Making English Learners Visible through Data

Best Practices for School & District Leaders!

December 15, 2021
Today’s Lunch!

- **Appetizer** – Why we gather EL data
- **Main Course** – A look at some EL data
- **Dessert** – What can we do regarding EL data?
Goals

1. Become familiar with all the EL data that is collected and reported
2. Self-reflect on next steps as ESOL Coordinator/Title IIIA Director regarding EL data
3. Brainstorm ways to collect and use more EL data at the school district level to make English learners VISIBLE to all stakeholders.
ESEA Title III, Part A – Section 3121(a)

“(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under subpart 1 [of Title III, Part A] shall provide such agency...with a report...on the activities conducted and children served under such subpart that includes—

• (2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

• (3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State’s English language proficiency assessment under section 1111(b)(2)(G);

• (4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

• (5) the number and percentage of English learners meeting State academic standards for each of the 4 years after such children are no longer receiving services under this part;

• (6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency;”
Annual Consolidated State Performance Reports (CSPR)

• The EDFacts Initiative
CSPR Reports

Consolidated State Performance Reports

Select a link below to jump to the relevant page section.

3. Background Information
15. Federal Register Notices

ESEA Programs included in CSPR

- 84.010 Title I, Part A: Improving Basic Programs Operated by LEAs
- 84.213 Title I, Part B, Subpart 3: William F. Goodling Even Start Family Literacy Programs
- 84.011 Title I, Part C: Education of Migratory Children
- 84.013 Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- 84.332 Title I, Part F: Comprehensive School Reform
- 84.367 Title II, Part A: Teacher and Principal Training and Recruiting Fund
- 84.318 Title II, Part D: Enhancing Education Through Technology
- 84.365 Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- 84.186 Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- 84.287 Title IV, Part B: 21st Century Community Learning Centers
- 84.298 Title V, Part A: Innovative Programs
- 84.369 Title VI, Part A: Subpart 1, Section 6111: Grants for State Assessments
- 84.368 Title VI, Part A, Subpart 1, Section 6112: Grants for Enhanced Assessment Instruments
- 84.358 Title VI, Part B, Subpart 2: Rural and Low-Income School Program
1. **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2. **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.

4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

5. **Performance Goal 5:** All students will graduate from high school.
The EDFacts Initiative

EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.

- Supports planning, policymaking, and management/budget decision-making.
- Centralizes data provided by state education agencies (SEAs).
- Collects data on district and school demographics, program participation, and performance data.

EDFacts centralizes performance data supplied by state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of EDFacts is to:

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.

More Resources

| EDFacts Metadata and Process System (EMAPS) Log-In (All Users) |
| EDEN Submission System Log-In (State users and ED staff) and EDFacts Log-In (State users with EDFacts access) |
| CCD Data Management System (DMS) Log-in (All users) |
Office for English Language Acquisition (OELA)

https://www2.ed.gov/about/offices/list/oela/index.html
Data Elements Collected

See Handout!

1. Who provides the data?
2. Who gathers the data?
3. Who uses the data?
4. What is the data used for?
5. Why is it important for the data to be accurate?
EL Language Programs Data
**English Learner (EL) Student Population**

Submitted to EdFacts

**General:**

• The unduplicated number of English learners enrolled in an elementary or secondary school.

**During ACCESS/Alt ACCESS Testing Window:**

• The unduplicated number of English learners who were enrolled at the time of the state annual English language proficiency assessment.
7.7% of all students in GA are English Learners

**TOP TEN LEAs by EL Student Count**

<table>
<thead>
<tr>
<th>LEA</th>
<th>ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Georgia</td>
<td>133,758</td>
</tr>
<tr>
<td>Gwinnett County</td>
<td>31,463</td>
</tr>
<tr>
<td>DeKalb County</td>
<td>15,810</td>
</tr>
<tr>
<td>Cobb County</td>
<td>12,320</td>
</tr>
<tr>
<td>Fulton County</td>
<td>6,330</td>
</tr>
<tr>
<td>Clayton County</td>
<td>6,015</td>
</tr>
<tr>
<td>Hall County</td>
<td>5,694</td>
</tr>
<tr>
<td>Forsyth County</td>
<td>3,676</td>
</tr>
<tr>
<td>Cherokee County</td>
<td>3,394</td>
</tr>
<tr>
<td>Gainesville City</td>
<td>2,271</td>
</tr>
<tr>
<td>Whitfield County</td>
<td>2,057</td>
</tr>
</tbody>
</table>

