

Ensuring Accurate DATA: English Learners and Immigrant Students

An EL Language Programs Training
In Collaboration with Data Collections



and Title I, Part A
August 2020





*Make sure it's
accurate!*

Today's Topics:

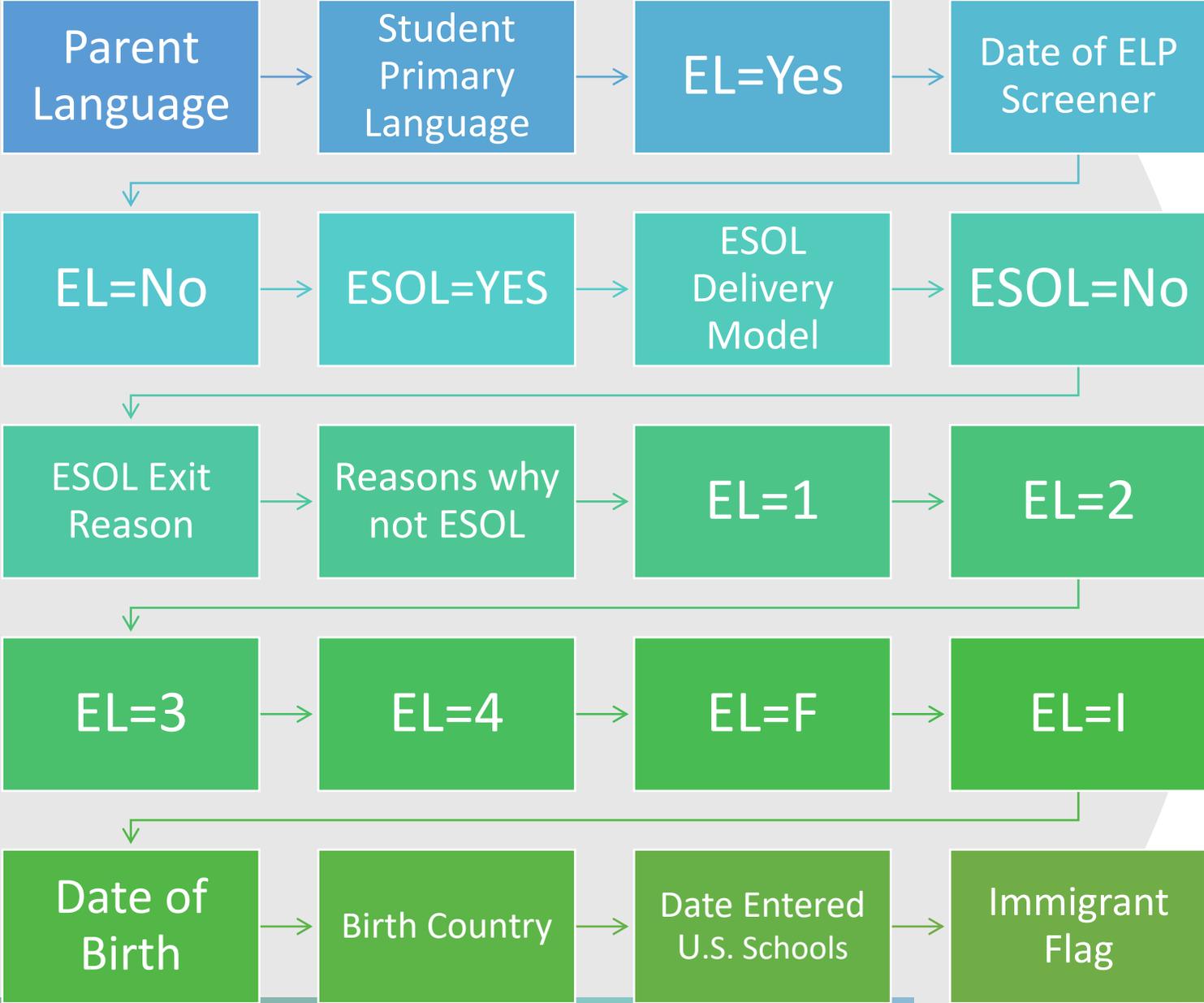
1. Foundational concepts –

- GaDOE resources
- Reporting to USED
- Title I, Part A Reporting
- CCRPI – Progress & Exit Rates
- State Data

2. Data Elements in EL Programs (& errors to avoid)

- EL students
- ESOL Delivery Models & ESOL teachers
- Title III served
- Immigrant children and youth

20 Data Elements
- How many do you already know?



Data Collections & Reporting Website

FY2021 Student Class Resources

Student Class is a collection of class roster data which links students and teachers to a class.

General Information

- Student Class Transmission Dates
- Student Class Data Element Detail
- Data Collection FAQs (New document for FY2021)

Related Information

- Reporting Delivery Models
- Reporting ONLINE Courses
- GNETS FAQ
- Language Codes
- Georgia Credit Recovery
- Dual Enrollment Institution Codes
- Dual Enrollment Out of State Course Numbers

FY2021 Student Record Resources

Student Record collects data on the instructional services provided to students by the local school system throughout the regular school year. The Student Record data collection is the single largest data collection process conducted by the GaDOE.

General Information

- Student Record Data Element Detail
- Special Education Guidelines
- Student Record Transmission Dates

Related Information

- Data Collection FAQs (New document for FY2021)
- GNETS FAQ
- Place of Birth Codes
- Language Codes
- Student Record Checklist
- Student Support Teams (SST) (Link to Student Support Teams website)
- Student Safety - Discipline Matrix (Link to the School Discipline website)



Read this!



A Resource Guide to Support
School Districts' English
Learner Language Programs

Chapter 1: EL Entrance & Exit Procedures

Part I – EL ENTRANCE PROCEDURES Only

ESOL Language Programs

Supplemental Title III, Part A Language Programs



EL Language Programs – State Guidance

So What?

Why is accurate data so important?



- ❑ State QBE **ESOL allotments** are based on an ESOL segments reported in FTE.
- ❑ **Federal Title IIIA English learner and Immigrant allocations** are based on EL and Immigrant counts.
- ❑ EL & Immigrant student data is **reported to the U.S. Department of Education (ED)** annually.
- ❑ EL & Immigrant student data is used in Federal Programs' **cross-functional monitoring** process.
- ❑ EL & Immigrant student data is used by teachers, school & system leaders, state & nation leaders, and researchers in **decision-making** processes.

What do we report to USED?



Number & percentage of ELs who are making **progress*** in English language proficiency (ELP)



Number & percentage of ELs **exiting EL Status***

Quiz 1: What data element is used for this?

**Disaggregated by English learners with Disabilities (EL/SWD)*



Number & percentage of ELs **meeting state academic standards** for each of **four years post-exit***

Quiz 2: How do we keep track of post-exit years?



Number & percentage of ELs who have **not attained** English proficiency within **five** years of classification as an EL and first enrollment in the LEA

Quiz 3: Which assessment gives us information for 3 of these?

Federal Programs' Title I, Part A & Title III, Part A Cross-functional Monitoring Process

The English Language Proficiency (ELP) Assessment Participation Rate

TITLE I



**NEW: Report Non-Participation Reasons
in Accountability Application in Portal**

**NEW: Coming soon in Portal!
*ELP Participation Reports***

≥ 95%

Errors:

- Did some students take the test who shouldn't have?
- Did some students not take the test who should have?

Who's on the non-participant list? Why?

They don't have an overall CPL! Why?

