

# Data Elements for English Learner Programs

Amy Maciolek  
Multilingual Learners and Title III  
March 9-10, 2022



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Agenda for Today

- **What is Wisedata?**
- **Why do we collect data?**
- **High level overview of data for English Learners**
- **Data for former English Learners**
- **Language Instruction Educational Program (LIEP) Data**
- **New DPI Language program Crosswalk**
- **LIEP Support tool**

# What is WISEdata?

- **WISEdata is a multi-vendor, open data collection system that allows school districts, charter schools, and private schools participating in a parental Choice program to submit data to DPI from the student information system (SIS) vendor of their choice.**
- **WISEdata links to WISEid to ensure data is attached to the appropriate person.**
- **WISEdata houses Graduation/Dropout, Completion/Exit, Third Friday of September Enrollment, and Attendance data.**

# Why do we collect data?

- **Meet all required school state and federal reporting mandates**
- **Inform education research and data analysis through reporting tools**
- **Better understand and improve educational outcomes for Wisconsin students**
- **Maintain high data quality and security policies and standards to ensure data privacy**
- **Provide tools for multiple stakeholders, including educators, school officials and DPI staff**

# Annual Snapshot

See the [WISEdata Events](#) page for the most up-to-date information.

- **May 24, 2022 Snapshot**

- 2021-22 Spring Demographics snapshot

- **November 2022 - ~6 weeks prior to snapshot**

- DPI Data Quality outreach begins

- **Tuesday, December 6, 2022 Snapshot**

- 2021-22 Year End Attendance, Discipline & Completion
- 2021-22 Roster / Career Education
- 2022-23 Third Friday of September Enrollment
- 2022-23 October 1 Child Count of students with disabilities
- 2022-23 Graduation Requirements
- 2022-23 Digital Equity Data

# Data Flow for Snapshot

Data is:

- entered into your vendor tool (SIS, Special Ed, tool, etc...)
- pushed to WISE data and run through data quality checks (validations)
- validated in the system on the date and time of the snapshot, loaded to WISEdash, and snapped for reporting purposes

Users can use WISEdata Portal validation results to go back through their vendor tool to make correction and push the corrected data to WISEdata through the december date.

# English Learner Acronyms

EL (ELL)	English Learner
ML	Multilingual learner
ELP	English Language Proficiency
LIEP	Language Instruction Education Program
ACCESS	ACCESS for ELLs, annual English Language Proficiency test
HLS	Home Language Survey
Screener	Initial Language Proficiency Screener used for Identification
Exited	The time when an EL reaches native proficiency and is no longer served in an Language program.
LIEP Crosswalk	Document used by DPI outlining Language Instruction Program types

# English Learner

An English Learner (EL) is a student

- who is aged 3-21;
- who is enrolled or preparing to enroll in an elementary or secondary school
- who was not born in the United State or whose native language is a language other than English; and
- where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  - the ability in meeting the State's proficient level of achievement on State assessments described in section 111(b)(3);
  - the ability to successfully achieve in classrooms where the language of instruction is English; or
  - the opportunity to participate fully in society



