

Collaborating Across Programs to Serve English Language Learners

**Virginia Department of Education
Office of Program Administration and Accountability**

Veronica Tate	 	Dr. Lynn Sodat	 	Carol Sylvester	 	Stacy Freeman
Director		Title I Coordinator		Title II Specialist		Title III Specialist

BACKGROUND

- Virginia's ELL Demographics
- Evolution of SEA Support

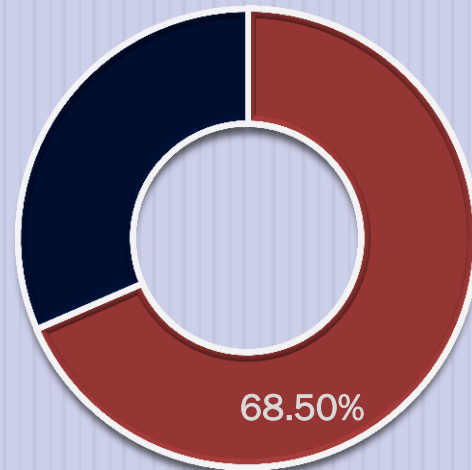
Demographics

English Language Learner (ELL) students represent **eight percent** (8%) of Virginia's statewide student enrollment.

**2014 Enrollment:
97,169 ELL students**

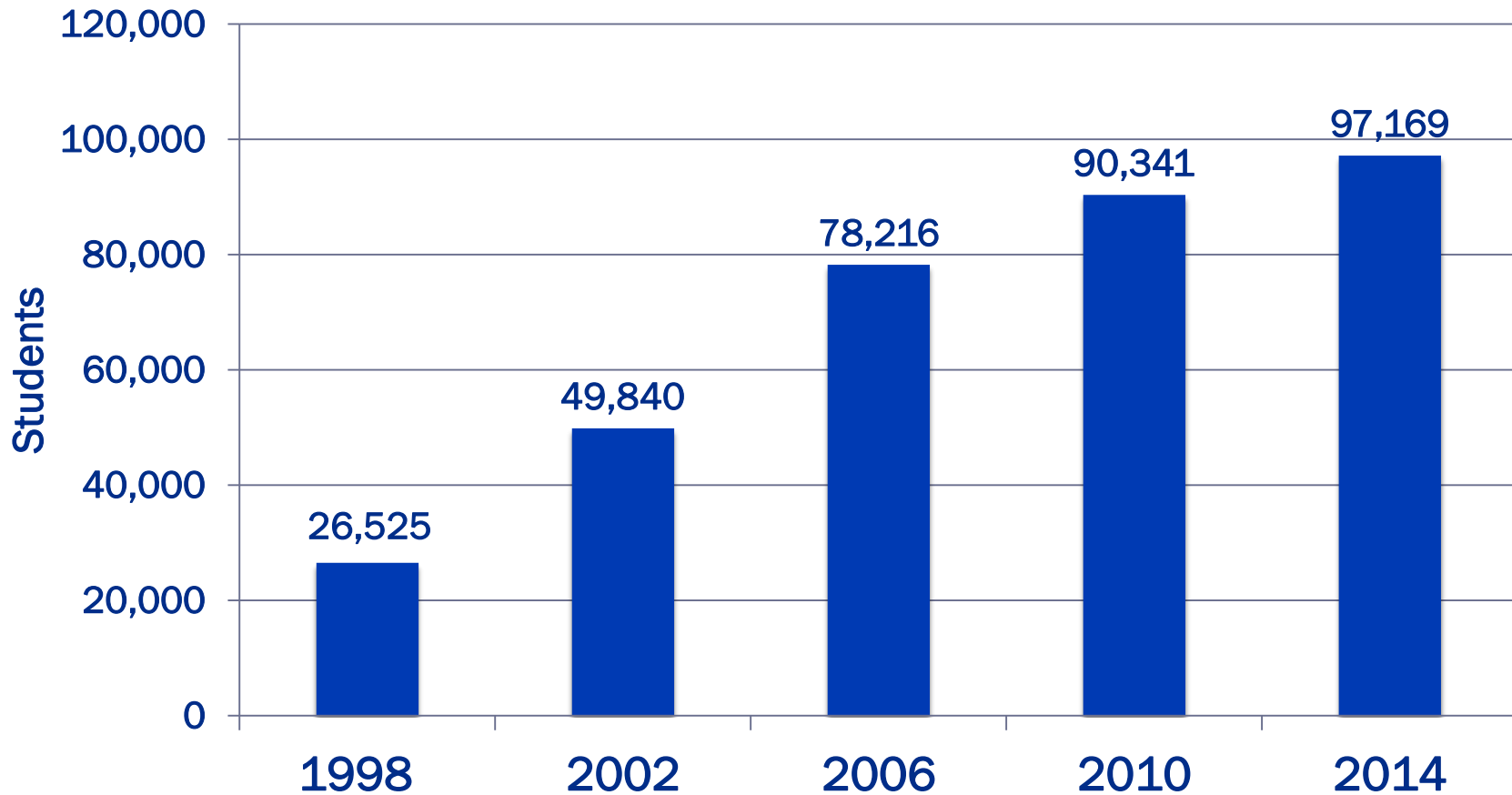
*ELL Enrollment Increased by 4,712
students in 2014*

