OSSS English Learner (EL) Program Fact Sheet

"To have another language is to possess a second soul." *- Charlemagne*

Program Titles:	● **English Learners (aka English Language Learner Program)** ● **Title III** ● **AAPI Data Disaggregation Grant**
Program ID	General Funds (EL): 25230; Title III: 18085, 18086; AAPI: 17953
Current Funding Levels:	**WSF 2017-18 Funding** **English Language Learners (Aggregate)**: **18,210 ELs; $13,881,053** ● 6,119 **Fully English Proficient (FEP)**; Weighting Factor: 0.065; $ Per Student: $267.54; Total FEP Allocation: $ 1,637,017 ● 8,927 **Limited English Proficiency (LEP)**; Weighting Factor: 0.194; $ Per Student: $802.61; Total LEP Allocation: $ 7,164,908 ● 3,164 **Non-English Proficient (NEP)**; Weighting Factor: 0.389; $ Per Student: $1,602.22; Total NEP Allocation: $ 5,079,128
Previous Year's Funding:	● **2016-17 WSF***: **$13,881,053** (*EL Funds are not categorical) ● **Title III** 2016-17: **$4,161,147** ● **AAPI** 2017-18: **$228,778** (Year 2 of 5 year, $840,988 Grant)
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Index

(headers below are clickable and will take you to relevant sections)

PROGRAM DESCRIPTION

Overview

Education is a basic right of all children in the United States. The goal of the HIDOE English Learners

(EL) Program is to ensure that students who are (ELs) are considered, included, and valued in their educational contexts, and are being provided all fundamental educational opportunities they are entitled to under federal law. Several federal civil rights law, namely, Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), No Child Left Behind Act of 2001 (NCLB), and its successor, the Every Student Succeeds Act of 2016 (ESSA), include provisions to require schools to employ sufficient language and academic supports that will enable ELs to meet their English language proficiency targets and academic achievement standards, as well as monitor and support ELs after they have transitioned from the program.

HIDOE expects all schools to demonstrate an asset-based approach to EL education and multilingualism by not only building and sustaining EL programs that address the linguistic, academic, and nonacademic needs of their ELs, but by celebrating the cultural capital that these students and their families bring to Hawai'i. While EL programming is its own subcomponent of a school's comprehensive academic vision, HIDOE deems EL education as a school-wide, shared responsibility that must be adopted by all educators, administrators and stakeholders involved in the students' learning.

Hawai'i is distinguished by its well-noted linguistic and cultural diversity as well as its unique status as the only state in the union that has two official languages: 'Ōlelo Hawai'i, the indigenous language of the islands, and English, the adopted language of the youngest state in the Union. As such, the HIDOE values and respects the multilingual and multicultural assets of Hawai'i and its ELs. The HI DOE EL Program views each EL entering our schools as an opportunity for the state to celebrate diversity and multilingualism.

Title III
The purpose of Title III is to provide supplemental support to ensure that ELs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards as their native-English speaking peers. Schools use Title III funds to support, enhance and enrich supplemental aspects of teaching and learning for ELs. This includes the implementation of language-based supplemental learning opportunities beyond the foundational EL Program that a school is obligated to provide, and further can include professional development for teachers, extended learning opportunities, and supports for family and community engagement.

HIDOE has provided resources for schools to aid in the expenditure of Title III funds, including a pre-approved professional development opportunity list, supplement-supplant requirements and guidance to plan for extended learning opportunities, and additional recommended resources for families.

In SY 17-18, HIDOE will continue development and implementation of a sound plan for the monitoring of these funds and programs, thus creating opportunity to make collaborative, data-driven decisions to improve the EL/Title III program at large.

[AAPI](#) Information (powerpoint 2/28/17)

In November 2016, HIDOE received an award from the Asian American Pacific Islander (AAPI) Data Disaggregation grant, funded by the U.S. Department of Education Office of English Language Acquisition (OELA), to complete a five-year data disaggregation project. The project is designed to provide EL educators at the state, complex area, and school level with actionable information to better understand and close achievement and opportunity gaps for their EL populations. The project is a collaboration between HIDOE (OCISS as project lead, Office of Strategy, Innovation, and Policy (OSIP)'s Data Governance and Analysis (DGA), Office of Information Technology Services (OITS), and Subject-Matter Experts (SMEs) and Pilot Schools from four participating Complex Areas) and University of Hawaiʻi (UH P-20). The project goal and objectives are closely aligned with the implementation plan for the HIDOE strategic plan. Please see here for an overview of the alignment: http://bit.ly/2AEn51F

BACKGROUND & [LEGAL AUTHORITY](#) FOR THE PROGRAM

All children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. This includes recently arrived unaccompanied children, who are in immigration proceedings while residing in local communities with a parent, family member, or other appropriate adult sponsor.

The EL Program supports the Department's mission to provide standards-based education through supplementary instructional and acculturation activities. Services provided through the EL Program implement the requirements of Title VI of the Civil Rights Act of 1964 and its regulations, and the Equal Educational Opportunities Act (EEOA) of 1974. With regard to students with limited English proficiency, Title VI and its regulations require that students are able to participate in, or benefit from, regular or special education instructional programs. Services to EL Program students and Immigrant Children and Youth also implement the requirements of Title III of the Elementary and Secondary Education Act (Title III). Title III requires EL Program students attain English proficiency, and meet the same challenging academic standards all students are expected to meet.

Read more here for additional information on the [Statutory Basis for the Education of ELs](#).

