Advancing School Leadership for Continuous Improvement
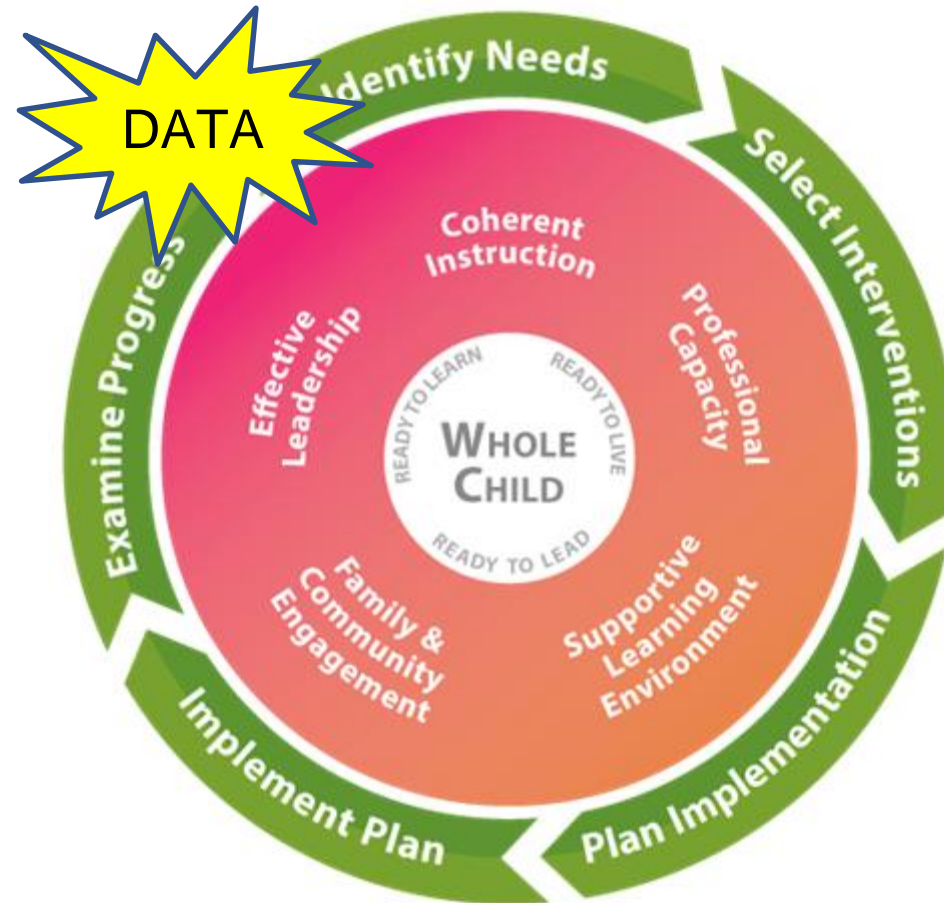
Leadership + English Learner (EL) Data + School Improvement = Working together for success!

**Dr. Margaret (Meg) Baker
Program Manager,
ESOL & Title IIIA Language Programs**

**2020 Winter Instructional Leadership Conference
February 25-26, 2020
Macon, Georgia**

Georgia's Systems of Continuous Improvement

Top Ten LEAs by EL Student Population, Oct 2019 FTE Data

7%

	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

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Top Ten LEAs by EL Share of Population, Oct 2019 FTE Data

	LEA	EL=Yes Population	EL Share of Population
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%

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Top Ten Non-English Student Languages

STUDENT PRIMARY LANGUAGE	STUDENT COUNT
Spanish	139,122
Vietnamese	4,576
Other Indian	3,235
Korean	3,071
Chinese	2,446
Other African	2,221
Other Asian	2,035
French	1,939
Hindi	1,863
Ethiopian/Eritrean	1,761

73%

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Session Goal

*Understand **leadership processes** that have an impact on English learner students' success in your schools.*

1. Gathering Data on ELs
   (Compiling)

2. Understanding EL Data

3. Analyzing EL Data
   (Organizing)

4. Communicating EL Data
   (Summarizing)

Schools leaders who gather, understand, analyze, and communicate student data will use it to influence school improvement design and system structures.

Gathering Data on our English Learners

Process Guide

What do we know about our EL students?

- Home language
- Place of birth
- Ethnicity/race
- Date first entered U.S. schools
- Prior school enrollment
- Grade level and age
- Literacy level in first language
- Eligibility for free/reduced-price lunch

Associated Risk Factors

Process Guide Part 1a.

What do we know about their services and opportunities?

- Equitable Representation
  (*Process Guide,* pp. 2-4)

- ESOL program models
  (*Process Guide*, pp. 7-8)

- Number of years in ESOL program
  (*Process Guide*, p.9)

- EL Exit Rate
  (*Process Guide*, p.10)

- Teacher professional qualifications, experience, language & ethnicity
  (*Process Guide*, pp. 10-11)

Associated Risk Factors

How fast are the ELs in my school becoming proficiency in English?

- [Title I, Part A website](#)

- [English Learners Programs website](#)

- [Title III, Part A website](#)

Federal Programs' Links

- Filing Formal Complaints Under ESSA Programs
- 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
- Communication with Parents in Languages Other than English

Title III in the ESSA

- Title III in ESSA informational webinar
- 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
- "What Do Evidence-Based Practices Look Like Under ESSA?"

