Working Smarter with English Learner Data

GCEL Conference 2020 Vision: Looking to the Future

March 9-11, 2020

Savannah, GA

Presenters Today:

- **GaDOE** - Dr. Meg Baker, Manager, ESOL & Title IIIA Language Programs

- **Forsyth County Schools** - Mr. Joe Cappadonia, Director of Middle Schools & Title III Programs: jcappadonia02@forsyth.k12.ga.us

- **Hall County Schools** - Dr. Anna Sargent, Director of Title III, ESOL, & Migrant Programs anna.sargent@hallco.org
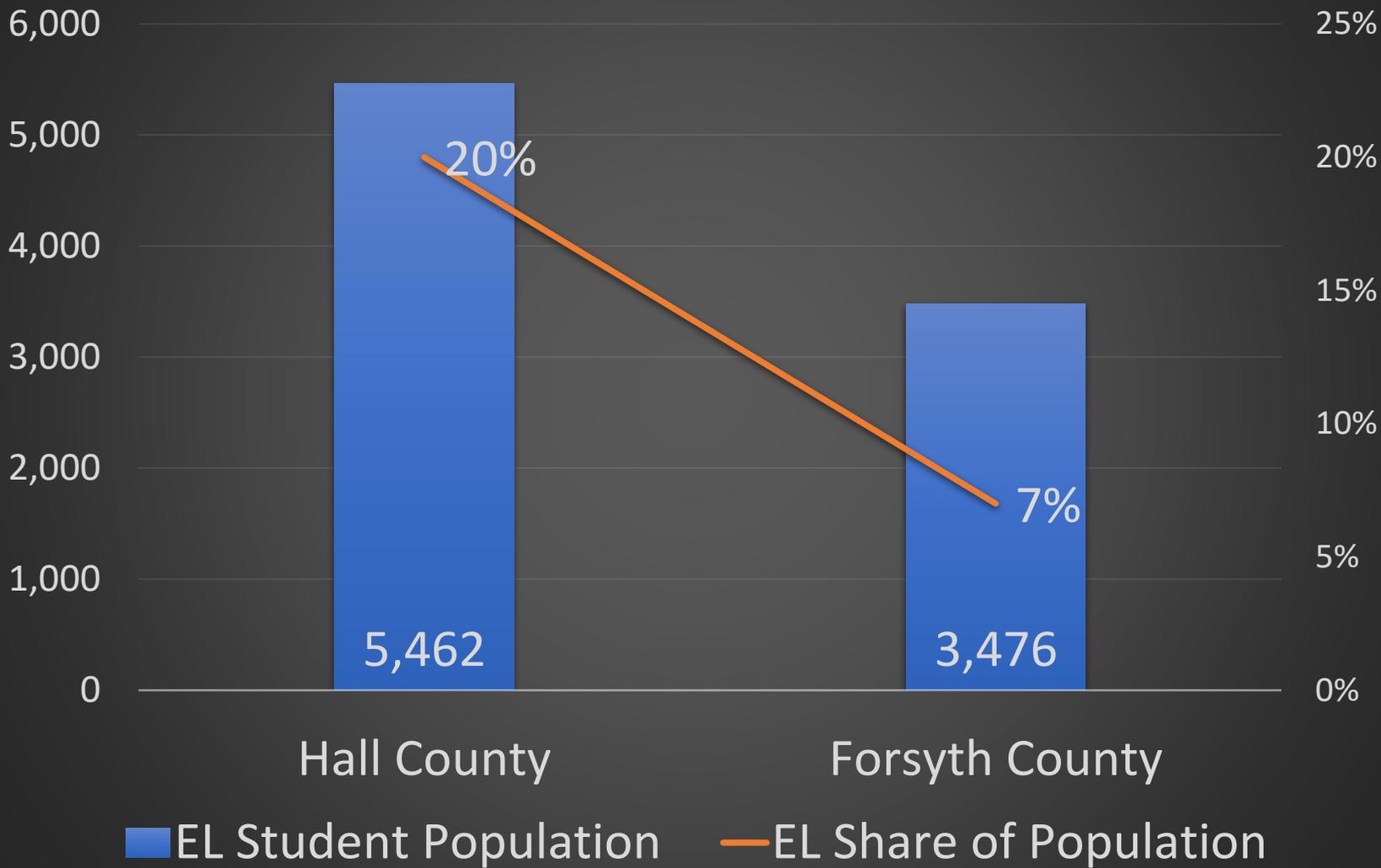
English Learners in Georgia's Systems of Continuous Improvement

