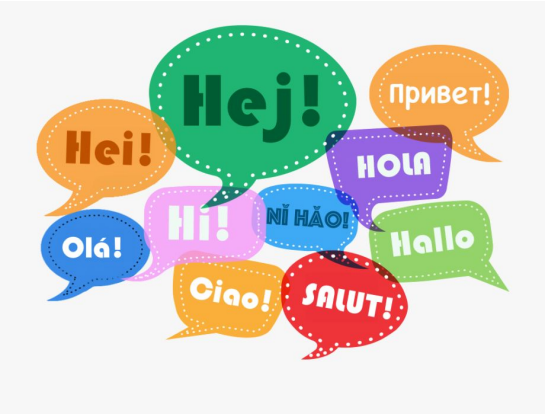
THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Evaluation, Research, and Accountability

Research Roundup Webinar Series #12 English Learner Experiences in SDP: Enrollment Trends, Linguistic Diversity, and Supports for Students

September 13, 2023

Agenda

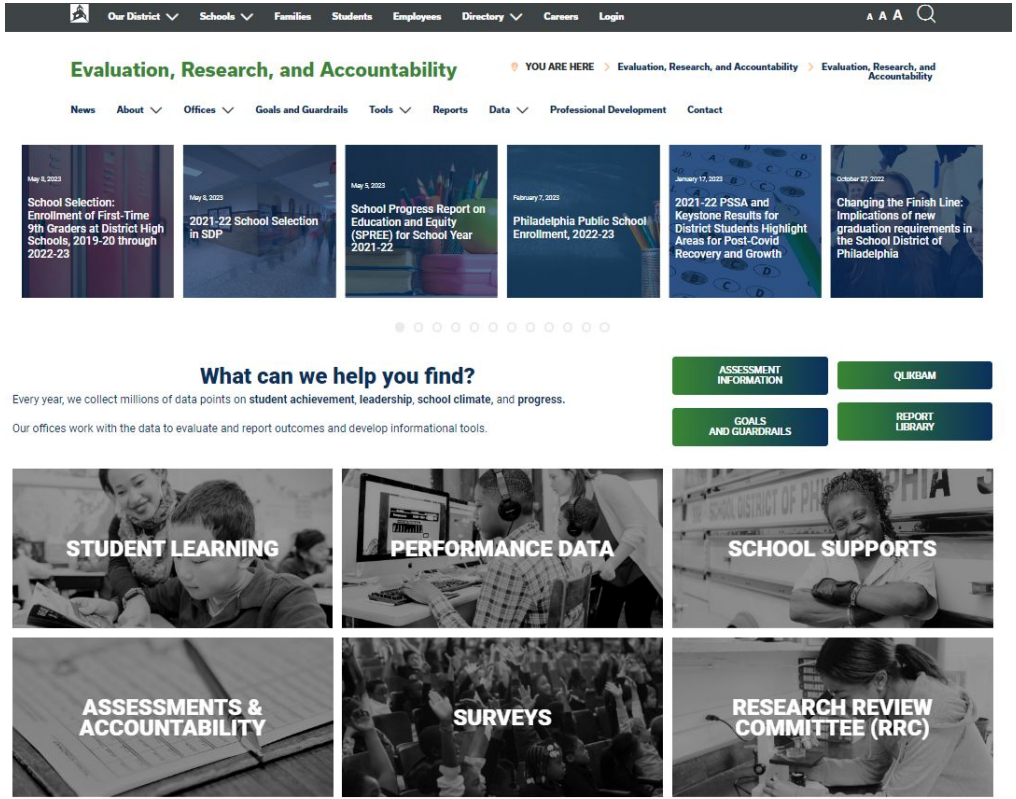


- About ERA and the Research Roundup webinar series
- About PERC
- Part I: Trends in Home Language and EL Student Enrollment Over Time
- Part II: New PERC research report on the Diversity and Experiences of School District of Philadelphia English Learners as they Prepare to Transition to High School
- Part III: Supports for Teachers and Students
- Resources
- Q & A

This webinar is being recorded. The recording and a PDF of the slide deck will be available at: philasd.org/research/roundup

