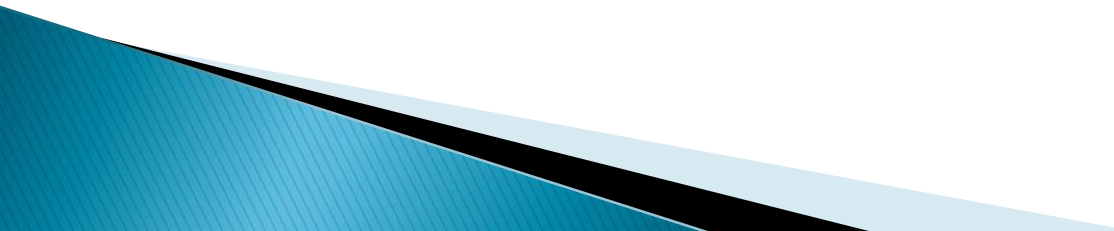


Working Toward a Common Language Use Survey...

EL Alliance Conference
March 10–11, 2016
Southern Oregon Districts and ODE

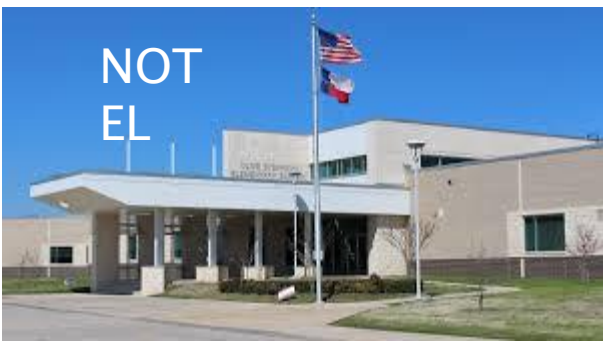
Key Points

- ▶ Student identification issues
 - ▶ ESSA changes
 - ▶ American Indian/Alaska Native
 - ▶ Common questions
 - ▶ District choice
- 



Mobility

- ▶ Students move across our districts within the school year at rates between:
 - .29 and 12.5 % of our EL population
- ▶ Students move across our districts within a 3-year time span at rates between:
 - .38– 8%



NOT
EL

Woodcock-Munoz



NOT EL

IPT



Stanford



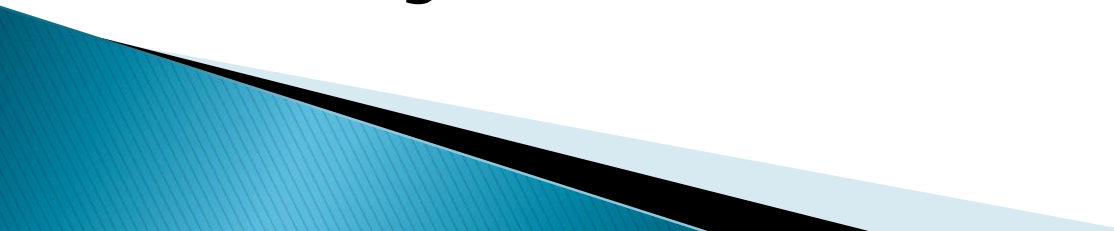
EL

LAS

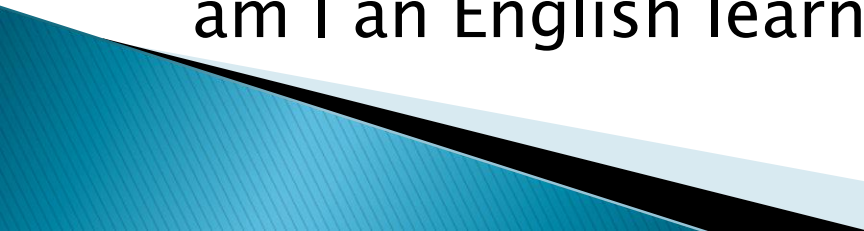


EL

Confusion

- ▶ In some districts the student is identified as an English learner and receives additional support.
 - ▶ In other districts the student is not identified as an English learner.
 - ▶ Parents and students do not understand why there is a difference from district to district.
 - ▶ Districts may find out a student was identified as an EL previously when cum files arrive, thus creating more confusion.
- 

What if?

