

Reporting Accurate English Learner Data

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FY '17 Data Collections Conference

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Purposes -

- 1 • FTE data reporting
- 2 • Student Record data reporting
- 3 • Compliance with ESOL & Title III federal and state data collection and maintenance regulations
- 4 • Data Analysis & Program Evaluation

Negative Consequences of Incorrect Student Coding

- Will have a negative impact on district's **funding** and **accountability** results
- District may not properly provide language assistance services to students, and therefore, would not be in **compliance** with OCR legislation



How's your Acronym I.Q.?



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- **EL** – English Learners (formerly referred to as ELLs or Limited English Proficient LEP students)
- **ESOL** - English to Speakers of Other Languages (ESOL) - a **state funded instructional program** for eligible K-12 English Learners (ELs).
- **Title III** - a federally funded program which provides sub-grants to eligible Local Education Agencies (LEAs) so they can offer supplemental services for ELs.

#1 - Identifying Students for ESOL & Title III

- Registration Personnel & ESOL Teachers -

Identifying EL Students



- English Learner (EL) coding indicates whether the student has been identified as having **limited proficiency in English**
- EL status is collected in both FTE and Student record

Home Language Survey

(required of all students enrolling in any district)

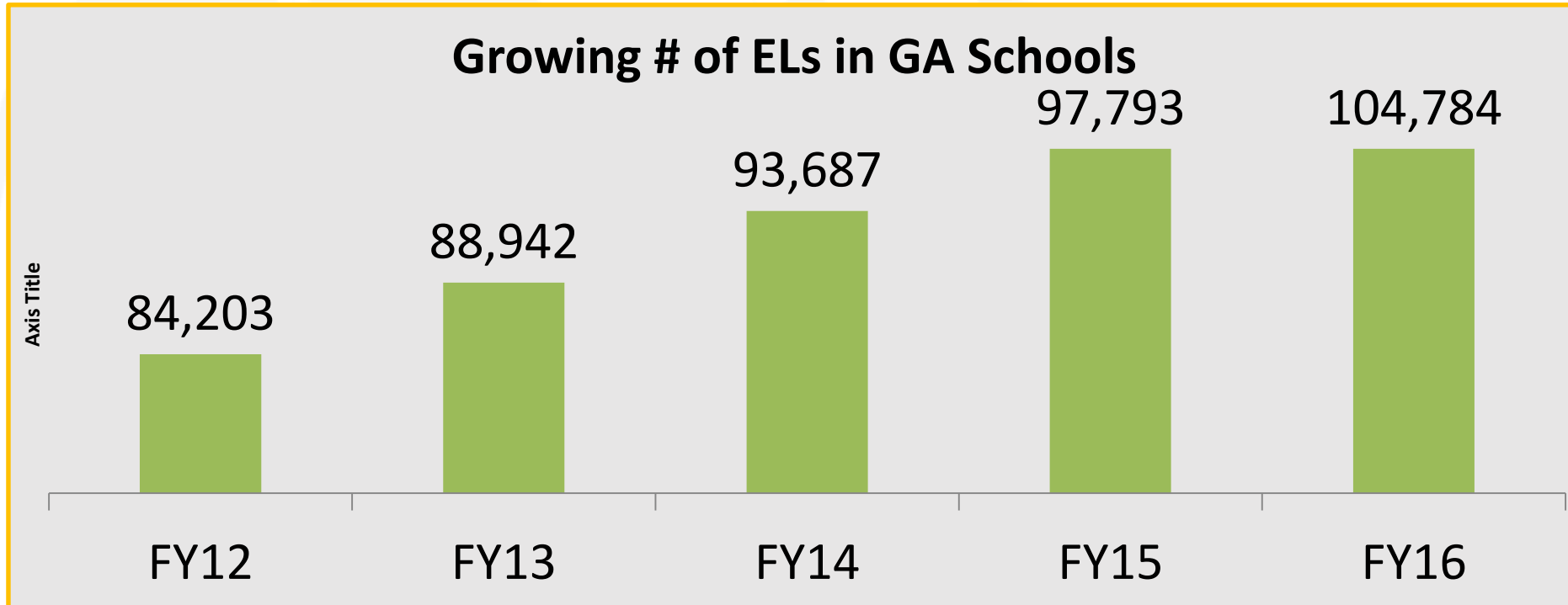
1. Which language does your child most frequently speak at home?
2. Which language do adults in your home most frequently use when speaking with your child?
3. Which language(s) does your child currently understand or speak?

