

MEETING THE NEEDS OF OUR MULTILINGUAL [EL] STUDENTS

Research-based Policies and Practice



Overview

- Demographics
- Problem
- Board of Education Cultural & Linguistic Policies
 - Seal of Biliteracy (105.15)
 - Multilingualism for Equitable Education (105.14)
- Recommendations
 - Strengthen DOE EL services
 - Implement Linguistic Policies
 - Connecting to ESSA

The majority of the world is Multilingual.



Hawaii's Multicultural students



Multilingualism all around



DIGEST of EDUCATION STATISTICS

[2013 Tables and Figures](#)

[All Years of Tables and Figures](#)

[Most Recent Full Issue of the Digest](#)

[◀ Previous Page](#)

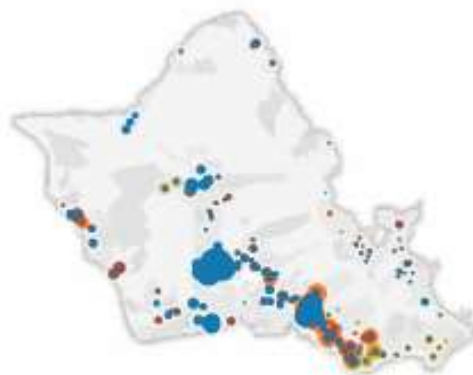
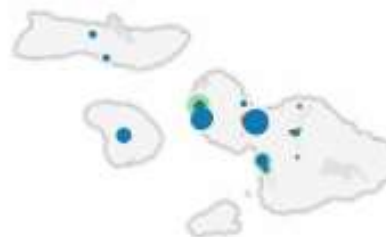
[Download Excel](#)  (59KB)

Table 204.20. Number and percentage of public school students participating in programs for English language learners, by state: Selected years, 2002-03 through 2011-12

State	Number of public school students participating in programs for English language learners							Percent of students participating in programs for English language learners						
	2002-03	2005-06	2007-08	2008-09	2009-10	2010-11	2011-12	2002-03	2005-06	2007-08	2008-09	2009-10	2010-11	2011-12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	4,118,918¹	4,421,489¹	4,153,870¹	4,439,514¹	4,364,510¹	4,370,004¹	4,389,325¹	8.7¹	9.2¹	8.6¹	9.2¹	9.1¹	9.1¹	9.1¹
Alabama	10,568	16,550	20,943	19,523	19,497	17,559	17,895	1.5	2.2	2.8	2.6	2.6	2.4	2.4
Alaska	16,351	20,743	16,752	11,937	14,581	14,894	14,538	12.3	15.6	12.8	9.2	11.1	11.3	11.1
Arizona	140,664	166,195	143,482	118,868	78,793	70,716	70,527	15.9	17.6	14.6	12.1	8.2	7.5	7.5
Arkansas	15,146	20,700	25,896	27,629	29,735	31,457	32,671	3.4	4.4	5.4	5.8	6.3	6.6	6.9
California	1,587,771	1,557,935	1,517,559 ²	1,498,660	1,468,815 ³	1,445,496 ²	1,415,623	25.7	25.0	24.5 ²	24.3	24.1 ³	23.6 ²	23.2
Colorado	86,118	99,790	84,900	88,254	94,391	98,809	101,262	11.5	12.8	10.7	10.9	11.4	11.8	12.0
Connecticut	21,970	28,662	29,424	28,886	29,266	29,671	29,318	4.0	5.2	5.4	5.4	5.4	5.6	5.6
Delaware	3,445	5,900	7,179	7,111	7,615	6,766	6,972	3.1	5.2	6.3	6.1	6.5	5.6	5.9
District of Columbia	5,363	4,274	4,092	4,370	4,203	3,741	3,745	7.9	7.2	7.0	9.9	9.6	8.4	8.4
Florida	203,659	221,624	231,326	226,037	230,440	229,659	234,347	8.0	8.3	8.7	8.6	8.8	8.7	8.8
Georgia	70,464	86,615	81,888	88,888	86,668	88,865	88,488	4.7	5.4	4.8	5.8	5.8	4.8	5.8
Hawaii	12,853	18,106	16,959	18,564	18,097	19,092	24,750	7.0	9.9	9.4	10.3	10.0	10.6	13.5
Idaho	18,747	18,104	16,668	17,657	15,821	15,264	15,142	7.5	6.8	6.8	6.6	6.8	5.8	5.7
Illinois	168,591	172,375 ²	156,673	204,737	179,850	174,335	170,626	8.2	8.2 ²	7.5	9.7	8.6	8.4	8.2
Indiana	42,560	56,400	46,092	45,527	48,364	48,574	50,082	4.3	5.5	4.5	4.4	4.7	4.7	5.0
Iowa	13,961	15,156	19,442	20,334	20,867	21,733	22,503	2.9	3.1	4.0	4.2	4.2	4.4	4.5
Kansas	17,942	24,671	31,760	34,095	38,011	39,323	41,052	3.8	5.3	6.8	7.2	8.0	8.1	8.5
Kentucky	6,343	10,138	12,896	14,589	14,244	16,351	16,878	1.0	1.5	1.9	2.2	2.1	2.4	2.5
Louisiana	11,042	11,942	8,545	12,223	12,499	11,617	12,348	1.5	1.8	1.3	1.9	1.9	1.7	1.9
Maine	2,575	3,332	3,803	4,128 ²	4,467	4,792	5,104	1.2	1.7	2.0	2.2 ²	2.4	2.5	2.7