(Process Guide, pp. 9-10)

What do we know about EL students' test scores?

Process Guide, Part 2a, pp. 4-6
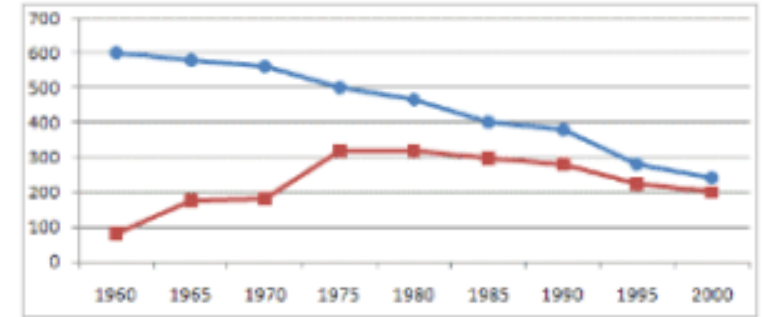
1. English language proficiency
   - CCRPI - Progress toward proficiency

2. State standardized tests
   - Subgroup (N=15) academic achievement in each subject
   - Subgroup (N=15) closing the gap performance flags

3. District benchmark assessments

EL Data in our School's CCRPI Reports

https://www.gadoe.org/CCRPI/Pages/default.aspx

HOW DID THE SCHOOL PERFORM ON PROGRESS?

80.3 ↑ +1.8

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	88.0
STATE SCORE	82.1

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	78.94	↑ +2.39
MATHEMATICS	80.22	↓ -3.15
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	86.87	↑ +21.90

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS   SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ENGLISH LEARNERS	22.86%	14.86%	28.00%	34.29%

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

7 Years to 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+
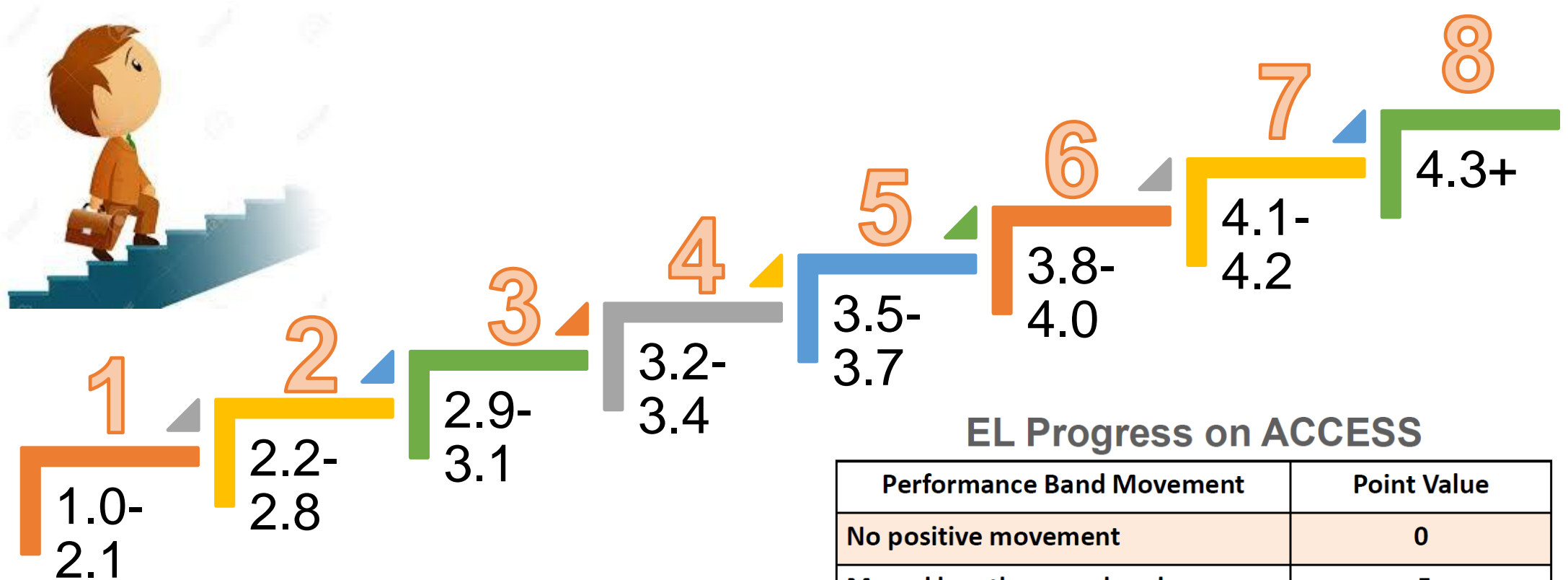
EL Progress on ACCESS