If one or more responses indicate a language other than English:
→ Screen with W-APT, WIDA Screener or MODEL

Growing K-12 English Learner Population in GA Schools



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20,000 plus increase in EL-Y population from **2012** to **2016**

Identifying Immigrant Students



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➤ **Immigrant children and youth** are identified based on....

1. **Place of Birth** - Born outside the U.S. or Puerto Rico
2. **Age** – between 3-21 years old
3. **Enrolled in U.S. Schools** less than 3 full academic years (**not** necessarily consecutive)

Note: To determine immigrant eligibility of students with multiple entries to U.S. or in U.S. schools, **add the total # of months in U.S. schools**

Student Record



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SR072 – Immigrant Student Report

For students who have left U.S. and returned at a later date, the accumulated reporting time of **36 months** may appear to conflict with the actual reported "*Date Entered U.S. School*".

Note: If accumulated time precedes "*Date Entered U.S. School*", there is a Yes/No response (flag) for "*U.S. School Less than 3 years*".

Flag = date of entry greater than 3 calendar years, but less than 27 academic months in U.S. schools

- Title III-**Immigrant** funding supports acculturation of students ages 3-21, who are new to the country and who were born outside the United States or Puerto Rico
- Immigrant students may include
 1. foreign exchange students
 2. immigrant students in private schools
 3. students born outside the U.S. to U.S. citizens, including military personnel



#2 - Reporting **EL** **Student** Data Elements for Title III & State Programs

Student Record

Reporting Title III Data

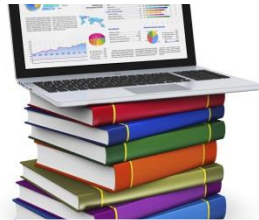


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Student Record has 10 record levels. Three of them have data elements important to Title III programs.



System



System Course



School



Student



Enrollment



Course



Student Safety



Program



Special Education



Address

Student Record – Student Level



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Required for ALL students!

EL Code	Description
EL-Y	Yes, student has limited English proficiency and is eligible for services based on the results of the W-APT, MODEL, or ACCESS for ELLs [®] test.
EL-N	No, student does not have limited English proficiency
EL-M	Student Monitored - has exited ESOL Program within the past 2 years and is monitored
EL-F	Former English learner – exited from ESOL services more than 2 years ago!

What other data do we report for EL-Y students?



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- **Primary Language** – Select the code assigned to the student's primary spoken language
- **Place of Birth** – enter the student's country of birth
- **Date of Entry to U.S. Schools** – enter date (use the yyyymmdd format) first enrolled in school in the U.S. if country of birth is outside the U.S. or Puerto Rico

Top Languages in Georgia: Spanish, Vietnamese, Chinese & Korean

<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>
1	Akan, Twi, Fanti, Housa	30	Vietnamese
2	American Indian	31	Other African
3	Amharic, Tigrinya, Tigre	32	Other Asian
4	Arabic	33	Other European
5	Chinese	34	Other Indian
6	Czech/Slovak	35	Mayan Languages
7	Dutch	36	Mixteco
9	Farsi, Dari, Persian	37	Nahuatl
10	French	38	Zapoteco
11	German	39	Bosnian
12	Greek	40	Bulgarian
13	Gujarati	41	Croatian
14	Haitian Creole	42	Hmong
15	Hebrew	43	Hungarian
16	Hindi	44	Iranian
17	Italian	45	Punjabi
18	Japanese	46	Romanian
19	Khmer, Cambodian	47	Somali
20	Korean	48	Swahili
21	Lao	49	Ukrainian
22	Filipino, Tagalog	50	Urdu
23	Polish	51	English - other than Standard American English
24	Portuguese	52	Creoles and pidgins (Other)
25	Russian	53	Creoles and pidgins, English-based (Other)
26	Spanish	54	Creoles and pidgins, French-based (Other)
27	Swedish	55	Creoles and pidgins, Portuguese-based (Other)
28	Thai	Blank	Not Applicable
29	Turkish		