Error Categories

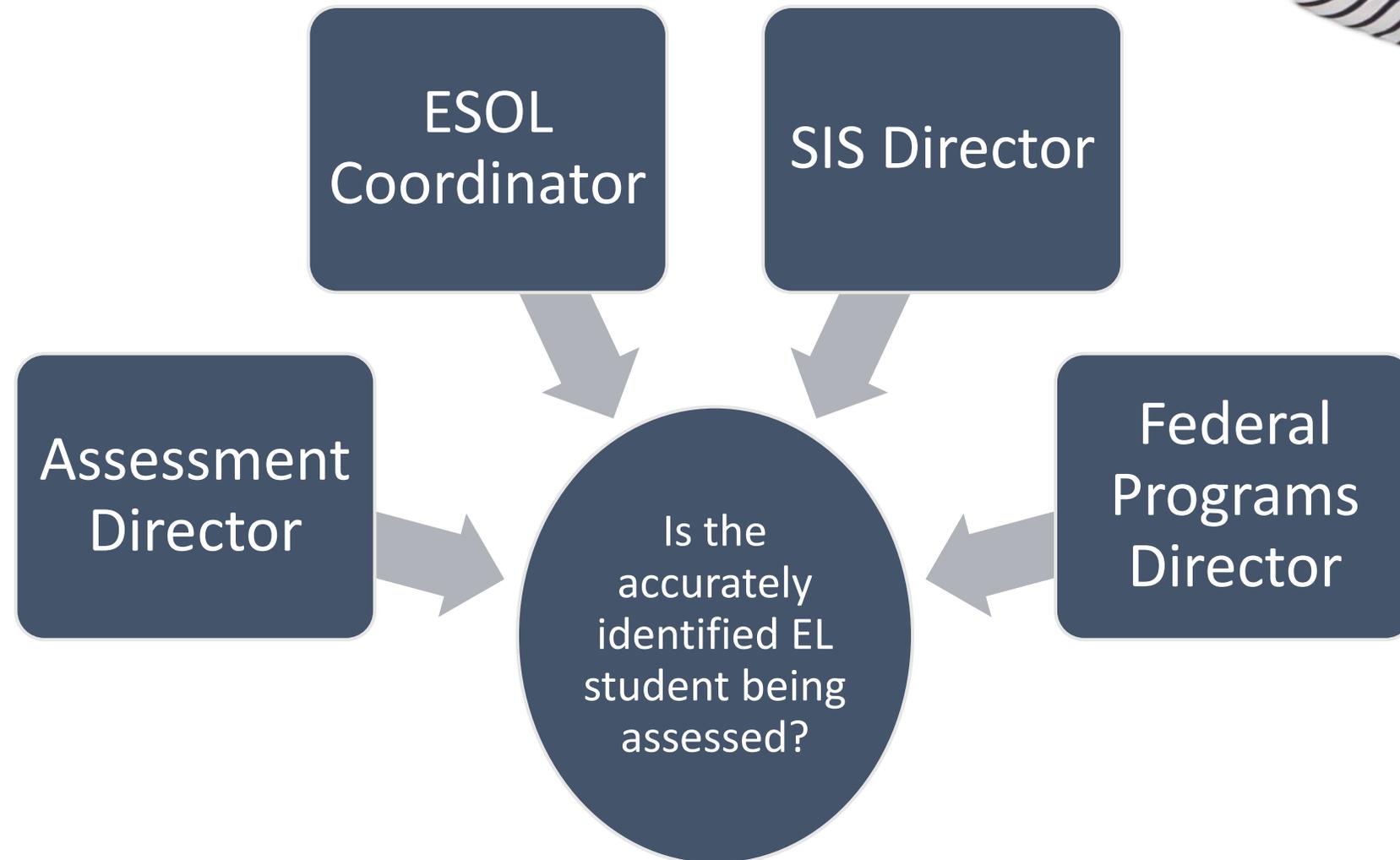
1. Mismatched Data
 - Inaccurate GTID or State ID
 - Non-merged test records
2. **Inaccurate or incorrect English learner (EL) status**
 - Student's EL Exit Date reported as July or August
 - Student's EL status not identified during enrollment or transfer
 - Student's limited attendance or frequent absences
3. Parent refusal of ESOL program and/or ACCESS testing

Solution Strategies: **Establish Local Procedures**

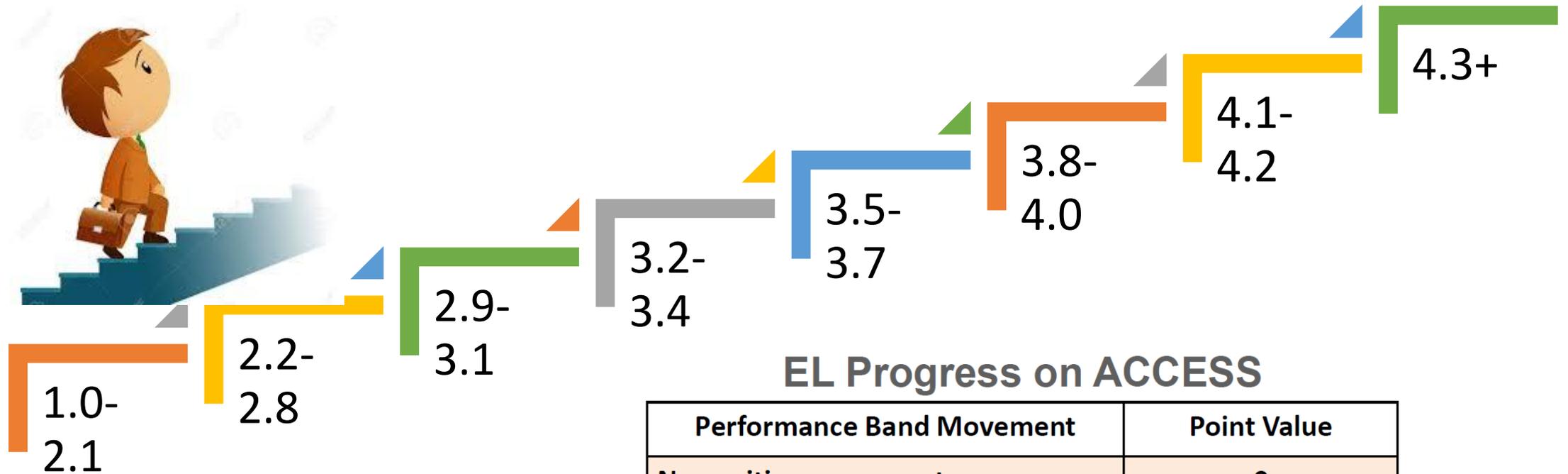
1. Follow state **assessment** guidance
 - Clean up data during two Data Validation windows
2. Follow state EL guidance
 - [EL Language Program – State Guidance](#)
 - [Data Collections documentation](#)
 - Registration and enrollment
3. Follow OCR and state guidance



Whose responsibility is it?



What kind of progress are ELs making toward English Proficiency?



EL Progress on ACCESS

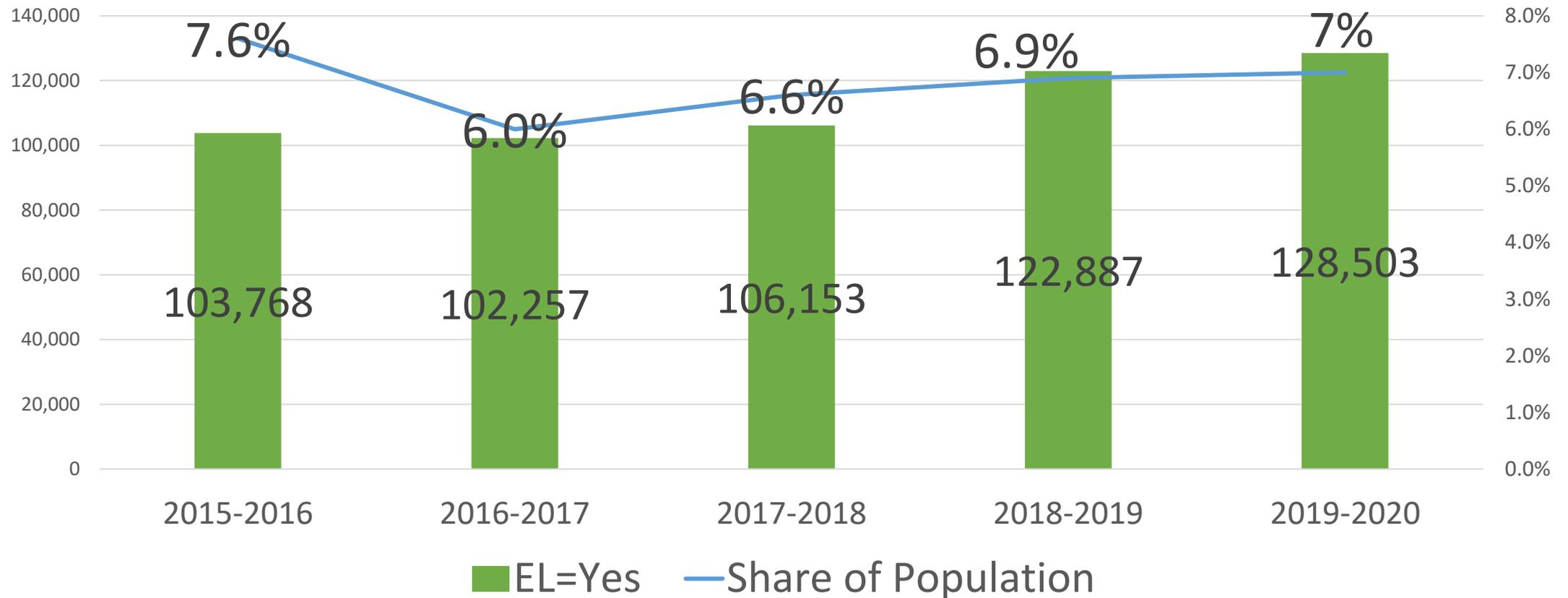
Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

