Making Language Visible to EL Subgroups

Best Practices for School & District Leaders!
November 10, 2021
Guest Presenters

Michelle Cantrell
ESOL Coordinator
Gainesville City Schools

Scott King
Title III and English Learner Coordinator
Barrow County Schools

Wina Low
Interim State Director, Special Education Services and Supports
GaDOE
Lunch Menu Today

Appetizer – OCR

Main Course – Resources & Ideas for EL Subgroups
  1. Recently Arrived Immigrant ELs (RAIELs)
     a. Newcomers
     b. Refugee students
     c. SLIFE
  2. LTEILs and potential LTEILs
  3. EL/SWD

Dessert – WIDA Professional Learning!
Recently arrived immigrant English learners

Newcomer – 1st year in U.S. schools

Refugees – families forced to leave country to escape war, persecution, or natural disaster

SLIFE – Students with Limited or Interrupted Formal Education

Potential Long-term ELs – ELs who have not exited by 4th or 5th year

Long-term ELs (LTELs) – EL 5+ consecutive years in one school system

EL/SWD – English learners with identified disabilities (IEP or 504)
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students’ progress in English and academic grade-level knowledge; and
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

4. Ensure English learners have equal opportunities to participate meaningfully in curricular and extra-curricular activities.

5. Provide trained ESOL teachers and staff.

6. Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

7. Meet the needs of EL students whose parents opt them out of ESOL

8. Ensure meaningful communication with EL parents.

9. Provide EL students with an educationally sound and successful ESOL Program.

10. Identify and screen all potential EL students in a timely, valid, and reliable manner.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

May 2020

OCR/DOJ Dear Colleague Letter: English Learner Students and Limited English Proficient Parents
Recently arrived immigrant ELs - RAIELs

Immigrants, Newcomers, Refugees, SLIFE, Unaccompanied minors
Strengths & Challenges

• Different initial ELP levels, educational backgrounds, and home language literacy levels

• Common need to learn academic English and be successful in school
  • Rapid ELP growth in 1st three years

• Academic needs – limited or interrupted prior formal schooling
  • Not at grade level academically after three years
  • Graduation rate below non-immigrant English-speaking peers

• Non-academic needs:
  • Mental, physical, social needs caused by dislocation and trauma exposure
  • Adjustment to U.S. school norms and practices

1. **Intake services** – Newcomer Welcome Centers for specialized processing
   - Obtain information about students and families to inform placement decisions and help educators identify appropriate supports
   - Welcome students and families and facilitate their transition to US schools

2. **Community Partnerships** – for wraparound services (students/families)
   - Housing, food, nutrition, clothing, physical & mental health, supplementary education, adult language learning, translation services
   - Resettlement agencies for extensive support for refugee families

3. **Programs and placement** –
   - Separate or mainstream? isolate or drown?
   - Limit access to content and/or opportunities for credit-bearing courses for graduation?
   - Challenge: Older RAIELS, larger educational gaps, traumatic experiences

School Districts Supporting RAIEL Education

3. Programs and placement
   • Integrated at elementary levels – more separation at high school levels
   • Middle school a combination based on need
   • Flexible or pre-determined course sequence?
   • Competing core needs: academic, social, psychological, linguistic, career

4. Personnel, staffing, and capacity building
   • Create staffing positions (multilingual) to bridge school and community resources and assist RAIELS and their families in transition to life in U.S.
   • Hire EL teachers or build capacity of current teachers and instructional coaches to work with ELs

5. Graduation
   • Support to acquire graduation credits (credit recovery, extra H.S. year)
   • Provide alternatives to graduation requirements (world language credit in lieu of enrollment)
   • Added challenges: age, prior education, no transcripts, no home language literacy, low ELP,

LEA Spotlight – Strategy for Meeting the Needs of Immigrants and RAELs

- Using International Credits and Wraparound Services to improve EL Grad Rate
- Gainesville City Schools – The Hub
- Michelle Cantrell, ESOL Coordinator
Gainesville City Schools

International Student Support for Newcomers
Newcomers at Gainesville High School
Vision

Carrie McGarity, International Student Success Coordinator

Gainesville High School Principal Jamie Green
International Success Coordinator

Conferences with students/families

Reaches out to schools in home country if needed

District transcript team meets to evaluate transcripts for each student

Credits are awarded, counselor is notified
Results

**International Student Credits Awarded**

<table>
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<tr>
<th>Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>19-20</td>
<td>315</td>
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<tr>
<td>20-21</td>
<td>282</td>
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<tr>
<td>21-22</td>
<td>212</td>
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**GHS Graduation Rate**

