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Interim State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Jack R. Smith, Ph.D.  
**DATE:** May 24, 2016  
**SUBJECT:** English Learners Update

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**PURPOSE:**

The purpose of this agenda item is to provide information and an update about the Maryland English Learners (EL) Task Force.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

In May 2015, the Task Force on English Learners was created as a conduit for conversation and action in the state around the challenges and opportunities surrounding the growing number of ELs in Maryland. Specifically, the Task Force was asked to address:

- Existing data and what additional data is needed;
- Research-based and evidence-based promising practices;
- Accountability systems;
- Teacher preparation and professional development; and
- Family and community engagement

The Task Force was chaired by Heather Lageman, Director of Curriculum, and included representatives from nine districts, five institutions of higher education, the United States Department of Education, Maryland Parent Teacher Association, state and local legislators, and business and community organizations.

The Task Force discussed deliverables and established seven subcommittees to address their focus areas:

- 1: Second Language Acquisition Knowledge for All Educators
- 2: Basic Toolkit for School Counselors/Teachers/Schools/Districts
- 3: Certification/Professional Learning
- 4: Dual Language
- 5: Parent Involvement
- 6: Social Emotional & Trauma Informed Supports
- 7: Dual Language Learners in Early Learning Programs

Each committee developed recommendations for the entire Task Force to consider. The Task Force met as a whole in May 2015, July 2015, August 2015, September 2015, December 2015, February 2016, March 2016, and April 2016.

Preferable to a report, the EL Task Force developed an electronic repository that includes its findings, recommendations, and resources, as well as information about successful practices and programs in the state. Part of the work of the Task Force was to seek input from a wide variety of stakeholders.

The Subcommittees summarized their findings to date as follows:

<b>Subcommittee:</b>	<b>Recommendation(s):</b>	<b>Progress:</b>	<b>Next Steps:</b>
1: Second Language (L2) Acquisition Knowledge for All Educators	-Develop professional learning for all that includes research and L2 acquisition theory context	-EL representatives in committees developing required reading courses	-Coordinate with Certification/ Professional Learning committee
2: Basic Toolkit for School Counselors/Teachers/Schools/Districts	-Create a digital toolkit to inform Local Education Agencies (LEAs) about the specific needs of ELs and their families. Will include resources, links, and professional development suggestions	-Created outline for what the toolkit should contain and who needs what information -Reviewed Every Student Succeeds Acts (ESSA) guidelines for stakeholder priorities	-Include student services and English for Speakers of Other Languages (ESOL) supervisors -Identify more resources/ studies
3: Certification/ Professional Learning	-Require a stand-alone Teachers of English to Speakers of Other Languages (TESOL) specific course for all pre-service educators and all educators renewing certification	-Draft of Guidelines for Higher Education teacher preparation -Created guidelines that include knowledge and competencies that each Maryland State certified teacher should have	-Refine the knowledge and competency recommendations – specific focus on cultural competency -Develop criteria for the TESOL course
4: Dual Language	-Value, assess, and recognize heritage/native language (L1) use and improve access to L1 supports	-2016 Pilot of L1 supports in Spanish for Social Studies Bridge Project and PARCC Mathematics -Advocacy for the Seal of Biliteracy	-Action plan for increased dual language programs in Maryland

<b>Subcommittee:</b>	<b>Recommendation(s):</b>	<b>Progress:</b>	<b>Next Steps:</b>
5: Parent Involvement	-Maryland's PreK-12 Family Engagement Framework's five core principles should be used as anchors to support families and guardians of ELs	-Compiled a list of EL family engagement promising practices -Disseminated the Framework to all LEAs	-Develop trainings around the five core principles of the Framework for educators to work with EL families -Develop a plan to continue the work
6: Social Emotional & Trauma-Informed Supports	-Systemic professional development for administrators, counselors, nurses, and teachers to help them to both understand and address the social emotional (SE) needs of ELs. -Create a toolkit with available resources	-Districts have started training (Cultura Cura, El Joven Noble, Cara y Corazon, Spirit, Mid-Atlantic Equity Consortium) -Family reunification training -Electronic folder of resources	-Develop clear outcomes/objectives for trainings -Continue to select and review resources for toolkit -Identify states with SE standards/policies
7: Dual Language Learners in Early Learning Programs	-Implement Universal PreK in order to increase enrollment of ELs in PreK programs -Increase availability of dual language programs in public schools	-Educators and leaders in Maryland and WIDA made recommendations for improving EL accessibility of the Kindergarten Readiness Assessment (KRA) items	-Refine KRA 2.0 items for better access by ELs -Implement new WIDA early learning assessment

At the first meeting of the EL Task Force, members overwhelmingly identified the need for multiple diploma pathways for recently arrived older high school ELs and those with interrupted education. Then the Maryland State Department of Education (MSDE) convened a small group of leaders from impacted LEAs as well as representations from the Department of Labor, Licensing and Regulation (DLLR) and the Assistant Attorney Generals' Office to study and discuss possible GED programs for selected ELs who would otherwise age out of PreK-12 programs before it would be possible to meet graduation requirements.

Current statutes and regulations require students to be withdrawn from school and meet age requirements in order to pursue a GED or National External Diploma. The GED Option program

allows students to remain enrolled in school and prepare to take the GED test. The four LEAs who participated in the EL diploma pathways discussion collaborated to propose a pilot program for 2016-17 for ELs with gaps in their education who meet identified age, English proficiency, and credit requirements. These LEAs have agreed to enter into a memorandum of understanding, establish testing centers, and collaborate with DLLR to develop courses and teacher professional development. Criteria for student selection include: student age, credits, ESOL level, number of years in the United States, and gaps in education/below grade level in native country.

