

# Louisiana Believes

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School System EL Snapshot Data Review

November 13, 2019

Alice Garcia

# Agenda

- Purpose of providing these snapshots
- How to access the EL Data Snapshots
- Understanding the data and how to use it
- Wrap-Up
- Resources

# Purpose

Every day in Louisiana, educators are committed to making sure that all students have the opportunity to grow and thrive. Yet, despite steady progress across key indicators, including increased percentage of students demonstrating mastery of grade-level skills and improved graduation rates, there is still more work that needs to be done.

In particular, the performance levels, rates of improvement and graduation rates for English learners remain significantly below peers.

This data brings together key demographic, academic achievement and language proficiency growth trends for the English learners in your school system. This snapshot does not include all data that are relevant to planning and evaluating the effectiveness of EL supports in your school system; rather it provides an overview of key metrics that should inform the planning process.

# Where are the reports?

Coordinate with your FTP coordinator to assist in retrieving the files from the data management FTP.

The files were uploaded on Wednesday, November 6. The file names should be your:

- site code
- school system
- SY2018-2019
- English Learner Data Snapshot

For example: 012\_SocorroParish\_SY2018-2019\_English Learner Data Snapshot.pdf

Reminder: These are not for public distribution. They are to be used system-wide only.

# The Form

## ENGLISH LEARNER DATA SNAPSHOT

Every day in Louisiana, educators are committed to making sure that all students have the opportunity to grow and thrive. Yet, despite steady progress across key indicators, including increased percentage of students demonstrating mastery of grade-level skills and improved graduation rates, there is still more work that needs to be done. In particular, the performance levels, rates of improvement and graduation rates for English learners remain significantly below peers. The data below brings together key demographic, academic achievement and language proficiency growth trends for the English learners in your school system. This snapshot does not include all data that are relevant to planning and evaluating the effectiveness of EL supports in your school system; rather it provides an overview of key metrics that should inform the planning process.

### ENGLISH LEARNER DEMOGRAPHIC DATA

Percent of total students identified as EL (2018-2019)

	District	State
% of EL (K-12)	5.7%	3.68%
Total # of EL Served	445	26,409

Length of time served\*

	District	State
% of First Year EL	28.9%	24.3%
% EL More than 7 Years	3.6%	6.9%

\*ELPT Testers

Percent of EL by Ethnicity\*

	District	State
Hispanic/Latino	73.8%	81.5%
Black/African American	1.1%	2.4%
Native Hawaiian/Pacific Islander	0.0%	0.4%
White	14.6%	5.8%
Asian	10.3%	9.2%
American Indian/Alaska Native	0.2%	0.3%
Two or more races	0.0%	0.5%

\*ELPT Testers

Percent of EL by Grade Level\*

	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
District	14.8%	11.4%	11.7%	6.5%	6.7%	6.7%	7.2%	6.5%	7.4%	0.4%	6.3%	7.2%	4.3%	2.9%
State	12%	13%	11%	10%	9%	7%	6%	6%	6%	2%	5%	5%	4%	3%

\*ELPT Testers



### EARLY AND ACCURATE IDENTIFICATION OF ENGLISH LEARNERS

The data below compares the kindergarten readiness by domain of students identified as EL in kindergarten (2018-2019) who attended pre-K (2017-2018) versus those who did not attend pre-K, as measured by your Kindergarten Entrance Assessment (KEA). Included also for comparison are the kindergarten readiness results of non-EL students who attended pre-K versus those who did not.

	Total Number of Students		Percent of Kindergarten Readiness By Domain*									
			Approach to Learning		Social Emotional Development		Language & Literacy Development		Cognitive Math		Physical Development	
	District	State	District	State	District	State	District	State	District	State	District	State
EL, attended pre-K	48	1451	66.7%	63.7%	50.0%	62.6%	50.0%	52.4%	60.4%	57.7%	91.7%	77.5%
EL, did not attend pre-K	11	1134	72.7%	47.0%	63.6%	43.6%	54.5%	32.5%	54.5%	38.0%	90.9%	69.0%
Not EL, attended pre-K	407	20,972	77.1%	76.7%	77.4%	78.0%	77.4%	73.1%	79.1%	74.3%	92.4%	84.5%
Not EL, did not attend pre-K	110	21,058	59.1%	66.8%	60.9%	68.7%	60.0%	62.0%	60.9%	64.0%	80.9%	77.4%

\*Data only available for school systems using DRDP as their KEA

### ENGLISH LEARNER ACHIEVEMENT AND GROWTH DATA (2017-2018 TO 2018-2019)

The data below represent a snapshot of both academic achievement and language proficiency metrics over the past two years for English Learners. More detailed academic achievement data, including high school results by subgroup, are available here.

#### ACHIEVEMENT AND GROWTH DATA

Rate of academic achievement of EL as measured by LEAP compared to rate of language proficiency growth as measured by ELPT (all domains) for 2018 to 2019.

	2019 LEAP Mastery Rates for EL				ELPT Overall Level Change*			
	2019 % EL Mastery+ Grades 3-8	2019 % All Student Mastery+ Grades 3-8	2018-2019 % EL Mastery+ Change Grades 3-8	2018-2019 % All Student Mastery+ Change Grades 3-8	% Increased 2+ Levels	% Increased 1 Level	% Same Level	% Declined
District	13%	37%	1%	0%	13.5%	24.0%	50.3%	12.2%
State	11%	35%	-3%	1%	14%	33%	43%	10%

\*Overall ELPT levels are: Emerging, Progressing 1, Progressing 2, Progressing 3, and Transitioning

# Where's the Data From?

- All data on these snapshots are taken from ELPT test takers for 2018-2019.
- If a student took the ELPT in spring 2019, they are included on your snapshot.
- Comparisons are made between ELPT 2019 and ELPT 2018.

