



**Board Workshop Date:** February 13, 2023

**Title:** Edina Public Schools Multilingual Programming Update

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Uli Rodriguez, Multilingual English Learner Coordinator; Nicole Schweigert, Cornelia ML Teacher; Jenny Johnson, Edina High School Assistant Principal; and Leah Jones, Edina High School ML Teacher.

**Background:** Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 44% of Edina students are in Level 3, 20% in Level 4, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. In alignment with the Edina Vision and Mission a dedicated team of staff have been engaging in program improvements during the 2022-23 school year.

**Recommendation:** The purpose of this report is to update the board and have a discussion on the current Multilingual Programming in Edina Public Schools. Additional Multilingual Programming updates will be brought back to the board in the future as goals are articulated in alignment with the Data Metrics Plan.

**Desired outcomes from the board:** Review in detail, have questions prepared, and provide feedback on Edina Multilingual Programming.

**Background Materials:**

[ML Presentation to School Board 1-13-2020](#)

**Attachments:**

Board Report (below)

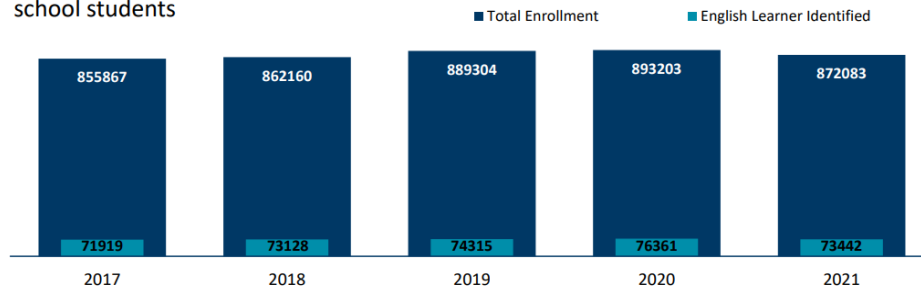
[ML Presentation to School Board 2.12.23](#)

## Overview of Multilingual English Learners

- **ML vs EL:** As part of its asset-based belief system, WIDA (2022), describes Multilingual Learners as all children and youth who are, or have been, consistently exposed to multiple languages. We prefer to use the term ML (Multilingual Learner) instead of EL (English Language Learner). This is because it recognizes the many assets that Multilingual Learners bring to our schools.
- **Growth and Covid 19 Effect:** According to MDE's 2021-2022 English Learners in Minnesota Report, in 2021, 872,083 K-12 students were enrolled in Minnesota public schools with 73,442 students, or 8.4 percent identified as Multilingual Learners. Figure 3 displays fall enrollment data from 2016-2017 through 2020-2021. The data indicates enrollment of Multilingual Learners has remained fairly consistent through 2019-2020.

Figure 3. Total PreK-12 and English Learner Enrollment in Minnesota Public Schools, 2017-2021

Identified English learners continue to represent about 8.5% of all public school students