Evaluation, Research, and Accountability

philasd.org/era



Office of Research and Evaluation

District Performance Office

Planning and Evidence-Based Supports Office

Office of Assessments

Office of Data Governance

Evaluation, Research, and Accountability

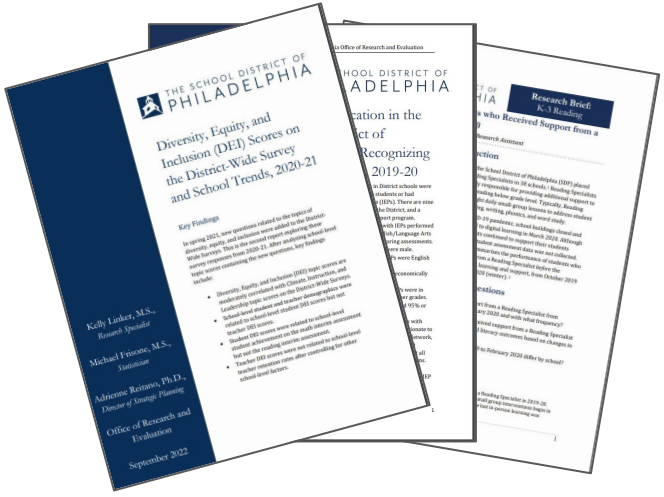
philasd.org/era/assessment/

Office of Assessment

The Office of Assessment maintains the Assessment Calendar and coordinates the administration of a number of assessments including Star, Keystone, PSSA, PASA, and ACCESS.

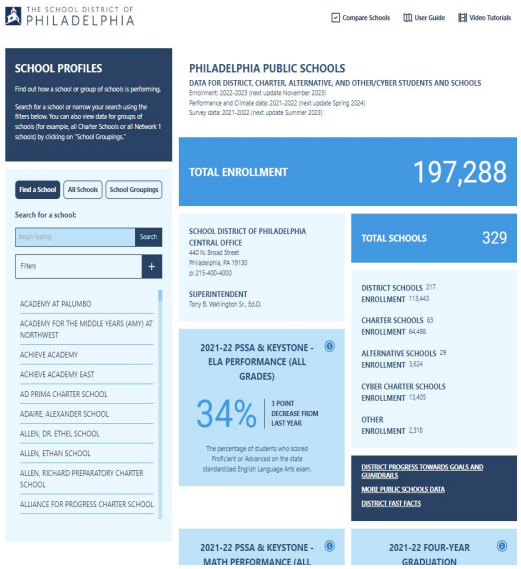
2023-24 Assessment Calendar

2023-24 Assessment Overview



philasd.org/research

schoolprofiles.philasd.org



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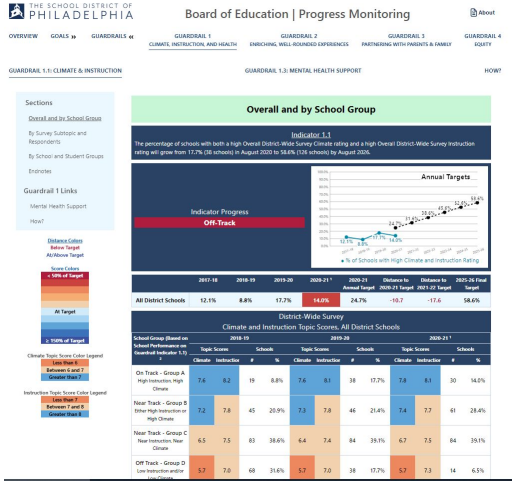


philasd.org/era/goals-and-guardrails

Open Data

The School District of Philadelphia (SDP), in partnership with Open Data Philly, publishes longitudinal data sets spanning various operational school and student performance areas. The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing these data, please review the Terms and Conditions.

School- and Network-level enrollment data and performance on key indicators are also available on our interactive, user-friendly School Profiles website. In addition to district provided data, please visit the state report card, Future Ready Index, for additional metrics.

To date, SDP has released data sets for:

- School Information
  - Master School List, Longitudinal Master School List, School and District Enrollment & Demographics, Pre-School Information, School Catchment Areas, School Catchment Retention Details and Counts, District Wide Surveys, Youth Risk Behavior Survey, School Reopening Information, School Selection, and Household Food Insecurity.
- School Performance
  - School Progress Reports on Education and Equity, District Scorecard, Alternative Education Progress Reports, PSSA & Keystone Exam Data, School and District Graduation Rates, School and District 95% Attendance, Average Daily Attendance, School and District Out-of-School Suspensions, Serious Incidents Counts and Details, and NSC Student Tracker Reports
- District Employees and Finance
  - Expenditure Information, Employee Information, Teacher Attendance, Teacher Demographics, District and School Budgets, and Full Time Employees (FTE)

What is a Research Roundup?