- ▶ The same child moved across 4 or 5 different districts in the same school year?
 - ▶ How would this
 - Yes – EL
 - No – Not EL
 - ▶ Impact the student?
 - ▶ The family?
 - ▶ This is a student already experiencing a lot of transition, and we added in the “identity issue” of am I an English learner or not?
- 

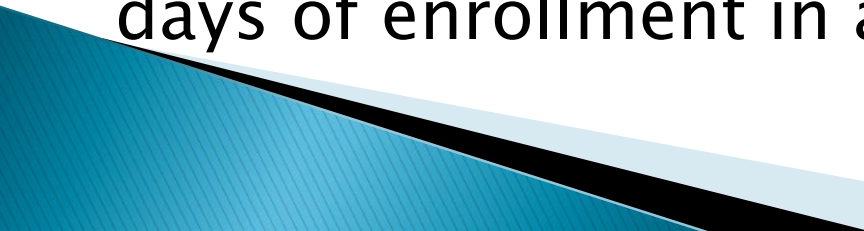
Steps to Identifying a Student as an English Learner

- ▶ Survey questions that trigger a “potential English learner” at enrollment.
- ▶ An assessment that measures the student’s English language proficiency to determine if the student qualifies for additional support learning English.
 - If yes – the student is an English learner
 - If no – the student is a fluent speaker of English upon enrollment, sometimes referred to an IFEP (Initially Fluent English Proficient)

Enter Every Student Succeeds Act – December 10, 2015

Section 3111

“(A) Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



The Process:

How Medford School District Approached the
Issue

Building Our Knowledge Base

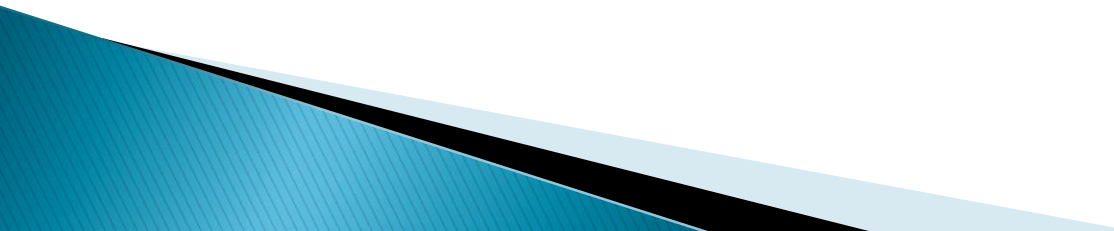
- ▶ CCSSO Webinars with H. Gary Cook and Robert Linqianti
- ▶ Companion Working Paper: “Reprising the Home Language Survey: Summary of a National Working Session on Policies, Practices, and Tools for Identifying Potential English Learners” (January 2014)

http://www.ccsso.org/Resources/Programs/Effort_on_Moving_toward_a_Common_Definition_of_English_Learners.html

Highlights of Our Learning

- ▶ The *purpose* and *intended use* should be made clear to those administering and completing the survey.
- ▶ Consider calling it a “Language Use Survey”.
- ▶ Focus on “Essential” constructs for identifying potential ELs.
- ▶ Consider all relevant contexts for language exposure and use.
- ▶ Include an open-ended question to invite additional information.
- ▶ Be cognizant of prevalence of bilingual households; focus identification on English use to identify potential ELs.

Collaborative Discussion: ELL Dept. Meeting

- ▶ Reviewed the CCSSO Working Paper
 - ▶ Presented Transact HLS document for review
 - ▶ Partner talk with revision/annotation of Home Language Survey (HLS) document
 - ▶ Whole group debrief
 - ▶ ELL TOSA consolidated feedback into a draft Language Use Survey (LUS) document.
- 

Draft 1 – Language Use Survey

Paper copy provided for review – see page 1

Look it over as we discuss it.



Language Use Survey

Encuesta sobre el uso de idiomas

The purpose of these questions is to determine if your child's language background might qualify him/her to receive English Language Learner (ELL) services.

El propósito de estas preguntas es determinar si su hijo califica para recibir los servicios del Programa de aprendizaje del idioma inglés (ELL).

Student Name: _____ Grade Level: _____
Nombre del/de la Estudiante → → → → → Grado

School: _____ Date of Birth: _____
Escuela → → → → → Fecha de nacimiento

1. → What language do adults most frequently speak to your child?

¿Qué idioma hablan los adultos con más frecuencia con su hijo(a)?

Father/Guardian: _____ Mother/Guardian: _____
Padre/Tutor → → → → → Madre/Tutora

Other Adults in the Home: _____ Child-care Providers: _____
Otros adultos del hogar → → → → → Proveedores de cuidado del niño(a)

2. → What language(s) did your child learn when he/she first began to talk? _____

¿Qué idioma aprendió su hijo(a) cuando él/ella comenzó a hablar? _____

3. → What language does your child speak most frequently? → _____

¿Qué idioma habla su hijo(a) con más frecuencia? _____

4. → Describe the language(s) your child understands.

