

English Learner Education



Milton Public Schools

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English Learner Education Coordinator

Overview of English Learner Education

- District is required to provide ELE services as determined by G.L.Chapter -71 A
- All students are screened upon entering the Milton Public Schools in accordance with the home language survey
- Students are placed in a Sheltered English Immersion Classroom (general education with support from ESL licensed teacher) and service time is determined by the students' proficiency levels
- Parents are notified of initial placement and the continuation of services (on an annual basis)
- Students are scheduled for ELE support using Reach National Geographic curriculum
- ELE Teachers administer ACCESS for ELLs 2.0, an annual computer based assessment and reporting of student progress in English and content areas
- Upon Exit Notification or Reclassification, ELE teachers monitor student progress for four years after exiting ELE services

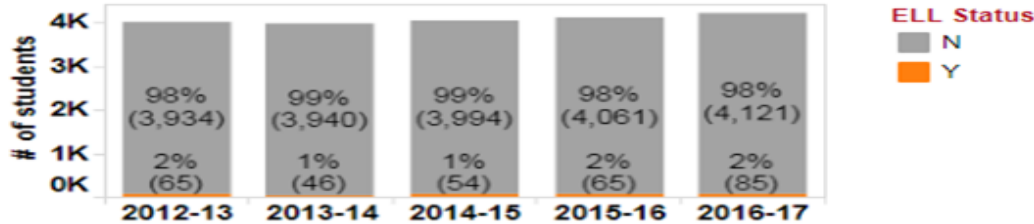
ELE Eligibility for Services

- Home Language Survey is filled out as part of the MPS registration packet
- Families are contacted in regard to screening
- W-APT Standardized Language Proficiency Screener is administered in all four language domains (speaking, listening, reading and writing)
- Language proficiency and eligibility are determined (Proficiency levels are 1-6: Entering, Emerging, Developing, Expanding, Bridging and Reaching)
- Parents are notified of eligibility determination

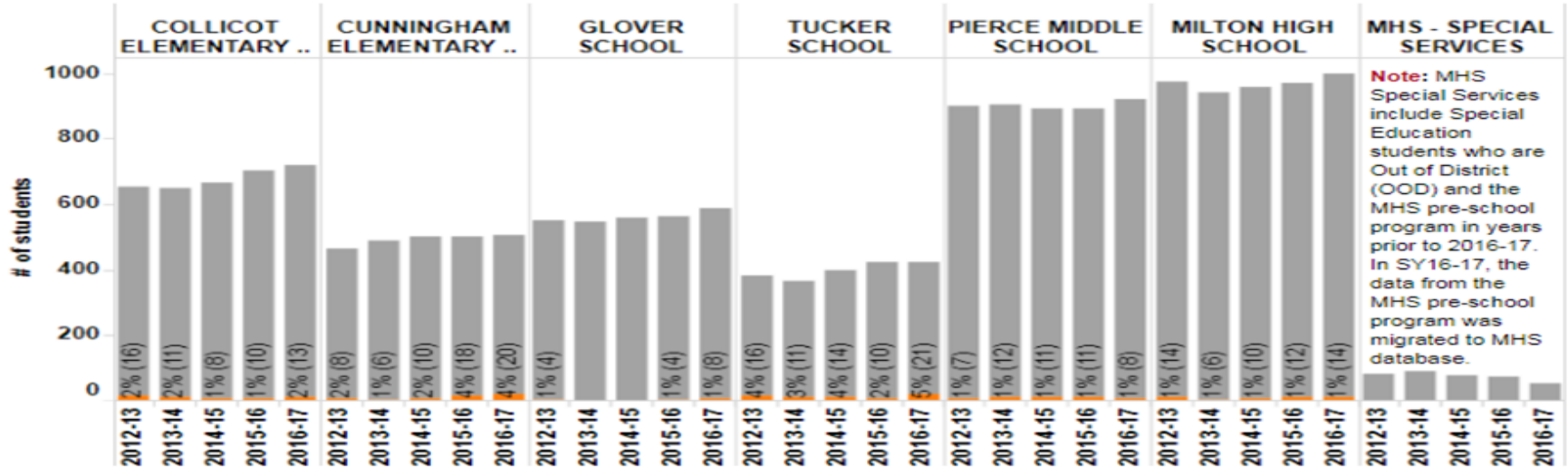
English Learner Population

Milton Public Schools: Demographics

English Language Learner: District



English Language Learner: by School



Languages of our MPS English Learners

Native Languages

Native Language (group)	COLLICOT ELEMENT..	CUNNING HAM ELE..	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE S..	MILTON HIGH SC..	MHS - SPECIAL ..
Cantonese	4	4			1	4	
Chinese Languages	7	6	4	2	4	12	1
English	664	461	557	373	864	914	50
French	4	8	4	5	6	4	
Haitian Creole	3	1	5	11	10	20	
Mandarin	5				2	3	
Portuguese	2	4		1		5	
Spanish	5	6	8	9	7	11	
Turkish			1	1	2	1	
Vietnamese	15	6	6	12	13	16	1
Other	10	9	3	10	10	8	1