- Regular webinar series with a topical focus
- Videos and slide decks available from previous sessions
- Sign up to be notified when webinars are scheduled and when recordings are available

www.philasd.org/research/roundup

Research Roundup Topics

Mar 2022	**Literacy Performance in Grades K-3**	Dec 2022	**District-Wide Surveys**
April 2022	**Math Performance in Grades 3-8**	Feb 2023	**Philadelphia Police School Diversion Program**
May 2022	**9th Grade "On Track" Rates and High School Graduation**	April 2023	**Student Attendance**
June 2022	**Food Insecurity in the School District of Philadelphia**	May 2023	**Impact of Facility Investments in LA**
July 2022	**English Learners and Students in Special Education**	July 2023	**SPREE**
Oct 2022	**PERC: Keystone Graduation Pathways**	Sept 2023	**Trends, Transitions, and Supports for English Learners**

https://phledresearch.org/

Philadelphia Education Research Consortium

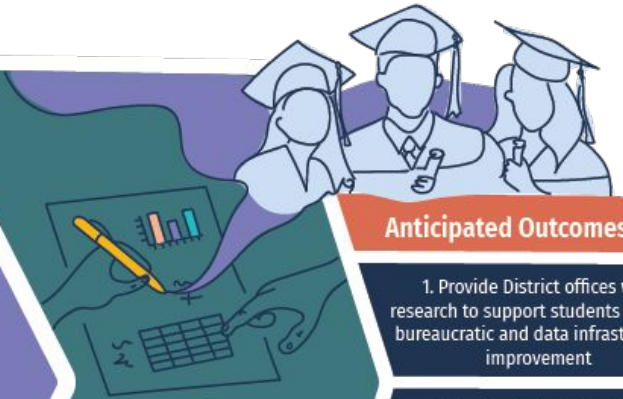
Primary Partners

Research for Action
(community-connected, anti-racist education research nonprofit)

Secondary Partners
External-to-district educational stakeholders, including city officials, philanthropic and advocacy orgs, and students and families

Office of Research and Evaluation at the School District of Philadelphia
(internal-to-the-district research org and knowledge broker)

Secondary Partners
District central office and school-level staff with decision-making authority related to problems of practice



PERC Approach to Research:
Develop and execute a research agenda that is community-informed, equity focused and based on a critical analysis in collaboration with district staff.

Anticipated Outcomes

1. Provide District offices with research to support students through bureaucratic and data infrastructure improvement
2. Contribute both locally and nationally to education research
3. Generate new knowledge for the general public, educators, and policymakers to help stakeholders navigate and shape broader systems that support education in Philadelphia

Part I:

Trends in Home Language and Student Enrollment Over Time

Enrollment

District enrollment declined from 2014-15 to 2022-23, while EL enrollment increased during the same period.

School Year	All Students	English Learners	English Learner Percentage
2014-15	133,399	12,006	9%
2015-16	134,227	13,423	10%
2016-17	132,253	13,225	10%
2017-18	132,178	14,540	11%
2018-19	130,961	15,715	12%
2019-20	127,391	16,561	13%
2020-21	122,448	15,918	13%
2021-22	117,668	17,650	15%
2022-23	117,067	19,901	17%

Source: Qlik Enrollment Oct 1 Snapshot App, accessed June 7, 2023, SDP District and Alternative Schools

Home languages spoken by ELs

Just **21** home languages account for over 90% of ELs.

About **60** home languages are spoken by five or more ELs.