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Primary Language Codes

Student Record – Student Level



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Title III Data Elements Used in CCRPI

- ✓ English Learner (EL)
- ✓ EL Monitor Year
- ✓ Primary Language
- ✓ Date of Entry in US School

What about English Learners in Special Programs: **SWD, Gifted, EIP?**

Districts must code EL students' participation in each program separately according to the file layouts

Title III Data Elements Required for Internal Program Needs



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CODE	Description
EL - R	Student was in the EL Monitoring 2-year Period and was reclassified to LEP status in need of additional ESOL services.
EL - LS	"Low-Schooled EL" - Student with 2+ years of interrupted formal schooling
EL - MB	Mobility Factor - EL student who has transferred schools/districts 2+ times within one school year
EL - T3	EL student receiving alternate language assistance services because parents waived/refused ESOL services.

Student Record – System Level



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Reporting Title III Data – Private EL & Immigrant Students

FY2015 Student Record - SYSTEM Level File Layout

System Level Record Layout (A01) - Psychological Services and Title III										
Element ID	Layout ID	Element	Field Type	Format	Length	Starting Position	Ending Position	Description	Edits	Edit #
SYS010	A035	PRIVATE EL STUDENTS	N	nnnn	4	192	195	Enter the number of EL students attending private school.	Invalid value for the number of PRIVATE EL STUDENTS. Must be numeric value in range of 0 to 9999, or blank.	E2150
SYS010	A036	PRIVATE IMMIGRANT STUDENTS	N	nnnn	4	196	199	Enter the number of IMMIGRANT students attending private school.	Invalid value for the number of PRIVATE IMMIGRANT STUDENTS. Must be numeric value in range of 0 to 9999, or blank.	E2151
SYS011	A037	Filler 1	A		17	200	216	Filler	No edits.	N/A

➤ **Private EL Students** - Enter the number of private school students identified as EL

➤ **Private Immigrant Students** - Enter the number of private school students identified as immigrant

#3 - Reporting **ESOL** **Services** – Course Level Record & FTE

Georgia Department of Education

Are Pre-K students eligible to receive ESOL or Title III funding?



pre-K = NO!

- Title III-*LEP* (language assistance support) funds cannot be used for Pre-K students, only students in grades K-12.

Are H.S. Foreign Exchange students eligible to receive ESOL or Title III funding?

Foreign Exchange –
Maybe!



- **Foreign Exchange students** with a primary language other than English should be screened for ESOL services.
 - ✓ If eligible, they are included in the district's LEP student FTE count for purposes of funds allocation
 - ✓ If eligible, they must participate in the Title I required assessments, including the ELP assessment ACCESS for ELLs®

