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Indiana Superintendent of Public Instruction

#Makingithappen for English Learners

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#OvercomingtheExcuses

Think about all of the excuses you have heard related to English learners.

Take a moment and write them down.

<https://www.youtube.com/watch?v=Sor6nIbR6Ak>

Now what?

- What are you going to do differently this year to overcome the excuses?
- What supports can your colleagues provide?
- What supports do you need?

- 2015-2016 is the year of **ZERO**
excuses in order to close
achievement and opportunity gaps!

#staythecourse

- Know who you are
- Know where you are going
- Stick to the plan

Vision: Imagining the possibilities. Making them happen.

Mission: To build an education system of high quality and equity that is focused on student centered accountability.

If we focus on...



then

Indiana will successfully implement the WIDA standards to ensure equity and high quality for English learners.



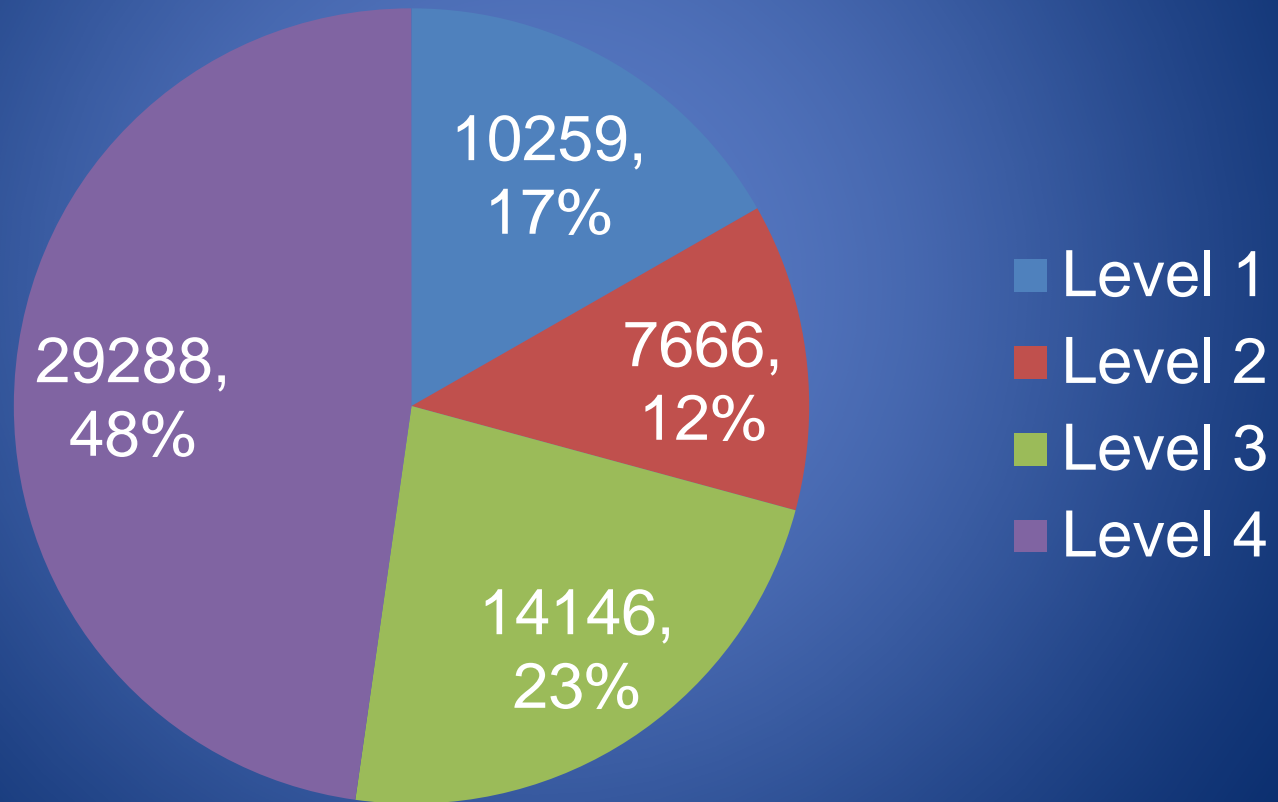
#ownyourdata

- Learn, reflect, act
- Know where you have been and where you need to go. #keepitreal
- Make the data transparent and communicate
- Effectively use the data

Who are we as state and what does
this mean?

