



English Language Learners (ELLs) Data Training

Florida Association of MIS Directors

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Outline

- Home Language Survey
- Assessed for English Language Proficiency
- Placed in the ESOL Program Coded LY
- Served in the ESOL Program
- Exited the ESOL Program Coded LF
- Monitored for Two Years
- Exited the Two-Year Monitoring Period
- State ESSA Plan Requirements Years 3-4 Coded LA
- Exited LA Period after Two Years to LZ Code

Outline

- Common Data Reporting Challenges
- Student ELL Plan Requirements
- Program 130 FEFP Code Requirements
- ELL Database and Program Handbook
- Requirements for Student Transfers

Home Language Survey

Three questions must be asked:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

*Any “yes” answer requires administration of an English language assessment

Assessed for English Language Proficiency

- Students must be assessed within 30 days on a state-approved listening, speaking, reading and writing English language proficiency assessment.
- Students in grades K-2 are assessed in listening and speaking only.
- Students in grades 3-12 are assessed in listening and speaking first, and if proficient, then are assessed in reading and writing.

Placed in the English for Speakers of Other Languages (ESOL) Program

- Students not scoring English proficient are placed in the ESOL program.
- The code is LY in the student information system.
- The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

Served in the ESOL Program

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs

Program ¹	Instructional Focus	Grade Level
REQUIRED		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
OPTIONAL (In addition to ESOL)		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
Newcomer (Specific equal access provisions are required with this program)	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 - 12 (May be implemented in Grades 1 - 5 based on student needs)

Served in the ESOL Program

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLS

Instructional Model/Approach ²			Academic Content	Language of Instruction	Student Composition
Model	Program				
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language (Native language of ELLs enrolled in program)	Only students classified as English language learners
6. Dual Language (Two- way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

Exited the ESOL Program

- Students have become English proficient based on either state assessment scores or English Language Learners Committee criteria.
- The code is changed to LF in the student information system.

Monitored for Two Years

- The student coded LF is being followed up for a two-year period after having exited from the ESOL program.
- The student is in years 1-2 of the follow-up period.
- Student progress is checked at four intervals:
 - End of the first grading period after exit
 - End of the first semester after exit
 - End of the first year after exit
 - End of the second year after exit

Completed the Two-Year Monitoring Period

- Upon completion of the two-year monitoring period, the student coded LF is changed to the code of LA.
- The code of LA means the student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.

State ESSA Plan Requirements Years Three and Four after Exit

- For the ELL subgroup reporting, the state ESSA plan calculation includes ELLs who have exited the ESOL program up to four years after exit.
- Current ELLs (LY), recently exited ELLs (LF) and former ELLs in their third and fourth year after exit (LA) are all included in the ELL subgroup calculation.

Completed Years Three and Four after Exit

- Upon completion of the years three and four after exit, the student coded LA is changed to the code of LZ.
- The code of LZ means the student is one who has been exited from the ESOL program for more than four years.

Common Data Reporting Challenges

- Change of Exit Code to LF upon exit from ESOL requires ELL: Exit Date
- Date Entered United States School
- Immigrant Students

Immigrant Students

- The calculation for immigrant counts that will be used for determining eligibility for receiving the Immigrant Grant will use the *Date Entered US School* as the starting point.
- An indicator of whether or not the student meets the definition of Immigrant Children and Youth pursuant to the No Child Left Behind (NCLB) Act, Title III, Part C, General Provisions, Section 3301(6) at anytime during the school year
- The term immigrant children and youth means individuals who:
 - (A) are ages 3 through 21; and
 - (B) were not born in any State, the District of Columbia or Puerto Rico; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Immigrant Students

- Remember to change the immigrant status to “N” after the student has been attending any US school more than 3 full academic years.
- Note: The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.
- Per a letter that was sent to all Title III Directors, January 13, 2011, from USED:
- “LEAs would need to track the amount of time that a child has attended school in the same district, other districts or states, if applicable, in prior years in order to determine if a child’s period of attendance is within the ‘three full academic years’ requirement.”

Student ELL Plan Requirements

- Must reflect current services
- Update ELL: Student Plan Date
- The date of the *most recent* development or review of the English Language Learner Student Plan
- ELL student plan means a written document or an electronic file, which contains the student's name, the date the plan was completed, instruction by program, including programs other than the ESOL provided, amount of instructional time or the instructional schedule, the date the student's limited English proficiency is identified, and assessment data used to classify or reclassify the student as an English Language Learner, date of exit and assessment data used to exit students from the ESOL program. Whether hard copy written document or an electronic file, each ELL Plan must be readily identifiable as the ELL Plan. Each completed plan must be maintained as a separate student record, and not replaced or over-written by subsequent data entries.

FEFP Program 130 Requirements

- ELLs currently served in the ESOL program are eligible for weighted funding for core academic subjects.
- Courses eligible for ELL Weighted FTE can be found in [Appendix DD](#).
- Teachers must be in compliance with all ESOL training requirements. FEFP auditors check regularly.

Requirements for Student Transfers

- No specific requirements
- Ensure compliance with all state rules and requirements
- Districts have the burden of proof
- Local decision on how to handle transfers

Contact Information

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