Data from October 2021 FTE-1 Data Collections
GA’s EL Student Population and Geographic Distribution

Legend
(Based on October 2021 FTE)

- EL Student Count = 0 (20)
- EL Student Count = 1-1,000 (181)
- EL Student Count = 1,001-10,000 (18)
- EL Student Count = 10,001+ (3)
<table>
<thead>
<tr>
<th>Top 26 LEAs by EL Share of Population</th>
<th>Percent ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Charter Schools II- Georgia Fugees Academy Charter School</td>
<td>72.6%</td>
</tr>
<tr>
<td>State Charter Schools II- International Charter Academy of Georgia</td>
<td>34.1%</td>
</tr>
<tr>
<td>Gainesville City</td>
<td>29.1%</td>
</tr>
<tr>
<td>State Charter Schools II- Yi Hwang Academy of Language Excellence</td>
<td>27.4%</td>
</tr>
<tr>
<td>Dalton Public Schools</td>
<td>23.1%</td>
</tr>
<tr>
<td>Hall County</td>
<td>21.0%</td>
</tr>
<tr>
<td>Marietta City</td>
<td>18.2%</td>
</tr>
<tr>
<td>Gwinnett County</td>
<td>17.5%</td>
</tr>
<tr>
<td>Gilmer County</td>
<td>17.0%</td>
</tr>
<tr>
<td>DeKalb County</td>
<td>16.9%</td>
</tr>
<tr>
<td>State Charter Schools II- International Academy of Smyrna</td>
<td>16.9%</td>
</tr>
<tr>
<td>Whitfield County</td>
<td>16.5%</td>
</tr>
<tr>
<td>Colquitt County</td>
<td>16.4%</td>
</tr>
<tr>
<td>Echols County</td>
<td>15.8%</td>
</tr>
<tr>
<td>Calhoun City</td>
<td>15.5%</td>
</tr>
<tr>
<td>Rome City</td>
<td>15.3%</td>
</tr>
<tr>
<td>Habersham County</td>
<td>13.2%</td>
</tr>
<tr>
<td>Grady County</td>
<td>12.2%</td>
</tr>
<tr>
<td>Clarke County</td>
<td>11.9%</td>
</tr>
<tr>
<td>Atkinson County</td>
<td>11.6%</td>
</tr>
<tr>
<td>Cobb County</td>
<td>11.5%</td>
</tr>
<tr>
<td>Clayton County</td>
<td>11.5%</td>
</tr>
<tr>
<td>Evans County</td>
<td>11.2%</td>
</tr>
<tr>
<td>State Charter Schools II- Brookhaven Innovation Academy</td>
<td>10.4%</td>
</tr>
<tr>
<td>Grade</td>
<td>2019-2020</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>July - June</td>
</tr>
<tr>
<td>Grade 1</td>
<td>317</td>
</tr>
<tr>
<td>Grade 2</td>
<td>1178</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1028</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1014</td>
</tr>
<tr>
<td>Grade 5</td>
<td>981</td>
</tr>
<tr>
<td>Grade 6</td>
<td>659</td>
</tr>
<tr>
<td>Grade 7</td>
<td>702</td>
</tr>
<tr>
<td>Grade 8</td>
<td>649</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1520</td>
</tr>
<tr>
<td>Grade 10</td>
<td>608</td>
</tr>
<tr>
<td>Grade 11</td>
<td>484</td>
</tr>
<tr>
<td>Grade 12</td>
<td>172</td>
</tr>
<tr>
<td>TOTALs</td>
<td>9312</td>
</tr>
</tbody>
</table>
Title III English Learners – Served & Assessed
Submitted to EdFacts

1. The unduplicated number of ELs served by an English language instruction educational program (LIEP) supported with Title III funds.
2. The unduplicated number of ELs served by each type of LIEP in LEAs receiving Title III subgrants.
3. The unduplicated number of ELs who were enrolled during the time of the state English language proficiency (ELP) assessment and who received services in an English language instruction educational program (LIEP) supported with Title III funds.

