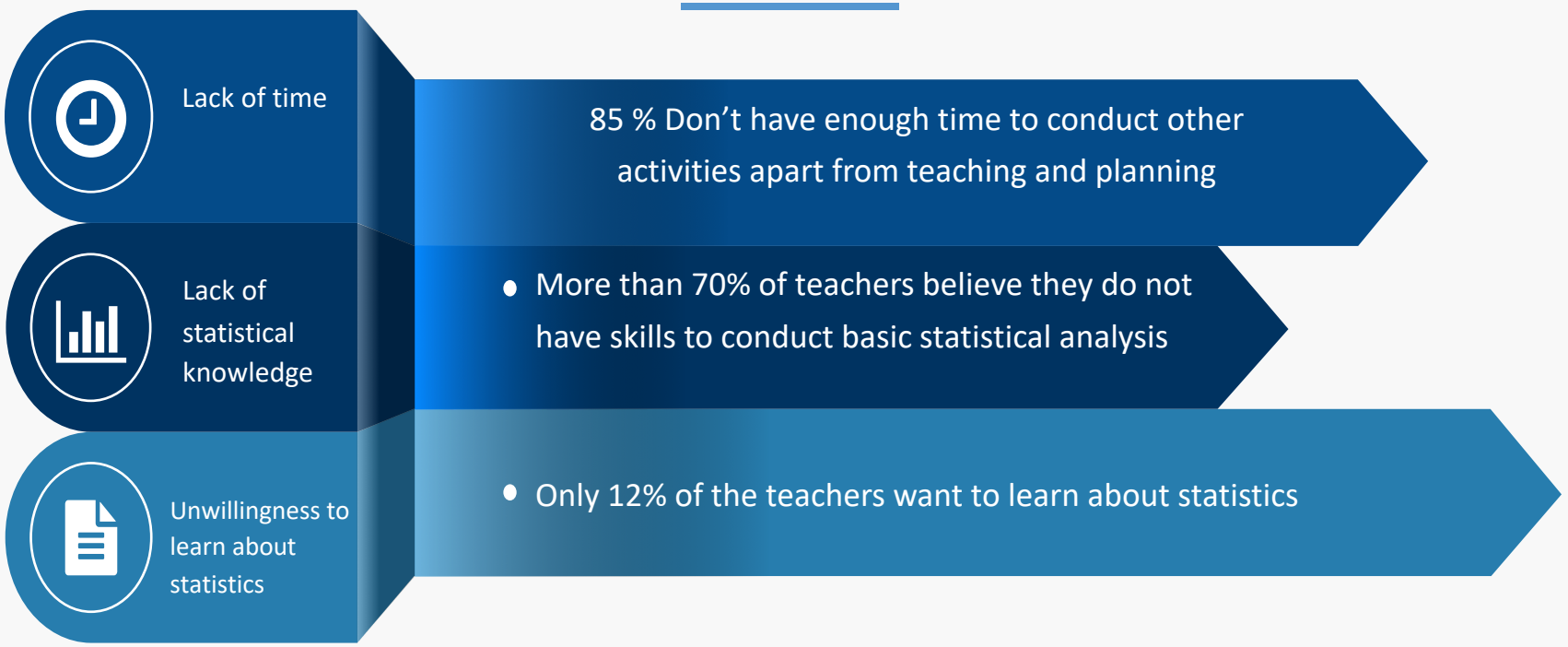
Years 3 to 5= 1.08 (*thus 0.54 ES over 12 months*)

