

SEA Title III and EDFacts Community of Practice (COP) Series Session 3: Data Improvements and Infrastructure

Office of Elementary and Secondary Education

Virtual | May 3, 2023



Virtual Meeting Recording Notice

- The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.
- During this webinar, you will be provided with links to different poll questions. Participation in any of the Menti polls during this webinar is completely optional.



Agenda



- Opening and welcome
- Summarize themes from LIEP reporting on CoP 1 and CoP 2
- Share resources on Title III Data Reporting
- Peer share on data updates in your state
- Activity to review LIEP reporting requirements
- Small group time to discuss data updates in your state
- Reflection and closing



Mentimeter Poll



menti.com/alu9vc7kx2f

Icebreaker

- Pick any emoji that describes your mood today



You can join from your computer, but your phone is probably best for this exercise!

Community of Practice Facilitators



Brenda Arellano
Senior Researcher,
American Institutes for Research



Diana Torres
Technical Assistance Consultant,
American Institutes for Research



Raquel Sanchez
Senior Researcher,
American Institutes for Research



OESE Key Staff for Title III

- **Deborah Spitz**
Group Leader, TLSP
- **Leticia Braga**
Title III Team Lead
- **Fariba Hamedani**
Title III Program Officer
- **Sophia Hart**
Title III Program Officer
- **Scott Richardson**
Title III Program Officer
- **Sarah Newman**
Group Leader, OESE Data Team

