



Annual Monitoring Update: English Language Learner (ELL) Plan (2016-17)

Background

The English Language Learner (ELL) Plan was approved by the BOE on October 2015. The ELL Plan is currently on the second year of implementation. The ELL Plan can be found [here](#). The ELL Plan consists of six main sections: 1) Communication and Monitoring Services; 2) Professional Learning and Building System Capacity; 3) English as a Second Language Services; 4) Bilingual Education Services; 5) Diversity within Bilingual Education Programs; and 6) Community Building.

What Did We Do This Year?

Some of the highlights are as follows:

1) Communication and Monitoring Services

During the SY16-17, OMGE continued to make improvements in the return rate of Individual Plans of Service (IPS) forms for students. We continue to work with parents so that they make informed consent decisions about services being provided. OMGE also conducted Diagnostic Visits with selected schools that show a need for additional support to provide timely feedback on ESL program implementation improvements. Finally, elementary level report cards now include a section for teachers to report on language development so parents can have information about their students' language development progression connected to content and literacy learning.

2) Professional Learning and Building System Capacity

During the SY16-17, 25 teachers participated in the Tuition Reimbursement Program. Nineteen teachers have completed their ESL licenses since the beginning of the program.

3) English as a Second Language Services

As one component of the English as a Second Language Services plan, we will offer an eleven session blended learning course focused on sheltered instruction for English learners. The course will introduce participants to the Sheltered Instruction Observation Protocol (SIOP) Model. In the SIOP Model, language and content objectives are systematically woven into the grade-level subject curriculum that teachers present to students through modified instruction in English. We worked with eight schools around Guided Language Acquisition Design (GLAD). These schools were Hawthorne, Leopold, Midvale, Shorewood, Lakeview, Kennedy, and Stephens. In total, we provided a 6-day training for 48 elementary teachers in 16-17, and provided school based coaching for all of them.

4) Bilingual Education Services

In 2016-17 we began to transition our DLI programs (starting with 5K) to a 50%-50% Spanish- English instructional model. This model includes biliteracy starting in 5K. The Biliteracy Scopes and Units were rewritten to fit the 50-50 model and professional development was offered for coaches, teachers and administrators. New parent information resources (including outreach resources) were developed for schools to use. This transition has continued into first grade in 17-18.

5) Diversity within Bilingual Education Programs

In preparation for both the 16-17 and 17-18 school year DLI Lotteries, OMGE developed additional resources for schools to use, including documentation of their diversity focused outreach plan.



6) Community Building

Schools continue working on ways to build community between strands and provide more opportunities for students to interact across programs. Grade level (across program) teacher planning has facilitated this work. In addition, schools schedule lunches, recesses, etc. so that students have time to socialize together in informal environments as well.

What Have We Learned This Year?

As the enrollment of ELL students continue to grow in the district, the need to build capacity at the school level to serve the unique needs of language learners continues to be of high priority. Recruitment, hiring and retention of bilingual staff continues to be a critical need for the district. OMGE has convened a new Parents of ELL Advisory Team to guide the district's implementation of the ELL Plan and to provide feedback related to current school programming. This feedback will be incorporated in the professional learning that is being provided to teachers. The new work to support immigrant, refugee and undocumented students is critically important and we will ensure that district staff receive professional development to support the current and emerging needs of these students and families.

What Will We Do Moving Forward?

- OMGE will work to transition to a new ELL student management system and we will develop a plan for professional development for ESL/BRT staff.
- The ELL Parent Advisory Team will continue to engage in two way communication with the district to inform and strengthen the work of our ELL Plan.
- OMGE will develop a Performance Management Process to monitor the foundational aspects of implementation for ESL and DLI/DBE programming..
- OMGE will continue providing learning opportunities to implement both SLOP and GLAD strategies in schools. In addition, OMGE will continue to partner with middle schools around the needs of ELLs using the Quality Teaching for English Learners (QTEL) framework.

