
NCPS World Language/ELL

— Lizette D'Amico —
K-12 WL/ELL Administrator

17-18 Board Goals

WORLD LANGUAGE

Monitor and report on the % of students participating in world languages in grades 9 – 12 and the distribution of students in grades 6–8

Analyze and report on student performance on speaking portion of the AAPPL for students participating in Level 5 French, Spanish and Level 4 in Mandarin; and the ALIRA for Latin

All 8th grade students will perform at or above the low intermediate on the speaking portion of the AAPPL and the ALIRA

Continue to expand opportunities to continue WL studies for students who have completed a traditional sequence of courses

17 - 18 Board Goals

ELL

Monitor and support the district wide ELL program

17 - 18 Board Goal..

WORLD LANGUAGE

Monitor and report on the % of students participating in world languages in grades 9 – 12 and the distribution of students in grades 6–8

81% of students at NCHS take a World Language.

Incoming 6th grade:

2017–2018: 37% Latin 28% Spanish 22% French 13% Mandarin

2018–2019: 29% Latin 31% Spanish 29% French 12% Mandarin

17-18 Board Goal

Analyze and report on student performance on speaking portion of the AAPPL for students participating in Level 5 French, Spanish and Level 4 in Mandarin; and the ALIRA for Latin

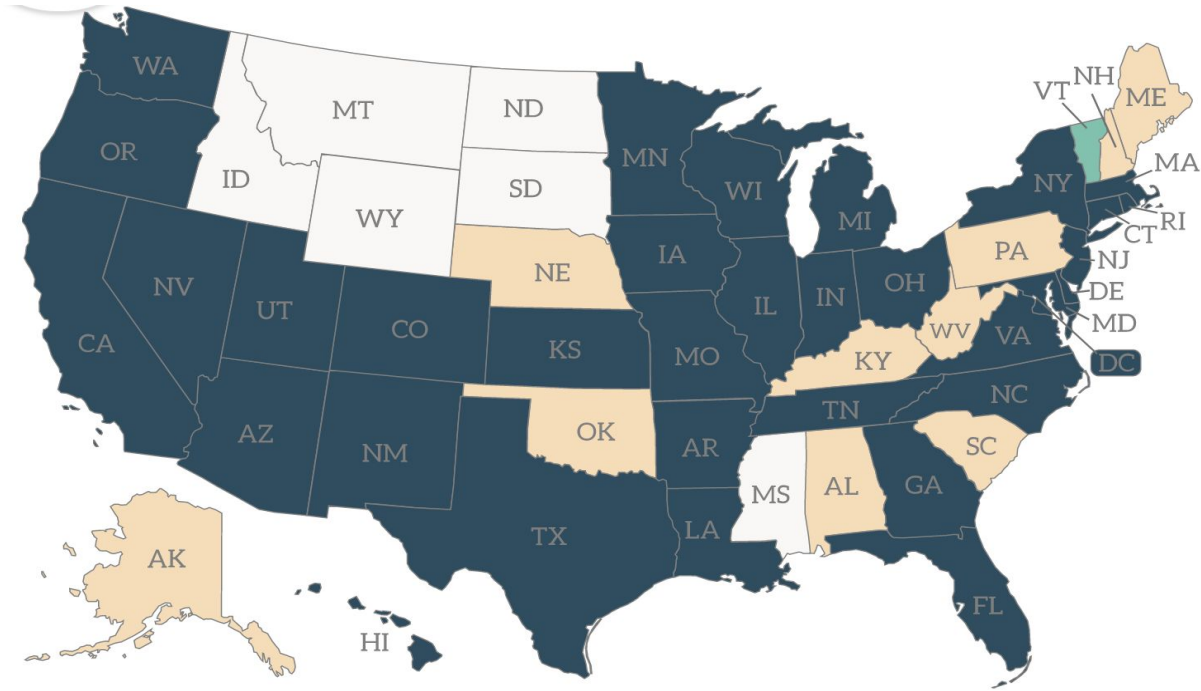
- Altered slightly to focus more on the CT Seal of Biliteracy.

266 Level 4 and 5 students met the benchmark for the CT Seal of Biliteracy. That is 82% of students currently in the program.

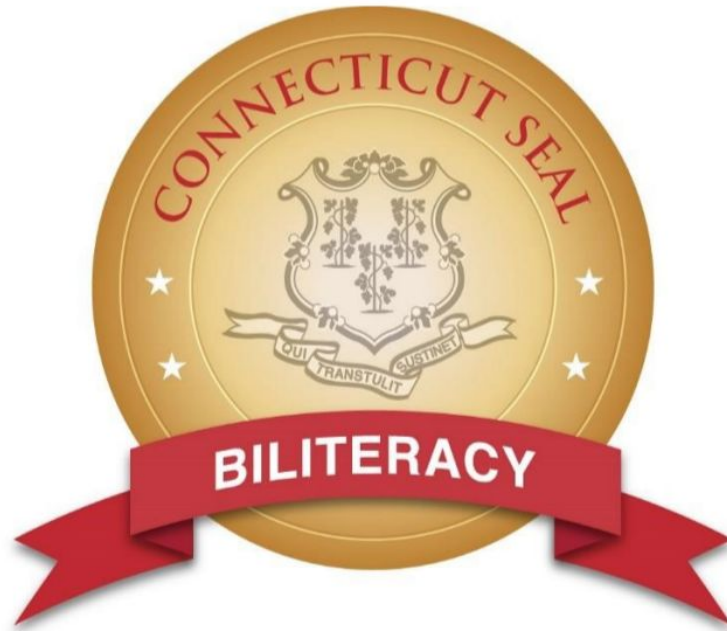
Seal of Biliteracy <http://sealofbiliteracy.org/>