Home Language of English Language Learner Students Enrolled in May 2014

The Ten Most Prevalent Languages are Represented on the Map

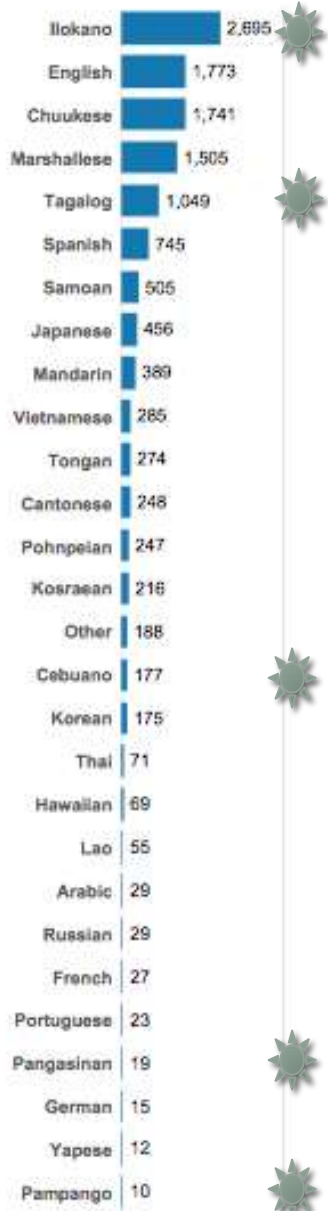


Total: 13027



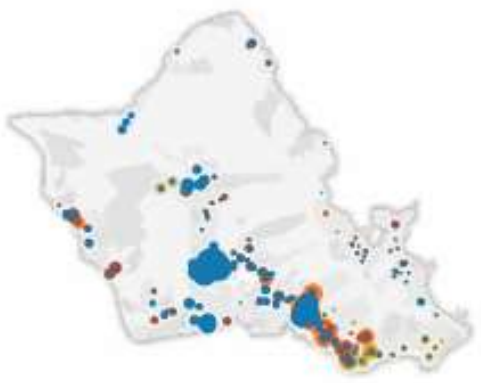
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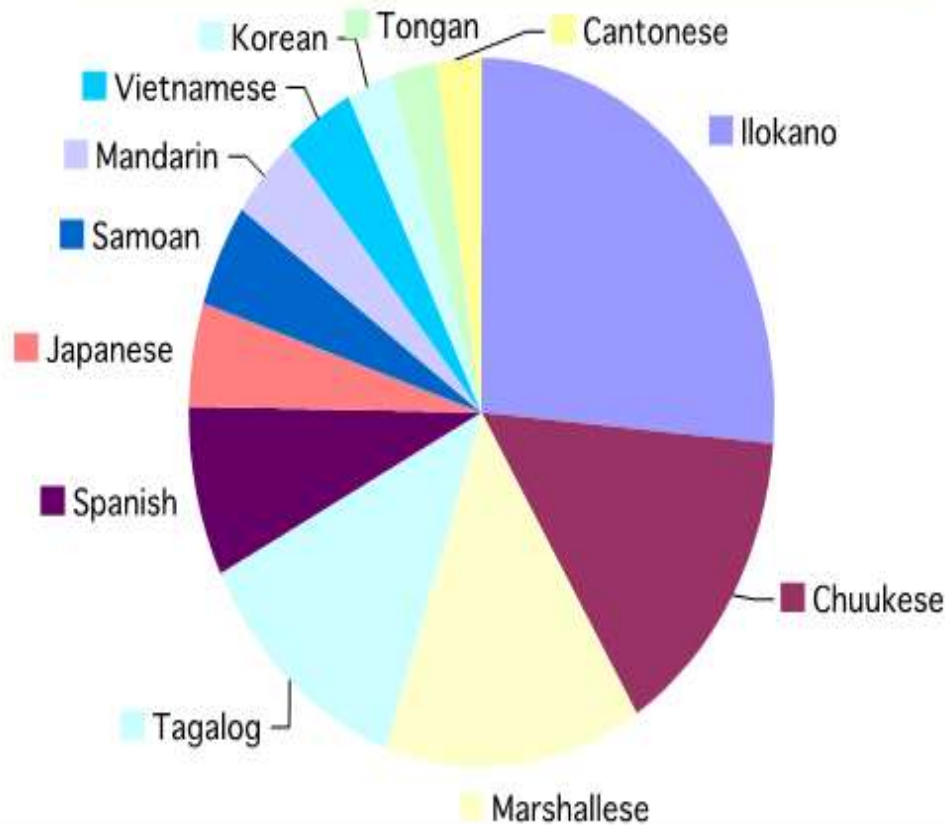
3950/ 13027 Filipino languages makes up 30% of languages spoken in DOE

3753/13027
Micronesian languages make up 29%



Top 12 DOE Most Used Languages

Most Used Languages with 200+ Students



Most Used Language	
Language	#
1 Ilokano	2920
2 Chuukese	1640
3 Marshallese	1583
4 Tagalog	1370
5 Spanish	867
6 Japanese	532
7 Samoan	517
8 Mandarin	439
9 Vietnamese	406
10 Korean	308
11 Tongan	278
12 Cantonese	263

Source, 2011 ELL "Most Used" Languages.

(Note, approximately 33% of ELLs, indicate English is their most used language)

