



SY 2023–2024

Office of English Learner Services Updates

**School Board Meeting
May 9, 2024**





Essential Questions

- Who are our multilingual learner and English learner students in ACPS?
- How does the Office of English Learner Services support multilingual learners?
- What are best instructional practices for English learner students?



Multilingual Learner (ML) and English Learner (EL) Students



ML students are linguistically and culturally diverse students who have a primary home language other than English

EL students are ML students, AND have been identified as having levels of English language proficiency that require language support to achieve in grade-level content in English.

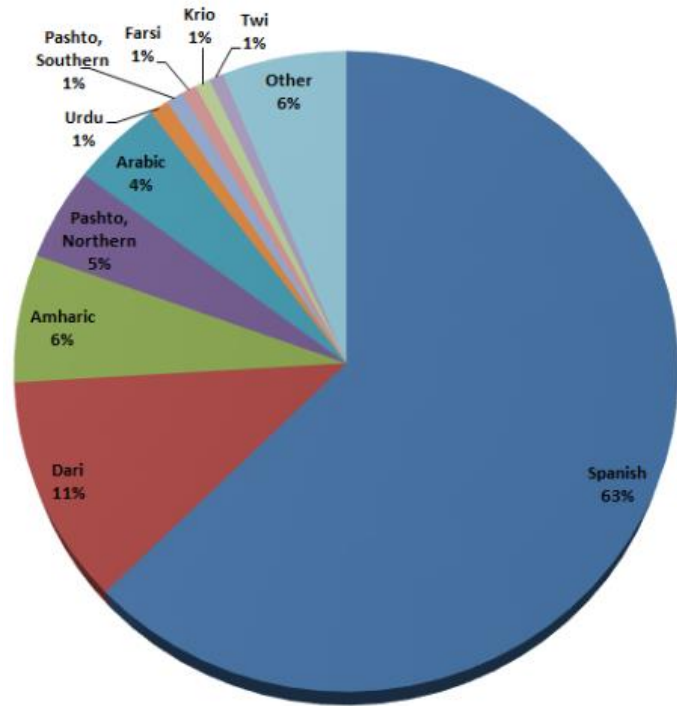


ML and EL Student Demographics

Total ACPS Student Population	16,201
Multilingual Learner (ML) Students	8,916 (55%)
English Learner (EL) Students	6,087 (37.6%)

- ML students represent 113 countries and 119 languages.
- Approximately 47% of EL students in ACPS are born in the U.S.

Top 10 Languages of EL Students



Data Source: SY2023-24 ML Student Fact Sheet and November PowerSchool Data (EL Report)



Office of English Learner Services

- **Welcome Center**
 - Student registration
 - English language proficiency assessment
 - Transcript review
 - Parent support
- **School-based Instructional Support**
 - Professional learning, modeling and coaching
 - Curriculum development for EL students
- **Translation and Interpretation Services**
- **Dual Language Programs**
- **Compliance with Federal and State Regulations**



WIDA *Access for ELLs*

- State approved English language proficiency test
- Administered once annually (February)
- Assesses language in the domains of listening, speaking, reading and writing across the content areas



WIDA Access for ELLs Score Report

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level	Scale Score	
		Minimum	Maximum
Listening	4.0	377	400
Speaking	2.2	240	260
Reading	3.4	320	340
Writing	3.5	325	345
Oral Language (50% Listening + 50% Speaking)	3.2	310	330
Literacy (50% Reading + 50% Writing)	3.5	325	345
Comprehension (70% Reading + 30% Listening)	3.7	340	360
Overall* (25% Reading + 25% Writing + 25% Listening + 25% Speaking)	3.4	320	340

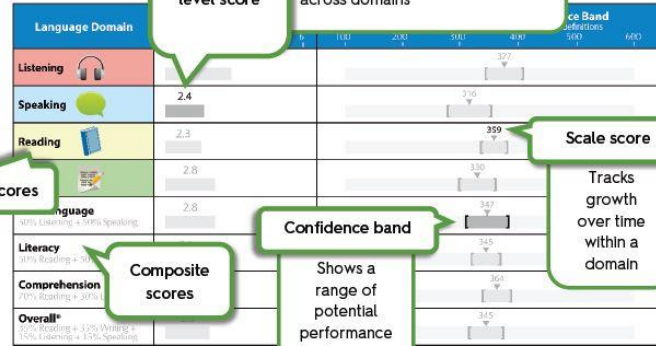
*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: Exchange information and ideas with others Connect people and events based on oral information Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: Share about what, when, or where something happened Describe steps in cycles or processes Express opinions
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: Classify main ideas and examples in written information Identify main information that tells who, what, when, or where something happened Identify steps in written processes and procedures Recognize language related to claims and supporting evidence
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: Describe familiar issues and events Communicate or share evidence Describe processes and procedures with some details Give opinions with support in a few short sentences

WIDA ACCESS for ELLs[®] English Language Proficiency Test

Individual Student Report

This report provides information about the student's scores on the WIDA English Language Proficiency Test. Scores are reported as Language Proficiency Levels and as Scale Scores.