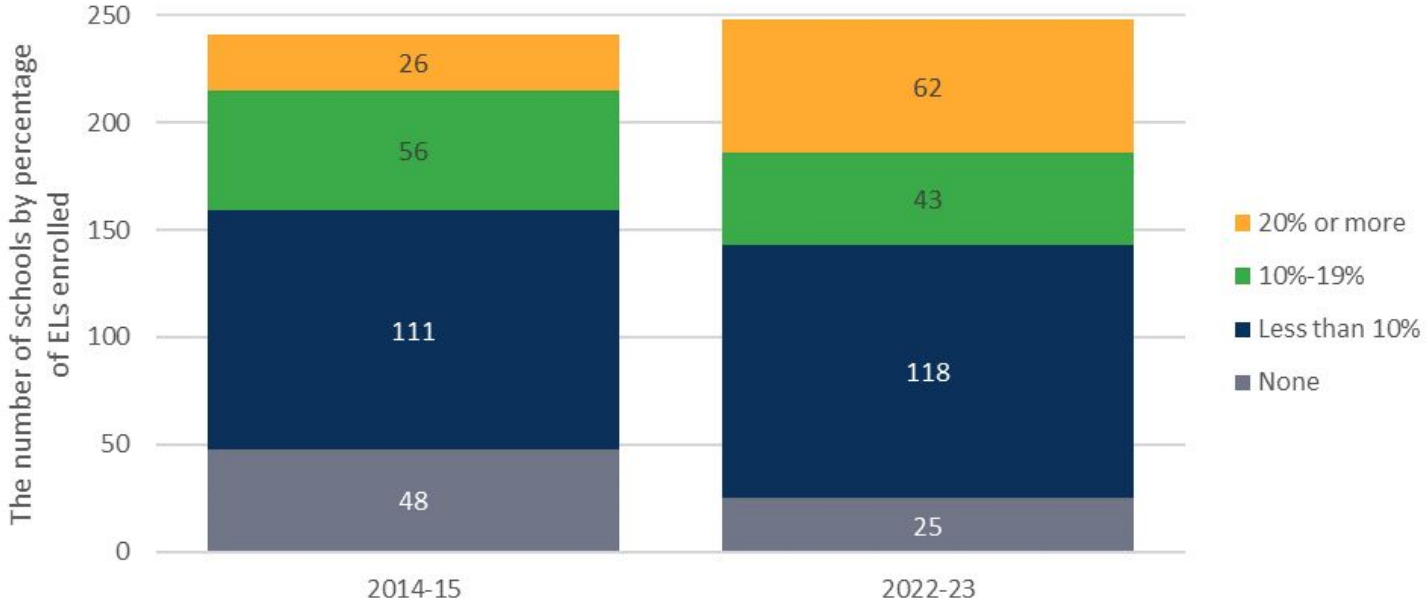
More than **100** home languages are spoken by ELs in SDP.

	School Year	
Top 21 Home Languages	**2014-15**	**2022-23**
Spanish	53%	51%
Portuguese	1%	14%
Chinese (Mandarin)	6%	6%
Arabic	6%	4%
Russian	2%	4%
Uzbek	1%	2%
Vietnamese	4%	2%
Albanian	1%	1%
Bengali	1%	1%
Chinese (Yue/Cantonese)	2%	1%
Creoles And Pidgins, French-Based (Other)	0%	1%
French	2%	1%
Haitian Creole	0%	1%
Khmer	3%	1%
Malayalam	1%	1%
Pashto	1%	1%
Tajik	0%	1%
Ukrainian	1%	1%
Creoles And Pidgins, English-Based (Other)	2%	0%
Mandingo	1%	0%
Urdu	1%	0%
Total	**90%**	**94%**

Source: Qlik Enrollment Oct 1 Snapshot App, accessed June 7, 2023, SDP District and Alternative Schools

Distribution of schools by percentage of students who were ELs

The number of schools with zero ELs enrolled decreased from 48 in 2014-15 to 25 in 2022-23. On the other hand, the number of schools where ELs made up 20% or more of the student population more than doubled, from 26 in 2014-15 to 62 in 2022-23.



Source: Qlik Enrollment Oct 1 Snapshot App, accessed June 7, 2023, SDP District and Alternative Schools

Philadelphia Education Research Consortium

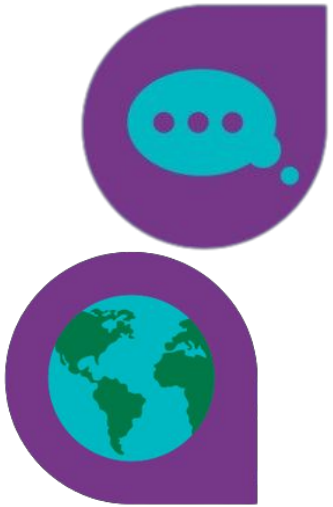
Research Roundup
September 13, 2023

Part II: Exploring the Diversity and Experiences of School District of Philadelphia English Learners as they Prepare to Transition to High School

Community Informed Approach to Designing Research Questions

How can we better understand the diversity of SDP 7th- and 8th-grade English Learners and their educational experiences?