# Title III

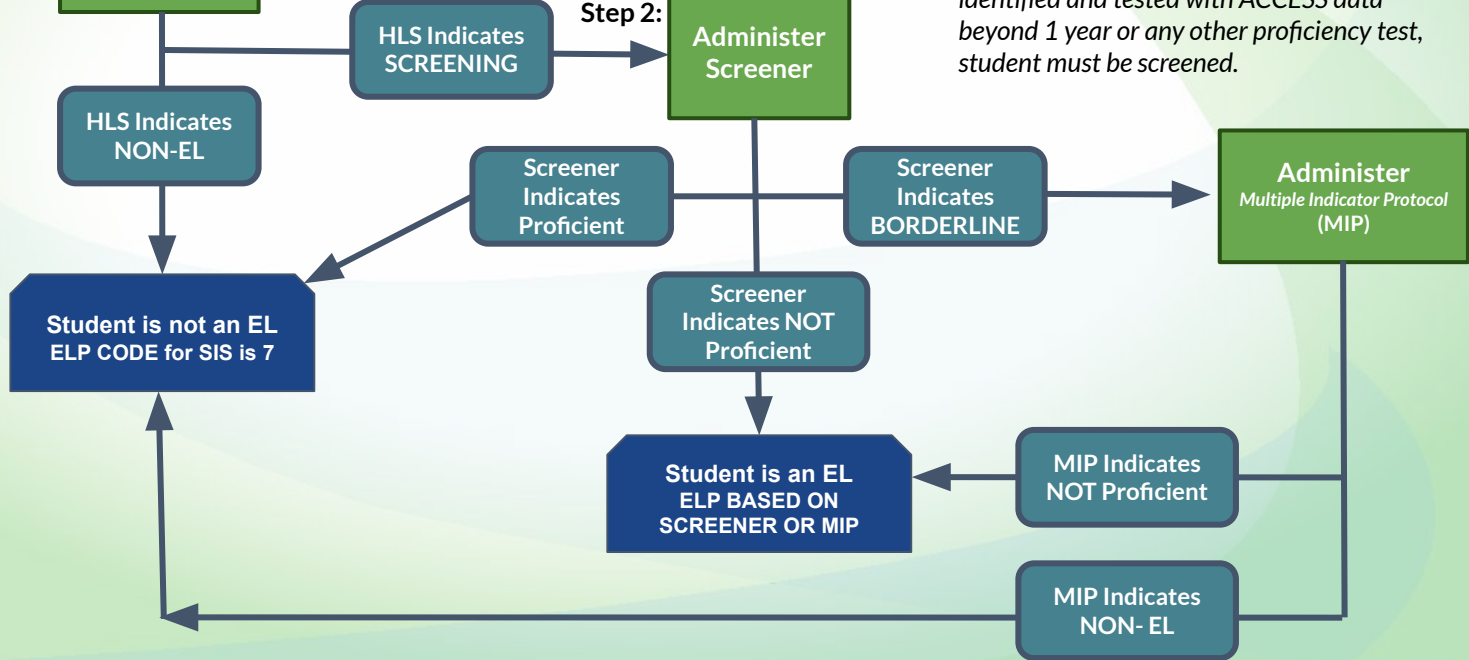
**Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)**

**The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards.**

# EL Entry Process

Step 1:

All Students administered the HLS upon enrollment in a district.



**Note:** For transfer students, check a student's cumulative files for evidence of identification. Code per ACCESS, if data is from prior year 1 year. If student has been identified and tested with ACCESS data beyond 1 year or any other proficiency test, student must be screened.

# DPI EL Handbook

The screenshot shows the Wisconsin Department of Public Instruction website. At the top left is the logo for the Wisconsin Department of Public Instruction. To its right is a 'Select Language' dropdown menu and a search bar. The main content area is titled 'English Learner Policy Handbook' and includes a sub-header 'Wisconsin English Learner Policy Handbook Identifying, Supporting, and Reclassifying English Learners'. Below this is a paragraph of text under Title VI of the Civil Rights Act. A second paragraph discusses requirements for identifying, supporting, and reclassifying English learners. A table at the bottom lists five chapters with their respective titles and links.

**Bilingual/ESL Program**

- English Language Development Standards
- English Learner Policy Handbook**
- Legal Framework
- Title III
- Data and Reporting
- Program Staff
- Immigrants and Refugees
- Wisconsin Bilingual-Bicultural Programs
- Seal of Biliteracy
- SLOs for ELLs
- Early Childhood/Dual Language Learners
- Professional Development Resources for English Learner Educators
- Wisconsin Bilingual-Bicultural Programs
- Bilingual/ESL Program Legislation and Funding

BILINGUAL/ESL PROGRAM / ENGLISH LEARNER POLICY HANDBOOK

## English Learner Policy Handbook

### Wisconsin English Learner Policy Handbook Identifying, Supporting, and Reclassifying English Learners

Under Title VI of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965, and as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) and Wisconsin state statutes, school districts throughout the state are required to identify in a uniform manner and provide services to English learners (ELs). This includes immigrant and migrant students, and students with disabilities.