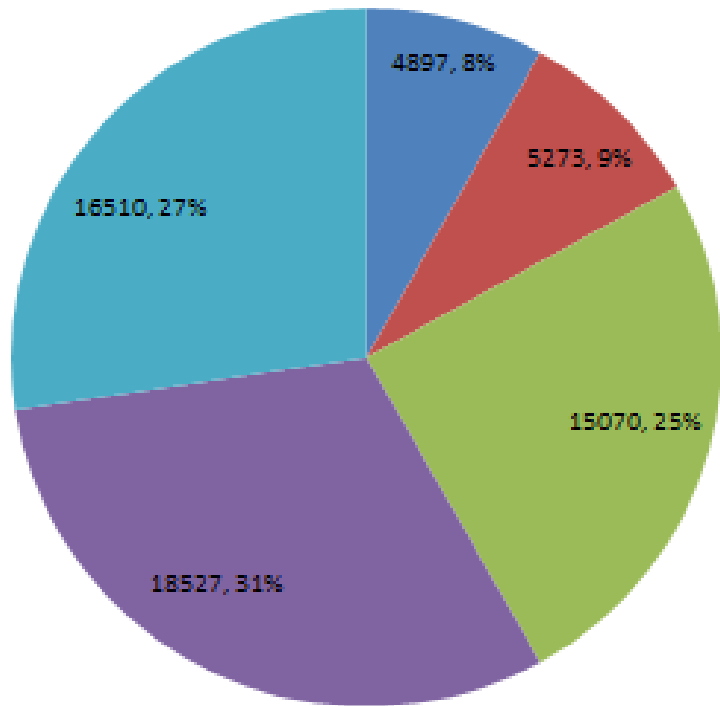
2014-2015 Data

LEP-61,359

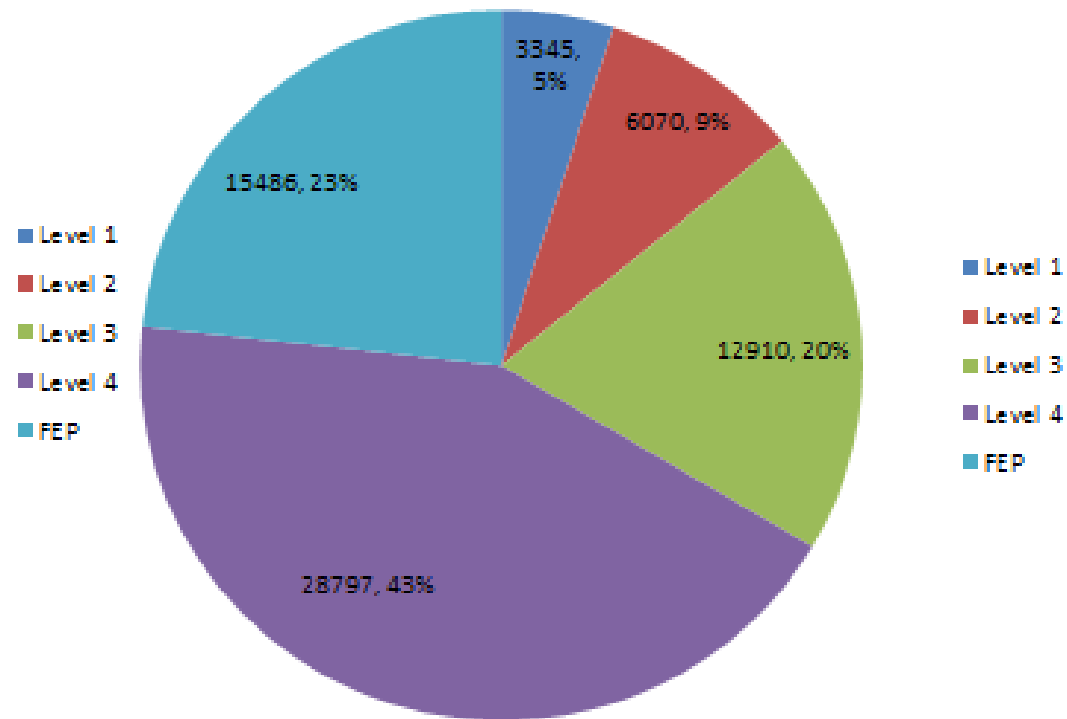


WIDA ACCESS Data

WIDA 2015



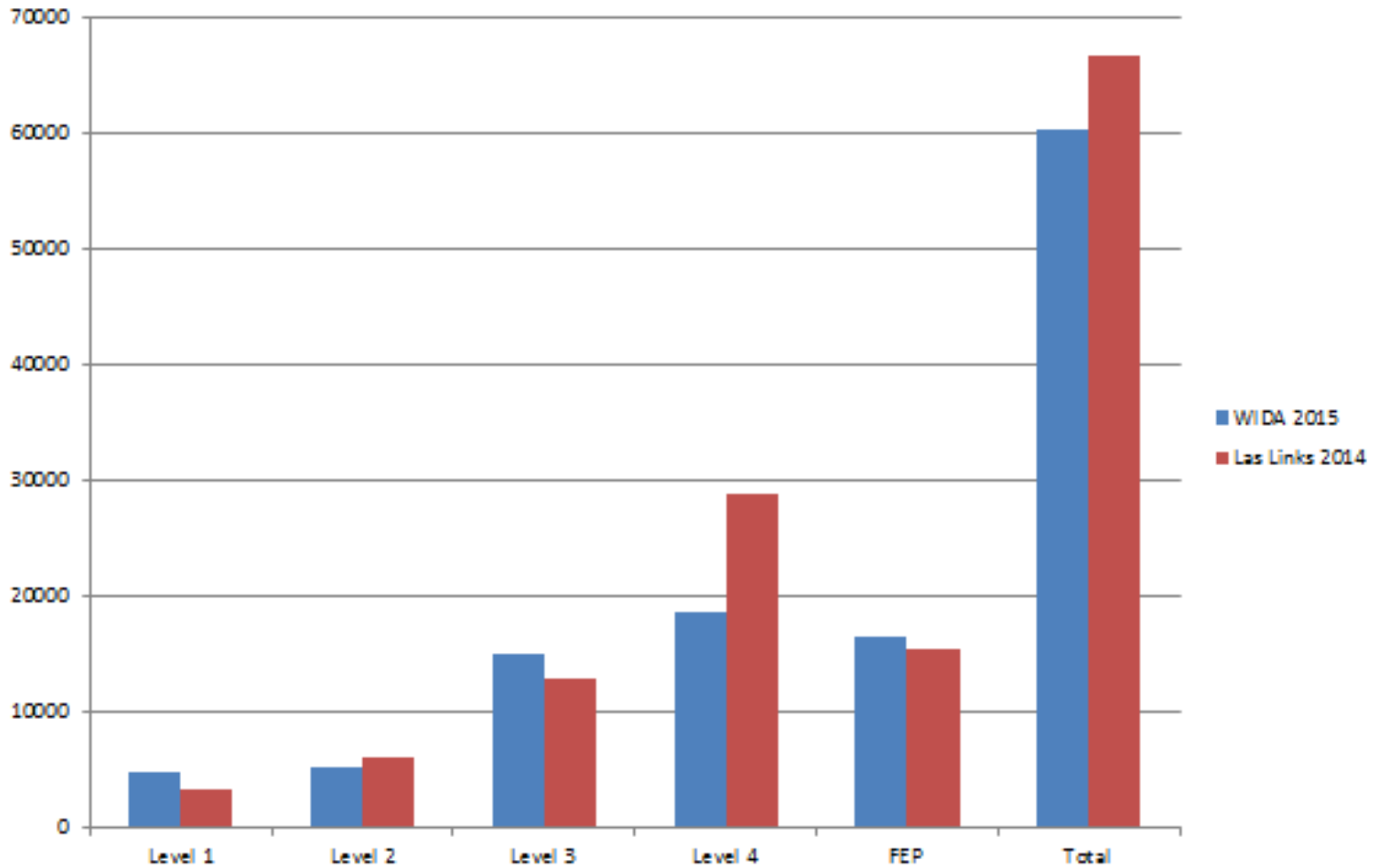
Las Links 2014



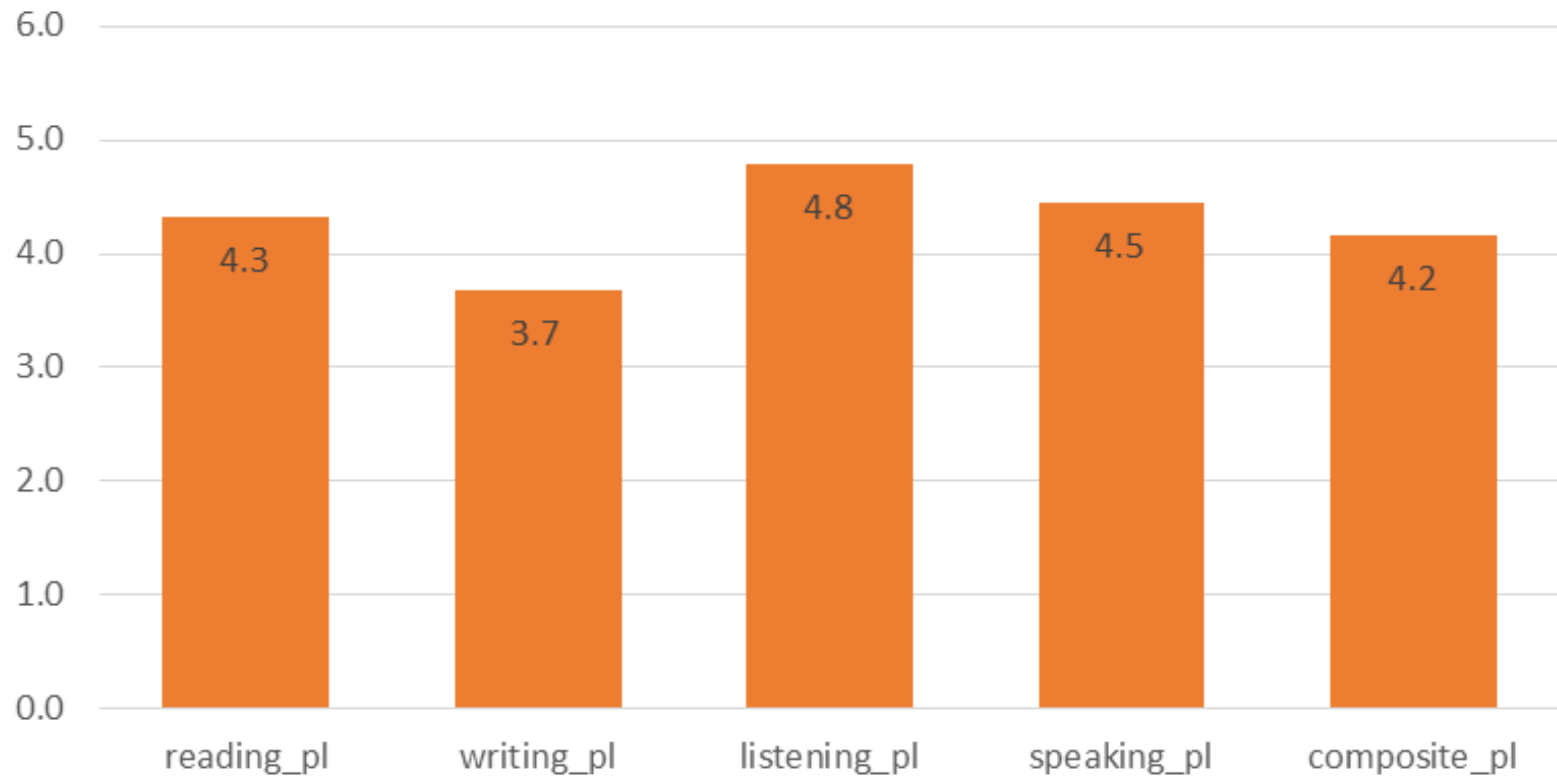
2014-2015

CORP	NAME	Enrollment N	LEP N	ELL %
5385	Indianapolis Public Schools	30097	4756	15.8
5340	Perry Township Schools	14955	3270	21.87
0235	Fort Wayne Community Schools	30429	2942	9.67
5375	M S D Wayne Township	15758	2551	16.19
2305	Elkhart Community Schools	13083	2278	17.41
7205	South Bend Community Sch Corp	19308	2188	11.33
4710	School City of Hammond	13691	2137	15.61
5350	M S D Pike Township	11278	2060	18.27
5330	M S D Lawrence Township	15164	1971	13
2315	Goshen Community Schools	6598	1941	29.42
5370	M S D Washington Township	11348	1734	15.28
7855	Lafayette School Corporation	7616	1074	14.1
2270	Concord Community Schools	5314	1058	19.91
0875	Logansport Community Sch Corp	4220	1045	24.76
1170	Community Schools of Frankfort	3195	1030	32.24
5360	M S D Warren Township	12100	975	8.06
0365	Bartholomew Con School Corp	11575	958	8.28
7865	Tippecanoe School Corp	12391	799	6.45
6065	West Noble School Corporation	2464	778	31.57
4415	Warsaw Community Schools	7142	776	10.87
0255	East Allen County Schools	9094	724	7.96
1010	Greater Clark County Schools	10591	701	6.62
4670	School City of East Chicago	4988	697	13.97