How many, and what percentage of ELs exit each year?

EL Exit Rates by LEA

- Number & Percentage of ELs who Attained English Proficiency in 2018 by LEA
 - Number & Percentage of ELs who Attained English Proficiency in 2018 by LEA
 - Number & Percentage of ELs who Attained English Proficiency in 2020, by LEA (Check myGaDOE application *ELP Participation Rate Reports* - coming soon)
 - ACCESS Non Participation Examples and Solutions - August 2020
- Calculated **AFTER** OCTOBER FTE
 - ALL **EL=1** students in Oct. 2019 FTE (FY20-FTE-1) who were coded **EL=Yes** in March 2019, *have attained full English proficiency according to statewide standardized EL Exit Procedures*

How many ELs are in Georgia each year? (Oct FTE Counts)



March FTE 2020 = 130,479 / 7.4%

Which LEAs have the most ELs?

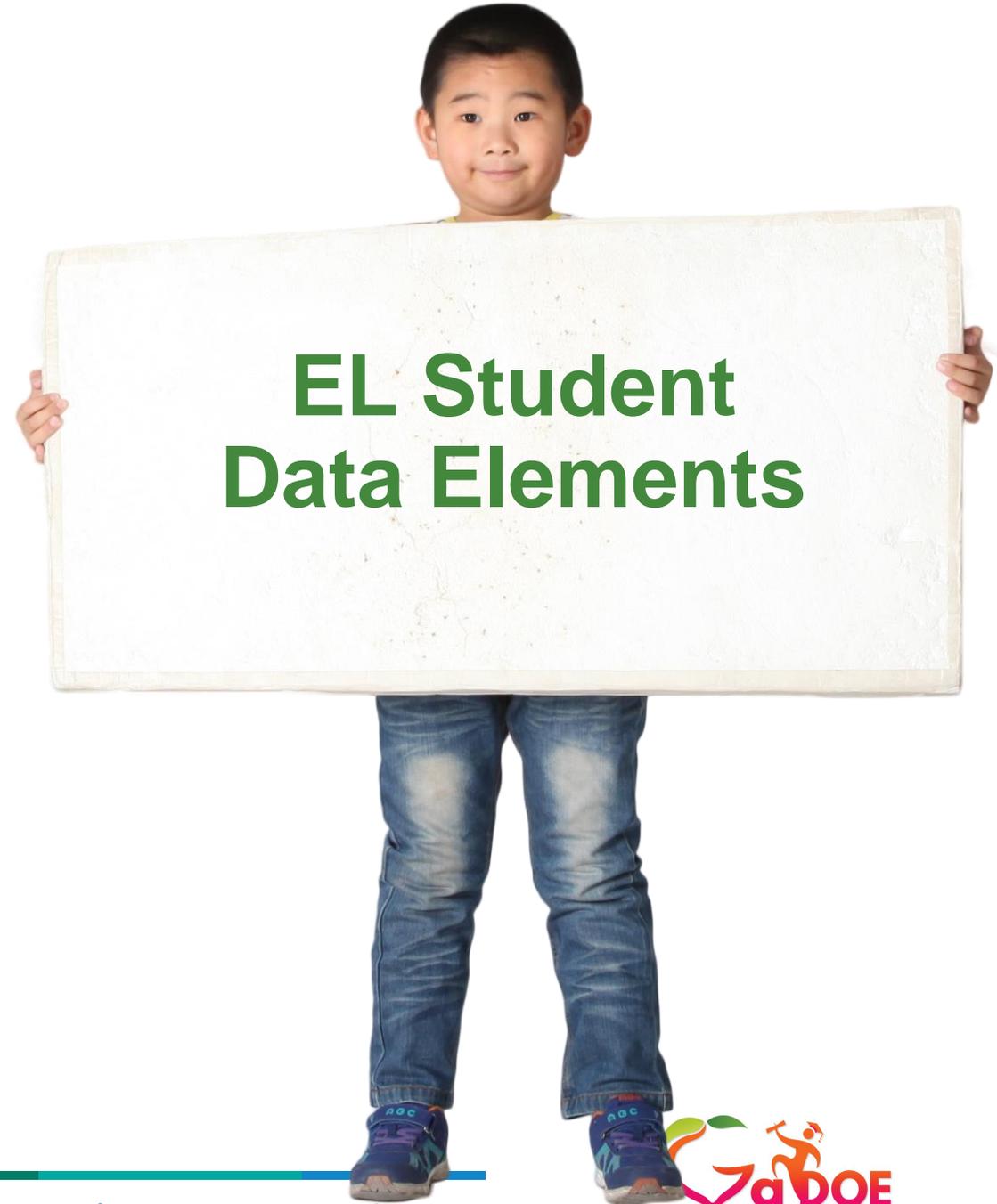
March FTE Count

SYSTEM_NAME	English Learners
1. Gwinnett County	29876
2. DeKalb County	16202
3. Cobb County	11979
4. Fulton County	6952
5. Hall County	5507
6. Clayton County	5432
7. Forsyth County	3609
8. Cherokee County	3161
9. Gainesville City	2436
10. Whitfield County	2074
11. Atlanta Public Schools	2011
12. Savannah-Chatham County	1759
13. Dalton Public Schools	1714
14. Marietta City	1600

SYSTEM_NAME	EL Students	Percent of EL Students
1. International Charter Academy of Georgia	71	44.4%
2. Gainesville City	2436	30.5%
3. Dalton Public Schools	1714	21.8%
4. Hall County	5507	20.4%
5. Marietta City	1600	18.3%
6. Gwinnett County	29876	16.6%
7. DeKalb County	16202	16.6%
8. Whitfield County	2074	16.2%
9. Colquitt County	1503	16.1%
10. Echols County	138	15.9%
11. Gilmer County	598	14.6%
12. Habersham County	980	14.2%
13. Rome City	895	14.0%
14. Calhoun City	583	13.8%
15. International Academy of Smyrna	51	12.8%

Which LEAs have the greatest percentage of ELs?

March FTE Count



In-state Transfer Students - Kathy Aspy



How do we ensure
accurate EL data?

GUIDE Claimed IN Report

Georgia Unique Identifier for Education (GUIDE)

Get a list of all 'claimed' students that have already been qualified for the EL Program.

