Board of Elementary and Secondary Education

December 19, 2017

Paul Aguiar, Director, OELAAA

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

AGENDA

01 Introduction

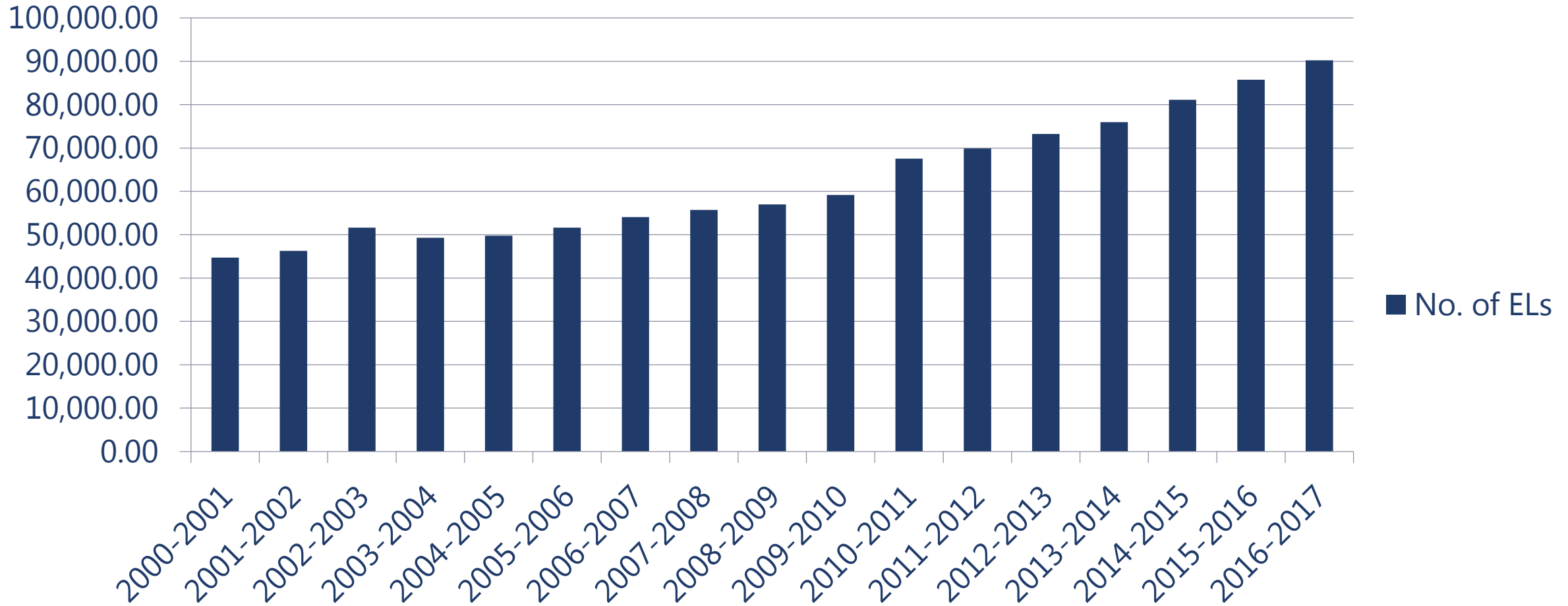**02** An Act Relative to Language Opportunities for Our Kids (LOOK Act)

03 SEI Endorsement Updates

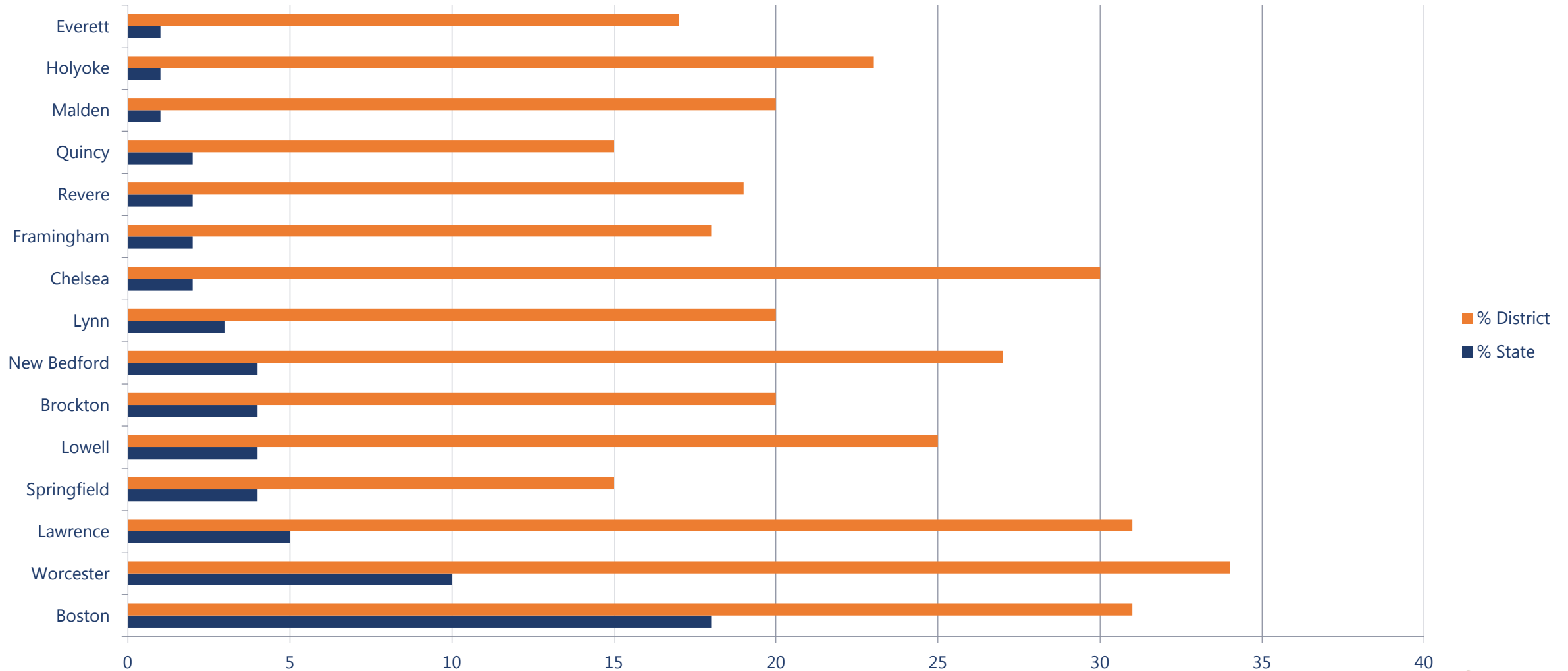# State Definition of "English Learner"