223 ELL Home Languages



■ Spanish ■ Other

Virginia's ELL Growth



High ELL Enrollment: More than 1,000 ELLs

	Local Division	LEP Enrollment: as of September 2014
26% of total	Fairfax County	35,035
22% of total	Prince William County	13,960
	Loudoun County	6,519
27% of total	Arlington County	4,973
35% of total	Alexandria City	4,019
	Chesterfield County	3,192
	Henrico County	2,813
42% of total	Manassas City	2,442
41% of total	Harrisonburg City	1,807
	Richmond City	1,807
	Newport News City	1,804
	Stafford County	1,183
41% of total	Manassas Park City	1,082
	Roanoke City	1,048

14 of 132
School Divisions,
or 11%

Moderate ELL Enrollment: 500-999 ELLs

School Division	LEP Enrollment: 500 to 999 students as of September 2014
Spotsylvania County	965
Virginia Beach City	942
Albemarle County	924
Norfolk City	854
Winchester City	813
Chesapeake City	805
Accomack County	772
Rockingham County	702
Frederick County	561
Culpeper County	557
Fauquier County	525

18% of total

11 of 132
School Divisions,
or 8%

SEA Support Challenges

ABOUT TEN YEARS AGO...

**Someone ELSE is
responsible for
“that.”**

SEA Support Challenges

ABOUT TEN YEARS AGO...

- ELL population was about half the size
- One SEA specialist assigned to all ELL instruction, policy, and general support
- Developing expertise

SEA Support Challenges

ABOUT FIVE YEARS AGO...

**The federal programs office
is responsible for “that.”**

SEA Support Challenges

ABOUT FIVE YEARS AGO...

- ELL population had nearly doubled in size
- Three SEA specialists assigned to ELL support with differentiated duties
- Program and policy expertise had strengthened

SEA Support Improvement

NOW...

We are ALL responsible for supporting ELL programs.

SEA Support Challenges

NOW...

- ELL population has doubled in size
- Five SEA specialists assigned to ELL support :
 - Program and policy support
 - Professional development support
- Program and policy expertise is substantial

AND...

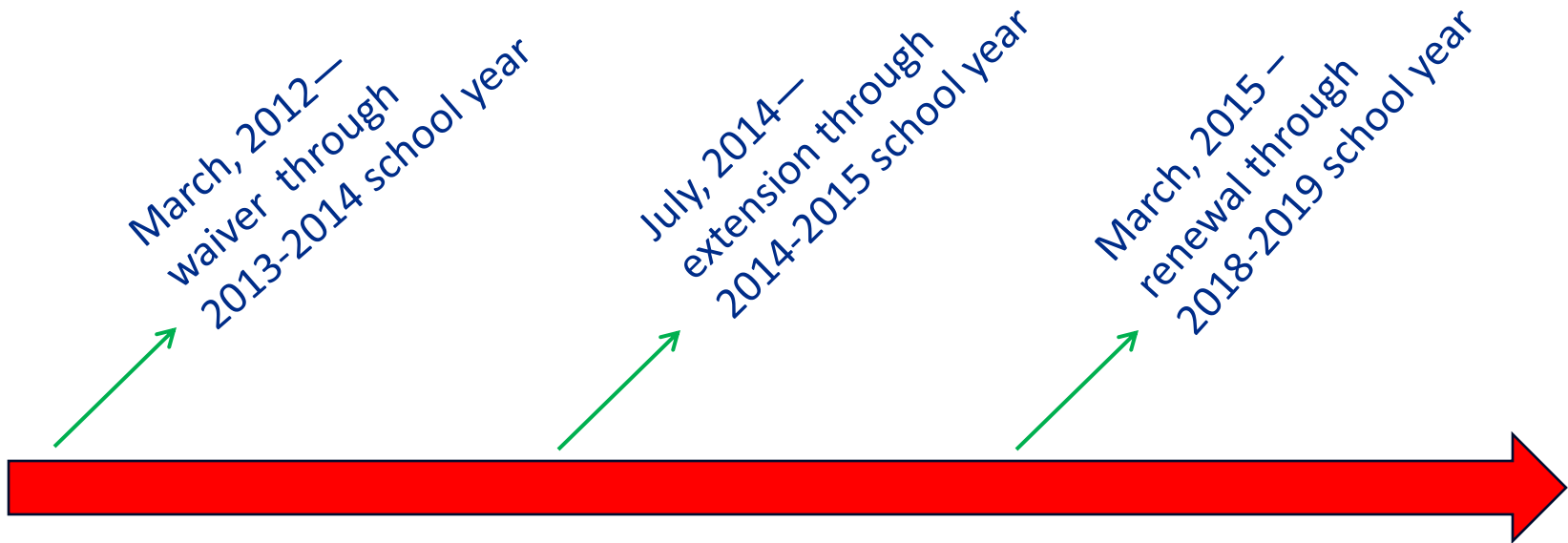
SEA Support Improvement

NOW...