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

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ACHIEVEMENT LEVELS SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.66% Participation Rate	17.19%	26.44%	44.89%	11.48%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 98.97% Participation Rate	18.09%	29.79%	45.74%	6.38%
HISPANIC 99.77% Participation Rate	39.95%	28.13%	28.37%	3.55%
MULTI-RACIAL 100.00% Participation Rate	7.14%	26.19%	47.62%	19.05%
WHITE 99.77% Participation Rate	6.59%	25.66%	52.49%	15.26%
ECONOMICALLY DISADVANTAGED 99.83% Participation Rate	33.57%	30.02%	31.79%	4.62%
ENGLISH LEARNERS 100.00% Participation Rate	79.23%	15.85%	4.37%	0.55%
STUDENTS WITH DISABILITY 100.00% Participation Rate	46.20%	35.44%	16.46%	1.90%

How does the EL population of these grade levels affect these results? *(Process Guide*, p. 5)

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3rd	18.09%	37.23%	32.98%	11.70%	44.68%
4th	26.00%	49.00%	20.00%	5.00%	25.00%
5th	30.23%	40.70%	25.58%	3.49%	29.07%
Total	24.64%	42.50%	26.07%	6.79%	32.86%

2018 CCRPI Achievement Score = 57.51

When looking at ELA achievement by grade levels, we see
- 3rd grade has the lowest percentage of Beginning Learners.
- 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- 5th grade has the highest percentage of Beginning Learners.
- A lot of students are Developing Learners.

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

68.8 ↑ +11.0

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	63.9
STATE SCORE	80.0

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

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

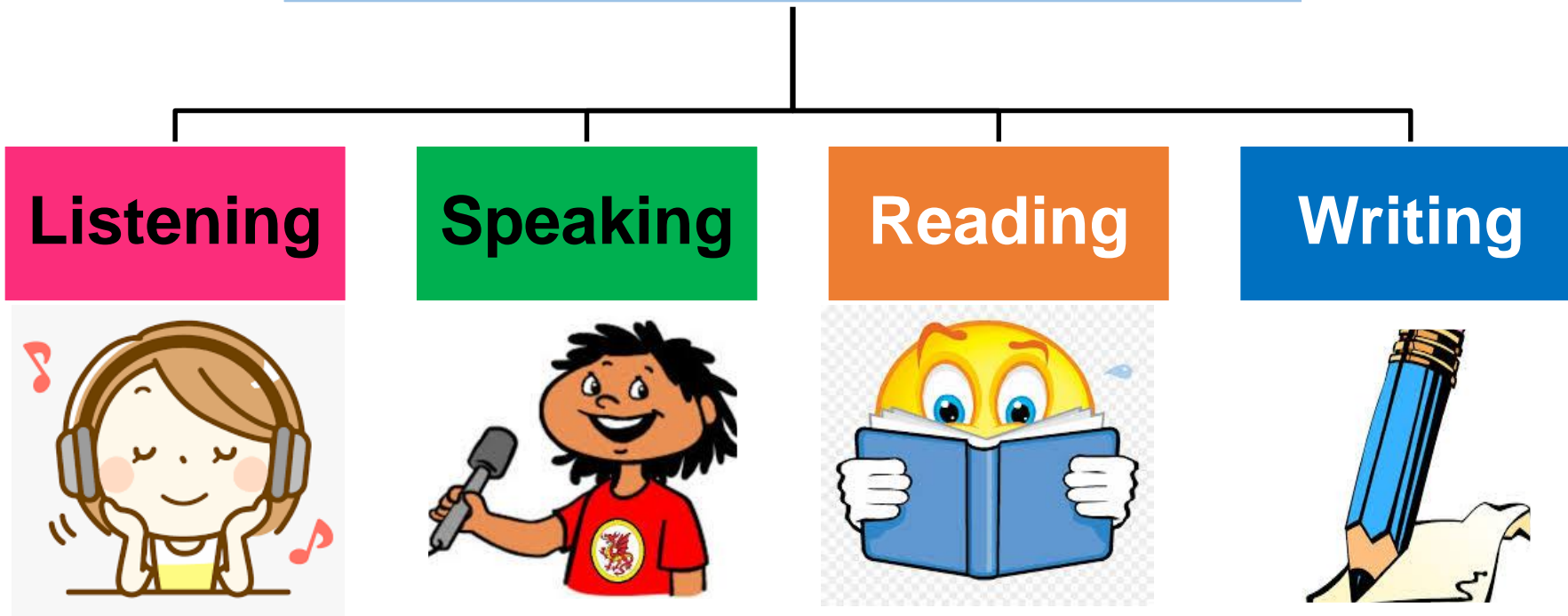|	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟩	🟩	🟥	🟩
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟩	🟩	🟩	🟥
HISPANIC	🟥	🟥	🟥	🟩
MULTI-RACIAL	🟩	🟥	🟩	🟩
WHITE	🟩	🟩	🟩	🟩
ECONOMICALLY DISADVANTAGED	🟩	🟩	🟥	🟨⭐
ENGLISH LEARNERS	🟩	🟨	🟥	🟨
STUDENTS WITH DISABILITY	🟩⭐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

Five Lenses

- The EL subgroup is not static.

- Learning a language takes time – but not forever.

- ELs at different stages progress at different rates.

- English skills impact academic performance.

- Poverty affects many ELs, and, as a result their educational outcomes.

