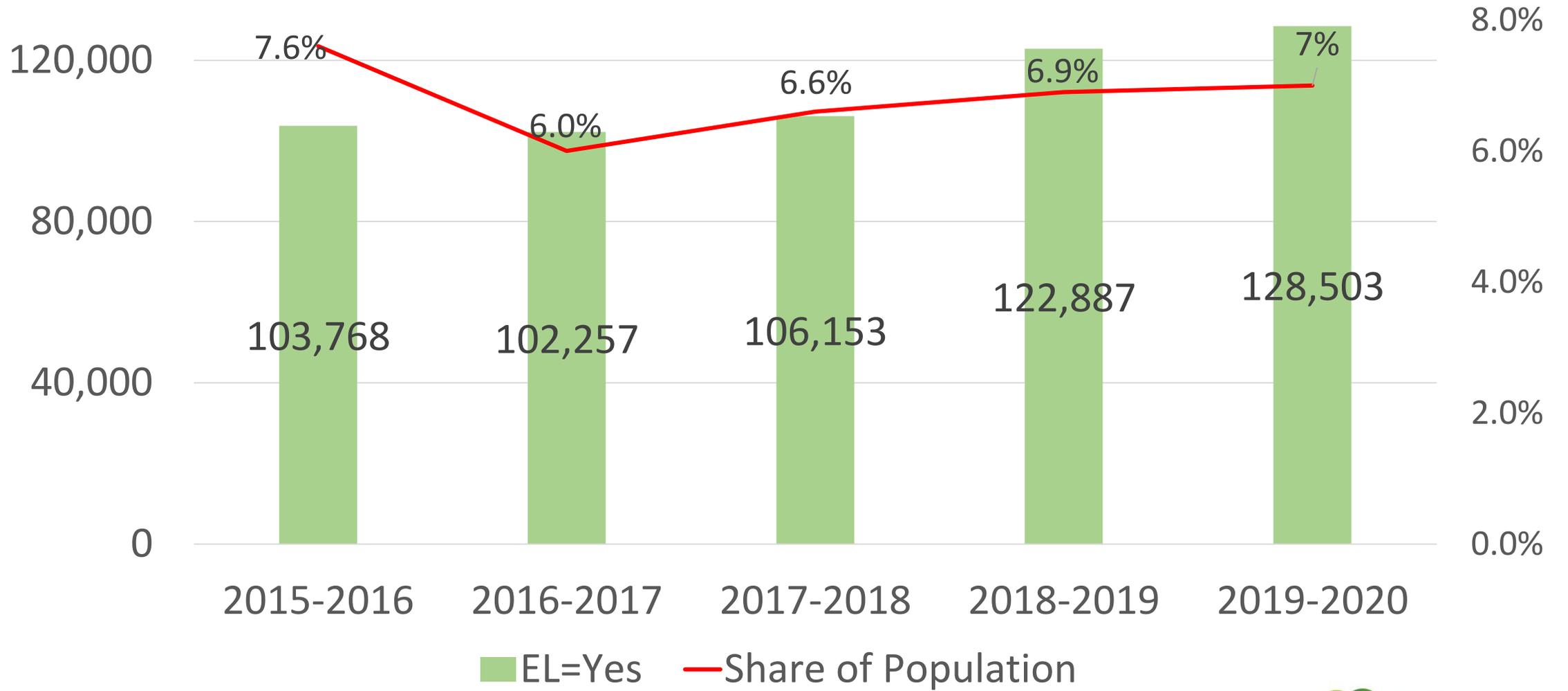# DLI as an ESOL Delivery Model in Georgia: A Data Dive
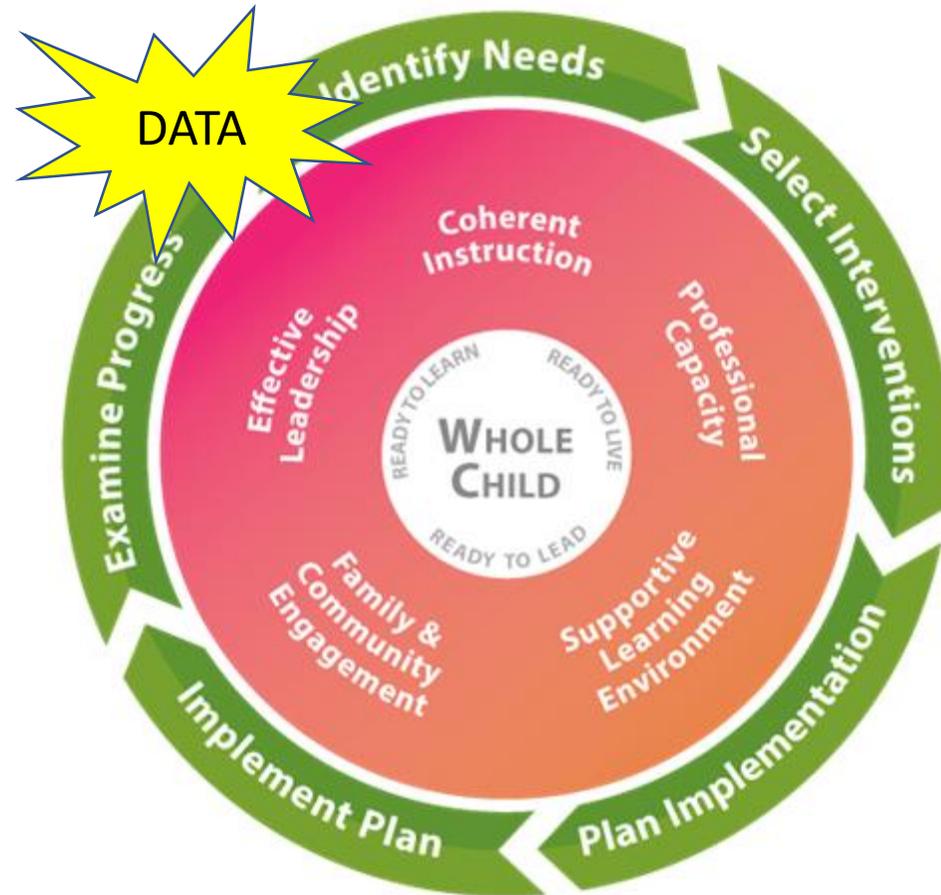
Dr. Meg Baker, Program Manager