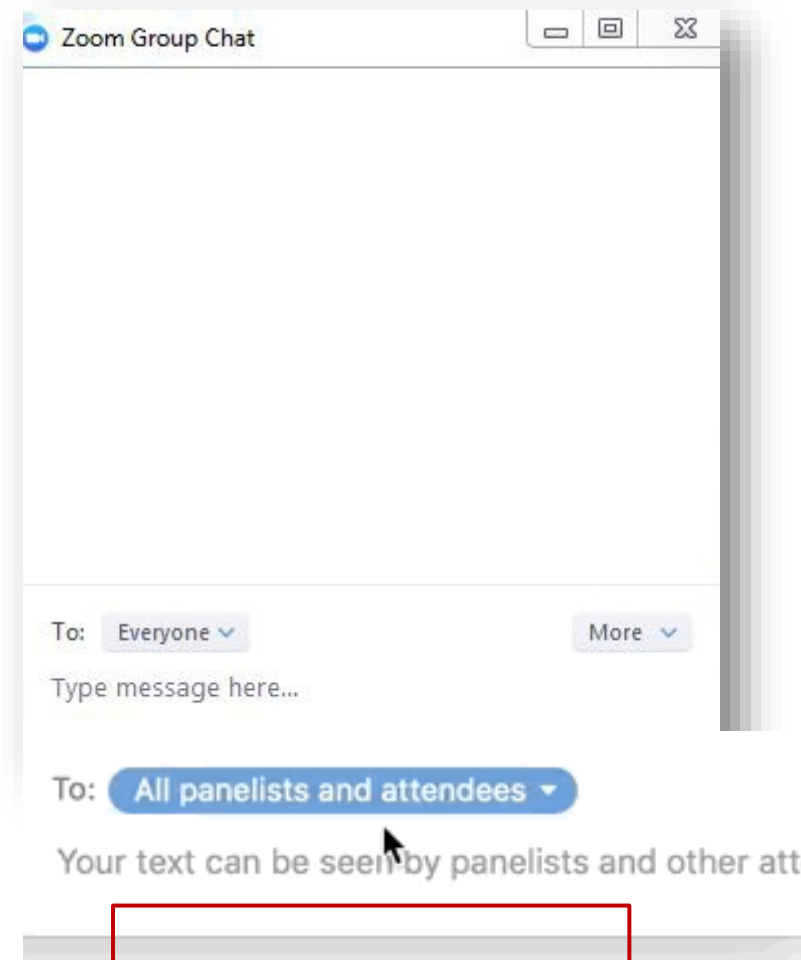


COP Assistance and Chat Functions

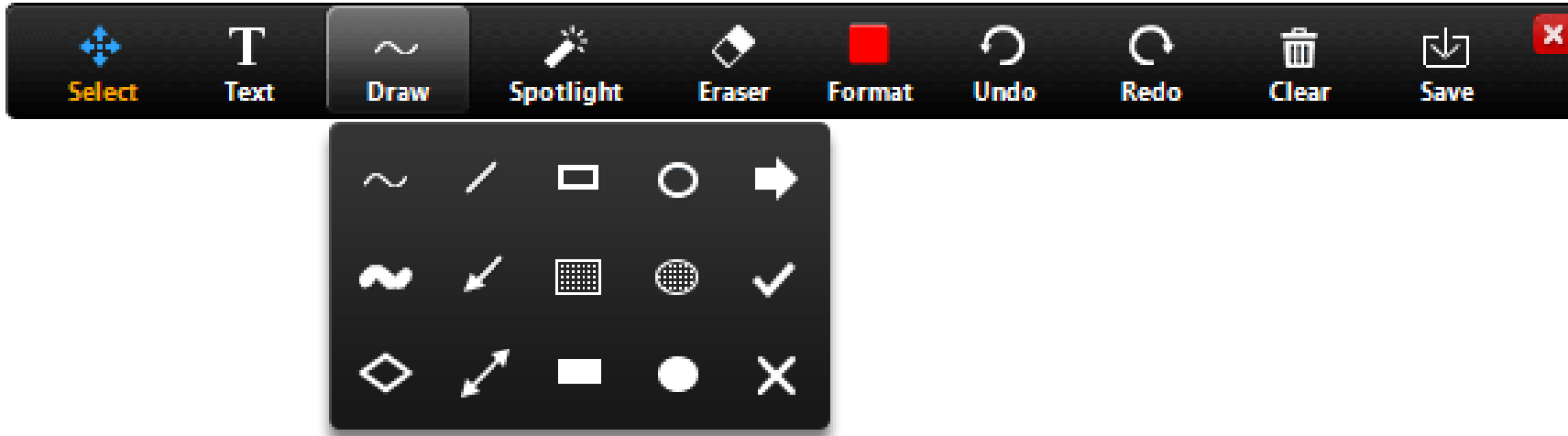
Technical Issues?

For technical assistance during the COP, please send a direct message to **Elizabeth Belyea**.

Use the chat function to communicate your thoughts and ideas with attendees.



Zoom Annotate Function



Purpose of Today's Session

Session Three: Data Improvements and Infrastructure—LIEPs

- Learn from an example case of data changes in a state around English learners and the implications of those changes
- Discuss how this example applies to your own work
- Share resources with peers
- Think through the LIEP reporting requirements and identify where you need additional guidance



CoP 1 Themes: Overview of LIEPs

Staffing , Certification, and Quality Question

Counting and reporting of paraprofessionals

Content teacher with no ELD training

Who counts as a licensed teacher with a Title III program?

Concerns around quality of model being implemented

Accessing Resources Related to LIEPs

Discuss ways to centralize the grants application process

A link between shortage of resources and quality that affects instruction (which affects reporting)

Additional guidance on inclusion and exclusion criteria for reporting requested

Additional Guidance on LIEPs and Accountability

Some discrepancies in LIEPs (definition) vs. implementation

Variation in program delivery

Multilinguals in multiple LIEPs and dual-coded students

Reporting Discrepancies and Alignment

Challenges between aligning CSPR and OCR reporting

Counting students whose parents reject services or students who did not take the ELP assessment

Hard know if the program models reported by an LEA are true to program type



CoP 2 Themes: Overview of LIEPs

Staffing and Certification

Classes that have EL students and non-EL students in content classes for reporting sheltered instruction—would they require two instructors or just one?

What is the difference in certification between an ESL-certified teacher and a teacher that is trained in sheltered instruction?