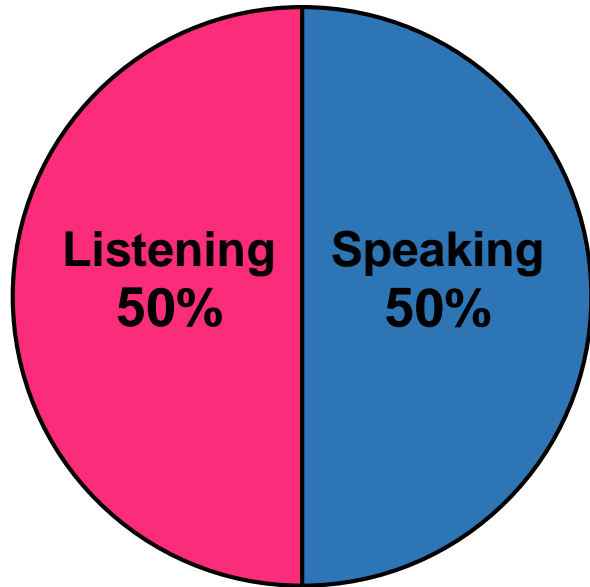Carnock, J. T. (August 2017) *Seeing clearly: Five lenses to bring English learner data into focus.* https://www.newamerica.org/education-policy/policy-papers/seeing-clearly/

Understanding EL Data

WIDA ACCESS for ELLs© 2.0 Domain Scores
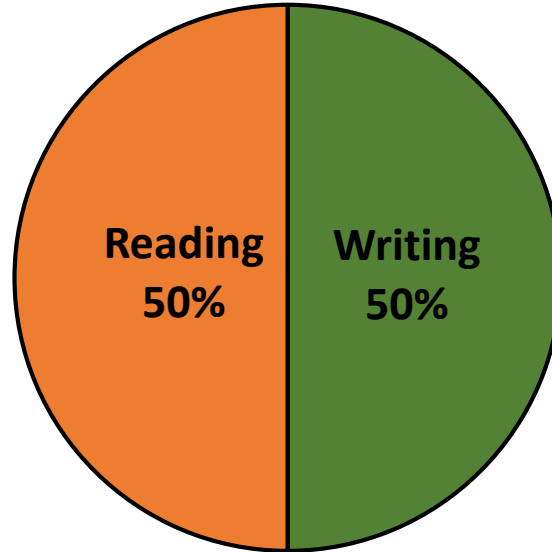
Listening

Speaking

Reading

Writing

WIDA ACCESS for ELLs 2.0 Spring 2019 Interpretive Guide for Score Reports

From Domain to Composite Scores

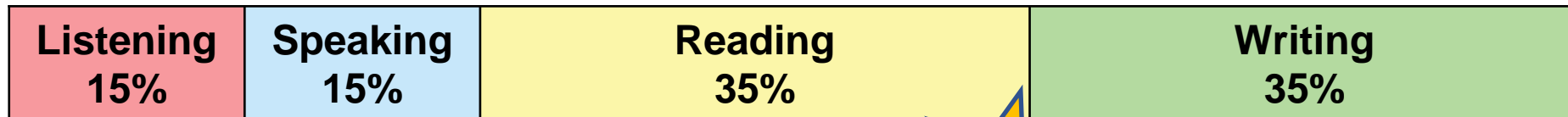WIDA ACCESS for ELLs 2.0 Spring 2019 Interpretive Guide for Score Reports

Listening 50%	Speaking 50%

Oral Language Score

Reading 50%	Writing 50%

Literacy Score

Listening 30%	Reading 70%
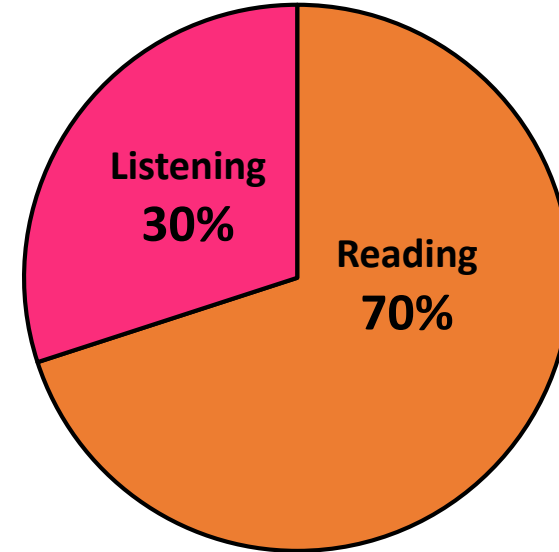
Comprehension Score

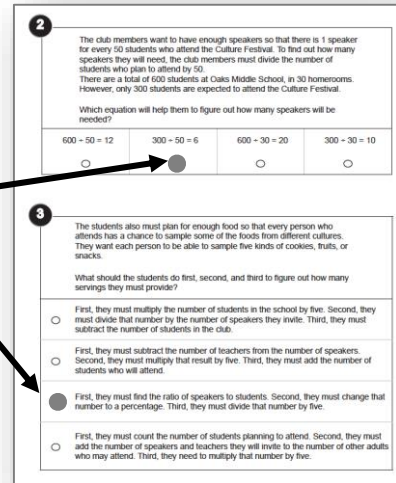| Listening 15%	Speaking 15%	Reading 35%	Writing 35%