Years 5 to 7= 0.7 *(thus 0.35 ES over 12 months)*

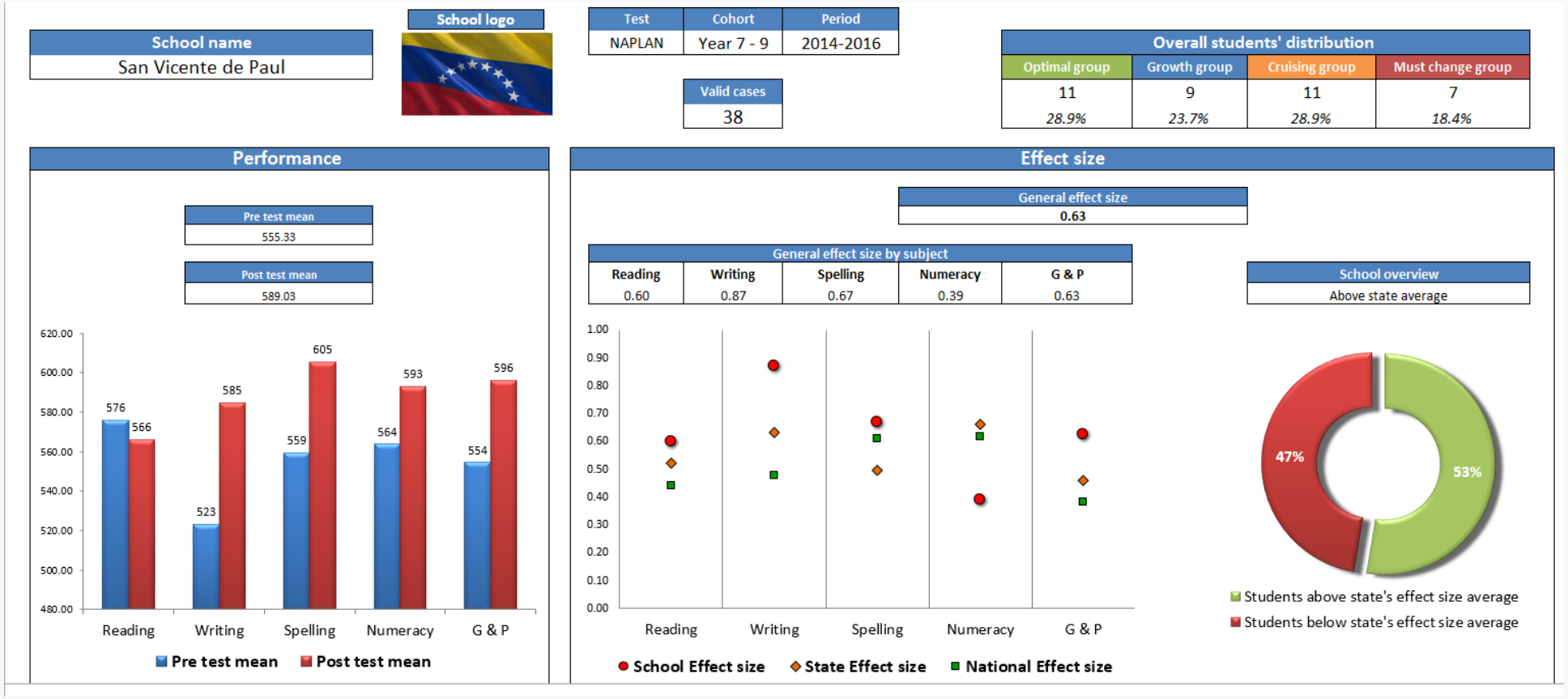
Years 7 to 9= 0.52 *(thus 0.26 ES over 12 months)*

*0.4 average overall (per year)

Teachers’ opinions about their new role as data analysts



Learning growth estimator



Hattie's Effect Sizes

"The key to many of the influences above the d = 0.40 hinge-point is that they are deliberate interventions aimed at enhancing teaching and learning" (Hattie, 2011, *Visible Learning for Teachers*, p.17)

- Working smarter based on the effect size makes a profound effect on student outcomes
- Evidence from students' growth should provide the impact/proof of the effectiveness

Questions for Jesus?