Describe el idioma que su hijo(a) entiende.

a. → No English and only the other language

No inglés y sólo otro idioma

b. → Some English and mostly the other language

Un poco de inglés y sobre todo otro idioma

c. → English and the other language equally

Inglés y otro idioma utilizado equitativamente

d. → Mostly English and some of the other language

Sobre todo inglés y un poco de otro idioma

e. → Only English

Sólo inglés

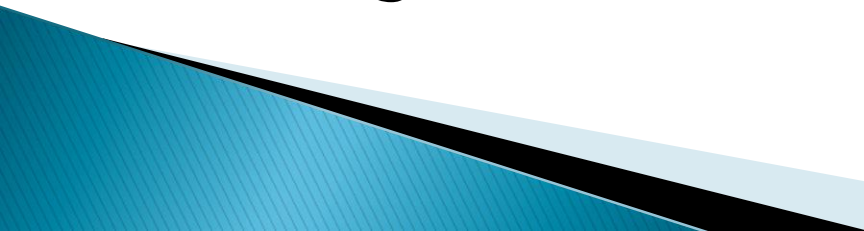
5. → Is there anything else you think the school should know about your child's language use?

¿Hay algo más que piensa que la escuela debería saber sobre el uso del idioma de su hijo(a)?

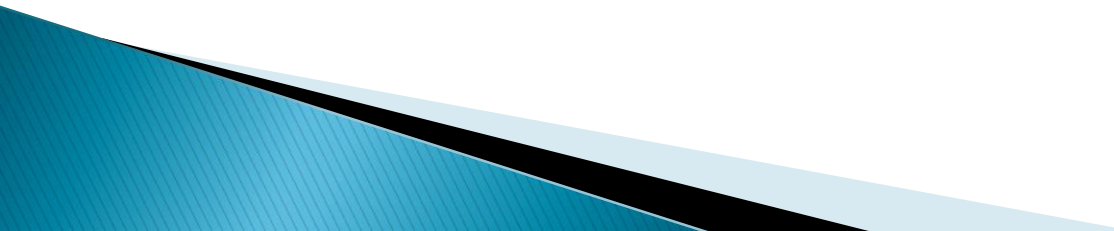
Review of Survey with AI/AN Advisory Group

ODE staff met with the American Indian/Alaska Native (AI/AN) state advisory group.


Topics covered:

- ▶ Data review of ELs who are AI/AN
 - ▶ Process for identifying potential ELs
 - ▶ AI/AN potential EL process
 - ▶ Draft survey
 - ▶ Thoughts/feedback on survey
- 

Feedback from Panel and Recommendations

- ▶ There is confusion shared by AI/AN parents that the ELD program is for teaching Spanish.
 - This confusion could be due to the use of both English and Spanish on the Language Use Survey form.
 - Having a clear purpose and provide training to registrars, so they are able to describe the EL services provided.
- 

- ▶ Parents may not consider tribal ceremonies or other cultural events as an exposure to a language other than English.
 - Add in tribal/indigenous languages to the purpose line.
 - Add in a box for tribal languages.
 - Add in an example to the other information to include tribal/indigenous, religious, etc.

 - ▶ Question 1 asks about adults speaking to the child, but you haven't asked what languages the child hears regularly?
 - Add in a question 2 specifically for listening.
 - It is possible the parent makes a point of only speaking English with the student, but listens to music that is in a language other than English.
- 

Proposed Revision to Language Use Survey

- ▶ Look over page 2 and page 3 – minor tweaks to the language

Language Use Survey

Encuesta sobre el uso de idiomas

The purpose of these questions is to determine if your child's language background might qualify him/her to receive English Language Learner (ELL) services. Please consider any tribal/indigenous activities.

Student Name: _____ Grade Level: _____
Nombre del/de la Estudiante **Grado**

School: _____ Date of Birth: _____
Escuela **Fecha de nacimiento**

1. What language do adults most frequently speak to your child?

¿Qué idioma hablan los adultos con más frecuencia con su hijo(a)?

Father/Guardian: _____

Padre/Tutor

Mother/Guardian: _____

Madre/Tutora

Other Adults in the Home: _____

Otros adultos del hogar

Child-care Providers: _____

Proveedores de cuidado del niño(a)

2. What language(s) does your child hear regularly?

3. What language(s) did your child learn when he/she first began to talk? _____

¿Qué idioma aprendió su hijo(a) cuando él/ella comenzó a hablar?

4. What language does your child speak most frequently? _____

¿Qué idioma habla su hijo(a) con más frecuencia?

5. Describe the language(s) your child understands.

Describe el idioma que su hijo(a) entiende.

a. No English and only the other language

No inglés y sólo otro idioma

b. Some English and mostly the other language

Un poco de inglés y sobre todo otro idioma

c. English and the other language equally

Inglés y otro idioma utilizado equitativamente

d. Mostly English and some of the other language

Sobre todo inglés y un poco de otro idioma

e. Only English

Sólo inglés

f. Tribal or Indigenous language

6. Is there anything else you think the school should know about your child's language use? (for example: traditional practices, tribal ceremonies, religious practices that include languages other than English)

¿Hay algo más que piensa que la escuela debería saber sobre el uso del idioma de su hijo(a)?