Instruction and Support for Students

What activities are considered sheltered instruction?

Difference between sheltered instruction and ESL instruction?

Overall understanding of LIEPs

Districts do not have a firm understanding of sheltered instruction

Districts have different understandings of what is bilingual education (BE)

Confusion between BE and dual language learners

Funding

Title III funds cannot be used for non-EL students participating in a dual-language program



**State Sharing with Peers –
Data Example: Michigan**





Community of Practice

May 3, 2023

Michigan



CENTER FOR EDUCATIONAL
PERFORMANCE AND INFORMATION

Michigan Department of Education and the
Center for Educational Performance and Information (CEPI)



MDE and CEPI Representatives

Kelly Alvarez

English Learner Consultant



Fawn Dunbar

ED*Facts* Coordinator



Michigan's EL Cross Office Team

June 2016 – Present

A cross-office workgroup created to address English Learner issues related to policy, data quality, assessment and more. The core group includes staff from:

- Department of Education
 - Title III program office
 - Assessment & Accountability office
- CEPI - data collection and data reporting offices
- Additional representation from each office is intentionally identified

The team meets monthly to address common issues and to provide updates. All EL related system level decisions are referred to the EL Cross Office Team.



Issue Identified

EL students were not exiting the EL program, even after testing proficient.

We were missing thousands of English Learner exits each year

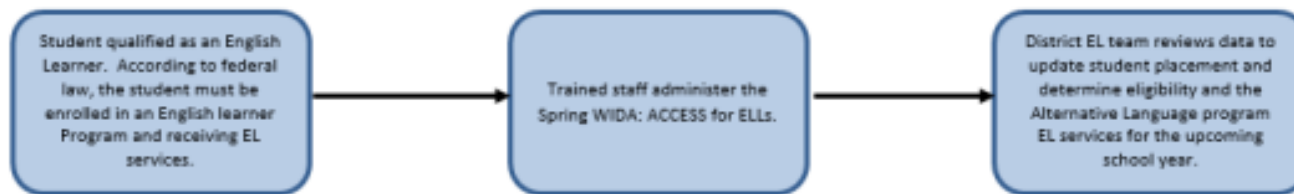


Identified Factors

- Complex EL Exit Criteria
- Assessment Results – Summer Release
- Complex Data Collection System
- Poor School to School Communication (when students move)



Factor 1 – Complex EL Exit Criteria



| Exit Protocol | Pre-Kinder Students | Kindergarten Through Second Grade | Third Grade Through Twelfth Grade |
|--|--|---|---|
| A student must meet all of the required protocol to be considered for exit from English learner services. | | | |
| WIDA: ACCESS for ELLs Domain Level Proficiency AND | Since pre-school students do not take the WIDA: ACCESS for ELLs, they should not be considered for exit. | Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains NO ROUNDING It is <i>highly recommended</i> that students not be exited from English learner services until they demonstrate proficiency on third grade reading assessments. (see Table 8) | Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains NO ROUNDING (See Table 9) |
| Reading Assessment | The LEA will review local writing assessments to determine each student's proficiency in writing. | Student scores at or above grade level on a state- approved reading assessment. | Student scores at or above grade level on a state- approved reading assessment. |



- Our prior EL Exit Criteria had multiple criteria for exiting, including one local assessment measure.
- The criteria made it impossible for us to implement an automatic EL exit



Factor 2 - Assessment Results

End of school year is problematic due to the volume of activities.

Assessment results were released after regular year staff were released for summer.

