For the past twelve years, the Multilingual Educational Services’ Intake Center has helped families new to Wichita who have a language other than English with the enrollment process for Wichita Public Schools. In the 2005-2006 school year, 5,448 students, 11.2% of the student population, were served in Wichita’s ESOL programs. For the 2016-17 school year, Wichita will serve 9,846 students in ESOL programs—19.5% of all Wichita students. While Wichita has always been a diverse district, there have been some significant shifts in the language groups, countries of origin, and previous educational backgrounds of new students over the last decade. This information page highlights a few of the most significant changes in the past few years.  

Currently, Wichita has students who were born in 94 different countries. Families with children in ESOL programs in USD 259 represent 67 of those countries. Other than the US, the largest numbers of students have come from Mexico, Vietnam, Democratic Republic of Congo, El Salvador, Saudi Arabia, Tanzania, Uganda, Rwanda, and Honduras. The number of new students from Central America and Africa has substantially increased, especially in the past 3 years. So far in 2016-2017, Wichita has welcomed 468 students from 44 countries.

Transfers from within the US account for a significant number of new ELL students who come to Wichita Public Schools. In the 2016-17 school year, Wichita has received 299 students from 35 states. We’ve also received 248 students from other districts and private schools within the state.
As of September 20, 2016, 109 unique languages are spoken by students in USD 259. Several of those are ‘low incidence’ languages—spoken by 10 or fewer students within the district. The 10 largest language groups, in order, are English, Spanish, Vietnamese, Arabic, Lao, Swahili, Cambodian, the Chinese family of languages, Bengali, and French. In the past few years, the number of Vietnamese, Lao, and Cambodian speakers has increased slightly, and the number of speakers of languages from Africa and the Middle East/Far East has dramatically increased.

We are required, by federal law, to provide information to parents in the language they prefer. Our new phone interpretation service, provided by Propio Language Services, has been vital in allowing school and MES intake staff to communicate with parents in their preferred language both effectively and efficiently. Additionally, a large number of district staff and community members assist with face-to-face conversations with parents who are not yet fluent in English.

Four years ago this past spring, Wichita began welcoming new refugees to our community and schools. The two agencies working with the new refugee populations are Episcopal Migration Ministry (EMM) and International Rescue Committee (IRC). MES staff have worked closely with these two agencies to ensure that enrolling new refugees to our schools is as stress-free for the refugee families as possible. The refugee families are currently coming primarily from Democratic Republic of Congo via refugee camps in various African countries. We have also had Karen/Burmese refugees from Myanmar, and Somali, Ethiopian, Eritrean, Iraqi and Afghani refugees. We anticipate that the largest refugee group over the next year will continue to be Congolese.

Refugee students currently attend at least 28 different Wichita schools, most of which have Newcomer Programs. Wichita had at least 332 refugee children enrolled in school as of October, 2016. The largest groups of refugees are Congolese, Somali, Afghani, Sudanese, Iraqi, and Ethiopian.

Refugees coming from the camps bring some unique challenges. While most are relatively healthy, all have had limited access to medical care and nutrition, many have emotional trauma, and all have had interruptions in their education. Most of the camps do not provide early childhood education, so students who are younger than eight may not have had any opportunity to participate in schooling. Secondary education is seldom available, so most teenage refugees have completed less than eight years of education. Refugees coming from urban areas or countries that don’t require them to stay in camps usually have a better educational background.

Between Spring 2014 and Fall 2016, Wichita also received 78 new students from Central America. Many were teens who had traveled to the US alone and were eventually reunited with family members in Wichita. They had also experienced emotional trauma and gaps in schooling of a few months to a few years. Most of these students remain in Wichita with family members.
English Speakers of Other Languages (ESOL) Overview

Wichita Public Schools
Board of Education Meeting
March 13, 2017
USD 259 Mission

The Work of Wichita Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.
We all SMILE in the same language😊
ESOL Overview

• Content Objectives: Provide an overview of the ESOL Program including:
  o English Language Learner (ELL) Description
  o Legal History
  o ELL Identification and Placement
  o Instructional Support
  o Data Assessment
  o Multilingual Educational Services (MES)
English Language Learners (ELLs)
English Language Learners

- English Language Learners (ELLs)
  - First Language Learned (L1)
  - Second Language (L2)
- Second Language (L2) Development
  - Basic Interpersonal Communication Skills (BICS)
  - Cognitive Academic Language Proficiency (CALP)
Basic Interpersonal Communication Skills (BICS)

- Social situations
- In context
- Not cognitively demanding
- Mostly Tier 1, some 2
- Often called ‘playground language’
- Acquired after 6 months

