

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

Titles IIIA & IA Regional Program Specialists
Data Collections Conference
August 21-23, 2019



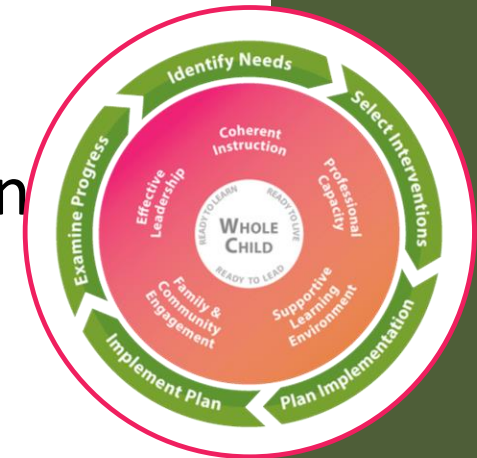
Today's Session

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!

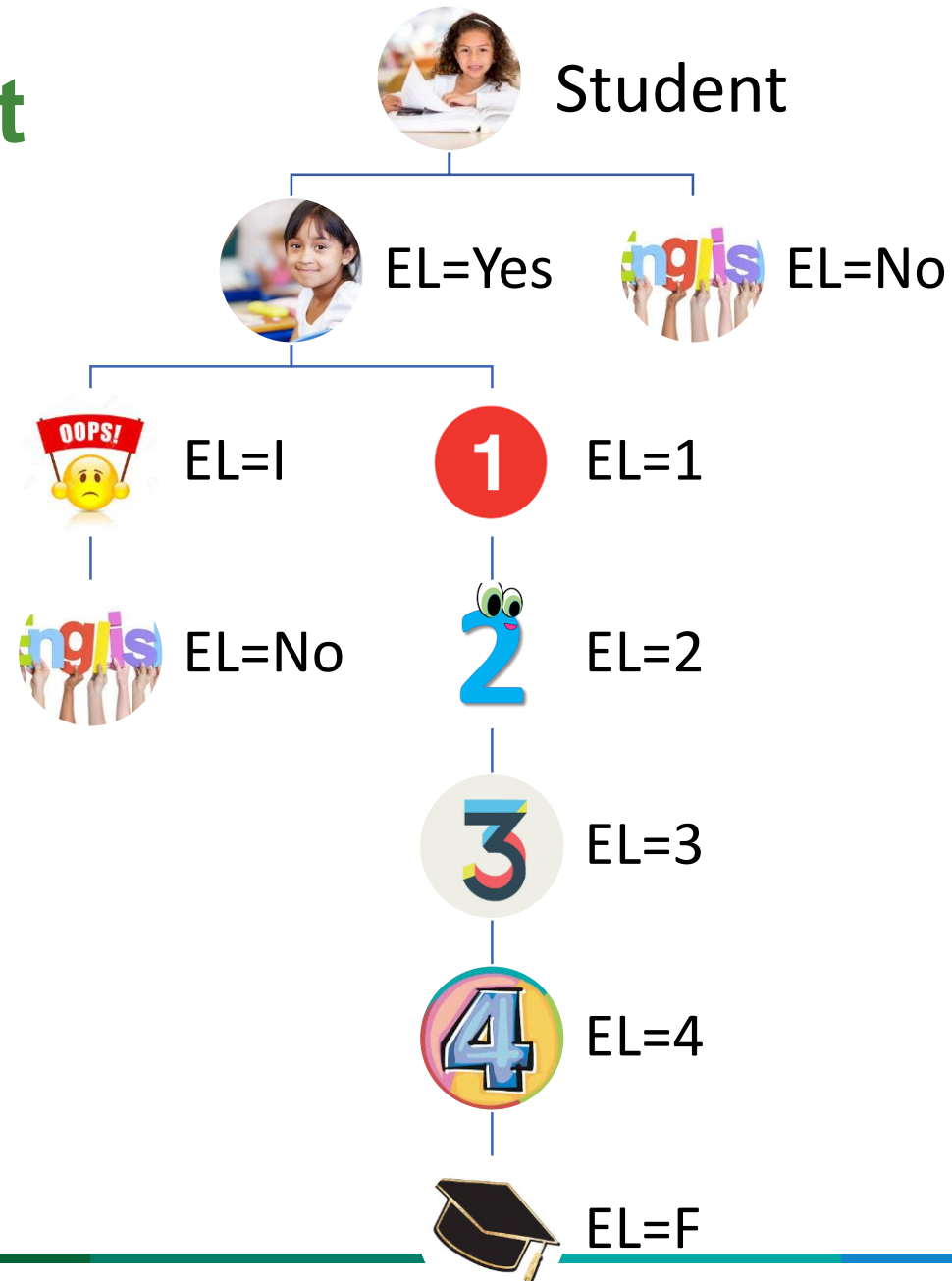




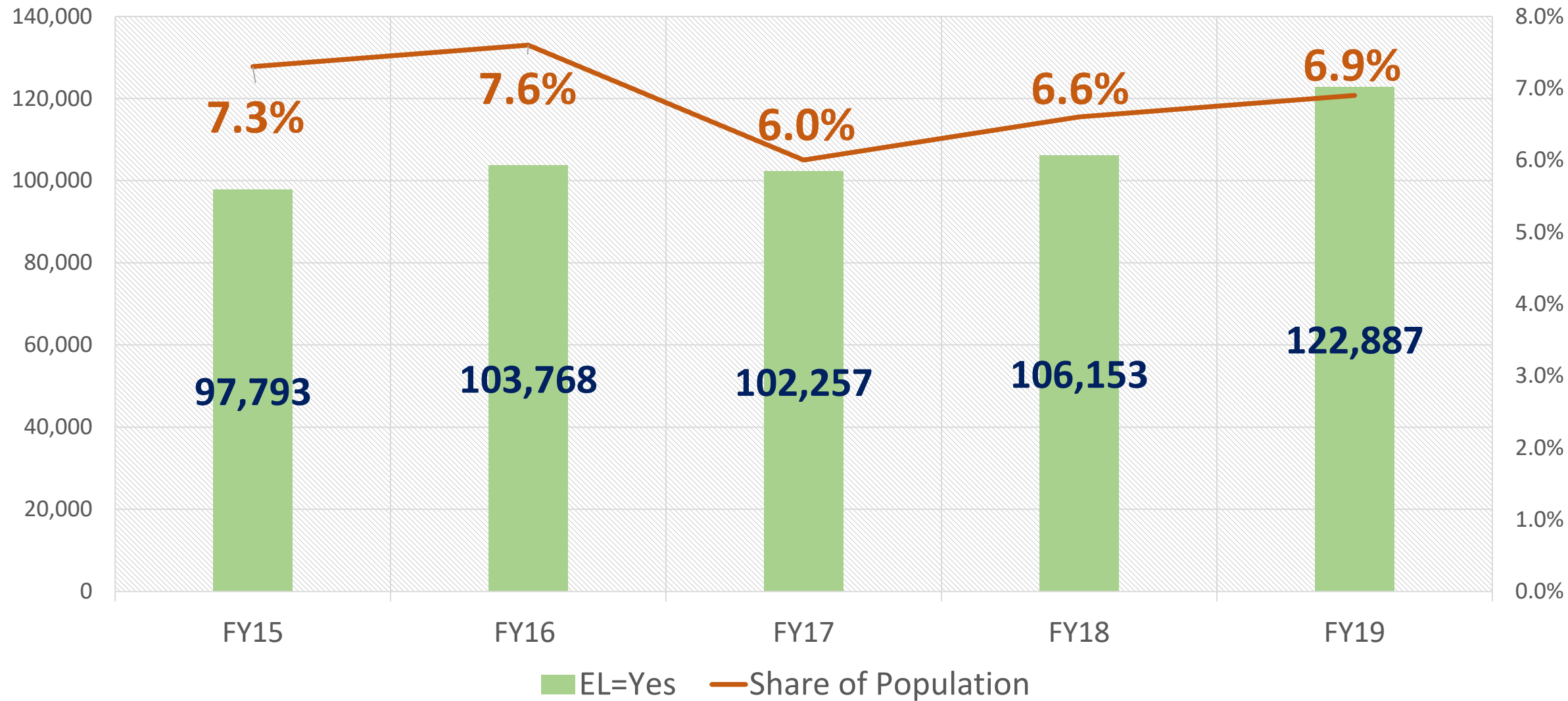
Coding English Learners

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% |

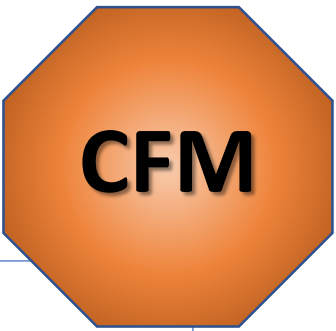
March FTE Count

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



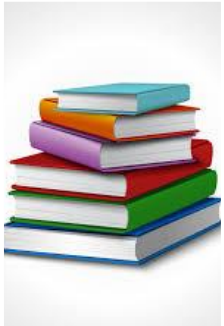
**Disaggregated by English Learners with Disabilities*



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*

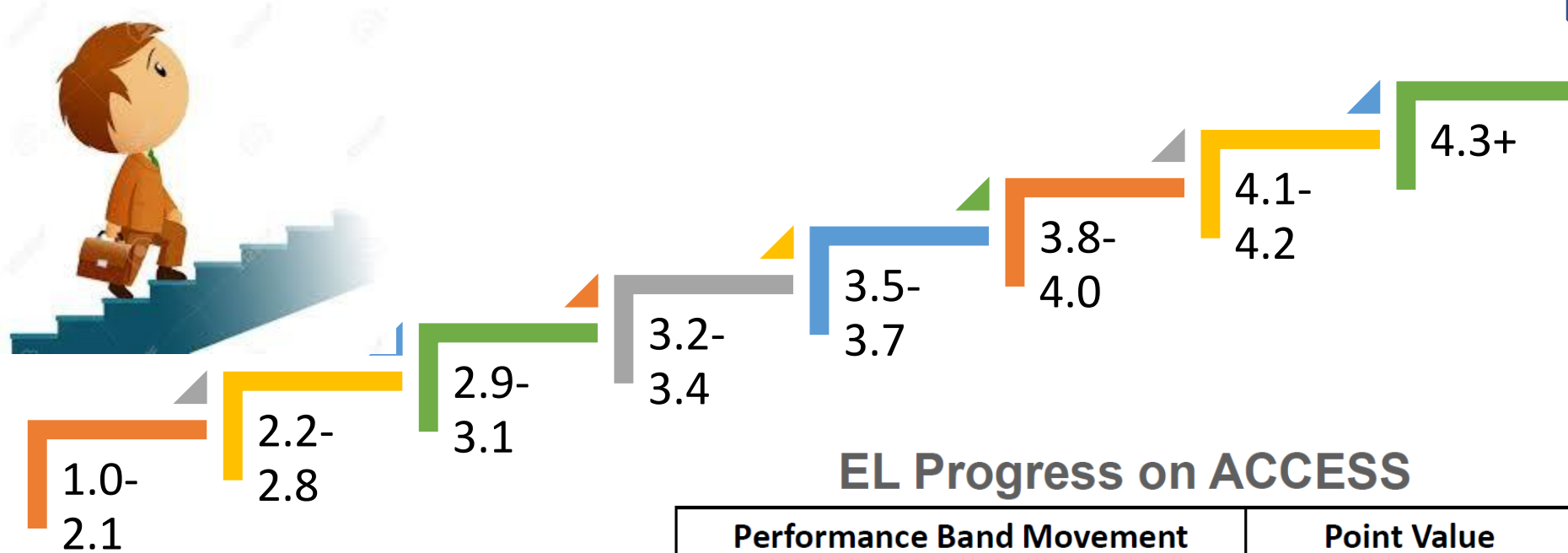


Number & percentage of ELs who have not attained English proficiency within five years of classification as an EL and first enrollment in the LEA

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



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



| School | 2017 score | Target Calc | 3% Target | 2018 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

| | 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

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

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



Registration / Enrollment Data



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)



| | ZIP CODE |
|----------|-------------------------------|
| 7/1/2018 | PARENT COMMUNICATION LANGUAGE |
| | |

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)



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 | <small>STUDENT PRIMARY LANGUAGE (formerly Primary Language)</small> 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

Search By GTID: 6 Search

Search By Year, System, School, Grade and Student: 2020 School, Please Select Go

GSGM Student Report 4

1 of 1 100% Find | Next

B: A/GTID:6 (as of school year 2019-2020) Friday, July 26, 2019

Student Profile for B: A/GTID:6 (as of school year 2019-2020)

