

# English Language Learner Program

## 2018-2019

Amy Gilkison & Rachel Ball, Title III Directors  
Melissa Calderon, EL Teacher K-6  
Linda Gurren, EL Teacher 7-12  
Widalys Borges Leon, Bilingual Assistant  
Brittany Gifford, Bilingual Assistant

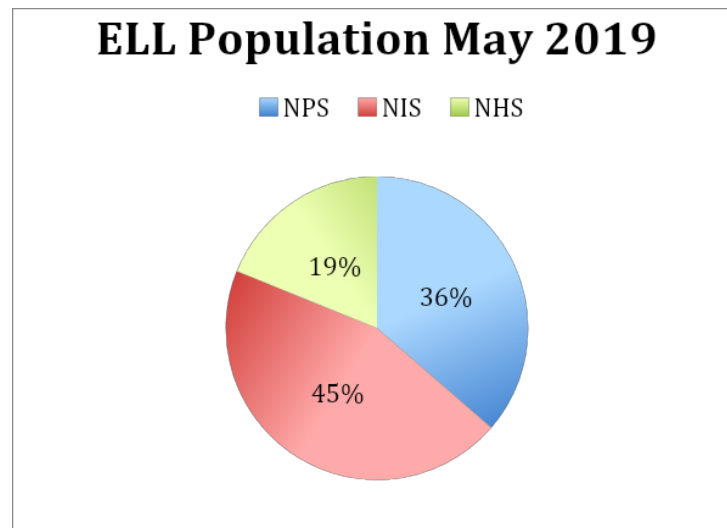
## English Language Learner Definition

“English language learner” is a student who (a) has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.

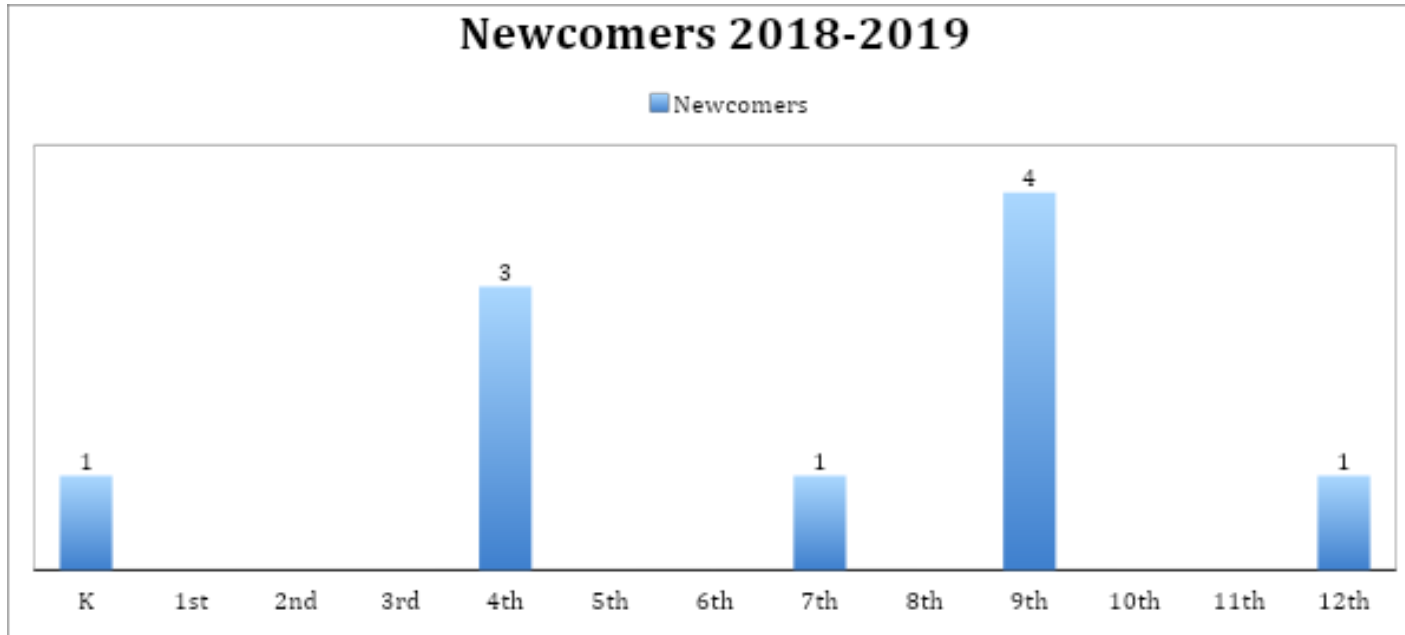
PART A: Demographics of Students Eligible for and Enrolled in English Language Learner Programs. This section provides information on the demographics of students in English Language Learner programs in Newport Independent School District, including: (A)The average number of years students have been enrolled in English language learner programs; (B)The average number of years the students have attended their current schools; (C) The percentage of students who also receive special education and related services.

### English Language Learner (ELL) Population at Newport Independent Schools

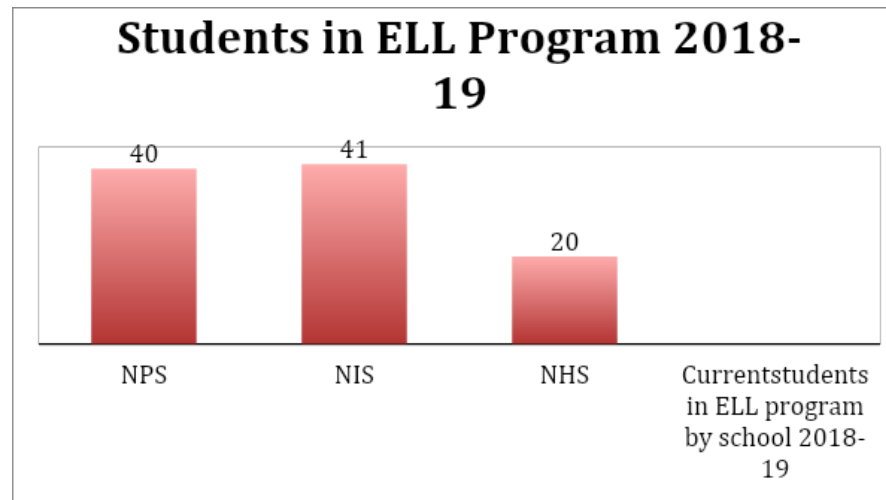
NEWPORT PRIMARY				NEWPORT INTERMEDIATE				NEWPORT HIGH SCHOOL					
PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
9	17	13	13	26	15	11	12	3	4	6	5	4	5
52				64				27					
143 ELL students													