Language Use Survey

The purpose of these questions is to determine if your child's language background might qualify him/her to receive English Language Learner (ELL) services.

Student Name: _____ Grade Level: _____

School: _____ Date of Birth: _____

1. What language does your child hear regularly in your household? _____

2. What language do adults most frequently speak to your child?

Father/Guardian: _____ Mother/Guardian: _____

Other Adults in the Home: _____ Child-care Providers: _____

3. What language(s) did your child learn when he/she first began to talk? _____

4. What language does our child speak most frequently? _____

5. Describe the language(s) your child understands including Native American languages:

- a. No English and only the other language
- b. Some English and mostly the other language
- c. English and the other language equally
- d. Mostly English and some of the other language
- e. Only English

6. Does your child frequently participate in cultural activities that are in a language other than English? (please list the activity and how often your child participates in the activity.)

7. Is there anything else you think the school should know about your child's language use?

Parent or Guardian Signature _____

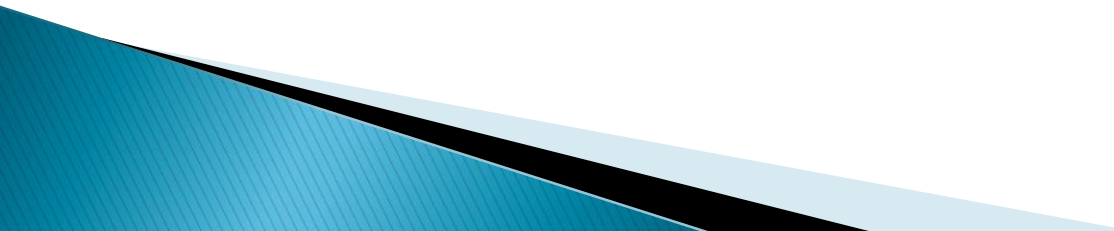
Date _____

Discussion

With a neighbor read over the proposed Language Use Survey and discuss pros/cons.

After 5 minutes – join 2 more people to discuss.

After 7 minutes – join 4 people and write up your thoughts on the pro/con charts around the room.

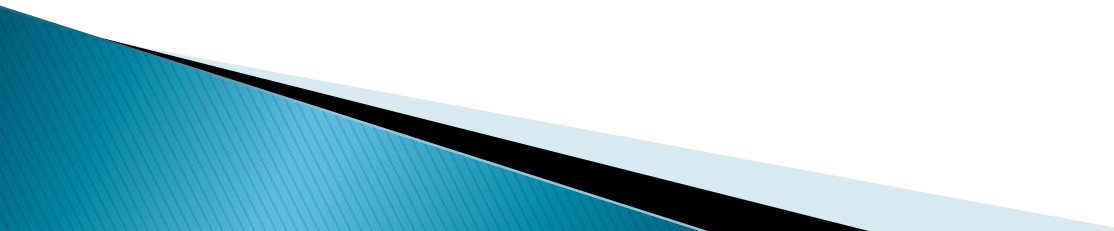


Regroup

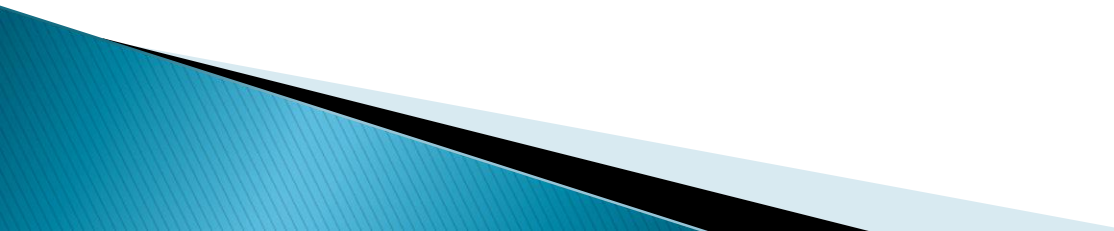
- ▶ Read from charts
- ▶ Pros / Cons

Next Steps

Thinking about ESSA's requirements for common identification process across the state, how would you use these questions?



District Choice

- ▶ What will you do differently?
 - ▶ What are the non-negotiables?
- 

Where do we go from here

- ▶ Districts should review their Language Use Survey questions.
- ▶ ODE is looking for more districts to pilot these questions.
 - We will collect data from these questions and subsequent identification process to determine if these questions help identify potential ELs.

How do we “join” the pilot

- ▶ Email Kim
- ▶ Kim.a.miller@state.or.us
- ▶ Sign me up to pilot the survey:
 - https://docs.google.com/spreadsheets/d/1Du0cyA6t_opWGxkrly2E49D7IYEf-2-ImyezlkC0ao/edit?usp=sharing