Cognitive Academic Language Proficiency (CALP)

- Academic learning
- Tier 2 and 3 words
- Language needed for school
- Not just understanding of academic vocabulary; all across Blooms
- Takes 7-10 years to acquire
English Language Learners

• 2016-17 Official District Enrollment
  o 50,561 with 9846 active ESOL students
• 109 District Languages
• 94 Countries of Birth
• ESOL students include:
  o Immigrants
  o Refugees
  o Long Term Learners
ESOL Schools

50 ESOL Schools

• 33 Elementary, 12 Middle, and 5 High Schools

• Includes 12 Newcomer Sites
  o 6 Elementary
    • Colvin, Franklin, Gammon, Jefferson, Park, and Washington
  o 3 Middle
    • Curtis, Jardine, and Pleasant Valley
  o 3 High Schools
    • East, North, and Southeast
Legal History
Brown vs. The Board of Education, 1954

• We conclude that, in the field of public education, the doctrine of "separate but equal" has no place.
Equal Educational Opportunities Act, 1974

• "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."
(Includes information to parents.)
Lau vs. Nichols, 1974

• Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.
Castañeda vs. Pickard, 1981

• Most significant court decision since *Lau*.
• Based on a district’s language remediation program violating EEOA of 1974.
• Create basic standards to determine compliance with EEOA: The Castañeda test.
Castañeda Test

1) **Theory:** School must pursue program based on sound educational theory, or legitimate experimental strategy.

2) **Practice:** Must actually implement program (including instruction, resources, personnel)

3) **Results:** Must not persist in program that fails
Title III

“The purpose of Title III is to provide funding to support services designed to assist and enhance English Language Learners (ELLs), including immigrant children and youth ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standard requirements.”

KSDE Title III Fact Sheet, 2016-17
Multilingual Educational Services (MES)
ESOL Placement

• Intake Center

• Home Language Survey
  o 4 Questions to determine ESOL placement testing

• English Language Proficiency Assessment
  o PreLAS/LAS Links Assessment
  o Literacy Skills: Reading, Writing, Listening, and Speaking
  o Beginning, Intermediate, Advanced, Proficient, and Above Proficient determination
ESOL Placement

• Placement Options:
  o ESOL Newcomer Classroom
  o ESOL Core Classroom
  o Regular Education
ESOL Instructional Services
“...English Language Learners and for students with special needs. All students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.”

Kansas Common Core State Standards for English Language Arts & Literacy pg. 6
Fund 14 District Support

• ESOL Educational Staff:
  o 50 ESOL Schools
  o 143 Teachers
  o 73 Paraprofessionals
  o 3 ESOL Coaches (plus 1 MES) providing professional development, training, and district support

• ESOL Professional Development
  o Newman classes leading to ESOL teacher endorsements
Support Models

- ESOL Instructional Support Includes:
  - Class Within a Class (CWC)
    - Tied to Core Instruction
    - Individual
    - Small Group
    - Co-teach
  - Pull Outs (PO)
  - Tier II & III Interventions
    - Based on multiple data measures
“Vocabulary is among the greatest predictors of reading comprehension (Baker, Simmons, and Kameenui 1998), and reading comprehension, it almost goes without saying, is central to learning in the content areas.”

How much do we remember?

Instructional Focus

• Vocabulary and Reading Comprehension
  - Use AIMSweb, K-ELPA, and other data to determine ELL instructional needs
  - Goes beyond Phonemic Awareness, Phonics, and Fluency
  - Needs to support English and academics

• Scaffolding to support the core while meeting intervention needs based on data
  - Tier 1 and II allows for scaffolding/core support and Tier III for more intensive gaps
English and Academic Instruction

• Focus on Literacy
  o Reading
  o Writing
  o Listening
  o Speaking
  o KCCRS Standards include the fifth area of Language (thinking and processing skills)

• Total Participation Techniques
  o Strategic Grouping
  o Partners
  o Small Groups
Application: Support for the Domains

**LISTENING**
- Chunk and Chew
- Pause-Star-Rank
- Building Background with Key Vocab
- Listen for...
- Guided Notes
- Inside-Outside Circle
- Placemat Consensus
- Response Cards (TPT)
- Numbered Heads Together

**READING**
- Study-TELL-HELLp-Check
- Read, Stop, Respond
- Word Bank with Key Vocabulary
- Chunk and Chew
- Whisper, Cloze, Echo Read
- Small Group, Partner Read
- Close Reading with Evidence
- Marking the Text

**SPEAKING**
- Restate, Paraphrase
- Discussion Starters
- Stand Up, Hand Up, Pair Up
- Partners Teach
- Inside-Outside Circle
- One Sentence/Word Summary
- Mix Pair Share
- Pairs Compare
- Socratic Seminar

**WRITING**
- Sentence Stems
- Writing Frames
- Quick Writes
- Focused Note Taking
- Chunk the Writing
- Response Boards
- Graphic Organizers
- Analogies
- Marking the Text

Strategic Grouping

Adapted by: Jennifer Ruckman-Miller
Farming was the main economic activity in all of the colonies. New England farmers were smaller than those farther south. Long winters and thin, rocky soil made large-scale farming difficult. Farmers in New England practiced subsistence farming.