NOTE: ELs whose parents waive ESOL services cannot be counted as “Title III served”.
Languages of Instruction
Submitted to EdFacts

Delivery Models in English

1. English as Second Language (ESL) or English Language Development (ELD) - Scheduled Language Acquisition

2. Content Classes with ESL support - Sheltered Content, Push-In, or Innovative

3. Newcomer Programs

DUAL LANGUAGE IMMERSION

- Chinese
- English
- French
- German
- Japanese
- Korean
- Spanish
Spanish is #2 Primary Language after English (12% of all students speak Spanish)
Participation in Annual ELP Assessment
Submitted to EdFacts

ALL ELs:
• The unduplicated number of ELs who took the annual state English language proficiency (ELP) assessment (2021 ACCESS/Alt ACCESS)

Title III-served ELs:
• The unduplicated number of ELs who were assessed on the annual state ELP assessment and who received services in an English language instruction educational program supported with Title III of ESEA, as amended, funds.

NOTE: ELs whose parents waive ESOL services cannot be “Title III served”.
2021 ELP Progress of English Learners

Note:
Data shown here is for regular ELs without disabilities. ACCESS for ELLs, not Alternate ACCESS.

Submitted to EdFacts
WIDA ACCESS Data Reports

Percentage of Students in GA Eligible to Exit EL Status* (Based on preliminary ACCESS 2021 data)

*CPL > 5.0 and Listening PL > 5.0 and Reading PL > 5.0 and Speaking PL > 5.0 and Writing PL > 4.5
Percentage of Students in GA Eligible to Exit EL Status*  
(Based on preliminary ACCESS 2021 data)

*District flexibility at CPL 4.3-4.9; mandatory exit at CPL ≥ 5.0
Percentage of Students in GA Eligible to Exit EL Status* (Based on preliminary ACCESS 2021 data)

*District flexibility at CPL 4.3-4.9; mandatory exit at CPL > 5.0
Number of **Title III** English Learners Attaining English Proficiency  Submitted to EdFacts

- The number of ELs in programs receiving Title III funds who have exited and not exited a language instruction educational program (LIEP) as a result of attaining English language proficiency (ELP).
  - 8% ELs Exited at the end of SY2020-2021.
  - **EL=Yes** in SY2020-2021  \(\rightarrow\) **EL=1** in October 2021 FTE

**Inaccurate DATA?**
- 362 students who were **EL=Y** in SR 2021 are now **EL=N** in FTE 2022-1
- 60 students who were **EL=Y** in SR 2021 are now **EL=2, =3, or =4** in FTE 2022-1

**NOTE:** ELs whose parents waive ESOL services cannot be “Title III served”.
How many Title III ELs are proficient in 5 years?

The number of ELs who have attained and not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.
Avoiding Title III Data Irregularities

1. Did the LEA receive a Title III, Part A subgrant award?
2. Did the LEA design and implement a Title III funded language instruction educational program for English learners – in addition to the regular ESOL language program?
3. Which students participated in the Title III funded LIEP?
4. Were these students coded as “Title III served” in October FTE? In March FTE? In June Student Record?
5. Did the Title IIIA Director/ESOL Coordinator verify the data before submission?
6. Were all staff trained on ensuring the accuracy of these processes?
### Former Title III English Learners

- The number of former ELs who are meeting and not meeting the challenging State academic standards as measured by proficiency for each of the four years after such children are no longer receiving services under Title III of ESEA, as amended.

