



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

MULTILINGUAL LEARNERS UPDATE

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ACRONYM

- **ESL- ENGLISH AS A SECOND LANGUAGE (1960S–1990S)**
- **ELL - ENGLISH LANGUAGE LEARNER (1990S–2000S)**
- **EL - ENGLISH LEARNER (2010S–PRESENT (FEDERAL & STATE USE))**
- **ML - MULTILINGUAL LEARNER (MOST RECENT SHIFT)**

AGENDA

- ML Identification
- Student Demographics
- Languages Spoken
- ML Service Models
- ML Staff

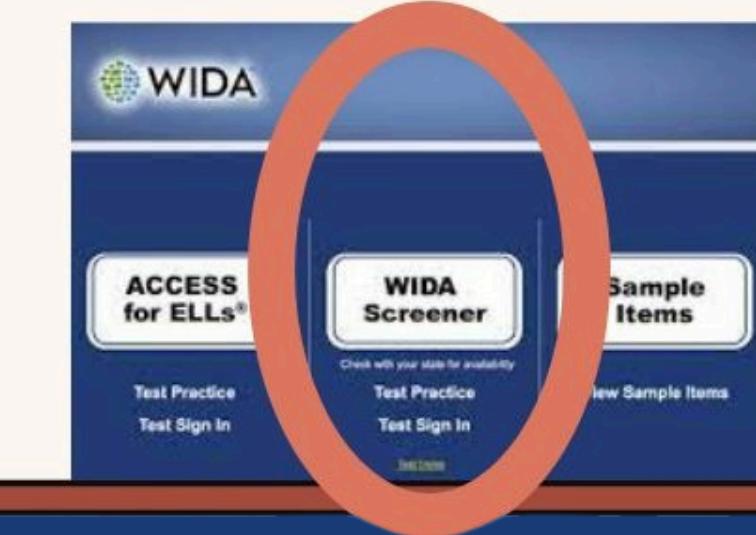


Survey

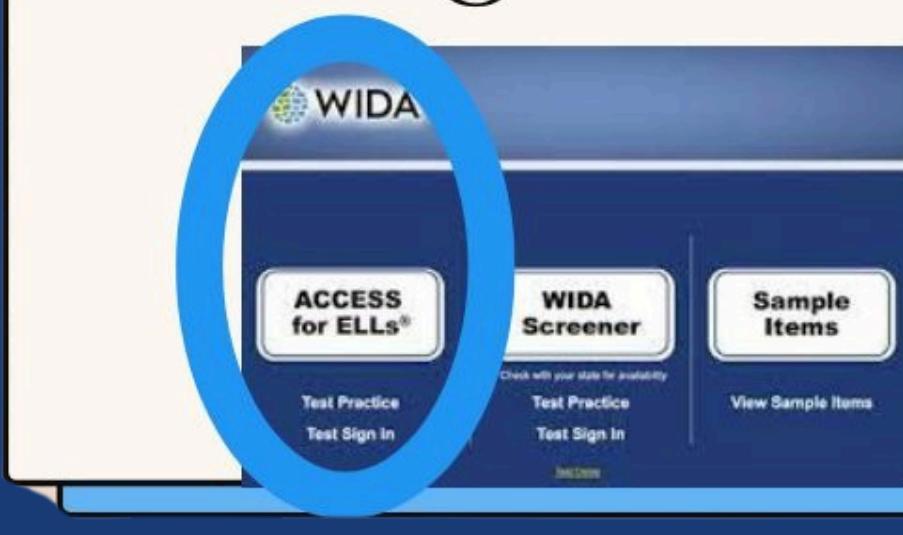
	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Screener / find previous enrollment



