

English Learner (EL) Data Process Guide

**Georgia Department of Education
Office of Federal Programs**

This process guide provides resources to support school and district-level leadership teams as they review and support processes and practices for English learner (EL) programs.



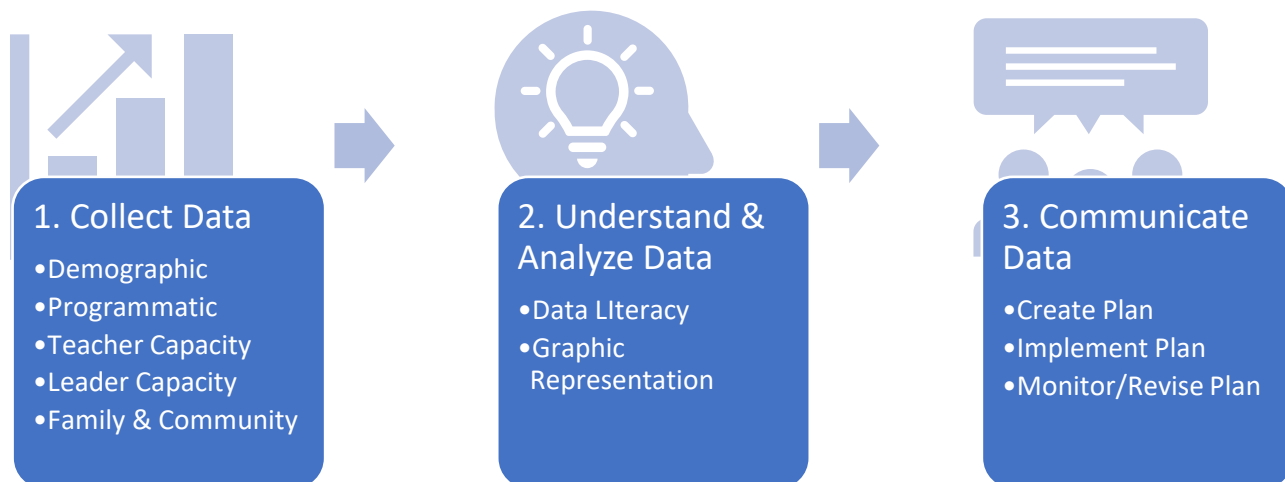
English Learner Data Process Guide

In Georgia's Systems of Continuous Improvement, the **Effective Leadership System**, is a major system of the complex school organization that sets the direction for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission. ([Georgia Systems of Continuous Improvement/Effective Leadership](#)) One of the many processes involved in this system is the development, implementation, and monitoring of the school improvement plan. The information in this EL Data Process Guide can support school leaders work to evaluate their school's current EL Program and develop a plan to continue to address the needs of English learners in their schools.



Georgia's [Cycle of Continuous Improvement](#) (outer ring) starts with identifying needs. School leaders will consult many sources to determine what needs improvement in the school. This includes planning and preparing for success, collecting, and analyzing data, and identifying and prioritizing needs.

School leaders with English learners (ELs) will find it useful to use the ideas in this guide to identify what kind of EL data to gather, understand, analyze, and communicate to accurately identify needs in the cycle of continuous improvement. *School leaders who gather, understand, analyze, and communicate student data will use it to influence school improvement design and system structures.*



This **EL Data Process Guide** provides sample data sources and sample data charts for school leaders to use when collecting EL data in the following categories:

1. EL Population Demographics
2. Opportunities to Learn (OTL)
3. Language Proficiency
4. Academic Achievement
5. Language Instruction Programming
6. Professional Learning and Teacher Capacity
7. Leadership Capacity
8. Family & Community Engagement
9. Funding Sources

The sample data charts are provided in each category and can be used to collect either elementary, middle, or high school level data. It is expected that school leadership teams will adapt the charts to the specific schools where data is being gathered. The sample charts are meant to spark leadership team ideas on what data could be collected to inform school improvement process. The sample data charts are not exhaustive of all the data school teams may want to gather. For more information, contact ELPrograms@doe.k12.ga.us.