Support for Standards

The Hawaiʻi State Board of Education (BOE) passed two historic policies: [the Seal of Biliteracy](#)(2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). The foundation for these policies was a re-imagining of how we approach working with linguistically and culturally diverse learners from a deficit-based to an asset-based perspective. Importantly, Board of Education policies recognize that, in any educational context, the value of an additional language does not end with the student.

Our state's commitment and focus on ELs and multilingualism is incorporated in three state systemic and

strategic documents: The BOE-DOE strategic plan (2017-2020), the Governor's Blueprint, and the BOE-approved ESSA plan. In addition, the DOE-BOE strategic plan calls for increased recruitment of TESOL licensed teachers, and additional professional development on inclusive practices for all teachers.

EL Program Mission: English Learners (ELs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

EL Program Goals:
The EL Program strives to:
1. Provide meaningful access to educational opportunities and academic content by providing services that assist students with developing English language proficiency.
2. Support students in attaining the same State academic content and student achievement standards expected for all students.
3. Ensure students graduate with the language, knowledge and skills to pursue postsecondary education and careers.
4. Develop an understanding of and appreciation for diverse cultures.
5. Engage parents and families in the education of their children.

The ultimate goal of the EL program is to assist all children in achieving high standards and to help them graduate, be college and career ready, and contributing members of society.
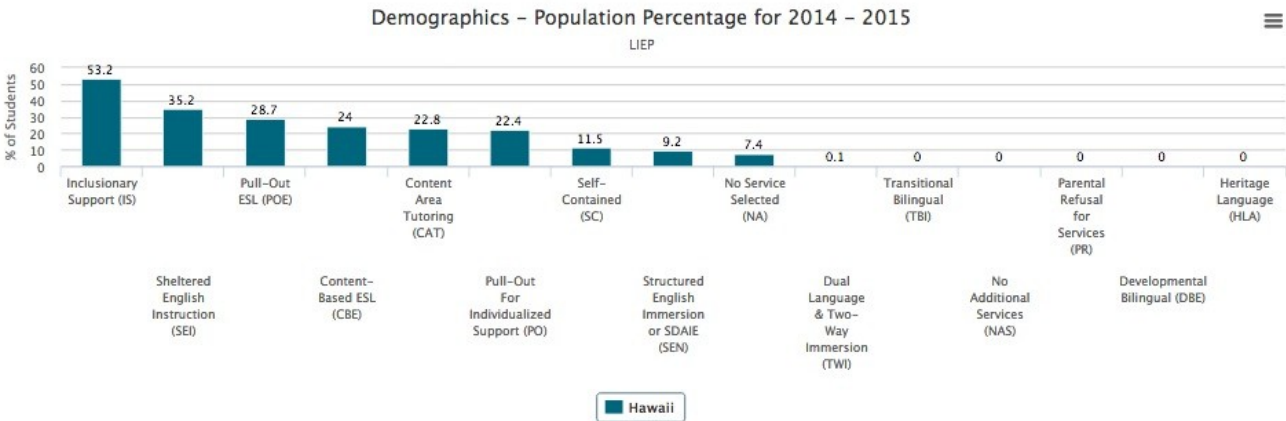
EL Program Types and Descriptions
The table below highlights HIDOE's reliance on ESL and English-only types over bilingual or multilingual program models despite our students' diversity and multitude of language backgrounds.

Instructional Materials (https://www.wceps.org/widaprimev2/instructionalMaterials/primev1/)
The WIDA Prime site provides examples of Second Language Acquisition resources that detail if and how they are aligned to the WIDA Standards adopted by the HIDOE. The HIDOE does not currently mandate particular English language development (ELD) materials are used, however, there is an assumption that schools are providing students with necessary resources, including instructional materials, purchased or developed by teachers, that will ensure students can access content (through state funds--Weighted Student Formula (WSF)). The HIDOE does encourage and recommend purchase and use of supplemental instructional ELD materials that are aligned to and support content curriculum. Therefore, for example, OCISS has provided funding for pilots in using the supplemental ELD Curricula of Springboard and Wonders designed to supplement the core curriculum for ELs, and provide both EL staff and content teachers with additional resources and strategies to ensure students will access the content and grade level standards. For newcomers (e.g., low level ELs) and/or some dual identified SPED-ELs schools likely need additional instructional resources and materials to build a sufficient English foundation for students to access school and their classes. Schools already receive additional funding through the WSF for resources, including staff and instructional materials. HIDOE is currently developing tools through the AAPI grant to be able to better understand what is used in schools. Based on questions asked, monitoring visits, and reviews of Comprehensive EL plans, it is believed that schools may not be dedicating sufficient resources (ELA materials and qualified staff) necessary to ensure students' access, and ultimately success (e.g., high school graduation).

EL Staffing Requirements
Analysis on state teacher qualifications (see tables below) indicates that Hawai'i appears to lack an adequate number of qualified, prepared, and certified educators to meet the needs of the existing EL population. This issue of lack of preparedness for EL educators is especially salient when examining new shifts to the field of EL education, including higher rigor in ACCESS for ELLs 2.0. HIDOE's Strategic Plan and ESSA plans speak to ensuring equity and excellence.

HIDOE has not mandated state requirements for teachers of ELs for a long time and has instead set "Hiring Priorities," as can be seen in the table *Hiring Priority for School Level EL Staff* below. The outcome of this practice can be seen in the actual number and types of teachers serving ELs as reported to the state annually, where priority #1 (i.e., a TESOL licensed teacher, or general education/content licensed teacher with an EL endorsement) is generally the exception, and not the norm.