*Overall score is calculated only when all four domains have been assessed.

Domain	Proficiency Level	Students at this level generally can...
Listening	3	<ul style="list-style-type: none"> understand oral language related to specific common topics in school and can participate in class discussions, for example: Connect spoken ideas to own experiences Find, select, order information from oral descriptions Identify the causes and effects of events or situations discussed orally Classify pros and cons of issues in discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using phrases, for example: Share about what, when, or where something happened Compare objects, people, places, or events
Reading	2	<ul style="list-style-type: none"> understand written language related to common topics in school, for example: Identify main ideas in written information Identify main actions and events in stories and simple texts Identify main actions and events in stories and simple texts with pictures or graphics
Writing	2	<ul style="list-style-type: none"> communicate in writing in English using language related to familiar topics in school, for example: Describe ideas or concepts using phrases or short sentences Label illustrations describing what, when, or where something happened Distinguish between claim and evidence statements in writing State steps in processes or procedures Express opinions about specific topics or situations



WIDA *Access* for *ELLs* Data

VDOE: Student Progress Requirements (WIDA ACCESS for ELLs 2.0)			
Composite Proficiency Level Gains			
Proficiency Level	Grades K-2	Grades 3-5	Grades 6-12
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1



WIDA Access for ELLs Data

WIDA ACCESS for ELLs 2.0: District Wide

Student Progress Requirements by Overall Proficiency Level

Composite Proficiency Level Gains from 2022 to 2023

Levels are 2022 and Grade Span is 2023

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	504	44.6%	626	55.4%	1,130
Level 2	596	57.6%	439	42.4%	1,035
Level 3	833	54.6%	692	45.4%	1,525
Level 4	159	44.3%	200	55.7%	359
Grand Total	2,092	51.7%	1,957	48.3%	4,049

* Virginia Department of Education school target = 52% met progress targets towards proficiency in English for accountability year 2023-2024 (based on 2022-2023 data)

WIDA ACCESS for ELLs 2.0: All Elementary Students

Student Progress Requirements by Overall Proficiency Level

Composite Proficiency Level Gains from 2022 to 2023

Levels are 2022 and Grade Span is 2023

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	381	47.8%	416	52.2%	797
Level 2	372	62.5%	223	37.5%	595
Level 3	471	64.4%	260	35.6%	731
Level 4	110	56.7%	84	43.3%	194
Grand Total	1,334	57.6%	983	42.4%	2,317

WIDA ACCESS for ELLs 2.0: All Secondary Students

Student Progress Requirements by Overall Proficiency Level

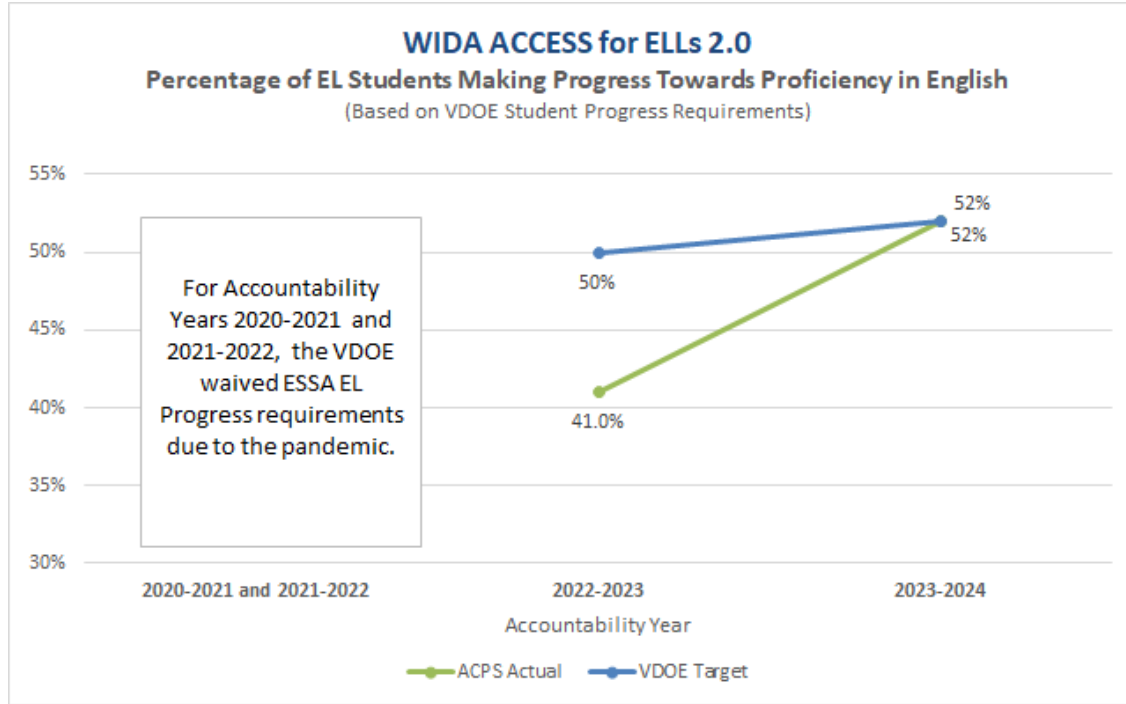
Composite Proficiency Level Gains from 2022 to 2023