ESOL & Title IIIA English Learner Programs

February 1, 2020

Growing English Learner Population

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL=Yes	103,768	102,257	106,153	122,887	128,503
Share of Population	7.6%	6.0%	6.6%	6.9%	7%

■ EL=Yes ── Share of Population

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Georgia's
Systems of Continuous Improvement

Top 10 Districts by Number of EL Students

Oct 2019 FTE Count

	LEA	EL= Yes Population
	State of Georgia	128,503
1	Gwinnett County*	29,302
2	DeKalb County*	16,218
3	Cobb County*	11,742
4	Fulton County*	6,791
5	Hall County*	5,462
6	Clayton County*	5,377
7	Forsyth County*	3,476
8	Cherokee County	3,149
9	Gainesville City	2,443
10	Whitfield County	2,077

*DLI Programs

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Top 10 Districts by Share of EL Students

Oct 2019 FTE Count

	LEA	EL= Yes Population	EL Share of Population
	State of Georgia	128,503	7%
1	International Charter Academy of Georgia*	66	40%
2	Gainesville City	2,443	30%
3	Dalton Public Schools*	1,709	22%
4	Hall County*	5,462	20%
5	Marietta City*	1,651	19%
6	Echols County	143	17%
7	DeKalb County*	16,218	16%
8	Gwinnett County*	29,302	16%
9	Whitfield County	2,077	16%
10	Colquitt County	1,520	16%

*DLI Programs

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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	Mandarin

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Top Ten Non-English Student Languages

STUDENT PRIMARY LANGUAGE	STUDENT COUNT
Spanish	188647
Vietnamese	8339
Other Asian	5727
Korean	5227
Chinese	5027
Other Indian	4930
Other African	4454
Arabic	2969
French	2828
Gujarati	2769

Number of DLI Programs by Target Language

Target Language	Number of DLI Programs in Georgia
Spanish	53
French	8
Chinese	5
German	4
Japanese	1
Korean	1

ELs or DLLs?