### **EXECUTIVE SUMMARY:**

MSDE, LEAs, and stakeholder partners are committed to providing policies, programs, and technical assistance that will improve services and academic outcomes for ELs in the state. The work of the EL Task Force is ongoing, and its electronic repository will provide resources for stakeholders statewide. Through this growing network of passionate educators, leaders, service providers, and experts who are committed to better meeting the needs of ELs and their families and guardians, the state is leading the way in innovation and equity for all students. This innovative collaboration among researchers, practitioners, and policymakers is necessary to diminish the achievement gap by applying evidence-based practice at scale while creating new knowledge of promising practices. This Task Force's investment of time and talents has already resulted in exponential returns in how to foster creative approaches to student and educator support.

The 2016-17 GED Options pilot is proposed in four LEAs where selected ELs who do not have sufficient credits to graduate prior to age 21 will have the opportunity to prepare for the GED. Next steps will include reporting on the pilot and exploration of statutory and regulatory changes as well as accountability options with ESSA.

### **ACTION:**

For information only.

### **ADDITIONAL RESOURCES:**

Baltimore Sun's Unsettled Journeys Series by Liz Bowie:

- Part I: Torn Between Two Worlds <http://data.baltimoresun.com/news/unsettled-journeys/part-1/>
- Part II: Central American teens who landed in Baltimore find legal limbo and heartbreak <http://www.baltimoresun.com/news/maryland/investigations/bal-unsettled-journeys-part-two-story.html>
- Part III: Going back to the basics as immigrant students struggle to learn the language <http://www.baltimoresun.com/news/maryland/investigations/bal-unsettled-journeys-part-three-story.html>

### **ATTACHMENT:**

International High School at Langley Park (IHSLP) – School Visitors' Packet



## SCHOOL MISSION, VISION AND VALUES

### MISSION

The International High School at Langley Park (IHS-LP) is a community school that serves English Language Learners through a competencies-based approach. Our mission is to academically and emotionally prepare a learning community that is able to undertake the daily challenges common to the human experience through collaboration, critical thinking, and experiential learning opportunities. Our scholars acquire language proficiency and integrate technology in order to attain the skills necessary to succeed in high school, college, and in careers of their choice.

### VISION

Students at IHS-LP will master key competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Community members will facilitate whole-student development that empowers students to navigate their communities, advocate for their personal growth, and succeed in a diverse and evolving global society.

### SCHOOL VALUES

We seek to ensure that all of our stakeholders are:

- ***Empowered:*** IHS-LP community members actively engage in acquiring knowledge, even in the face of adversity. Community members understand how they learn best and what triggers their intrinsic motivation. We are resilient, motivated, and empowered to create our own destinies.
- ***Collaborative:*** IHS-LP community members work well with others to accomplish shared goals. They impact the community by demonstrating their awareness of global issues, valuing diversity, and possessing skills to understand, cooperate, and empathize with others.
- ***Critical Thinkers:*** IHS-LP community members are lifelong learners. They are independent thinkers who strive to understand fully the complex issues they face in our school community and beyond.



## INSTRUCTIONAL APPROACH

### INTERNATIONALS MODEL

Our school is a member of the nationally recognized Internationals Network for Public Schools. We utilize the Internationals' pedagogical approach to educating English language learners:

- **Heterogeneity and collaboration:** schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- **Experiential learning:** expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- **Language and content integration:** strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- **Localized autonomy and responsibility:** linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- **One learning model for all:** every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

### THE INTERNATIONALS NETWORK

- First school founded in 1985

- 22 schools/academies
- 5 states
- IHS Langley Park founded August 2015





## **SKILLS-BASED SYSTEM**

At IHSLP we are using a skills-based system. This type of system is new to Prince George's County, but has been used in schools throughout the country. Many schools refer to this type of system as a standards-based or competency-based scoring system.

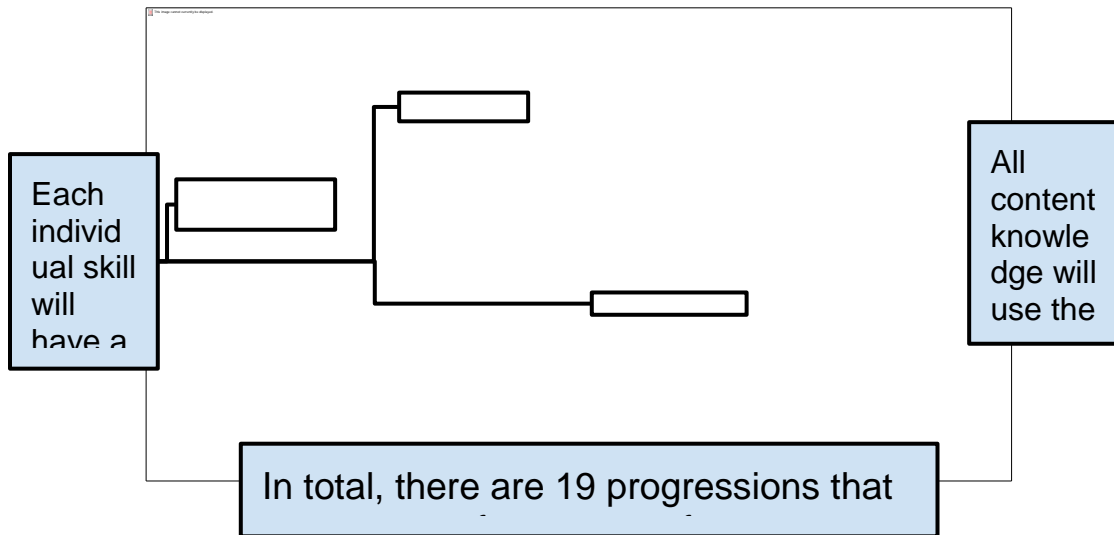
**Definition of a Skills-Based System: A framework of learning targets that students should master before leaving high school.**

In a traditional school, students are grouped based on their age, and progress one grade level each year. In our system, students are grouped in heterogeneous classrooms, are asked to collaborate, and are encouraged to progress at their own pace. The skills-based system allows us to encourage students work together around common goals while still individualizing the instruction and feedback for each student. This skills-based framework informs how we teach students, how we assess students, and how we ask students to reflect on their own learning.