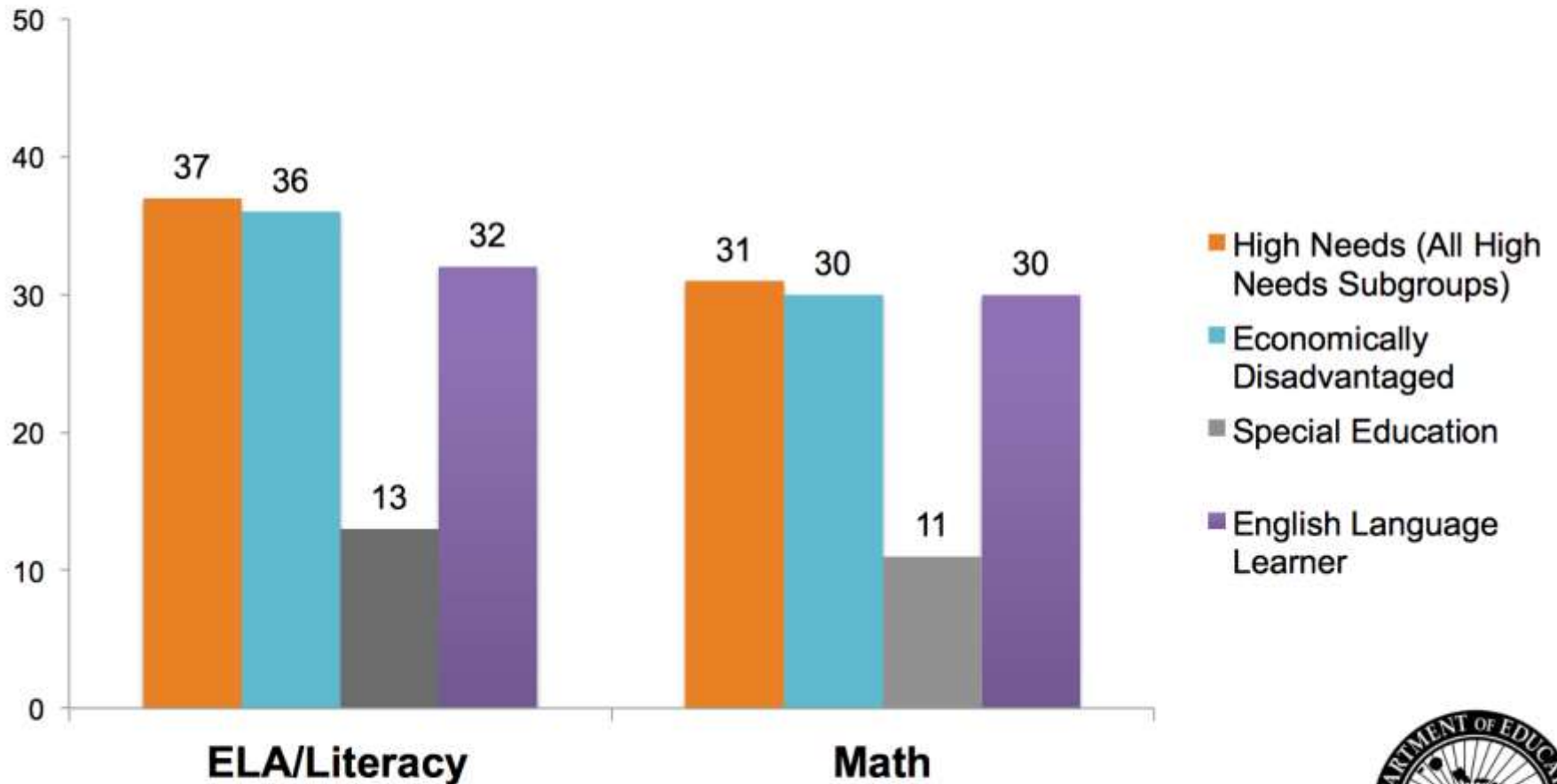
Academic Performance

Table 1. DOE 2014-2015 STRIVE HI Student Group Performance Report Data		
	All Students	English Learners (includes recently exited students)
Students (K-12)	180, 895	**13,501** (7% of all students) (5 yr. avg= 10%)
English Proficiency	48%	32%
Math Proficiency	41%	30%
Graduation Rate	82%	53%

Hawaii's Multilingual/English Learners are far less likely than their native English-speaking peers to be proficient in English Language Arts and Mathematics, and to graduate.

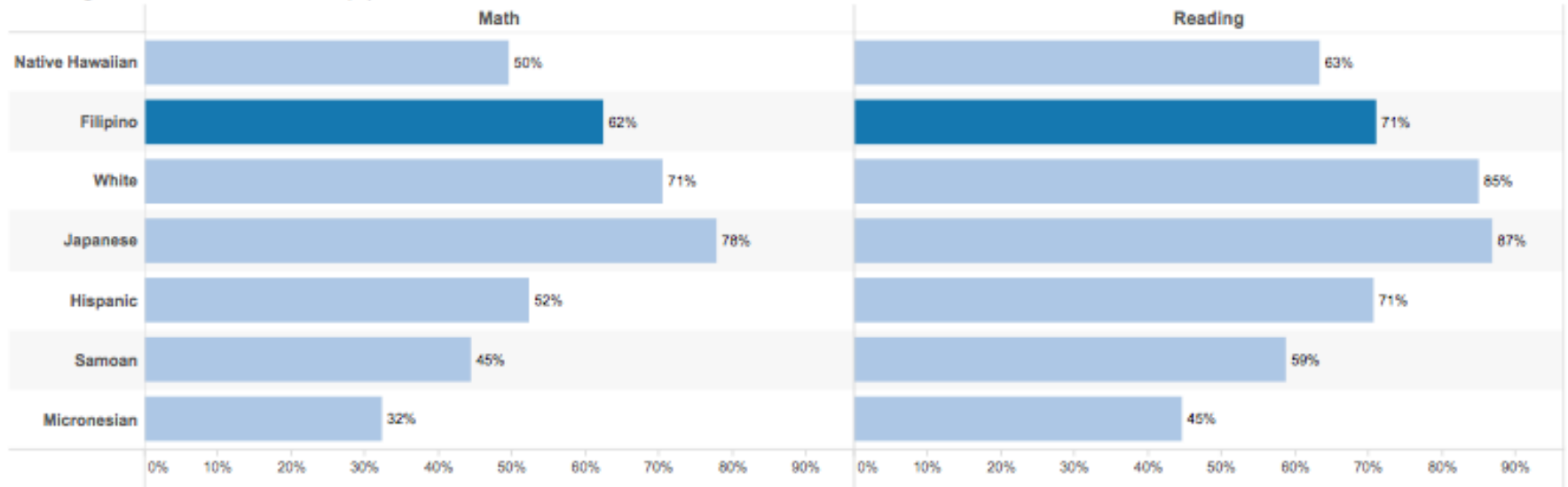
Performance differences among “High Needs” subgroups

Performance differential among low income, special education, English Language Learners:
Percent of students met achievement standard, Smarter Balanced 2015