**English learners (ELs)
in DLI Programs
are also called…
Emerging bilinguals
or dual-language learners (DLLs)**

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DLI in Georgia's ESOL Language Program – *What does it look like in your school?*

❑ ½ school day in target language instructional setting

❑ ½ school day in English-only instructional setting

❑ Possibly Math, Science, Literacy or Social Studies in the target language

❑ Possibly ELA, Reading and extra-curricular courses in English

❑ Classrooms may have students who are learning the target language and students who are learning English

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

What U.S.D.E. says about DLI

- "Research on…supporting home language development, including fostering bilingualism, maintaining cultural connections and communication with family members, and the transferability of home language skills to English language acquisition, suggests that systematic and deliberate exposure to English, paired with supporting home language development within high-quality educational settings, can result in strong, positive outcomes for multilingual children who are learning English in school.

- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), p. 20. https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

Policy Statement

- See also the Policy Statement on Supporting Children who are Dual Language Learners in Early Childhood Programs published by the Departments of Education and Health and Human Services, which provides background supporting the language development of young learners:
https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf
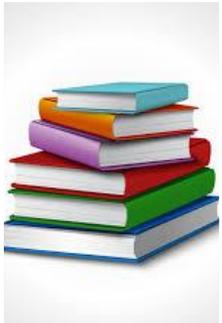
ESSA Reporting - ELP Progress Data

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

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2019 College and Career Ready Performance Index (CCRPI)

Clayton County District
Morrow Middle School

MIDDLE SCHOOL SCORE

61.4

SELECT A REPORT TYPE

ALL   **MIDDLE**

OVERVIEW   CONTENT MASTERY   **PROGRESS**   CLOSING GAPS   READINESS   SCHOOL CLIMATE   FINANCIAL EFFICIENCY

Progress

❓

WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE SCHOOL PERFORM ON PROGRESS?

72.2   ⬇ -11.8

HOW DID THE SCHOOL PERFORM ON PROGRESS?

72.2 ↓ -11.8

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	73.7
STATE SCORE	80.3

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	73.48	↓ -9.84
MATHEMATICS	74.43	↓ -16.44
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	56.56	↑ +0.67

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS   SCORES, TARGETS, AND FLAGS
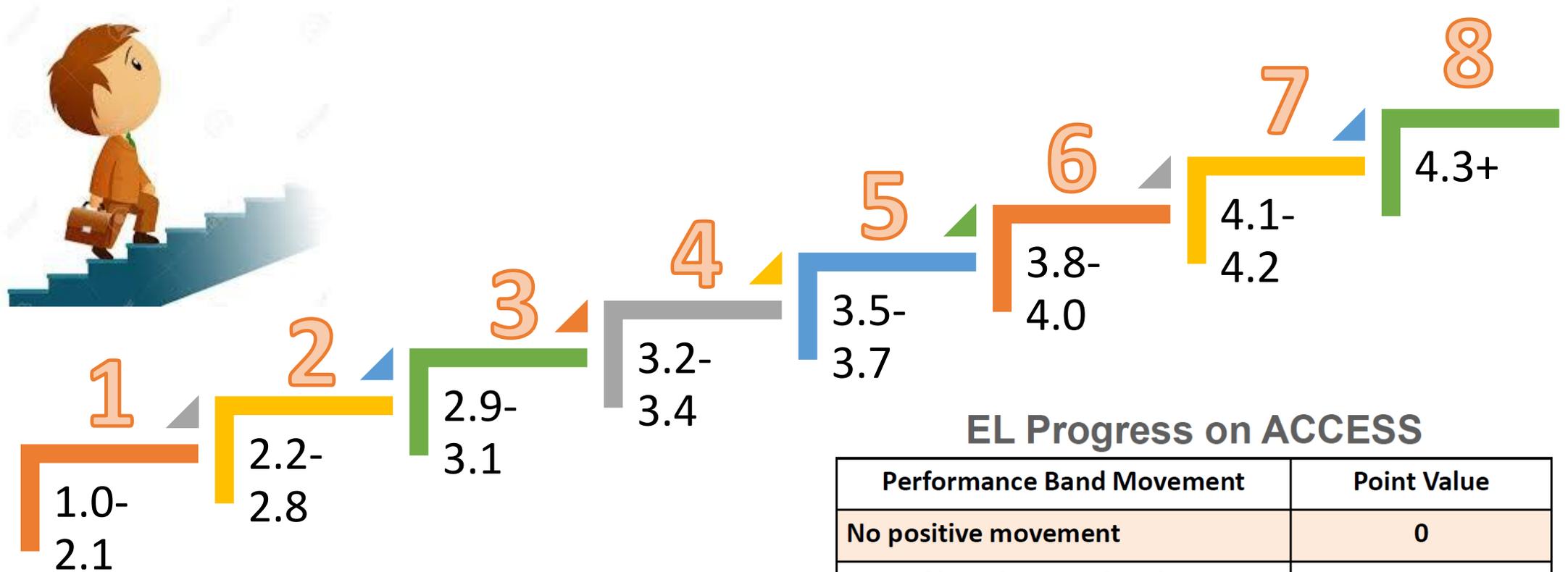
ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ENGLISH LEARNERS	49.18%	11.48%	16.39%	22.95%