After the data chart samples, the guide provides charts for leadership teams to use when identifying the school's strengths and challenges in each of the evaluation areas, and when identifying needs, contributing factors, and root causes. It is expected that school leadership teams will use EL data to design a school specific EL Program improvement plan, set realistic goals and expectations for the plan, communicate the plan so it can be effectively implemented with adequate resources and personnel, and then examine EL student progress as part of the Cycle of Continuous Improvement.

Under federal law, language instructional educational programs and supplemental language services designed to help EL students overcome language barriers must be (1) based on sound educational theory or research that promotes English language development and provides for meaningful participation of EL students in the school's educational program. The EL program must be (2) implemented effectively with adequate resources and personnel and must be (3) evaluated to see if it is effective in eliminating language barriers. See [USED OCR Developing Programs for English Learners: Legal Background](#), Office for Civil Rights [January 2015 Dear Colleague Letter: English learners and their limited English proficiency parents](#), Section I. Evaluating the Effectiveness of a District's EL Program (pg. 35), and [Schools Civil Rights Obligations to EL Students and LEP Parents](#) OCR website for more information.

Note: School leadership teams may find it easier to use an Excel spreadsheet to collect the data indicated on the sample data charts. In addition, the date of the data is a suggestion. When looking at trend data in English language proficiency data, there will not be any missing year data as with Georgia Milestones academic achievement data.

Collecting EL Data

I. EL Population Demographics

Data Sources: School programmatic enrollment data

Sample Data Charts/Tables:

Sample K-5 School - EL Population Trend Data

Number of Current English Learner (EL) Students by Grade-level and Level of English Proficiency (ELP)

	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
ELP 1																		
ELP 2																		
ELP 3																		
ELP 4																		
ELP 5																		

Percentage of Current English Learner (EL) Students by Grade-level and Level of English Proficiency (ELP) per total Student Population at each Grade Level

	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
ELP 1																		
ELP 2																		
ELP 3																		
ELP 4																		
ELP 5																		

Sample Middle School - Former EL Student Population Trend Data

Number of Former English Learner (EL) Students by Grade-level and Years Post-Exit

	Grade 6			Grade 7			Grade 8		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
EL=1									
EL=2									
EL=3									
EL=4									
EL=5									

Sample High School – Overage EL Student Trend Data

Number of English Learner (EL) Students who are Over-age – by Grade Level

	Grade 9			Grade 10			Grade 11			Grade 12		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Number of over-age EL students												

Place of Birth Trends

	2019	2020	2021
	No.	No.	No.
U.S.A.			
<i>El Salvador</i>			
<i>Honduras</i>			
<i>Mexico</i>			
<i>Vietnam</i>			
<i>Romania</i>			
<i>China</i>			
<i>Japan</i>			
?			
?			

Home Language Trends

	2019		2020		2021	
	No.	%	No.	%	No.	%
English						
Spanish						
<i>Chinese</i>						
<i>Japanese</i>						
<i>Urdu</i>						
<i>Gujarati</i>						
<i>Vietnamese</i>						
<i>Filipino</i>						
?						
?						

2. Opportunities to Learn (OTL)

Data Sources: School programmatic enrollment data

Sample Data Charts/Tables:

**Sample Elementary School –
Number & Percent of Current ELs, Former ELs, and Never ELs in School Programs**

	2019		2020		2021	
	No.	%	No.	%	No.	%
ELs/SWD						
SWD (Former ELs)						
SWD (Never ELs)						
Current ELs Referrals						
Former ELs Referrals						
Never ELs Referrals						
ELs/Gifted						
Former ELs - Gifted						
Gifted (Never EL)						
ELs/EIP						
Former ELs EIP						
Never ELs EIP						
ELs Retained 1 year						
Former ELs Retained 1 year						
Never ELs Retained 1 year						

