Reporting Accurate English Learner & Immigrant Data – Making your Data Count!

Titles IIIA & IA Regional Program Specialists

Data Collections Conference

August 21-23, 2019

Georgia Department of Education

Today's Session

YOUR QUESTIONS are IMPORTANT…….

SO

We have a special Title IIIA TABLE set up in the atrium JUST FOR YOU!

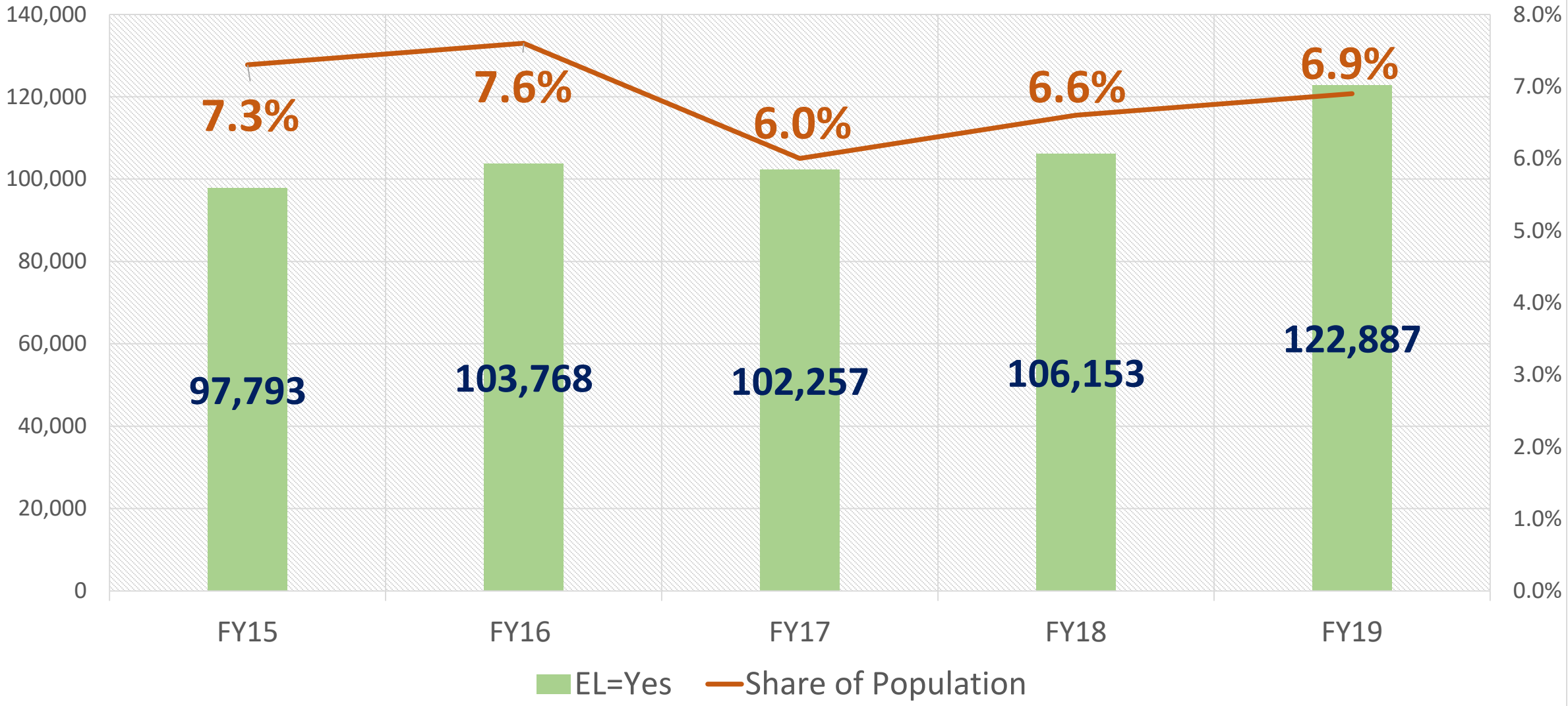
- Please jot down your questions during this session then,
- Come to our table between sessions and GET AN ANSWER!
- OR – give your question card to one of our team members with your email address so we can send you a response!

Coding English Learners

Why we code & report
What we code & report

1 min. Pre-test Turn & Talk!

Growing EL=Yes Population in GA



March FTE Count

Top 10 Districts by Number of EL Students

1. Gwinnett County	27,626
2. DeKalb County	15,205
3. Cobb County	10,843
4. Fulton County	6631
5. Hall County	5331
6. Clayton County	5327
7. Forsyth County	3328
8. Cherokee County	3012
9. Gainesville City	2373
10. Whitfield County	2028

41 LEAs have a larger EL Share
of Population than the State @ 6.98%

Top 10 LEAs by EL Share of Population

1. International Charter Academy of Georgia	48%
2. Gainesville City	29%
3. Dalton Public Schools	21%
4. Hall County	20%
5. Marietta City	18%
6. Echols County	17%
7. Whitfield County	16%
8. DeKalb County	15%
9. Colquitt County	15%
10. Gwinnett County	15%

March FTE Count

True or False?
Why is Accurate EL Student Data Important?

- Just because we said so
- It’s tied to money –state and federal allocations for your district and schools
- It determines your salary pay scale
- It informs decision-making processes (at the student, teacher, school, district, state, and nation levels)
- It’s connected to federal program monitoring
- It’s reported to USDE

ESSA Reporting - EL Progress Data

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**Disaggregated by English Learners with Disabilities*

Number & percentage of ELs who are making ELP **progress***

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

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

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

Common CLIP/CFM errors:
Lack of evidence analyzing EL students' progress toward English proficiency (ACCESS)
Lack of evidence analyzing EL students' academic achievement in core content (GA Milestones)

Progress to English Proficiency

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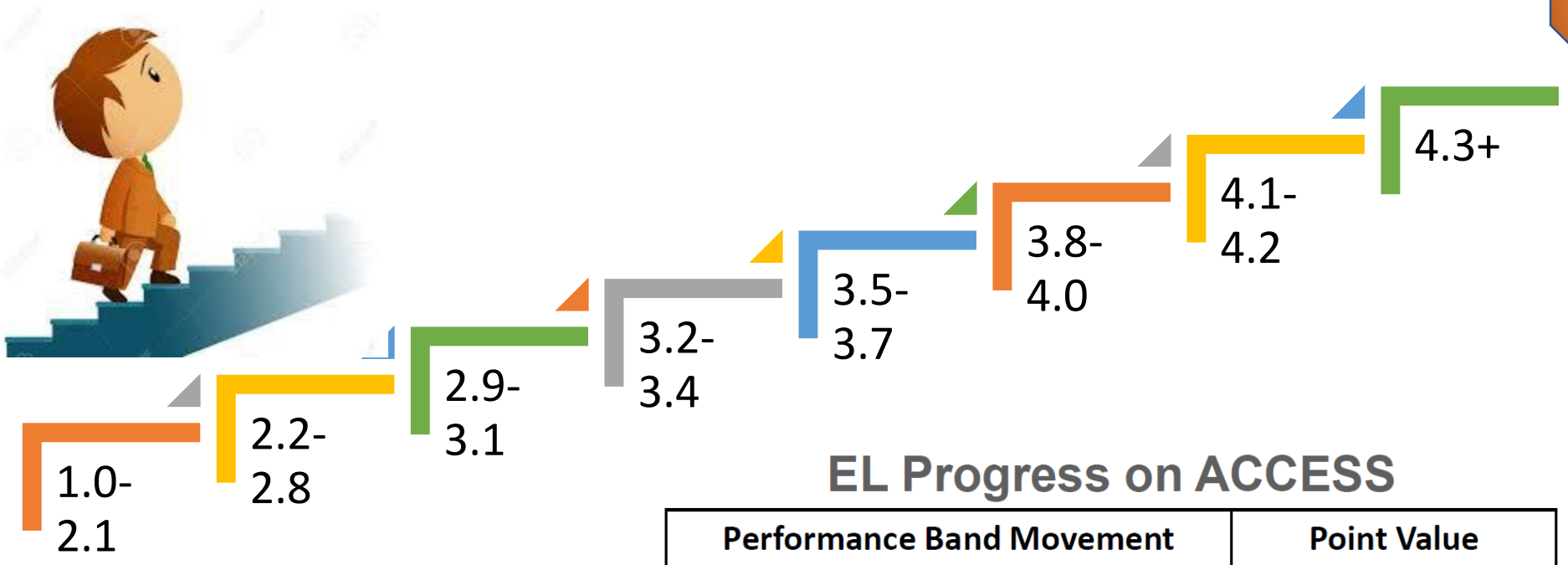


EL Progress on ACCESS

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

Progress Toward ELP Targets

Richard
Georgia's School Superint
"Educating Georgia's
ga

CFM

School	2017 F score	Target Calc	3% Target	2018 F score	2018 Flag	2019 Goal
A	92.40	NA	Maintain 90 or Above	89.20		90.00
B	35.60	(100-35.6)*.03	1.93	38.80		40.73
C	73.80	(100-73.8)*.03	0.79	74.10		74.89
D	59.30	(100-59.3)*.03	1.22	59.10		60.32
E	95.40	NA	Maintain 90 or Above	93.80		90.00

