

ENGLISH AS A SECOND LANGUAGE (2011- 12 School Year)

Compiled by:
Brenda Auxier-Mailey, Director of Student Services
November 2012

Service	Staffing	Program Focus
Social and Academic Language Acquisition	Elementary ESL Teachers (9 FTE) Middle School ESL Teachers (3 FTE) High School ESL Teachers (2 FTE) District ESL Associates/Translators (6 FTE) <ul style="list-style-type: none"> • Languages – Spanish, Bosnian, Dinka, Nuer, and Arabic 	<ul style="list-style-type: none"> • To use English to communicate in social settings • To use English to achieve academically in core content areas (language arts, mathematics, sciences and social studies) • To use English in socially and culturally appropriate ways
<p>Student Needs Addressed: Students served in the English as a Second Language program have a background other than English as their first language and the student’s proficiency in English is such that the student’s academic success in an English-only classroom is below that of an academically successful peer with a native English language background.</p> <p>The goals of the English as a Second Language program are:</p> <ul style="list-style-type: none"> • To assist English language learners and their families in understanding and functioning within American society; • To involve English language learners’ families and the community in the educational process to make education a cooperative effort between home and school; • To support English language learners’ academic learning in the content areas; • To promote pride in English language learners’ cultural and linguistic backgrounds; • To educate English language learners to the same rigorous standards as all students in the district; • To accelerate English language acquisition through formal language instruction. <p>Results and Outcomes: 89% of English Language Learners families attended parent/teacher conferences. 64% of the district’s English Language Learners participated in at least one school and/or parent teacher organized event.</p>		

ESL teachers and/or ESL Associates (Translators) communicated with 72% of the district's English Language Learners families via email, phone, home visits and/or face-to-face meetings; these numbers do not include parent/teacher conferences. District ESL Associates (Translators) translated 1101 documents into Spanish and Bosnian. In addition, Vietnamese and Swahili interpreters were hired for 15 parent meetings. 53% of ELL students checked out at least one educational resource from the ESL department.

Annual Measurable Achievement Objectives (part of NCLB & Title III)

#1 Expectation of language development growth – exceeded goal of moving students to a higher proficiency level.

#2 English academic language proficiency – exceeded goal of students moving to the proficient level.

- Of the 393 students who took the Iowa English Language Development Assessment (I-ELDA), 18.8% scored non-English proficient; 45.8% scored limited English proficient; 9.7% scored fluent English proficient and 25.6% scored proficient.

#3 Annual Yearly Progress – did not meet goal

- Of the 103 English Language Learners in grades 3-5 who took the Iowa Assessments, 69.57% scored proficient on the math subtest and 60.87% scored proficient on the reading subtest.
- Of the 92 English Language Learners in grades 6-8 who took the Iowa Assessments, 37.35% grew or met proficiency on the math subtest and 24.1% met proficiency on the reading subtest.
- Less than 30 English Language Learners took the Iowa Assessments in 11th grade, therefore AYP results were not calculated.

UCSD English Language Learners spoke 44 different languages.

Historical data on ESL dropout rates:

2011-12 ---- 0.5% (UMS and UHS) (1 student)

2010-11 ---- 0.5% (UMS and UHS) (1 student)

2009-10 ---- 0.5% (UMS and UHS) (2 students)

2008-09 ---- 0% (UMS and UHS)

2007- 08 ---- 2.5% (UMS and UHS)

Student Enrollment:

402 students (2011 – 12)

417 students (2010 - 11)

428 students (2009 - 10)

446 students (2008 - 09)
446 students (2007 - 08)
378 students (2006 - 07)
363 students (2005 - 06)
336 students (2004 - 05)
285 students (2003 - 04)
218 students (2002 - 03)
213 students (2001 - 02)

Challenges:

- Improve both reading and math proficiency as measured by Iowa Assessments

Improvements to meet challenges:

- Increase district wide ELL awareness and strategy professional development for all teachers and administrators.
 - Six late starts were provided to ESL teachers, topics included: Culture Competency, Interaction Strategies, Language Acquisition, Connect to Guided Reading Levels, “Dispel the hierarchy theory”; and Comprehension in the Content Area. (2011-12)
 - Multiple ESL professional development sessions were provided at Cabin Fever day (February 2012).
 - “Life in a Second Language” an ESL simulation was a professional development session during the district back-to-school professional development (August 2012).
- Provide opportunity for teachers and administrator to attend “Our Kids” and the Iowa Culture and Language Conference.
 - 12 teachers attended “Our Kids” during the summer (2012); 10 teachers attended the Iowa Culture and Language Conference (November 2012).

Future directions:

- Complete the PDSA process, conduct a program review focusing on closing the academic achievement gaps.
- Complete a Plan-Do-Study-Act Process to increase ELL parent involvement that focuses on supports for learning and literacy.