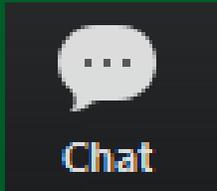


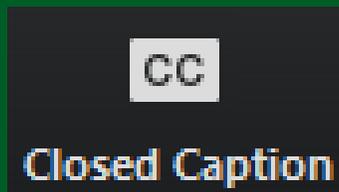
Using the Zoom Platform



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Strategies for Success: Supporting English Learner Student Achievement

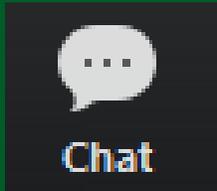
November 12, 2019



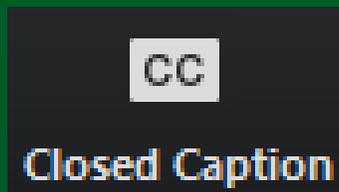
Using the Zoom Platform



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Meet our presenters



Rachel Garrett, Ph.D.
Senior Researcher, REL Midwest and REL Southwest



Lyzz Davis, Ph.D.
Senior Researcher, REL Midwest



José Gonzalez, Ed.S.
Executive Director of Multilingual Multicultural Education Program,
CMSD



Nubia Tarazona
Executive Director of Bilingual Education, Translation, Interpretation,
and Community Outreach, Las Cruces Public Schools

Ge Ann Killgore
Coordinator for English Learner Programs, Las Cruces Public Schools

Agenda

1. Welcome and Overview
2. Study Findings: Characteristics Associated With Academic Performance and English Language Proficiency Among English Learner Students
3. Cleveland Practitioner Perspective
4. Las Cruces Practitioner Perspective
5. Panel Discussion

Welcome and Overview

Who do REL Midwest and REL Southwest work with?

REL Midwest works with school districts, state education agencies, and other educational organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin

REL Southwest works with school districts, state education agencies, and other educational organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

What do REL Midwest and REL Southwest do?

Applied research, technical support, and engagement activities to help partners use data and research to meet their goals for improving outcomes for students

How do REL Midwest and REL Southwest do this work?

REL Midwest and REL Southwest conduct their work through collaborative research partnerships with stakeholders in 12 states.

To address the priorities and interests of these states, REL Midwest and REL Southwest support several research alliances, as well as emergent partnerships.

Why do REL Midwest and REL Southwest do this work?

To solve practical problems and advance fundamental understandings of education challenges and processes, as well as to improve student and teacher outcomes by identifying, testing, and applying solutions

Types of Support that REL Midwest and REL Southwest Offer



Applied research studies that address partnerships' research questions



Events that support the dissemination and understanding of existing research



Workshops that support the use of data and research



Coaching that supports the use of data and research



Technical support such as survey, interview or observation protocol development, literature reviews, or tool development



Reviews of studies and interventions to determine level of evidence to support ESSA implementation



Ask-A-REL annotated bibliographies produced in response to stakeholder questions

REL Midwest Research Study

Characteristics Associated With Academic Performance and English Language Proficiency Among English Learner Students

Lyzz Davis, Ph.D., Senior Researcher, REL Midwest

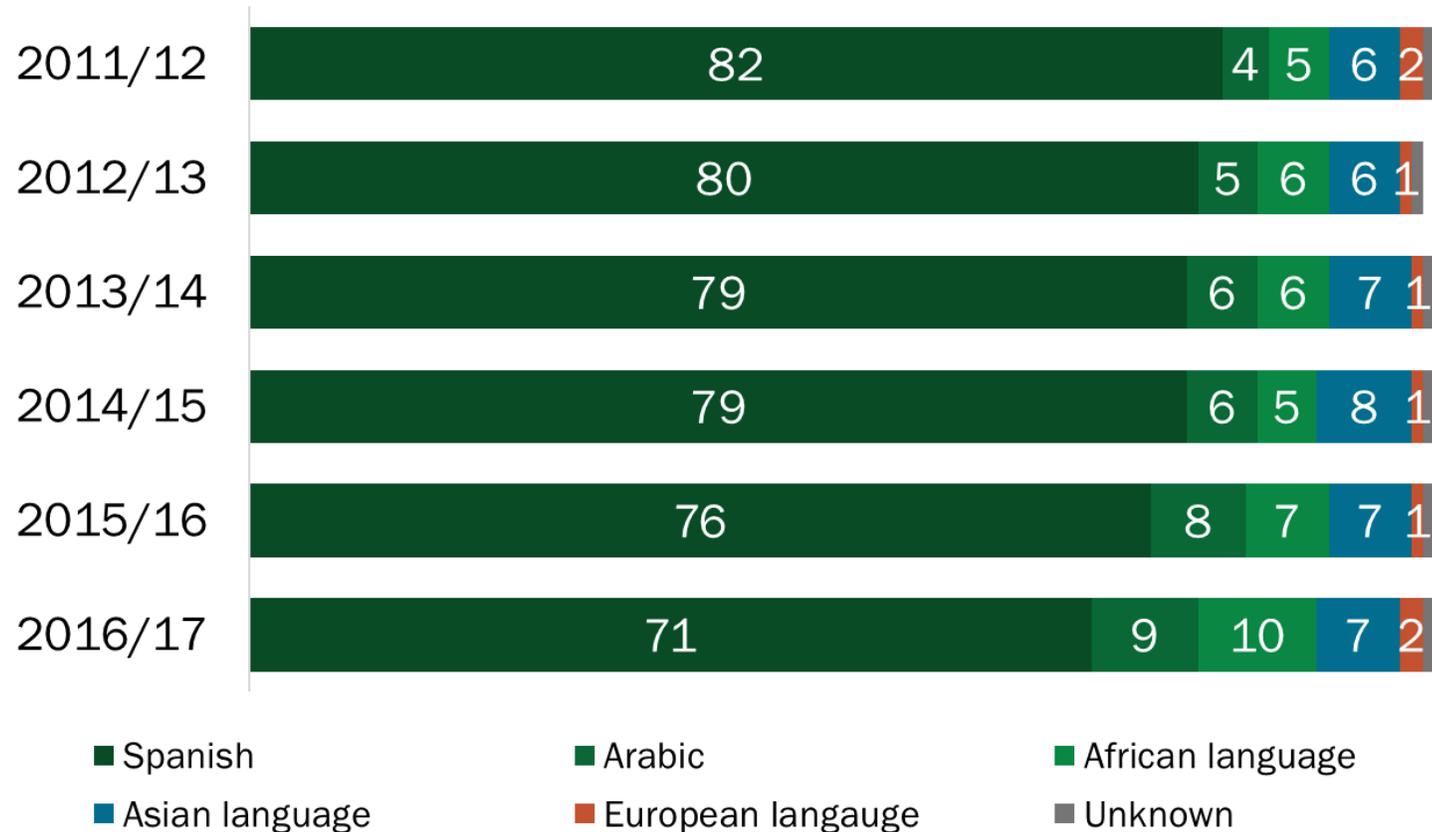
What the study examined about CMSD English learner students in grades 3-8

1. **What were the characteristics of English learner students and of the schools** they attended in each year between 2011/12 and 2016/17?
2. What were the **patterns of performance** on statewide mathematics and English language arts assessments and the English proficiency exam among English learner students in each year between 2011/12 and 2016/17?
3. **Which student and school characteristics** were associated with **mathematics and English language arts performance and English language proficiency level in 2016/17**, after other student and school characteristics are accounted for?