The requirements for identifying, supporting, and reclassifying English learners (ELs) stem from multiple sources, including federal law and associated regulatory guidance, common law, and state law. To help support districts as they navigate the policies, procedures and practices, the DPI in consultation with many Wisconsin school districts over time, has developed the EL Policy Handbook. This handbook documents Wisconsin's collective best practices to serve and support ELs and their families.

#### EL Policy Handbook and Response to the COVID Pandemic

Click the links below for direct access to the EL Policy Handbook thematic chapters and the Covid19 guidance aligned to those chapters.

Introduction to the DPI Handbook

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
<a href="#"><u>Home Language Survey</u></a>	<a href="#"><u>ELP Screening</u></a>	<a href="#"><u>Making an EL Determination</u></a>	<a href="#"><u>Students Potentially Misclassified</u></a>	<a href="#"><u>Annual ELP Assessment</u></a>

The thumbnail shows a table of contents for the handbook. It lists three chapters: Chapter 1: Home Language Survey, Chapter 2: ELP Screening, and Chapter 3: Making an EL Determination. Below the chapters, there are three additional items: New Kindergarten Screener, Screening Students w/ Disabilities (Updated), and COVID Impacts on EL Assessment, followed by COVID Guidance Chapters 1, 2, 3.

Chapter 1	Chapter 2	Chapter 3
<a href="#"><u>Home Language Survey</u></a>	<a href="#"><u>ELP Screening</u></a>	<a href="#"><u>Making an EL Determination</u></a>

**New Kindergarten Screener**  
**Screening Students w/ Disabilities (Updated)**  
**COVID Impacts on EL Assessment**  
**COVID Guidance Chapters 1, 2, 3**

[DPI EL Policy Handbook](#)

# What data do we collect for English Learners?

- English Language Proficiency ( ELP) code
- Immigrant students, based on the Title III definition of an immigrant student.
- Native Language spoken (Primary Language)
- **Language Instruction Educational Program (LIEP)**
  - Language Instruction Beginning and End date
  - Language Instruction Assessment Year
  - Language Instruction Services
  - Language Instruction Primary Service
- Former English Learner

# English Language Proficiency Codes

- Based on ACCESS Screener (Current Year) or ACCESS for EL's Assessments (Prior Year)
- Required for All Students K-12
- Language Proficiency code range 1-7
  - 1-5 English Learners
  - 6 Former English Learners (not based on previous years score)
  - 7 Never English Learners
- Language Proficiency code sources:
  - Screener (newly enrolled)
  - Annual Language Proficiency Test: ACCESS for ELLs (prior year)

Source	Code (current year)
Screener: 1.0 or 1.5 ACCESS: 1.0-1.9 (prior year)	1
Screener: 2.0 or 2.5 ACCESS: 2.0-2.9 (prior year)	2
Screener: 3.0 or 3.5 ACCESS: 2.0-2.9 (prior year)	3
Screener: 4.0 or 4.5 ACCESS: 4.0-4.4 (prior year)	4 or see below
*ACCESS: 4.5-4.9 (prior year) may be based on MIP	<i>Consult with programming, This could be reported as 4 or 6.</i>
Screener: 5.0 or 5.5 ACCESS: 5.0-5.9/ (prior year) or 6.0 (prior year)	5 6 (Former EL)
Never or NON EL	7

# Immigrant Children and Youth

Immigrant Children and Youth under ESEA Section 3201(5):

The term “immigrant children and youth” means individuals who–

- (A) are aged 3 through 21;
- (B) were not born in any State\*; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.”

*\*Each of the 50 states, the District of Columbia, and Commonwealth of Puerto Rico*

# Immigrant Data Determination/Collection

- To determine whether or not a student meets the Title III definition of an immigrant child and youth, **a school and/or district should never directly ask about a student, parent, guardian, or sponsor's citizenship or immigration status** or date of entry into the United States upon enrollment.
- For purposes of determining if a student meets the definition of immigrant children and youth under Title III, district staff should request only information about a
  - student's date of birth,
  - place of birth,
  - and prior school enrollment



# Immigrant Children and Youth Grant

BILINGUAL/ESL PROGRAM / IMMIGRANTS AND REFUGEES / IMMIGRANT CHILDREN AND YOUTH

## Immigrant Children and Youth



**Title III, Part A, Immigrant Children and Youth Discretionary Grant**

- [Immigrant Children and Youth Grant](#)
- Grants amounts range from 10,000-50,000
- Individually or with a CESA Consortia
- 5% of title III allocation
- Discretionary Grants
- Enhanced opportunities for Immigrant Children and Youth



# Native or Primary Language

Native language is the language or dialect first learned by an individual or first used by the parent/Guardian with a child. This term is often referred to as primary language.