If that data does not match what you have in your school information system from school year 2018-2019, verify that you have your EL students correctly identified.

Monitored ELs do not take ELPT.

# Demographics

**Box 1**-Shows the percentage of ELs to non ELs in your school system and in the state. It also shows the total number of ELs in both your system and the state.

## ENGLISH LEARNER DEMOGRAPHIC DATA

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### Length of time served\*

	District	State
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### Percent of EL by Ethnicity\*

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Hispanic/Latino	73.8%	81.5%
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\*ELPT Testers

**Box 2** is the percentage of ELs who are first year and who have been in the program more than 7 years.

**Box 3** is the ethnic breakdown of your system's ELs.

# Guiding Questions

- Does this data match what you have in SIS?
- Has your school system experienced an increase in EL enrollment? If you have, have you adjusted programming and instruction to meet their needs?
- If the majority of your ELs are newcomers (1 year or less) how are you developing their language along with teaching them grade-level content?
- What should you do if you have a high percentage of long-term ELs? Should you have any?
- Are there any surprises from the demographic information?

# Grade Levels

This section of the snapshot shows the percentage breakdown of ELs by grade.

## Percent of EL by Grade Level\*

	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
District	14.8%	11.4%	11.7%	6.5%	6.7%	6.7%	7.2%	6.5%	7.4%	0.4%	6.3%	7.2%	4.3%	2.9%
State	12%	13%	11%	10%	9%	7%	6%	6%	6%	2%	5%	5%	4%	3%

\*ELPT Testers

This information can help you to make decisions about staffing and programming.

# ELs and Different Grades

ELs will need different services based on their proficiency levels as well as their grade levels.

All students in grades K-2 are learning those foundational skills to develop language to a point where they can begin learning to read and write.

ELs in 6-12 (especially newcomers) will demonstrate the greatest need because they will need more language to access the content.

# ELs in Kindergarten with Pre-K Enrollment

ELs are not identified until Kindergarten, but we are able to go back and see the difference between those who were enrolled in a school based Pre-K and those who weren't.

	Percent of Kindergarten Readiness By Domain*											
	Total Number of Students		Approach to Learning		Social Emotional Development		Language & Literacy Development		Cognitive Math		Physical Development	
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# The Difference

- Looking at the statewide data, we can see that there is a significant difference between students who attend a school based Pre-K program and those who didn't.
- In most cases, this is especially true for students who are then identified as EL.
- The idea is that the more we can help them now to develop their language and literacy, the more quickly they will be able to achieve proficiency.

# Content and Language Proficiency

The last data table shows your school system's EL growth on both their content assessments (LEAP 2025 3-8) and their English proficiency test (ELPT).

## ACHIEVEMENT AND GROWTH DATA

Rate of academic achievement of EL as measured by LEAP compared to rate of language proficiency growth as measured by ELPT (all domains) for 2018 to 2019.

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# ELs and Content Assessments

If an EL is new to a US school, they can be assigned the accountability code “81” for 2 years.

Assessment	ELPT	Content
Year 1	Baseline (Not in SPS)	Baseline (Not in SPS)
Year 2	Growth (SPS)	Growth (SPS)
Year 3	Growth (SPS)	Growth and Achievement (SPS)

Because we want our ELs to grow both in academic achievement and English proficiency, they will need to be in content classes as much as possible.

# Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

In order to reach this goal,  
**every day**, students in Louisiana should...



**build** knowledge  
of the world,

+



**read**  
meaningful texts,

+



**express** ideas through  
writing and speaking, and

+



**solve**  
complex problems.

# Wrap-Up

More questions?

Funding and Compliance: [melanie.mayeux@la.gov](mailto:melanie.mayeux@la.gov)

EL Instructional Programs: [alice.garcia@la.gov](mailto:alice.garcia@la.gov)

Accountability: [jennifer.baird@la.gov](mailto:jennifer.baird@la.gov)

EL Assessments: [assessment@la.gov](mailto:assessment@la.gov)

# Resources

English Learner Library: <https://www.louisianabelieves.com/resources/library/english-learners>

ELPT Performance Level Descriptors: [https://www.louisianabelieves.com/docs/default-source/assessment/elpt-performance-level-descriptors.pdf?sfvrsn=3c3e951f\\_12](https://www.louisianabelieves.com/docs/default-source/assessment/elpt-performance-level-descriptors.pdf?sfvrsn=3c3e951f_12)

EL Instructional Support Plan:

[https://www.louisianabelieves.com/docs/default-source/english-learners/el-instructional-support-plan-\(002\).pdf?sfvrsn=f9839c1f\\_4](https://www.louisianabelieves.com/docs/default-source/english-learners/el-instructional-support-plan-(002).pdf?sfvrsn=f9839c1f_4)

EL Guidebook:

[https://www.louisianabelieves.com/docs/default-source/english-learners/english-learner-guidebook-changing-educational-outcomes-for-english-learners.pdf?sfvrsn=4c00931f\\_4](https://www.louisianabelieves.com/docs/default-source/english-learners/english-learner-guidebook-changing-educational-outcomes-for-english-learners.pdf?sfvrsn=4c00931f_4)

Enrollment Data: <https://www.louisianabelieves.com/resources/library/student-attributes>