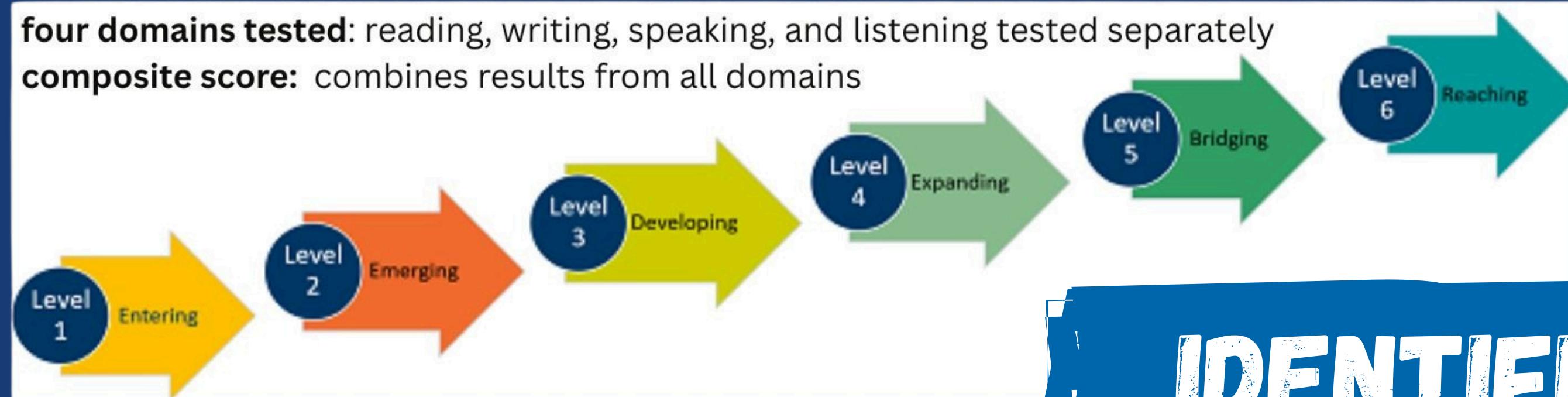
Annual ACCESS test to reassess eligibility



To Exit

four domains tested: reading, writing, speaking, and listening tested separately

composite score: combines results from all domains



1. A composite score of **4.5** or higher.
AND
2. At least **3.5** in 3/4 domains
(Listening, Speaking, Reading, Writing)

IDENTIFICATION

By law, all Multilingual Learners must receive an educational program that:

- Provides full access to grade-level curriculum
- Includes dedicated instruction to develop English language skills

