



# English Learners in DC

## (2018-19 School Year Data)

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Sept. 17, 2020

# Foundational Principles for Serving English Learners



Value the cultural and linguistic backgrounds of English learners (ELs).



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

# OSSE Vision and Mission



**VISION:** DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life.



**MISSION:** As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.

# By 2023, we aim to reach the following ambitious goals to advance outcomes for DC students:

|                                                                                                                       |                                                                                                                                  |                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  <p>Early Childhood</p>              | <p><b>1,500 more</b><br/>vulnerable infants and<br/>toddlers access <b>quality care</b></p>                                      | <p><b>4,100 more students</b><br/>are in <b>high-quality</b><br/>pre-K classrooms</p> |
|  <p>Elementary and<br/>Secondary</p> | <p><b>6,700 more students</b><br/>meet or exceed expectations on state assessments while<br/><b>CLOSING ACHIEVEMENT GAPS</b></p> |                                                                                       |
|  <p>Postsecondary</p>              | <p><b>1,100 more students</b><br/>enroll in higher education, on a path to complete a<br/>two- or four-year degree</p>           |                                                                                       |

# We are committed to improving outcomes for English learners.

- As DC's state education agency, OSSE is committed to providing supports for students who are English learners.
- We aim to increase awareness of the District's English learner students.
- We aim to drive action that improves programs and outcomes for these students.

# We are all responsible for the education of English learners.

English language supports and meaningful access to grade level content are English learner students' civil rights.

- [Title VI of the Civil Rights Act of 1964](#)
- [Equal Educational Opportunities Act](#)

Under [Titles I and III of the Every Student Succeeds Act of 2013](#) states and schools are required by [federal law](#) and [state policy](#) to:

- Identify EL students
- Provide a sound, effective program for developing **proficiency in English**
- Ensure meaningful access to learning **grade-level academic content.**

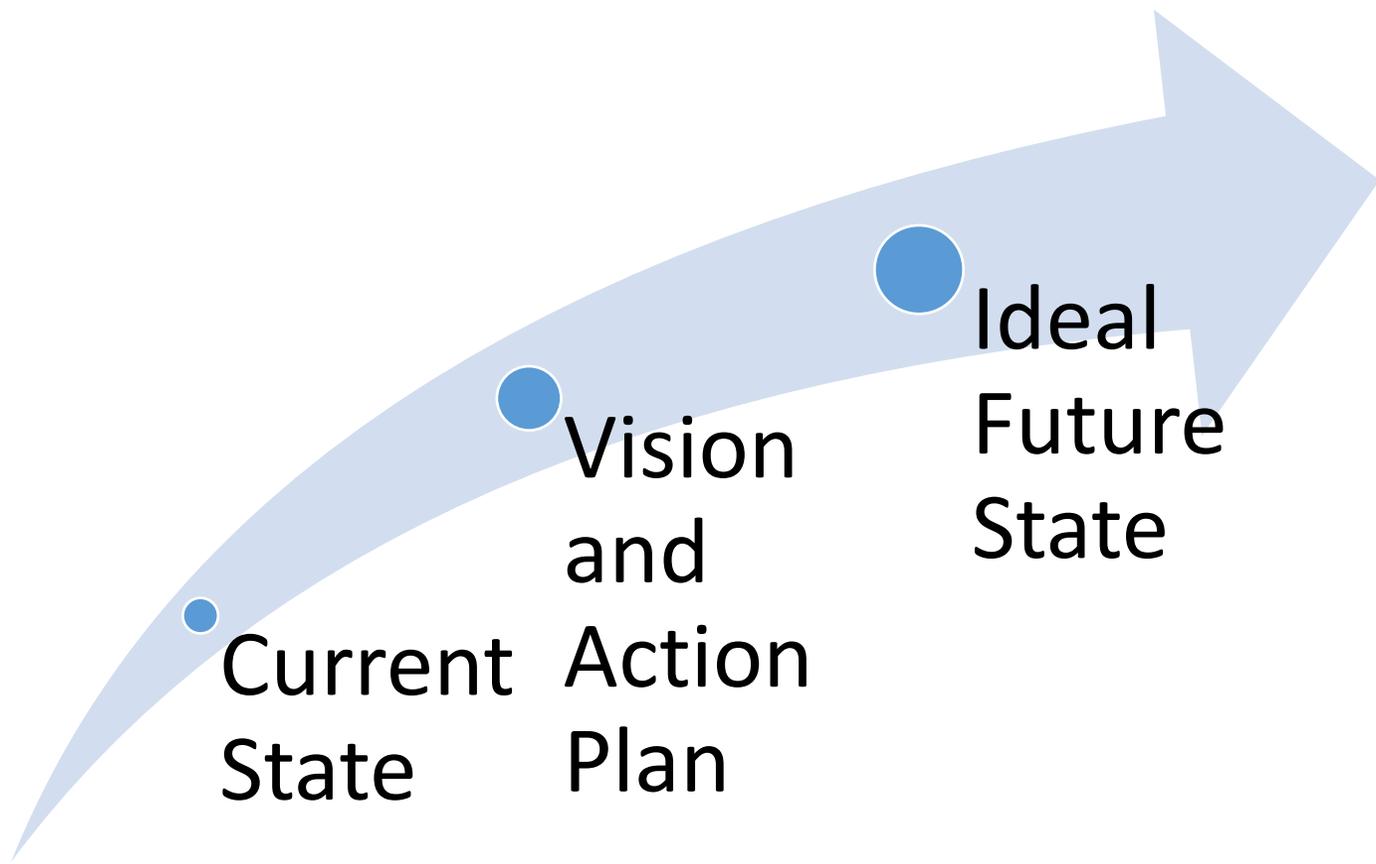
# English learners are a vital and growing group of students in DC with unique assets and needs.

The population of English learners has been growing every year and now comprises **12 percent** of all DC students.

More than **80 languages** are spoken by DC students. The top five languages are:

- Spanish
- Amharic
- French
- Chinese
- Vietnamese

**With this landscape analysis, we aim to spotlight English learners in DC and spark our collective potential in supporting their success.**

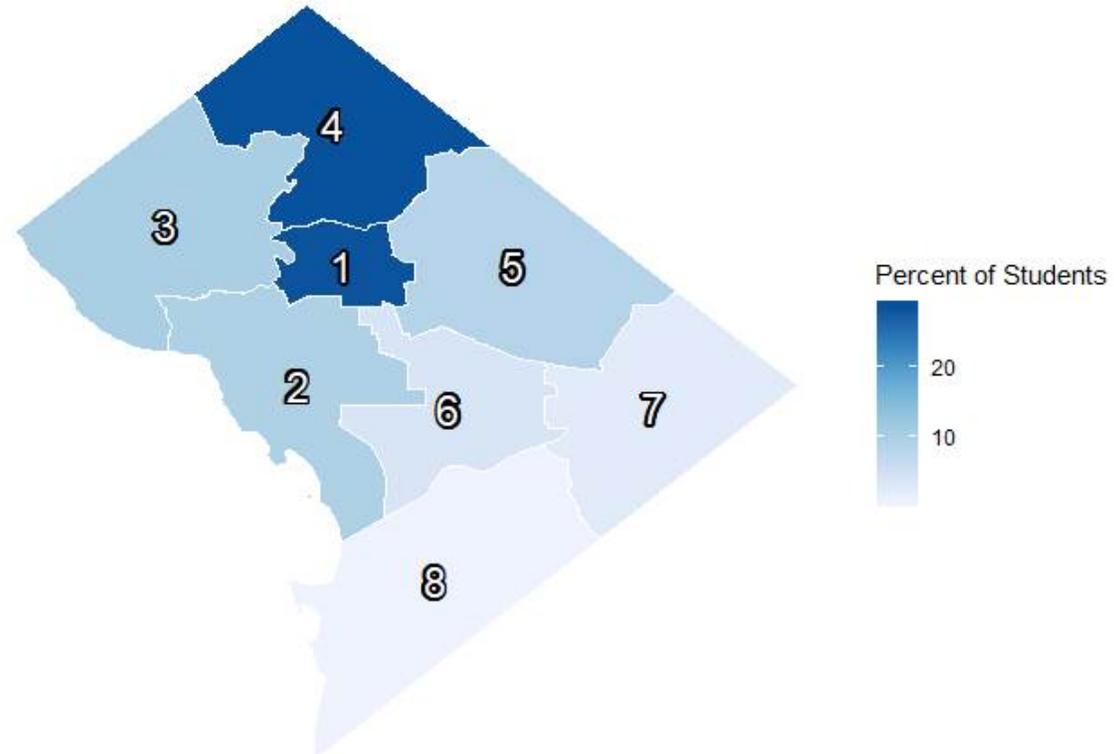


**While some schools have many English learners, approximately 150 schools have less than 5 percent English learner students.**

