

ESL Updates

Danville City Public School
Principals & Assistant Principals
November 13 & 14

Anna Nunn Fulton

Altina Suber

Lesa Shelton

Nellie Shea



Agenda

1



AMAOs for 2013

3



School level data

2



Identification

4



LCS...1, 2, 3

Our Can-Do Philosophy



AMAOs for DPS

ELLs must meet AMAOs in Proficiency, Progress and AMOs in Reading and Mathematics

- AMAO 1 (Progress) Benchmark 67%, DPS 87%
- AMAO 2 (Proficiency) Benchmark 18%, DPS 21%
- AMAO 3
 - Reading Benchmark for LEP Subgroup 44%, DPS 62%
 - Mathematics Benchmark for LEP Subgroup 46%, DPS 77%



Who Participates in the ACCESS for ELLs test?

THE IDENTIFICATION PROCESS



Enrollment Requirement

Title VI of the Civil Rights Act of 1964 requires LEP students be identified as part of the **enrollment process** for all students. The following registration form questions prompt the administrative assistant/registrar to contact the ESL teacher or Title III Coordinator.



Home Language Survey questions include:

1. Where was the student born?
2. Last grade completed in native country
3. Date student entered US schools
4. Grades completed in US schools
 - Date student entered VA schools
5. Has the student ever received ESL or ESOL services?
6. What was the first language the student learned to speak?
7. What language(s) does the student speak at home?
8. What language is most often spoken to the student at home?
9. What language(s) do adults speak at home?



Do answers to the Home Language Survey (HLS) questions indicate the student's primary language is a language other than English OR that English may not be the dominate language in the household?

Do answers to the Home Language Survey (HLS) questions indicate the student's primary language is a language other than English or that English may not be the dominate language in the household?

Yes

Obtain an ACCESS for ELLs® or W-APT™ score report (not more than a year old) from previous school.
If not:
Administer the W-APT™ English language proficiency (ELP) screening assessment tool.

Does the W-APT™ score indicate the student meets the eligibility criteria for English as a Second Language instruction?

If yes...

Determine the LEP student's instructional needs and ensure that appropriate ESL services are delivered.

If no... →

The student does not meet the criteria to be identified as limited English proficient (LEP).

If no... →

The student does not meet the criteria to be identified as limited English proficient (LEP).

Notify the LEP student's parents within 30 days after the beginning of the school year, or within two weeks of enrollment at other times of the school year, regardless if they came from another VA school division. The ESL teacher will enter the data into the division database(s) as appropriate and the ESL Lead Teacher/Title III Coordinator.



The Law

All teachers are responsible for the education of ELLs.

Two notable court cases pertaining to ELLs

LAU VS NICHOLS (1974)

- Requires support efforts for ELLs. Students must receive direct language instruction as well as comprehensible content instruction. **Lack of language ability cannot be the reason a student fails a class.**
- The students must be provided equal **access** to the curriculum. ELLs are not denied equal access to special programs or extracurricular activities.

PLYLER VS DOE (1982)

- Public schools are prohibited from denying immigrant students access to a public education.
- The Court states that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.
- Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.



SCHOOL LEVEL DATA



Forest Hills Elementary School

29 LEP and FLEP students; Languages (Spanish, Arabic, Polish, Swahili)

Proficiency Levels

- Level 1 (7);
- Level 2 (4);
- Level 3 (5);
- Level 4 (6);
- Level 5 (1);
- FLEP Yr 1 (4);
- FLEP Yr 2 (2)

Grade Levels

- Kindergarten- 5
- First grade- 6
- Second grade- 4
- Third grade- 7
- Fourth grade- 4
- Fifth grade- 3

Reading VGLA: 1 in 3rd grade

Dually identified (SPED/LEP): 1



Gibson Elementary School

36 LEP and FLEP students; Languages (Urdu, Spanish, Pashto, German, Arabic, Telugu)

Proficiency Levels

- Level 1 (5)
- Level 2 (5)
- Level 3 (10)
- Level 4 (8)
- Level 5 (1)
- FLEP Yr 1 (7)
- FLEP Yr 2 (0)

Grade Levels

- Kindergarten-4
- First grade-7
- Second grade-9
- Third grade-6
- Fourth grade-6
- Fifth grade-4

Reading VGLA: 0

Dually identified (SPED/LEP): 3



G.L.H. Johnson Elementary School

4 LEP and FLEP students; Languages (Spanish)

Proficiency Levels

- Level 1 (1)
- Level 2 (0)
- Level 3 (1)
- Level 4 (1)
- Level 5 (0)
- FLEP Yr 1 (0)
- FLEP Yr 2 (1)

Grade Levels

- Kindergarten-1
- First grade-0
- Second grade-1
- Third grade-0
- Fourth grade-2
- Fifth grade-0