Service Delivery Guidelines

Foundational WIDA Level 1, Level 2 and Level 3*
(ACCESS 2.0 Overall Scores 1.0-2.4) At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.

Transitional WIDA Level 3*, Level 4, Level 5 & Level 6 (ACCESS 2.0 Overall Scores 2.5 and higher) At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.

ELE Curriculum and Instructional Methodology

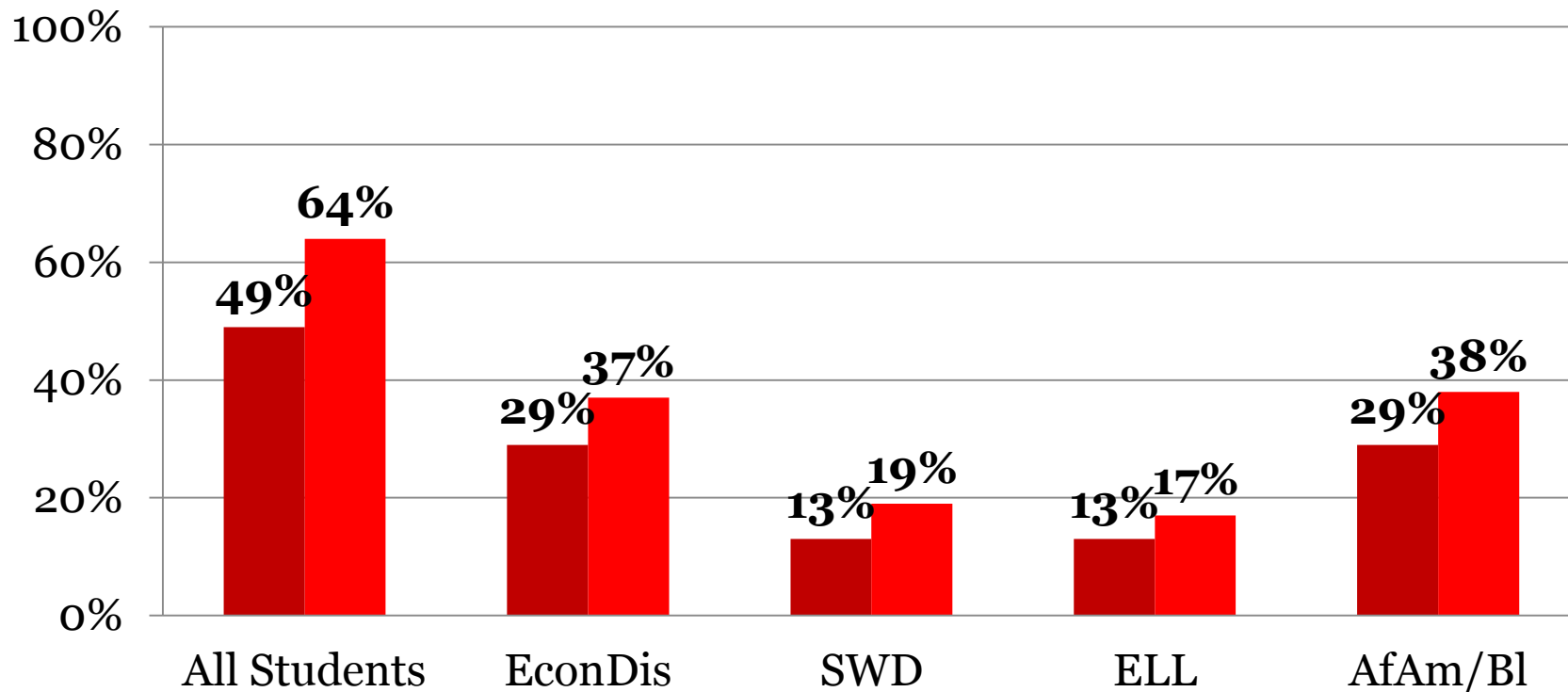
- Standards-based curriculum aligned to Common Core (CCSS) and World-class Instructional Design and Assessment (WIDA)
- ELE teachers push in to cooperatively teach workshop lessons alongside classroom teachers, newcomers receive supports in and out of the classroom
- National Geographic Curriculum
- Curriculum is research-based and includes multicultural literature as well as informational text in varied content areas
- Texts and interactive videos build content, vocabulary, and language knowledge through National Geographic's real world context