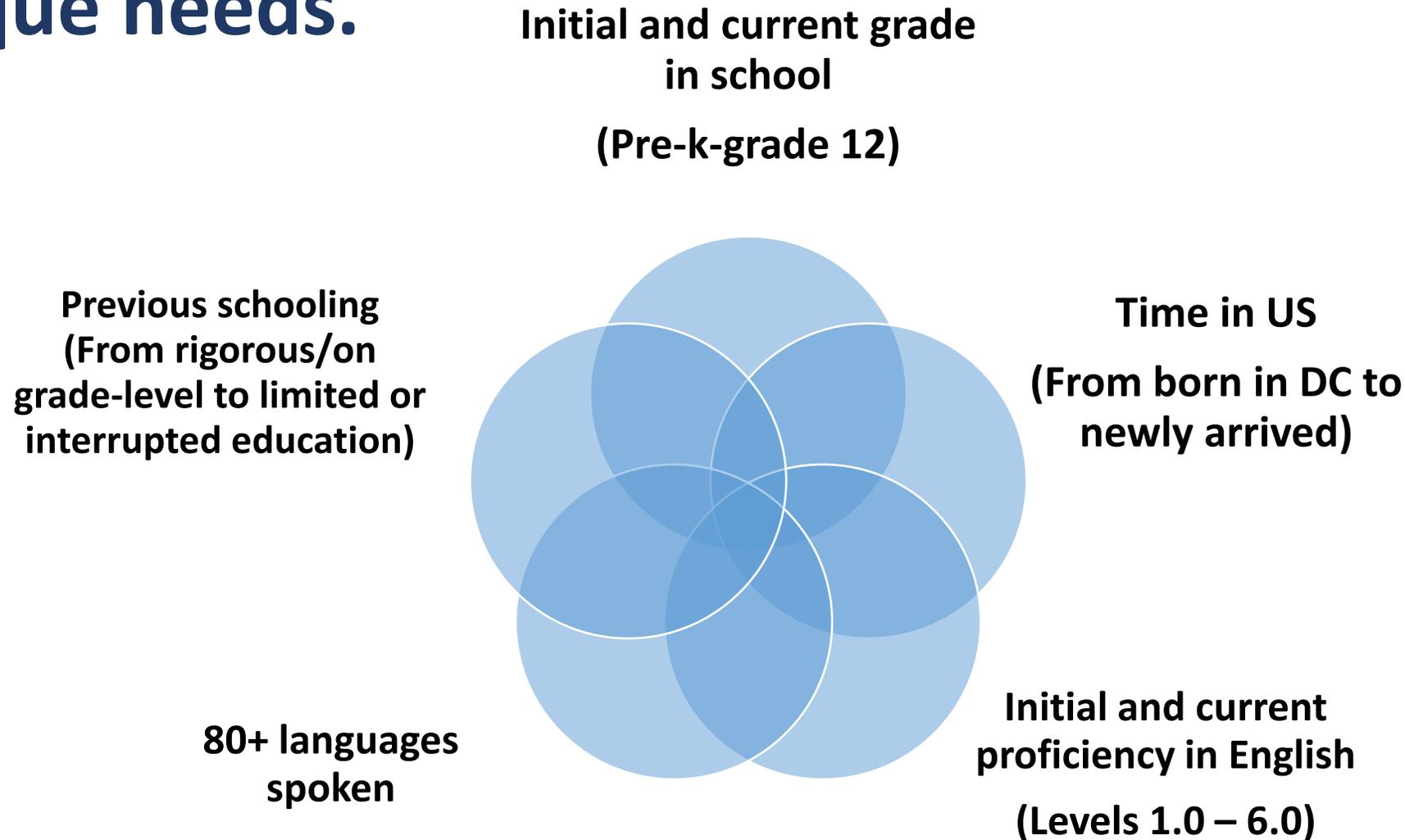
The number of English learners is increasing in every ward of the city.

DC Ward Breakdown

Percent of Students who are English Learners  
in 2018-19



# There is no one profile for English learner students. Our students bring diverse assets and also have unique needs.



# Numerous factors affect each student's experiences in different ways.

Cultural

Family

Immigration

Peer

Linguistic

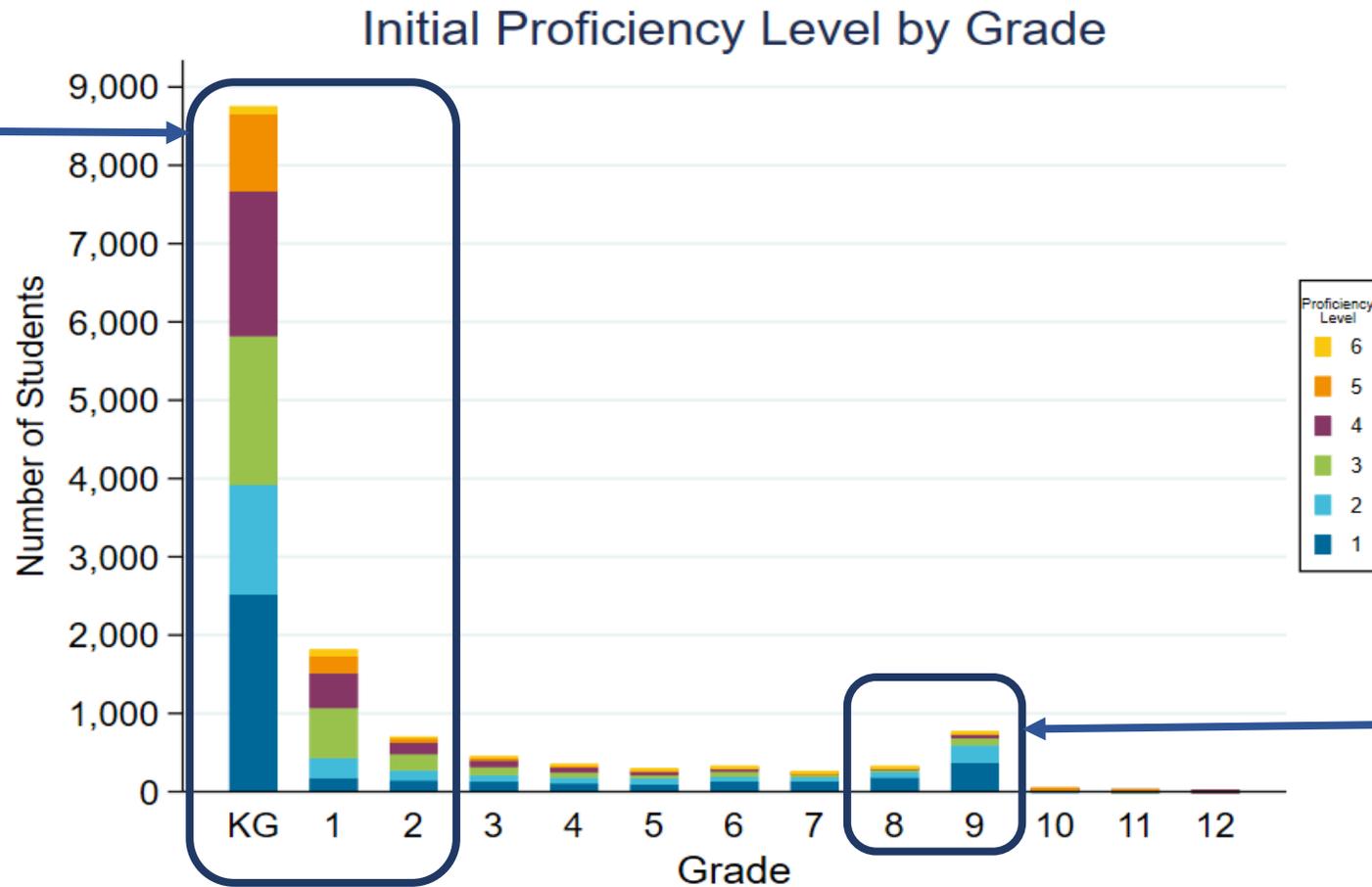
Social and  
Emotional

Academic

Economic

# Most English learners enter DC schools in the early grades. We also see an influx of newcomers who enter in eighth and ninth grade.

In the early grades, students' initial proficiency ranges from newcomer to very proficient.