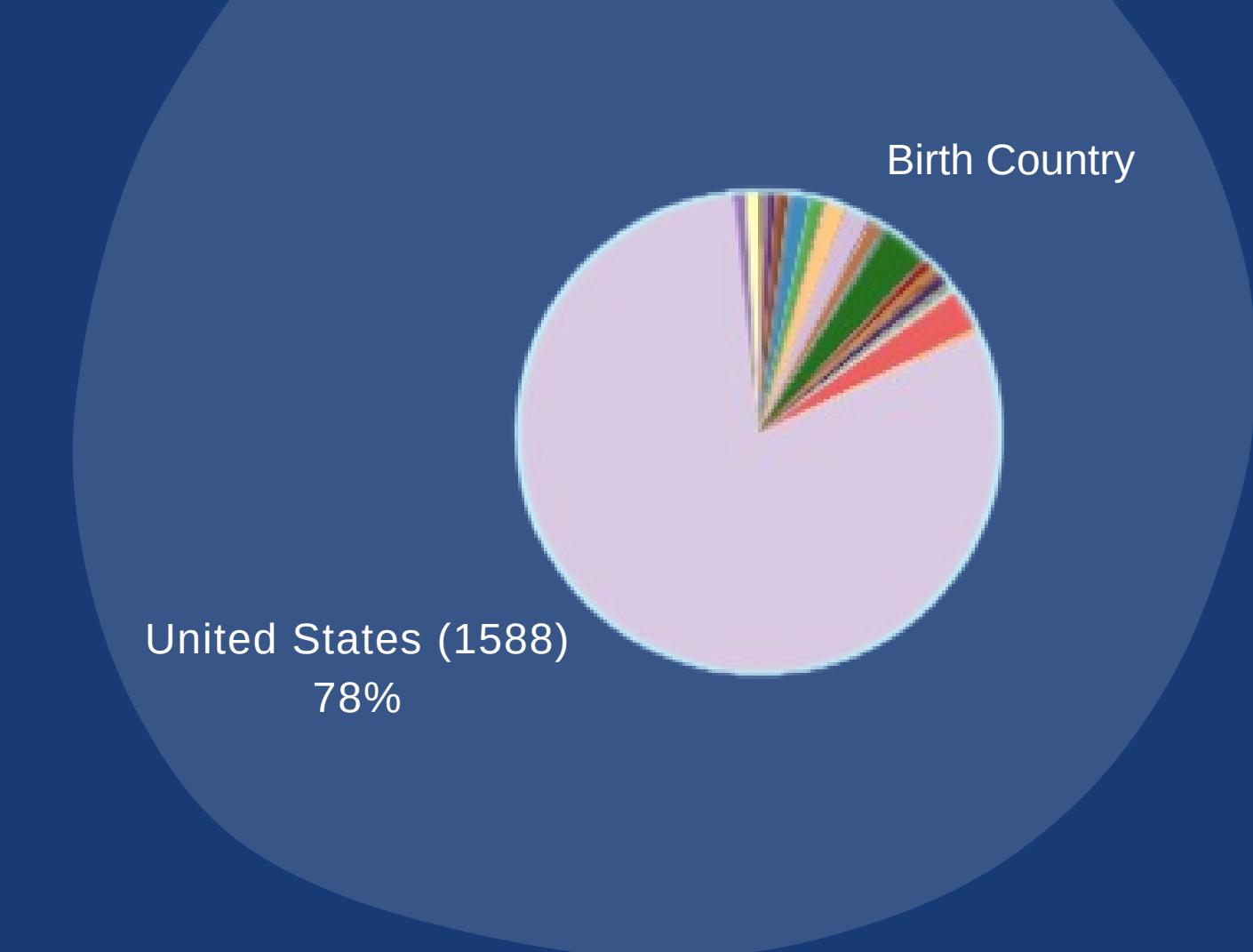


WHO ARE OUR ML STUDENTS

- Over 2,027 students in grades K-12
- 44 home languages spoken by active MLs
- Many of our Multilingual Learners (MLs) are emergent multilinguals who sometimes speak 3-4 languages
- ML students are enrolled in all our K-12 buildings



