



**Multilingual Programs
+ Services**

Program Updates: Multilingual Programs + Services

Board of Education Meeting
December 6, 2021

Agenda

Purpose

- Provide an overview of Multilingual Programs & Services
- Share the current status of Multilingual Programs & Services

Roadmap

- Current status
- Alignment with APS Strategic Plan
- Initiatives and next steps

Takeaway

- Increase understanding of Multilingual Programs & Services and their impact on APS' Mission to prepare students for college, career, and life



Multilingual Programs & Services



ESOL: English to Speakers of Other Languages



DLI: Dual Language Immersion



World Languages



Multilingual Parent Language Support & Outreach



Our Academic Focus



APS Strategic Priorities

We are fostering academic excellence for all

We are building a culture of student support

We are equipping and empowering leaders and staff

We are creating a system of support for schools

DATA

Utilize data to drive all instructional decisions and ensure equitable outcomes for all students

CURRICULUM + INSTRUCTION

Implement rigorous and culturally relevant curriculum with fidelity in all core content areas and instructional best practices in Tier 1 instruction

WHOLE CHILD + INTERVENTION

Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans

PERSONALIZED LEARNING

Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students

SIGNATURE PROGRAMMING

Strengthen the implementation of signature programming across all schools

Multilingual Programs + Services are embedded throughout all areas of the APS 5.



Our Commitment to Equity



Leveraging School Improvement to Advance Equity

We commit to integrating school improvement efforts with effective strategies and interventions to help all students reach their full potential.



Supporting Special Populations

We commit to implementing targeted strategies to prioritize support for special populations such as English learners, students with disabilities, and economically disadvantaged students.



Improving Access to High-Quality Instructional Programming and Materials

We commit to using effective instructional materials in all classrooms so that all students have access to high-quality curricula and robust instructional programming.



We commit to distributing high-quality instructional materials to all classrooms to ensure equitable access.

We commit to implementing targeted strategies to prioritize support for special populations such as English learners, students with disabilities, and economically disadvantaged students.

We commit to using effective instructional materials in all classrooms so that all students have access to high-quality curricula and robust signature programming.



We commit to high-quality leaders and teachers, with a priority on the students with the greatest need.



Partnering with Families and Communities

We commit to partnering respectfully and collaboratively with families and communities to address the needs of all students.



Integrating Social, Emotional, and Academic Practices

We commit to a comprehensive approach to addressing students' social, emotional, and academic development in order to meet the various needs of all students.

Promoting a culture of equity: We commit to creating a culture of equity-minded individuals

ESOL: English for Speakers of Other Languages

**All Schools
K-12
2,088 Students**



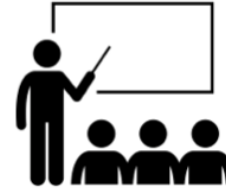
From entry to exit: Exploring how we identify, support, and assess our ELs.



Enrollment paperwork & educational history reviewed



Student screened to identify eligibility



Student receives ESOL services

Student takes annual English assessment (ACCESS)