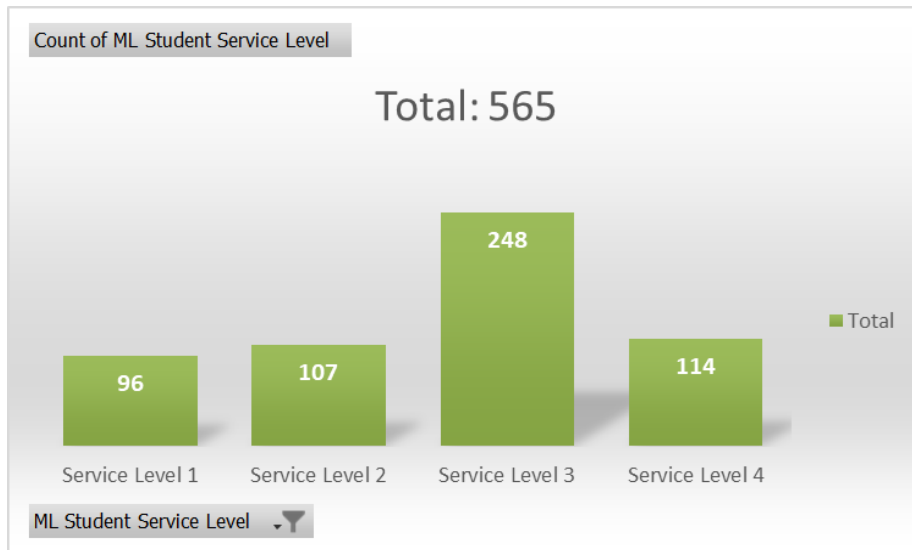


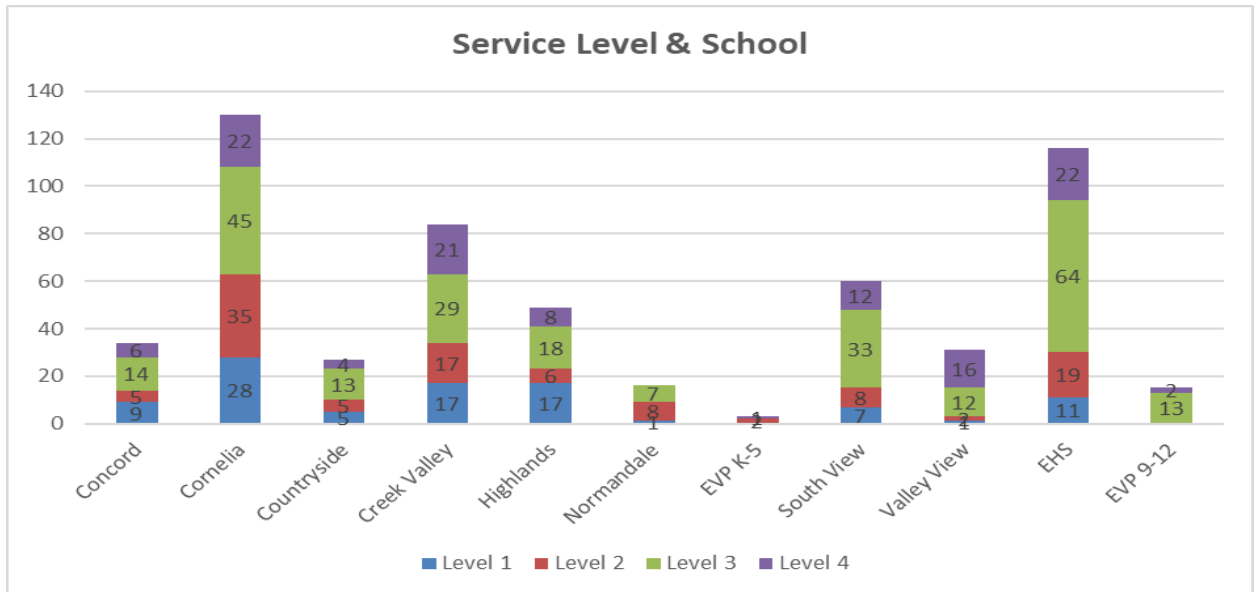
Source: Minnesota Department of Education, [Data Reports and Analytics Enrollment reports](#)

- **Edina Numbers and Service Levels:** Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 20% of Edina Students are in Level 4, 44% in Level 3, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. Level 5 and 6 are the most advanced stages and when at these levels a student moves to monitor status.

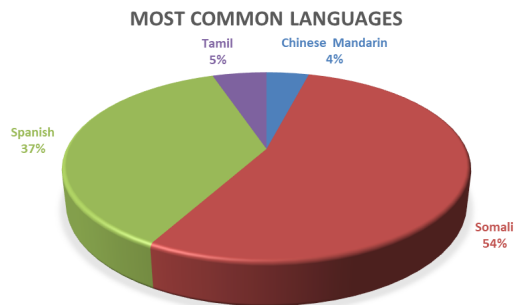
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>





- Languages:** Our Edina Multilingual Learners speak 49 different languages. Somali (241) and Spanish (164) are the most common languages. Other common languages are Tamil and Chinese Mandarin.



