Meeting the Challenge of Secondary ELL Services in Small Districts

Case Study: Oak Harbor High School

2011- 2013
- Majority Tagalog speakers
- Tagalog speaking ELL Specialist
- Supported mainstream
- ELD at beginning level only
- One specialist for entire district

2013- 2014
- Influx of Spanish speakers
- ELL Specialist with some Spanish
- Supported mainstream
- ELD at beginning/intermediate levels
- One specialist for entire district

2014-2015
- Majority Spanish speakers
- Majority LTELL
- Spanish speaking ELL Specialist
- Supported mainstream
- ELD beginning/intermediate levels
- G1-5 and G6-12 district specialists

2015-2018
- Majority Spanish speakers
- Majority LTELL
- Spanish speaking ELL Specialist
- Content Based Instruction Secondary
- ELD for all levels of identified students
- Specialist for each level 2016-2018

Focused Programmatic Changes
1. Three year shift from Supported Mainstream and additional ELD for lower levels to ELD specific to SLA level within Content Based Instruction program model.
2. Student RTI based teacher training and identification for Co-teaching.
3. Specialist shift in focus from 30 minute support based ELD to LIEP management.
4. Inclusion of Graduation Specialist duties for the ELL specialist at the high school.

Continuous Challenges
1. Lack of resources and supplement vs. supplant.
2. Ability to offer supports is dependent upon individual personnel.
3. Immediate implementation of LIEP.
4. District vs. School implementation of testing and services.

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