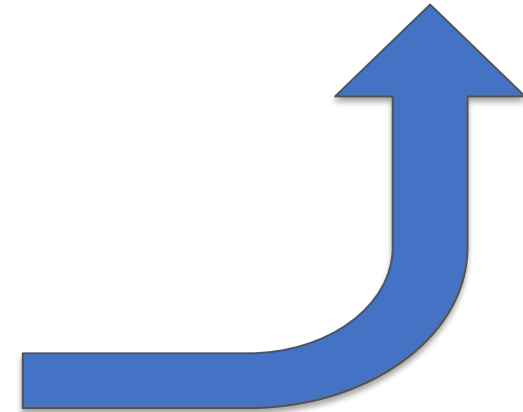**Overall Score**

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From Assessment Raw Score to Proficiency Level – How it works:

RAW SCORE
Number of correct items

PROFICIENCY LEVELS
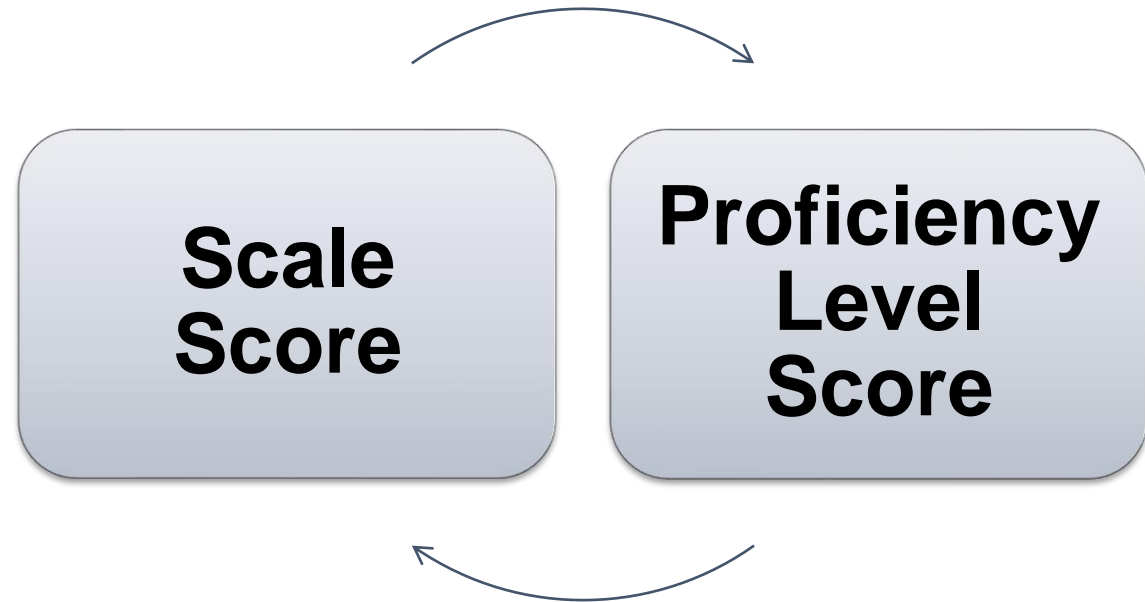Transformed scale scores through group consensus

SCALE SCORE
Transformed raw scores through statistics
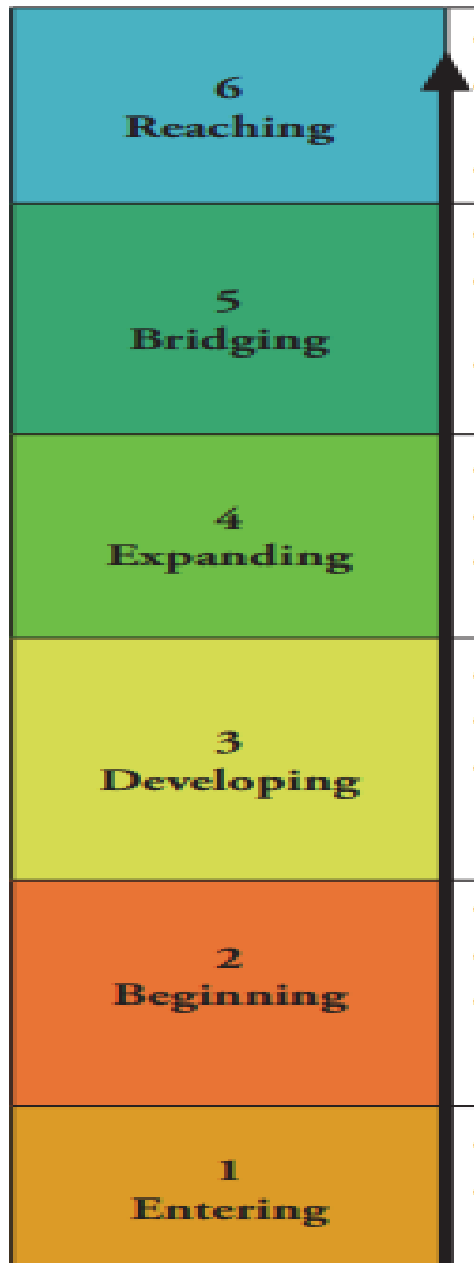
Which Scores Should I Use?