1. What are student and school characteristics of English Learners as they prepare to transition to high school?
2. How does the linguistic diversity of middle school students change over time?
3. What are some of the current services and supports available to ELs across SDP middle school grades to support successful high school transitions?

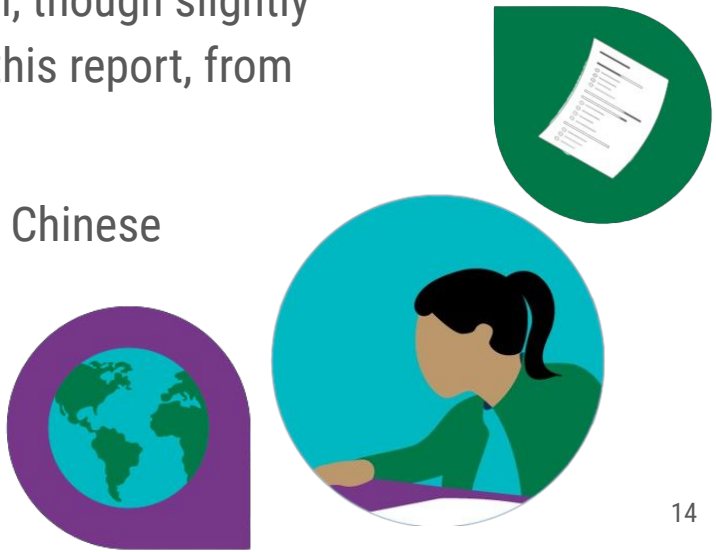


What data did the study use?

- School District of Philadelphia Administrative Data
  - Sample: English Learners in 7th and 8th grades between the 2017-18 and 2020-21 school years
- City of Philadelphia Administrative Data
  - Office of Immigrant Affairs service request data, 2019-2022 (January to March only)
- Focus Groups with Community Stakeholders

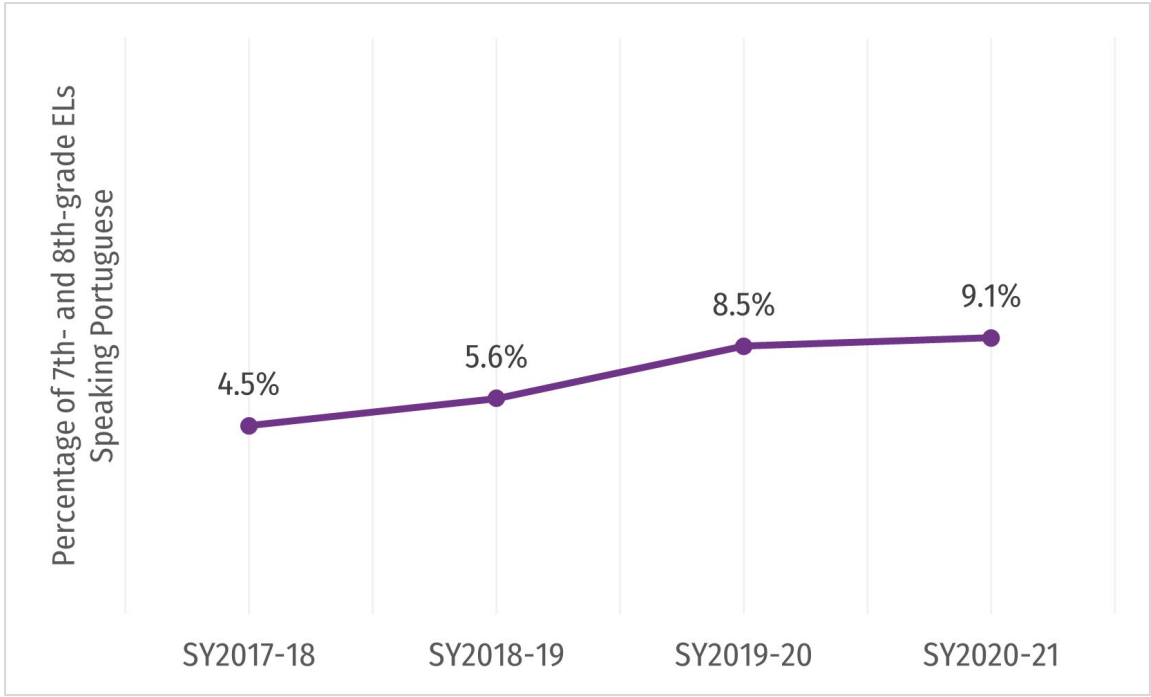
Finding 1: School District of Philadelphia English Learners in 7th and 8th grades are a linguistically diverse group.