DATA
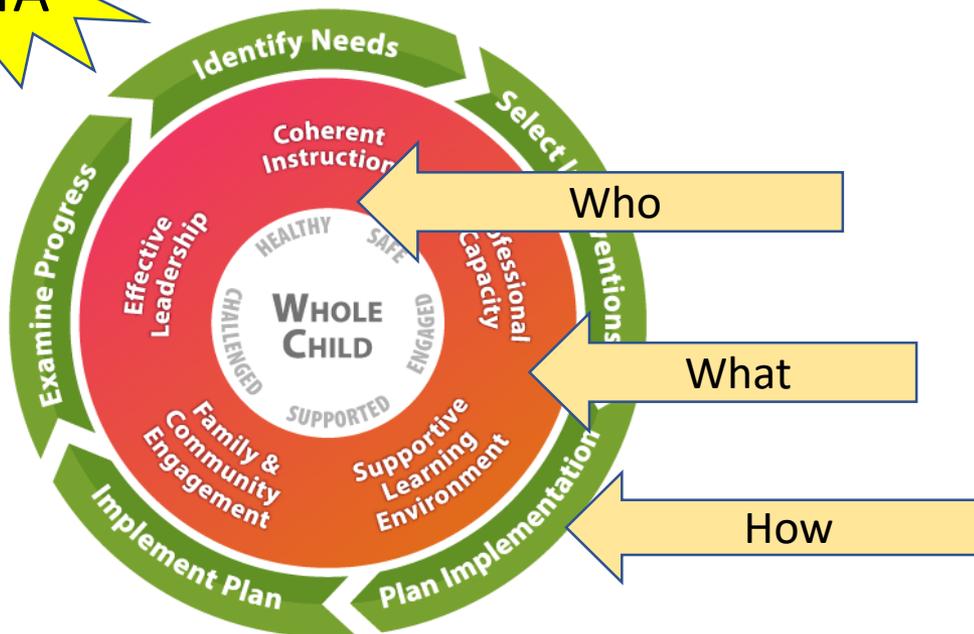
Who

What

How

Advancing Professional Capacity & Effective Leadership for Continuous Improvement of Coherent Instruction and Supporting Learning Environments for English Learners

Comparing Districts' EL Population

Guiding Questions

1. Do some English learner students need more support than others? How do we know?

2. How do we determine which schools need Title III-A funding?

3. How do we determine which instructional resources to purchase for our schools?

4. How do we know our language program is effective?

What data do we already use in decision-making processes for English learners?

Type participants' responses here....

2/20/2020

What do WIDA's ACCESS for ELLs Data (Test Results) Mean?

A Word of Caution:

- No **single score** or **language proficiency level** should be used as the *sole criteria* for making decisions regarding a student's academic English language development

- ACCESS data should be *contextualized* to be meaningful; include both **historical** and **demographic** information on the students when presenting the results

- Multiple data points that include formative assessments should *always* be used in making high-stakes decisions about students
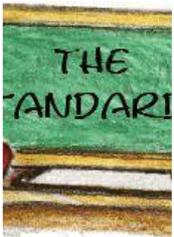
Under the **ESSA**, the state collects data on the…

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

Number & percentage of ELs exiting ESOL Program***

Number & percentage of ELs meeting state academic standards for each of **4** years post-exit***

Number & percentage of ELs who have **not attained** English proficiency within **5** years of classification as an EL and first enrollment in the LEA