## Learning English Academic Language for Academic Proficiency and Success

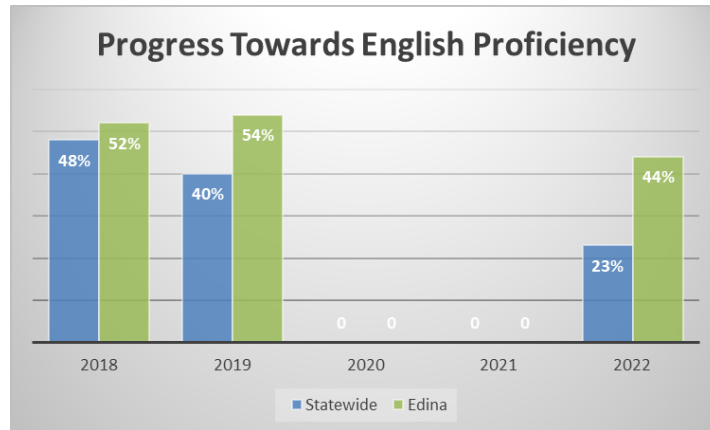
### LEAPS and ESSA - [MDE](#)

The LEAPS (Learning English for Academic Proficiency and Success) Act creates policy to ensure that school districts are progressively supporting multilingual learners and their families. Together with ESSA (Every Student Succeeds Act) and WBWF (World's Best Workforce), these three laws ensure that:

- Multilingualism and multiculturalism are positioned as educational and economic assets.
- Teachers and administrators receive appropriate preparation and continued professional development to support multilingual learners.
- Instruction is differentiated for the diversity of multilingual learners.
- Multicultural family voices are engaged and included in the educational process.

- Progress Towards English Language Proficiency:** Under ESSA, progress toward English language proficiency is calculated using a path-to-proficiency index based on students' growth on a summative assessment, called the ACCESS. The graph below is a Statewide and Edina comparison of the progress of multilingual learners.

\*Due to COVID-19, data from 2020 and 2021 are not available - MDE.



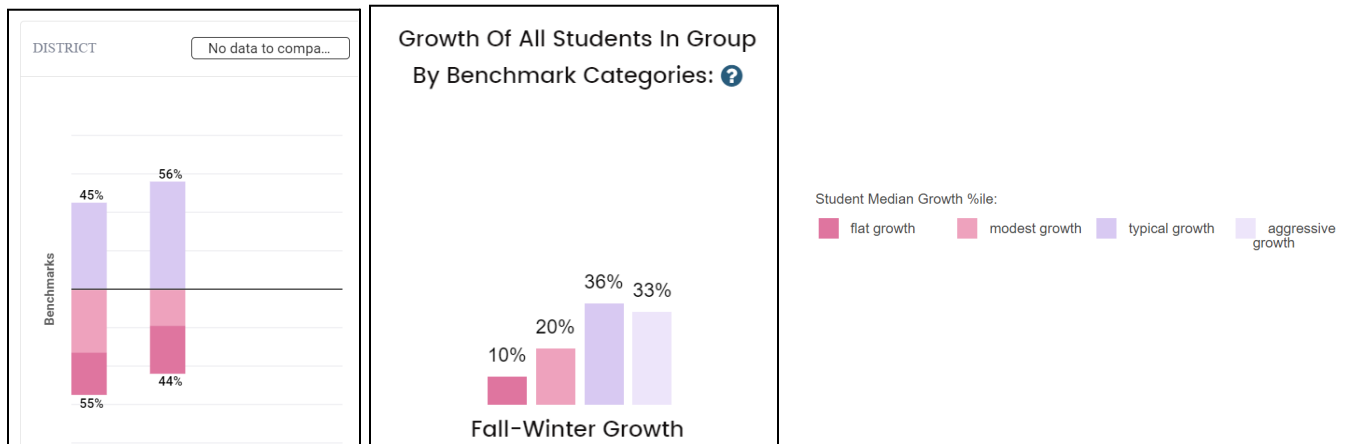
### Progress Towards Academic Proficiency