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Webinars%20and%20Presentations_FY18/Redesigned%20CCRPI%20101%20RESA%20Summit%204.24.18.pdf

CCRPI –Closing the Gap Flags

CFM

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED		★		
ENGLISH LEARNERS	★	★		★
STUDENTS WITH DISABILITY	★	★		

Identifying & Coding English Learners

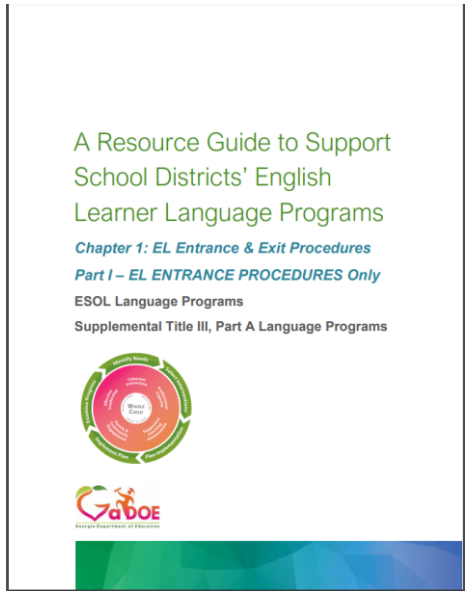
EL=Yes

EL=No

EL=I

READ, Understand, & Implement

EL Language Programs – State Guidance


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

IV. Registration/Enrollment Processes

- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- Home Language Survey Form Bank

V. EL Entrance Procedures (10 June 2019)

- Kindergarten EL Eligibility (W-APT) Flowchart
- Kindergarten EL Eligibility (MODEL) Flowchart
- Grades 1-12 EL Eligibility Flowchart

Registration / Enrollment Data

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EL Language Programs – State Guidance

Parent

- *In what language do you prefer to receive school communication?*

Student

Home Language Survey

- *Which language does your child **best** understand and speak?*
- *Which language does your child **most** frequently speak at home?*
- *Which language do adults in your home most frequently use when speaking with your child?*

Data Collection Student Record Data Element Detail (p. 27)

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	ZIP CODE
7/1/2018	PARENT COMMUNICATION LANGUAGE
[illegible]	[illegible]

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

PARENT COMMUNICATION LANGUAGE

Indicates the language preference of the parent for communication between the school and the student's parent.

PARENT COMMUNICATION LANGUAGE

Indicates the language preference of the parent for written communication between the school and the student's parent.

Not part of the HLS!

Data Collection Student Record
Data Element Detail (p. 35)

CFM

E216: Must equal one of the language codes

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

STUDENT PRIMARY LANGUAGE

STUDENT PRIMARY LANGUAGE indicates the student's primary spoken language if other than English. **STUDENT PRIMARY LANGUAGE** must be entered if the student is coded **EL** = 'Y'. **STUDENT PRIMARY LANGUAGE** cannot be BLANK (English) if the student is an **ENGLISH LEARNER** (EL). A **STUDENT PRIMARY LANGUAGE** is required when the **PLACE OF BIRTH** code is not the United States (code 2310 – U.S. or 1790 – Puerto Rico).

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

7/1/2018	STUDENT PRIMARY LANGUAGE (formerly Primary Language)
	Appendix B - Language Code table

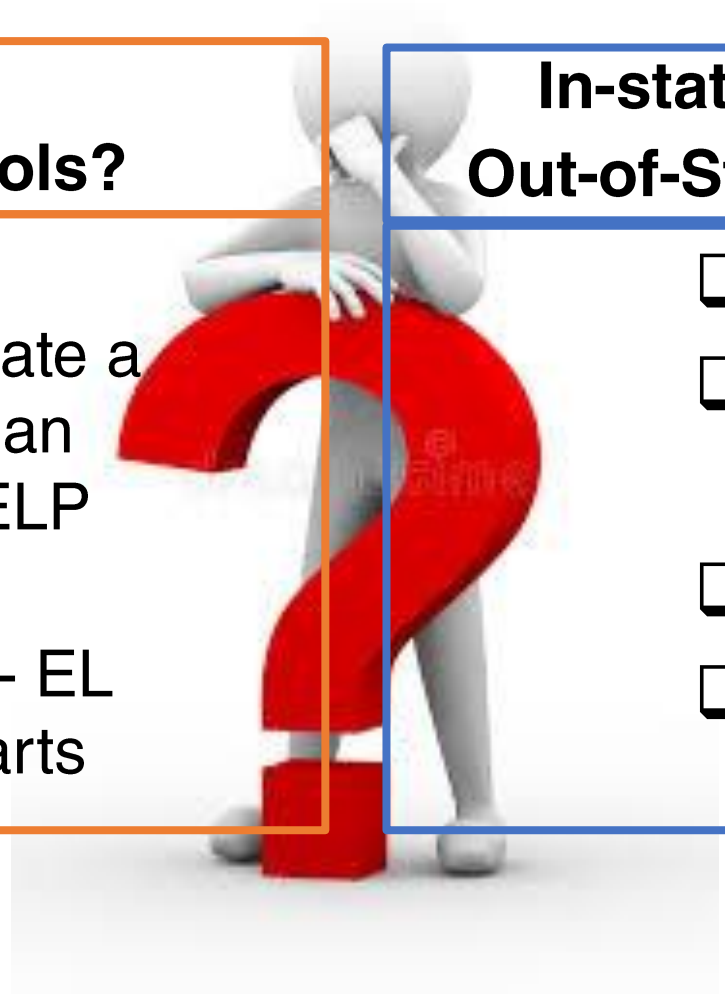
Appendix B: Language Codes
For use as **STUDENT PRIMARY LANGUAGE** and **PARENT COMMUNICATION LANGUAGE** (Student Level Layout)

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~~ (Use 069 or 104)		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~~ (Use 021)
026	Spanish		084	Latin
027	Swedish		085	Latvian
028	Thai		086	Lithuanian
029	Turkish		087	Macedonian
030	Vietnamese		088	Malay

Questions to Guide Next Steps after HLS -

New to U.S. Schools?

1. Check HLS
2. If responses indicate a language other than English, then…. ELP Screening (once)
3. Eligibility Criteria - EL Entrance Flowcharts