disaggregated by ELs with a disability

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 3.6-3.7

6 3.8-4.0

7 4.1-4.2

8 4.3+
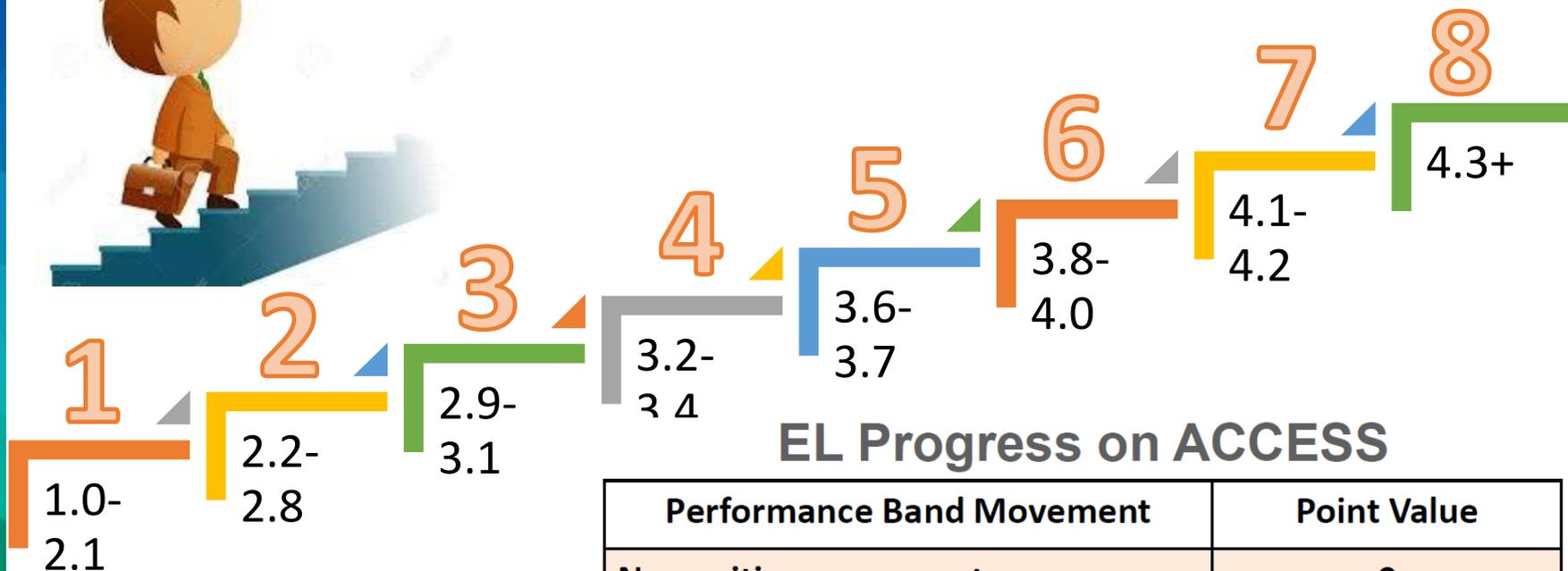
EL Progress on ACCESS

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

GaDOE
Georgia Department of Education

EL Progress toward English Proficiency

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

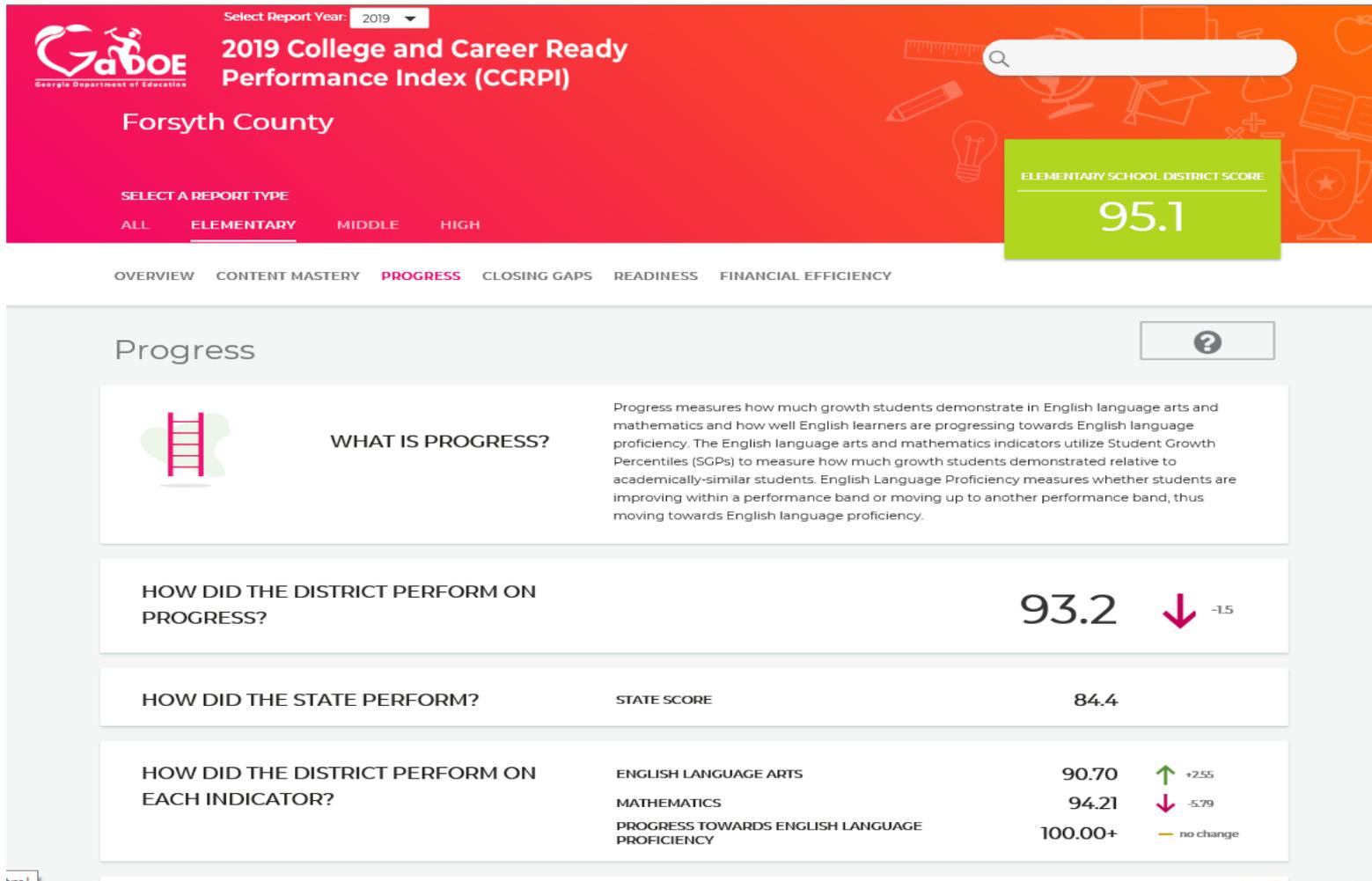**PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

