



# Department of English Language Learner Programs Presentation to School Committee FY 18 Budget Considerations

Presented by:

**Dr. Michelle Madera**

Coordinator of English Language Learner Programs

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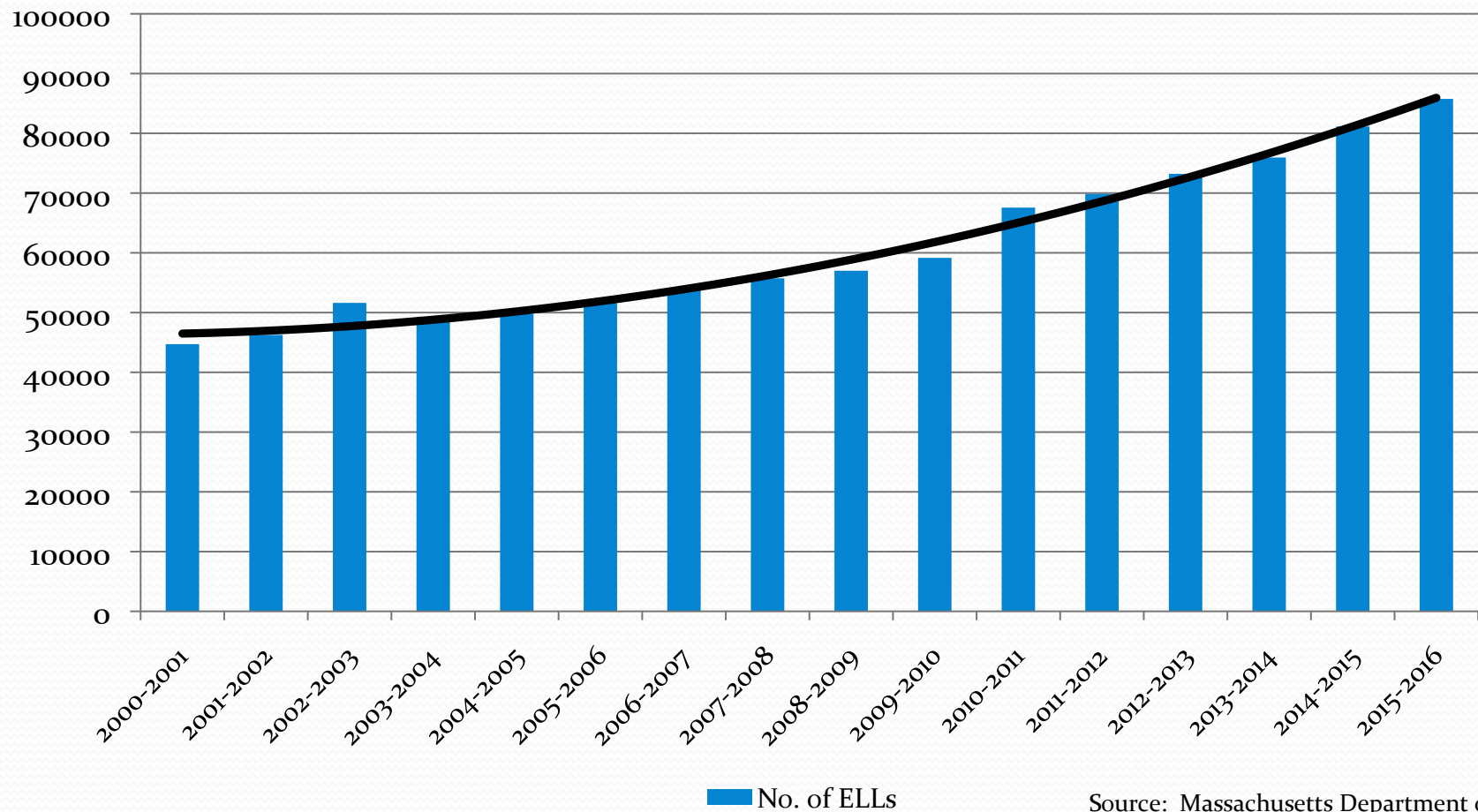
# Who is an English Language Learner (ELL)?

