



Serving Hawai'i's English Learners

A report on education outcomes for Hawai'i public school students who are identified as English Learners

Prepared by Hawai'i P-20 Partnerships for Education
with data provided by the Hawai'i Data eXchange
Partnership

October 2018



HAWAI'I P-20
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The Hawai'i Data eXchange Partnership (Hawai'i DXP) is a partnership of five state agencies—University of Hawai'i, Hawai'i State Department of Education, Department of Labor and Industrial Relations, Hawai'i State Department of Health, and Department of Human Services. These agencies collectively represent the education-to-workforce pipeline and their data, linked together, create the statewide longitudinal data system (SLDS). The data in this report are made available through the SLDS. See <http://hawaiiexp.org> to learn more.

This material is developed in partnership with the Hawai'i State Department of Education (DOE), and funded by the DOE's Asian American and Pacific Islander English Learner Data Disaggregation Grant (Award No. T365D160006 – 17) funded by the U.S. Department of Education, Office of English Language Acquisition.

Executive Summary

Hawai'i is one of the most ethnically and linguistically diverse states. In 2017, Hawai'i received a grant to explore outcomes for English Learners (ELs), with a focus on Asian and Pacific Islander ELs. This report explores the linguistic diversity of Hawai'i's public schools and examines outcomes for ELs.

Key findings include:

- About 18% of Hawai'i's public school students are, or have been, ELs.
- While 7% of students statewide receive EL services, in some geographic areas the rate is as high as 22%.
- Hawai'i's ELs use over 70 different languages, with Ilokano and Chuukese being the most common.
- On average, ELs who use Ilokano have better outcomes than ELs who use Chuukese.
- Students who exit EL services (because they have demonstrated English proficiency) have better outcomes than students who are not EL.
- For students who exit EL services before high school:
 - 90% graduated high school on-time, compared to 83% for non-ELs;
 - 64% enrolled in college in the first fall after high school, compared to 55% for non-ELs; and
 - 44% completed a college award within six years, compared to 30% for non-ELs.

The Hawai'i State Department of Education (DOE) aims to ensure equitable access to quality instruction for all students. The report also poses reflective questions and includes information about what DOE is doing to support ELs and best practices. Providing the data and reflective questions will help educators discuss and determine the most appropriate supports for ELs and their families.



Introduction

Overview of Grant

Purpose of Report

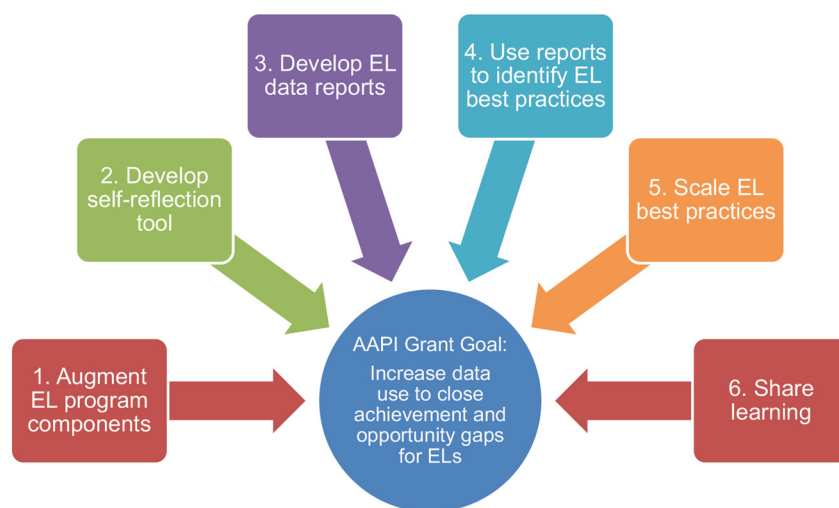
Overview of Grant

In school year 2016-17 (SY1617), Hawai'i DOE received a five-year grant award from the U.S. Department of Education, Office of English Language Acquisition Asian American and Pacific Islander (AAPI) Data Disaggregation Initiative.

The awarded project is titled "Using Data to Improve Outcomes of Hawai'i's Asian American and Pacific Islander English Learners," and is a collaboration between DOE and the University of Hawai'i (UH):

- DOE's Office of Student Support Services English Learner (EL) Program;
- DOE's Office of Strategy, Innovation and Performance Data Governance and Analysis Branch;
- DOE's Office of Information Technology Services;
- Participating DOE complex areas; and
- UH's Hawai'i P-20 Partnerships for Education.

The goal and objectives of the project are as follows:



Purpose of Report

This report is part of a series to provide data and illustrate year-over-year trends, gains, and needs for ELs. The report includes:

- EL demographics in Hawai'i and public schools;
- Core content mastery and growth for ELs;
- High school outcomes for ELs;
- College outcomes for ELs; and
- Instructional practices to support ELs.

Where appropriate, a section may include:

- Disaggregation for the most commonly used languages;
- Explanation of the data; and
- Questions that help readers reflect on the data and consider how to support different EL populations.

The target audience is stakeholders of Hawai'i's public schools, including administrators, teachers, parents, and members from institutions of higher education serving public school students.



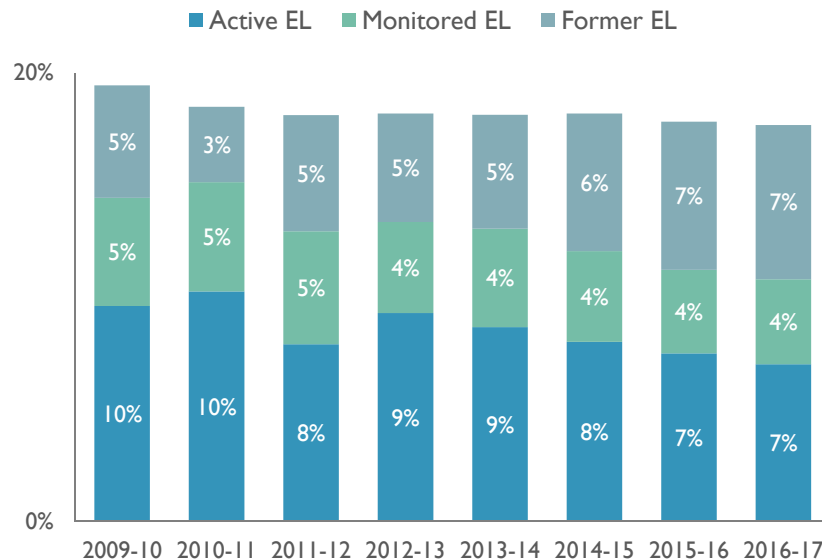
Hawai‘i’s English Learner Population

How many ELs are in Hawai‘i, and what do we know about them?

