



**WEYMOUTH PUBLIC SCHOOLS**

Strong Schools  Strong Community

# English Language Learners

## *ELL* Program Review 2015

### April 9, 2015

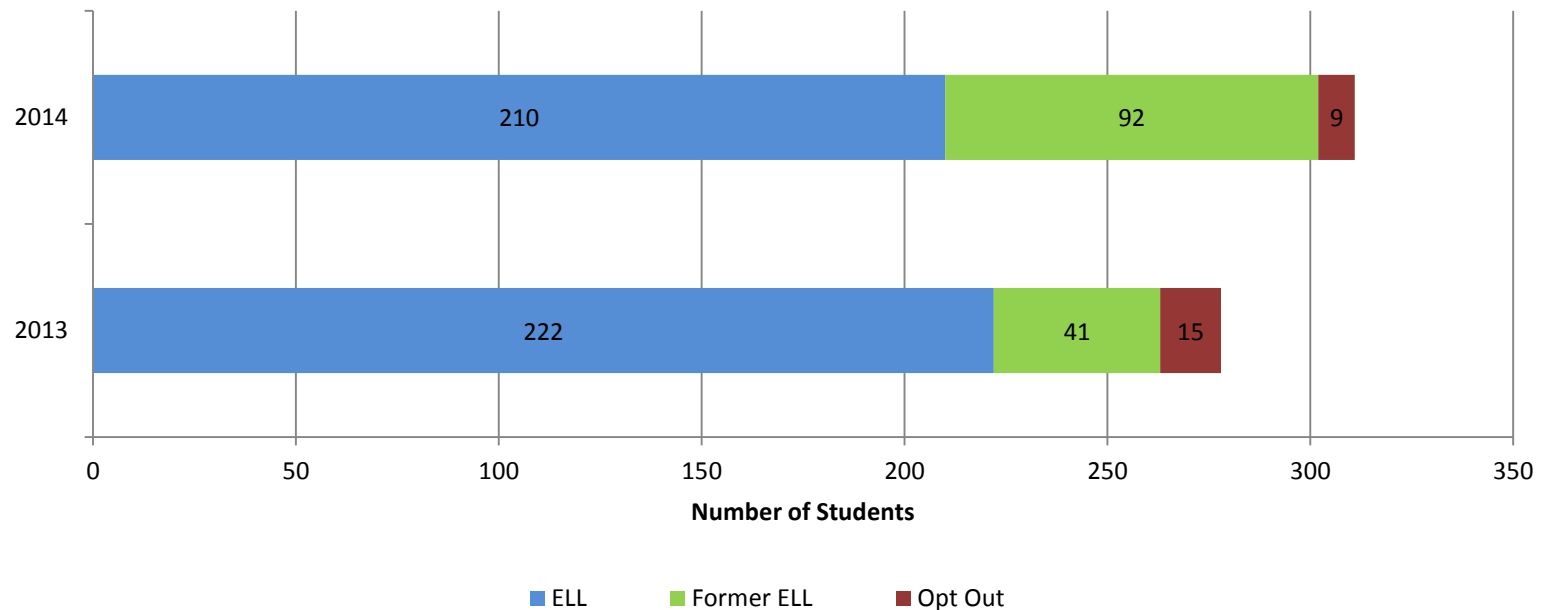


- Weymouth Program Overview
- Assessing English Proficiency:
  - Accessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
- Professional Development for Teachers:
  - Rethinking Equity for English Language Learners (RETELL) Update
- Future Considerations

# Current Program Overview

**Students:** ELLs, Former ELLs and Opt Out Students

220 ELLs, 92 Former ELLs and 9 Opt Outs



447 Students First Language not English



# Program Staffing

- **Teachers:** 4.5 Primary, 1.5 Middle School, and  
1 High School
- 1 Title III Paraprofessional – 3 days per week
- 1 Director – Part time



# Primary Schools ~ Magnets

Ralph Talbot

38 ELL

Students

9 Former ELL

\*Students are  
transported  
from  
Hamilton and  
Nash

Academy Ave.

38 ELL

Students

9 Former ELL

\*Students are  
transported from  
Murphy, Nash,  
Pingree, and  
Wessagusett

William Seach

65 ELL

Students

11 Former ELL

1 Opt Out

# Students in Other Primary Schools Receive ELL Support

## Hamilton

2 ELL Special Ed Program

7 Opt Out

2 Former ELL Students

## Pingree

1 Opt Out

2 Former ELL Students

## Nash

3 Former ELL Students

## Murphy

1 Former ELL Student

## Wessagusett

2 Former ELL Students

1 Opt Out



# Hamilton Becomes the Next ELL School 2015-2016

- 22 Immersion Students
  - 12 Incoming Kindergarten Students
  - 7 Opt Out Students
  - 2 Former ELL students
- 
- Grade four students will remain at Talbot for their last year of primary school



# Middle Schools

- **Abigail Adams**
- 18 ELL Students
- 21 Former ELL Students

- Significant student population increases during the school year.