ESOL Delivery Models & Course Level Record



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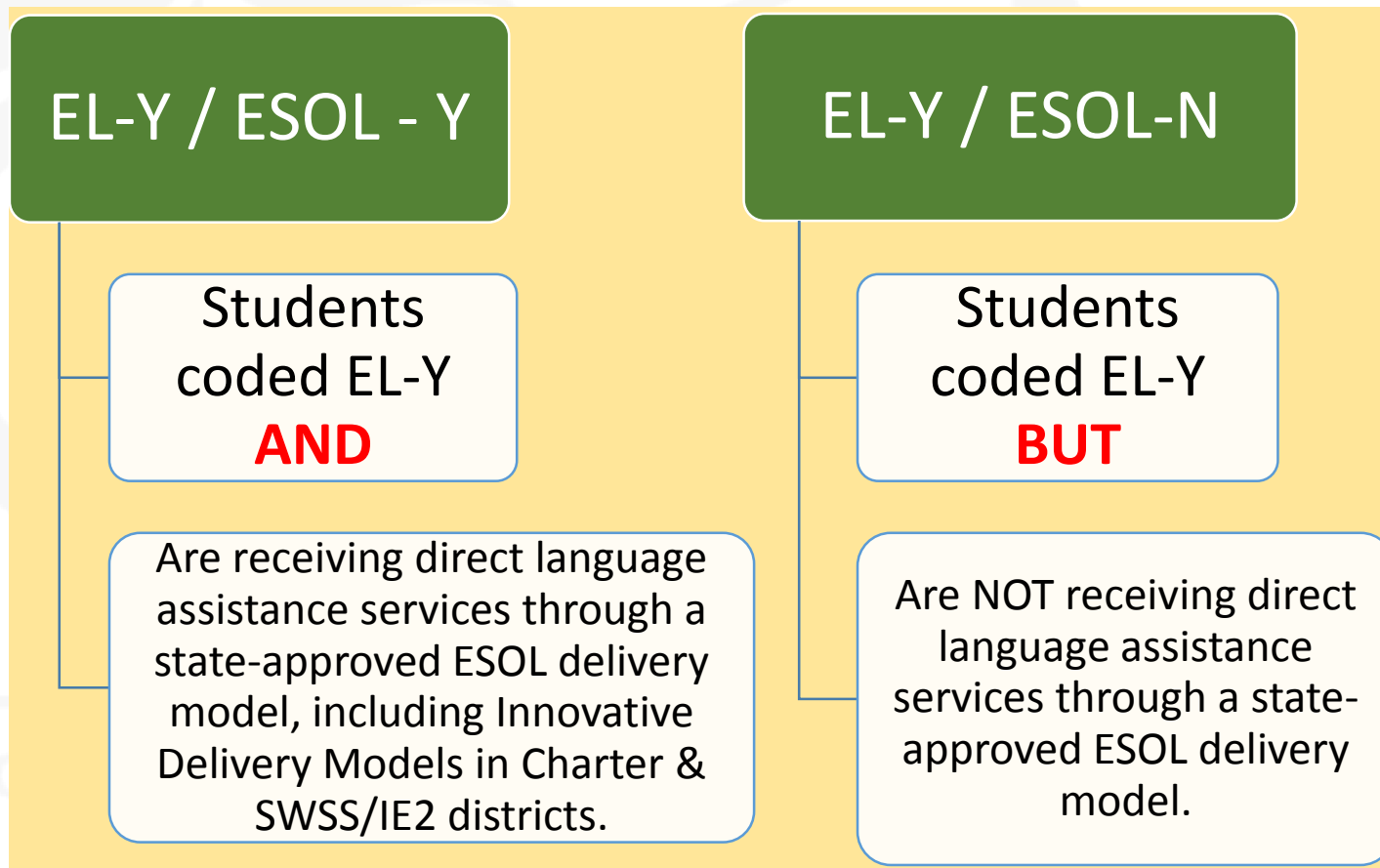
- ESOL Delivery Model represents the method used to deliver ESOL language services based on *state-approved delivery models* per Georgia SBOE Rule 160-4-5-.02 Language Assistance Program.
- An ESOL delivery model is reported for each individual student in **course level record**.

FTE – EL/ESOL Reporting



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All K-12 EL-Y students must also be coded
ESOL-Y or ESOL-N.