**Sample Middle School –
Number & Percent of Current ELs, Former ELs, and Never ELs in School Programs**

	2019		2020		2021	
	No.	%	No.	%	No.	%
ELs/SWD						
SWD (Former ELs)						
SWD (Never ELs)						
Current ELs Referrals						
Former ELs Referrals						
Never ELs Referrals						
ELs/Gifted						
Former ELs - Gifted						
Gifted (Never EL)						
ELs/REP						
Former ELs REP						
Never ELs REP						
ELs Retained 1 year						
Former ELs Retained 1 year						
Never ELs Retained 1 year						

**Sample High School –
Number & Percent of Current ELs, Former ELs, and Never ELs in various School Programs, Grad Rates, and Disciplinary Scenarios**

		2019		2020		2021	
		No.	%	No.	%	No.	%
ELs enrolled in A.P. courses	Current						
	Former						
	Never						
ELs enrolled in IB courses	Current						
	Former						
	Never						
ELs participating in Dual Enrollment	Current						
	Former						
	Never						
ELs taking college entrance exams	Current						
	Former						
	Never						
ELs ISS	Current						
	Former						
	Never						
ELs OSS	Current						
	Former						
	Never						
ELs grad rate	Current						
	Former						
	Never						
ELs dropout rate	Current						
	Former						

	Never						
ELs Pathway Completion	Current						
	Former						
	Never						
ELs passing End of Pathway Assessment	Current						
	Former						
	Never						

Other Demographic Data Sources:

- Mobility & attendance rates (Current ELs compared to Former or Never-EL peers)
- Enrollment rates in PreK, magnet or other choice programs
- Other readiness indicators
- Current EL students’ access to the same curricular & extracurricular opportunities as Former or Never-EL peers

3. Language Proficiency

Data Sources:

- **ACCESS for ELLs Score Reports by School & www.wida.wisc.edu**
- **CCRPI Progress Toward Proficiency**
 - 3 years of data (longitudinal) due to changing nature of EL student population.
 - Data on “reasonable period of time” to reach proficiency (5 years or less)

Sample Data Charts/Tables:

**Sample Middle School Data Trends –
Number of ELs Making Progress Toward English Proficiency by Grade-level**

		No Positive Movement	Moved Less Than One Performance Band	Moved One Performance Band	Moved More Than One Performance Band
Grade 5	2019				
	2020				
	2021				
Grade 6	2019				
	2020				
	2021				
Grade 7	2019				
	2020				
	2021				
Grade 8	2019				
	2020				
	2021				
Grade 9	2019				
	2020				
	2021				

Student English Language Development (ELD) Growth & Average Growth by Grade Level

Data Source: Average ACCESS Scale Score Gain by Grade Level

Sample Middle School Data –

Number of EL Students Making ACCESS Scale Score Gains by Grade-level

		Av. Scale Score Gain	1-5 pts	6-10 pts	11-15 pts	16-20 pts	21-25 pts	26-30 pts	31-35 pts	36-40 pts
Grade 5	2019									
	2020									
	2021									
Grade 6	2019									
	2020									
	2021									
Grade 7	2019									
	2020									
	2021									

Student ACCESS Growth Percentile compared to like peers in WIDA States.

Data Source: www.wida.wisc.edu

Student One-time ACCESS Performance Compared to District & State

Data Source: SLDS

4. Academic Achievement

Data Sources: GA Milestones and School Benchmark Data

- EL Subgroup, N-size =15 (Includes Current ELs and EL=1, EL=2, EL=3, EL=4)
- Former ELs achievement / performance
- Never ELs achievement / performance

Sample Data Charts/Tables:

Sample Elementary School –

Number of Current ELs at each Level of Academic Proficiency in ELA

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2019				
2021				
2022				

Sample Middle School –

Number of Current ELs at each Level of Academic Proficiency in Mathematics

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner

2019				
2021				
2022				

Sample High School -

Number of Current ELs at each Level of Academic Proficiency in Science

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2019				
2021				
2022				

Sample Elementary School -

Number of Current ELs at each Level of Academic Proficiency in Social Studies

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2019				
2021				
2022				

Data Sources: CCRPI – Closing the Gaps

How well did English Learners meet improvement targets?