The August 4, 2017 Memo issued by Barbara Krieg, Office of Human Resources Assistant Superintendent, titled ***Teacher and Paraprofessional Qualification Requirements Beginning School Year (SY) 2017-18*** stands to finally create an opportunity for equity to begin occurring, and to level the playing field for ELs. In alignment with the Every Student Succeeds Act (ESSA), under *Teacher Requirements, State Certification or Licensing Requirements* the memo states:

> ***Teachers are required to meet State Certification or Licensing requirements at the grade level and in the subject area in which the teacher has been assigned. This also expands***

the requirement for teachers of core subject areas to all teachers and all subjects.

This decision stands to finally ensure that HIDOE can be in compliance with Civil Rights regulations, legal precedence (e.g., Lau and Castaneda), and ESSA, and it is in alignment with what the HIDOE Strategic Plan's emphasis on equity and excellence.

Below are three tables and additional information outlining:
1. Historical hiring selection practice and hiring priorities in SY 2016-17.
2. Program EL Staff Hiring Priority Recommendations
3. HIDOE EL Staffing Summary Reported to OCISS and report as part of HIDOE Consolidated State Performance Report
4. Summary of HIDOE EL staffing in relation to school ELP progress outcomes for the top performing and lowest performing schools

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2016-17 Selection and Hiring of School-Level EL Program Staff (and past requirements)

The selection and hiring of applicants are been based on all of the following:
- academic and certification requirements as reviewed by the State, Complex area/district office of personnel services;
- completion/addition of a Hawaii teacher license in the area of Teaching English for Students of Other Languages, or a minimum of 12 university ELL course credits required for EL Program staff[1]; and
- Experience relevant to the position.

Priorities for hiring are:
1. Full time Hawaii Licensed Teacher[2] with a minimum Baccalaureate degree and license/endorsement in ESL
2. Full time Hawaii Licensed Teacher with English as a Second Language (ESL) training (minimum 12 ESL/bilingual/multicultural education credits for English language teacher and/or 6 credits in ESL/bilingual/ multicultural education for teachers in other core-content areas) and bilingual skills in at least one of the native languages spoken by students in the school's program
3. Part-time Temporary Teacher (PTT)* with a bachelor degree, ESL training, and bilingual skills in at least one of the native languages spoken by students in the school's program
4. Part-time Temporary Teacher (PTT)* with an associate degree, ESL training, and bilingual skills in at least one of the native languages spoken by students in the school's program
5. Part-time Temporary Teacher (PTT)* with an associate degree and ESL training
6. Part-time Temporary Teacher (PTT)* with an associate degree and receiving ESL training
7. Paraprofessional Teacher (PPT)* with an associate degree or 48 university/college credits
8. PTTs and PPTs must work under the direct supervision of a licensed teacher or administrator

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[1] Full-time, Half-time, PTT, PPTs and other instructional staff should all have or be working towards this requirement.

[2] See Hawaii Teacher Standards Board (HTSB) information on Hawaii licensing requirements and adding a field to an existing license: http://www.htsb.org/html/details/licensing/typesaddfield.html

(NCLB Title I)

Hiring Priority for School Level EL Program Recommendations for SY 2017-18		
Role	**Program Recommendation**	**History**
EL Teachers	TESOL License	Based on previous OCR agreements HIDOE once attempted to enforce a 12 credit requirement relating to Teaching English to Speakers of Other Languages (TESOL). There have been no consequences and no push to require TESOL license, until now with ESSA, where the expectation is for ALL teachers of subjects be required to be licensed in their field.
All teachers	Program recommends at least 6 TESOL related PD credits (GLAD, SIOP, and perhaps a few other courses), every 5 years (to coincide with relicensure)	6 Credit (soft requirement/recommendation, i.e., not enforced based on OCR investigations and voluntary resolution agreements
Part-time Temporary Teachers (PTT)	TESOL License, or under direct supervision of a TESOL licensed teacher, and ability to support students through one or more of the ELs first languages and English	12 credits, or working towards.

EL Staff in 2015-16 (Reported to Complex Areas)		
EL Population Categories	**Number**	**Notes**
Licensed TESOL	11*	*Self Reported figure. An OHR Report shows there are 166 TESOL licensed teachers on staff in schools, but they may not be actively teaching EL Program students, or part of EL Program Services. 11 teachers are also a subset of 271 EL Program staff on next line.
EL Program Staff	271	126 of these teachers have 12 or more ELL/Multicultural Education credits
Regular Ed Staff Designated Teachers of ELs (e.g., Sheltered Program)	172	75 of these teachers have 12 or more ELL/Multicultural Education Credits

ELL PTT (Class A)	285	Bachelor's Degree
ELL PTT (Class B)	103	Less than a B.A.
Other	117	ParaProfessional Teachers (PPT), Educational Assistants (EAs)
Total Bodies	948	

Bright Spot School EL Staff Characteristics

In an 2016-17 school year analysis of top ranked schools schools (7), where 80% or more of ELs made a minimum .5 overall composite proficiency level progress gain for three or more years of ACCESS for ELs data through 2015-16, AND where on average between 23 and 32% of the students exited, the following was found related to EL staff profiles:

- **Teachers**: Of the 7 schools 1 teacher reported they were licensed, 6 had at least one FTE certificated teacher (one w/ .5 FTE), and someone with at least 15 EL credits (range of 12-140 credits);
- **PTTs**: 4 of the 7 schools had staff who speak some of the EL students first language (often PTTs). PTTs either had ELL credits/PD and/or additional language skills