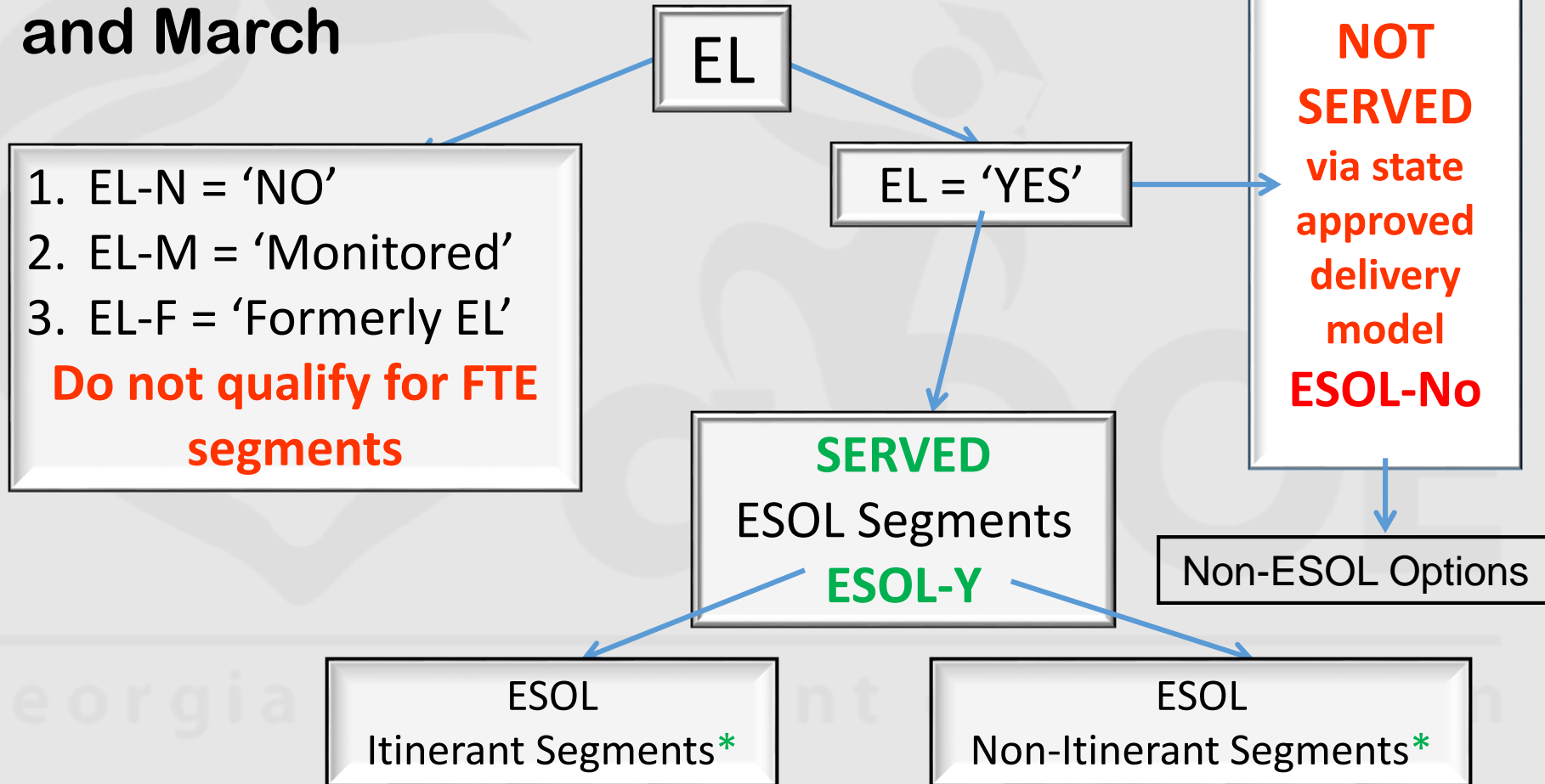
ESOL indicates whether student has been enrolled in the state program at any time during the school year.