<table>
<thead>
<tr>
<th>Total Former ELs</th>
<th>R/LA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient</td>
<td>Not Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>EL=1 12,042</td>
<td>39%</td>
<td>61%</td>
<td>38%</td>
</tr>
<tr>
<td>EL=2 12,052</td>
<td>45%</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>EL=3 11,942</td>
<td>48%</td>
<td>52%</td>
<td>43%</td>
</tr>
<tr>
<td>EL=4 6702</td>
<td>56%</td>
<td>44%</td>
<td>45%</td>
</tr>
</tbody>
</table>
GaDOE Accountability Data Files

https://www.gadoe.org/CCRPI/Pages/default.aspx

2021 Data Files

On March 26, 2021, the U.S. Department of Education (US ED) approved Georgia’s waiver of several accountability, school identification, and report card requirements. Thus, there are no CCRPI summary scores for the state, school districts, or schools. In order to provide stakeholders with data that can assist in understanding the impact of the pandemic on student learning and support student learning in the future, available CCRPI-related data are reported in the 2021 data files.

- 2021 Data Files Interpretation Guide 12.08.21
- 2021 Content Mastery 12.08.21
- 2021 Progress Towards English Language Proficiency 12.08.21
- 2021 Readiness 12.08.21
- Cohort Graduation Rate (4-year) 12.08.21
- Cohort Graduation Rate (5-year) 12.08.21
- 2021 Demographics 12.08.21
LIEP and ESOL Teachers

Submitted to EdFacts

• The unduplicated headcount of teachers who taught in language instruction educational programs designed for English learners, supported with Title III funds.

• 724 – The number of additional ESOL teachers needed in GA the next 5 years to meet the growing EL population need.
# Immigrant Student Population

Submitted to EdFacts

<table>
<thead>
<tr>
<th>Immigrant Students - 31,728</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The unduplicated number of students who meet the definition of immigrant children and youth in Title III of ESEA, as amended.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immigrant Program Participation – 7,101</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An indication that immigrant students participated in programs for immigrant children and youth funded under ESEA, as amended, Title III Section 3114(d)(1) using funds reserved for immigrant education programs/activities.</td>
</tr>
</tbody>
</table>
Title III, Part A Annual Report 2020-2021
Coming Soon!
WIDA Self-Paced Workshop Completion Data

WIDA Self-Paced Course Completion
7/1/21-11/30/21

- WIDA ELD Standards Framework: A Collaborative Approach (401 completions)
- Classroom Teacher: Engaging Multilingual Newcomers (244 completions)
- Leading for Equity-Classroom Walkthrough (57 completions)
- Developing Language for Learning in Mathematics (42 completions)
- WIDA Writing Rubric (31 completions)
- School Improvement Planning for the Equitable Education of Multilingual Learners (30 completions)
- Social Studies-Engaging Multilingual Learners through Inquiry (25 completions)
- Doing and Talking STEM (20 completions)
- Equity-Focused Prof Learning Communities-A Resource/Study Guide (10 completions)
- Home Languages in the Classroom (3 completions)
Report: December WIDA-Facilitated Live Webinar Series - *Nurturing Speaking Growth*

- ESOL Teachers from 42 LEAs with 400-4,000 ELs
- 40 teachers in each cohort: Elementary K-5 & Secondary 6-12
- Two 90-minute live webinar sessions plus a self-paced pre-module.
Dessert: Self Reflection
LEA Level – Next Steps

• Gather EL data
  • Title IIIA Language Program webpage
  • Title IIIA CFM webpage
• Analyze it
• Graph it
• Present it to your stakeholders
• Lead with the data
LEA Level – Ensuring Accurate EL Data

• Establish written procedures for all processes resulting in data
  • EL identification
  • EL services
  • EL assessment

• Train all staff on written procedures!

• Record accurate data

• Review data before submission

• Report accurate data

• Review annually
See You Next Year in 2022!

- January 12 - Making Language Visible in Mathematics - Registration; Presentation; Recording
- February 9 - Making Language Visible in Language Arts! - Registration; Presentation; Recording
- March 9 - Making Language Visible to Parents of ELs - Registration; Presentation; Recording
- April 13 - Making Language Visible to School Administrators - Registration; Presentation; Recording
- May 11 - Who No Longer Needs Language to be Visible? - Registration; Presentation; Recording
- June 9 - How Well Did We Make Language Visible This Year? - Registration; Presentation; Recording
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

ESOL Questions & Support
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Email: ELPrograms@doe.k12.ga.us