Demographics

Name: B: A³

Grade: 10³

Gender: male¹

Ethnicity: hispanic¹

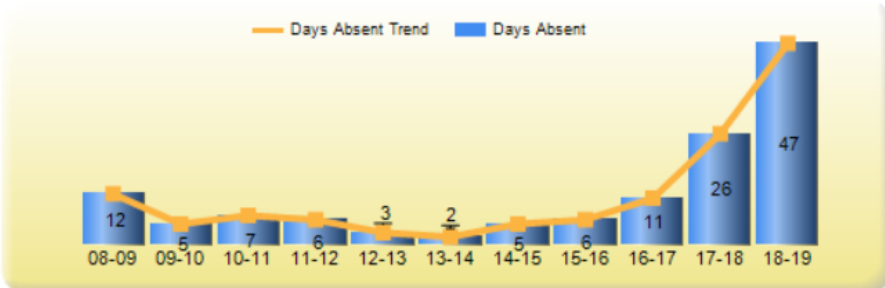
Birth Date: 10: 3¹

EL: F¹

SWD: Y¹

Date Entered 9th: 8/13/2018¹

Attendance



| School Year | Days Absent |
|-------------|-------------|
| 08-09 | 12 |
| 09-10 | 5 |
| 10-11 | 7 |
| 11-12 | 6 |
| 12-13 | 3 |
| 13-14 | 2 |
| 14-15 | 5 |
| 15-16 | 6 |
| 16-17 | 11 |
| 17-18 | 26 |
| 18-19 | 47 |

¹This information is from Student Record 2019

³Modified on 07/24/2019 from Student Class File

** Student Class File last uploaded on: 07/26/2019

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

Georgia Unique Identifier for Education (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 IN Report](#)
- [Sp. Ed. History Report](#)
- [EL History Report](#)

Current Documentation

- [GUIDE FILE LAYOUT](#)
- [GUIDE DATA ELEMENT DETAIL](#)
- [GUIDE Coordinators List](#)
- [GUIDE FAQs](#)

Claimed IN Report

The Claimed IN Report provides a list of all students that have been claimed into your district or school during the defined date range. To modify the report, select the desired **date range and sort order** below, then press the "Refresh Report" button. To sort the list of your claimed students by the most recently claimed, select School Entry Date. This is the date the student enrolled your school/district. All students claimed in your school/district will be in the download but only the "# of Records" will be displayed on screen.

Select District:
 Select School:
 # of Records: (Increases the # of rows displayed on page)
 -- REPORT DATE RANGE --
 Start Date: End Date:
 Sort Order #1: Sort Order #2: Sort Order #3: Sort Order #4:

Showing 1 - 20 of 25 Records

| GTID | Enrolling School | Last name | First Name | Middle Name | Suffix | Student ID | Gender | Birth Date | Parent/Guardian Name | School Entry Date | Withdrawn District | Withdrawn School | Claim Date | Primary Area | English Learner | Gifted Served |
|------|------------------------------|-----------|------------|-------------|--------|------------|--------|------------|----------------------|-------------------|--------------------|------------------|------------------------|----------------------------------|-----------------|---------------|
| 27 | Blue Ridge Elementary School | F | E | I | | 60 | F | 11 | MA | 04/09/2019 | W | Ele | 04/10/2019 10:42:36 AM | | Y | N |
| 31 | Blue Ridge Elementary School | F | E | M | L | 60 | F | 11 | MA | 04/09/2019 | W | Ele | 04/10/2019 10:42:36 AM | | Y | N |
| 32 | Blue Ridge Elementary School | C | I | E | ny | 90 | F | 05 | AI | 04/10/2019 | W | Ele | 04/10/2019 10:46:31 AM | | Y | N |
| 25 | City Park Elementary School | LE | IA | R | | 70 | F | 08 | LE | 04/09/2019 | D | Ele | 04/10/2019 10:06:25 AM | | Y | N |
| 14 | City Park Elementary School | D | AI | E | T | IA | 60 | F | S | 04/16/2019 | D | Ele | 04/16/2019 10:33:25 AM | | N | N |
| 26 | City Park Elementary School | N | AL | E | R | 80 | M | 04 | S | 04/16/2019 | D | Ele | 04/16/2019 10:33:25 AM | 8-Significant Developmental Dela | N | N |
| 15 | High School | B | Y | J | A | AM | 60 | M | SAL | 03/29/2019 | D | Vi | 04/15/2019 11:23:21 AM | Y-Other Health Impairment | F | N |

Same student as prior slide

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](#)

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)

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 i Get History

[click here to print](#)

Hide Demographics Un-hide Demographics

[Download Data](#)

| 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 | 95 | 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 | | |

NOTE: Students included in this report were reported in FTE-1 as EL = Y, 1, 2, 3, or 4.
 NOTE: Students with EL = F (Former EL Student; tested out of EL 5 or more years ago.) will not show on this report.
 NOTE: 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 education (18 or older) are excluded from the report because their Status in GUIDE is "Inactive".

LEGEND ** NON-ESOL Code Description
 01 Parent refusal - indirectly served
 02 Language support provided in special education

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



- **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)



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)



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 | <input type="text"/> |
| Homeless Primary Night Shelter | <input type="text"/> |
| Immigrant Status | (Y) Yes ▾ |
| Migrant | <input type="text"/> |
| Date of Entry to U.S. School | 10/10/2018 <input type="text"/> |
| Less Than 3 Years Total in US Schools (36 months) | (Y) Yes ▾ |
| City of Birth | <input type="text"/> |
| State of Birth | <input type="text"/> |
| Place Of Birth | (0940) Guatemala ▾ |
| Country of Origin | <input type="text"/> |
| Priority For Service | (N) No ▾ |
| Date of ELP Screener | 10/16/2018 <input type="text"/> |
| Primary Language (Cannot be blank if EL = 'Y') | (025) Spanish Current EL = Y |
| Parent Communication Language (Default is English for non-EL students and Blank for EL students) | (025) Spanish Current EL = Y |