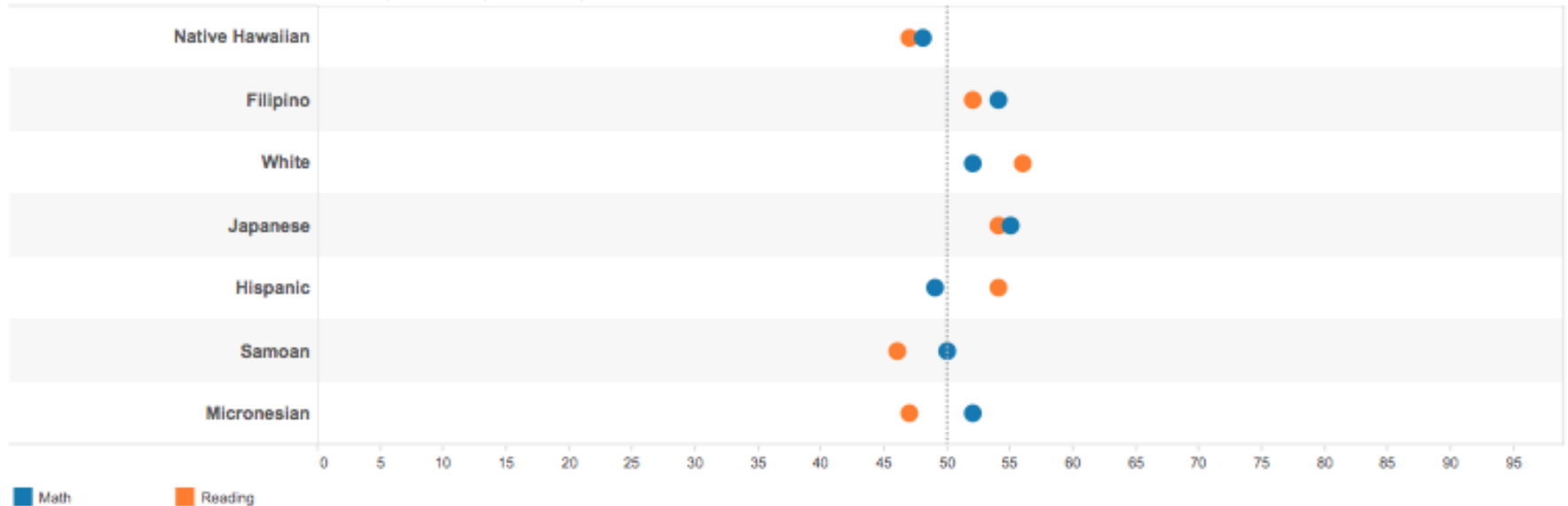


2013 HSA Achievement by Race/Ethnicity

Seven largest race/ethnicities in order of population size.



Median Student Growth Percentiles by Ethnicity and Subject



Stages of Multilingualism Policy Development

2014 Listening

- With feedback from focused stakeholder meetings and community input, the desire was to develop a language in education policy that **viewed student linguistic and cultural diversity as assets** in order to promote equity.

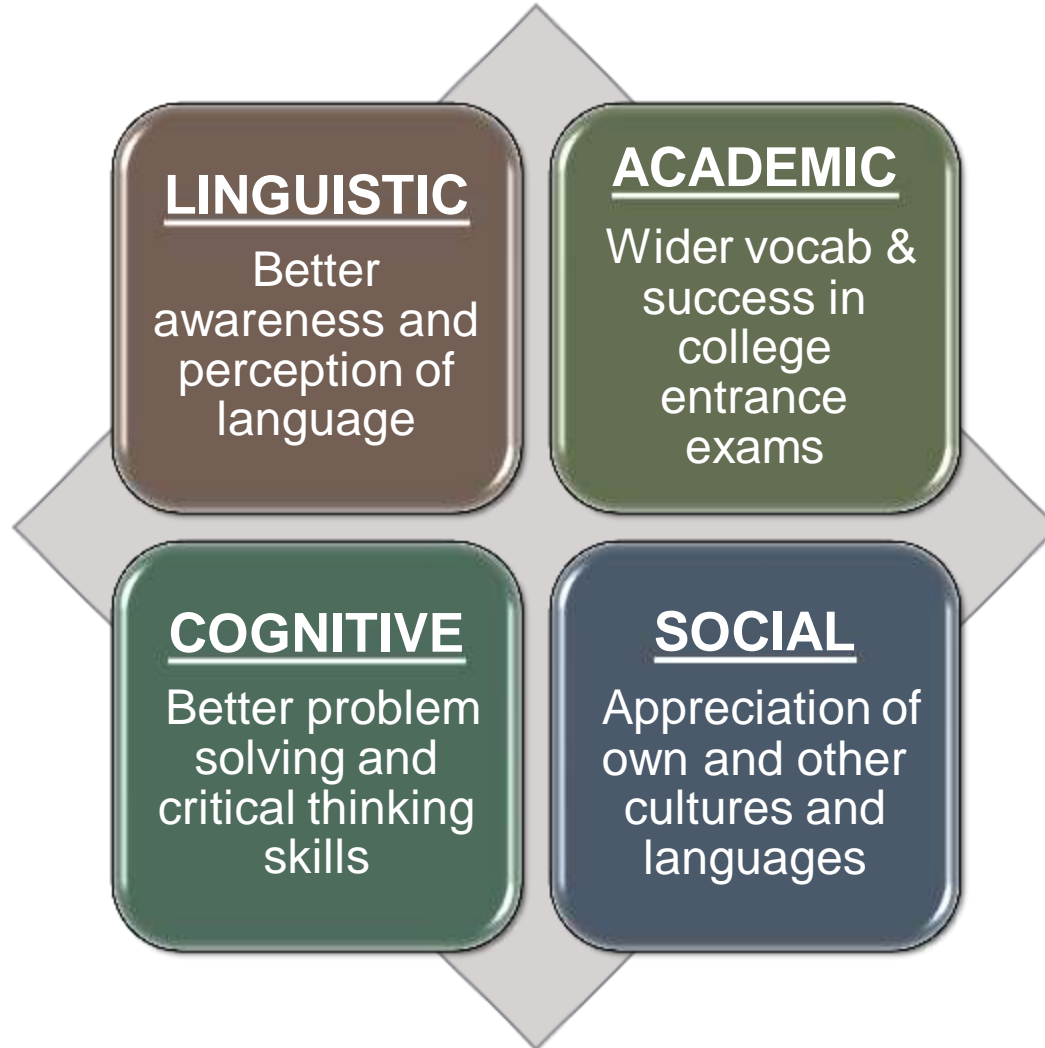
2014-2015 Learning

- To develop language in education policy **evidenced in theory and research**, several stakeholders, including national leading experts in policy, planning and multilingualism, provided feedback and guidance.

2015-2016 Policy Formulation

- To **develop the language in education policy**, BOE Stakeholder Committees were formed, which consisted of community and school representatives, who facilitated policy formation, and then incorporated feedback and revisions from multiple stakeholders.

Benefits of Multilingualism



Benefits of Multilingualism



Integration of home language results in gains in academic outcomes on par with or surpassing outcomes in English-only programs.

(Fu, 2009; Genesee & Lindholm-Leary, 2014)



Children learning to read in a second language use their first language to facilitate their acquisition of reading skills in the second language.