Reporting FTE - ESOL Segments

Snapshot of “Count Day” in October and March



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*Student Count = Served on Count Day

FTE-funded Segments per Student & Minutes per Segment by Grade Level

State funding guidelines allow:

K-3 = 1 segment at the ESOL weight; minimum 45 minutes daily / 225 minutes weekly

4-8 = Up to 2 segments at the ESOL weight; minimum 1 segment = 50 minutes daily / 250 minutes weekly

9-12 = Up to 5 segments at the ESOL weight; minimum 1 segment = 55 minutes daily / 275 minutes weekly

***Note:** Daily 90 minute 4X4 block classes at the MS and HS levels = 2 segments; this does not apply to A/B block or hybrid block schedules

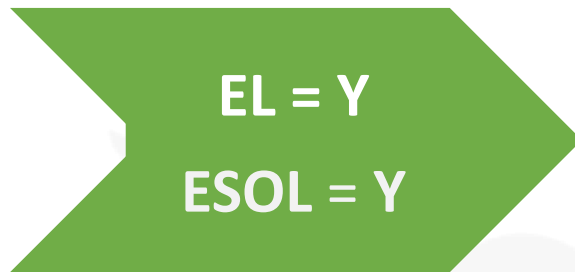
Student Record – Course Level



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ESOL Delivery Model

**STUDENT
RECORD**



**COURSE
RECORD**



- If EL-Y & ESOL=Y, then the ESOL Delivery Model is required in at least one course record.

Current Valid Data Codes for ESOL Delivery Models

Codes	Options
1	Pull-Out (PO)
2	Push-In (PI)
3	Cluster Center (CC)
4	Resource Center (RC)
5	Scheduled Language Acquisition
6	Approved Innovative
8	Sheltered Content
9	Dual Language

5 Non-ESOL Data Elements

- Options tied to students reported as EL-Y and ESOL-N
- Options identify alternate means of provided language support
- No FTE credit is generated for ESOL-N

Current Valid Data Codes for EL-Y/ESOL-N students

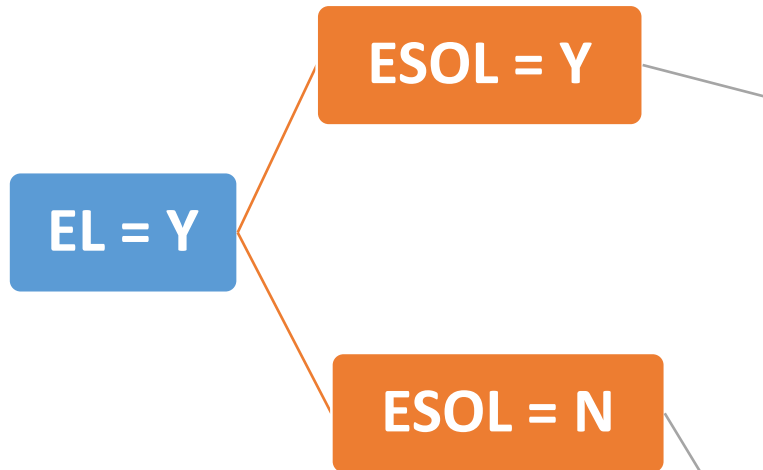
Codes	Options
'01'	Parent refusal – indirectly served
'02'	Language support provided in collaboration with Special Education teacher
'03'	Language support by non-ESOL endorsed/certified teacher
'04'	Language support via a non-state approved model
'05'	No language support

Student Record

Reporting Title III Data

COURSE LEVEL

STUDENT LEVEL



ESOL Delivery Models:

- '1' - Pull-Out (PO)
- '2' - Push-In (PI)
- '3' - Cluster Center (CC)
- '4' - Resource Center (RC)
- '5' - Scheduled Language Acquisition
- '6' - Approved Innovative Model
- '8' - Sheltered Content
- '9' - Dual Language

Non-ESOL

- 01 Parent refusal - indirectly served
- 02 Language support provided in special education
- 03 Language support by non-ESOL endorsed/certified teacher
- 04 Language support via a non-state approved model
- 05 No language support

Push-in Vs. Pull-out



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- ❖ The ESOL teacher using the Push-in Delivery Model is reported as an **additional teacher** on the course record for that class.
- ❖ The course with the content area course number will include the ESOL push-in delivery model code, so that it is clear that the ESOL teacher is pushing in to this class.
- ❖ The ESOL teacher using a Pull-out Delivery Model will be the teacher of record for an **ESOL 55.X course**.