- English Learner: a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

EL Enrollment Statewide is at 90,204 and has more than doubled since SY 2001
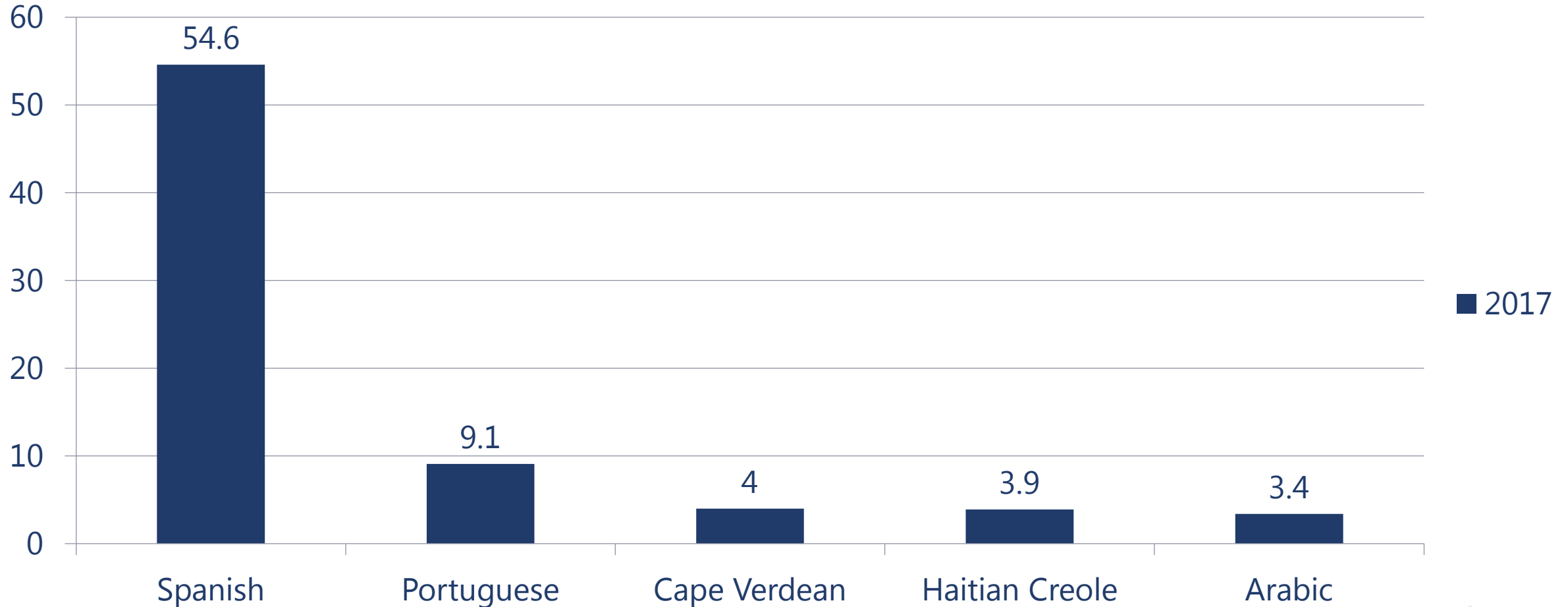
No. of ELs

SY2017: 63% of MA ELs are enrolled in 15 districts

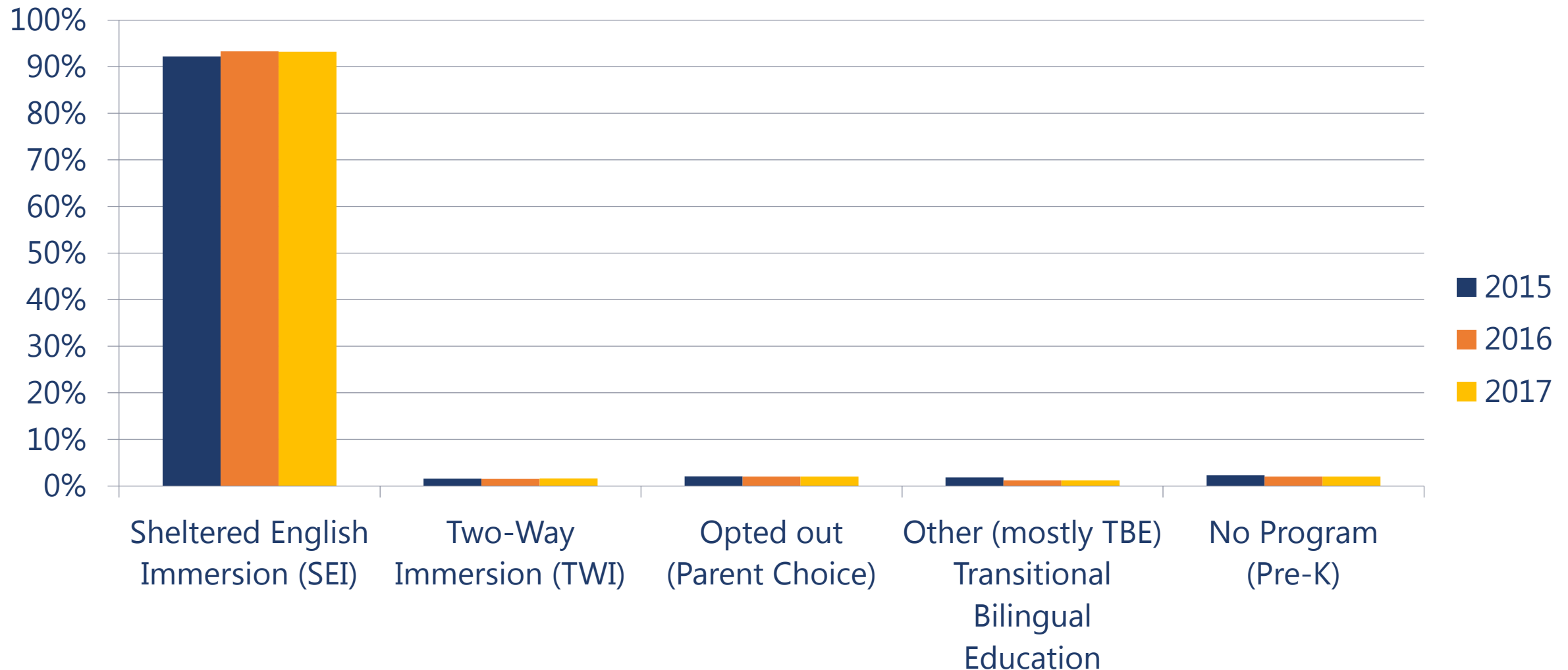# ELs in MA Speak Over 120 Languages; the Majority of ELs Speak Spanish

2017

Bar chart with legend "2017":
- Spanish: 54.6
- Portuguese: 9.1
- Cape Verdean: 4
- Haitian Creole: 3.9
- Arabic: 3.4

ELs by Language Acquisition Program Enrollment

An Act Relative to Language Opportunities for Our Kids (LOOK) Overview

Key Implications of LOOK

- Provides districts flexibility in choosing language acquisition programs that best fit the needs of their EL population.

