Systems that Support English Learners through Graduation and Beyond

Patty Finnegan, PhD
Bilingual Education Special Projects Program Supervisor

Washington Alternative Learning Association Conference / March 7, 2020
Key Take-Aways

➢ Understand **effective systems** that support English learners (ELs) through graduation and post-secondary education or career pathways.

➢ Identify **resources and practices** that support ELs.

➢ Reflect on **barriers** that exist in your district/school.

➢ Discern **next steps** for supporting ELs in your position.
### Terminology: EL, Newcomer & LTEL

<table>
<thead>
<tr>
<th><strong>English Learner (EL)</strong></th>
<th><strong>Newcomer</strong></th>
<th><strong>Long-term English Learner (LTEL)</strong></th>
</tr>
</thead>
</table>
| • Student whose home language is other than English and qualifies for English language development instruction. | • Any student born outside of the US who has recently arrived and enrolled in school.  
• Resource: [Newcomer Toolkit](#) | • Eligible for English language development instruction for five or more years.  
• Stalled with progress towards English language proficiency.  
• Struggling academically.  
• Resource: [Meeting the Unique Needs of LTELs](#) |

*Resource: [EL Toolkit](#) [Newcomer Toolkit](#)*
A Few Facts about Washington State’s English Learners & Migrant Students

Last three year average is ~29,602 migrant students ages 3-21, including out-of-school and preschool aged children

Last year average is 134,693 English Learners

2nd largest migrant student population in the nation

7th Largest EL population in the nation
Transitional Bilingual Instruction Program (TBIP): All Schools Must Meet Civil Rights Obligations

- Identification and English language proficiency assessment.
- English language development services, with qualified staff, for all eligible ELs including students who also qualify for special education.
- Meaningful access to grade-level content without unnecessary segregation.
- Annual program evaluation involving educators and parents.
- Language access for parents. (This is an obligation of Basic Education when information is given to all students.)
English Language Development Program Models

Additive ELD Program Models – supports biliteracy

- Dual Language Education (K-12)
- Late Exit Transitional Bilingual Instruction (K-5/6)
- Early Exit Transitional Bilingual Instruction (K-3)

Subtractive ELD Program Models – English only instruction

- Content-based / Sheltered Instruction
- Newcomer Program (temporary)
<table>
<thead>
<tr>
<th>Model</th>
<th>Students</th>
<th>Language of Instruction</th>
<th>Teacher Qualifications</th>
<th>Goals</th>
<th>Typical Length of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language</td>
<td>EL &amp; Non-EL</td>
<td>English &amp; Partner Language (90/10, 80/20, or 50/50)</td>
<td>Bilingual &amp; Content</td>
<td>Bilingualism &amp; biliteracy, high academic achievement in both languages, &amp; sociocultural competence.</td>
<td>K-12</td>
</tr>
<tr>
<td>Developmental Bilingual (Late Exit)</td>
<td>EL</td>
<td>English &amp; Partner Language</td>
<td>Bilingual &amp; Content</td>
<td>English Proficiency, Bilingualism &amp; Grade-level Content</td>
<td>6-7 years (Elementary Grades)</td>
</tr>
<tr>
<td>Transitional Bilingual (Early Exit)</td>
<td>EL</td>
<td>English &amp; Partner Language</td>
<td>Bilingual &amp; Content</td>
<td>English Proficiency &amp; Grade-level Content</td>
<td>3-4 years (Primary Grades)</td>
</tr>
<tr>
<td>Content-Based / Sheltered Instruction</td>
<td>EL</td>
<td>English</td>
<td>EL or Bilingual &amp; Content</td>
<td>English Proficiency &amp; Grade-level Content</td>
<td>Until Proficient</td>
</tr>
<tr>
<td>Newcomer Program (temporary)</td>
<td>EL new to US Schools</td>
<td>English</td>
<td>EL or Bilingual &amp; Content</td>
<td>Orientation to school routines and functional English to transition to another program model</td>
<td>2 weeks up to 1 year, depending on student's progress.</td>
</tr>
</tbody>
</table>
Dual Language Education: Closing the Gap for English Learners

• “The Graph”

• Seminal study on long-term academic (reading) outcomes for ELs by Thomas & Collier (2002-2017)

• This study continues to be replicated by Thomas & Collier and other researchers – sustaining the original findings

➢ Dual language education is Washington State’s priority English language development program model for eligible English learners.
English Learners’ Long-Term Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared Across Seven Program Models
WA State Supt. Reykdal’s Vision for K-12 Education Includes Dual Language for All

• Two-way dual language, beginning in Kindergarten and extending at least through 8th grade, preferably through 12th grade, for every student.
• Prioritizes English learners/multilingual learners and Native American students to close opportunity gaps.
• All Washington students will have access to dual language education by 2030.

