Approaches to Supporting High School English Learners (ELs): A Panel Discussion

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Our Distinguished Panel

Norwalk: Helene Becker & Stephanie Tom

**West Haven:** Raffaela Fronc & Mara Rabinowitz

Greenwich: Adriane Klein & Lorraine Hokayem

**Stratford**: Denise Massari & Linda Chehy

Uniqueness of High School ELs

- Reflect various demographics

- Close to post-secondary education and/or beginning a career

- Experience legal limitations on eligibility for bilingual education

- Must complete secondary education content requirements while building English competency

- Given the same annual English Language Proficiency (ELP) Assessment to attain English Mastery and exit EL status

- Some ELs arrive with limited educational background

- Difficulty determining grade-level status

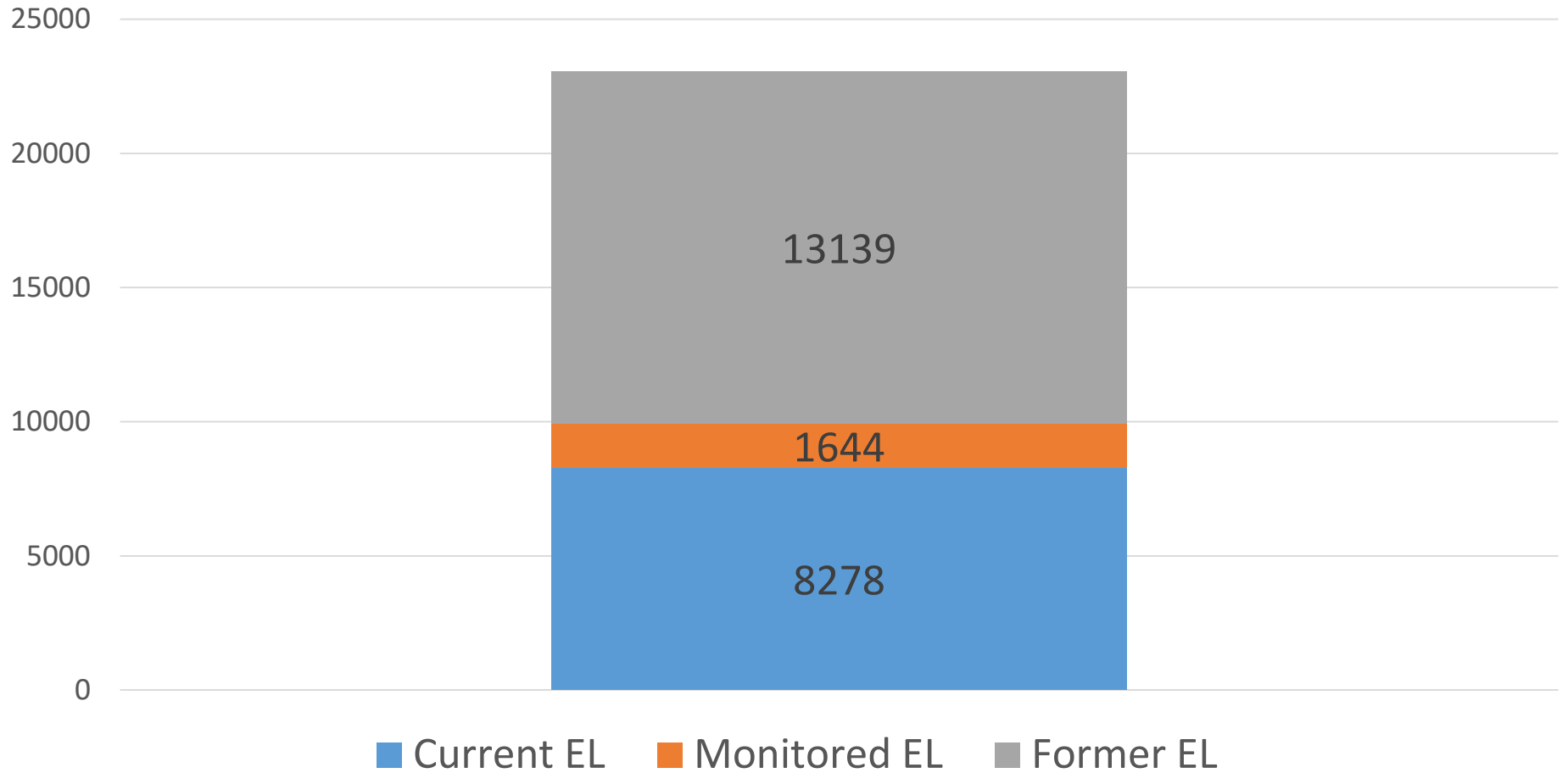# Fewer ELs in High School, SY 2018-19
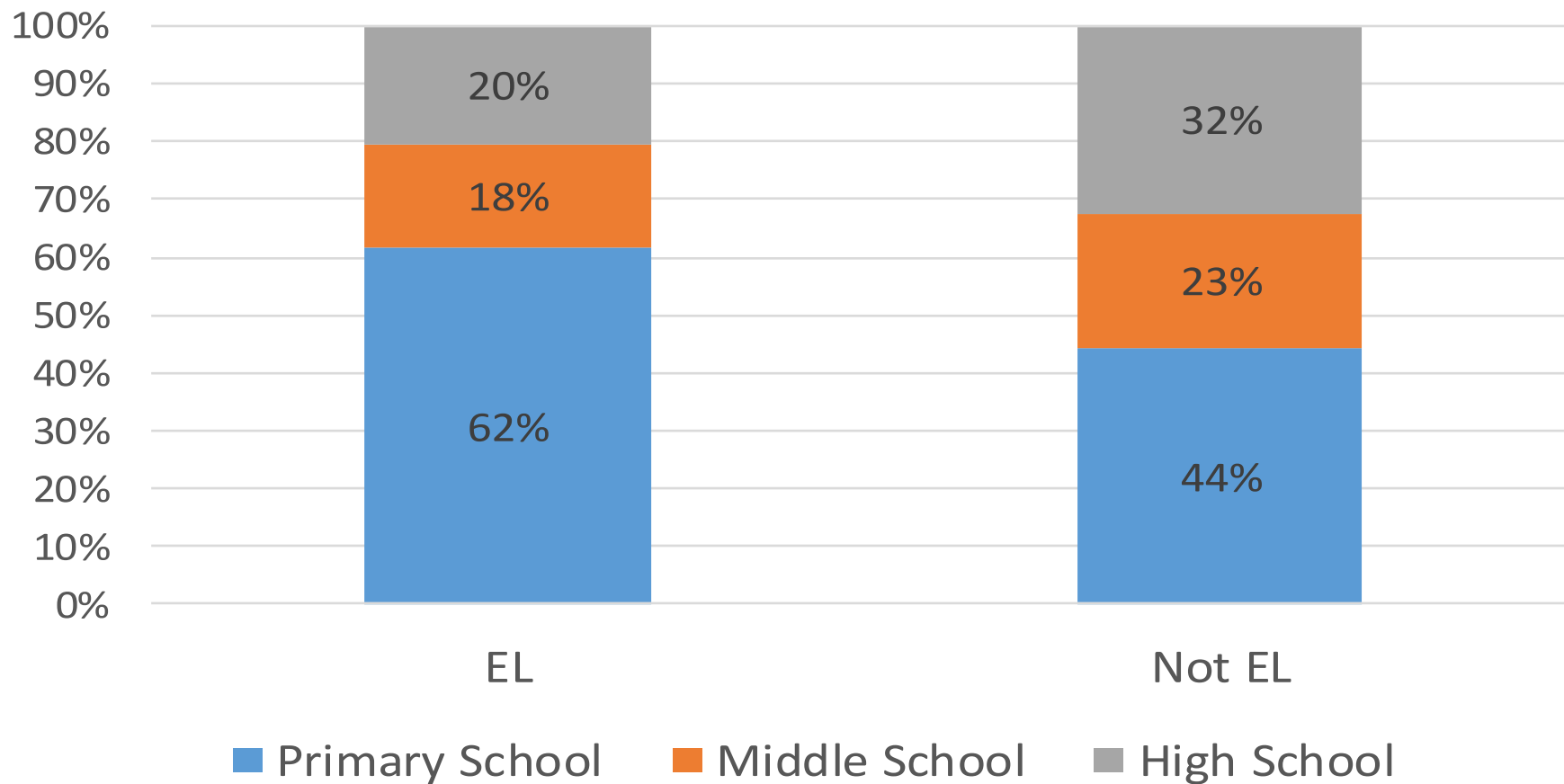
HS Population: A Five-Year View
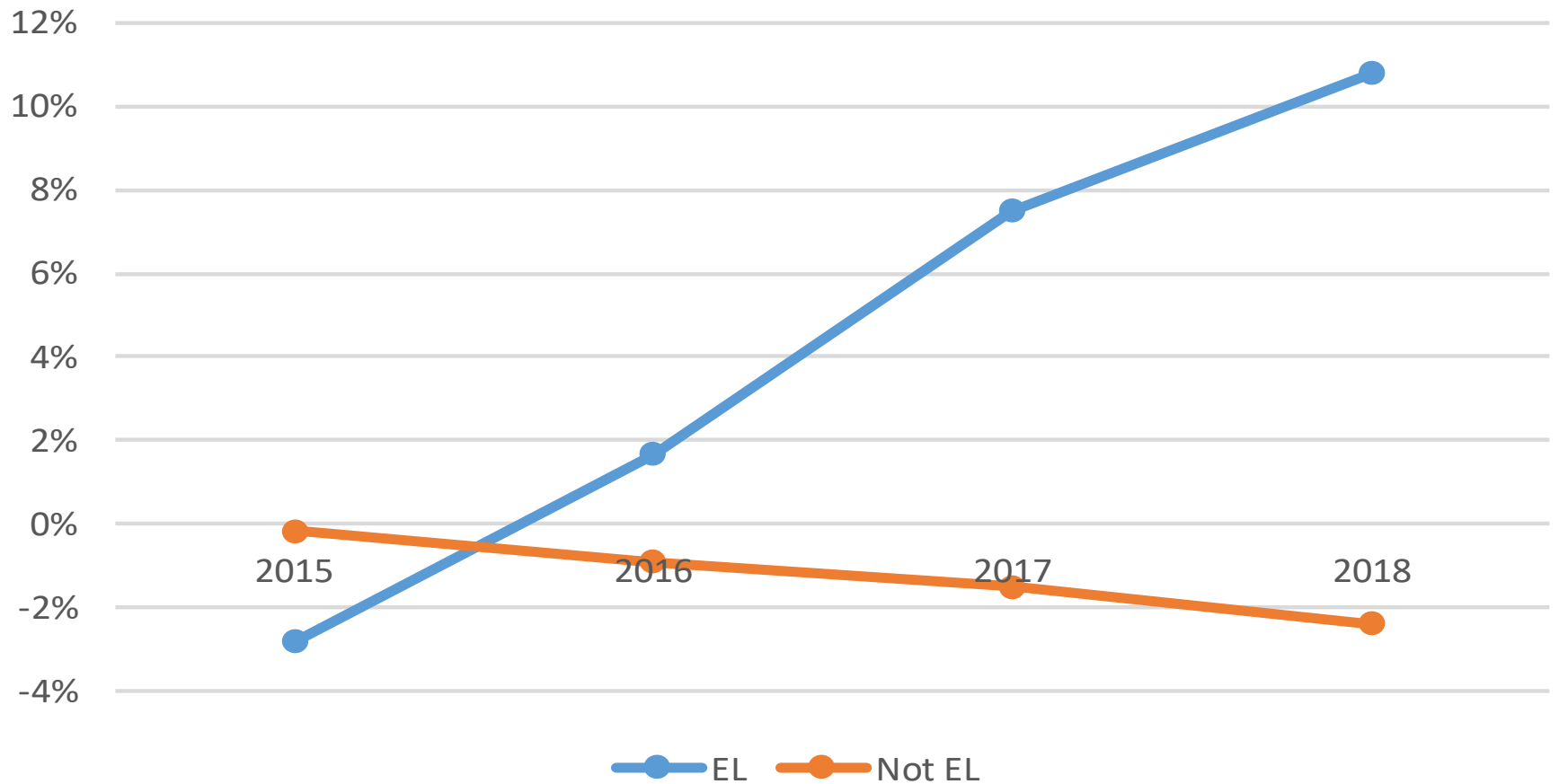
Panel Questions for Discussion #1