Support School EL Staff Characteristics

In an 2016-17 school year analysis of the lowest ranked schools schools (6), EL staff characteristics of these schools, where only 30% or less of the students made "sufficient" progress to likely exit in a timely manner (and previous years' results were not significantly better, AND only an average between 4.4% and 9% of the students exited, the following was found related to EL staff profiles:

- Two schools had one FTE teacher designated, but w/ no ELL credits, 1 had a .5 teacher with 6 credits, the other two had PTTs w/ no credits. 1 of these schools had PTTs who spoke some of the languages of the students. One school had NO EL Teacher for at least two years

| EL PROGRAM STATISTICS	
Descriptor	**Count**

Number of EL Students	From eCSSS:
	    2017-18: 12,684 in LDS as of 8/17/17*
	From AMAO Data:
	    2016-17: 13,637**
	    2015-16: 14,480
	    2014-15: 15,340
	    2013-14: 16,934
	    2012-13: 17,935
	    2011-12: 19,216
	    2010-11: 19,692
	    2009-10: 18,276
	
	*2017-18 (i.e., newcomers not yet accounted for--see also District and Complex Area breakdown below). Projecting to add another **2,692** students, or more, based on potential EL counts as of 8/17/2017.
	**See ACCESS scores table below for previous year counts of tested students (Counts may not match above exactly as not all students were ACCESS tested)

Number of Reclassified (Exited) Students from direct EL Program services	**2018-19: 961 English Learners (5.49% based on ACCESS 2.0 Scale)** **2017-18: 793 English Learners(4.98% based on ACCESS 2.0 Scale)** **2016-17: 357 English Learners (2.62% based on ACCESS 2.0 Scale)** ----- 2015-16: 3,467 (21.4% based on ACCESS 1.0 Scale) 2014-15: 3,289 2013-14: 3,437 2012-13: 3,750 2011-12: 4,188 2010-11: 3,036 (2015-16: XYZ (XYZ% on ACCESS 2.0 Scale))* *Students were actually exited on the ACCESS 1.0 scale but 2015-16 2.0 Scale is for 2016-17 Comparison purposes.
Long-Term ELs	**2016-17: 2182*** *See also table below for Complex Area breakdown
EL Student Count by Funding Category (2016-17)	**Non English Proficient** (NEP--ELP Levels 1-2): **6,144 ELs** **Limited English Proficient** (LEP-ELP Levels 3-4): **8,976 ELs** **Functionally English Proficient** (FEP-Levels 5-6): **3,182 ELs**
Total Number Of Students Benefited	**2016-17: 32,000+ (Active, Monitored, Former)**
School Data	**273 Schools with at least ONE EL tested** **19 Schools (including Charter) with ZERO ELs tested**
Staff Data:	**EL Staff: 1,332** (Includes Regular Teachers, EL Teachers, Part-time Temporary Teachers, Paraprofessionals, Educational Assistants, etc.): **Approximately 1,332 school personnel were trained using Title III funds in SY 2015-16.** - Classroom Teachers: 910 - EL Teachers: 236 - Principals: 7 - Other Admin: 15 - Other School Personnel: 163 --See table below on EL teachers staffing summary

Complex Area Preliminary 2017-18 EL Count

District	Complex-Area	Count	% of State
Central	Aiea-Moanalua-Radford	669	5.4%
	Leilehua-Mililani-Waialua	584	4.8%
	Central Total	**1253**	**10.2%**
Hawaii	Hilo-Waiakea	356	2.9%
	Honokaa-Kealakehe-Kohala-Konawaena	1016	8.3%
	Kau-Keaau-Pahoa	476	3.9%
	Hawaii Total	**1848**	**15.1%**
Honolulu	Farrington-Kalani-Kaiser	1973	16.1%
	Kaimuki-McKinley-Roosevelt	1982	16.1%
	Honolulu Total	**3955**	**32.2%**
Kauai	Kapaa-Kauai-Waimea	498	4.1%
	Kauai District	498	4.1%
Leeward	Campbell-Kapolei	702	5.7%
	Nanakuli-Waianae	405	3.3%
	Pearl City-Waipahu	1616	13.2%
	Leeward Total	**2723**	**22.2%**
Maui	Baldwin-Kekaulike-Maui	1219	9.9%
	Hana-Lahainaluna-Lanai-Molokai	492	4.0%
	Maui Total	**1711**	**13.9%**
Windward	Castle-Kahuku	169	1.4%
	Kailua-Kalaheo	121	1.0%
	Windward Total	**290**	**2.4%**

HIDOE Long-Term ELs Compared to WIDA Consortium

HIDOE has a higher percentage of Long-Term ELs than the WIDA consortium overall (38 Jurisdictions)

