Using the Zoom Platform

- If you aren’t already connected to audio, click **Join Audio** in the Zoom toolbar.
  - You have the option to dial into the phone line or listen through computer audio.

- Click on the **Chat** box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.

- We have live closed captioning available during the webinar—to see the captions, click on **Closed Caption**.
Using the Zoom Platform

• If you aren’t already connected to audio, click **Join Audio** in the Zoom toolbar.
  • You have the option to dial into the phone line or listen through computer audio.

• Click on the **Chat** box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.

• We have live closed captioning available during the webinar—to see the captions, click on **Closed Caption**.
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

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied research studies</td>
<td>that address partnerships’ research questions</td>
</tr>
<tr>
<td>Events</td>
<td>that support the dissemination and understanding of existing research</td>
</tr>
<tr>
<td>Workshops</td>
<td>that support the use of data and research</td>
</tr>
<tr>
<td>Coaching</td>
<td>that supports the use of data and research</td>
</tr>
<tr>
<td>Technical support</td>
<td>such as survey, interview or observation protocol development, literature reviews, or tool development</td>
</tr>
<tr>
<td>Reviews of studies and interventions</td>
<td>to determine level of evidence to support ESSA implementation</td>
</tr>
<tr>
<td>Ask-A-REL annotated bibliographies</td>
<td>produced in response to stakeholder questions</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of CMSD English learner students in grades 3–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>82 (Spanish: 78, Arabic: 4, African: 4, Asian: 1, European: 0, Unknown: 0)</td>
</tr>
<tr>
<td>2012/13</td>
<td>80 (Spanish: 76, Arabic: 5, African: 1, Asian: 6, European: 0, Unknown: 0)</td>
</tr>
<tr>
<td>2013/14</td>
<td>79 (Spanish: 75, Arabic: 6, African: 1, Asian: 8, European: 0, Unknown: 0)</td>
</tr>
<tr>
<td>2014/15</td>
<td>79 (Spanish: 76, Arabic: 5, African: 1, Asian: 8, European: 0, Unknown: 0)</td>
</tr>
<tr>
<td>2015/16</td>
<td>76 (Spanish: 72, Arabic: 8, African: 7, Asian: 1, European: 0, Unknown: 0)</td>
</tr>
<tr>
<td>2016/17</td>
<td>71 (Spanish: 70, Arabic: 9, African: 10, Asian: 2, European: 0, Unknown: 0)</td>
</tr>
</tbody>
</table>
English learner students performed below the district average state standardized mathematics score in four years of the study.
A higher number of English learner students per specialist staff was associated with lower performance.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Ohio State Test</th>
<th>Ohio English Language Proficiency Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>English language arts</td>
</tr>
<tr>
<td>Number of English learner students per certified English as a Second Language teacher</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>Number of English learner students per bilingual paraprofessional</td>
<td>–</td>
<td>ns</td>
</tr>
</tbody>
</table>

“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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Ohio State Test</th>
<th>Ohio English Language Proficiency Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Overall</td>
</tr>
<tr>
<td>Academic rigor</td>
<td>ns</td>
<td>+</td>
</tr>
<tr>
<td>Safe and respectful climate</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>Peer social-emotional learning</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>Supportive learning environment</td>
<td>ns</td>
<td>+</td>
</tr>
</tbody>
</table>
School climate was positively associated with speaking proficiency and English language arts performance.

<table>
<thead>
<tr>
<th>English learner students had better...</th>
<th>Safe and respectful climate</th>
<th>Peer social-emotional learning</th>
<th>Academic rigor</th>
<th>Supportive learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English <strong>speaking skills</strong> at schools with more positive student perceptions across all four Conditions for Learning domains.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>English <strong>listening skills</strong> at schools with more positive student perceptions of safe and respectful school climate.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language arts <strong>achievement scores</strong> at schools with more positive student perceptions of academic rigor and supportive learning environment.</td>
<td></td>
<td>✔️</td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>
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](https://twitter.com/RELMidwest).
Check out our infographic!

[Infographic content]

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.
Who are our English Learner Students?