- **ELL support is a cross-agency effort:**
 - Intra-agency teams for support to schools and divisions in improvement
 - Collaboration across offices for enhanced instructional support
 - Board of Education attention and focus
 - Governor's interest

SYSTEMIC CHANGE: ESEA FLEXIBILITY

Virginia's ESEA Flexibility Timeline



ESEA Flexibility Principles — Virginia's Focus on ELLs



College- and career-ready standards and assessments

Focus on ELLs



Differentiated supports and interventions for underperforming schools

Focus on ELLs



Teacher and principal evaluation systems

College- and Career-ready Standards and Assessments



Virginia's Implementation of College and Career-ready Standards and Assessments

Developed college- and career-ready *Standards of Learning*, with full implementation and assessment in **mathematics in 2011-2012 and English in 2012-2013**

```
graph TD; A[Developed college- and career-ready Standards of Learning, with full implementation and assessment in mathematics in 2011-2012 and English in 2012-2013] --> B[Access and Opportunity for ALL students]; A --> C[Resources and Professional Development for LEAs];
```

Access and **Opportunity**
for ALL students

Resources and **Professional Development** for LEAs

Virginia's Implementation of College and Career-ready Standards and Assessments

- Cross-agency effort to develop **instructional resources for ELLs**
- Development of **English as a Second Language (ESL) Web page**
 - World-Class Instructional Design and Assessment (WIDA) standards and assessment
 - Technical assistance to teachers, schools, and school divisions
- **Training opportunities** for teachers and division staff

Instructional Resources for ELLs

Enhanced Scope and Sequence Sample Lesson Plans Strand – Writing SOL 1.13, 2.12

Strategies for Differentiation

- **Pre-teach content vocabulary**—e.g., *energy, nutrients, oxygen, shelter, survive, adapt*.
- Introductory Lesson: Using an **interactive whiteboard**, pre-teach students adjectives using pictures. **Post pictures** of different vocabulary words. Ask students to **describe the pictures** one at a time. **Write a phrase** for students to see. Explain the role of the adjective as a describing word, for example, the *furry* chipmunks. Have students point to the fur. Continue using the vocabulary of the lesson. (This lesson can also be adapted using magazines and other pictures.)
- Have sentences written out for students with a blank for the missing adjectives. Distribute pictures that correlate to the sentences.
- **Show model** of a paragraph with details. Have students identify the details by **highlighting** them.

Instructional Resources for ELLs

Enhanced Scope and Sequence Sample Lesson Plan Geometry –Three Dimensional Figures (SOL G14, G7, G13)

Strategies for Differentiation

- When instruction is presented orally, **provide a visual component** to support the activity sheet. Use colored markers or chalk, transparencies or slides to **present the information in small chunks. Provide a visual for each piece of oral information.**
- Have students **build the figures** in Activity Sheet 1 using cubes **before drawing them** and completing the tables.
- **Use isometric graph paper** to help students visualize the three-dimensional component.
- Use colors to mark corresponding parts.
- **Put proportions into words, like analogies**, such as

$$\frac{\text{radius}}{\text{volume}} = \frac{\text{radius}}{\text{volume}} \text{ or } \frac{\text{small}}{\text{small}} = \frac{\text{medium}}{\text{medium}} = \frac{\text{large}}{\text{large}} .$$

- Have students use the rules $\frac{\text{small}}{\text{big}} = \frac{\text{small}}{\text{big}}$ and $\frac{\text{big}}{\text{small}} = \frac{\text{big}}{\text{small}}$.

VDOE's ESL Web Page

INSTRUCTION

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) programs are designed to assist students in communicating effectively in English, both in and out of school.

A number of resources and services are available to schools to help limited English proficient (LEP) students demonstrate their ability to understand, read and write English in order to function and be successful in school and in American society.



[Expand All](#) | [Collapse All](#)

[+ Standards & Assessment](#)

[+ Instruction](#)

[+ Professional Organizations](#)

[+ Parent Resources](#)

VDOE's ESL Web Page

Instruction

Technical Assistance

[Guidelines for Determining K-12 WIDA ELP Levels](#) (PDF) – Superintendent's Memo #183-10, August 6, 2010

[Clarification to Guidelines](#) – Superintendent's Memo #183-10, August 6, 2010

[Credit for High School ESL Courses](#) (Word)

[ESL Teacher Endorsement Requirements](#)

[Institutes of Higher Education \(IHEs\) with Pre-K ESL Endorsement Offering](#)

[TeacherDirect](#) – Stay informed about new instructional resources, professional development and grant opportunities, and other information of interest to teachers and their students.

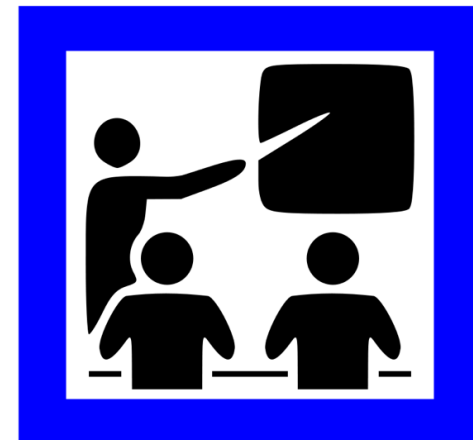
[Handbook for Educators of Students Who are English Language Learners with Suspected Disabilities](#) (PDF)

[Doing What Works](#) – an online library of resources sponsored by the U.S. Department of Education to help educators implement research-based instructional practices.

You may also be interested in [ESL Teacher Endorsement Requirements](#).