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

SEAL OF BILITERACY- focus on usage



Seal on diploma and transcript



17-18 Board Goals

All 8th grade students will perform at or above the low intermediate on the speaking portion of the AAPPL (N4 for Mandarin) and the ALIRA

90% of all Spanish students scored an I1 or higher on the speaking AAPPL (note that an I3 is necessary for CT Seal of Biliteracy)

92% of all Spanish students scored an I1 or higher on the writing AAPPL

85 % of all French students scored an I1 or higher on the speaking portion of the AAPPL

95% of all French students scored an I1 or higher on the writing portion of the AAPPL

17 - 18 Board Goals

48% of all Mandarin students scored an N4 or higher on the speaking portion of the AAPPL

96% of all Mandarin students scored an N4 or higher on the writing portion of the AAPPL.

47 % of all Latin students scored an I1 or higher on the ALIRA

AAPPL

Demo for speaking prompt...

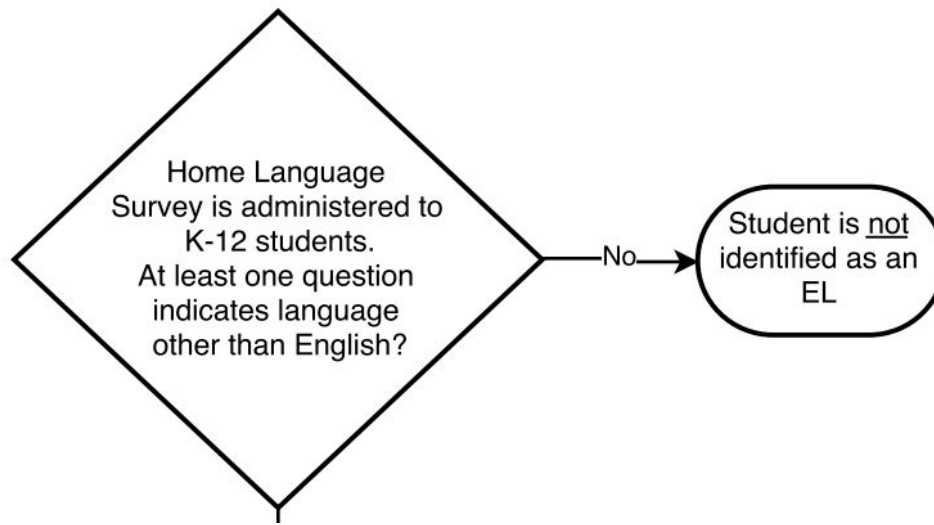


AAPPL



17-18 Board Goals - ELL

Connecticut State Department of Education English Learner Identification Process

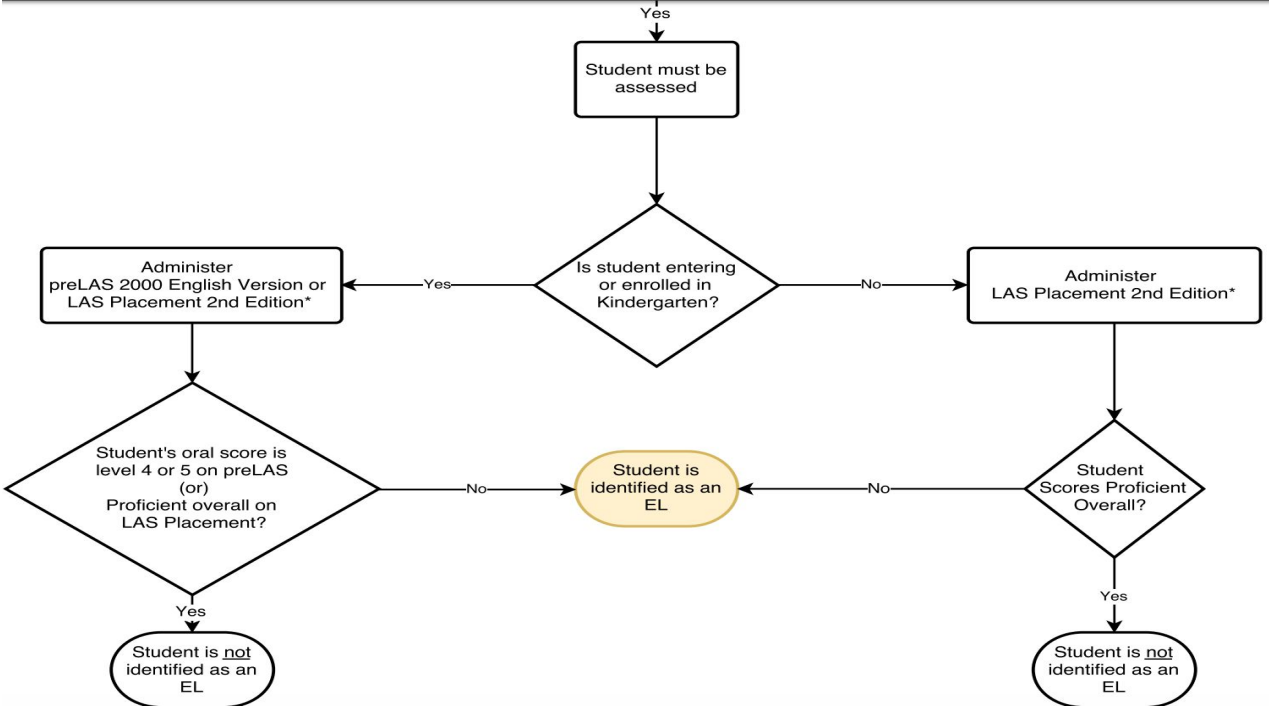


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Home Language Survey:

- What is the primary language used in the home, regardless of the language spoken by the student?
- What is the language most often spoken by the student?
