Using Data to Improve English Learners' Access to Education-to-Workforce Pipeline

Hawai‘i P-20 Data Exchange Partnership Data Summit
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Agenda

• Story of an English Learner (EL)
• ELs’ strengths and specific needs
• Preparing ELs for workforce
• Key considerations for EL supports
• EL data tools for HIDOE through the Asian American Pacific Islander (AAPI) EL Data Disaggregation grant
Intended Outcomes

• Increase understanding on strengths that English Learners (ELs) bring to schools as well as their needs to learn and succeed.

• Recognize ways to plan for and implement instruction to ensure ELs are appropriately supported for workforce development.

• Gain understanding on how the Hawaii State Department of Education (HIDOE) is developing new data tools to support educators in using data to prepare ELs for lifelong success, through the Asian American Pacific Islander (AAPI) EL Data Disaggregation grant.
English Learners (ELs) by District

SY 2017-18 Active EL Count = 15,408 (8.66%)

Density of ELs in 15 Complex Area + Charter in 2017-18

<table>
<thead>
<tr>
<th>EL Population # of students</th>
<th># of Complex Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-300</td>
<td>3</td>
</tr>
<tr>
<td>301-500</td>
<td>2</td>
</tr>
<tr>
<td>500+</td>
<td>11</td>
</tr>
</tbody>
</table>

CHARTER SCHOOLS

209
1%

2,202
14%
Meet Somchhai

- 14 years old, Gr. 9
- Born in Thailand
- Immigrated with his father at 7 years old
- Lexile: 615
- WIDA: 3.1
Somchai Connects with Mrs. Lee

- **Favorite Subjects:** Math, PE, and Reading Workshop (EL class)
- **Favorite Teacher:** Mrs. Lee
- **Mrs. Lee:** nice, TESOL-licensed, helps him with lunch application and getting wrestling shoes, a mother figure

Source: http://the.honoluluadvertiser.com/dailypix/2005/Jan/09/In01a_b.jpg
Somchai’s Feelings about School

High school diploma is important

School is challenging, especially science

Need more explanations from teachers

Need more supports to complete homework

Source: https://www.brainscape.com/blog/2012/10/breakthroughs-science-of-learning-2/
English Learner (EL)

- Is learning English as an additional language while learning content IN English
- Has limited proficiency in English

Despite limited English proficiency...

- Is speaking one (or more) language other than English outside of school
- Has rich and diverse home and life experiences and knowledge
Funds of Knowledge

- Life experiences, skills, and knowledge learned from home (Gonzalez, Moll, & Amanti, 2005; Moll, 1992) that serve as resources for learning
- Example: ranching and farming; soil and irrigation systems; construction; carpentry; design and architecture
Diversity of English Learners

- Newcomers
- Limited English Proficient
- LTELs (Long-Term English Learners)
- SLIFEs (Students with Limited or Interrupted Formal Education)
- Monitored
ELs - Graduation Rates

HIDOE Graduation Rates of All Students Compared to ELL Status Categories

Celebration!

Areas of Need

<table>
<thead>
<tr>
<th>EL Student Status</th>
<th>2015-16</th>
<th>Graduates #</th>
<th>2014-15</th>
<th>Graduates #</th>
<th>2013-14</th>
<th>Graduates #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former</td>
<td>2010</td>
<td>1825</td>
<td>1783</td>
<td>1589</td>
<td>1885</td>
<td>1696</td>
</tr>
<tr>
<td>Monitored</td>
<td>249</td>
<td>186</td>
<td>468</td>
<td>412</td>
<td>332</td>
<td>228</td>
</tr>
<tr>
<td>Active</td>
<td>541</td>
<td>228</td>
<td>594</td>
<td>274</td>
<td>649</td>
<td>344</td>
</tr>
</tbody>
</table>
Workforce Development

- Fifty years ago, nearly 80 percent of jobs required only a high school diploma or less, and most paid a good wage.
- Today, 35 percent of jobs are available to high school graduates and dropouts, with more than two-thirds of those jobs paying less than $25,000 a year.
- The future economy will provide few well-paying jobs for workers who have a high school education or less.

National Governors Association, 2014
Key Considerations for EL Supports

- All educators are teachers of ELs
- English language development supports appropriate for levels and needs
- Home language development to promote bilingualism and biliteracy (Multilingualism for Equitable Education Policy and Seal of Biliteracy)
- Access to project-/place-based learning
- Access to a variety of college and career ready pathways
  - Trades
  - Career technical education (CTE)
  - Gifted and talented (GT)
  - Early college and higher education
- Whole child, student-focused, engaging instruction
AAPI EL Data Disaggregation Grant

- 5-year grant, from November 2016 to October 2021
- Funded by the US Department of Education, Office of English Language Acquisition
- Collaboration between
  - HIDOE Office of Curriculum, Instruction, and Student Support
  - HIDOE Office of Strategy, Innovation, and Policy
  - HIDOE Office of Information Technology Services
  - University of Hawai‘i P-20
  - Subject-Matter Experts (SMEs)—from Pilot Schools of three participating Complex Areas
  - Wisconsin Center for Educational Research (external evaluator)
AAPI EL Data Disaggregation Grant: Purpose