ASPEN Users –

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

Qualification Summary Tab

1 EL Ed Plan

2

3 Assessment Date

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



- [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

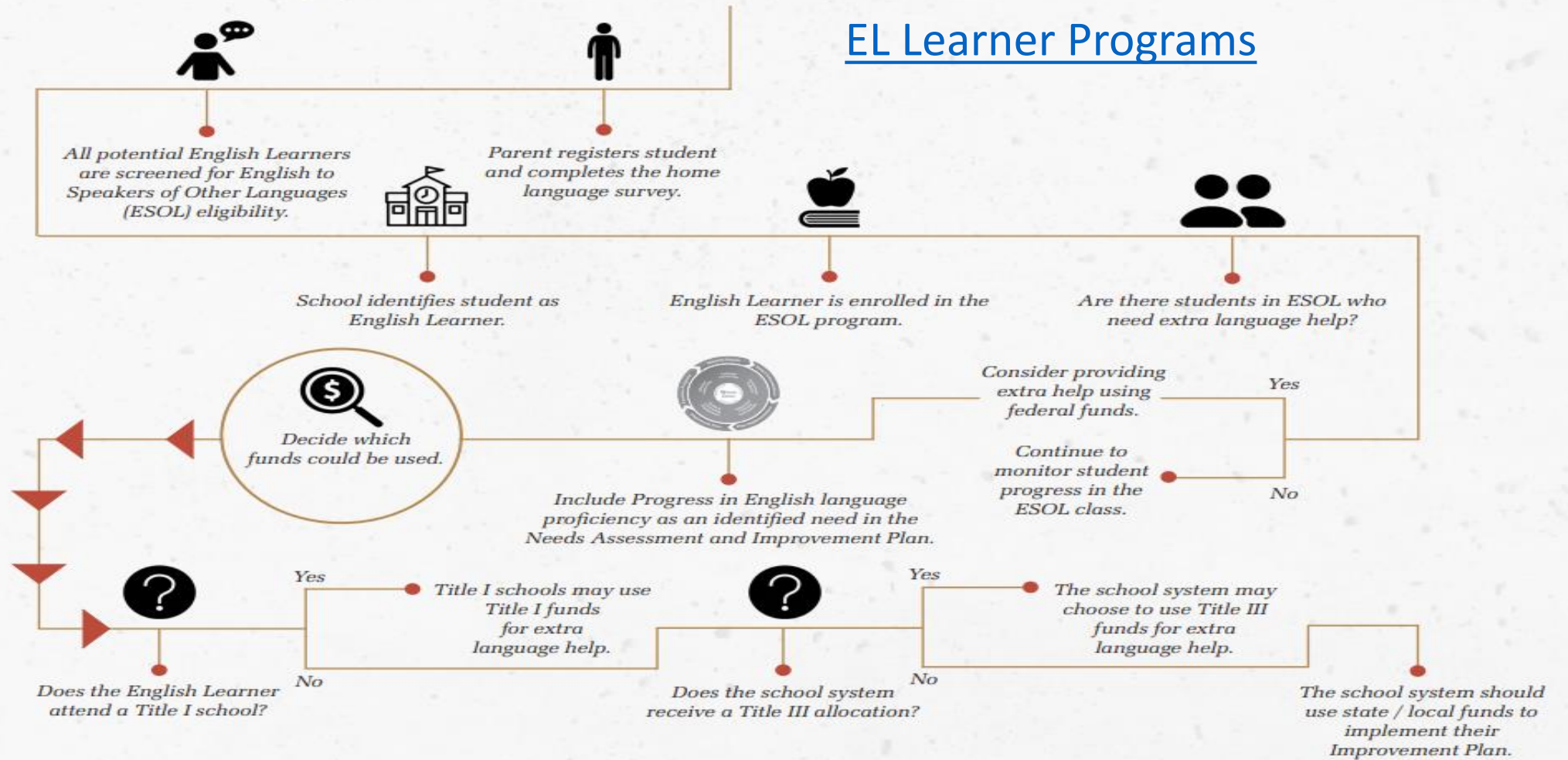
EL=Yes and ESOL=YES!





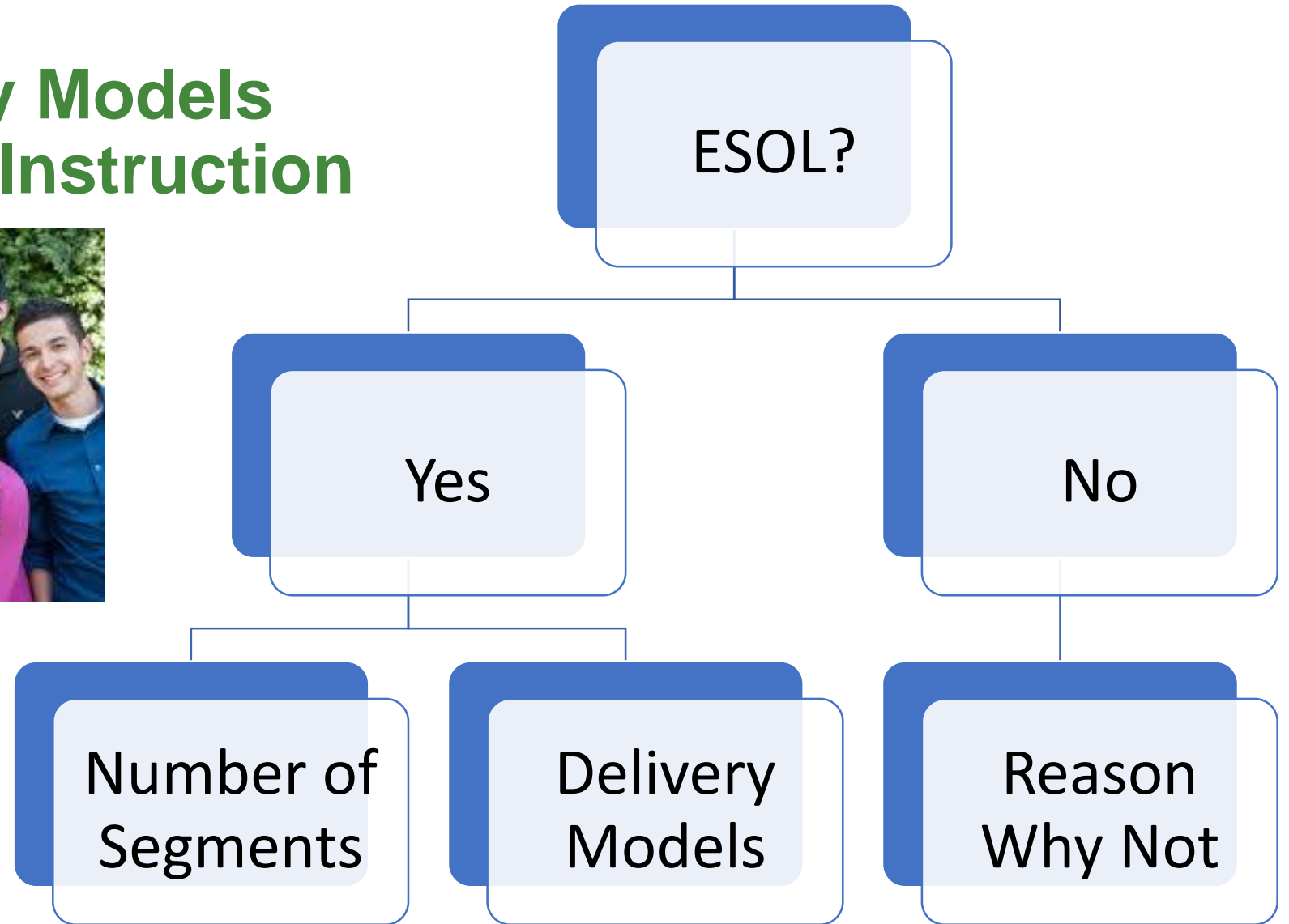
DETERMINING SUPPORT FOR ENGLISH LEARNERS