Current EAL Student Figures in Victoria (*EAL Annual Report,* 2017)

Table 4: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2017

Year	NEV	NWV	SEV	SWV	Total
Prep	2,299	2,499	2,994	3,242	11,034
Year 1	2,216	2,376	2,885	2,951	10,428
Year 2	2,053	2,291	2,700	2,757	9,801
Year 3	2,055	2,095	2,781	2,548	9,479
Year 4	1,780	1,920	2,432	2,390	8,522
Year 5	581	481	623	576	2,261
Year 6	534	432	567	540	2,073
Year 7	452	331	429	452	1,664
Year 8	446	333	385	433	1,597
Year 9	459	340	426	449	1,674
Year 10	506	355	501	524	1,886
Year 11	484	308	426	449	1,667
Year 12	354	211	371	345	1,281
Total	**14,219**	**13,972**	**17,520**	**17,656**	**63,367**

Source: August School Census 2016

Figures of Schools and Students Assessing Students against the EAL Standards in Victoria: (*EAL Annual Report,* 2017)

Table 6: Government schools that assessed EAL students against the EAL standards, Victoria 2017

School type	NEV	NWV	SEV	SWV	Total
Primary	196	175	204	172	747
Primary/Secondary Combined	3	24	13	49	89
Secondary	55	52	61	54	222
Total	**254**	**251**	**278**	**275**	**1,058**

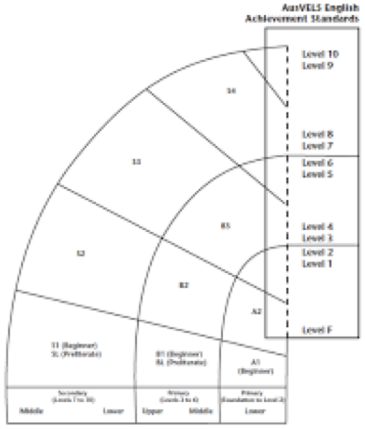
Source: Mid-Year School Supplementary Census 2017

Table 7: Students assessed against the EAL standards, government schools, Victoria 2017

Student type	NEV	NWV	SEV	SWV	Total
Primary	5,248	5,993	6,798	7,647	25,686
Secondary	2,486	2,294	2,103	2,499	9,382
Total	**7,734**	**8,287**	**8,901**	**10,146**	**35,068**

Source: Mid-Year School Supplementary Census 2017

Former Assessment Process for EAL Students



TEAL Assessments

EAL Developmental Continuum

Reliable assessment tool for EAL informs placement of students on EAL Developmental Continuum

Students placed on continuum

EAL Student Results for Reading February - November 2018

ID	Name	Year Level	S+L Initial Placement	S+L Final Placement	R+V Initial Placement	R+V Final Placement	W Initial Placement	W Final Placment	Notes
49576		7	2.2	3.1	2.2	3.1	2.1	3.1	
53996		7	1.3	2.3	1.3	2.2	1.3	2.2	
57711		8	2.1	3.1	2.1	3.2	2.1	3.2	
50719		8	2.2	3.1	2.2	3.2	2.2	3.1	
55372		8	2.2	2.3	2.2	3.1	2.2	2.3	minimal improvement
50040		8	2.2	3.3	2.2	3.3	2.1	2.3	Exited at end of 2018
57456		8	2.1	3.1	2.2	3.1	2.2	2.3	
48097		8	2.3	4.1	3.1	4.1	2.3	4.1	
45626		8	2.2	3.2	2.2	3.2	2.2	2.3	
51337		8	2.2	3.3	2.2	3.2	2.2	2.3	
49900		8	1.3	2.2	1.3	2.3	1.3	2.2	
57202		8	2.2	3.2	2.2	3.2	1.3	3.1	
50452		9	2.1	3.2	2.1	3.3	2.1	3.2	
48445		9	4.3	4.3	4.2	4.2	4.2	4.3	A very high level student, progress at this end of the continuum is slower
53058		9	2.3	3.3	2.3	3.3	2.3	3.2	
47621		9	2.1	3.3	2.1	3.3	2.1	4.1	
49549		9	3.1	3.3	3.1	3.2	3.1	3.3	
45913		9	3.3	4.2	4.1	4.3	4.1	4.3	A very high level student, progress at this end of the continuum is slower
48367		9	3.1	3.3	3.1	3.3	3.1	3.3	
52082		9	3.1	4.2	3.3	4.2	2.2	4.1	
48848		9	4.2	4.3	4.1	4.3	4.1	4.3	
47279		9	3.1	3.2	3.1	4.1	3.1	3.3	
45419		9	4.3	4.3	4.1	4.2	4.1	4.2	
43379		9	4.1	4.3	4.2	4.3	4.2	4.3	
46614		10	3.1	4.1	3.1	4.1	2.2	3.3	
46099		10	3.1	4.1	3.1	4.1	2.3	3.3	
44483		10	2.3	3.2	2.3	3.2	2.2	3.1	
47160		10	4.1	4.3	4.1	4.3	4.1	4.3	
49692		10	2.2	3.2	2.2	3.3	2.2	3.2	
45751		10	3.1	4.1	3.1	4.1	3.1	3.3	
50945		10	4.1	4.3	4.1	4.3	3.3	4.3	
48525		10	4.1	4.3	4.1	4.3	4.1	4.3	
50900		10	3.1	4.1	3.1	4.1	3.1	3.3	

