

MEMORANDUM

TO: Arlington School Board
FROM: ESOL/HILT Citizens Advisory Committee
DATE: February 8, 2016
SUBJECT: Non-Recommendation Year Report

The activities of the committee for this year included:

- Discussing the status of last year's recommendations;
- Discussing success of ESOL/HILT students and future recommendations that will enhance and support their success, such as:
 - Credit bearing core courses starting at beginner/intermediate English Language levels;
 - Ensuring that discussion regarding result-based best practices for monitoring Level 5 and Level 6 students are discussed regularly among all principals in the county;
 - Cross-endorsing ESOL/HILT teachers and General Education teachers, which will help content teachers teach ELLs in inclusion based classrooms and will allow ELL teachers to teach content at beginner level English Language classes.
 - Discussing what other college options are available for ESOL/HILT students besides NOVA and how the information can be added to and provided by the various college information resources in APS, as well as the dissemination of materials and outreach to the community regarding options.

This section highlights a few areas to illustrate the ongoing need to increase achievement for ELLs and to show some promising signs of improvement.

ELLs participate in AP courses at significantly lower rates but participation rates for Former ELLs look promising. The ESOL/HILT Office has undertaken a methodical and proactive approach to analyzing ELL performance data by level of proficiency to identify for schools, ELLs that would likely succeed in AP courses. Table 1 shows figures for the 2014-15 school year of Former LEP students' participation in AP courses. These figures correspond with the total enrollment rates for Former ELLs at the high school level (15%). The committee looks forward to examining actual figures that show improvements related to the proactive efforts from the ESOL/HILT staff and hope that schools adopt these practices as common practice.

Table 1. ELL Access to Advanced Courses

Subject	ELP 1-6%	Formerly LEP%	Non ELL%	Total
Arts	2%	10%	89%	168
Business	15%	21%	64%	137
Computer Science	8%	15%	77%	39
English	3%	15%	82%	1256
Family and Consumer Sciences	28%	39%	33%	18
Health and Physical Education	0%	11%	89%	9
Math	3%	14%	82%	818
Science	2%	14%	83%	1316
Social Studies	4%	13%	82%	2909
TE/TI	14%	31%	55%	161
World Languages	13%	23%	65%	579
APS Advanced Course Enrollment	5%	15%	80%	7410
Total Enrollment at High Schools Offering AP Courses	18%	15%	66%	5500

Source: Report for Advanced Courses for LEP Students

ELLs in APS surpassed the state EOC pass rates. For the 2014-15 school year, ELLs in APS outperformed their state counterparts in the End of Course Reading and Writing SOLs. Scores shown in Table 2 are significant because they show that ELLs are passing these EOC SOLs. The committee and staff concur that it would be important to understand what contributed to this favorable outcome in order to ensure continued success.

Table 2. LEP Achievement in End of Course SOLs						
EOC Reading SOL						
Status	Year					
	2012-13		2013-14		2014-15	
	VA LEP Pass Rate	APS LEP Pass Rate	VA LEP Pass Rate	APS LEP Pass Rate	VA LEP Pass Rate	APS LEP Pass Rate
LEP	65%	67%	70%	66%	70%	74%
EOC Writing SOL						
Status	Year					
	2012-13		2013-14		2014-15	
	VA LEP Pass Rate	APS LEP Pass Rate	VA LEP Pass Rate	APS LEP Pass Rate	VA LEP Pass Rate	APS LEP Pass Rate
LEP	69%	82%	64%	68%	60%	68%

UPDATE ON RECOMMENDATIONS FROM 2014-2015

This section provides an update for each of the CAC recommendations submitted for 2014-15. Please note that we have summarized our recommendations below. If you would like to read the full text of the recommendations you can access our complete report at <http://www.apsva.us/Page/1275> under the section entitled “2014-2015 Committee Reports.”

Past Recommendation #1:

Charge School Administrative Team with monitoring progress and determining instructional supports for ELLs at Level 5 and require schools to include in their School Management Plan the specific measures and supports that will be provided to ELLs at Level 5, until such students exit the LEP status.