EL Learner Programs



8-10-2018

ESOL Delivery Models for Language Instruction



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



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)



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!

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 |



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

| <u>Program Area</u> | <u>Delivery Model</u> | <u>Delivery Model Code #</u> | <u>COURSE TEACHER CODE</u> | <u>ADDITIONAL TEACHER 1-3</u> | <u>Comments - Description</u> | <u>COURSE NUMBER</u> |
|---------------------|---|------------------------------|---|--|--|----------------------------|
| 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) |

| <u>Program Area</u> | <u>Delivery Model</u> | <u>Delivery Model Code #</u> | <u>COURSE TEACHER CODE</u> | <u>ADDITIONAL TEACHER 1-3</u> | <u>Comments - Description</u> | <u>COURSE NUMBER</u> |
|---------------------|---|------------------------------|---|---|---|---|
| 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. |

| <u>Program Area</u> | <u>Delivery Model</u> | <u>Delivery Model Code #</u> | <u>COURSE TEACHER CODE</u> | <u>ADDITIONAL TEACHER 1-3</u> | <u>Comments - Description</u> | <u>COURSE NUMBER</u> |
|---------------------|---|------------------------------|--|-------------------------------|---|---|
| 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

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

13.y Can an additional teacher serve in more than one role in a course?

Maybe.

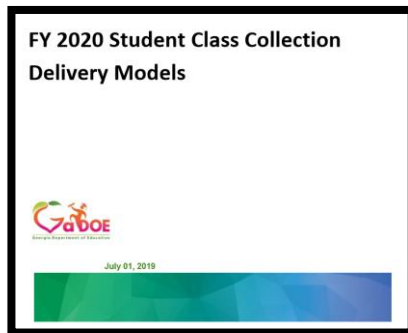
- One consideration is the delivery or service model identified for the students. Delivery and service models that, by definition, require service during an entire course would not be eligible for the provision of multiple services.
- If, by definition, a delivery or service model would not require the 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.

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



| 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 with no additional teacher
- Pullout Delivery Model Coded - when it should have been Scheduled ESOL Language Acquisition Course
- Lack of annually signed parent waiver of ESOL services



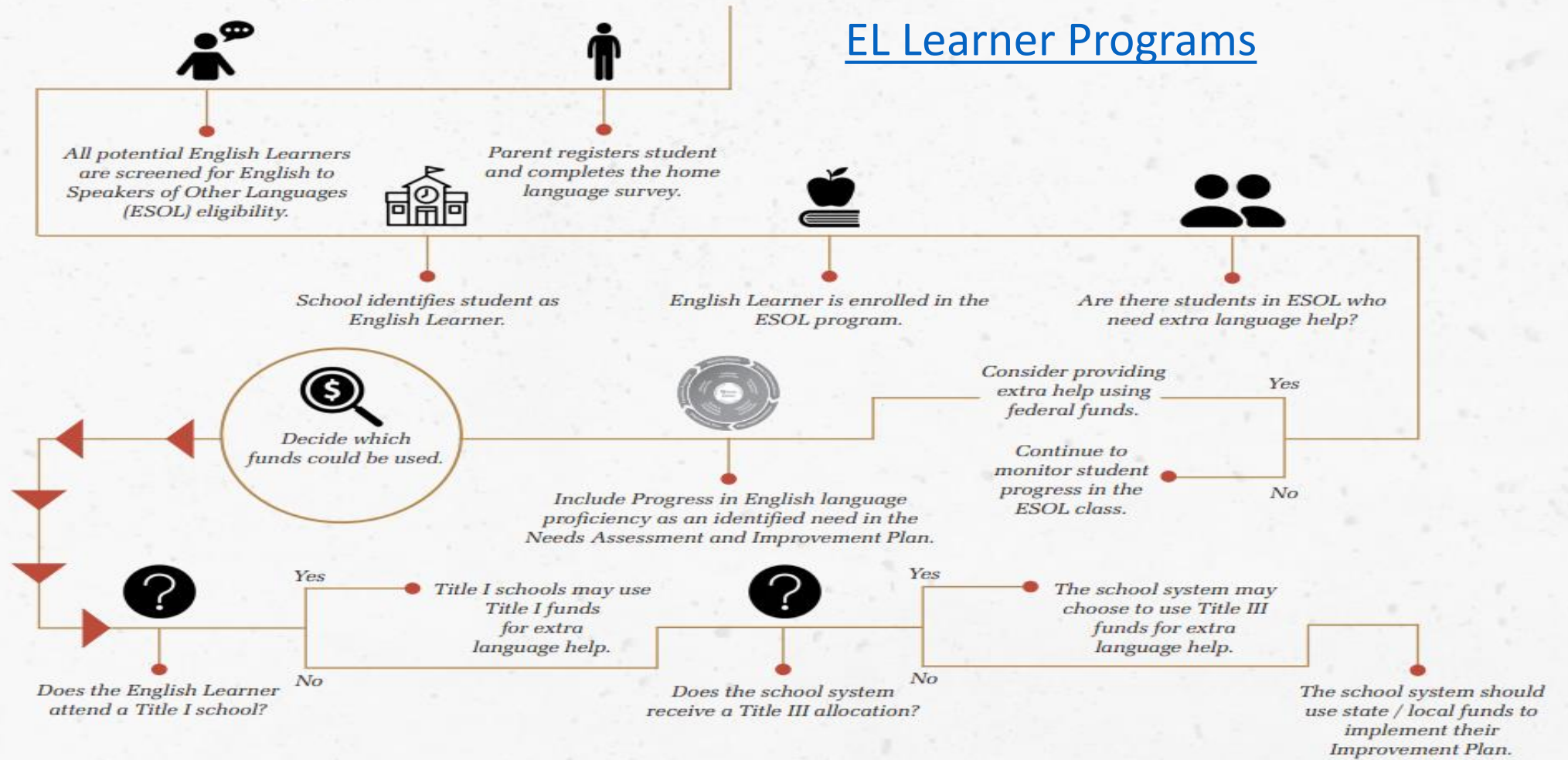
Beyond ESOL!

