Reporting Accurate English Learner Data

(SIS Coding for ELs)

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GaDOE, ESOL Unit
FY19 Data Collections Conference
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ESOL in Georgia’s Systems of Continuous Improvement

Georgia Department of Education
ESOL Resource Guide
2018-2019

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Growing K-12 English Learner Population in GA Schools

Growing # of ELs in GA Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>EL Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>93,687</td>
</tr>
<tr>
<td>FY15</td>
<td>97,793</td>
</tr>
<tr>
<td>FY16</td>
<td>104,784</td>
</tr>
<tr>
<td>FY17</td>
<td>106,153</td>
</tr>
<tr>
<td>FY18</td>
<td>116,007</td>
</tr>
</tbody>
</table>

22,000 plus increase in EL-Y population from 2014 to 2018
Benefits of Correct EL Student Coding

• Receive appropriate funding for ESOL and for supplemental Title III, Part A language programs
• Ensure accurate accountability results
• Provide relevant language services to students who need them.
• Remain in compliance with OCR regulations
• Remain in compliance with Title III, Part A statute to follow statewide standardized entrance/exit procedures for identifying English Learners.
What’s the Difference Between These Students?

English Learner Students

Immigrant Students

How Do We Identify and “Code” Them?
Identifying Immigrant Students

1. **Age** – 3 through 21 years old

2. **Place of Birth** – Not born in any of the 50 States, D.C. and Puerto Rico

3. **Have not been attending** one or more schools in any one or more States for more than 3 full academic years
   - **May include** foreign exchange students, students in private schools, students born outside the U.S., U.S. citizens, including military personnel
   - To determine immigrant eligibility of students with multiple entries to U.S. or in U.S. schools, **add the total # of months in U.S. schools**

http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Title%20III%20Guidance/2017%20Immigrant%20Eligibility%20Matrix.pdf
Identifying Students Whose Primary or Home Language is Other Than English (PHLOTE)

All parents must complete the State-required Home Language Survey (HLS) for each student as part of the registration process.

1. Which language does your child best understand and speak?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?
4. In which language would you prefer to receive school information?
Administer the State Adopted Screener to Determine – Is the PHLOTE Student an EL-Y or EL-N?

2nd Semester Pre–kindergarten to 1st semester First Grade
• WIDA K-WAPT or
• WIDA MODEL

2nd Semester First Grade to 2nd Semester Twelfth Grade
• WIDA Screener (online or paper)

“WIDA eligibility assessments may not be valid assessments for eligibility determinations made for students who have been identified as non-verbal or having a significant cognitive disability. To establish such students’ eligibility for ESOL services, a committee consisting of the parent, the ESOL teacher, the classroom teacher, a special educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee’s decision on ESOL placement. This decision may be revisited at any time.” (18-19 GaDOE ESOL Resource Guide, p. 9)
Do We Need to Administer the Screener to Foreign Exchange Students?

• **YES** - Foreign Exchange students with a primary language other than English should be screened to see if they qualify to be coded as an English Learner.

  • If EL, then determine ESOL services and FTE segments for student.
  • **All ELs**, including foreign exchange EL students must participate in Title I required assessments, including the state ELP assessment, ACCESS for ELLs 2.0®.
### Accurately Code Student in Student Record – Student Level

<table>
<thead>
<tr>
<th>EL Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL-Y</td>
<td>Yes, student is an EL and is eligible for services based on the results of the Kindergarten W-APT, WIDA Screener, MODEL, or ACCESS 2.0® assessment.</td>
</tr>
<tr>
<td>EL-N</td>
<td>No, student is not an EL. If null or blank will be converted to “N”.</td>
</tr>
<tr>
<td>EL-1</td>
<td>Student is not an EL – Exited EL status within the past two years and academic progress is being monitored.</td>
</tr>
<tr>
<td>EL-2</td>
<td></td>
</tr>
<tr>
<td>EL-3</td>
<td>Student is not an EL and is no longer monitored; Student exited EL status 3 and 4 years ago. <em>(Student is counted in the Accountability EL subgroup for up to 4 years post-exit. N=15)</em></td>
</tr>
<tr>
<td>EL-4</td>
<td></td>
</tr>
<tr>
<td>EL-F</td>
<td>Student is a Former EL– Exited EL status (and ESOL Program) more than 5 years ago!</td>
</tr>
<tr>
<td>EL-I</td>
<td>Student was incorrectly reported as an “EL” <em>(GaDOE ESOL Unit approval required before using this code.)</em></td>
</tr>
</tbody>
</table>
EL Data Elements: English Learner Code (EL)