ELL Annual Monitoring Update: Demographics (2016-17)

Identification Totals

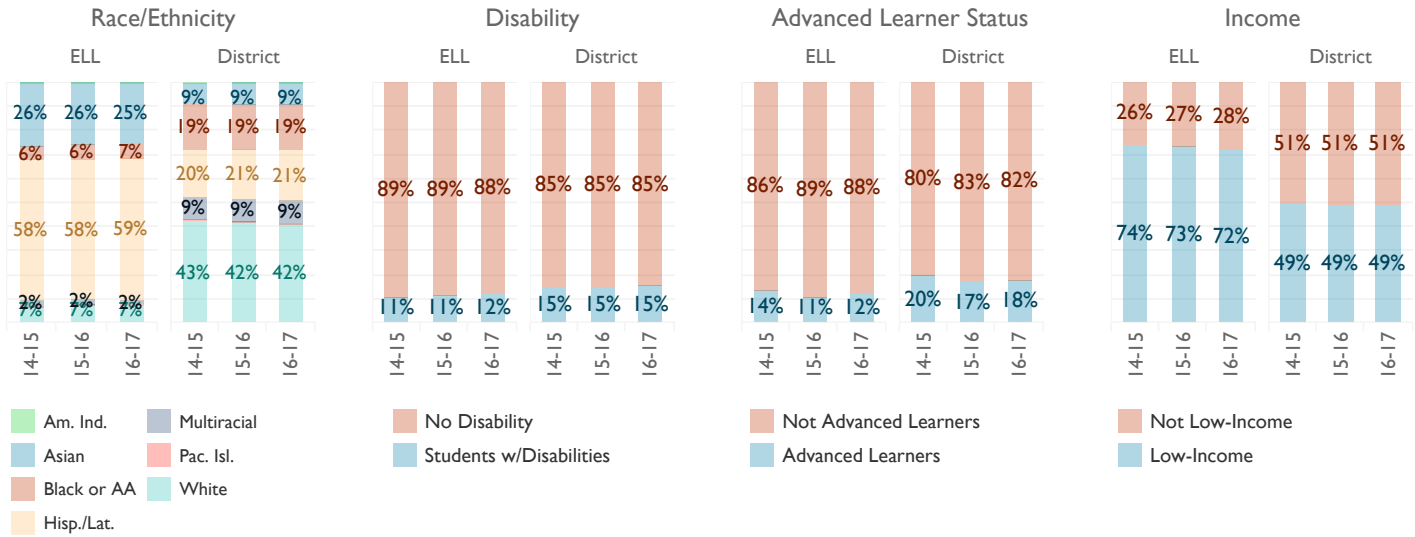
	Students	
	ELL	Not ELL
14-15	7,577 (26%)	21,196 (74%)
15-16	7,661 (27%)	20,909 (73%)
16-17	7,853 (28%)	20,620 (72%)

	By Proficiency Level					
	1 (Entering)	2 (Beginning)	3 (Developing)	4 (Expanding)	5 (Bridging)	6 (Fully English Proficient)
14-15	1,283	734	1,641	1,625	829	1,462
15-16	1,192	721	1,224	1,350	1,157	2,011
16-17	1,259	1,116	1,959	1,178	227	1,972

Note: the ACCESS for ELLs assessment of English proficiency changed significantly in 2016-17, requiring higher scores to demonstrate English proficiency than in prior years.