What the study found

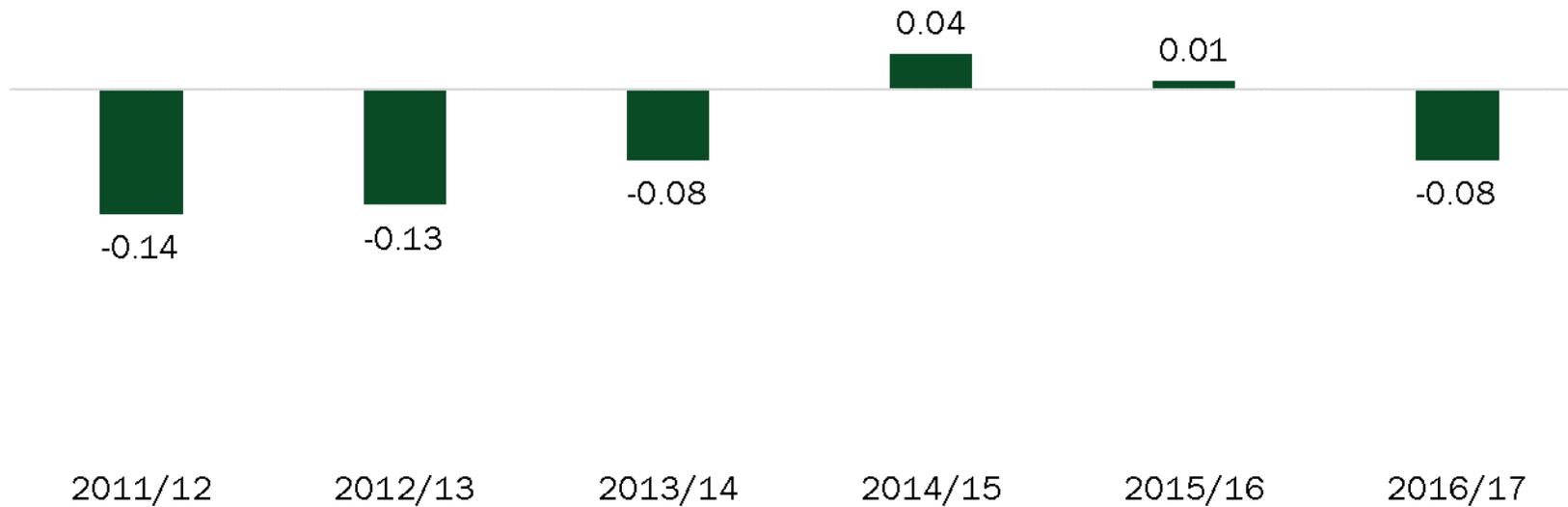
English learner students increasingly spoke languages other than Spanish

Percentage of CMSD English learner students in grades 3–8



English learner students performed below the district average state standardized mathematics score in four years of the study.

Standard deviations from the district average



A higher number of English learner students per specialist staff was associated with lower performance.

Characteristic	Ohio State Test		Ohio English Language Proficiency Assessment				
	Math	English language arts	Overall	Listening	Speaking	Reading	Writing
Number of English learner students per certified English as a Second Language teacher	ns	ns	ns	ns	–	ns	ns
Number of English learner students per bilingual paraprofessional	–	ns	ns	ns	ns	ns	ns

“ns” – no statistically significant impact of the characteristic on the give outcome.

“–” – there was a statistically significant impact of the characteristic on the give outcome.

School climate was positively associated with speaking proficiency and English language arts performance.

Domain	Ohio State Test		Ohio English Language Proficiency Assessment				
	Math	English language arts	Overall	Listening	Speaking	Reading	Writing
Academic rigor	ns	+	ns	ns	+	ns	ns
Safe and respectful climate	ns	ns	ns	+	+	ns	ns
Peer social-emotional learning	ns	ns	ns	ns	+	ns	ns
Supportive learning environment	ns	+	ns	ns	+	ns	ns

School climate was positively associated with speaking proficiency and English language arts performance.

English learner students had better...	 Safe and respectful climate	 Peer social-emotional learning	 Academic rigor	 Supportive learning environment
English speaking skills at schools with more positive student perceptions across all four Conditions for Learning domains.	✓	✓	✓	✓
English listening skills at schools with more positive student perceptions of safe and respectful school climate.	✓			
English language arts achievement scores at schools with more positive student perceptions of academic rigor and supportive learning environment.			✓	✓

Takeaways

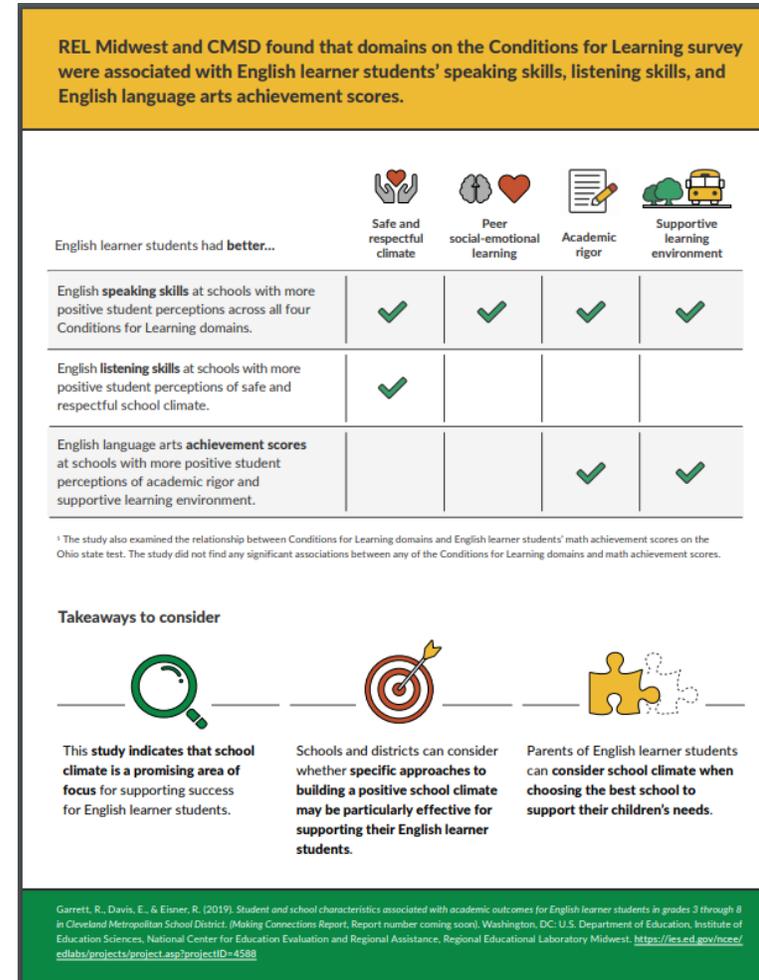
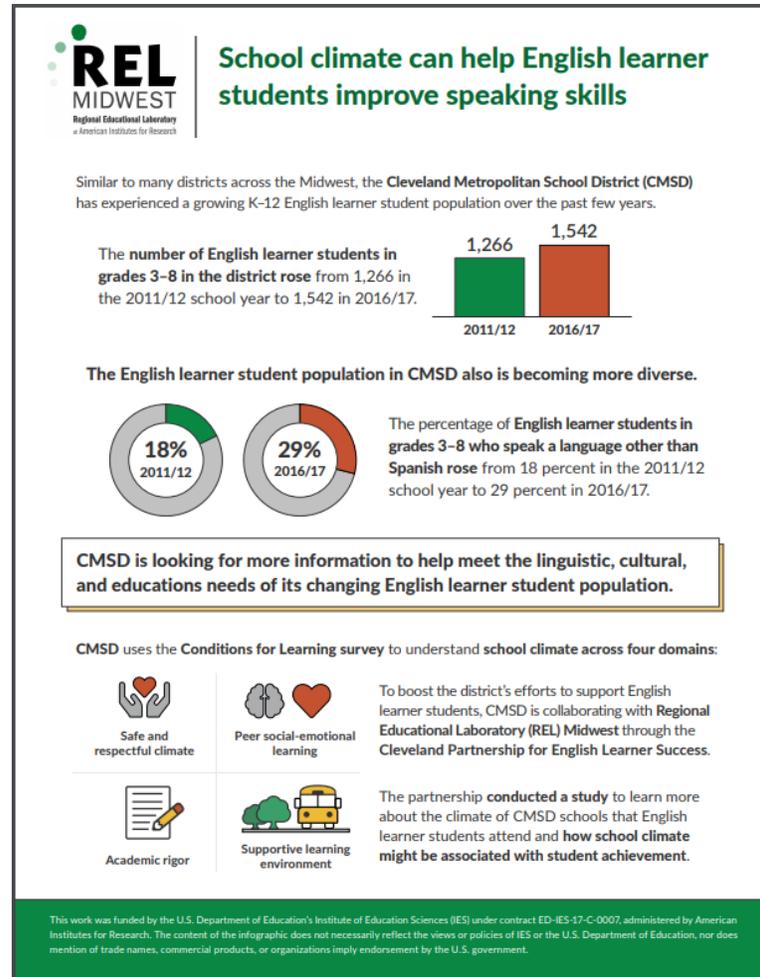
Implications for schools