Assessment - MCAS

- ELL students participate in all Next Generation/Legacy MCAS tests that are designated for their grade level. (The only exception is for students in ELA in their first year in the United States.)
- Accommodations for MCAS:
- Students are permitted to use an approved word-to-word dictionary in their native language
- Students are permitted to use an approved content area word-to-word glossary in their native language

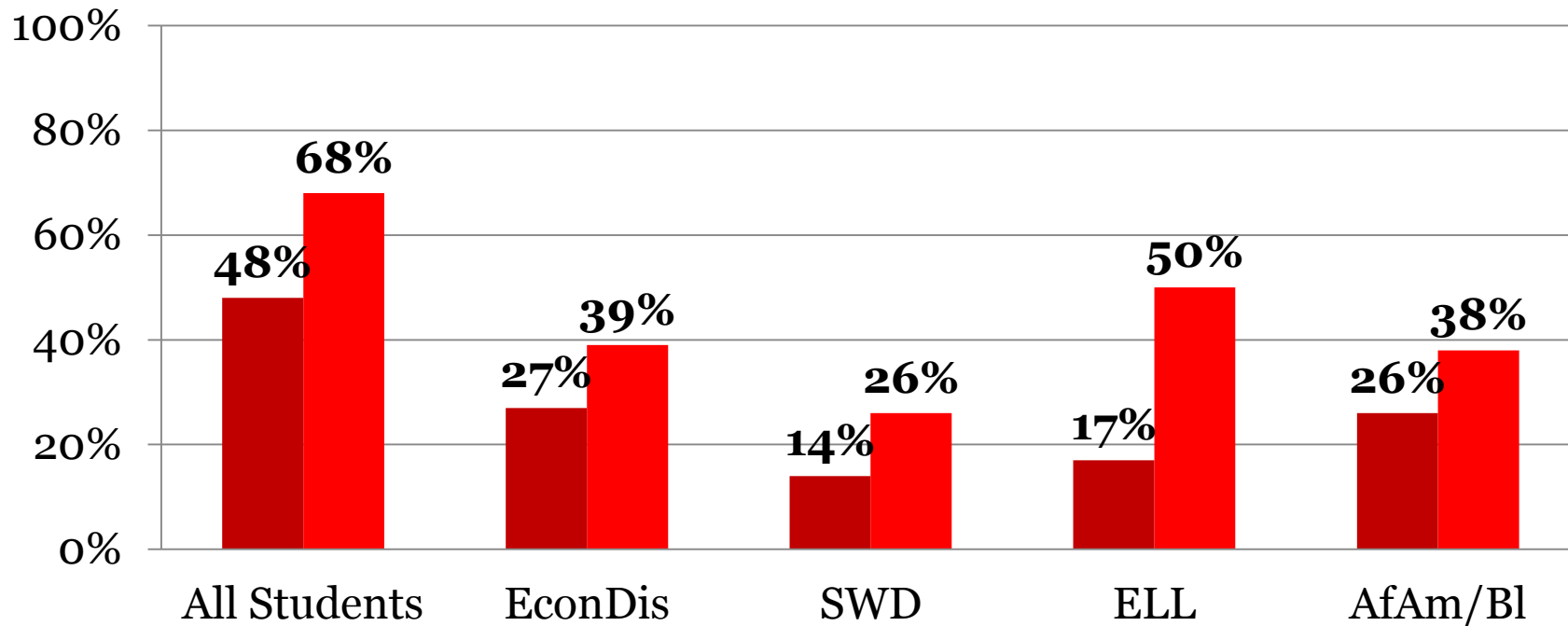
2017 Next-Generation MCAS Grades 3-8 ELA, District Subgroups

