



ESL Program and Multilingual Learners Overview

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Strategic Plan 2023-2028

Priority 1: Increase Academic Achievement

Target 5: 80% or more of students will demonstrate mastery and proficiency in tier 1 instruction.

Target 9: Increase reading achievement for all students to at least 75% proficiency across all student membership groups.

Target 10: Increase math achievement for all students to at least 70% proficiency across all student membership groups.

Priority 2: Provide a Culture of Safety, Wellness, and Belonging

Target 5: Establish baseline and increase family/student engagement.

Target 6: Maintain strong community partnerships across the division.

Target 7: Decrease chronic absenteeism to 15% or less for all students.



Strategic Plan 2023-2028

Priority 3: Support our Staff

Target 3: Make annual progress towards hiring licenced staff of color. Goal is for staff minority representation to match or exceed Charlottesville's area demographics as measured by census data.

Target 7: All staff will annually demonstrate culturally competent and equity-focused teaching practices.

Priority 4: Ensure Effective and Efficient Operations

Target 4: Eliminate waitlists for all students eligible for bus transportation.

Target 5: Annual increases in numbers of students walking, biking, or taking the CAT bus to and from school through continued partnership with City of Charlottesville.

Agenda

1. Welcome Center SY 23-24
2. English Learner Enrollment and Staffing Changes
3. English Language Proficiency Data (VDOE)
4. SOA Adjustments (with current SOL scores)
5. SSAS Initiative
6. Adjustments and Enhancements
7. Next Steps



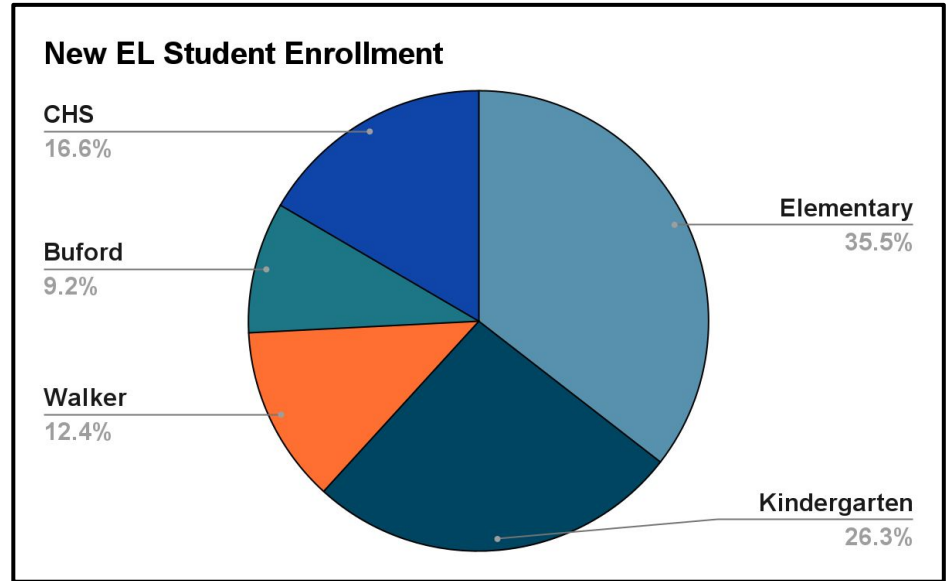
Welcome Center 2023-2024

2023-2024 School Year

224 English learners enrolled

- 1st division contact
 - 155 families
- Language screener
- ESL Program enrollment

