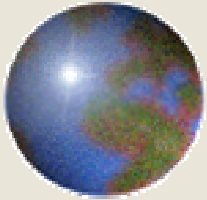
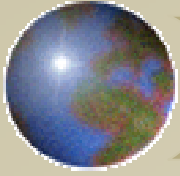


English Learner Education

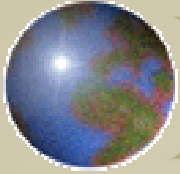


Lexington Public Schools
Robyn Dowling-Grant, Ed.M.
K-12 Coordinator
June, 2007



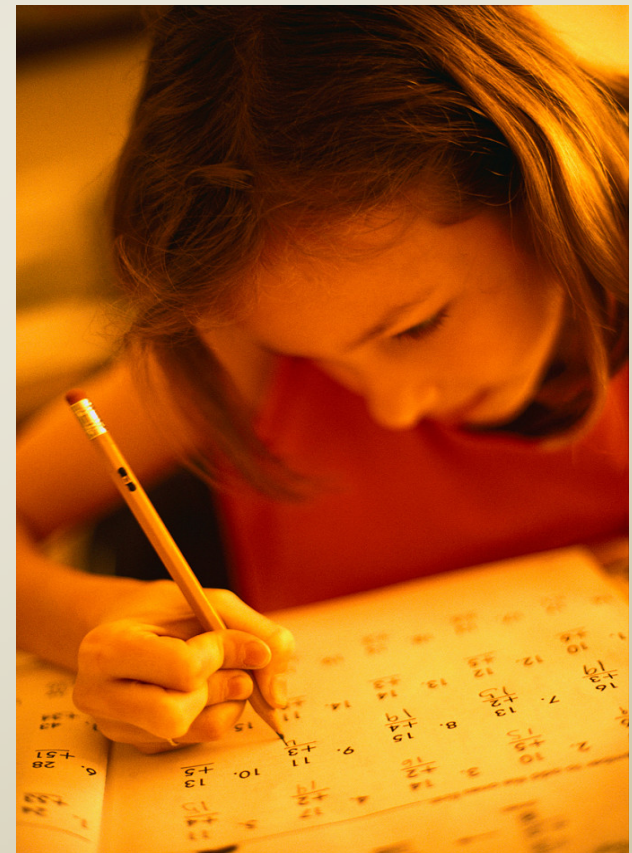
Goals for the Program

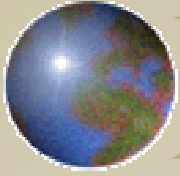
- To promote and guide the development of an integrated English Learner Education Program K-12, that enhances and connects instructional practices in English language development and content instruction
- To promote development and content instruction for non-English speaking students by providing an integrated English Learner Education program



Changes to the Program Structure

- Standardized identification protocol across the district that screens each student entering the district
- Students evaluated for exit from the program using uniform criteria
- Compliance records and activities centrally coordinated
- Student data monitored to ensure accurate Student Information Management System (SIMS) reporting
- Close collaboration with administration to ensure that district goals guide the program

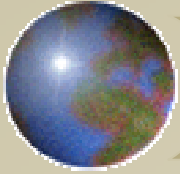




Growth in English Learner Program

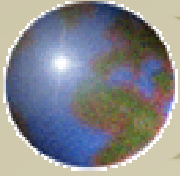
- Fall 2006, 205 English Language Learners
- Spring 2007, 249 English Language Learners
- 196 English Language Learners at the primary level, 98 in grades K-2





Changes to Curriculum

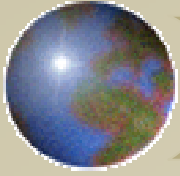
- ESL teachers use a curriculum that is based on the *Massachusetts English Language Proficiency Benchmarks and Outcomes*, on which state assessments are based
- Most students receive daily English language development instruction from age-appropriate state-of-the-art language textbook series at the elementary and secondary levels, which integrates grammar, reading, writing and vocabulary into each lesson
- High-interest, grade-level material provides more opportunity to develop and use academic language
- ESL teachers participated in out-of-district and in-district professional development activities throughout the year