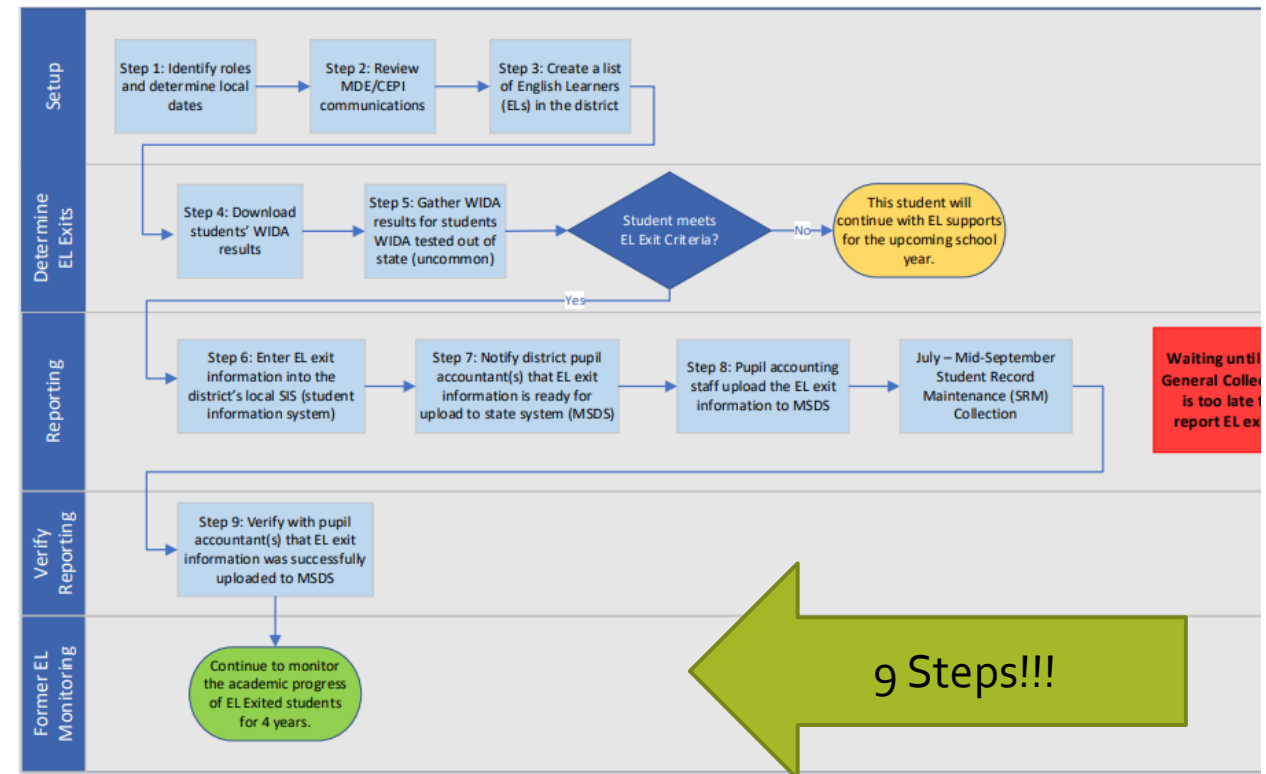


Factor 3 - Complex Data Collection System

- The statewide data system required 9 steps to effectively exit ELs from the EL identification.
- Confluence of interdependent of data fields hitting up against system requirements and districts reporting exit data after the school year rollover on July 1st.
- Test result data resided with the assessment resided in the assessment & accountability office.
- Timing issues when districts notified SEA of exit after fall count date.

English Learner (EL) Exit Reporting Guidelines

English Learner (EL) Exit Reporting Flowchart



Factor 4 - Poor School to School Communication

- Schools had difficulty determining if an incoming student had tested proficient or was continuing EL because we didn't have a statewide system that allowed easy access to this data.
- Collection system edits to enforce EL identification resulted in students being re-identified EL instead of exited because students that were tested in one school, did not come with their results to the new school.



Solution - Auto Exit

MDE provides CEPI with the WIDA scores for the students that met the statewide exit criteria. Those records are joined to the students' records in the collection system to capture the EL Exit information so eligible students can be successfully exited.

Districts can download the list of exited students from the state system and update their local records to reflect the exit.