- A total of 85 different home languages were spoken by English Learners in 7th and 8th grades between SY2017-18 and SY2020-21.
- Spanish remained the most common language spoken, though slightly and consistently decreased over the years studied in this report, from 55.2% to 52.9%.
- Other common home languages included Portuguese, Chinese (Mandarin), Arabic, Russian, Khmer, and Vietnamese.



Finding 2: Though Spanish is consistently predominant, there have been significant shifts in less common home languages.

- The percentage of Portuguese-speaking 7th- and 8th-grade ELs doubled from 2017-18 to 2020-21, making it the second most common home language following Spanish.
- Growth in Portuguese-speaking English Learners could reflect a coinciding increase in students immigrating from Brazil during this same period.
- A growth in “Language Line” requests for Portuguese services increased from 2.9% to 8.6%.



Finding 3: 7th- and 8th-grade English Learners were born all over the world, but nearly half were born in the United States.

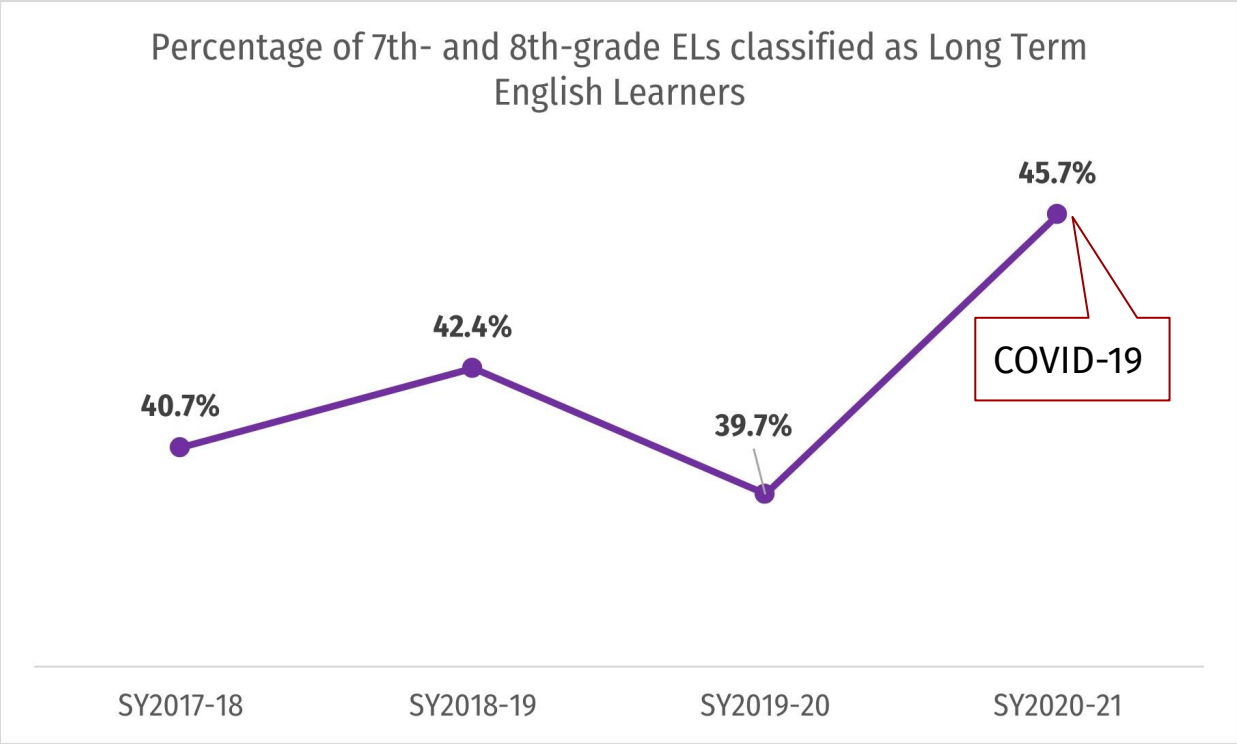
Finding 3 (continued): A growing share of 7th- and 8th-grade ELs were born in Central and South America.