Reading VGLA: 0

Dually identified (SPED/LEP): 0



Park Avenue Elementary School

47 LEP and FLEP students; Language (Spanish, Mandarin, Pashto)

Proficiency Levels

- Level 1 (9)
- Level 2 (10)
- Level 3 (5)
- Level 4 (7)
- Level 5 (5)
- FLEP Yr 1 (7)
- FLEP Yr 2 (4)

Grade Levels

- Kindergarten-8
- First grade-11
- Second grade-9
- Third grade-6
- Fourth grade-5
- Fifth grade-8

Reading VGLA: 1 in 3rd grade, 1 in 5th grade

Dually identified (SPED/LEP): 2



Schoolfield Elementary School

61 LEP and FLEP students; Languages (Spanish, Gujarati, Arabic, Urdu)

Proficiency Levels

- Level 1 (10)
- Level 2 (10)
- Level 3 (8)
- Level 4 (13)
- Level 5 (6)
- FLEP Yr 1 (11)
- FLEP Yr 2 (3)

Grade Levels

- Kindergarten-11
- First grade-10
- Second grade-13
- Third grade-14
- Fourth grade-10
- Fifth grade-3

Reading VGLA: 0

Dually identified (SPED/LEP): 3



Woodberry Hills Elementary School

10 LEP and FLEP students; Languages (Spanish, Vietnamese)

Proficiency Levels

- Level 1 (0)
- Level 2 (2)
- Level 3 (2)
- Level 4 (2)
- Level 5 (0)
- FLEP Yr 1 (0)
- FLEP Yr 2 (4)

Grade Levels

- Kindergarten-3
- First grade-0
- Second grade-0
- Third grade-2
- Fourth grade-1
- Fifth grade-4

Reading VGLA: 0

Dually identified (SPED/LEP): 0



O. T. Bonner Middle School

22 LEP and FLEP students; Languages (Spanish, Mandarin, Arabic, Urdu, Vietnamese, Tagalog, "Other")

Proficiency Levels

- Level 1 (0)
- Level 2 (0)
- Level 3 (6)
- Level 4 (4)
- Level 5 (5)
- FLEP Yr 1 (5)
- FLEP Yr 2 (2)

Grade Level

- 6th-9
- 7th-7
- 8th-6

Reading VGLA-1 in 8th
grade

Dually identified- 1



Westwood Middle School

17 LEP and FLEP students; Languages (Spanish, German, Arabic)

Proficiency Level

- Level 1 (1)
- Level 2 (3)
- Level 3 (4)
- Level 4 (3)
- Level 5 (2)
- FLEP Yr 1 (3)
- FLEP Yr 2 (1)

Grade Level

- 6th-10
- 7th-2
- 8th-5

Reading VGLA-1 in 6th
grade, 1 in 8th grade

Dually identified- 6



George Washington High School

37 LEP and FLEP students; Languages (Spanish, Arabic, Urdu, Vietnamese, Mandarin, Japanese)

Proficiency Levels

- Level 1 (0)
- Level 2 (5)
- Level 3 (7)
- Level 4 (8)
- Level 5 (2)
- FLEP Yr 1 (12)
- FLEP Yr 2 (3)

Grade Levels

- 9th grade-5
- 10th grade-14
- 11th grade-12
- 12th grade-6

Dually identified-8



GALILEO HIGH SCHOOL

1 FLEP student, Spanish



NORTHSIDE PRESCHOOL

14 identified Home Language Surveys; Languages (Spanish,
Mandarin, Urdu)



GROVE PARK PRESCHOOL

12 identified Home Language Surveys; Languages (Spanish, Urdu, Gujarati)



Danville City Public Schools

290 students LEP, FLEP and Preschool Identified

Proficiency Levels

- Level 1-34
- Level 2-38
- Level 3-49
- Level 4-52
- Level 5-22
- FLEP Yr 1- 42
- FLEP Yr 2- 28

Preschool-26
Kindergarten-31
First grade-34
Second grade-36
Third grade-35
Fourth grade-28
Fifth grade-22
Sixth grade-20
Seventh grade-9
Eighth grade-11
Ninth grade-6
Tenth grade-14
Eleventh grade-12
Twelfth grade-6



Languages Spoken by our LEP and FLEP students

- Arabic
- Mandarin
- Gujarati
- Polish
- Swahili
- Urdu
- Pashto
- Spanish
- Telugu
- German
- Vietnamese
- Tagalog
- Japanese
- "Other"



Making content comprehensible...