K-12 Dual Language Grant Program
Early Learning & K-12 Dual Language
RCW 28A.630.095 (2017)
Student Outcomes & Opportunity Gaps

62% English Learners Graduated in 4 years Class of 2019

- 81% graduation rate for all students
- 233 different homes languages
- Average 3.5 years in EL services
- 29% Long-term ELs (LTELs)

*OSPI Report Card & TBIP Legislative Update 2019
Student Outcomes & Opportunity Gaps
2018-19 Adjusted Cohort Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Year (Class of 2019)</td>
<td>80.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Year (Class of 2018)</td>
<td>83.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Year (Class of 2017)</td>
<td>83.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Year (Class of 2016)</td>
<td>84.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% of completion:
50% 55% 60% 65% 70% 75% 80% 85% 90%

Washington Office of Superintendent of PUBLIC INSTRUCTION
Turn & Talk

What connections are you making based on these data, your experiences, and your current system?

Six Stages of Language Acquisition

1. Pre-production
2. Early production
3. Speech emergent
4. Beginning fluency
5. Intermediate fluency
6. Advanced fluency (7+ years)

## English Language Development & Academic Performance

<table>
<thead>
<tr>
<th>EL Status</th>
<th>Met Standard In ELA</th>
<th>Met Standard in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met All Students</td>
<td>59.1%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Met EL</td>
<td>14.3%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Met Emerging</td>
<td>7.7%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Met Progressing</td>
<td>7.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Met Not Exit After 5 Yrs</td>
<td><strong>7.0%</strong></td>
<td><strong>7.4%</strong></td>
</tr>
<tr>
<td>Met Upon Transition (Proficient)</td>
<td>45.5%</td>
<td>43.9%</td>
</tr>
<tr>
<td>Met 1 Yr After Transition</td>
<td>58.1%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Met 2 Yrs After Transition</td>
<td>58.9%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Met 3 Yrs After Transition</td>
<td>68.2%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Met 4 Yrs After Transition</td>
<td><strong>73.8%</strong></td>
<td>58.7%</td>
</tr>
</tbody>
</table>

2016-17 TBIP Annual Report Appendices: http://www.k12.wa.us/MigrantBilingual/BilingualProgram/AnnualReports.aspx
Addressing the Needs of Long-Term English Learners

Long-term English learner (LTELs):
• Students who have not reached English language proficiency after 5 years of English language development instruction.
  ➢ Need intensive ELD instruction to develop academic proficiency in English (*Castañeda v. Pickard, 1981*)
  ➢ Meaningful access to core instruction (*Lau v. Nichols, 1974*)

Resources to support LTELs:
Meeting the Unique Needs of Long Term English Language Learners: A Guide for Educators
Language Objectives: The Key to Effective Content Area Instruction for English Learners
Principles for Meeting the Needs of Long-Term English Learners (LTELs)

- Language, Literacy and Academics
- Distinct Needs of LTELs*
- Urgency
- Active Engagement
- Intensive English Language Development
- Three R's: Rigor, Relevance, Relationships
- Integrated Supports

*Meeting the Unique Needs of Long Term English Learners, 2014
Clear Pathway to Graduation for ELs Who are 18-21 Years Old (Walla Walla School District)

➢ Well-articulated system from high school to community college:

HS completion pathway at the college campus is explained to all students and is elevated as a valued option.

Community college acceptance letter sent to all HS seniors.

➢ Students who would benefit from more time to complete HS:

Visit the program at the college campus and receive a course schedule.

Participate in graduation ceremonies with 4-year classmates without receiving the HS diploma at this time.

Receive English language development instruction and courses required for graduation in an age-appropriate and motivating setting.

Access career and technical education courses at the local skills center.
How is your district/school supporting ELs who are 18-21 years old as they progress towards HS graduation?

What are there barriers or successes?

What are next steps you can take to support ELs through graduation and beyond?
Resources & Professional Learning

English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs)

Newcomer Toolkit

Promoting the Educational Success of Children and Youth Learning English

EL Home Visits and Family Engagement

Language, Culture, and Funds of Knowledge

Meeting the Unique Needs of Long Term English Language Learners: A Guide for Educators

Language Objectives: The Key to Effective Content Area Instruction for English Learners

Washington Office of Superintendent of PUBLIC INSTRUCTION