■ State % Meeting/Exceeding ■ District % Meeting/Exceeding



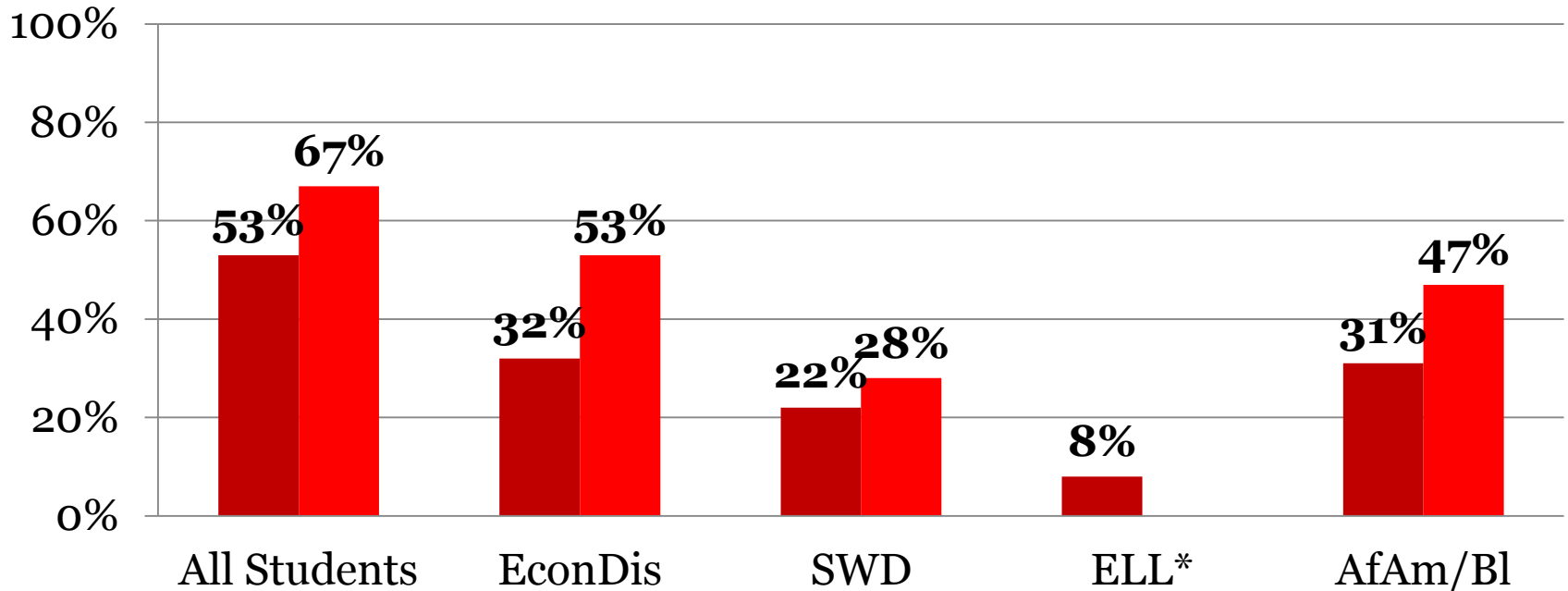
2017 Next-Generation MCAS Grades 3-8 Math, District Subgroups

■ State % Meeting/Exceeding ■ District % Meeting/Exceeding



2017 Legacy MCAS Grades 5, 8, 10 Science, District Subgroups

■ State % Proficient/Advanced ■ District % Proficient/Advanced



Assessment - ACCESS for ELLs 2.0

- Four part annual assessment administered in late January and February
- ELE Teachers receive online training and certification to administer assessment
- Standardized assessment which determines students' English proficiency level in the four domains of language (reading, writing, listening, speaking)

Transition out of ELE Support

- Administer ACCESS for ELLs Assessment
- Determine English Proficiency
- Consider MCAS Performance
- Collect and Analyze Internal Assessments, Common Assessments, Work Samples
- Obtain Classroom Teacher Input
- Monitor student for four years for success

English Learner Education

The area of English Language Education (ELE) was assessed based on 15 criteria during the Coordinated Program Review(CPR) in 2017.

- (M.G.L. c 71A) State law that govern the provision of education to limited English proficient students
- The District has implemented 15 indicators in the area of ELE.
- 2 indicators were partially implemented
- 1 indicator was not implemented

English Learner Education CPR Findings

- The district should assess the English proficiency of 100% of English learners
- Increase the amount of ESL instruction to ensure that English learners make adequate progress
 - Determine levels of instruction with consistency
 - Review the curriculum program for effectiveness
 - Implement the curriculum with fidelity and make necessary revisions to improve student outcomes.