Additional Improvements

- Collection System Warning/Error
 - If a district tries to re-identify a student that exited the EL program, they receive a warning that the student exited proficient and that if the student requires continued services, they must provide a re-entry date.
 - Previously a re-entry date was not required which caused unintentional re-identification of students.
- Michigan Data Hubs
 - Facilitate transfer of information between schools so that a district newly enrolling a student can obtain important information about services previously provided to a student (EL, Special Ed, etc.) to provide continuity from school-to-school and school year-to-school year (Snack Pack).



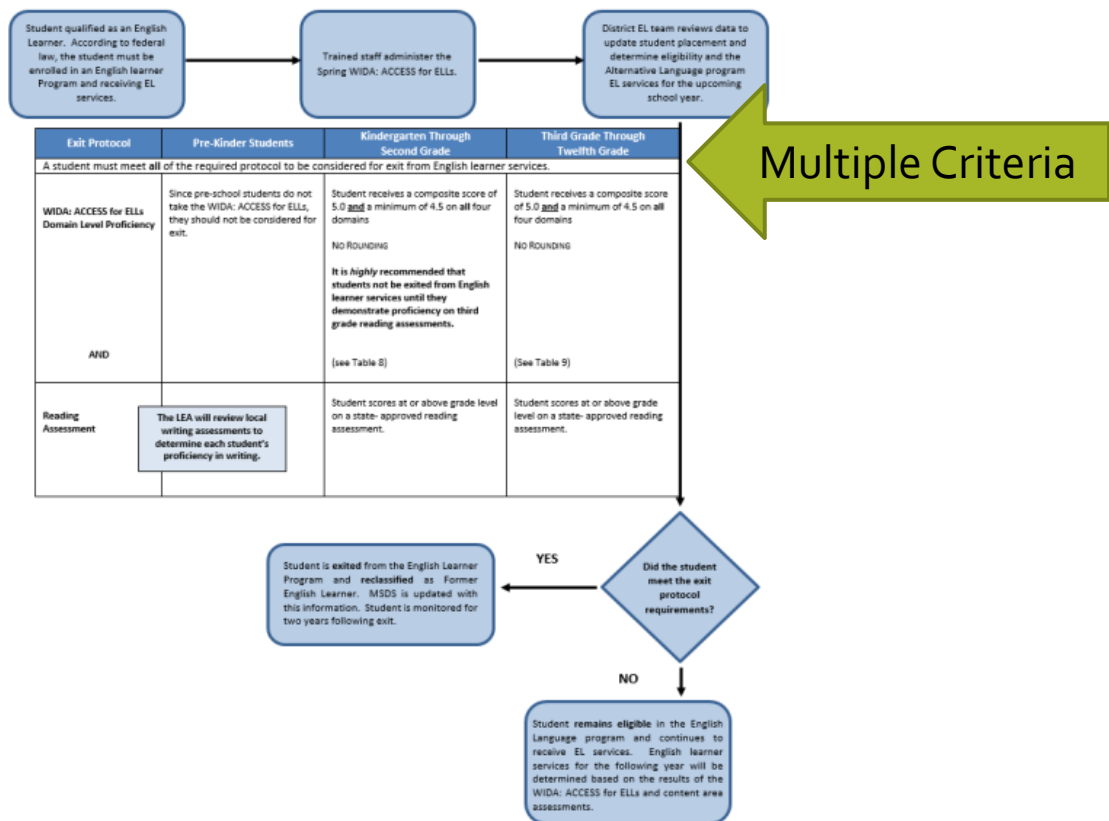
Old vs New EL Exit Criteria

Old

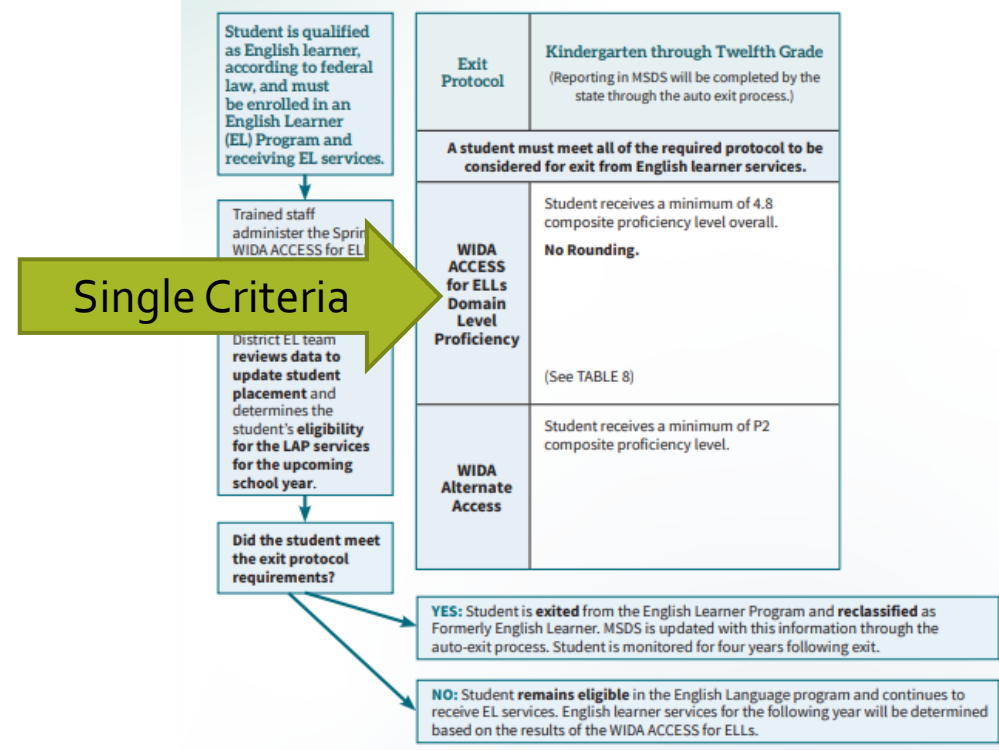
New

Exit Protocol

Flowchart for APPLYING THE EXIT PROTOCOL



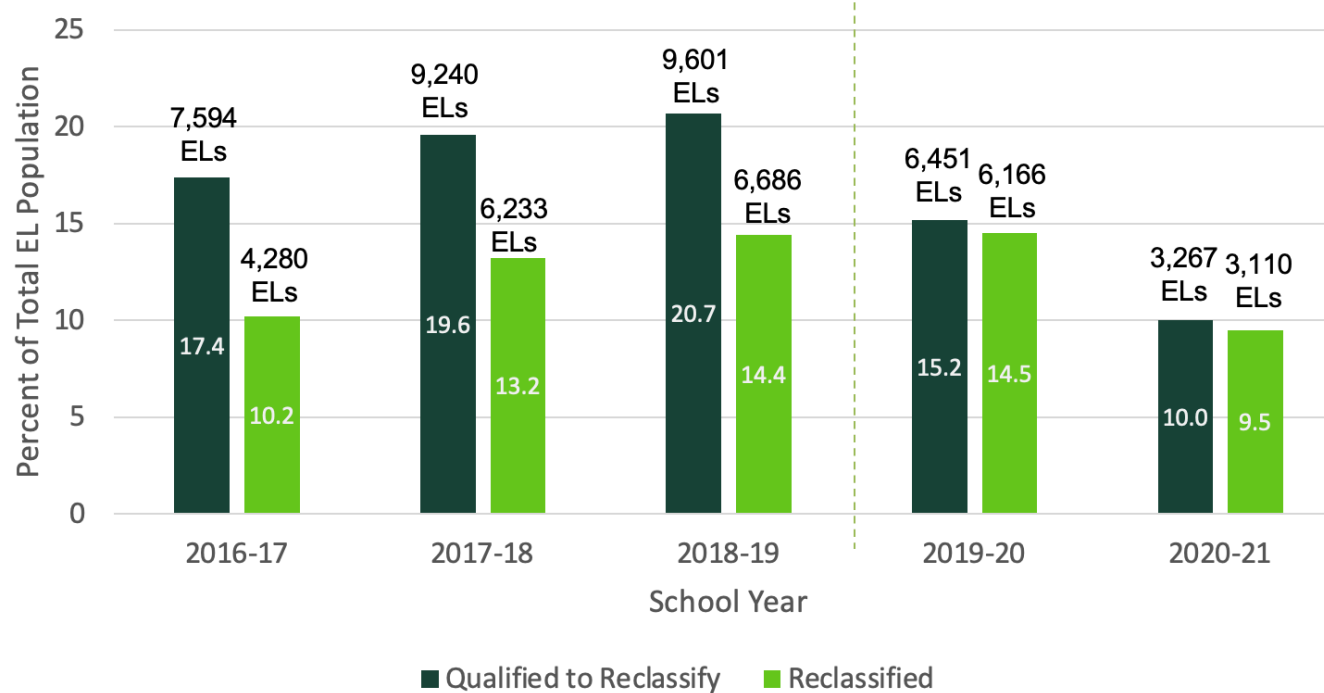
Exit Protocol
Exit Protocol and Flowchart for Determining Exit from English Learners Services