MULTILINGUAL LEARNERS

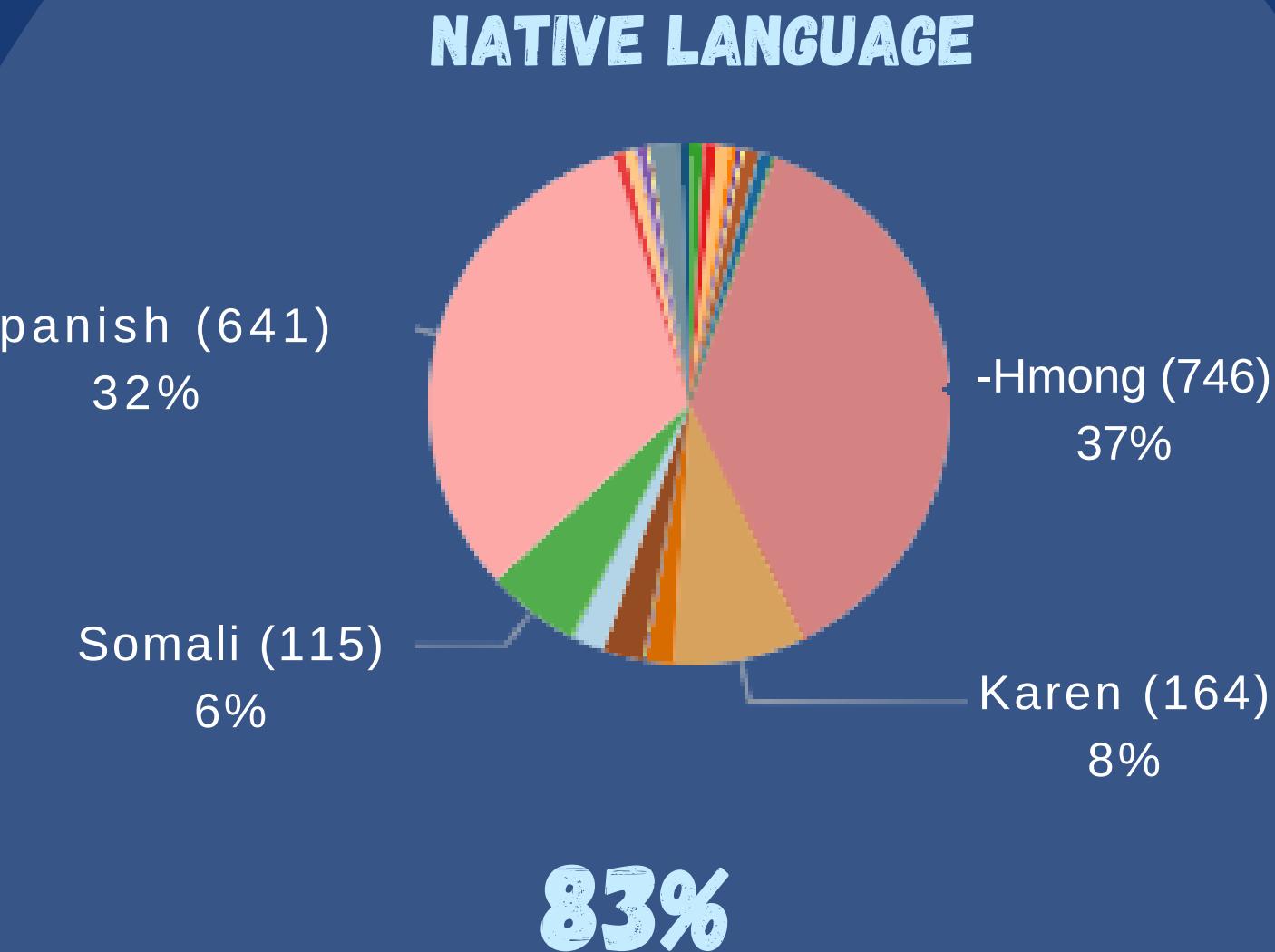


- Born in the US: Most Multilingual Learners are U.S. Born Citizens
- SLIFE: Students with limited formal education
- LTEL (Long Term English Learner): A Multilingual Learner who has not met Exit Criteria for 6 or more years.
- Dually Identified: A Multilingual Learner who qualifies for both English Language and Special Education Services.