Also see, [Teaching in Virginia](#)

Training Opportunities



[Expediting Comprehension for English
Language Learners Institutes](#)

[Training on Accommodations for Limited English Proficient Students](#)

[Parents as Educational Partners
Workshop](#)

[Using Classroom Level Data to
Improve the Achievement of ELLs](#)

[WIDA Academy: Creating Language-Focused
College- and Career- Ready Units of Study for ELLs](#)

[Rural and Low Income School Program Symposium:
Collaboration and a Common Language for Educators of
English Learners \(ELs\)](#)

[WIDA 101: Introduction to English Language
Development \(ELD\) Standards and Assessments
Workshop](#)

Teacher Direct Web Page

Teacher *Direct*

TeacherDirect is designed to establish a direct line of communication with classroom teachers and educators.



The goal of TeacherDirect is to provide a way to share new instructional resources created by VDOE staff as well as make teachers aware of professional development and grant opportunities, and other information of special interest to teachers and their students.

[Download a Teacher Direct flier](#) to distribute or post to help get the word out.

SUBSCRIBE NOW

[Sign up](#) for weekly email notifications of updates to TeacherDirect News.



Why subscribe to TeacherDirect?

Virginia teachers discuss the benefits of subscribing to TeacherDirect and receiving weekly updates from VDOE on new SOL resources and information.



-  [Play Flash Video](#) – Closed captioned and requires the free Adobe [Flash Player plug-in](#).
-  [Play MP4 Video](#) – Requires the free Apple [QuickTime player plug-in](#). Right click MP4 link to save.
-  [Play WMV Video](#) – PowerPoint-compatible and requires the free Windows [Media Player plug-in](#). Right click WMV link to save.

Differentiated Supports and Interventions for Underperforming Schools



Annual Measurable Objectives (AMOs)

- Replace former Adequate Yearly Progress (AYP) targets
- Used to:
 - Identify schools in improvement
 - Inform interventions

AMO Gap Groups and Subgroups

Schools – Divisions – State



Three Proficiency Gap Groups	Individual Subgroups
• Gap Group 1 – students with disabilities, English language learners, and economically disadvantaged students (unduplicated count) • Gap Group 2 – Black students, not of Hispanic origin* • Gap Group 3 – Hispanic students, of one or more races* * Includes students with disabilities, English language learners, and economically disadvantaged students	• All students • Asian students • White students • Economically disadvantaged students • English language learners • Students with disabilities