English Learner Education CPR Findings

- The district should conduct periodic evaluations of the effectiveness of the ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program

English Learner Education Corrective Action Plan

- Goal of 100% participation assessing English proficiency of all ELE students using ACCESS for ELLs
- Increased staffing to ensure all English Learner (EL) students receive recommended daily service guidelines
- Greater documentation of curriculum and links to overall MPS curriculum
- Bi-annual formal evaluations of the ELE Program

ELE 2017-18 CPR Areas of Progress

- ELE curriculum has been documented and aligned to standards
- MPS participated in an Evaluation of the ELE program
- Shared SIMS documents were created to assure 100% participation in ACCESS 2.0, DRC database was cross checked with SIMS information and a second data validation with DRC preliminary data was completed

ELE Successes

- MHS ELE Parent University
- Implementation of Talking points communication application
- Documentation of ELE Curriculum K-12
- Student participation in CASS classes, extra curricular activities and Beyond the Bell programs

Act Relative to Language Opportunity for Our Kids(LOOK Act)

- LOOK Act passed in December of 2017
- Focus is on English Learners and improving teaching and learning to raise achievement levels
- Allows for ELE program flexibility in service delivery and model
- Changes Annual Parent Notification timelines (effective 2018-19 school year)
- Establishes English Learner Parent Advisory Councils (when Milton gets to 100 ELs in SIMS it becomes a requirement)
- Establishes New English Proficiency Benchmarks by the summer of 2018. DESE will provide guidance regarding English proficiency benchmarks and required growth to proficiency as determined by ACCESS

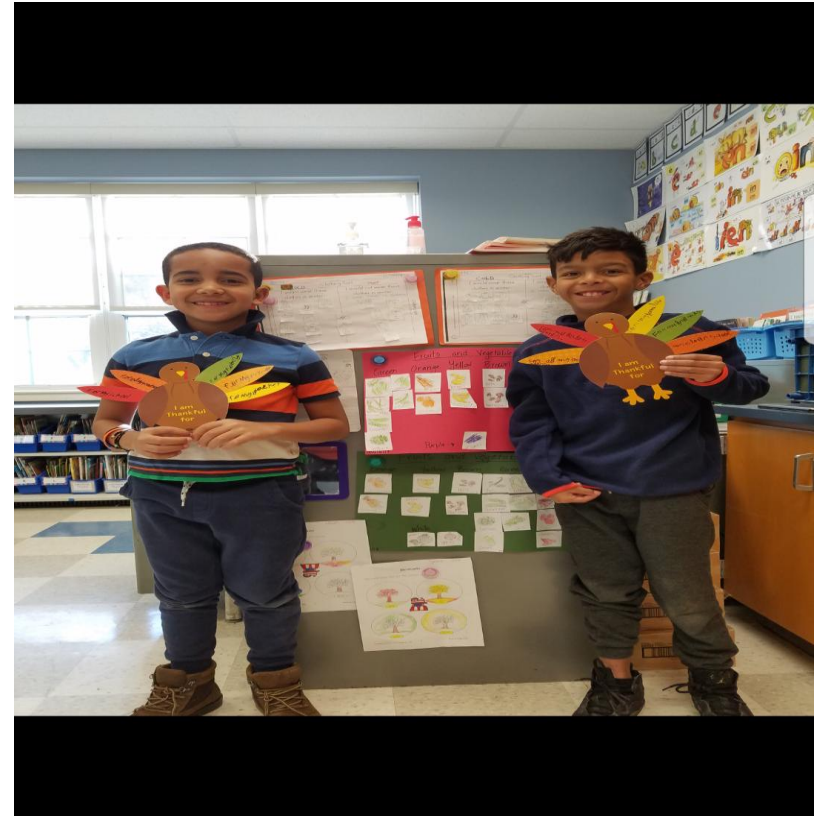
LOOK Act continued

- Establishes a Seal of Bi-literacy beginning in the 2018-19 school year. Criteria: meet graduation requirements 250 or higher ELA MCAS, demonstrate high level of attainment of 250 or higher equivalent on comparable standardized test or portfolio assessment/ district determined rubrics for low incidence languages (ACCESS does not count for Seal of Bi-literacy)
- Establishes a Bilingual Education Endorsement -new licensure requirements for core academic teachers who have English Learners in a two way program-licensure requirements may affect French Immersion teachers in only the French portion of the FI program. All core academic teachers of ELs in French Immersion and English Innovation Pathway will still be required to obtain the SEI Endorsement. (A grandfather clause may apply to teachers in with three years previous experience in a bilingual setting.)

Next Steps

- Provide additional professional development opportunities to ELE staff and MPS teachers
- Expand opportunities to engage and support ELE families
- Expand communications and translations in the languages of our families

English Learner Education in Action



English Learner Education in Action

