

# PROCESS GUIDE – Leadership + English Learner Data + School Improvement = Working together for success!

Instructional Leaders Institute, Macon, GA  
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*Schools leaders who gather, understand, analyze, and communicate student data will use it to influence school improvement design and system structures.*

## SAMPLE TEMPLATES FOR GATHERING DATA ON ENGLISH LEARNERS

### Part 1a. EL Population & Trend Data

#### Sample K-5 School Current English Learner (EL) Population by Grade-level

	K			1			2			3			4			5		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Level 1																		
Level 2																		
Level 3																		
Level 4																		

#### Sample K-5 School Current **Percent of ELs** per Grade-level Population

	K			1			2			3			4			5		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Level 1																		
Level 2																		
Level 3																		
Level 4																		

#### Sample Middle School – Exited English Learner Population by Grade-level

	6			7			8		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
EL=1									
EL=2									
EL=3									
EL=4									

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Richard Woods, Georgia's School Superintendent

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**Sample High School Number of Overage EL Students –**

	9			10			11			12		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
<b>No.</b>												

**Place of Birth Trends**

	2018	2019	2020
	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**

	2018		2019		2020	
	No.	%	No.	%	No.	%
English						
Spanish						
<i>Chinese</i>						
<i>Japanese</i>						
<i>Urdu</i>						
<i>Gujarati</i>						
<i>Vietnamese</i>						
<i>Filipino</i>						
?						
?						

**Part 1b: Equitable Representation of English Learners in School Programs**

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

	2018		2019		2020	
	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**

	2018		2019		2020	
	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**

		2018		2019		2020	
		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 Data Sources:**

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

**Part 2a: Language Proficiency Progress**

**Data Source: ACCESS for ELLs 2.0 Score Reports by School & [www.wida.wisc.edu](http://www.wida.wisc.edu)**

**1. 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

**Sample Middle School Data**

		No Positive Movement	Moved Less Than One Performance Band	Moved One Performance Band	Moved More Than One Performance Band
5	2018				
	2019				
	2020				
6	2018				
	2019				
	2020				
7	2018				
	2019				
	2020				
8	2018				
	2019				
	2020				
9	2018				
	2019				
	2020				

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

- Average ACCESS Scale Score Gain by Grade Level

### Sample Middle School Data – Number of EL Students Making ACCESS Scale Score Gains

		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
5	2018									
	2019									
	2020									
6	2018									
	2019									
	2020									
7	2018									
	2019									
	2020									

## 3. Student ELP Growth Percentile compared to like peers in U.S.A.

Data Source: [www.wida.wisc.edu](http://www.wida.wisc.edu)

## 4. Student One-time ACCESS Performance Compared to District & State

Data Source: SLDS

## Part IIb: Academic Achievement Progress

### 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

### Data Charts/Tables:

#### Sample Elementary - ELA

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2018				
2019				
2020				

**Sample Middle School Math**

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2018				
2019				
2020				

**Sample High School Science**

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2018				
2019				
2020				

**Sample Elementary Social Studies**

	Beginning Learner	Developing Learner	Proficiency Learner	Distinguished Learner
2018				
2019				
2020				

**Data Sources: CCRPI – Closing the Gaps**

*How well did English Learners meet improvement targets?*

**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	2018				
	2019				
	2020				
Math	2018				
	2019				
	2020				
Science	2018				
	2019				
	2020				
Social Studies	2018				
	2019				
	2020				

**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?*

**Part 3: Elementary/Secondary Programming**

**Data Sources:**

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

**Data Charts/Tables:**

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

	K		1		2		3		4		5	
<b>2018</b>	No.	%	No.	%	N.	%	No.	%	No.	%	No.	%
No Services - Parent Waived												
No Services - SPED												
No services - Other												
Push-In												
Pull-out												
Scheduled ESOL												
Sheltered Content												
Newcomer Scheduled ESOL												
Newcomer Sheltered Content												
Dual Language Immersion												
Digital Language Learning LAB												
Innovative*												

\*Description of Innovative ESOL Delivery Model:

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

	6		7		8	
<b>2019</b>	No.	%	No.	%	N.	%
No Services - Parent Waived						
No Services - SPED						
No services - Other						
Push-In						
Pull-out						
Scheduled ESOL						
Sheltered Content						
Newcomer Scheduled ESOL						
Newcomer Sheltered Content						
Dual Language Immersion						
Digital Language Learning LAB						
Innovative*						

\*Description of Innovative ESOL Delivery Model:

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

	9		10		11		12	
<b>2020</b>	No.	%	No.	%	N.	%	No.	%
No Services - Parent Waived								
No Services - SPED								
No services - Other								
Push-In								
Pull-out								
Scheduled ESOL								
Sheltered Content								
Newcomer Scheduled ESOL								
Newcomer Sheltered Content								
Dual Language Immersion								
Digital Language Learning LAB								
Innovative*								

\*Description of Innovative ESOL Delivery Model:

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**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					
Pull-out					
Scheduled ESOL					
Sheltered Content					
Dual Language					
Newcomer Scheduled ESOL					
Newcomer Sheltered Content					
Digital Language Learning 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
<b>Grade 4</b>	2018								
	2019								
	2020								
<b>Grade 5</b>	2018								
	2019								
	2020								
<b>Grade 6</b>	2018								
	2019								
	2020								
<b>Grade 7</b>	2018								
	2019								
	2020								
<b>Grade 8</b>	2018								
	2019								
	2020								
<b>Grade 9</b>	2018								
	2019								
	2020								
<b>Grade 10</b>	2018								
	2019								
	2020								
<b>Grade 11</b>	2018								
	2019								
	2020								
<b>Grade 12</b>	2018								
	2019								
	2020								

**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.	%
2018						
2019						
2020						

Average rate of Exit/Reclassification

for School: \_\_\_\_\_

for District: \_\_\_\_\_

**Other Data Sources:**

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

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**Part 4: 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 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)
- Classrooms observations

**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 <sup>nd</sup> language	In-field	Out of field
Kinder										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

**Part 5: Leadership Capacity**

**Data Sources: CLIP**

*Professional Qualifications (PQ) & Experience of Leaders in Schools with Highest EL Population*

	Rate knowledge of best practices for ELs	Rate Years of Exp in leadership with ELs	Rate experience in teaching ELs	Rate Cultural Proficiency of leaders	Rate Welcoming School Climate for Cultural and Linguistically Diverse Students and their Families
Highest EL population school					
2nd highest EL population school					
3 <sup>rd</sup> highest EL population school					
Lowest EL population school					

## Part 6: Family 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
- Input from parent or community focus group meetings
- Grievances or complaints regarding EL program, services, or access to other programs

## Part 7: Available Resources

### 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		
Equitable Representation		
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		
Equitable Representation		
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"> <li><input type="checkbox"/> Refugee from war-torn area?</li> <li><input type="checkbox"/> Emotional or social instability?</li> <li><input type="checkbox"/> Poverty, health, gang wars?</li> <li><input type="checkbox"/> Other issues?</li> </ul> <input type="checkbox"/> How arrived in US – Refugee? Asylum? walking? Fleeing?
Ethnicity/race	Mixed	<input type="checkbox"/> Cultural differences from mainstream school culture <input type="checkbox"/> Cultural differences from common EL student culture
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 (?) = socio-emotional & cultural adjustment to school <input type="checkbox"/> Long-term English learner (?) = school or student?
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 or an older student with fewer years to learn English before aging out of school <input type="checkbox"/> Higher grade level = more academic English to learn in shorter time period
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"> <li><input type="checkbox"/> Health, hunger, dental issues, eyesight, emotional well-being, clothing, transportation, etc.</li> <li><input type="checkbox"/> Disconnected from community networks</li> </ul> <input type="checkbox"/> Homelessness <input type="checkbox"/> Home living conditions or situation



