



**NATIONAL PROFESSIONAL DEVELOPMENT  
PROJECT DIRECTORS MEETING  
2015**

WASHINGTON, DC , APRIL 27, 2015

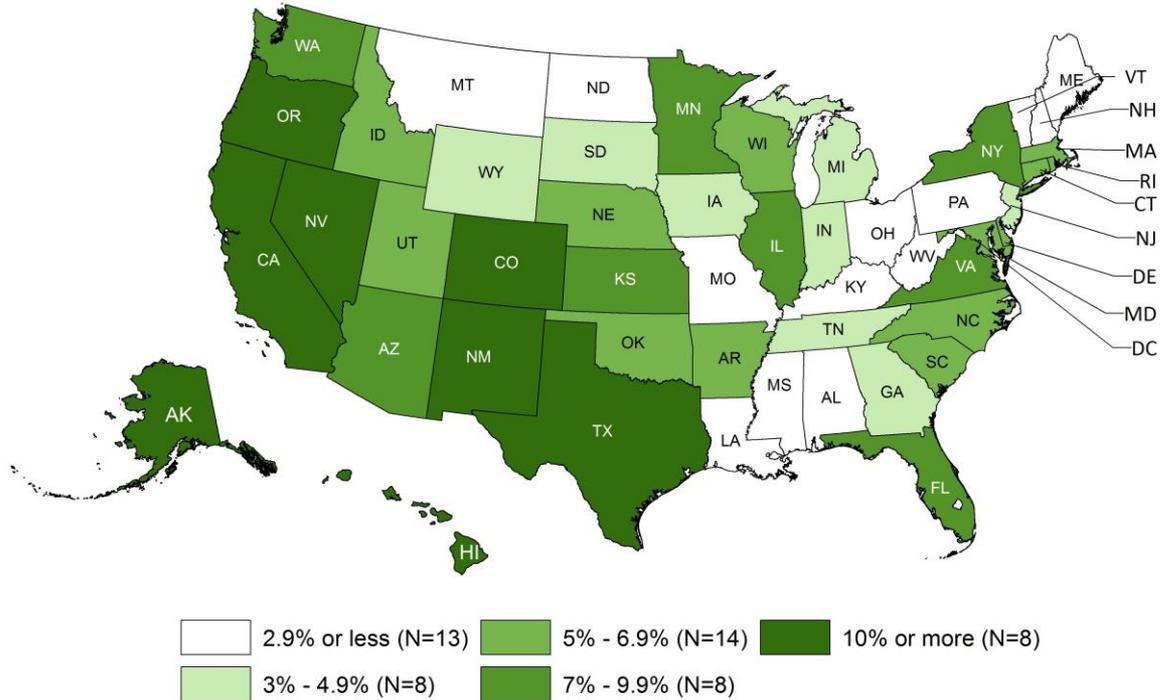
***LIBIA SOCORRO GIL, PH.D.***  
ASSISTANT DEPUTY SECRETARY AND DIRECTOR, OELA

# OVERVIEW

- **English Learners Trends**
  - **Growth**
  - **Performance**
- **Dual Language Approaches**
  - **Research**
  - **Study Trips**
- **Moving Forward**
  - **Integration**
  - **Biliteracy**
  - **Evidence Base Practice**



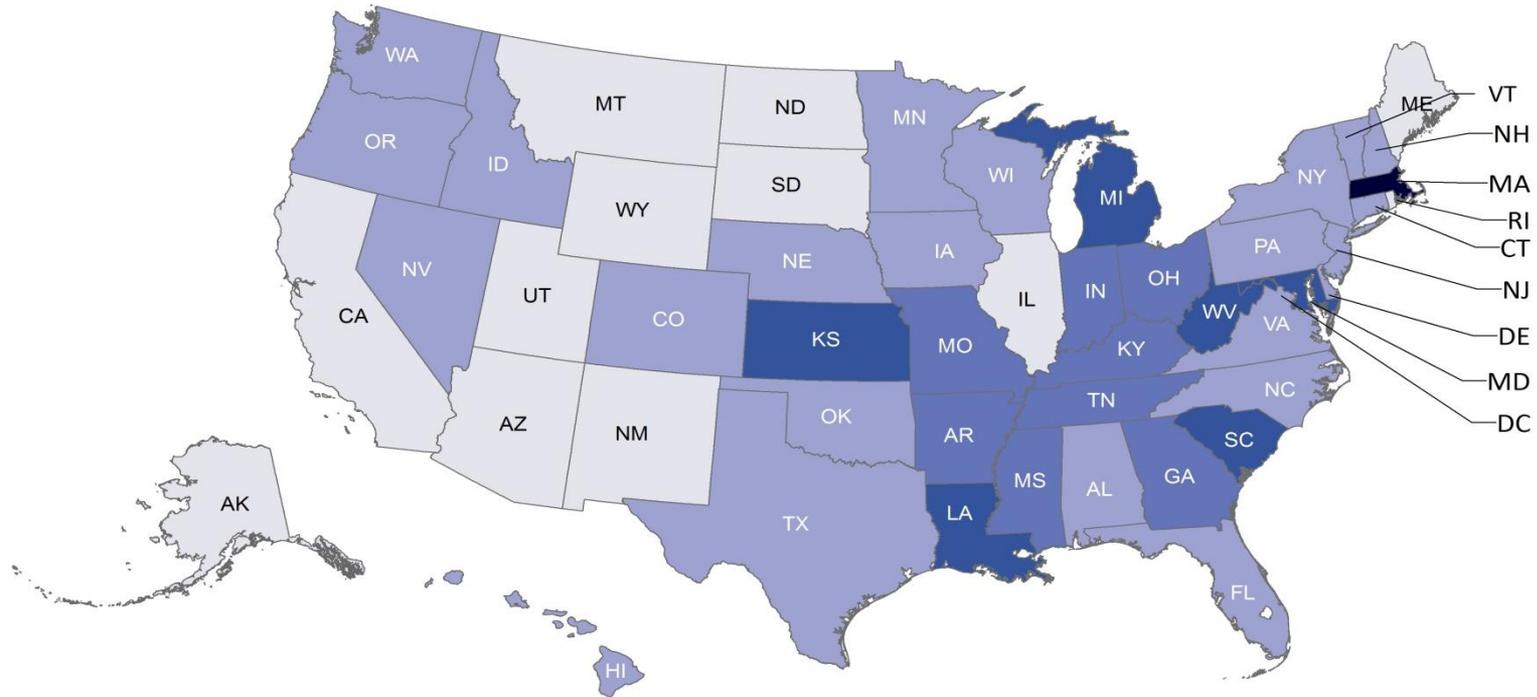
# PERCENTAGE OF TOTAL EL SCHOOL POPULATION GRADES PRE-K – 12: SY 2011-12



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Local Education Agency (School District) Universe Survey, 2011-12 v.1a; State Nonfiscal Public Elementary/Secondary Education Survey, 2011-12 v.1a.