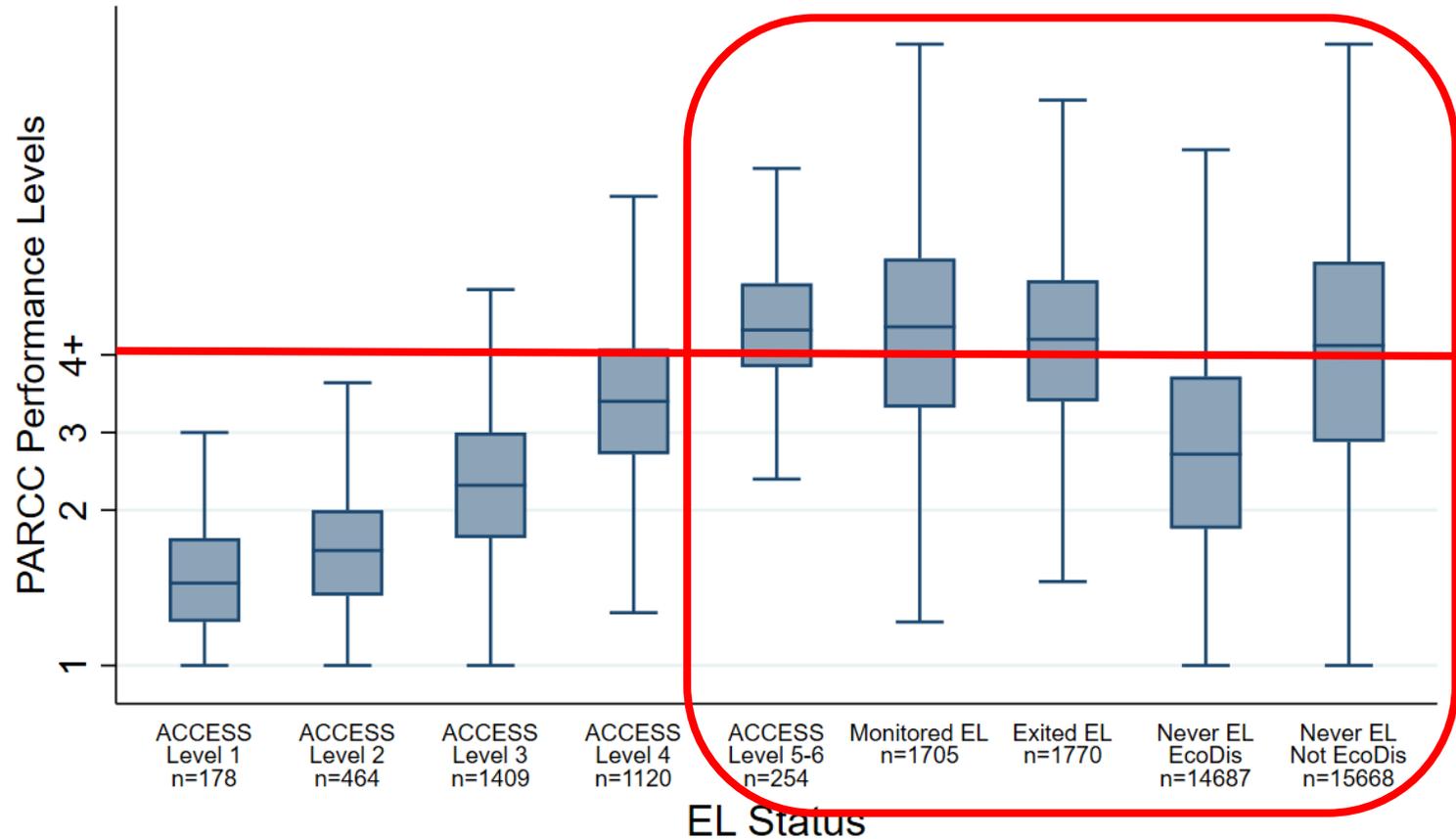


The majority of students who enter DC schools in the upper grades are starting as newcomers to English.

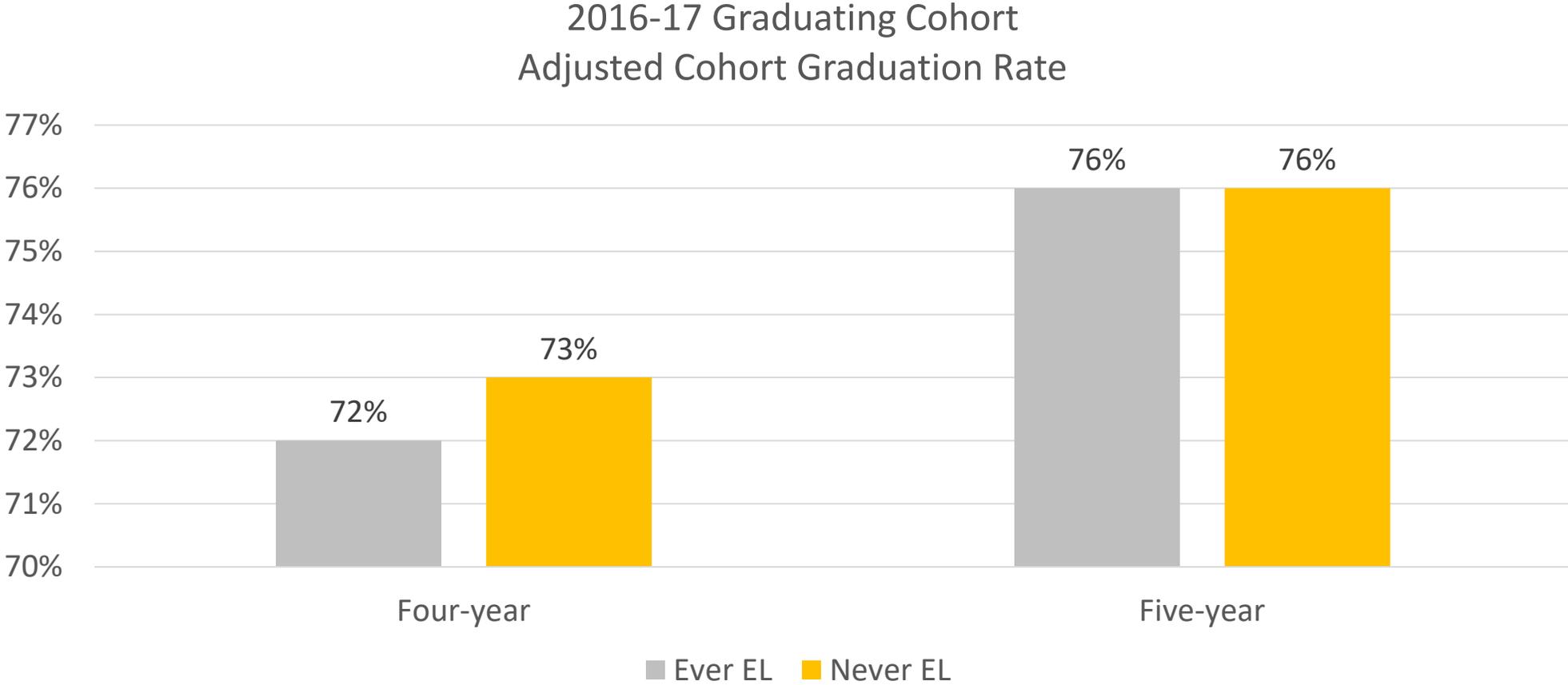
\*Grade is first grade of ACCESS assessment, for all students enrolled in SY1819

Overall, students who exit from English learner services in DC tend to succeed on state math and ELA tests.

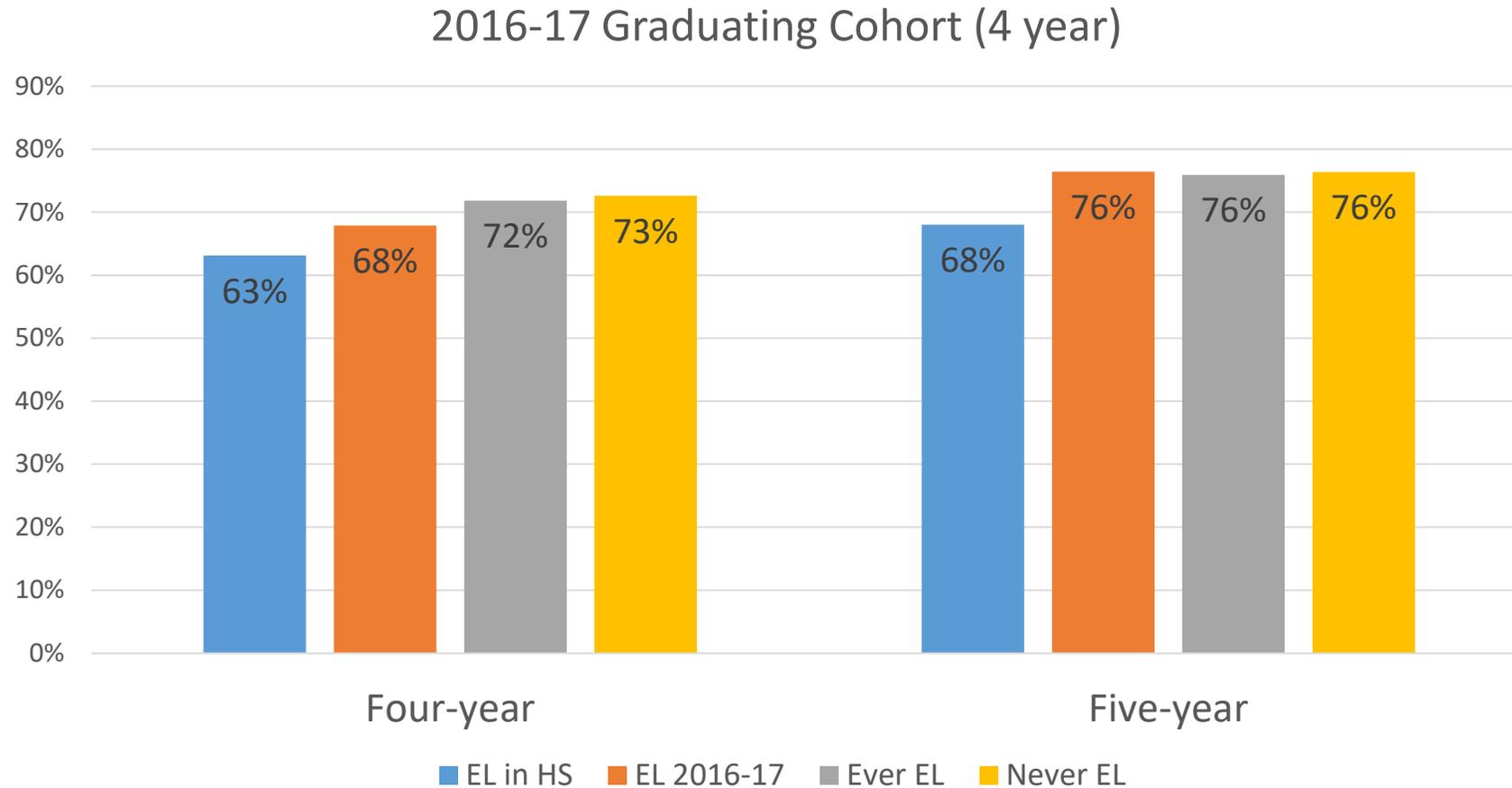
ACCESS & PARCC  
All School Grades  
2018-19 ELA



# Students who have exited from English learner services graduate at nearly the same rate as students who were never English learners.



