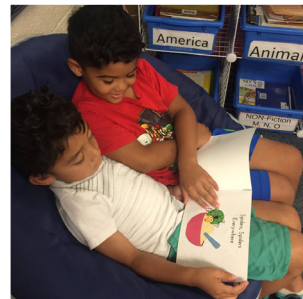


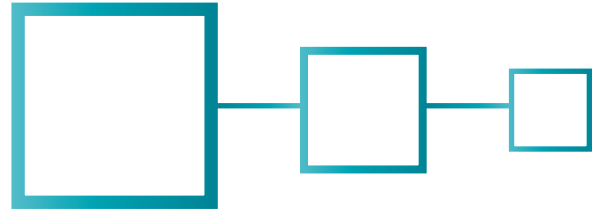
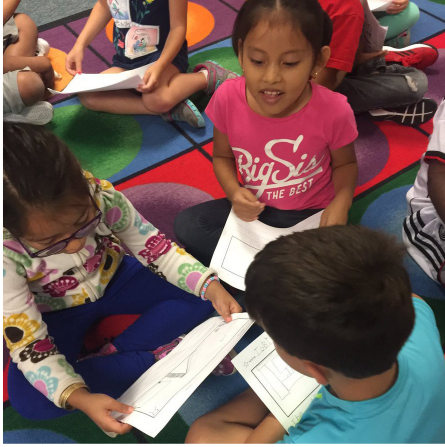
ESOL/HILT

BRIEFING REPORT

JANUARY 2018



Arlington
Public
Schools



ESOL/HILT OFFICE

The ESOL/HILT Office oversees the English language services provided to students who are developing their English language proficiency. There are over 9,000 students in APS who come from a home with a language other than, or in addition to, English. Nearly 5,000 of those students qualify to receive ESOL/HILT services. The students are simultaneously acquiring the English language and learning their grade level content. This report provides an overview of the services being provided and the progress as well as monitoring of students in acquiring English language to graduate and pursue post-secondary and career opportunities.

MAJOR SERVICES PROVIDED

- Working with teachers, administrators, staff and families to provide needed English language support while students develop their English proficiency and build academic successes.
- Creating, revising, assessing, enhancing and implementing instructional programs for English learners at all elementary, middle, comprehensive and alternative high schools.
- Using data to make informed decisions on instructional programs.
- Providing specific professional learning opportunities to support schools and benefit English learners.
- Monitoring instructional programs via classroom visits, walkthroughs, data collection and data analysis.
- Remaining current in research findings to maintain a high level of expectation and success for English learners.
- Building positive working relationships with offices and departments in APS to collaborate and meet the needs of English learners and their families.

- Increasing family and community engagement in English learners' education through ongoing family outreach, interpretation and provision of relevant parent workshop sessions by Bilingual Family Resource Assistants.
- Facilitating the educational growth of English learners identified with a disability by providing direct service, co-teaching, coaching teachers, and monitoring progress through work of our HILT Resource Teachers.
- Teaching English learners to cope and manage feelings brought about by trauma, loss, acculturation, assimilation and family reunification through HILT Resource Counselor support.

BRIGHT SPOTS

Higher Level Thinking Skills Parent Class

In 2017-18 five schools will host parent workshops in Spanish entitled, Higher Level Thinking Skills for Your Children. The four week series provides modeling for parents in ways they can engage children at home in use of the higher level thinking skills of Bloom's Taxonomy (ie: analyzing, evaluating, creating).

Latino Youth Leadership Conference (Leadership and Career Exploration)

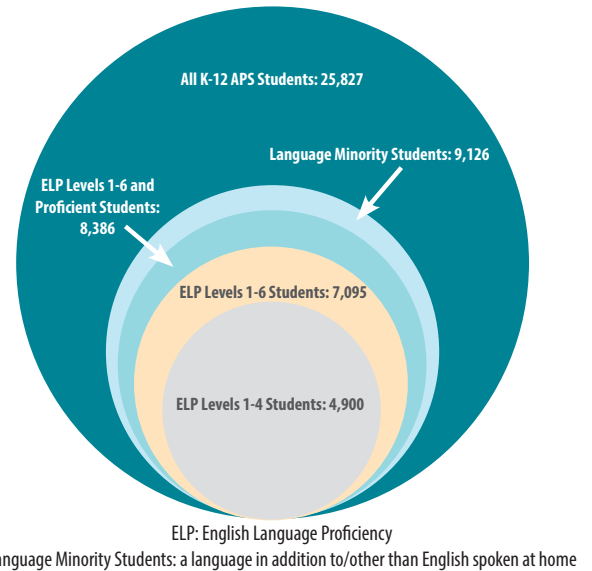
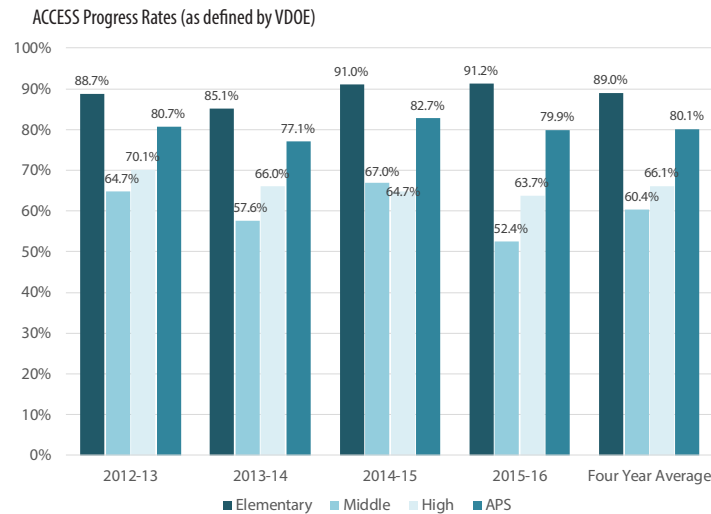
For 25 years, The Latino Youth Leadership Conference has been preparing and working with APS Latino youth through engagement of professional Hispanic community members as they model career and leadership goal-setting and development.

