

## ESL Update 2018-19

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Citizen Budget Advisory Committee- January 10, 2019



Chesterfield County Public Schools



# English as a Second Language

## **Mission:**

- Every English Learner, Always, in ALL ways!

## **Vision:**

- We are committed to meeting the individual needs of our English Learners by ensuring equitable access to engaging, high-quality, and rigorous instruction. We empower our ELs to be global citizens who are linguistically, socially, and culturally equipped for success in school and beyond.





# English as a Second Language

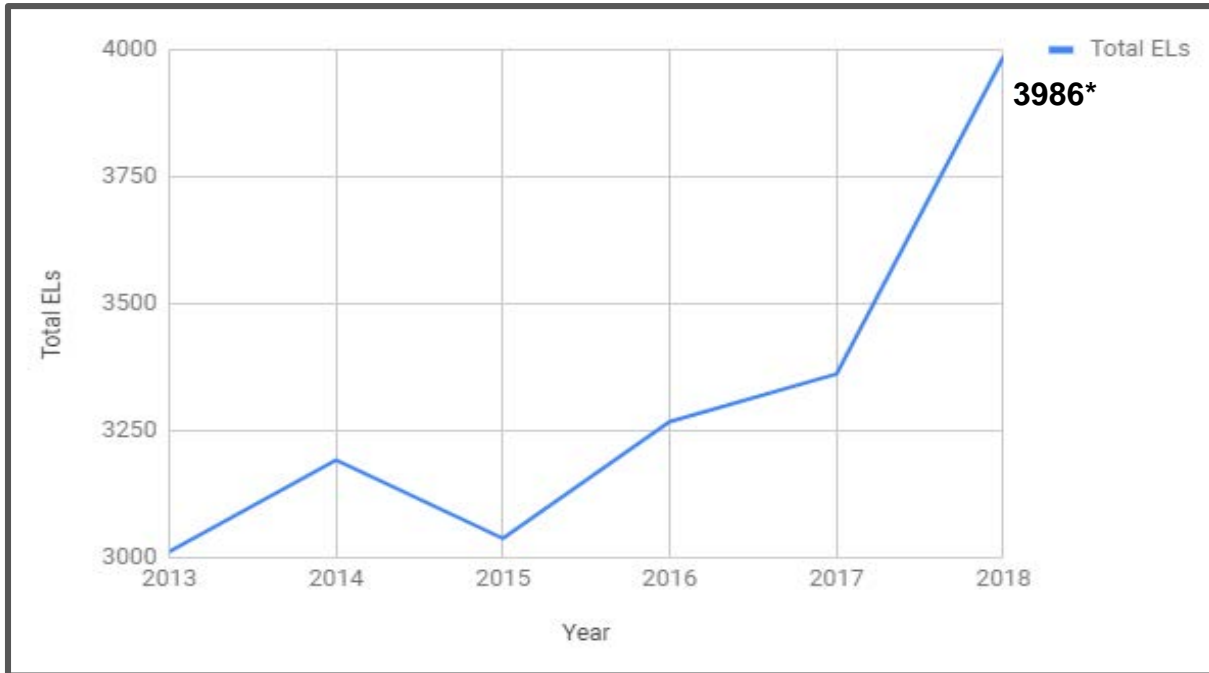
## **Data reflects that CCPS is committed to meeting student needs.**

- The various levels of student proficiency in ESL require us to differentiate staffing to best meet English-language acquisition needs.
- Growing needs of diverse learners:
  - Students with formal education
  - Students with limited or interrupted formal education (SLIFE)
  - Long-term English Learners
  - Dual-identified English Learners





# ESL Enrollment Growth





# Proposed ESL Staffing Considerations

- **State Standard:** SOQ requirement of 17 ESL teachers per 1000 ELs (1:58.8)
- **CCPS Pupil-Teacher-Ratio: 1:40** (not class sizes; case management)
- Differentiated Staffing Model
- Considerations for allocations of FTEs to meet the diverse needs of our students:
  - Total number of ELs at each site
  - Ratio of newly-arrived English Learners (newcomers) in relation to total population
    - Student need in terms of language proficiency
  - Enrollment trends (growth, service refusals, etc.)
  - School Accreditation status





# Proposed ESL Staffing Formula

- **Standard K-12 ESL Staffing Formula:**
  - Kindergarten: 1:30
  - Level 1: 1:25
  - Level 2: 1:30
  - Level 3: 1:40
  - Level 4: 1:58
- Kindergarten students are not found eligible for ESL services until the first month of school making it impossible to predict English-language proficiency levels.
- Monitored ELs (students who have exited ESL services) **are not** included in the ESL staffing.