Background and Julia's Former Practices

- Frustrations with NAPLAN and other norm referenced assessment – relevance for EAL learners?
- EAL Teachers and Coordinators given NAPLAN (and Allwell data) where all students are grouped together – I had to separate the EAL students myself from the collective data (using highlighters)
- Overuse of qualitative data for EAL assessment – we continually "observe" our students' growth but have limited resources to show their growth quantitatively (outside of VCE)
- I'd tried other things like "Guttman charts" but I wanted more & to be EAL specific
- **How can we move from simply placing students on the EAL Developmental Continuum as an assessment tool for English language proficiency to evaluating the progress of our students over time?**
- **How can I use more quantitative data to show the growth of my students' English language proficiency?**
- **Idea**: assign numerical values to the EAL Developmental Continuum (Jesus)

- Measure students' growth using a matrix that combines visible learning and EAL pedagogy/assessment (Learning Growth Estimator)
- I wanted reliable data to 'highlight' to the administration that the implementation of the new EAL classes in years 7-10 was effective/worthwhile

NAPLAN Results for EAL Students

- Results indicated my students' were going backwards but I knew that their English language proficiency was improving. I had limited data to prove this!
- I was perplexed that some of my best performing students were declining in NAPLAN but moving along the EAL Developmental Continuum

Case Study 1 (Sharon) year 9 2018

- Highly able year 10 EAL student – all teachers claim Sharon is achieving high results
- Orally very confident, motivated student
- However, declining NAPLAN results – despite this she never came up as a student “at risk”
- Minimal growth across EAL Developmental Continuum
- Positive results in year 10 EAL class 2019, but still “cruising”

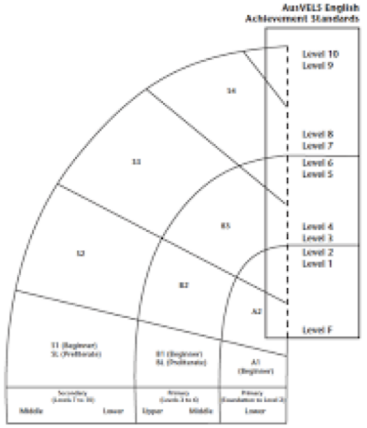
Case Study 2 (Amy) year 9 2018

- High rates of progress in NAPLAN
- Solid progress in S levels
- However, poor attitudinal results, disengaged
- An “at-risk” EAL student across most domains
- Historically poor results in her EAL classes since her arrival in year 7
- Not applying herself to her full potential

Effect Size (Learning Growth Estimator) Implementation at Lauriston

- Tested all years 7-10 EAL (33 pax) students at commencement of 2018 (L/S, R/V, W) using TEAL assessments (February 2018)
- Re-tested students on **SAME** TEAL assessments at the conclusion of 2018 (November 2018)
- Jesus collected data and applied numerical values to the stages within the EAL Developmental Continuum to enable us to see quantitative growth
- In 2019 we have used the data to inform our teaching, planning, curriculum and delivery