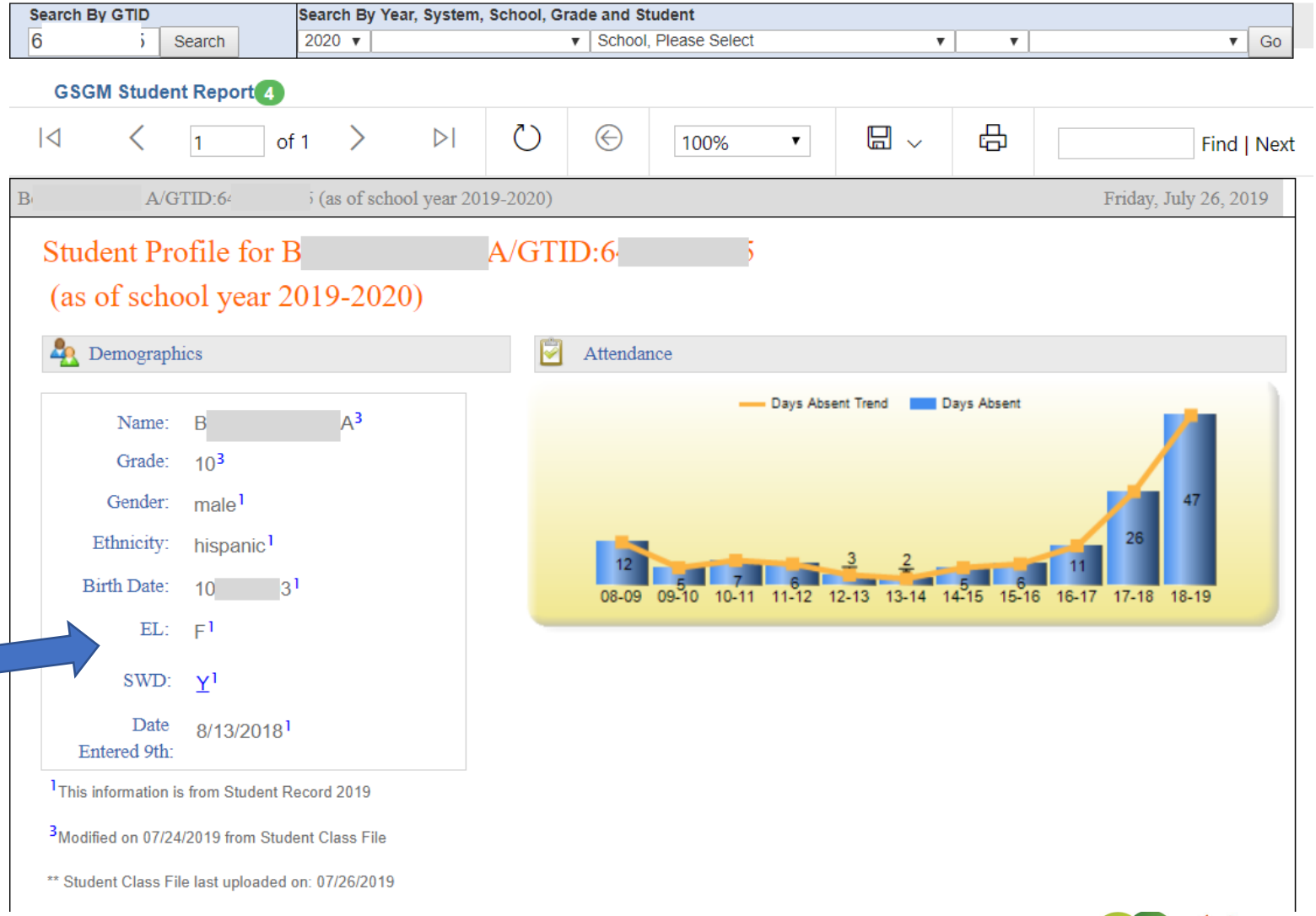


In-state Transfer Student?
Out-of-State Transfer Student?

- ❑GUIDE?
- ❑SLDS?
- ❑WIDA state?
- ❑Non-WIDA state?

Identifying Transfer Students (Kathy Aspy)

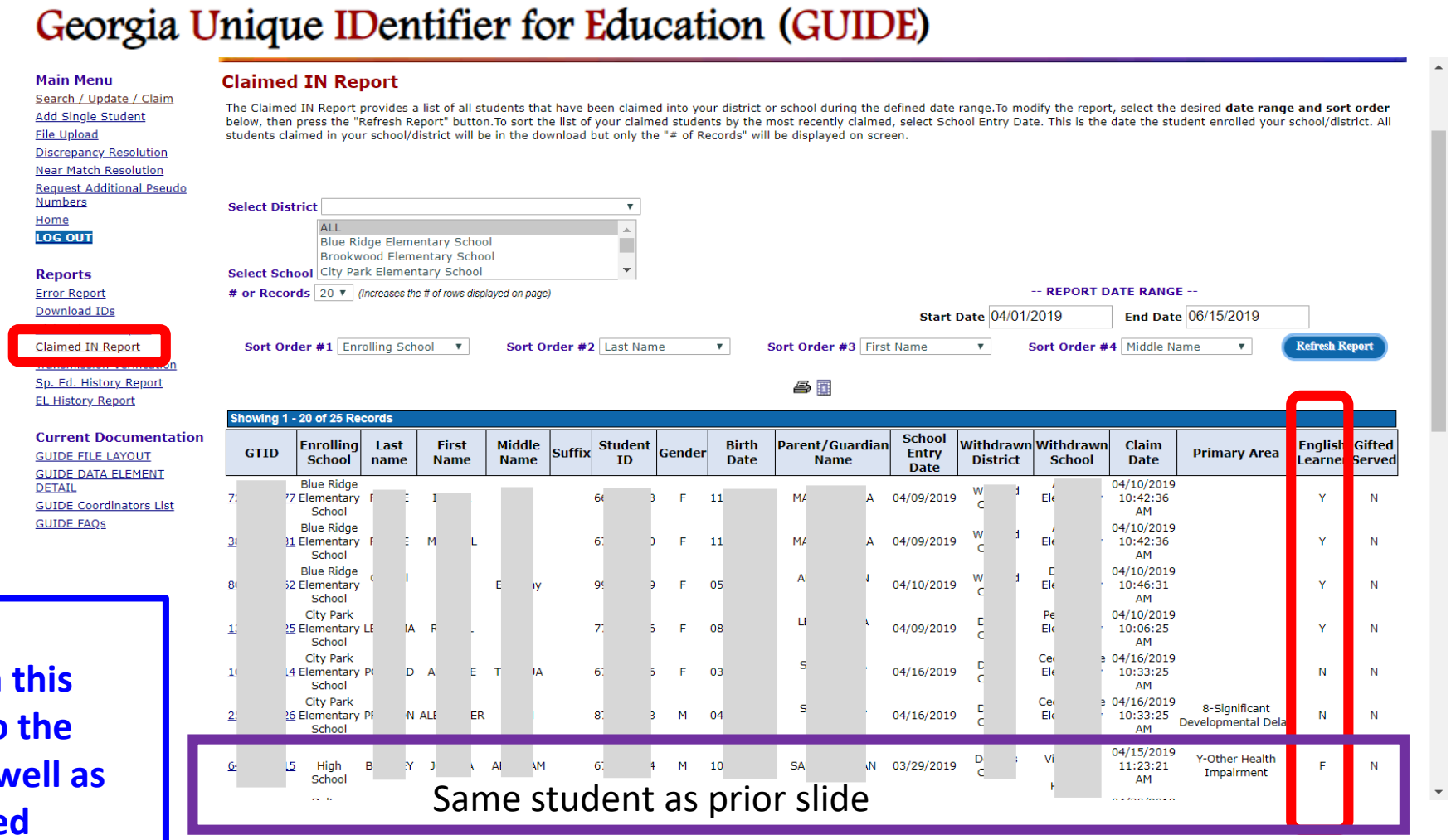
You can see whether a NEW student has already been qualified for the EL Program by looking at his/her SLDS record.



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

Identifying Transfer Students

Did you know that you can see a list of all 'claimed' students that have already been qualified for the EL Program by looking at the Claimed IN Report in GUIDE.



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**

Identifying Transfer Students

Did you know that you can see an EL History Report of a student in GUIDE?

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: 9 | Get History

click here to print

Hide Demographics | Un-hide Demographics

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	9	5 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		

OTE: Students included in this report were reported in FTE-1 as EL = Y, 1, 2, 3, or 4.
OTE: Students with EL = F (Former EL Student; tested out of EL 5 or more years ago,) will not show on this report.
OTE: 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 educatio older) are xcluded from the report because their Status in GUIDE is "Inactive".

EGEND ** NON-ESOL Code Description

01 Parent refusal - indirectly served

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)**

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

EL Entrance Procedures for Students New to U.S. Schools or Entering Kindergarten

CFM

- **Date of ELP Screener recorded in SIS**
  - EL Entrance Criteria
  - WAPT, MODEL, WIDA Screener **FLOWCHARTS**
- **EL=Yes or EL=No code in SIS**
  - *What if the student DID NOT QUALIFY for EL status based on the state FLOWCHARTS?*
- Monitored by Title IIIA Program Specialists!

Data Collections Student Record Data Element Detail (p. 14)

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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 yyyymmdd where 'yyyy' is the complete year (e.g. '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31).

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.

Data Collection Student Record Data Element Detail (p. 17)

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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'.

Infinite Campus Users –

The Date of ELP Screener is called "**Identified Date**" in IC, and appears on the first page of the EL Information Tab. Please identify the Date the ELP Screener was administered in the "Identified Date" section.

Active EL Record

*Program Status: EL

Identified Date: 02/05/2014

Expected Exit Date:

Program Exit Date:

Exit Reason:

First Year Monitoring:

Second Year Monitoring:

Third Year Monitoring:

Fourth Year Monitoring:

Parent Notified:

Parent Declined Date:

Comments

Student transferred from Clayton County, Ga. Through SLDS it appears that he was identified in the 2013-2014 school year. Last ACCESS Score of 2.7 was recorded in the 17-18 school year.

- Modified by: [redacted] 03/08/2019 11:04

Census Information

****To update read only fields, please go to Census->People->Identities**

Home Primary Language:	30; Vietnamese
First Entered US School:	No Data Available
Birth Country:	Vietnam

Power School Users – The Date of ELP Screener is called "Date of ELP Screener" in Power School, and appears on the State/Province Georgia, General Information TAB, **not** on the EL/ESOL Programs tab.

Residential Environment Code	
Homeless Primary Night Shelter	
Immigrant Status	(Y) Yes
Migrant	
Date of Entry to U.S. School	10/10/2018
Less Than 3 Years Total in US Schools (36 months)	(Y) Yes
City of Birth	
State of Birth	
Place Of Birth	(0940) Guatemala
Country of Origin	
Priority For Service	(N) No
Date of ELP Screener	10/16/2018
Primary Language (Cannot be blank if EL = 'Y')	(026) Spanish Current EL = Y
Parent Communication Language (Default is English for non-EL students and Blank for EL students)	(026) Spanish Current EL = Y

ASPEN Users –

The "Date of ELP Screener is called "**ASSESSMENT DATE**" as noted in the Screenshot below:

ELP Screener Date Unavailable for Out-of-State or In-State Transfer EL Students

When an LEA is unable to determine with certainty the Date of ELP Screener for Out-of-State or In-State Transfer EL Students, the LEA will construct this date as follows:

1. Determine the school year for which you have the earliest ELP assessment results.
2. Use the first day of school for that school year, as the Date of ELP Screener.

