



ENGLISH LANGUAGE LEARNERS UPDATE

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AGENDA

- ❑ Introduction
- ❑ ELL Count & ELL Enrollment
- ❑ ELL Service Models
- ❑ Language Development Benchmark
- ❑ Building Teacher Capacity
- ❑ ELL Parent Engagement
- ❑ Language Access
- ❑ Questions



INTRODUCTION

- ❑ Definition of Terms
 - ❑ LEP – Limited English Proficiency
 - ❑ ESL – English as a Second Language
 - ❑ ESOL – English to Speakers of Other Languages
 - ❑ ELL – English Language Learners
- ❑ Language Use Survey (LUS):
 1. What was the student's first language?
 2. Which language(s) does the student use(speak) when at home or with others?
 3. Which language(s) does the student hear at home and understand?
- ❑ WIDA screening assessment to determine eligibility for ESOL services



ELL COUNT 2021-2022

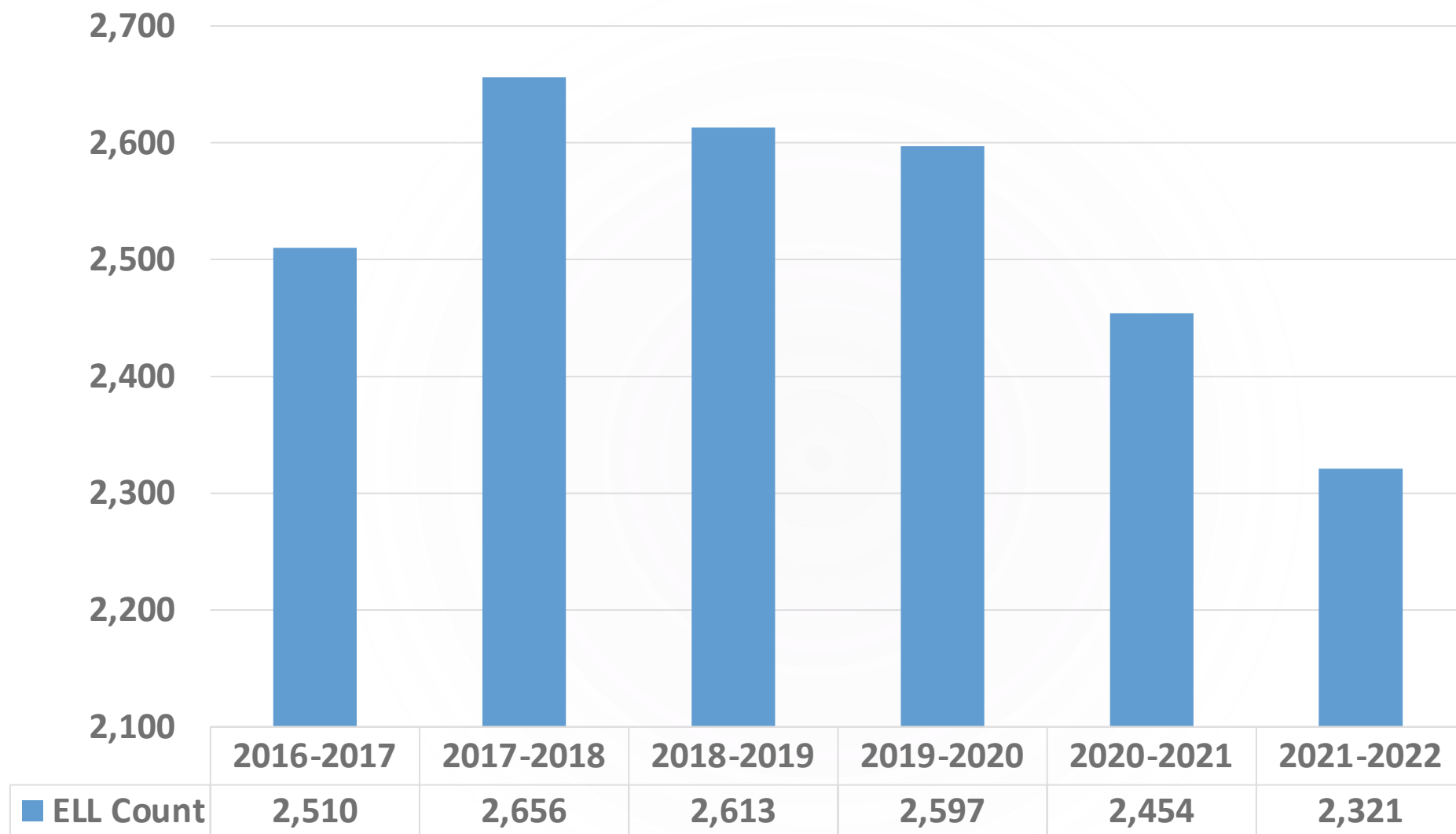
| | | |
|-----|--------------------------------|-------|
| RCV | Receiving Services | 1,810 |
| MY1 | Monitored Year 1 | 73 |
| MY2 | Monitored Year 2 | 94 |
| AY3 | Accountability Year 3 | 54 |
| AY4 | Accountability Year 4 | 62 |
| NLP | Not Limited English Proficient | 219 |
| LEP | Limited English Proficiency | 2,312 |

