

ENGLISH AS A SECOND LANGUAGE (2016-17 School Year)

Compiled by:
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Mission: English as a Second Language professionals will collaborate to fully support English Language Learners and their families, both academically and culturally.

Service	Staffing	Program Focus
<p>Academic, Linguistic, and Social Acquisition</p>	<p>Elementary ESL Teachers (10 FTE) Middle School ESL Teachers (3.5 FTE) High School ESL Teachers (2.5 FTE) District ESL Associates/Translators (7 FTE)</p> <ul style="list-style-type: none"> • Languages – Spanish, Bosnian, Dinka, Nuer, and Arabic 	<ul style="list-style-type: none"> • To increase proficiency with the English language • 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:</p> <p>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. 		

Results and Outcomes:

90% of English Language Learners' families attended parent/teacher conferences. In the fall, 142 conferences were interpreted in Spanish, 55 in Bosnian, and 47 in other languages. In the spring, 129 conferences were interpreted in Spanish, 52 in Bosnian, and 45 in other languages.

Non-district interpreters are hired when we do not have district staff to interpret. "Other languages" referenced above were Chin, Vietnamese, Mizo, Congolese, Karen, Mandarin Chinese, Swahili, Kirundi, Burmese, Kinyamulenge, and Kirundi

District ESL Associates (Translators) translated 1,686 pages to Spanish and 761 pages to Bosnian for a total of 2,447 pages translated.

	Exited at the end of the year	Proficient on Iowa Assessments					
		Grades 3-5		Grades 6-8		Grade 9-11	
		Reading	Math	Reading	Math	Reading	Math
District Achievement (2016-17)	16%	39.6%	47.5%	34.6%	46.2%	38.6%	38.6%

UCSD English Learners represented 53 different native languages.

Historical data on ESL dropout rates:

- 2016-17---- 0% (UMS and UHS)
- 2015-16 --- 0.05% (UMS and UHS)(1 student)
- 2014-15 --- 0% (UMS and UHS)
- 2013-14 --- 0% (UMS and UHS)
- 2012-13 ---- 0% (UMS and UHS)
- 2011-12 ---- 0.05% (UMS and UHS) (1 student)
- 2010-11 ---- 0.05% (UMS and UHS) (1 student)
- 2009-10 ---- 0.05% (UMS and UHS) (2 students)
- 2008-09 ---- 0% (UMS and UHS)

Student Enrollment:

- 386 students (2017-18)
- 390 students (2016 - 17)

396 students (2015 – 16) *definition of transition changed
417 students (2014 - 15)
466 students (2013 - 14)
414 students (2012 - 13)
402 students (2011 - 12)
417 students (2010 - 11)
428 students (2009 - 10)
446 students (2008 - 09)

Summary:

Our challenges:

- No clear definition of growth based on ELPA21
- Unique needs of newcomers with no English and disruption in their education
- Meeting communication demands for families / changing demographics
- Year to year changes from Federal and State level regarding expectations for serving ELs and reporting

Improvements to meet challenges:

- Continuing to embedding EL conversations in district systems – Classroom system checks, PLCs, Universal Instruction
- Capitalize on AEA offerings supported by Title III funds
- Revised the service delivery model at UHS to benefit students and comply with Federal guidance
- Collaborated with Department of Education staff to inform future decisions regarding use of assessment data
- Implemented Imagine Learning support for elementary aged newcomers
- Most buildings have an EL teacher in a leadership role – Model Teacher, Literature Leader Committee, Instructional Coach
- Created print supports for communication in Arabic, Hakha Chin, Swahili, and Vietnamese