Main Menu

- [Search / Update / Claim](#)
- [Add Single Student](#)
- [File Upload](#)
- [Discrepancy Resolution](#)
- [Near Match Resolution](#)
- [Request Additional Pseudo Numbers](#)
- [Home](#)
- [LOG OUT](#)

Reports

- [Error Report](#)
- [Download IDs](#)

Claimed IN Report

- [Sp. Ed. History Report](#)
- [EL History Report](#)

Current Documentation

- [GUIDE FILE LAYOUT](#)
- [GUIDE DATA ELEMENT DETAIL](#)
- [GUIDE Coordinators List](#)
- [GUIDE FAQs](#)

Claimed IN Report

The Claimed IN Report provides a list of all students that have been claimed into your district or school during the defined date range. To modify the report, select the desired **date range and sort order** below, then press the "Refresh Report" button. To sort the list of your claimed students by the most recently claimed, select School Entry Date. This is the date the student enrolled your school/district. All students claimed in your school/district will be in the download but only the "# of Records" will be displayed on screen.

Select District:

Select School:

of Records: (Increases the # of rows displayed on page)

-- REPORT DATE RANGE --

Start Date: End Date:

Sort Order #1: Sort Order #2: Sort Order #3: Sort Order #4:

Showing 1 - 20 of 25 Records

GTID	Enrolling School	Last name	First Name	Middle Name	Suffix	Student ID	Gender	Birth Date	Parent/Guardian Name	School Entry Date	Withdrawn District	Withdrawn School	Claim Date	Primary Area	English learner	Gifted Served
27	Blue Ridge Elementary School	F	E	I		60	F	11	MA	04/09/2019	W	Ele	04/10/2019 10:42:36 AM		Y	N
31	Blue Ridge Elementary School	F	E	M	L	60	F	11	MA	04/09/2019	W	Ele	04/10/2019 10:42:36 AM		Y	N
32	Blue Ridge Elementary School	C	I	E		99	F	05	AI	04/10/2019	W	Ele	04/10/2019 10:46:31 AM		Y	N
25	City Park Elementary School	IA	R			70	F	08	LE	04/09/2019	D	Ele	04/10/2019 10:06:25 AM		Y	N
14	City Park Elementary School	D	A	E	T	60	F	03	S	04/16/2019	D	Ele	04/16/2019 10:33:25 AM		N	N
26	City Park Elementary School	N	A	E	R	80	M	04	S	04/16/2019	D	Ele	04/16/2019 10:33:25 AM	8-Significant Developmental Delay	N	N
65	High School	B	E	J	A	60	M	10	SA	03/29/2019	D	Vi	04/15/2019 11:23:21 AM	Y-Other Health Impairment	F	N

Same student as prior slide

We recommend that

- the GUIDE Coordinator run this report frequently to give to the district EL Coordinator (as well as Special Education and Gifted Coordinators)
- Or you get provisioned in GUIDE

GUIDE EL History Report

Main Menu

- [Search / Update / Claim](#)
- [Add Single Student](#)
- [File Upload](#)
- [Discrepancy Resolution](#)
- [Near Match Resolution](#)
- [Request Additional Pseudo Numbers](#)
- [Home](#)
- [LOG OUT](#)

Reports

- [Error Report](#)
- [Download IDs](#)
- [Claimed OUT Report](#)
- [Claimed IN Report](#)
- [Transmission Verification](#)
- [Sp. Ed. History Report](#)
- [EL History Report](#)

Current Documentation

- [GUIDE FILE LAYOUT](#)
- [GUIDE DATA ELEMENT DETAIL](#)
- [GUIDE Coordinators List](#)
- [GUIDE FAQs](#)

This report will allow you to see all EL students that have been claimed by your District. If the student has NOT been claimed in GUIDE, they will NOT appear on this report.
 This report will show up to five years of Student Record History and the current year FTE-1 data after FTE-1 signoff.
 Because the report is so large you can Hide and Un-hide the demographics. However, when printing and downloading to Excel, the demographics will be printed and downloaded.

By GTID By Claim Date By Last Name

GTID: ;

[click here to print](#)

[Download Data](#)

EL History by GTID for 9:																				
Claim School ID	GTID	Student Name	Gender	Grade Level	Age	Hispanic	Race	Data Source	System Id and Name	School Id and Name	EL Status	Primary Language	Parent Communication Language	Place of Birth	U.S. School Less Than 3 Years	Data of Entry to US School	Total ESOL Segments*	Non-ESOL Served**	EL Monitor Basis	Date of ELP Screener
0201	95	S A JI	M	04	9	Y	Indian	SR2016	755-Whitfield County	1050-Antioch Elementary School	Y-Yes - student is EL.	26-Spanish		2310-United States	N	20151006	2			
			M	05	10	Y	Indian	SR2017	755-Whitfield County	1050-Antioch Elementary School	Y-Yes - student is EL.	26-Spanish		2310-United States	N	20151006	2			
			M	06	11	Y	Indian	SR2018	755-Whitfield County	0475-Eastbrook Middle School	Y-Yes - student is EL.	026-Spanish		2310-United States	N	20151006	0	02		

NOTE: Students included in this report were reported in FTE-1 as EL = Y, 1, 2, 3, or 4.
 NOTE: Students with EL = F (Former EL Student; tested out of EL 5 or more years ago.) will not show on this report.
 NOTE: Students included on this report were last claimed in your district. Students that have been sent in SR as graduated or deceased, as well as students that have aged-out of public education (older) are excluded from the report because their Status in GUIDE is "Inactive".

LEGEND ** NON-ESOL Code Description
 01 Parent refusal - indirectly served
 02 Language support provided in special education

Really nice to know – this student was not served in ESOL the prior year because “02 Language support provided in special education”

We created this report from FTE and SR data to allow you to see multiple years of EL data for a single student.

The same provisioning applies:

- the GUIDE Coordinator run this report
- Or you get provisioned in GUIDE – (Have the GUIDE Coordinator look in the online HELP doc within GUIDE for instructions)

SLDS Records

You can see whether a NEW student has already been qualified for the EL Program by looking at his/her SLDS record.

- One student at a time
- After the student is claimed
- + HUGE amount of data

Search By GTID: 6 Search

Search By Year, System, School, Grade and Student: 2020 School, Please Select Go

GSGM Student Report 4

1 of 1 100% Find | Next

B: A/GTID:6 (as of school year 2019-2020) Friday, July 26, 2019

Student Profile for B: A/GTID:6 (as of school year 2019-2020)

Demographics

Name: B: A³
Grade: 10³
Gender: male¹
Ethnicity: hispanic¹
Birth Date: 10: 3¹
EL: F¹
SWD: Y¹
Date Entered 9th: 8/13/2018¹

Attendance

School Year	Days Absent
08-09	12
09-10	5
10-11	7
11-12	6
12-13	3
13-14	2
14-15	5
15-16	6
16-17	11
17-18	26
18-19	47

¹This information is from Student Record 2019
³Modified on 07/24/2019 from Student Class File
** Student Class File last uploaded on: 07/26/2019



Newly arrived at U.S. Schools and Kindergarten Students

What is the process
to identify potential EL students,
and then code their language and status?

PARENT COMMUNICATION LANGUAGE

Indicates the language preference of the parent for communication between the school and the student's parent. Must be reported for every student. BLANK is not allowed.

[FY2021 Student Record Data Collection Data Element Detail](#), p.28

W216: Language communication code must be one of the language codes in Data Element Detail

STUDENT PRIMARY LANGUAGE

STUDENT PRIMARY LANGUAGE indicates the student's primary spoken language if other than English. The **STUDENT PRIMARY LANGUAGE** must be reported for every student, including students born in the U.S. (2310) or Puerto Rico (1790). BLANK is not allowed.

See **Appendix B: Language Code** table for codes and description.