- Consider how positive school climate may be able to support English language development, among other student learning outcomes
- Learn from best practices at successful schools for supporting school climate.
- Assess whether schools have sufficient staff trained to support English learners

For more information...

- [Read the full report.](#)
- [Watch our documentary](#) about research on academic supports for English learner students.
- [Sign up for our newsletter](#) and follow us on Twitter at [@RELMidwest](#).

Check out our infographic!



[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL MW School Climate can Help English Learner Students Improve Speaking Skills.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_School_Climate_can_Help_English_Learner_Students_Improve_Speaking_Skills.pdf)

**Cleveland Metropolitan School District
Multilingual Multicultural Education
Department:**

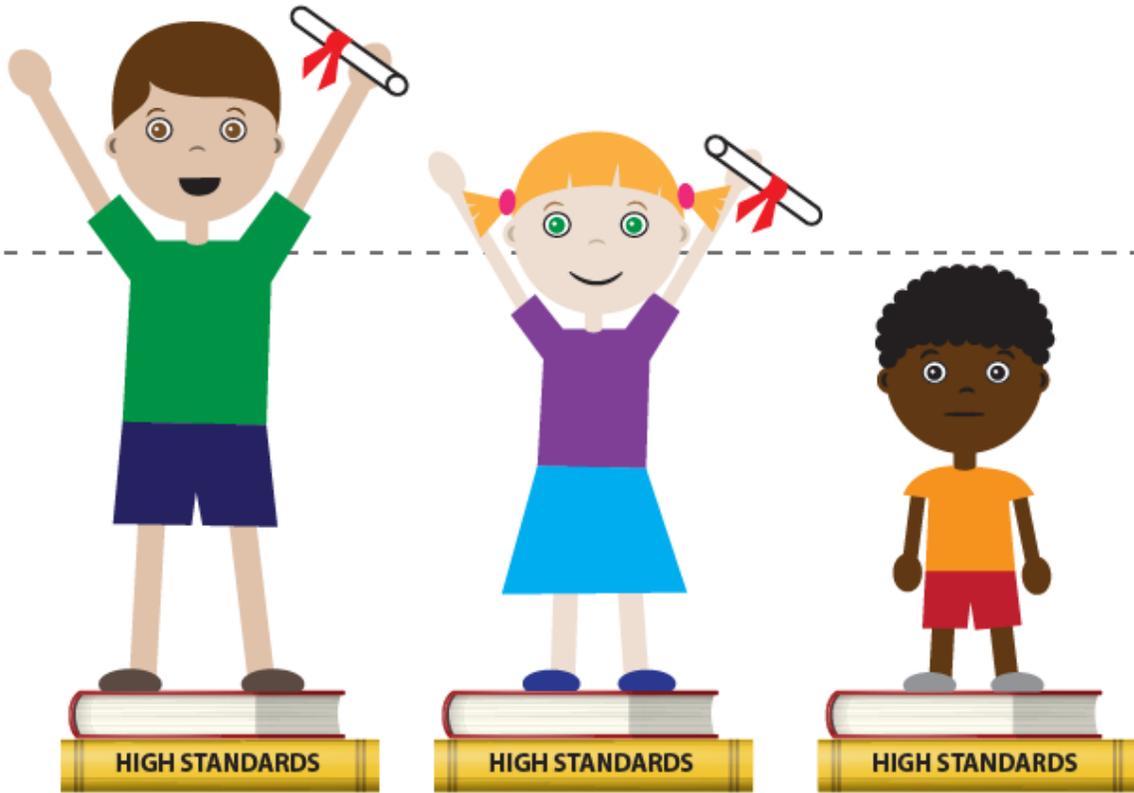
**Supporting English Learner Students to
Achieve Academic Excellence**

José Gonzalez, Ed.S., Executive Director of Multilingual
Multicultural Education Program, CMSD

Reflections on Midwest Report

- Focus of the project was to gain greater understanding of the needs of the growing population of English learner students in CMSD
- School climate was positively associated with English learner students' achievement in ELA, as well as their English speaking proficiency
- Higher numbers of English learner students to certified English as a Second Language teachers were associated with lower speaking proficiency
- Higher numbers of English learner students to bilingual professionals were associated with lower mathematics achievement
- Currently examining high school programming to gain more insights on English learner student achievement