Supplemental Federally-funded Language Instruction Educational Program



DETERMINING SUPPORT FOR ENGLISH LEARNERS

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%

CFM

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%

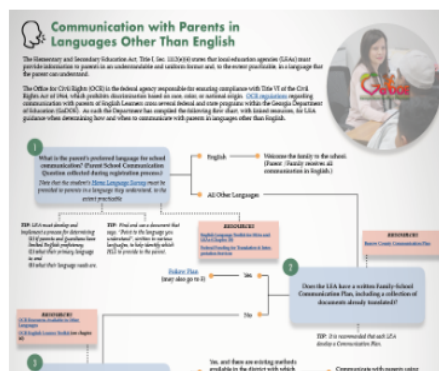


Reasons-Not-Participating Excel Spreadsheet on Title I website!

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)



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

A Resource Guide to Support School District's English Learner Language Programs

ESOL Language Programs

Supplemental Title III, Part A Language Programs



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



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)



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'.

| 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 |

E224 – Must equal one of these codes

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 \geq 5.0
- EL=1 students with an ACCESS 2.0 Overall CPL \leq 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

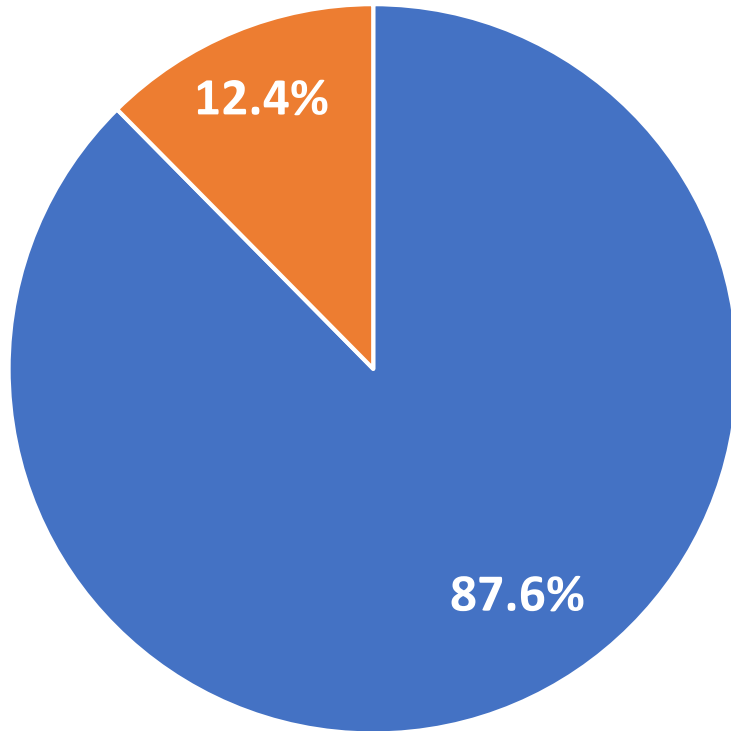
Coding English Learner Students with Disabilities

EL/SWD



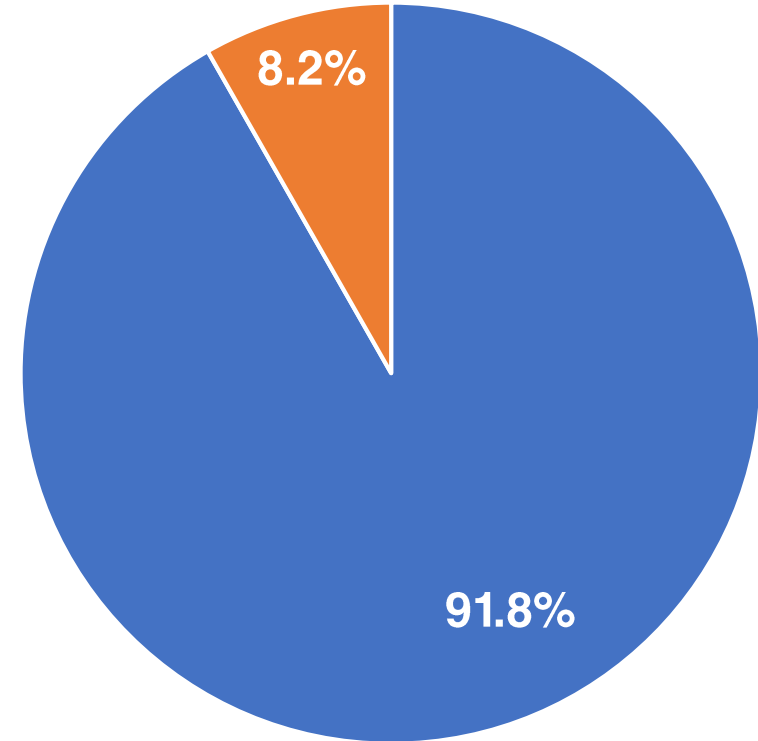
Georgia FY19: EL and SWD

Percent of SWD to All Students 3-21



■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21



■ SWD not EL ■ SWD EL

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)



NEW EL Exit Procedures for ELs with significant cognitive disabilities



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



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)**.



Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more of 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!



Offering a holistic education to **each and every child** in our state.