This field is required for WISEdata records if their the English Language Proficiency Code = 1-5 or Immigrant (Title III) = Y (Regardless of Grade Level.)

School Districts should identify first/native language using a list of [3-digit alpha codes for languages](#);

# What data do we collect for English Learners?

- English Language Proficiency ( ELP) code
- Number of immigrant students, based on the Title III definition of an immigrant student.
- Native Language spoken (Primary Language)
- **Language Instruction Education Program (LIEP)**
  - Language Instruction Beginning and End date
  - Language Instruction Assessment Year
  - Language Instruction Services
  - Language Instruction Primary Service

# Language Instruction Educational Programs (LIEP)

The Elementary and Secondary Education Act (ESEA) specifically defines a LIEP as an [instructional education program](#):

(A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by section 1111(b)(1); and

(B) that may make instructional use of both English and a child's L1 to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language (L2).

# Current LIEP Crosswalk

## Language Instruction Educational Program (LIEP) and Data Element Crosswalk

Federal and state laws require schools to provide a language education program for students identified as English Learners<sup>1</sup>. The table below provides a description of the program models along with sample teacher licensing requirements, and the coding key for required student and school data elements including WISE data, WISE Grant End-of-Year Reports, and Coursework Completion System (CWCS), ACCESS for ELLs test data reporting, teacher licensing (12027), Bilingual Bicultural State Aid (BLBC) and Title III compliance requirements. Decision rules for program identification should be applied consistently across data systems.

Program code	Program Type	Language Instruction Educational Program (LIEP) <sup>2</sup>	Program Model definition (business)	Teacher Licensing Requirements for teaching program.	Programming Requirements	EdFacts reporting	WISE data Reporting ELP Code 1-7 Program Type Language Code <sup>4</sup>	BLBC <sup>3</sup> Eligible Y=Yes N=No Q=Qualified Yes	Individualized Language Plan of Service (POS) required <sup>5</sup> O = Optional Y = Yes
Bilingual Programs									
LIEP program models must meet federal Title III and Lau Education Program requirements for students classified as English Learners (ELs).									
1	Language Instruction Education Program - Bilingual Program	Dual language immersion (a.k.a. Two-way Bilingual or Two-way Immersion) (DLI)	To develop strong skills and proficiency in English and students' first language referred to as the partner language. About half of program participants are native speakers of English and half are English learners from the same language group. Instruction takes place in both languages. (For examples in a "90/10" model instruction begins 90% in non-English, 10% English and gradually transitions to 50/50; or in a "50/50": 50% non-English, 50% English for all students from the start.) <b>Available pre-K through HS. Includes language and content classes in English and partner language and for both core and noncore classes.</b>  <b>Audience:</b> Sizable group of ELLs who speak the same language and are in the same grade.	Supplemental –Bilingual/bicultural Education (023)  Bilingually certified teacher teaches partner-language content in the partner language and partner Language Arts.  Sheltered instruction co-taught or taught by ESL w/ EC-A English as a Second Language (395) license.  Content taught by teachers with licenses in the subject area. E.g. Math 400 or Regular education (777).	Programs may extend beyond elementary grades. Content areas may be split between languages. For example, Math and Science are taught in partner language, Social Studies, Art, Physical Education are taught in English. Curriculum available in both languages. Language Arts is taught in both English and the partner language.	Dual Language	EL/ELP = 1-7 can participate in program.  T3 Served-T for only for students with EL/ELP code =1-5.	Yes	Language POS optional
2	Language Instruction Education Program - Bilingual Program	Developmental or Late-Transitional Bilingual Program (DBE or TBE)	To develop academic proficiency in English and students' first or native language. Developmental programs generally place equal emphasis on developing and maintaining students' primary language and developing English proficiency. Some instruction provided in the primary language.  <b>Program Composition:</b> Students are EL and from the same language background.	Supplemental –Bilingual/bicultural Education (023)  Bilingually certified teacher teaches partner-language content in the partner language and Language Arts in that content area.  Content licensed teacher teaches English.  Sheltered instruction co-taught or taught by ESL w/ EC-A English as a Second Language (395) license.  For BLBC, if the Partner language is a language other than Spanish, partner language classes may be taught by ESL teacher and a bilingual paraprofessional <sup>6</sup> proficient in the partner language.	BLBC requires Bilingual licensed teacher (023) for classes taught in partner language if partner language is Spanish.  Evidence of staffing and curriculum in English and partner language.  May be referred to as Late-Exit Bilingual or Late-Exit transitional.  Pull-out in cases where students are EL only for content or language learning either in English or the partner language.	Transitional Bilingual	LEP:1-5 T3 Served = T	Yes	Language POS optional = O