ELLs who are at Level 5 do not receive direct services but instead are closely monitored by ESOL/HILT staff at the school level and receive instructional support as needed. However, each school determines in its own discretion whether and how support is provided to Level 5 ELLs. As a result, instructional support is inconsistent across the schools. The Committee is concerned that the broad discretion provided to schools and its consequential inconsistency, may fail to meet the full legal obligation of providing support for Level 5 ELLs to ensure they have equal access to the curriculum. ELLs at Level 5 are at the higher end of the continuum of acquiring English, but have not yet met the requirement to be deemed proficient. Typically, such students may sound proficient, having reached close to proficient levels in speaking and listening, but their reading and writing skills show developmental gaps typical of acquiring a new language. This recommendation would ensure support for Level 5 ELLs at all schools and a method for measuring success and forward movement of Level 5 ELLs. Supports for such students would most often take place in general education classes and could include: careful master scheduling to create strategic student groups to maximize instructional support; strategic teacher assignments to match ELLs with staff who have the required knowledge, certification and positive disposition to support ELLs; providing class periods or after school sessions for academic support; specific focus on academic language development; and the like.

Status:

This recommendation has not officially been implemented. However, the implementation of the Arlington Tiered System of Support provides a model that allows for Collaborative Learning Teams at both the elementary and secondary levels to review the progress of English language learners and to address their individual learning needs through a continuous assessment and teaching cycle. As staff members become more versed in the functions of the Collaborative Learning Team, the progress of English language learners has become a focus at team meetings. The ESOL/HILT department also meets with the principal groups at the beginning of the school year to review the progress of level 5 and 6 students and then follow-up with quarterly reports on the schools respective students. English language learners, including those at Level 5, who are struggling in

specific academic areas, receive targeted instruction and/or interventions as needed. Both elementary and secondary schools are working to institute blocks of time to be built into the master schedules that will allow for this targeted instruction.

2011 – 2017 Strategic Plan Alignment:

This recommendation directly aligns with:

Goal 2: Eliminate Achievement Gaps

Goal 5: Meet the Needs of the Whole Child.

Budgetary Implications:

There are no budget implications because existing funds would be used to support the recommendation.

2014-2015 ACI Vote:

Yes: 19

No: 0

Abstained: 0

Past Recommendation #2:

Create a planning factor that would provide 0.20 HILT Resource Counselors per 50 LEP students to adequately meet the growing needs of these students.

There is currently no existing planning factor for adequately providing HILT Resource Counselors to Arlington Public Schools. APS currently has 3.10 HILT Resource Counselor positions to service eight APS middle and high schools.

HILT/HILTEX COUNSELORS 2014-15

DATA AS OF OCTOBER 14, 2014

Position Title	Location	3.10 Positions	Number of LEP Students Levels 1-5
HILT/HILTEX Counselors	Wakefield	0.80	353
	Gunston	0.40	159
	Jefferson	0.20	161
	Washington-Lee	0.60	279

	Kenmore	0.40	196
	Swanson	0.20	81
	Williamsburg/Yorktown	0.40	55/113
	Arlington Mill	0.10	209 (AM)/102 (PM)
	TOTAL	3.10	1708

Source: APS ESOL/HILT Office

This allotment of ESOL/HILT counselors for our secondary program does not adequately meet the growing needs of the ESOL/HILT students. A brief summary of the job description for the HILT Resource Counselor, provided to us by the APS Department of Instruction ESOL/HILT Programs and Services, follows:

This professional will provide direct services to English Language Learners and their families in the assigned school(s). These services will include: individual, group workshops, and counseling and crisis intervention for HILT/HILT Extension students referred by teachers, administrators, guidance counselors, nurses, school staff, parents and/or self.

The HILT Resource Counselor provides a support system outside of the classroom for ESOL/HILT students that ensures and supports academic success. Most students from the general population have a support system at home and English is their native language. This majority also has an understanding of US culture and customs. These language and cultural advantages, which are often taken for granted, provide this majority with full access to the educational support and resources that APS offers its students. However, the ESOL/HILT students and their families are learning our customs, our language and our education system. They do not always understand how our educational system works, the cultural behavior between students and teachers, or the expectation that they will advocate for themselves and actively seek out resources from APS. The HILT Resource Counselor is the means through which they can obtain access to the educational support, resources, and guidance that APS provides all of its students.

Status:

This recommendation has not been implemented. However, in the fall of 2015, a proposal was submitted for FY 2017 to provide a planning factor for a .20 HILT Resource Counselor per 50 Limited English Proficient students.

2011 – 2017 Strategic Plan Alignment:

This recommendation is directly aligned with:

Goal 3: Recruit, Retain, and Develop High Quality Staff

Goal 5: Meet the Needs of the Whole Child

In addition, this recommendation is also in alignment with the recently updated APS Family and Community Engagement Policy.

Budgetary Implications:

Budget implications for this recommendation total \$333,480. This would cover the total costs of salary and benefits for 3.7 additional HILT Resource Counselors based on a planning factor of 0.20 counselors per 50 LEP students.