How does the EL population in Hawai‘i compare to the nation?

Each year, roughly 18% of Hawai'i public school students are, or have been, ELs.

Percent of Hawai'i Public School K-12 Students



When students enter public school, if their family indicates they use a language other than English, they are given an English proficiency test.

- **Active EL:** Students who do not test proficient receive EL services to support English language acquisition, and are tested each year.
- **Monitored EL:** Once students master English proficiency they no longer receive EL services but are monitored for two years.
- **Former EL:** After being monitored for two years, students are considered Former EL.

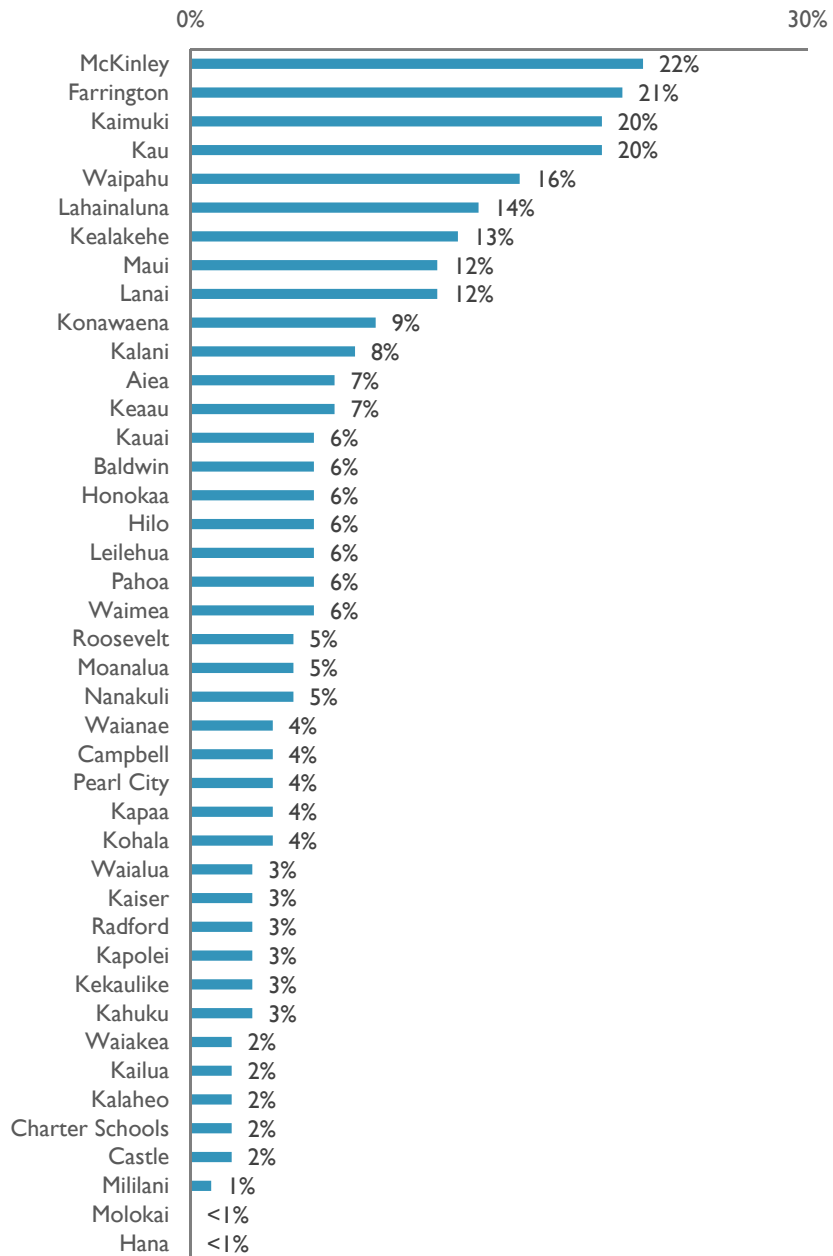
In 2015, 9.5% of public school students in the U.S. were Active ELs (National Center for Education Statistics, 2018).

Questions

- What is the 8-year trend in the EL population?
- Where are ELs located in the state?

While 7% of students statewide are ELs, in some complexes the rate is much higher.

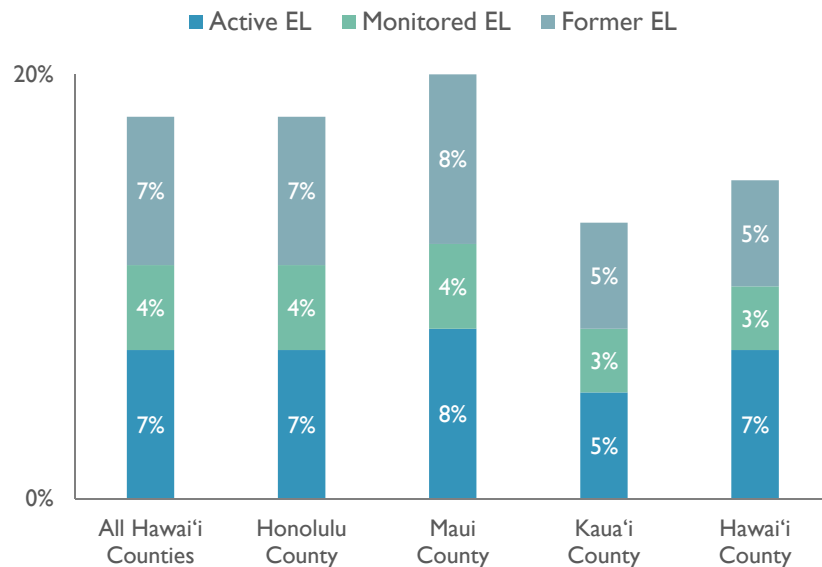
Percent of Hawai'i Public School K-12 Students Who Are Active EL, SY1617, by Complex



See Appendix B for counts. Source: SY1617 official enrollment count and end-of-year demographic data.

Public schools in Maui county have the highest percentage of Active ELs.