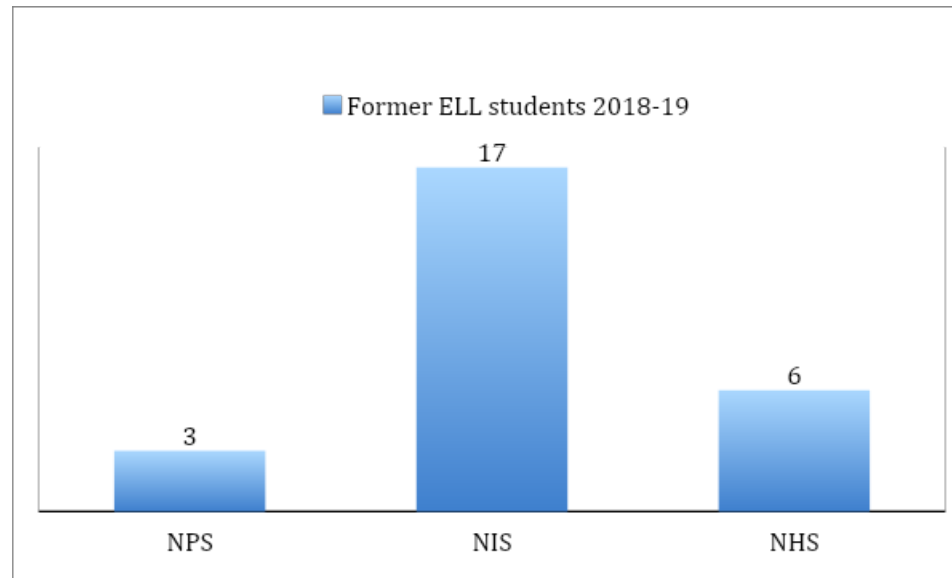
### Total Number of Newcomers 2018-19



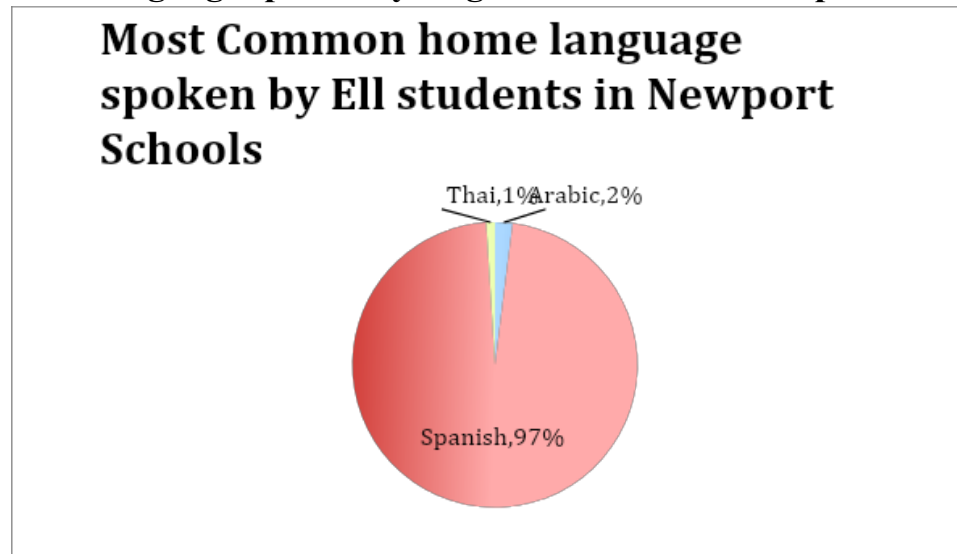
### Current number of ELL students in the Program



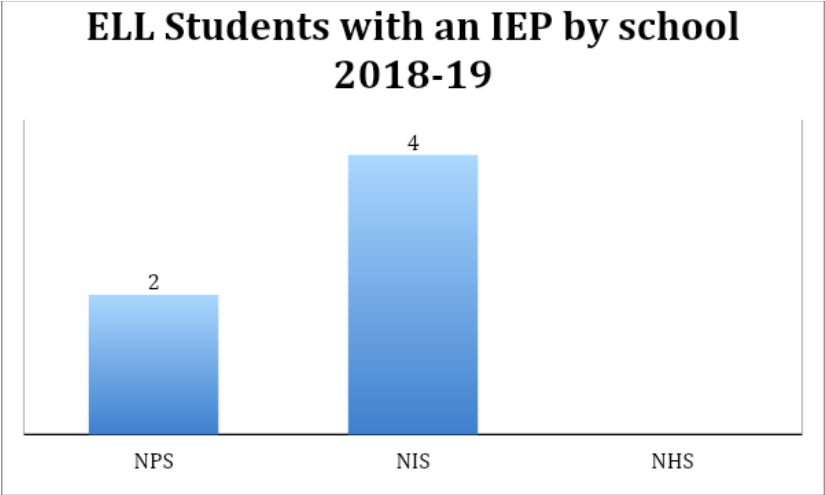
### Number of former ELL students 2018-19 (Students in Progress Monitoring)