6 Reaching
5 Bridging
4 Expanding
3 Developing
2 Beginning
1 Entering

Scale Score

Proficiency Level Score

Vertically-aligned Scale Scores from K-12 within each Language Domain

Listening
- 600
- 500
- 400
- 300
- 200
- 100

K-12

Speaking
- 600
- 500
- 400
- 300
- 200
- 100

K-12

Reading
- 600
- 500
- 400
- 300
- 200
- 100

K-12

Writing
- 600
- 500
- 400
- 300
- 200
- 100
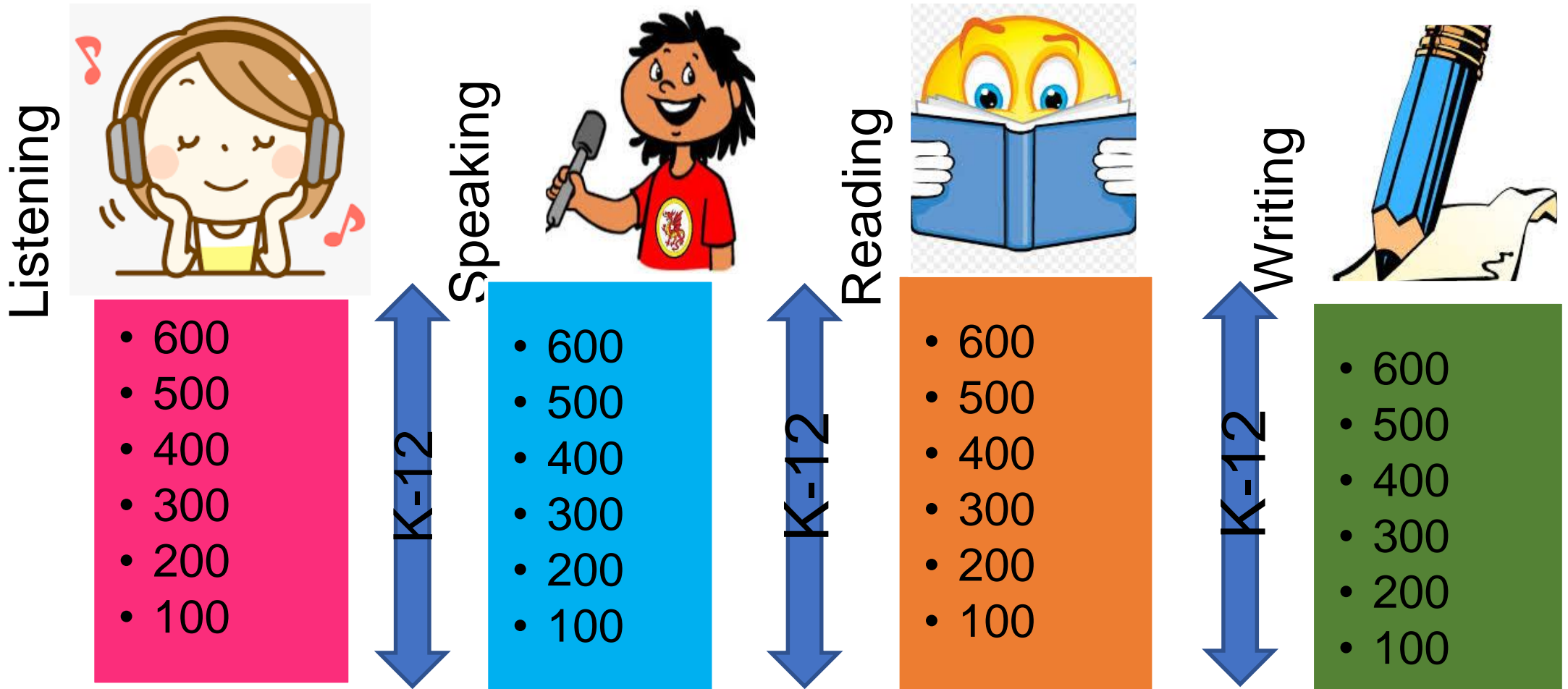
A Closer Look at Proficiency Level Scores

Range from 1.0 to 6.0

3.8

Decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth

Whole Number indicates the student's language proficiency level as based on the WIDA ELD Standards

Description of WIDA Proficiency Levels –

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching Language that meets all criteria through Level 5, Bridging

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

WIDA CONSORTIUM

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching Language that meets all criteria through Level 5, Bridging

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social, instructional and some content-related words

WIDA

Give meaning to Proficiency Levels

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EL Progress toward English Proficiency