Federal law defines the term “English learner” as a child:

- (A) who is **aged 3 through 21**;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) whose **native language is a language other than English**;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) **whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —**
  - (i) **the ability to meet the State’s proficient level of achievement on State assessments described in section 111(b)(3);**
  - (ii) **the ability to successfully achieve in classrooms where the language of instruction is English; or**
  - (iii) **the opportunity to participate fully in society.**

Source: Massachusetts Department of Elementary and Secondary Education (DESE), January 2017

# ELL Enrollment Statewide is at 86,901 and has almost doubled since 2000



Source: Massachusetts Department of Elementary and Secondary Education (DESE), January 2017



## **1991 U.S. Dept of Education Office of Civil Rights (OCR)**

- Expectations for School Districts in regards to ELLs
  - Identify students as potential ELLs
  - Assess student's needs for ELL services
  - Develop a program based on research and sound educational pedagogy, that has a reasonable chance for success
  - Ensure the necessary staff, curricular materials, and facilities are in place and used properly
  - Develop evaluation standards, including program exit criteria, for measuring student success
  - Modify the program where needed



## 2012 Rethinking Equity and Teaching for ELLs (RETELL) Initiative

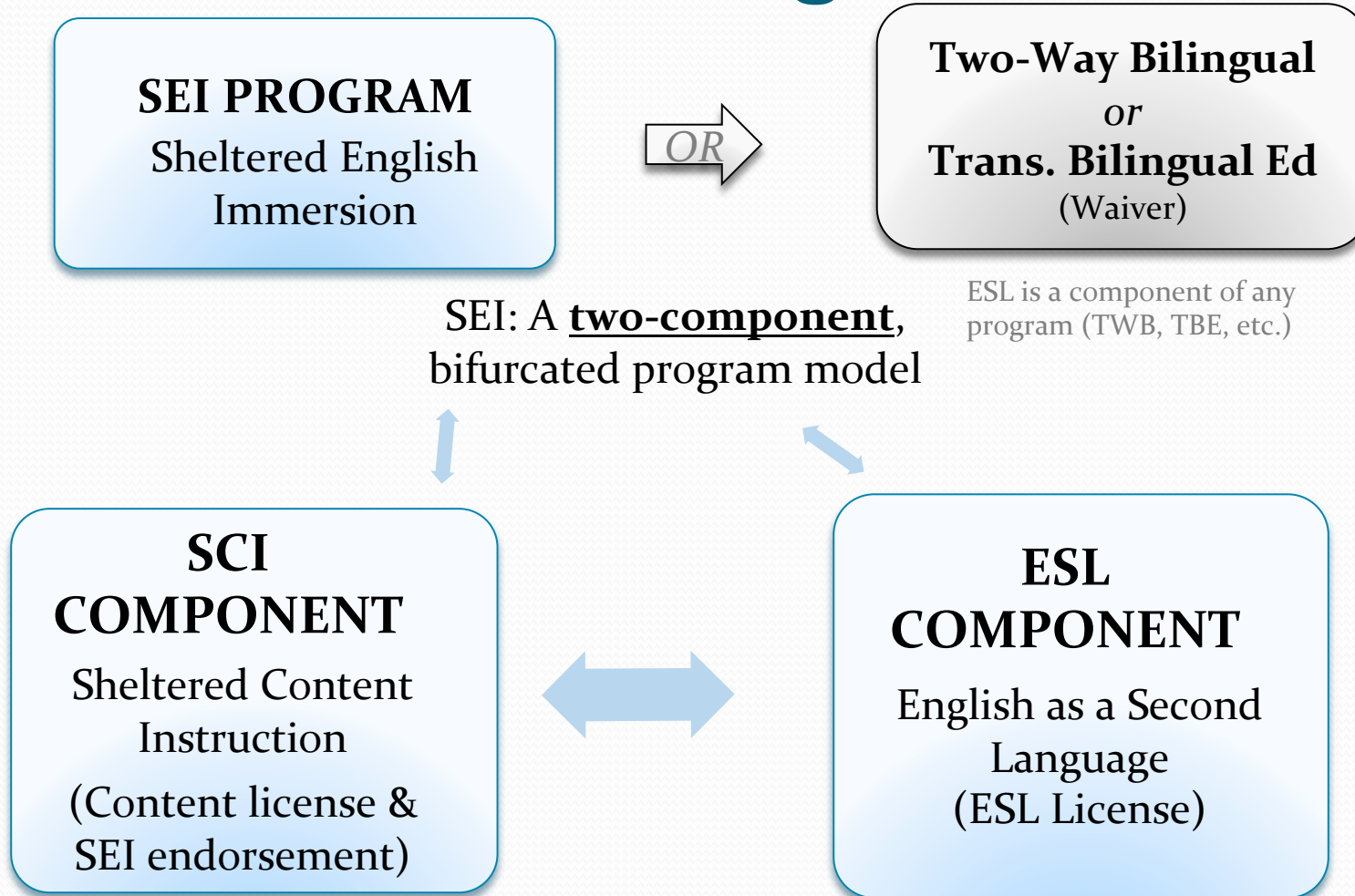
- The U.S. Dept. of Justice cited Massachusetts schools for violating the civil rights of ELLs
- By 2016 all content teachers who teach ELLs and school administrators who evaluate them, must be trained in sheltered English instruction practices and earn the SEI Endorsement. These educators must complete and pass the appropriate SEI Endorsement course.
- Training is mandated and attached to re-certification
- In order to advance educator license, Massachusetts educators must obtain at least 15 professional development points (PDPs), related to the teaching of ELLs
- Guidelines regarding amount of instructional hours dedicated to English language development/ESL instruction for students classified ELLs