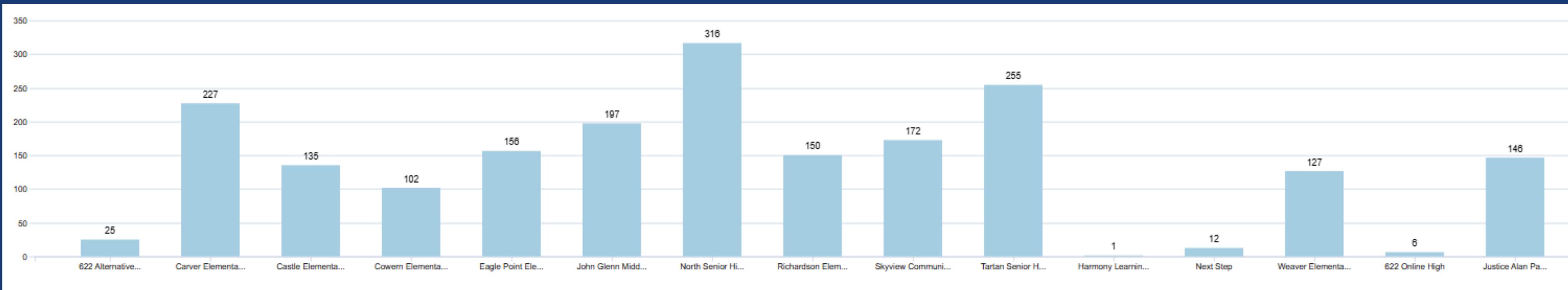
LANGUAGES SPOKEN BY ML STUDENTS

5. Nepali (48)
6. Oromo (41)
7. Vietnamese (37)
8. Karen (35)
9. Burmese (17)
10. Arabic (17)

17%



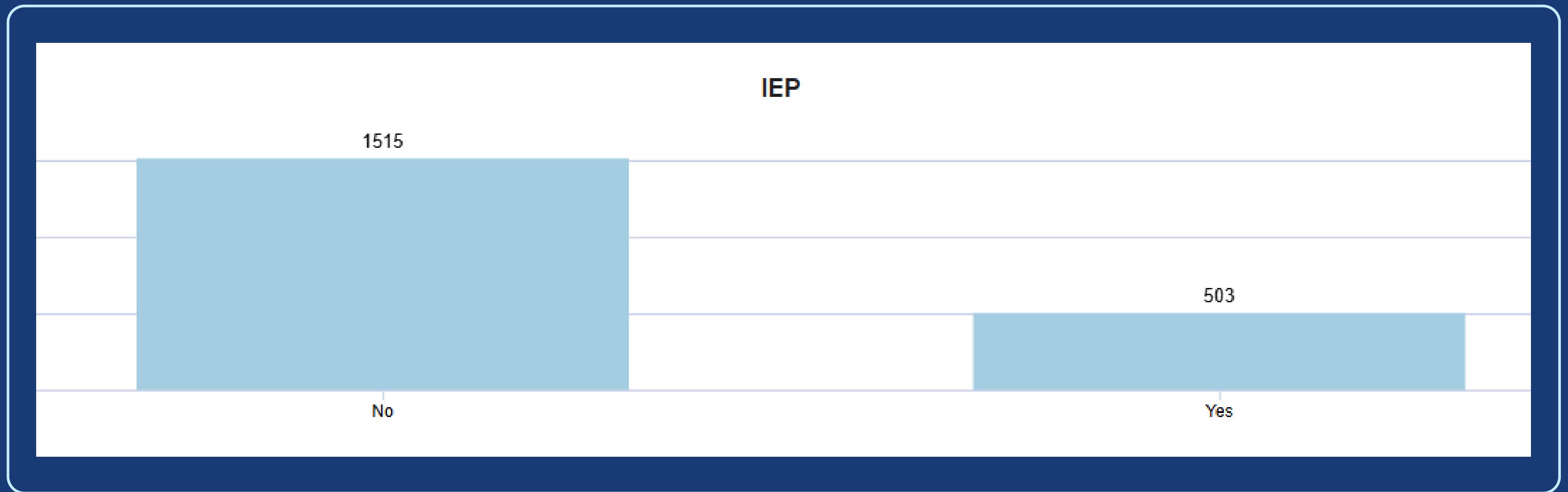