SY2017-18		SY2018-19		SY2019-20		SY2020-21	
Country	**%**	**Country**	**%**	**Country**	**%**	**Country**	**%**
Dominican Republic	9.2%	Dominican Republic	9.9%	Dominican Republic	10.3%	Dominican Republic	9.6%
China	3.5%	Brazil	3.8%	Brazil	6.4%	Brazil	6.3%
Brazil	3.3%	China	3.5%	Guatemala	4.8%	Guatemala	4.1%
Haiti	2.7%	Guatemala	2.9%	Honduras	3.7%	China	3.4%
Mexico	2.2%	Haiti	2.5%	China	3.3%	Honduras	3.2%
Total number of ELs	**2,113**	**Total number of ELs**	**2,372**	**Total number of ELs**	**2,566**	**Total number of ELs**	**2,536**

Finding 4: The share of 7th- and 8th-grade ELs enrolled within a school can rapidly change over a short period of time.

Rank by percent	SY2017-18		SY2018-19		SY2019-20		SY2020-21	
	School	%	School	%	School	%	School	%
1	Southwark School*	45.1%	Southwark School*	53.1%	Southwark School*	45.5%	Eliza B. Kirkbride School	46.4%
2	Vare-Washington School	31.7%	John H. Taggart School	37.0%	John H. Taggart School	45.0%	Southwark School*	43.9%
3	Julia de Burgos School	30.6%	Potter-Thomas School	29.8%	Eliza B. Kirkbride School	38.7%	John H. Taggart School	39.8%
4	Potter-Thomas School	28.9%	Eliza B. Kirkbride School	28.8%	Woodrow Wilson School	31.6%	Mayfair School	32.4%
5	Honorable Luis Munoz-Marin School*	28.9%	Feltonville School of Arts and Sciences	28.4%	Mayfair School	31.0%	Woodrow Wilson School	31.9%

Finding 5: While 7th- and 8th-grade EL enrollment modestly increased in SDP schools from 2017-18 and 2019-20, the share of ELs identified as long-term English Learners (LTELs) remained consistent.



Part III:

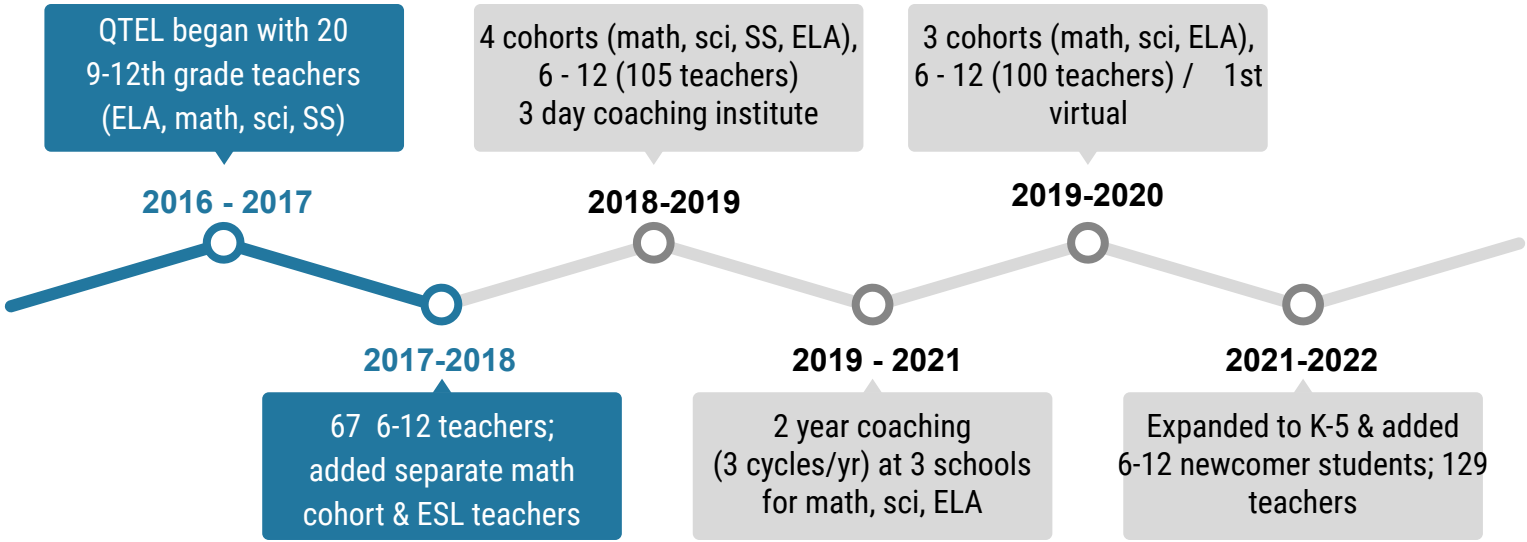
Supports for Teachers and Students

Quality Teaching for English Learners (QTEL)