Percent of Hawai'i Public School K-12 Students, SY1617



What We Know

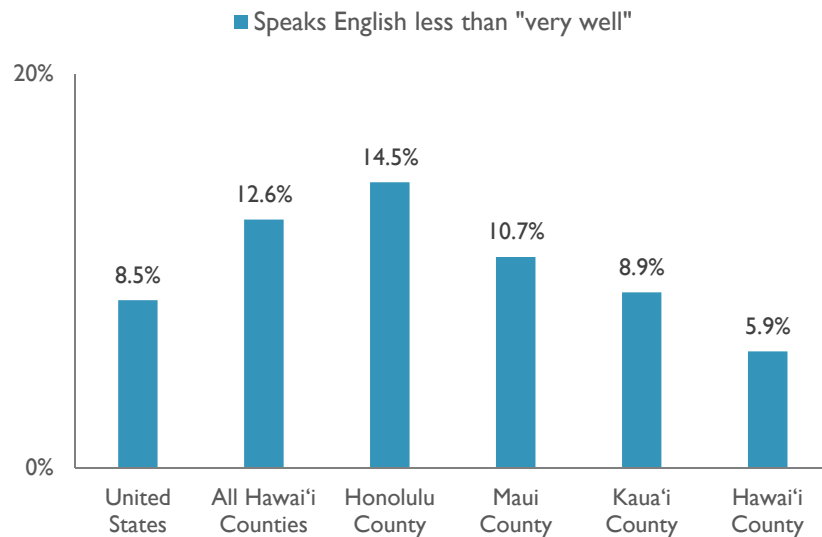
- Out of all Hawai'i counties, Maui county has the highest percentage of ELs and Kaua'i county has the lowest percentage.

Questions

- Why does Maui county have the highest percentage of ELs? Why does Kaua'i county have the lowest percentage of ELs?
- How does this compare to census data for the general population?

According to the U.S. Census Bureau, 12.6% of Hawai'i residents speak English less than "very well."

Percent of Population 5 Years and Over, 2012-2016



What We Know

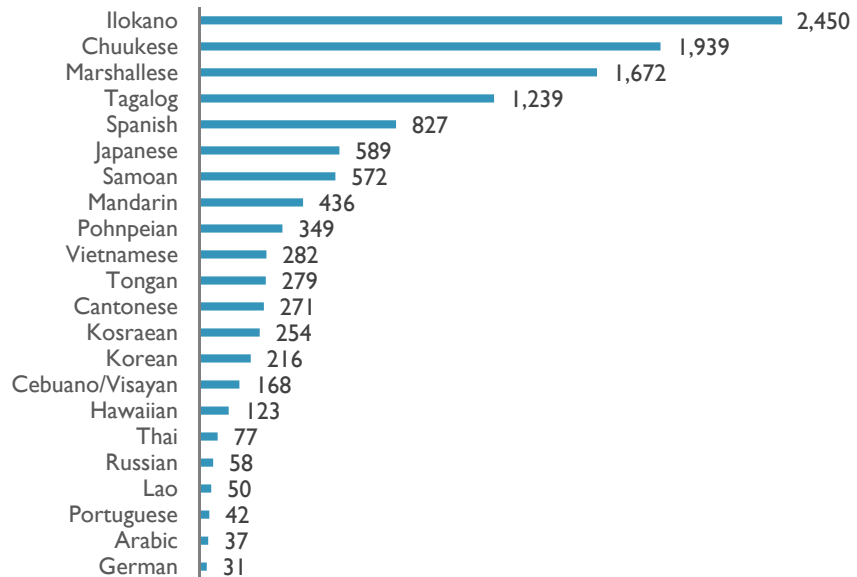
- Hawai'i has a higher percentage of people who speak English less than "very well," compared to the U.S.
- Honolulu county has the highest percentage and Hawai'i county has the lowest percentage.

Questions

- How might we explain the differences between public school and census data by county?
- What languages do Hawai'i's ELs speak?

In any given year, Hawai'i's ELs represent about 70 different languages.

Most Common Languages in Hawai'i's Public Schools, SY1617



Questions

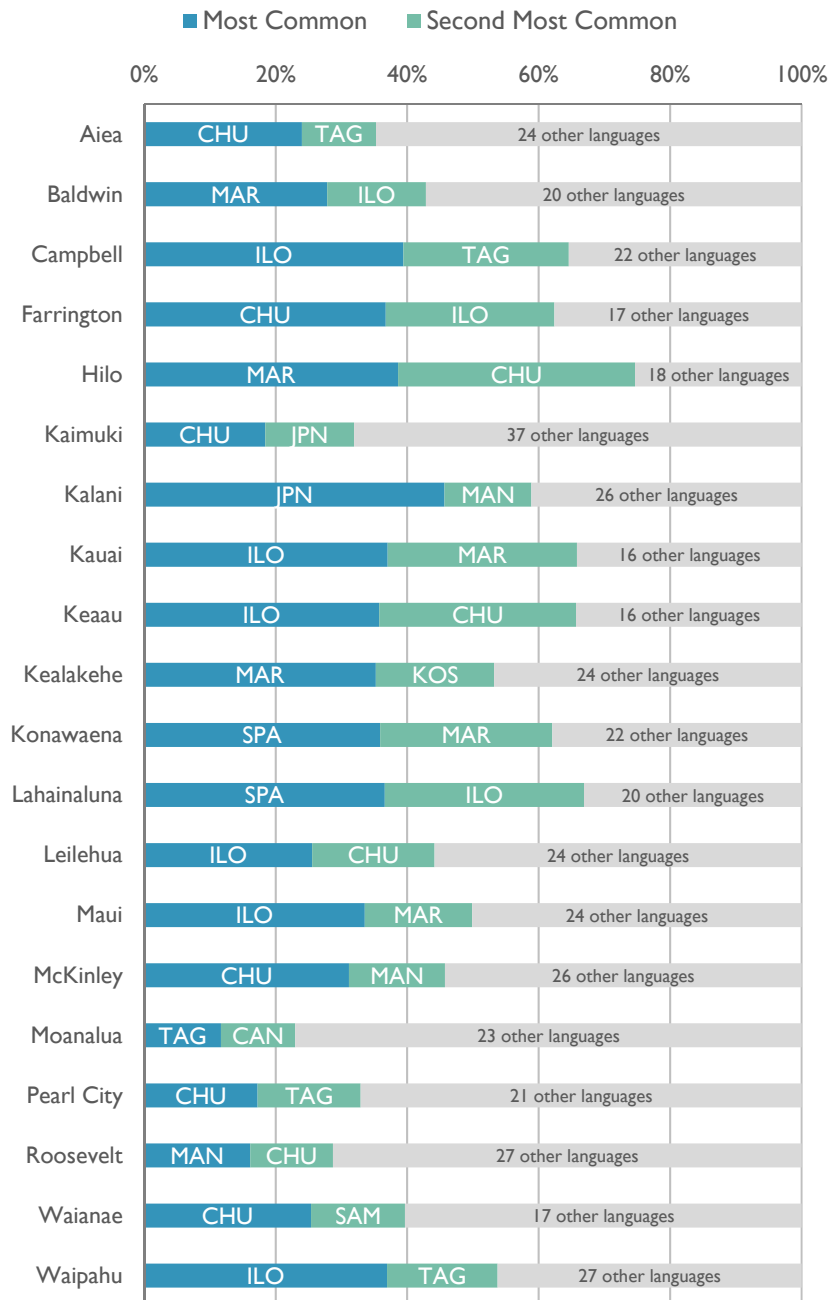
- What resources and educational materials exist in these languages?
- How do schools make all subjects (e.g., math, science, social studies) accessible to ELs?
- How do schools support students who use less common languages?
- How can we build a support system that leverages the language diversity across the state?