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)



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)



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

| | |
|---|--|
| Military Reserve | <input type="text"/> |
| Residential Environment Code | <input type="text"/> |
| Homeless Primary Night Shelter | <input type="text"/> |
| Immigrant Status | <input type="text"/> |
| Migrant | <input type="text"/> |
| Date of Entry to U.S. School | <input type="text" value="MM/DD/YYYY"/> |
| Less Than 3 Years Total in US Schools (36 months) | <input checked="" type="checkbox"/> (Y) Yes <input type="checkbox"/> (N) No |
| City of Birth | <input type="text" value="Philadelphia"/> |
| State of Birth | <input type="text" value="(PA) Pennsylvania"/> |
| Place Of Birth | <input type="text" value="(2310) United States"/> |
| Country of Origin | <input type="text"/> |
| Priority For Service | <input type="text" value="(N) No"/> |
| Date of ELP | <input type="text" value="MM/DD/YYYY"/> |

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?

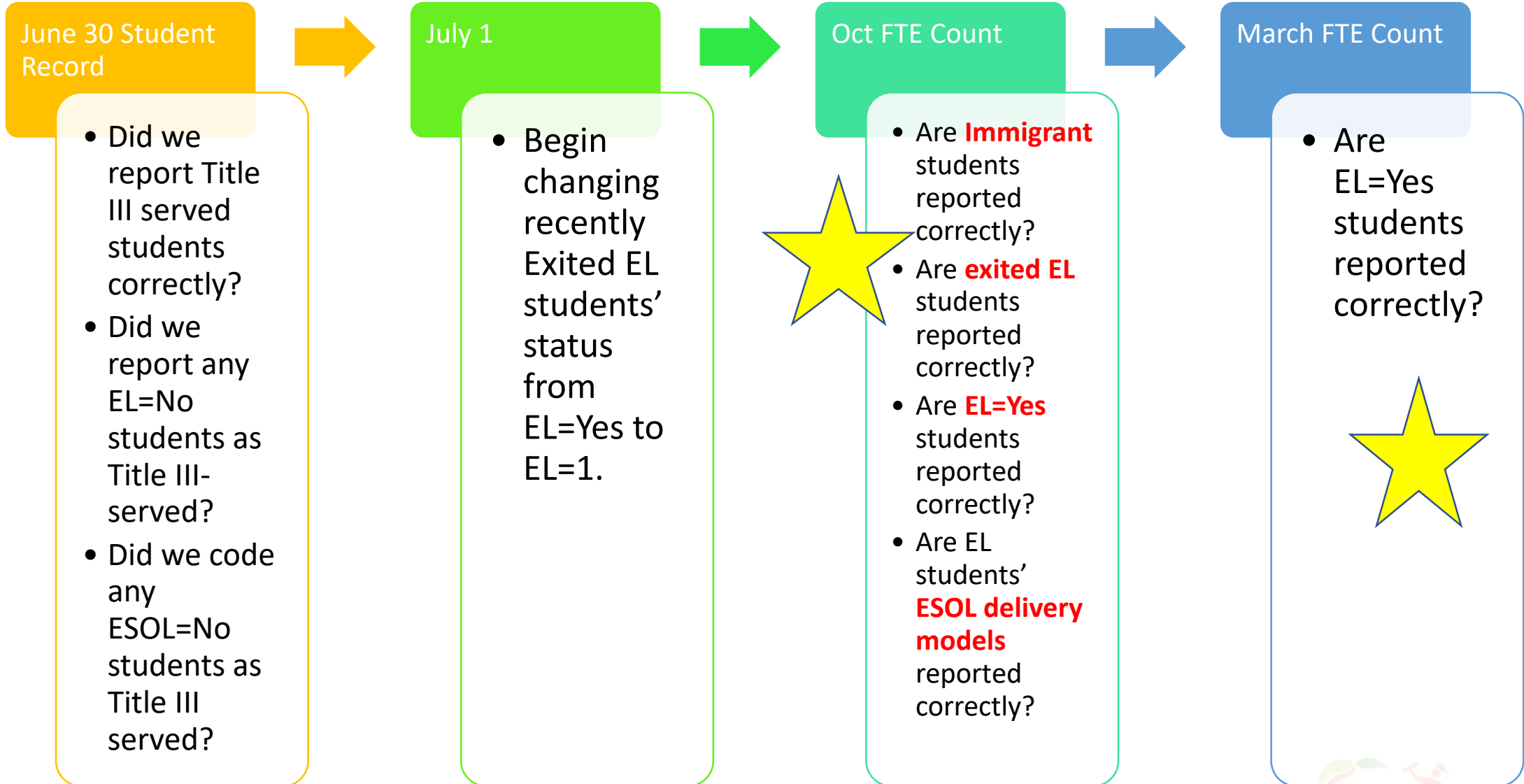
Who's using the Immigrant Flag Code?

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.