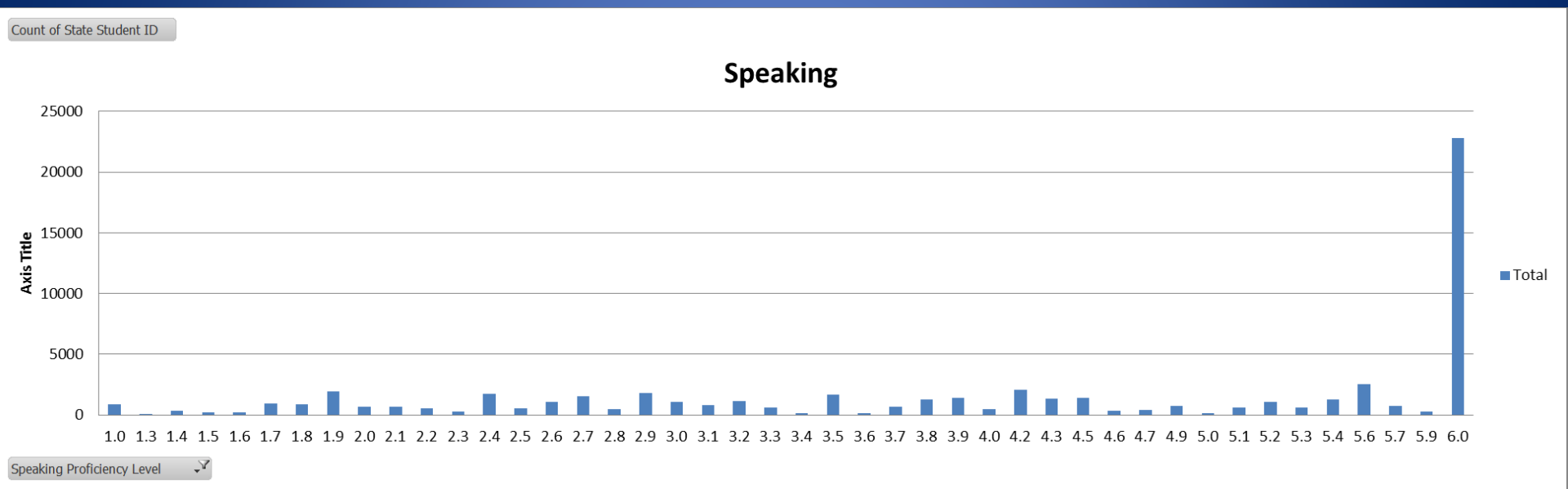
ACCESS Data



2015 Mean Proficiency Levels by Domain



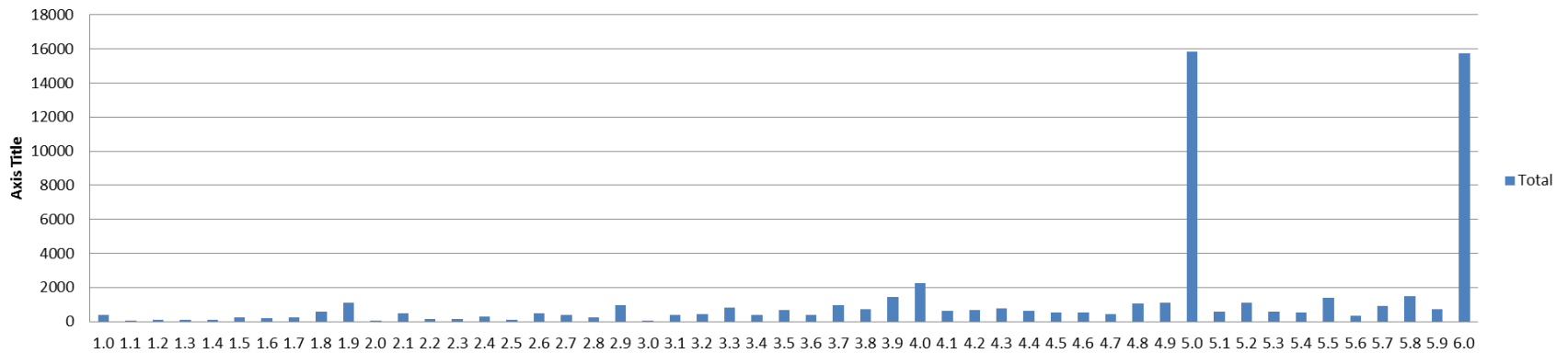
Speaking



Listening

Count of State Student ID

Listening

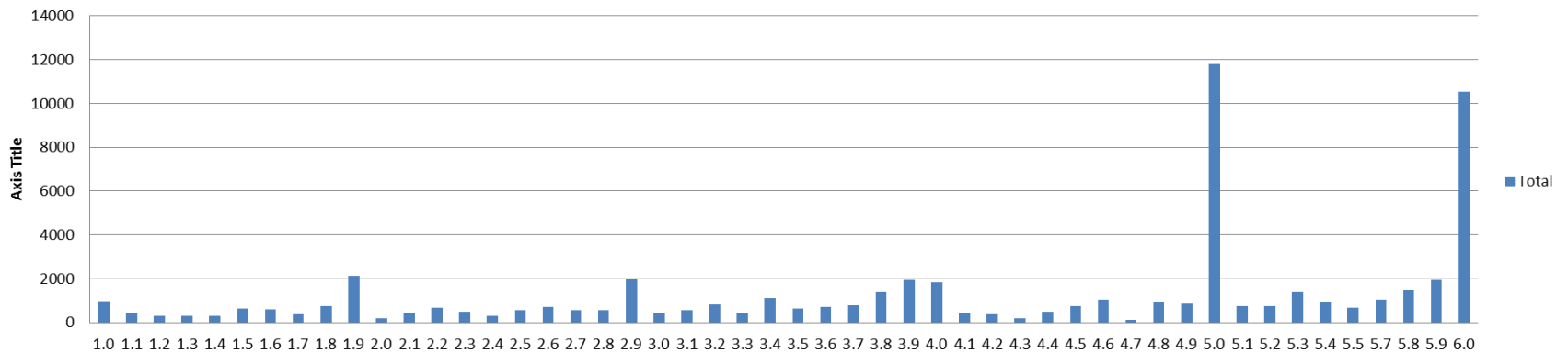


Listening Proficiency Level

Reading

Count of State Student ID

Reading

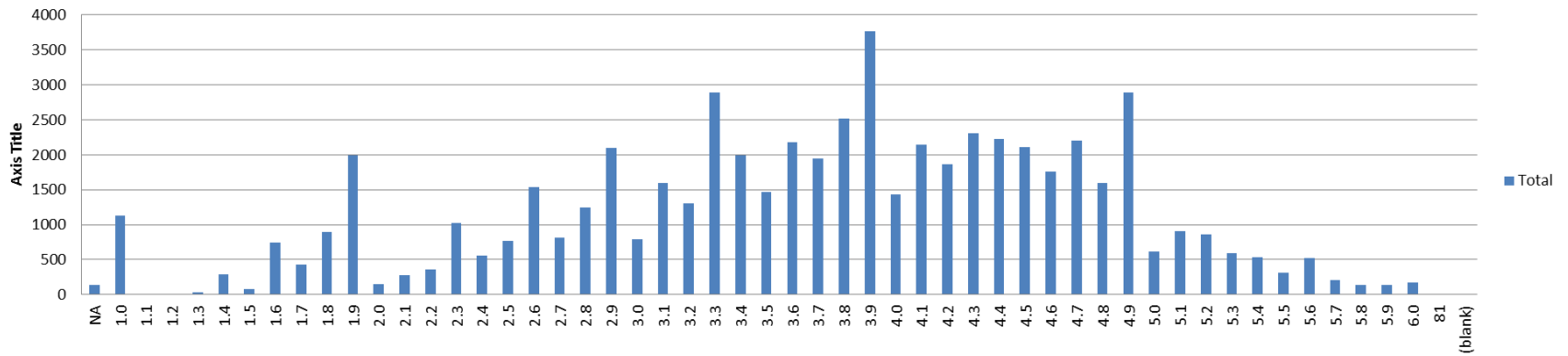


Reading Proficiency Level

Writing

Count of State Student ID

Writing

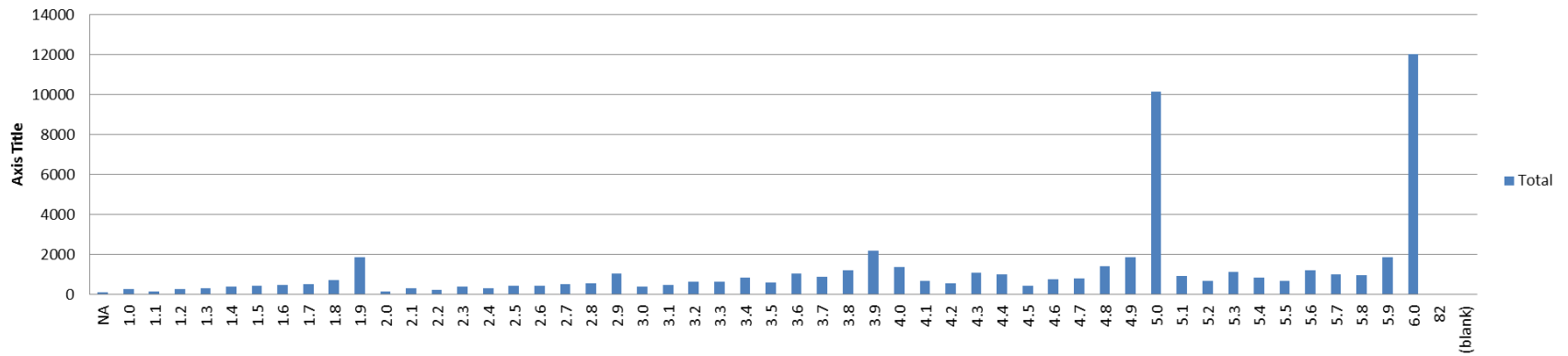


Writing Proficiency Level

Comprehension

Count of State Student ID

Comprehension

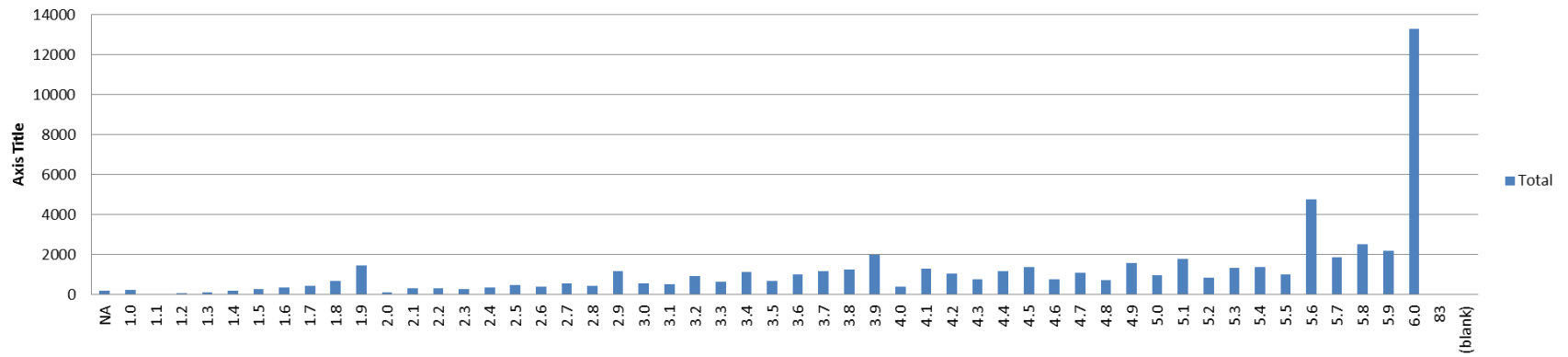


Comprehension Proficiency Level

Oral

Count of State Student ID

Oral

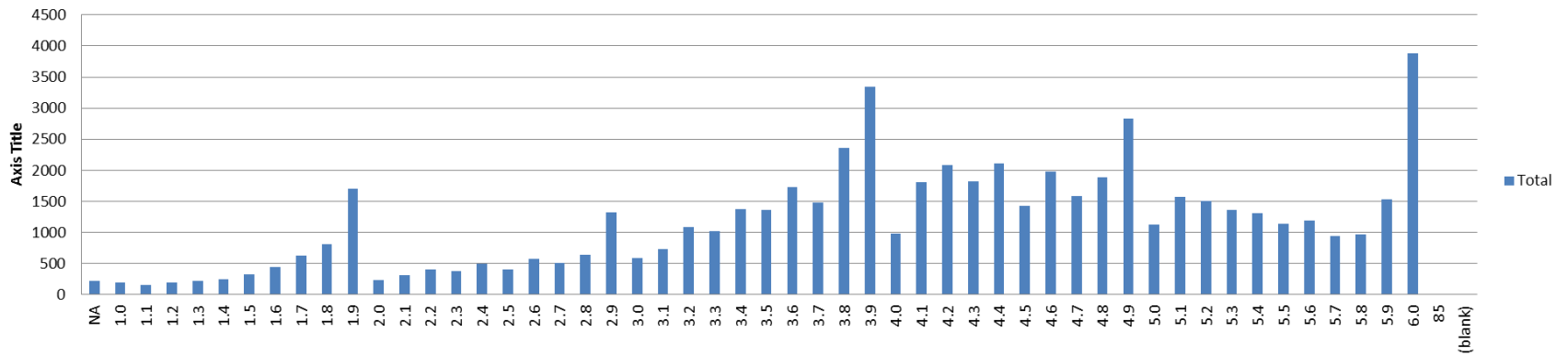


OralProficiency Level

Overall

Count of State Student ID

Overall



Composite (Overall) Proficiency Level

LEP Comparison - 2013 - 2015

Proficiency Level	2013	2014	2015
Level 1	8,821	9,284	10,259
Level 2	6,847	7,343	7,666
Level 3	12,754	14,673	14,146
Level 4	25,816	27,870	29,288
