Delran ESL Instructional Program & Assessment Update

ELL Enrollment and Historical Trending

School	Number of Students 2014-2015	Number of Students 2015-2016	Number of Students 2016-2017	Number of Students 2017-2018	Number of Students 2018-2019	Number of Students 2019-2020	6 Year Increase	6 Year Percentage Increase
MB	59	80	103	108	99	117	+58	+98%
DIS	22	36	31	38	48	63	+41	+186%
DMS	8	10	26	22	24	20	+12	+150%
DHS	8	10	25	27	36	34	+26	+325%
District	*97*	*136*	*185*	*195*	*207*	*234*	***+137***	***+141%***

Delran Township School District Languages Served

Portuguese
Turkish
Urdu
Vietnamese
Punjabi
Spanish
Gujarati
Chinese
Mandarin Chinese
Albanian
Russian
Polish
Korean

English Language LEARNERS

ELL Personnel Allocations

School	ELL Staff	Sheltered Instruction Trained Teachers
Millbridge	3 Full-Time ESL Teachers 1 Bilingual K Portuguese Teacher 1 High Intensity ESL K Classroom	10 Teachers (2018-19) 20 Teachers (2019-2020) All teachers will be trained by June 2020
DIS	1 Full-Time ESL Teacher 1 Part-Time ESL Teacher .75	10 Teachers (2018-2019) 13 Teachers (2019-2020)
DMS	1 Full-Time ESL Teacher	2 Teachers
DHS	1 Full-Time ESL Teacher 1 teacher teaches a 6th period ESL Class	4 Teachers
Extra Sections	3 Millbridge, 1 DIS, 1 DMS, 1 DHS	N/A

ESL Program Types--Bilingual Portuguese Kindergarten

Full-Time Bilingual

Requirements:

- Full-time program of instruction in all courses or subjects that a child is required by law or rule to receive
- Instruction in speaking, listening, reading, and writing of the native language of ELLs
- Instruction in speaking, listening, reading, and writing in English
- A parent advisory committee must be established so that parents can provide input about ELL programs
- ELLs need to be provided at least one period of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects)

Example:

A school district with 500 Spanish-speaking ELLs and 45 bilingual-certified teachers offers a self-contained program (all core content areas) for grades K-5 and a departmentalized program (all core content areas) for grades 6-12. The use of native language for instruction is determined by the English language proficiency and academic level of the students in their native language. Students also receive at least one period of ESL daily.

Source: NJDOE

ESL Program Types--High Intensity Kindergarten

High-Intensity English as a Second Language

Requirements:

- For districts with 20 or more ELLs of a single language group
- District must have received a bilingual education waiver for this program type from the NJDOE
- ELLs need to be provided at least two periods of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects)
- One period is the standard ESL class, and the other period is an ESL tutorial or ESL reading class
- A parent advisory committee must be established so that parents can provide input about ELL programs

Example: A school district with approximately 25 bilingual Spanish students and three ESL teachers offers high-intensity ESL. Students receive two class periods of ESL instruction. The ESL teachers provide a period of push-in instruction for content classes and daily, pull-out, ESL reading classes. Content area teachers receive district-provided ELL professional development.

Source: NJDOE

ESL Program Types--Sheltered Instruction K-5

Sheltered Instruction

Requirements:

- Teachers in Sheltered English classes must be content-certified teachers who have received training on strategies to make subject-area content rigorous, culturally relevant, and comprehensible for ELLs;
- ELLs must be provided at least one period of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects); and
- Districts with 20 or more ELLs of a single language group must:
  - Receive a bilingual education waiver for this program type from the Department and
  - Establish a parent advisory committee so that parents can provide input about ELL programs.

Example: A school district with 24 Spanish-speaking ELLs provides one period of ESL instruction every day. All content teachers who work with ELLs have been trained with at least 15 hours of sheltered instruction strategies and bilingual instructional assistants work in grades with high concentrations of ELLs.

ESL Program Types--High Intensity Grades 6-12

High-Intensity English as a Second Language

Requirements:

- ELLs must be provided at least two periods of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects);
- One period is the standard ESL class, and the other period is a tutorial or ESL reading class; and
- Districts with 20 or more ELLs of a single language group must:
  - Receive a bilingual education waiver for this program type from the Department and
  - Establish a parent advisory committee so that parents can provide input about ELL programs.