Demographics – Population Percentage for 2014 – 2015
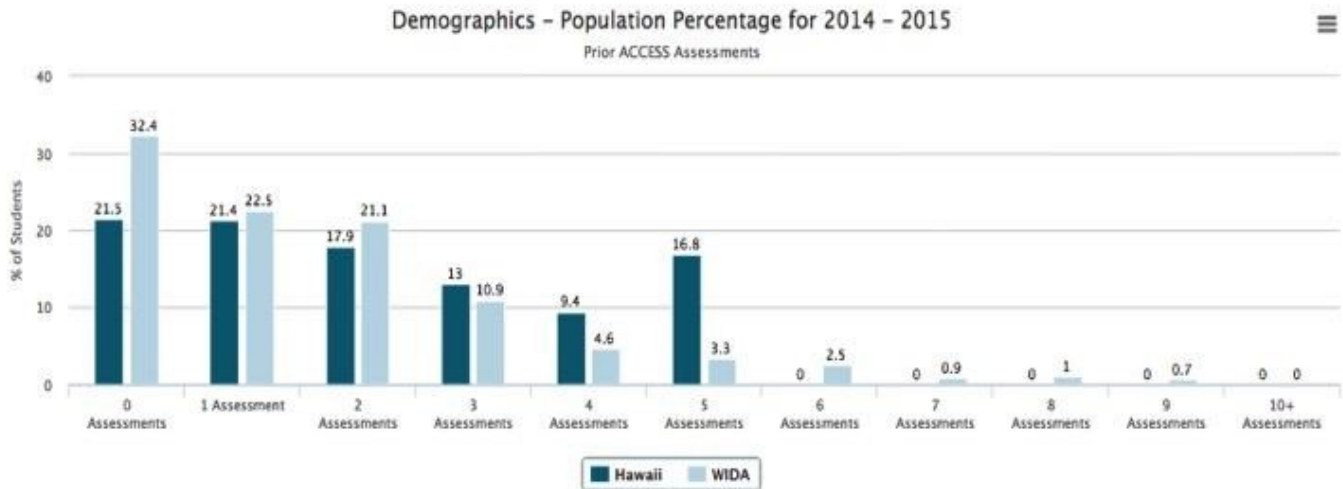
	2016-17 Complex Area Long-Term EL Count Compared to All ELs in State (Definition of ELLs is 5+ Years of EL Status, Spring 2017 Count)					

District	Complex-Area	LTEL Count	% of LTELS in State	% of LTELS in Complex Area	EL Count	% of EL Total Population
Central	Aiea-Moanalua-Radford	106	5.4%	14.2%	746	5.7%
	Leilehua-Mililani-Waialua	62	2.8%	9.6%	649	4.9%
Hawaii	Hilo-Waiakea	52	2.4%	14.1%	368	2.8%
	Honokaa-Kealakehe-Kohala-Konawaena	190	8.7%	17.7%	1072	8.1%
	Kau-Keaau-Pahoa	88	4.0%	17.4%	506	3.8%
Honolulu	Farrington-Kalani-Kaiser	425	19.5%	20.2%	2109	16.0%
	Kaimuki-McKinley-Roosevelt	318	14.6%	14.6%	2181	16.5%
Kauai	Kapaa-Kauai-Waimea	70	3.2%	13.1%	535	4.1%
Leeward	Campbell-Kapolei	107	4.9%	14.8%	722	5.5%
	Nanakuli-Waianae	133	6.1%	30.1%	442	3.4%
	Pearl City-Waipahu	218	10.0%	12.8%	1698	12.9%
Maui	Baldwin-Kekaulike-Maui	239	11.0%	18.5%	1291	9.8%
	Hana-Lahainaluna-Lanai-Molokai	116	5.3%	21.9%	530	4.0%
Windward	Castle-Kahuku	36	1.6%	19.5%	185	1.4%
	Kailua-Kalaheo	22	1.0%	15.2%	145	1.1%

Key

- Yellow are the number and percent of ELs in the Complex Area compared to the STATE, who were LTELS (5 or more years)
- Red are the percent of ELs in the COMPLEX AREA where there are the most LTELS
- Teal shows the number and percentage of ELs in the STATE at a given time

Blue total: 13179 (March 2017)

ACCESS for ELLs TESTING TOTALS								
Provided by WIDA								
ELL Students	2011-12 ACCESS 1.0	2012-13 ACCESS 1.0	2013-14 ACCESS 1.0	2014-15 ACCESS 1.0	2015-16 ACCESS 1.0 & ACCESS 2.0*	2016-17 ACCESS 2.0		
					Paper	Online	Paper	Mixed Mode
Kindergarten	2,257	2,551	2,456	1,612	2,006	0	1,891	0
Grades 1	4,138	3,947	3,947	3,982	1,501	1,269	585	10
Grades 2					1,922	997	487	2
Grades 3	4,642	3,865	3,777	3,647	1,763	1,157	560	4
Grades 4					962	608	275	0
Grades 5					881	480	220	0
Grades 6	4,211	3,684	2,985	2,559	746	615	143	0
Grades 7					801	636	100	1
Grades 8					778	617	117	0
Grades 9	4,090	3,676	3,477	3,174	1,133	729	289	0
Grades 10					697	436	169	0
Grades 11					478	351	103	0
Grades 12					405	275	101	0
Totals	19,338	17,723	16,642	14,974	14,072	8,170	5,040	17
ACCESS 2.0 ELLs Tested					14,072	13,227		
Alt Assessment Tested					168	206		
Braille Tests Ordered					-	2		
# of Districts who administered ACCESS 2.0					16	16		
# of Schools Administered ACCESS 2.0					274	271		

* 2015-16 ACCESS Scores are available on BOTH a 1.0 and 2.0 Scale. Exits in 2015-16 were based on 1.0 scale. To allow comparability going forward with ACCESS 2016-17 2.0 scores, adjusted ACCESS 2.0 2015-16 scores were pushed into eCSSS

and will be loaded into LDS.

| Most Frequently Reported Home Languages (ACCESS 2015-16 Data)			
Language	**Number of Students**	**Language**	**Number of Students**
English*	4,983	Chinese	635
Iloko (Ilokano)	1,787	Japanese	455
Chuukese	1,334	Samoan	332
Marshallese	1,283	Vietnamese	229
Tagalog	973	Pohnpeian	220
Spanish; Castilian	650	Other** (**Approximate count and includes 50 other languages)	1359

*English is the most common Home language reported, however, for every one of the 4,983 students whose home language is English, there is also either a first or most used language that is not English.