## **LEARNING TARGETS**

In a traditional school, we give students grades for courses such as math, science, and physical education. In our school, we want to capture more holistic data about how a child is doing. We therefore have created four primary sets of skills with sub-skills under each heading. (See Figure 1.)

**Figure 1**



## **PROGRESSIONS AND NUMBER SCALES**

Each of the 19 skills in our system has its own matching “progression.” A learning progression is a document, or a scoring guide, that explains what sample student work looks like at various levels. All student work will be scored using the progression.

Our goal as educators is to identify where each student is on the progression and identify the next step in moving them forward towards the end-goal. Each progression has five levels which are categorized using the following system.

- 1- Basic Knowledge
- 2- Detailed Knowledge
- 3- Early High School
- 4- Late High School
- 5- College and Beyond

## **SAMPLE PROGRESSIONS**





**International High School  
at Langley Park**

				Beginning	Developing	High School	High School	College
Skill	Question	Vocabulary	Sentence Starters	1	2	3	4	5
Lang-Write	How can I write?	topic sentence, thesis statement, evidence, analysis, conclusion, introduction, body paragraphs	In the beginning of the story... The characters in the story...	I can write using simple sentences and sentence stems.	I can write using topic sentences, details, and concluding sentences.	I can write a clear introduction, conclusion, and body paragraphs. I can use evidence and explain that evidence in my writing.	I can use a variety of sentence structures to create interest. My writing builds from one sentence or paragraph to the next in a logical manner.	I can use my own voice. I can create an interesting written piece that is made specifically for my audience.
Lang-Speak/Discuss	How can I communicate verbally?	connection to previous topic, hook, call to action, restating of question	My topic is..., I think that..., I agree with..., The research and data show..., I disagree with..., This means that...	I can use sentence starters to speak. I can rephrase a question to help me respond.	I can use my own words and phrases to speak. I can build from one sentence to the next logically.	I can use examples or evidence to help me explain my ideas.	I can refute or build on what someone else says. I can create a verbal narrative or argument.	I can create an original verbal narrative or argument that captures my audience.

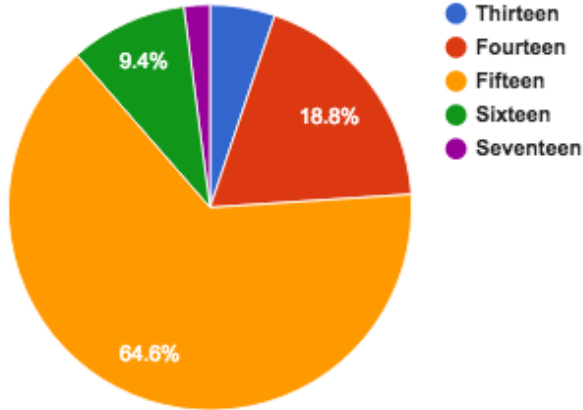
**SCHOOL DATA**

<b>Student Enrollment:</b>	95
<b>Grades:</b>	9
<b>Eligible for Free or Reduced Meals:</b>	96%
<b>English Language Learners:</b>	98%
<b>Redesignated ELLs:</b>	2%