ML STUDENTS BY BUILDING



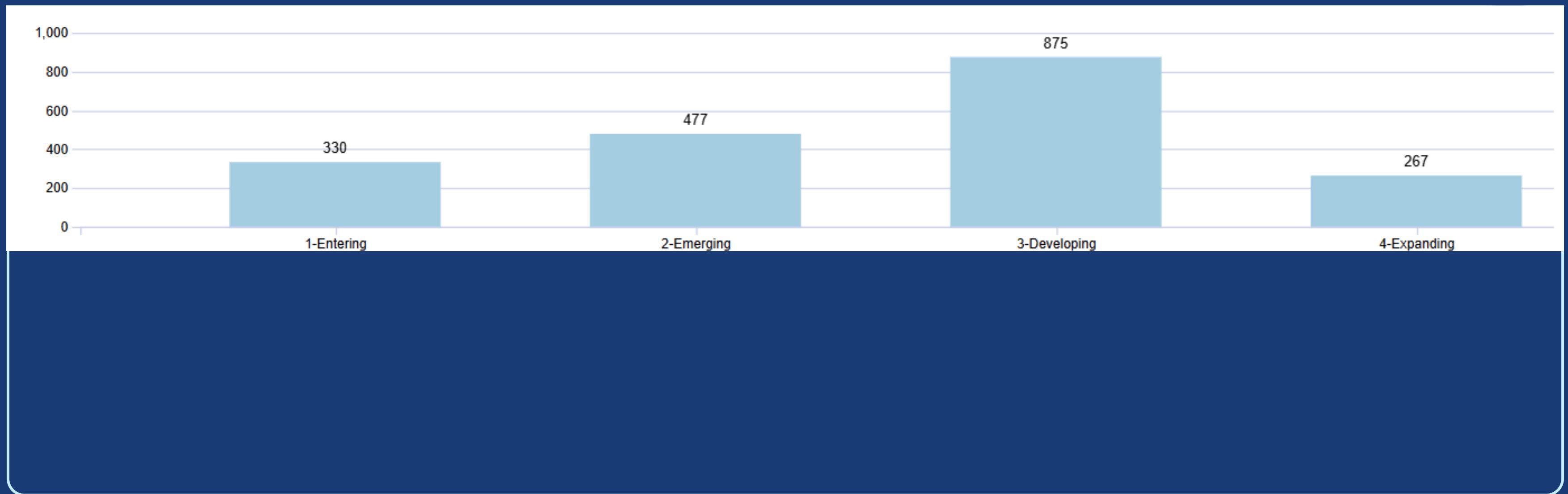
ML STUDENTS BY GRADE LEVELS



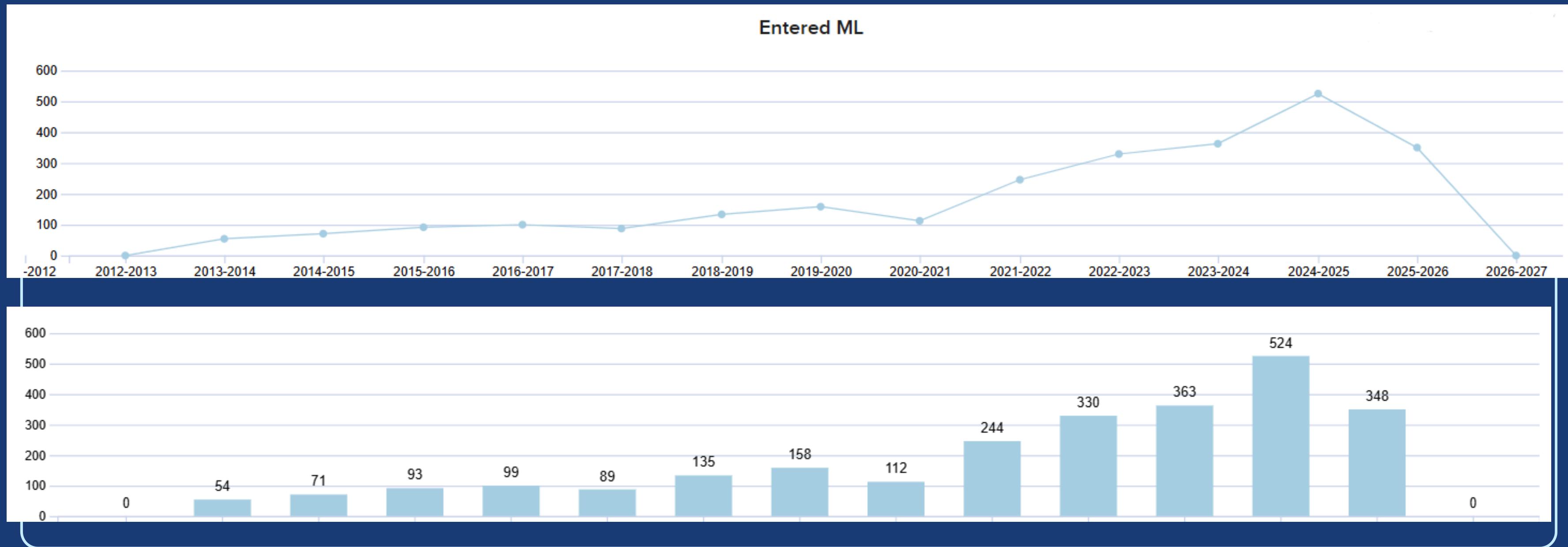
DUALLY IDENTIFIED (ML/SPECIAL EDUCATION)