EL Population Categories	**Number of Complex Areas***	**Percentage of Total**
Complex Areas with 1-9 ELs	0	0%
Complex Areas with 10-99 ELs	0	0%
Complex Areas with 100-499 ELs	5	31%
Complex Areas with 500+ ELs	11	68%

**Charter Schools are considered their own entity, hence 16 units ("Complex Areas").

EL Graduation Rates:

HIDOE Graduation Rates of All Students Compared to ELL Status Categories
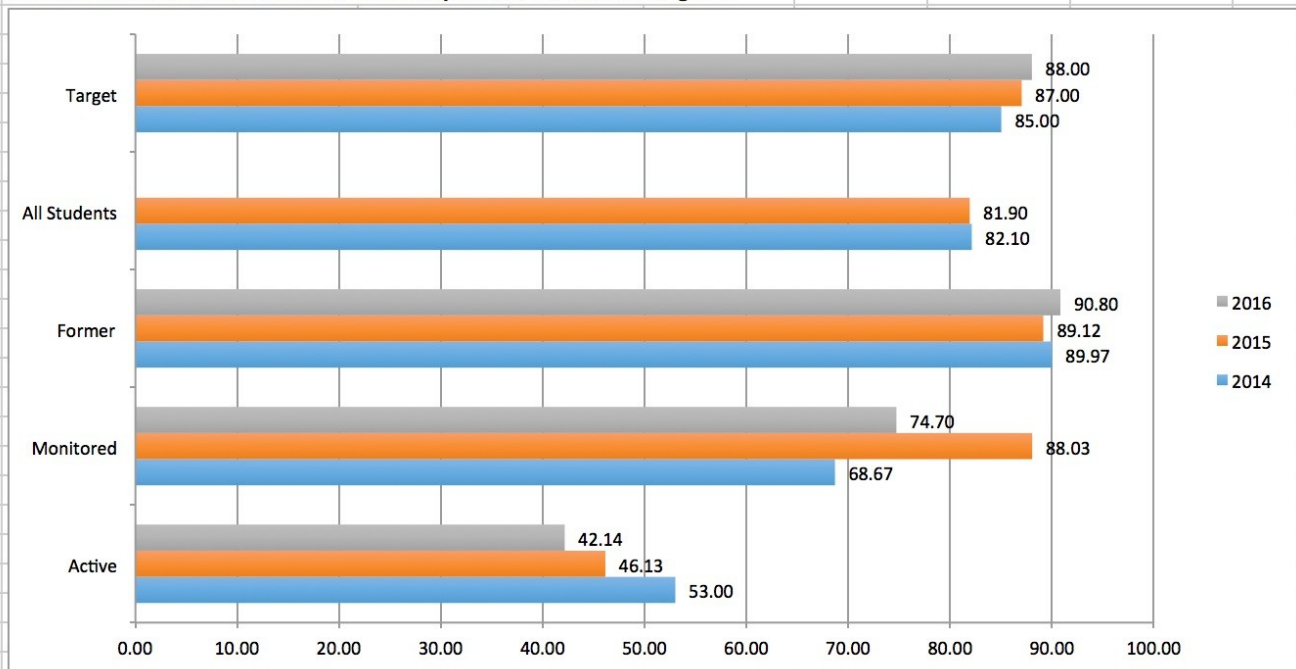
*"Active" status data don't match Strive HI exactly due to different data extract procedures.

**2016 "ALL Students" has not undergone appeals and is not yet available.

EL Graduates by Category

EL Status	2013-14	2014-15	2015-16
Active	541	594	649
Monitor	249	468	332
Former	2010	1783	1885
TOTAL	991	2845	2866

EL Graduates by Category

EL Student Status	2015-16 Count	Graduates #	2014-15 Count	Graduates #	2013-14 Count	Graduates #
Former	2010	1825	1783	1589	1885	1696
Monitored	249	186	468	412	332	228

Active	541	228	594	274	649	344

PROGRAM IMPACT

The HIDOE schools EL programs have exited 22,000+ students in the last five years, and have done so with limited full-time staffing and resources…

With more support and based on research EL Programs are proven to….

Schools who have had some measure of success have included:
1. Licensed EL teacher(s)
2. Collective effort and focus on the needs of all learners, AND a focus on language development by all staff.
3. Some bilingual supports
4. Connected curriculum and students' language learning is also targeted.
5. Increased parent engagement
6. Increased community support and resources

There is a lot more that needs to be done…

An analysis of HI's EL Programming unveils a resounding need to improve various programmatic elements within EL education. Schools and complexes must exercise a multifaceted approach to building, sustaining, and adapting EL programs, namely in the priority areas of adequate staffing, intentional messaging, and appropriate expenditure of funds.