- Are you seeing similar increases in the EL population at the high school level?
- How is your district responding?

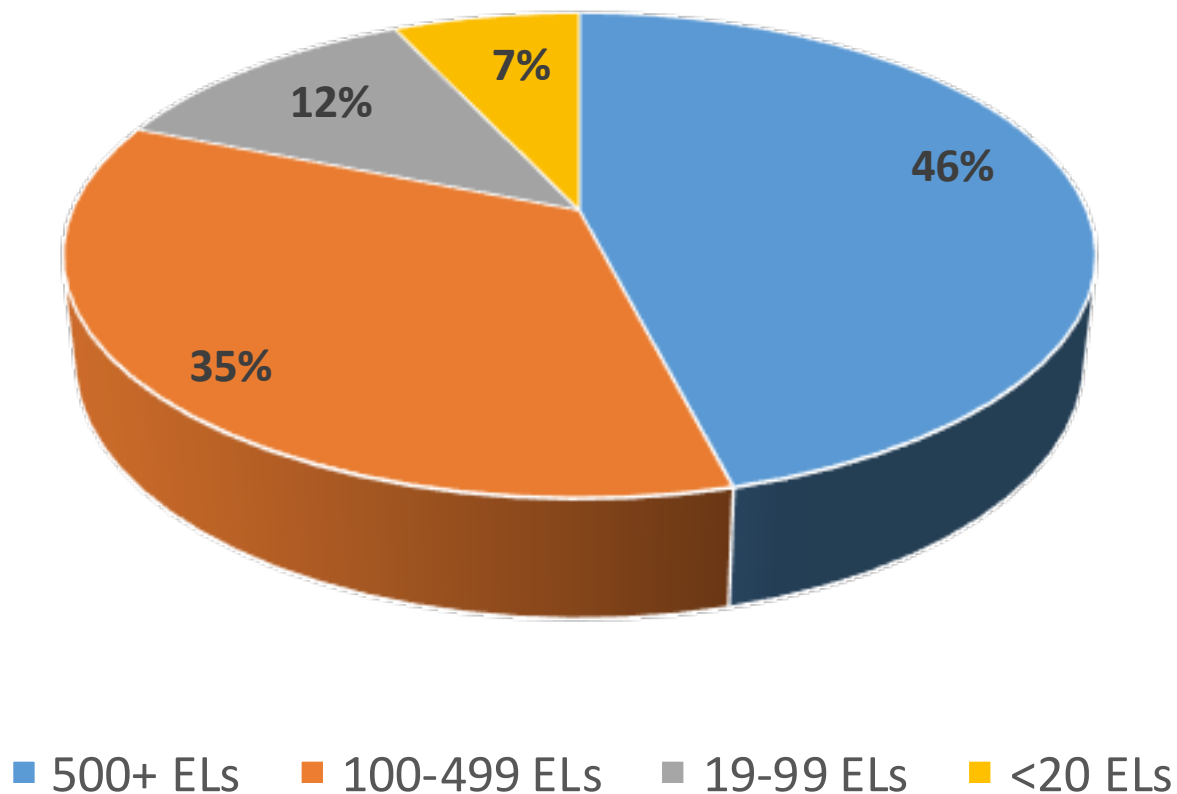# Current, Monitored, and Former HS ELs, SY 2018-19