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY
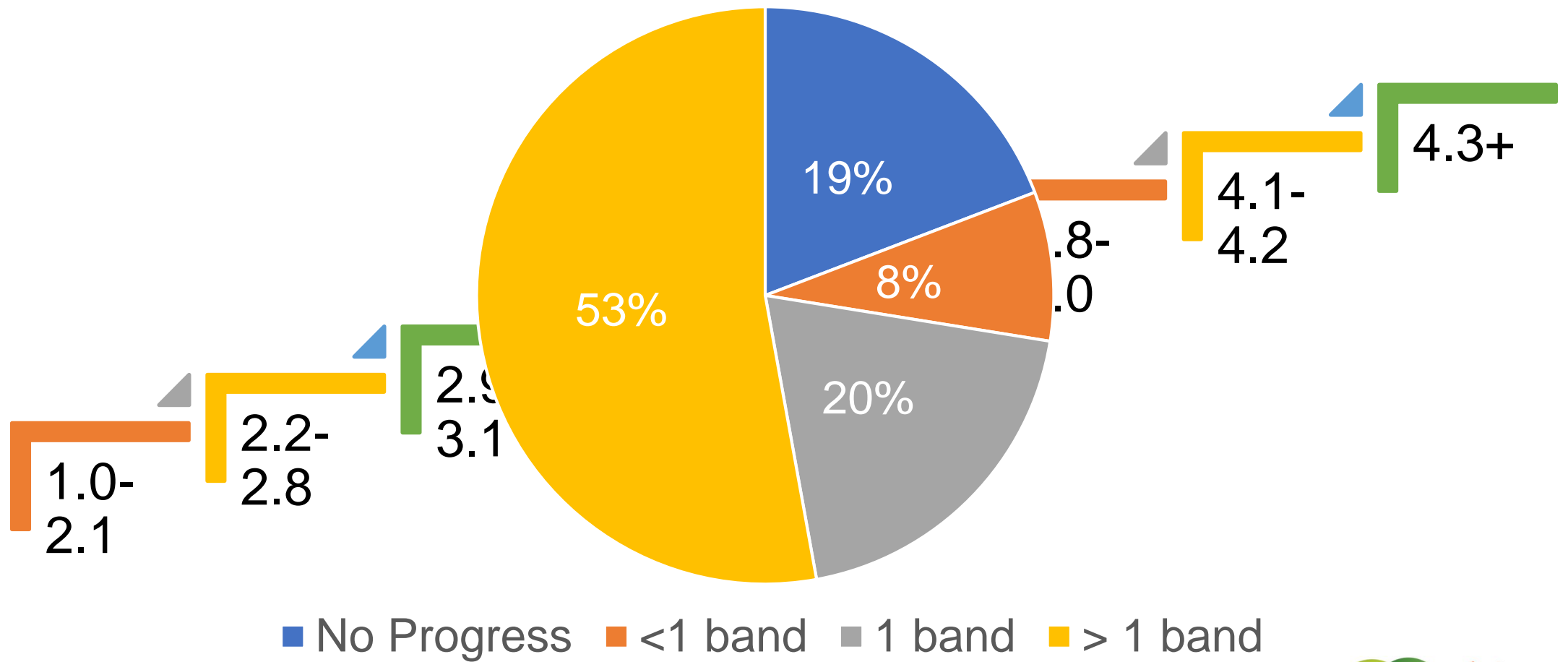
PROGRESS LEVELS   SCORES, TARGETS, AND FLAGS

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ALL STUDENTS	19.19%	8.35%	19.61%	52.85%
AMERICAN INDIAN / ALASKAN NATIVE	16.28%	9.88%	16.86%	56.98%
ASIAN / PACIFIC ISLANDER	15.00%	7.37%	17.11%	60.52%
BLACK	16.62%	9.69%	18.34%	55.35%
HISPANIC	19.94%	8.47%	20.09%	51.50%
MULTI-RACIAL	20.47%	8.84%	16.74%	53.95%
WHITE	16.61%	6.77%	17.43%	59.20%
ECONOMICALLY DISADVANTAGED	19.44%	8.65%	19.94%	51.96%
ENGLISH LEARNERS	19.19%	8.35%	19.61%	52.85%
STUDENTS WITH DISABILITY	25.22%	14.81%	22.59%	37.38%

EL Progress toward Proficiency – ACCESS for ELLs

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 State's Progress Points in CCRPI

Pie chart segments:
- 19% (No Progress)
- 8% (<1 band)
- 20% (1 band)
- 53% (> 1 band)

Labels:
- 1.0-2.1
- 2.2-2.8
- 2.9-3.1
- .8-.0
- 4.1-4.2
- 4.3+

Legend: ■ No Progress ■ <1 band ■ 1 band ■ > 1 band

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Analyzing ACCESS English Language Proficiency (ELP) Data

Interpretation of WIDA ACCESS 2.0 Scale Scores

Grade	Reading Scale Score	Reading Proficiency Level
3	355	5.2
4	355	4.6
5	355	4.0

As grade level increases, so do our expectations…

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Interpretation of Scale Scores

Grades	Domain	Scores	
		Scale Score	Proficiency Level
3	Overall	347	4.2
4	Overall	359	4.2
5	Overall	369	4.2

Let's Focus on GROWTH

Gains or growth in ACCESS Scale Scores from year to year.