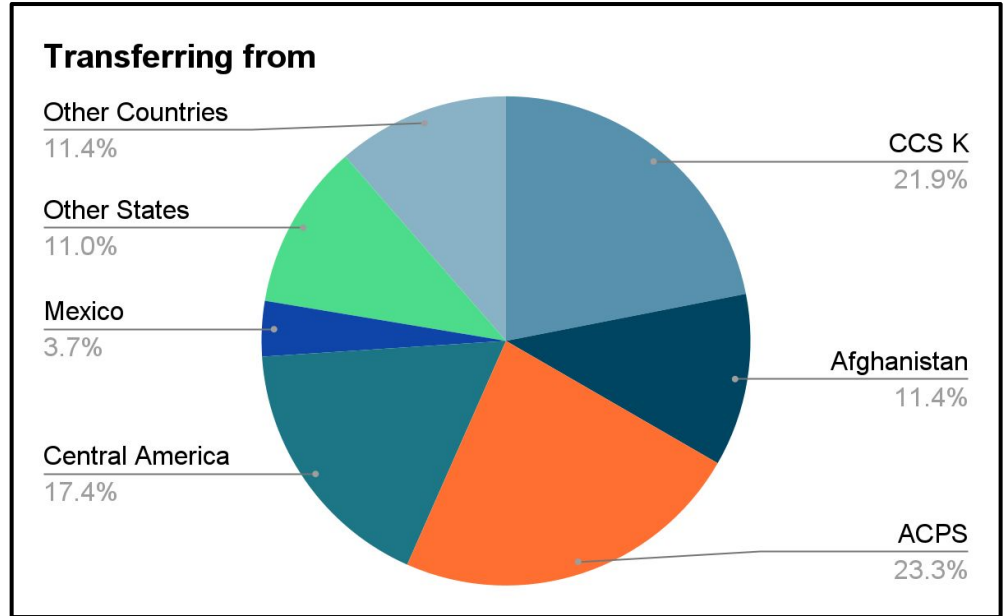
104 English learners transferred out of CCS



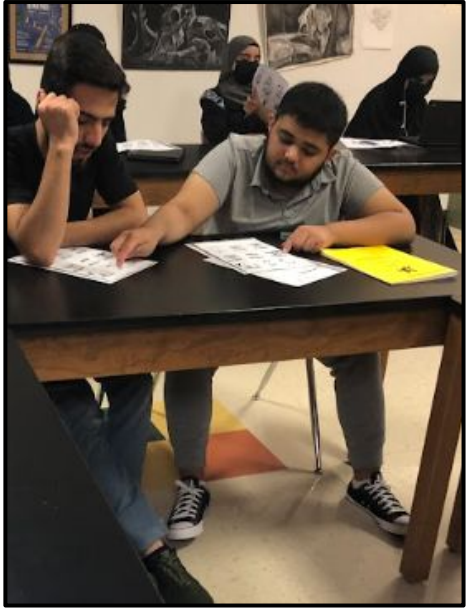
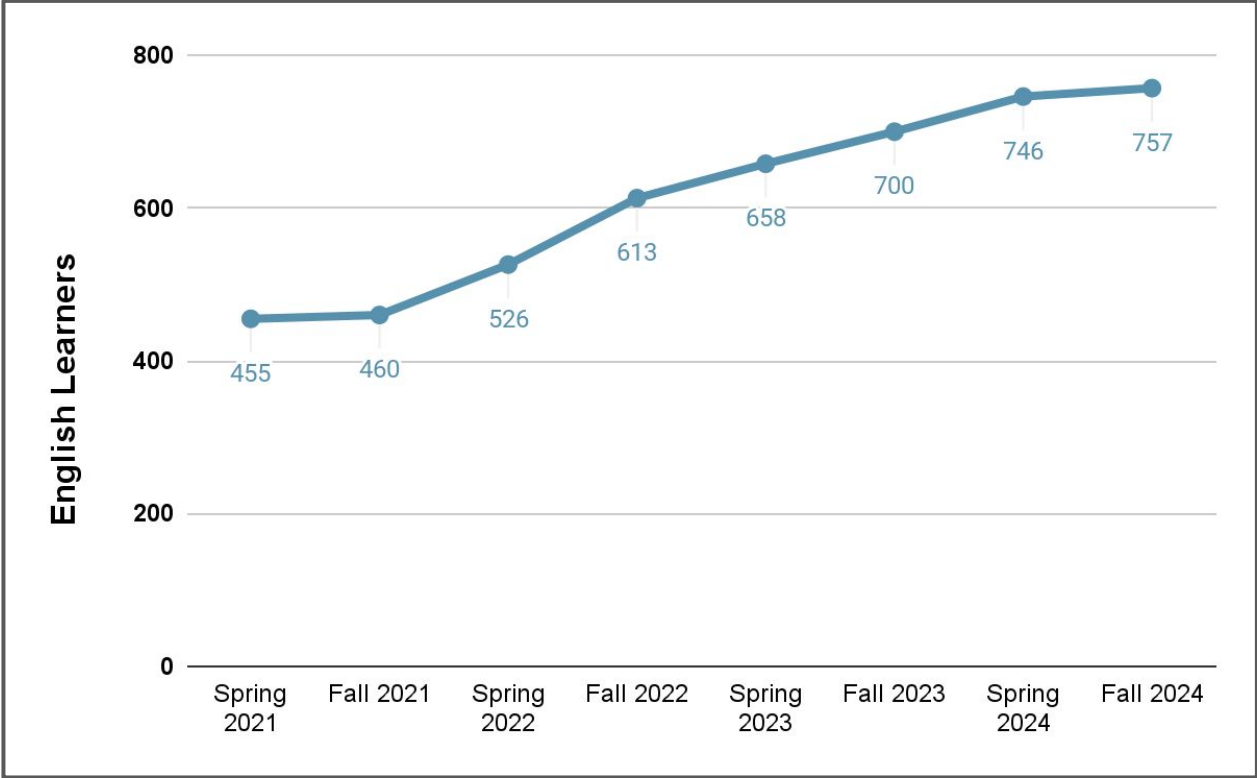
Welcome Center 2023-2024

