Applying Recent Research about Older English Language Learners: Tapping Student Assets while Striving to Decrease Barriers
Washington Association for Bilingual Education
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Presentation Overview

• Introductions and work objectives
• Older ELLs and state and district systems
• Mini case study I: World Language Credit and Seal of Biliteracy
• Mini case study II: Welcoming older ELLs
• Group work and debrief
• Resource sharing and discussion
Introductions: Give One, Get One

List three ways that your school/district supports the **academic** needs of older ELs.

List three ways that your school/district supports the **social/emotional** needs of older ELs.
Older ELLs and State and District Policy Supports
ELLs are a diverse group

<table>
<thead>
<tr>
<th>Ever-English Learners</th>
<th>Never-English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current</strong> English learners are all students who are currently classified as English learners and are eligible to receive English learner services from their school.</td>
<td>Never-English learners are students that have never been classified as English learners. This includes monolingual English speakers and multilingual students who enter school as English proficient.</td>
</tr>
<tr>
<td><strong>Long-term English learners</strong> are a subgroup of current English learners. These are students who have been classified as English learners for five or more years.</td>
<td></td>
</tr>
<tr>
<td><strong>Recently proficient</strong> students are former English learners who were reclassified as English proficient less than two years ago. These students are sometimes referred to as &quot;monitored&quot; students.</td>
<td></td>
</tr>
<tr>
<td><strong>Long-term proficient</strong> students are former English learners who were reclassified as English proficient more than two years ago.</td>
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</tbody>
</table>
ELLs make up a growing part of Washington’s students

- In 2005, one in 20 of Washington’s students were ELL
- In 2015, one in 10 of Washington’s students were ELL
- by 2025, one in 4 of Washington’s students are projected to be ELL
- In 2014 in the Road Map Region, one in five students were ELLs who spoke over 167 languages
While most ELLs in Washington enter school in grades kindergarten-third...

Percentage of ELLs in Washington, by grade
Foreign-born youth are concentrated in Washington’s secondary schools

Number of foreign-born youth, by age
Proportion of students meeting standard increases after second year post ELL transition
**Former ELLs graduate at higher rate than all students in Road Map Region**

Number and percentage of students in six Washington state districts who graduated within four or five years after beginning grade 9 in 2008/09, by English learner status

<table>
<thead>
<tr>
<th>Student group or subgroup</th>
<th>Total number of students</th>
<th>Adjusted four-year graduation</th>
<th>Adjusted five-year graduation</th>
<th>Percentage point change, year 4 to year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>All students</td>
<td>9,595</td>
<td>6,796</td>
<td>70.8</td>
<td>7,410</td>
</tr>
<tr>
<td>Never–English learner</td>
<td>6,943</td>
<td>5,100</td>
<td>73.5</td>
<td>5,470</td>
</tr>
<tr>
<td>Ever–English learner</td>
<td>2,652</td>
<td>1,696</td>
<td>64.0</td>
<td>1,940</td>
</tr>
<tr>
<td>Current English learner</td>
<td>1,333</td>
<td>703</td>
<td>52.7</td>
<td>869</td>
</tr>
<tr>
<td>Newcomer</td>
<td>604</td>
<td>257</td>
<td>42.6</td>
<td>355</td>
</tr>
<tr>
<td>Established</td>
<td>729</td>
<td>446</td>
<td>61.2</td>
<td>514</td>
</tr>
<tr>
<td>Former English learner</td>
<td>1,319</td>
<td>993</td>
<td>75.3</td>
<td>1,071</td>
</tr>
<tr>
<td>Recently reclassified</td>
<td>216</td>
<td>150</td>
<td>69.4</td>
<td>165</td>
</tr>
<tr>
<td>Long-term proficient</td>
<td>1,103</td>
<td>843</td>
<td>76.4</td>
<td>906</td>
</tr>
</tbody>
</table>
Shift in State and District Policy Systems Supporting ELLs
Shift at State Level to Honor Bilingualism

- 2014 - Seal of Biliteracy
- 2015 - Dual Language Programming Expansion
- 2017 - Dual language expansion and Bilingual Educator Initiative
District supports include school board resolutions

HIGHLINE SCHOOL DISTRICT NO. 401
RESOLUTION 01-17

A RESOLUTION of the Board of Directors of the Highline School District No. 401, King County, Washington, supporting the Highline Public Schools commitment to serve all students in an equitable and inclusive environment.