Sample Data Charts/Tables:

Sample Elementary School –

Number of ELs that Met Improvement Targets

		Met 6% Target	Met Improvement target	Made progress, DNM target	Did Not Make Progress / DNN target
ELA	2019				
	2021				
	2022				
Math	2019				
	2021				
	2022				
Science	2019				
	2021				
	2022				
Social Studies	2019				
	2021				
	2022				

Other EL Data Sources:

- School/District Benchmark Data
- Grades in content courses
- Grades in ESOL courses
- Teacher observations

- Parental observations/feedback

Questions:

- *Are EL students making enough academic progress in core content areas to be at academic grade level within a reasonable time period?*
- *Are middle/high school EL students receiving meaningful access to courses needed to graduate on time before aging out?*

5. Language Instruction Programming

Data Sources:

- Master school schedule & EL services schedule
- Curriculum map for all grades (general ed curriculum and ESOL curriculum outline)
- Master list of EL students & ESOL staff by school
- Copy of school/district EL Program Plan

Sample Data Charts/Tables:

**Sample Elementary School –
Number & Percent of ELs in each ESOL Delivery Model**

	K		1		2		3		4		5	
2019	No.	%	No.	%	N.	%	No.	%	No.	%	No.	%
No Services - Parent Waived												
No Services - SPED												
No services - Other												
Push-In/Collaborative												
Pull-out												
Scheduled ESOL												
Sheltered Content												
Newcomer Scheduled ESOL												
Newcomer Sheltered Content												
Dual Language Immersion												
Resource Center/ LAB												
Innovative*												

*Description of Innovative ESOL Delivery Model:

**Sample Middle School –
Number & Percent of ELs in each ESOL Delivery Model**

	6		7		8	
2020	No.	%	No.	%	N.	%
No Services - Parent Waived						
No Services - SPED						
No services - Other						
Push-In/Collaborative						
Pull-out						

Scheduled ESOL						
Sheltered Content						
Newcomer Scheduled ESOL						
Newcomer Sheltered Content						
Dual Language Immersion						
Resource Center/ LAB						
Innovative*						

*Description of Innovative ESOL Delivery Model:

**Sample High School –
Number & Percent of ELs in each ESOL Delivery Model**

	9		10		11		12	
	No.	%	No.	%	N.	%	No.	%
2021								
No Services - Parent Waived								
No Services - SPED								
No services - Other								
Push-In/Collaborative								
Pull-out								
Scheduled ESOL								
Sheltered Content								
Newcomer Scheduled ESOL								
Newcomer Sheltered Content								
Dual Language Immersion								
Resource Center/ LAB								
Innovative*								

*Description of Innovative ESOL Delivery Model:

**Sample District Data –
Number of ELs in ESOL Program Models by Level of English Language Proficiency (ELP)**

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Push-In/Collaborative					
Pull-out					
Scheduled ESOL					
Sheltered Content					
Dual Language					
Newcomer Scheduled ESOL					
Newcomer Sheltered Content					
Resource Center/ LAB					
Innovative*					

*Description of Innovative ESOL Delivery Model:

**Sample District Data –
Number of Long-term English Learners by Grade Level (and Trends)**

		Years in ESOL Language Programs							
		5	6	7	8	9	10	11	12
Grade 4	2019								

	2020								
	2021								
Grade 5	2019								
	2020								
	2021								
Grade 6	2019								
	2020								
	2021								
Grade 7	2019								
	2020								
	2021								
Grade 8	2019								
	2020								
	2021								
Grade 9	2019								
	2020								
	2021								
Grade 10	2019								
	2020								
	2021								
Grade 11	2019								
	2020								
	2021								
Grade 12	2019								
	2020								
	2021								