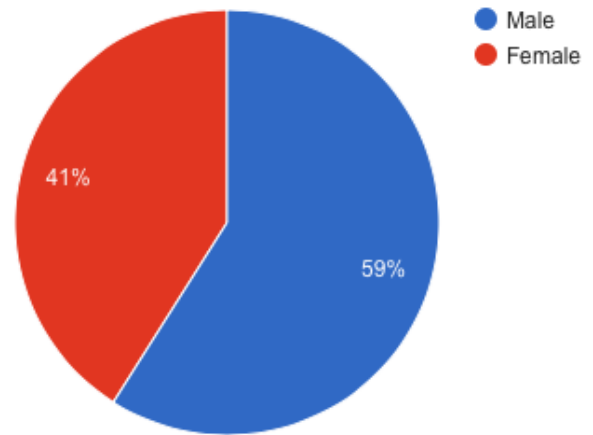


International High School  
at Langley Park

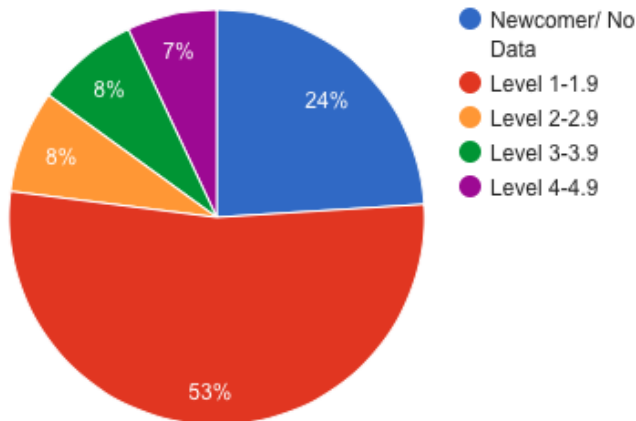
**Age**



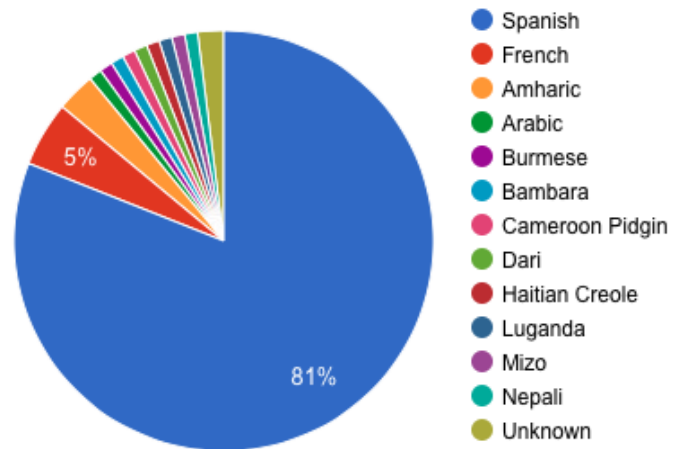
**IHSLP Gender Breakdown**



**IHSLP WIDA Access Levels**



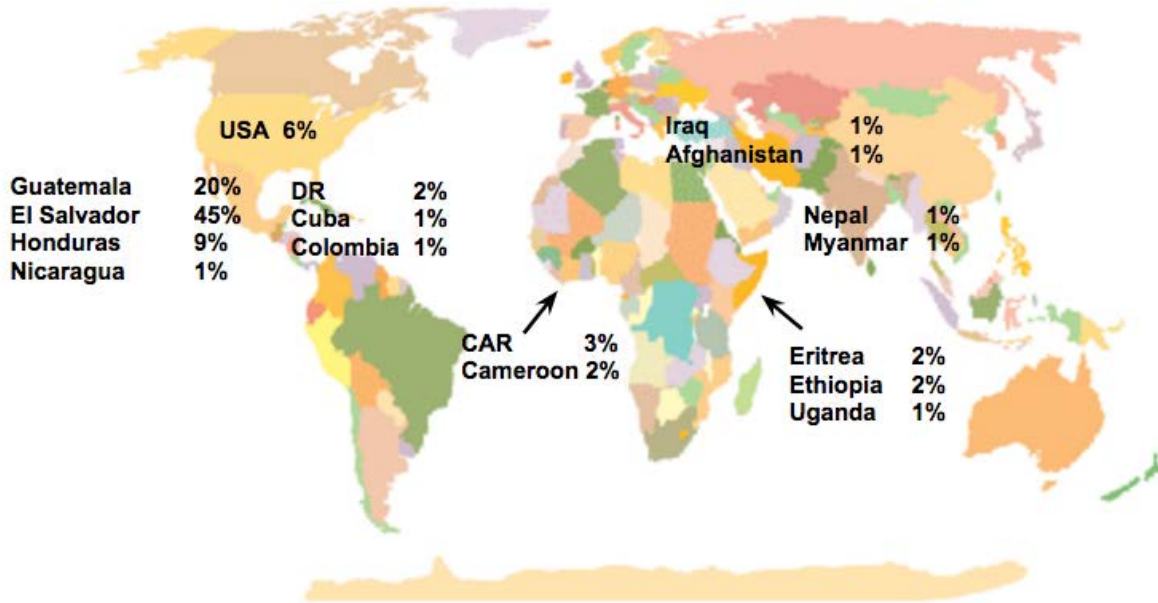
**IHSLP Languages Spoken at Home**



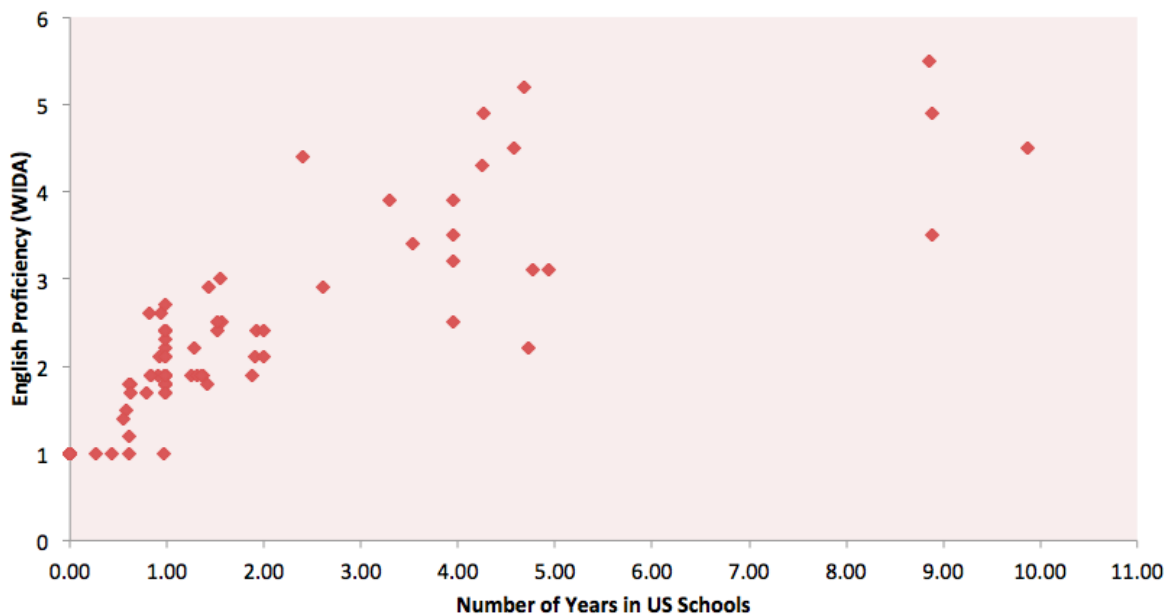
**SCHOOL DATA**



International High School  
at Langley Park



STUDENTS ENGLISH PROFICIENCY BY YEARS IN US SCHOOLS

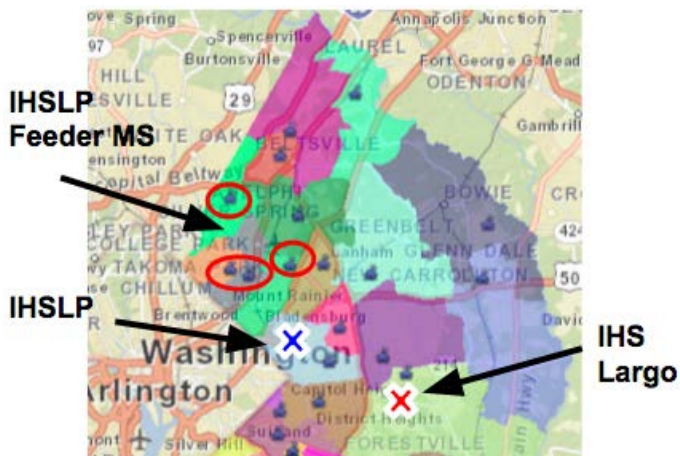


**FEEDER SCHOOLS**

EMPOWERMENT, COLLABORATION, CRITICAL THINKING ~ EMPODERAMIENTO, COLABORACIÓN, PENSAMIENTO CRÍTICO  
 AUTONOMISATION, COLLABORATION, PENSÉE CRITIQUE ~ EMPOWERMENT, PAKIKIPAGTULUNGAN, KRITIKAL-ISIP



