



English Language Learners (ELLs)

FAMIS Conference

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Daytona Beach, Florida



Part I

Without data, you're just another
person with an
opinion.

*W. Edwards Deming,
Statistician, engineer, consultant*

Source

All data presented here is from Survey 3, 2018, end of state processing and uses Student Demographic, ELL, and Federal/ State Indicator formats.

Definitions

- LEA – Local Education Agency
- Time in program – the amount of time an ELL has been in the ESOL program, from the date of entry until present date, or until date of exit.
- LY – an English Language Learner (ELL) currently in an ESOL program.
- LP – a potential ELL who is pending further assessment
- LF – an exited (former) ELL in the two-year monitoring period.
- LZ – a former ELL whose two-year monitoring has concluded.
- ZZ - code for students who answered No on the Home Language Survey, or who answered Yes and were determined to be proficient based on assessment.
- ELL Entry Date – the date an ELL enters an ESOL program in Florida.
All ELLs must have an entry date.
- ELL Exit Date – the date an ELL exits from the ESOL program and becomes an LF
- Immigrant student
 - 1) age 3-21,
 - 2) was not born in any state (the 50 states, DC, and Puerto Rico), and
 - 3) has not been attending one or more schools in any state for more than 3 full academic years.

Definitions – Date Entered a US School

- Date Entered United States School (DEUSS)
- The month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).
- This element is required for students who are coded LY or LP on the element English Language Learners, PK-12 in Survey Periods 2, 3 or 5.
- This element is also required for Immigrant Students reported with a code of Y on the Federal/State Indicator Status format in Survey Periods 2, 3 or 5, unless Immigrant Student's Grade Level = PK, then date should be reported as 00000000.
- If only the month and year is known, use the last day of the month in the 'Day' field.

Important ELL data topic: ELL time in program

- Current LY count = 290,851
- Average (K-12) current LY time in program = 2.47 years
- Average (K-12) LF time in program = 3.97 years
 - This represents the amount of time a current LF was served in the ESOL program as an LY, from entry date to exit date
- 36,320 LY (12.5%) have a time in program over 5 years
 - 37 LEAs have over 10% of LYs in program over 5 years
 - 9 of the 37 LEAs have over 25% of LYs in program over 5 years
- 3,087 LY ($\approx 1\%$) have a time in program over 10 years
 - 45 LEAs have at least one LY over 10 years
 - 27 of the 45 LEAs have at least 10 LY over 10 years
 - 8 of the 45 LEAs have more than 100 LY over 10 years

Time in Program - question

What are some reasons why an ELL would have a time in program of 10+ years?

- Data entry error – birthday entered as entry date
- Entry date is too early – anything before Kindergarten (pre-K, early start)
- Retention
- Not passing the assessments
- Program service – Is the ESOL program serving the specific needs of the ELL?

Two approaches to addressing ELL time in program

- Programmatic approach
- Data approach

Programmatic approach

- What are some of the challenges for ELLs in reaching English language proficiency?
- What are some of the challenges for district personnel in helping ELLs reach proficiency?
- What can the student do?
- How are the students involved in their own proficiency goals?
- What goals are outlined by the ELL committee when reviewing an ELL?

Data approach

- Do all ELLs have entry dates?
- Are ELLs with old entry dates still in K-12 attendance?
- Do all ELLs and immigrant students have a DEUSS?
- Are immigrant students with DEUSS over 3 calendar years still within the 3 academic years of eligibility?
- Is the ELL Entry Date being reported after DEUSS?
- What are the retention rates for ELLs? How do they compare to non-ELLs?
- What trainings are offered by the LEA relative to the ESOL program?
- Is there a regular review of data with ESOL program personnel?

PART II

If the statistics are boring,
you've got the wrong numbers.