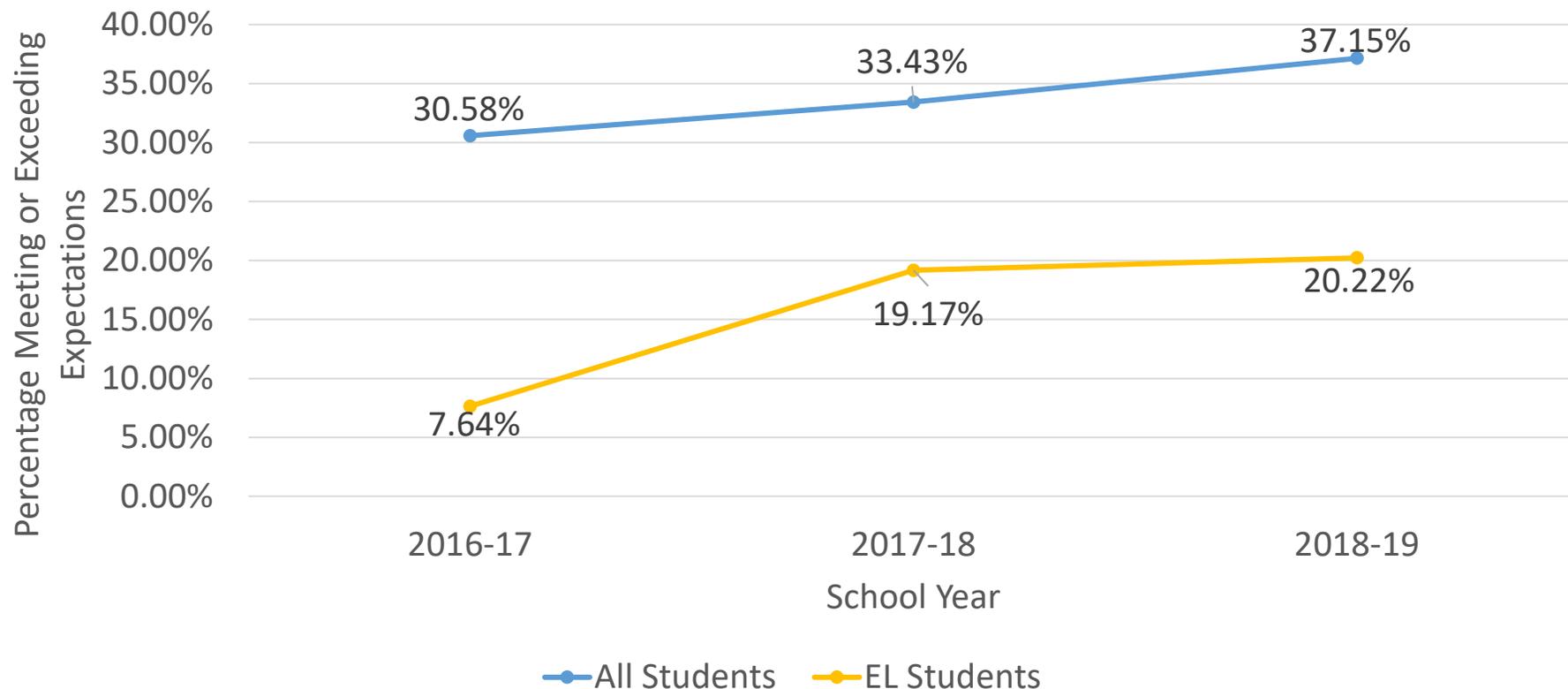
# Students who are EL in high school have a lower four-year graduation rate.



Students who were EL in their senior year (and were still enrolled) graduated at the same five-year rate as students who were never ELs.

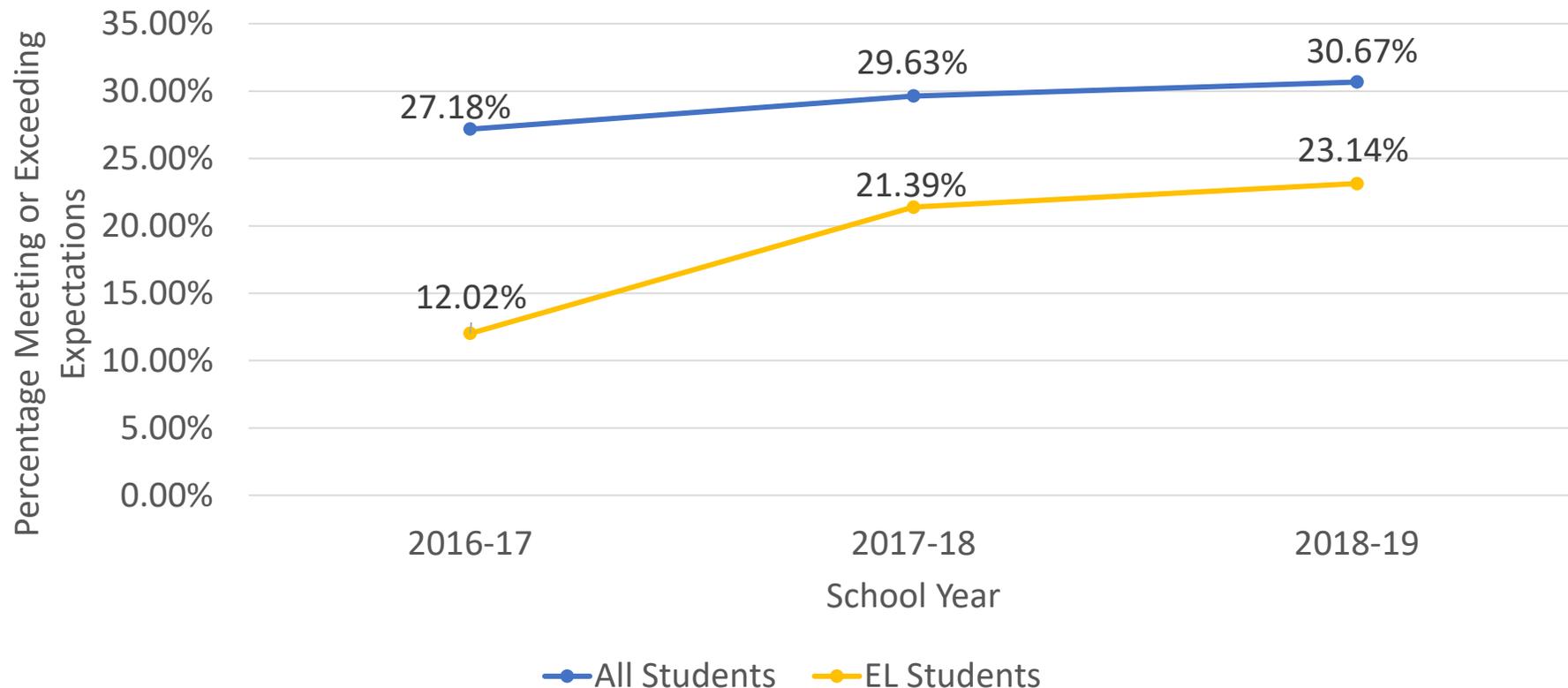
# For current English learners, performance on the state ELA assessment has improved over time, yet still lags that of all students.

EL Students' PARCC ELA Performance Compared to All Students  
(2018-19 School Year)