EL Program Needs

HIDOE has identified several areas of need to improve the development, implementation, and monitoring of the EL Program across districts and complexes. These areas of need include:
- Improved monitoring and accountability
  - Improved EL Program monitoring process (desk reviews, on-site)
  - Improved EL Program descriptions
  - Development and implementation of monitoring Title III expenditure
  - Improved guidance on Title III expenditure
- Focus on school-wide responsibility for the teaching of ELs
  - Student voice- implement framework for ELs to feel valued and heard in every classroom
  - School design- include spaces for project-based and problem-based teaching (in content and ESL classrooms)
  - Teacher collaboration- opportunities for shared professional development, structured collaboration time, debrief and reflecting on lessons, shared resources
  - Inclusive practices to ensure all educators are promoting language development for ELs/FELs
  - Whole child and social emotional learning- ensuring staff is equipped to meet the social

   emotional needs of ELs (i.e. counselors, psychologists, etc.)
- Adequate program support
    - Educator Quality/Preparedness
        - Qualified TESOL-licensed teachers
        - Core/content teacher requirements/expectations
        - Defining role of PTTs
    - Curricular decisions
        - Funding/expenditure and use of ELD Curricular Materials
        - Technology/web-based and/or computer-based instructional software/hardware
    - Targeted English Language Development (ELD) professional development for all teachers
- Community engagement
    - Supports and resources to aid EL and immigrant families
    - Approaches to achieve asset-based educational reform for ELs
        - Professional development
- Build Capacity within Early Childhood and improve training opportunities for early childhood educators to set foundation for Dual Language Learners, and to promote multicultural education from Pre-K to higher ed
- Increased collaboration with OCISS offices
    - Special Ed
    - ELA, Math, Science, SS
    - World Languages
    - Homeless
    - Migrant
    - Foster
- Increase collaboration with HIDOE offices
    - Title I
    - OCR
    - Early childhood
    - OHR
    - Higher Education
    - Assessment

By restructuring specific components in these priority areas of need, HIDOE can provide an EL Program framework that will aid schools in employing programs and practices that reflect Hawaii's strategic plan goals of student success, staff success, and successful systems of support. Furthermore, key revisions to guidance in conjunction with strategic collaboration with various OCISS and DOE departments will allow for a more comprehensive, district-wide approach to educating ELs that embed HI's four initiatives and PLNs: well-rounded education, whole child and social emotional learning, inclusive practices, and transitions.

These systemic changes grounded in the aforementioned areas of need must include strategic, long-term, planning, sustainable staffing, and intrinsic support from stakeholders in order to instill a cohesive trajectory for ELs. Rethinking and redesigning EL education in Hawai'i will require educators and administrators to endure in a multi-year, collaborative process, so it is imperative for all state and local stakeholders to be engaged in the process and to collaborate in ways to ultimately build statewide capacity for teaching ELs.

Long Term Goals
- Adequate EL Program Staffing--Teacher qualifications--There is a direct correlation between educator effectiveness and educator preparedness, therefore preparing all teachers to meet the needs of ELs, as supported by provisions in ESSA, must be at the forefront to create bandwidth for EL education and instill long-term, high-impact change in instruction. Schools employ at least one licensed TESOL teacher <u>AND</u> content teachers (one per grade level) have at least 6 credits in TESOL (or related field). Ultimate goal would be to ensure one licensed ESL teacher and at least one dual-TESOL licensed/certified content teacher at each grade level.
- Increased collaboration and shared responsibility for the teaching of ELs- state, complex, school level- where EL is integrated into all statewide, complex-wide, and school-wide processes (i.e. test development, Special Education meetings, curriculum development)
- Clearer EL program definitions- To clarify EL programing for schools to: a) create organic transitions between secondary schools and their feeder schools; b) identify areas of need to inform professional development decisions; c) to ensure proper staffing and curriculum is being implemented in schools. If schools are struggling to close gaps and have demonstrated persistent achievement gaps, and have not changed or improved their program and/or staffing, leadership must require improved implementation of evidence based practices.
- Comprehensive EL monitoring system, aligned with other HIDOE monitoring systems to ensure a comprehensive and cohesive process with full EL integration
- Early childhood integration- focus on building EL educator capacity from the foundational levels, setting the stage for EL and L1 development

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CURRENT PROGRAM PROCEDURES and Additional Program Information

EL Identification (program entry) information (on eCSSS)

EL Program Placement Assessment:

- WIDA ACCESS Placement Test (W-APT):   Kindergarteners and Grade 1 students in the first semester who are potential English Learners will be given the W-APT as the initial assessment to determine EL program eligibility.

- WIDA Screener: Grade 1 through Grade 12 students who are potential English Learners will be given the WIDA Screener (available on paper and online) is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. It is utilized to determine potential English Learner (EL) eligibility for support services.

EL Program - Entrance and Exit Criteria:
- EL eligibility is dependent on the potential EL student's grade and test taken per May 4, 2017 Memo, ***School Year (SY) 2017-18 WIDA Screener Assessment of English Language Proficiency (ELP) & ELL Program Eligibility***, Attachment B.
- Once identified, ELs exit based on meeting an overall composite score of **5.0** on the **annual ACCESS for ELLs 2.0 assessment.**

Hawaii - WIDA Research Collaborative

- **Intent:**
    1. Develop a sustainable, cohesive, research collaborative that leverages local researcher capacity to address needs of Hawaii's ELs
    2. Collaboratively develop a statement of research priorities and high-level research questions to guide future work
- In SY 2016-2017, EL Complex Area Resource Teachers throughout Hawaii were brought together and asked to generate a number of questions related to language development, instructional programs, academic achievement, and other topic areas in order to better serve their EL student population. The full list of questions and their association with the six objectives found in the newly-awarded Asian-American and Pacific Islander (AAPI) OELA grant are here.
- To broaden input on generating questions about best serving ELs, a research collaborative of HIDOE and interested university faculty was formed. The Hawaii Research Collaborative was created to establish a sustainable, cohesive research group that leverages state-based research capacity to address the needs of Hawaii's English language learners (ELs). The purpose of this group is to collectively develop a research plan that identifies broad research priorities and, within each research priority, identify two to three high-level research questions to guide future work.
- With input from the members of the Hawaii Research Collaborative, the highest-priority questions identified by the Complex Area Resource Teachers/ Complex Area teams were categorized into three broad areas :

    1. Research on Best Practices (Strategy and Program Literature Review),
    2. Program Evaluation, and
    3. Researching Instructional Strategies and Efficacy.