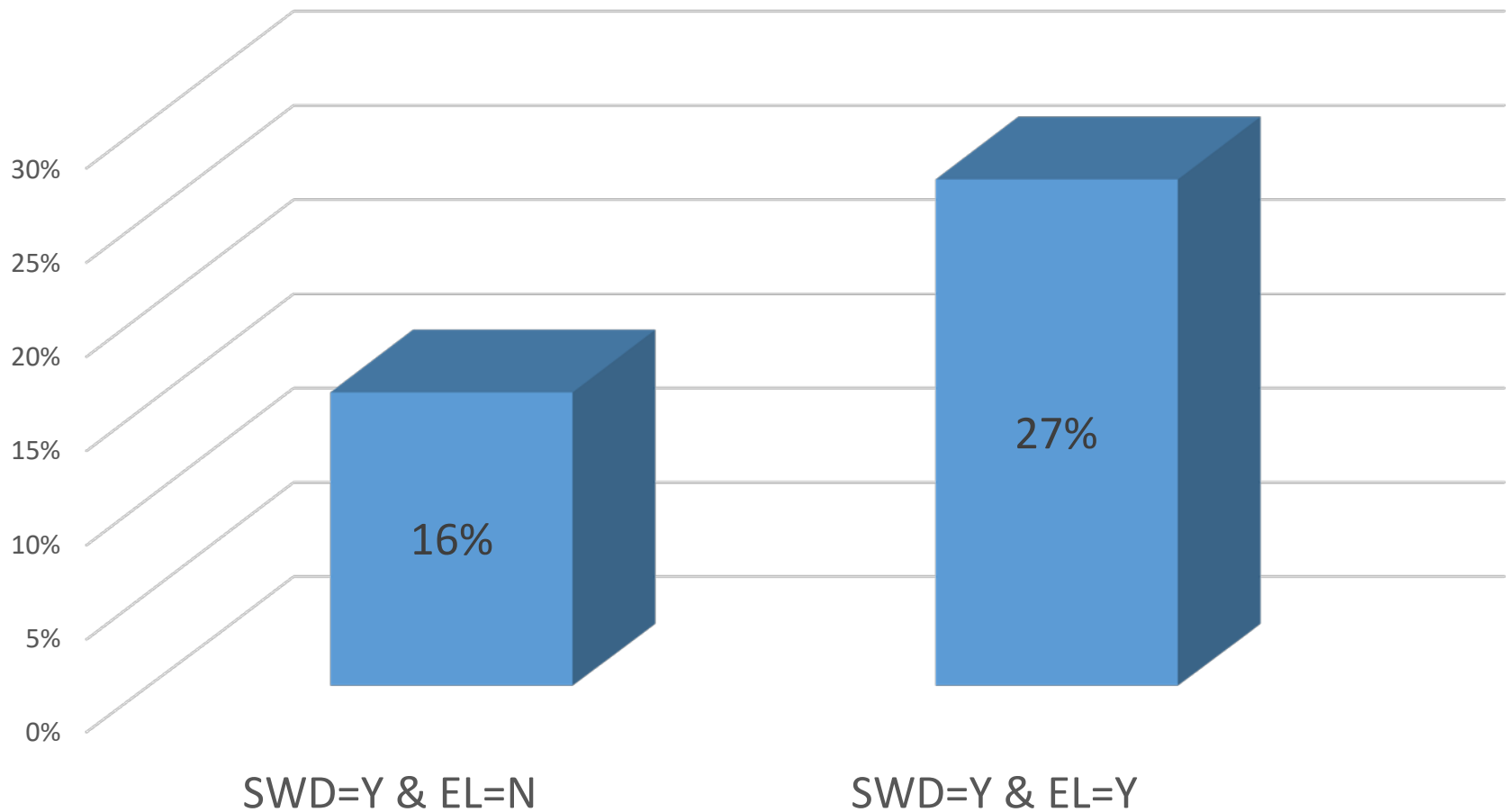# Panel Questions for Discussion #2

- What are you doing for those who have exited from the service plan?

- What do you find that they need?

- What is your process for determining that?

Concentration of HS EL Population, SY 2018-19

Legend: 500+ ELs · 100-499 ELs · 19-99 ELs · <20 ELs

Pie chart values: 46%, 35%, 12%, 7%

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Percentage of HS SWD, SY 2018-19

Bar chart with y-axis from 0% to 30% (in 5% increments).