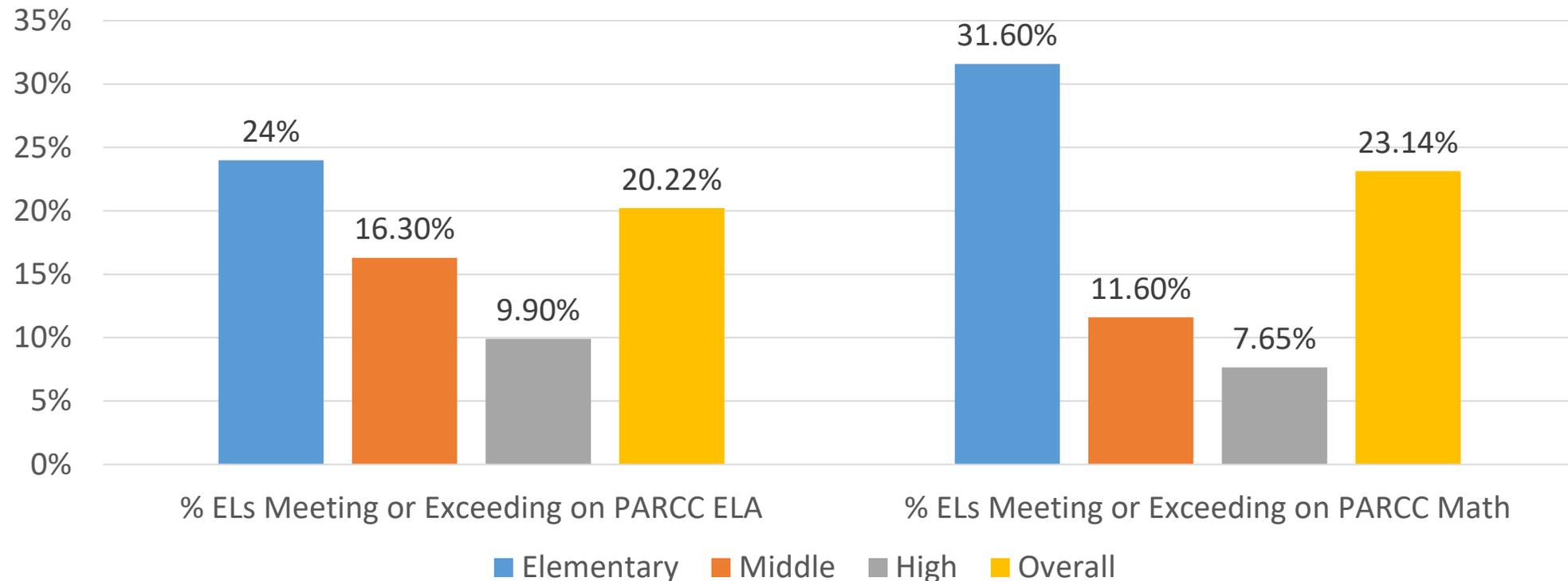
# The gap in performance of English learners and all students on the state math assessment is narrowing but not yet closed.

EL Students' PARCC Math Performance Compared to All Students  
(2018-19 School Year)

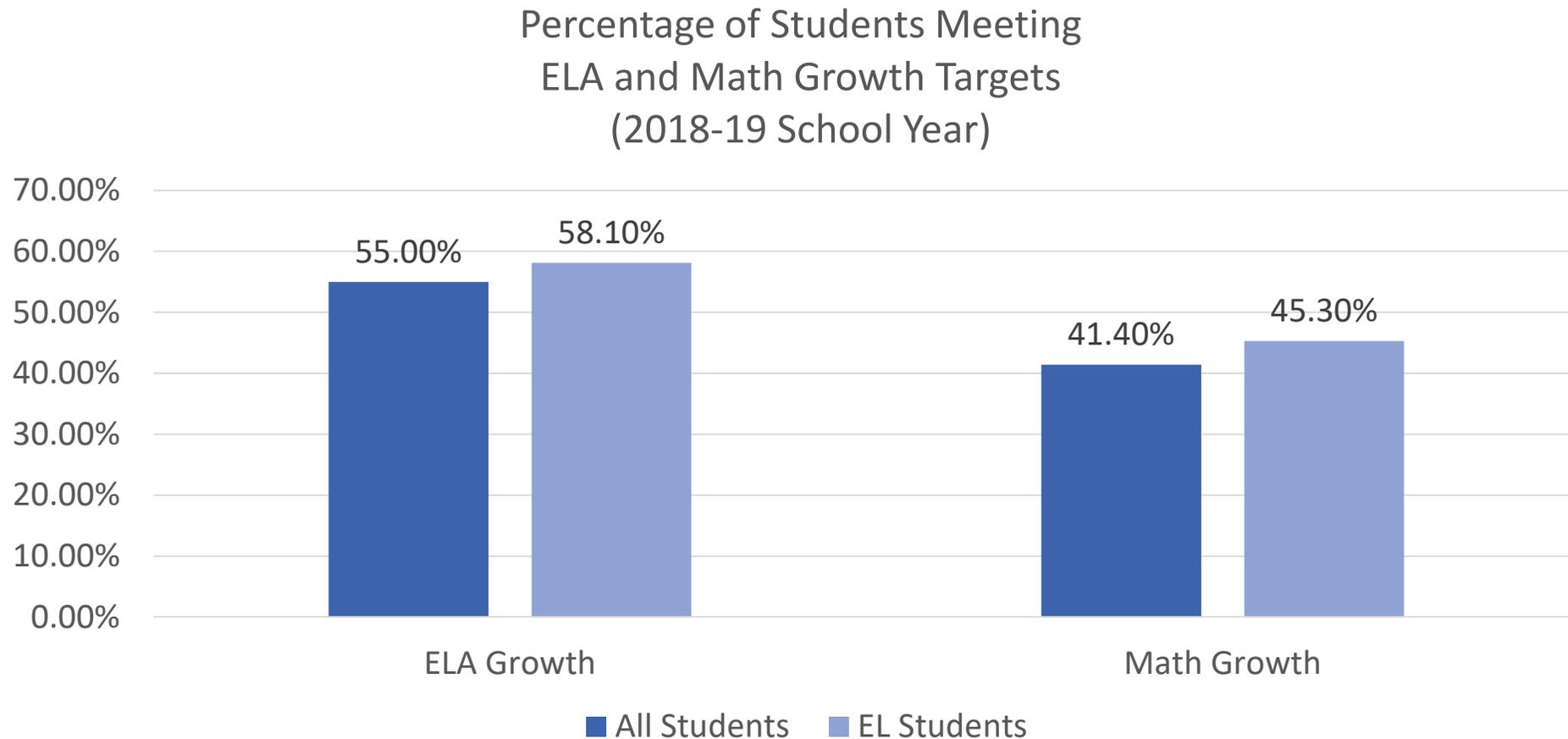


# However, English learners in middle and high school are performing much lower than those in elementary.

English Learners' Performance on PARCC ELA and Math by School Level  
(2018-19 School Year)

