

# Transcript of English Learner Report System

Speaker 1: Welcome to this webinar entitled English Learner Report System, ELRS: A Required Annual Data Collection System for an ESL Bilingual Education Programs and English Learners. Presented by the Pennsylvania Department of Education 2018. This webinar will guide and inform you as to why you must complete the English language reporting system annually, and will also guide you in how to complete the report.

The topics of this webinar include federal and state regulations for reporting, in which we will provide the laws and context for this report. Next, we will review each section of the report individually. Title three activities conducted, and programs. Then, program evaluation section overview, and each individual question in that section. And lastly, we will cover the report dates for this initial year, 2017-2018, but those dates will change annually.

Guidance documents will be sent to intermediate units, schools, and districts, to let them know new dates yearly. The purpose of the English learner reporting system is to collect information on ESL Bilingual education programs for the purpose of reporting data to the Pennsylvania Department of Education, and the United States Department of Education.

PDE submits this recorded data to the US Department of Education in the summer months, therefore, LEA's must complete the report by the closed date given. If our participation rate is deemed too low, the federal government can launch an inquiry. So please complete this report annually. To be compliant with the Every Student Succeeds Act, ESSA, federal and state reporting requirements, each year, all school districts, charter schools, cyber schools, and comprehensive CTC's, must complete the ELR system, regardless of English learner or ELL enrollment.

If you have no ELL's enrolled, you must complete the report of your planned programs and instructional services, because an ELL can enroll in your district at any time. Your district or school must be prepared by federal law. Why do I have to complete this report?

The Federal Equal Education Opportunities Act of 1974 prohibits states, meaning all schools within the state, from denying an equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. We are to take appropriate actions to overcome language barriers. This law in essence requires that you prepare those appropriate actions to prepare equitable access to the full curriculum.

The source of the laws information can be found on the federal government's education website. Please see the link provided in this slide.

Another governing federal requirement is the result of the US Supreme Court ruling of Lau versus Nichols, which was a class action suit by parents of non English proficient Chinese students against the San Francisco Unified School District. This lawsuit cites the civil rights act of 1964, and ruled that the district must take affirmative steps to overcome educational barriers faced by the non English speaking Chinese students in the district.

The source for this information can be found on the federal governments education website. Please see the link provided in this slide. Almost a decade after the Lau decision, the fifth circuit court issued a decision concerning more detailed requirements for the test of appropriate actions, in terms of the programs for English language assistance.

The case established the three part test to evaluate the adequacy of the schools or districts program for ELL's. The three parts are, is the program based on an educational theory recognized as sound by experts in the field? Or, is considered by experts as a legitimate experimental strategy?

Two, are the programs and practices including resources and personnel, reasonably calculated to implement this theory effectively? And, does the school district evaluate its programs, and make adjustments where needed to ensure language barriers are actually being overcome?

These points formed a basis for the ELRS reporting system in Pennsylvania. Pennsylvania's Department of Education notes the state regulation in PA code 4.26, which declares every school or school district shall provide a program for ELL's who need English language assistance.

It is important to note that the term program refers to two sides, or components, of educating English learners effectively. Number one, planned English language development instruction by a qualified ESL Bilingual education teacher, and two, adaptations and modifications in the delivery of content instruction, and assessments by all teachers, based on students language proficiency levels and to the Pennsylvania English language development standards, PALDS framework for ELL's.

As well as the Pennsylvania academic standards. Please keep in mind, as you plan your language instruction, educational programs, or LIEP's, that the ELD designated time must be delineated in terms of what is taught, when, and by whom. Content teachers with ESL certification who happen to scaffold for ELL's, is not an acceptable LIEP model.

They have a certain curriculum to teach, and the ELD curriculum may be connected, but will require time and instruction apart from the content curriculum. For all of the reasons previously mentioned, LEA's must report their program types and show effective evaluation procedures and results in the ELRS report. Guidance on how to sign up for an ELRS account or to log in for current ELR account holders will be sent annually from PDE with current dates and any changes.

Intermediate units will also receive this notice to send out to local LEA's. Now, let's take a closer look at the ELRS reporting system, which has been updated with the new ESA requirements and terms.

The purpose, and requirement, for completing this report is reiterated in the basic education circular, English Learners, which states the reasons for reporting as well as the 30 day window for completing the report that typically opens in March, shortly after

the ACCESS testing window closes. This year, 2017-2018 school year, the window is extended a bit longer, because of the delay in getting the changes finalized.

Typically, the ELRS system will open in March, and will have a close date 30 days later. To begin the reporting process, the school or district supervisor information is required. Please note the red asterisks, where certain information is required, such as name, email, and phone number. When PDE reviews a schools program for any reason, such as monitoring, we use this supervisor information to contact the school directly.

ELRS reporting. This section entitled Title III Activities Conducted. The following slides will address each section of the Title III reporting separately to guide your responses in what should be reported for each section.