- SWD=Y & EL=N: 16%
- SWD=Y & EL=Y: 27%

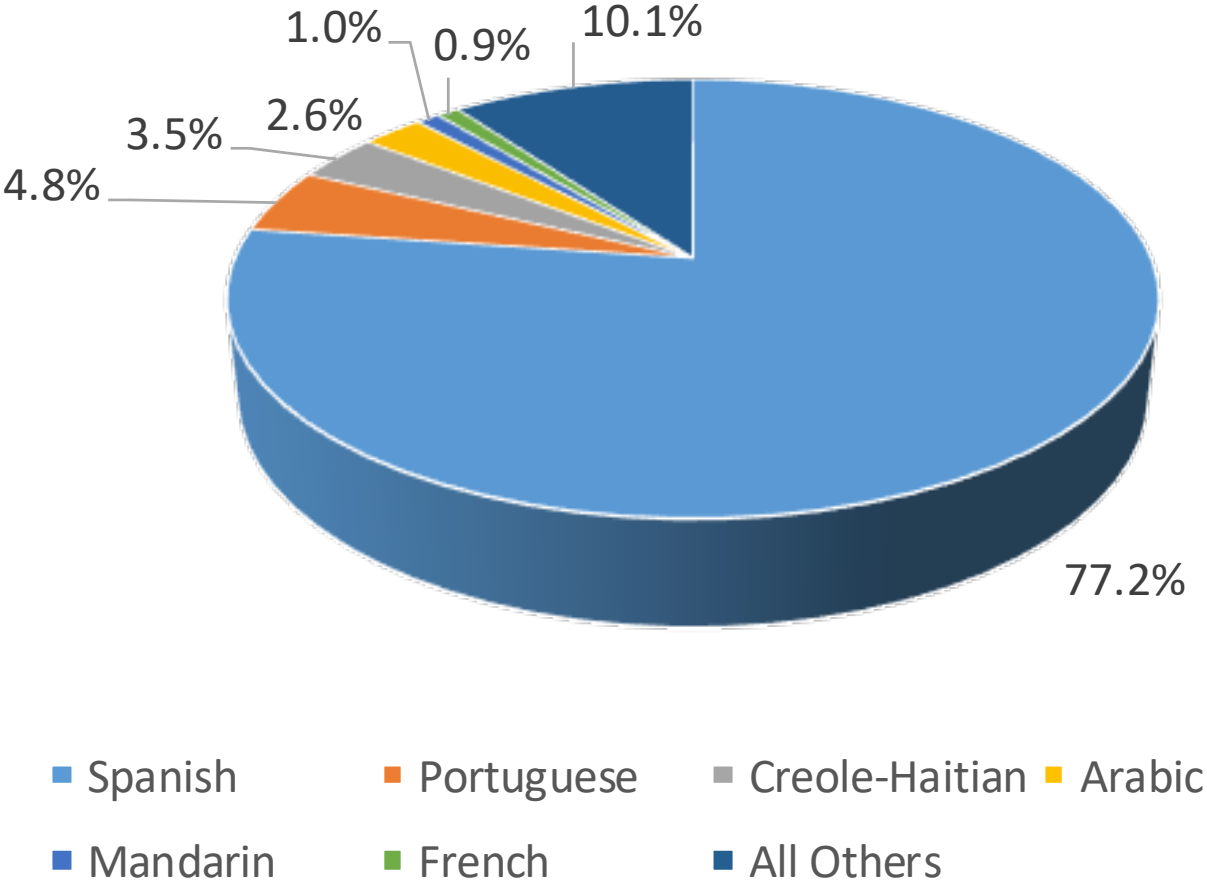# Immigrant ELs, SY 2018-19

PK-05: 16%
06-08: 20%
09-12: 28%
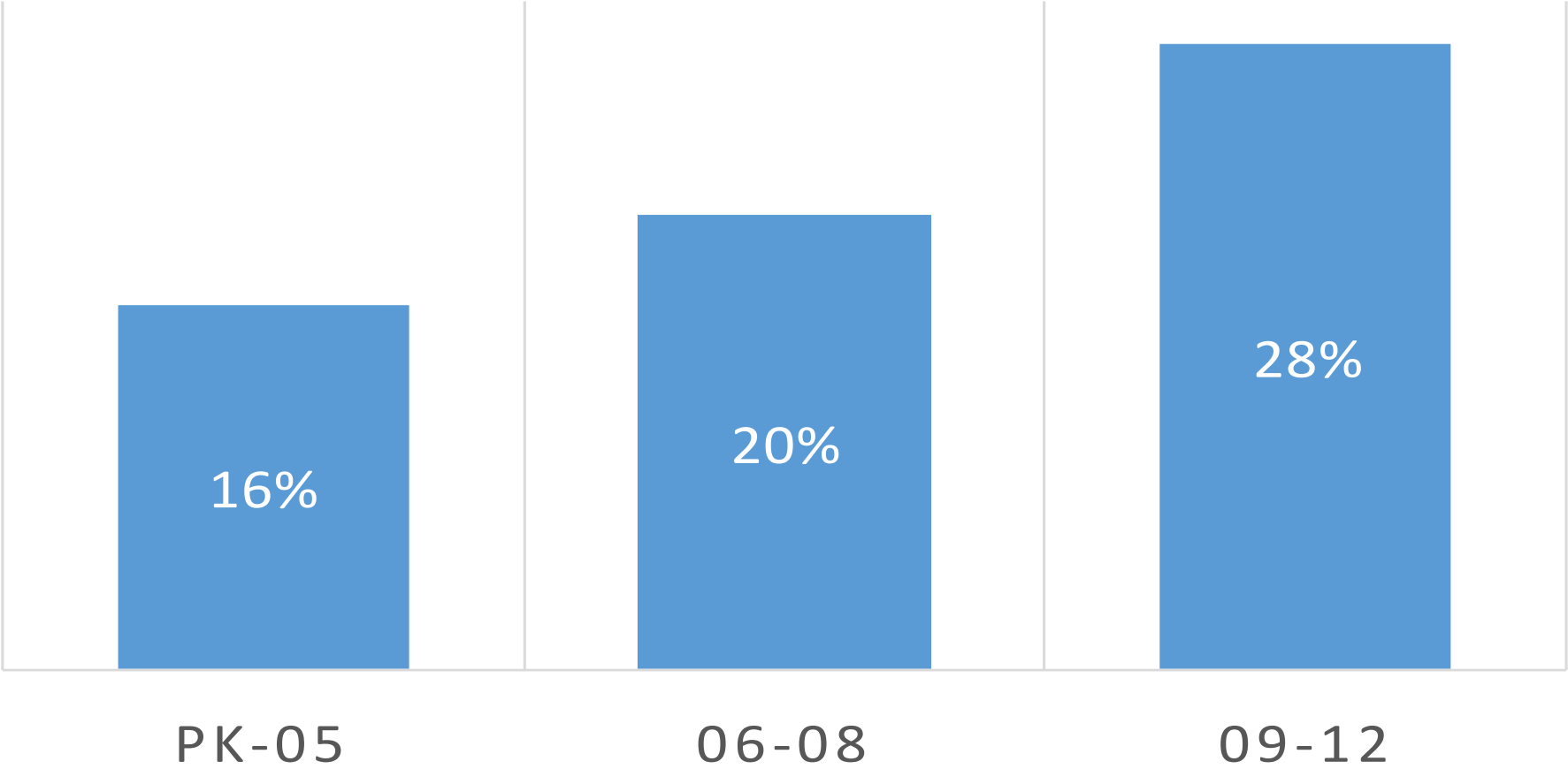
Panel Questions for Discussion #3

- Knowing that more than a quarter of current high school students identified as EL are immigrants, do you offer additional supports for these students?

- How do you work with the families of these students?

Concentration of Home Languages, SY 2018-19

Pie chart legend:
- Spanish
- Portuguese
- Creole-Haitian
- Arabic
- Mandarin
- French
- All Others

Values: 1.0%, 0.9%, 10.1%, 2.6%, 3.5%, 4.8%, 77.2%

Panel Questions for Discussion #4

- How do you support those students who use low incidence languages if there are no school personnel that speak their language?

- What do you do when there is a single family with 3 children in your district that speaks a very low incidence language? How do you prepare for this?

HS English Language Programs, SY 2018-19

Program	ELs	% of ELs	5-Year Change in Number of ELs
Bilingual	1656	20%	13%
Bilingual available, but 30 months or fewer to graduation so receiving ESL	693	8%	71%
Language Transition and Academic Support Services	1818	22%	-11%
ESL	3774	46%	19%
Parental Refusal of Services	337	4%	-10%
Totals	8278	100%	10.8%