- Department to develop and conduct comprehensive reviews of all potential new language acquisition programs.

- Requires establishment of licensure endorsements for language acquisition program types that qualify under the statute.

- Requires districts to establish EL parent advisory councils if they have a large number of ELs.

Other Key Implications of LOOK

- Directs the Board to establish the State Seal of Biliteracy.
- Districts may award the seal to students who meet the state criteria in attaining a high level of proficiency in English and at least one other language.
- Requires the Department to establish English proficiency benchmarks, guidelines and EL student success templates.
- Expands EL related reporting requirements for districts to the Department.

Key Implementation Timelines for Districts

- Alternative programming submissions due no later than January 1, 2019 for SY 19-20.

- Districts with significant numbers of ELs to establish EL Parent Advisory Councils for SY 18-19.

- Department to provide a list of endorsed educators to each district by June 1, 2018. Before the beginning of each school year, districts must verify that each educator is properly endorsed.

Key Implementation Timelines for Districts

- Department to establish benchmarks, guidelines, and EL success templates by September 1, 2018. Districts to adopt procedures relating to them no later than 6 months from their establishment (March 1, 2019).

- EL related reporting requirements for districts to the Department beginning in SY 18-19.

- State Seal of Biliteracy available for SY 18-19 after criteria are established.

SEI Endorsement Updates

Current SEI Endorsement Requirements

- In **June 2012**, the Board adopted regulations that require core academic teachers who provide sheltered English instruction to ELs, and administrators who supervise or evaluate them to obtain the Sheltered English Immersion (SEI) Endorsement.

- The regulations were designed to strengthen instruction and better support the academic achievement of ELs.

- Since 2012, almost **60,000** educators have obtained the SEI Endorsement. Of those, over 40,000 educators earned the SEI Endorsement by successfully completing Department sponsored courses.

Potential SEI Endorsement for Vocational Technical Educators

- Commissioner assembled the Vocational Technical Study Committee on Instruction of ELs.

- Committee agreed SEI Endorsement courses would improve instruction of ELs in vocational technical programs.

- Department currently piloting SEI Endorsement courses with vocational technical educators at Greater Lawrence Regional Technical School and Worcester Technical High School.

- Anticipate proposing expansion of SEI Endorsement requirement to include vocational technical teachers providing sheltered English instruction to ELs.

Questions?

THANK YOU

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Additional slides (Not part of the presentation)

EL Participation and Requirements for MCAS for ELs

- All students must take MCAS (or MCAS-Alt) scheduled for their grade, with one exception: MCAS ELA testing for first-year ELs is optional.

- Approved Bilingual word-to-word dictionaries allowed for ELs.

- Additional accommodations also allowed for grades 3-8.

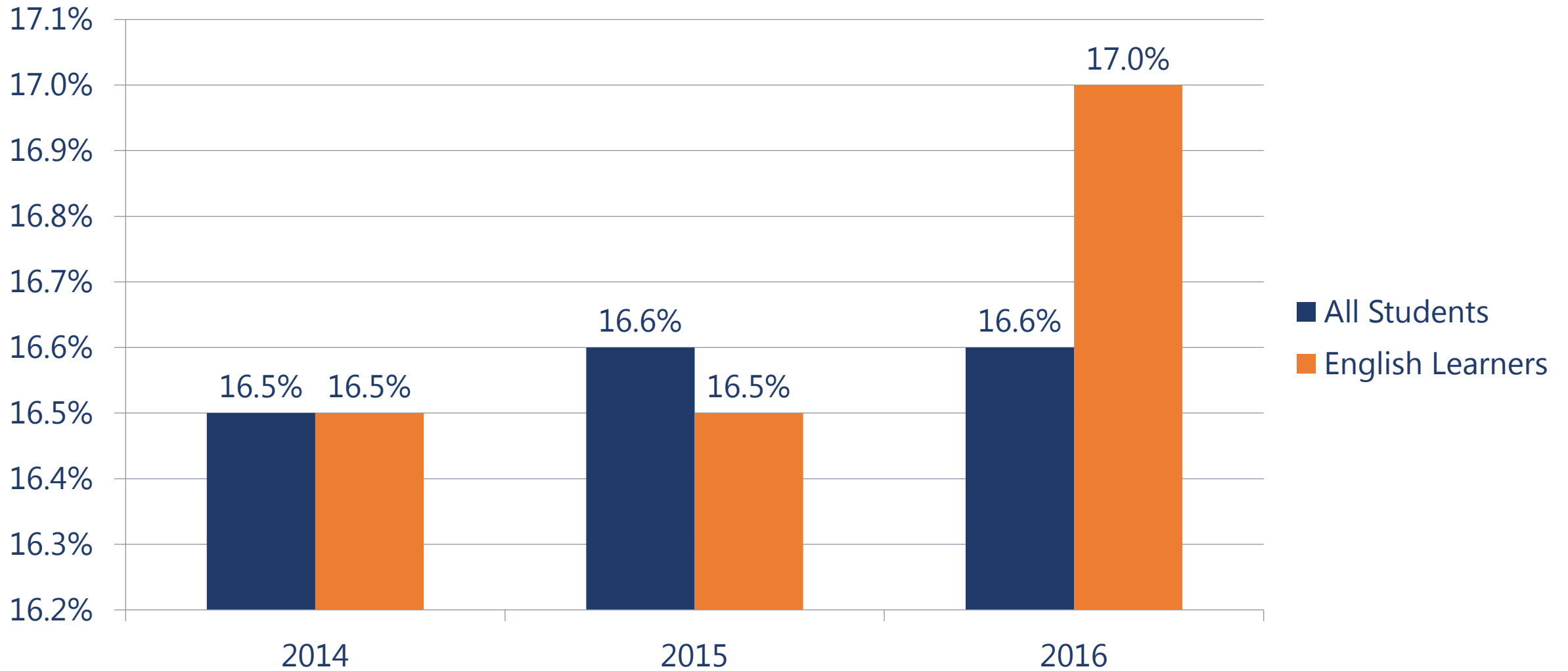- See online [ACCESSIBILITY AND ACCOMMODATIONS MANUAL](#)