Levels are 2022 and Grade Span is 2023

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	123	36.9%	210	63.1%	333
Level 2	224	50.9%	216	49.1%	440
Level 3	362	45.6%	432	54.4%	794
Level 4	49	29.7%	116	70.3%	165
Grand Total	758	43.8%	974	56.2%	1,732



WIDA Access for ELLs Data





EL Services in ACPS

Program Model: Content-based English Instruction



Sheltered Instruction	Co-Teaching
International Academy (IA)	General Education/Content
ELD Block (Small Group)	Specialized Instruction
Collaboration in PLCs (Planning, Differentiation, Integrating Content and Academic Language)	





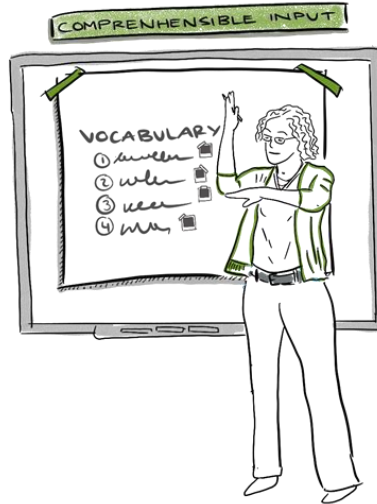
ACPS EL Best Practices

1 Activating Prior Knowledge / Building Background

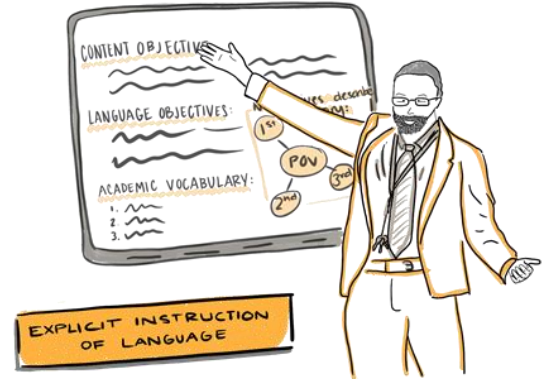


ACTIVATING PRIOR KNOWLEDGE

2 Comprehensible Input



3 Explicit Instruction of Language

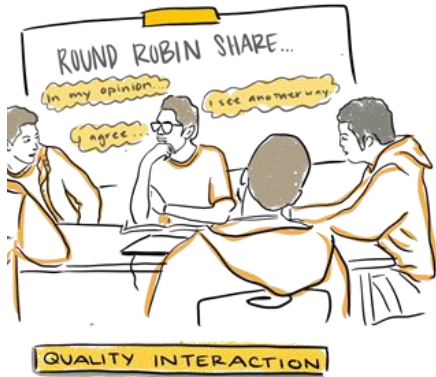


EXPLICIT INSTRUCTION OF LANGUAGE



ACPS EL Best Practices, Cont'd

4 Quality Interaction



5 Differentiation



6 Culturally Responsive

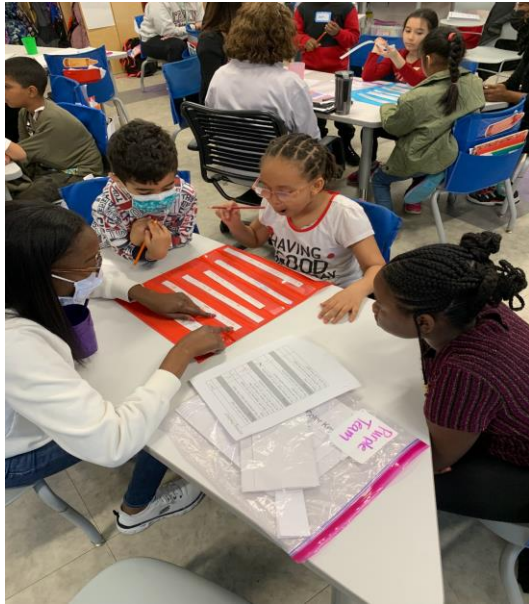


7 Metacognition Teaching





Project GLAD®

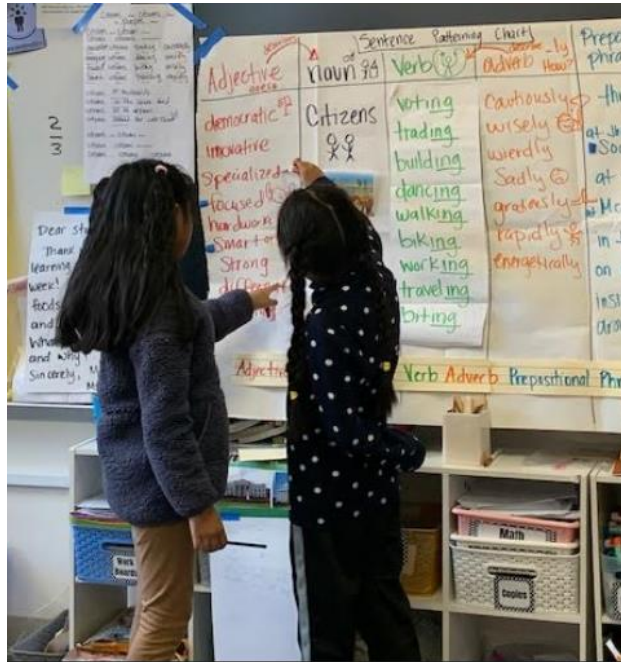


“Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially second language learners. The **Guided Language Acquisition Design** model enhances teachers’ design and delivery of standards-based instruction through an approach that integrates the development of content knowledge and skills with the acquisition of academic language.”

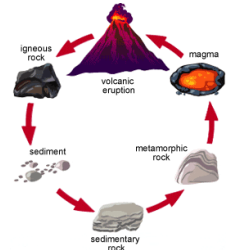
- Orange County Department of Education



Project GLAD® is an equity minded approach to support instruction.



1. Access to grade level academic content
2. Access to grade level academic language
3. Positive classroom culture





What does GLAD look like in the classroom...