- **All students**
- **ESOL**

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>ESOL</th>
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<td>2017-18</td>
<td>87.9</td>
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<tr>
<td>2018-19</td>
<td>81.02</td>
<td>58.8</td>
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<tr>
<td>2019-20</td>
<td>86.1</td>
<td>62.4</td>
</tr>
<tr>
<td>2020-21</td>
<td>87</td>
<td>74.2</td>
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</table>

4 year cohort
LEA Spotlight: Strategy for Improving Newcomers’ ELP & Academic Achievement

Barrow County School System

SCOTT KING
Title III & English Learner Coordinator
scott.king@barrow.k12.ga.us

• Teaching English & Providing Wraparound Services
• 5 min. of 7.5 min video featuring Barrow County School System’s Newcomer Academy.
• Click here to view the full video.
Refugee Resettlement Agencies in Georgia

- **Refugee School Impact Program**
- Refugee Resettlement Agencies contracted to facilitate Refugee Youth Programs

<table>
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<tr>
<th>Agency Name</th>
<th>Contact</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Other Refugee Education Resources

• USED Refugee School Impact Program, [Office of Refugee Resettlement](#)

• USED [Educational Resources for Immigrants, Refugees, Asylees and other New Americans](#)

• USED [Educational Services for Immigrant Children and Those Recently Arrived in the United States](#)

• USED/OCR/DOJ (August 2021) Resource: [Confronting Discrimination Based on National Origin and Immigration Status](#)

• USED IES, REL Northwest (February 2021) [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)

• CORE- [Cultural Orientation Resource Exchange](#)
The All Resources area makes it easy to search.

CORE All Resources Page
New Languages in WIDA

Family Engagement Resources Available in Dari and Pashto

As refugee students and families from Afghanistan begin their school journey in the U.S., WIDA decided to translate and publish some of our family engagement resources in Dari and Pashto – two languages spoken in Afghanistan. The newly translated print resources, which are housed on the WIDA Family Engagement webpage under Explain ELL Status and Language Testing and Promote and Support Family Engagement, help explain things like ELL status and language testing, and provide families with things they can do to support children’s language development.

Click [here](#) to access the new resources (no WIDA Secure Portal account is required).

Click [here](#) to sign up for WIDA Monday Mail.
Is this student SLIFE?

SANDAR

Age: 15
Country: Burma

Sandar is 15 years old and a refugee born in rural Burma (Pye). Her first language is Burmese, though her mother is ethnic Karen, so she understands spoken Karen. When she was four, her father—a tailor with an elementary school level education—took flight with his family to support the fight for democracy in Burma. Sandar lived with her family and a group of political activists in camps; they moved frequently throughout Burma to avoid the military.

As the eldest girl, Sandar helped her mother with cooking, collecting firewood and water. In addition, she took care of her younger siblings. When she was 10, her family moved to a refugee camp on the Thai border. Sandar saw money for the first time when she arrived at the refugee camp. She understands the sacrifices her family has made to achieve democracy in Burma, though she has never formally attended school and cannot find Burma on a map.

Reading/literacy skills in primary language – Below Grade 3
Math numeracy skills in primary language – Below Grade 2
Various Definitions of SLIFE

New York City Schools

SLIFE Students

- A Student with Limited or Interrupted Formal Education (SLIFE) are English learners who:
  1. Have not had the opportunity to participate in formal education previously.
  2. Are at least two grade levels below peers in content area knowledge.
  3. Have low or no literacy or numeracy skills.
  4. Are members of collectivistic cultures.

Center for Applied Linguistics (CAL)

SLIFE learners experience the highest rate of dropout of the newcomer population (Fry, 2005)
From SLIFE to LIFE!

8 yrs. old – not able to go to school but dreaming of becoming a doctor

10 yrs. old – moved to another country due to persecution and violence.

Almost 17 yrs. old – enrolled in DeKalb County School District, more than 4 years below grade level.

TODAY, 24 yrs. old - in college studying to become a doctor, while working full-time!

“It was not easy for me to learn from zero to the top.” – M.S.

“Here in Georgia, ESOL teachers love English learners. They help us and they don’t care how old we are and...where we are from. I will be the best citizen and I will encourage everyone to go to school – especially girls.” – M.S.

“Getting an education was always my dream.” – M.S.
Potential LTELs and Legacy ELs

Students who have been classified as Long-Term English Learners
Who? Why?

• Who are LTELs?
  • 57% U.S. born citizens categorized as ELs when they enter the U.S. educational system. (27% - 2nd generation; 30% - 3rd generation)
  • Students who may be proficient in everyday uses of oral English, but underperform on standardized assessments of ELP and academic content

• Some contributing factors:
  • Family transiency
  • ESOL programs inconsistent and inappropriate; low academic rigor
  • Low teacher expectations, and ineffective pedagogies
  • Limited access to core standards - tracking practices
  • Isolation – They can be invisible, overlooked, and underserved
Ideas to Help Reduce the Number of LTEls

- Building staff capacity; raising rigor & expectations of ESOL courses
- Strategically maximizing ESOL segments
  - Grades 4-8 = 2 segments can be earned
  - Grades 9-12 = up to 5 segments can be earned
- Strategically targeting language domains with lower growth for ESOL
- Providing extended language & academic learning opportunities
  - Tutoring and credit recovery (virtual or in-person)
    - After school / Before school
    - Saturdays
  - Summer School
    - GOAL-Growing Opportunities for Academic Language (Rome City Schools)
    - Adventures in ESOL targeting 3rd & 4th graders close to exit (Hall County Schools)
Time to Read!