### Most common home language spoken by English Learners in Newport Independent Schools



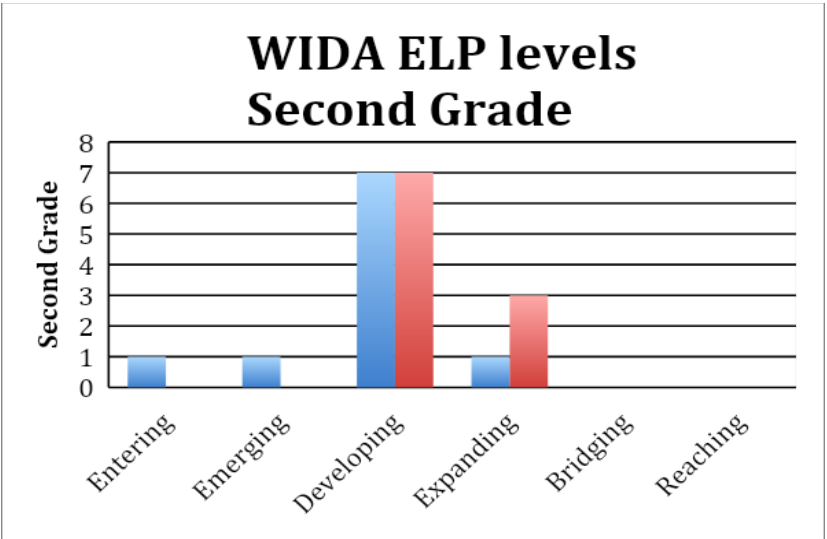
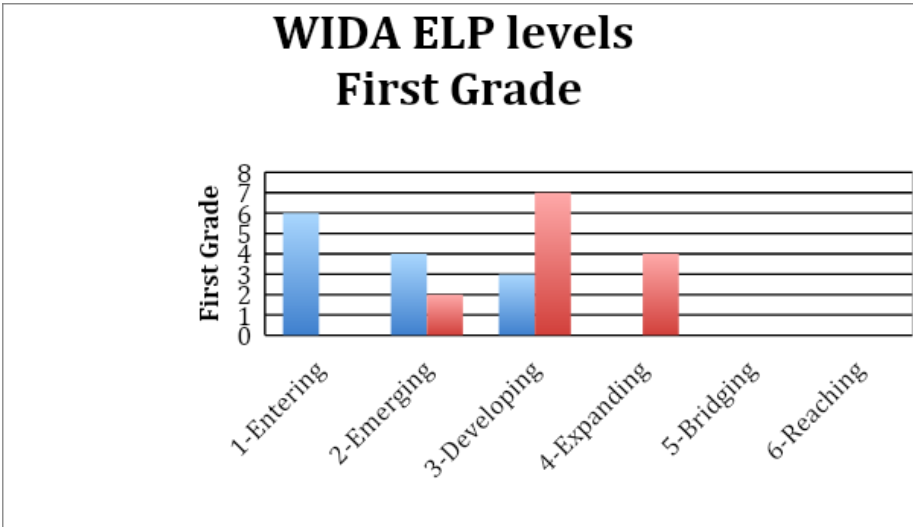
**Number of ELLs identified as having a disability who also receive Special Education and Related Services by the school**



PART B Student Achievement. The next graphs analyze the progress of each school on meeting objectives and the needs of students enrolled in an English Language Learner program, also a comparison of ACCESS test scores for the last and current school year. On Figure 2 there is an analysis of MAP scores for the 2018-19 year per grade.

**Language Proficiency based on ACCESS 2.0 from 1<sup>st</sup> to 12<sup>th</sup> grade**  
Kindergarten is excluded because of not comparison between Kindergarten WAPT and ACCESS 2.0

Key for Bar Graph Colors	2017-2018 ACCESS Score Data	2018-2019 ACCESS Score Data
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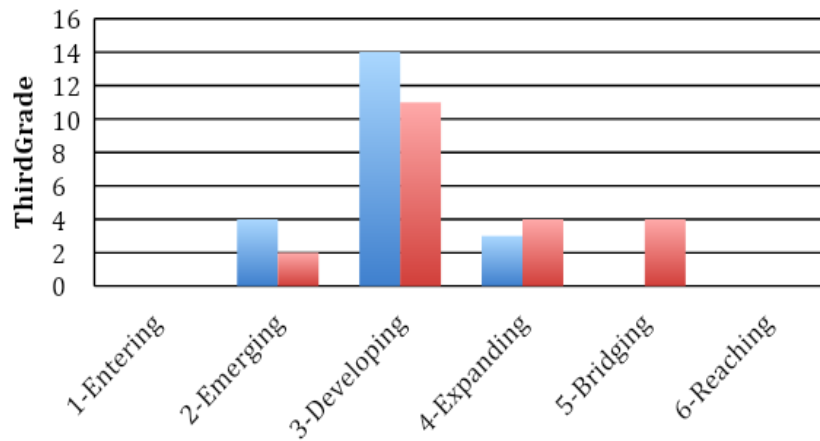