- Within each topic area, research questions and corresponding preparatory activities and research projects have been identified. While the original generated research questions generated by the Complex Area Resource Teachers were preserved within each priority area, in some cases, the research questions were edited for clarification.

[OCDE Project GLAD®](#) Initial Training and Follow-Up Training

- Currently, there are 6 Tier III OCDE Project GLAD® Agency Trainers in the state of Hawai'i (3 on Big Island and 3 on O'ahu). There are 12 Tier II Trainers-in-Training on Maui.

* Teacher Leader Designation

- Alignment of the Project GLAD® Trainer-In-Training Process to the Teacher Leader Standards

* Tier II Training

- Selected Trainers In-Training must attend Tier II training with the National Training Center (NTC)
- Create and submit unit materials for feedback and evaluation
- Engage in collaborative coaching cycles and reflection
- Facilitate a 2 day and 4 day training with students and adult learners with a certifying evaluator providing feedback.
- Facilitate Tier I Initial Training (6 days) one - two times per school year.
- Support and facilitate Follow up and coaching support at the school and/or complex area level.

* School Site Leads

- Contribute to unit planning and sustaining the strategies at the school level

OCDE Project GLAD® Initial Training and Follow-Up Training Opportunities:

- Project GLAD® - Initial Training
- Project GLAD® Year 1 Follow Up - Grades PreK-2, or Grades 3-5
- Project GLAD® Year 2 Follow Up - Grades PreK-2, or Grades 3-5
- Project GLAD® Webinar Follow Up (can be customized)
- Project GLAD® Targeted Learning Cycle Series

[Other EL Professional Development](#):

- **WestEd**®: WestEd Functional Writing for ELLs
- **Pearson**®: SIOP -Training for Teachers,Training for Administrators, Coaching & Implementation, Inter-rater Reliability, Mathematics Component Enrichment, Pearson Math for ELs
- **Thinking Maps®**: Thinking Maps® Path to Proficiency for English Language Learner
- **Jane Hill**: Classroom Instruction that Works with ELLs
- **WIDA**®: Introduction to the ELD Framework, Purposeful Lesson Planning for Language Learners, Cultivating Practices, WIDA Leading Schools for EL achievement (Admin), Engaging ELLs in Science
- **Imagine Learning Literacy**® **(ILL)**: Imagine Learning and Literacy/WIDA PD Opportunities, Advanced Curriculum Training, e.g., Serving ELLs with Imagine Learning, Premier Professional Development Opportunities (PPD) (e.g., How to Build a Successful Dual Language Program)**Pacific Resources for Education and Learning** ®**(PREL)**: Culturally Responsive Sheltered Instruction
- **Instruction for Center for Applied Linguistics**® **(CAL)**: ELLs "What's Different About Teaching Reading to ELLs?"

- **Kapiolani Community College, Shawn Ford and Cary Torres:** Reading for the CCSS for ELLs, Writing for the CCSS for ELLs, Language and ELLs, Applied Theory Workshops for PTT/PPT/EAs, Language Skills Workshops for PTT/PPT/Eas
- **AVID For ELLs** ®- English Learner Mathematics and English Learner Science Training
- **Associates in Learning & Leadership**®: Mathematics for English Learners

Collaboration within OCISS programs:
- **Math:** Academic Language Series-Math webinar (WIDA), [Ramp Up To Algebra](Pearson), [Imagine Math], [AIMS4Cubed Math Training]
- **ELA:** Academic Language Series-Language Arts webinar (WIDA), Wonders ELD and Springboard ELD curriculum, Student Achievement Partners Wonders workshop (9/5/17-9/6/17) with focus on English Learners
- **Science:** Academic Language Series-Science webinar (WIDA), "Strengthening Reasoning, Strengthening Language through Collaborative Discourse in Science and Math" WIDA Research shared with Science Leads-March 2017
- **Social Studies:** Academic Language Series-Social Studies webinar (WIDA)
- **Art:** Arts Integration PD
- **SPED:** OCDE Project GLAD® Initial Training

EL-Related Policies (105-14 and 105-15)
- [Multilingualism for Equitable Education](Policy 105-14)
- [Seal of Biliteracy] (Policy 105-15)

OTHER RELATED INFORMATION (Needs additional information, some of below is impetus for Fact Sheet and information above)

- Focus on instruction
- Continued targeted ELD professional development
- Inclusive practices and Ensure that Teachers are responsible for Literacy and Language development of ALL learners
- Schools and classrooms: Qualified TESOL Licensed EL teachers - Building capacity of teachers, not PTTs (there still can be a role for PTTs)
- Adequate program support (positions and curriculum funding)

Monitoring and Accountability:

Focus on instruction:

State, Complex area, School:
- Adequate program support (positions and $)
- Community engagement