Continue ESOL services


Exit ESOL services

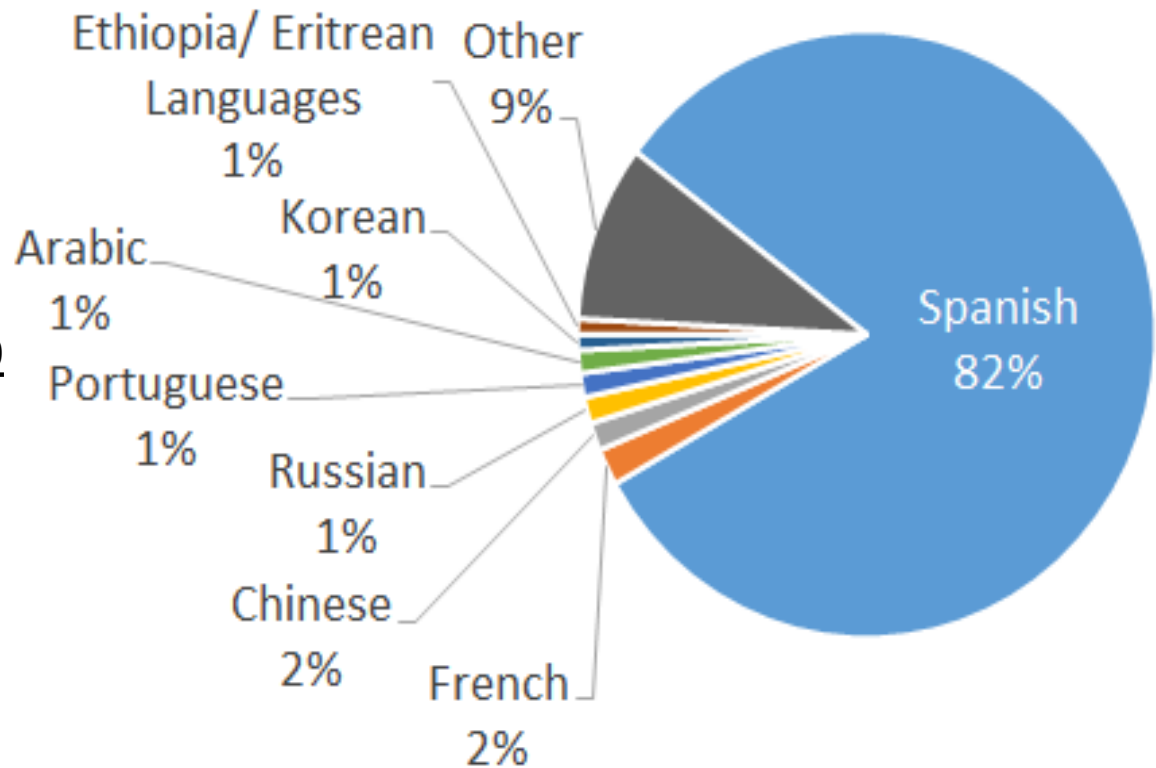

Top Student Languages Other than English in APS

Top Languages - Winter 2021

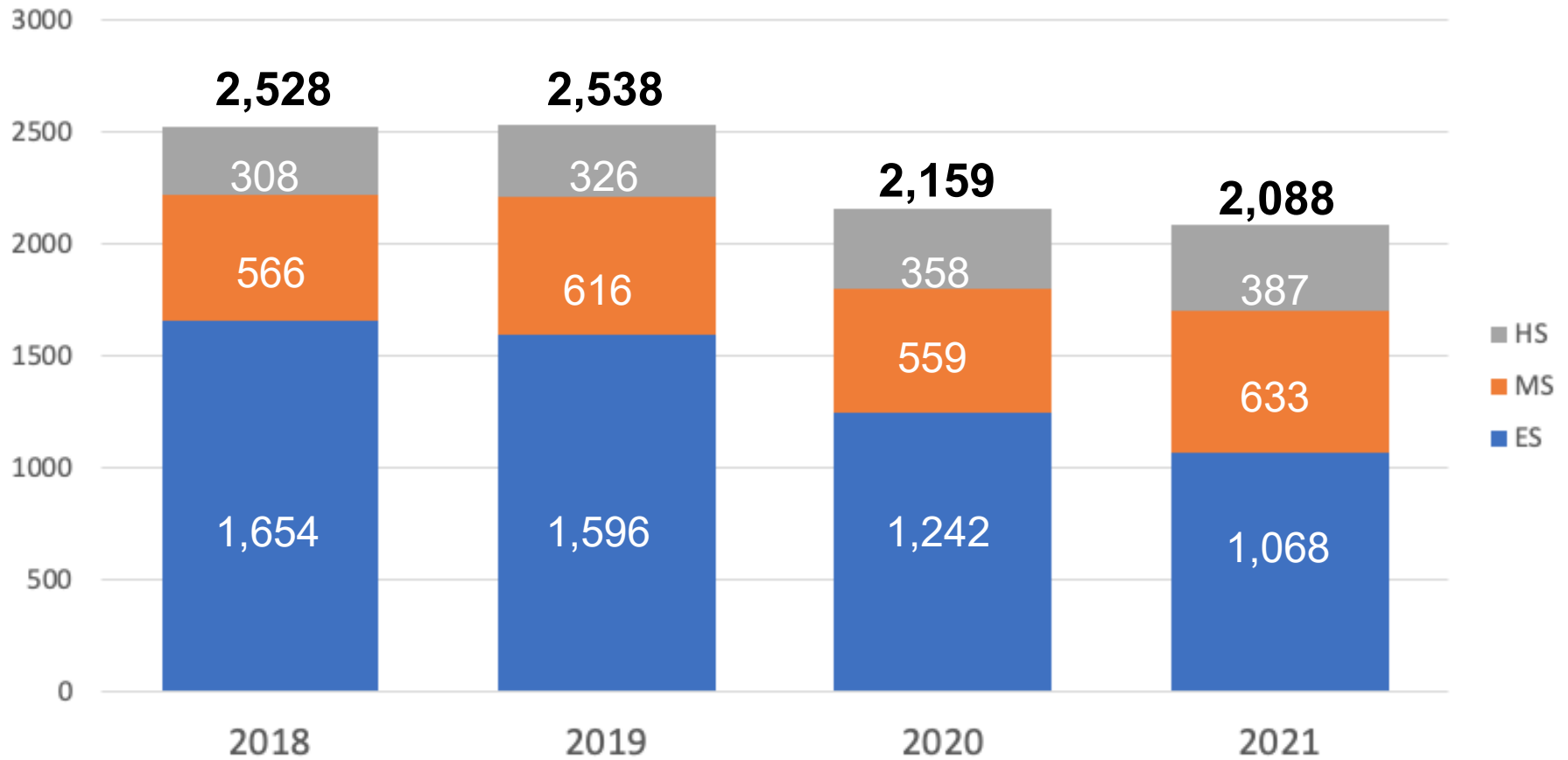
1. Spanish
2. Other African Languages
3. French
4. Chinese
5. Russian
6. Portuguese

Top Languages - Winter 2019

1. Spanish
2. Other African Languages
3. Chinese
4. Arabic
5. French
6. Korean



APS English Learner Subgroup Enrollment

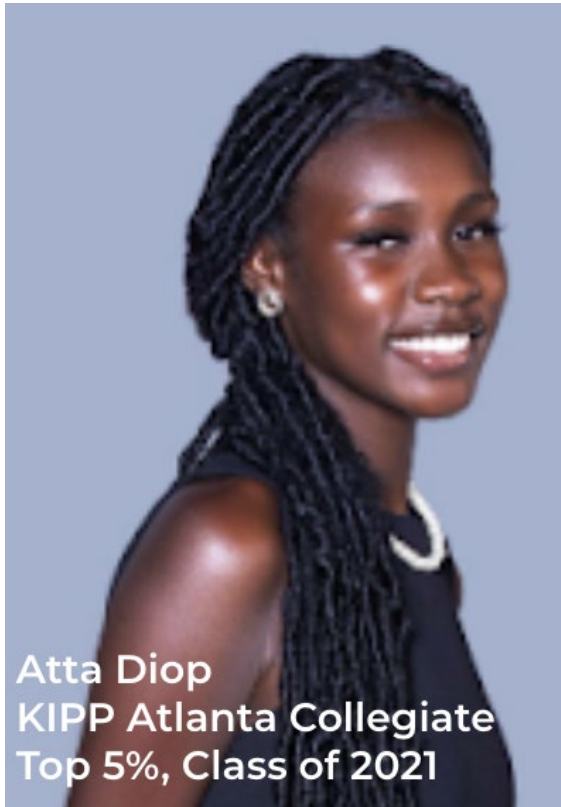


Above counts regarding active and monitored ELs are calculated internally and may not match publicly available data.