Preschool Learners

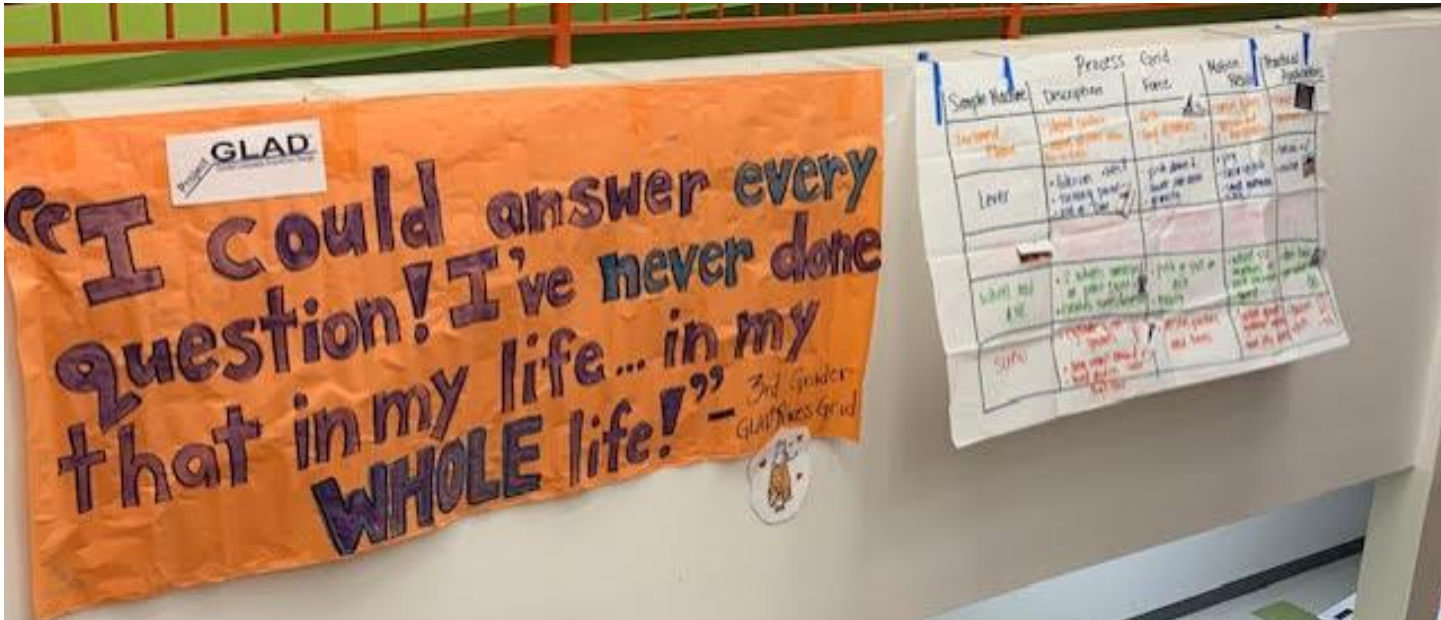
VPI at Douglas MacArthur ES

Elementary Students

3rd grade at Ferdinand T. Day ES

Secondary Scholars

8th grade at George Washington MS

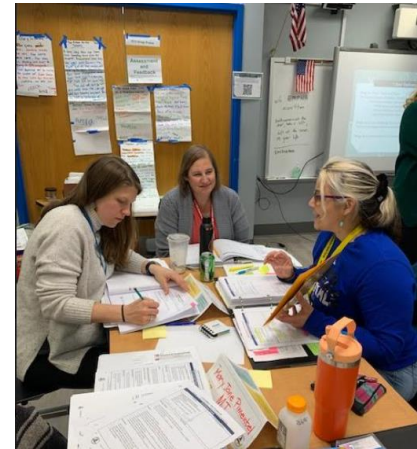


“It makes the content so much more accessible for all the children. Meets everyone at their level!” - **1st grade teacher**



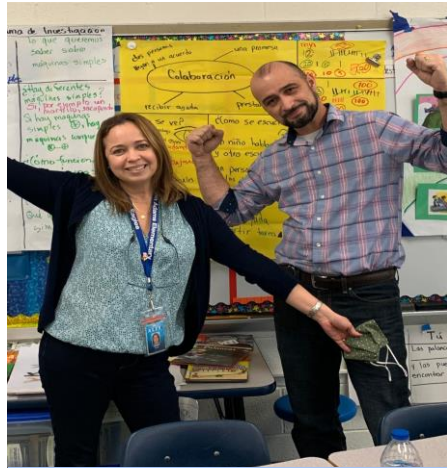
Teacher Testimonials

- ❑ I originally came for the GLAD strategies which would amplify academic language, but I left with so much more than that. I left with ideas for classroom management, culturally responsive teaching, building a classroom community and more.
-4th grade teacher
- ❑ The biggest takeaway is that with GLAD all students are able to participate and have a voice in the classroom without compromising on academic rigor. -
Elementary EL teacher
- ❑ GLAD provides effective strategies to scaffold the development of language and literacy. I love how students are constantly creating background knowledge while simultaneously learning new content. They are always making connections. -
1st grade teacher
- ❑ I have fantastic, proven strategies for my multilingual/multicultural students. -
Middle school teacher





Project GLAD® Trainer Team in ACPS



Yenny Lugo & Edwin Velez



Lauren Hughart,
Laura Negron Monllor,
Anna Harvin &
Jaime Pratt



Emily Bartlett &
Jessica Rauginane



Juliet Harris,
Lori McAndrews &
Sofia Melendez Contreras



Project GLAD® Tailored Follow-Up to Meet Program and Site Specific Needs

Our educator team works with administrators to design follow up support





Project GLAD® in ACPS and Beyond

Since 2013

- Over **800** ACPS educators trained in Project GLAD® Foundations
- Over **50** educators trained in Preschool GLAD®
- **8** Project GLAD® Agency Trainers
- **3** educators currently becoming Trainers
- **1 Spanish 4 Day Classroom Demo**

Currently, we have the capability to have other school divisions attend our internal ACPS Project GLAD® Trainings

This year, we are beginning the process of becoming a Regional Training Center for Project GLAD®!

- Expand our training beyond our current footprint
- Be connected with the National Training Center





Alexandria City Public Schools

Questions?

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Kelly Carmichael Booz, Vice Chair

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Abdel-Rahman Elnoubi

Jacinta Greene
Christopher Harris

Tammy Ignacio
Ashley Simpson Baird