International High School  
at Langley Park



- Buck Lodge Middle School
- Nicholas Orem Middle School
- Hyattsville Middle School
- William Wirt Middle School

**CURRENT PARTNERSHIPS & SUPPORTS**

<b>OVERLAPPING SUPPORTS</b>			
  <b>After school program, social work, tutoring</b>	<b>Wrap-around services, social justice club, school design</b> 	 <b>School design, teacher training, leadership support</b>	<b>School design, leadership support, competencies</b> 
 <b>Teacher training, translation</b>		 <b>SW Interns (Fall, 2016)</b>	
<b>Healthy eating, nutrition course, resource donation</b> 		<b>Tobacco Prevention Program</b> 	
 <b>Science teacher training, PBL experience (watershed)</b>		 <b>Resource donation</b>	
<b>ACADEMIC SUPPORTS</b>		<b>SOCIOEMOTIONAL SUPPORTS</b>	

EMPOWERMENT, COLLABORATION, CRITICAL THINKING ~ EMPODERAMIENTO, COLABORACIÓN, PENSAMIENTO CRÍTICO  
 AUTONOMISATION, COLLABORATION, PENSÉE CRITIQUE ~ EMPOWERMENT, PAKIKIPAGTULUNGAN, KRITIKAL-ISIP

# English Learners (EL) Update

Maryland State Board of Education

May 24, 2016

Heather Lageman, Director of Curriculum

Susan Spinnato, Director of Instructional Programs

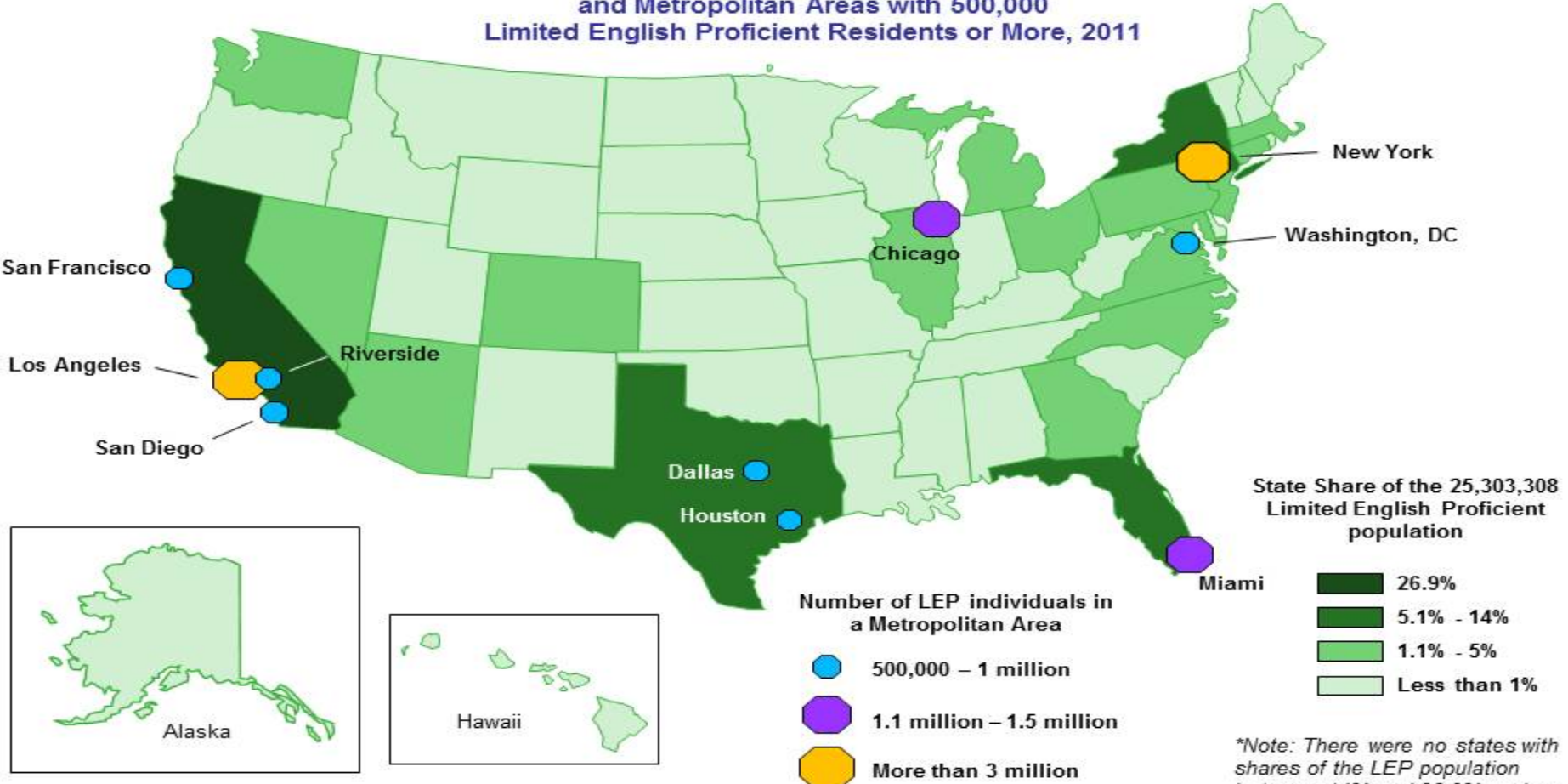
# EL Task Force

- History/Background Overview
- Data
- Subcommittees
- Highlights of Recommendations
- Resources/Best Practices in Maryland
- Next Steps