Total	54,238	59,170	61,359

2015 Language Data

259 Languages

Spanish	74,762
German (Amish)	2,722
Arabic	2,522
Chin	2,274
Mandarin(Sichuanese)	2,131
Burmese	1,491
Vietnamese	1,323
Punjabi	1,208
Russian	770
Korean	718

English/Language Arts

Student Group	Participation (Goal 95%)	Performance Goal	Performance Actual
All Students	99.49 %	81.00 %	80.82 %
African American	99.06 %	66.00 %	64.62 %
Asian/Pacific Islander	98.93 %	87.00 %	84.18 %
Hispanic	99.39 %	76.00 %	72.08 %
White	99.60 %	87.00 %	84.48 %
Student with Disabilities	98.78 %	54.00 %	56.01 %
Limited English Proficient	99.26 %	57.00 %	62.54 %
Free/Reduced price meals	99.34 %	72.00 %	72.31 %
Bottom 25%	99.88 %	52.00 %	48.01 %
Top 75%	99.88 %	91.00 %	89.14 %

Math

Student Group	Participation (Goal 95%)	Performance Goal	Performance Actual
All Students	99.66 %	82.00 %	84.18 %
African American	99.33 %	65.00 %	67.34 %
Asian/Pacific Islander	99.81 %	91.00 %	90.72 %
Hispanic	99.65 %	78.00 %	77.14 %
White	99.72 %	89.00 %	87.70 %
Student with Disabilities	99.13 %	61.00 %	64.29 %
Limited English Proficient	99.71 %	67.00 %	72.30 %
Free/Reduced price meals	99.56 %	76.00 %	76.52 %
Bottom 25%	99.88 %	54.00 %	56.41 %
Top 75%	99.88 %	92.00 %	90.65 %

2013 Graduation Rate ***

Student Group	Performance Goal	Performance Actual
All Students	86.00 %	84.75 %
African American	74.00 %	70.48 %
Asian/Pacific Islander	90.00 %	87.73 %
Hispanic	77.00 %	84.96 %
White	87.00 %	89.07 %
Student with Disabilities	64.00 %	72.07 %
Limited English Proficient	70.00 %	81.66 %
Free/Reduced price meals	77.00 %	82.65 %

#makingithappen

- Twitter 101
 - A way to share a quick and concise thought
 - 140 characters or less
 - Tag @rachelpdavidson, @charliegeier
 - Use a hashtag...which is just a fancy word for a number sign or pound...
 - #IndianaEL
 - #WIDA2015

Tweet ideas, strategies or opportunities you have about how you are doing to ensure this is the year of no excuses.

-How will you ensure you #ownyourdata through your journey?