Sample Middle School –

EL Exit/Reclassification Rates by Grade Level

(No. and % of ELs exiting EL Status at each grade level)

	6		7		8	
	No.	%	No.	%	No.	%
2019						
2020						
2021						

Average rate of Exit/Reclassification

for School: _____

for District: _____

Other Data Sources:

- Teacher observations
- Parental observations/feedback
- School or District average length of time from entry to exit from ESOL program.

6. Professional Learning and Teacher Capacity

Data Sources:

- Master list of all staff who work with EL students.
- List of all staff in school/district with GaPSC ESOL endorsement or certification
- Certification information on all EL program teachers and staff
- List of all paraprofessional teachers who work with ELs and their qualifications to provide English language instruction to ELs.
- Teacher and staff evaluation records for all EL program staff
- EL staff PD calendar/plan for three years
- School/district PD calendar/plan for three years, including staff attendance data and topics/content.
- Schedules for staff development/collaboration time (PLCs)
- Classroom observations

Sample Data Charts/Tables:

Sample District-level Data - Professional Qualifications (PQ) & Experience of Teachers Serving English Learners

	PQ for EL	Not PQ for EL	0-3 yrs. exp	4-7 yrs. exp	8-15 yrs. exp	16+ yrs. exp	English Only	English & 2 nd language	In-field	Out of field
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

7. Leadership Capacity

Data Sources: CLIP

Sample Data Charts/Tables:

Ratings of Professional Qualifications (PQ) & Experience of Leaders in Schools, Ranked by Highest to Lowest EL Population

	Rate leaders' knowledge of best practices for ELs	Rate leaders' years of experience in leadership with ELs	Rate leaders' experience teaching ELs	Rate Leaders' Knowledge of Student's Home Languages and Culture	Rate Welcoming School Climate for EL Students and their Families
Highest EL population school					
2nd highest EL population school					
3 rd highest EL population school					
Lowest EL population school					

8. Family & Community Engagement

Data Sources:

- Family/parent survey results (EL specific or other) – perception data
- Master schedule of all parent/family engagement activities, (formal & informal), EL specific and other
- Results of federal programs monitoring process, when applicable
- Translation and interpretation policy, plan, and services
- Input from parent or community focus group meetings
- Grievances or complaints regarding EL program, services, or access to other programs

9. State and Federal Funding Sources

Information Sources:

- State ESOL allocations for three years

- Federal grant allocations and plans for three years (Title IA, Title IC, Title IIA, Title IIIA, Title IVA, etc.)
- Budgets and Expenditure Reports for three years of applicable state or federal funding sources
- Per-pupil spending data for ELs and Non-ELs.

Understanding, Analyzing, and Communicating EL Data

Identifying Strengths & Challenges of EL Language Programs in your School/District –

Evaluation Area	Strengths	Challenges
Population Demographics		
Opportunities to Learn		
Language Proficiency		
Academic Achievement		
Language Instruction Programming		
Professional Learning & Teacher Capacity		
Leadership Capacity		
Family Engagement		
Available Resources		

Identifying Needs and Root Causes

Evaluation Area	Needs	Contributing Factors
Population Demographics		
Opportunities to Learn		
Language Proficiency		
Academic Achievement		
Language Instruction Programming		
Professional Learning & Teacher Capacity		
Leadership Capacity		
Family Engagement		
Available Resources		