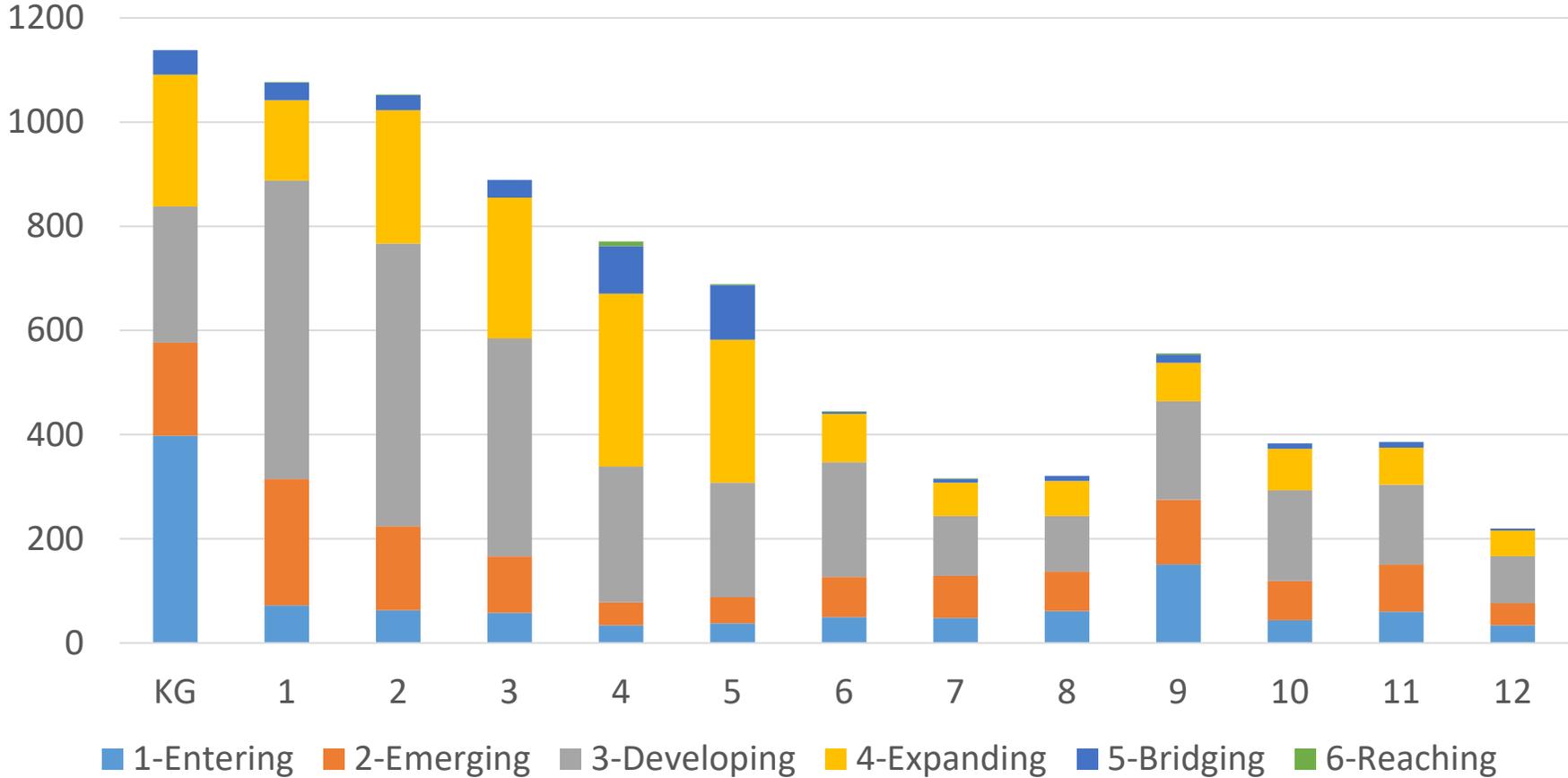


# English learner students outpace the general student population in meeting ELA and math growth targets.

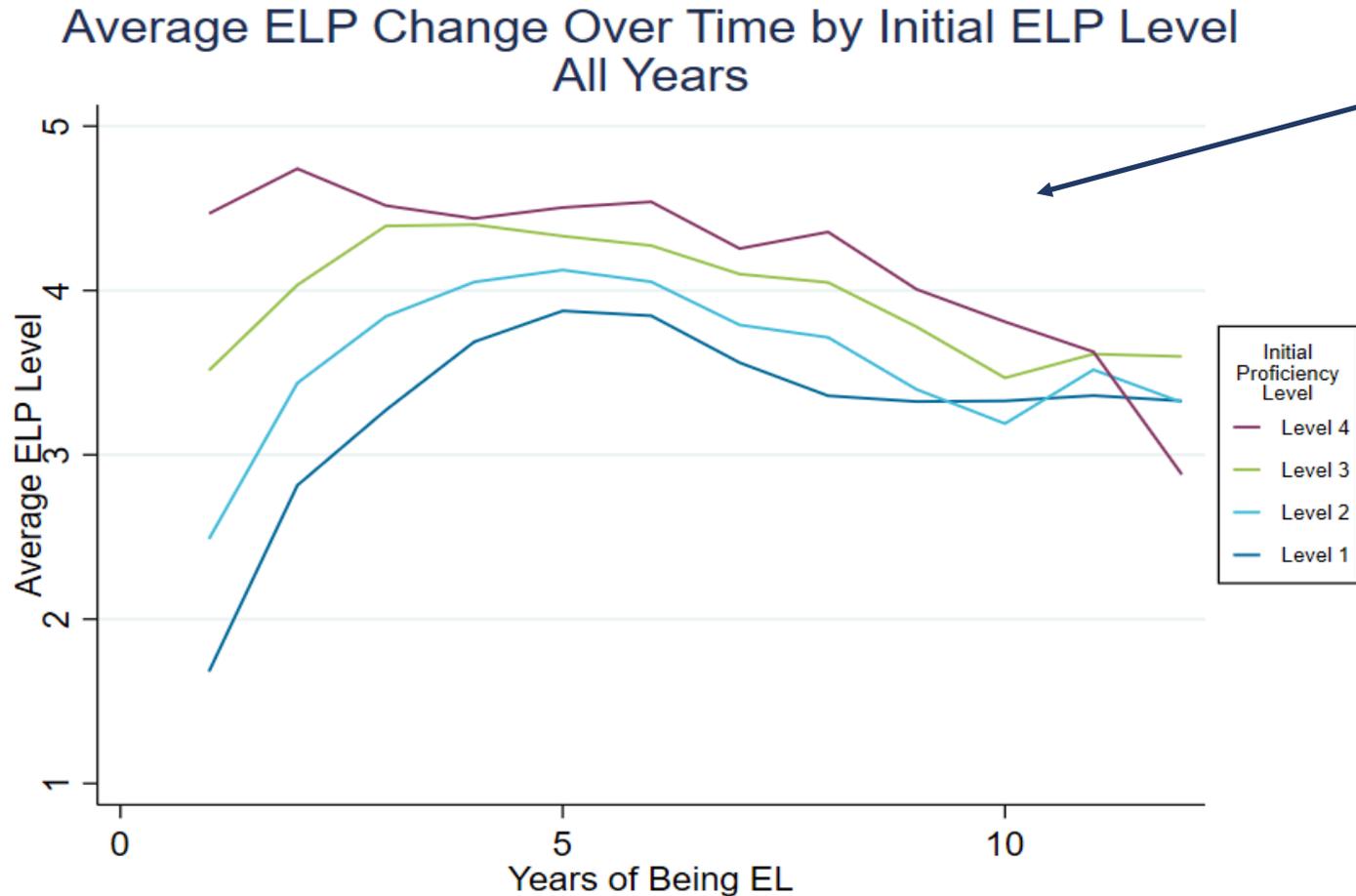


# Five years is the target for ELs to reach proficiency in English in DC.

EL Students' ELP Levels Across Grades K - 12  
(2018-19 School Year)



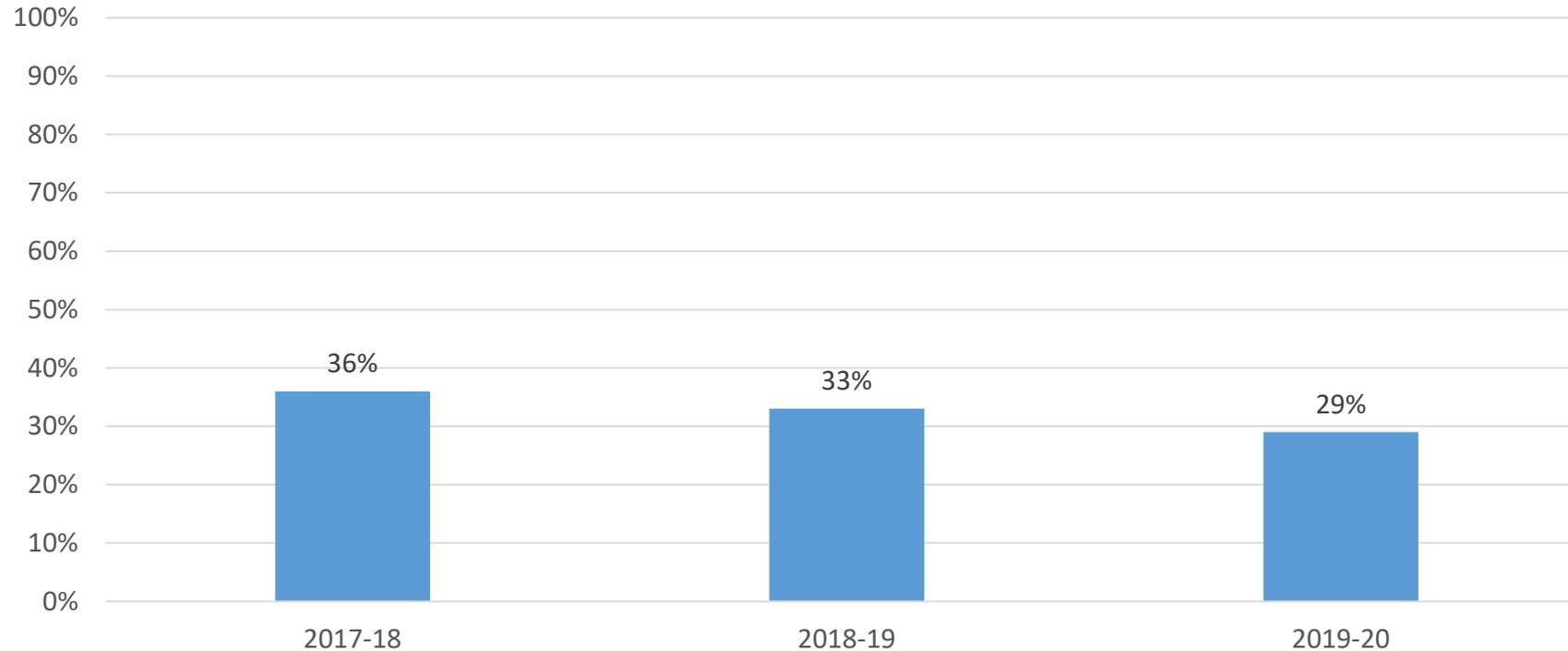
# EL students have the best chance of exiting from EL status if they do so within five years.