AMO Benchmarks

For All Students, Proficiency Gap Groups, and
Other Individual Subgroups



Participation

- Reading – 95%
- Mathematics – 95%

Performance

- Reading – by subgroup
- Mathematics – by subgroup

Federal Graduation Indicator (FGI) Rate

- All subgroups – 80%

Mathematics AMOs

New
Assessments and
Standard Setting

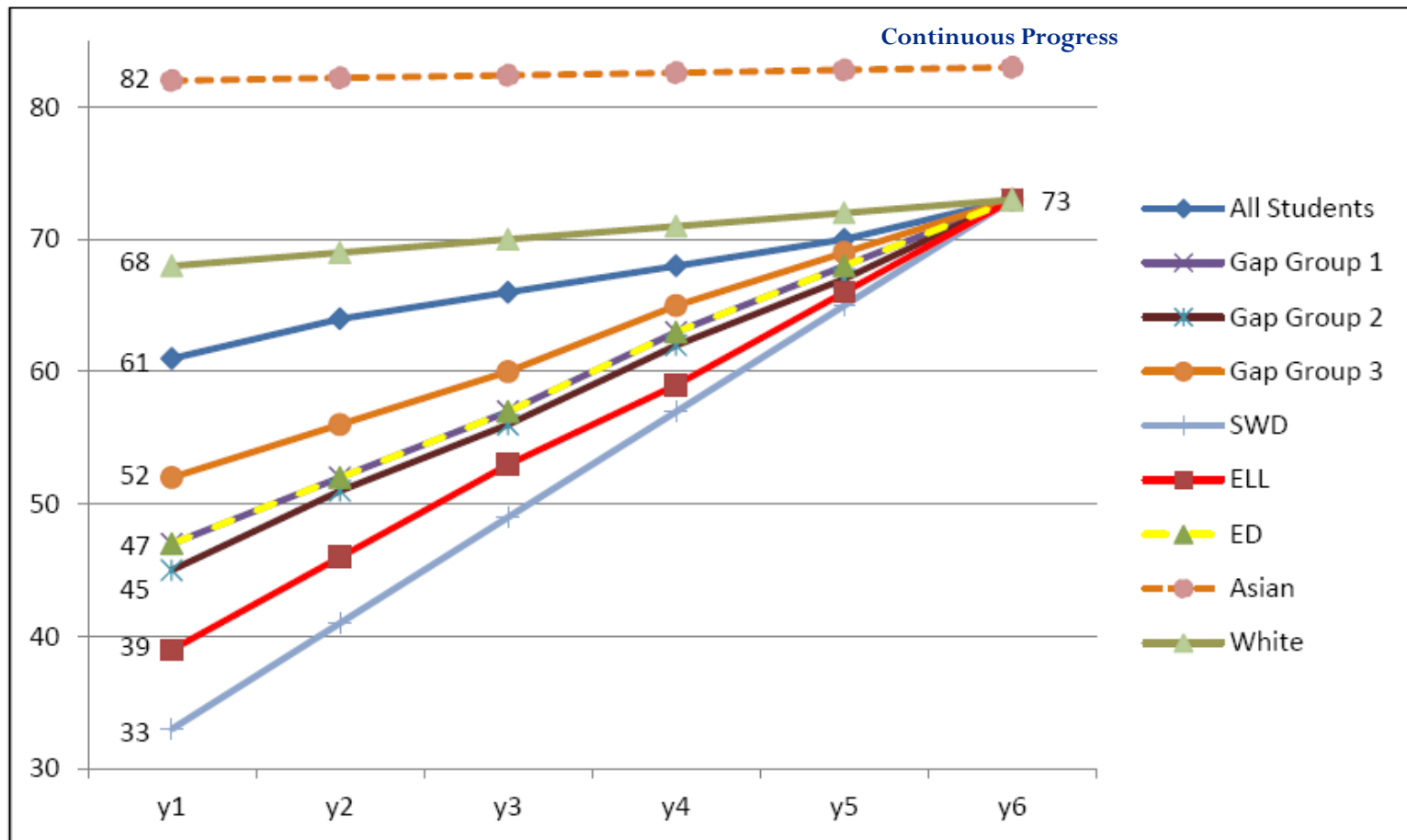


Intermediate Progress Measures
in Relatively Equal Increments to 73%



	Year 1 AMO	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total Increase
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	61	64	66	68	70	73	12
Gap Group 1 (Combined)	47	52	57	63	68	73	26
Gap Group 2 (Black)	45	51	56	62	67		28
Gap Group 3 (Hispanic)	52	56	60	65	69		21
Students with Disabilities	33	41	49	57	65		40
English Language Learners	39	46	53	59	66		34
Economically Disadvantaged	47	52	57	63	68		26
White	68	69	70	71	72		5
Asian	82	Continuous progress					

Mathematics AMOs



Reading AMOs

New
Assessments and
Standard Setting

← Intermediate Progress Measures
in Relatively Equal Increments to 78% →

	Year 1 AMO	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total Increase
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	85	66	69	72	75	78	12
Gap Group 1 (Combined)	76	52	59	65	72	78	26
Gap Group 2 (Black)	76	49	57	64	71		29
Gap Group 3 (Hispanic)	80	53	60	66	72		25
Students with Disabilities	59	30	42	54	66		48
English Language Learners	76	44	52	61	69		34
Economically Disadvantaged	76	52	59	65	72		26
White	90	74	75	76	77		4
Asian	92	80	Continuous progress				

Statewide AMO Performance: Reading – 2014 Assessments

Subgroup	AMO Target	Pass Rate	AMO Met?
All Students	69%	74.40%	Yes
Gap Group 1	59%	59.07%	Yes
Gap Group 2	57%	58.86%	Yes
Gap Group 3	60%	64.59%	Yes
Asian	80%	86.96%	Yes
Economically Disadvantaged	59%	59.27%	Yes
Limited English Proficient	52%	53.77%	Yes
Students with Disabilities	42%	43.23%	Yes
White	75%	81.63%	Yes

Statewide AMO Performance: Mathematics – 2014 Assessments

Subgroup	AMO Target	Pass Rate	AMO Met?
All Students	66%	74.27%	Yes
Gap Group 1	57%	60.74%	Yes
Gap Group 2	56%	59.56%	Yes
Gap Group 3	60%	66.65%	Yes
Asian	82%	90.19%	Yes
Economically Disadvantaged	57%	61.08%	Yes
Limited English Proficient	53%	61.62%	Yes
Students with Disabilities	49%	43.21%	No
White	70%	80.38%	Yes

Statewide AMO Performance: 2014 Federal Graduation Indicator (FGI)

Subgroup	AMO Target	Grad Rate- 4 Year	AMO Met?
All Students	80%	84.50%	Yes
Gap Group 1	80%	71.78%	No
Gap Group 2	80%	76.85%	No
Gap Group 3	80%	76.12%	Yes*
Asian	80%	90.22%	Yes
Economically Disadvantaged	80%	73.96%	No
Limited English Proficient	80%	68.14%	No
Students with Disabilities	80%	51.57%	No
White	80%	88.58%	Yes

*Met the AMO by reducing the failure rate by 10 percent

Focus Schools

- Ranked by proficiency gap points
- The lowest 10 percent of the state's total Title I schools, excluding priority schools, are identified
- Must employ a **state-approved coach** to help the division **develop, implement and monitor intervention strategies** to improve the performance of students at risk of not meeting achievement standards or dropping out of school
- The Office of School Improvement (OSI) has designed a **comprehensive system of support** for identified focus schools and their division-level teams

STATE-LEVEL SUPPORT FOR TITLE III PROGRAMS

State-Level Support for Title III Programs



**Professional Development:
Trainings and Conferences**



**Technical Assistance:
Policy Support and Resources**



**Partnerships:
Outside Entities**

Professional Development: Trainings and Conferences

Trainings:

- English Language Development (ELD) Standards
- ExC-ELL (Expediting Comprehension for ELLs)
- Division pilot programs to improve ELL access to the core curriculum in specific content areas
- English Language Proficiency Assessment
- Data Analysis for Improving ELL Instruction
- Testing Accommodations for LEP Students

Conferences:

- Annual Statewide Title III Consortium Conference
- Rural and Low-Income School Program Symposium

NEED

**Strategies for integrating ELD
standards into existing
instructional units to ensure ELL
access to the core curriculum**

Conducted by
WIDA trainers

Three day training
for content
teachers

200 content
teachers
participating
annually

RESPONSE
**WIDA Academy:
Creating Language-Focused
College- and Career-Ready Units**

Activity: Content teachers practice strategies
for blending ELD standards into existing
instructional units and lesson plans.