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

Are English learners making progress in English language proficiency?

Percent of EL students at Forsyth County Elementary Schools' contributing to the 2019 ELP Progress Score of 100.00+ (No Change from 2018)
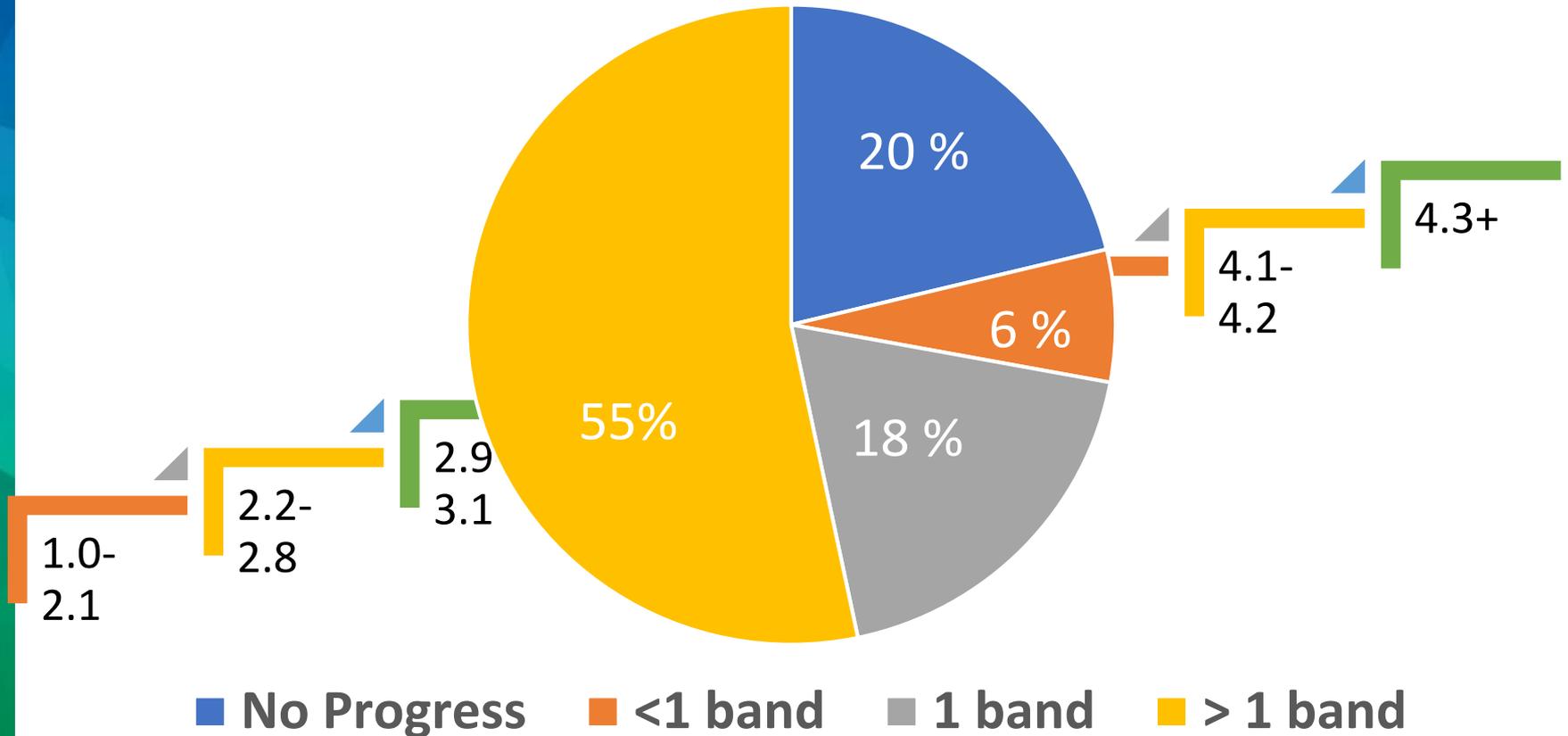
Pie chart segments:
- 20 % (No Progress, blue)
- 6 % (<1 band, orange)
- 18 % (1 band, gray)
- 55% (> 1 band, yellow)

