

Promoting the Success of Young Children Learning English

Nebraska Perspective - Policy

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Agenda

- Nebraska Demographic Overview
- Nebraska English Learner Proficiency Standards
- Nebraska Rule 15
- Title III Funding
- ESSA State Plan
- State School Support Designation
- Lincoln Public Schools EL Program Examples



Nebraska English Learner Demographics

Student numbers in areas of the state

Languages spoken

Countries of origin

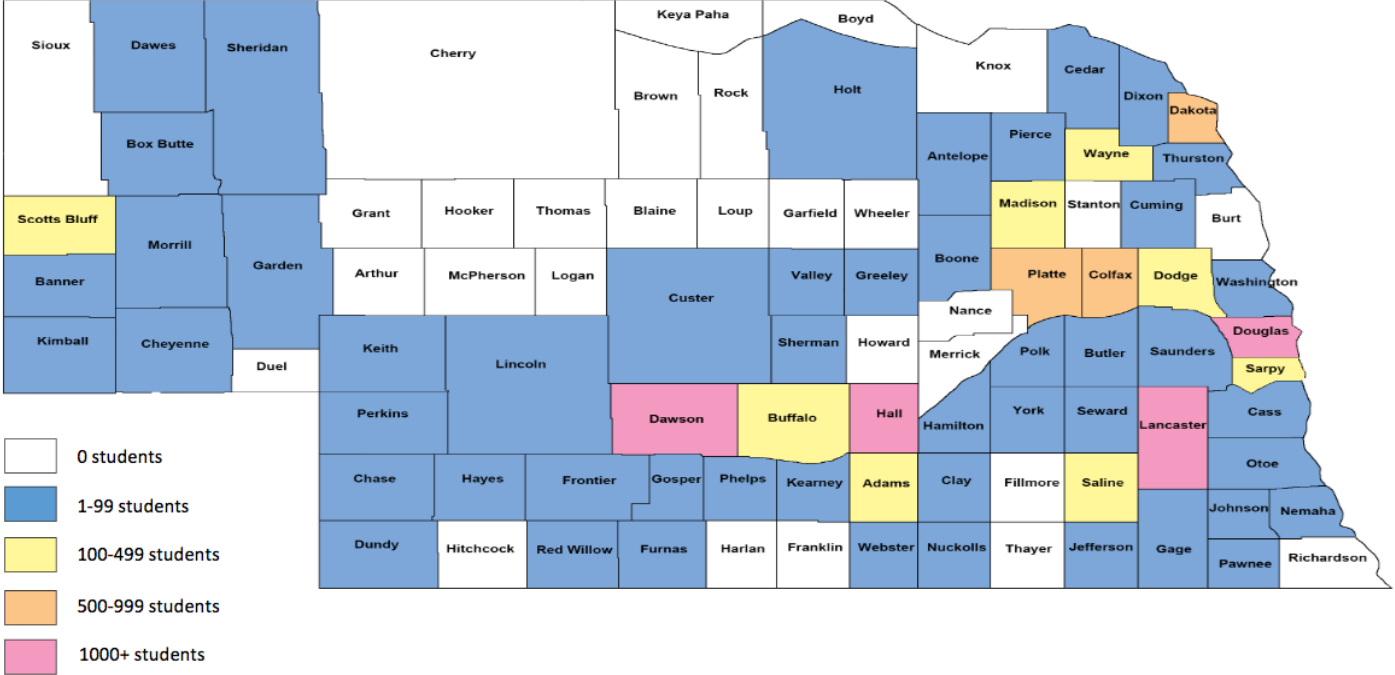
Previous school experience

Experiences with trauma

Parent opportunities for education



NE English Learners by County - 2014-15

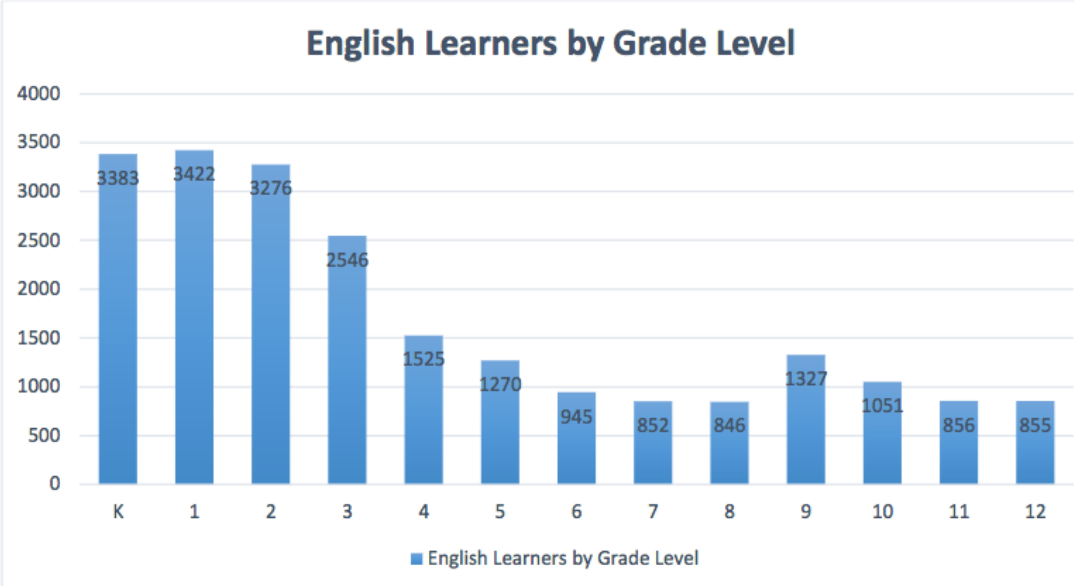


Nebraska English Learners K-12 by Grade Level

Nebraska Department of Education

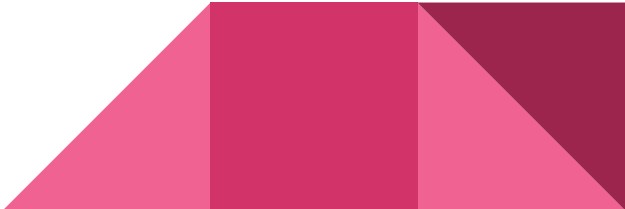
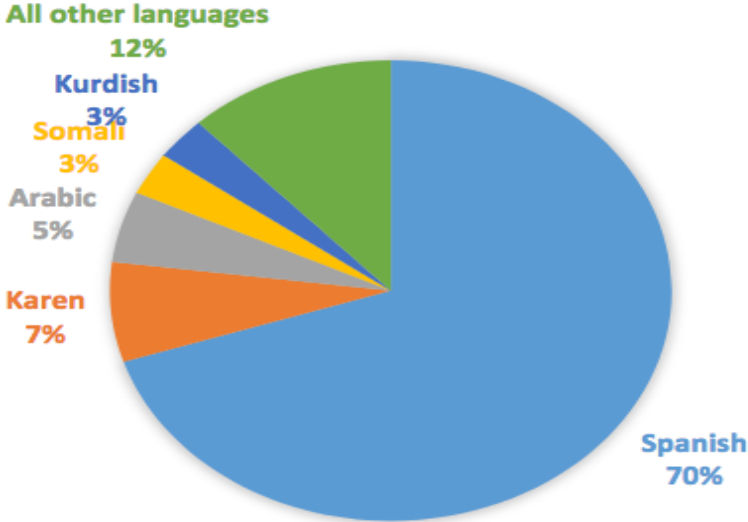
2016-2017 English Learner Program Information

Nebraska reported 22,154 English Learners Kindergarten through Grade 12, speaking 112 languages.



Languages Spoken by English Learners

LANGUAGES SPOKEN BY ENGLISH LEARNERS IN NEBRASKA



Nebraska Language Assessment

Nebraska uses the English Language Proficiency Assessment for the 21st Century (ELPA21) for language assessment

The system is based on the NE EL Proficiency Standards and addresses the language demands needed to reach college and career readiness

The ELPA21 assessment system updated screener option July 23, 2018

LPS is using LAS Links as a screener at this time for the more immediate results needed for placement decisions

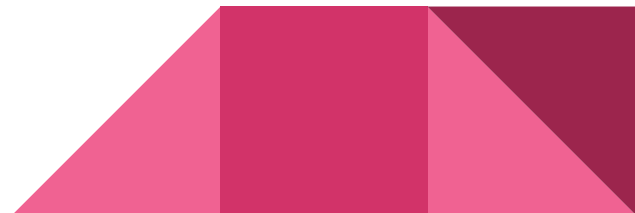


English Language Proficiency Standards

December 2013 - New English Language Proficiency (ELP) Standards were adopted by Nebraska

2014-15 school year - implementation began

2015-16 school year - full implementation



English Learner State Standards Focus

English Learner Proficiency standards became more aligned to content area standards

Greater focus on receptive (listening and reading) and productive (speaking and writing) modalities than in the past