Tobacco was the principal or most important crop of Maryland and Virginia. Most tobacco was sold in Europe, where the demand for it was strong. Growing tobacco and preparing it for sale required a great deal of effort. At first, planters used indentured servants to work in the fields.

Most of the large, southern plantations were located in the Tidewater, a region of flat, low-lying plains along the seacoast. Plantations, or large farms, were often located on rivers so crops could be shipped to market by boat.

Most enslaved Africans lived on plantations. Some did housework, but most worked in the fields and suffered great cruelty. The large plantation owners hired overseers, or bosses, to keep the enslaved Africans working hard. Enslaved Africans had strong family ties. Often, however, their families were torn apart when a slaveholder sold family members to other slaveholders.

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Like the New England Colonists, the Middle Colonials also had industries. Some were home-based crafts, such as carpentry and flour making. Others were larger businesses, such as lumbering, mining, and small-scale manufacturing.

The majority of white Southerners were not slaveholders. Slavery played an important role in the economic success of the Southern Colonies. Their success came to be built on the idea that one human being could own another.

Nearly 100,000 German Immigrants came to America in the colonial era. Many settled in Pennsylvania. They successfully farmed the land using European agricultural methods. The Germans, Dutch, Swedish, and other non-English immigrants gave the middle colonies a cultural diversity that set them apart from New England.
District Connections

• Instructional Protocol
  o Sheltered Instruction Observation Protocol
  o Scaffolding to Increase ESOL Student Engagement and Comprehension
  o Move from the ‘I Do’ to the ‘We Do’ and ‘You Do’

• Marzano Design Questions 3 and 4

• Depth of Knowledge (DOK) Levels 3 and 4
Assessments

- AIMSweb Literacy
  - Elementary PSF, NWF, and R-CBM
  - Secondary MAZE
- Kansas English Language Performance Assessment (K-ELPA)
### AIMSweb Literacy Screeners

#### ESOL AIMSweb Literacy: 4 Year Comparison

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2016</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>59%</td>
<td>63%</td>
<td>5%</td>
</tr>
<tr>
<td>Elem Accuracy</td>
<td>62%</td>
<td>67%</td>
<td>5%</td>
</tr>
<tr>
<td>Secondary MAZE</td>
<td>34%</td>
<td>52%</td>
<td>17%</td>
</tr>
</tbody>
</table>

- About a 10% gap between ELLs and non-ELLs
English Language Performance

- English language assessment testing ELLs in reading, writing, listening, and speaking
- Only ELLs take the yearly Kansas English Language Performance Assessment (K-ELPA)

Data Collected
- Individual yearly growth
- Overall number of ELLs reaching proficiency in all 4 areas two years in a row
English Language Performance

• K-ELPA 2015-16
  o 1670 students met first year proficiency
  o 504 students met second year proficiency
  • Reclassified as proficient and exited ESOL
    o 463 returning students and 41 who either graduated or left the area
Understanding the English ‘Language’ Gap

- Transitioning ELLs to Proficiency
  - Beginner to first year Proficient ELLs assessed PreK-12
    - Includes high need populations such as Newcomers and refugee students with ‘Tier IV’ English and academic deficiencies
  - ELLs exited based on meeting K-ELPA Proficiency two years in a row
    - Results in a continuous enter/exit cycle based on need for ESOL services
    - Monitor for two years after reaching proficiency
Multilingual Educational Services (MES)
MES Services Provided

• Intake Center

• Language Line
  o Spanish and Vietnamese
  o Propio

• Interpretation and Translation Services
  o Regular Education
  o Special Education
  o Spanish, Vietnamese, Arabic, Swahili, French, German, Mandarin, and others
Additional MES Programs

• Adult ESOL
  o Parents of USD 259 students
  o Beginning and Intermediate
  o 280 adult learners

• Migrant Education Program (MEP)
  o Currently 186 Migrant Education students
  o Types of service
    • Academic support
    • Extended learning
    • Social Service referrals
I hear, and I forget;  
I see, and I remember;  
I do, and I understand.

- Confucius
Questions?