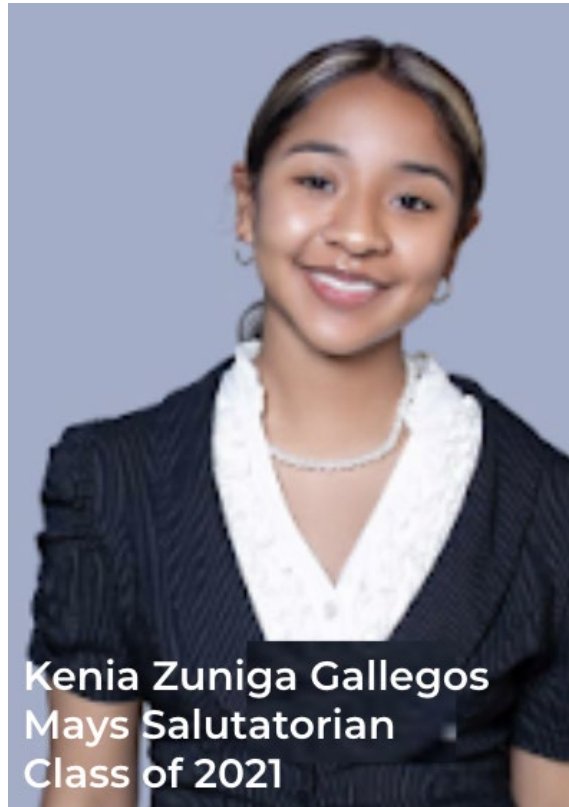
WE ARE APS

BUILDING ON OUR LEGACY

Strategic Plan 2020-2025



Atta Diop
KIPP Atlanta Collegiate
Top 5%, Class of 2021

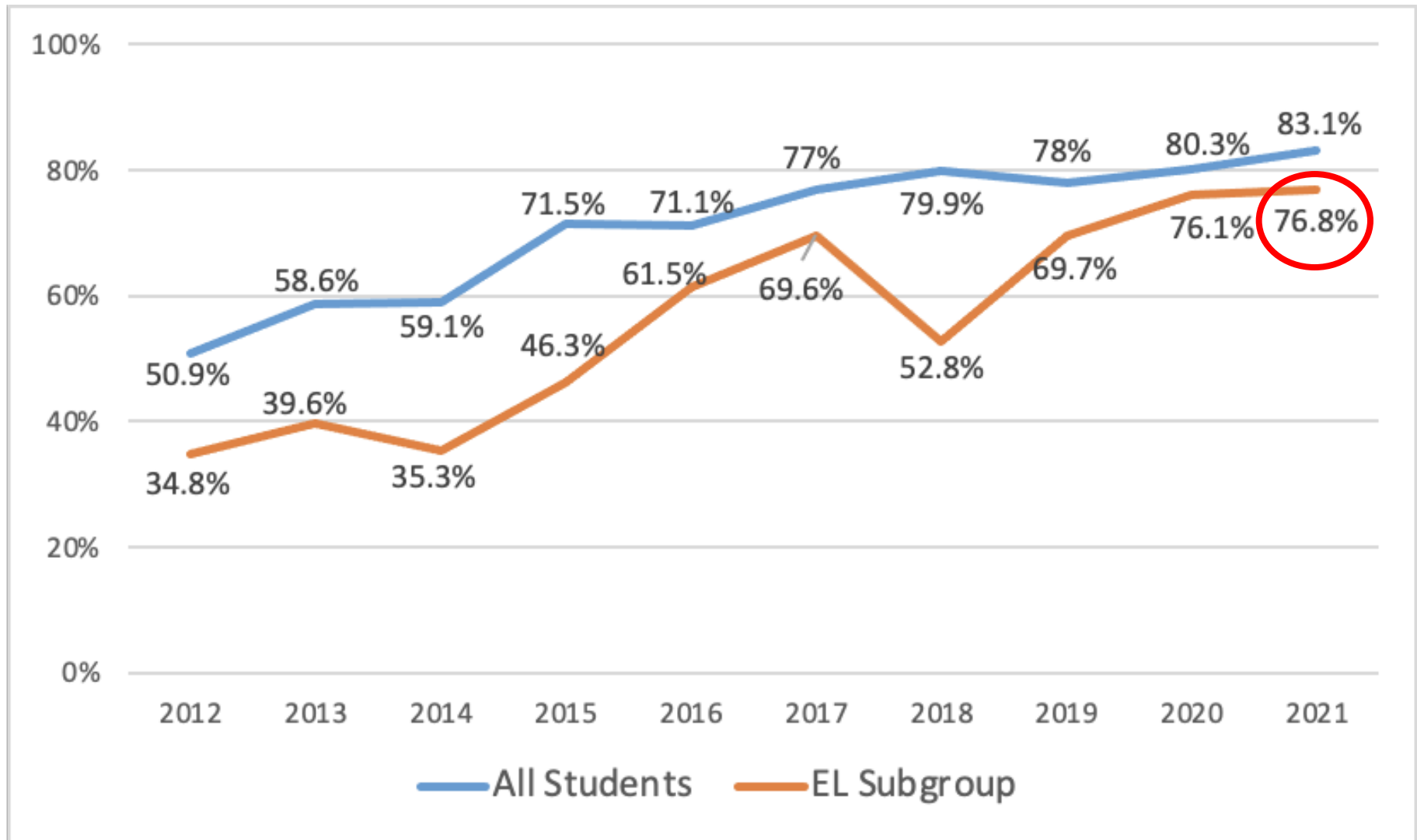


Kenia Zuniga Gallegos
Mays Salutatorian
Class of 2021

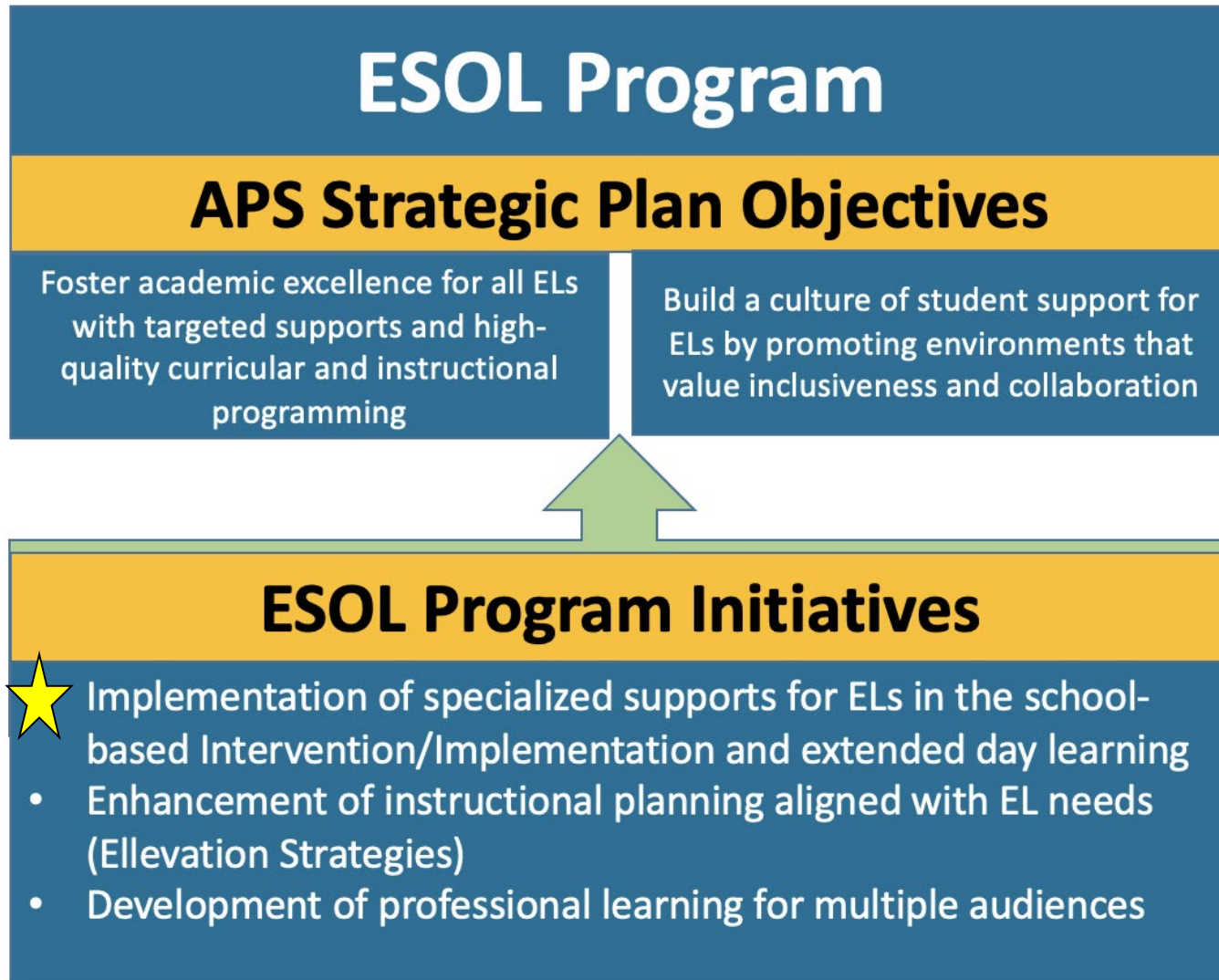


Oumy Gueye
Washington Valedictorian
Class of 2021

APS English Learner Graduation Rate....



Our roadmap to English Learner success



DLI: Dual Language Immersion

**2 Clusters
7 Schools,
1,376 Students**



DLI: Three Important Points

1. DLI is a research-based model of education that has been proven to close achievement gaps for all students, especially ELs.