Greater focus on interactive modalities (combining reading, writing, speaking and listening)

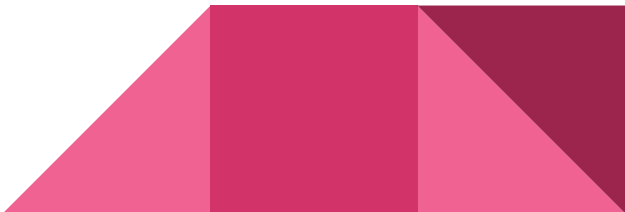


NDE Rule 15 - Regulations and Procedures for EL Programs in Nebraska Public Schools

On August 2017, stakeholders from around the state were convened to look the Every Student Succeeds Act (ESSA) and OCR guidance to propose changes to Rule 15

These changes underwent a period of public comment and were approved at the December 2017 by the Nebraska State Board of Education

The proposed changes were signed by the Governor and became effective as of May 8, 2018



Rule 15 Major Changes Related to ESSA

Exit criteria revised to exclude the state language arts assessment as a primary means of exit, now ELPA 21 only exit criteria

Increased monitoring of academic progress of former ELs from two to four years

Increased state support for district EL programs

Change in one of three questions on the Home Language Survey for EL identification



Home Language Survey Three questions

1. What language did the student first learn to speak? (first language)
2. What language is spoken most often by the student? (primary language)
3. NEW: What language is primarily used in the student's home regardless of the language spoken by the student?

#3 Replaced *What language is most often used by the student at home?*



Rule 15: Identification of English Learners

Home Language Survey

- To be completed by parent, guardian, or other person enrolling the student or by the student if emancipated


English Language Assessment

- Administered by school district personnel
- Parent Notification – 30 days/2 weeks



Rule 15: Language Instruction Educational Programs

Programs shall

- Be designed to provide a systematic approach to teaching the English language to ELs
 - Be educationally sound in theory and practice as recognized by experts in the field of language acquisition
 - Be designed to help English learners increase English proficiency and meet academic standards
 - Allow for meaningful access to programs and activities that are available to all students including, if appropriate, special education
- 

Rule 15: Staffing/Standards

Staffing

- Certified Teachers
- Endorsed in English as a Second Language or
- Annual professional development in meeting academic and language needs of ELs

Standards, Assessments and Accommodations for English Learners


- Meaningful access to academic content standards and English language proficiency standards for students who are ELs
- All students who are ELs with disabilities be provided with appropriate linguistic as well as IEP accommodations

Rule 15: Exit/Program Review

Exit Requirements

- Score of proficient on the annual state EL proficiency assessment or
- ELs with disabilities may be dismissed under special circumstances if educational needs not affected by degree of proficiency in the English language

Program Review

- Annual review of district's program
 - Annual report
 - Monitor academic progress of former ELs for at least 4 years
 - Modify program based on data
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Nebraska Rule 15 Implementation Guide

“The Rule 15 - A Guide for Implementation” was just released June 8, 2018

Includes - scenarios, recommendations, checklist, FAQs, Tools and Templates

Rule 15 Training Modules will be available July 2018

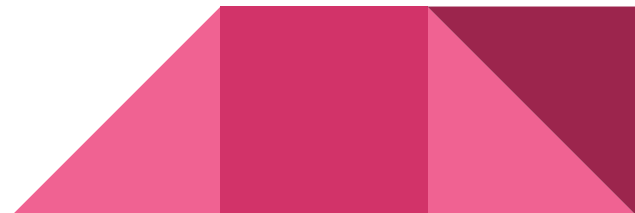
<https://www.education.ne.gov/nderule/rule-15-implementation-guide/>



Title III Funding

ESSA includes a shift in focus on data-driven professional development to ensure that teachers are provided with the support, strategies, and activities, they need to succeed with ELs in their classroom

Title III-funded PD for educators of ELLs must be sustained, job-embedded and research-based



Title III Funding - Lincoln Public Schools

Example

5 LPS EL Coaches

Provide required professional development for all EL teachers

Sustained individual and team job-embedded coaching including modeling

Coaches trained in Sheltered Instruction Observation Protocol (SIOP)

LPS Sheltered Instruction - integrates language and content instruction

Summer training, Everett Elementary example - Michelle Suarez



Every Student Succeeds Act (ESSA)

ESSA requires to states to include measures of EL progress in overall state accountability, not just in Title III

Status and Progress toward English Language Proficiency

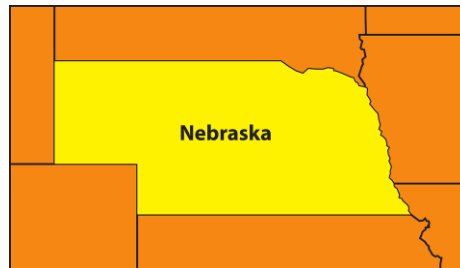


ESSA State Plan - Finally Approved!