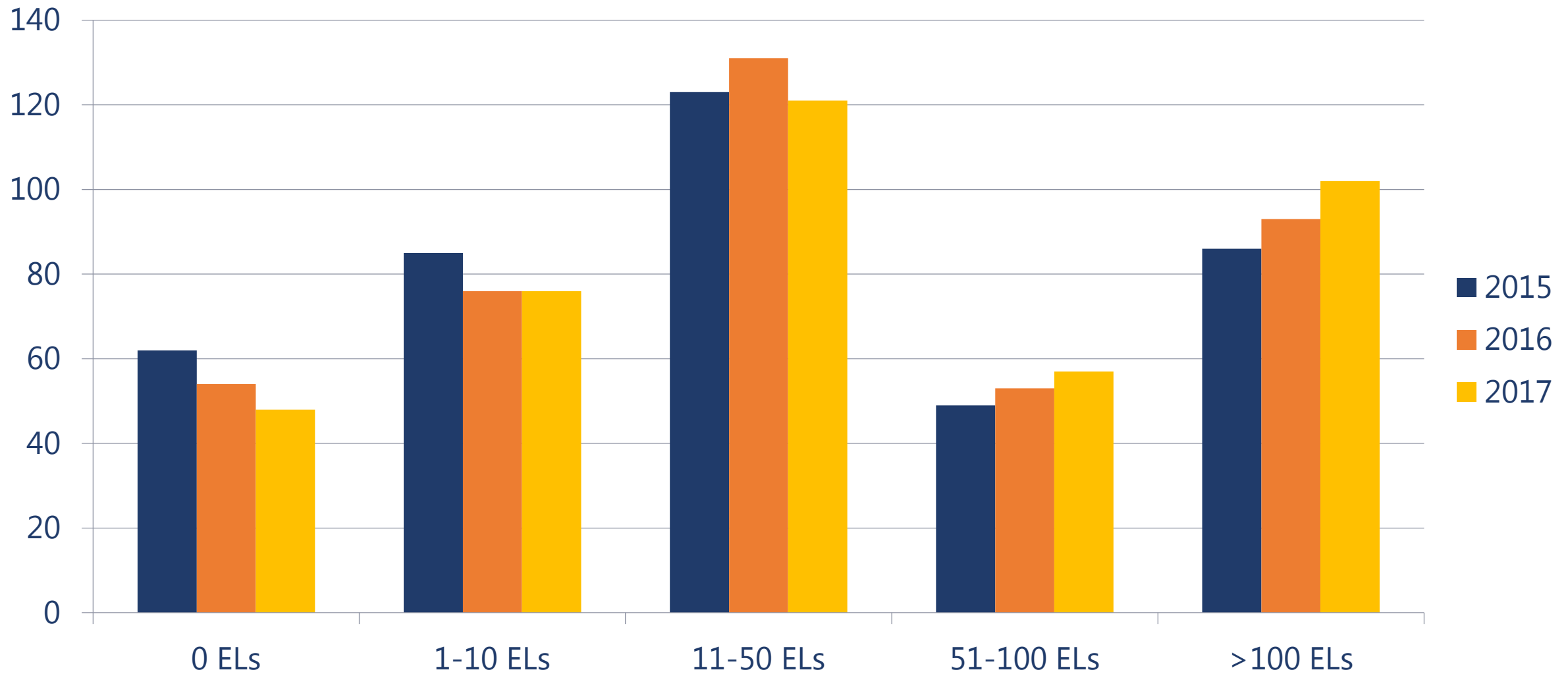# EL Participation and Requirements for ACCESS for ELs

- All ELs must take ACCESS for ELs tests (or Alternate ACCESS for ELs) annually to determine English language proficiency and progress learning English.

- Testing occurs in January and February each year.

- ELs are assessed in four domains of reading, writing, listening, and speaking.

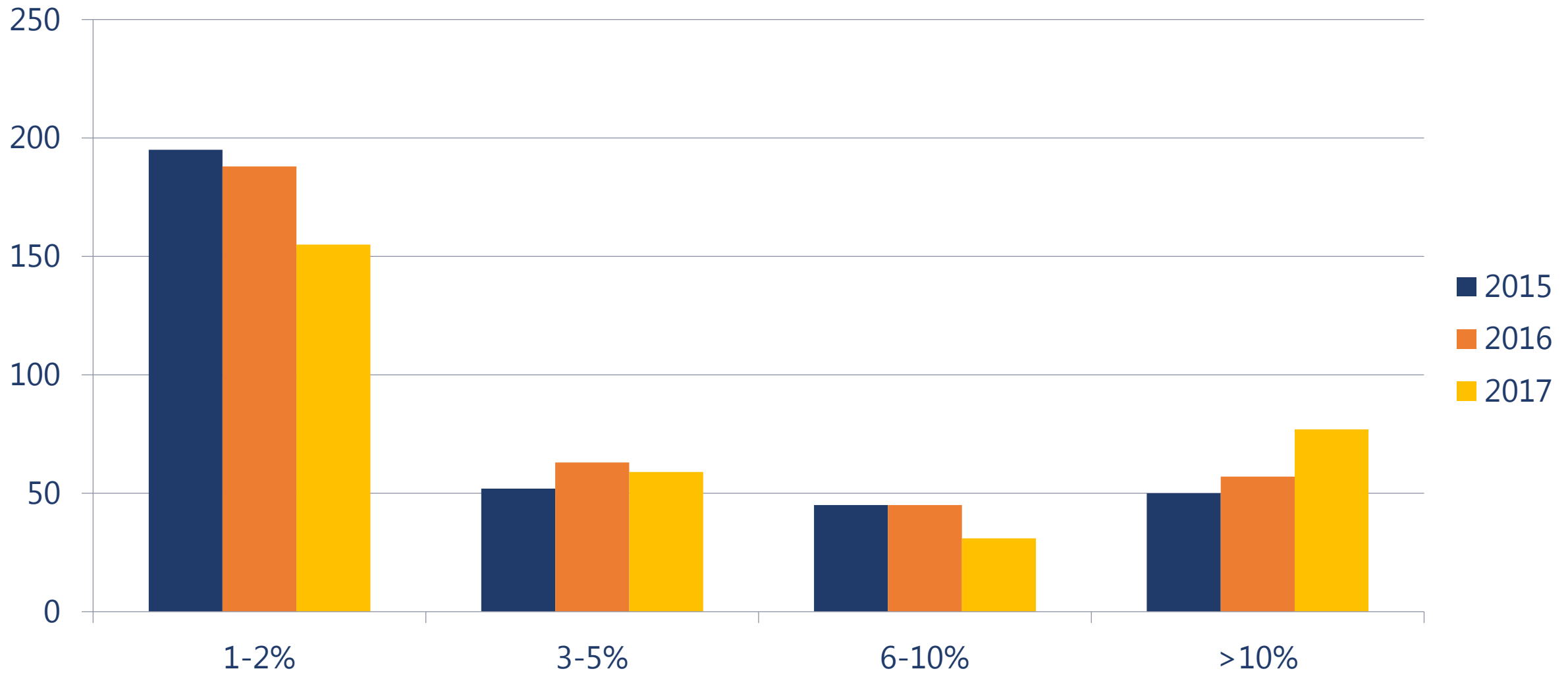- See online [ACCESSIBILITY AND ACCOMMODATIONS MANUAL](#)