New and Improved Assessment Process



TEAL Assessments

↓

Reliable assessment tool for EAL informs placement of students on EAL Developmental Continuum

→

EAL Developmental Continuum

↓

Students placed on continuum

Learning Growth Estimator (Effect Size)

↓

→

Students growth is now measured **numerically** and holistically (combination of qualitative and quantitative data)

Benefits

- A **visual** representation of students' growth
- Use at parent-teacher interviews – show parents visually where their child is placed and how they're progressing – a discussion point of reference beyond work samples – we often need to unpack the Continuum with parents and explain that it's not solely about performances on tests
- Comprehensive assessment to make informed decisions about implementation, teaching, student needs etc. for your cohort(s)
- Excellent professional development for your EAL teaching team
- Results are analysed using tried and tested data analytics
- **Transition from simply placing students on the EAL Developmental Continuum as an assessment tool for English language proficiency to evaluating the progress of students over time and looking at effect sizes**
- You are able to compare students' growth over time

Results…

Overall Results and Take-Aways

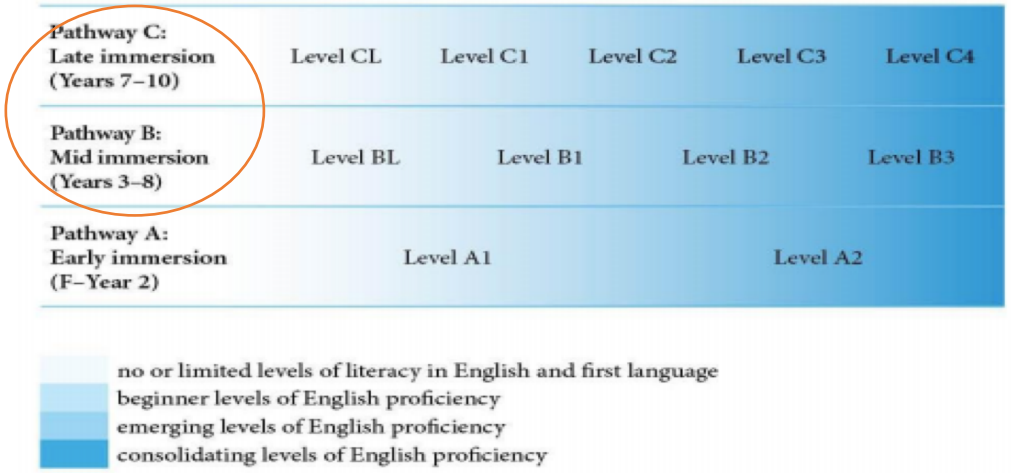
- NAPLAN compared to Effect Sizes (state vs school means) – better to compare EAL students against EAL rather than use NAPLAN
- S4 students were primarily in the 'cruising' zone (our strongest students weren't growing)
- Some students' growth was negative
- My assumptions about students' proficiency were debunked
- Competence based assessment is only part of the work we should be doing
- Motivation (intrinsic and extrinsic) is not an accurate indication of students' potential growth
- Overall 0.93% growth in years 7-10 ☺ this is very affirming **but you need to dig deep**
- Students with minimal growth were across years 7-10 (0.04-0.49% growth)

Further implications

- What happens when a student moves off the continuum? (see slide 22) How do we continue to show growth outside of S4?
- EAL Pedagogy - we know that students learn at different rates across the Continuum. How can this be reflected numerically? – potential for more research here.
- Why do highly able students achieve the lowest growth? What can teachers and schools do to extent their highly able students?
- What is the nexus between motivation and learning growth?
- Unable to compare these means across the state since we are an independent school.