[FY2021 Student Record Data Collection Data Element Detail](#), p.36

E216: Must equal one of the language codes

E255: Student Primary language cannot be blank if EL=Y, or EL=1, or EL=2



Code	PRIMARY LANGUAGE	Code	PRIMARY LANGUAGE
037	Nahuatl	095	Norwegian
038	Zapoteco	096	Other Middle Eastern (including Pashto)
039	Bosnian	097	Other Nigerian (including Bini, Ewe, Gokana, Hausa, Igbo, Ogoni, Urhobo, Yoruba)
040	Bulgarian	098	Other South American (including Aymara, Guarani, Ixil)
041	Serbo-Croatian	099	Pakistani (including Sindhi)
042	Hmong	100	Pashto/Pushtu
043	Hungarian	101	Patois/Patwa
044	Iranian	102	Samoan
045	Punjabi	103	Sign Language
046	Romanian (including Moldovan, Romany)	104	Slovak
047	Somali	105	Turkmen
048	Swahili	106	Uzbek
049	Ukrainian	107	Welsh
050	Urdu (including Urdu Bengali)	108	Senegal Languages (including Fulani, Mandinka, Wolof)
051	No longer valid (FY2021)	109	Sudan Languages (including Dinka, Kuku, Masalit, Shilluk)
052	Creoles and pidgins (Other)	110	Chad Languages (including Kaba, Sara)
053	Creoles and pidgins, English based (including Jamaican, Krio, Sotho, Sranan Togo)	111	Karen, Karenni
054	Creoles and pidgins, French based	Blank	Not Applicable



FY2021 Student Class Data Collection Data Element Detail, p. 11



Reporting Incorrect Home Language

- An erroneous EL=YES code as part of the initial identification process, due to:
 - a parent's inaccurate completion of the HLS,
 - inaccurate administration of an ELP screener without providing for appropriate accommodations for a student with disabilities (see p. 14), or
 - inaccurate scoring on the annual ELP assessment
- HLS Addendum process → See *EL Language Programs State Guidance*
- **EL=Incorrect (EL=I) code through the end of the school year.**
- **EL=No code every year after that.**
- Changing an erroneous EL-NO code to EL-Y requires following the statewide standardized *EL Entrance Procedures*

How do we report the Date of ELP Screener?

DATE OF ELP SCREENER

The **DATE OF ELP SCREENER** is the testing date a student is screened for the EL program and is determined to be an English Learner (EL = 'Y') student. The date must be in the format yyymmdd where 'yyyy' is the complete year (e.g. '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31).

All new EL students, even those from out of state, must have a date for their first EL screener.

Note: For transfer EL students, indicate the date the ELP Screener was administered in that transferring District. This is NOT the date the EL student enrolls in your District's ESOL Language Program.

E2273: Must be reported for new EL student EL=Yes in current fiscal year but not prior year.

E2274: EL=Y reported this fiscal year, but EL was 1, 2, 3, 4, or F prior year. Date of ELP Screener is required.

[FY2021 Student Record Data Collection Data Element Detail](#), p.14



When Date of ELP Screener is Unavailable

- Out-of-State or In-State Transfer EL Students
- What's the earliest ELP Assessment recorded?
- Use the first day of school for that school year.
- Some out-of-state errors in DC with missing Date of ELP Screener will be relievable with explanation.

**Have you thought about using the SLDS EL TAB
to record the ELP Screener Date and Results?
It will always be there – and will transfer with the student!**

Aspen

- Assessment Date
- Qualification TAB

Infinite
Campus

- Identified Date
- EL Information TAB

Power
School

- Date of ELP Screener
- General Information TAB

What do vendors call the *Date of ELP Screener* Data Element?



English Learner YES!

ENGLISH LEARNER (EL)

ENGLISH LEARNER (EL) indicates whether the student has been identified as having limited proficiency in English (**ENGLISH LEARNER (EL)='Y'**). EL students are frequently in the state-funded ESOL program if such a program exists in the school, but they are not necessarily participating in the ESOL program. If a student is an ESOL student, then the student must be **ENGLISH LEARNER (EL)**. Therefore, all ESOL students must also be coded **ENGLISH LEARNER (EL)='Y'**. If **ENGLISH LEARNER (EL)='Y'**, then a **PRIMARY LANGUAGE** must be identified.

E244: ESOL=Yes not valid if GRADE LEVEL is PK.

E217: EL must be Yes, if ESOL=Yes

If the student was incorrectly report as an **ENGLISH LEARNER** in the past and was never qualified as an **ENGLISH LEARNER**, report the student with **ENGLISH LEARNER (EL) = 'I'**.

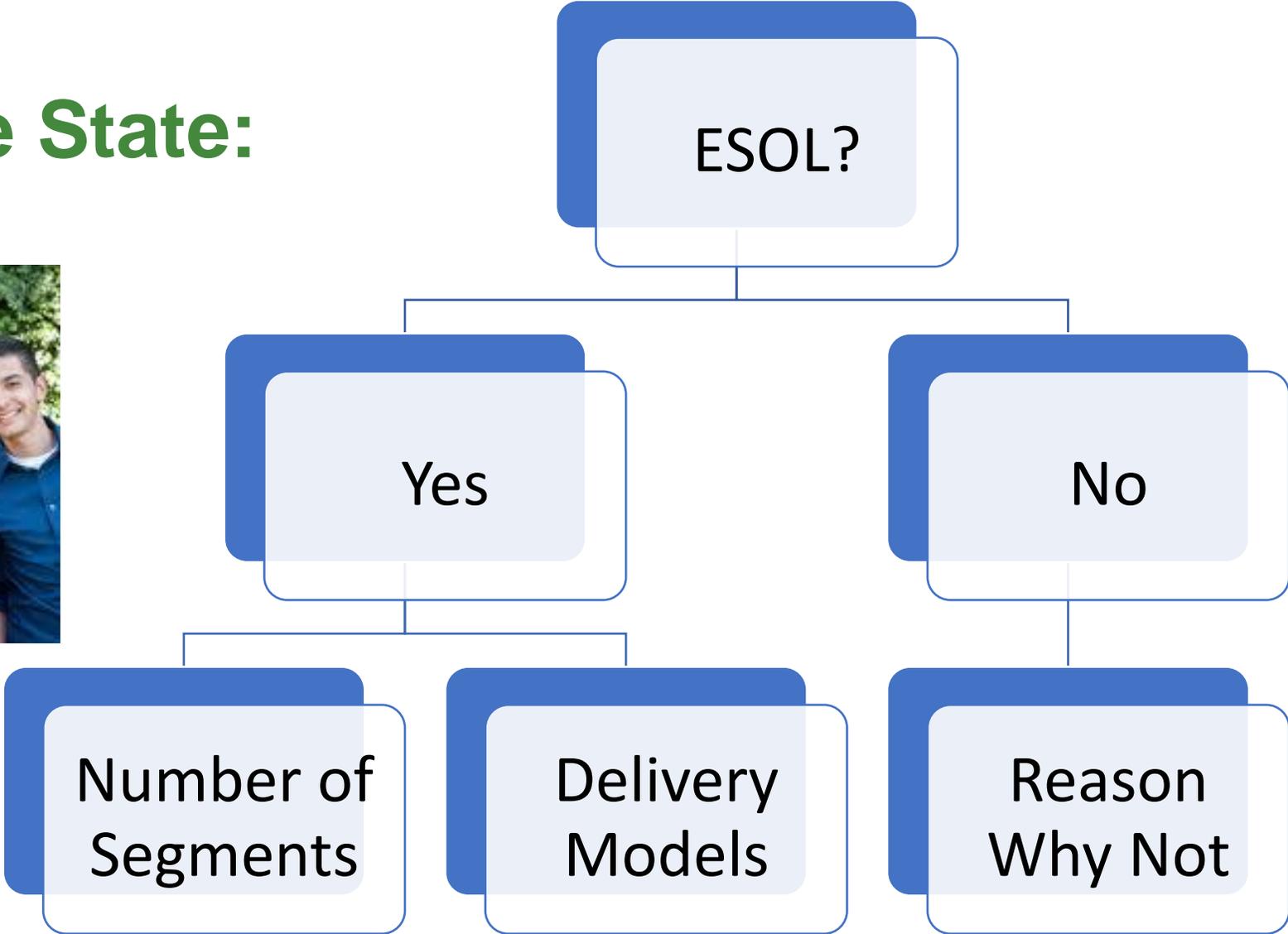
[FY2021 Student Record Data Collection Data Element Detail](#), p.16

Student Class Data Elements: ESOL Language Instruction Delivery Models

EL=Yes and ESOL=YES!



Report to the State:



He's an **EL=YES** and we're serving him "in **ESOL**"!