Time to Read!


EL Data Process Guide

EL Data Process Guide Templates in Excel

Georgia Department of Education, Federal Programs, Title III, Part A webpage

English Learner Language Programs Comprehensive Needs Assessment

- EL Data Process Guide
- EL Data Process Guide Templates
- EL Language Program Companion Guide to CNA
- EL Program School Level Data Sets
- EL Risk Factors Checklist
Evaluating School’s Language Programming

1. Overall ESOL Language Program Plan
2. Master schedule and EL services schedule
3. School and/or system ELD curricular maps – progression
4. Number/Percentage of ELs in ESOL Delivery Models by ELP levels
5. Comparison of Delivery Models to Gains in ELP or Achievement Gains
6. Newcomer Program – number of newly arrived immigrants and SLIFE
7. Number of LTELs = 5+ year threshold
Evaluating Student Risk Factors

1. **Number of countries** represented & their risk factors
2. **Number of languages** represented & distance from English
3. Student mobility & attendance rates
4. Readiness indicators
5. Experience, Certification, Qualifications of teachers of ELs (Teacher turnover)
6. Experience & Education of school leaders in high EL population schools (Leadership turnover, novice administrators)
7. EL-specific training and professional learning for all staff
EL/SWD

Wina Low
Interim State Director
Special Education Services and Supports
Inquiries about identifying EL/SWDs are among the top requests for technical assistance.
How well are we doing so far?

1. Screening potential ELs with suspected disabilities?
2. Screening potential ELs with identified disabilities (IEP or 504)?
3. Administering EL/SWD the regular ACCESS with appropriate accommodations?
4. Exiting EL/SWD using Alternate ACCESS exit procedures?
5. Providing relevant language instruction services for EL/SWD?

- 30-day identification timeline
- SPED/ESOL Collaboration
- IEP team decisions
- Accommodations
Sharing Responsibility—SPED & ESOL

Identification (screening)

Language instruction, services & supports

Accommodations on state assessments
Resources for Dual Services/Supports

- Office of Special Education Programs (OSEP)
  - IDEAs that Work: [https://osepideasthatwork.org](https://osepideasthatwork.org)

- Georgia Department of Education - Division for Special Education
Research-to-Practice: Evidence-Based Tier 2 Intervention Practices for English Learners (Brief 2)

Highlights include:

- Design and delivery of Tier 2 intervention for ELs with and without disabilities
- Data analysis and instructional decision-making
- Criteria for identifying students who need Tier 2 intervention
Dessert:

ESOL State Board Rule Summary Guidance

WIDA English Language Development Roll-Out Plans
ESOL Summary Guide
aligned to the updated
ESOL State Board Rule
160-5-4-.02
Self-Paced eWorkshops 2021-2022

An excellent resource for ESOL and content teachers!

Other WIDA Self-Paced eWorkshops include:

- Mathematics
- Social Studies
- Classroom Walkthroughs (for administrators)
- WIDA's ELD Standards
- Professional Learning Communities (Resource Guide, Study Guides)

Classroom Teachers: Engaging Multilingual Newcomers

This eWorkshop explores what educators can do to welcome and engage multilingual newcomers and their families into their classrooms and schools.
Facilitated Professional Learning

Nurturing Speaking Growth
Two-Part Webinar Series with one Self-Paced Module

Available to attendees until August 31, 2022!
Rolling out the WIDA ELD Standards Framework, 2020 Edition Resources

Year 1
- 2020-2021
  - Becoming familiar with the ELD Standards Framework, 2020 Edition

Year 2
- 2021-2022
  - Initial implementation of standards framework
  - LEA’s Roll-out plan

Year 3
- 2022-2023
  - Expanding implementation and refining practice

October 19, 2021 – Collaboration as a tool for language development

August 4, 2021 – Implementing the WIDA ELD Standards Framework, strategic ideas for district and school leaders
WIDA ELDS 2021-2022 Roll-out Plans

• **21%** of the Title III, Part A school systems/charter schools who have already submitted their plan and budget, mention professional development on the WIDA ELDS Framework Resources.

We are open to collaborating with you as you train ESOL teachers this year to use the new WIDA ELDS framework resources.
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

ESOL Questions & Support
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