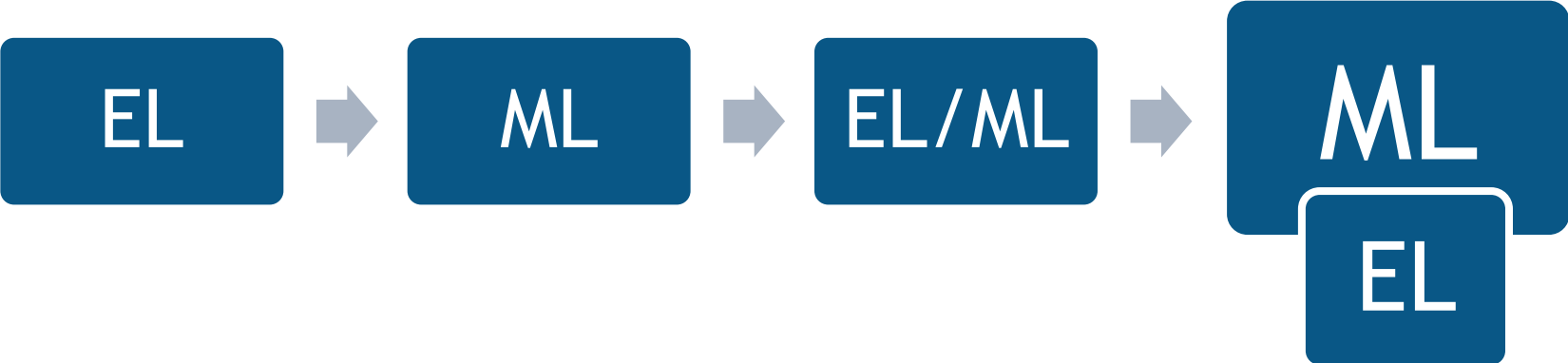
(August & Shanahan, 2006);
(Goldenberg, 2008).



Dual-language models, including heritage language programs, enhance student outcomes and have been shown to close the achievement gap.

(Collier & Thomas, 2014)

Policy Journey



NA HOPENA A'O (HA) (BOE POLICY E-3)

Hawaiian/Indigenous
All Learners

Hawaiian Education
(BOE Policy 105.7)

Ka Papahana Kaiapuni
(BOE Policy 105.8)

Multilingual/ EL
& Immigrant Learners

Multilingualism for
Equitable Education
(BOE Policy 105.14)

**Students
&
Families**

Heritage/ World
Language Learners
Seal of Biliteracy
(BOE Policy 105.15)

Family &
Community

Engagement/ Partnership

“Embracing the diverse cultures,
languages, strengths and needs of
all families”
(BOE 101.14)

Strengthened Sense of **B**elonging

He pili wehena 'ole

(A relationship that cannot be undone)

*Kūpa'a au i ko'u wahi no ka pono o ka 'ohana, ke kaiāulu,
ka 'āina a me ka honua nei.*

Strengthened Sense of **H**awai'i

'O Hawai'i ku'u 'āina kilohana

(Hawai'i is my prized place)

*Hō'ike au i ke aloha a me ka mahalo
no ko'u 'āina kilohana 'o Hawai'i nei.*

Strengthened Sense of **R**esponsibility

Ma ka hana ka 'ike, ma ka 'imi ka loa'a

(In working one learns, through initiative one acquires)

*'Auamo au i ko'u kuleana no ka ho'okō pono 'ana
i ia kuleana mai ka mua a ka hope.*

HĀ-BREATH

Nā Hopena A'o

Strengthened Sense of **T**otal Well-being

Ua ola loko i ke aloha

(Love is imperative to one's mental and physical welfare)

*Mālama au i ka no'ono'o, ka na'au, ke kino a me
ka pilina 'uhane me ke aloha i pono ko'u ola.*

Strengthened Sense of **E**xcellence

'A'ohe 'ulu e loa'a i ka pōkole o ka lou

(There is no success without preparation)

*Noke au ma ke ala kūpono
e hiki aku ai au i ko'u kūlana po'okela iho nō.*

Strengthened Sense of **A**loha

E 'ōpū ali'i

(Have the heart of a chief)

*Hana au me ke aloha e ili nā hopena maika'i ma luna o'u,
o ka 'ohana, ke kaiāulu, ko'u 'āina a me ka honua nei.*

NA HOPENA A'O (HA) (BOE POLICY E-3)

Hawaiian/Indigenous
All Learners

Hawaiian Education
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& Immigrant Learners**

**Multilingualism for
Equitable Education**

(BOE Policy 105.14)

**Students
&
Families**

**Heritage/ World
Language Learners**

Seal of Biliteracy

(BOE Policy 105.15)

Seal of Biliteracy (BOE Policy 105.15)



“The Board of Education hereby establishes a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in either of the State’s two official languages and at least one additional language, including American Sign Language.”

Seal of Biliteracy (BOE Policy 105.15)



**Speaking
or
Signing**

**Reading
Writing**

**English
or
Hawaiian
and an
additional
language**

**High Level
of
Proficiency**

Seal of Biliteracy (BOE Policy 105.15)



RATIONALE:

“The Board of Education recognizes that there is personal, cultural, social, academic, and vocational/occupational value in encouraging students to maintain, or develop, proficiency in more than one language.”

**Multilingual/ EL &
Immigrant Learners**

**Multilingualism for
Equitable Education**

(BOE Policy 105.14)

**Students
&
Families**

**Heritage/ World
Language Learners**

Seal of Biliteracy

(BOE Policy 105.15)

Multilingualism for Equitable Education (BOE Policy 105.14)



“Multilingualism is the act of using or promoting the use of multiple languages by an individual speaker or a community of speakers”

K- 12 Vision

All cultures and languages are valuable resources to learn and live in Hawai'i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawaii's students.

The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

Vision

“I feel my child is safe in school when his cultural identity is honored and validated.”

~ Chuukese Parent

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“Equality means everyone gets exactly the same; Equity means everyone gets what they need.”

Rationale

Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education.

Goals

1.

To provide a range of language education program(s) for multilingual students, which includes EL students and students who want to learn an additional language

2.

To provide effective educators with appropriate knowledge, skills, and instructional materials

3.

To provide outreach supports to families to become actively engaged in their children's education

Goal 1: Range of Language Programs

- **According to Federal Law**, language services or programs for EL students must be “educationally sound and adequately supported with effective staff and resources.”
- Hawai‘i examples: ESL, heritage language, and Hawaiian dual language immersion, American Sign Language
- Desire is to provide more opportunities for a range of language programs

Range of Language Programs

Monolingual



Multilingual

Goal 2: Effective Educators

- **According to Federal Law**, schools must provide English learners with language programs led by qualified teachers.