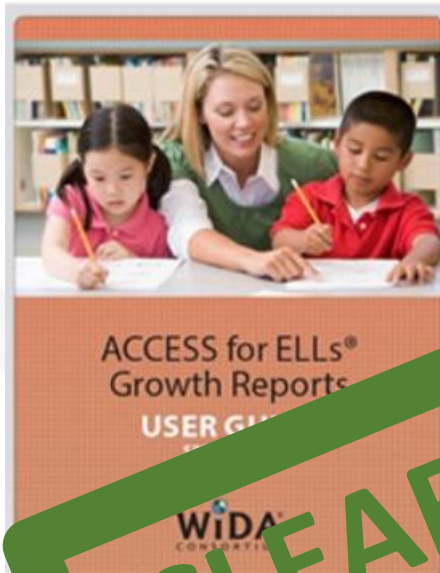
#4 - Changing EL Status

When does an EL-Y become an EL-M?

- Once a student is deemed proficient according to State ESOL exit criteria, the student **must be exited** from services
- The annual *ACCESS for ELLs*® assessment results are used to determine proficiency.
- The student's coding status will change from **EL-'Y'** to **EL-'M'**

Gr 1-12 Status Changes -

EL students in Gr. 1-12 have achieved academic English language proficiency and can EXIT ESOL services through one of the following ESOL Exit methods:



CLEAR EXIT

Based on achieving two ACCESS for ELLs 2.0[®] scores:

Overall or Composite Proficiency Level (CLP) \geq 5.0

and

Literacy Sub-Score \geq 4.8



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Based on a Language Assessment Conference (LAC) convened because one of the two criteria was met

CPL \geq 5.0 and Literacy Sub-Score $<$ 4.8

OR

CPL 4.0-4.9 and 4.8 Literacy Sub-score

Note: A LAC involves review of other academic performance criteria & is not required for students whose scores fall within the LAC range but who are not ready to exit language services

LAC EXIT



- When student's status is changed from EL-'Y' to EL – 'M', you must choose how student's attainment of proficiency was determined.
- This documents the method used to determine the student's placement in the monitoring phase.

Must equal one of the following codes:	
'1'	<i>ACCESS for ELLs</i> [®]
'2'	Language Assessment Conference (LAC)
'3'	Exited in another state or from a non-public school

Kinder Status Changes – When does a Kinder EL-Y become an EL-M?

Kindergarten ELs achieving proficiency are exited if they meet the following criteria:

*ACCESS
for ELLs
2.0[®]
Overall or
PL \geq 5.0*

and

*Sub-scores
 \geq 5.0 in
each of the
4 language
domains:*

*Listening,
Speaking,
Reading &
Writing*

***Note:** Exiting
via the LAC
process is not
an option for
Kindergarten
students*

EL-'M' Reporting Codes

- Title III law requires that EL-'M' students be monitored for progress for two calendar years
- EL Monitor Year indicates which year a student is being monitored (EL= 'M') after being removed from English Learner status (EL='Y')
 - EL - 'M1' = Year 1 monitoring
 - EL - 'M2' = Year 2 monitoring
- After a successful 2-year monitoring period, EL-M students status is changed to **EL- 'F'**

When do we change an EL-Y student's status to EL-M1?

- **CHANGE** Status Code of ELs from EL – 'Y' to EL – 'M1' on or after July 1
- Do not change status from M1 to M2 before July 1
- **CONSEQUENCES** of coding EL-'Y' as EL-'M1' before July 1
 - Loss of funding
 - Potential impact on AMAO 2 (Accountability)
 - LEA must reimburse the state for testing of any EL-M students at \$23.00 per student



Student Record - Student Level

English Learner - ESOL and Non-ESOL

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Edits	Check status for <i>reasonable progression</i>
E2008	If EL = 'Y' <u>last</u> FISCAL YEAR, then EL must be 'Y' or 'M' <u>this</u> FISCAL YEAR.
E209	If EL = 'Y' in prior FISCAL YEAR and EL = 'M' this FISCAL YEAR, then EL MONITOR YEAR must = '1'.
E218	If EL = 'M' and last school year's EL MONITOR YEAR = 1, then EL MONITOR YEAR must = '2'.
E2089	If EL MONITOR YEAR = '2' in prior FISCAL YEAR, then EL must = 'F' this FISCAL YEAR.