13%





ELL COUNT: TREND DATA



ELL ENROLLMENT



| YEAR | # OF ELLS ENROLLED | % OF REFUGEES |
|-----------|--------------------|---------------|
| 2016-2017 | 772 | 68% |
| 2017-2018 | 402 | 33% |
| 2018-2019 | 444 | 19% |
| 2019-2020 | 337 | 25% |
| 2020-2021 | 351 | 28% |
| 2021-2022 | 277 | 24% |



REFUGEE UPDATE

- ☐ The International Institute of St. Louis committed to resettle up to 1,500 individuals
- ☐ Historically, about 45-50% are school-age children
- ☐ Weekly call with International Institute of St. Louis
- ☐ Applied for and awarded SY 21-22 Refugee School Children Impact Grant **\$261,523.00**
 - ☐ Instructional supports for refugee scholars
 - ☐ Family engagement support for refugee parents
 - ☐ Training for staff
 - ☐ ELL Family Media Center

ELL SERVICE MODELS



❑ Newcomer

This model provides a safe and supportive context for students who are new to the US. It focuses on the foundational skills, socio-emotional development, as well as cultural adjustment.

❑ Co-Teaching

This model pairs an ESOL teacher with a mainstream classroom teacher to deliver effective instruction for English language learners.

❑ Pull-out

This model suggests that English language learners leave their mainstream classrooms for a short period of time to receive intensive language development instruction from an ESOL teacher.

❑ ESOL Courses

This model provides intensive language development instruction delivered by an ESOL teacher during a dedicated language development class period.

❑ Sheltered Courses

This model is used by an ESOL teacher to provide instruction in various content areas using specialized language development strategies to make content comprehensible.

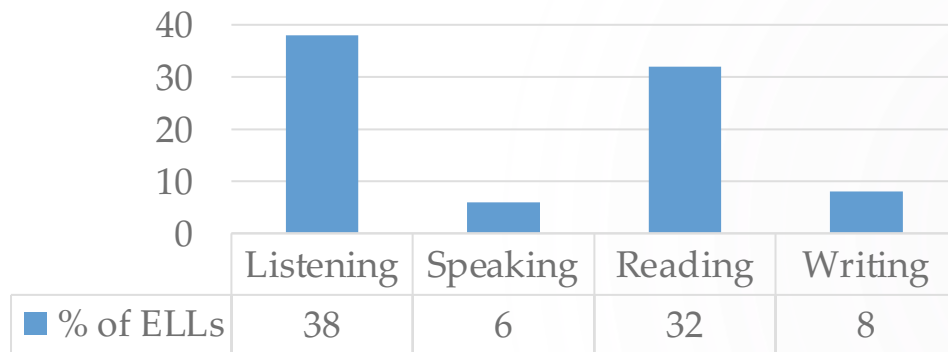
| ELL Center Schools | |
|--------------------|--|
| Newcomer | NCNAA K-8 NCNAA 9-10 |
| Elementary | Buder Dewey Mann Mason Mullanphy Oak Hill Sigel Woerner Woodward |
| Middle | Busch Compton Drew Gateway Middle Long |
| High | Gateway STEM Roosevelt Soldan |

LANGUAGE DEVELOPMENT BENCHMARK A (October 2021)



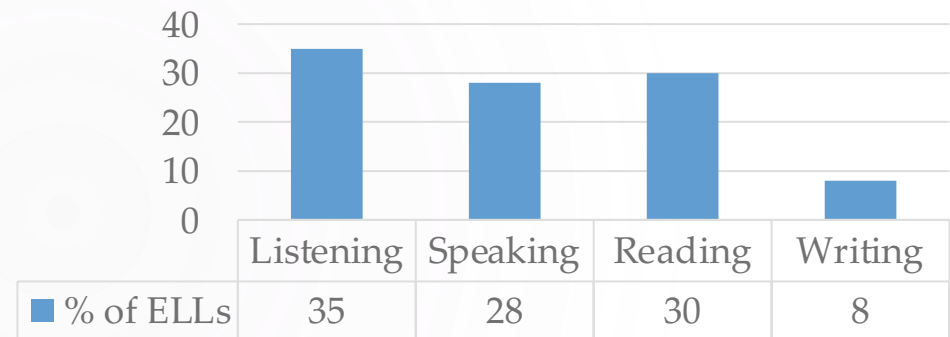
Dewey Elementary

% of ELLs Meeting or Exceeding Expectations



Mullanphy Elementary

% of ELLs Meeting or Exceeding Expectations



- ☐ Data is used to inform what course-corrections are needed
 - ☐ Student-level supports
 - ☐ School ELL Plan adjustments
 - ☐ Coaching supports
 - ☐ Professional development