Graph limited to languages spoken by at least 30 Active ELs.
Source: SY1617 official enrollment count and end-of-year demographic data.

Ilokano and Chuukese are the most commonly used languages statewide, but within complexes, the most commonly used languages may differ.

Code	Language
CAN	Cantonese
CHU	Chuukese
ILO	Ilokano
JPN	Japanese
KOS	Kosraean
MAN	Mandarin
MAR	Marshallese
SAM	Samoan
SPA	Spanish
TAG	Tagalog

Languages Used by Active ELs, by Complex, SY1617



See Appendix C for percentages. Graph limited to the 20 DOE complexes with the largest counts of Active ELs. Source: SY1617 official enrollment count and end-of-year demographic data.

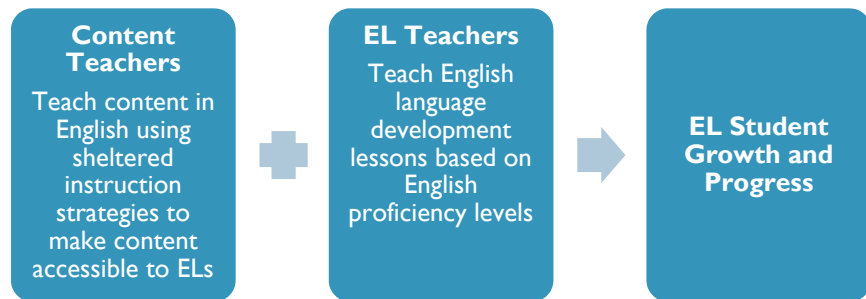
Hawai'i DOE aims to ensure equitable access to quality instruction for all students.



- The cultural and linguistic backgrounds of our ELs reflect Hawai'i's diversity.
- Knowledge about ELs' cultural and linguistic backgrounds helps educators:
 - determine the most appropriate language instruction educational programs and
 - provide translation and interpretation support to ensure information is accessible by EL families.

EL and content teachers must collaborate to move students forward.

DOE's Language Instruction Educational Program (LIEP)



What We Know

- In its 2017-2020 Strategic Plan, the DOE aims to reduce the achievement gap between high-needs students, including ELs, and their peers.
- DOE is providing enhanced guidance for educators to ensure that ELs receive meaningful LIEP supports in all classroom settings.
- To track progress, the DOE's Strategic Plan Dynamic Report includes ELs as a population in all 10 student success indicators:
www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-home.aspx.

Questions

- How does your school or complex provide LIEP services for ELs?
- How can we attract teachers who use the same languages as their ELs?



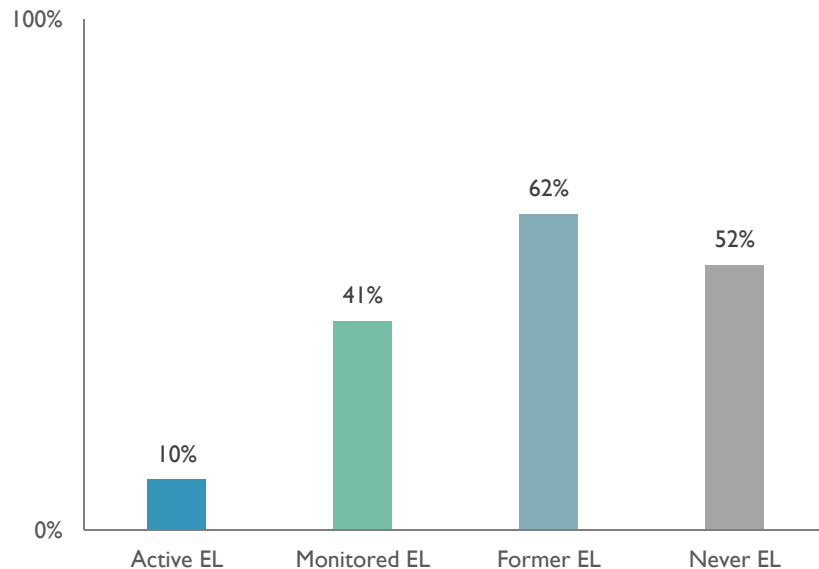
Core Content Mastery and Growth

How do ELs perform on state assessments and English language proficiency tests?

How do ELs make progress toward English language proficiency?

Former ELs are most likely to master grade level ELA standards.

Percent Meeting Grade Level ELA Standards in SY1617



What We Know

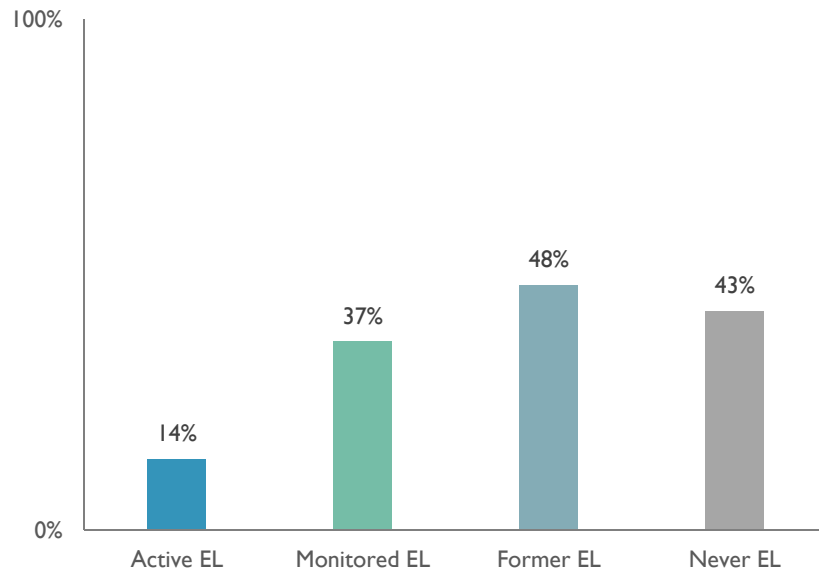
- Active ELs are least likely to meet grade level standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA), in part because they have not yet acquired English language proficiency.
- However, Former ELs (those who exited EL services more than two years prior) outperform Never ELs.