ACCESS Scale Scores = Focusing on Growth

- Mee is a 7th grade student of Asian origin.
- In 2014, she scored an ACCESS 2.0 Overall Composite Scale Score = 338 (ELP Level = **2.8**).
- In 2015, she scored a 352 (PL = 3.4).
- GAIN = **14** scale score points
- So….
  - **Is that good?**
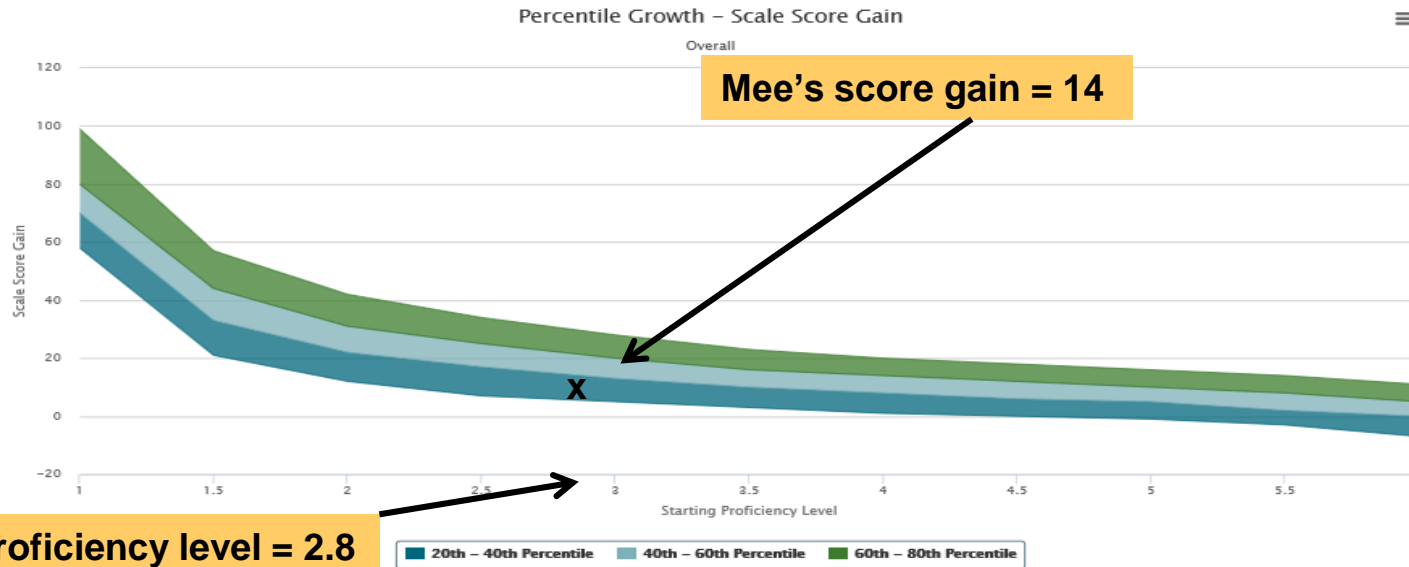 - **Is that normal?**
  - **Is that what you'd expect?**

Student Growth Percentiles (SGP)

Mee's score gain = 14

X

Mee's initial proficiency level = 2.8

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
80th	99	57	42	34	28	23	20	18	16	14	11
60th	80	44	31	25	20	16	14	12	10	8	5
40th	70	33	22	17	13	10	8	6	5	2	0
20th	58	21	12	7	5	3	1	0	-1	-3	-7

Mee's Scale Score gain is in the 20th- 40th percentile range compared to 7th grade ELs with the same initial proficiency level of 2.8.

Growth vs. Progress

Growth = an increase in size, number, value, or strength

→

Progress = movement or advancement through a series of events or points in time; development through time

Coherent Instruction System - Refining the Instructional System

Processes:

- Reflect on what did and did not work
- Adjust planning, implementation, and monitoring
- Celebrate and share successes
- Identify next steps

Self-Reflection Questions for School Leadership Teams

1. Are we documenting EL growth over time?

   - Identify ELs who aren't growing for RTI teams to address

   - Identify teachers whose EL students experience great growth

   - Identify grade level growth averages

   - Compare individual students to school or grade level average growth for like-peers

   - Monitor student progress on other measures

2. Are we tracking common student weaknesses/strengths across/within grade-levels?

Self-Reflection Questions for School Leadership Teams

3. Do we create clusters of ELs with similar English language proficiency (ELP) profiles to place in same classroom?

4. Do we require teachers to use ELP data for instructional differentiation purposes?

5. Do our teachers use ELP data to create authentic assessments, modified assignments, etc.?

6. Are teachers examining student work for language and content demands as well?

Professional Resources

- Carnock, J. T. (August 2017) *Seeing clearly: Five lenses to bring English learner data into focus.* https://www.newamerica.org/education-policy/policy-papers/seeing-clearly/

- Ceedar's (Nov 2016) *Evidence-based practices for English learners.* https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf

- Colorado Dept of Ed's (Oct 2016) *Guidebook on designing, delivering, and evaluating services for English learners (ELs).* http://www.cde.state.co.us/cde_english/guidebookoct16

- Hamayan, E., & Freeman, R. (2012), *English language learners at school: A guide for administrators.*

Professional Resources

- Indiana Dept of Ed's *English learner program evaluation toolkit.* https://www.doe.in.gov/sites/default/files/elme/el-program-evaluation-toolkit.pdf

- Sugarman, J. (N.D.) *A guide to finding and understanding English learner data.* Migration Policy Institute Issue Brief

- U.S.D.E.'s *Tools and resources for evaluating the effectiveness of a district's EL program.* English Learner Toolkit. https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf

Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

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(▶) youtube.com/c/GeorgiaDepartmentofEducation

EL Language Programs HelpDesk
678-794-3695
ELPrograms@doe.k12.ga.us

English Learner Language Programs

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EDUCATING GEORGIA'S FUTURE