

# Learning Loss Index for ELL Students

Mami-Dade County Public Schools will create a Learning Loss Index to identify ELL students who may have regressed academically during the closure of schools associated with the COVID-19 pandemic.

Multiple sources of the 2019-2020 data will be used in the creation of the index as indicated in the table below.

Data Source	Student Grades	Specific Elements/Procedures
<b>i-Ready reading results in AP1, AP2, and AP3</b>	K-8	Multiple linear regression will be used to identify students who scored lower than expected on AP3, conditional on their AP1 and AP2 results separately for each grade level.
<b>i-Ready usage in reading in Grading Period 4</b>	K-8	Students with substantially lower usage of the i-Ready application in Grading Period 4 compared with the Grading Period 3 will be identified.
<b>School absences in Grading Period 4</b>	K-12	Students who were absent more than a specific number of days <sup>1</sup> during the Grading Period 4 will be identified.
<b>Academic grades in English Language Arts</b>	K-12	Students who regressed from an academic grade of A-C in Grading Period 3 to a grade of D-F in Grading Period 4 will be identified.
<b>ACCESS for ELLs Proficiency Levels in all Modalities and Composite Level</b>	K-12	Students who performed at the same or lower proficiency level in Reading, Writing, Listening, or Speaking as well as on the Composite scale will be identified.

## Procedure for the Calculation of the Learning Loss Index

1. Each of the data elements listed in the table above will be converted to a dichotomous indicator.
2. Then, the sum of the values of all indicators for each data source will be determined for each student.
3. Subsequently, the student’s total of all indicator values will be divided by the maximum possible value which depends on the grade level of the student and availability of data elements.

The result is the Learning Loss Index. Once the values of such indices are analyzed, the threshold for identification of students who suffered a learning loss during the school closure period will be determined.

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<sup>1</sup> The actual number of the threshold for the number of days absent from school is subject to the data analysis results