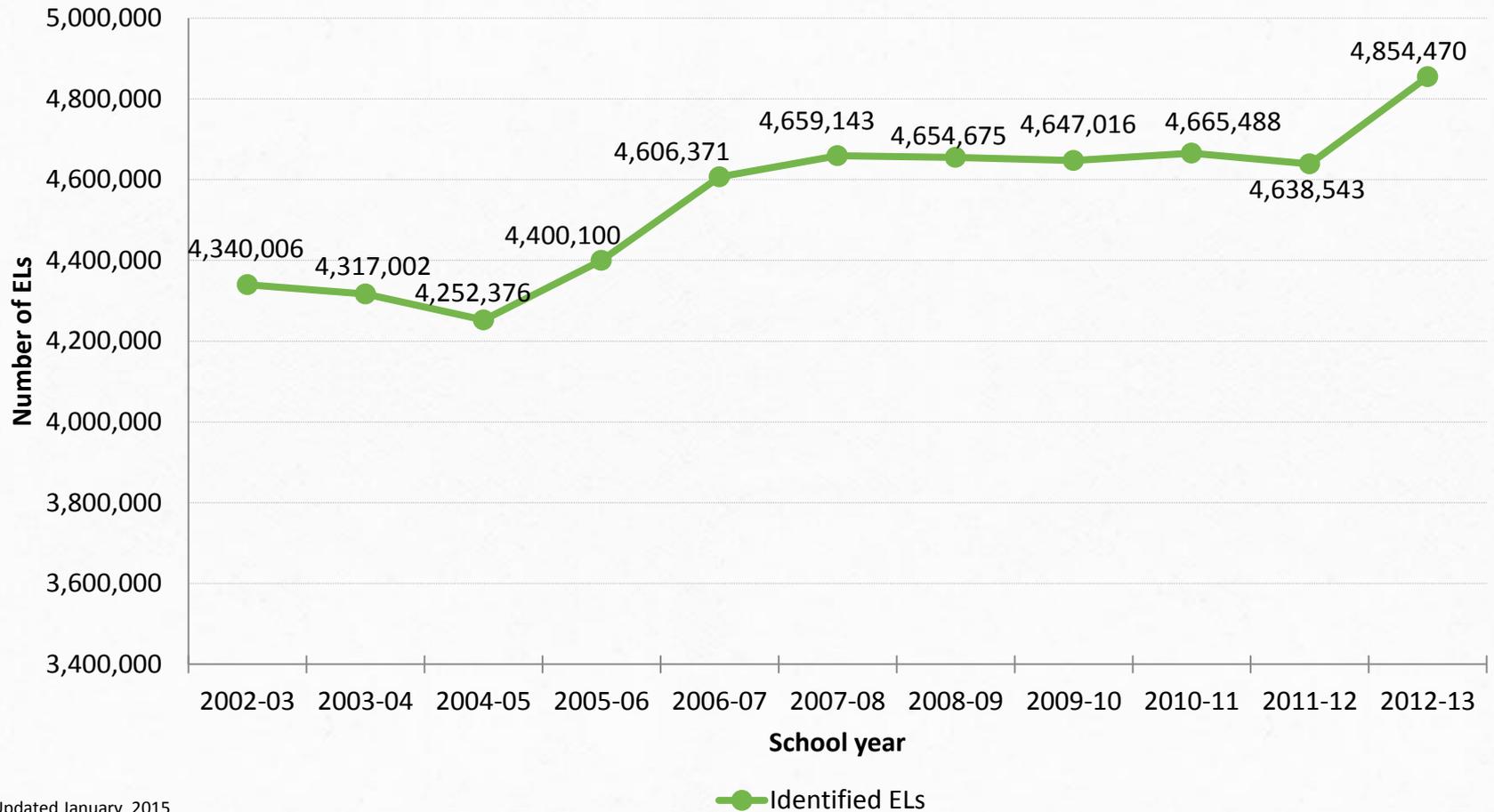
# PERCENTAGE CHANGE IN NUMBER OF ELs SYs 2004-05 to 2011-12



Source: EDFacts/Consolidated State Performance Reports, 2004-05 to 2011-12. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html> Updated 1.15.15



# NUMBER OF K-12 EL SY 2002-2013

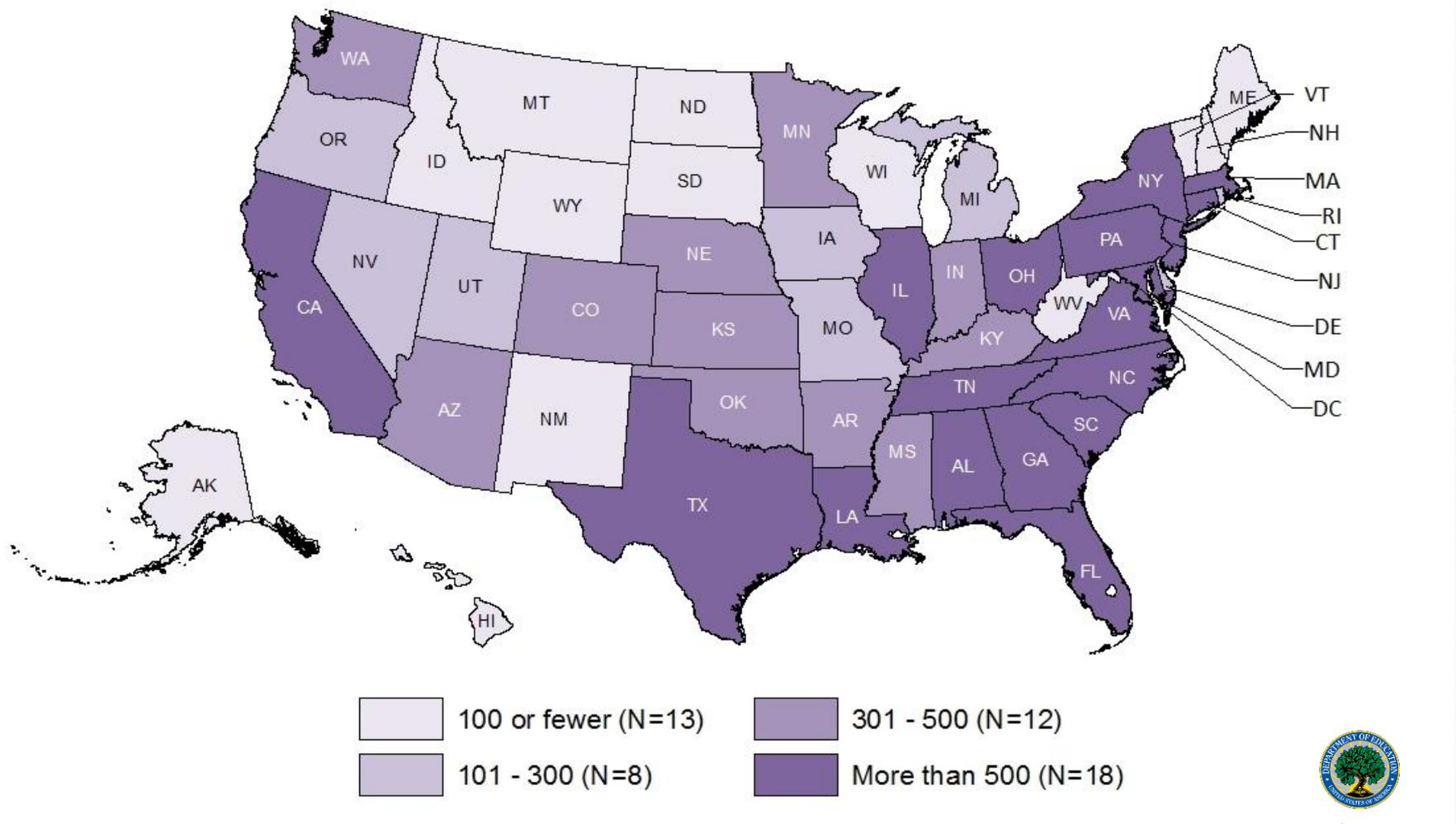


Updated January 2015

**Source:** U.S. Department of Education, *2008-10 Biennial Report to Congress* and ED Facts/Consolidated State Performance Reports, SYs 2010-11, 2011-12, and 2012-13