Designed to provide EL educators at the state, complex area, and school levels with actionable information to better understand and close achievement and opportunity gaps for their EL populations.
AAPI Grant Goal: Increase data use to close achievement and opportunity gaps for ELs

1. Augment EL program components
2. Develop self-reflection tool
3. Develop EL data reports
4. Use reports to identify EL best practices
5. Scale EL best practices
6. Share learning
Government Performance and Results Act (GPRA) Measures

1. SBA English Language Arts **Met Standard**
2. SBA Mathematics **Met Standard**
3. WIDA ACCESS **Growth**
4. WIDA ACCESS **Proficiency**
5. 9th Grade **Retention**
6. On-Time **Graduation**
7. ACT English **College Ready** Benchmark
8. ACT Math **College Ready** Benchmark
9. First Fall **College Enrollment**
New EL Data Tools: Highlights

• English Language Development (ELD) Curriculum Tool on HIDOE’s electronic Comprehensive Student Support System (eCSSS) (Obj. 1)
• Self-reflection tool for educators (Obj. 2)
• New EL data filters and reports (Obj. 3)
ELD Curriculum Tool

Developed on HIDOE’s electronic Comprehensive Student Support System
Self-Reflection Tool

• Guide K-12 educators to reflect on own teaching practices, in conjunction with EL data
• Identify practices to improve upon in the classroom to support ELs
• Currently in refinement based on feedback collected from SMEs
New EL Data Filters and Reports

- At-risk reports on the 9 GPRA measures

Developed on HIDOE’s Longitudinal Data System:

- EL Dashboard
- Language filters for ELs’ three types of language: first language, home language, most frequently used language
- ACCESS (English language proficiency assessment) reports
- LTEL report
- Growth-to-Target (in development)
Class of 2017 Active EL Status Anytime During High School and Graduation Status
Filtered by Grant Reporting Subgroups and # of Years as ELs
Class of 2017 Active EL Status Anytime During High School Graduation Status
Filtered by Ethnicity and # of Years as ELs
<table>
<thead>
<tr>
<th>Organization</th>
<th>School</th>
<th>Team Name</th>
<th>Grade Level</th>
<th>Student Cohort</th>
<th>EL Language</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>[All Organizations]</td>
<td>[All Schools]</td>
<td>[All Teams]</td>
<td>[None Selected]</td>
<td>[All]</td>
<td></td>
<td>[All]</td>
</tr>
<tr>
<td>Central/Aiea Moanalua-Radford</td>
<td>Ahuimanu Elem School</td>
<td></td>
<td>PK2</td>
<td></td>
<td>Afrikaans</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Central/Aiea Moanalua-Radford/Aiea Complex</td>
<td>Aiea Elem School</td>
<td></td>
<td>PK3</td>
<td></td>
<td>Albanian</td>
<td>2015-2016</td>
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<tr>
<td>Central/Aiea Moanalua-Radford/Moanalua Complex</td>
<td>Aiea High School</td>
<td></td>
<td>PK4</td>
<td></td>
<td>American Sign Language</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Central/Aiea Moanalua-Radford/Alakahi Complex</td>
<td>Alakahi Elem School</td>
<td></td>
<td>KG</td>
<td></td>
<td>Arabic</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Ethnicity:** [All]  **Race:** [All]  **Gender:** [All]  **ELL:** [All]  **ELL Classification:** [All]  **IDEA:** [All]  **High Need:** [All]  **504:** [All]  **Low SES:** [All]  **Migrant:** [All]  **MVA:** [All]  **Student Activity:** [All]
Long-Term English Learners by District

5+ Years of English Learner Status
As of May 10, 2018

EL data from HiDOE Longitudinal Data System as of May 10, 2018
Our Charge to Impact Change

Begin to impact change and scale learning

- Scale the understanding and learning acquired in working with the SMEs to impact change
- Use the self reflection tool data to facilitate action and next steps.
- Systematize the process of data analysis, interpretation, and decision making

Work with leadership to take action proactively based on summary of collective teacher reflection, input, and EL data, aligned with evidence based best LIEP practices.
Key Considerations for EL Supports

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Discussion

• What questions might you have about the EL data tools and reports?
• What questions might you have about our work with the Subject-Matter Experts?
• What suggestions might you have for the scale-up phase of the project?
Handout

Please refer to https://tinyurl.com/AAPIDataSummit for:

- Workforce Development and ELs
- Key Considerations for EL Supports
- HIDOE Multilingualism for Equitable Education Policy
- HIDOE Seal of Biliteracy
- Hawai‘i Language Roadmap Initiative
- Articles by Literacy Information and Communication System (LINCS) on preparing adult English Learners for Work and Career Pathways
Mahalo!  Agyamanak!
Kinisou!  Koṃmool!
Salamat!  Gracias!
Thank You!