WHEREAS, the primary responsibility of Highline Public Schools is to ensure that every student is known by name, strength and need and graduates ready for college, career and citizenship; and

WHEREAS, the diversity of our students is an asset that makes each classroom, each school, and the district overall stronger, more innovative, and more focused on the world beyond our walls; and
Mini Case Study I: Competency-based world language credits through the *Speak Your Language Campaign*

Earn credit for languages you know!
World Language Credit

• Students earn up to four competency-based credits for knowledge of their home language that goes towards high school graduation

• Gives students the chance to take advanced level courses to improve college eligibility

• Gives students who are credit-deficient the chance to retake courses and/or gain credits needed to graduate on time

http://speakyourlanguage.weareoneamerica.org/opportunities-for-high-school
School and District Supports: Examples

- Guidance counselor referral
- Grant support to take language pre-assessment and assessment
- Language coaching
- Honoring students at school board meetings with medals
- District-level bilingualism target
Ed Northwest Studies

The Impact of Competency-Based World Language Credits on Graduation
A Case Study from the Washington Road Map Districts
June 2016

Credit for Proficiency
The Impact of the Road Map World Language Credit Program on Student Attitudes Toward Bilingualism and School
October 2014
Jason Greenberg, Murnan, Ph.D.
Zahraa Daffar, M.A., M.Ed.
One in five students needed World Language competency credits to graduate from high school, and one in ten needed the credits to be college eligible.

Source: Authors’ analysis based on Washington Office of Superintendent of Public Instruction data for 20012/13 and 2013/14.
Speak Your Language Campaign

http://speakyourlanguage.org/
Bilingual Educator Initiative

The Recruiting Washington Teachers - Bilingual Educators Initiative Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students with the seal of biliteracy, in order to prepare them to become future bilingual teachers and counselors in Washington.
Bilingual Educator Initiative Grant Program

- Pilot Program - two year grant - 2017-2019
- Competitive grant application for pilot project funds to create or develop a bilingual high school teacher academy in their own district
- Legislation specifies awardees must be on eastern and western side of cascades
- All sites must use Recruiting Washington Teachers Curriculum which emphasizes the importance of cultural identity and equity in the profession of teaching
- All awarded sites must incorporate the Seal of Biliteracy into their course

Case Study Discussion

Think-pair share and group debrief addressing questions below

• How does the campaign and support for competency-based credits facilitate student learning?
• What further steps can teachers, counselors, schools and districts take to create and advance home language development?
Mini Case Study II: Need for welcoming older ELLs
The research related to newcomers comes from multiple disciplines

- Education
- Linguistics
- Economics
- Psychology
- Sociology
- Demography
- Public Health
Critical transition points for newcomers

U.S. entry and initial transition

Prior schooling

Meet HS graduation requirements

Postsecondary transition
Validating prior schooling is key to appropriate placement and credit accrual.

Schooling history necessary but not sufficient

Validation and credit for non-U.S. schooling

Content assessments in home languages

Wide variations in experiences require individualized approaches

Wide variations in experiences require individualized approaches
There are different approaches to international transcript evaluation

- **School-based**
  - Counselor or registrar
  - Prevalent

- **Centralized**
  - Central office or welcome center
  - Less prevalent

- **External**
  - Fee for service
  - Less prevalent
Areas of variation in transcript evaluation

- **Initial grade placement:** may be based on credits and/or age of student. Common placement into 9th grade.

- **Translation requirement:** Some districts require English translation, others do not.

- **Time:** Reported ranges from 1 hour to 1 month.

- **Credit transfer:** English proficiency may determine what credits can transfer, variations in allowable substitutions, English language development/English language arts credits.
Cross-cutting challenges remain

1. Systems are constantly changing
2. Some students, especially refugees, don’t have transcripts
3. Lack of guidance at the state level
4. Limited/inconsistent training provided
5. Credit transferability across districts with different policies
Small Group Discussion

- What kinds of policies should district administrators design to promote access to full and meaningful participation in all curriculum for older ELLs?

- What kinds of leadership should school administrators provide to promote access to full and meaningful participation in all curriculum older ELLs?

- What should classroom teachers know and do provide access to full and meaningful participation in all curriculum for older ELLs?
Closing Thoughts

• The needs and experiences of older ELLs are multifaceted and diverse

• State and district policies can provide
  • Strong onboarding systems for students
  • A vision for supporting bilingualism and heritage language maintenance

• School and community practices can provide
  • Welcoming, supportive climates
  • Personalized supports for students
Discussion

• What are key things you have learned that you can share with colleagues after this conference?
• What further questions did this session raise?
Resources

We believe that linguistically and culturally diverse students and their families bring value and asset to our classrooms and communities. To ensure all students reach their full potential, current and former English language learners must be intentionally prioritized within our educational structure, with accountability tied to ELL student performance within all institutions.
Resources and Links

- Resources supporting older ELLs: [https://tinyurl.com/ELLWERA17](https://tinyurl.com/ELLWERA17)
- OSPI step by step process on how to set up World Language Assessment program: [http://www.k12.wa.us/WorldLanguages/AssessmentDays.aspx](http://www.k12.wa.us/WorldLanguages/AssessmentDays.aspx)
- Speak Your Language Campaign Website: [http://speakyourlanguage.org/](http://speakyourlanguage.org/)
- Seal of Biliteracy Website: [http://sealofbiliteracy.org](http://sealofbiliteracy.org)