ESOL

ESOL indicates whether the student is enrolled in the state-funded ESOL program at any time during this school year at this school. By definition, all ESOL students have limited proficiency in English. Therefore, all ESOL students must also be coded C041 ENGLISH LEARNER='Y'. If ESOL='Y', then C044 PRIMARY LANGUAGE must not be blank.

ESOL Enrollment Code	Description
Y	Student was enrolled in ESOL this school year.
N	Student was not enrolled in ESOL this school year.

[FY2021 Student Record Data Collection Data Element Detail](#), p.17



He's an EL=YES, but he's not "in ESOL" – is that O.K.?

NON-ESOL

This code indicates the status of an EL student who is not in the ESOL program.

NON-ESOL Code	Description
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-evidence based model
05	No language support
BLANK/null	Must be reported when EL = 'N', 'M', or 'F' (not EL, now monitored, or is a former EL student)

[FY2021 Student Record Data Collection Data Element Detail](#), p.27

Data Error E113: When EL=Yes, and ESOL=No, a Reason Code must be marked!

ESOL DELIVERY MODEL

English to Speakers of Other Languages (ESOL) is an educational support program to assist English Learners (ELs) overcome language barriers and participate in schools' educational programs. (Definition in SBOE 160-4-5-.02) Students in grades KK-12 are eligible for ESOL services. Coding guidance and an explanation of each of the following ESOL delivery models can be found in the ESOL/Title III Resource Guide at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/ESOL-Resources-Guidance.aspx>

CODE	DESCRIPTION
1	Pull-Out (PO)
2	Push-In (PI)
4	Resource Center/Lab
5	'5' Scheduled Class Period (Scheduled Language Acquisition).
A	Scheduled Class Period (Scheduled Language Acquisition at a Newcomer Program).
6	Innovative Delivery Model
8	Sheltered Content
B	Sheltered Content at a Newcomer Program
9	Dual Language Immersion
Blank	N/A

**Who is teaching the class?
Who is in the class?
What is being taught?**



[FY2021 Student Class Data Collection Data Element Detail](#), p. 9

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
ESOL	Pull-Out	1	COURSE TEACHER with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number
ESOL	Push-In	2	COURSE TEACHER with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number
ESOL	Resource Center/Lab	4	ESOL Teacher with ESOL certification / endorsement	No	EL students receive language assistance in a group setting supplemented by multimedia materials.	ESOL Course Number (55.xx)
ESOL	Scheduled Class Period (Scheduled Language Acquisition)	5	ESOL Teacher with ESOL certification / endorsement.	No	In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.xx)

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER
ESOL	Scheduled Class Period (Scheduled Language Acquisition) at a Newcomer Program	A	ESOL Teacher with ESOL certification / endorsement	No	EL students are participating in a Newcomer Program for recently-arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.xx)
ESOL	Innovative Delivery Model	6	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs
ESOL	Sheltered Content	8	COURSE TEACHER who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.xxxxxx.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
ESOL	Sheltered Content at a Newcomer Program	B	COURSE TEACHER who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.xxxxxxx.
ESOL	Dual Language Immersion	9	ELA Content Teacher who is also ESOL endorsed/certified.	No	EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students. The ESOL teacher must be the instructor during the "English portion" of the school day and must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number

- Dual Language Immersion Programs in Georgia

IMMERSION LANGUAGE

Identifies the language being taught to the student for the **DUAL LANGUAGE IMMERSION (DLI)** course.

Code	PRIMARY LANGUAGE	Code	PRIMARY LANGUAGE
001	Ghanian Languages (including Akan, Twi, Fante)	055	Creoles and pidgins, Portuguese-based (including Crioulo)
002	American Indian (except Cherokee, Mohawk)	060	Afrikaans
003	Ethiopia/Eritrean Languages (Including Afar, Amharic, Kunami, Tigrinya, Tigre, Oromo)	061	Albanian (including Gheg)
004	Arabic	062	Armenian
005	Chinese	063	Bengali (including Bangla, Urdubengali)
006	No Longer Valid	064	Bantu (including Bemba, Bulu, Chichewa, Fang, Kinyarwanda, Kirundi, Lingala, Nguni, Nyanji, Sesotho, Shona, Siswati, Sotho)
007	Dutch	065	Burmese, Hakka Chin,
008	English, Standard American	066	Malay (including Calypso Malay)
009	Farsi, Dari, Persian	067	Cantonese
010	French	068	Cherokee
011	German	069	Czech
012	Greek	070	Danish
013	Gujarati	071	Estonian
014	Haitian Creole	072	Finnish
015	Hebrew	073	Flemish
016	Hindi	074	Gbe (including, Adja, Aja, Ewe, Mina)
017	Italian (including Napoli)	075	Gaelic
018	Japanese	076	Georgian
019	Khmer, Cambodian	077	Hakka
020	Korean	078	Hawaiian
021	Lao	079	Icelandic
022	Filipino, Tagalog, Cebuano, Visaya	080	Indonesian
023	Polish	081	Kazakh
024	Portuguese	082	Kurdish
025	Russian	083	Laotian
026	Spanish	084	Latin
027	Swedish	085	Latvian
028	Thai	086	Lithuanian
029	Turkish	087	Macedonian
030	Vietnamese	088	Malay
031	Other African (including Bariba, Bassa, Mandingo, Mende, Nuer, Sango)	089	Mandarian

FY2021 Student Record Data Collection Data Element Detail, p.16

ESOL Course Numbers

55.	ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)
55.00	ESOL, ELEMENTARY (GRADES K-5)
55.00100	ESOL/Grade K
55.00200	ESOL/Grade 1
55.00300	ESOL/Grade 2
55.00400	ESOL/Grade 3
55.00500	ESOL/Grade 4
55.00600	ESOL/Grade 5
55.01	ESOL, MIDDLE GRADES 6-8
55.01100	ESOL/Grade 6
55.01200	ESOL/Grade 7
55.01300	ESOL/Grade 8

55.02	ESOL, GRADES 9-12		
55.02100	Communication Skills I	e	e
55.02110	Communication Skills in Math	e	e
55.02120	Communication Skills in Science	e	e
55.02130	Communication Skills in Social Studies	e	e
55.02200	Communication Skills II	e	e
55.02300	Reading and Listening in the Content Areas	e	e
55.02400	Oral Communication in the Content Areas	e	e
55.02500	Writing in the Content Areas	e	e
55.02600	Reading and Writing in Science	e	e
55.02610	Reading and Writing in Social Studies	e	e
55.02700	Academic Language of Science and Math	e	e
23.09000	ESOL SECONDARY (GRADES 9-12)		
23.09100	English ESOL I	c/e	c/e
23.09200	English ESOL II	c/e	c/e
23.09300	English ESOL III	c/e	c/e
23.09400	English ESOL IV	c/e	c/e

Push-In – Do not report a separate ESOL class in Student class.

Innovative Delivery Model

- [ESSA PQ/Infield Implementation Guide](#)
- P. 42
- Content + one service

13.y Can an additional teacher serve in more than one role in a course?

Maybe.

- One consideration is the delivery or service model identified for the students. Delivery and service models that, by definition, require service during an entire course would not be eligible for the provision of multiple services.
- If, by definition, a delivery or service model would not require the entire time period of a course then the district must consider the services planned for each designated child. Many service implementation plans established to serve children eligible for Special Education, Gifted, EIP, and ESOL are timebound. Whether or not an LEA waives SBOE rules around gifted, ESOL, or EIP, if earning FTE, teachers must be scheduled in such a way that honors the service plan established for the student. One teacher may not simultaneously provide competing services in a single course but could provide services in succession in a course if aligned with corresponding student service plans. Scheduling one teacher to provide multiple services in a single class period should not be done for the purpose of increasing allotments. Under certain service delivery models, a teacher may provide both content and one service (Special Education, Gifted, EIP or ESOL) in a course. See Data Collection Delivery Model Guidance.

