



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Seattle

As a convener, we would like you to put together a short report from your group describing the following:

1. Names of group members

Linda Friberg & Jill Weseman, presenters/presiders

Attendees: Sheila Kovoso, Ever Eugenio, Brenda Romesro, Mohamud Y. Abdirahaman, Cindy Partlow, KisdT Tasisa, Addis Mamay, Selam TaJebe, and Karen Eitreim

2. Issue/Topic/Activity

- High School students who lack credits toward graduation in academic content classes
- How to balance supporting ELLs and earning academic credits that count toward graduation requirements
- How to involve ELLs in AP classes

3. Highlights of Discussion/Recommendations/Next Action Steps

Discussion: J. Weseman presented in depth the Highline, WA “Global Connections” high school model. A small school of 320, grades 9-12, with 30% ELL and 70% multilingual students, the school was created with funding from a Gates Grant. The place newcomers in a beginner program for their first year. Thereafter the students take 9th grade English and need to demonstrate proficiency in the course standards before progressing to 10th grade English. This may take longer than one school year. After 10th grade English, students take AP Language and Composition, as all students in the district are supposed to take at least one AP class. This is followed by 12th grade AP Literature. For the AP classes, student also have a one-period ESL support class that counts as a language arts/English credit toward graduation, where they can work on their AP course work and get support. Most take the AP exam; few earn AP credit. The school also offers AP Spanish for heritage speakers, and this has a high AP exam pass rate. Students struggle moving from 10th grade English to AP classes. Students from the high school attended the session and agreed that this was a difficult transition. They also noted the importance of the support class. They stated that it was difficult to fit all the needed classes into their schedules. Math is not difficult for the students attending, as they focus on numeric computation. Science is more difficult because of the vocabulary; the numbers and symbols of science are easier. Math and science HSP scores are a concern.

Idea from Mohamud A. He likes studyisland.com for working with math students.

No further recommendations or action steps.

General consensus that the model used at Global Connections High School is very powerful and successful for ELLs. It could be replicated elsewhere.

4. **Available Resources**
5. **Follow-up requests**
6. **Please type in this report in one of the laptops and hand in this sheet. Thanks!**