# Total ESL Enrollment in CCPS

- Level 1: 863 students
- Level 2: 771 students
- Level 3: 1648 students
- Level 4: 702 students
- Level 5: 2 students (only K)
  - **Total: 3986 ELs**
- Monitor Year 1: 466 students
- Monitor Year 2: 533 students
- Monitor Year 3: 521 students
- Monitor Year 4: 500 students
  - **Total: 2020 Former ELs**





# ESL Transition of Services to Manchester & Thomas Dale HS

- Summer SIOP training for staff at Manchester & Thomas Dale
- Assistance with ESL master schedule & schedule revisions
- Assistance with transportation (Manchester HS)
- Procuring supplemental instructional materials
- Instructional Coaching
- Professional Development Opportunities for new ESL teachers
  - VDOE-sponsored PD (Expediting Comp. for ELs → ExC-ELL)
  - Book Studies on best instructional practices for ELs
    - Collaboration & Co-Teaching







# Translations Updates

- **Purpose:** To increase our communication with Limited English Proficient (LEP) parents and to meet our federal obligation to communicate with LEPs whose first language is not English and provide information about CCPS Special Programs to ensure access and equity of information.
- Translations in top 5 languages: Spanish, Arabic, Vietnamese, Cambodian, and Chinese (Traditional)
  - CCPS Registration Form
  - Special Education Meeting Notices
  - Specialty Center
  - ESL Refusal Protocol





# Language Line Solutions®?

- **Purpose:** To increase our communication with Limited English Proficient (LEP) parents and to meet our federal obligation to communicate with LEPs whose first language is not English.
- Memorandum to Principals
  - Cost of Language Line & suggested uses
    - \$0.61 per minute for Spanish
    - \$0.65 per minute for all other supported languages
- Allocation of local funds for this purpose (FY2019 budget allocation)
  - \$2.00 per parent reported in Synergy for speaking another language other than English
  - Rounding for amounts less than: \$25.00, \$50.00, \$75.00 or \$100.00





# ESL-WIDA ACCESS Update

- ACCESS for ELLs 2.0<sup>®</sup> and Definitions
- WIDA ACCESS Progress Tables and Proficiency Targets
- Elementary, Middle, and High School ELP Growth Data
- ESL Program Expansion





# ACCESS for ELLs 2.0<sup>®</sup> & Definitions

- **ACCESS for ELLs 2.0<sup>®</sup>** → Annual federally mandated English Language Proficiency (ELP) assessment that measures the four language domains (listening, speaking, reading & writing); scores determine level of services
- **Progress** → moving through proficiency levels; VDOE growth tables
- **Proficiency** → meeting the established VA “exit” criteria of scoring an overall composite of 4.4 or better





# VDOE Progress Tables

Composite Proficiency Level Gains			
Proficiency Levels (ranges)	Grades K-2	Grades 3-5	Grades 6-12
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.3	0.2	0.2	0.1





# ESSA ELP Progress Targets

ESSA Long-Term Targets	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Assessment Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Accountability Year	18-19	19-20	20-21	21-22	22-23	23-24	24-25
ELP Target	<b>46%</b>	<b>48%</b>	<b>50%</b>	<b>52%</b>	<b>54%</b>	<b>56%</b>	<b>58%</b>





# CCPS ELP Progress

Progress	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Expected Target Rate	68%	68%	68%	46%	46%
CCPS	<b>83%</b>	<b>85%</b>	<b>83%</b>	<b>60%</b>	<b>57%</b>





# CCPS ELP Proficiency

Proficiency	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Expected Target Rate	19%	19%	19%	19%	19%
CCPS	<b>21%</b>	<b>20.7%</b>	<b>18.7%</b>	<b>15.7%</b>	<b>12.6%</b>







# ESL Program Expansion

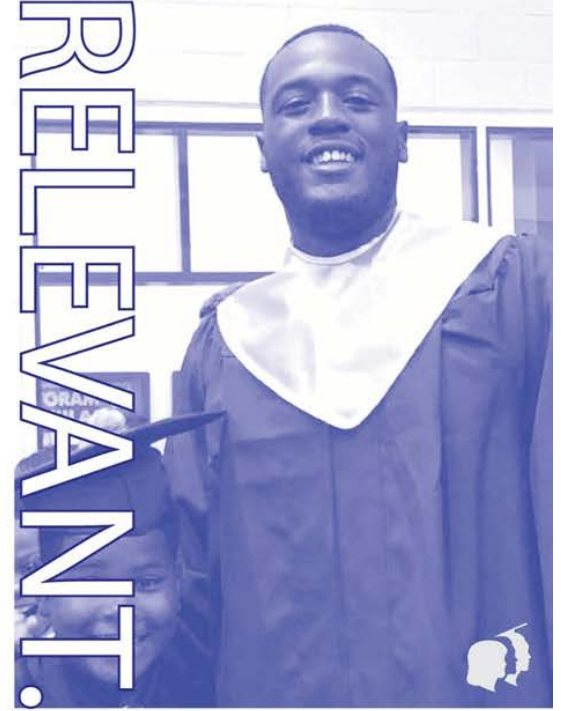
The following school has had an increase in English Learners and may be considered for ESL Program Expansion:

- **Monacan High School**

- 27 ELs to date--including refusals currently enrolled at Monacan

We begin to look at adding schools once the respective EL population reaches 30 students, and we examine the beginning proficiency level for differentiated staffing.





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