[https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-\(PQ\).aspx](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx)

ESOL Teachers In-Field/PQ

Office of Civil Rights

- **8.h English to Speakers of Other Languages (ESOL) (O.C.G.A. § 20-2-156; GaPSC Rules 505-2-.97, 505-2-.166, 505-2-.184; SBOE Rule 160-4-5-.02; GaDOE ESOL Program Guidance)**
 - **PQ: Teachers who teach ESOL classes must meet the professional qualifications established by the LEA. LEAs must continue to meet civil rights obligations. (Guidance and applicable investigation reports are available through the Office of Civil Rights.)**
 - **ESSA In-Field: To be considered in-field for ESSA reporting purposes, teachers who teach ESOL classes must hold ESOL Endorsement, an ESOL (P-12) certificate, hold a degree in ESOL or have completed 21 semester hours of ESOL coursework.**
 - **ESOL Reporting Responsibilities:**
 - **Ensuring that data reflects current year Data Collections reporting guidance.**

ESOL Teachers In-Field/PQ

What does the Law say?

Professional Qualifications

ESSA – Assurances

Sec. 1111(g)(2)(J), 1112(c)(6)

The state educational agency/ local education agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Checked during Monitoring

ESSA In-Field

ESSA – Reporting

Sec. 1111(h)(1)(c)(ix)

Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

In Georgia, “out-of-field” teachers are those who are not teaching in their field of certification. It may also apply to teachers who hold a GaPSC issued certificate “W”, “N”, or “SI”.

Reported Annually

In-Field Equivalent (CHW Codes)

101
Degree

102
21 Sem. Hrs of
Coursework

103
GACE Test

ESOL Teachers In-field/PQ

Regular Education Teachers (including ESOL Teachers)

ESSA Sec.1111(g)(2)(M); GaPSC Certification Rule 505-2-.18

All means all – ESSA expanded monitoring and reporting requirements from core academic content to every single teacher serving students. In Georgia, ALL regular education teachers (including Pre-K, Health/PE, Gifted, ESOL, and CTAE) are subject to the following:

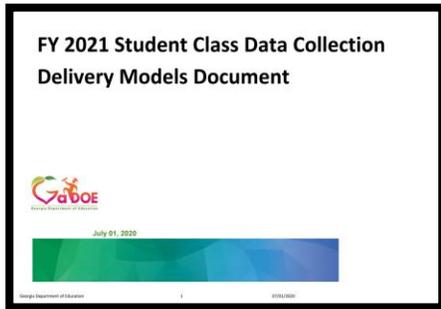
- **ESOL Teachers Teaching in Traditional LEAs (Webster & Buford City)**
 - PQ Monitoring - GaPSC Certification Requirements
 - In-Field Reporting - GaPSC Certification Requirements
- **ESOL Teachers Teaching in Charter/ SWSS LEAs (varies by District)**
 - PQ Monitoring - Teachers in charter/ SWSS LEAs whose LEAs waives certification, do not have to be certified, but they must meet the minimum PQ requirements established annually by the LEA's CLIP
 - In-Field Reporting - GaPSC Certification Requirements or GaDOE Equivalent Credentials

Commonly Confused Credentials

- **505-2-.97 ESOL Certification - Educators certified in English to Speakers of Other Languages are in-field to teach specified Georgia curriculum courses in grades P-12.**
- **505-2-.166 ESOL Endorsement - An individual with the ESOL Endorsement is in-field to teach English/ESOL courses when combined with the English 6-12 certificate, or ESOL courses when combined with any teaching certificate appropriate to the grade level.**

ESOL Teachers Requirements by ESOL Delivery Service Models

Available Online Now



Delivery Model	Student Class - Primary Teacher	Student Class - Additional Teacher
Pull-out (1)	Content	ESOL Certification OR Endorsement
Push-In (2)	Content	ESOL Certification OR Endorsement
Resource Center/Lab (4)	ESOL Certification OR Endorsement	
Scheduled Class (5)	ESOL Certification OR Endorsement	
Scheduled Class NP (A)	ESOL Certification OR Endorsement	
Innovative Delivery (6)	Content And/Or ESOL Cert./End.	Content And/Or ESOL Cert./End.
Sheltered Content (8)	Content AND ESOL Certification OR Endorsement	
Sheltered Content NP (B)	Content AND ESOL Certification OR Endorsement	
Dual Language Immersion (9)	Content AND ESOL Certification OR Endorsement	

FY21 Delivery Models and Student Class have been added to the PQ & ESSA In-Field Reporting Website and can also be found on the Data Collections website.

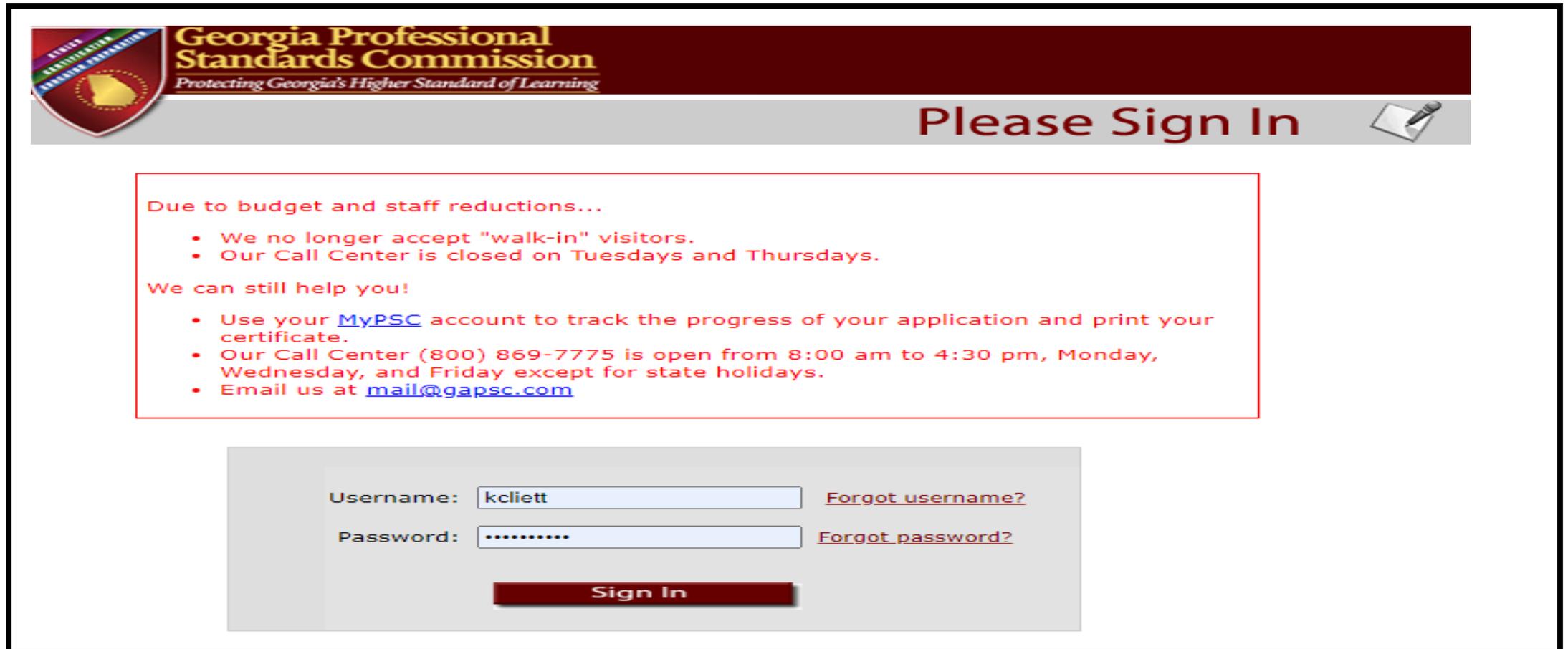
ESOL Teachers In-Field/PQ

Delivery Models

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
ESOL	Pull-Out	1	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number	
ESOL	Push-In	2	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number	
ESOL	Resource Center/Lab	4	ESOL Teacher with ESOL certification / endorsement	No	EL students receive language assistance in a group setting supplemented by multimedia materials.	ESOL Course Number (55.x)	
ESOL	Scheduled Class Period (Scheduled Language Acquisition)	5	ESOL Teacher with ESOL certification / endorsement.	No	In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x)	



ESOL Teachers In-Field/PQ Checking Data



The screenshot shows the Georgia Professional Standards Commission (PSC) website. At the top left is the PSC logo with the text "Georgia Professional Standards Commission" and "Protecting Georgia's Higher Standard of Learning". To the right of the logo is a dark red banner with the text "Please Sign In" and a small icon of a notepad and pen. Below the banner is a red-bordered box containing the following text:

Due to budget and staff reductions...