Nebraska State ESSA Plan Language for English Language Proficiency:

Differentiated growth targets will be developed that are dependent on a student's level of English proficiency in the prior year

By 2026 (with interim steps), there will be a 50% reduction in the percentage of students not meeting their growth targets as measured by ELPA21

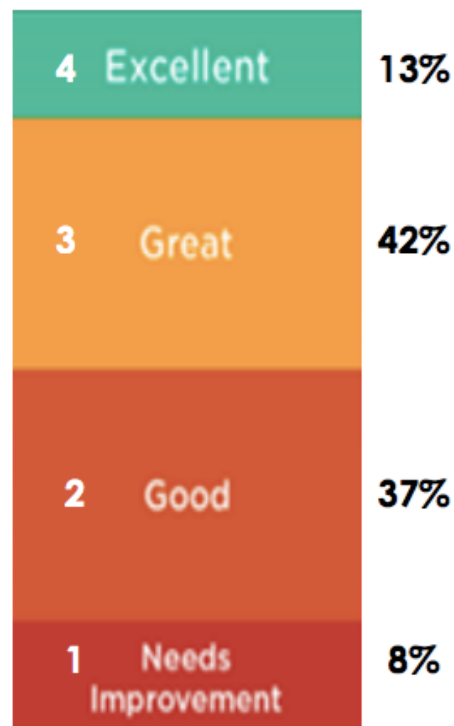


ESSA: From Classification to Designation

Classification - Rating schools

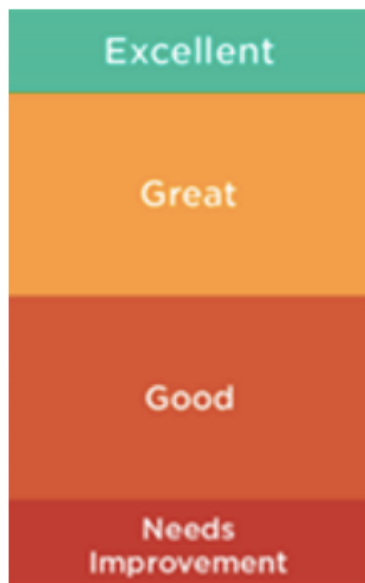
Designation - Supporting schools

- Priority schools - three schools, supported by state funding
- Comprehensive Support & Improvement (CSI)
- Targeted Support & Improvement (TSI)

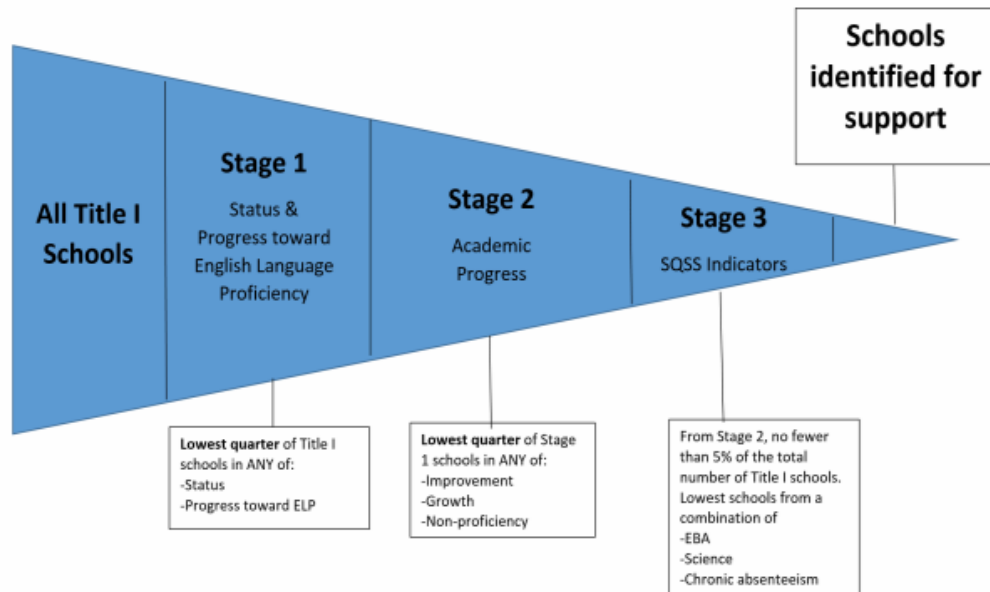


Classification to Designation

One system, two steps.