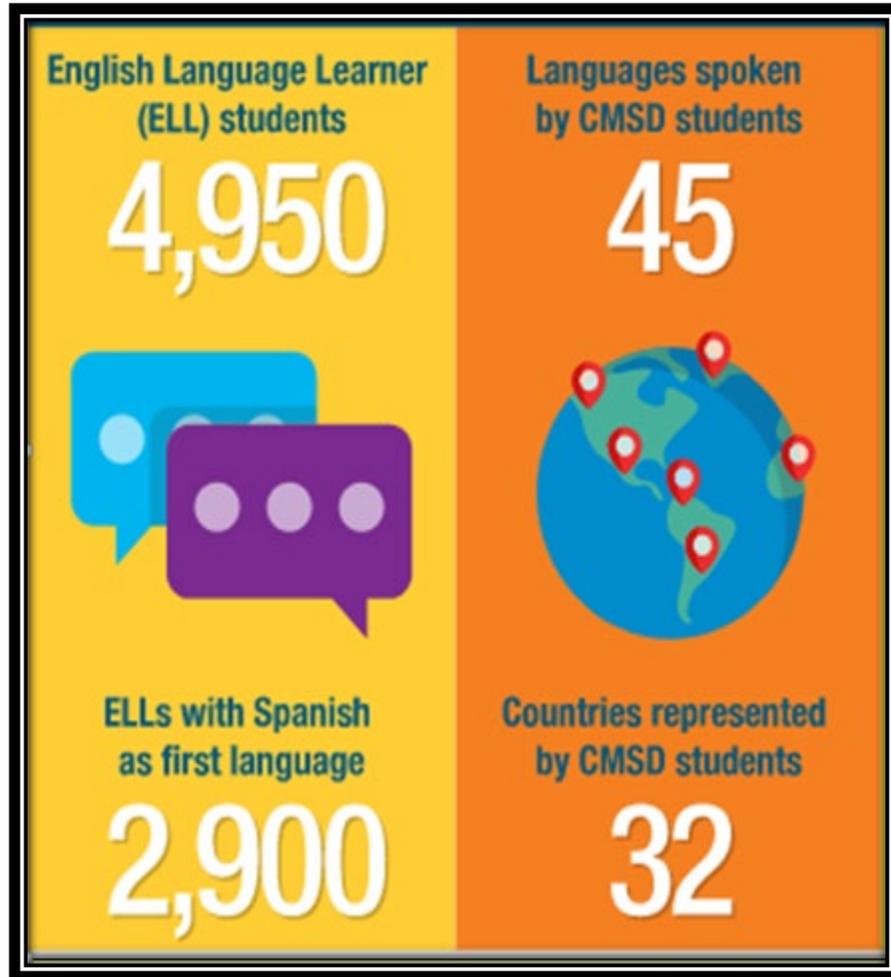
EQUALITY



EQUITY

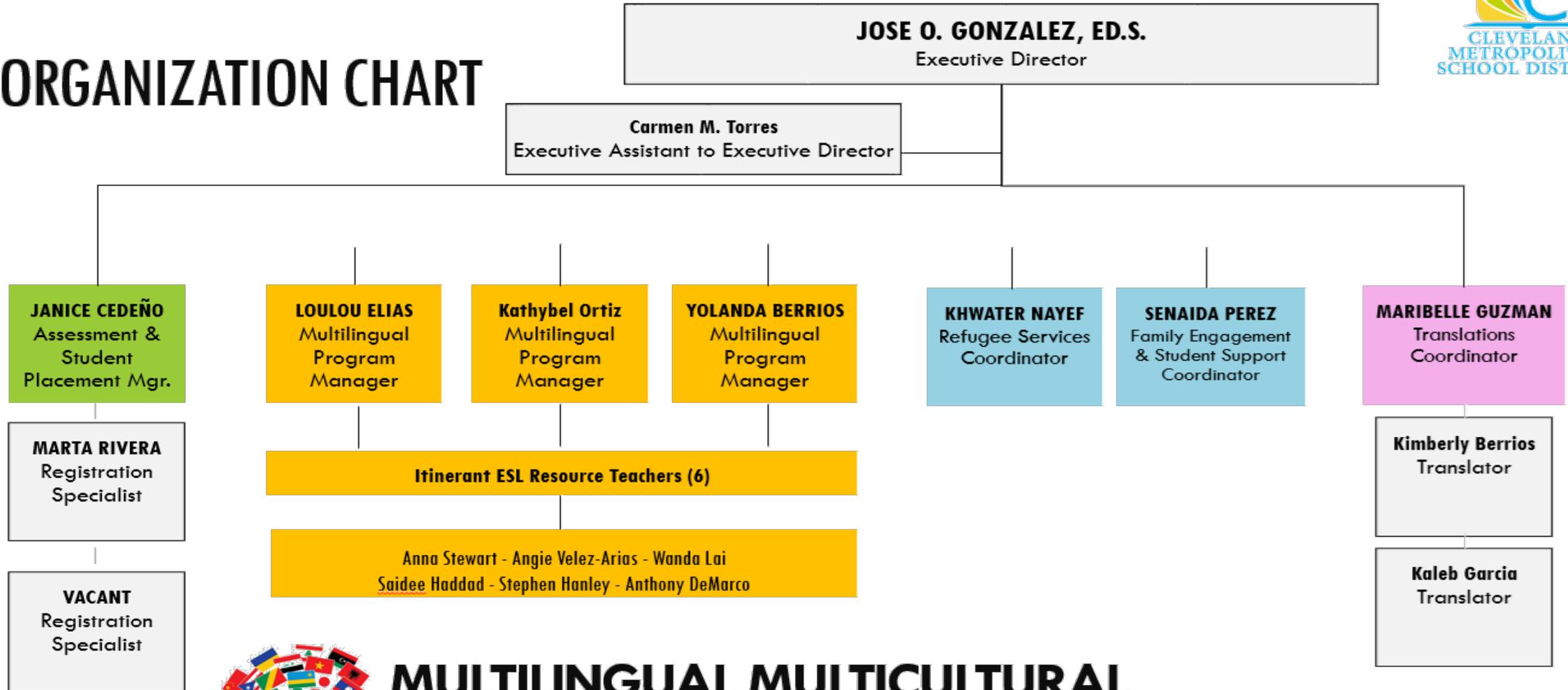


Who are our English Learner Students?



Currently, CMSD has some type of Multilingual Service in 89 out of 106 schools.

ORGANIZATION CHART

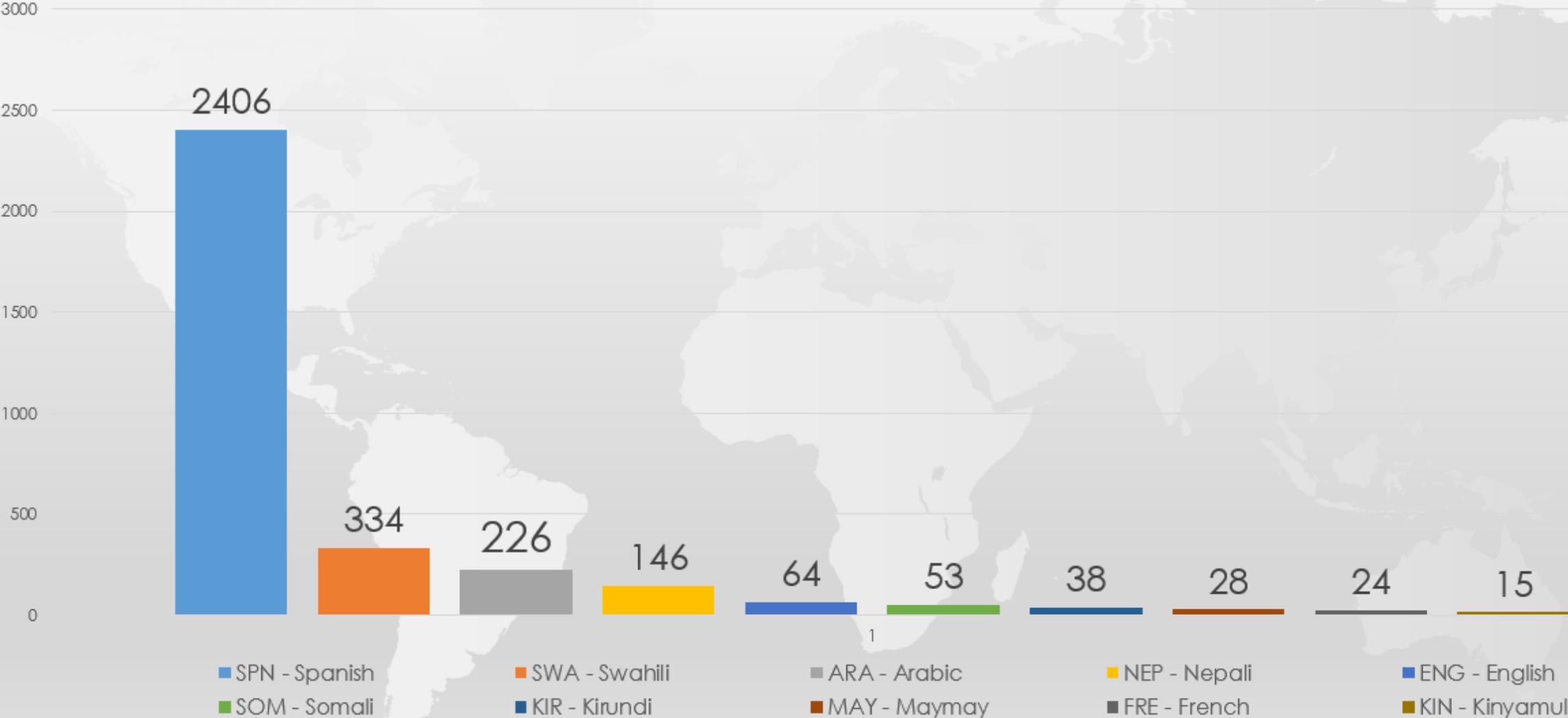


MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

"Supporting English Learners Achieve Academic Excellence."