#ownyourdata

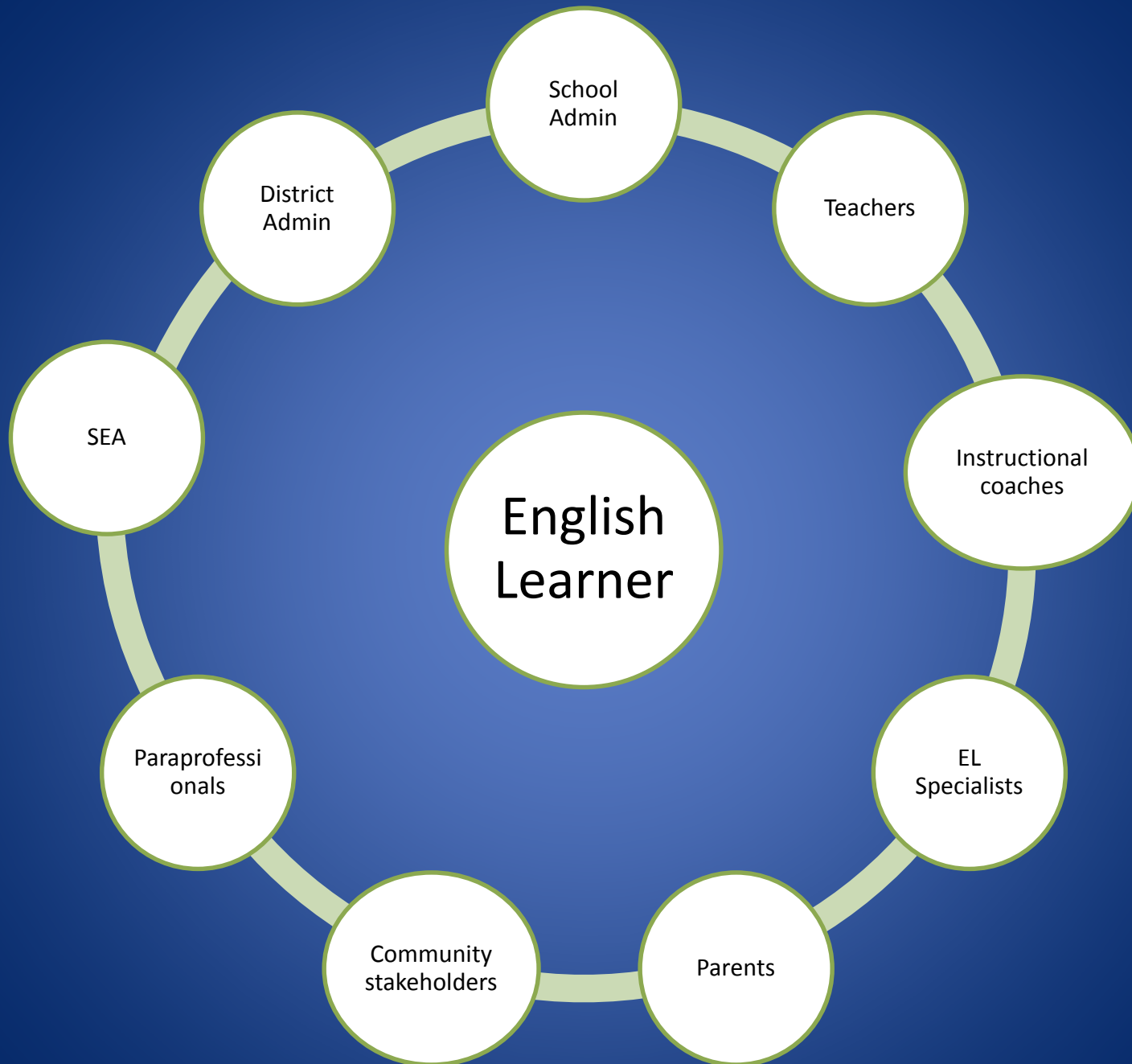
- What does our data tell us?
- How do we make decisions based on data?
- As a state, we focus on the following:
 - Long-term English learners
 - Equitable access and opportunities for level 4 students
 - Writing

#makingithappen

- WIDA Implementation - Depth and Breadth
- Program Evaluation
- High Quality Instruction
- Equity in all programs
- Differentiated language support

#workincommunity

- Work in convergence
- You can't do it alone
- Time and space
- Clarity, consistency, constancy



#overcomingtheexcuses

Work in your group to discuss one of the excuses and what you will do to overcome it this year.

- Determine the course
- What data and who needs to own it?
- Who needs to be at the table?
- How do you make it happen?

EL GUIDANCE

Jointly Released by ED and DOJ on January 7, 2015 Available @

<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

<http://www.justice.gov/crt/about/edu/>



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



January 7, 2015

Dear Colleagues:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.¹ That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.²

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.³ It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as "the civil rights laws.") In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III).⁴ Under Title III, ED awards grants to SEAs, which in turn, award Federal funds through subgrants to school districts in order to improve the

¹ *Lau v. Nichols*, 414 U.S. 513 (1974); 42 U.S.C. § 2006d-5-7 (prohibiting race, color, and national origin discrimination in any program or activity receiving Federal financial assistance).

² Pub. L. No. 93-380, § 204(b), 88 Stat. 484, 515 (1974) (codified at 20 U.S.C. § 1703(b)).

³ U.S. Department of Education, National Center for Education Statistics, NCEES 2011-312, *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011-12 Schools and Staffing Survey*, at 9 (Table 2) (Aug. 2012); U.S. Department of Education, National Center for Education Statistics, NCEES 2014-303, *The Condition of Education 2014*, at 53 (Indicator 12) (May 2014).

⁴ 20 U.S.C. §§ 6801-6871.

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)

Public schools must ensure that EL students can participate meaningfully and equally in educational programs.

Guidance is available in multiple languages.

Final Thoughts

- If you're going to lead, lead.
- So what, now what?
- If nobody told you they loved you today, know that I do and always will.

Contact Information

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