Questions

- How can we help more Active ELs master English language proficiency faster?
- How has exit criteria changed over the years, and how does exit criteria connect to later outcomes?

Former ELs are most likely to master grade level math standards.

Percent Meeting Grade Level Math Standards in SY1617

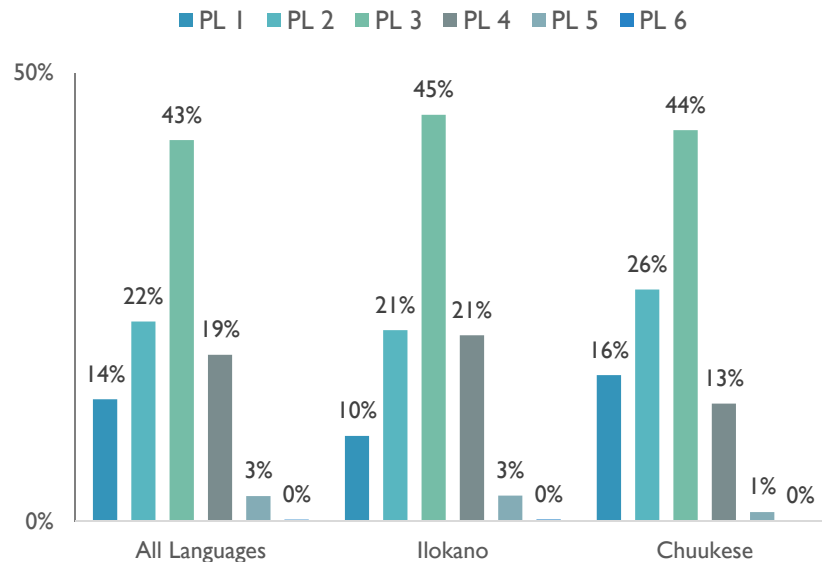


What We Know

- Developing English language proficiency is key to accessing academic content and performing well in all standardized assessments (e.g., SBA math is written and assessed in English).
- Active ELs are least likely to meet grade level standards on SBA math, in part because they have not yet acquired English language proficiency.
- Similar to ELA performance, Former ELs outperform Never ELs.

Hawai'i is one of 37 states that uses the WIDA ACCESS for ELLs assessment annually to measure English Learners' proficiency and growth.

Overall English Proficiency Level (PL) in SY1617



What We Know

- The WIDA ACCESS for ELLs overall proficiency level takes into account all four language domains:
 - Listening
 - Speaking
 - Reading
 - Writing
- Domain scores help educators individualize and differentiate instruction (e.g., student is strong in speaking and listening but needs more help in reading and writing).
- Students who reach an overall proficiency level of 5 or higher (out of 6 levels) become Monitored ELs.

Languages chosen because these are the most commonly used languages among Active ELs in the state. Source: SY1617 WIDA ACCESS for ELLs scores for all tested grades.

38% of ELs made sufficient gains on the state's WIDA ACCESS for ELLs English language proficiency test from one year to the next.

Percent Gaining at Least 0.5 Proficiency Levels (SY1516 to SY1617)



What We Know

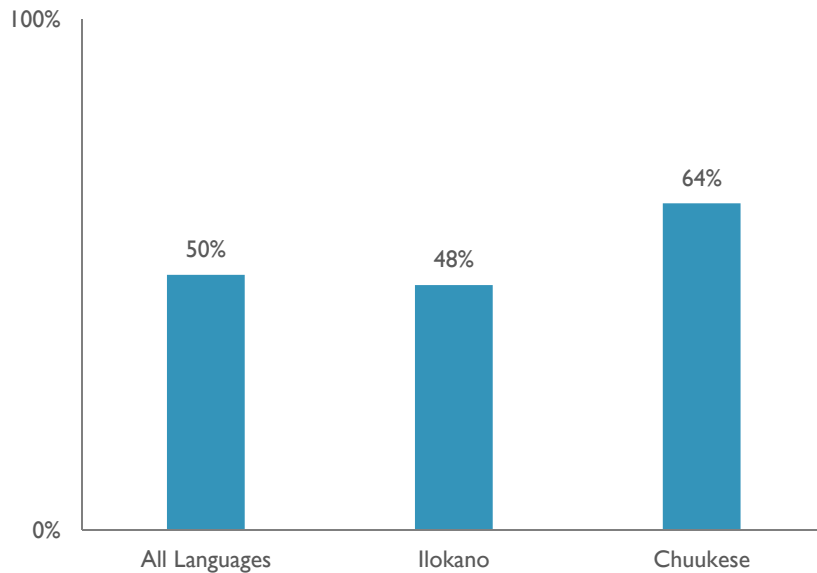
- We can use the WIDA ACCESS for ELLs proficiency level to measure growth in mastering English.

Question

- How can we help all students make sufficient gains toward mastering English?

Half of middle and high school Active ELs have received EL services for the last five years.

Percent Long-Term EL (of SY1617 Active ELs in Grades 6-12)



What We Know

- Generally, Active ELs should master English within five years of entering school.
- Long-term ELs are students who have been Active ELs for five or more years.

Question

- How can we help students exit EL services within five or fewer years?

Languages chosen because these are the most commonly used languages among Active ELs in the state. Source: SY1617 official enrollment count for grades 6 through 12, with end-of-year demographic data and WIDA ACCESS for ELLs test records for SY1213 through SY1617.

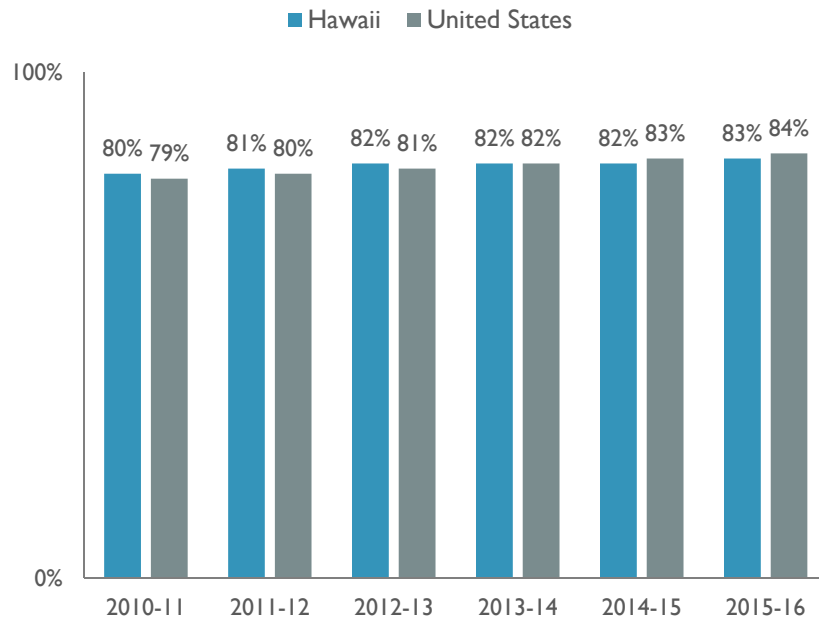


High School Outcomes

How do ELs compare to their peers for on-time promotion, college admissions tests, and on-time graduation?

