
English Learner Services in Avoca 37

— Delivery and Trends —

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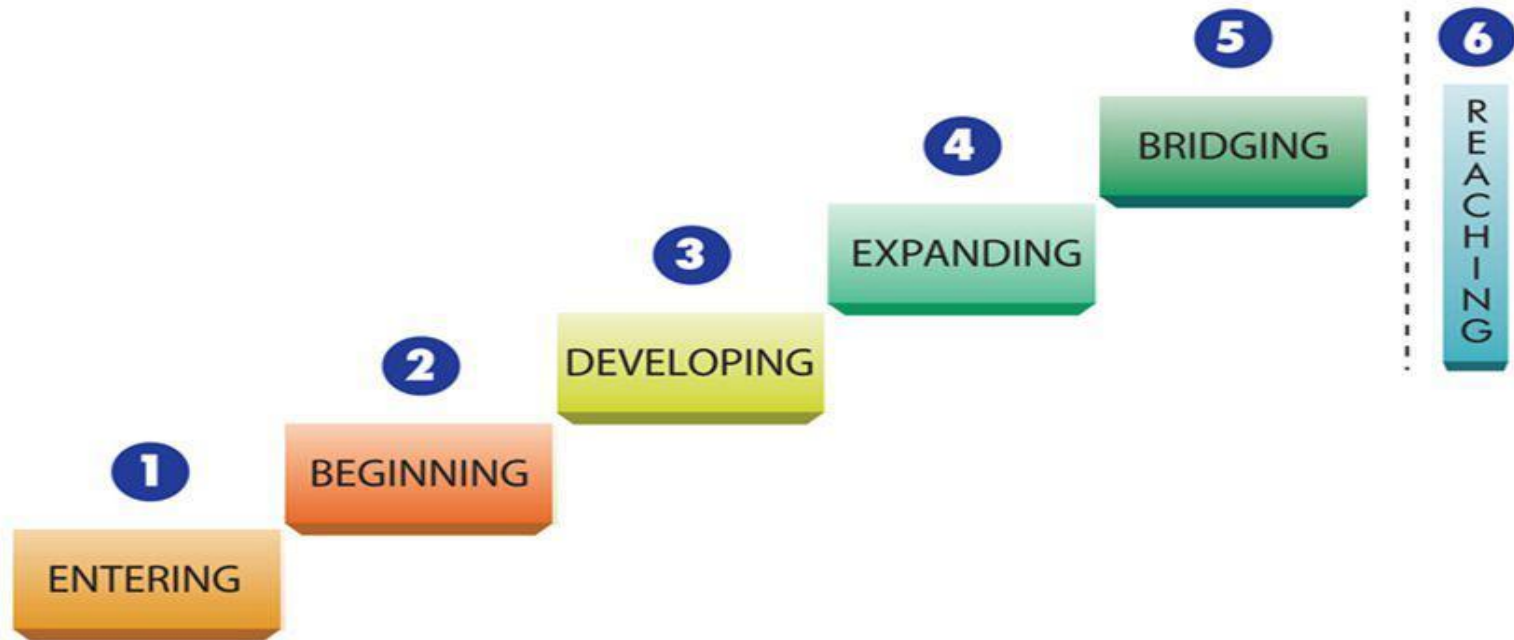
Characteristics of English Learners in Avoca



How we determine who needs services



Levels of English Language Proficiency



What we focus on in EL instruction



Service considerations

- Primary grades typically contain students with lower levels of English proficiency
- English learner services are best addressed during literacy blocks or English because speaking, listening, reading, and writing is most emphasized during those times of day, but math needs continue to increase
- Services must be offered to students who obtain proficiency for two years past this achievement