Out-of-State errors in Data Collections for missing Date of ELP Screeners will be relievable with explanation.

Common Errors found in Cross-functional Monitoring (CFM)

- Inaccurate/incomplete written procedures
- Mis-identified students – False positives/False negatives
- Incorrect HLS
- Administering Screener more than once
- Missing/inaccurate ELP Screener scores for students screened in District
- Date of ELP Screener **after** date of previous ACCESS
- Communication with parents only in English

Reporting Inaccurate HLS

CFM

- EL Language Programs – State Guidance, p. 8-24
- False Positives and/or False Negatives:

An erroneous identification of an EL 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*, p. 12-13
- **EL=Incorrect (EL=I) code through the end of the school year.**
- EL=No code every year after that.
- Changing an erroneous EL-N code to EL-Y requires following the statewide standardized *EL Entrance Procedures*

Coding ESOL Language Instruction Delivery Models

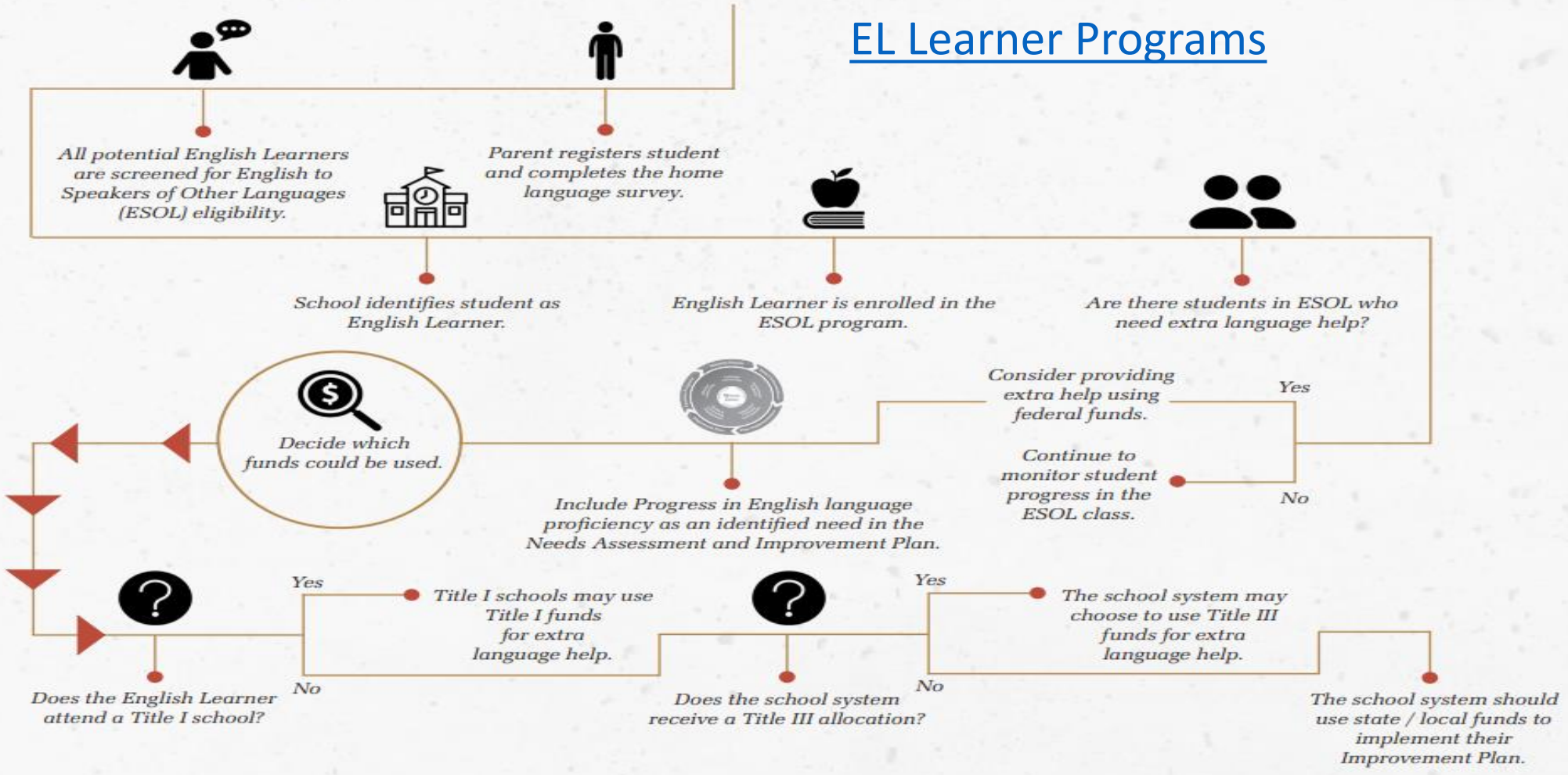
EL=Yes and ESOL=YES!

Georgia Department of Education

DETERMINING SUPPORT FOR ENGLISH LEARNERS

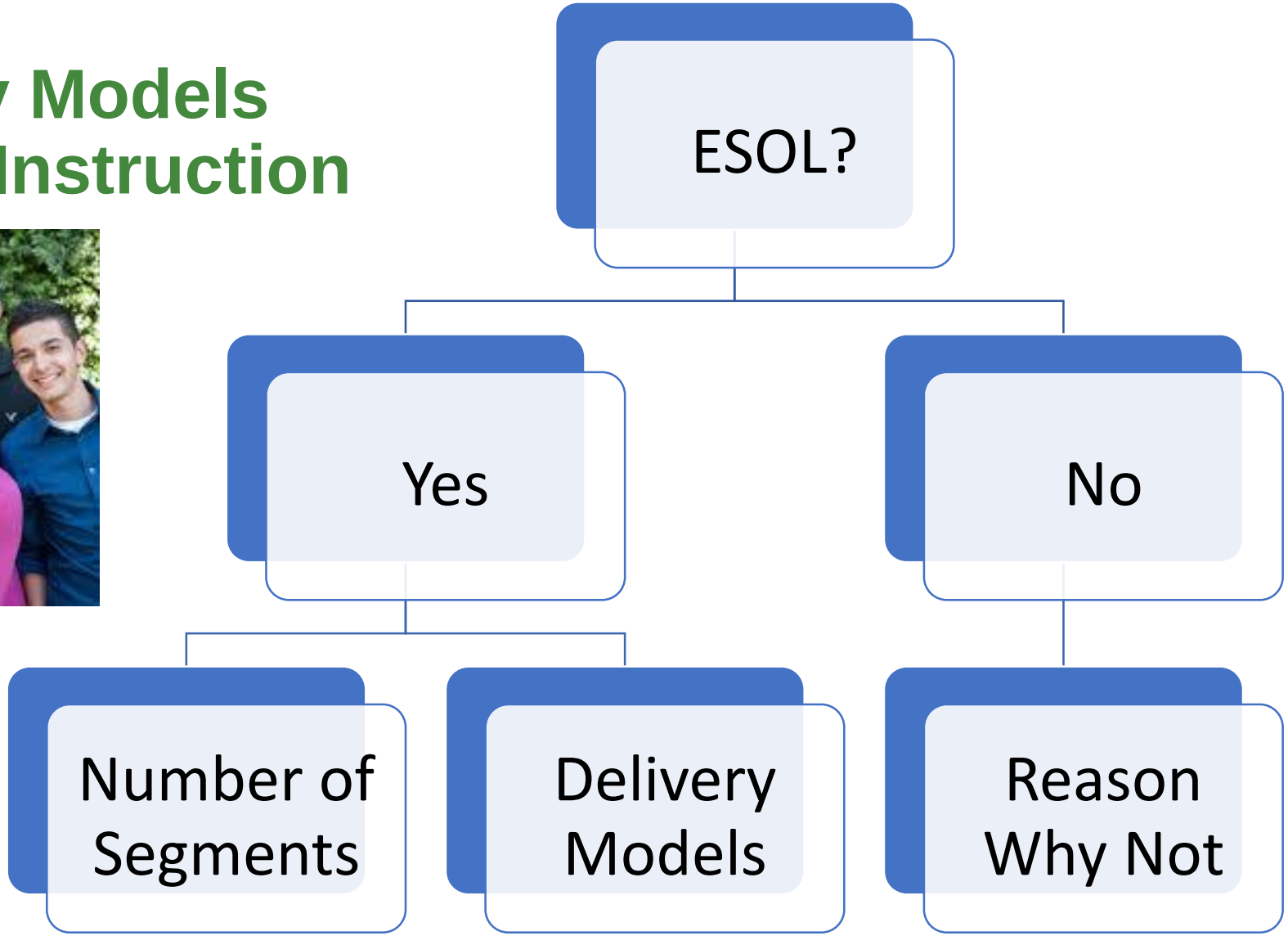
Georgia Department of Education

EL Learner Programs



8-10-2018

ESOL Delivery Models for Language Instruction



Data Collections Student Record Data Element Detail (p. 18)

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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.