Title III - Served

E2163 TITLE III SERVED must be one of the following codes:

- "Y" - Yes, EL student served with Title III supplemental funds this year.
- "N" - No, EL student not served with Title III supplemental funds this year.
- Blank – for students that are not EL

Associated errors:

E2164 – TITLE III SERVED must be 'Y' or 'N' when **EL** = 'Y'.

E2165 - TITLE III SERVED must be blank when **EL** is "N", "M", or "F".

#5 - Reporting High School ESOL Courses



H.S. State-Funded ESOL Courses for Language Acquisition and Academic Language Development



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ESOL Courses with 55. course prefix

- 55.02100 – Communication Skills I
- 55.02110 – Communication Skills in Math
- 55.02120 – Communication Skills in Science
- 55.02130 – Communication Skills in Social Studies
- 55.02200 – Communication Skills II
- 55.02300 – Reading and Listening in the Content Areas
- 55.02400 – Oral Communications in the Content Areas
- 55.02500 – Writing in the Content Areas
- 55.02600 – Reading and Writing in Science
- 55.02610 – Reading and Writing in the Social Studies
- 55.02700 – Academic Language of Science and Math

HS State-Funded ESOL Courses



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Requirements & Guidance

- Courses with the 55.X prefix are elective courses
- Focus on language acquisition and development
- Use WIDA English Language Development (ELD) Standards
- Are intended for students at lower levels of English proficiency and/or students with interrupted or low formal schooling (SLIFE students)
- It is a local decision whether or not to report a grade for the 55.X course. There is no state reporting requirement to report final grades for 55.X courses.

H.S. State-Funded ESOL I-IV Courses

23.09100 – English ESOL I
23.09200 – English ESOL II
23.09300 – English ESOL III
23.09400 – English ESOL IV

H. S. State-Funded ESOL I-IV Courses

Requirements & Guidance:



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- ELA courses incorporate both ELA GA Standards of Excellence and WIDA ELD Standards & students may earn either core or elective credit.
 - In order to count for core ELA credit for graduation, course must be aligned with specific ELA course it will replace and follow GA Standards of Excellence.
 - District may incorporate the name of the ELA course replaced in the name of the course for clarification
- Teachers of ESOL I – IV courses must hold secondary English Language Arts certification in conjunction with either an ESOL Endorsement or full ESOL certification

State-Funded 9-12 ESOL I-IV Courses



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Requirements & Guidance:

- ESOL I-IV courses may not be substituted for 23.06100 Ninth Grade Literature & Composition or 23.05100 American Literature & Composition for any student who entered 9th grade for the first time in 2008-09 or subsequent years.
- Before a student athlete who may be eligible for a college athletic scholarship is enrolled in one of the ESOL I-IV courses, school personnel should contact the NCAA Eligibility Center to determine if these courses will meet NCAA eligibility requirements

Sheltered Content Courses



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Requirements & Guidance:

- Local districts may choose to offer sheltered sections of any core content course for ELs
- Sheltered class rosters are *composed solely of ELs* and are taught by a teacher with appropriate content area certification and either the ESOL Endorsement or K-12 ESOL Certification
- Approved class size limits for ELs apply to sheltered classes
- Sheltered courses ***use the content course name and content course number*** and teach the standards of the content course, infusing WIDA ELD Standards as support
- Any required EOC must be administered and the resulting EOC score must be incorporated in the calculation of the final course grade according to state requirements

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ESOL & Title III Website

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/
Curriculum-and-Instruction/Pages/
English-to-Speakers-of-Other-Languages-\(ESOL\)-and-Title-III.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx)

Any questions?



Thank you!