**Key for Bar Graph Colors**

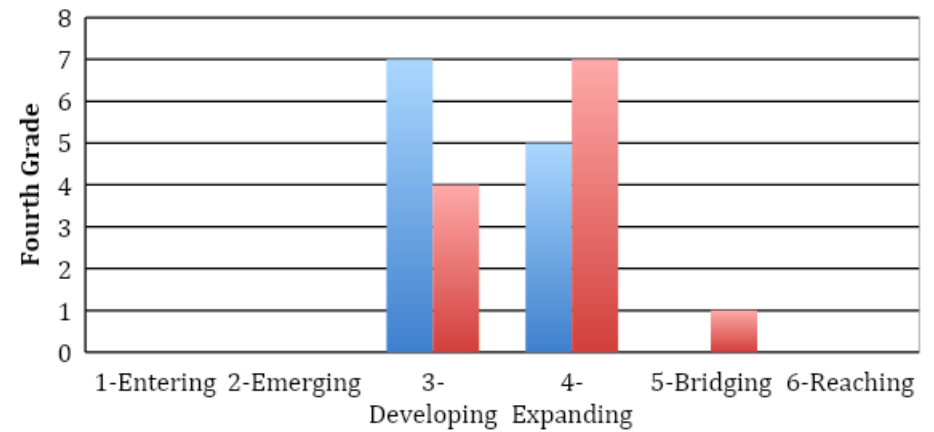
**2017-2018 ACCESS Score Data**

**2018-2019 ACCESS Score Data**

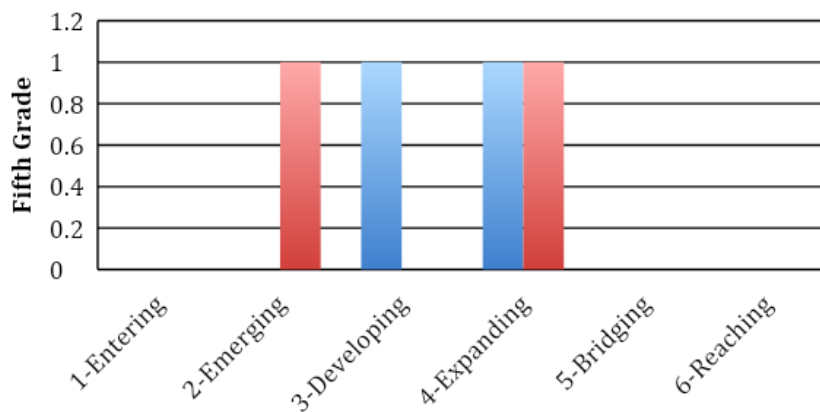
### WIDA ELP levels Third Grade



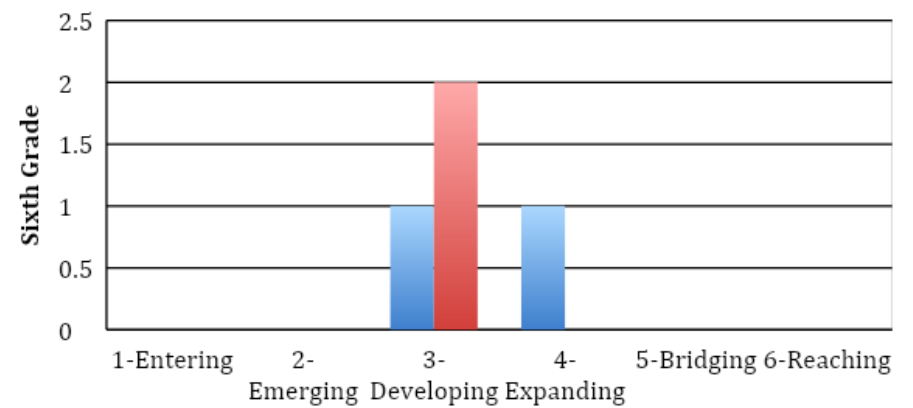
### WIDA ELP levels Fourth Grade



### WIDA ELP levels Fifth Grade



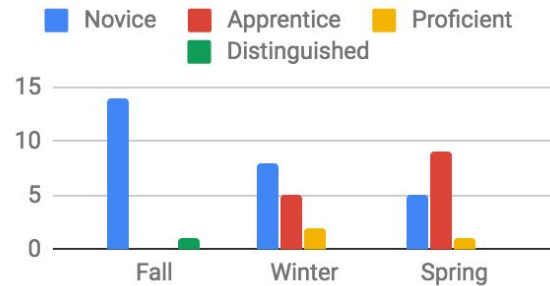
### WIDA ELP levels Sixth Grade



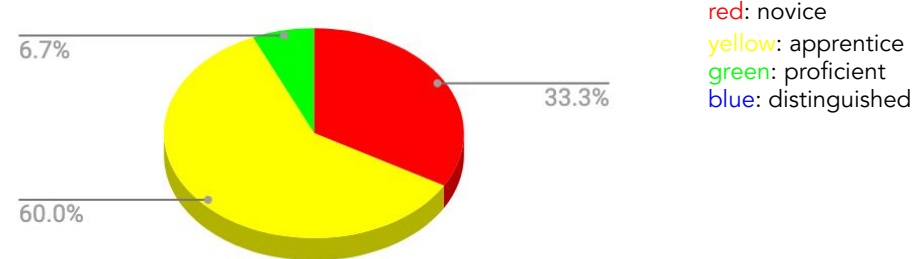
## 2018-2019 ELL MAP Score Analysis

### READING

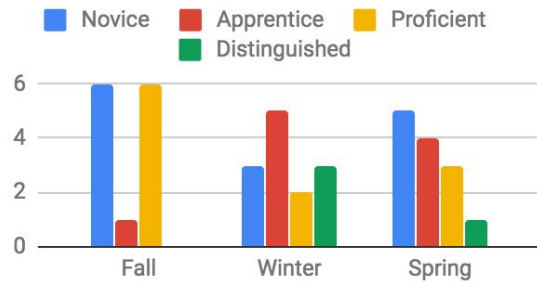
Kindergarten Reading MAP (excluding students only tested once or not at all)



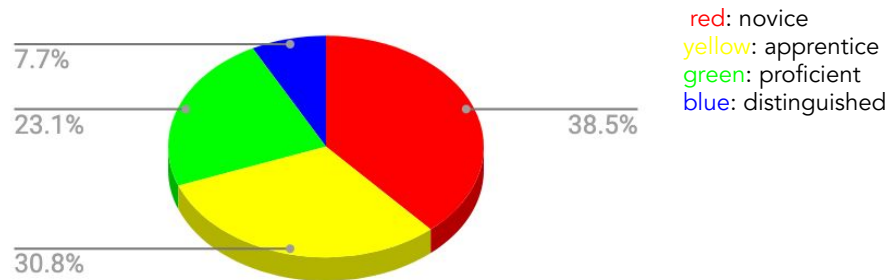
K Reading MAP Spring 2018-2019 Percentages



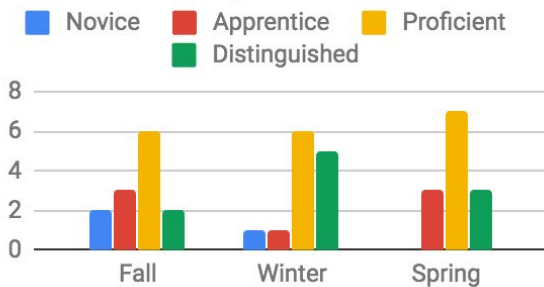
1st Grade Reading MAP (excluding students only tested once or not at all)



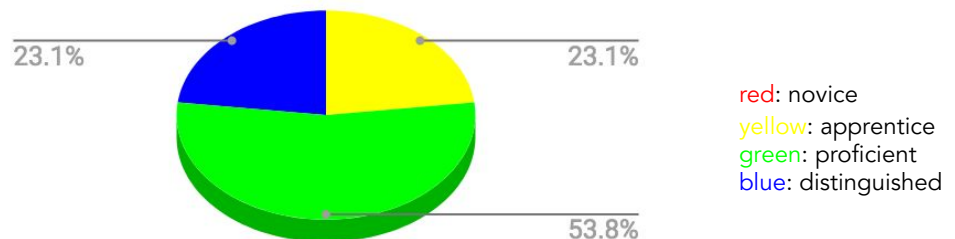
1st Grade Reading MAP Spring 2018-2019 Percentages



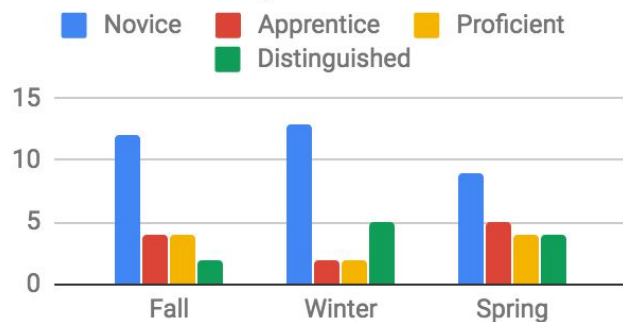
2nd Grade Reading MAP (excluding students only tested once or not at all)



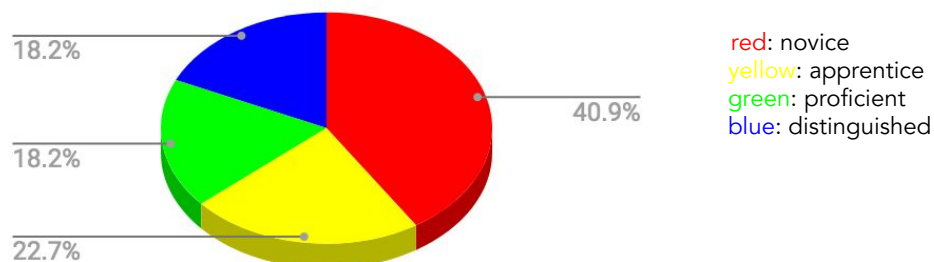
2nd Grade Reading MAP Spring 2018-2019 Percentages