Edward Tufte,
Statistician, writer, professor

ELL and Immigrant Data Notes

- ELL Entry Dates
 - ELL Entry Date cannot precede DEUSS – 5,982 LY have DEUSS after ELL Entry Date
 - Oldest ELL entry dates are in the early 2000's
 - Is your LEA receiving Title III federal funds for students who were reported in Survey 3 but not in attendance in your LEA or no longer in LY status?
- Immigrant information
 - Must have a DEUSS – 146 have no DEUSS
 - Country of birth cannot be US or PR – 229 have COB as US or PR
 - Check more than 3 years from DEUSS – 3,945 immigrants have DEUSS more than 3 years old, some before 2010. Ensure that these students are still within 3 academic years.
 - Is your LEA receiving Title III Immigrant funds for students who were reported in Survey 3 but are no longer eligible to be claimed as immigrant students?

LF Data Notes

- LFs stats
 - 8,317 LF have an LY time in program of less than one year, some less than one month, and some have entry and exit dates as the same day.
 - 2,287 LFs have exit dates before Survey 3, 2016, some before 2010.
 - LFs become LZs after 2 years of monitoring.
 - How are your LZs doing? Are they successful? Are they graduating? Be sure to change your LFs to LZs!

LF Notes – Basis Exit Codes

- Exit Codes for H, I, J, and L

- Code H

- For grades K-2, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903.

- Code I

- For grades 3-10, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903, including an achievement level of 3 or higher on FCAT Reading or FSA in English Language Arts (ELA).

- Code J

- For grades 10-12, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903 and a score on the 10th Grade FCAT Reading or FSA in English Language Arts (ELA) sufficient to meet applicable graduation requirements or an equivalent concordant score pursuant to Section 1008.22, F.S.

- Code L

- ELL committee

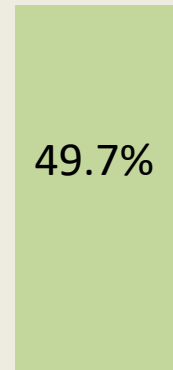
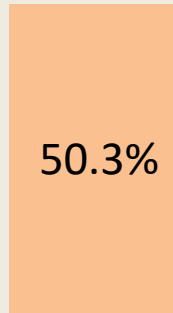
LF Data Notes

- Use the exit code based on student's real basis of exit.
 - Code H (grades K-2) – 18,847 LF – 20.5%
 - Code I (grades 3-10) – 25,354 LF – 28%
 - Code J (grades 10-12) – 2,886 LF – 3.2%
 - Code L (all grades) – 44,231 LF – 48.3%
 - 31 LEAs have over 50% of LYs exited by ELL committee, 8 have 100%, representing 42,441 LFs.
 - If a student took and passed ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs and FSA ELA, then basis of exit is I. Exit by ELL committee should be in the minority of cases, not the majority.

LF Data Notes

Basis of Exit L breakdown:

0 - 1 year: 5.1%
+1 - 2 years: 6.9%
+2 - 3 years: 10.6%
+3 - 4 years: 15.4%
+4 - 5 years: 12.3%
+5 - 6 years: 15.7%
+6 - 7 years: 14.5%
+7 - 8 years: 7.5%
+8 - 9 years: 4.5%
+9 - 10 years: 3.2%
+10 years: 4.4%



50% of ELLs whose time in program was less than 5 years were exited by ELL committee.

ELL Data Issues

- What does your LEA currently do to address data anomalies and issues?
- What could your LEA do in the future to address data anomalies and issues?

Updates

ACCESS for ELLs 2.0

Appendices I (Test Name Table) and L (Test Subject Content Codes)

Check/update District Codes for the following assessments:

- WIDA ACCESS for ELLs 2.0 (AFE)
- WIDA Kindergarten ACCESS for ELLs (KAC)
- WIDA Alternate ACCESS for ELLs (AAE)
- WIDA Model Assessment (WID)
- WIDA Screener (WIS)
- W-APT Assessment (WPT)
 - **Note:** For Kindergarten students ONLY; Grades 1–12 W-APT is not valid for district use beginning July 1, 2018.

For the assessments listed above, please indicate who is tested, grade level, purpose, and brief description of test.