Data Collections Student Record Data Element Detail (p. 27)

CFM

Some students that have limited proficiency in English may not be in a state-funded ESOL program. For these EL students, a **NON-ESOL** reason must be indicated.

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)

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

Data Collections Student Class Data Element Detail (p. 9)

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
2	Push-In
~~3~~	~~Cluster Center~~
4	Resource Center
5	Scheduled Language Acquisition
6	Approved Innovative Delivery Model
8	Sheltered Content
9	Dual Language Immersion
Blank	N/A

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER
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.xxxxxxx.

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER
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

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

Dual Language Immersion ESOL Delivery Model

- 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

Innovative Delivery Model

- ESSA PQ/Infield Implementation Guide
- P. 43
- 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.

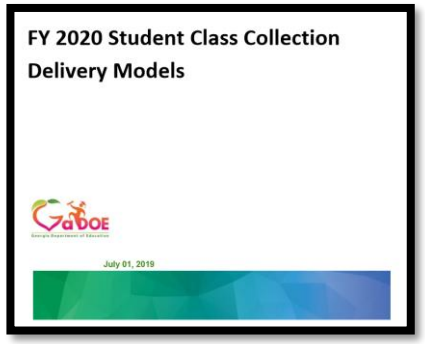
https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx

ESOL Teachers In-Field/PQ

Service Models and In-Field for ESOL

Check out the *New* Data Collections Guidance for Student Class!

Available Online Now


FY 2020 Student Class Collection
Delivery Models

July 01, 2019

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	

Newly updated delivery models and newly added Student Class error codes will help with In-Field Reporting Process.

ESOL Teachers In-Field/PQ, Dr. Karen Cliett

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.**

Common Programmatic Errors

- Wrong delivery model (cluster example)
- Wrong Course Code for that Delivery Model
- Push-in or Pull-out Delivery Model <u>with no additional teacher</u>
- Pullout Delivery Model Coded - when it should have been Scheduled ESOL Language Acquisition Course
- Lack of annually signed parent waiver of ESOL services

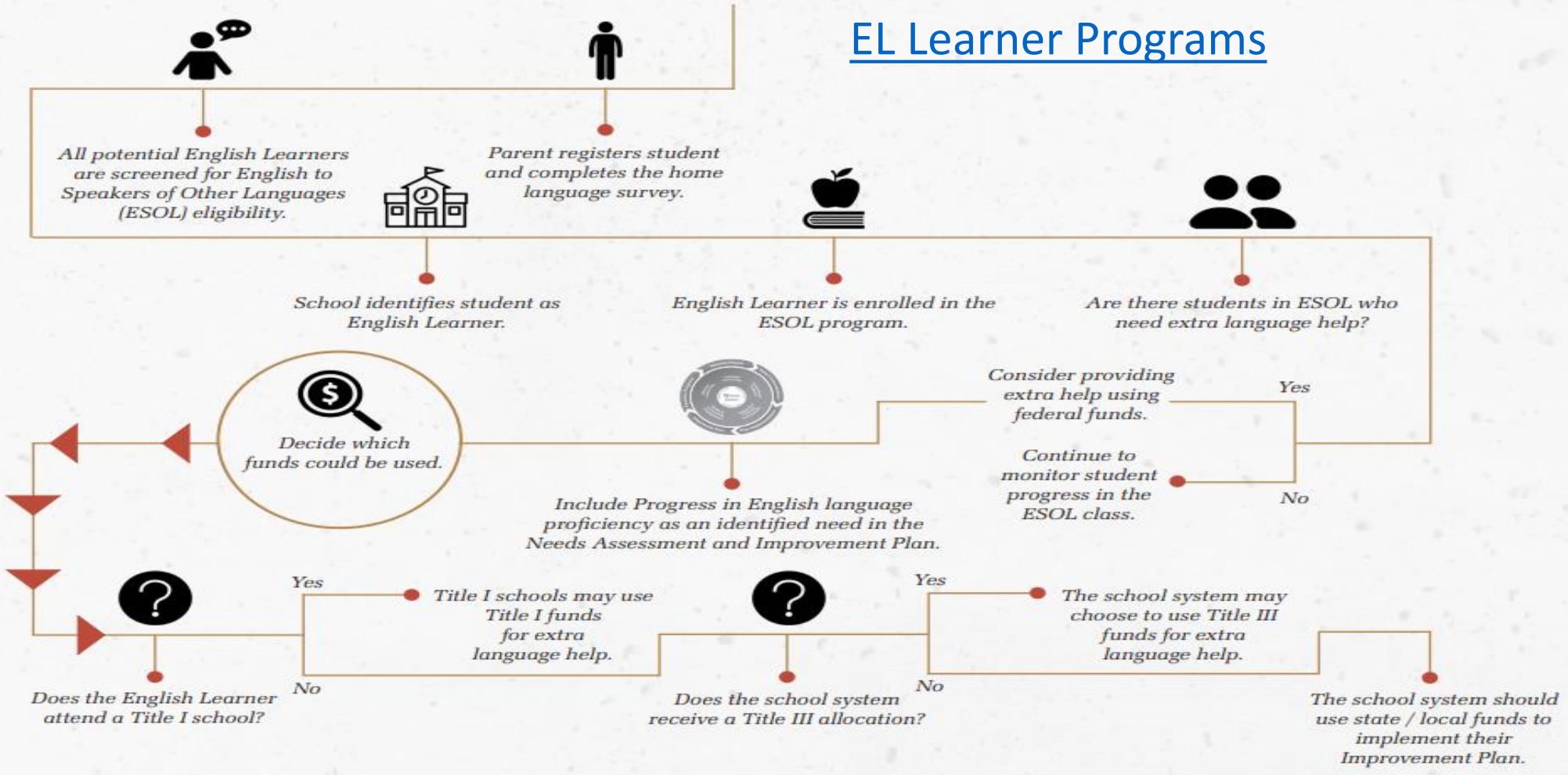
Beyond ESOL!

Supplemental Federally-funded Language Instruction Educational Program

DETERMINING SUPPORT FOR ENGLISH LEARNERS

Georgia Department of Education

EL Learner Programs



8-10-2018

DID YOU KNOW…?

- …that **all English learner students** must participate annually in the state's English language proficiency assessment – WIDA's ACCESS for ELLs 2.0
- **…that Title I, Part A and Title III, Part A will be collaboratively monitoring the District's EL ACCESS Participation rate?**
- …that you're the second group of educators this year to hear about this?

Title IA –
EL ACCESS Participation Rate – 100%

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Problem:

- Were some EL students not coded correctly?
- Did you discover that some EL students did **not** participate in the ACCESS for ELLs 2.0 assessment?

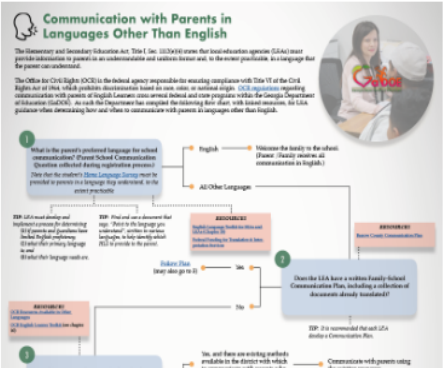
95%

Reasons-Not-Participating Excel Spreadsheet on Title I website!

Title IA Requirement – Post LEAs' EL Exit Rate

English Learner Programs

Communication with Parents in Languages Other Than English



Federal Programs Links

Title III, Part A - Language Instruction for English Learners and Immigrant Students

Title I, Part C - Education of Migratory Children

Title I, Part A - Family-School Partnership Program

Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA

- 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*

Data Collections Student Record Data Element Detail (p. 37)

CFM

TITLE III SERVED Only ESOL=Yes Students are eligible for 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.

If student is in a Title IIIA funded supplemental language instruction program, such as supplemental tutoring, after-school/Saturday/summer focused on increasing academic English language development, or if the student is using/benefiting from supplemental instructional resources such as digital language learning resources that enhance the ESOL language program.