- Multilingual Welcome Center
- Family Engagement
- Academics & School Support
- Translations

HOME LANGUAGES OF ELLs



Top 10 Countries of Origin ELLs



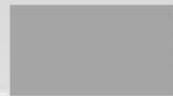
1345



1078



127



105



100



96



93



77



77



48



USA Puerto Rico Tanzania Dominican Republic Nepal Democratic Republic of Congo Uganda El Salvador Syria Honduras



English Learner Student:

A scholar who is in the stages of learning academic English.



Refugee:

A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to or, owing to such fear, is unwilling to avail him/herself of the protection of that country.

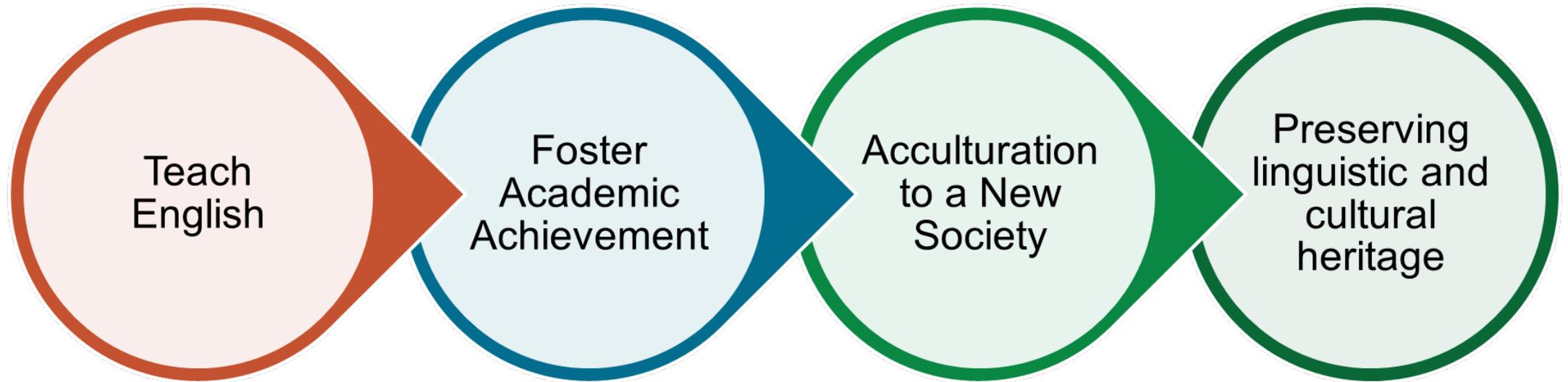


Immigrant:

A foreign national who is issued a visa to live and work permanently in the United States.



Goals of Multilingual Education



Enrollment Services

The following three home language surveys questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974. Asking these three questions, and then testing a student whose parent or guardian responded to one or more of these three questions with a language other than English, is considered minimally compliant under the law.

What is the primary language used in the home, regardless of the language spoken by the student?

What is the language most often spoken by the student?

What is the language that the student first acquired?

Enrollment Services

If the parent answered **YES** to the previous questions, the following steps need to happen:



Families **MUST** be referred to the Multilingual Welcome Center for assessment and enrollment appointment.



Schools are **NOT** to perform enrollment



Families also meet with our family coordinators to assess their needs.



Students will take an English language assessment in five key areas to determine program eligibility and student needs.



Families participate in a one-on-one interview called the Home Language Survey.



Numerous program models are used within CMSD. These are often classified as transitional, developmental, sheltered, newcomers, or two-way bilingual education (dual language), depending on the program's methods and goals.

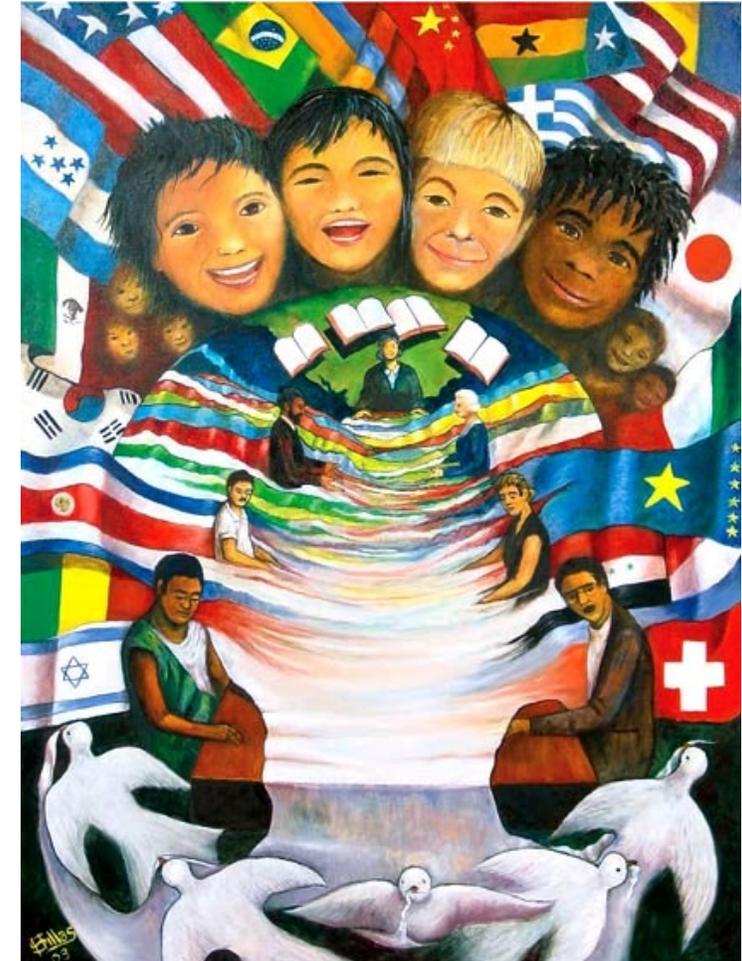
Newcomers Model

Characteristics

Recent immigrants with limited or interrupted schooling in their home countries.

Designed for students who **DO NOT** have an ESL Curriculum in home countries.