Labels: 1.0-2.1, 2.2-2.8, 2.9-3.1, 4.1-4.2, 4.3+

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

Are English learners making progress in English language proficiency?
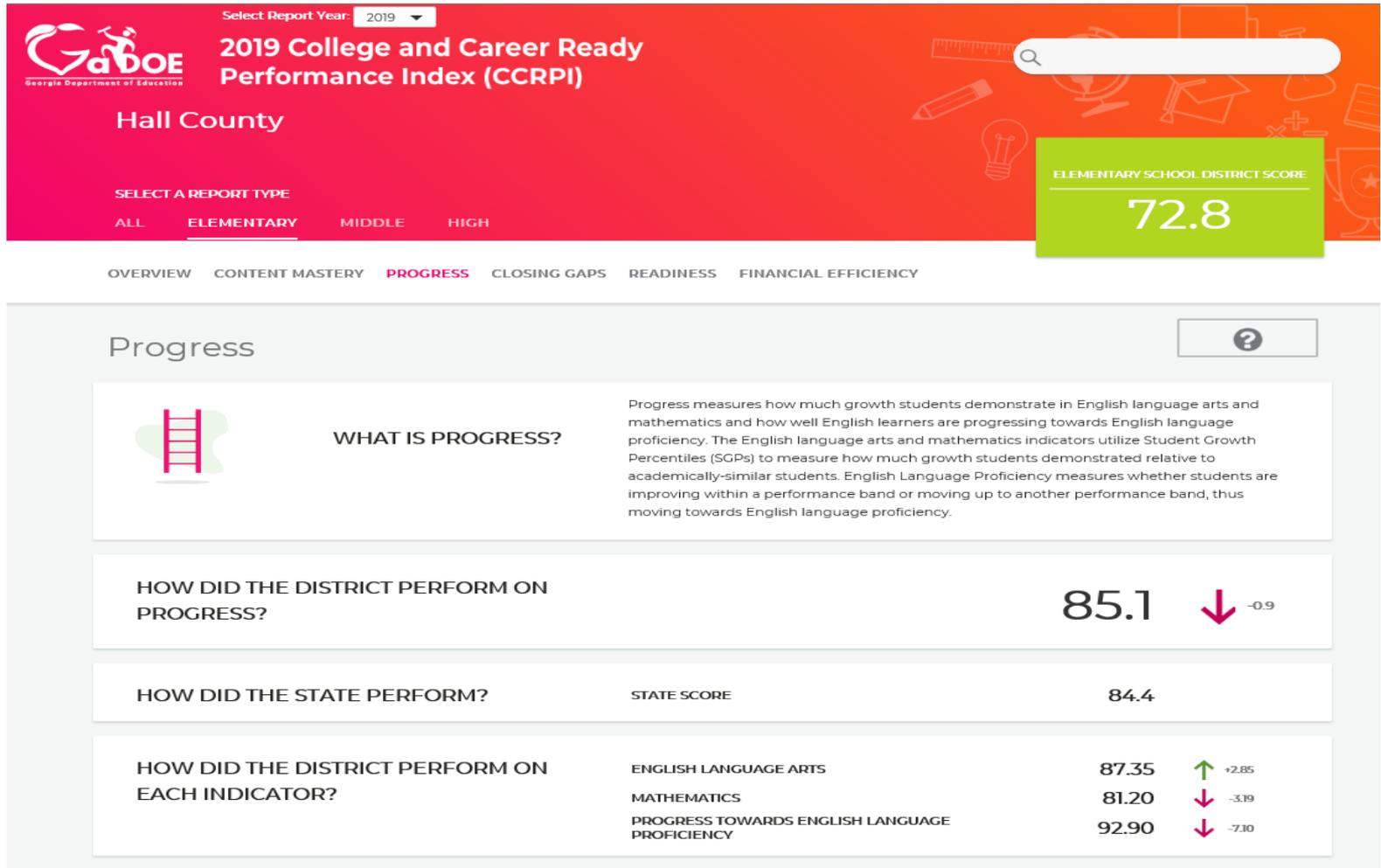
Percent of EL students at Hall County Elementary Schools' contributing to the 2019 ELP Progress Score of 92.90 (Down from 2018)