NEED

**Increased support for
divisions with low-incidence
ELL populations and
minimal Title III funding**

Fiscal Agent:
Virginia Tech

Adjusted
allocations for
members

AMAO 1 and 2
results
aggregated

RESPONSE

Statewide Title III Consortium:
68 Divisions Participating

Activity: Annual conference features national speakers and local practitioners. Conference topics focus on unique needs of divisions with low-incidence ELLs.

Technical Assistance: Policy Support and Resources

Policy Support:

- Annual Coordinators' Academy
- Webinars about Policy and Program Requirements
- Title III Improvement Support:
 - Phone Conferences
 - Webinars
 - Mini Grants for Program Improvement

Resources:

- **Title III Web Page**
- Monthly ESL Announcements

NEED

**A “one-stop” shop of
resources for Title III
implementation**

**Easily accessible
format**

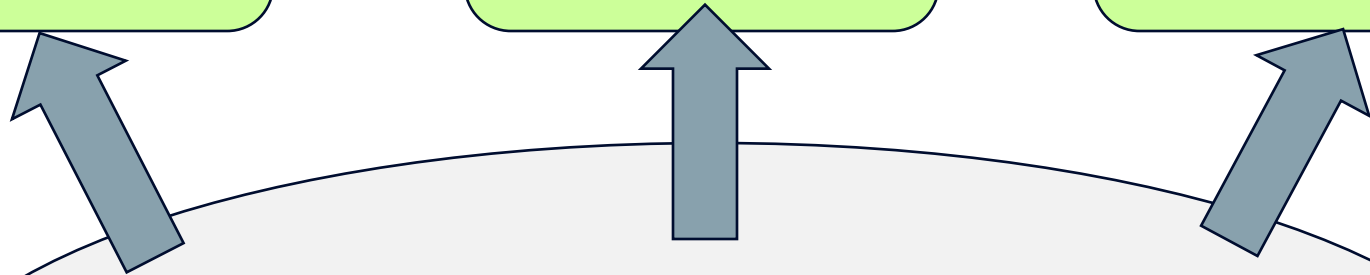
**Resources
grouped by topic**

**Toolkit for new
program
coordinators**

RESPONSE

Redesigned Title III Web Page

Title III Toolkit: Information on compliance, funding,
accountability, program monitoring, Title III data



ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)

TITLE III: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT & IMMIGRANT STUDENTS

Federal funds awarded under Title III support programs to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state content and achievement standards. Title III programs also provide enhanced instructional opportunities for immigrant children and youths.

 Links with this icon leave the Virginia Department of Education website and visit an external resource.

Expand All Collapse All	
	Title III Toolkit
	Assessing English Language Learners (ELLs)
	Equitable Services to Private School Students
	Teacher Resources
	Parental Outreach
	Other Education Programs
	Title III State Data

[Virginia Title III Statewide Consortium](#)

by helping them learn English and meet challenging state content and achievement standards. Title III programs also provide enhanced instructional opportunities for immigrant children and youths.

 Links with this icon leave the Virginia Department of Education website and visit an external resource.

[Expand All](#) | [Collapse All](#)

 **Title III Toolkit**

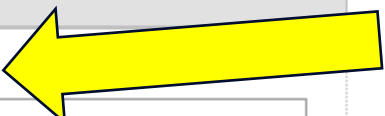
Legislative

Compliance

Title III AMAOs

Funding

Data Collection



Federal Links

- [U.S. Department of Education Office of Elementary and Secondary Education Title III](#) 
- [U.S. Department of Education Office for Civil Rights](#) 
- [U.S. Department of Justice Limited English Proficient \(LEP\)](#) 

Federal Information

Title III Information

- [Title III Federal Definitions](#)

Title III Accountability

- [Notice of final interpretations effective October 17, 2008](#)  – USED Office of English Language Acquisition, Title III of the Elementary and Secondary Education Act (ESEA) of 1965, as Amended by the No Child Left Behind (NCLB) Act of 2001
- [Virginia Title III Accountability Plan](#) (Word)

Title III Guidance

- [Non-Regulatory Guidance on Implementation of Title III State Formula Grant Program](#) 

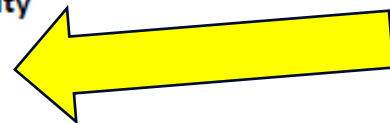
SEA and LEA Federal Obligations to Ensure Civil Rights for Limited English Proficient (LEP) Students

- January 7, 2015 – Joint Release: U.S. Department of Education and U.S. Department of Justice
 - [Dear Colleague Letter](#)  (PDF)
 - [Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs – FACT SHEET](#) (PDF) 
 - [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts](#)

Sample One-Page Policy Guidance

Virginia Department of Education Office of Program Administration and Accountability

Title III, Supplement, Not Supplant, Provisions



The purpose of Title III, Part A, known as the *English Language Acquisition, Language Enhancement, and Academic Achievement Act*, is to ensure that English language learners (ELLs), as well as immigrant children and youth, attain English language proficiency and meet the same challenging state academic content and achievement standards that other students are expected to meet.