Effective Educators

General Educator (English Medium Classroom)

Recognizes linguistics assets children bring to class

Integrates language instruction (i.e. scaffolding and differentiation) into all content areas

Allows children to use their languages as a tool to learn (i.e. translanguaging)

Language Specialist

Background in Bilingual Education, Second Language Acquisition & Sociolinguistics

Specialized curriculum & assessment

Targeted English language instruction and support

Goal 3: Provide Outreach Supports for Families

- **According to Federal Law**, parents must have access to meaningful communication in a language they can understand
- Hawaii example: Bilingual School Home Assistance (BSHA) program



“ELL students benefit from a statewide culture encouraging clear parent communication and engagement.” ~ Education Commission of States

Policy Support & Accountability

- Multilingual Advisory Council
- Annual BOE Report
- Pursue State Funding

DOE Policies Implementation



- Roll out 2016-2017
- Seal logo contest
- Offer existing language assessments (AP, IB, Avante online testing)
- Develop additional language tests
- Working Group
- Advisory Council
- Implementation Plan
- Pilot study, teacher education, professional development

Recommendations

- Increase Resources
- Increase Organizational Support and Staffing
- Focus on Teacher Quality (Pre-service and In-Service)



Increase Resources

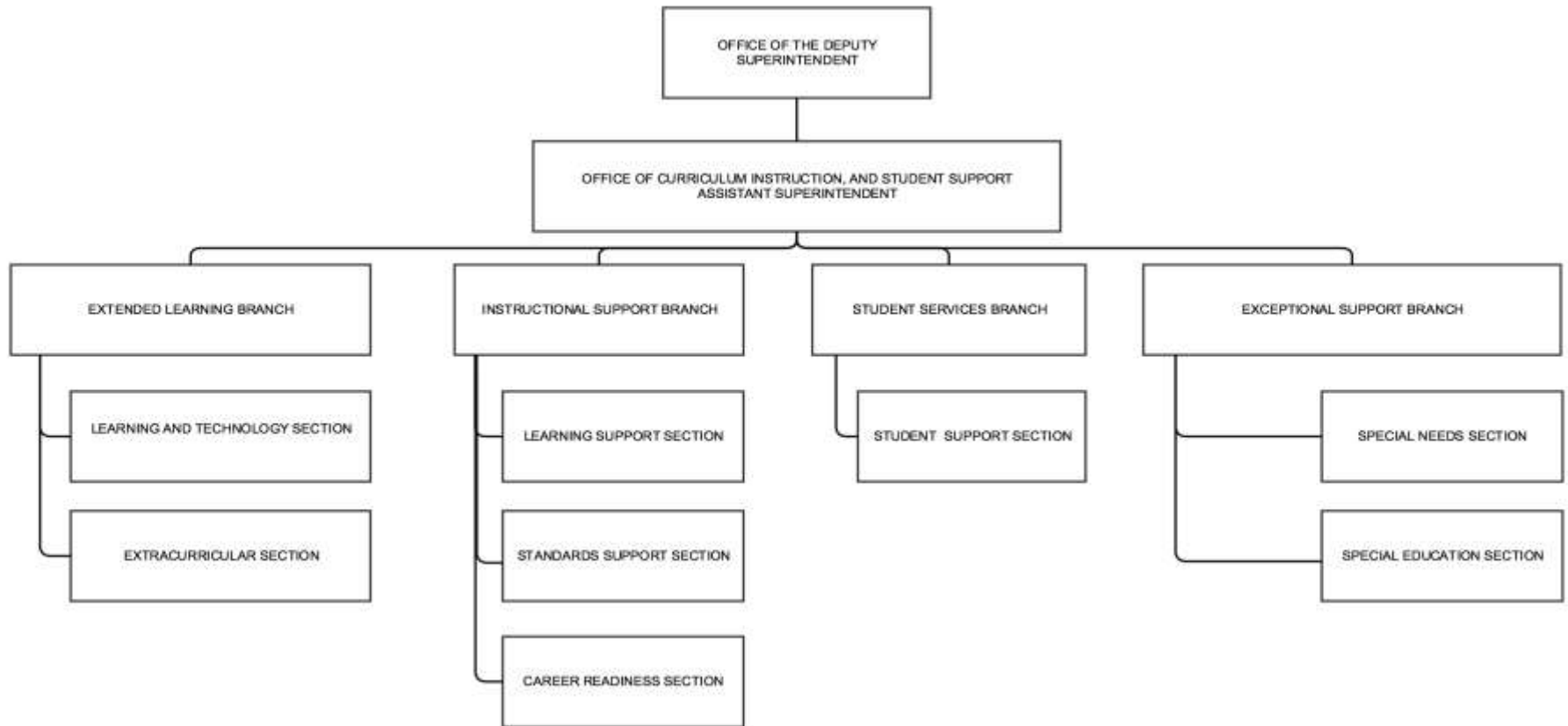
- Increase General Funds - \$10 Million WSF for EL Students
- Expand Bilingual School Home Assistance Programs
- Hire Translators & Interpreters
- Offer Newcomer Centers
- Explore categorical funding for bilingual education pilot programs