# NEW... LIEP Crosswalk 2022-2023

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements
---	--------------------------	------------------------	---

Bilingual Programs			
<p><b>1</b></p> <p><b>Dual Language Education - Two-Way Bilingual</b></p> <p>Also Known As (AKA) Two-Way Immersion (TWI)</p> <p>WISEdata: BI-DLTW</p> <p>EdFacts: <a href="#">LNGPRGDU</a></p>	<p><b>Description:</b> Pre-K through grade 5, with program continuation into secondary school. Minimum of 50% of core instruction in partner language in grades PK-5. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). High school dual language education programs include a minimum of two courses annually in the partner language.</p> <p><b>Language(s):</b> Academic content learning facilitated in English and partner language</p> <p><b>Learners:</b> Target population consists of 50%-60% English learners, partner language speakers, with 40-50% English proficient second language learners of the partner language. EL students granted priority status in access to the program.</p> <p>Serving EL/ELP 1-7</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Grade Level Academic Content Standards</li> <li>English Language Development Standards: Language proficiency descriptors for productive and receptive language used to target and assess language proficiency across content. (SLD standards, if partner language is Spanish)</li> <li>World Language Standards</li> </ul> <p>Language performance benchmarks used to target and assess language proficiency and literacy development in English and partner language.</p> <p><b>Outcomes:</b> Academic Achievement, Bilingualism/Biliteracy, Sociocultural and Global Competence</p>	<p><b>Title III:</b> Yes for ELs only</p> <p><b>BLBC:</b> Yes for students with ELP code 1-5 in programs meeting BLBC criteria</p> <p><b>POS required:</b> Yes</p> <p>*Report data for non-ELs under world language WISEdata section.</p>
<p><b>2</b></p> <p><b>Dual Language Education - Developmental Bilingual</b></p> <p>AKA One-Way DLE for Heritage Learners Maintenance Bilingual Late Exit Bilingual</p> <p>WISEdata: BI-DLDB</p> <p>EdFacts: <a href="#">LNGPRGDU</a></p>	<p><b>Description:</b> Minimum of 50% of daily core instruction in partner language. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50).</p> <p><b>Language(s):</b> Academic content learning facilitated in English and partner language</p> <p><b>Learners:</b> English learner, partner language speakers</p> <p>Serving EL/ELP 1-7</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Grade Level Academic Content Standards</li> <li>English Language Development Standards: Language proficiency descriptors for productive and receptive language used to target and assess language proficiency across content. (SLD standards, if partner language is Spanish)</li> <li>World Language Standards</li> </ul> <p>Language performance benchmarks used to target and assess language proficiency and literacy development in English and partner language.</p> <p><b>Outcomes:</b> Academic Achievement, Bilingualism/Biliteracy, Sociocultural and Global Competence</p>	<p><b>Title III:</b> Yes for ELs only</p> <p><b>BLBC:</b> Yes for students with ELP code 1-5 in programs meeting BLBC criteria</p> <p><b>POS required:</b> Yes</p> <p>*Report data for non-EL heritage language learners under world language WISEdata section.</p>
<p><b>3</b></p> <p><b>Transitional Bilingual-Early Exit</b></p> <p>WISEdata: BI-TBEE</p> <p>EdFacts: <a href="#">LNGPRGBI</a></p>	<p><b>Description:</b> Students' home language is used, in addition to English, to teach academic content. As proficiency in English increases, instruction in the students' home language decreases. Transition to all English is complete by mid-to-late elementary school, typically within 1-3 years.</p> <p><b>Language(s):</b> Academic content learning facilitated in English and partner language.</p> <p><b>Learners:</b> English learner speakers of the transitional language of instruction</p> <p>Serving EL/ELPs 5</p> <p><i>Program more commonly used as an early-grade developmental program, for newcomers, or within low-incident districts with fluctuating EL populations of the same language background.</i></p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Grade Level Academic Content Standards</li> <li>English Language Development Standards: Language proficiency descriptors for productive and receptive language used to target and assess language proficiency across content.</li> </ul> <p><b>Outcomes:</b> Goal to grow English language proficiency and improve academic achievement. Designed for learner transition to an all-English instructional environment within 1-3 years.</p>	<p><b>Title III:</b> Yes for ELs only</p> <p><b>BLBC:</b> Yes Evidence of curriculum in partner language must be evident for BLBC</p> <p><b>POS required:</b> Yes</p>