Certification through Mental Health First Aid USA

Bilingual Family Resource Assistants completed training through the nationally recognized Mental Health First Aid USA, receiving a three-year certification. In today's climate, the ability to respond to parent or student need while properly connecting them with appropriate assistance is timely and responsible.

DATA THAT PROVIDES INSIGHT

Arlington Public Schools Student Population as of October 16, 2017



Elementary HILT Resource Teachers

Through a joint effort with the office of Special Education, three elementary HILT Resource teachers have been positioned to assist several elementary schools with 1) improving the inclusion rate for students identified as English learners with disabilities and 2) working to reduce over-identification of English learners in Special Education. These foci were selected specifically in response to data analysis of trends over the past three year and the current year's data.

Parent Workshop Program Available Now to Mongolian Families

The Participa En Mi Educacion parent workshop program previously available in English and Spanish only, has now been translated into Mongolian and a large group of Mongolian parents participated at Hoffman-Boston E. S. Plans are in place to translate the program into Arabic this year.

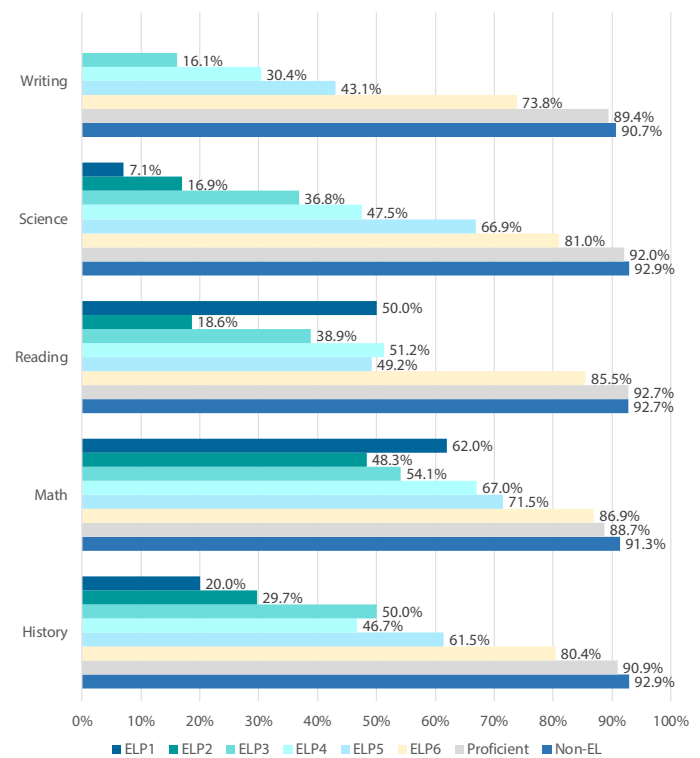
ONGOING WORK

The ESOL/HILT Office works closely with colleagues across the Department of Teaching and Learning, and other departments. Monthly meetings with English Language Arts (ELA), frequent meetings with the Office of Special Education, and ad hoc meetings with other disciplines such as Minority Achievement, Gifted Services, Mathematics, Social Studies and Science helps address the needs of English learners throughout APS. The various offices collaborate on professional learning, as well as best practices for English learners.

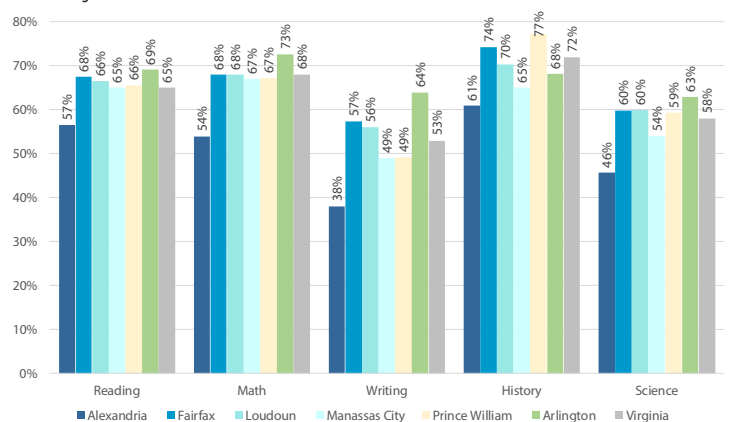
Work continues on the refinement of job descriptions for HILT Resource Teachers, Bilingual Family Resource Assistants and HILT Resource Counselors. The goal is to more clearly define the roles of each while allowing for necessary flexibility in school culture and practice.