- **Maria Weston Chapman**
- 20 ELL Students
- 12 Former ELL Students





# Weymouth High School

31 ELL Students

19 Former ELL Students



# Assessments

- ELL students take:
  - ACCESS – English Proficiency
  - MCAS/PARCC – Content tests



# ACCESS

- Federal and state laws require that English language learner (ELL) students be assessed annually to measure their proficiency in reading, writing, listening, and speaking, English, as well as the progress they are making in learning English. In keeping with these laws, ELL students participate in the ACCESS test



For the given level of English language proficiency, **with support** English language learners can:

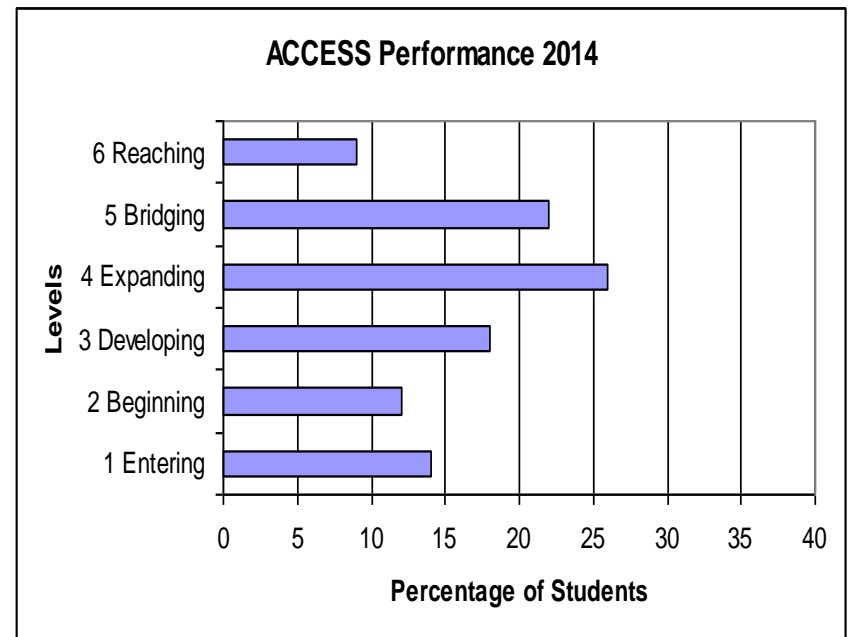
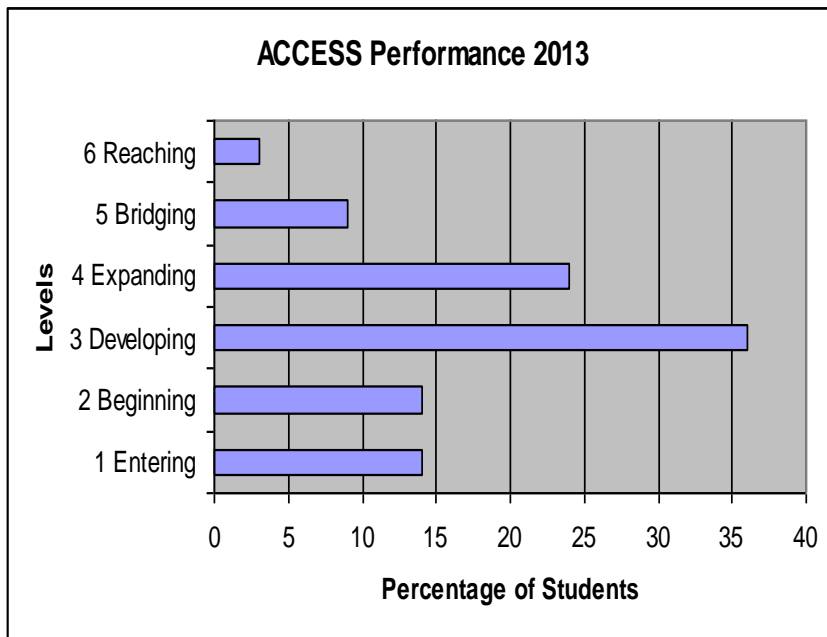
Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions or relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions or infer from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections between ideas based on oral discourse</li> </ul>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer wh- (who, what, when) or choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask wh- or choice questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts or statements</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples, and justify responses</li> <li>Express and defend points of view</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Glean information from multiple sources</li> <li>Draw conclusions or infer from explicit and implicit text</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Draw in response to oral directions</li> <li>Label objects, pictures, diagrams</li> <li>Produce icons, symbols, words, to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.

The CAN DO Descriptors are available by grade level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at [www.wida.us](http://www.wida.us)

April 2012

# ACCESS Performance Data 2013 and 2014



# RETELL



Rethinking Equity in Teaching  
English Language Learners

# Sheltered Immersion Endorsement

## Teachers & Administrators Trained to Date

- 124 WPS Teachers
- 17 WPS Administrators
- 1 Administrator Trainer
- 2 Teacher Trainers



# ELL Education Changes

- Preschool identification required
- Tools are being developed to help identify ELLs at an early age
- Students will be placed with an Sheltered English Immersion Endorsed (SEI) teacher
- Study teams are working on identifying ELLs with special education needs





# Future Considerations

- Staffing
- ACCESS 2.0 – online grades 4-12
- Continued Program Growth
- Coordinated Program Review Results
- Changing State and Federal Regulations



# Questions and Discussion