STUDENTS BY PROFICIENCY LEVELS

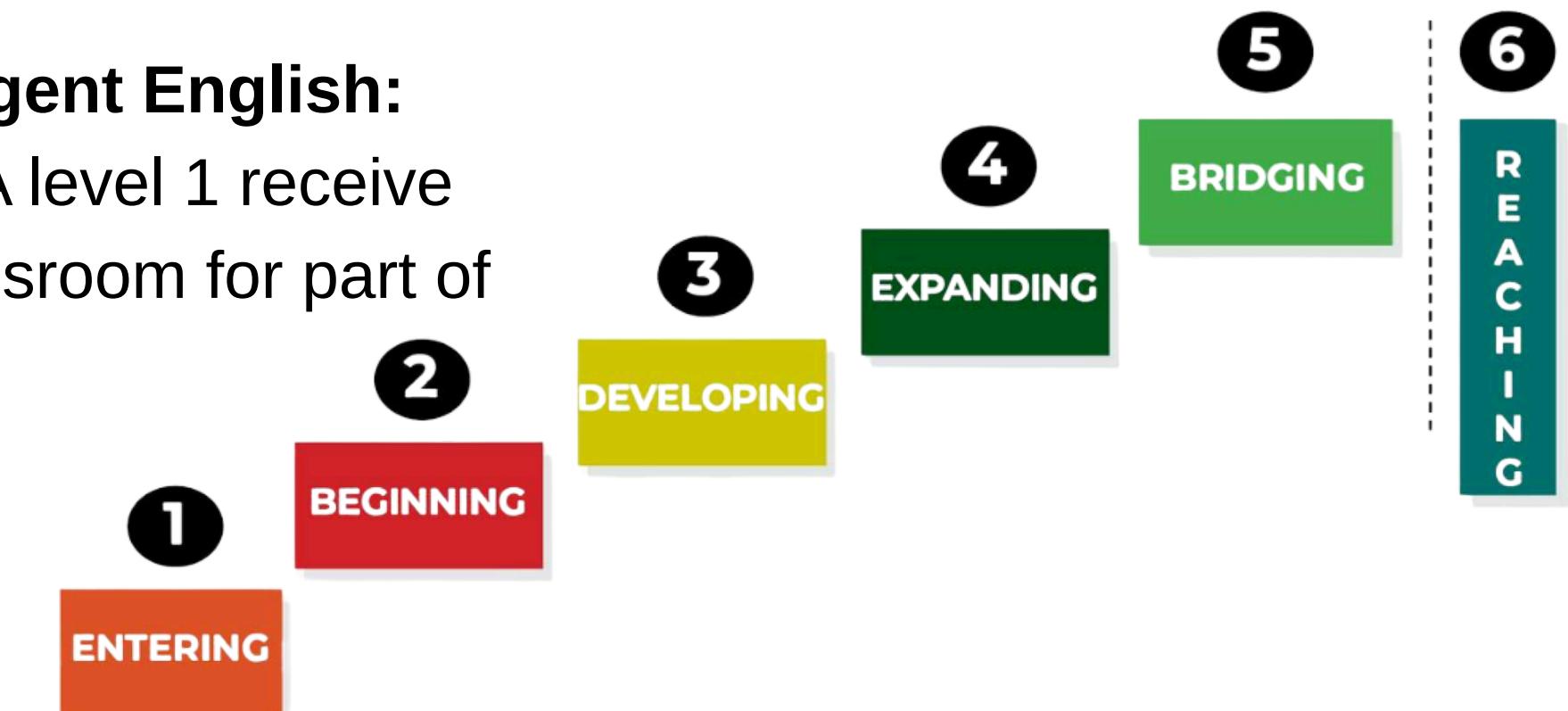


ENROLLMENT TREND FOR EACH SCHOOL YEAR



ML SERVICE MODELS

- **Co-Taught:** An ML teacher and classroom teacher share instruction and co-plan often
- **Push-in instructions:** An ML teacher supports students in the classroom
- **Sheltered Instruction:** Taught by an ML teacher licensed in the content area.
- **Small Group Instruction- Newcomer/Emergent English:**
Students who are new to the country or WIDA level 1 receive targeted language instruction outside the classroom for part of the day.