Individualized Education Plan (IEP) Rates for ELs

Legend:
- ■ All Students (dark blue)
- ■ English Learners (orange)

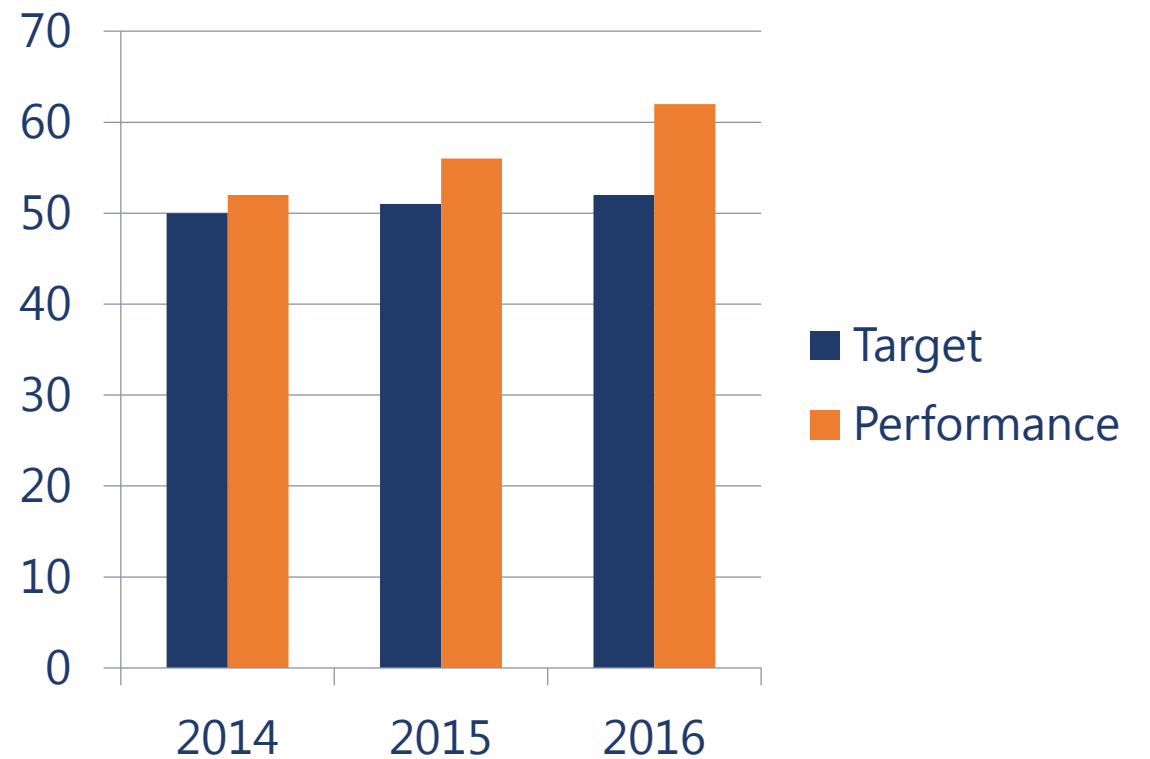| Year	All Students	English Learners
2014	16.5%	16.5%
2015	16.6%	16.5%
2016	16.6%	17.0%