EL Exit vs EL Exit Eligible



Does meeting the threshold mean a Michigan EL will be reclassified?



- Manual exit – 70 percentage points more likely to exit than students that just missed the threshold of 4.8 overall.
- Auto exit – 95 percentage points more likely to exit than students that just missed the threshold of 4.8 overall.



Note: Sample includes 3rd-8th grade ELs with ELP scores

Research Credit: Dr. Madeline Mavrogordato and Caroline Bartlett

Questions

- Kelly Alvarez – English Learner Consultant
alvarezk@michigan.gov
- Fawn Dunbar – ED Facts Coordinator
Dunbarf@michigan.gov



LIEP Reporting Requirements Activity





Reporting Requirements for ED Facts

| File Spec | Required Data Elements | Required for Schools | Required for LEAs | Required for SEAs | Reporting Period |
|-----------|--|----------------------|-------------------|-------------------|--|
| FS045 | Number of immigrant students by EL status, native language, and participation in immigrant programs | No | Yes | Yes | School year |
| FS050 | Number of Title III-served ELs by ELP assessment administered, EL accountability status, and disability status | Yes | Yes | Yes | State ELP assessment testing window |
| FS067 | Number of teachers in Title III-supported LIEPs by certification status | No | Yes | Yes | School year |
| FS116 | DG648: Number of ELs served in Title III-supported LIEPs by grade level DG849: Number of ELs served in Title III-supported LIEPs by grade level and program type | No | Yes | Yes | DG648: October 1 (or closest school day) DG849: School year |
| FS126 | Number of former Title III-served ELs by former EL year (year 1 to year 4), academic subject assessed, proficiency status, and disability status | No | Yes | Yes | School year |
| FS137 | Number of ELs by ELP assessment participation status; number of ELs assessed for the first time by ELP assessment administered | Yes | Yes | Yes | State ELP assessment testing window |
| FS138 | Number of Title III-served ELs by ELP assessment participation status and disability status; number of Title III-served ELs assessed for the first time by ELP assessment administered and disability status | Yes | Yes | Yes | State ELP assessment testing window |
| FS139 | Number of ELs by ELP assessment administered and EL accountability status | Yes | Yes | Yes | State ELP assessment testing window |
| FS141 | Number of ELs by grade level, native language, race/ethnicity, and disability status | Yes | Yes | Yes | October 1 (or closest school day) |
| FS210 | Number of Title III-served ELs who have attained and not attained ELP within 5 years of initial classification as an EL | No | Yes | Yes | School year |
| FS211 | Number of Title III-served ELs who, as of the reporting year, have exited and not exited an LIEP as a result of attaining ELP | No | Yes | Yes | School year |

Reporting Requirements for ED*Facts* Cont.