24%

10%

45%

21%

4.1-
4.2

4.3+

2.9-
3.1

2.2-
2.8

1.0-
2.1

■ No Progress   ■ <1 band   ■ 1 band   ■ > 1 band

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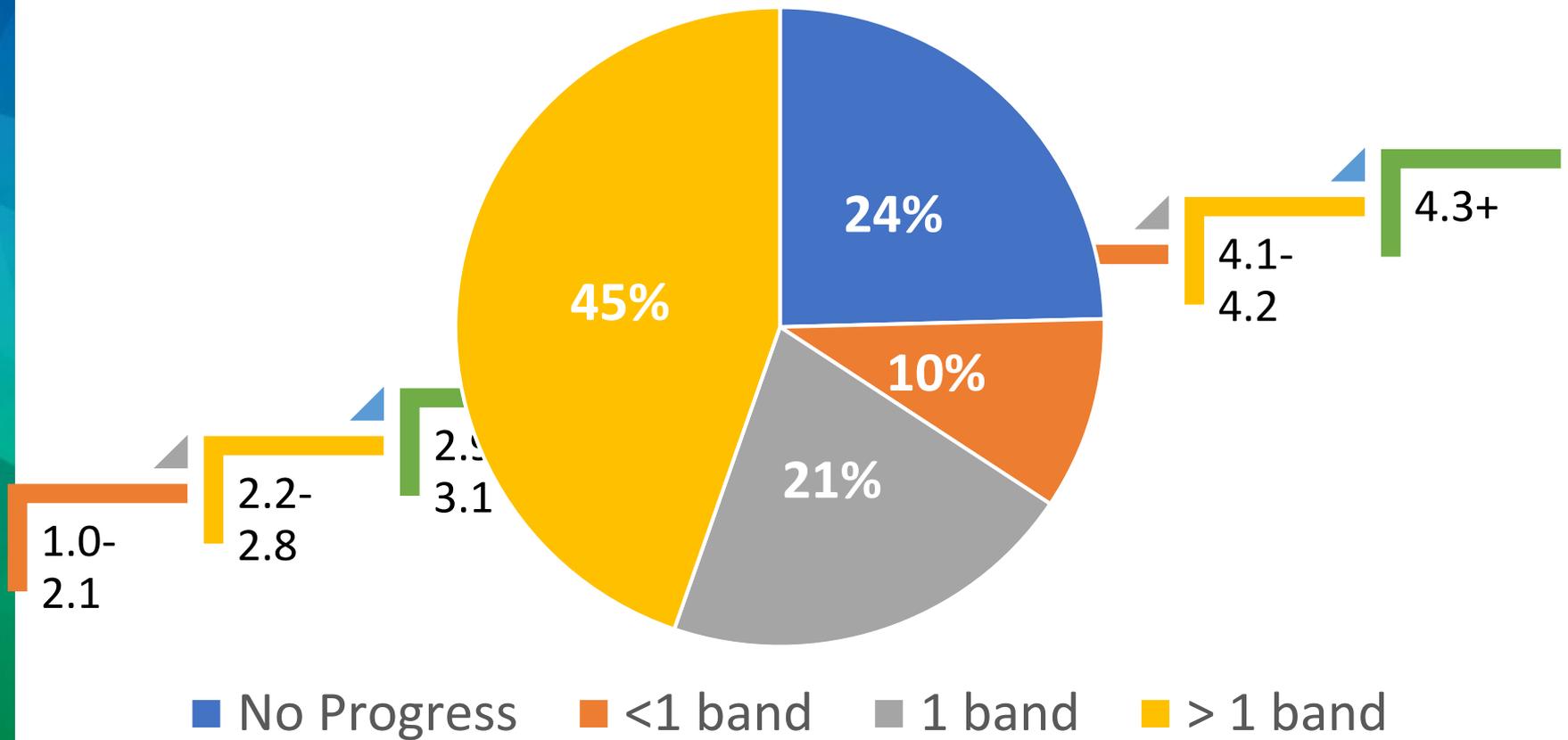
Forsyth County Schools

Exemplary Practices

Mr. Joe Cappadonia

EL Data Summary

- **Guiding Question #1:** *Do some English learner students need more support than others? How do we know?*

- **Guiding Question #4:** *How do we know our language program is effective?*

- 2,184 same students took ACCESS in 17-18 and 18-19:
    - 904 students (41%) grew at least one level of proficiency
    - 1,532 students (70%) showed growth overall
    - 190 students (8%) regressed one level

- ELA EOG 18-19: 22% scored proficient or higher

- Math EOG 18-19: 36% scored proficient or higher

- Tells us there are gaps in EL student instructional practices!