Hawai'i's on-time graduation rate is very close to the U.S. average.

On-Time Graduation Rate



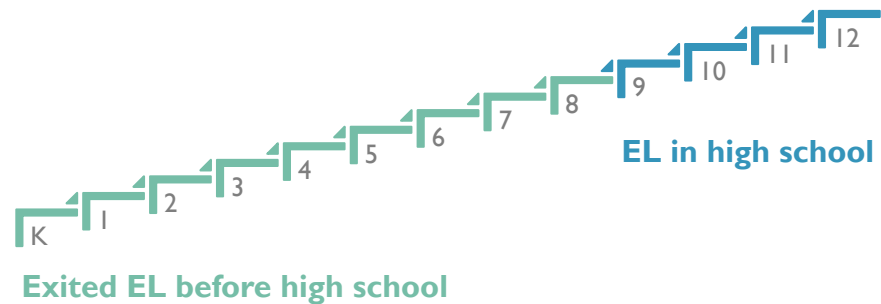
What We Know

- On-time graduation tracks whether a 9th grade cohort earns a high school diploma within four years.
- On-time graduation is improving slightly over time across the country and in Hawai'i.

Question

- What is the on-time graduation rate for high-needs groups such as ELs?

Going Deep: On-Time Graduation



What We Know

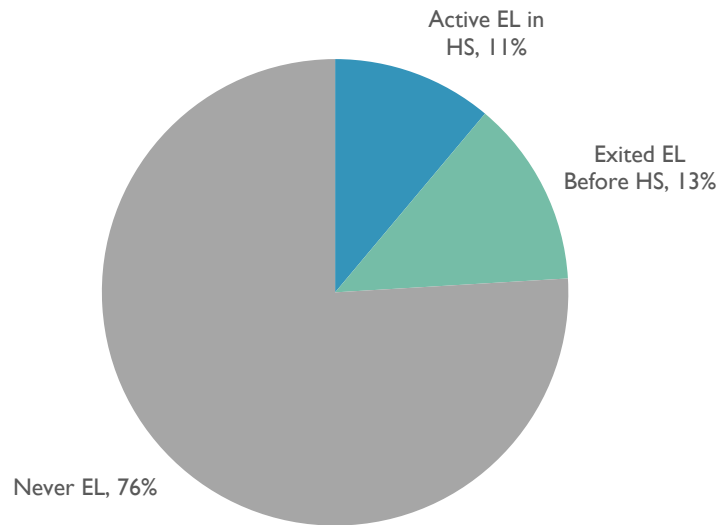
- On-time graduation rates generally show achievement gaps for students based on their characteristics **while they were in high school**.

Question

- With longitudinal data, we can ask:
*What is the graduation rate for students who **exited EL services before high school**?*

Almost one in four high school students had been EL at some point during or before high school.

EL Status for the Class of 2017 9th Grade Cohort

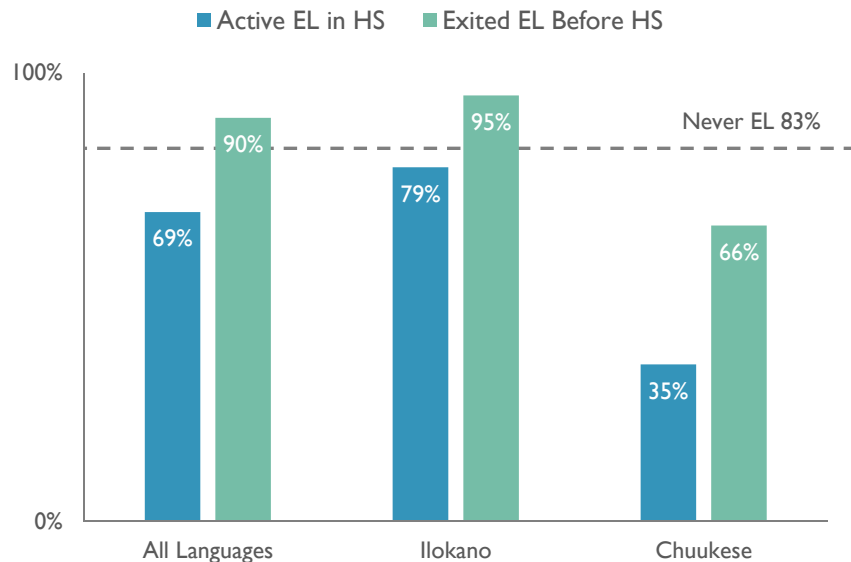


What We Know

- 11% of the 9th grade cohort were Active ELs at any point in high school during grades 9 through 12.
- 13% of the 9th grade cohort exited EL services before high school.
- The remaining 76% of students were Never EL.

Generally, students who Exited EL Before High School are more likely to graduate on time than students who were Never EL.

Class of 2017 On-Time Graduation Rate



What We Know

- 90% of students who Exited EL Before HS graduated on time, a higher rate than students who were Never EL.
- There are further differences in on-time graduation rate based on language.