# UNACCOMPANIED CHILDREN RELEASED TO SPONSORS BETWEEN OCTOBER 2013 - OCTOBER 2014



Source: U.S. Department of Health and Human Services, Office of Refugee Resettlement, 12/3/2014  
<http://www.acf.hhs.gov/programs/orr/unaccompanied-children-released-to-sponsors-by-state>.



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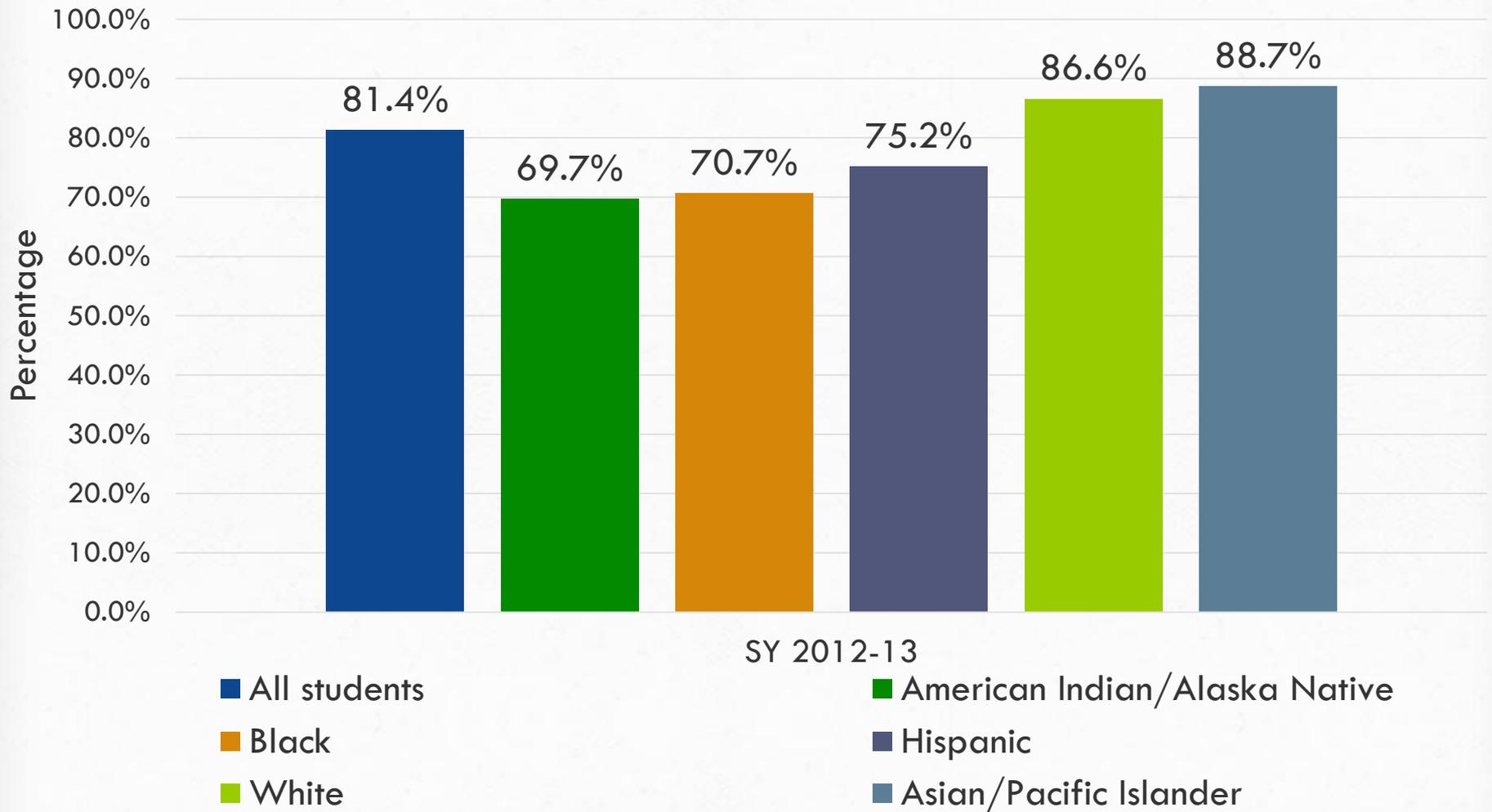
# TOP FIVE LANGUAGES SPOKEN BY ELs NATIONALLY: 2011-12

Language	Number of ELs
Spanish	3,562,860
Chinese	88,798
Vietnamese	79,021
Arabic	64,487
Hmong	40,445

Source: ED*Facts*/Consolidated State Performance Report, 2011-12:  
<http://www2.ed.gov/admins/lead/account/consolidated/index.html>.