Changes to Content Instruction

- 50 classroom teachers have been trained in sheltering techniques, which helped them develop lesson plans that address the needs of English learners
- These teachers are trained to use the *Massachusetts English Language Proficiency Benchmarks and Outcomes* to make instruction comprehensible and embed language objectives in their lesson plans

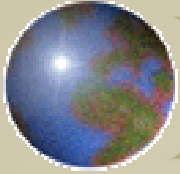




Targeted Outcomes

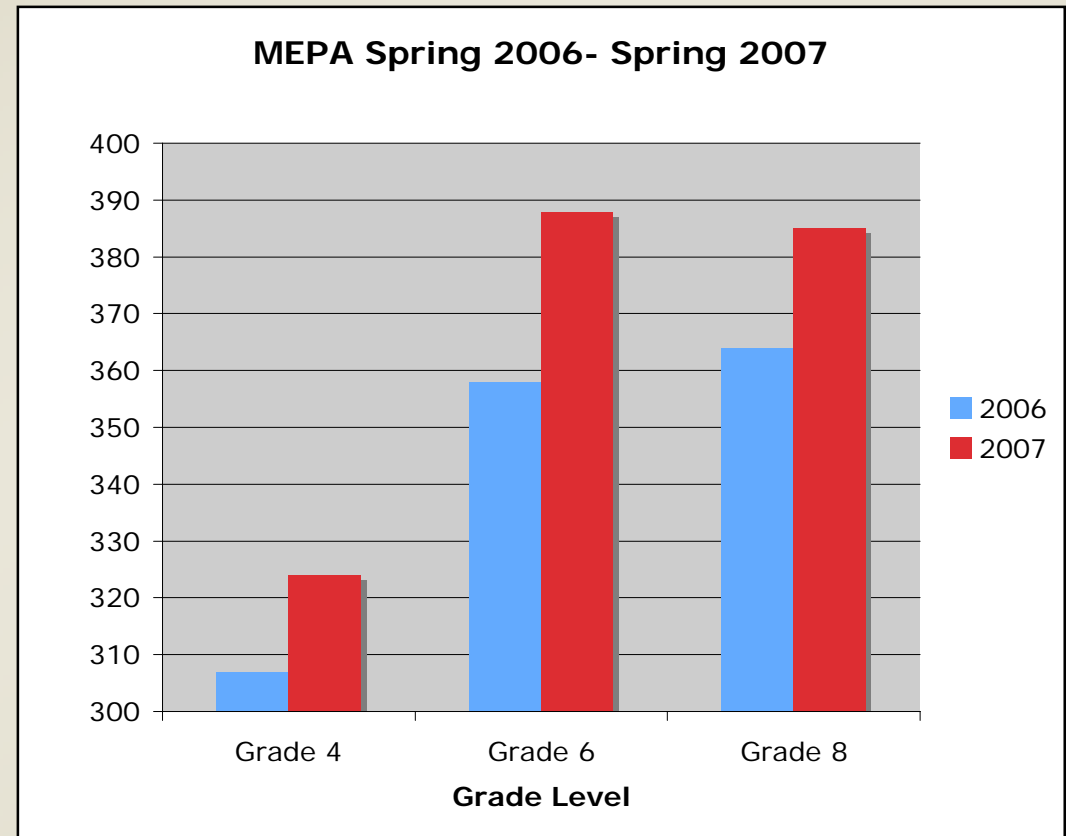


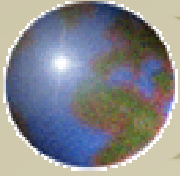
- English learners gain a deeper understanding of content material
- MCAS writing scores for English learners improve from year to year as indicated on Spring 05 to Spring 06 results (by school), and Spring 06 to Spring 07 results (by school)
- English learners able to express and understand sophisticated concepts and ideas as measured by ELA MCAS scores



How Will Success Be Measured?

- Average Spring 2007 Massachusetts English Proficiency Assessment (MEPA) scores increase by district and by grade level as compared to Spring 2006
- Track 2006-2007 to 2007-2008 MCAS reading and writing scores, to identify strengths and weaknesses of students





For More Information

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