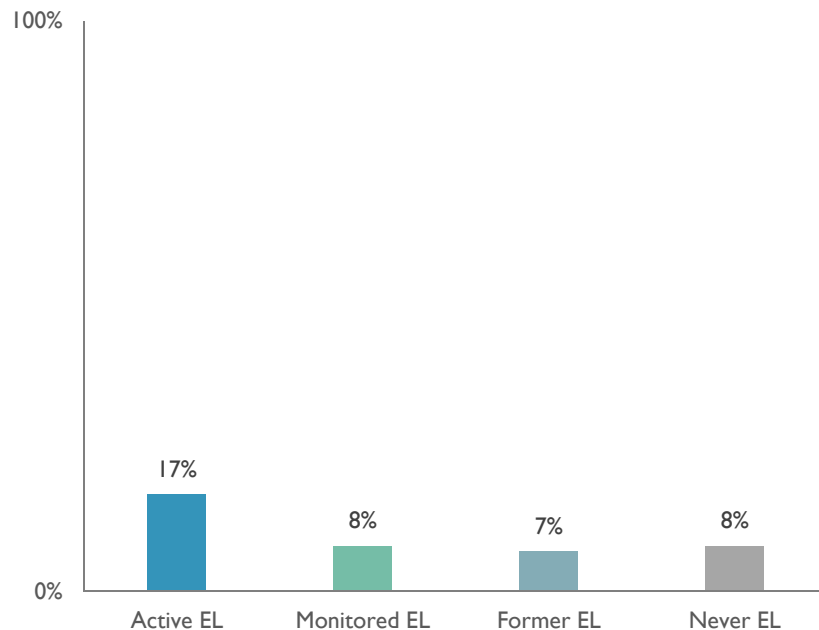
Questions

- What curriculum or interventions are in place to support our newly arrived and long-term ELs during high school?
- What helps students acquire English proficiency faster?

Languages chosen because these are the most commonly used languages among Active ELs in the state. Source: On-time graduation file and K-12 demographics.

Active ELs are more likely to be retained in 9th grade.

Percent Retained in 9th Grade



What We Know

- Students who are retained in 9th grade are less likely to graduate high school on-time.
- A lower 9th grade retention rate is better than a higher rate.
- Active ELs are more than twice as likely to be retained in 9th grade.

Questions

- How can we reduce the number of Active ELs who are retained in 9th grade?
- Once an Active EL is retained, what can we do to support them to “catch up” with their peers and graduate on-time?

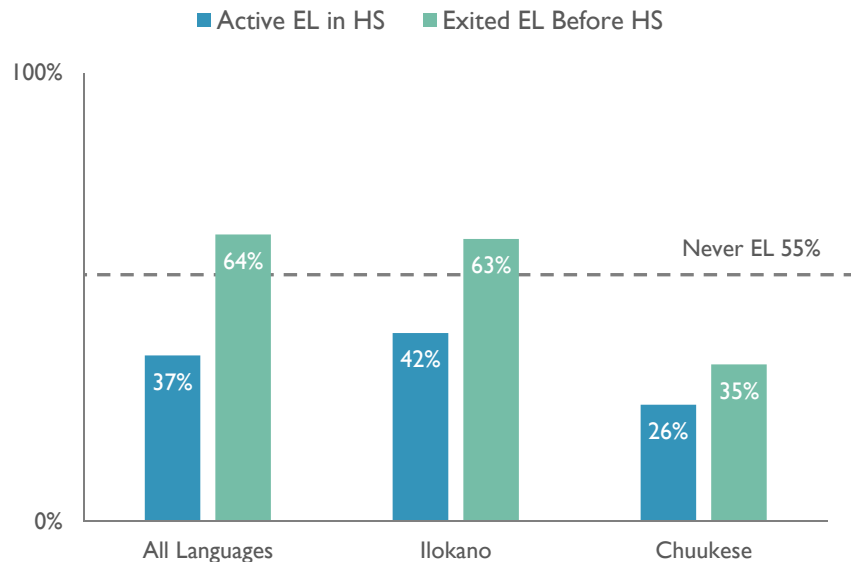


College Outcomes

What are ELs' college enrollment and completion rates?

Generally, students who Exited EL Before High School are more likely to enroll in college immediately in the first fall after high school than students who were Never EL.

Percent Enrolling in College, Class of 2017



Importance

- Students who enroll in college (including 2-year colleges) in the first fall after high school are more likely to persist and complete a degree.

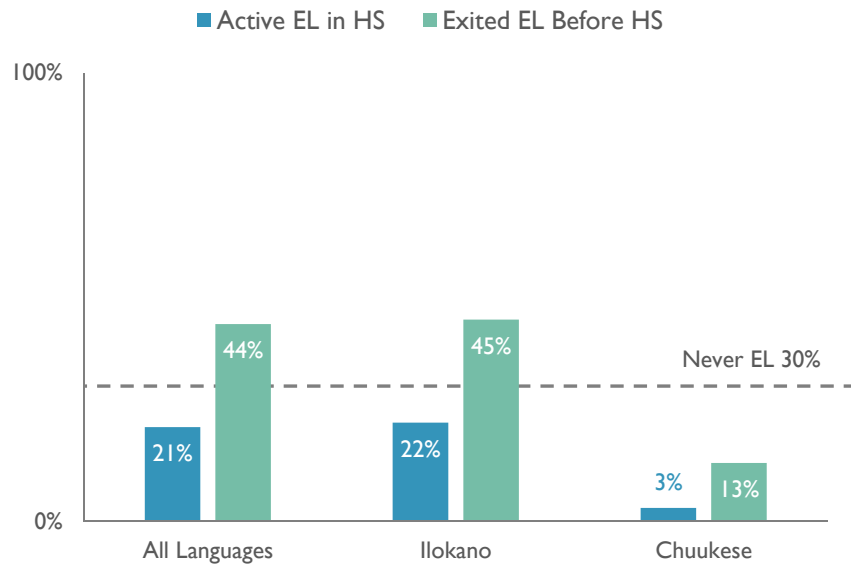
Questions

- What does this data tell us about our students' longer term outcomes?
- How can we increase college enrollment of Active ELs?

See Appendix D for denominators. Languages chosen because these are the most commonly used languages among Active ELs in the state. Source: National Student Clearinghouse enrollment file and K-12 demographics.

Generally, students who Exited EL Before High School are most likely to complete college (earn a college certificate or degree) within six years of high school.

Percent Completing College, Class of 2011



Importance

- The future economy will provide few well-paying jobs for workers who have a high school education or less (Groves, 2014).

Questions

- How can colleges and K-12 schools work together to address the gap between EL status groups and the gap between language groups?

See Appendix D for denominators. Languages chosen because these are the most commonly used languages among Active ELs in the state. Source: National Student Clearinghouse enrollment file and K-12 demographics.



Best Practices for Supporting ELs

Key EL Supports

- All teachers should continually develop their skills in supporting ELs.
- EL teachers must have a valid Teaching English to Speakers of Other Languages (TESOL) License in the grade level they are assigned to teach.
- English language development supports are needed for different levels and needs.
- Developing home language skills promotes bilingualism and biliteracy.
- More project-based, place-based, and culturally responsive learning opportunities should be provided.
- Educators should provide access to a variety of college and career pathways:
 - Trades,
 - Career technical education (CTE),
 - Gifted and talented (GT) programs, and
 - Early college and higher education.
- Whole child, student-focused, engaging instruction supports ELs.
- Family and community engagement is key to supporting ELs.