- What is the language the student first acquired?

17-18 Board Goals - ELL



17-18 Board Goals - ELL

How many students registered in 2017 - 2018 with at least ONE language other than English on their Home Language Survey?

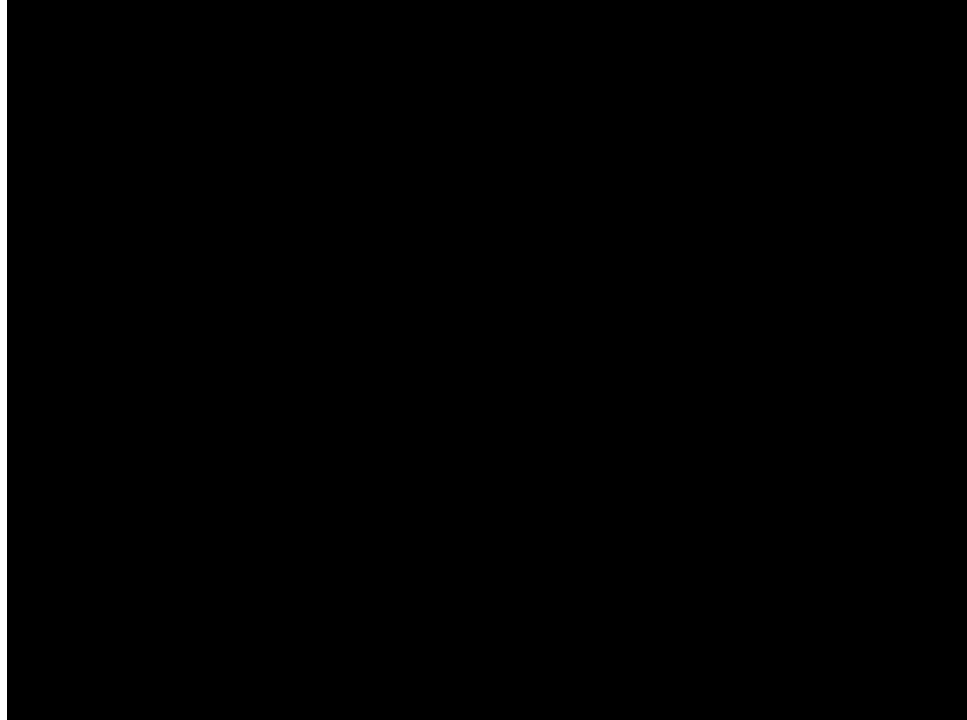
- 114
- French, Georgian, Norwegian, Finnish, Hindi

2018 - 2019: As of July 12, 2018: 48

- Languages: Tamil, Russian, Albanian, Japanese, Portuguese, Mandarin, Korean, Spanish, Hindi, Bulgarian

17-18 Board Goals - ELL

First year of online testing



17-18 Board Goals - ELL

2014–2015

38 students, 12 exited

2015–2016

48 students, 11 exited

2016–2017

50 students, 23 exited

2017–2018

59 ELL students 52 students tested (in New Canaan), 23 exited

17-18 Board Goals

ELL program

- ELL Administrator
- ELL Case Manager
- ELL Instructional Support Staff

THANK YOU (again...)

ELL Case Manager...

Parent meetings, translate meetings, consult with teachers and administrators, supervise and train EL Instructional Support Staff, edit/revise report card comments, follow up on new students, administer LAS Placement test, administer LAS test, administer DRA assessments (in Spanish and English), teach students, create schedules, observe students, collaborate with TIs, locate financial resources in the community, support parents in finding summer camps, maintain digital resources, etc...

Where do we go from here?