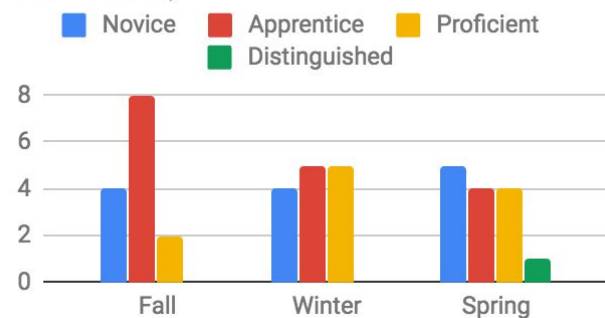
3rd Grade Reading MAP (excluding students only tested once or not at all)



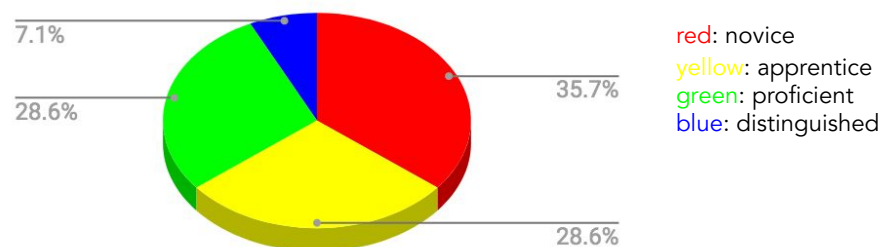
3rd Grade Reading MAP Spring 2018-2019 Percentages



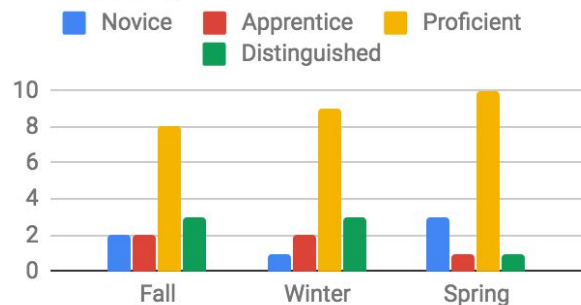
4th Grade Reading MAP (excluding students only tested once or not at all)



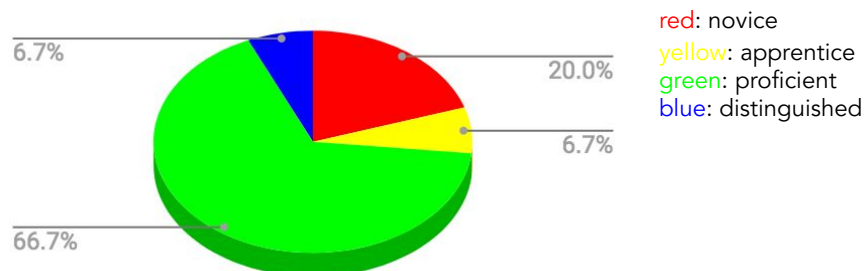
4th grade Reading MAP Spring 2018-2019 Percentages



5th Grade Reading MAP (excluding students only tested once or not at all)

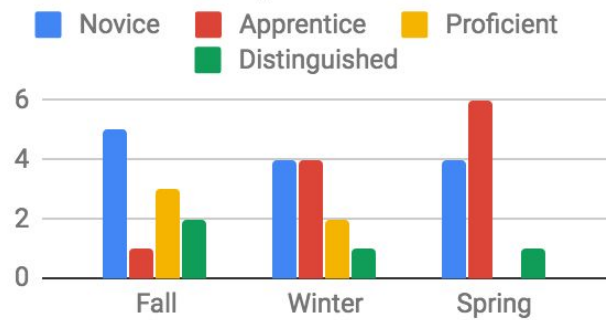


5th Grade Reading MAP Spring 2018-2019 Percentages

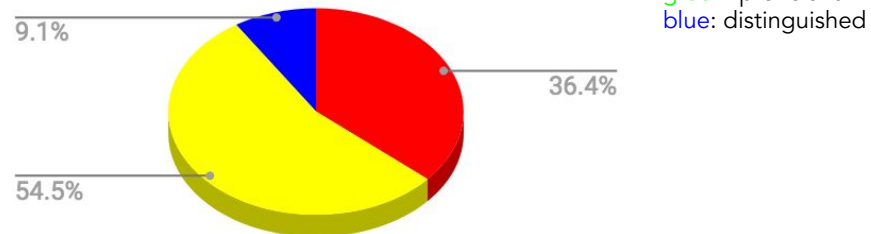




6th Grade Reading MAP (excluding students only tested once or not at all)

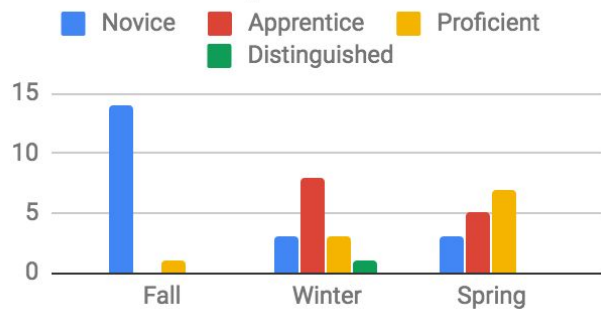


6th Grade Reading MAP Spring 2018-2019 Percentages

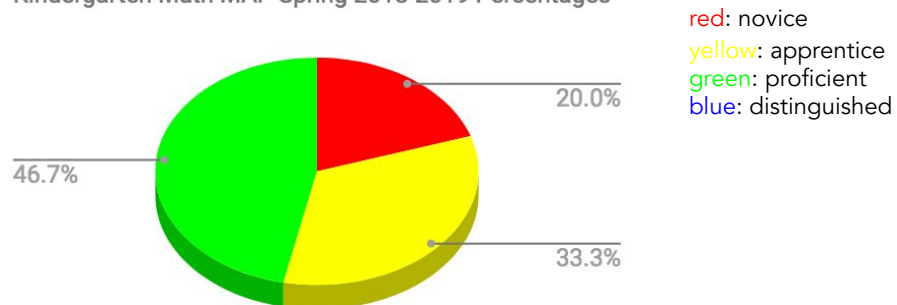


## MATH

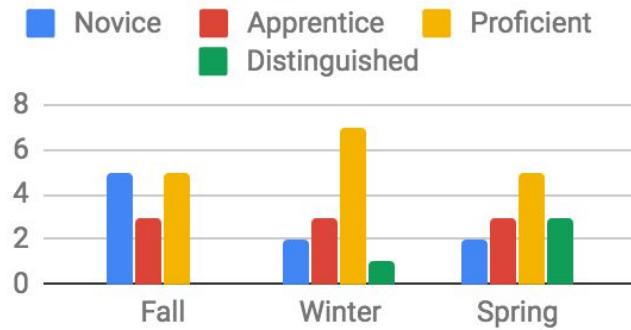
Kindergarten Math MAP (excluding students only tested once or not at all)