2023-2024 School Year

- 44% of students transferred from another country
- 11% transferred from another state
- 23% transferred from Albemarle



Enrollment changes from 2021 to 2024



Staffing changes:

	2022	2023	2024	2024 With new SOQ
Number of Students	613	699	757	757
Number of ESL Teachers	19 FTE	22 FTE	25.5 FTE	28.5 FTE
Staff change	+2	+3	+3.5	+3

New Standards of Quality (SOQ):

Student English Proficiency Level	SOQ Staffing Requirement
1	1 position per 20 ELs
2	1 position per 30 ELs
3	1 position per 40 ELs
4	1 position per 50 ELs
Monitors	1 position per 100 ELs

English Learners by Proficiency Level

School	Staffing	Total ELs	% of Level 1s	% of Level 2s	% of Level 3s	% of Level 4s	Monitors
Burnley-Moran	1	29	48%	14%	31%	7%	2
Jackson-Via	2.5	68	53%	25%	22%	0%	1
Johnson	2.5	79	54%	27%	15%	4%	1
Greenbrier	2	57	39%	35%	26%	0%	0
Summit	2.5	51	31%	29%	37%	2%	2
Trailblazer	1.5	35	57%	17%	23%	3%	3
Walker	3	96	26%	13%	46%	15%	31
Buford	3.5	104	32%	33%	27%	9%	14
CHS	7	217	42%	28%	25%	5%	13
Division	25.5	742	41%	26%	28%	5%	67

English Language Proficiency Data (VDOE)

School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total ELs	459	COVID (no data reported to the state)	364	495	627	715
Percent ELs Progress	59%		38%	44%	49%	45%
VDOE Progress Target	48%		50%	50%	52%	54%
Percent Exited	12%		5%	6%	5%	6%

English Language Proficiency Data (VDOE)

School Year	2018-2019	2023-2024
Total ELs	459	715
Percent ELs Progress	59%	45%
VDOE Progress Target	48%	54%
Percent Exited	12%	6%

Why are we not making better progress?

- Long-lasting effects of the pandemic
- Nearly 20% of our CCS students are English Learners
- Of the 715 tested in SY 23-24, 27% were not counted
- 41% of students at level 1 proficiency

English Language Proficiency Data (VDOE)

Grade Span	Elementary	Middle	High School
Total ELs	374	147	194
Percent ELs Progress	53%	37%	36%
Percent Exited	9%	5%	5%

Moving forward:

- Additional staffing at the secondary level
- Consider changes in LIEP program model and support classes at the secondary level

Standards of Accreditation (SOA) Adjustments

Previously, SOL scores of English Learners were not counted against schools for **11 semesters**.

The new SOA drops this to **3 semesters**.

Progress in achievement of English language proficiency will count **10%** (of mastery) at each school.

English Learners Growth (3-8)

Reading SOL

ELs passing: 23.6%

ELs passing & growth: 88.9%

Math SOL

ELs passing: 33.6%

ELs passing & growth: 89.1%

Weighting of the Framework



School Support for Afghan Students Grant

- 4 Bilingual Instructional Assistants
- IRC Staff embedded at CHS
- Family workshops (TJACE)
- Collaboration with area nonprofits
- Summer camp and internship opportunities



Adjustments and Enhancements

Summer School Partnership with ACPS

- English 10/11 credit for 6 CHS students

SIOP Training (Structured Instruction Observation Protocol)

- All CCS staff have had Intro to SIOP training (school-based) and SIOP 1 training (division PL)
- Continue with SIOP 2 training this year
- SIOP 3-4 training SY 25-26



Next Steps:

- Continue SIOP training and other PL for all CCS teachers
- Increased ESL Staffing budget request
- Ongoing support for the CCS Welcome Center
- SSAS Grant Implementation

