Whole Faculty
EL/ESOL Training

Everyone Matters,
Everyone Learns,
Everyone Succeeds
EL/ESOL Program Overview and Training AGENDA

- Review of Program and Terminology
- Requirements/Expectations
- Resources
- Our ELs
What does EL and ESOL mean?

- **English Learners (ELs)** – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

- **English to Speakers of Other Languages (ESOL)** – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools’ educational programs.
What Does the Law Say?

The U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency and the provision of language assistance services to identified ELs.

Title III, a section of the Elementary and Secondary Education Act (NCLB) requires schools to have a program in place to help limited English proficient children meet the same academic standards as other children.

English language proficiency – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English.
What are the Requirements?

- Identify ELs
- Provide Language Acquisition Program for ELs
- Provide Resources for LAP
- Communicate meaningfully with Parents of ELs
- Provide SPED services to ELs that qualify
- Include ELs in gifted and talented programs if they qualify
- Exit students from LAP
What About Funding

- Federal Government awards grants to states through Title III for the education of Els
- State Governments award Title III sub grants to LEAs with large EL populations and to Consortia of LEAs with small EL populations (we are a consortium district)
- State DOE provides funding to LEAs with state approved ESOL programs
- Regular FTE
- LOCAL $$$$
ESOL Process

1. Home Language Survey - if other than English
2. W-APT/EL Screener
3. ESOL Program - receive services
4. ACCESS Test - each year
5. Exit the ESOL program, monitored 2 years
The WIDA-ACCESS Placement Test (W-APT) and the EL Screener are screening instruments used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services. The school counselors administer this test.
ACCESS for ELs is progress monitoring assessment. It is administered annually to all ELs in Georgia. The testing window is January – March. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency and progress in English.
EXITING The Program

- Exited Students Are Monitored For 2 Years
  - Monitored by ESOL Teacher
  - Do Not Receive Services
  - Do Not Take ACCESS
INSTRUCTION OF ELs

Not Just the ESOL Teacher’s Responsibility

Fundamental Part of the LAP is Differentiation in the Regular Ed. Classroom

What are the resources regular ed. teachers can use to plan for differentiation?

- ESOL Endorsed Teacher
- Student Data from EL Folder (ACCESS Data)
- Teacher Produced Data
- SLDS
- CAN DO Descriptors
- Other WIDA resources
The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of 27 states (Georgia is one) dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

The WIDA Consortium developed English language proficiency standards and an English language proficiency test aligned with those standards, ACCESS FOR ELs. More information about the WIDA Consortium may be found at www.wida.us.
Resources for Teachers of ELs

- EL Folder in Infinite Campus
- ACCESS Score Reports
- CAN DO Descriptors
- WIDA Resource Library
## Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level (Possible 1.0-6.0)</th>
<th>Scale Score (Possible 100-600) and Confidence Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4.0</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
<tr>
<td>Speaking</td>
<td>2.2</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
<tr>
<td>Reading</td>
<td>3.4</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
<tr>
<td>Writing</td>
<td>3.5</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
<tr>
<td>Oral Language</td>
<td>3.2</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
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<tr>
<td>Literacy</td>
<td>3.5</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
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<tr>
<td>Comprehension</td>
<td>3.7</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
<tr>
<td>Overall*</td>
<td>3.4</td>
<td><img src="chart" alt="Graph showing scale score and confidence band" /></td>
</tr>
</tbody>
</table>

*Overall score includes weighted contributions from Reading, Writing, and Speaking, with 35% Reading, 35% Writing, and 15% Listening, Speaking, respectively.

See Interpretive Guide for Score Reports for definitions.
These descriptors provide teachers with excellent examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

The Descriptors are a standards-based resource to help teachers better serve EL students with differentiation strategies that match the student’s English Proficiency Level.
The law states that schools must provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Wanda Parrish will help translate documents that need to go home in a different language. Please contact her.
Our ELs

- 2019-20 EL Students
  - SCES - 9 EL
  - SCMS - 6 EL, 5 Monitored
  - SCHS - 0 EL, 1 Monitored
- Languages Represented- Spanish, Chinese, Tagalog
- 11 ESOL Endorsed Teachers
Questions?
Whole Faculty
McKinney-Vento Homeless Training

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The McKinney-Vento Act

• Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)
• Reauthorized in 2001 by Title X, Part C of the No Child Left Behind Act
• Establishes the definition of *homeless* used by schools
• Ensures that children and youth experiencing homelessness have immediate and equal access to public education
• Provides for educational access, stability, and support to promote school success
• Needed to address the unique barriers faced by many homeless students
Every school district must designate an appropriate staff person to serve as the local homeless education liaison; may be the coordinator for other federal programs.

Local liaisons serve as the key homeless education contact for the school district.

Local liaisons play a critical role in the implementation of the McKinney-Vento Act.

- **Sandra Brown** - 451-2036
- **Melanie Lovett** (backup) 451-2039
McKinney-Vento Eligibility

- Children or youth who lack a fixed, regular, and adequate nighttime residence, including:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
  - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  - Living in emergency or transitional shelters
McKinney-Vento Eligibility

- Awaiting foster care placement
- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances
Enrollment

• States and districts must develop, review, and revise policies to remove barriers to the school enrollment and retention of homeless children and youth
• McKinney-Vento defines *enrollment* as attending classes and participating fully in school activities
• The McKinney-Vento Act (federal law) supersedes state or local law or policy when there is a conflict (U.S. Constitution, Article VI)
Enrollment

• Homeless children and youth have the right to enroll in school immediately, even if lacking documentation normally required for enrollment

• If a child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school must refer the parent or guardian immediately to the local liaison, who must assist in obtaining necessary immunizations, or immunization or medical records; the school must continue the child’s enrollment in the meantime
Questions?