EL Program & Services Data	Associated Risk Factors
Educators serving ELs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inexperienced personnel</li> <li><input type="checkbox"/> Unqualified personnel</li> <li><input type="checkbox"/> Educators' low levels of cultural proficiency</li> <li><input type="checkbox"/> Educators' limited or incorrect knowledge of student's language, culture, and background (<i>funds of knowledge</i>)</li> </ul>
Leadership for ELs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inexperienced school leaders</li> <li><input type="checkbox"/> Unqualified school leaders</li> <li><input type="checkbox"/> School leaders' low levels of cultural proficiency</li> <li><input type="checkbox"/> School leaders limited or incorrect knowledge of student's language, culture, and background (<i>funds of knowledge</i>)</li> </ul>
ESOL Language Program	<ul style="list-style-type: none"> <li><input type="checkbox"/> ESOL delivery models not appropriate to students' English proficiency level</li> <li><input type="checkbox"/> ESOL program disorganized, not strategic</li> <li><input type="checkbox"/> Newcomers "sink &amp; swim" methodology</li> <li><input type="checkbox"/> Long-term ELs</li> <li><input type="checkbox"/> ESOL scheduling practices</li> <li><input type="checkbox"/> Itinerant ESOL teacher practices</li> <li><input type="checkbox"/> Segregation practices</li> </ul>
Core Instruction – Tier 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scheduling practices</li> <li><input type="checkbox"/> Grouping practices</li> <li><input type="checkbox"/> Tracking practices</li> </ul>
Interventions - Tiers 2 & 3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Over-representation</li> <li><input type="checkbox"/> Under-representation</li> </ul>
Special Services and Gifted & Talented Programs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Over-representation</li> <li><input type="checkbox"/> Under-representation</li> </ul>
Discipline	<ul style="list-style-type: none"> <li><input type="checkbox"/> Over-representation</li> <li><input type="checkbox"/> Cultural Misunderstanding</li> </ul>
IB, Dual Enrollment, College Entrance Exams, Pathway Completion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Over-representation</li> <li><input type="checkbox"/> Under-representation</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal to no training or capacity building on curriculum and assessment for English learners</li> <li><input type="checkbox"/> Training sporadic and unorganized – not strategic, intense, nor sustained</li> </ul>
Family Engagement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of communication in a language parents can understand</li> <li><input type="checkbox"/> Lack of understanding of families' culture, funds of knowledge, literacy levels, etc.</li> </ul>

# Georgia's Systems of Continuous Improvement Equity Sample Quick Guide EL Student Achievement



## Equity Gap Goal Determined by CNA

By the end of 2021-2022, the ELA/EOG achievement gap between EL and non-EL students in Grades 6-8 at ABC County School will decrease by 5% as compared to 2019 Georgia Milestones data.

### Equity Data Variable EL Student Achievement

**Equity Intervention  
E-1 Provide Targeted Teacher  
Development in Content, Pedagogy and  
Student Supports and Intervention**

OR

**Equity Intervention  
E-7 Promote equitable access to student  
support programs and interventions**

**ALL ACTION STEPS MUST ALIGN TO  
TARGETED TEACHER DEVELOPMENT ON  
CONTENT, PEDAGOGY, STUDENTS  
SUPPORTS OR INTERVENTIONS**

**ALL ACTION STEPS MUST ALIGN WITH  
ACCESS TO STUDENT SUPPORT  
PROGRAMS AND INTERVENTIONS**

### ***Possible Action Steps – Professional Development on...***

1. Using WIDA Writing Rubric for classroom observation and formative assessment
2. Instructional Coach (IC) - Best Practices in writing
3. Five (5) Components of Reading for ELs
4. Reading activities parents can do at home to help improve reading fluency

OR

### ***Possible Action Steps – Supplemental Activities for Select ELs...***

1. After school tutoring in ELA
2. Summer School focused on ELA
3. *Fast ForWord* software program
4. Bi-lingual readers for students and parents to use at home

### **Implementation**

1. Sign-in sheets and agendas
2. Certificate of Completion
3. IC Re-delivery materials
4. Lesson plans

### **Effectiveness**

1. Teacher observations
2. Teacher & Parent Surveys
3. ELA progress monitoring scores
4. GA Milestones ELA scores

### **Implementation**

1. Sign-in sheets
2. Lesson plans
3. Software usage reports
4. Student/parent reading log

### **Effectiveness**

1. Pre/post assessment data
2. Student growth data from *Fast ForWord*
3. ELA progress monitoring scores
4. GA Milestones ELA scores