Setting Goals, Action Steps, Plans of Action, and Evaluating Success

- *Were goals and expectations realistic? Were they adequately communicated?*

Risk Factors Checklist for English Learners

EL Student Data	Sample EL Student	Associated Risk Factors
Home language	Tagalog	<input type="checkbox"/> Primary language's distance from English <input type="checkbox"/> LEA's familiarity/experience with language
Place of birth	Philippines	<input type="checkbox"/> Previous experiences/background <ul style="list-style-type: none"> <input type="checkbox"/> Refugee from war-torn area? <input type="checkbox"/> Emotional or social instability? <input type="checkbox"/> Poverty, health, gang wars? <input type="checkbox"/> Other issues? <input type="checkbox"/> How arrived in US – Refugee? Asylum? walking? Fleeing?
Ethnicity/race	Mixed	<input type="checkbox"/> Prior schooling experiences different from current schooling experiences <input type="checkbox"/> Student's home country different from most of the EL students' home country
Date first entered U.S. schools <i>(Immigrant status not Immigration status)</i>	July 31, 2019	<input type="checkbox"/> Newly arrived in U.S. schools = adjustment to U.S. school culture and climate <input type="checkbox"/> Long-term English learner = why have students not exited yet?
Prior school enrollment	Yes: K-3 in small rural school	<input type="checkbox"/> Interrupted, limited or no formal education. <input type="checkbox"/> Undiagnosed learning differences or disabilities <input type="checkbox"/> Transiency
Grade level and age	Grade 3 9.3 years old	<input type="checkbox"/> Overage and older students have fewer years to learn English before aging out of school. <input type="checkbox"/> Higher grade level requires more academic English to learn in shorter time.
Literacy level in first language - Parent's level of literacy	English - Gr. 1 Tagalog - Unknown	<input type="checkbox"/> Illiteracy <input type="checkbox"/> Limited literacy in home language
Eligibility for free/reduced-price lunch	No – adopted by U.S. middle income family	<input type="checkbox"/> Poverty factors <ul style="list-style-type: none"> <input type="checkbox"/> Health, hunger, dental issues, eyesight, emotional well-being, clothing, transportation, etc. <input type="checkbox"/> Disconnected from community networks. <input type="checkbox"/> Homelessness <input type="checkbox"/> Home living conditions or situation

EL Program & Services Data	Associated Risk Factors
Educators serving ELs	<input type="checkbox"/> Inexperienced personnel <input type="checkbox"/> Unqualified personnel

	<ul style="list-style-type: none"> <input type="checkbox"/> Limited or incorrect knowledge of student’s language, culture, and background (<i>students’ assets</i>)
Leadership for ELs	<ul style="list-style-type: none"> <input type="checkbox"/> Inexperienced school leaders <input type="checkbox"/> Unqualified school leaders <input type="checkbox"/> Limited or incorrect knowledge of student’s language, culture, and background (<i>students’ assets</i>)
ESOL Language Program	<ul style="list-style-type: none"> <input type="checkbox"/> ESOL delivery models not appropriate to students’ English proficiency level <input type="checkbox"/> ESOL program disorganized, not strategic. <input type="checkbox"/> Newcomers “sink & swim” methodology. <input type="checkbox"/> EL students “trapped” in ESOL program (5+ years) <input type="checkbox"/> ESOL scheduling practices <input type="checkbox"/> Itinerant ESOL teacher practices
Core Instruction – Tier 1	<ul style="list-style-type: none"> <input type="checkbox"/> Scheduling practices <input type="checkbox"/> Grouping practices <input type="checkbox"/> Tracking practices
Interventions - Tiers 2 & 3	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Special Services and Gifted & Talented Programs	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Discipline	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Misunderstood behavior stemming from different perspectives and backgrounds
IB, Dual Enrollment, College Entrance Exams, Pathway Completion	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Professional Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Limited training or capacity building on instruction and assessment of English learners <input type="checkbox"/> Training sporadic and unorganized – not strategic, intense, nor sustained
Family Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of communication in a language parents and families can understand. <input type="checkbox"/> Lack of understanding of families’ assets, culture, funds of knowledge, literacy levels, etc.



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Richard Woods, State School Superintendent
Educating Georgia's Future