Organizational Support & Staffing

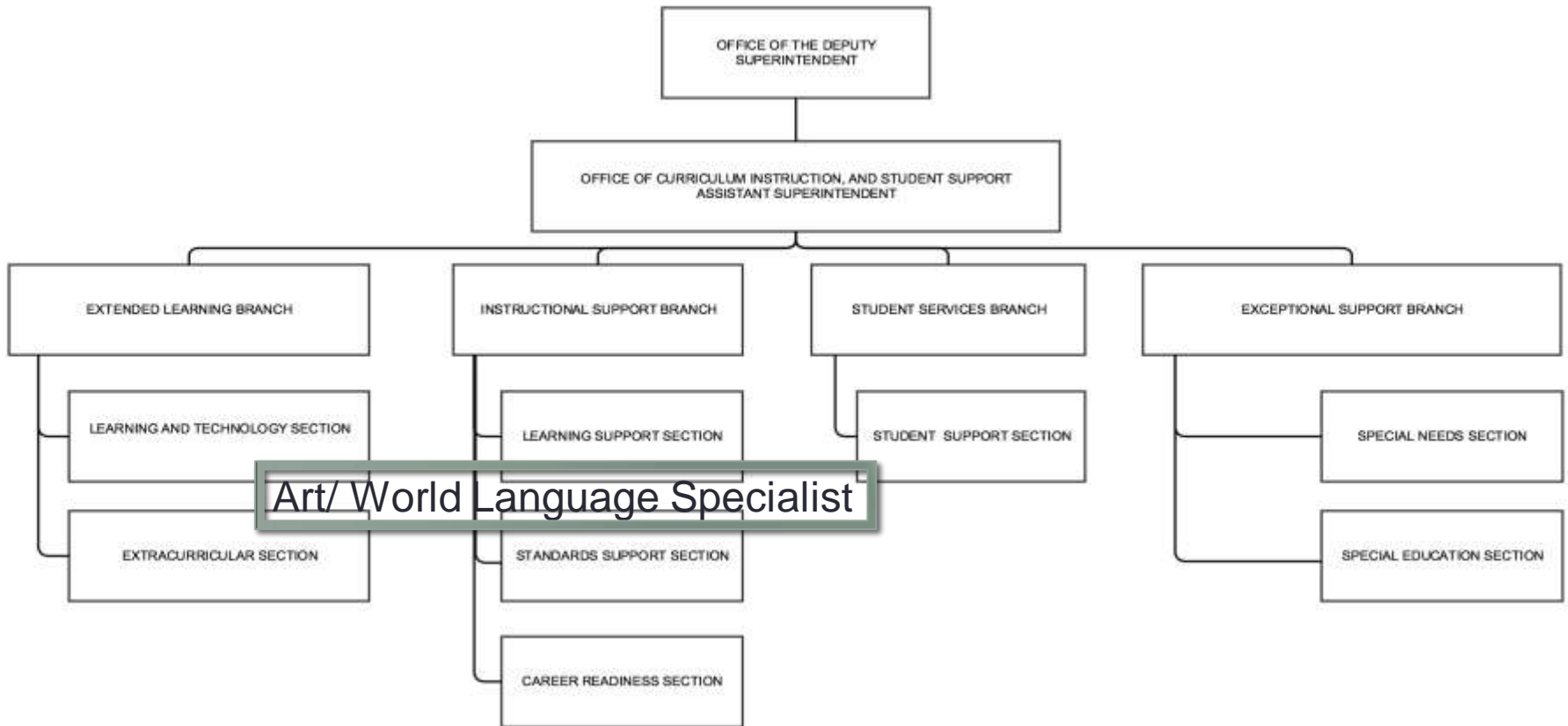
- **“Maintain and develop English language learner/Title 3 group for stronger support to schools and our students”**
 - *OCISS Reorganization Presentation*
(BOE Human Resources Committee, May 2016)

School Year	OCISS Staffing
2006-2007	420
2012-2013	215
2016	159

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SUPERINTENDENT
OFFICE OF CURRICULUM, INSTRUCTION, AND STUDENT SUPPORT
ORGANIZATION CHART



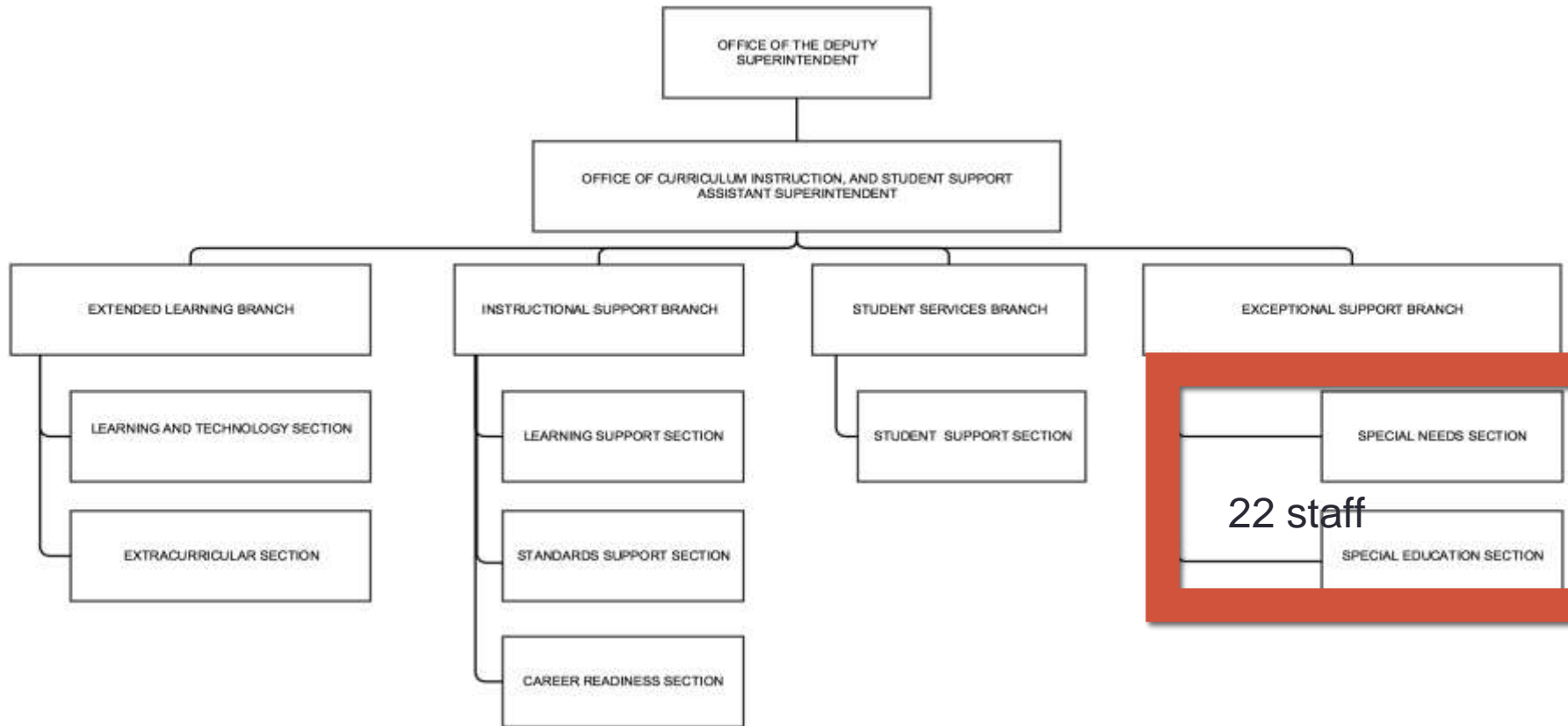
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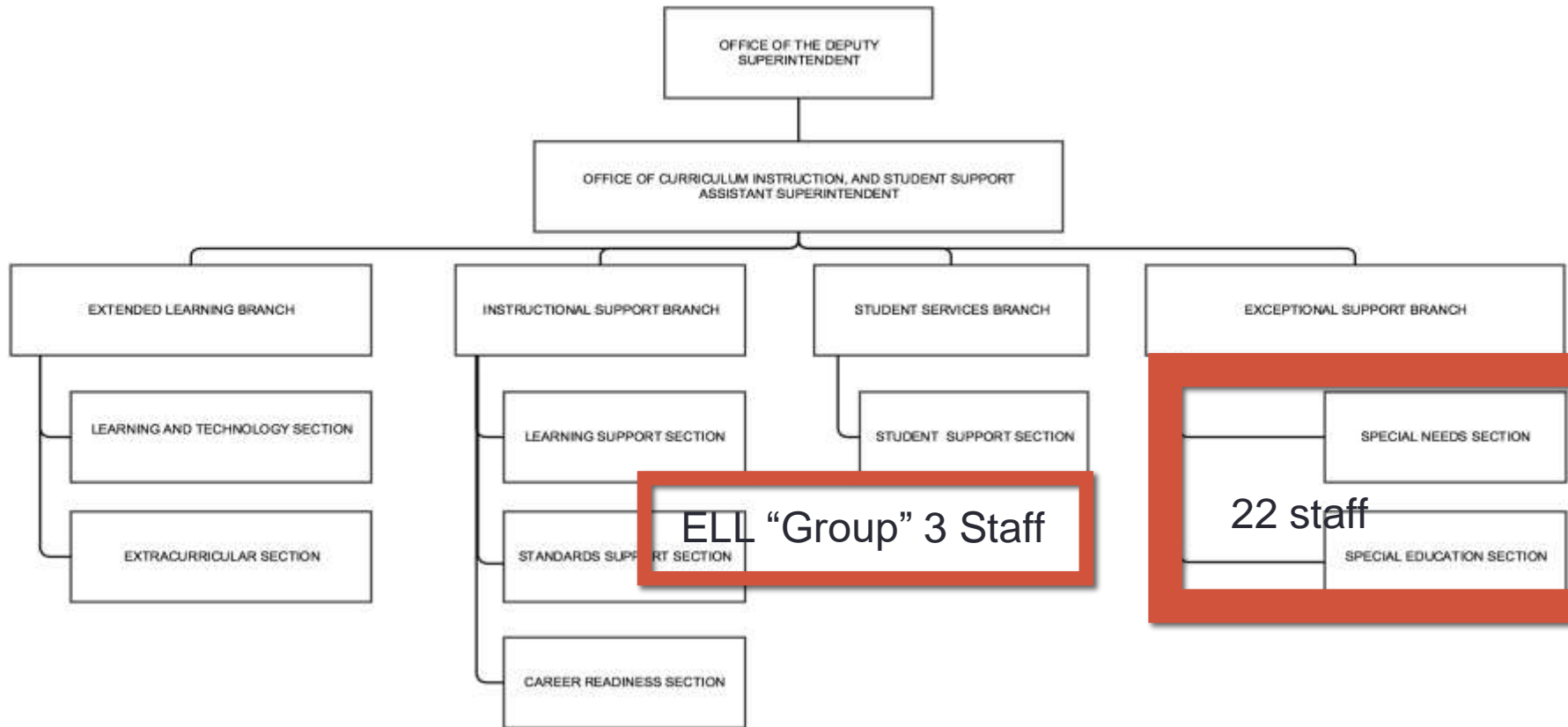
Art/ World Language Specialist