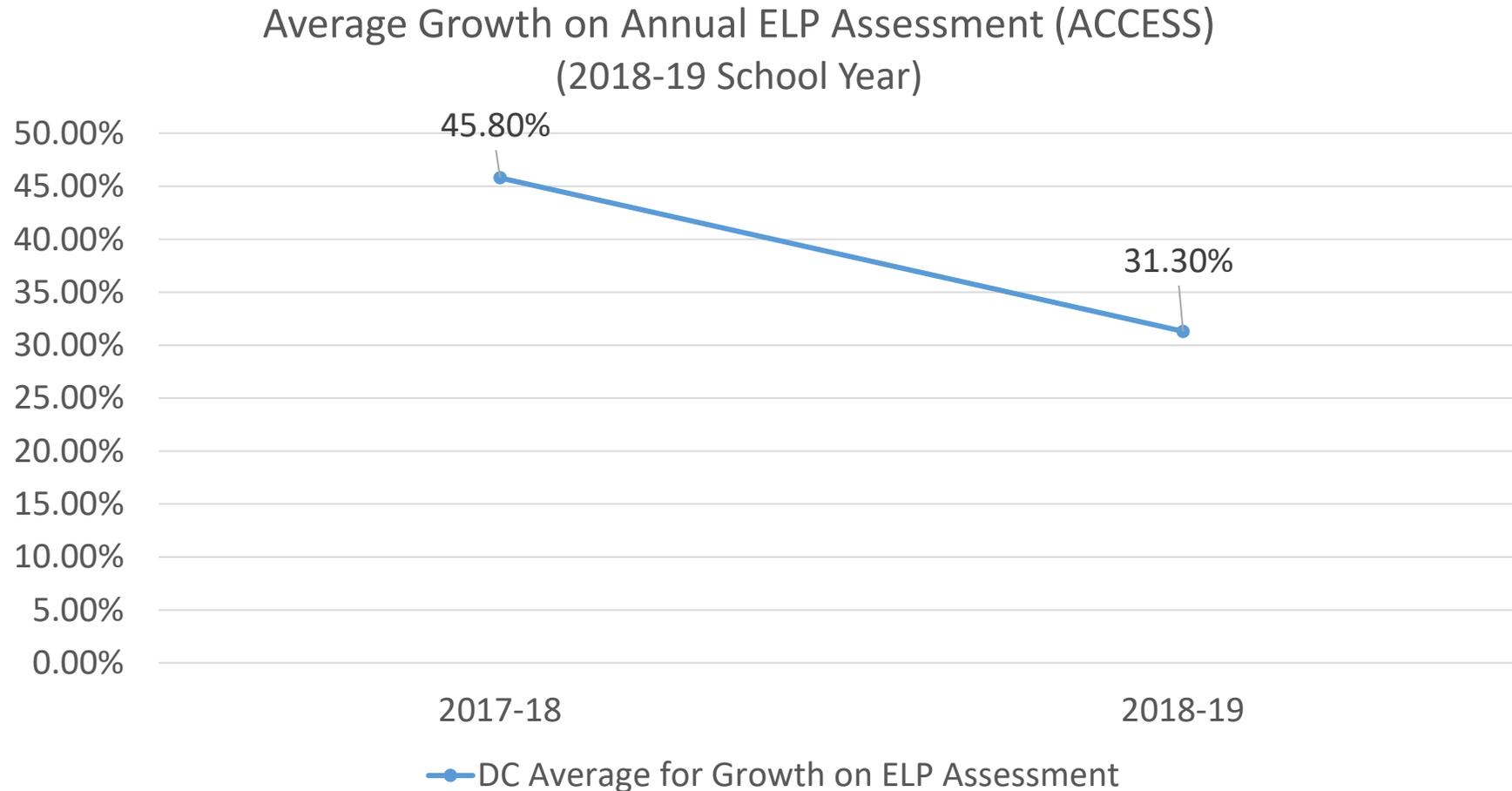
**Students who remain in EL status after five years tend to show stagnated growth in their proficiency in English.**

# Nearly one-third of students in English learner services for more than five years are dually identified as students with disabilities.

Percentage of ELs who have been EL for more than 5 years and are students with disabilities

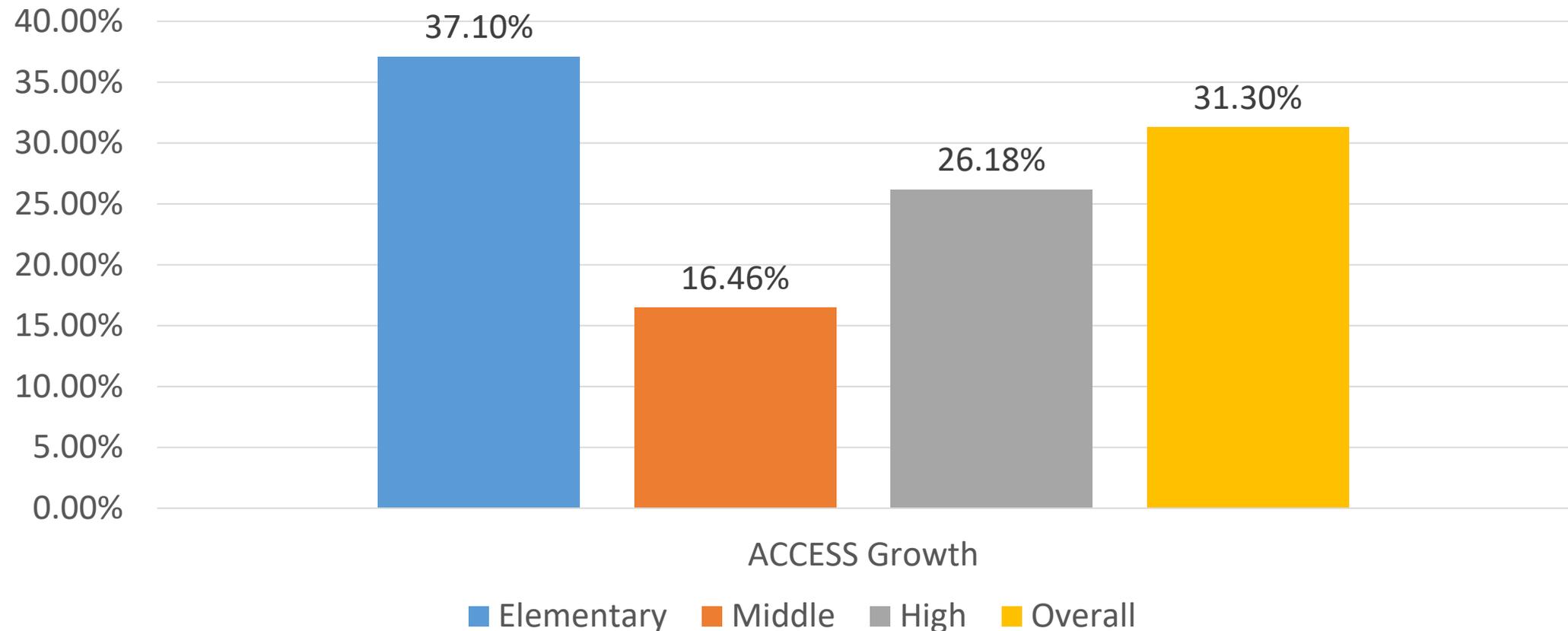


# Overall, fewer English learners met their targets for annual growth in English proficiency in 2018-19.



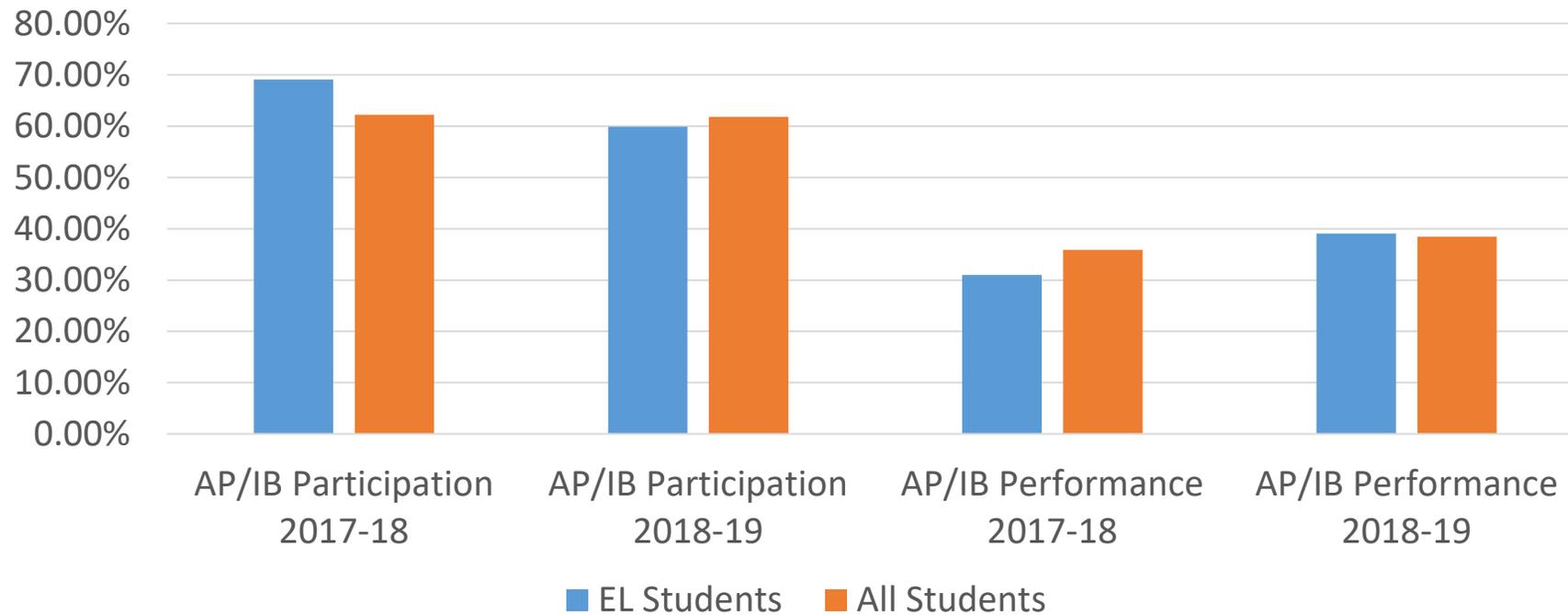
# English learners in middle and high school showed much less growth than those in elementary school.