Major goals of the newcomer programs include the acquisition of beginning English language skills, core academic skills, and acculturation to the U.S. school system



Newcomers Program Entrance Criteria

An OELPS
score of
Emerging
(Level 1 or 2)

Interrupted
and/or no
Formal
Schooling

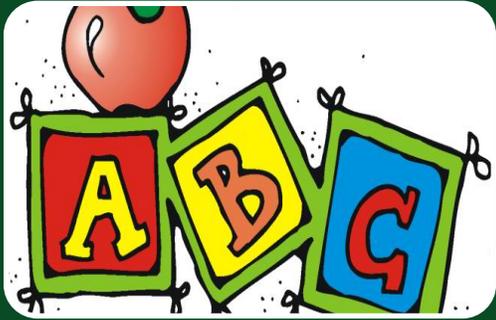
No exposure
to English
and/or English
Second
Language
Curriculum

Little or no
literacy in the
student's
native
language

Less than one
school year in
the United
States

Priority will be
given to recent
immigrants
with limited or
interrupted
schooling in
their home
countries.

Transitioning Criteria



All Grades

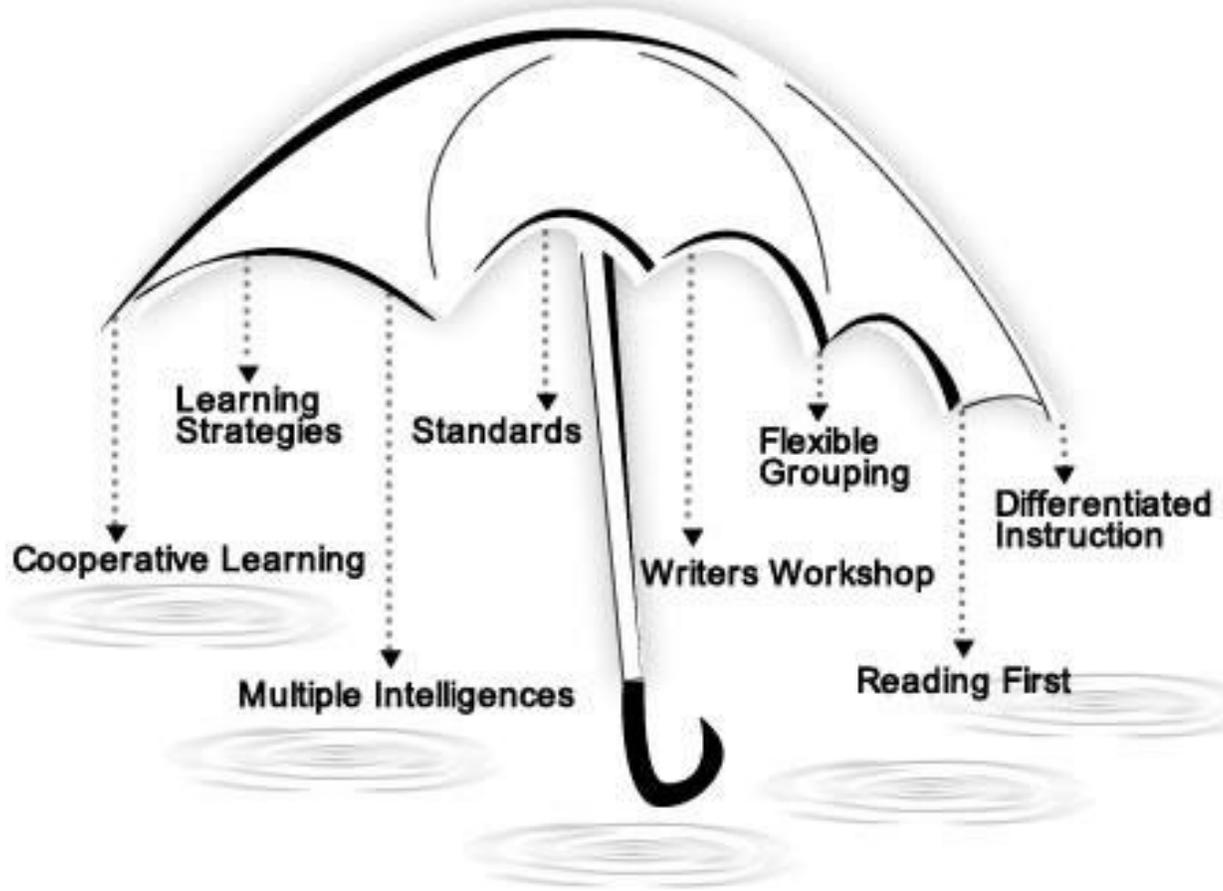
- Program exit is determined once a student has reached their maximum program time limit of two consecutive years OR
- If a student reaches a Level 4 (Lau C) within their first year.
- *Whichever one of the above comes first.*



Note

- Parents may exit their child from the Newcomers program and transfer to their school of choice at any time.
- It is the parent's choice!

SIOP® Model of Sheltered Instruction

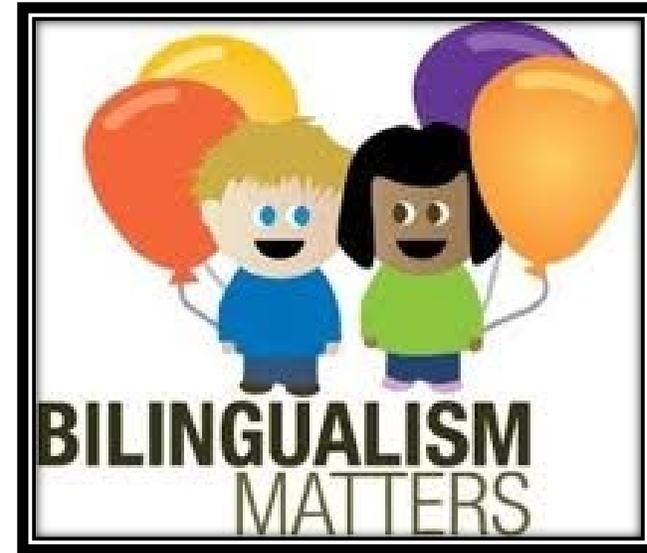
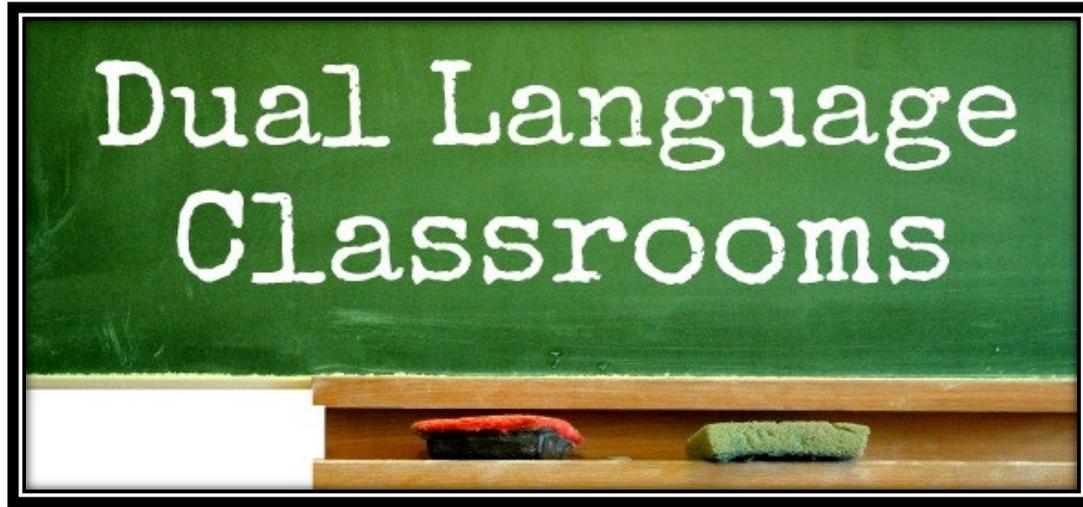


Sheltered instruction is an approach to teaching English learner students that integrates language and content instruction. The dual goals of sheltered instruction are the following:

- To provide access to mainstream, grade-level content
- To promote the development of **English language** proficiency.

