

ACEL Committee Executive Summary
January 28, 2020

Introduction

ACEL has cross-referenced parent comments and concerns, teacher input, the DOJ Settlement Agreement and the *2019 Collaborative Review of APS English Learner Programs* completed by WestEd. In doing so, we have identified several challenges in the instruction of ELs in APS, and recommendations to address them.

Recommendations, Rationale and Alignment

Recommendations	Rationale: Challenges Addressed	Alignment to Strategic Plan	Alignment to DOJ Agreement	Alignment to EL Program Evaluation
<p>#1: Empower EL families. Increase regular collaboration and PD opportunities for Bilingual Family Liaisons. Explore opportunities to support school-based FACE representatives.</p>	<p>Parents lack access to information, involvement in and understanding of programs and school life, and knowledge of post-secondary options, the college application process and scholarship opportunities.</p>	<p>Partnerships Student Success</p>	<p>Communications: #5-#9</p>	<p>Recommendation #3: Positive School Climate</p>
<p>#2: Strengthen teaching through Professional Development. Implement ongoing, sustained PD in EL teaching strategies and second language acquisition with clear benchmarks for all teachers. Add full-time EL early childhood specialist.</p>	<p>All teachers that teach ELs are not trained in EL teaching strategies and second language acquisition; instruction lacks rigor and an explicit focus on language. Co-teaching is not clearly defined, which contributes to co-teachers not being as effective as they could be in the classroom.</p>	<p>Engaged Workforce Student Success</p>	<p>Staffing and Professional Development: #16-#18</p>	<p>Recommendation #2: Professional Learning Opportunities Recommendation #4: Define and Operationalize</p>

Past Recommendations

1. Make student English Language Proficiency (ELP) levels and corresponding coursework and sequencing more clear and accessible to parents. We propose to include the ELP level of each student in ParentVUE. Also, we recommend that the acronym “HILT” be eliminated from course labeling in favor of using WIDA levels, which are the levels that the state of Virginia uses for ELP.
Status: The EL Office is working to complete a change in the names of levels and courses for the purpose of clarity. The process began in July 2019.
2. Add a full-time Early Childhood Specialist to the ESOL/HILT Office in the Department of Teaching and Learning. While there is currently a part-time employee in this position, there is a strong need for a full-time employee to coach and educate all early childhood teachers on effective and appropriate instructional strategies for Dual Language Learners (DLLs).
Status: This position was not allocated in the FY 2020 Budget.