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HS ESL Programs, SY 2018-19

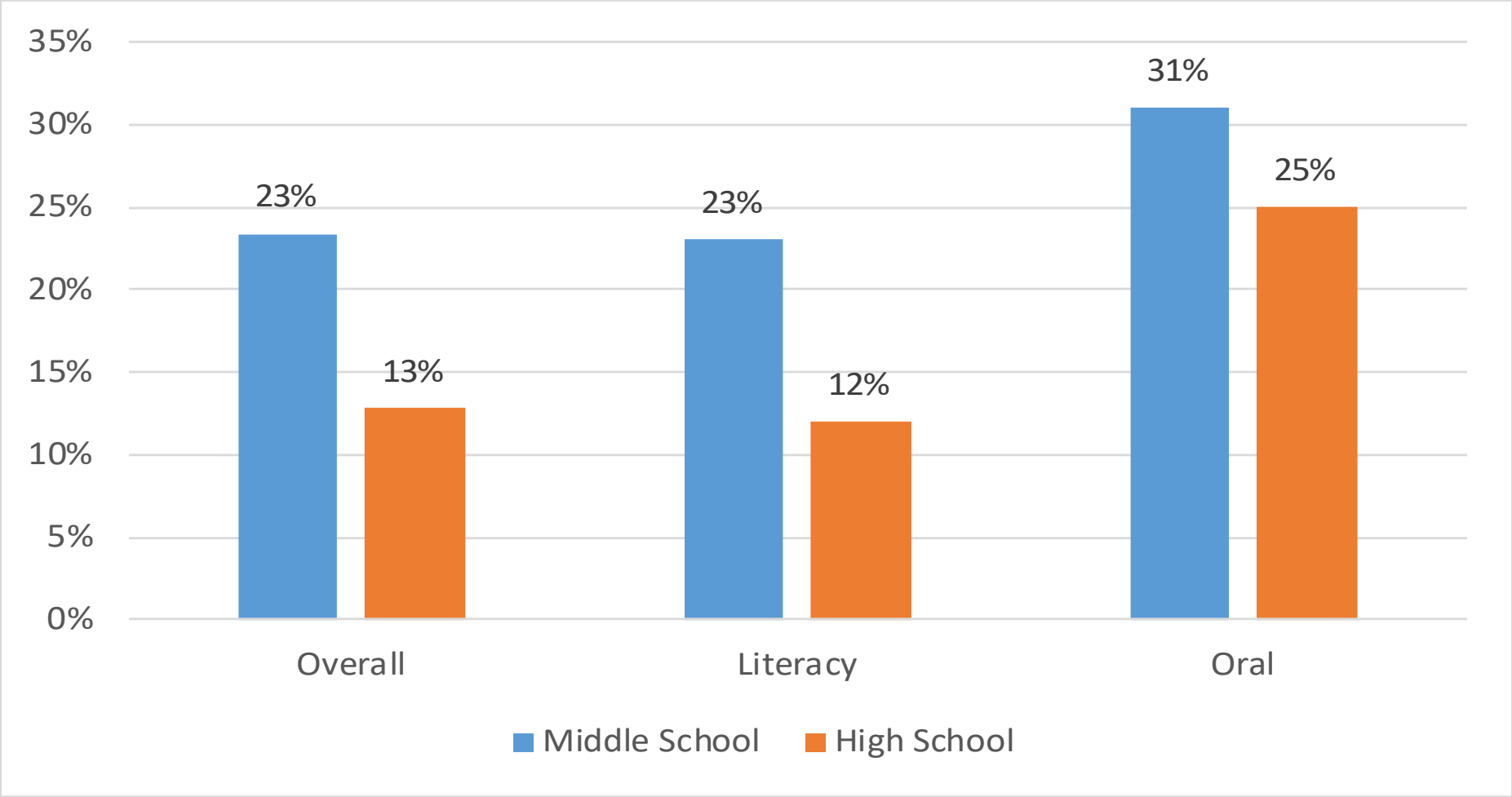| Program	ELs	% of ELs	5-Year Change in Number of ELs
ESL, Pull-out	1373	17%	18%
ESL, Push-in/Co-Teaching	398	5%	6%
ESL, Sheltered English	1075	13%	32%
ESL, Other	928	11%	12%

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Panel Questions for Discussion #5

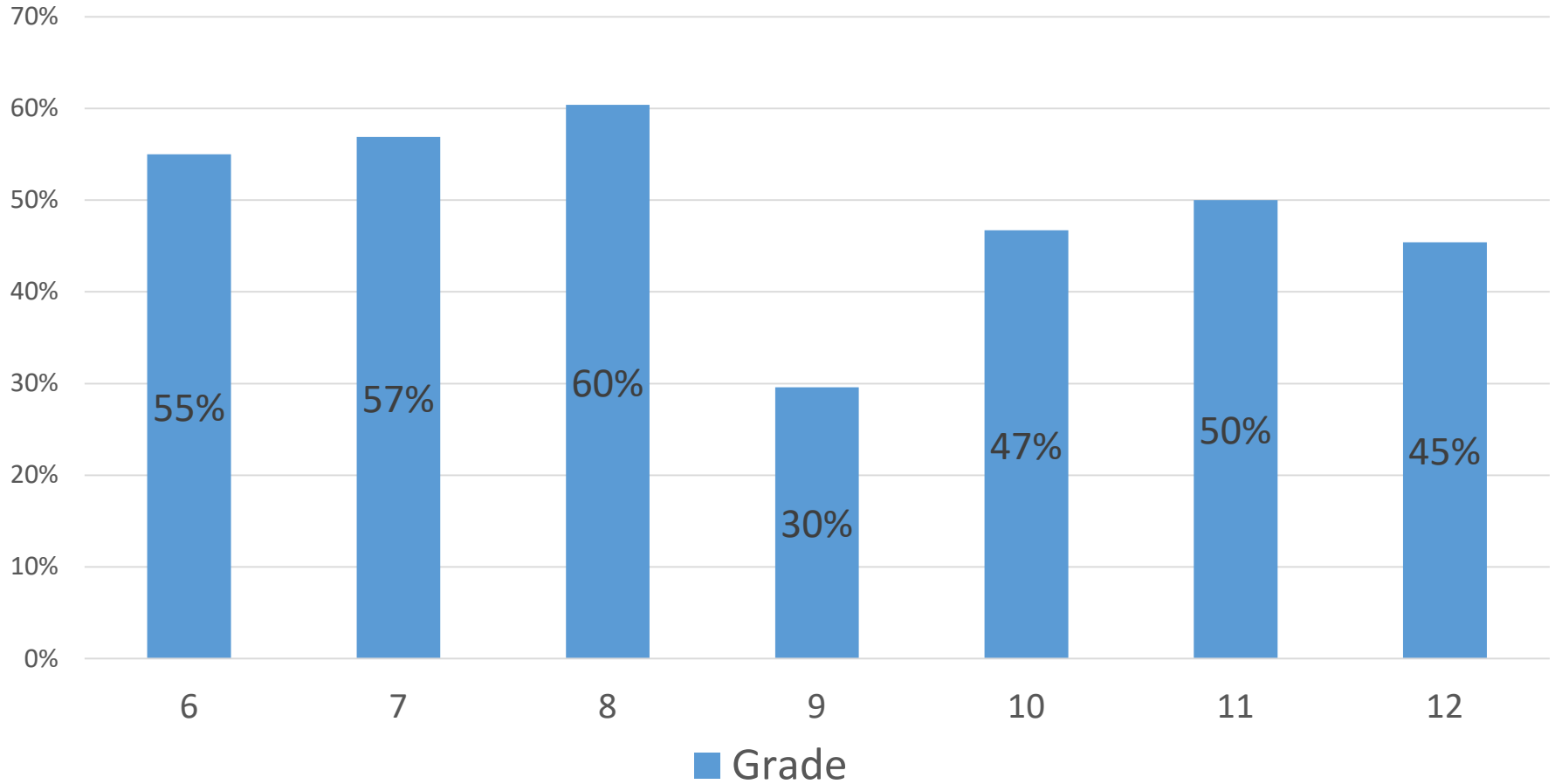- What are districts doing to ensure students receive English language support and content area curricula?