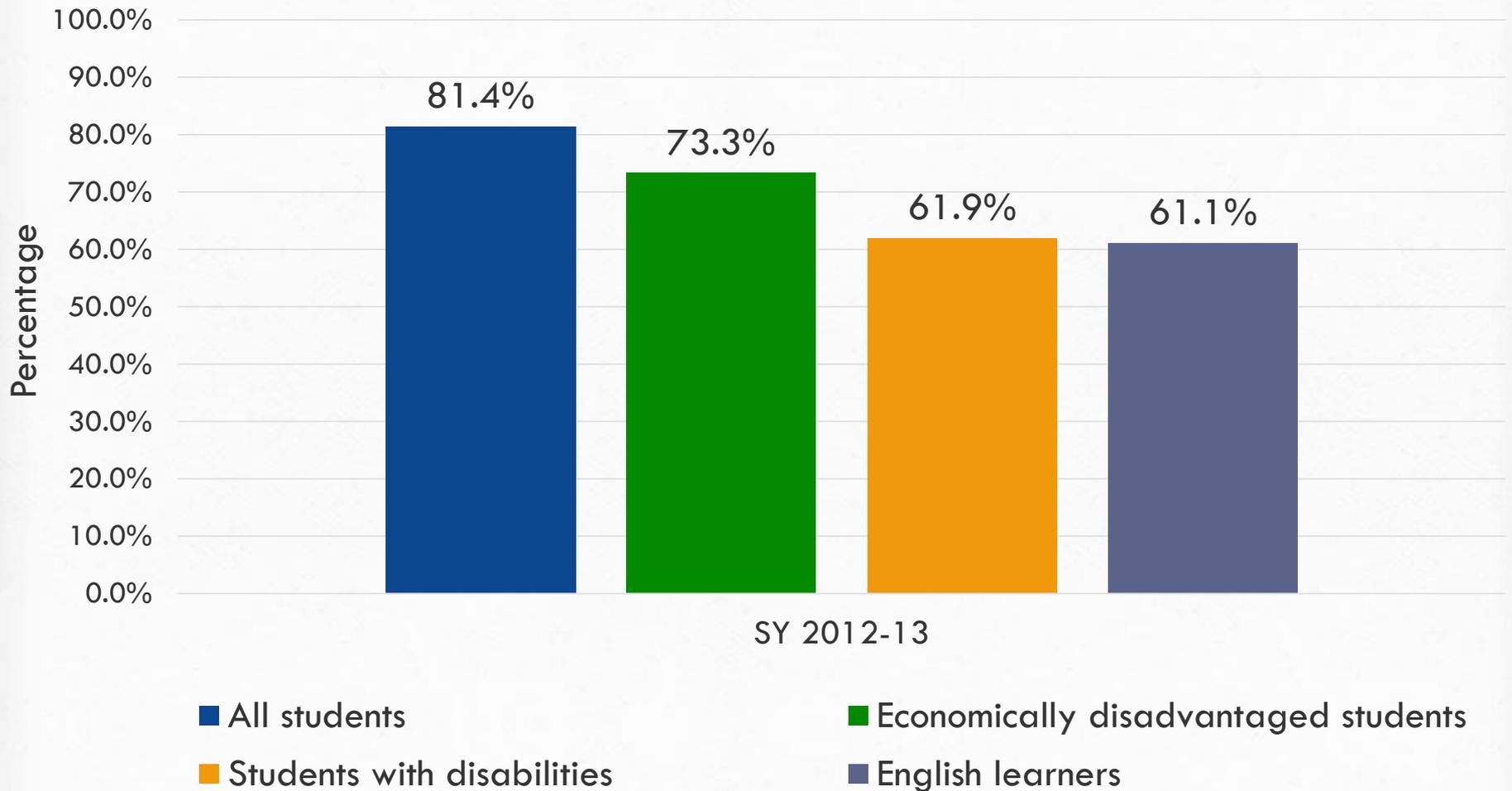
# HIGH SCHOOL GRADUATION RATES: SY 2012-13 BY RACIAL/ETHNIC CATEGORY



Source: ED Facts/Consolidated State Performance Report, SY 2012-13, <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved 3/16/15 from [http://nces.ed.gov/ccd/data\\_tables.asp](http://nces.ed.gov/ccd/data_tables.asp)



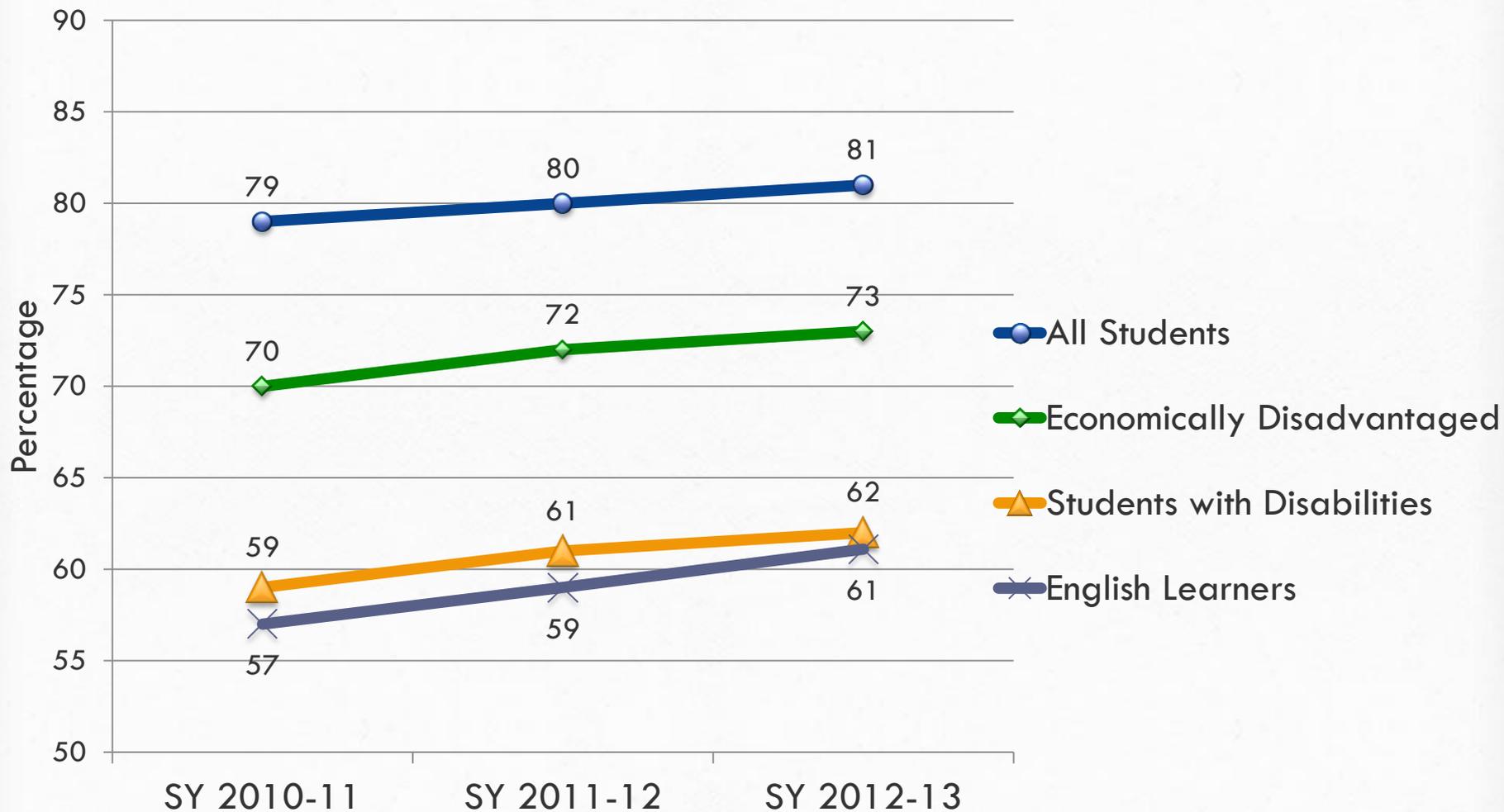
# HIGH SCHOOL GRADUATION RATES: SY 2012-13 BY STUDENT GROUP



**Source:** EDFacts/Consolidated State Performance Report, SY 2012-13, <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved on 3/16/15 from [http://nces.ed.gov/ccd/data\\_tables.asp](http://nces.ed.gov/ccd/data_tables.asp)