Coding Exited English Learners

EL=1

EL=2

EL=3

EL=4

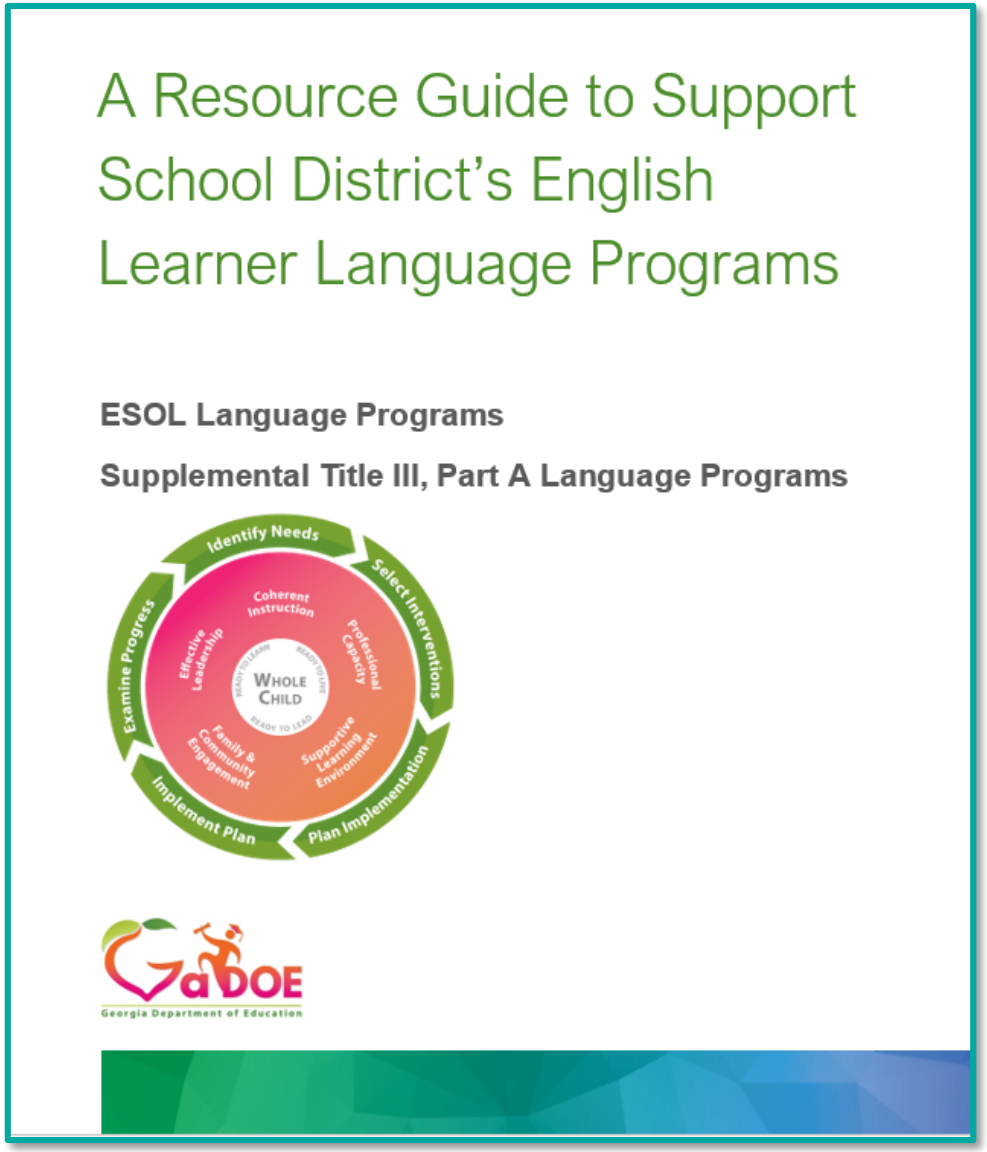
EL=F

EL Exit Procedures

ESOL Language Programs

VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form
- Alternate ACCESS Exit Procedures
- Less-Than-Four-Domains Exit Procedures
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA



Data Collections Student Record Data Element Detail (p. 17)

CFM

Once a student has tested out of the **ENGLISH LEARNER** program, the student is monitored for 2 years to ensure that the student no longer requires **ENGLISH LEARNER** services. The first full year that a student is out of the **ENGLISH LEARNER** program, the student is marked **ENGLISH LEARNER (EL)** ='1'. The second full year that a student is out of the **ENGLISH LEARNER** program, the student is marked **ENGLISH LEARNER (EL)**='2'. After two years of monitoring, the student should be reported with **ENGLISH LEARNER (EL)** = '3' (No longer **EL**; no longer monitored; tested out of **ENGLISH LEARNER (EL)** 3 years ago); the next year, **ENGLISH LEARNER (EL)** = '4' (No longer **EL**; no longer monitored; tested out of **EL** 4 years ago). After 4 full years out of the **ENGLISH LEARNER** program, the student would be reported with **ENGLISH LEARNER (EL)** = 'F' (Former **EL** Student) for all subsequent years.

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'.

Data Collections Student Record Data Element Detail (p. 17)

CFM

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', '3', or '4'.

E224 – Must equal one of these codes

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

Common Data Errors:

- **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

Common Programmatic Errors:

- EL=Yes students with an ACCESS 2.0 Overall CPL ≥ 5.0
- EL=1 students with an ACCESS 2.0 Overall CPL ≤ 4.3
- Not completing an *EL Reclass Form* for all students within the LEA's flexibility exit criteria range
- 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

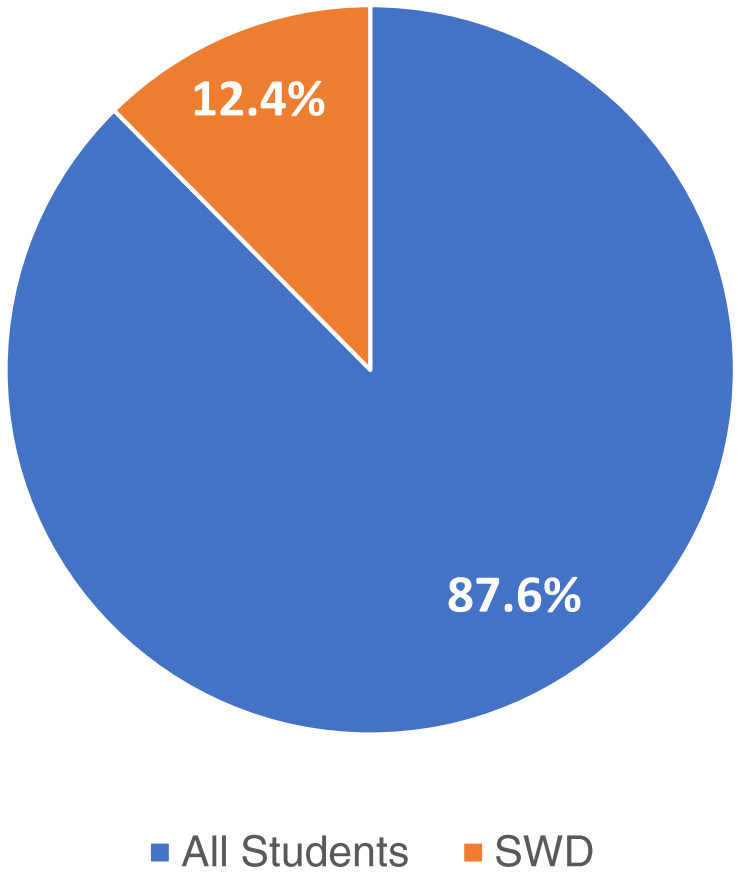
Coding English Learner Students with Disabilities