# ELL Identification Process

- **Step 1:** Administer a home language survey to all newly enrolling students.
- **Step 2:** Assess the English proficiency of a student when the answer to any of the questions on the *Home language Survey* is a language other than English.
- **Step 3:** Determine whether the student is an ELL using screening test results and make initial placement decisions.
- **Step 4:** Notify parent and/or legal guardian of language screening assessment results and initial placement. Inform parent of the right to “opt out” or to secure an SEI program waiver in a language the parent can understand, to the extent practicable
- **Step 5:** Code the student determined to be an ELL in all future SIMS reports submitted to DESE.

# Massachusetts Program Models:



# ELL Definitions

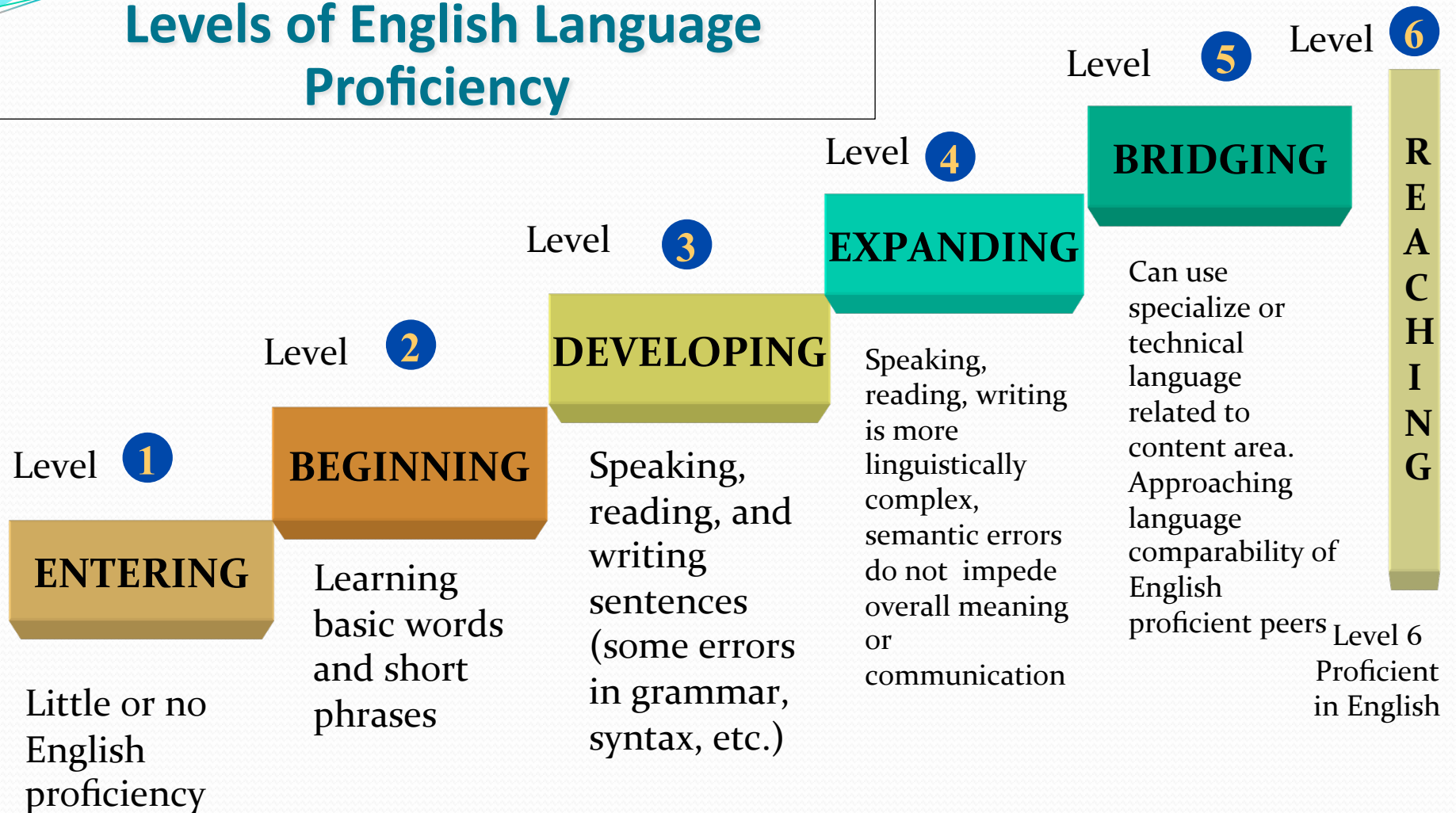
- **Rethinking Equity and Teaching for English Language Learners (RETELL)**- A multi-faceted state-wide initiative launched by the Massachusetts Board of Elementary and Secondary Education in 2012 to strengthen teaching and learning of English language learners in Massachusetts. A core component of RETELL was the adoption of standards, inclusive of subject matter knowledge and skills, which incumbent educators of ELLs and prospective educators must meet to earn a credential referred to as an *SEI endorsement*. As of July 1, 2016, a core academic teacher who is assigned to teach an ELL must have an SEI Endorsement or must obtain one within a year of the assignment. Similarly, no principal/assistant principal, or supervisor/director can supervise or evaluate a core academic teacher of an ELL unless the administrator holds an SEI Administrator Endorsement or will obtain one within one year of the start of the supervision or evaluation. 603 CMR 7.15(9)(b); 603 CMR 14.07(3) and (4). Other components of the RETELL initiative included the adoption of WIDA standards and assessments.
- **Sheltered English Immersion (SEI)** - An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. G.L.c. 71A § 1. In Massachusetts, SEI is composed of both sheltered content instruction and English as a Second Language (ESL).
- **WIDA English Language Development (ELD) Standards** - An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.