7 Years to English Proficiency

1 1.0-2.1

2 2.2-2.8

3 2.9-3.1

4 3.2-3.4

5 3.5-3.7

6 3.8-4.0

7 4.1-4.2

8 4.3+

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

Percent of ELs Contributing to the ELP Progress Points at Morrow M. S.

2019 ELP Progress Points

- 4.3+
- 4.1-4.2
- 2.2-2.8
- 1.0-2.1

49.18

11.48

16.39

22.95

3.

- No positive Movement
- Moved Less than One Band
- Moved One Band
- Moved More than One Band

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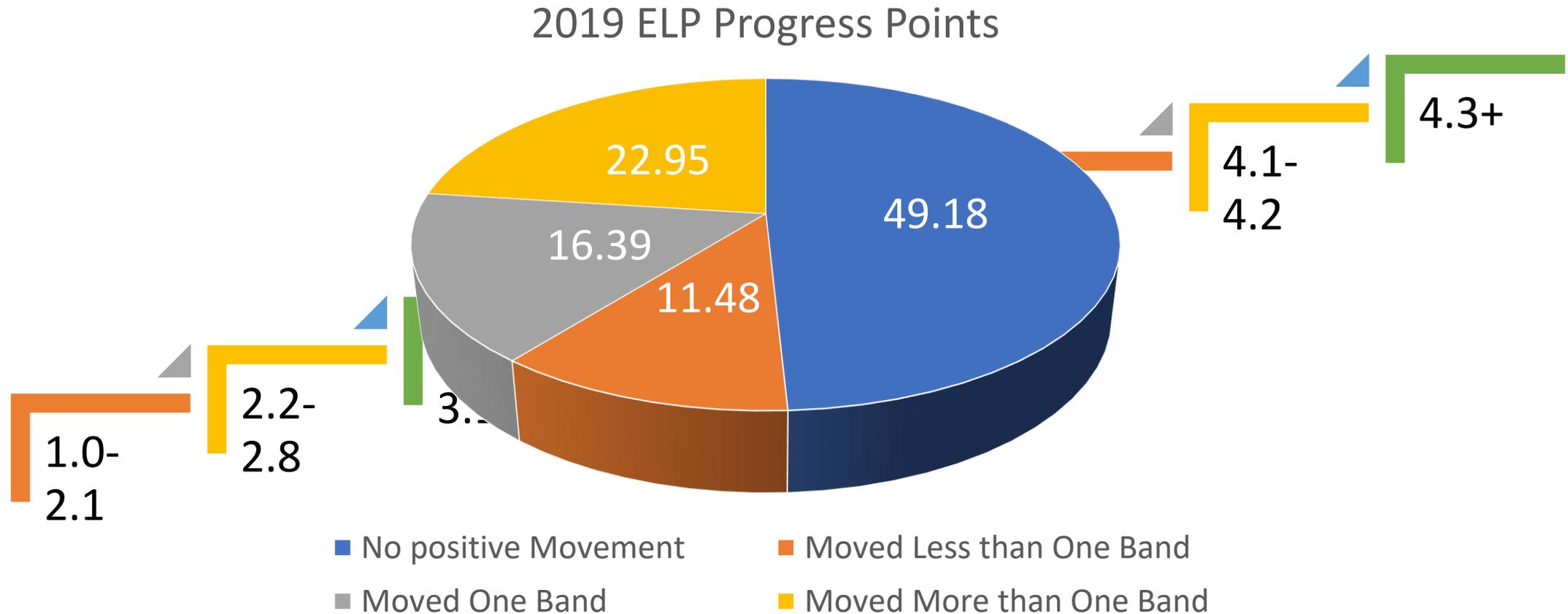
At what rate do ELs in DLI Programs exit from EL status?