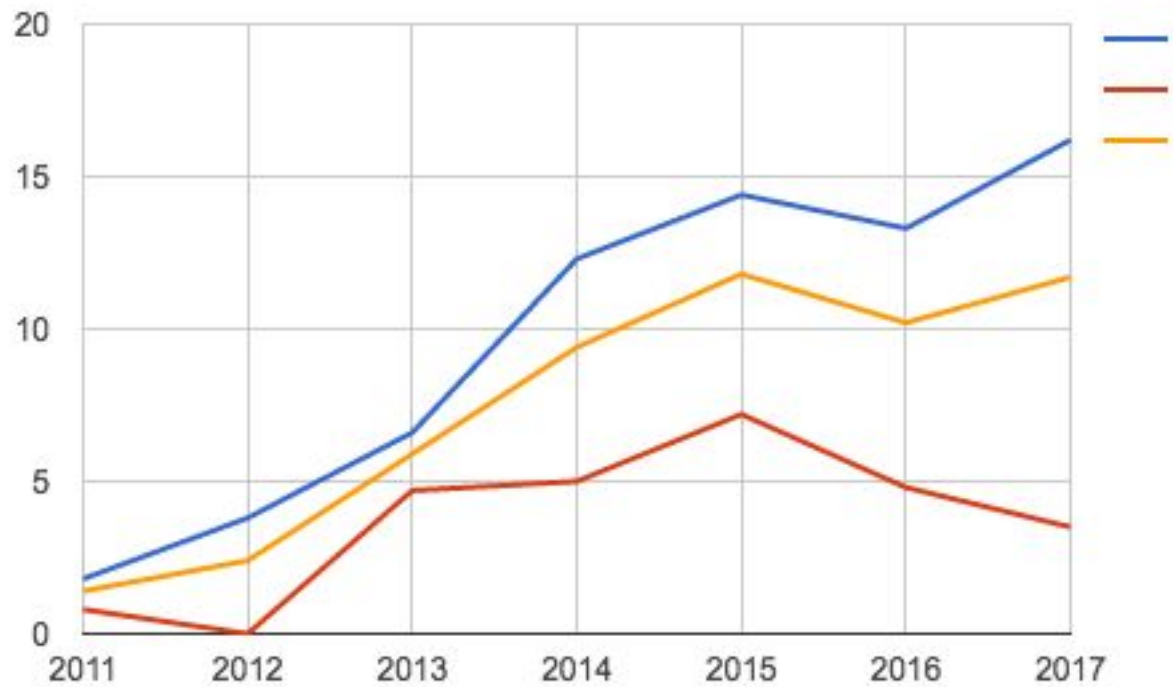
- Students who are deemed proficient on ACCESS may still struggle with the rigor of academic vocabulary within the Common Core and thus continue to benefit from informal services and support
- The diversity of languages and cultures in our district contribute to its richness but adds complexity to instructional design as typical English language development may be different for each heritage language group

Current EL Staffing



Percentage of LEP Students in District Over Time

	2011	2012	2013	2014	2015	2016	2017
Avoca West	1.8	3.8	6.6	12.3	14.4	13.3	16.2
Marie Murphy	0.8	0	4.7	5	7.2	4.8	3.5
District	1.4	2.4	5.9	9.4	11.8	10.2	11.7



Number of Students who are LEP

	2015-2016	2016-2017
Avoca West	49	75
Marie Murphy	6	9

Challenges of Current EL Staffing

- According to the ISBE recommended ratio, we are beyond capacity
- Staff are servicing multiple grade levels and not able to collaborate and plan with all teachers
- Little time is available to consult with or support teachers with ELs at the higher proficiency levels

- Splitting one person between Avoca West and Marie Murphy results in lost instructional time due to travel and reduces flexibility for intervention delivery during Viking Time
- We are noting a trend of newcomers at older ages requiring more intensive support because they have not been here to benefit from continuity of services and instruction

Possible Factors Affecting Future EL Caseloads

- Incoming kindergarten class
- Students who remain LEP
- Number of students who “graduate” from the program but still opt for support



Considerations for Future Service Delivery

- Remaining true to the vision and mission of the district
- Responding to diverse needs of English learners
- Supporting general educators in meeting the needs of English learners through co-teaching, collaboration, consultation, and professional development
- Continuing collaboration with special education to support dual EL-Special Education eligibility
- Ensuring compliance with legal requirements for EL

Options for Addressing Changing EL Needs



Option One: Increase Overall FTE by .5

POTENTIAL POSITIVE IMPACTS

- Ensure compliance with ratio guidelines
- Better support general educators through collaboration and consultation
- Continue to provide a combination of co-teaching, pull-out, and push-in that reflects best practices

ISSUES TO CONSIDER

- Increased cost and commitment by district
- Placement of .5 would need to be carefully considered in order to best meet student needs at both schools

Option Two: Ensure Compliance with No Increase in FTE (current level of staffing)

POTENTIAL POSITIVES

- All students who are required to receive EL services will do so
- Depending on incoming kindergarten student population, ACCESS scores, and scheduling, may be able to continue to provide co-teaching, pull-out, and push-in combination

AREAS OF CONCERN

- Less time to support students who are at higher levels of proficiency
- Reduced opportunities for collaboration and consultation with general educators
- Scheduling complexities inherent with “travel” continue

Option Three: Teaching Assistant FTE

POTENTIAL POSITIVES

- Provide targeted support in classrooms to students who have “graduated” or could benefit from in-class support
- Increases overall support for students

AREAS OF CONCERN

- Increased costs for district
- TA cannot provide legally mandated EL services
- Targeted professional development must be provided to the TA

Recommended Next Steps

- Carefully monitor incoming kindergarten students
- Continue to plan service delivery models for next year's known students
- Consider unique needs of EL students during the course of strategic plan implementation
- Board of Education to discuss proposed options and recommendations