TESOL's 6 Principles for Exemplary Teaching of English Learners

- **Principle 1: Know Your Learners.** Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively.
- **Principle 2: Create Conditions for Language Learning.** Teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.
- **Principle 3: Design High-Quality Lessons for Language Development.** Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.
- **Principle 4: Adapt Lesson Delivery as Needed.** Teachers continually assess as they teach—observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.
- **Principle 5: Monitor and Assess Student Language Development.** Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.
- **Principle 6: Engage and Collaborate Within a Community of Practice.** Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.



Appendices

Appendix A Definitions

- **Active EL:** Students who are not yet proficient in English and who receive EL services to support English language acquisition.
- **Complex:** A complex is a high school plus the regional elementary and middle schools that feed into it.
- **Former EL:** Students who mastered English proficiency and exited EL services more than two years ago.
- **Long-term ELs:** Students who have been identified as Active ELs for five or more years.
- **Monitored EL:** Students who mastered English proficiency and exited EL services within the last two years.
- **Exited EL Before HS:** Students who mastered English proficiency and exited EL services at any point before entering high school (in this report, this term is used only in context of high school outcomes).

Appendix B Count of Active ELs by Complex, SY1617

*This data is provided
for context for pages 9,
10, and 13*

Complex	Total Students	Active EL (#)	Active EL (%)
Aiea	3,911	275	7%
Baldwin	4,412	273	6%
Campbell	10,839	449	4%
Castle	4,681	88	2%
Charter Schools	10,631	211	2%
Farrington	7,443	1,567	21%
Hana	349	<10	<1%
Hilo	3,978	233	6%
Honokaa	1,772	109	6%
Kahuku	3,391	86	3%
Kailua	2,565	55	2%
Kaimuki	4,108	836	20%
Kaiser	3,793	126	3%
Kalaheo	3,764	75	2%
Kalani	4,347	348	8%
Kapaa	3,184	129	4%
Kapolei	6,551	202	3%
Kau	819	160	20%
Kauai	3,891	243	6%
Keaaau	2,973	207	7%
Kealahou	4,239	556	13%
Kekaulike	4,247	109	3%
Kohala	762	27	4%
Konawaena	3,159	298	9%
Lahainaluna	3,177	429	14%
Lanai	562	65	12%
Leilehua	7,693	446	6%
Maui	7,347	876	12%
McKinley	4,314	944	22%
Mililani	7,972	117	1%
Moanalua	5,121	248	5%
Molokai	916	<10	<1%
Nanakuli	2,323	112	5%
Pahoa	1,561	89	6%
Pearl City	6,088	249	4%
Radford	5,929	193	3%
Roosevelt	5,916	310	5%
Waiakea	3,629	87	2%
Waialua	1,487	52	3%
Waianae	5,608	252	4%
Waimea	2,247	127	6%
Waipahu	8,200	1,345	16%

Source: SY1617 official enrollment count and end-of-year demographic data.

Appendix C Most Common Languages Used by Active ELs, by Complex, SY1617

*This data is provided
for context for pages
12 and 13*

Complex	Most Common	2 nd Most Common	Remaining Students
Aiea	24% Chuukese	11% Tagalog	65% use 24 other languages
Baldwin	28% Marshallese	15% Ilokano	57% use 20 other languages
Campbell	39% Ilokano	25% Tagalog	35% use 22 other languages
Farrington	37% Chuukese	26% Ilokano	38% use 17 other languages
Hilo	39% Marshallese	36% Chuukese	25% use 18 other languages
Kaimuki	18% Chuukese	14% Japanese	68% use 37 other languages
Kalani	46% Japanese	13% Mandarin	41% use 26 other languages
Kauai	37% Ilokano	29% Marshallese	34% use 16 other languages
Keaau	36% Ilokano	30% Chuukese	34% use 16 other languages
Kealakehe	35% Marshallese	18% Kosraean	47% use 24 other languages
Konawaena	36% Spanish	26% Marshallese	38% use 22 other languages
Lahainaluna	37% Spanish	30% Ilokano	33% use 20 other languages
Leilehua	26% Ilokano	19% Chuukese	56% use 24 other languages
Maui	34% Ilokano	16% Marshallese	50% use 24 other languages
McKinley	31% Chuukese	15% Mandarin	54% use 26 other languages
Moanalua	12% Tagalog	11% Cantonese	77% use 23 other languages
Pearl City	17% Chuukese	16% Tagalog	67% use 21 other languages
Roosevelt	16% Mandarin	13% Chuukese	71% use 27 other languages
Waianae	25% Chuukese	14% Samoan	60% use 17 other languages
Waipahu	37% Ilokano	17% Tagalog	46% use 27 other languages
Statewide	19% Ilokano	15% Chuukese	65% use 67 other languages

Table limited to the 20 DOE complexes with the largest counts of Active ELs. Source: SY1617 official enrollment count and end-of-year demographic data.

Appendix D Count of Graduates for College Outcomes Section

*This data is provided
for context for pages
29 and 30*

Class of	EL Status	Language	Denominators
Class of 2011	Active EL in HS	All Languages	855
Class of 2011	Active EL in HS	Chuukese	30
Class of 2011	Active EL in HS	Ilokano	283
Class of 2011	Exited EL Before HS	All Languages	1,569
Class of 2011	Exited EL Before HS	Chuukese	16
Class of 2011	Exited EL Before HS	Ilokano	519
Class of 2011	Never EL	All Languages	8,900
Class of 2011	Statewide Total	All Languages	11,324
Class of 2017	Active EL in HS	All Languages	1,025
Class of 2017	Active EL in HS	Chuukese	47
Class of 2017	Active EL in HS	Ilokano	303
Class of 2017	Exited EL Before HS	All Languages	1,503
Class of 2017	Exited EL Before HS	Chuukese	40
Class of 2017	Exited EL Before HS	Ilokano	383
Class of 2017	Never EL	All Languages	8,359
Class of 2017	Statewide Total	All Languages	10,887

Appendix E References

- Groves, G. (2014). *America Works: Education and Training for Tomorrow's Jobs. Achieving Better Results for Individuals, Employers, and the Economy. An Action Guide for Governors*. National Governors Association, Center for Best Practices. Retrieved from <https://eric.ed.gov/?id=ED583262>
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Note: Data are from Hawai'i's SLDS. Data may differ slightly from data in other published reports (e.g., accountability reports) due to certain data decisions. For any questions, contact Hawai'i P-20's data team (<http://hawaiidxp.org/about/index>).