2. The APS DLI program model is a 50/50 DLI model in which half the day is in the partner language of Spanish.

3. Core content areas of math, science, language arts and phonics are taught in Spanish.



APS Dual Language Immersion Program Schools and Grade Levels - SY2022

Maynard Jackson Cluster

Benteen Elementary School (Pre-K - 3rd)

North Atlanta Cluster

Bolton Academy (K - 5th)

E Rivers Elementary School (K - 5th)

Garden Hills Elementary School (Pre-K - 5th)

Morris Brandon Elementary School (K - 5th)

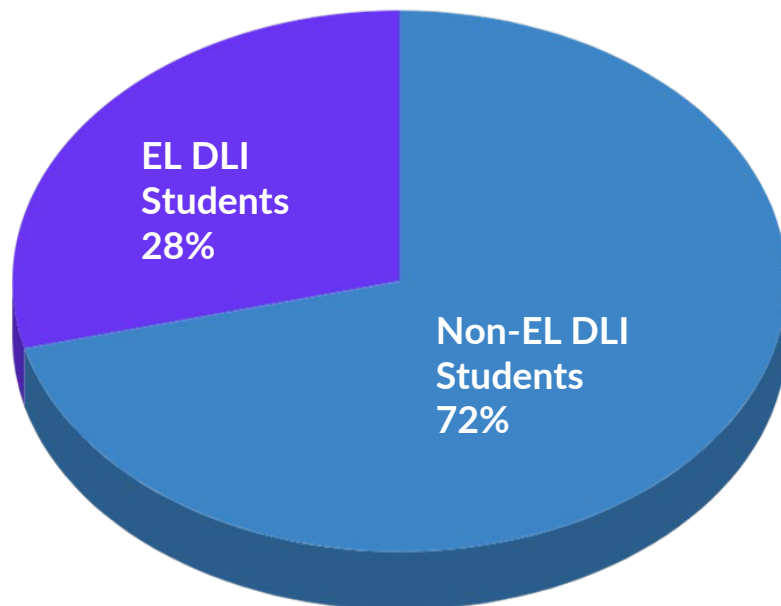
Sarah Smith Elementary School (K - 5th)

Sutton Middle School (6th)