- English Learner (EL) code indicates whether the student has been identified as having limited English language proficiency (ELP).
- EL status is collected in the SIS for both FTE and Student Record.
More EL Data Elements

- **Student Primary Language** – Select the code assigned to the student’s primary spoken language.

- **Parent Communication Language** – Select the code assigned to the language the parent/guardian has indicated on the HLS that they would prefer to receive **written** school information.

- **Place of Birth** – Enter the student’s **country** of birth

- **Date of Entry to U.S. Schools** – Enter date first enrolled in U.S. school, if birth country is outside the U.S. or Puerto Rico

- **Date of ELP Screener** – Collected the first time a PHLOTE student is screened and is found eligible to be coded as an EL-Y
How Do We Code ELs in Special Programs: SWD, Gifted, EIP?

- Districts must code EL students’ participation in each program separately according to the file layouts.
Accurately Code EL Students’ ESOL Services

All K-12 **EL-Y** students **must also** be coded **ESOL-Y or ESOL-N**.

**EL-Y / ESOL - Y**
- Students coded EL-Y **AND**
  - Are receiving direct language assistance services through a state-approved ESOL delivery model, or Evidence Based Delivery Models in Charter & SWSS/IE2 districts.

**EL-Y / ESOL-N**
- Students coded EL-Y **BUT**
  - Are NOT receiving direct language assistance services through a state-approved ESOL delivery model or a LEA chosen Evidence Based Delivery model.
Report Student’s FTE/ESOL Segments
(Snapshot of “Count Day” in October and March)

1. EL-N  NO
2. EL (1-2) Monitored
3. EL (3-4) Used in CCRPI
4. EL-F  Formerly EL
5. EL-I  Student incorrectly reported as EL

Do not qualify for FTE segments

EL = ‘YES’

ESOL Segments
ESOL-Y

SERVED

ESOL Itinerant Segments*

ESOL Non-Itinerant Segments*

NOT SERVED
ESOL-No

Non-ESOL Options

*Student Count = Served on Count Day

8/21/2018
State-funded Allowances for Earning QBE/FTE Segments

<table>
<thead>
<tr>
<th>K-3</th>
<th>4-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 seg</td>
<td>Up to 2 seg</td>
<td>Up to 5 seg</td>
</tr>
<tr>
<td>45 min daily</td>
<td>50 min daily</td>
<td>55 min daily</td>
</tr>
<tr>
<td>225 min weekly</td>
<td>250 min weekly</td>
<td>275 min weekly</td>
</tr>
</tbody>
</table>

*Note: Daily 90 minute 4X4 block classes at the MS and HS levels = 2 segments; this does not apply to A/B block or hybrid block schedules.*
If EL-Y & ESOL=Y, then the ESOL Delivery Model is required in at least one course record.
ESOL Delivery Models

- **ESOL Delivery Model** represents the method used to deliver ESOL language services based on state-approved delivery models per Georgia SBOE Rule 160-4-5-.02 Language Assistance Program or an LEA-chosen evidence-based model.

- An **ESOL delivery model** is reported for each EL student class.
<table>
<thead>
<tr>
<th>Codes</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pull-Out (PO)</td>
</tr>
<tr>
<td>2</td>
<td>Push-In (Pl)</td>
</tr>
<tr>
<td>3</td>
<td>Cluster Center (CC)</td>
</tr>
<tr>
<td>4</td>
<td>Resource Center (RC)</td>
</tr>
<tr>
<td>5</td>
<td>Scheduled Language Acquisition</td>
</tr>
<tr>
<td>6</td>
<td>Approved Innovative</td>
</tr>
<tr>
<td>8</td>
<td>Sheltered Content</td>
</tr>
<tr>
<td>9</td>
<td>Dual Language</td>
</tr>
</tbody>
</table>
**Five Non-ESOL Data Elements**