Currently, CMSD has some type of Multilingual Service in 89 out of 106 schools.
Top 10 Countries of Origin ELLs

- USA: 1345
- Puerto Rico: 1078
- Tanzania: 127
- Dominican Republic: 105
- Nepal: 100
- Democratic Republic of Congo: 96
- Uganda: 93
- El Salvador: 77
- Syria: 77
- Honduras: 48
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

- Teach English
- Foster Academic Achievement
- Acculturation to a New Society
- Preserving linguistic and cultural heritage
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? |
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.
<table>
<thead>
<tr>
<th>Newcomers Program Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An OELPS score of Emerging</strong> (Level 1 or 2)</td>
</tr>
<tr>
<td>Interrupted and/or no Formal Schooling</td>
</tr>
<tr>
<td>No exposure to English and/or English Second Language Curriculum</td>
</tr>
<tr>
<td>Little or no literacy in the student’s native language</td>
</tr>
<tr>
<td>Less than one school year in the United States</td>
</tr>
<tr>
<td>Priority will be given to recent immigrants with limited or interrupted schooling in their home countries.</td>
</tr>
</tbody>
</table>
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!
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.
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 school 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
- Curriculum & Instruction
- Compliance
- Scheduling

- Principal & Teacher Coaching
- Data & Accountability
- Strategic Planning
- Support Staff Coaching

- Resource Allocation & Recommendations
- Network Support
- Consulting & Advising on Specific Student Cases
- Consulting families & Community on Programmatic Services
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!
How does the Multilingual Department assist parents and families?

- Advocacy
- Employment Referrals
- Mentorship
- Orientation
- Student & Family Guidance
- School Support
- Bridge School with Family
- Translations/Interpretations
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.

### FAMILY NEEDS ASSESSMENT

<table>
<thead>
<tr>
<th>Date</th>
<th>Student name</th>
<th>Phone</th>
<th>Parent completing form</th>
<th>Relationship to Student</th>
</tr>
</thead>
</table>

**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
- **High:** Medical need
- **Moderate:** School absences
- **Low:** Child behaviors

#### Emotional needs
- **High:** Counseling
- **Moderate:** Home needs
- **Low:** School choices

#### Informational needs
- **High:** Referral to outside agencies
- **Moderate:** School programs
- **Low:** Teacher recommendations

#### To Be Filled out by AIDE staff

<table>
<thead>
<tr>
<th>Type of contact</th>
<th>Phone</th>
<th>Face to face</th>
<th>Other</th>
</tr>
</thead>
</table>

**Description of need:**

Referal made to who/agency and outcome:

<table>
<thead>
<tr>
<th>Phone</th>
<th>Person/Contact</th>
</tr>
</thead>
</table>

**Collaborating agencies:**

Previous Agencies who work with family:

---

**RUBRIC FOR FAMILY NEEDS ASSESSMENT**

- **High (RED):** Emergency/immediate need. The need is urgent. For example, family living in car, homeless, loss everything in fire. The need was resolved with family satisfaction within 3 days.
- **Medium (Yellow):** The family needs is required need is basic. For example, needing assistance, need loss of benefits, several referrals/appointments. Collaboration with several agencies. Needs resolved in 1 month.
- **Low (Green):** The need is for class, workforce development, ESL classes etc. Referral made to outside agency or district department out of our hands we received no response.

- **Low:** Family is in need of basic living conditions, right away. These cases take high priority.
- **Medium:** Family is in need. There is an urgent need.
- **High:** 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: 10%
- Level 3 - Priority: 27%
- Level 2 - Medium: 59%
- Level 1 - Low: 41%

Family Needs

- Housing: 15%
- Food: 12%
- Medical Needs: 5%
- Parental... [Partial data]
- School Choice: 49%
- School Concerns: 15%
- Family Concerns: 12%
- Others: 31%

Legend:
- Green: Housing
- Yellow: Medical Needs
- Blue: Parental...
- Gray: School Choice
- Purple: School Concerns
- Dark Gray: Family Concerns
- Blue: 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!

@RELMidwest

@RELSouthwest