APS Dual Language Immersion Program Enrollment - SY2022

Total DLI Students Pre-K - 6th = 1,376

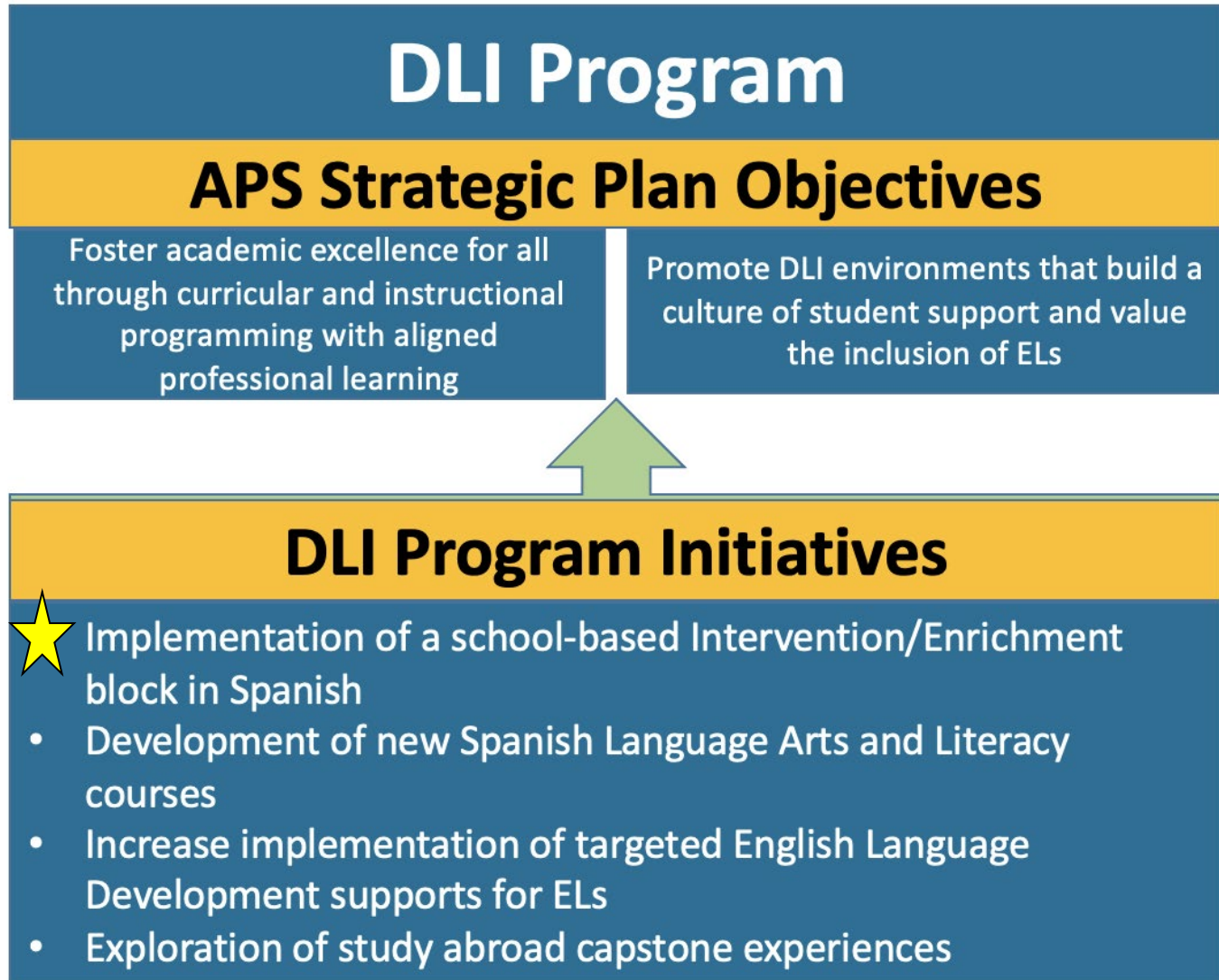


Total EL DLI Students = 391 (includes monitored ELs)

35% of APS elementary ELs are in the APS DLI program.



Our roadmap to DLI success



World Languages

K-12
28,113 students

American Sign Language, Arabic, Chinese,
French, **German**, **Japanese**, Latin, Spanish



World Languages - APS Requirement

Per **APS Board Policy IHF**, two units of the same world language are required for an APS Diploma.

Why?

- Ensures all APS high school students are prepared to meet university requirements.
- Better prepares APS students for college, career, and life in a growing global economy.
- Builds key soft skills employers want. World language study is known to develop sociocultural competence, i.e., the ability to interact successfully with people from diverse backgrounds.

APS World Languages - By Cluster

Cluster	Elementary	Middle	High
Carver	Spanish	Spanish, French	Spanish, French, Latin
Douglass	Spanish	Spanish	Spanish, French
Jackson	Spanish, Chinese	Spanish, Chinese	Spanish, Chinese, French
Mays	Spanish	Spanish, French	Spanish, French
Midtown	Spanish, ASL	Spanish, French, Latin	Spanish, ASL, French, Latin
North Atlanta	Spanish, French	Spanish, French	Spanish, French, Arabic, Chinese
South Atlanta	Spanish	Spanish, French	Spanish, French
Therrell	Spanish, French	Spanish, French	Spanish, French, German
Washington	Spanish	French	Spanish, French
BEST CSK	—	Spanish Spanish, French, German, Japanese	Spanish Spanish, French, German, Japanese

Academic Standards of Service: World Languages

Elementary School Level

While language selection is determined at the school level, all elementary schools are required to implement a world language program in alignment with cluster articulation.

IB authorized schools = minimum of 90 minutes per week beginning in 2nd grade

All other signature programs = minimum of 30 minutes per week. School can determine grade levels.

Academic Standards of Service: World Languages

Middle School Level

While language selection is determined at the school level, all middle schools are required to implement a world language program in alignment with cluster articulation.

IB authorized schools = Students are enrolled in same language for 7th and 8th grade for high school credit.

All other signature programs = Students must have the opportunity for high school credit language offering.

Academic Standards of Service: World Languages

High School Level

While language selection is determined at the school level, all high schools are required implement a world language program in alignment with cluster articulation.

IB authorized schools = Students must complete IB Level language in 11th and 12th grades.

All other signature programs = Students must have the opportunity for upper level language (level 3, 4, Advanced Placement).

Georgia Diploma Seals with World Language Focus

Seal of Biliteracy Requirements

- At least 3.0 in required English courses
- Minimum level of proficiency in the world language as demonstrated on a GADOE approved assessment (AP, IB, or other)

APS Recipients

2016: 12
2017: 37
2018: 32
2019: 49
2020: 34
2021: 46



International Skills Diploma Seals Requirements

- At least 3 credits in the same World Language
- At least 4 credits in courses with an international focus
- At least 4 extracurricular activities with global themes/contexts
- 20 hours of community service
- Capstone presentation

APS Recipients

2016: 7
2017: 14
2018: 30
2019: 68
2020: 41
2021: 70

Year Approved	School Name
2015-2016	North Atlanta High Schools
2016-2017	Drew Charter Senior Academy
2017-2018	Carver Early College Maynard Jackson High School
2018-2019	Grady High School (Midtown)



CCRPI Readiness Data - 2019

	% ES Students passing a World Language in 2019	% MS Students passing a World Language in 2019	% 12th Graders completing a World Language Pathway in 2019
Atlanta Public Schools	60%*	47.2%	32.9%
GEORGIA	10.4%*	22.9%	24.9%
Clayton County	6.9%	13%	12.5%
Cobb County	5.8%	20%	43%
Dekalb County	31%	37.4%	30.5%
Fulton County	9%	57.7%	43.4%
Gwinnett County	9.7%	25.1%	36.4%

Our roadmap to World Languages success

World Languages Program

APS Strategic Plan Objectives

Foster academic excellence for all through curricular and instructional programming with aligned professional learning

Build a culture of student support by increasing opportunities and participation in quality world language programming

World Languages Program Initiatives

- Adoption of new curricular and instructional resources and structured alignment to proficiency targets
- ★ Development of common assessments for courses shared by middle and high schools (Level 1, Level 2)
- Implementation of World Languages Day
- Exploration of study abroad opportunities

Language Learning during COVID

Coping Strategies

- Provided all ESOL, World Languages, and DLI teachers with clear masks
- Incorporated additional technology tools and resources to support personalized learning
- Provided funds and resources for extended day tutoring for ESOL students
- Incorporated guidelines to ensure the Intervention Block for ELs does not replace or reduce ESOL instructional time.