| File Specification | Required Data Elements | Annotate |
|--------------------|---|----------|
| FS067 | Number of teachers in Title III-supported LIEPs by certification status | |
| FS210 | Number of Title III-served ELs who have attained and not attained ELP within 5 years of initial classification as an EL | |
| FS211 | Number of Title III-served ELs who, as of the reporting year, have exited and not exited an LIEP as a result of attaining ELP | |

Use the annotate function to select one of the following:

- Clear
-  Neutral
-  Need additional guidance



Summary of EL Reporting

| File Specification | Population Included |
|-----------------------------------|--|
| FS 141: English Learners Enrolled | All ELs |
| FS 116: EL Students Served | ELs in LIEPs in LEAs receiving Title III funds |
| FS 045: Immigrant | All students who meet the definition of immigrant children and youth |
| FS 067: Title III Teachers | All teachers serving in LIEPs in LEAs receiving Title III funds |





Summary of EL Reporting Cont.

| File Specification | Population Included | Annotate |
|-----------------------------------|---|----------|
| FS 116: EL Students Served | ELs in LIEPs in LEAs receiving Title III funds | |
| FS 067: Title III Teachers | All teachers serving in LIEPs in LEAs receiving Title III funds | |

Use the annotate function to select one of the following:

Clear

 Neutral

 Need additional guidance



Small Group Activity



- In small groups, introduce yourself and turn your camera on if possible.
- **Discussions:**
 - What kinds of professional development (PD) activities, data updates, infrastructure, or other changes have your state implemented to improve CSPR and EdFacts quality?
 - What is/was occurring with your data or in your state that prompted these changes to be made?
 - In your ideal world, what would your data reporting system look like? (You might think of platforms, grants systems, reporting fields, frequency of reporting, etc.)



Menti Activity

What kinds of PD activities, data updates, infrastructure, or other changes have your state implemented to improve CSPR and

Short answers are recommended.
You have 200 characters left. 200

You can submit multiple answers

Submit

Powered by Mentimeter [Terms](#)

Mentimeter

What is/was occurring with your data or in your state that prompted these changes to be made?

Short answers are recommended.
You have 200 characters left. 200

You can submit multiple answers

Submit



Whole Group Discussion

In your ideal world, what would your data reporting system look like?
(You might think of platforms, grants systems, reporting fields, frequency of reporting, etc.)



Wrap-Up



Reminders

| Topic | Timeline |
|--|--|
| <p>Session One: Overview of Language Instruction Educational Programs (LIEPs) Discuss LIEP models and reporting categories.</p> | <p>February 6, 2023 1:30–3:00 ET (completed)</p> |
| <p>Session Two: LIEPs in States—Problem of Practice Discuss LIEP implementation in states and how this impacts reporting, including challenges.</p> | <p>March 20, 2023 2:30–4:00 ET (completed)</p> |
| <p>Session Three: Data Improvements and Infrastructure—LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address reporting challenges?</p> | <p>May 3, 2023 3:00–4:30 ET</p> |
| <p>Session Four: Data Analysis Discuss how to use the data reported on LIEPs to inform programming.</p> | <p>June 14, 2023 11:30–1:00 ET</p> |



Preparing for COP 4: Discuss How to Use the Data on LIEPs to Inform Programming



Start to think about ways in which your state has used your Title III/*EDFacts* reporting data or would like to use your data better to inform and improve programming.



Sharing Contact Information with Your Peers



Questions for ED

- Please send questions about Title III data quality efforts to:
OESE.titleiii-a@ed.gov
- Please continue to send specific questions related to your state's *EDFacts* data to:
EDFacts@ed.gov
- Please continue to send questions related to your state's CS-PR data to:
CSPR@ed.gov



Contact Information

Brenda Arellano

Senior Researcher

barellano@air.org

Diana Torres

Technical Assistance Consultant

dtorres@air.org

Raquel Sanchez

Senior Researcher

rsanchez@air.org



[**oese.ed.gov**](http://oese.ed.gov)