Step 1: Classification



Step 2: Support



Levels of Support



CSI

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing subgroups



TSI

- Consistently low-performing subgroups.

**Beginning in 2019, any school with consistently low-performing subgroup may not be classified as Excellent*



Lincoln Public Schools (LPS) English Learner Program

Dr. Laura Salem - ELL Program Supervisor

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Teacher numbers - 114

- Elementary: 79
- Secondary: 35



LPS Countries of Origin



107 countries

99 languages



LPS Welcome Center

Bilingual Liaisons

Welcome Families

Assess Language

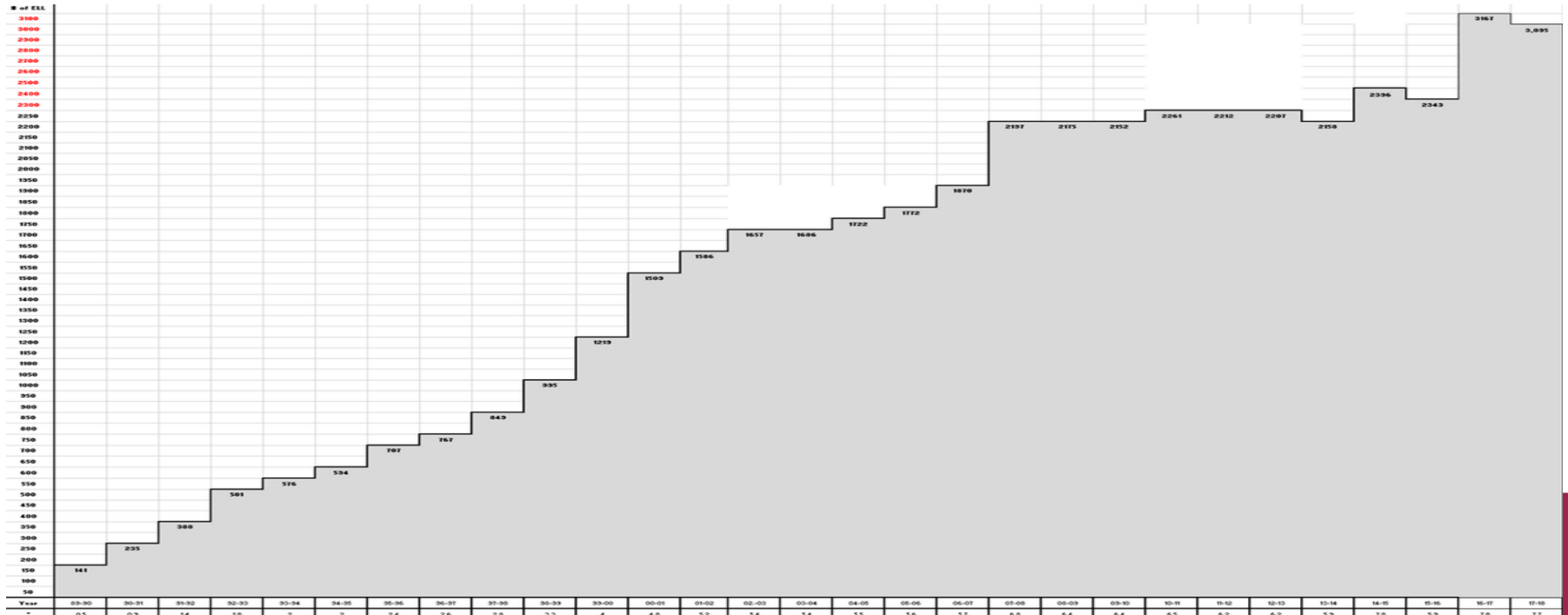
School Information

Community Information

Family Literacy



LPS EL Growth 1985 (141) to 2017 (3,127)



Refugee Support

Refugee Relocation Centers

Students with Limited or Interrupted Formal Education (SLIFE)

New American Task Force

Refugee grant provides support to our Title funded Family Literacy Program



Early Childhood District Supports for EL

District Level PD - "Supports and strategies for working with English Language Learners in the Preschool Classroom"

EL Coach who specializes in Early Childhood available to work with building teams

Training provided to Early Childhood teachers in EL Assessment every year

Assessment given by familiar adult



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