Multilingual & Immigrant Parent Engagement, Support and Outreach

**All Schools & Departments
4,000+ families**




Translation & Interpretation Services

Per federal law, school - home communication must be in a language parents understand. Schools **must provide translation or interpretation from appropriate and competent individuals** and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

(Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4); Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§2000d – 2000d-7)

In 2019, APS adopted Board Policy LEBB, Language Access.

	
Book	Board Policy Manual
Section	5. Students & Instructional Programs
Title	Language Access
Code	LEBB
Status	Active
Adopted	August 5, 2019

The Atlanta Board of Education believes that the diversity of languages and cultures that form the Atlanta Public Schools (APS) community enriches us all. The Board actively encourages all families, including non-native English speaking families, to be empowered participants in their children's education. Students and families who speak languages other than English at home benefit the entire district by adding to the richness of the educational experience. Atlanta Public Schools is a welcoming school district.



Translation & Interpretation



Covid-19 Information



APS Employee Communications + Alerts



APS Employee Technology Tips



Kronos (*CHROME Recommended)



Employee Self-Service (External Use)



e-APS (Internal Use)



Infinite Campus



Nimbus



APS Webmail



AES



myAPS



myPLC



Translation & Interpretation



APS Graphs

Translation & Interpretation Services

Translation + Interpretation Request Form

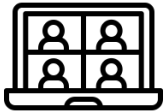
APStranslations Library

Multilingual & Immigrant Parent Engagement

Communication Tools



Chat Groups



Online Meetings



Phone Calls



Community Visits

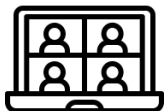
Relationship Based on Respect and Trust

- Listen to needs
- Help resolve situations
- Train to support the navigation of the educational system
- Serve as a cultural and language broker

Focus on Results



Multilingual & Immigrant Parent Engagement



Online Meetings:

Weekly Wednesday Meetings in Spanish build community and provide a wealth of information for our Spanish-speaking families.

Junta de Padres

Some special topics and guests include the following:

May 19th: Community Town Hall with Dr. Herring

September 15th: Hispanic Heritage Month

September 22nd: Atlanta Virtual Academy

September 29th: Academics Parent Night

November 3rd: Day of the Dead

November 10th: Center for Equity and Social Justice

November 17th: Family Engagement Month

December 8th: Special Education



Multilingual & Immigrant Parent Engagement

New Initiative:

Breaking communication barriers through language learning for APS staff with Mango Languages, an award-winning language learning app with access to over 70 languages.

Registration:

<http://tinyaps.com/?Mango>

Mango Languages

Build bridges by learning
the languages of your
ESOL community

Download the app

Visit the Google

Play store or

the Apple

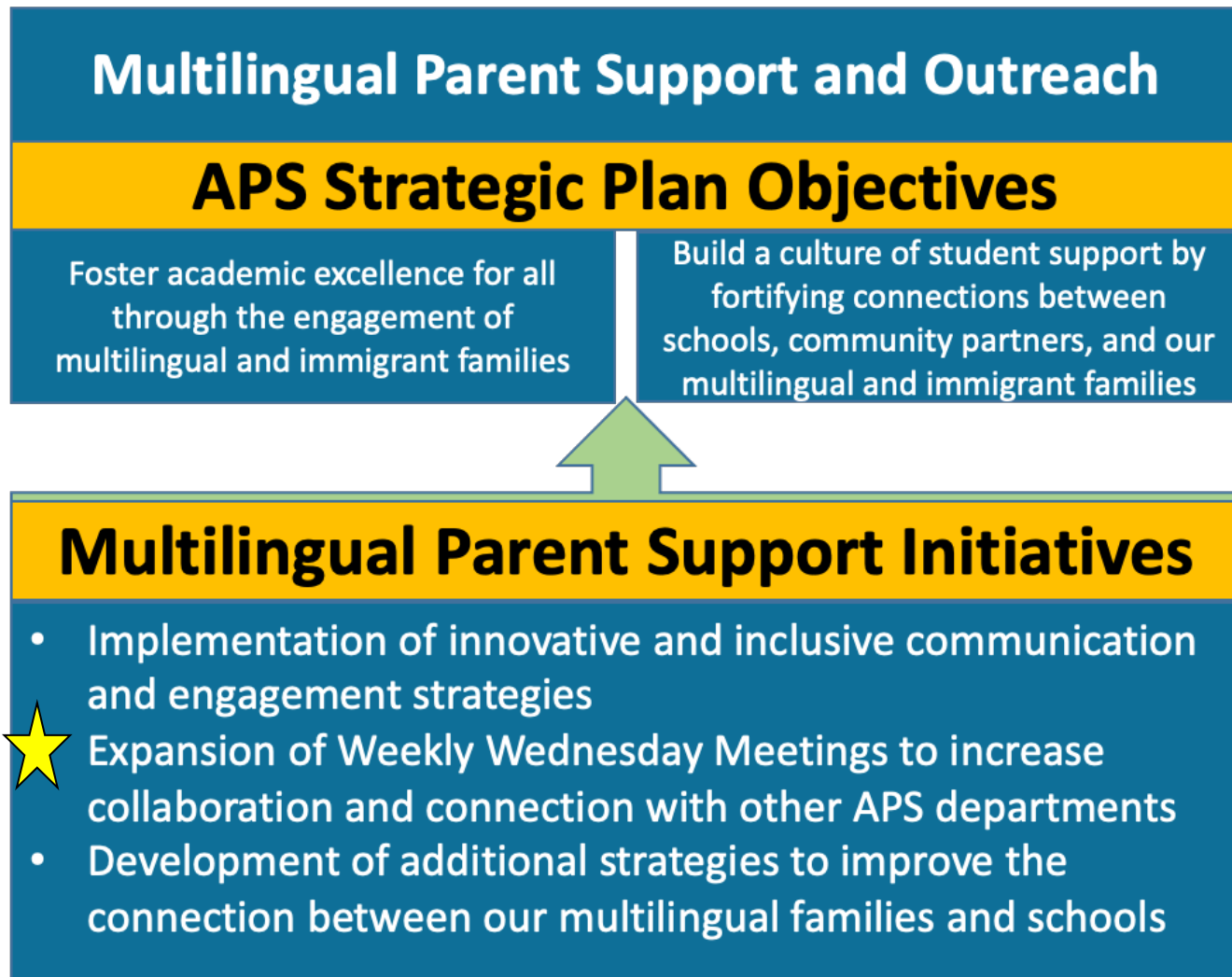
App Store



MANGO



Our roadmap to Multilingual Parent Support and Outreach success





Appendix



Additional ESOL Information

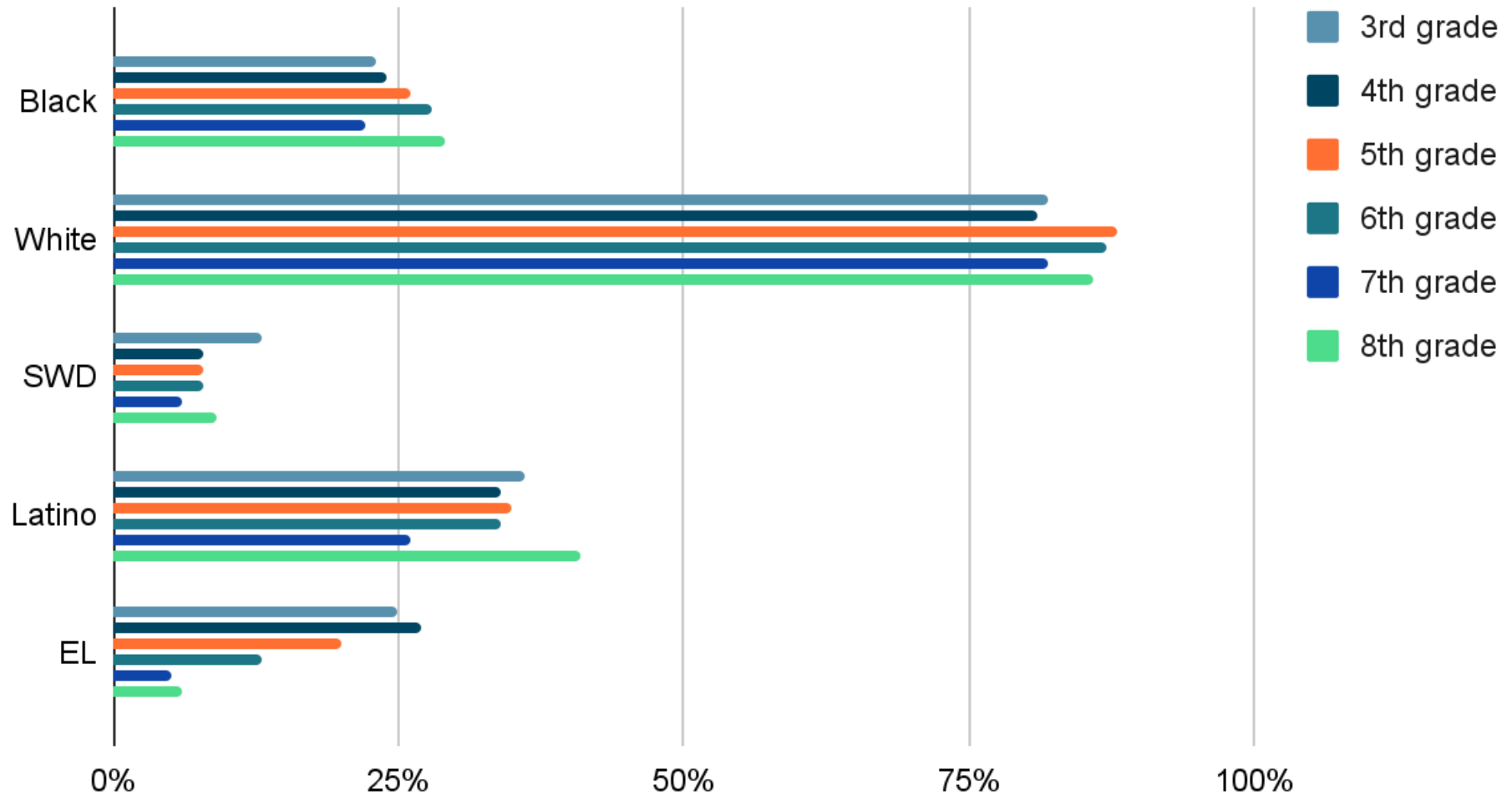
Subgroup Comparison Data - 2019 ELA Proficiency

Georgia Milestones Data ELA

Black		Latino		White		SWD		EL	
3rd	23%	3rd	36%	3rd	82%	3rd	13%	3rd	25%
4th	24%	4th	34%	4th	81%	4th	8%	4th	27%
5th	26%	5th	35%	5th	88%	5th	8%	5th	20%
6th	28%	6th	34%	6th	87%	6th	8%	6th	13%
7th	22%	7th	26%	7th	82%	7th	6%	7th	5%
8th	29%	8th	41%	8th	86%	8th	9%	8th	6%
AVG	25.3%	AVG	34.3%	AVG	84.3%	AVG	8.6%	AVG	16%