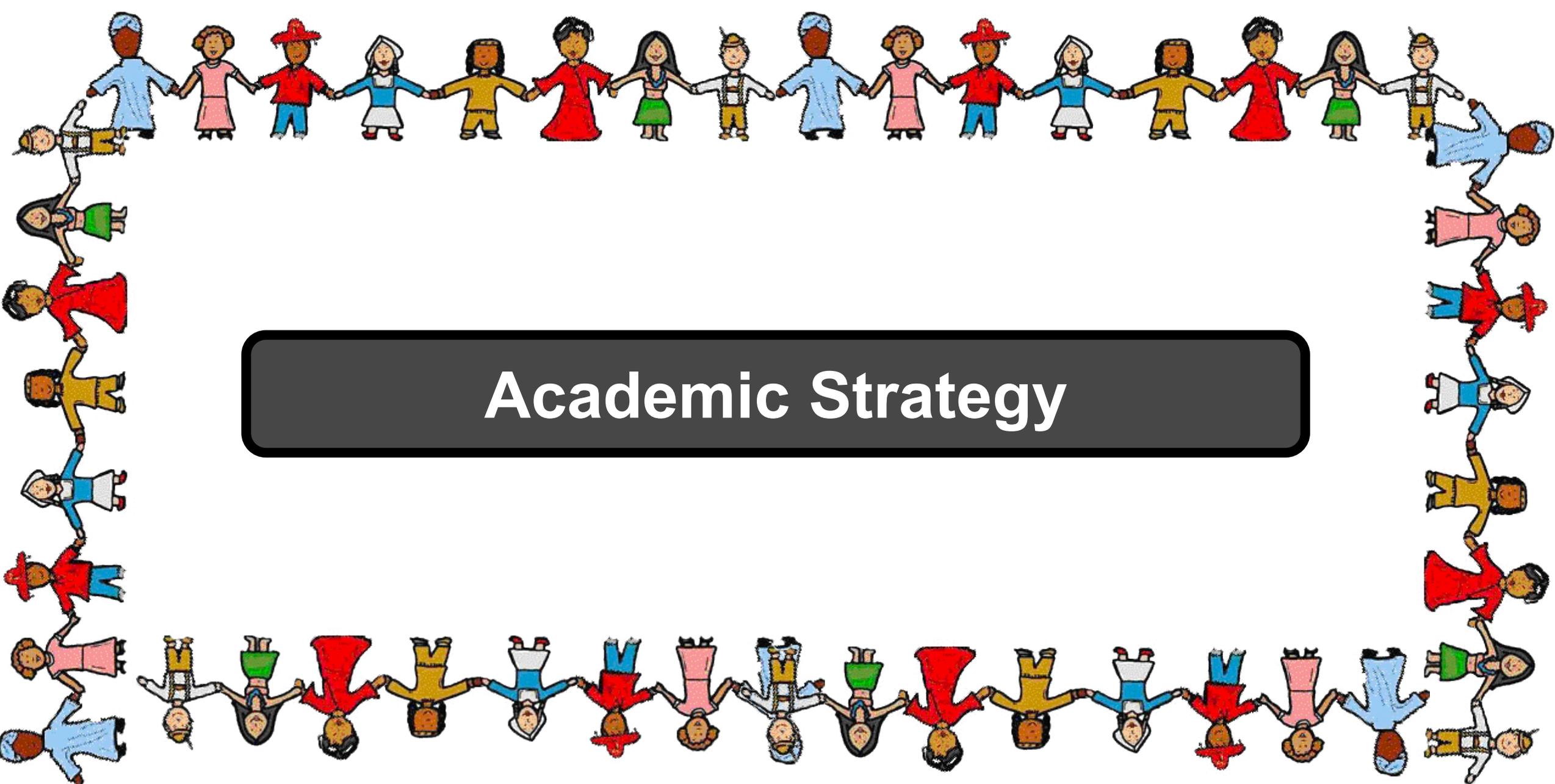
Staffing Implications – TESOL Certified Teachers and Bilingual Instructional Aides

Dual Language Program



Dual language education is an effective approach to developing language proficiency and literacy in both English and a partner language.

This approach builds on the native language of English learner students and also teaches English.



Academic Strategy

Build Academic Language

Academic Language consists of *academic vocabulary* and is used in *academic discourse*.



Academic Vocabulary

The vocabulary critical to understanding the concepts of the content taught in schools. Academic vocabulary includes content related vocabulary and high frequency academic words such as Bloom's verbs.

"BRICKS"

Academic Discourse

Academic discourse provides students with the language tools (vocabulary and syntax) necessary to competently discuss the topic using complete sentences. Structured dialogue in the form of "sentence stems" provides a scaffold for students to appropriate academic language in meaningful contexts.

"MORTAR"

**Embed Academic
Language Functions
(TOOLKIT)**

School Clinics – In School Supports

What are School Clinics?

Multilingual Program Managers are assigned to school clinic days based on the differentiated needs of each schools based on their assigned networks. During the school clinic days, managers are tasked to assist principals, teachers, and support staff with all aspects pertaining the education of EL's in that particular school.

Professional Development; Curriculum & Instruction; Compliance; Staff Schedules; Principal Coaching; Teacher Coaching; Data & Accountability; Strategic Planning; Support Staff Coaching; Resource allocation & recommendations; Consulting/advising on specific student cases; Consulting/advising families on programmatic services



How does the Multilingual Department support schools?



Professional Development

Principal & Teacher Coaching

Resource Allocation & Recommendations

Curriculum & Instruction

Data & Accountability

Network Support

Compliance

Strategic Planning

Consulting & Advising on Specific Student Cases

Scheduling

Support Staff Coaching

Consulting families & Community on Programmatic Services

Differentiated Approach

Based on the School's data and academic needs, the following support will be provided to the schools at the building level.

Orange Schools
(High Autonomy – Low Support)

1 Day per month for School clinic

Green Schools
(Balanced Autonomy & Support)

2 Days per month for School clinic

Blue Schools
(High Support)

3 Days per month for School clinic

**School Supports
are tiered
supports
provided to
schools based
on their needs!**



Family Engagement Strategy



How does the Multilingual Department assist parents and families?

Advocacy

Student & Family Guidance

Employment Referrals

School Support

Mentorship

Bridge School with Family

Orientation

Translations/Interpretations





Family Engagement Strategy

Our families come in with diverse needs.

Our Family Engagement coordinators perform a Family Needs Assessment with an attached rubric to identify the priorities in which families have needs.

Cleveland Metropolitan School District
Multilingual Multicultural Education Department
"Supporting English Learners Achieve Academic Excellence."

FAMILY NEEDS ASSESSMENT

Date _____ Student name: _____ Phone _____
 Person completing form _____ Relationship to Student: _____

Dear Parent: Many families of our students have needs for information or support. If you wish, our staff are very willing to discuss these needs with you and work with you to identify resources that might be helpful. Listed below are some needs commonly expressed by families. The columns on the right will be used to circle any topic you would like to discuss. At the end there is a place that may be used to describe other needs not in the list.

The information you provide through this form will be kept confidential.