Elementary Universal Winter Screening Data: (as of 1.16.23)

## Multilingual Learner GROWTH in MATH from

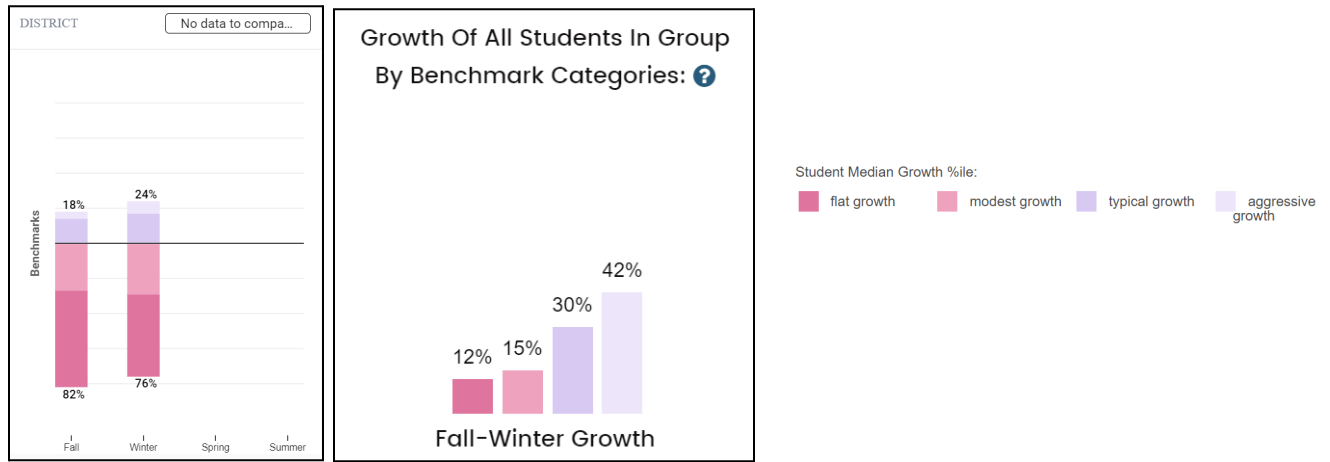
- **earlyMath** measures developing math skills and is typically used in kindergarten and first grade
- **aMath** is a computer-administered adaptive screener that measures broad mathematics skills, identifies students in need of additional instruction, and predicts performance on state accountability measures. It is given to all students in grades 2-8 and to students in the 9th grade Math Bridge course.

### earlyMath



- There was an 11% increase in ML students meeting benchmarks in earlyMath from fall to winter.
- The percentage of non-ML students meeting the benchmark was 83%.
- 33% of ML students made aggressive growth in earlyMath skills. This was 3% more than the aggressive growth of non-ML students.