Number of ELs Reported by District

Percent of District EL Population Profile 2015-2017

Statewide ELD Progress Results

AMAO 1: Progress in Learning the English Language

- Percentage of ELs in grades K-12 who met their target student growth percentile on ACCESS
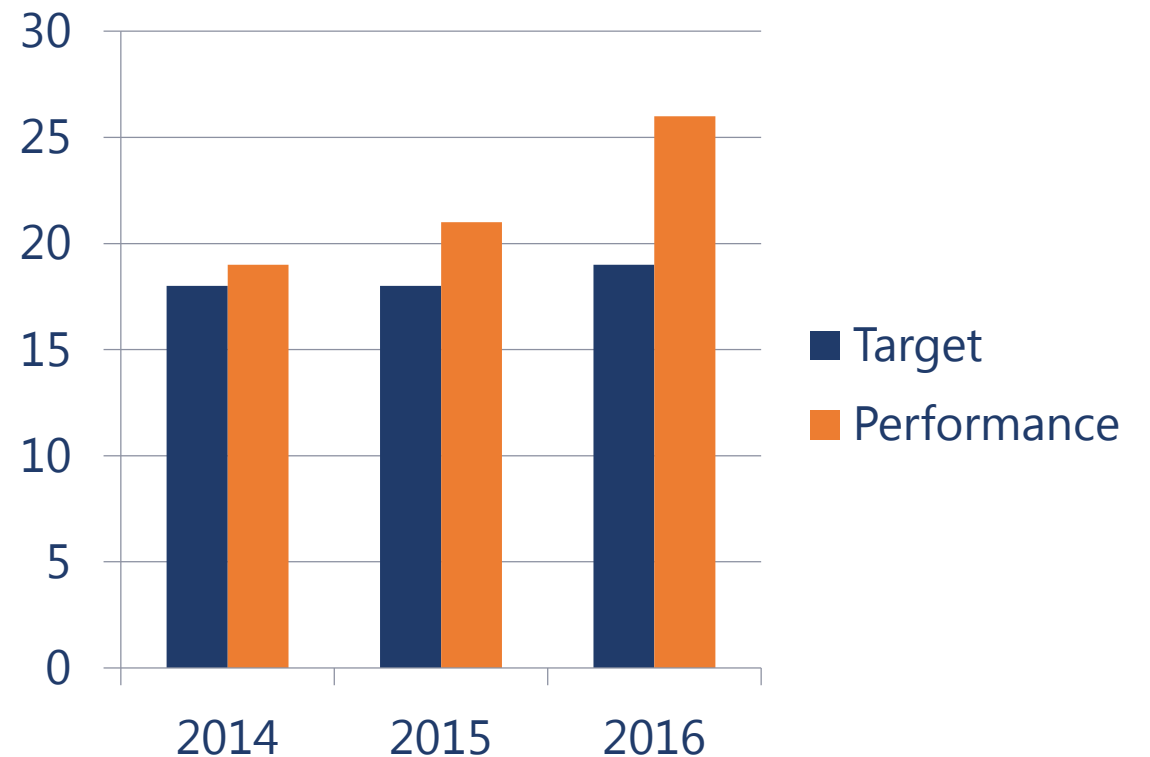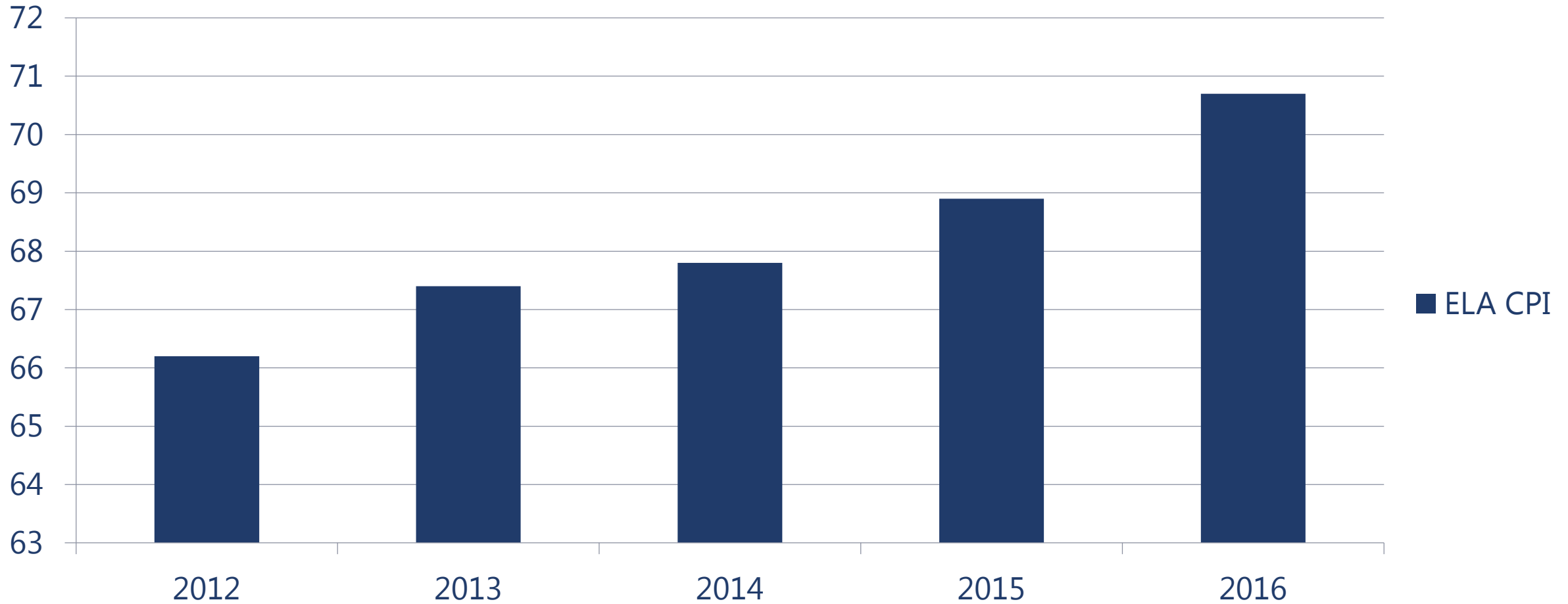
Statewide ELD Progress Results

AMAO 2: Attainment of English Language Proficiency

- Percentage of ELs in grades K-12 who achieved a composite level of 5.0 or above on spring ACCESS for ELLs
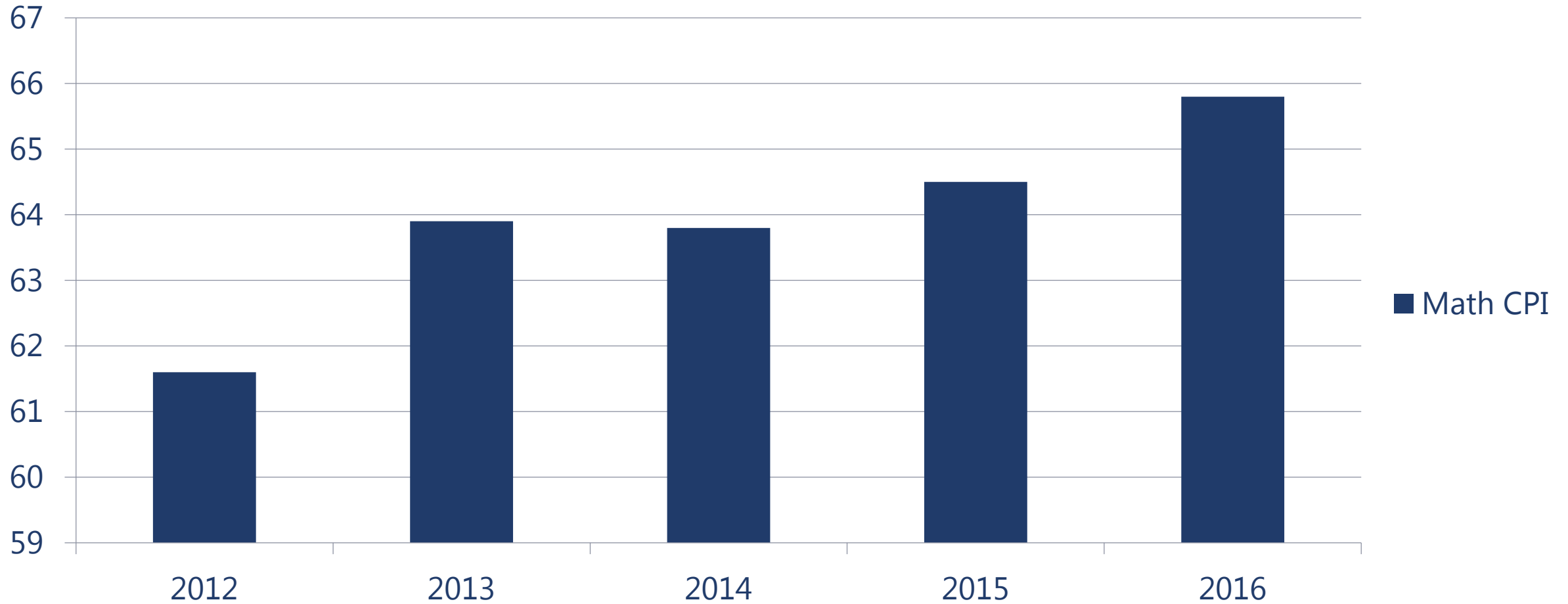
Performance Trends: ELA ELs

2012-2016 ELA CPI, EL (School)