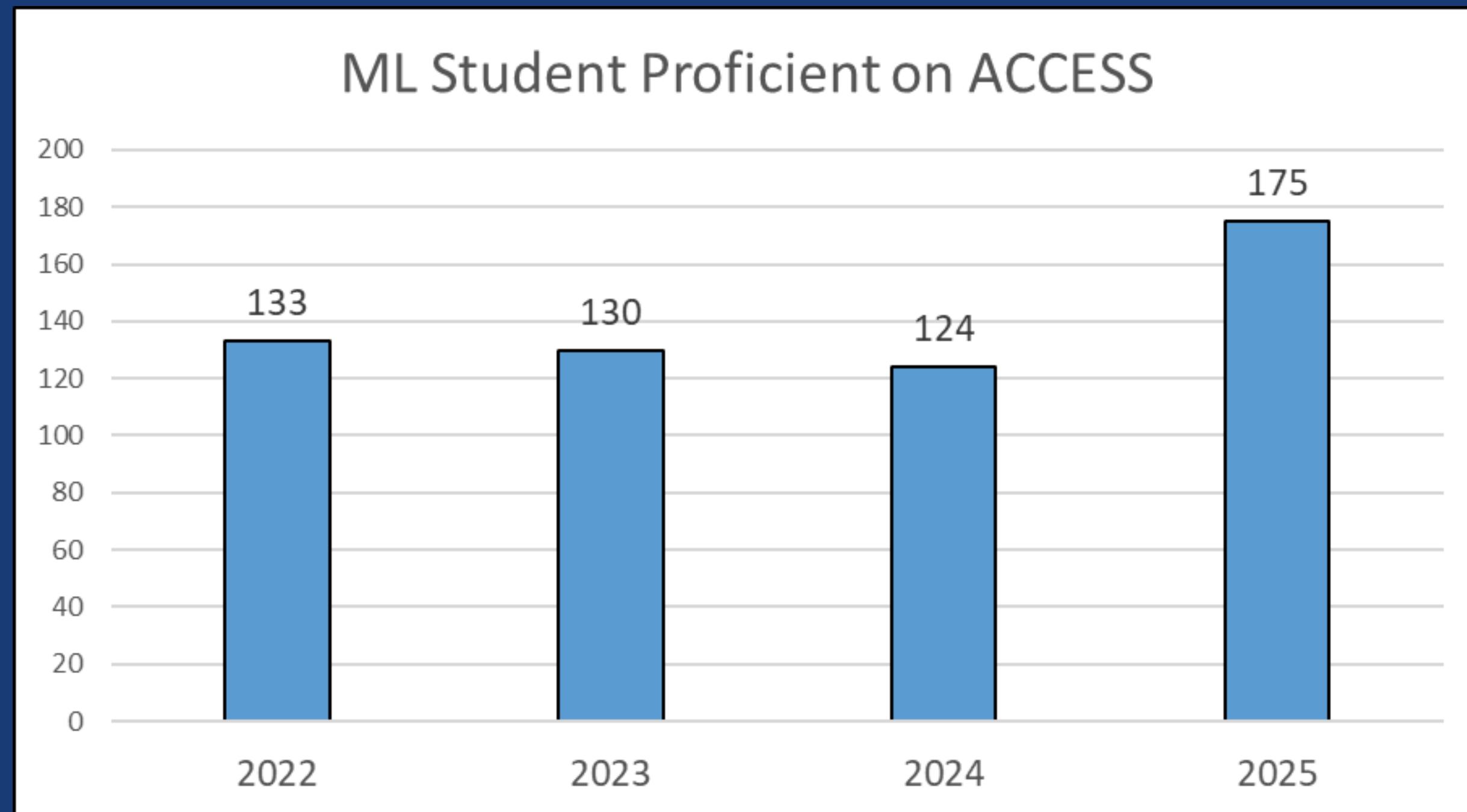




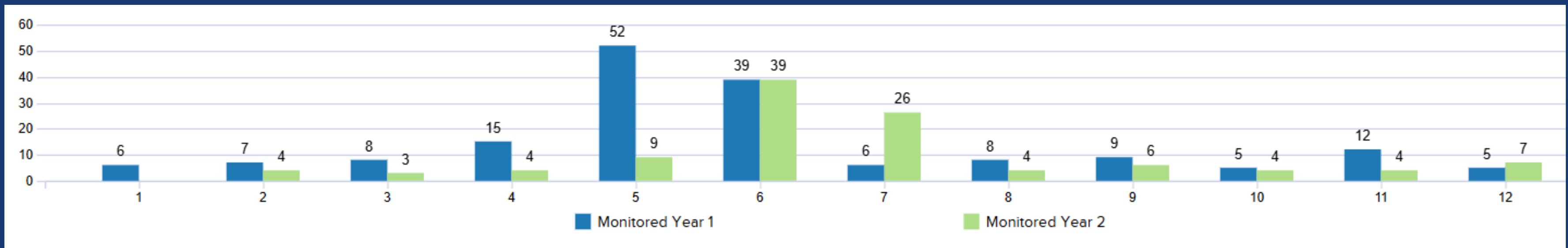
COLLABORATION

ACCESS EXIT DISTRICT-WIDE

Progress Toward English Language Proficiency



MONITORING YEARS 1 & 2 FOR EACH GRADE LEVEL



ML STAFF

1 TEACHER ON SPECIAL ASSIGNMENT (TOSA)

39 LICENSED ML TEACHERS

3 ML EDUCATIONAL ASSISTANT

ELEMENTARY ML STAFF



SECONDARY ML STAFF



FAMILY ENGAGEMENT

- EACH BUILDING IS ASKED TO HOST AN ML FAMILY NIGHT.
- THESE EVENTS HELP US BUILD STRONG, TRUSTING PARTNERSHIPS WITH FAMILIES





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QUESTIONS