**aMath**



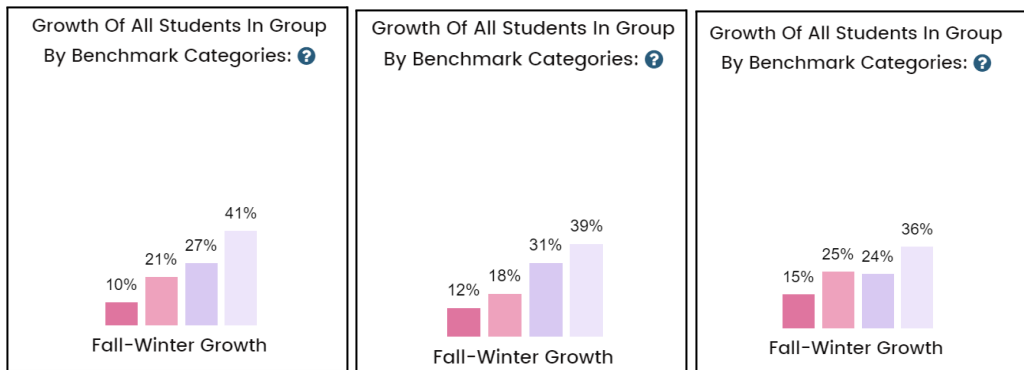
- The percent of ML students in the High Risk category reduced by 8% from fall to winter.
- 42% of ML students made Aggressive Growth from fall to winter compared to 37% of non-ML students.

*\*Aggressive growth = students are growing at the 75th percentile or higher.*

## Multilingual Learner GROWTH in Reading from Fall to Winter

- **aReading** is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension.
- **CBMreading** is a research-based assessment for grades 1-6. By listening to a student read, a teacher can learn many important details about the student's current reading skills, including evidence of skills in the areas of phonemic awareness, phonics, and fluency.
- **earlyReading** is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency.

Student Median Growth %ile:  
 flat growth (dark red), modest growth (light red), typical growth (purple), aggressive growth (light purple)



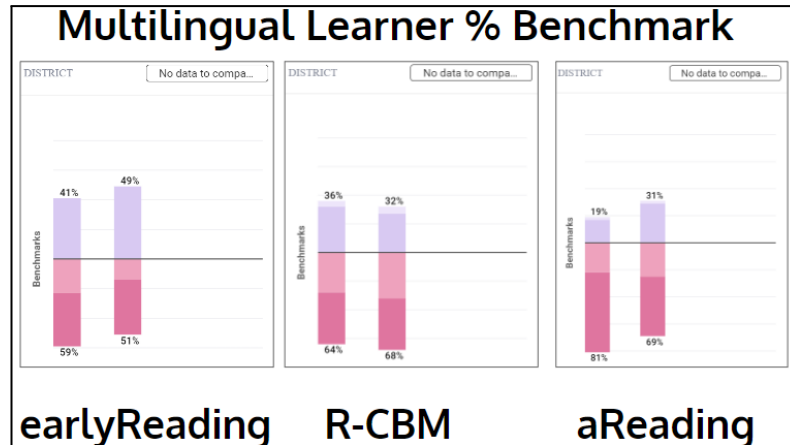
**aReading (Grades 2-9)**

**R-CBM (Grades 2-3)**

**earlyReading (Grades K-1)**

- aReading - **41%** of ML students made aggressive growth compared to 26% of non-ML students
- R-CBM (Fluency) - **39%** of ML students made aggressive growth compared to 30% of non-ML students
- earlyReading - **36%** of ML students made aggressive growth compared to 37% of non-ML students

*\*Aggressive growth = students are growing at the 75th percentile or higher.*



- earlyReading: **8% more** ML Kindergarten and 1st Grade students have met grade level benchmarks in Reading from fall to winter in foundational skills.
- R-CBM (Fluency): **4% fewer** ML 2nd and 3rd Graders have met grade level benchmarks in Reading from fall to winter in fluency.
- aReading: **12% more** 4th and 5th graders have met grade level benchmarks in Reading from fall to winter in general reading categories.

*Noted Areas for Growth Demonstrated by Current Reading Data Trends:*

- earlyReading in grade 1
- Fluency in grades 2 and 3
  - ML students started the 2022 school year 43% lower in meeting benchmarks than non-ML students in R-CBM. The ML growth rate was 30% compared to the non-ML growth rate of 39%. A positive and more aggressive growth rate must occur to decrease the excellence gap in this data.
- Vocabulary and Comprehension in secondary

*Noted Areas for Growth Demonstrated by Current Math Data Trends:*

- aMath 3rd grade had a decrease of 3%.
- ML students started the 2022 school year 27% lower in meeting benchmarks than non-ML students on earlyMath k-2. The ML growth rate from fall to winter was 33% compared to the non-ML growth rate of 30%. Although the growth rate for ML was higher, there is a greater need for more aggressive growth to decrease the excellence gap seen in this data.