Number and Percentage of English Learners Who Attained English Language Proficiency (ELP) in 2019 by LEA and SEA

System Code	System Name	Number of English Learners Who Attained English Language Proficiency	Total Number of English Learners Reported in Student Record	Percentage of English Learners Who Attained English Language Proficiency
				274
		38		221
		30		96
		20		56
		7		
601	Appling County			
602	Atkinson County			
603	Bacon County			
605	Baldwin County			

[Federal Programs, Title I, Part A website](#)

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

- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA

CCRPI –Closing the Gap Flags

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

48.4 ↓ -3.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	51.3
STATE SCORE	50.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

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

LEGEND

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

Data Dive

Using Data on Tables

How is the data presented today? Why?

1. Sorted by Grade Level of DLI Program
   - DLI in Middle & High
   - DLI in PreK – Grade 2 only
   - DLI in PreK – Grade 5
2. Sorted by 2019 EL Student Population – Largest to Smallest

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What data are on these tables? Why?

- 2018 and 2019 EL Student Population

- 2018 and 2019 EL Share of Overall Student Population

- 2018 and 2019 English language proficiency (ELP) Progress Score – as measured by movement on Ga's ACCESS Performance Bands (WIDA's ACCESS Overall Composite Proficiency Level)

- 2018 and 2019 EL Academic Achievement in ELA, Math, Science, and Social Studies as measured by performances on the GA Milestones assessment.

What we noticed…

- The data includes all English learners at the school, not just those participating in the DLI Program.

- Some schools seem to be maintaining ELP progress consistently. But they are mostly schools with older DLI programs. The younger DLI programs have fluctuating ELP data.

- Some schools that teach Math in the target language have high math scores.

- There aren't many patterns or trends across the schools.

What we want to know…

- What is the FRL percent for each school?

- What is the L1?

- What DM are these schools?

- How are the MLL students progressing? (use them as a comparison group)

- What is the data on EL/SWD or SWD students in DLI programs?

- When a DLI track moves to a DLI schoolwide program, how does that affect ELP and academic proficiency data?

Questions for Further Investigations

Questions for State, LEA, and School Leaders

State	LEA	School
• Why can't we report more than one primary language for each student?	• Could the LEA designate DLI as a program and not a school? • How is the LEA tracking DLI students who qualify for several other programs (gifted & SPED)? • Are target language teachers' qualifications relevant to DLI student with multiple needs?	• How can schools keep students in DLI who may also need SPED or Gifted services? • How can schools provide for students who qualify for other programs to maintain their enrollment in DLI programs from year to year?

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DLL Students' Needs?

- Are there any students in the DLI program that "need extra language support" beyond our ESOL/ELA classroom?
    - Who are these students?
    - At what level of English proficiency are they?
    - What other data can we use to identify these needs?
    - Have they been making typical gains in English proficiency compared to their DLL peers?

- In which language are these students struggling?
    - Do they need more support in English or in the target language? Why?
    - Is it a student issue or a teaching issue?
    - Or is it the curriculum?

DLL Students' Needs?

If they aren't making typical gains, then, what do they need?

What type of support do they need?

Are the families aware of these students' needs?

Strategies, Interventions, and Activities for DLL Students?

- How will the strategy, intervention or activity be provided?
  - By whom?
  - Why?
  - How?
  - Will it be implemented with fidelity?
- Is there research showing that the type of supplemental strategy, intervention or activity you design helps emerging bilinguals be successful in school in both languages?
- What skills and professional credentials (experience or expertise) do our teachers in the DLI program have that ensure they can effectively support their students?