Under Section 3115(g) of the *Elementary and Secondary Education Act of 1965* (ESEA), Title III, Part A, funds must be used to provide programs and services, staff, or materials to ELLs and immigrant students, or their parents/families, that could not be provided by local, state, or other federal funds in the absence of Title III funding. Title III, Part A, funded programs and services must supplement core instruction or core language instruction programs and services for ELLs required under Title VI of the *Civil Rights Act of 1964*, the *Lau v. Nichols* Supreme Court Decision of 1974, and Title I of the ESEA.

The following questions should be considered when determining whether the use of Title III, Part A, funds violates supplement, not supplant, provisions:

1. What instructional programs and services are provided to all students?
2. What does the division do to meet requirements under Title VI, *Lau*, and Title I?
3. What services is the division required to provide by other federal, state, and local laws or regulations?
4. Was the program/service previously provided with federal, state, and/or local funds?

Examples of *allowable* expenditures under Title III, Part A, include, but are not limited to:

- Parental notification letters regarding the placement of ELLs in instructional programs and services. Costs may include translation and mailing;
- Separate notification letters notifying the parents of ELLs that a division (or consortium) did not meet Title III Annual Measurable Achievement Objectives (AMAOs). Costs may include translation and mailing;
- Implementation of the World-Class Instructional Design and Assessment (WIDA) English language development (ELD) standards;
- Language instruction programs and services, including staff and materials, that are supplemental to core language instruction programs and services required under *Lau*;

Partnerships: Outside Entities

- **Higher Education Institutions:**
 - Virginia Tech – Fiscal Lead for Statewide Consortium
 - University of Mary Washington and George Mason University – Professional Development Offerings
 - George Washington University and George Mason University for ESL Endorsement Programs
- **Support Centers:**
 - Appalachian Regional Comprehensive Center (ARRC)
 - ❖ **Stakeholder Workgroup – Increasing LEP Graduation Rates**

NEED

**Graduation strategies for
students with limited or
interrupted formal
education**

TBD

TBD

TBD

RESPONSE

**Forming Stakeholder
Workgroup to Increase
LEP Graduation Rates**

Anticipated Outcome: Provide guidance and resources to divisions to help LEP students identify pathways to timely graduation.

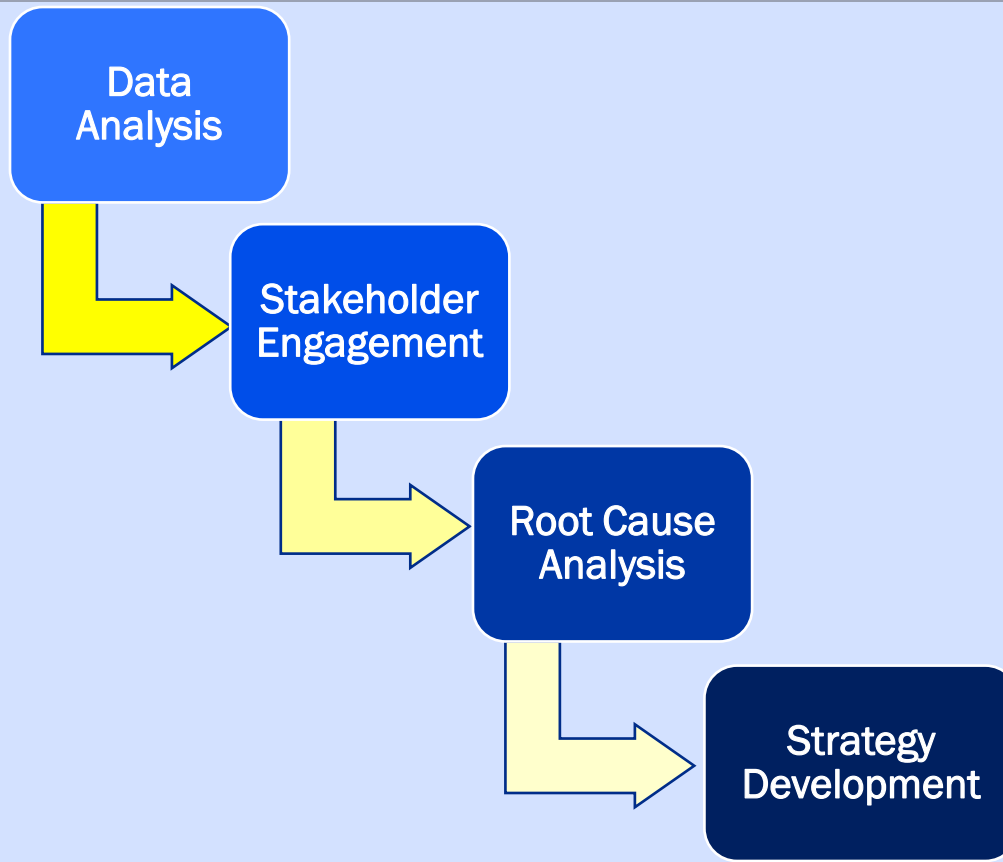
ESL-ENDORSED TEACHERS

Excellent Educators for All

States must develop plans to ensure that “poor and minority students are not taught by unqualified, inexperienced, or out-of-field teachers at a disproportionate rate than students in other schools.”