## Current Action Steps to Improve the Experience for Edina Multilingual English Learners:

### Professional Development:

- **WIDA Can-DO Training:** Elementary intervention teachers were trained on December 20th on best practices in reading intervention for ML students. This training included practice using the WIDA Can-Do Descriptors to understand how to differentiate support without lowering the expectations for ML students. The [WIDA Can-Do Descriptors](#) are a tool to help meet students where they are in their language development (i.e. using a visual to support the understanding of vocabulary and complex concepts).
- **ML Specific PD:** During the 2022-2023 academic school year, secondary staff have been engaged in ML Specific Professional Development on the District Professional Development learning days. The main goal of this Professional Development is to provide all instructional staff with best-practice strategies that will help them better support the ML learner in their classes. Some of the presentation topics have included: identification and placement; the WIDA proficiency levels; the WIDA Can Do Descriptors; literacy strategies; and How to Distinguish from Second Language Development and a Learning Disability. At the next session on February 21st, the WIDA Can-Do Descriptors will be shared with all secondary teachers. The session will include professional development that provides time for teachers to co-create lesson plans that differentiate and engage ALL learners using the WIDA Can-Do Descriptors as a resource. This professional development will continue into the 2023-2024 school year.
- **ML PD for Administrators:** On Monday, January 9th Dr. Amy Young from MDE facilitated a professional development session for Edina Building and District Administrators focused on best practices for multilingual learners. Teaching and Learning will collaborate with building administration and leadership teams on continuing to provide ML professional development for administrators, as well as support its implementation. This professional development will continue into the 2023-2024 school year.
- **LETRs Training:** ML teachers are receiving LETRs training. LETRs teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS training will continue into the 2023-2024 school year.

### Data Driven Decision Making:

- In her professional development session, Dr. Young presented specific action steps for leaders to support accelerated learning for multilingual learners. One of the action steps was to use data. With the ability to use universal screening data to help us understand where each and every Edina student is and what they need for support, we are currently living out this action step and we will continue to do so into the future.
- Responding to data when working with multilingual learners requires special consideration of the role that language acquisition plays in the development of reading and math skills. There are specific components of intervention with ML students to consider:



- Recommendation 1. Screen for reading problems and monitor progress
- Recommendation 2. Provide intensive small-group reading interventions
- Recommendation 3. Provide extensive and varied vocabulary instruction
- Recommendation 4. Develop academic English
- Recommendation 5. Schedule regular peer-assisted learning opportunities

Curriculum

- **Newcomer curriculum:** Using the Implementation Science process, elementary and secondary ML teaching teams are in the initial implementation phase of a newcomer curriculum. A newcomer is typically a level 1 or 2 and intentional academic language support is critical to ensure their accelerated growth with individual language skills, as well as engagement in the large classroom setting. The newcomer curriculums are being used with level 1 and/or 2 multilingual learners in small group instruction outside of the classroom and taught by ML teachers. The implementation and monitoring of this action step will continue into the 2023-24 school year.

Elementary is piloting K-Connect and Get Ready Sail and Soar.



## Get Ready! Elementary

Grades 1–3, 4–6

**Get Ready! Sail and Soar** are the newest, most comprehensive programs for elementary newcomers and beginning proficiency students. The curriculum is built for linguistically and culturally diverse learners, leveraging the assets they bring into the classroom and addressing social and academic language needs.



## Connect

Language, Literacy, Content | Grades K–6

**Connect** is a comprehensive, standards-based K-6 English language development program created for English learners and striving readers. This powerful print and digital solution develops academic language and literacy skills through content-driven lessons that address varying proficiency needs.

