OVERVIEW

• English Learners Trends
  ▪ Growth
  ▪ Performance

• Dual Language Approaches
  ▪ Research
  ▪ Study Trips

• Moving Forward
  ▪ Integration
  ▪ Biliteracy
  ▪ Evidence Base Practice
PERCENTAGE OF TOTAL EL SCHOOL POPULATION GRADES PRE-K – 12: SY 2011-12

PERCENTAGE CHANGE IN NUMBER OF ELs
SYs 2004-05 to 2011-12

NUMBER OF K-12 EL
SY 2002-2013


Updated January 2015
UNACCOMPANIED CHILDREN RELEASED TO SPONSORS BETWEEN OCTOBER 2013 - OCTOBER 2014

## TOP FIVE LANGUAGES SPOKEN BY ELs NATIONALLY: 2011-12

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>3,562,860</td>
</tr>
<tr>
<td>Chinese</td>
<td>88,798</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>79,021</td>
</tr>
<tr>
<td>Arabic</td>
<td>64,487</td>
</tr>
<tr>
<td>Hmong</td>
<td>40,445</td>
</tr>
</tbody>
</table>

HIGH SCHOOL GRADUATION RATES: SY 2012-13
BY RACIAL/ETHNIC CATEGORY

81.4%  69.7%  70.7%  75.2%  86.6%  88.7%

HIGH SCHOOL GRADUATION RATES: SY 2012-13
BY STUDENT GROUP

- **All students**: 81.4%
- **Economically disadvantaged students**: 73.3%
- **Students with disabilities**: 61.9%
- **English learners**: 61.1%

TRENDS IN HIGH SCHOOL GRADUATION RATES BY STUDENT GROUP

NAEP GRADE 8 READING SCORES FOR ELs AND NON-ELs: 2003-2013

NAEP GRADE 8 READING SCORES FOR HISPANIC AND NON-HISPANIC STUDENTS

NAEP GRADE 8 MATHEMATICS SCORES FOR HISPANIC AND NON-HISPANIC STUDENTS

NAEP GRADE 8 MATHEMATICS SCORES FOR ELs AND NON-ELs: 2003-2013

“My message to you today is that K-12 schools and higher education institutions must be part of the solution to our national language gap. The president and I want every child to have a world-class education – and today more than ever a world-class education requires students to be able to speak and read languages in addition to English. The department of education plays an important role in supporting second-language instruction starting in the earliest grades and to ensure that students are engaged in language all the way through high school.”

- Arne Duncan, U.S. Secretary of Education
DUAL IMMERSION PROGRAM

Bruce-Monroe Elementary

School History

On March 19, CELA staff visited Bruce-Monroe Elementary at Parkview, one in a series of monthly school visits to stay connected to teachers, principals, and students. The school was originally two separate schools each named after two inspirational leaders. Monroe Elementary was named after President Monroe, and Bruce Elementary was named after Senator Blanche K. Bruce, the first black person to serve a full term in the U.S. Senate. When the two schools merged, everyone from Monroe was given the opportunity to apply for their jobs but in the end the staff who stayed in the newly merged school was almost 100% from Bruce.

School Demographics

The school has an enrollment of 465 and the student body is comprised of 75% Latino, 24% African American, and 1% White. 66% ELL, 99% Free and Reduced Lunch, and 12% Special Education.

Program Overview

The school is a preschool to 5th grade school that offers a dual language (50/50 model, English/Spanish) program. The program model is one where teachers teach a shared unit. Teachers partner (one English teacher and one Spanish teacher) and share two groups of students, each group spending a full day immersed in the language. Students who spend one day in the English class learn all their subjects in English then build on those concepts and skills the very next day in Spanish, and vice versa. This model requires regular planning and communication between teacher teams.

Preschool and pre-k enrollment is done by lottery regardless if the child lives in the neighborhood. Currently there is a waiting list for early childhood education.

They are starting an after school program to help students who need to catch up with their language development.

During recess, students interact in both languages. The target language is not actively encouraged during recess. The students determine which language to use during their playtime.

Professional Development for teachers is centralized around content area by DCPS, but Bruce-Monroe also brings in trainers from across the state.

The school uses Singapore Math and is a Phonics Morphology School in English and now also in Spanish.

Teacher Jennifer Pearson, who is the Pre-K English immersion instructor, and her co-instructor Mr. Acosta teach parallel lessons in English and Spanish. They are currently doing a tree study to help build vocabulary in both languages. She stated that what makes Bruce-Monroe a great place to teach is a great vision and strong teacher leadership where teachers feel supported and given freedom.
DUAL IMMERSION SCHOOL VISITS
SY 2014-15

- Washington Yu Ying Public Charter School
- Maria Reed Elementary
- Escuela Key, VA
- International Academy at Cardozo Education Campus
- Cleveland Elementary
- Bruce Monroe Elementary
- Sligo Creek Elementary, MD
- Rolling Terrace Elementary, MD
SEAL OF BILITERACY GUIDELINES

THE SEAL SERVES TO CERTIFY ATTAINMENT OF BILITERACY FOR STUDENTS, EMPLOYERS AND UNIVERSITIES. IT IS A STATEMENT OF ACCOMPLISHMENT THAT HELPS TO SIGNAL EVIDENCE OF A STUDENT’S READINESS FOR CAREER AND COLLEGE AND FOR ENGAGEMENT AS A GLOBAL CITIZEN
“Today, educating our children for a successful career and enriched life must include biliteracy or multiliteracy skills. In our interconnected global community and interdependent economies, we must prepare our children for a future in which their ability to appreciate and communicate across cultures and languages is a significant asset for our nation.

There is increasing momentum across the country for schools to establish language immersion programs to encourage and value the mastery of multiple languages. In effective dual-language classrooms, English learners and English-proficient classmates are provided opportunities to learn academic content while simultaneously becoming proficient in two languages.

We challenge our schools and communities to invest in our future leaders with opportunities for developing biliteracy or multiliteracy skills. Congratulations to DCPS for taking this challenge and making a commitment to recognize graduates with a Seal of Biliteracy for their achievements in two languages.”

- Libia S. Gil, Assistant Deputy Secretary and Director, Office of English Language Acquisition, U.S. Department of Education
STATES OFFERING DUAL LANGUAGE PROGRAMS IN SY 2011-12 AND SEALS OF BILITERACY IN 2015

Proposed ED’s Systemic Strategy for English Learners

Goal 1: Ensure all English Learners are college and career ready for a global society by building on students’ linguistic and cultural assets

Goal 2: Ensure all education policies and initiatives successfully address opportunities for English Learners

English Learners: A National Asset and Investment

- Elevate national focus on ELs and integrate ELs in all reform efforts
- Ensure equity and address opportunity gaps
- Increase evidence-based Knowledge, practice and assessment
- Identify effective approaches that integrate native languages and cultures to promote multi-literacy
- Increase all school/district/state leaders’ and teachers’ effectiveness in serving ELs
- Establish OELA as the credible national Knowledge hub on ELs
- Engage families and community partners

Updated 11.12.14
Questions? Suggestions?
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