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Recommendations

- Separate Art/ World Language to own specialists
- Increase ELL Staff at OCISS
- Elevate “Group” to “Section”
- Consider renaming Section (i.e. Office of English Learner and Multilingual Achievement)

Quality Teachers

- Develop Monitoring System
- Replace 6 & 12 professional development “credit” to meet EL teacher requirements with Licensure Program
- Partner with Teacher Education programs
 - Recruit more World Language teachers
 - Expand EL Elementary & Secondary programs to license teachers with HTSB K-12 TESOL License
 - Recruit and train part-time assistants, bilingual teachers
 - Pursue scholarships and financial support for diverse and multilingual community members to become teachers

BOE/ DOE Strategic & ESSA Plan

- The new strategic plan and the state plan for the federal ESSA will work hand-in-hand to:
 1. Support our youth so they can achieve their goals;
 2. Support innovation; and
 3. Support a positive path forward that builds on growth and lessons learned.

Strategic Plan 2011-2018



Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Our Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core Values

Hawai'i seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawai'i's students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawai'i's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and

2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawai'i provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawai'i students value these connections and become stewards to help make our world a better place.

Our Beliefs

This 2012 Strategic Plan Update is built upon what we know are the keys to ensuring that all students can reach their fullest potential and attain their aspirations in the 21st century:

- Students do better when they come to school ready to learn, from the first day of kindergarten to the last day of senior year. Parents, caregivers, extended 'ohana, and community can provide crucial support and guidance to help students focus on and enhance their learning.

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Recommendations

- Integrate Cultural and Linguistic Policies into BOE-DOE Strategic Plan

ESSA continues NCLB’s focus on equity: college and career readiness, equitable access to effective educators and funding directed to low-income children.



Our focus in this document is on using these five areas of ESSA to **advance state goals to increase equity of opportunity and achievement for low-income children and children of color.**

ESSA flexibility on accountability and school improvement:

- Maintain focus on high needs students
- Maintain weight in accountability matrix for EL students
- Lower N = size to monitor EL student achievement
- Provide variety of assessment types, which benefits Multilingual [EL] learners

ESSA drives equity, preparation and leadership

- Report data on teacher qualifications across income groups and ethnicities
 - OHR should monitor EL teacher qualifications
 - OCISS should mandate EL Licensure
- Use Title 2 funds for new Teacher academies for schools serving high-need students
 - focus on language development professional development

Concluding Thoughts

To make the most of ESSA, we recommend defining or re-asserting your state’s “North Star” vision and priorities as a first step.

- ✓ **Avoid the compliance mentality.** Lead from your big vision for improving teaching and learning—make that your **North Star**—rather than starting with what ESSA requires or allows.
- ✓ **Don’t innovate for innovation’s sake;** take advantage of new flexibilities only when they help your state make progress against your vision.
- ✓ Keep the focus on **decisions that improve students’ lives**, not those that make the work of adults easier.
- ✓ Engage stakeholders meaningfully, but **don’t try to get everyone to agree on everything.**

The guidance we provide in *Making the Most of ESSA* can help you take the reins and drive forward your own state vision.