Example: A school district with approximately 25 bilingual Spanish students and three ESL teachers offers high-intensity ESL. Students receive two class periods of ESL instruction. The ESL teachers provide a period of push-in instruction for content classes and daily pull-out instruction for ESL. Content area teachers receive district-provided ELL professional development.

Source: NJDOE

What is WIDA? World-Class Instructional Design and Assessment

- New Jersey is one of 39 states in the WIDA Consortium
  - WIDA - Wisconsin Center for Education Research at University of Wisconsin
- Dedicated to the research, design and implementation of a high-quality, standards-based system for PreK-12 English language learners.
- Began testing ELLs in 2004 - Delran ELL students are assessed annually.

Mission: WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Vision: To be the most trusted and valued resource in supporting the education of multilingual learners.

Values: Innovation, Services, Can Do Philosophy, Collaboration and Social Justice

Level	Criteria
6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Snapshot of ACCESS 2.0

- Test in 4 Domains: Listening, Reading, Speaking, Writing
- Listening and Reading administered first. Speaking-Writing follow
- ACCESS 2.0 – online administration (except Kinder)
- Entry task determines test tier students continue with (A or B/C)
- Kinder is paper based
- 1-12 online (grades 1-3 use paper based for writing domain only)
- Online test is semi-adaptive – designed to challenge student as they progress

Delran NJ School Performance Report ELLs 2017-2018

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	45.9	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	120	90.0%	10.0%
3-4	65	*	*
5 or more	12	75.0%	25.0%

Report Key:
*   Data is not displayed in order to protect student privacy
**   Accountability calculations require 20 or more students
N   No Data is available to display
†   This indicates a table specific note,see note below table

ACCESS Spring Administration 2018-2019

School	Number of Students Tested	Native Languages	Composite Overall Proficiency Level
Millbridge	K-40 (Paper) 1-31 2-29	Portuguese-145 Turkish-55 Urdu-1 Chinese-1 Mandarin Chinese-1 Spanish-7 Gujarati- 4 English-3 Not Identified-1	Level 1--21 Level 2--28 Level 3--97 Level 4--62 Level 5-10 Level 6--0
DIS	3-27 4-18 5-7		
DMS	6-8 7-8 8-14		
DHS	9-9 10-12 11-8 12-7		218 Total Students

Millbridge Data

Number of Students Tested	Native Languages	Composite Overall Proficiency Level
K-40 (Paper) 1-31 2-29	Portuguese-58 Turkish-31 Spanish-4 Gujarati-3 English-2 Mandarin Chinese-1 Not identified-1 (Port)	Level 1--7 Level 2--11 Level 3--56 Level 4--25 Level 5--1 Level 6--0

100 Total Students

DIS Data

Number of Students Tested	Native Languages	Composite Overall Proficiency Level
3rd-27 4th-18 5th-7	Portuguese-33 Turkish-13 Urdu-1 Chinese-1 Gujarati-1 Spanish-3	Level 1--4 Level 2--5 Level 3--12 Level 4--24 Level 5--7 Level 6--0

52 Total Students

DMS Data

Number of Students Tested	Native Languages	Composite Overall Proficiency Level
6th-8

7th-8

8th-14 | Portuguese-27
Turkish-2
English-1 | Level 1--8

Level 2--5

Level 3--11

Level 4--5

Level 5--1

Level 6--0 |

30 Total Students

DHS Data

Number of Students Tested	Native Languages	Composite Overall Proficiency Level
9th--9	Portuguese-27 Turkish-9	Level 1--2
10th--12		Level 2--7
11th--8		Level 3--18
12th--7		Level 4--8
		Level 5--1
		Level 6--0

36 Total Students

Title III Funds & Family Engagement

ESL Parent Advisory Nights
- 10/10/19
- 2/6/20
- 6/9/20

Title III
- Summer Programming
- Professional Development
- Resources & Materials

Title III Immigrant Funds
- ESL Parent & Student Classes

Questions or Comments