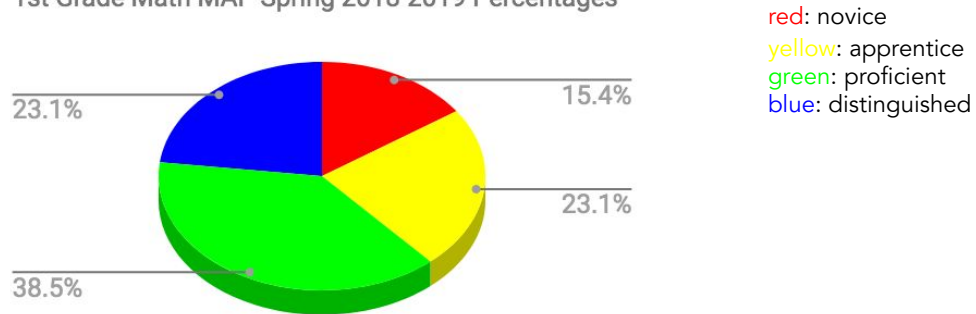
Kindergarten Math MAP Spring 2018-2019 Percentages



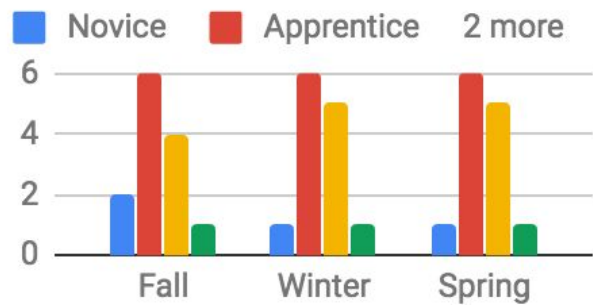
1st Grade Math MAP (excluding students only tested once or not at all)



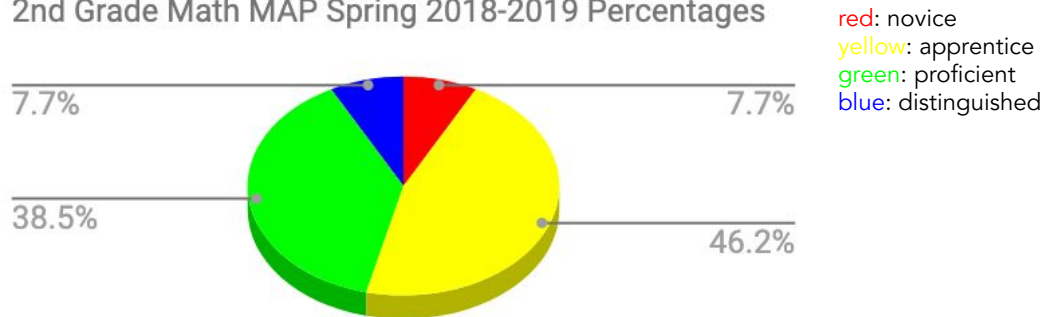
1st Grade Math MAP Spring 2018-2019 Percentages



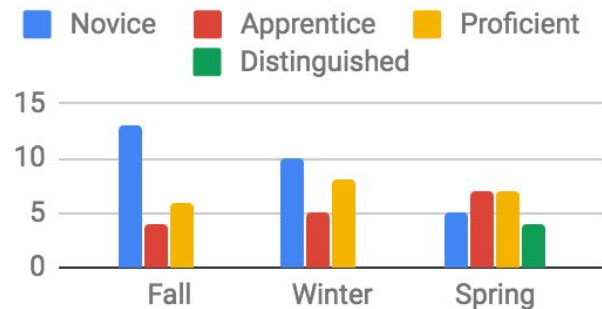
2nd Grade Math MAP (excluding students only tested once or not at all)



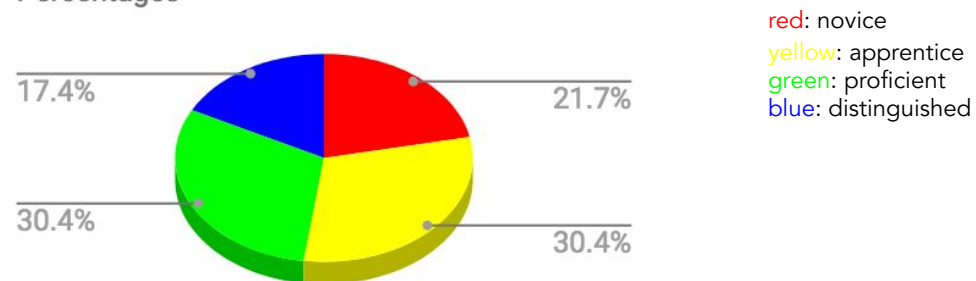
2nd Grade Math MAP Spring 2018-2019 Percentages



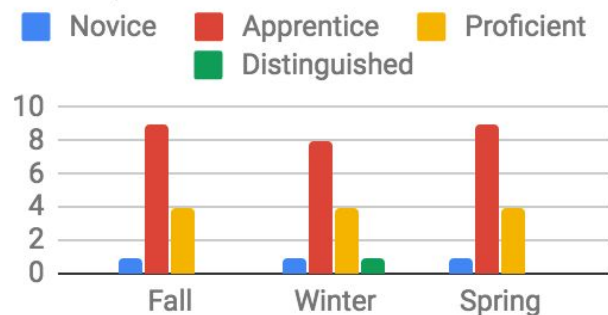
3rd Grade Math MAP (excluding students only tested once or not at all)



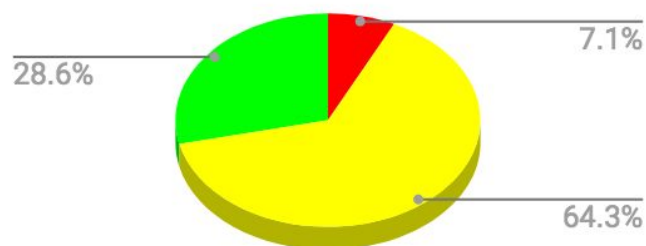
3rd Grade Math MAP Spring 2018-2019 Percentages