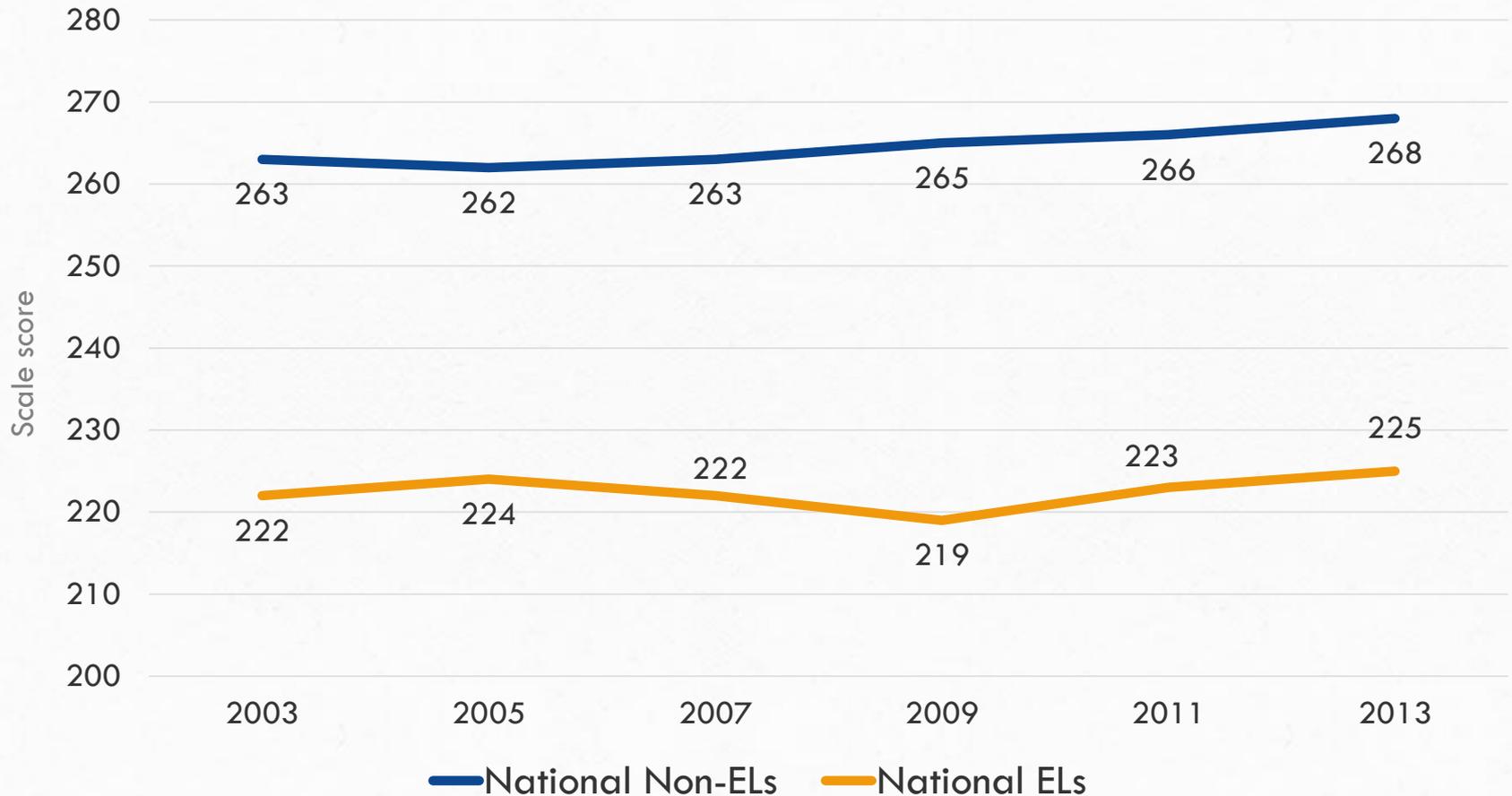
# TRENDS IN HIGH SCHOOL GRADUATION RATES BY STUDENT GROUP



Source: EDFacts/Consolidated State Performance Report, school years 2010-11, 2011-12, and 2012-13,  
<http://www2.ed.gov/admins/lead/account/consolidated/index.html>



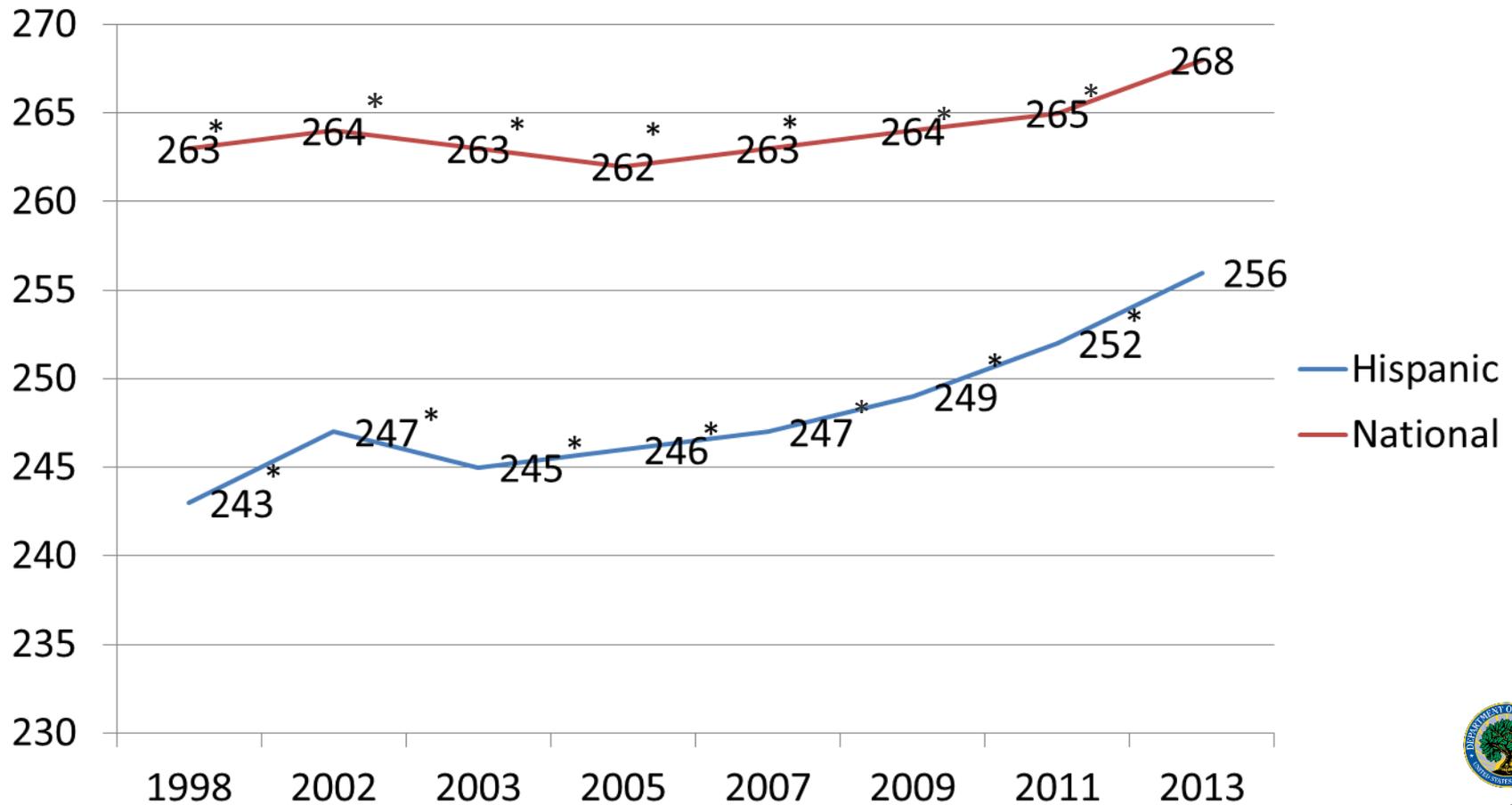
# NAEP GRADE 8 READING SCORES FOR ELs AND NON-ELs: 2003-2013



**Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, and 2013 Reading Assessments.

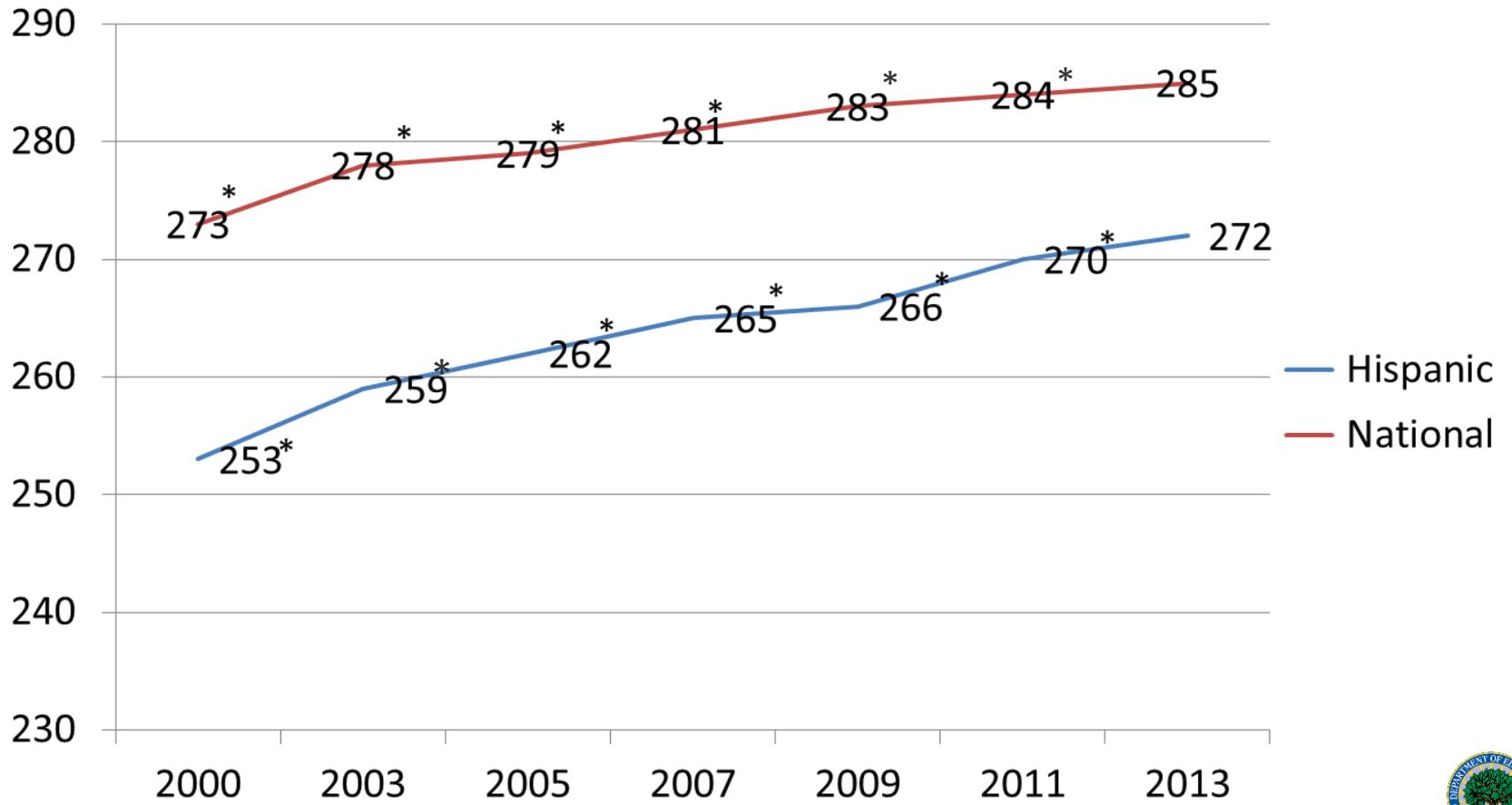


# NAEP GRADE 8 READING SCORES FOR HISPANIC AND NON-HISPANIC STUDENTS



**Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005, 2007, 2009, 2011, and 2013 Reading Assessments.

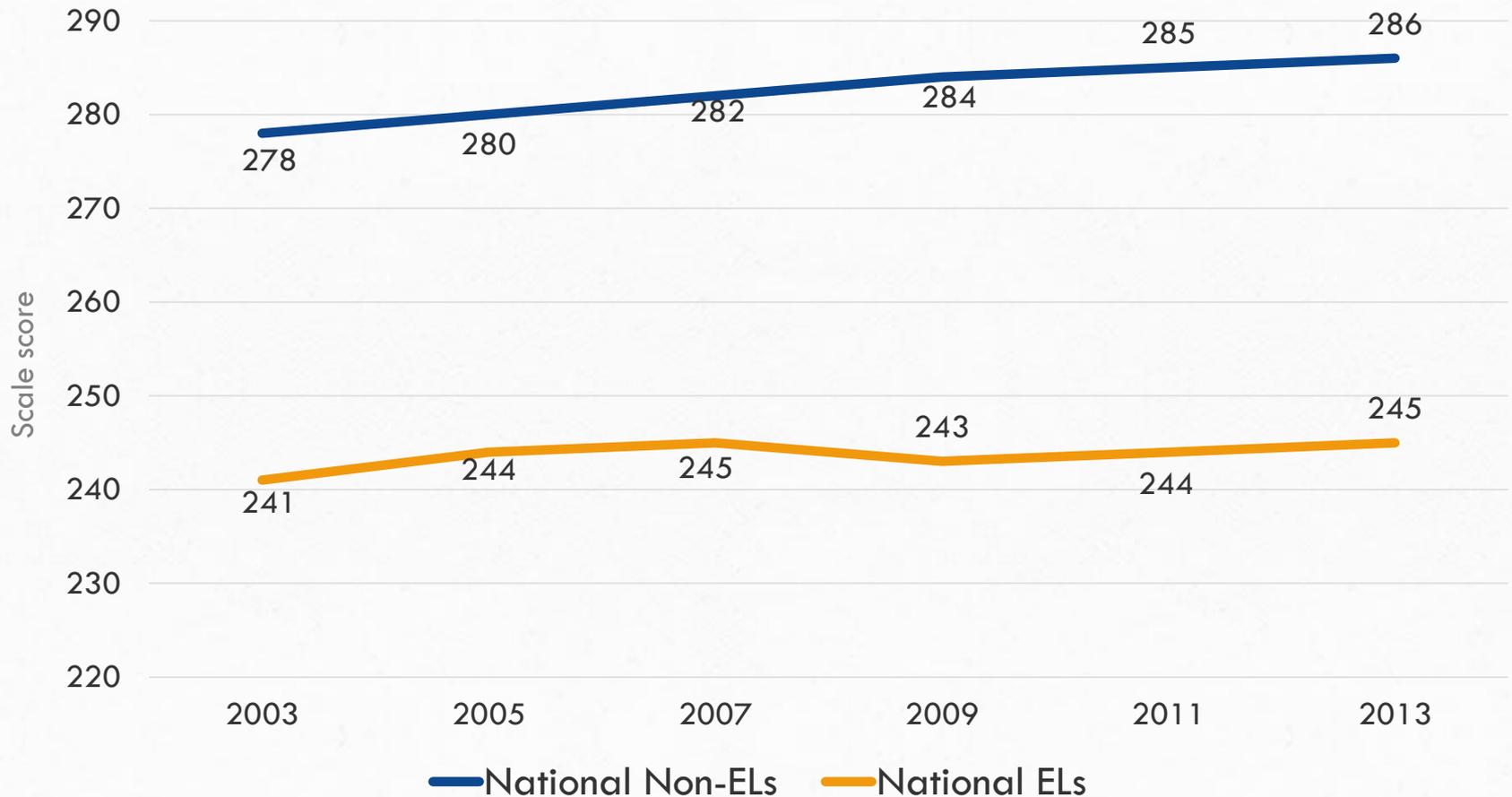
# NAEP GRADE 8 MATHEMATICS SCORES FOR HISPANIC AND NON-HISPANIC STUDENTS



**Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005, 2007, 2009, 2011, and 2013 Mathematics Assessments.



# NAEP GRADE 8 MATHEMATICS SCORES FOR ELs AND NON-ELs: 2003-2013



**Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, and 2013 Mathematics Assessments.



“My message to you today is that K-12 schools and higher education institutions must be part of the solution to our national language gap. The president and I want every child to have a world-class education – *and today more than ever a world-class education requires students to be able to speak and read languages in addition to English.* The department of education plays an important role in supporting second-language instruction starting in the earliest grades and to ensure that students are engaged in language all the way through high school.”

- Arne Duncan, U.S. Secretary of Education



# DUAL IMMERSION PROGRAM

## Bruce-Monroe Elementary

### School History



On March 19, OELA staff visited Bruce-Monroe Elementary at Parkview, one in a series of monthly school visits to stay connected to teachers, practices, principals and students. The school was originally two separate schools each named after two inspirational leaders. Monroe Elementary was named after President

Monroe, and Bruce Elementary was named after Senator Blanche K. Bruce, the first black person to serve a full term in the U.S. Senate. When the two schools merged, everyone from Monroe was given the opportunity to apply for their jobs but in the end the staff who stayed in the newly merged school was almost 100% from Bruce.

### School Demographics

The school has an enrollment of 465 and the student body is comprised of 75% Latino, 24% African American, and 1% White, 66% ELL, 99% Free and Reduced Lunch, and 12% Special Education.