2014-2015 ACI Vote:

Yes: 20

No: 0

Abstained: 0

Past Recommendation #3:

Require all educational departments and offices to develop a comprehensive pathway document in coordination with the ESOL/HILT office that lays out strategic course sequencing and credit accumulation opportunities that an ESOL/HILT student must take to encourage both on-time and long-term graduation.

APS currently has an Academic Planning Map; however, it does not include the academic planning path for ESOL/HILT students. Most ELLs in APS receive instructional services in block model to support their English language development, in which ELLs spend most of their day in general education classes (taught in English) but also receive ESOL/HILT services in block during part of the day. Because of this needed support, this model can at times limit the amount of credits an ELL can obtain during a school year and the traditional pathway to graduation does not provide ELLs all of their options nor a clear path for them to graduate (considering that they may spend a significant portion of their high school years in ESOL/HILT services). If we have a visual chart that provides the various pathways an ELL or LEP student can take to graduate on time, it will not only allow for realistic academic planning, it will reduce the drop-out rate as well as encourage and motivate an ELL student to continue to move forward.

Furthermore, the September 24, 2014 APS News Release shows that the 2014 LEP on-time graduation rates dropped from the 2013 LEP on-time graduation rates and Figure 6 noted on the bottom of this news release shows a downward trend for the number of

2014 ELL graduates earning advanced/IB diplomas. (In both 2011 and 2012, about 50 ELLs received advanced diplomas whereas in 2014 less than 20 received an advanced diploma - a 60% decrease). In comparison, the trend for Blacks and Students with Disabilities remained virtually the same, while White students and Economically Disadvantaged students saw increases in their numbers earning advanced diplomas.

Therefore, in an effort to provide clear pathways to take advanced level courses and to improve on-time and long-term graduation, with the opportunity to obtain advanced/IB diplomas, the Committee is recommending that the various educational departments and offices create or revise, in coordination with the ESOL/HILT office, a document that lays out the various paths for the ESOL/HILT students. Because ELLs enter the secondary school system at various English Language Proficiency (ELP) levels, it is important that the departments coordinate this with the ESOL/HILT office to ensure a clear understanding of the likely pathways these students may be required to take, since the ELP entry level determines how many graduation credits a student is taking at any given time.

Recently, the Math office worked with the ESOLHILT office and revised a chart that includes the potential lay out for the math pathway for ESOL/HILT students. If each department and office could provide a similar document in coordination with the ESOL/HILT office, then the ESOL/HILT office could create a single document laying out the academic planning map for the ESOL/HILT student population. This map would provide not only ESOL/HILT students and families an easy to follow guide for graduation but it would also provide a valuable resource for teachers and counselors to use when advising and guiding ESOL/HILT students and their families in students' academic planning. (Once this set of pathways is completed, joint training by the counseling office and ESOL/HILT should be provided to ensure the effective use of this new set of pathways for ELLs). Having this academic planning map for our ESOL/HILT student population would not only encourage our ESOL/HILT students to pursue on-time and long-term graduation, it would also provide them with a visual that they can understand and feel confident that they can execute.

Status:

This recommendation is in the process of being implemented. The ESOL/HILT Office has worked in collaboration with the Department of Student Services and Special Education to develop documents, outlining the graduation pathways for English language learners. These documents will be placed on the A2E website. In addition, the ESOL/HILT Office will be working with high school principals, Directors of Counseling, Department of Instruction staff, and HILT/HILTEX teachers to design pathways that provide more credit-bearing courses for students at earlier levels of English language proficiency. A pilot program will be planned for possible implementation during the 2016-2017 school year.

While the ESOL/HILT Citizens Advisory Committee is thrilled to see the pathway documents that were developed, due to the complexity of the ESOL/HILT pathways, the

CAC would like the map of these pathways to provide more detail in addressing the path to graduation by displaying pathways by grade level and HILT level.

2011 – 2017 Strategic Plan Alignment:

This recommendation directly aligns with:

Goal 1: Ensure that Every Student is Challenged and Engaged

Goal 2: Eliminate Achievement Gaps

Budgetary Implications:

If current professional and curriculum development funding cannot be used, then an additional budget of up to \$2,400 would be needed.

2014-2015 ACI Vote:

Yes: 20

No: 0

Abstained: 0

ESOL/HILT Citizens Advisory Committee Members:

Lina Al-Hashimi

Cynthia Cocuesta-Cuttier, **Co-Chair**

Nai Davis

Rachel Esformes

Laura McGough

Zinah Raof, **Co-Chair**

Past Member and Current Guest:

Tannia Talento

Staff Liaison: Faith Tabatabai

ACI Liaison: TBD