# National Data

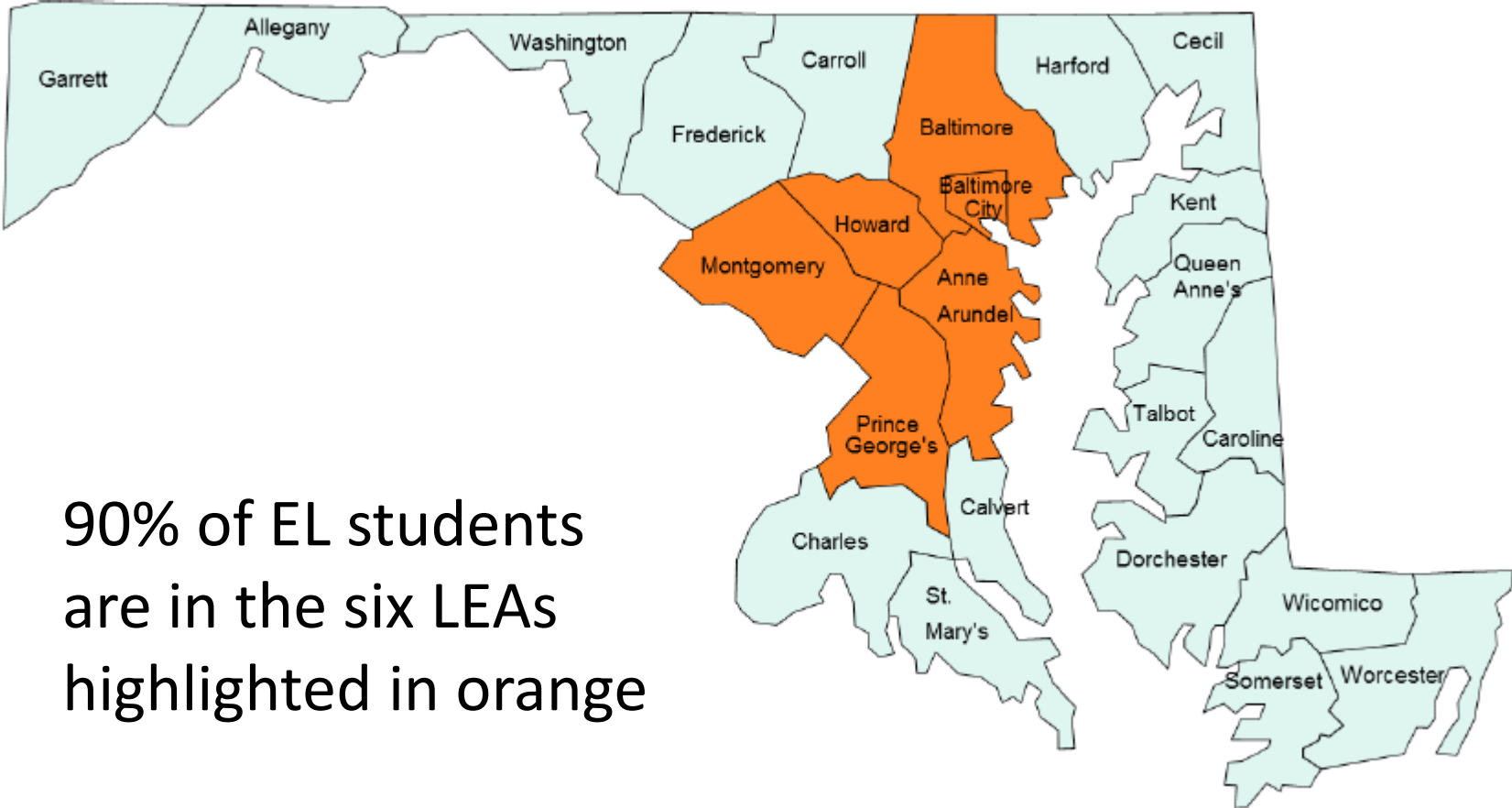


**State Shares of the Limited English Proficient Population in the United States and Metropolitan Areas with 500,000 Limited English Proficient Residents or More, 2011**



*\*Note: There were no states with shares of the LEP population between 14% and 26.9% and no metropolitan areas with LEP populations between 1.5 and 3 million.*

# Location of Maryland EL Students



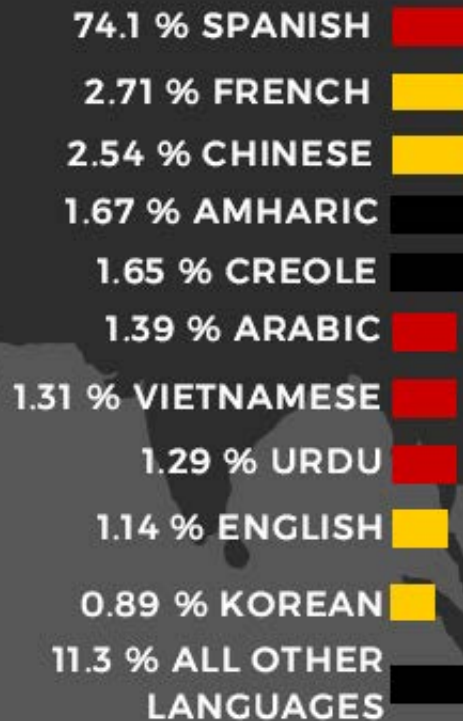
90% of EL students are in the six LEAs highlighted in orange