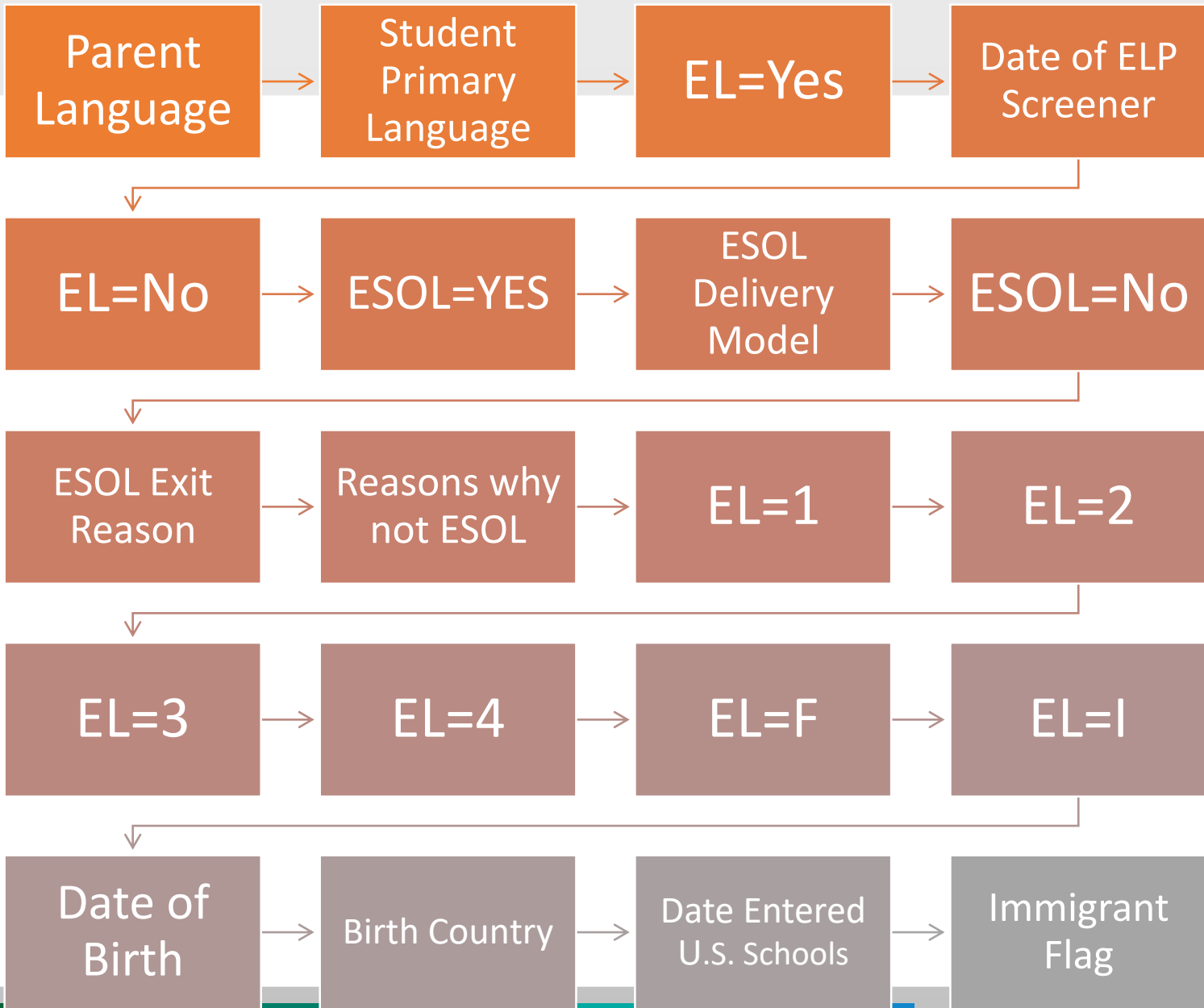
| | A | B | C | D | E | F | G | H | I | J |
|--------------|----------------------|----------------------|---------------------|----------------------|--|------------------------------------|-----------------|--------------------------------------|------------|------------------|
| | Immigrant Count 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 Allocation |
| 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



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

Dr. Adria Griffin
agriffin@doe.k12.ga.us
678-416-1273

Northwest Region

Mr. David Tucker
dtucker@doe.k12.ga.us
404-991-4408

Central Region

Ms. Dely Roberts
droberts@doe.k12.ga.us
470-421-9976

South Region

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

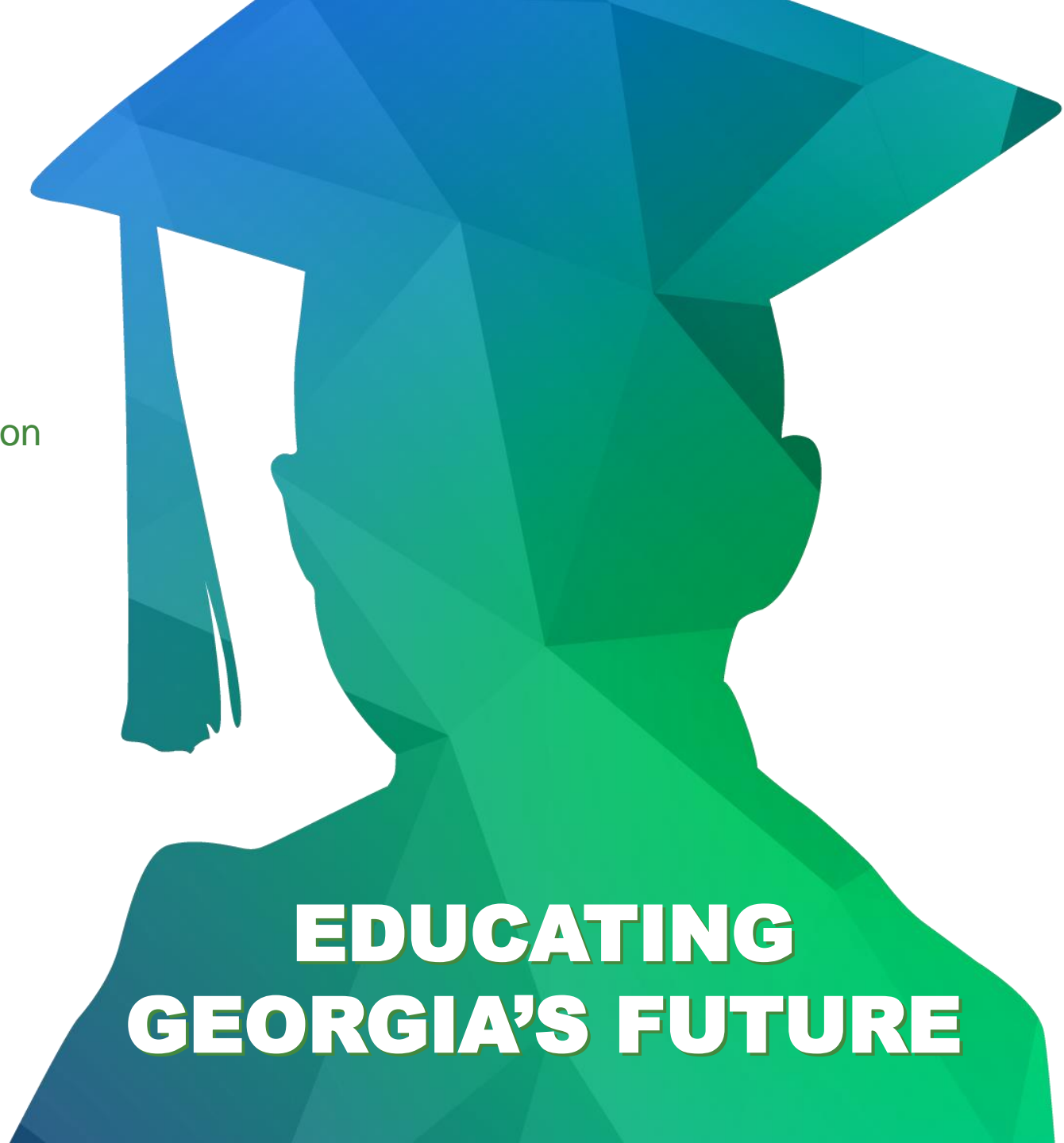
678-794-3695

ELPrograms@doe.k12.ga.us

www.gadoe.org

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