- Options tied to students reported as *EL-Y* and *ESOL-N*
- Options identify alternate means of provided language support
- *No FTE credit* is generated for *ESOL-N*

<table>
<thead>
<tr>
<th>Codes</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>’01’</td>
<td>Parent refusal – indirectly served</td>
</tr>
<tr>
<td>’02’</td>
<td>Language support provided in collaboration with Special Education teacher</td>
</tr>
<tr>
<td>’03’</td>
<td>Language support by non-ESOL endorsed/certified teacher</td>
</tr>
<tr>
<td>’04’</td>
<td>Language support via a non-evidence based delivery model*</td>
</tr>
<tr>
<td>’05’</td>
<td>No language support</td>
</tr>
</tbody>
</table>
From EL-Y to EL-1

- The annual ACCESS for ELLs 2.0® assessment results are used to determine if a student is English proficient.
- Once a student has met the statewide standardized EL exit criteria, the student **must be exited** from EL status and from ESOL and Title III services as well.
- The LEA must change the EL student’s status from **EL-‘Y’** to **EL-‘1’** on or after July 1, **but not before**.
- This must be done within 30 days from the beginning of school, as OCR requires the identification of EL students within this time-frame.
Exit Criteria Flow Charts

Kindergarten

Administer the Kindergarten ACCESS

If the Composite/Overall Score is < 5.0 or Listening, Speaking or Reading is < 5.0 or Writing is < 4.5, the student remains qualified for placement in language support services.

If the Composite/Overall Score is 5.0 or greater, and Writing is 4.5 or greater and Listening, Speaking and Reading are each 5.0 or greater, the student must be exited from language support services.
Exit Criteria Flow Charts

Grades 1 - 12

Administer the ACCESS 2.0 to Grades 1-12

CPL < 4.3: The student remains qualified for language support services.

If the LEA wishes to consider CPL 4.3 – 4.9 for exit: An internal English Learner Reclassification Review Committee determines language placement for the next

CPL 5.0 or greater: The student must be exited from language support services.
**EL Monitor Code**

- When a student’s status is changed from EL-Y’ to **EL–1**, you will need to identify on what basis “proficient” was determined.

- This code must be used when a student is no longer an EL, but rather a monitored EL-1 or EL-2 (the monitoring phase).

<table>
<thead>
<tr>
<th>Must equal one of the following codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘1’ ACCESS for ELLs 2.0®</td>
</tr>
<tr>
<td>‘2’ Language Assessment Conference (LAC)*</td>
</tr>
<tr>
<td>(*Only valid in FY19 for students coded EL-2)</td>
</tr>
<tr>
<td>‘3’ Exited in another state or from a non-public school</td>
</tr>
</tbody>
</table>
H.S. State-Funded ESOL Courses
(for Language Acquisition and Academic Language Development)

ESOL Courses with 55. Course Prefix

- 55.02100 – Communication Skills I
- 55.02110 – Communication Skills in Math
- 55.02120 – Communication Skills in Science
- 55.02130 – Communication Skills in Social Studies
- 55.02200 – Communication Skills II
- 55.02300 – Reading and Listening in the Content Areas
- 55.02400 – Oral Communications in the Content Areas
- 55.02500 – Writing in the Content Areas
- 55.02600 – Reading and Writing in Science
- 55.02610 – Reading and Writing in the Social Studies
- 55.02700 – Academic Language of Science and Math
H.S. State-Funded ESOL I-IV Courses

Credit Courses!

23.09100 – English ESOL I
23.09200 – English ESOL II
23.09300 – English ESOL III
23.09400 – English ESOL IV

9-12 State-Funded ESOL I-IV Courses (Cont.)

Requirements & Guidance:

- ESOL I-IV courses may **not be substituted for 23.06100 Ninth Grade Literature & Composition or 23.05100 American Literature & Composition** for any student who entered 9th grade for the first time in 2008-09 or subsequent years.