Demographics

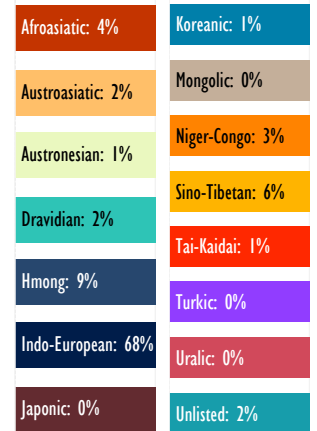
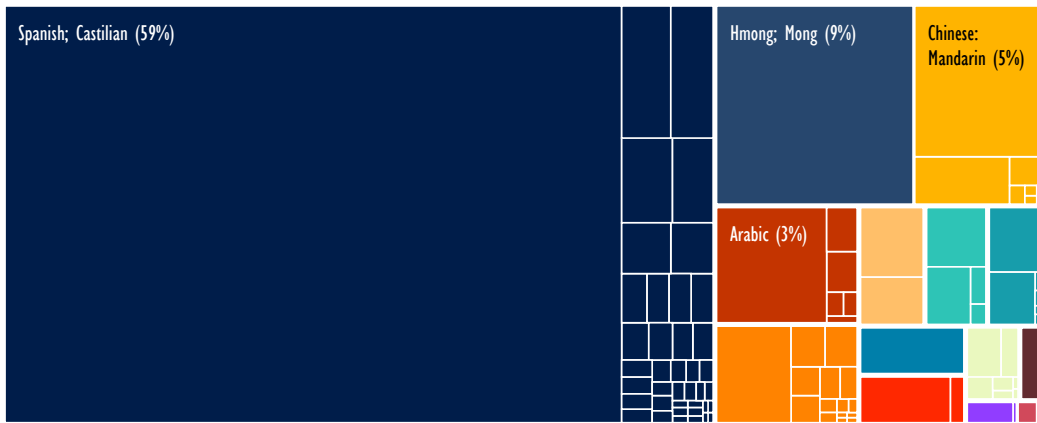
These graphics show the demographics of students identified as English Language Learners and of the district overall.



Home Languages (2016-17)

This graphic shows each non-English language spoken in MMSD, colored by language family (see legend at right). Each individual box represents a distinct language.

Language Families



ELL Annual Monitoring Update: Outcomes (2016-17)

Strategic Framework Milestones

These tables show the percent of students identified as English Language Learners (ELL) who met the relevant metric during the indicated year.

Goal #1: Every student is on track to graduate as measured by student growth and achievement at key milestones.

	ELL		District	
	15-16	16-17	15-16	16-17
PALS Grade 2 Spring Literacy	75%	75%	78%	76%
MAP Grade 3 Spring Reading Proficiency	26%	26%	41%	43%
MAP Grade 3 Fall-Spring Reading Growth	60%	57%	57%	57%
MAP Grade 3 Spring Math Proficiency	33%	35%	46%	49%
MAP Grade 3 Fall-Spring Math Growth	57%	66%	62%	66%
MAP Grade 5 Spring Reading Proficiency	27%	30%	44%	45%
MAP Grade 5 Fall-Spring Reading Growth	63%	61%	60%	60%
MAP Grade 5 Spring Math Proficiency	33%	36%	45%	46%
MAP Grade 5 Fall-Spring Math Growth	65%	68%	64%	65%
MAP Grade 8 Spring Reading Proficiency	17%	20%	39%	38%
MAP Grade 8 Fall-Spring Reading Growth	53%	49%	53%	48%
MAP Grade 8 Spring Math Proficiency	27%	27%	43%	44%
MAP Grade 8 Fall-Spring Math Growth	58%	58%	55%	58%
Grade 9 Two or More Fs	22%	23%	21%	20%
Grade 11 ACT Reading College Readiness	26%	24%	49%	49%
Grade 11 ACT Math College Readiness	25%	28%	46%	48%
Grade 11 3.0 GPA	43%	43%	53%	54%

Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

	ELL		District	
	15-16	16-17	15-16	16-17
Grades K-5 Arts Education Participation	100%	100%	100%	100%
Grades 6-8 Arts Education Participation	93%	94%	96%	96%
Grades 7-8 World Language Participation	47%	50%	68%	70%

Goal #3: Every student, family and employee experiences a positive school and district climate as measured by school climate survey data.

Dimension	ELL		District	
	15-16	16-17	15-16	16-17
Institutional Environment % Positive	47%	48%	41%	43%
Relationships % Positive	66%	66%	62%	63%
Safety % Positive	45%	52%	43%	50%
Teaching and Learning % Positive	78%	74%	78%	74%

Attendance

	ELL	District
2014-2015	94.0%	93.0%
2015-2016	94.1%	93.1%
2016-2017	93.5%	92.7%