- We no longer accept "walk-in" visitors.
- Our Call Center is closed on Tuesdays and Thursdays.

We can still help you!

- Use your [MyPSC](#) account to track the progress of your application and print your certificate.
- Our Call Center (800) 869-7775 is open from 8:00 am to 4:30 pm, Monday, Wednesday, and Friday except for state holidays.
- Email us at mail@gapsc.com

Below the red-bordered box is a sign-in form with the following fields and buttons:

Username: [Forgot username?](#)

Password: [Forgot password?](#)

How do we code students participating in a Title III, Part A Language Program?

TITLE III SERVED

TITLE III SERVED indicates that the student was served with TITLE III supplemental funds this school year. Must be either “Y” indicating that the student was served using TITLE III funds or “N” indicating that the student was not served using TITLE III funds.

Only ESOL=Yes Students are eligible for Title III-Served!

[FY2021 Student Record Data Collection Data Element Detail](#), p.36

Example Title IIIA funded language instruction educational programs:

- Supplemental tutoring, after-school/Saturday/summer school focused on increasing academic English language development
- Supplemental instructional resources such as digital language learning resources that enhance the ESOL language program



Data Elements for Exited English Learners

DATE of EL EXIT ALERT!

- Only use an end-of-school year date, **no later than June 30!**
- Do not use a beginning of school year date!
- Only report the DATE of EL EXIT **after July 1st.**



How do we code the EL Exit Reason?

EL EXIT REASON

EL EXIT REASON describes the method used to determine the student's placement in the monitoring phase. The **EL EXIT REASON** is required when student's **EL** status is '1', '2', '3', or '4'.

Code	Description
'1'	ACCESS for EL proficiency
'3'	Exited out of state or from a non-public school
'4'	Reclassification Team Decision
Blank	N/A

E224 – Must equal one of these codes

[FY2021 Student Record Data Collection Data Element Detail](#), p.16

COMMON ERRORS:

- EL=Yes students with an ACCESS 2.0 Overall CPL \geq 5.0
- EL=1 students with an ACCESS 2.0 Overall CPL \leq 4.3
- Out-dated procedures (e.g. still using LAC)
- ESOL=No students coded as Title III-served
- EL-1 & EL=2 students coded as Title III-served

How do we code students who have exited EL status?

[FY2021 Student Record Data Collection Data Element Detail](#), p.17

EL Code	Description
Y	The student has limited English proficiency.
N	The student does not have limited English proficiency.
1	First year out of EL Program; monitored year one.
2	Second year out of EL Program; monitored year two.
3	No longer EL; no longer monitored; tested out of EL 3 years ago.
4	No longer EL; no longer monitored; tested out of EL 4 years ago
F	Former EL Student – no longer monitored
I	Student incorrectly reported as 'EL'.

E2087: Must be EL=F

E2088: Was EL=Yes last year, should be EL=Yes or EL=1 this year.

E2089: Was EL=2 last year, must be EL=3 this year

E2090: Was EL=Y in FTE, so must be EL=Y or EL=I

Data Elements for Immigrant Students



Age
Country of Birth
Date Entered U.S. Schools
Time in U.S. Schools



Three-Pronged Test:

Who is considered an immigrant student?

Any student who...

1. Was born outside the United States or Puerto Rico **and**
2. Is between the ages 3 and 21 **and**
3. Has attended U.S. schools for 36 months or less (cumulative, not consecutive)

Are all immigrant students English Learners?

No... many are English-only speakers and need little or no help with school English.



How long are students considered immigrants?

Once a student completes his/her 36th month enrolled in a U.S. school, the student is no longer considered an immigrant. Note that *the months of enrollment do not need to be consecutive!*

How do we code where the student was born?

PLACE OF BIRTH

PLACE OF BIRTH is a code that indicates the student's country of birth. See Student Record documentation for list of codes. Children born to U.S. parents on military bases are U.S. citizens. The **PLACE OF BIRTH** (which should be on the birth certificate) may reflect their actual country of birth. Report the **PLACE OF BIRTH** based on the information shown on the birth certificate (or other approved documentation listed policy guidelines). The new definition of born in the U.S. allows the student to be counted as an immigrant for purposes of Title III immigrant children and youth program, provided they meet the full definition of an immigrant student. (See Appendix D for list of country codes)

[FY2021 Student Record Data Collection Data Element Detail](#), p.28

E344 – If place of birth is not U.S. or P.R., Date of Entry to U.S. Schools is required.

W348 – Date of Entry to US School reported but not required.

E343 – must use one of the valid country codes

How do we code the student's date of entry to U.S. schools?

DATE OF ENTRY TO U.S. SCHOOLS

DATE OF ENTRY TO U.S. SCHOOLS is the date the student first enrolled in school in the United States. This date is required if the student was born outside the United States. It is optional for students born in the U.S., who left the country prior to attending school and are subsequently enrolling in a U.S. school. Under Section 3301(14), a student is considered "born in the U.S." if born in one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico. **DATE OF ENTRY TO U.S. SCHOOLS** is required for International Exchange Students. The date must be in the format `yyyymmdd` where 'yyyy' is the complete year (e.g. '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31).

E344 – If place of birth is not U.S. or P.R., Date of Entry to U.S. Schools is required.
W348 – Date of Entry to US School reported but not required.

[FY2021 Student Record Data Collection Data Element Detail](#), p.14

Who will the state count as immigrant students in SY2020-2021?

Dated Entered U.S. Schools

- Entered U.S. schools in September 2017 or later (not before).
- Report Run after October FTE.

U.S. Schools Less than 3 years

- LEA has marked the student with an immigrant flag indicating that he has been in U.S. schools less than 36 cumulative months (i.e. has had interrupted enrollment in U.S. schools)
- May have entered U.S. schools before September 2017.

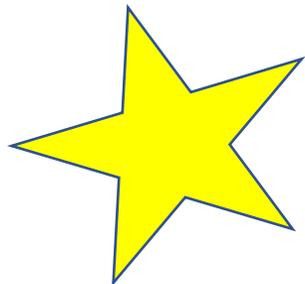


**When should we review
immigrant student data in
our SIS?**

- September Data Clean-up!
- September Data Clean-up!
- September Data Clean-up!

Why is it important to report accurate immigrant student data for OCTOBER FTE?

- The state uses it to calculate which LEAs are eligible to receive an Immigrant subgrant.
- The district uses it to design a program to target the unique sociocultural needs of immigrant students and their families.



DATE	DATA ELEMENT	DELETED
7/1/2020	PRIMARY LANGUAGE	Primary Language '51' - English, other than Standard American no longer valid
	U.S. SCHOOL LESS THAN 3 YEARS	Data element removed and is no longer reported in Student Record.

Time to Respond to Questions

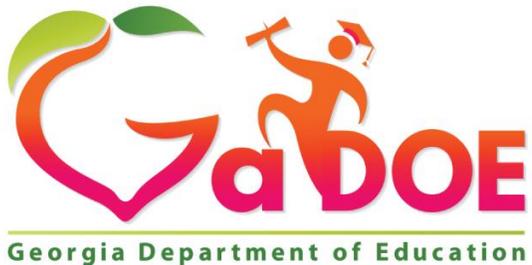


www.gadoe.org

   @georgiadeptofed

 youtube.com/c/GeorgiaDepartmentofEducation

ELPrograms@doe.k12.ga.us



**EDUCATING
GEORGIA'S FUTURE**