ACCESS for ELLs 2.0

English Language Learners: Tier Placement

- **Purpose:** A code to indicate the tier placement for a student classified as limited English proficient and enrolled in a program or receiving services for ELL students (LY) for purposes of the ACCESS for ELLs 2.0 assessment.
- **Uses:** Tier placement data is used to order Spring 2019 ACCESS for ELLs 2.0 test materials for the district.
- **Overview of Codes:**
 - **Code A:** Grades 1–12 students who are coded “LY” and very limited in their English Language proficiency.
 - **Code B:** Grades 1–12 students who are coded “LY” and have some social and academic language proficiency in English.
 - **Code C:** Grades 1–12 students who are coded “LY” and are approaching grade level in literacy and academic language proficiency in English.
 - **Code D:** Grades 1–12 students who are coded “LY” **and** have a significant cognitive disability.
 - **Code Z:** Grade K students who are coded “LY” **and** Grades K–12 students with a code of “LF, LP, or LZ.”

ACCESS for ELLs 2.0

English Language Learners: Tier Placement (cont.)

- **Code A** = Tier A – placement based on one of the following criteria:
 - Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.
 - Student arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English.
 - Student currently receives literacy instruction ONLY in their native language.
 - Student recently achieved an overall composite score of 1.0–2.0 on the statewide English language proficiency assessment.

- **Code B** = Tier B – placement based on one of the following criteria:
 - Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.
 - Student has social language proficiency and some, but not extensive, academic language proficiency in English.
 - Student has acquired some literacy in English though have not yet reached grade level literacy.
 - Student recently achieved an overall composite score of 2.1–3.0 on the statewide English language proficiency assessment.

ACCESS for ELLs 2.0

English Language Learners: Tier Placement (cont.)

- **Code C** = Tier C – placement based on one of the following criteria:
 - Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.
 - Student is approaching grade level in literacy and academic language proficiency in the core content areas.
 - Student will likely meet the state’s exit criteria for support services by the end of the academic year.
 - Student recently achieved an overall composite score of 3.1–6.0 on the statewide English language proficiency assessment.
- **Code D** = Alternate Tier – placement based on all of the following criteria:
 - Student has a significant cognitive disability and receives special education under IDEA (2004).
 - Student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
 - Student is enrolled in grades 1–12.
- **Code Z** = Not Applicable - Use for all KG students and for ELL students coded as LF, LP or LZ on the English Language Learners, PK-12 data element.

ACCESS for ELLs 2.0

English Language Learners: Tier Placement (cont.)

■ Test Materials Ordered by Code:

- Code A: Tier A Test Materials for Grades 1–12 students who are coded “LY”
- Code B: Tier B/C Test Materials for Grades 1–12 students who are coded “LY”
- Code C: Tier B/C Test Materials for Grades 1–12 students who are coded “LY”
- Code D: Alternate ACCESS for ELLs Test Materials for Grades 1–12 students who are coded “LY” and have a significant cognitive disability.
- Code Z: Kindergarten ACCESS for ELLs Test Materials for Kindergarten students who are coded “LY”

Note: Grades K-12 students with a code of “LF, LP, or LZ” will not receive ACCESS for ELLs 2.0 test materials.

ACCESS for ELLs 2.0

Test: Accommodations

- **Purpose:** The type of special accommodations, if any, needed by the student when being tested.
- **Uses:** Test accommodation data is used to order Spring 2019 ACCESS for ELLs 2.0 accommodated test materials for the district.
- **Test Materials Ordered by Code:**
 - **Code C:** Contracted Braille – EBAE
 - Only available for Grades 9–12
 - **Code D:** Contracted Braille – UEB
 - Only available for Grades 1–8
 - **Code L:** Large-Print Paper-Based Test
 - Available for Grades K –12
 - **Code U:** Uncontracted Braille – EBAE
 - Only available for Grades 9–12
 - **Code V:** Uncontracted Braille – UEB
 - Only available for Grades 1–8

The most valuable
thing you can have as
a leader is clear
data.

Ruth Porat,
CFO of Alphabet

Questions?



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