4th Grade Math MAP (excluding students only tested once or not at all)

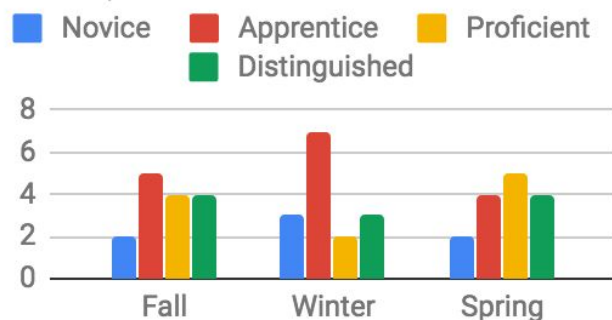


4th Grade Math MAP Spring 2018-2019 Percentages

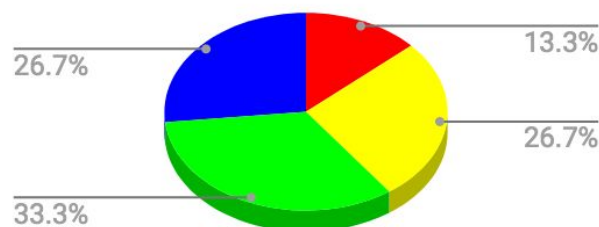


red: novice  
yellow: apprentice  
green: proficient  
blue: distinguished

5th Grade Math MAP (excluding students only tested once or not at all)

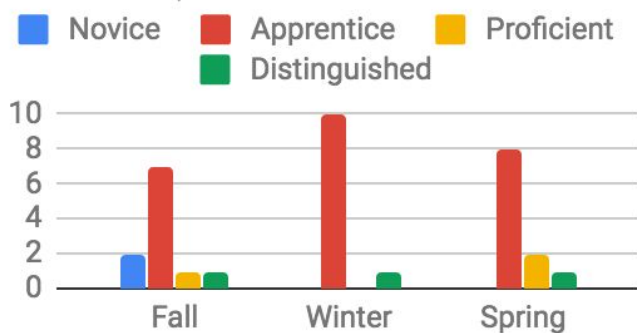


5th Grade Math MAP Spring 2018-2019 Percentages

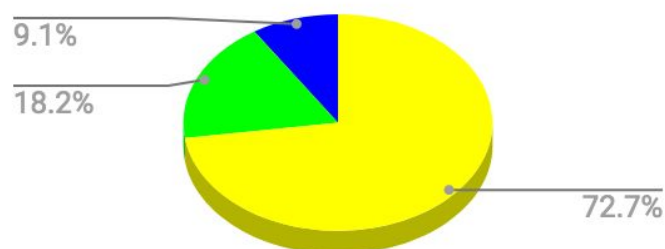


red: novice  
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green: proficient  
blue: distinguished

6th Grade Math MAP (excluding students only tested once or not at all)



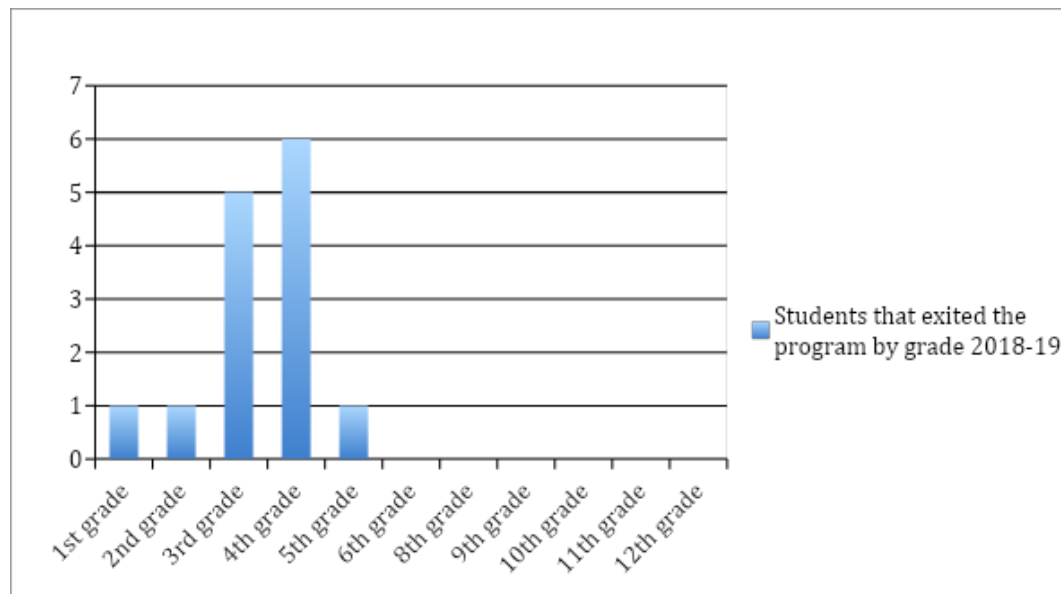
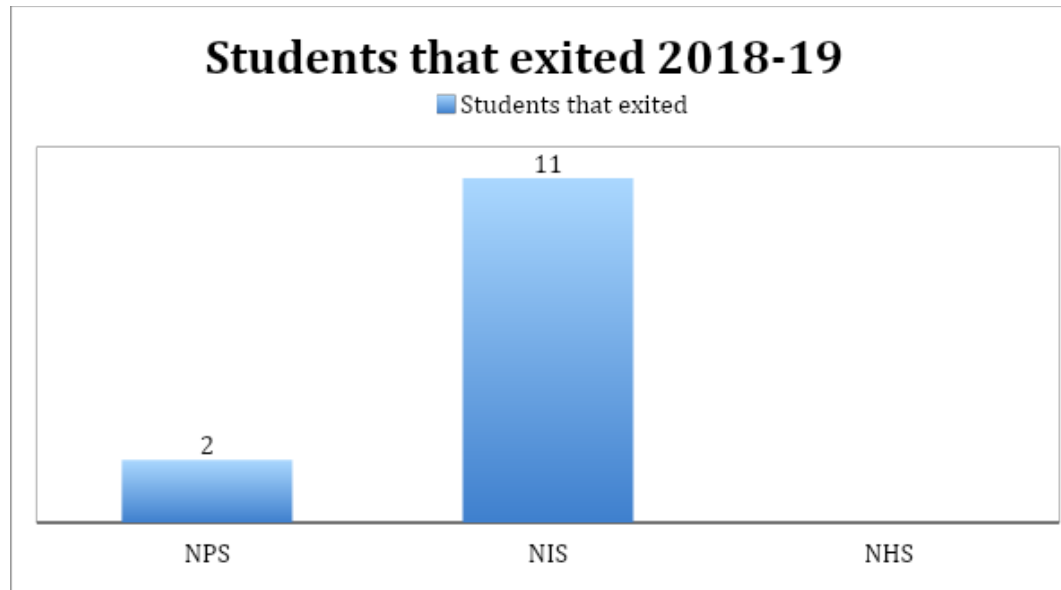
6th Grade Math MAP Spring 2018-2019 Percentages