Middle School is piloting Let’s Talk and its Smart Class digital platform.

## SmartClass CONTENT



**SmartClass Content** (English, Spanish, and German) integrated into our SmartClass HUB. Over **4,800 digital activities** ready to be assigned.

- **Elementary English Language Arts Collaborative Classroom Curriculum**

**Alignment:**

Elementary ML teachers are working with elementary classroom teachers to collaboratively use and implement the Collaborative Classroom and Making Meaning Literacy curriculum. The collaboration efforts include ML teachers pre-teaching the key academy vocabulary or building background knowledge of a standard or unit and/or ML teachers using the classroom curriculum to reinforce a specific skill such as reading or writing so that when multilingual learners are in a core literacy classroom they are able to successfully access the same content as their peers and engage in the lesson at high levels.. This targeted and collaborative resource and instructional method is primarily being used by ML teachers with level 3 students. The implementation and monitoring of this action step will continue into the 2023-24 school year.

WIDA Standards Implementation:

- Minnesota joined the WIDA Consortium (formerly known as World-Class Instructional Design and Assessment) in 2011 and adopted the WIDA English language development (ELD) standards in January of 2012. WIDA provides language development resources to states and districts to support the academic success of multilingual learners. They offer a comprehensive, research-based system of language standards, assessments, professional learning and educator assistance. The consortium consists of 42 states and territories and 500 international schools worldwide.
- All school districts in Minnesota are in the process of implementing the New WIDA Standards. The main goal for the 2022-23 year is: “Approaching full implementation by ELD teachers with efforts to inform integrated language and content instruction across the school-day and alignment with other Minnesota content standards.” - MDE.
- During the 2021-22 school year, the Edina multilingual teaching team built their understanding of the new WIDA standards and are now implementing them in their multilingual learner classrooms. The team meets two to four times a year in order to ensure implementation fidelity and review impact on students.

**Content-and-Language**

- \* Multilingual learners are best served when they learn **content and language together** in linguistically and culturally sustaining



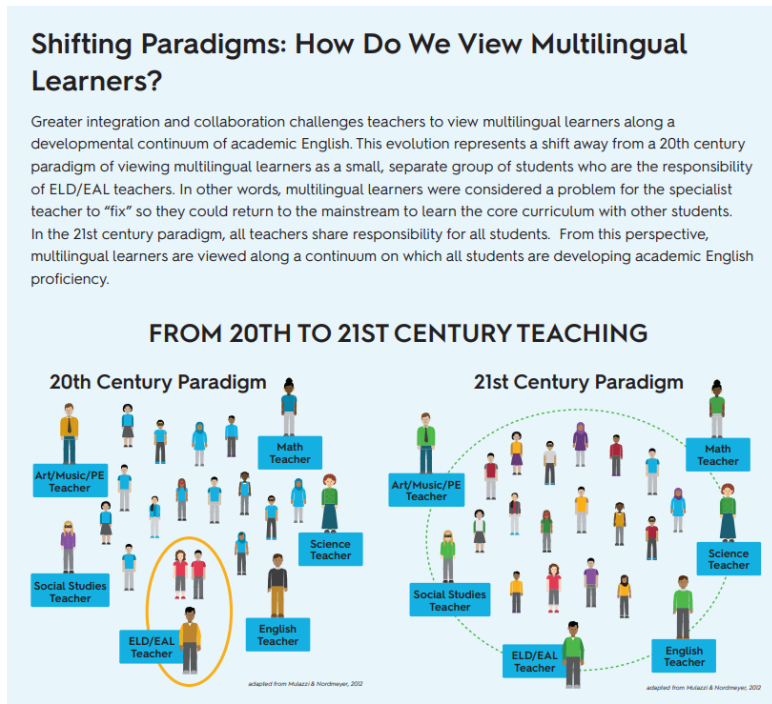
ways (WIDA EL Standards Framework, 2020)



Service Delivery:

- **From Isolation to Collaboration:** The framework to deliver services to Multilingual Learners is shifting from the traditional “pull-out” model to a more collaborative approach. This collaborative approach may look different from level to level and student to student. The implementation and monitoring of this action step will continue into the 2023-24 school year.