2015-2016



# Total Languages Spoken by Maryland English Learners: 182



# Top Five Countries of Origin:



62.6 % USA



11.6 % EL SALVADOR



4.0 % HONDURAS



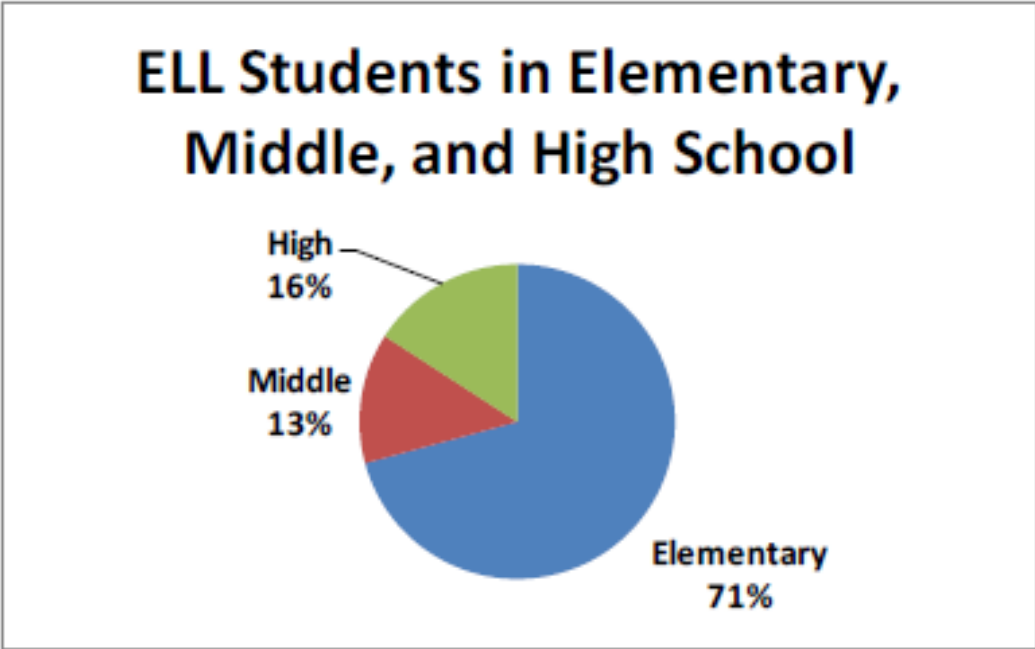
3.0 % GUATEMALA



1.27 % MEXICO

63,404 students

# Maryland EL Students by Grade



# Vision for the Task Force

The growing number of Maryland students who are English Learners (ELs) presents challenges and opportunities for our state. In May 2015, the Maryland State Department of Education (MSDE) convened an EL Task Force to study relevant research, practices, and policies that will improve services and academic outcomes for ELs. The activities and topics that the Task Force was asked to address included:

- Existing data and what additional data is needed;
- Research-based and evidence-based best practices;
- Accountability systems;
- Teacher preparation and professional development; and
- Family and community engagement.

# EL Task Force Subcommittees

- 1: Second Language Acquisition Knowledge for All Educators
- 2: Basic Toolkit for School Counselors/Teachers/Schools/Districts
- 3: Certification/Professional Learning
- 4: Dual Language
- 5: Parent Involvement
- 6: Social Emotional & Trauma Informed Supports
- 7: Dual Language Learners in Early Learning Programs

# Dual Language

## Recommendation

- Value, assess, and recognize heritage/native language (L1) use and improve access to L1 supports

## Research

- Cognitive benefits of bilingualism

## Progress so far

- 2016 Pilot of L1 supports in Spanish for Social Studies Bridge Project and PARCC Mathematics
- Advocacy for passage of the Seal of Biliteracy

## Next steps

- Action plan for increased dual language programs in MD

# Social Emotional & Trauma-Informed Supports

## Recommendation

- Systemic professional development for administrators, counselors, nurses, teachers on the social emotional (SE) needs of ELs.
- Create a toolkit with available resources

## Research

- Federal, state, district policies

## Progress so far

- Districts have started training (Cultura Cura, El Joven Noble, Cara y Corazon, Spirit, M-Atlantic Equity Consortium)
- Family reunification training
- Electronic folder of resources

## Next steps

- Develop clear outcomes/objectives for trainings
- Continue to select and review resources for toolkit
- Identify states with SE standards/policies