APS 2019 ELA Proficiency by Subgroup

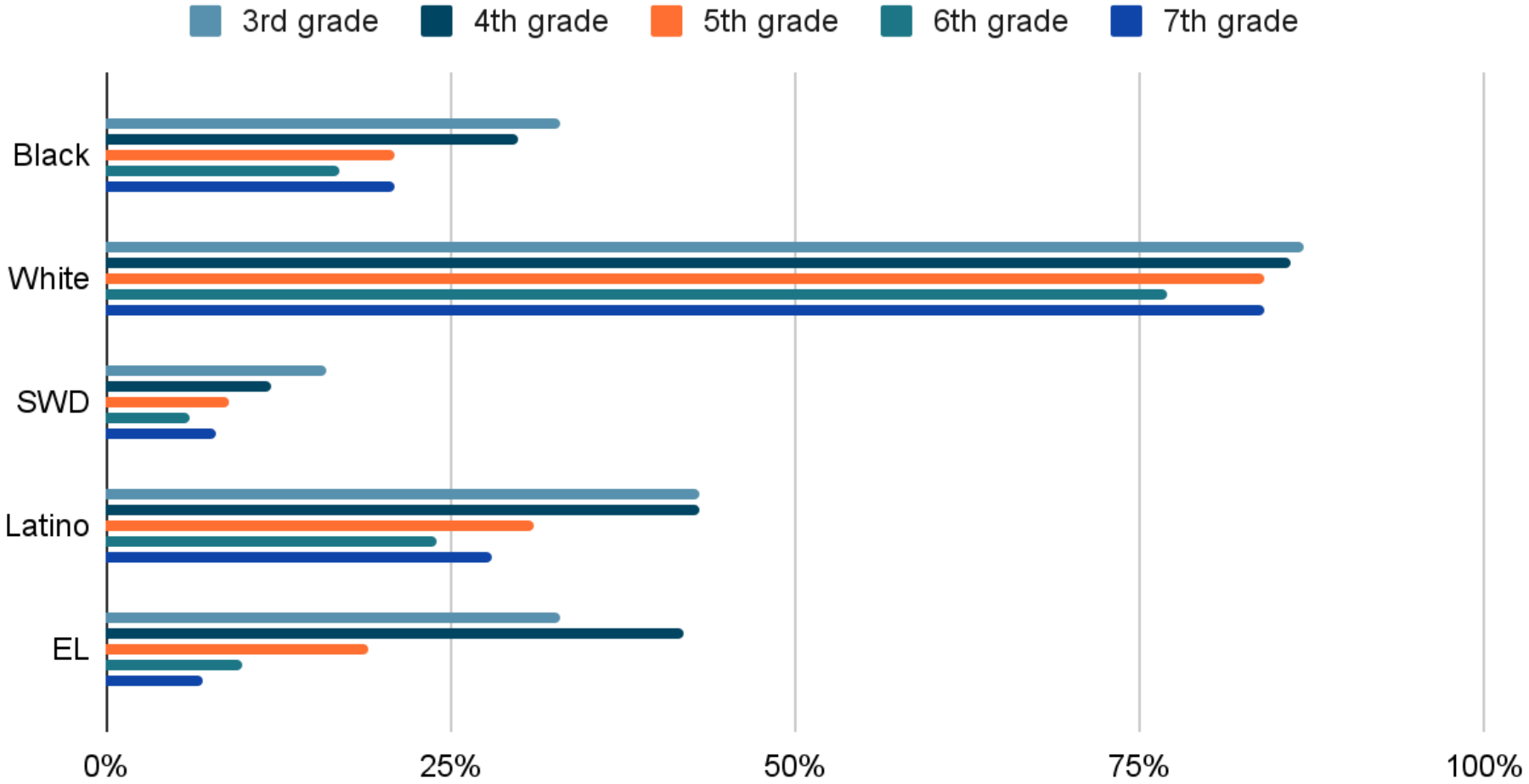


Subgroup Comparison Data - 2019 Math Proficiency

Georgia Milestones Data Math

Black		Latino		White		SWD		EL	
3rd	33%	3rd	43%	3rd	87%	3rd	16%	3rd	33%
4th	30%	4th	43%	4th	86%	4th	12%	4th	42%
5th	21%	5th	31%	5th	84%	5th	9%	5th	19%
6th	17%	6th	24%	6th	77%	6th	6%	6th	10%
7th	21%	7th	28%	7th	84%	7th	8%	7th	7%
8th	20%	8th	25%	8th	55%	8th	5%	8th	11%
AVG	23.6%	AVG	25.6%	AVG	78.8%	AVG	9.3%	AVG	20.3%

APS 2019 Math Proficiency by Subgroup



Metro Area English Learner Graduation Rate SY2021

System Name	School Name	Reporting Label	Graduation Rate
Clarke County	All Schools	English Learners	60.3
Clayton County	All Schools	English Learners	70.5
Cobb County	All Schools	English Learners	57.6
DeKalb County	All Schools	English Learners	55.4
Fulton County	All Schools	English Learners	74.9
Gwinnett County	All Schools	English Learners	56.0
Atlanta Public Schools	All Schools	English Learners	76.8
Marietta City	All Schools	English Learners	63.6
All Systems	All Schools	English Learners	65.9



Additional World Languages Information

District Enrollment by Language

	Elementary		Middle		High	
	SY2020	SY2022	SY2020	SY2022	SY2020	SY2022
Arabic	0	0 or 0%	0	0	58 or >1%	72 or >1%
ASL	0	191 or >1%	0	0	0	65 or >1%
Chinese	971 or 4%	943 or 4%	620 or 5%	565 or 5%	375 or 3%	398 or 5%
French	1,683 or 6%	1,802 or 7%	1,559 or 13%	1,437 or 13%	2,258 or 18%	1,895 or 14%
German	0	0	27 or >1%	37 or >1%	39 or 1%	21 or >1%
Japanese	0	0	0	39 or >1%	0	17 or >1%
Latin	0	0	411 or 4%	233 or 2%	487 or 4%	416 or 3%
Spanish	13,270 or 49%	11,944 or 47%	3,414 or 30%	2,720 or 24%	5,647 or 45%	5,408 or 41%
Spanish for Native Speakers	0	0	0	0	204 or 2%	235 or 2%
Total	15,925 or 59%	14,880 or 59%	6,031 or 52%	5,031 or 42%	9,076 or 72%	8,527 or 64%

Additional Multilingual Services Information

Translation & Interpretation Services

Per federal law, school - home communication must be in a language parents understand (Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4); Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§2000d – 2000d-7)

Total Students	49,989	
Total with Language other than English	3,178	6.4%
Spanish	2,498	5%
French	61	< 1%
Chinese, Cantonese, Mandarin	53	< 1%
Russian	42	< 1%
Portuguese	39	< 1%
Arabic	38	< 1%
Korean	27	< 1%
Ethiopian/Eritrean	25	< 1%

Translation & Interpretation Services

Online Request Form and Translation Library for all APS Staff via MyAPS:

<https://www.atlantapublicschools.us/Page/28827>



Translation & Interpretation Request Form

Office of ESOL & World Languages * apstranslations@atlanta.k12.ga.us * (404) 802-7580

Service Requested *

- Interpreter Translation
 International Transcript Evaluation
 Parent Phone Call(s)

Date Submitted *

11/23/2021

Requestor's First Name *

Requestor's Last Name *

Requestor's Phone # *

Cell Phone (Optional)

School or Office/Department *

E-mail *

NAME@atlanta.k12.ga.us

Name of school or department requesting interpretation/translation services.

Replace NAME with your e-mail prefix.

Notes



Translation & Interpretation

Translation + Interpretation Request Form

APStranslations Library

Translation & Interpretation Services - Request Totals Processed

	SY2020	SY2021	SY2022
July	58	410	272
August	365	870	561
September	464	848	649
October	571	736	573
November	353	717	489
December	289	699	
January	511	855	
February	458	1,010	
March	753	994	
April	556	665	
May	482	654	
June	80	257	
TOTAL	4,940	8,715	2,544