# HS Overall Proficiency on ELP Assessment
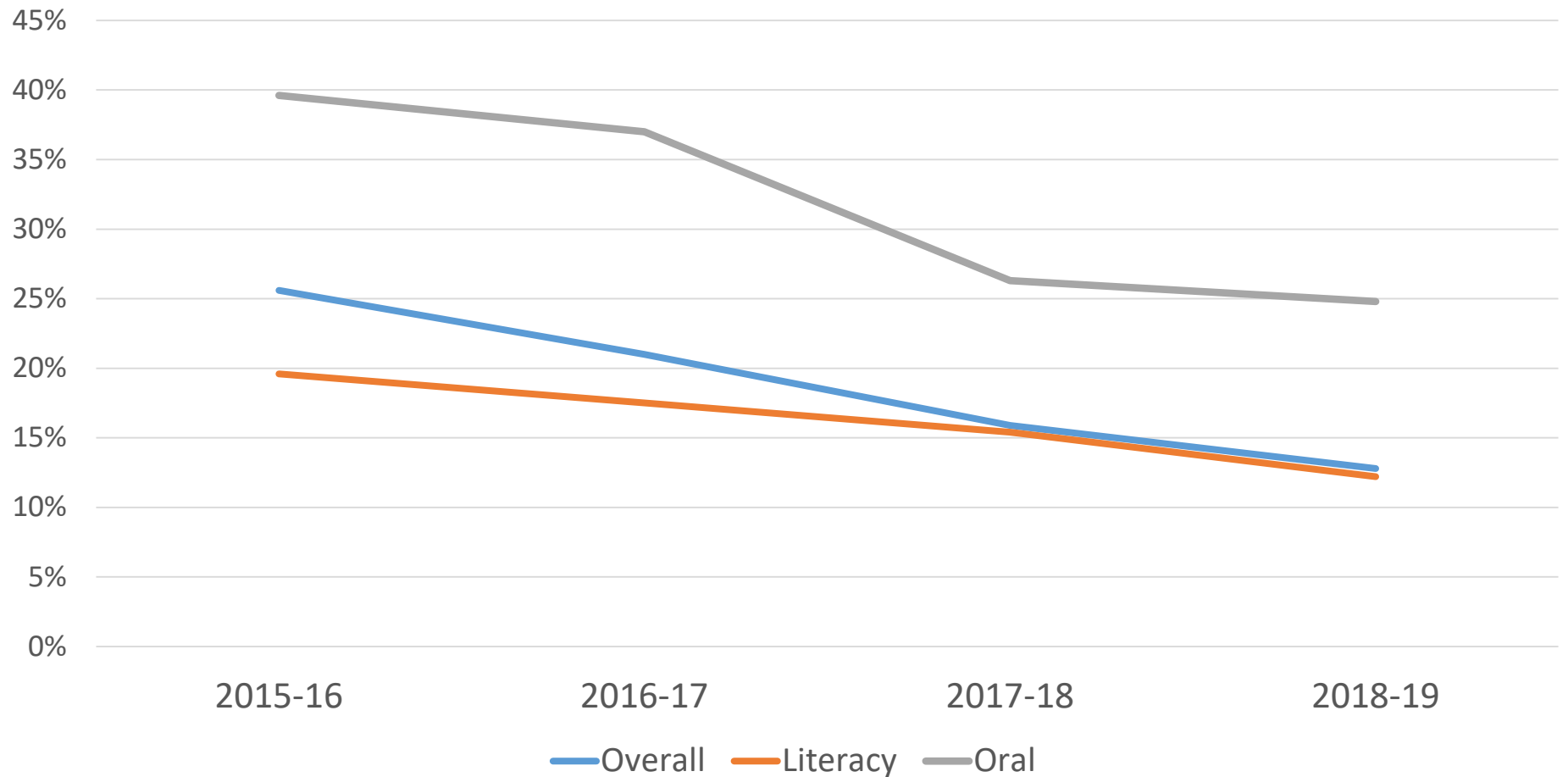
# Comparing Middle and High School ELP Proficiency, SY 2018-19

Bar chart comparing Middle School and High School ELP proficiency across three categories:

Category	Middle School	High School
Overall	23%	13%
Literacy	23%	12%
Oral	31%	25%

Legend: ■ Middle School ■ High School

Average Percentage of Literacy ELP Targets Met, SY 2018-19

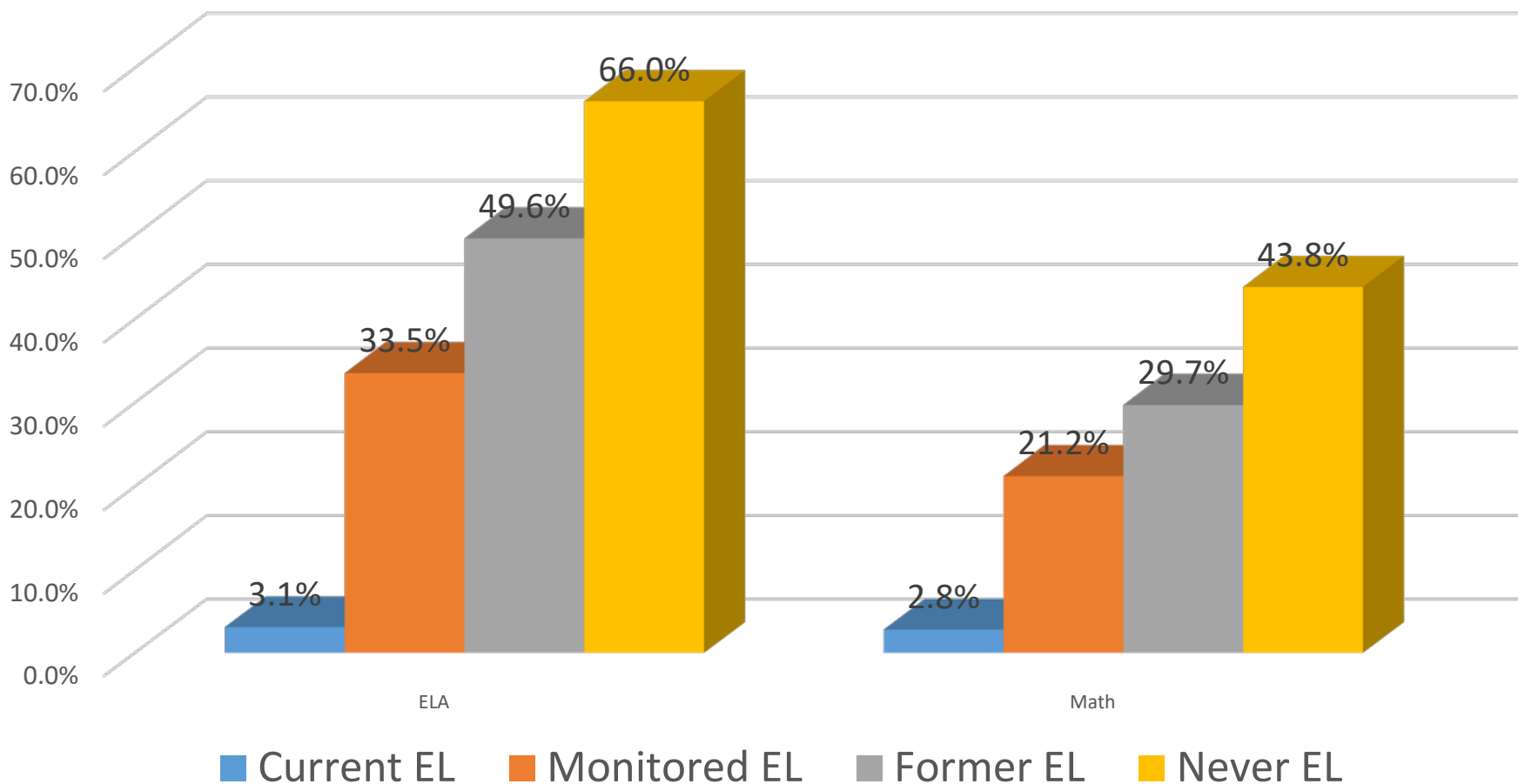# 2018-19 Average Literacy Growth
By 2017-18 Performance Level
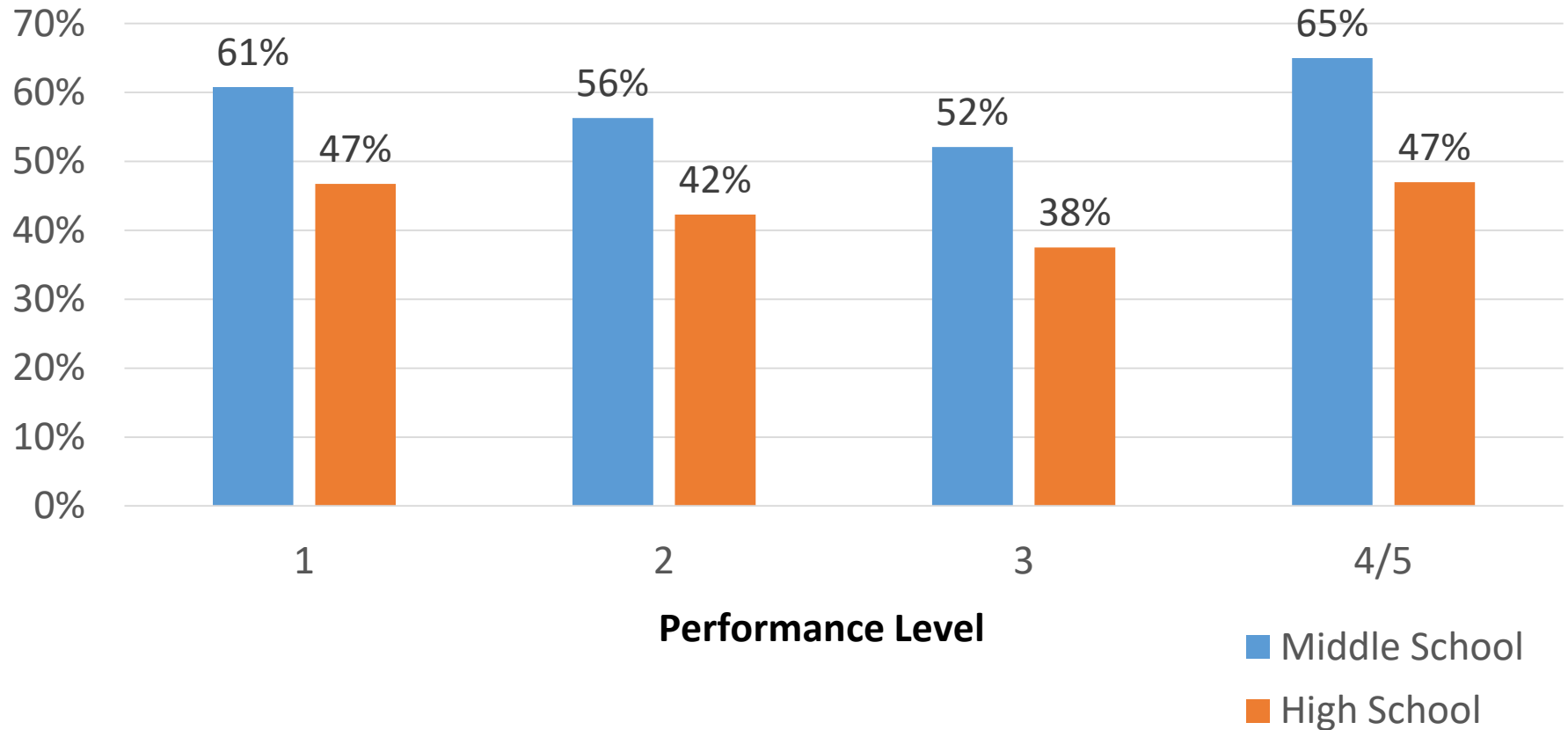
Attaining English Mastery, SY 2018-19
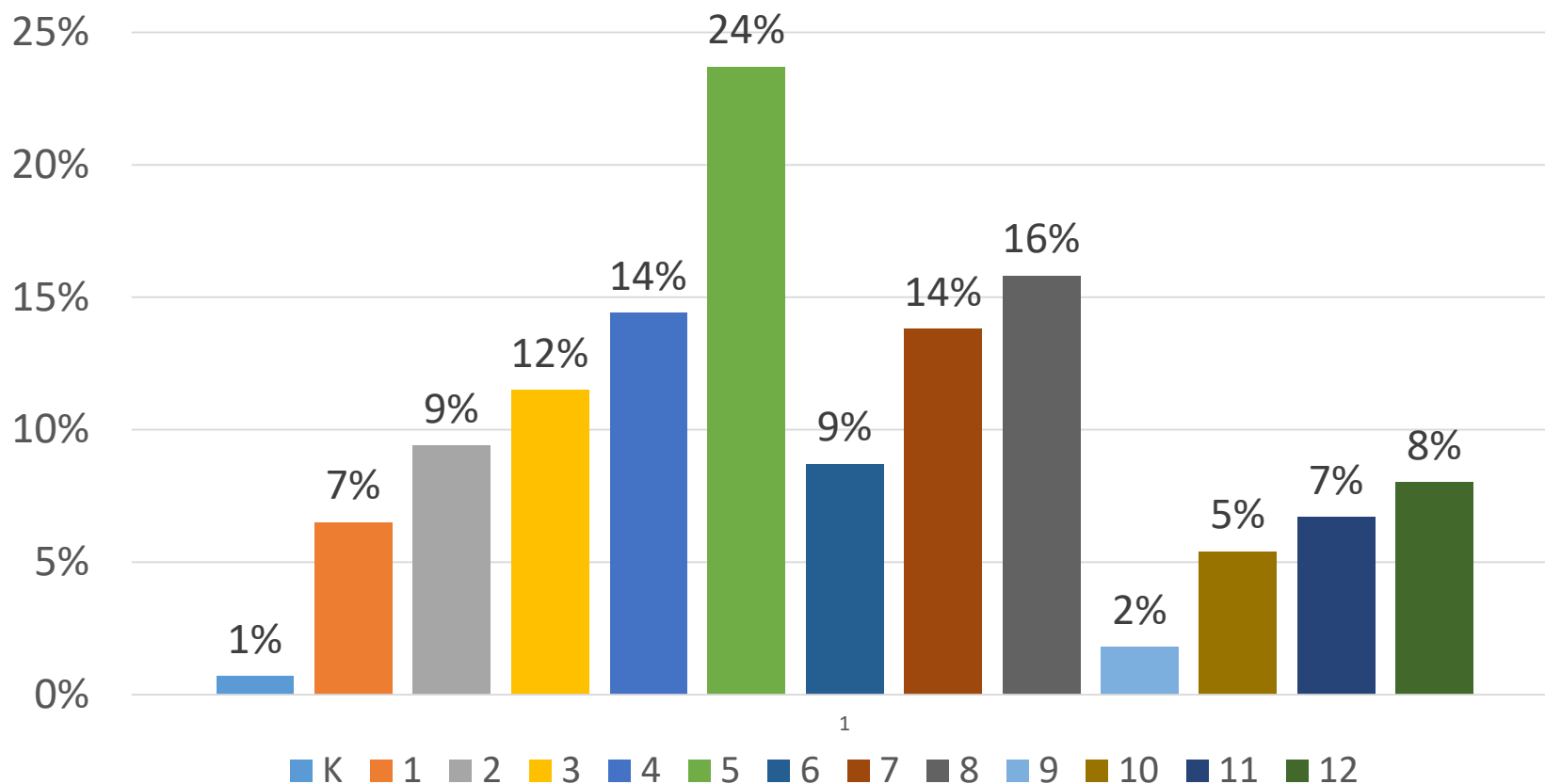
Panel Questions for Discussion #6

- What factors do you think contribute to the low percentage of high school students attaining overall proficiency?

- What practices do you have in place to improve outcomes for these students?