### Program Overview

The school is a preschool to 5<sup>th</sup> grade school that offers a dual language (50/50 model, English/Spanish) program. The program model is one where teachers teach a shared unit. Teachers partner (one English teacher and one Spanish teacher) and share two groups of students, each group spending a full day immersed in the language. Students who spend one day in the English class learn all their subjects in English then build on those concepts and skills the very next day in Spanish, and vice versa. This model requires regular planning

and communication between teacher teams.

Preschool and pre-k enrollment is done by lottery regardless if the child lives in the neighborhood. Currently there is a waiting list for early childhood education.

They are starting an after school program to help students who need to catch up with their language development.

During recess, students interact in both languages. The target language is not actively encouraged during recess. The students determine which language to use during their playtime.

Professional Development for teachers is centralized around content area by DCPS, but Bruce-Monroe also brings in trainers from across the state.

The school uses

Singapore Math and is a Phonics Morphology School in English and now also in Spanish.

Teacher Jennifer Pearson, who is the Pre-K English immersion instructor, and her co-instructor Mr. Acosta teach parallel lessons in English and Spanish. They are currently doing a tree study to help build vocabulary in both languages. She stated that what makes Bruce-Monroe a great place to teach is a great vision and strong teacher leadership where teachers feel supported and given freedom.



# **DUAL IMMERSION SCHOOL VISITS**

## **SY 2014-15**

- **Washington Yu Ying Public Charter School**
- **Maria Reed Elementary**
- **Escuela Key, VA**
- **International Academy at Cardozo Education Campus**
- **Cleveland Elementary**
- **Bruce Monroe Elementary**
- **Sligo Creek Elementary, MD**
- **Rolling Terrace Elementary, MD**



# SEAL OF BILITERACY GUIDELINES



THE SEAL SERVES TO CERTIFY ATTAINMENT OF BILITERACY FOR STUDENTS, EMPLOYERS AND UNIVERSITIES. IT IS A STATEMENT OF ACCOMPLISHMENT THAT HELPS TO SIGNAL EVIDENCE OF A STUDENT'S READINESS FOR CAREER AND COLLEGE AND FOR ENGAGEMENT AS A GLOBAL CITIZEN

**“Today, educating our children for a successful career and enriched life must include biliteracy or multiliteracy skills. In our interconnected global community and interdependent economies, we must prepare our children for a future in which their ability to appreciate and communicate across cultures and languages is a significant asset for our nation.**