Very simply, the first question is, do you receive Title III funds or not? There will be a place in the next screen to also indicate no Title III funds received. It is important that you mark this appropriately for state and federal reporting purposes. Some supervisors leave this blank if they do not receive funds, but we ask that you complete this question even if you do not receive Title III funds, so that the data is accurate, and not the case that you forgot to report this information.

If your school or district participates in a consortium, you must complete the report as an individual local education agency or LEA, even though you're a member of the consortium. If your LEA does receive Title III funds, please check all the activities that you participate in those funds. This must be substantiated when audited for Title III programming. The monitors will have access to this report as they review all documents for federal programs.

If your LEA does not receive funds, once again, you must complete the no response on the report. This section of the same page asks for information and activities on the use of funds for immigrant children and youth. If you receive these funds, please indicate which programs or activities your LEA provides with the funds received. If you do not receive these funds, please complete the report by indicating that in the last check box. Thank you for your accuracy. Do not forget to save the report thus far in this process. You will lose your response if you do not save it purposefully.

In this part of the Title III section, we ask that you provide more details about the programs and services for which you used the Title III funds if you received them. The first question requires an overview of your language instruction educational program, or programs, that involves use of Title III funds, such as tutoring programs that extend LED instructional time opportunities. Did you purchase computers, iPads, or online subscriptions to web based programs that will help ELL's in content classes?

That can be reported here to show how your LIEP will be more effective. The second question focuses on professional development for teachers, staff, and administration. This can be a list of PD sessions provided or a longer narrative of your overall ESL related PD. How do you include Pre-K or non public school teachers? That should be included in this section, because Title III funds can be used to extend PD to those groups beyond public K-12.

Finally, put that number of programs and services you no longer offer in the box. If you do not receive Title III funds, please put zero in the box to complete the report. Do not leave it blank. You have a space to explain why the programmer service was terminated. Remember to save your answers thus far.

Now we will review the longer section of this report, the required program evaluation for all programs, not just Title III activities. Each question will be addressed in separate slides. We do suggest that you prepare your responses on a Word document or something similar, so that you can copy and paste into the report per question, rather than writing it within the text box. This way, if for some reason you do not save your report, the power went out, and you lost your reports responses, you can easily copy and paste again into the report. Just a suggestion.

Question one. Describe the language instructional educational program or programs, LIEP's, implemented in your school, in your LEA. What evidence based theory or research is the basis for your chosen program types? This question requires you and your team to have evidence that your LIEP is based on a theory or research. Therefore, you should note if the program is behaviorist, inatist, social interactionist, communicative, project based, constructivist, etc. You do not have to cite your sources of this evidence based theory or research, but you should be able to articulate the basis of the theory in this question.

What are the goals of each program? Here, we do not want to see a simple statement like our goals are for all ELL's to succeed, we need to see more tangible goals, such as by the end of school this year, our ELL's will have increased English proficiency level by at least six months on the growth scale based on WIDA ACCESS scores, for example. This type of goal can be quantified and measured for ongoing evaluation.

Question two. While there is no ELL student to teacher ratio, keep in mind that language learning is intense, and requires time as well as proper training to be effective. Therefore, have you hired enough teachers so that each ELL receives an appropriate amount of ELD instruction to be able to advance? Do you have teachers spending more time in transit between buildings than actually teaching ELL's?

Would an ESL expert find your current staffing and personnel choices effective? Are all of the ESL teachers properly certified and seeing all identified ELL's, not just some? We are looking for this information in this section. Please tell us the current number of ELL's, how many teachers teach in the LIEP of your school or district, and the adequate resources that have been provided to those teachers, in forms of books, online subscriptions, and or classroom supplies.

Question three. The response to this question involves not just the WIDA ACCESS scores, but also benchmark measures, as formative assessments in ELD classes. In other words, how do you know the ELL's are progressing in English proficiency in between the ACCESS testing year to year? Your ESL teacher should be recording progress monitoring through assessments in the ELD designated time. How do you routinely review and assess and ELL's proficiency as a team within your LEA, so that the instruction is informed, and modified accordingly?

That is the information we are looking for to this question. Some schools utilize proficiency benchmarks through the use of ESL teacher made proficiency tests, or ESL book series tests. If that is the case, describe those tests and measures for each ESL, ELD level. This is very important exercise in the evaluation of your program, but more importantly, as a means to inform instruction, that is both proactive and responsive.

Question four. This response goes to more of a large scale analysis, by charting the ELL's increase in ACCESS results. ELD formative scores, district testing scores, and content area grades. An analysis of these data points will provide an essential tool for evaluating your program. For example, an LEA noted their third grade ELL's were progressing normally on ACCESS scores year after year, but they were generally doing poorly on PSSA math scores, and geometry instruction in the schools math program.

They realized the geometry unit was taught at the end of the school year, after PSSA's, and when many students were anxious to end the school year. By moving that unit to an earlier time in the school year, the EL student data in subsequent years showed an almost immediate increase in the math academic scores alongside the ESL level increases. This is the kind of analysis you will conduct and summarize for this report.