# Who are the ELL Students in CPS?

- From 60 different language groups are represented in our schools
- ELL SWD (students with disabilities)
- Students with limited or interrupted formal education (SLIFE)
- Refugees
- Diverse socio-economic and education backgrounds
- ELLs in grades JK – 12 enter CPS daily with different **levels** of English proficiency

# Levels of English Language Proficiency



# ACCESS 2.0 State Test for ELLs

- *ACCESS* created by WIDA (World Class Instructional Design and Assessment), developed at the University of Wisconsin. Consortium of 38 states
- *All* students who are English Language Learners in Grades K-12 must take the test
- Test was administered over **3 - 4 days** between January 5 – February 10, 2017
- Most students in Grades 1-12 take the ACCESS test online
- Kindergarten take paper-based ACCESS test

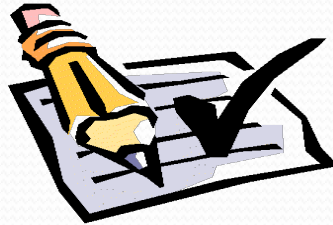
# Purpose of ACCESS 2.0 state test

The ACCESS 2.0 assessment serves many different purposes including:

- Helps students and families understand students' **current level of English language proficiency**
- Is the measure used to determine whether students are prepared to **exit English language support programs (Level 5.0 and above)**
- Provides **teachers** with information they can use to inform instructional planning for their English language learners

Source: <https://www.wida.us/assessment/ACCESS2o.aspx>

## Requirements to Exit ELL Status



- ELL Students must achieve a **level 5.0** or higher Overall Composite Score **and 5.0 in Reading and Writing** domains on the ACCESS 2.0 test
- Other data taken into consideration:
  - Academic Grades



## Department of English Language Learners Considerations/Implications for FY 18

- Currently 98% of ELLs in CPS have proficiency levels of 1 – 3
- The state has raised exit requirements for ELLs to **level 5** in all domains of language (speaking, listening, reading, and writing), on the ACCESS test
- ELL population in CPS has increased from approximately 530 students in 2016 to 580 ELLs as of January 2017

ELL Programmatic needs for FY18 Include:

- New Grade 3 SEI class at Kennedy Longfellow
- 2 Additional ESL Teachers
- Move SEI JK class from FMA to Kennedy Longfellow
- Convert Portuguese Family Liaison to a Multilingual Family Liaison (position is already budgeted)