EL Language Programs Help Desk

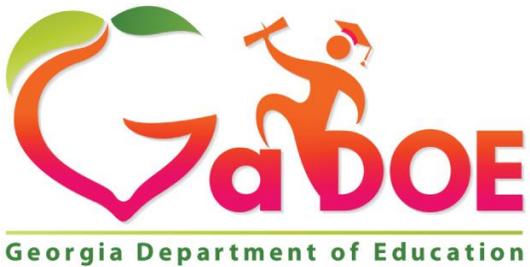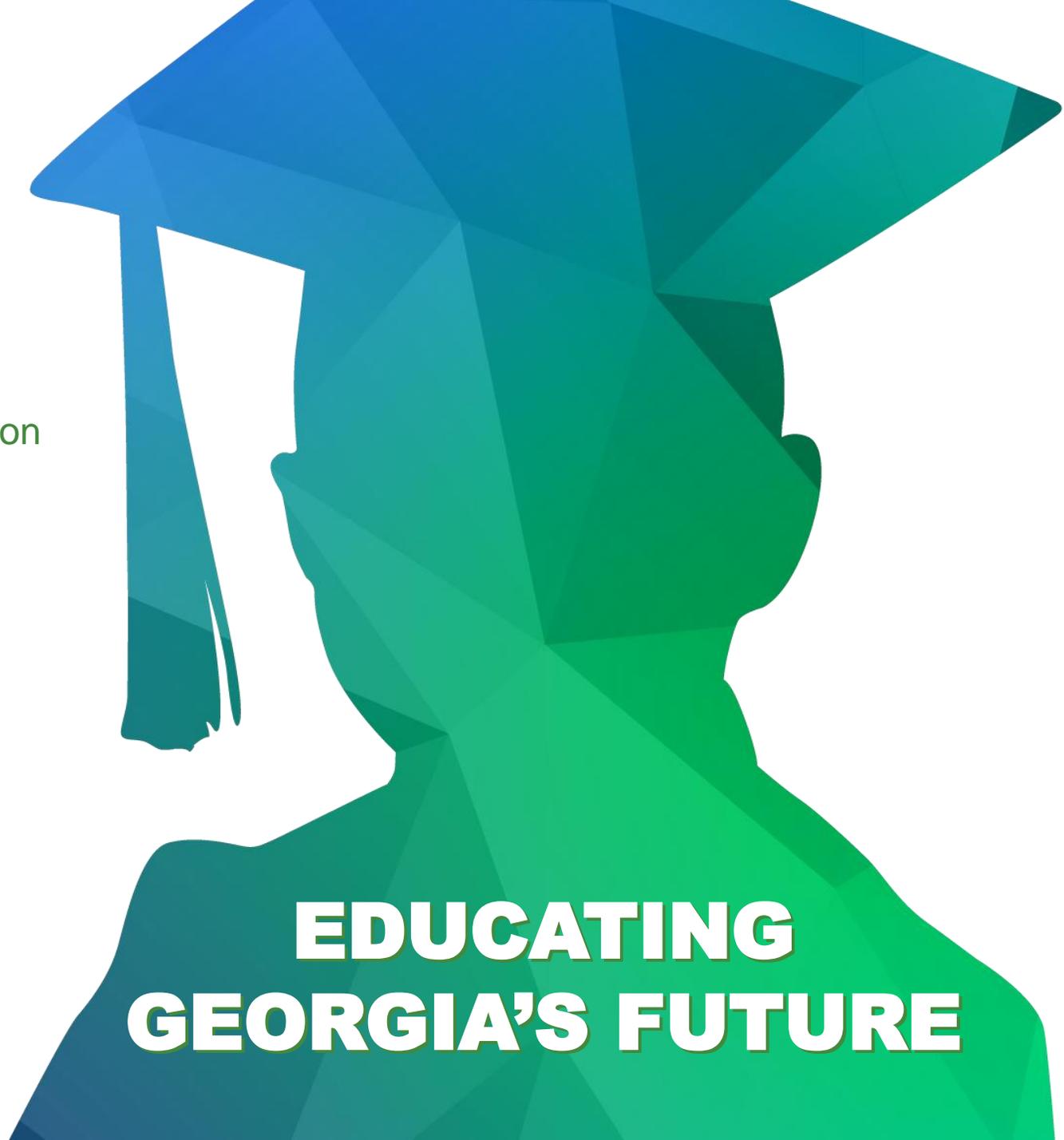**ESOL & Title III, Part A Questions & Support**

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English Learner Language Programs

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youtube.com/c/GeorgiaDepartmentofEducation

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