Legend: ■ ELA CPI

Performance Trends: Math ELs

2012-2016 Math CPI, EL (School)

Legend: ■ Math CPI

4 Year Graduation Rates for ELs

Dropout rates for ELs

Chart — Dropout rates for ELs (All Students vs ELs):
- 2014: All Students 2, ELs 6.2
- 2015: All Students 1.9, ELs 5.7
- 2016: All Students 1.9, ELs 6.6
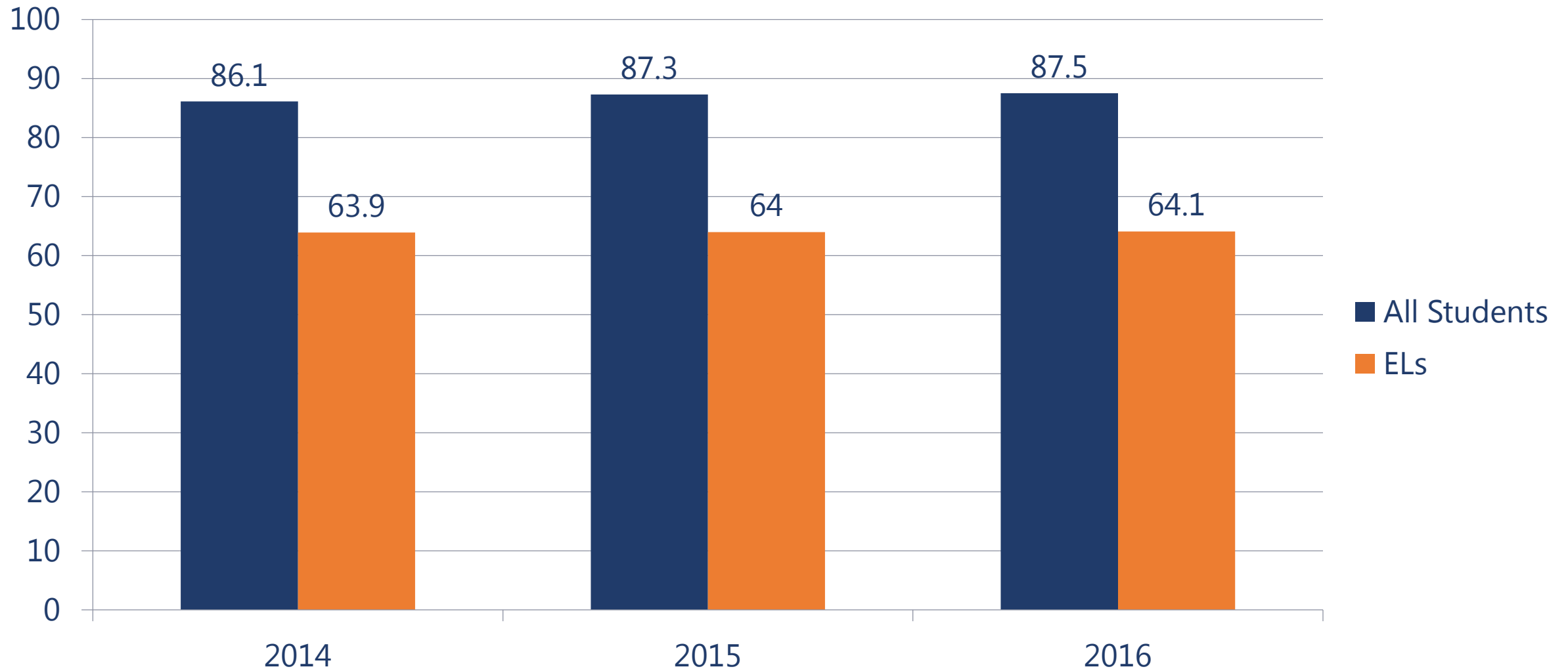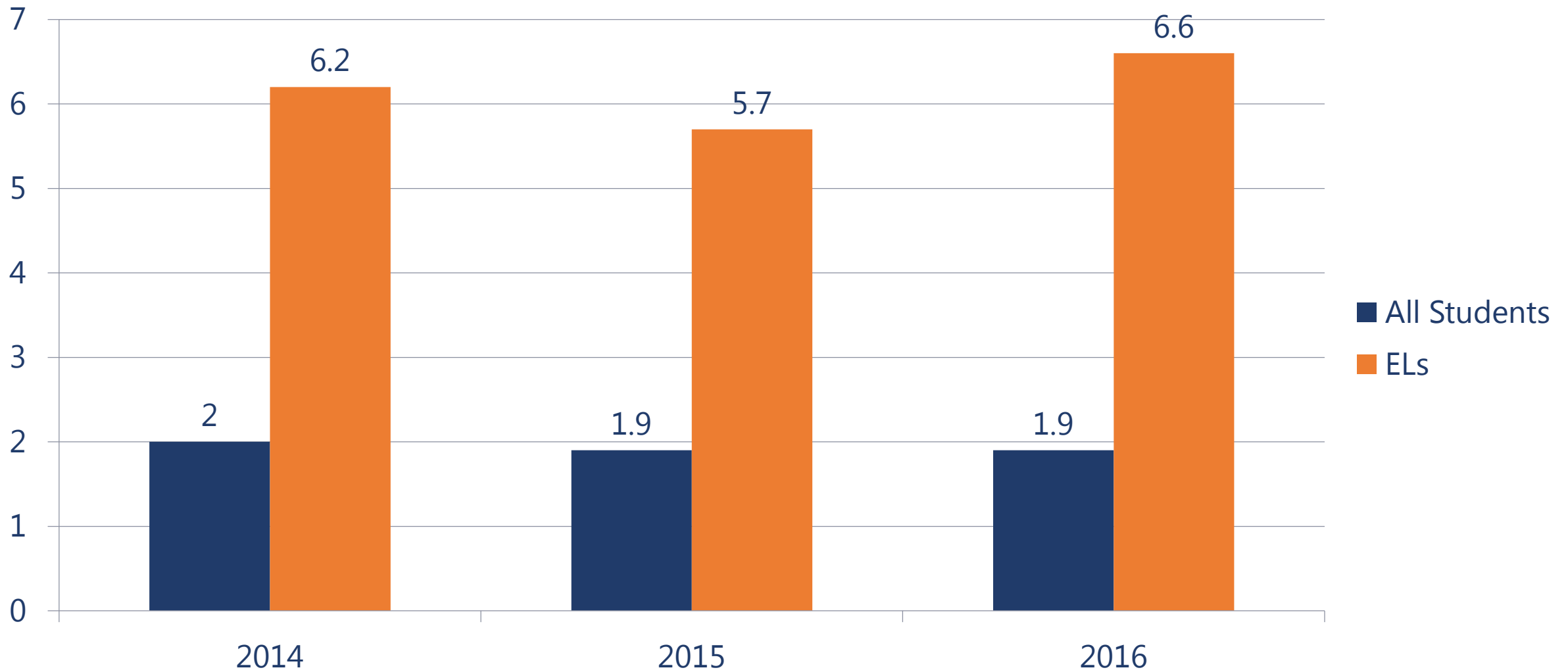
WIDA English Language Proficiency Levels
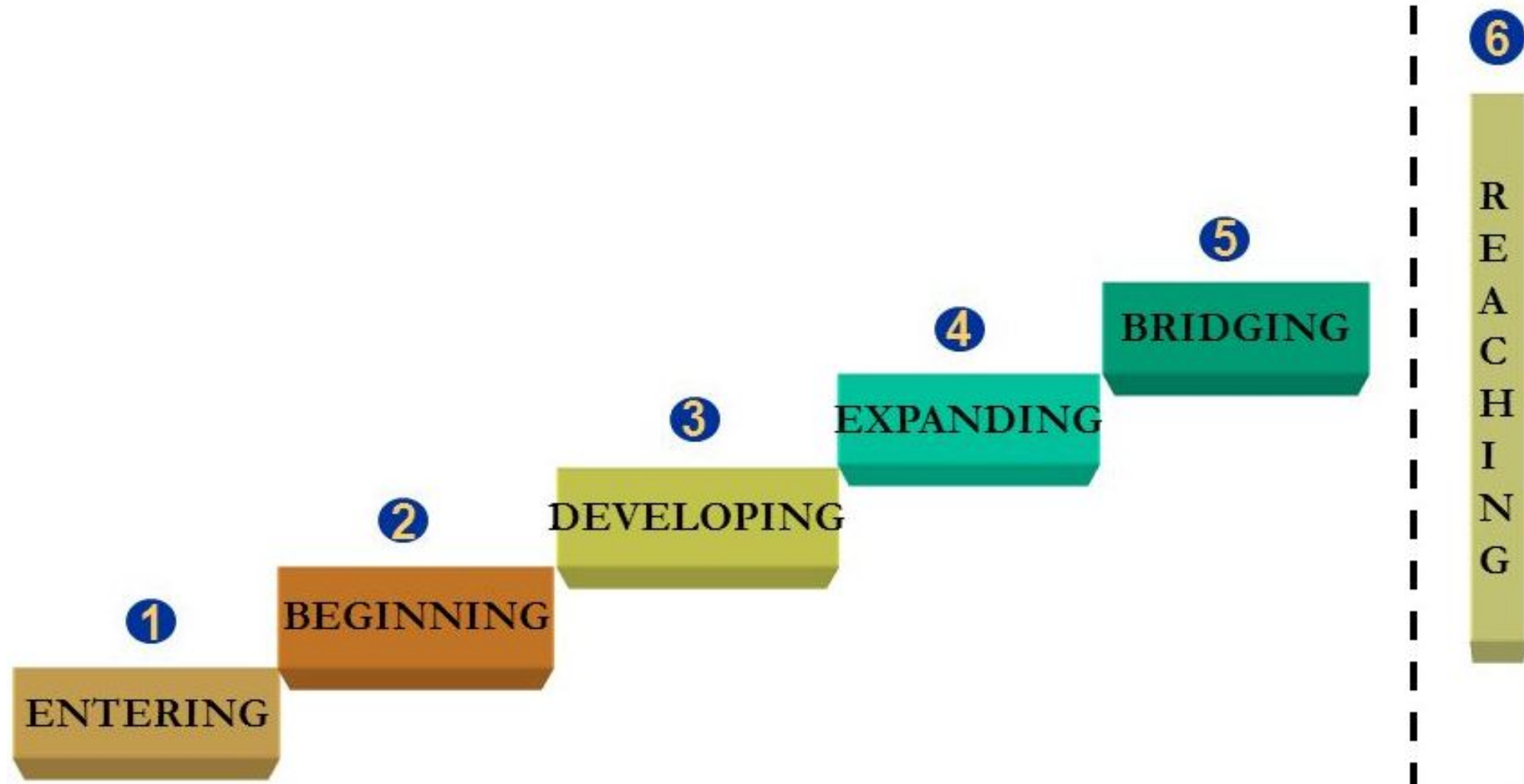
WIDA Performance Definitions for the Levels of English Language Proficiency in Grades K-12 will process, understand, produce or use:

Proficiency Levels	At the given level of proficiency, students will:
6	•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	•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	•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	•General and some specific language of 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	•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	•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

What's WIDA?

World-class Instructional Design & Assessment

- A multi-state consortia

- A **comprehensive system** grounded in second language acquisition research and best practices:
  - WIDA ELD Standards
  - ACCESS for ELLs Assessment

- An **approach** to teaching and learning for ELLs that focuses on developing academic language proficiency across content areas

- A **vision** for collaboration between ESL and content area teachers on behalf of ELLs

What's WIDA?

- WIDA ELD Standards are **NOT**
  - A scope and sequence for language development (like the ELPBO)

  - Standards as we know normally define them
    - Traditional definition: comprehensive list of knowledge, skills, concepts students need to learn
    - WIDA definition: areas where ELs engage with language in order to learn

  - WIDA provides **examples, tools & resources** for teaching language and differentiating content area instruction

Sheltered English Immersion as defined in M.G.L. c.71A, § 2

- "Sheltered English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.

2-way immersion (TWI) as defined in M.G.L. c. 71A, § 2

- "Dual language education" or "2-way immersion", a program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background; provided, however, that students shall develop and maintain their first language while adding a second language and shall receive the same core curriculum as all students in the state; provided further, that the instruction for such students shall be provided in 2 languages throughout the program; and provided further, that "2-way immersion" programs may begin in the early grades, including pre-kindergarten and kindergarten, and may continue through the secondary level.

Transitional bilingual education (TBE) as defined in M.G.L. c.71A, § 2

- "Transitional bilingual education", a program designed to allow English learners to achieve long-term academic success through English-medium instruction in general education classrooms; provided, however, that the native language of the English learner is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases; and provided further, that "transitional bilingual education" may be initiated at any level, including middle and high school, but shall not be intended as a method of instruction for a student's entire academic career.

Other as defined in M.G.L. c. 71A, § 2

- Alternative instructional programs shall include, ***but shall not be limited*** to transitional bilingual education and dual language education. Programs shall be research-based and include subject matter content and an English language acquisition component. Programs shall be based on best practices in the field and the linguistic and educational needs and the demographic characteristics of English learners in the school district. A school district may join with other school districts to provide an English learner program pursuant to this chapter.