- Before a student athlete (who may be eligible for a college athletic scholarship) is enrolled in one of the ESOL I-IV courses, school personnel should contact the NCAA Eligibility Center to determine if these courses will meet NCAA eligibility requirements.
Title III – Served Code

- **E2163 TITLE III SERVED** must be one of the following codes:
  - “Y” - Yes, EL student receives Title IIIA-funded supplemental language services this year.
  - “N” - No, EL student does not receive Title IIIA-funded supplemental language services this year.
  - Blank – for students that are not EL

Associated errors:

- **E2164 – TITLE III SERVED** must be ‘Y’ or ‘N’ when EL = ‘Y’.
- **E2165 - TITLE III SERVED** must be blank when EL is "N", "M", or "F".
How do I know When to Code the EL Student as Title IIIA-Served?

• When the EL student is receiving services in a supplemental language program that is designed to increase his/her English language proficiency and academic achievement and which is funded with Title III, Part A funds allocated to the LEA.

• Title III, Part A Sec 3115 (c): An eligible entity receiving funds under section 3114(a) shall use the funds to increase the English proficiency of English Learners by providing effective language instruction educational programs that meet the needs of English Learner and demonstrate success in increasing English language proficiency and student academic achievement.
New in FTE-1

- DATE OF ELP SCREENER
- PARENT COMMUNICATION LANGUAGE

The following elements are currently collected in SR and, in FY19, will be collected in FTE-1 as well.

- DATE OF ENTRY TO U.S. SCHOOL
- PLACE OF BIRTH
- * STUDENT PRIMARY LANGUAGE
- Non-ESOL
- U.S. SCHOOL LESS THAN 3 YEARS

* Languages have been added to the Language List used by this element as well as PARENT COMMUNICATION LANGUAGE.
GaDOE ESOL Unit
Fall Star English Learner Awards

• The Fall 2018 Excellence in Achievement Ceremony will take place On Tuesday, October 16, 2018.

• This awards ceremony will recognize English Learners who graduated as the valedictorian or the Salutatorian of the Spring 2018 graduating class.

• Nomination information will be e-mailed to the ESOL Coordinators or Title III Directors in the coming weeks.
Welcome to the New WIDA Website

The new redesigned WIDA website launched August 15.

- The new website address is wida.wisc.edu. Web redirects will be in place for one year.
- The WIDA Secure Portal is unchanged, but has a new web address: portal.wida.us.
- A brief 4-minute overview video of the new website is available on the new website.
- New WIDA Website Walk-through Webinar is scheduled for September 19 at 12:00 pm
- The WIDA Screener and WIDA K-WAPT tests remain secure.
Low-Incidence LEAs

An LEA that reported from 0-10 ELs in FY18 (Low-Incidence LEAs) will be receiving a letter asking if they’d like some technical assistance to ensure they are accurately coding students in order to receive funding and to ensure accurate accountability.
Within Georgia’s uniform EL exit procedures, LEAs chose a criterion specific to their EL student population. As EL students move between LEAs, it will be helpful for GaDOE to know each LEA’s exit criterion to support other LEAs enrolling new students. You may receive an email from the GaDOE with a link to a short tool that will be used to collect information about your chosen EL Exit Criterion, which will help us respond to LEA questions during EL student placement.
GUIDE Changes for FY2019
New EL History Report (English Learner)

- Similar to SpEd History report.
- Info is updated from SR and FTE-1.
- Selection by date allows you to see a list of all recently enrolled students that have been receiving EL services.
- Print on a daily / weekly basis for the EL Director OR allow them access to GUIDE.
# Who to Contact?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Email</th>
<th>Questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Meg Baker</td>
<td><a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></td>
<td>ESOL and Title III</td>
</tr>
<tr>
<td>Dr. Jacqueline Ellis</td>
<td><a href="mailto:jellis@doe.k12.ga.us">jellis@doe.k12.ga.us</a></td>
<td>ESOL</td>
</tr>
<tr>
<td>Dely Roberts</td>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
<td>Title III</td>
</tr>
<tr>
<td>Tammie Smith</td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
<td>Title III</td>
</tr>
<tr>
<td>Dr. Adria Griffin</td>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
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</table>