EL/SWD

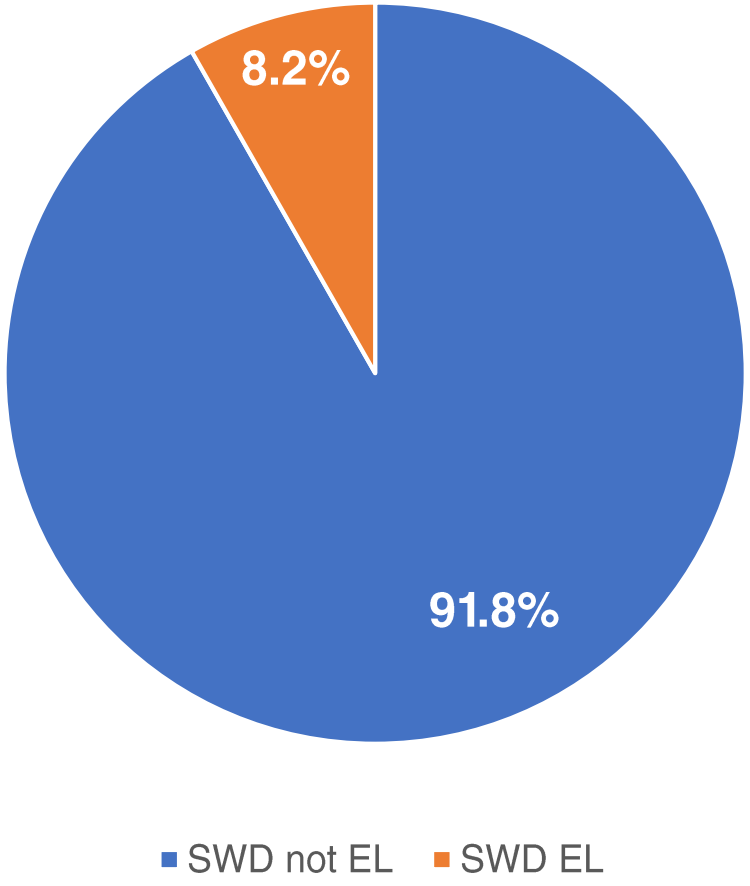
Georgia Department of Education

Georgia FY19: EL and SWD

Percent of SWD to All Students 3-21

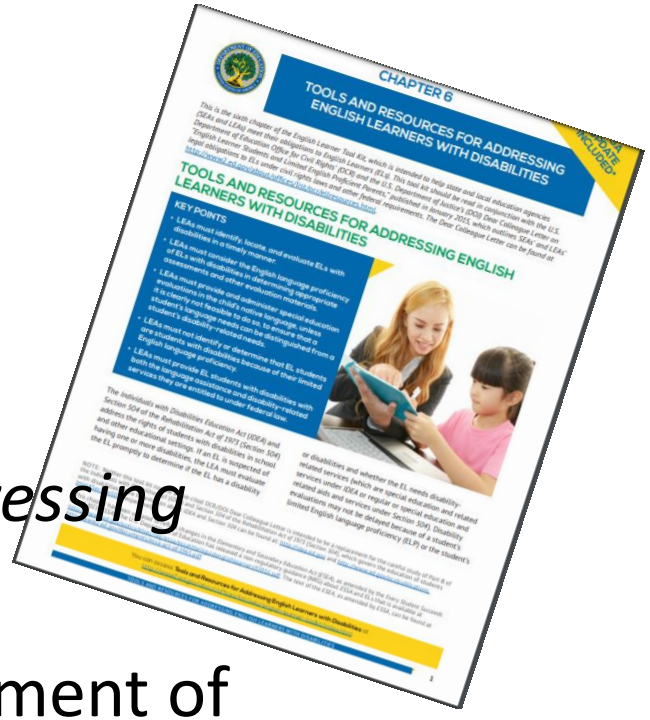


Percent EL/SWD to ALL SWD 6-21



Resources

- GaDOE English learners and students with disabilities
- OSEP - IDEAS That Work: English Learners
- USED EL Toolkit Chapter 6: *Tools & Resources for Addressing English Learners with Disabilities*
- USED Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* (January 2015)
- SPEDHelpDesk@doe.k12.ga.us
- Wina Low, Program Manager Senior, Division for Special Education Services and Supports (wlow@doe.k12.ga.us)


CHAPTER 6

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

KEY POINTS

NEW EL Exit Procedures for ELs with significant cognitive disabilities

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WIDA™ ALTERNATE ACCESS for ELLs™

Alternate ACCESS Exit Procedures

Threshold for Considering EL Exit:

- Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation
- Or the **same score** for three consecutive years of **any other** Alternate ACCESS Overall CPL – with IEP Team recommendation.

NEW EL Exit Procedures for ELs whose disabilities precluded testing one or more language domains

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Less-Than-Four-Domains Exit Procedures

- The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided **Designate Composite Proficiency Level (D-CPL).**

New

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more f the language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

Use D-CPL to Apply Appropriate Exit Criteria

- After receiving the DOE generated **D-CPL**, the appropriate standardized, statewide EL exit criteria for the ACCESS for ELLs® 2.0 or the Alternate ACCESS Threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not.

ACCESS for ELLs® 2.0 Exit Criteria Flowchart

Alternate ACCESS Threshold for Considering Exit

Common Programmatic Errors

- Identifying the reason for the missing domain as SPED, but the student has never been identified by the state as SpEd.
- Not identifying the reason for the missing language domain tests.
- Administering the Alternate ACCESS one year and the Regular ACCESS the next and flip-flopping year to year.
- Administering the Alternate ACCESS when student is not eligible for GAA.
- Miscoding SpEd!
- Miscoding EL!

Coding Immigrant Students

Mystery Guests – Get Ready!

Everyone Stand Up Please –

Now, sit down if you….

1. Were born in the United States of America or Puerto Rico!
2. If you are younger than 3 or older than 21 years old.
3. If you have been in a US school for more than 3 years or for a total of 36 months.
    - Those who are still standing are the Immigrants in our session today.
    - Welcome! Introduce yourselves, please!

True or False?
Why is accurate Immigrant student data important for OCTOBER FTE?

- It’s directly linked to receiving a Title IIIA Immigrant subgrant or not.
- The state uses it to calculate who is going to receive Immigrant funds.
- The district uses it to design a program to target the unique needs of Immigrant students and their families.
- The teacher uses it to plan lessons, to differentiate and to provide personalized support to the student.
- It’s tied to my personal salary pay scale.

Data Collections Student Record Data Element Detail (p. 28)

CFM

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)

E343 – must use one of the valid country codes

Data Collections Student Record Data Element Detail (p. 14)

CFM

DATE OF ENTRY TO U.S. SCHOOLS

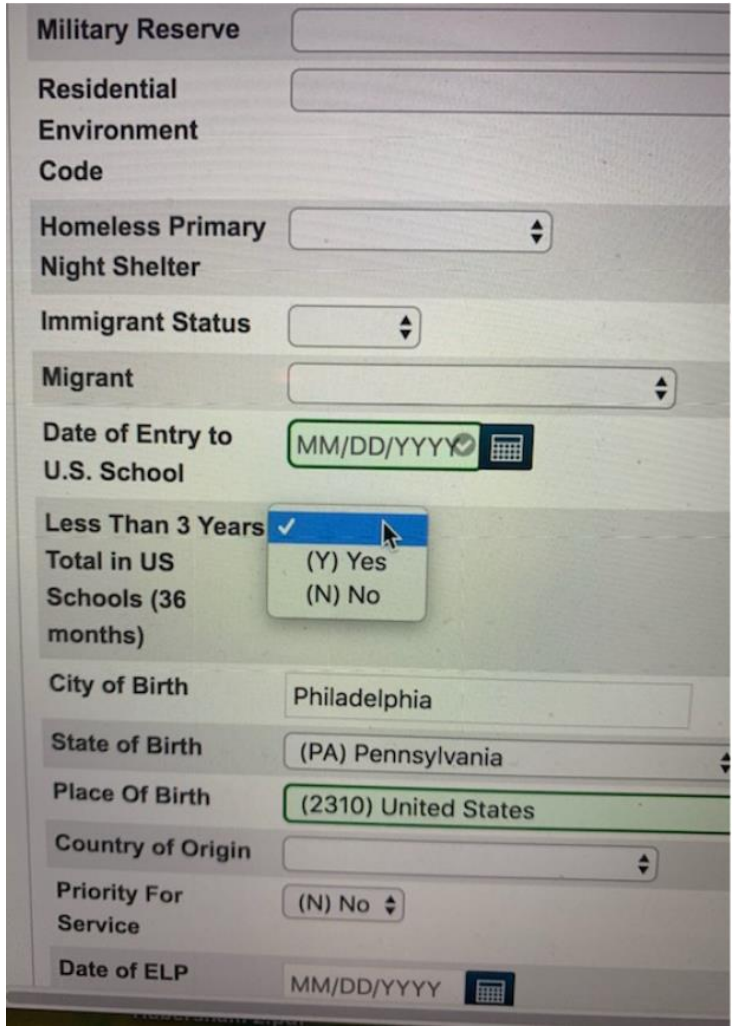
DATE OF ENTRY TO U.S. SCHOOLS is the date the student first enrolled in school in the United States. This date is required if the student was born outside the United States. It is optional for students born in the U.S., who left the country prior to attending school and are subsequently enrolling in 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.

Where is the Immigrant Code in our SIS?

Power School



Infinite Campus

Aspen

© Can Stock Photo

Immigrant Flag vs Date Entered U.S. Schools

What's the difference?

Fte2019-1-immigrant-student-count_Date Entered US Schools

Fte2019-1-immigrant-student-count_Immigrant Flag

Which is more accurate?

Who's using the Immigrant Flag Code?

How does the state determine the Immigrant Allocation?

Significant Increase in Immigrant students over the average of the past two years, and at least 50 Immigrant students.

	A	B	C	D	E	F	G	H	I	J
	Immigrant Count FY17	Immigrant Count FY18	**Average FY17 & FY18**	Immigrant Count FY19	Difference bt FY17 & FY18 Average compared to FY19	Percent Increase (dif to avg /avg)	**≥ 10% Increase?**	IF % increase ≥10, put in FY19 count	**≥50?**	Final Alloca-tion
STATE	**24, 996**	**30,135**	**27,566**	**31,091**	**3,526**	**40%**	**Yes**	**31,091**	**Yes**	**$725,286**
LEA 1	30	36	33	66	33	100%	Yes	66	Yes	$2481
LEA 2	116	118	117	119	2	2%	No		No	
LEA 3	1	3	2	6	4	200%	Yes	6	No	
LEA 4	174	173	174	189	16	9%	No		No	
LEA 5	877	1042	906	1130	171	18%	Yes	1130	Yes	$42,476

EL Student Information Timeline

June 30 Student Record

- Did we report Title III served students correctly?
- Did we report any EL=No students as Title III-served?
- Did we code any ESOL=No students as Title III served?