Percentage of English Learners Meeting ACCESS Growth Targets  
(2018-19 School Year)

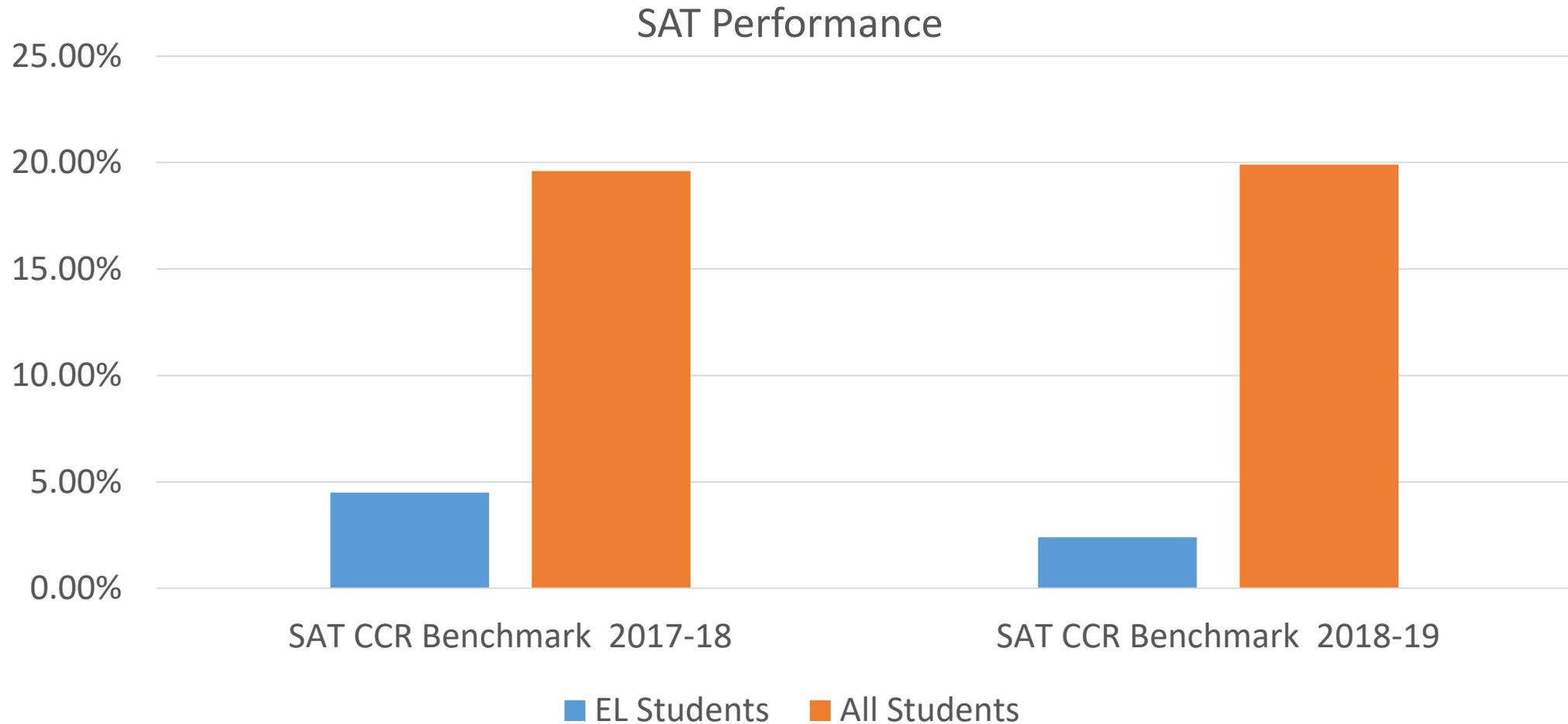


# English learners participate and achieve in rigorous AP and IB courses at similar rates to the general student population.

Participation and Performance in AP/IB programs and exams

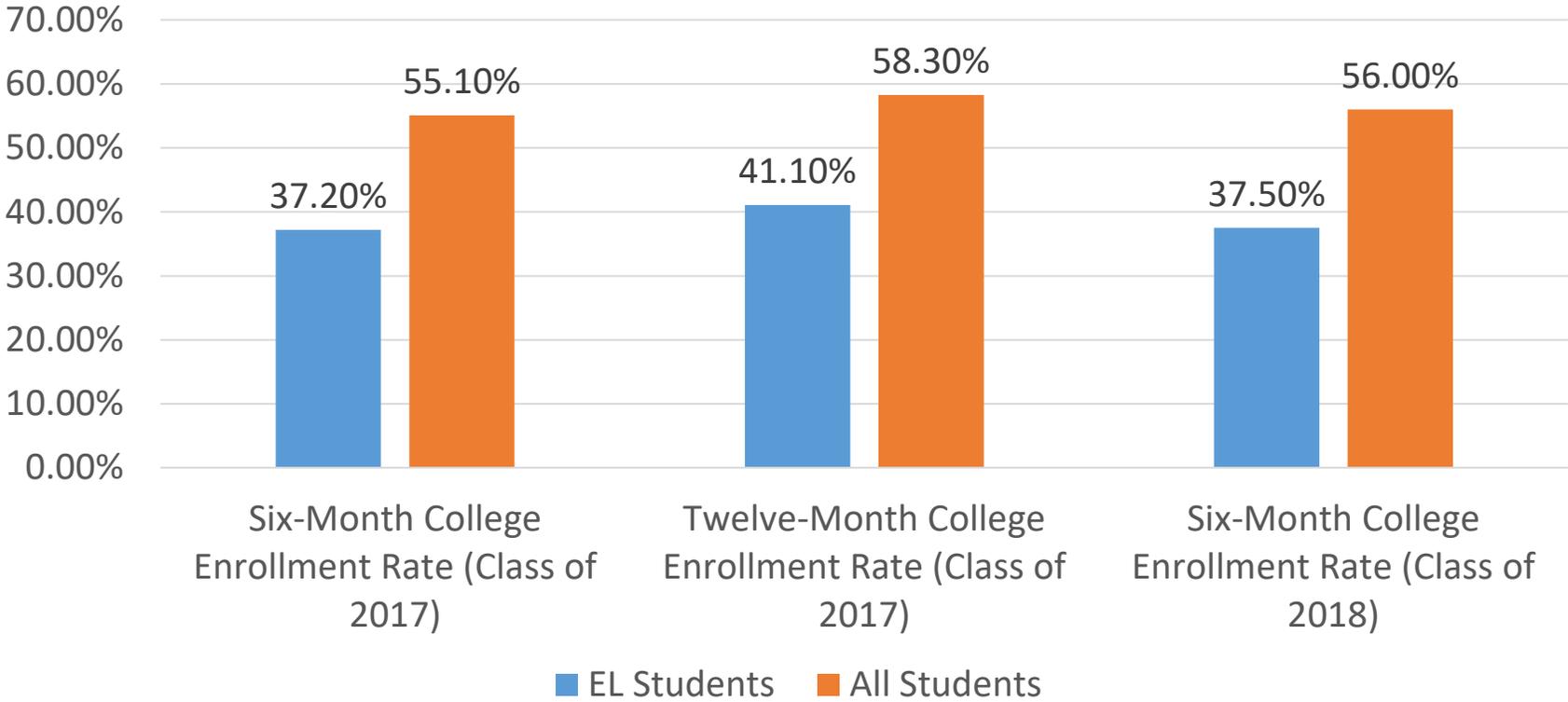


# Yet, outcomes are not equitable on the college and career ready benchmark on the SAT.



# This disparity continues to show in college enrollment rates.

College Enrollment Rate Six and Twelve Months After Secondary Graduation



**We need to continue to advocate for the unique needs of our English learner students and push to improve outcomes.**

**Focal  
Areas**

- Students' annual growth in English in all grades
- Students' social and emotional development
- Students' preparation for middle and high school
- Growth and achievement in middle and high school
- High school graduation and college enrollment

# Vision for Success for English Learners

All EL students will have equitable, meaningful access to high-quality academic and linguistic programs in an inclusive, welcoming environment.

Schools will include EL students specifically as a valued part of their vision for the school and students' success.

## OSSE Vision of Success for EL Students

Schools will provide high-quality education that equips ELs with the knowledge and skills necessary for language proficiency, grade-level content mastery, higher education, and career readiness.

Schools will continuously evaluate and improve programs for ELs in partnership with key stakeholders.

# Technical Assistance Opportunity: Deep Dive on LEA English Learner Data

Objective: to examine key EL data and develop action plans to refine their EL programs. The session will benefit those LEAs that want to conduct a deeper dive in reflecting on and refining their EL program.

OSSE will provide visualizations of state and local education agency-level EL data and tools to identify trends in data related to EL achievement. By the end of the session, participants will be able to:

- Analyze ACCESS and PARCC data to identify your LEA's strengths and areas for growth in serving EL students;
- Identify additional LEA and school-level data that can help dig deeper into refining your school's EL program;
- Articulate next steps for addressing areas for improvement in serving ELs; and
- Guide data interpretation discussions with school-based staff.

We strongly encourage participation in teams that include school leaders, data managers, EL coordinators and teachers. To register, contact Dr. Jennifer Norton at [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov).

# OSSE Resources

- Subscribe to the monthly [Teaching and Learning PD Bulletin](#)
- [OSSE English Learner Policy and Programs](#)
- [OSSE English Learner Instructional Resources](#)
- [OSSE Dual Language](#)
- Reach out for support; we are here to help:
  - EL policy and programs: Jennifer Norton [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov)
  - EL instruction and PD: Anika Harris [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov)
  - Dual language programs: Santiago Sanchez [Santiago.Sanchez@dc.gov](mailto:Santiago.Sanchez@dc.gov)