Material needs	Housing	Food	Clothing	School supplies
Emotional needs	School Attendance	Child behaviors	Counseling	Home needs
Informational needs	Medical need	Afterschool programs Tutoring sites	Job referrals Work programs	Tutoring/Educational
School related	School choice	School concerns	Family concern	Other

Other: anything you would like information on example: school policies, child behavior, events any needs not listed.

To Be Filled out by MMED staff		Name of staff:	
Type of contact /where:	Phone	face to face	other
Description of need:			
Referral made to who/agency and outcome:	Phone	Person Contact	
Collaborating agencies:			
Previous Agencies who work with family:			

Cleveland Metropolitan School District
Multilingual Multicultural Education Department
"Supporting English Learners Achieve Academic Excellence."

RUBRIC FOR FAMILY NEEDS ASSESSMENT

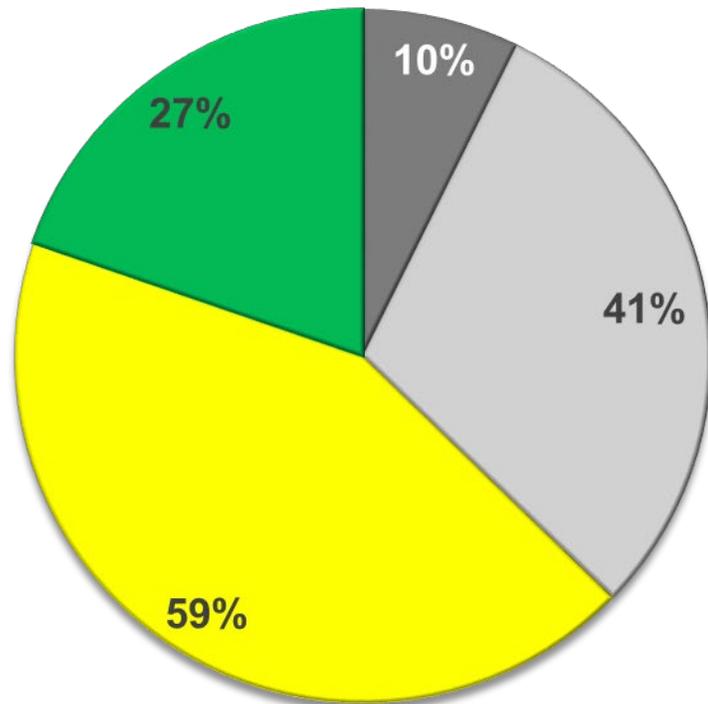
4	High RED	Emergency/Immediate need. The need is crisis urgent. For example, family living in car homeless, loss everything in fire. The need was resolved with family satisfaction within 3 days.
3	Priority Pink	The family is in urgent need. Ex. Attendance issues, The need was address, working with another agency / department for completion revisit in 3 weeks
2	Medium Yellow	The family needs is required need is basic. For example, pending eviction, need/loss of benefits, Several referrals/appointments. Collaboration with several agencies. Needs revisited with 1 month.
1	Low Green	The need is for classes, workforce development, ESL classes etc. Referral made to outside agency or district department out of our hands we received no response.

- **High:** Family is in need of basic living conditions, right away. These cases take high priority
- **Priority:** Family in dire need. There is an urgent need.
- **Medium:** The need is important, essential for success.
- **Low:** The need is requested, desired.

Family Total Score of Need: _____

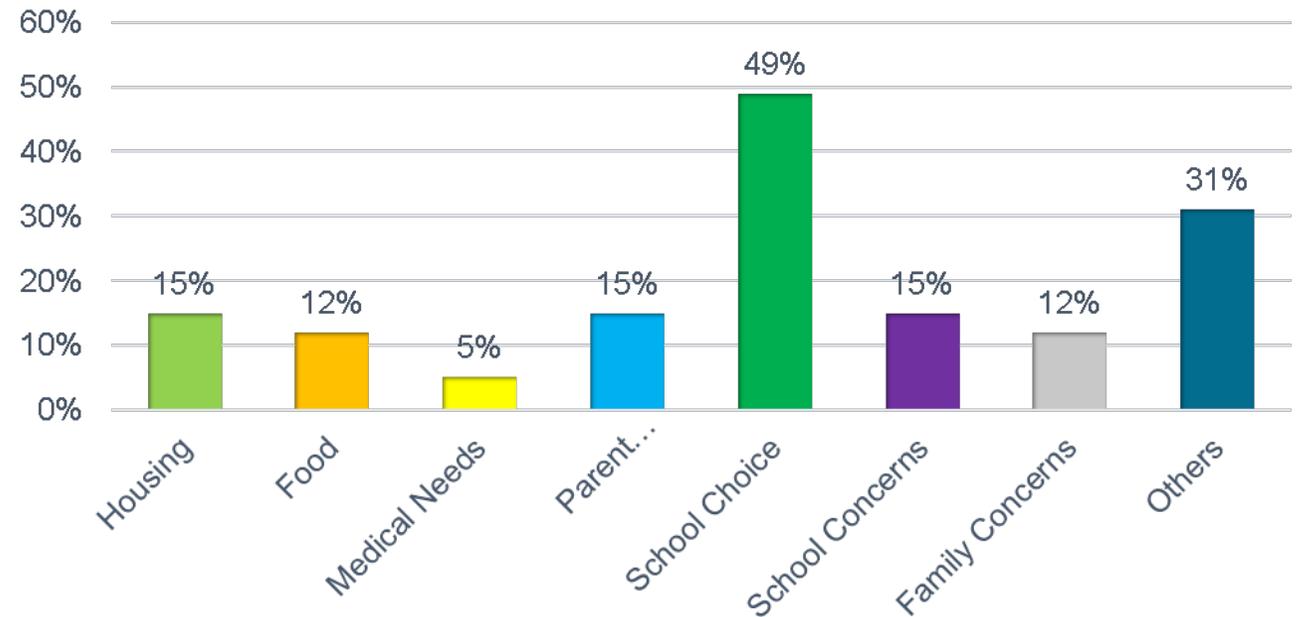
Family Needs Assessment Data

Intensity of Services



■ Level 4 - Emergency ■ Level 3 - Priority
■ Level 2 - Medium ■ Level 1 - Low

Family Needs



■ Housing ■ Food
■ Medical Needs ■ Parent Education/Workforce Dev.
■ School Choice ■ School Concerns
■ Family Concerns ■ Others

Las Cruces Public Schools Perspective

Nubia Tarazona, Executive Director of Bilingual Education,
Translation, Interpretation, and Community Outreach, Las
Cruces Public Schools

Ge Ann Killgore, Coordinator for English Learner Programs, Las
Cruces Public Schools

International Welcome Centers within the Las Cruces Public School District

What are the International Welcome Centers?

- Located at the 4 Comprehensive High Schools and at all 7 Middle Schools
- A Family and Student Advisor is housed at each center

What services are provided through the International Welcome Centers?

- Identification of and proper placement of English learner students
- Academic support within content area classes
- Assistance with completing the FAFSA
- Assistance in finding and applying for scholarships
- Family support and outside agency references
- Assistance with the State Seal of Bilingualism/Bi-literacy process





International Welcome Center Feedback

- Parent from Oñate High School: “It was good to know I had someone to support me when speaking with the counselor about (the student’s) drug issue.”
- Student from Las Cruces High School: “It is nice to have a place to come and do my homework. I actually have a computer (at the International Welcome Center) that I can use.”

Panel Discussion

Type questions in the Chat box.

Feedback Survey

Please complete our short survey to inform future REL Midwest and REL Southwest webinars.

The link is in the chat box and the survey will also pop up automatically when you close the Zoom webinar platform.

Thank you!