LANGUAGE, CONTENT, & SUPPORT

L, C, S...1, 2, 3



WIDA English Language Development Standards



Social & Instructional Language



Language of Language Arts



Language of Mathematics



Language of Science



Language of Social Studies

Academic Language



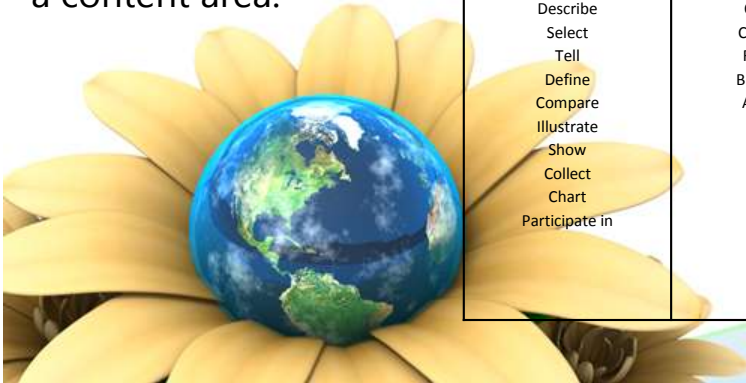
Language Functions

The WIDA/SOL Connection

Academic language functions are needed for success in educational classrooms.

Academic language functions can be used across a variety of content areas or they can be more specific to a content area.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify	All those at Level 1 and...	All those at Level 1 and 2 with increasing complexity as well as and especially...	All those at Levels 2-3 with increasing complexity as well as and especially...	All those at Levels 1-4 with increasing complexity as well as and especially...
Follow directions				
Respond to	Role play			
Repeat	Paraphrase			
Restate	Retell	Develop	Analyze	Evaluate
Answer	Share	Administer	Process	Negotiate
Give	Extract	Maintain	Persuade	Defend
Ask	Connect	Compare	Initiate	Critique
State	Classify	Contrast	Interpret	Interpret
Locate	List	Discuss	Skim	Infer
Use	Compose	Exchange	Compose	Apply
Search	Test	Initiate	Request	Adjust
Trace	Order	Recommend	Apologize	Revise
Copy	Do	Confirm	Edit	Scan
Label	Predict	Scan	Reenact	Narrate
Make	Relate	Reflect on	Practice	Produce
Complete	Express	Form	Present	Elaborate
Draw	Visualize	Summarize	Suggest	Integrate
Dictate	Construct	Converse	Differentiate	Debate
Match	Rephrase	Cross check	Generalize	Justify
Name	Sequence	Take notes	Rewrite	
Describe	Organize	Construct	Order	
Select	Categorize		Estimate	
Tell	Replicate			
Define	Brainstorm			
Compare	Associate			
Illustrate	Find			
Show	Note			
Collect	Arrange			
Chart	Indicate			
Participate in				



CONTENT

VIRGINIA STANDARDS OF LEARNING

- Language domains are part of all content areas (Listening, Speaking, Reading and Writing)
- Depth of Knowledge (based on Bloom's Taxonomy (Appendix B, VGLA Implementation Manual:
[http://www.doe.virginia.gov/testing/alternative assessments/vgla va grade level | alt/implementation manual.pdf](http://www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/implementation_manual.pdf))



Instructional Supports

Making Content Comprehensible

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (Realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers Physical activities Videos & films Broadcasts Models & figures	Charts Graphic Organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet (websites) or software programs In the native language (L1) With mentors



LANGUAGE CONTENT SUPPORT



Create objectives with

Our Focus: *differentiation* for ELLs based on their proficiency levels

1. **Adjust the language demands.**
2. **Maintain the content stem.**
3. **Add supports.**



LANGUAGE, CONTENT & SUPPORT (LCS)

GRADE: 3




Topic: Homophones

SOL: 3.4 The student will expand vocabulary when reading.

- a) Use knowledge of homophones.

Teacher objective based on the SOL: TSW use knowledge of homophones (e.g., *be/bee*, *hear/here*, and *sea/see*) to understand unfamiliar words.

DOMAIN:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
		Identify homophones using pictures.	Draw or role play homophones using physical activity or drawings.	Form sentences using correct homophones with a partner.	Differentiate between homophones using magazines and newspapers in a small group.	
TOPIC-RELATED LANGUAGE: homophones, same, different, unfamiliar words, meaning, sound						

The language function



**Level 3
Developing**

Categorize
passages based on
narrative points of
view from illustrated
text using a
word/phrase bank
with a partner

The content stem



The type of support



LANGUAGE, CONTENT & SUPPORT (LCS)

GRADE: 5



Topic: Narrative Points of View

EOL: English EOL.E.5.7

Identify and ask questions that clarify various points of view.

Teacher objective based on the EOL: TEW will discover how first- and third- person narrative points of view convey different perspectives in narrative texts.

DOMAIN:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using a word/phrase bank with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using a word/phrase bank with a partner	Categorize passages based on narrative points of view from illustrated text using a word/phrase bank with a partner	Compare narrative points of view in extended texts with a partner	Compare and contrast narrative points of view in extended texts

TOPIC-RELATED LANGUAGE narrate, narration, first person, third person



Q & A





Language, Content, Support...1, 2, 3

Together, we make a difference in the lives of our children by creating an environment that values diversity in language and culture.