SAT: Percentage at Levels 3 or 4, SY 2018-19

Legend: Current EL, Monitored EL, Former EL, Never EL

ELA: Current EL 3.1%, Monitored EL 33.5%, Former EL 49.6%, Never EL 66.0%

Math: Current EL 2.8%, Monitored EL 21.2%, Former EL 29.7%, Never EL 43.8%

Panel Questions for Discussion #7

- Generally, some may assume that the monitored ELs, former ELs, and never ELs, have the similar performance outcomes, but that is not the case. To what do you attribute these differences?
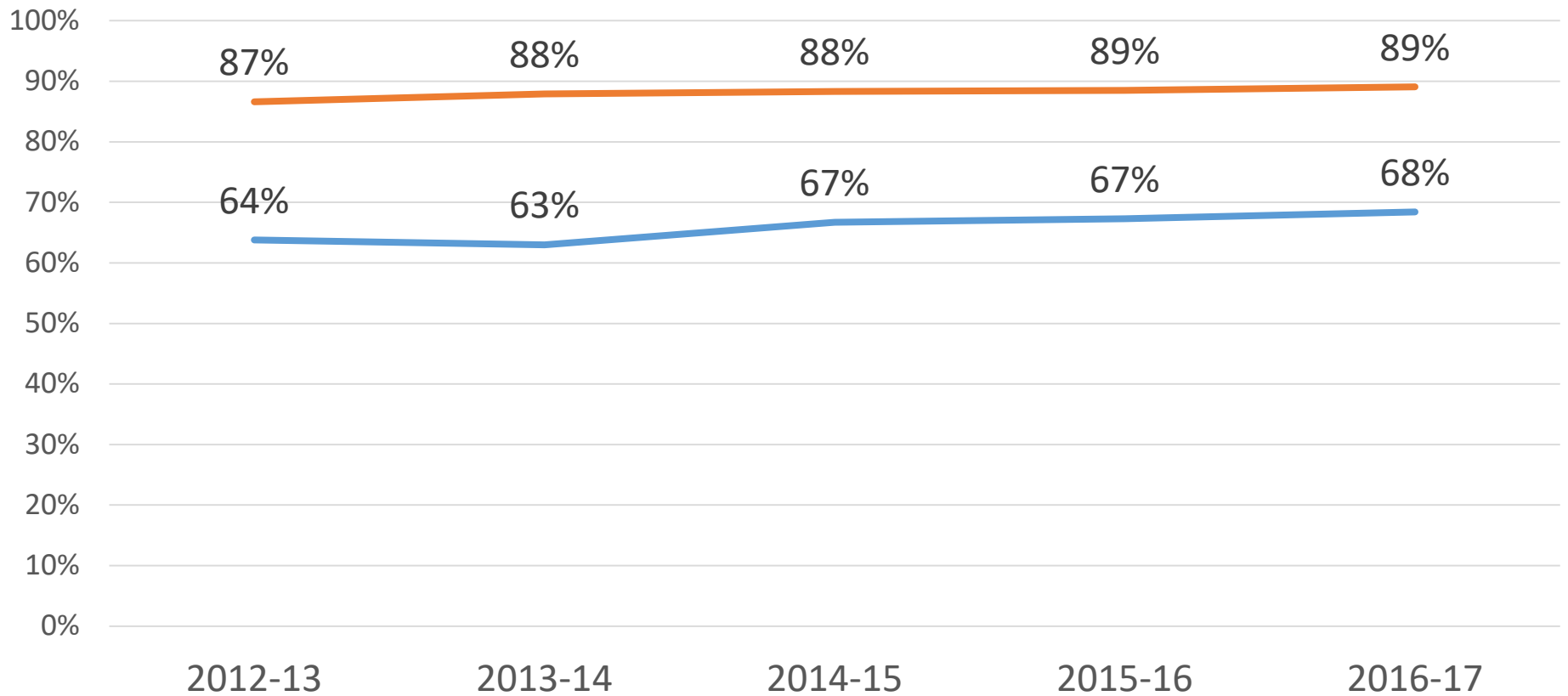
Overall ELP Proficiency by SWD Status, SY 2018-19
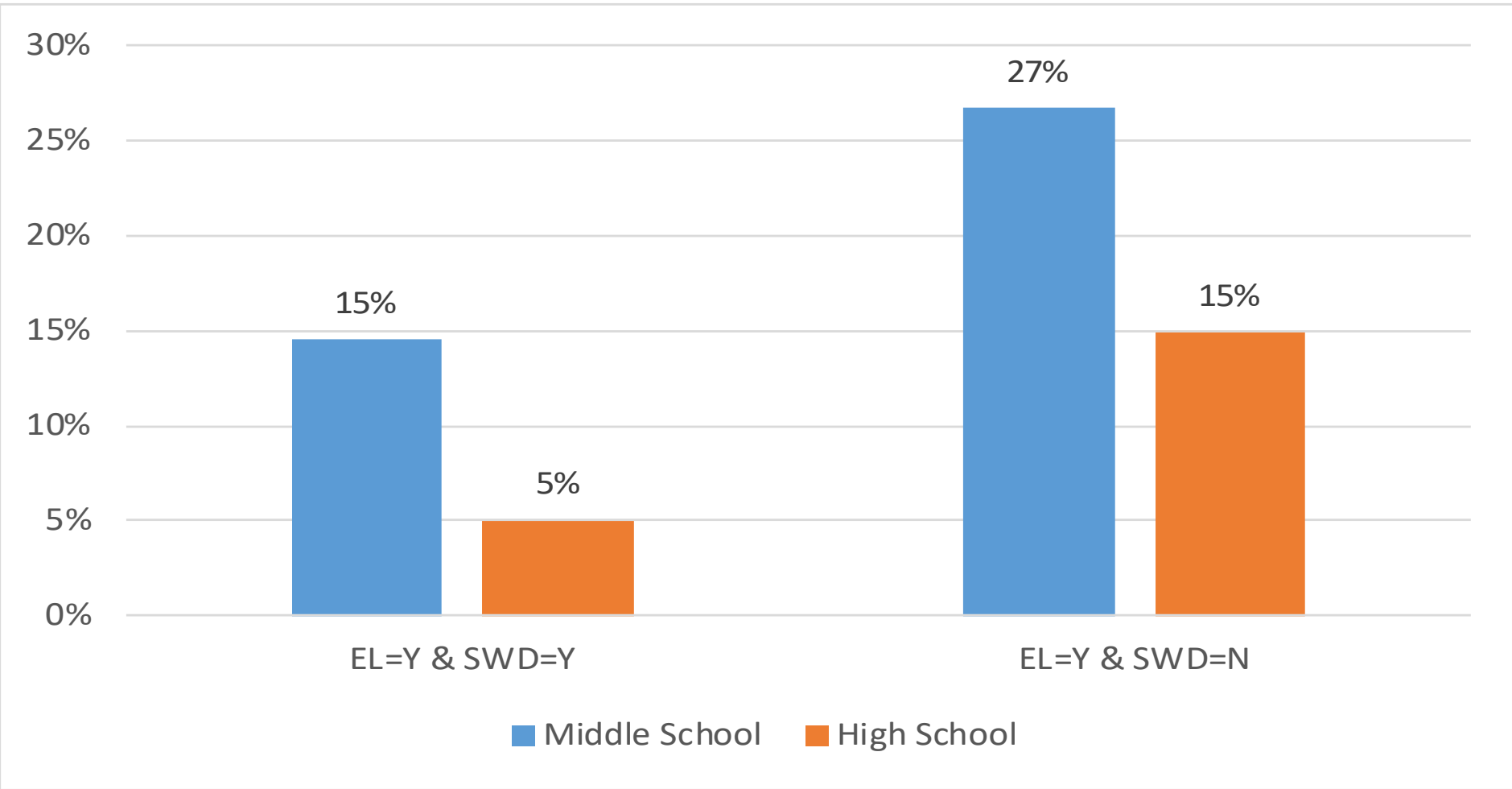
CT Alternate Assessment (CTAA)
Grade 11 Students, SY 2018-19

Students	% of Students Taking CTAA	% at or above Level 3 CTAA ELA	% at or above Level 3 CTAA Math
Current EL	2.8%	56%	40%
Not EL	1.5%	41%	36%

EL* Graduation Rates

*Students reported as EL at any point in HS — EL — Not EL

Panel Questions for Discussion #8

- Are there any topics that have not been addressed, but that influence or impact your practice?

- Do you want to share any words of wisdom?

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