Question five. A summarized description of program improvements, if any, is required for this response. Looking at your program evaluation, based on student data and other relevant factors, what strategies or approaches have been implemented and how do you plan to measure the changes? For example, if your LIEP involves push in of a teacher who cannot provide the right environment for language teaching, because she or he cannot move about the room to enhance comprehension in a more physical manner, and you find those ELL's are not progressing as expected in English proficiency, and or academics, then the push in is not an effective LIEP.

You will report that in the summary, and that you now have a designated pull out ELD instruction time in a classroom where language in motion is not disruptive. If not changes or improvements were made, please state that in the text box.

Question six. You do not have to upload the forms you use, but give a description of the monitoring forms you employ, as well as other measures you use to evaluate individual ELL's academic progress. Write a summary of your analysis process that includes possibly combining an ELL's grades, PSSA scores, classroom teacher input, and district teaching results.

Gauge how well former ELL's, FEL's, are doing, based on the multiple criteria. If you, for example, find a student does well in math and science, but poorly in social studies and language arts, you will have to determine if it is the subject matter, class timing, teacher presentation, students attendance, or any other factor that may impact the situation other than English language difficulties.

If there is low attendance during those classes, then this is not a language issue, for example. Summarize for the report, how you approach this important stage in ELL educational development.

Question seven. This response centers around the academic supports you are providing for FEL's who are struggling in content area classes. What supports or services do never ELL students receive that now the FEL's are taking part in to improve their academic success? Have you placed a FEL in math or reading support along with never ELL's who also struggle in those skills? Are your FEL's attending after school tutoring, or before school help from the teacher regularly?

The reason this is important is you are providing academic support, and not language assistance at this stage. And, is that content support proving to be effective? If not, then maybe language still is the issue for some FEL's, and that is when you determine if the FEL should be re designated as an ELL. Sufficient time is also a factor in whether the academic supports are working, but too much time and the FEL could lose an opportunity for language assistance.

You will have to document all the steps and measures you took to arrive at that decision. This varies student to student, so a team approach involving the ESL teacher, content teacher, counselor, and administrator, has proven to be the most effective decision making team. And of course, if the FEL is dually identified, the special educator should be part of that team as well.

Question eight. This is a fairly straight forward response. When your ESL team decides it is best for a FEL to be re designated, what do you do in terms of certifying that change in status? Be sure you go into the PEN system and make that change. If the change is made after the early October snap shot, please contact PDE to request the change. There is a procedure that the PEN's department will initiate with your PEN's coordinator in cases like these.

The next step is to inform parents of the student so they know the status has been changed. They again have the option to refuse separate ESL instruction, but they do not have the right to refuse the change of status, nor the language proficiency testing, WIDA ACCESS. That decision is given to the school, however, proper documentation will help parents and the student to understand why the re designation occurred.

That is the last of the questions you are required to answer. If everything has been completed, be sure to hit the save button, so that you do not lose all that hard work. As mentioned earlier, we recommend that you write your responses on a separate Word document, and copy paste into the report. It is easier that way, and you will not lose your thoughts. Remember to save.

Before submitting the report, check to see if any errors are noted. They appear in red, as you see in the example. The errors will prompt you to go back and complete tasks. Once you have completed all the tasks, there should be no more errors, and you can proceed with the ELRS accuracy statement, and submission.

Please print out the ELRS accuracy statement and have the school or district superintendent sign it to verify the accuracy of the report. Submit the signed accuracy statement to PDE by mail, or email. The name and address are found on the statement.

The green arrow on this slide shows you where you can finally submit the report to PDE by the closing date.

If you do not complete the form by the closing date, PDE will contact your school or district to potentially visit in order to help you complete the report and to observe your ESL programs and services in action. We encourage you to complete the report by the state deadline, so that the federal government will be able to download the data file according to their deadline.

The state will receive notice if the federal government has any questions regarding our schools data that ties directly to the laws and court rulings mentioned earlier. Thank you for listening, and taking the time to complete this vital report. We are all dedicated to the finest education for all students. By completing this report annually, with real time data analysis and accurate descriptions, we will all work together to resolve any issues that may arise.

Please note the dates of this years ELRS window are opening on March 20th, 2018, and closing on May 18th, 2018. We have given you more time than the usual 30 days to complete the report, because of the changes and delay. Normally, the ELRS report system will be only open for 30 days starting in March of the school year. Please mark your calendars accordingly.

Again, thank you for reviewing this information, and for completing the report in a timely fashion. If you have any further questions, please contact the ESL Bilingual office of PDE. Robert Measel at 717-783-6595, or [romeasel@pa.gov](mailto:romeasel@pa.gov), or Eugenia Krimmel at 717-787-5482, or [ekrimmel@pa.gov](mailto:ekrimmel@pa.gov).