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yellow: apprentice  
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## Number of English Language Learners who Exited

To successfully exit the English Language program a student must score 4.5 as a composite score on the ACCESS 2.0



Average of years an ELL student is in the ELL program at Newport Schools before Exiting  
Based on 2018-19 Data

Student #	Entry EL Program Year	Years in EL Program
1	2017	1
2	2016	2
3	2016	2
4	2015	3
5	2015	3
6	2015	3
7	2015	3
8	2014	4
9	2014	4
10	2014	4
11	2015	3
12	2014	4
13	2015	3
	Average	3
Number of ELs that received a 4.5 or above	Total Number of ELs tested	Percentage of Exits
13	101	12.87%

## 2018-2019 Newport Independent English Learner (EL) Resources

**Bilingual Assistants:** Two bilingual assistants were hired in the fall of 2015 to bridge communication gaps between the school, community, and Hispanic parents. The bilingual assistants screen students in the native language when applicable (including Brigance and speech screeners), translate ARC meetings, translate school and district all-calls, and translate permission slips and other important messages. They also are available to translate at the Health Clinic located at the Welcome Center. The bilingual assistants enroll ELLs into the district and translate during parent-teacher conferences. They also attend after school events to translate. Our bilingual assistants administer Oral Native Language Support as an accommodation on school and district assessments. They collaborate with teachers, administrators, and ELLs to communicate important information and bridge a successful relationship between the school and home.

**EL Teachers:** Newport Independent employs two certified EL teachers to serve grades K-12. The EL teachers assist ELLs through a variety of EL programs, including Content-Based ESL, Pull-out and Structured English Immersion (Push-In).

**BrainPOP Español:** BrainPOP Español engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, and more in Spanish. Topics covered include Science, Math, Social Studies, English Language Arts, Technology, Engineering, Arts, Music, Health, Reading, and Writing. Content is mapped to the Common Core and aligned to academic standards.

**Dictionaries (Electronic):** The EL department supplies newcomers with a Merriam-Webster electronic dictionary that can be used in the classroom and on state tests.

**Dictionaries (Paperback):** The EL department has a sufficient supply of word-to-word Spanish-English, English-Spanish paperback dictionaries that can be used by students in the classroom and on state tests.

**The ESL/ELL Teacher's Survival Guide:** The EL department has a sufficient supply of this resource book that guides classroom content teachers with ELL strategies and modifications.

**iPads:** The iPads are an essential tool to connect ELLs to technology and provide access to other resources via apps. It provides easy access to Lexia Core 5 and BrainPop Español; there is also an app for instant translation.

**Laptops:** High school students use MacBooks to complete assignments and engage in the classroom. The MacBooks grant instant access to Google Translate, information in the native language, and images that connect with classroom concepts.

**Leveled Literacy Intervention:** This resource has been invaluable in the Primary School, as its proven methods in phonics and literacy skills have aided multiple ELLs in Tier 3 intervention. Intervention teachers utilize this program at the Primary School. Students involved in the

program have made positive literacy gains and are able to build their personal book collection with take-home versions of books read in class.

**Lexia Core 5:** This phonics web-based program has been an important tool in monitoring ELL's language decoding and phonics skills throughout the year. Both the mainstream and EL teacher are able to monitor students and implement interventions as needed with the Lexia Learning lessons that correlate with specific skills. Data for Lexia Core 5 is used in committee meetings to show growth, or lack thereof, with ELLs.

**Wonders:** A PreK–6 Literacy Solution for All Learners: a comprehensive PreK–6 literacy solution, is designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex texts, writing to sources, and building social emotional learning skills. Whether in the core classroom, an English language learner, or benefiting from intervention support, *Wonders* provides students equity of access to rich texts and rigorous instruction.

**Seesaw:** Seesaw is a multimedia journal that empowers students to showcase what they're learning at school. Throughout the school year, Seesaw builds an organized, digital portfolio of each student's learning, accessible by teacher, student and parent.

**Literacy by Design:** Literacy by Design has provided a resource of leveled books to be used with elementary students. Newcomer students have also benefited from this resource, as they are able to start reading in English at beginner levels and progress at an appropriate rate. Each book has a recommended lesson plan with a specific EL component.

**Multicultural/Spanish Books:** All Newport schools continue to build their bilingual/Spanish sections in the library each year. Students have opportunities to build literacy in their native language and/or learn more about their family's native culture. The primary and intermediate schools have added 30 new Spanish titles to its collection and every primary school ELL has received a book in Spanish thanks to Newport's literacy grant. The High School has purchased Spanish language translations of literature used in the High School English departments (7/8 and 9-12) as well as other selections to be used for outside reading projects.

**Oxford Picture Dictionary:** This resource has been very useful to newcomers. The dictionary provides vocabulary in English and Spanish with pictures and has a corresponding workbook page to every set of vocabulary. Photos are realistic and vocabulary is organized by themes that cover everything from numbers to hospital terms.

**Professional Developments:** EL teachers, Bilingual Assistants, and multiple content teachers attended ELL specific professional developments throughout the 2018-19 school year.

**Read 180/System 44:** ELLs participate in this literacy intervention program at the intermediate, middle and high school levels.

Reading A-Z: This program gives teachers access to many leveled books in Spanish and English. Teachers can use the ELL component of the program that was purchased separately. Teachers have options of printing out the leveled books or using them on the iPads.

Soluciones: Soluciones is a K-2 set of leveled books in Spanish; it is a valuable resource in bilingual literacy. The book levels correspond with Fountas and Pinnell reading levels (A-Z) and can be implemented in small groups. Soluciones provides effective literacy intervention with authentic Spanish text and...

- improves and sustains reading achievement in the native language.
- provides immediate and strategic intervention.
- delivers intensive language development and support.
- uses literacy and informational content-area titles.

TransAct: TransAct offers translated parent notifications that meet federal parent and family engagement requirements.