- **Working with Dr. Amy Young:** The Edina ML department is working with Dr. Amy Young, MDE's EL Specialist, to develop a language service level framework that intentionally expands the collaboration among ML specialists and classroom teachers in Edina. The implementation and monitoring of this action step will continue into the 2023-24 school year.



- **Co-teaching in Edina:** Our secondary ML teachers collaborate with classroom teachers to co-teach these subjects: English Language Arts, Science, Social Studies, US Government, US History, Chemistry, Biology, and Earth Science. At the elementary level, there is increased engagement in learning about co-teaching as an instructional approach for multilingual learners. A variety of teams in several buildings are piloting different collaborative approaches that will help inform the team work with Dr. Young and final decisions on changes to the Edina instructional model for multilingual learners. The implementation and monitoring of this action step will continue into the 2023-24 school year.
- **Dual Immersion:** In Dual Language Spanish Immersion, academic content is taught in Spanish and English. Classrooms are made up of students who are native Spanish speakers as well as native English speakers. As a result, student learning and language acquisition occurs not only from teacher to student but also from student to student. This shared learning allows students to form close connections with each other and a strong sense of cultural awareness. According to US News and World Report, research has shown that students in dual-language immersion programs—both native English speakers and English-language learners—do better academically than their peers in traditional classrooms. As of October 1st we had 48 students enrolled in the Edina Countryside Spanish Dual Language Kindergarten Classrooms. 5 of these students are Spanish Heritage Speakers.

Academic rigor for all students characterizes the educational experience of the Edina Spanish dual language students. Since school started, students have been part of a

classroom community with high academic expectations, an equitable learning environment, and classroom routines centered on achieving academic rigor. For example, students' results of the early reading FAST bridge screener administered during the Connect and Assess days showed that some students were at high risk. Anecdotal evidence and daily assessments of students' performance indicate that students are growing academically, especially in those foundational reading skills. The same indicators reflect students' growth in math and other school subject areas. The instruction is providing a rich academic experience as students' additional language, Spanish, is continuously growing in the dual language classrooms. As we enter into the 2nd half of the school year, we are engaging in next steps that ensure excellence in continued program development and benchmarks to measure this.

### **2023-24 and Beyond to Improve the Experience for Edina Multilingual English Learners:**

There are celebrations to recognize in the FASTBridge winter universal screening data. The action step at the highest level of implementation that can be correlated to having an impact on academic growth and success for the Edina multilingual learners is the instructional match happening in response to the FASTBridge Reading assessment. Edina teachers are dedicated and committed. This and all other 2022-23 action steps will continue to move further along in implementation in the 2023-24 school year. In addition, the Edina District Instructional Leadership team is in the process of using the Data Metrics Plan to develop goals for continued academic achievement and growth for our ML students. Once these goals are established, the Edina ML team will engage in refining actions steps, implementation plans, and continual review of progress to ensure each and every Edina student discovers their possibilities and thrives. The goals and continued progress updates will be shared in alignment with Data Metrics reporting and continued Multilingual Programming Updates brought to the board. Some example goals based on data in the Data Metrics Plan and recent winter data shared in this report may include, but are not limited to:

- A response plan created to improve lower R-CMB (fluency) scores and growth rates in 2nd and 3rd grade. Response plan may include, but will not be limited to, partner reading of Collaborative Classroom materials as an action step.
- A response plan to improve the decrease in aMath 3rd grade scores. This is also a spot where there is a 50+ point gap between ML and non-ML students in benchmark proficiency. Response plan may include, but will not be limited to, an academic math vocabulary intervention.