FCS Title III Tiered School Support Plan

First Question: *What support will be offered in each Tier based on district capacity?* (2 District ESOL Instructional Coaches, 80 K-12 ESOL Teachers, 3,476 students)

- **Tier 3**- Coaching and feedback, targeted observation, frequent PL based on feedback from observation and admin, expectation to send staff to SIOP cohorts

- **Tier 2**- Coaching and feedback, targeted observation, PL based on feedback from observation and admin, offer to send staff to SIOP cohorts

- **Tier 1**- PL based on need

FCS Title III Tiered School Support Plan

After analyzing data for each school and criteria for support, schools are given a Tier and communicated with school leadership at the beginning of the school year

2019-2020:

- 13 schools in Tier 3,
- 6 schools in Tier 2, and
- 19 schools in Tier 1

Schools can move Tiers throughout a school year based on updated data and needs

EL Student Supports

How do we determine which instructional resources to purchase for our schools?

1) Feedback from leaders, teachers, students, parents-what's working, what's not, what other supports are needed?

2) Data collection comparison by content area with resources purchased

3) Classroom observations/PLC meetings of ESOL teachers-are current resources being used as designed?

4) Usage reports from schools using Instructional Technology resources

5) Targeted Professional Learning from District ESOL Coaches & selected conferences based on district priorities

PL Redelivery Form

Conference/Workshop Name:

Conference/Workshop Location:

Conference Date(s):

School Name:

Title of Professional Learning:

Redelivery Date:

Redelivery Time:

Audience:

Location of Redelivery:

Individual(s) Responsible for Redelivery:

Description:

How will the information from the conference/workshop help to improve student achievement?

How does this relate to your school improvement plan?

Hall County Schools

Exemplary Practices

Dr. Anna Sargent

How we determine budget needs

- Analyze multiple data points
  - Ranking of % and # of ELs at each school
  - Gifted ELs
  - EL/SWD
  - Exits by school/by grade level
  - Length of time in ESOL/look for trend data
  - Data that compares former ELs, never ELs, and current ELs to look for trends & areas for focus
    - Absent reports
    - Suspension data
    - Credits earned by 12th graders

Next steps...

- After analyzing the data and (school and system) I look for trends/patterns and see where extra supports should be-
    - PL is determined based on this data (individual school and system)
    - School support with the 1.5 system Title III Coaches is determined
- Each of the data pieces/points on the previous page is shared with each principal and principal groups (elementary, middle, high) and we discuss needs through their lens and their requests

Sample Data Points Used for Driving Funding Decisions

HIGH SCHOOLS

2019 CCRPI Data Analysis for ELs

HIGH SCHOOLS

	EL Performance Flags (Green with Yellow Star = Subgroup met EX target, Green = Subgroup Met target, Yellow = Subgroup made progress, but did not meet target, Red = Subgroup did not make progress and did not meet target)				Content Mastery Scores for English Learners																				Progress Towards ELP
	ELA	Math	Science	SS	English/Language Arts					Mathematics					Science					Social Studies					
					Beginning	Developing	Proficient	Distinguished	n-size	Beginning	Developing	Proficient	Distinguished	n-size	Beginning	Developing	Proficient	Distinguished	n-size	Beginning	Developing	Proficient	Distinguished	n-size	
SYSTEM	★				41.03%	44.07%	14.26%	0.64%	624	48.06%	41.55%	9.46%	0.93%	645	57.77%	26.68%	13.69%	1.86%	429	56.32%	31.74%	11.22%	0.72%	418	52.14%
CBHS	NA	NA	NA	NA	35.71%	46.43%	17.86%	0.00%	28	51.16%	46.51%	2.33%	0.00%	43	77.78%	16.67%	5.56%	0.00%	18	TFS	TFS	TFS	TFS	6	57.50%
CHS					46.15%	43.96%	9.89%	0.00%	91	61.90%	27.38%	9.52%	1.19%	84	68.75%	20.83%	8.33%	2.08%	48	65.00%	25.00%	10.00%	0.00%	60	54.12%
EHHS	★		★	★	31.67%	41.67%	26.67%	0.00%	120	37.50%	50.63%	10.00%	1.88%	160	45.93%	32.59%	18.52%	2.96%	135	50.59%	35.29%	14.12%	0.00%	85	54.96%
FBHS			TFS		47.37%	39.47%	13.16%	0.00%	38	50.00%	41.18%	8.82%	0.00%	34	TFS	TFS	TFS	TFS	14	50.00%	36.36%	13.64%	0.00%	22	64.08%
JHS	★		★		33.51%	52.66%	12.23%	1.60%	188	36.78%	46.55%	15.52%	1.15%	174	45.54%	31.68%	19.80%	2.97%	101	41.73%	43.31%	12.60%	2.36%	127	65.50%
LCCA			TFS		86.36%	9.09%	4.55%	0.00%	22	78.26%	21.74%	0.00%	0.00%	23	TFS	TFS	TFS	TFS	11	97.14%	2.86%	0.00%	0.00%	35	37.84%
NHHS	★		NA	TFS	56.52%	30.43%	13.04%	0.00%	23	63.64%	31.82%	4.55%	0.00%	22	92.00%	4.00%	4.00%	0.00%	25	TFS	TFS	TFS	TFS	12	38.46%
WHHS	★				46.49%	42.98%	9.65%	0.88	114	60.00%	35.24%	4.76%	0.00%	105	67.53%	28.57%	3.90%	0.00%	77	59.15%	29.58%	11.27%	0.00%	71	85.78%