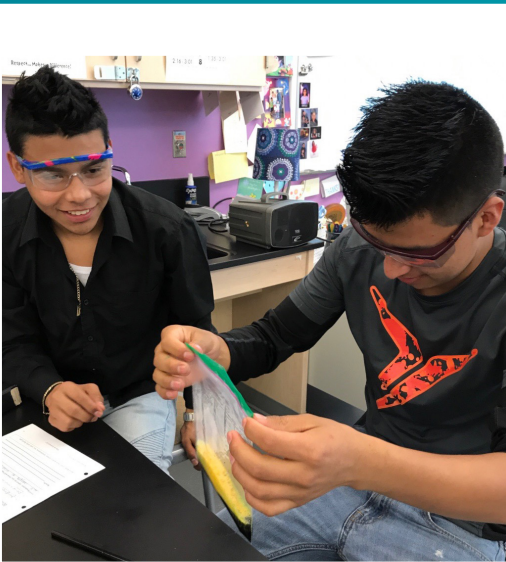
The ESOL/HILT Office continues to support schools,

SOL Pass Rates 2016-17



SOL Regional Pass Rates 2016-17





departments, and individual teachers through ongoing professional learning related to SIOP. Two elementary schools recently completed two years of lesson study facilitated by the Center for Applied Linguistics (CAL). At the secondary level, the Math, ELA, Social Studies, and Science Offices continue to train teachers in SIOP strategies. Kenmore Middle School began school-wide SIOP training this year through differentiated professional learning sessions and learning labs with specific content area teams. For all teachers, the county-wide SIOP training for elementary and secondary teachers and the George Mason University graduate course remain popular offerings.

In an effort to provide English learners an increased opportunity for on-time graduation, additional offerings for required high school credit bearing classes are available. English learners have an opportunity to earn content credit for Government, Principles of Physics and Economics and Personal Finance (EPF). Currently, these courses are co-taught with a content area teacher and an ESOL/HILT teacher to ensure content is accessible.

WHAT WE LEARNED

With a growing number of learners identified as students with limited or interrupted formal education (SLIFE), some of the comprehensive high schools indicated a need for a greater focus on early literacy development. A Literacy Team, comprised of ESOL/HILT classroom teachers, administrators, and teacher specialists was formed to develop a plan to proactively address students' literacy needs and provide professional learning for teachers to build capacity in identifying and supporting identified literacy gaps. Members of the Literacy Team have sought professional learning to strengthen understanding and learn best practices in supporting SLIFE. Additionally, members of the team have offered professional learning to other ESOL/HILT teachers

about available tools and next steps to provide early literacy development and ongoing support.

The success of our elementary English Learners depends on the effective collaboration between the educators who cater to our students' academic, social, and emotional needs. Within a collaborative co-teaching model that promotes inclusion, ESOL/HILT teachers can plan with general education teachers on how to make content accessible as well as establish a welcoming class community. Within this general education setting, English learners can receive targeted and differentiated instruction with greater personalized attention due to the reduced teacher-student ratio. Transition times are significantly reduced as the support or enrichment opportunities take place within the same learning space. Interactions with grade level peers and opportunities for increased practice of social and academic language grow in the general education setting.

MOVING FORWARD

In the summer of 2017, the Virginia Department of Education (VDOE) announced several changes for English learners.

- Based on the WIDA Consortium's recalibration of the WIDA English proficiency levels, VDOE has decided:
- The overall proficiency level of 4.4 and above is the new exit criteria
- Level 5 (Bridging) is no longer a proficiency designation
- The following changes affect Level 6 (Reaching) students:
- Students will remain at Reaching status for four years.
- Students are eligible for SOL EL accommodations in their first two years of Reaching status.

Streamlining efforts have just begun to bring elements of the Elementary Checklist and Suggested Adaptations: An Intervention Guide for Elementary Second Language Learners Experiencing Academic Difficulty into alignment with ATSS and K-5 ELA and Math protocols while incorporating the OELA's recently developed English Learner Tool Kit; this will result in a clear, consistent and effective intervention support system while building teachers' capacity for better understanding of the needs and development of English learners.

Based on recommendations from the Citizens' Advisory Committee, the ESOL/HILT Office has started a focused effort on examining how to support the teachers of the youngest English learners, those in pre-school Special Education, primary Montessori, and Virginia Preschool Initiative (VPI) classes. Support will be differentiated based on early childhood teachers' responses to a needs assessment survey and will likely include one-on-one/small group coaching, ESOL/HILT specialist attendance at team meetings, and group sessions focused on specific needs (e.g., strategies to support speaking instruction).

The ESOL/HILT Office will continue to collaborate with other offices, departments and the schools in order to lead and guide the instruction of English learners. ESOL/HILT will continue to look for new ways of helping English learners and their families reach their academic goals.