BUILDING TEACHER CAPACITY



Sheltered Instruction Observation Protocol (SIOP)

- ❑ Research-based approach to teaching content and language at the same time (Echevarria, Vogt, & Short, 2008)
- ❑ 8 SIOP components & 30 features

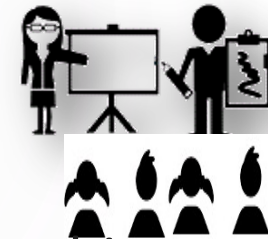


80 SIOP trained teachers

- ❑ Additional SIOP training will be offered in 2nd semester:
 - ❑ Training for teachers new to SIOP
 - ❑ SIOP refresher
 - ❑ SIOP for administrators

Co-Teaching for ELLs

- ❑ A way to leverage the expertise of a classroom/content teacher and an ESOL teacher to provide effective instruction for ELLs (Honigsfeld & Dove, 2010)
- ❑ 7 Co-Teaching models



25 Co-Teaching partnerships



ELL PARENT ENGAGEMENT

❑ ELL Parent Awareness & Learning

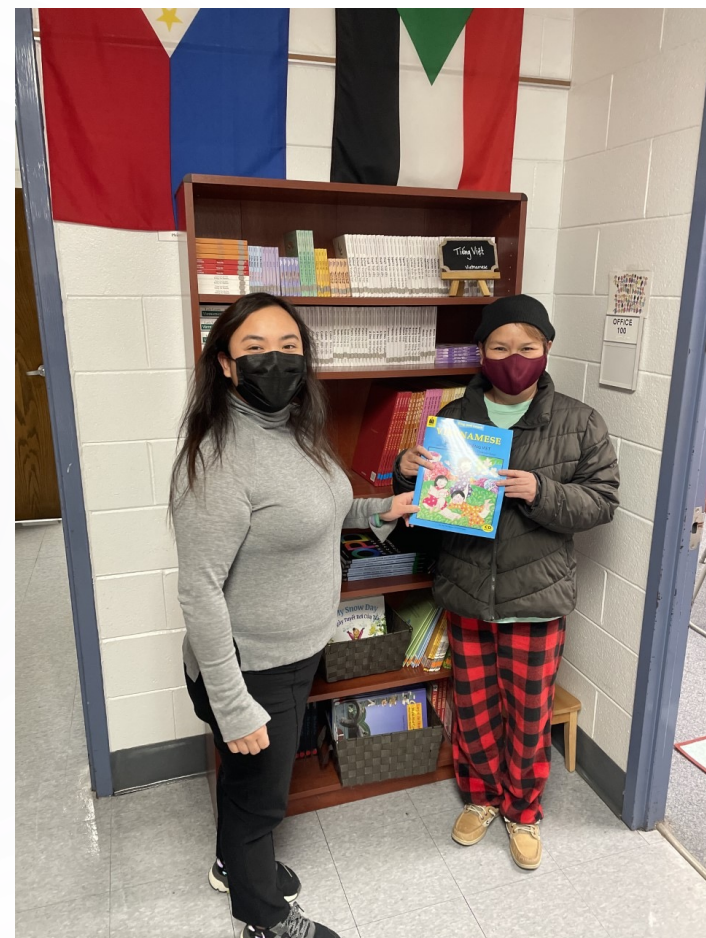
- ❑ Welcome orientation
- ❑ ELL Parent Meetings (4)
- ❑ ELL College and Career Fair
- ❑ ELL Computer Literacy Classes

❑ Shared Learning

- ❑ ELL Math Hour
- ❑ ELL Science Hour
- ❑ ELL Book Writing
- ❑ ELL Book Club
- ❑ Bilingual library (800+ titles, 7 languages)

❑ Community Building

- ❑ ELL Back to School Event



LANGUAGE ACCESS



- ☐ District Language Access Team: Arabic, French, Spanish, Somali, Swahili, Vietnamese
- ☐ Site-specific telephonic interpretation code is provided to schools and key departments

| Supports | Description | # of Cases (YTD) |
|---------------------------------|--|--|
| Translation | Written translation of district-wide documents & forms into top district languages | 84 |
| Interpretation | Interpretation during meetings (in-person, Zoom/Teams, 3-way phone calls) | YTD Total: 7,606 Student-initiated: 97 Family-initiated student-related: 4,565 Family-initiated non-student-related: 117 Staff-initiated: 2,827 |
| Personalized Phone Calls | Phone calls to ELL families based on school requests | |
| Robo Calls | Pre-recorded messages in multiple languages to communicate district and/or school specific information | 22 |
| Positive Phone Calls | ESOL department outreach to ELL families, monthly talking points | 992 |



QUESTIONS?