# Best Practices in Maryland

## □ Prince George's County

Carlos M. Beato

Founding Principal



## □ Baltimore City

Margot Harris

Chair of the English as  
a Second Language Department

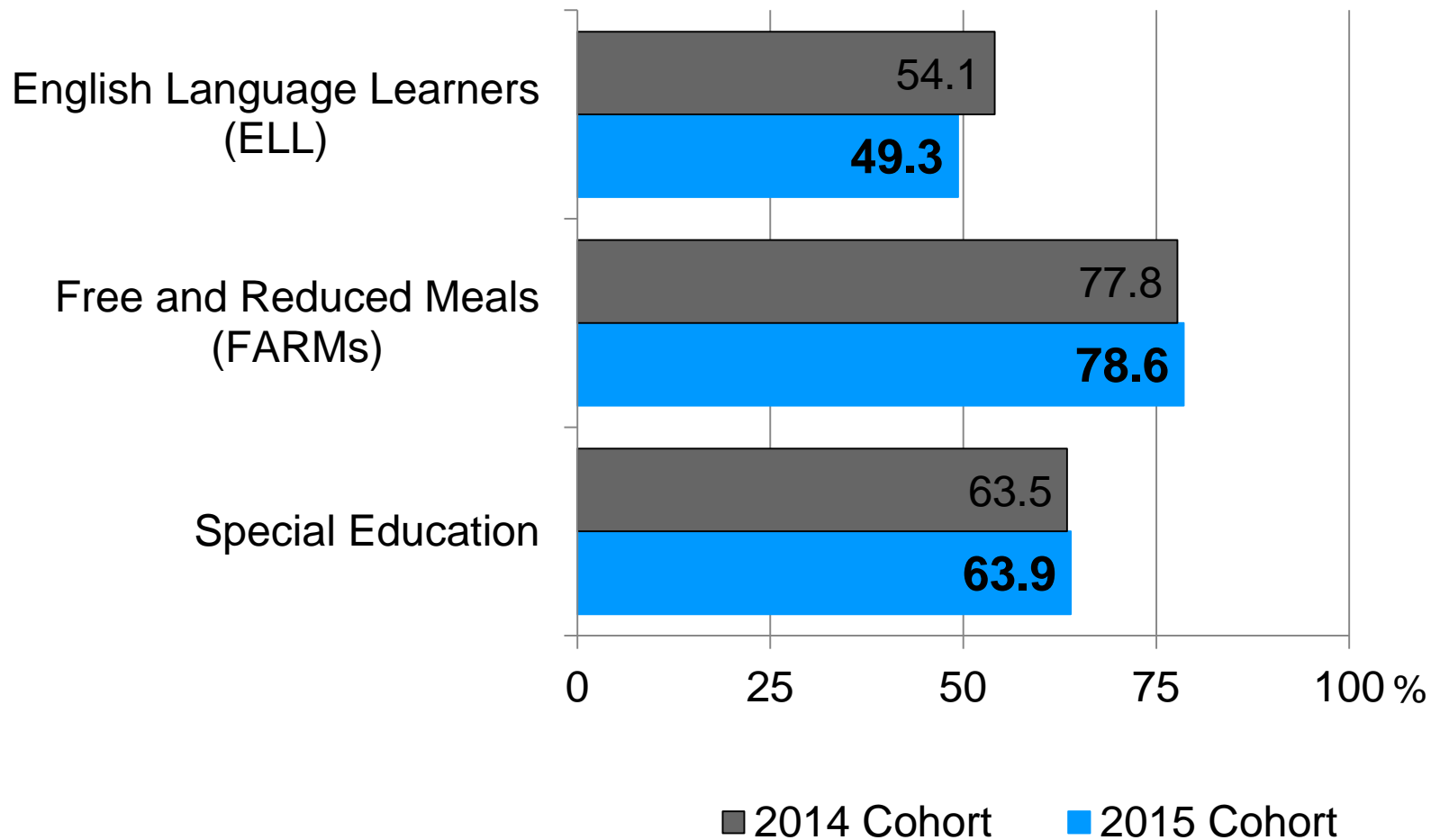




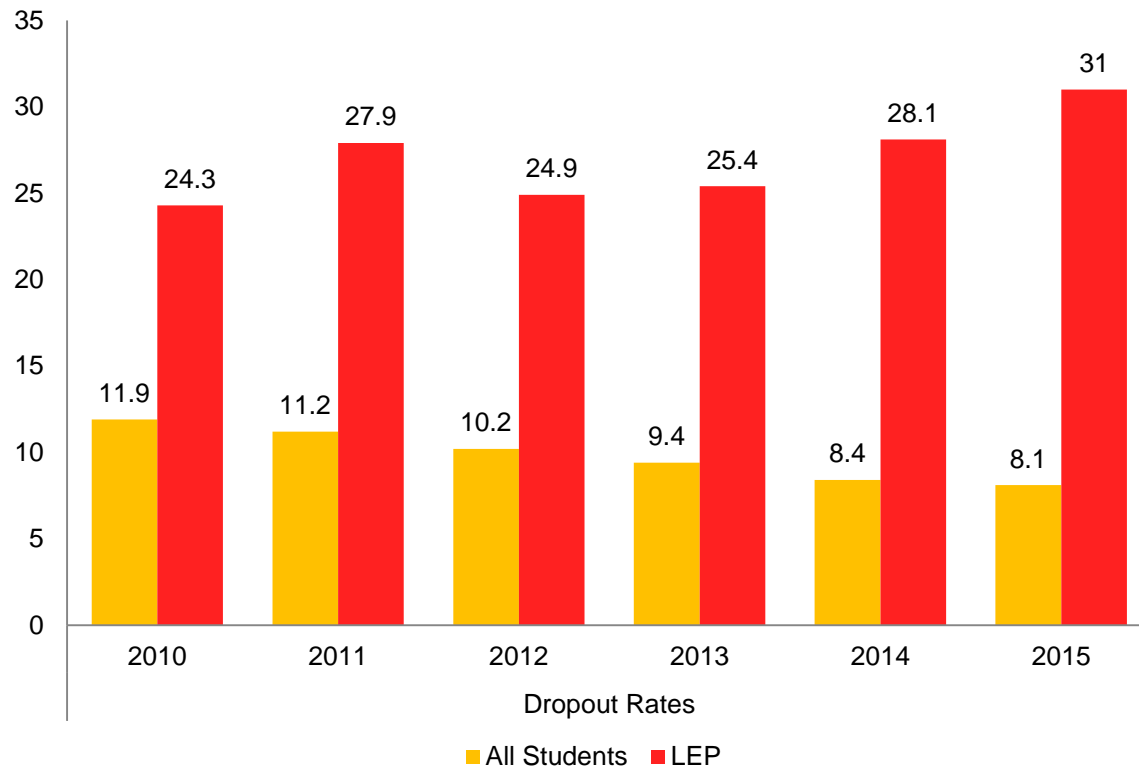
# Diploma Pathways for ELs

- Data/Background Information
- Proposed 2016-17 GED Options Pilot
- Next Steps

# Cohort Graduation Rate



# Dropout Rates



# GED Option Pilot

- Available to students enrolled in high school
- Testing centers in each participating LEA
- New courses required
- Professional development
- Collaboration with DLLR

# Criteria for Student Selection

Age of Student as of 8/31	Credits	ESOL Level	# of Years in US	Gaps in Education/ Below Grade Level in Native Country
21	16 or fewer	I --> IV	1-4 years	Yes
20	16 or fewer	I --> IV	1-3 years	Yes
19	12 or fewer	I --> III	1-3 years	Yes
18	6 or fewer	I or II	1-2 years	Yes
17*	6 or fewer	I or II	0-2 years	Yes

\*May require administrative review

# Participating LEAs

- Charles County
- Frederick County
- Montgomery County
- Prince George's County

# Next Steps

- Report on pilot
- Explore
  - statutory and regulatory changes
  - accountability options with ESSA