The new F-10 EAL Curriculum Implications

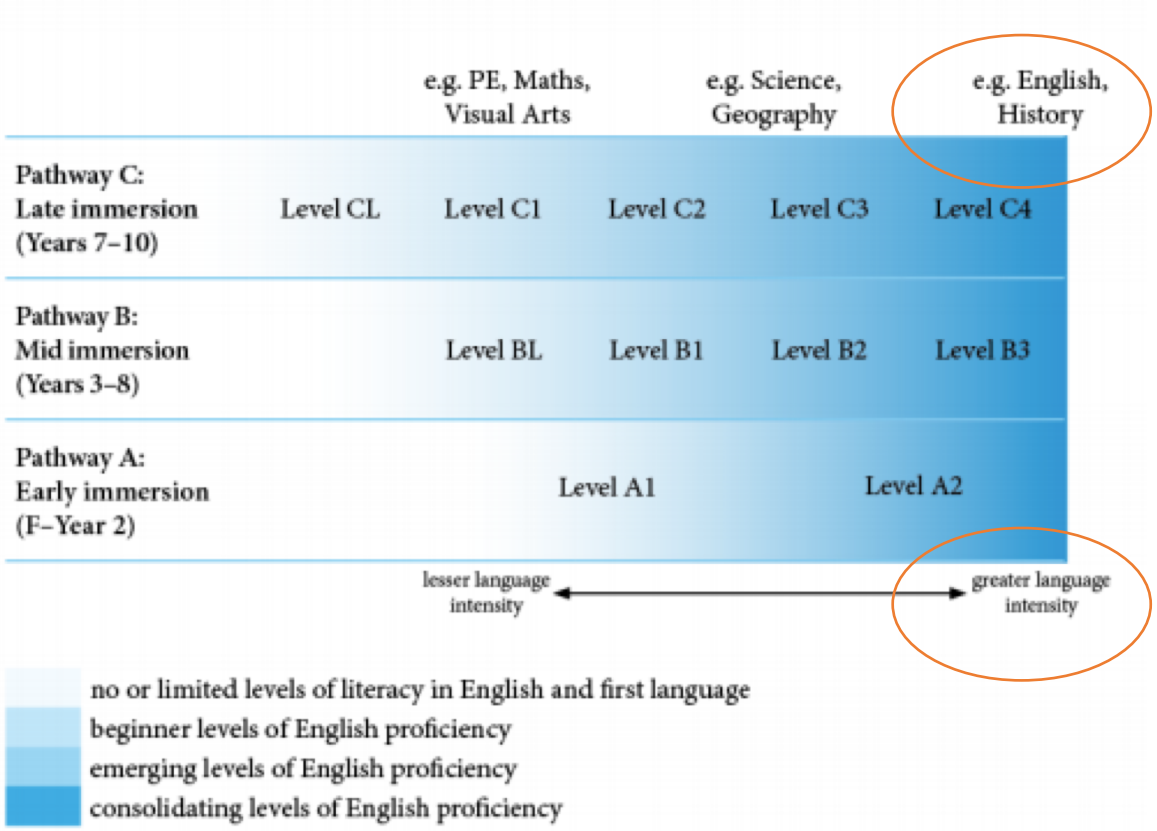
- This is a (draft) **curriculum document** which sits <u>outside</u> of the EAL Developmental Continuum (as assessment document)
- VCAA is responsible for curriculum, DET is responsible for assessment
- DET have acknowledged that the Continuum may need to change
- 3 Modes remain the same (L/S, R/V, W)
- New → provides **<u>three</u>** learning pathways, with the appropriate pathway determined by a range of factors, including prior learning
- New → 3 stages of entry. Now I'll be operating in **<u>two</u>** pathways (C & B) instead of one single pathway. Students now transition out of levels based on age <u>and</u> development.



The new F-10 EAL Curriculum Implications

New curriculum → connects EAL progression to **both** the English curriculum and the curriculum in other learning areas.

We're still developing the literacy of our students across all subjects. However, we are only assessing them using TEAL and on their English/EAL proficiency. Perhaps we will need to assess students **across a boarder range of domains** to have more comprehensive data and effect sizes



What’s next? Jesus’s Live Dashboard

Questions for Jesus and Julia?

We would love for you to join us!

- Comparing these results with other schools is of great value.
- If you are interested in engaging Jesus and I to assist in evaluating your school's EAL data please contact us.

Please do not hesitate to contact us if you have any further questions.

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