[Link to New Crosswalk](#)

# Language Instruction Beginning/End Dates

- Month, date and year on which the student first **began** receiving and language Instruction
- Month date and year on which the student **exited** the language instruction program

**Format: mm/dd/yyyy**

[Language Instruction Data Reporting](#)

# Language Instruction Assessment Year

- The language instruction Assessment Year data element is the year that the student took the assessment that determines the student's current English Language proficiency code
- In most cases, English Language proficiency code should be based on the prior year.
- A student who is newly-identified English learner and no prior assessment exists.

[Language Instruction Data Reporting](#)  
[DPI Handbook, Chapter 13](#)



# Language Instruction Service

ID	Code Value	Program Type
13342	BDD	Bilingual - Dual Language Immersion
13343	BDT	Bilingual - Developmental or Late - Transitional Bilingual Program
13344	BT	Bilingual - Transitional Bilingual Education
13345	BH	Bilingual - Heritage Language Program or Indigenous Language Program
13346	ESL-CB	ESL/Bilingual - Content-Based ESL-Bilingual
13347	ESL-S	ESL - Sheltered Instruction
13348	ESL-I	ESL - Integrated or Co-Teaching Models
13349	NO-ESL	ESL - No ESL Program Available
13350	EN	ESL/Bilingual - Newcomer-ESL
13351	ESL-NB	ESL/Bilingual - Newcomer-Bilingual
13352	ESL-IS	ESL/Bilingual - Integrated EL-Special Education

The language instruction data element describes which services an English Learner is receiving.

Submit each service that a student is receiving for the current reporting period.

[Language Instruction Data Reporting](#)



# Language Instruction Primary Service

- True/False indicator describing primary LIEP Service.
- Only submit 1 service as primary

***Please note:** all changes for the redesigned crosswalk are still being determined. Some factors could change.*

[Language Instruction Data Reporting](#)

# Caregiver Refusal

- Caregivers have a right to decline or opt their children out of a school district's EL program or out of particular EL services .
- Decision must be knowing and voluntary.
- Upon opting out, students retain their status and LEAs must still take affirmative steps and appropriate action in providing access to the educational program.
- annual proficiency testing is still required
- Monitoring for two years

# Exited- Former ELs

- **Number of ELs who have not obtained proficiency after 5 consecutive years.**
- **Language Instruction Monitoring Year**
- **Content progress for former ELs for 4 years post reclassification**

# Monitoring Year

- English Learners who become English Proficient ( EL Code 6) are monitored for 2 years.
- Monitoring Year data describes if the student is in the first or second year of monitoring.
- Only submitted for student Code 6.
- Not submitted for
  - EL Code 1-5, or
  - students who are (Code 6) and have already completed the 2 year monitoring cycle.
  - Never EL- Code 7

[Language Instruction Data Reporting](#)

Monitoring Year	Submitted Value
First year	Year 1
Second year	Year 2



# **Q and A**

**Thanks for Attending!**