July 1

- Begin changing recently Exited EL students' status from EL=Yes to EL=1.

Oct FTE Count

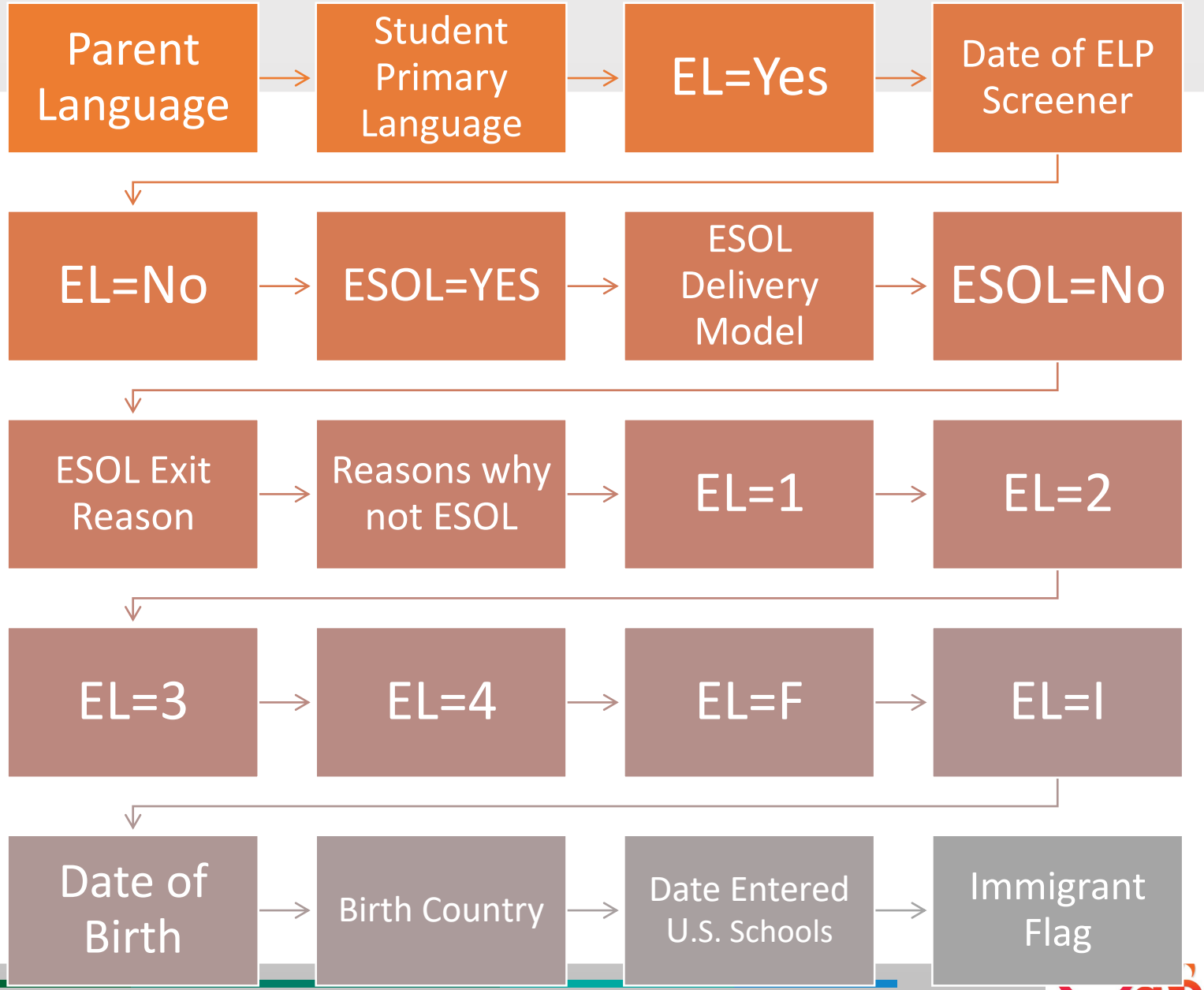
- Are **Immigrant** students reported correctly?
- Are **exited EL** students reported correctly?
- Are **EL=Yes** students reported correctly?
- Are EL students' **ESOL delivery models** reported correctly?

March FTE Count

- Are EL=Yes students reported correctly?

Summary – Posttest!

Turn & Talk!
1 min!



Resources

- EL Language Programs – State Guidance
- ESOL Language Program website
- FY20 Data Collections & Reporting website
  - Student Record Data Collection Resources
  - Student Class Data Collection Resources
  - FY20 Student Class Collection Delivery Models

Title III-A Program Specialists

Northeast Region	Northwest Region
Dr. Adria Griffin agriffin@doe.k12.ga.us 678-416-1273	Mr. David Tucker dtucker@doe.k12.ga.us 404-991-4408
Central Region	**South Region**
Ms. Dely Roberts droberts@doe.k12.ga.us 470-421-9976	Ms. Tammie Smith tsmith@doe.k12.ga.us 678-794-3667

Contact Information by Region

EL Language Programs Help Desk

ESOL & Title III, Part A Questions & Support

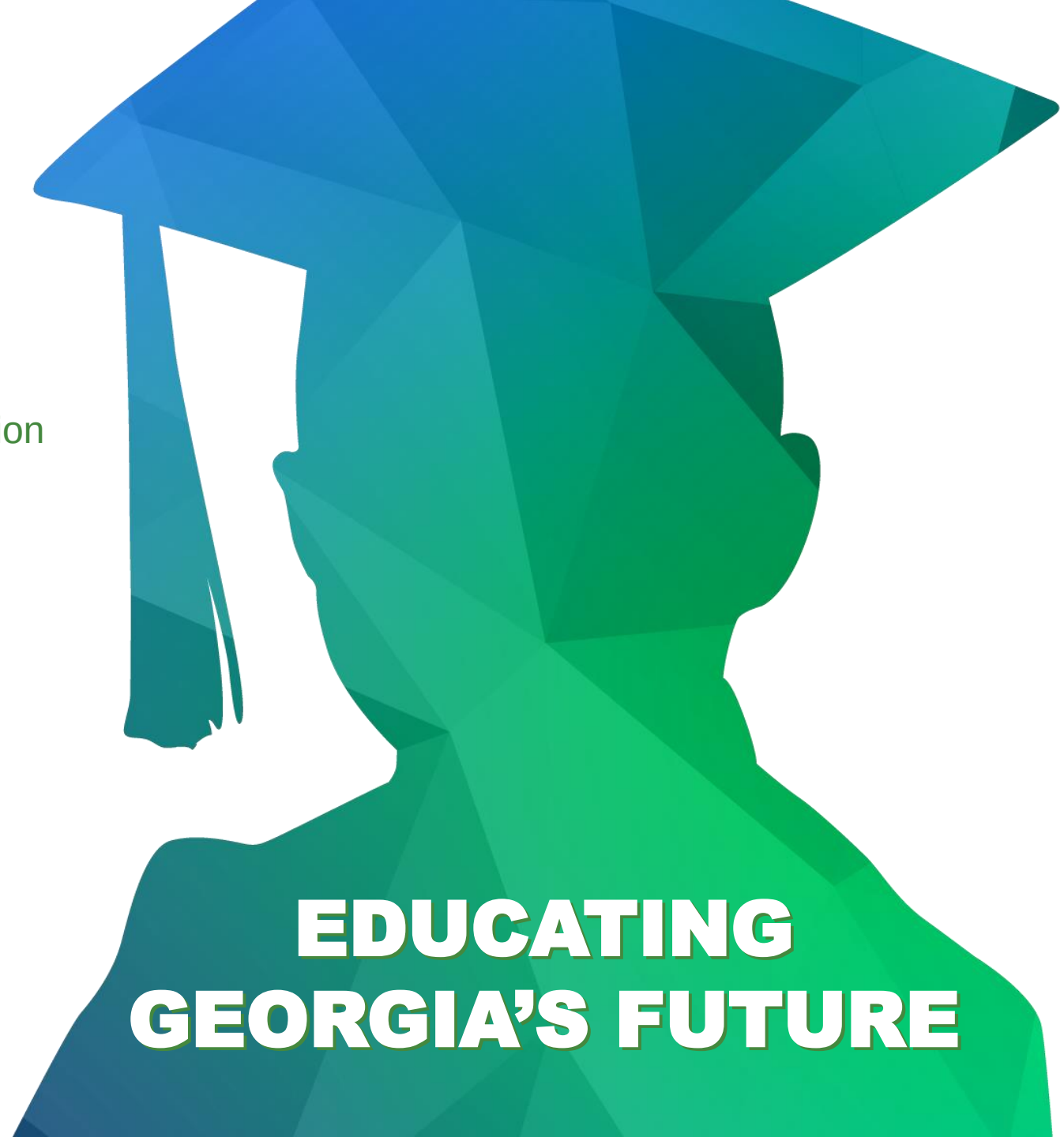
678-794-3695

ELPrograms@doe.k12.ga.us

www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation



Georgia Department of Education