(Section 1111(b)(8)(C))

Virginia's Teacher Equity Plan



Data Analysis:

Unendorsed ESL Teachers Serving ELLs

Percentage of Divisions with Unendorsed ESL Teachers 2013-2014	
All School Divisions	21.9
High-poverty school divisions	24.2
Low-poverty school divisions	18.2
Gap	6.0
High-minority school divisions	21.2
Low-minority school divisions	18.2
Gap	3.0

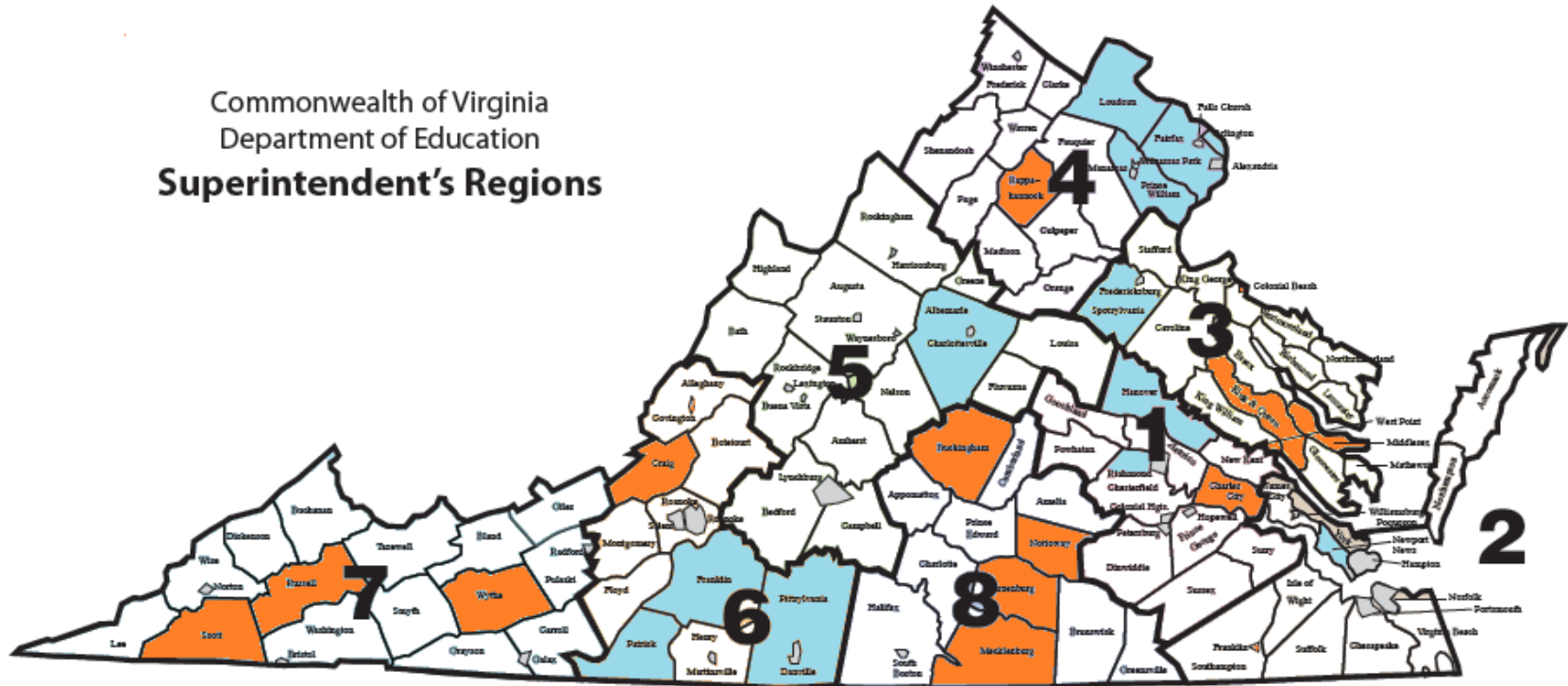
Data Analysis: English as a Second Language (ESL) - State Level Findings

In 2013-2014:

- Sixteen divisions served English Language Learners (ELLs), but had **zero teachers** with ESL endorsement
 - Number of ELL students in these divisions ranged from 1-84
 - ELL population growth (1 year) in these divisions ranged up to 76%
- Fourteen other divisions had at least one endorsed ESL teacher, yet still had **some classes taught by non-endorsed teachers**

Unendorsed ESL Teachers Serving ELLs

Commonwealth of Virginia
Department of Education
Superintendent's Regions



Zero endorsed ESL teachers

Endorsed teachers on staff, but some ELLs
taught by unendorsed teachers

Root Causes of ESL-Endorsed Teacher Shortage

Unexpected increases in ELL populations

Tuition expenses for ESL endorsements

Insufficient numbers of teacher candidates

Strategies to Increase Number of ESL-Endorsed Teachers

- Created full-time SEA position to focus on professional development to support teachers of ELLs
- EducateVA – alternate route career-switcher program
- Established university partnerships for additional ESL endorsements
 - George Washington University TELL Endorsement (6 school divisions)
 - George Mason University ESL Education for Practitioners (18 school divisions)

QUESTIONS?

CONTACT INFORMATION

Veronica Tate
Director
(804) 225-2870

veronica.tate@doe.virginia.gov

Dr. Lynn Sodat
Title I Coordinator
(804) 371-2934

lynn.sodat@doe.virginia.gov

Carol Sylvester
Title II Specialist
(804) 371-0908

carol.sylvester@doe.virginia.gov

Stacy Freeman
Title III Specialist
(804) 371-0778

stacy.freeman@doe.virginia.gov