Middle School Mean Scale Score by Grade Level

School Name	Grade Level	ACCESS Listening Scale			ACCESS Speaking Scale			ACCESS Reading Scale			ACCESS Writing Scale			ACCESS Literacy Scale			ACCESS Composite		
		SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019
District Average	7	413	402	399	306	319	310	348	348	349	341	336	333	346	342	341	352	348	345
C. W. Davis Middle	7	446	404	400	333	315	297	368	353	336	363	328	317	365	341	327	373	346	333
Cherokee Bluff Middle	7	411	405	395	330	338	343	358	355	345	346	351	346	352	354	346	358	359	352
Chestatee Middle	7	415	406	409	304	324	318	346	359	360	348	343	337	349	351	349	354	355	353
East Hall Middle	7	411	399	401	300	317	322	345	340	350	343	323	339	345	332	345	350	339	350
North Hall Middle	7	427	399	379	334	313	244	356	354	318	374	340	312	365	347	315	370	349	314
South Hall Middle	7	412	396	388	302	316	314	348	348	349	340	338	334	348	343	341	353	347	344
The Foundry	7	352	424	341	319	315	265	327	336	357	310	380	334	319	358	346	324	361	333
West Hall Middle	7	400	404	406	298	315	287	339	343	343	318	335	321	329	339	332	337	345	337
World Language Middle	7	457	425	447	334	337	356	377	372	372	353	343	353	365	358	363	374	365	374

School Name	Grade Level	ACCESS Listening Scale			ACCESS Speaking Scale			ACCESS Reading Scale			ACCESS Writing Scale			ACCESS Literacy Scale			ACCESS Composite		
		SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019	SY2017	SY2018	SY2019
District Average	8	383	402	405	311	306	317	340	347	356	328	328	334	334	338	345	337	343	350
C. W. Davis Middle	8	397	424	408	322	261	320	360	368	352	325	321	340	343	345	346	348	344	351
Cherokee Bluff Middle	8	371	395	410	309	271	315	346	342	341	321	328	310	334	335	326	336	334	337
Chestatee Middle	8	386	409	379	317	319	296	349	358	355	324	328	330	337	344	343	341	351	341
East Hall Middle	8	392	406	408	308	305	311	333	357	355	330	340	331	332	349	343	336	352	348
North Hall Middle	8	363	419	422	314	334	334	342	372	371	322	348	354	332	360	363	334	365	367
South Hall Middle	8	382	405	415	308	304	320	340	337	359	332	325	338	336	331	349	339	338	354
The Foundry	8	361	375	381	312	329	321	322	340	320	335	341	298	329	341	309	331	344	321
West Hall Middle	8	379	386	408	312	303	336	334	333	355	324	315	335	329	325	345	334	330	353
World Language Middle	8	377	372	424	297	294	336	327	352	370	323	335	371	325	344	371	329	340	373

EL Language Programs Help Desk

ESOL & Title III, Part A Language Program Questions & Support
678-794-3695
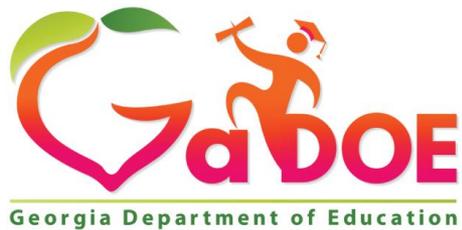### ELPrograms@doe.k12.ga.us

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