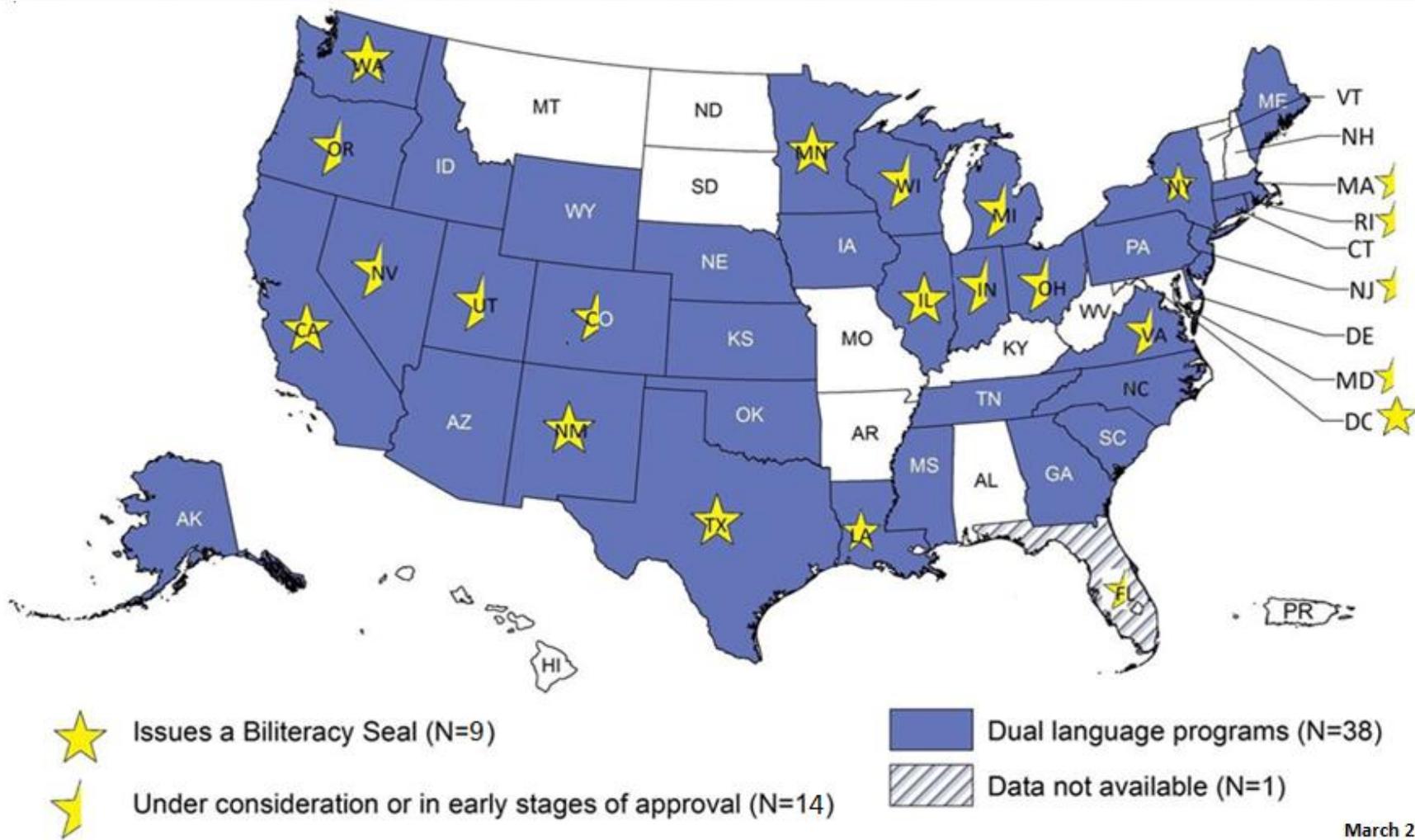
**There is increasing momentum across the country for schools to establish language immersion programs to encourage and value the mastery of multiple languages. In effective dual-language classrooms, English learners and English-proficient classmates are provided opportunities to learn academic content while simultaneously becoming proficient in two languages.**

**We challenge our schools and communities to invest in our future leaders with opportunities for developing biliteracy or multiliteracy skills. Congratulations to DCPS for taking this challenge and making a commitment to recognize graduates with a Seal of Biliteracy for their achievements in two languages.”**

**- Libia S. Gil, Assistant Deputy Secretary and  
Director, Office of English Language  
Acquisition, U.S. Department of Education**



# STATES OFFERING DUAL LANGUAGE PROGRAMS IN SY 2011-12 AND SEALS OF BILITERACY IN 2015



March 2015

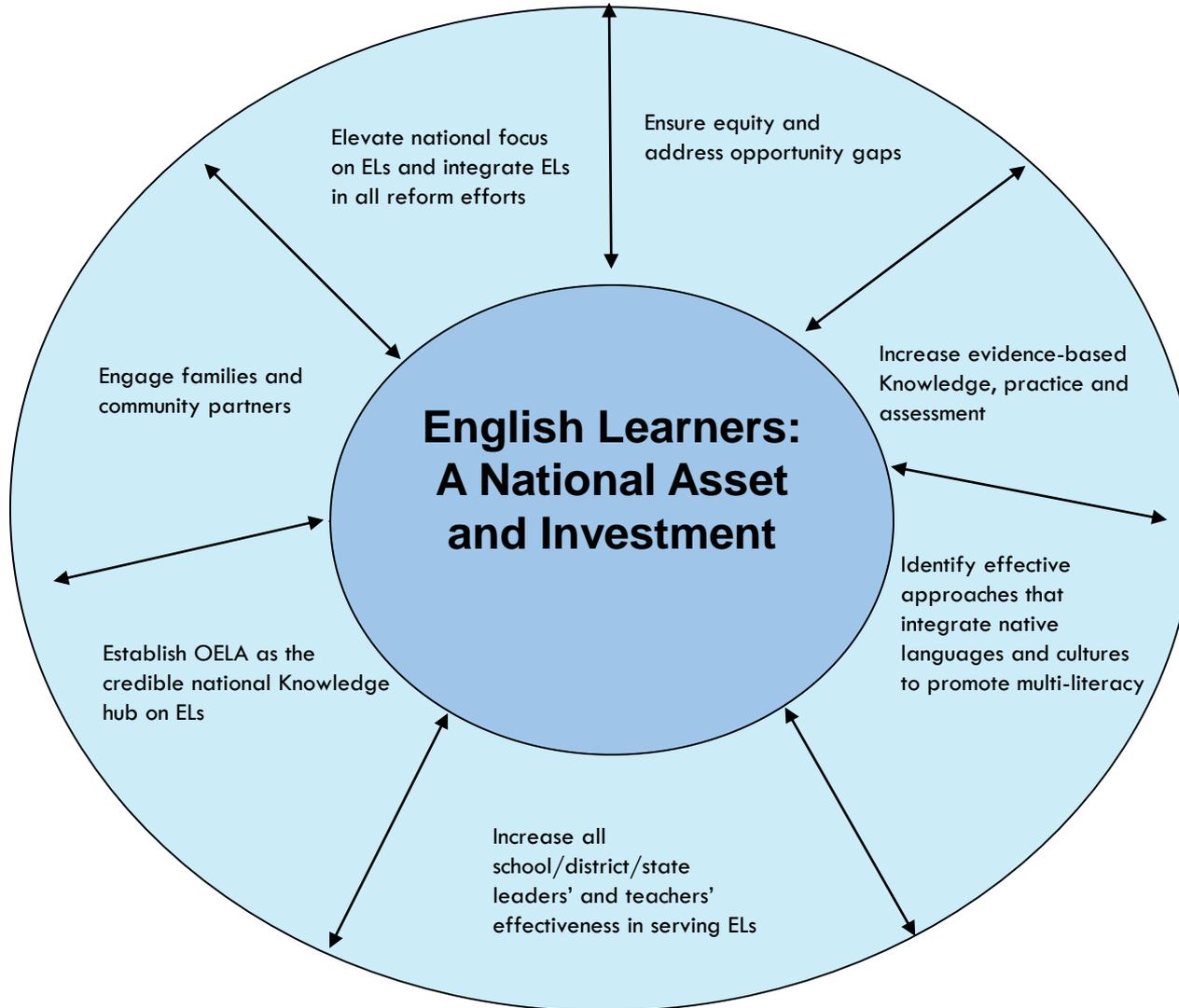
Source: EDFacts/Consolidated State Performance Report, 2011-12 and <http://sealofbiliteracy.org/>.



# ED's Systemic Strategy for English Learners

**Goal 1: Ensure all English Learners are college and career ready for a global society by building on students' linguistic and cultural assets**

**Goal 2: Ensure all education policies and initiatives successfully address opportunities for English Learners**



Updated 11.12.14