- Research-based professional development based on a sociocultural / sociolinguistic theories of learning through WestEd and Office of Multilingual Curriculum and Programs (OMCP)
- Designed for ALL educators to build their capacity to support the language and disciplinary content development of English Learners (ELs) and for ALL students to develop their interpretive (reading, listening, viewing) and expressive (writing, speaking representing) abilities with rigorous, grade-level content and language.
- Professional development around 5 principles of quality instruction for English Learners:

1. Sustain academic rigor in teaching English Learners
2. Hold high expectations in teaching English Learners
3. Engage English Learners in quality interactions
4. Sustain a language focus in teaching English Learners
5. Develop a quality lessons / units for English Learners

Since 2016-17, QTEL has grown from supporting 21 SDP teachers to over 200 teachers annually.



QTEL Apprentices learn foundations of sociocultural pedagogy and language acquisition to facilitate QTEL Building the Base PD and create exemplars (sample units) (*2022-2024*: 6 -12 ELA, Math, SS / *2023 - 2025*: 6-12 Sci, K-5, 6-12 Newcomers). By 2026, QTEL Building the Base will be locally facilitated.

129 Teachers Participated in 2022-23

- Teachers of all grades and content areas (starting in 2022-23)
- Teachers applied to cohorts from their schools:
  - K-5
  - 5-12 English Language Development
  - 5-12 English Language Arts
  - 5-12 Social Studies
  - 6-12 Math
  - 6-12 Science
- Summer Institute professional development in June and August, followed by three weekend professional development sessions during the 2022-23 school year
- In 2022-23, teachers represented 29 schools

What did we learn? Results from a survey conducted at the end of the 2022-23 QTEL program year show:

- Respondents were satisfied with QTEL professional development:
  - Over 90% reported that QTEL improved their knowledge regarding the needs of English Learners and their use of scaffolding techniques.
- Respondents used what they learned:
  - Over 83% reported using QTEL practices in their instruction at least weekly.
  - Over 75% reported that ELs engage in QTEL practices at least weekly.
- Instruction based on QTEL principles benefited **all** students.
- Challenge: Not enough Professional Learning Community time devoted to QTEL practices

Together is Better (TIB)

- OMCP and SupportEd provided professional development and coaching that supports a co-teaching model where a K-3/K-2 **General Education teacher** and an **English as a Second or Other Language teacher** collaboratively teach in a classroom that includes ELs.
- TIB participants were provided professional development in co-teaching to support ELs, which included structured collaborative planning time and coaching.
- The 5-year program served around 40 teachers.
- The work of SupportEd is framed around five guiding principles.*

**Diane Staehr Fenner and Sydney Snyder, Unlocking English Learners' Potential: Strategies for Making Content Accessible (Thousand Oaks: Corwin, 2017).*

WILLIAM PENN FOUNDATION

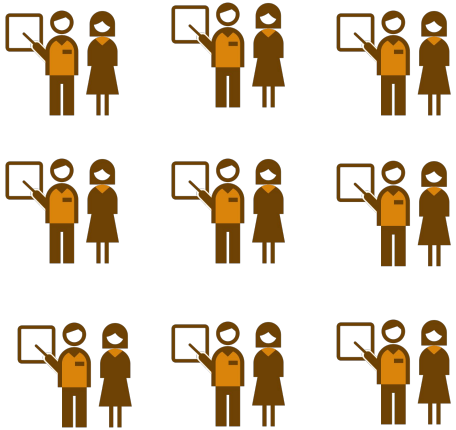
THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF MULTILINGUAL CURRICULUM & PROGRAMS

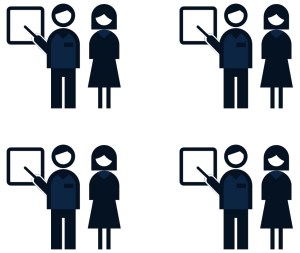
SupportEd

Together Is Better: 2017–2020

Loesche ES

EL enrollment growth 2017-20:
32.9% to 40.6%





Sheridan ES (now Gloria Casarez)

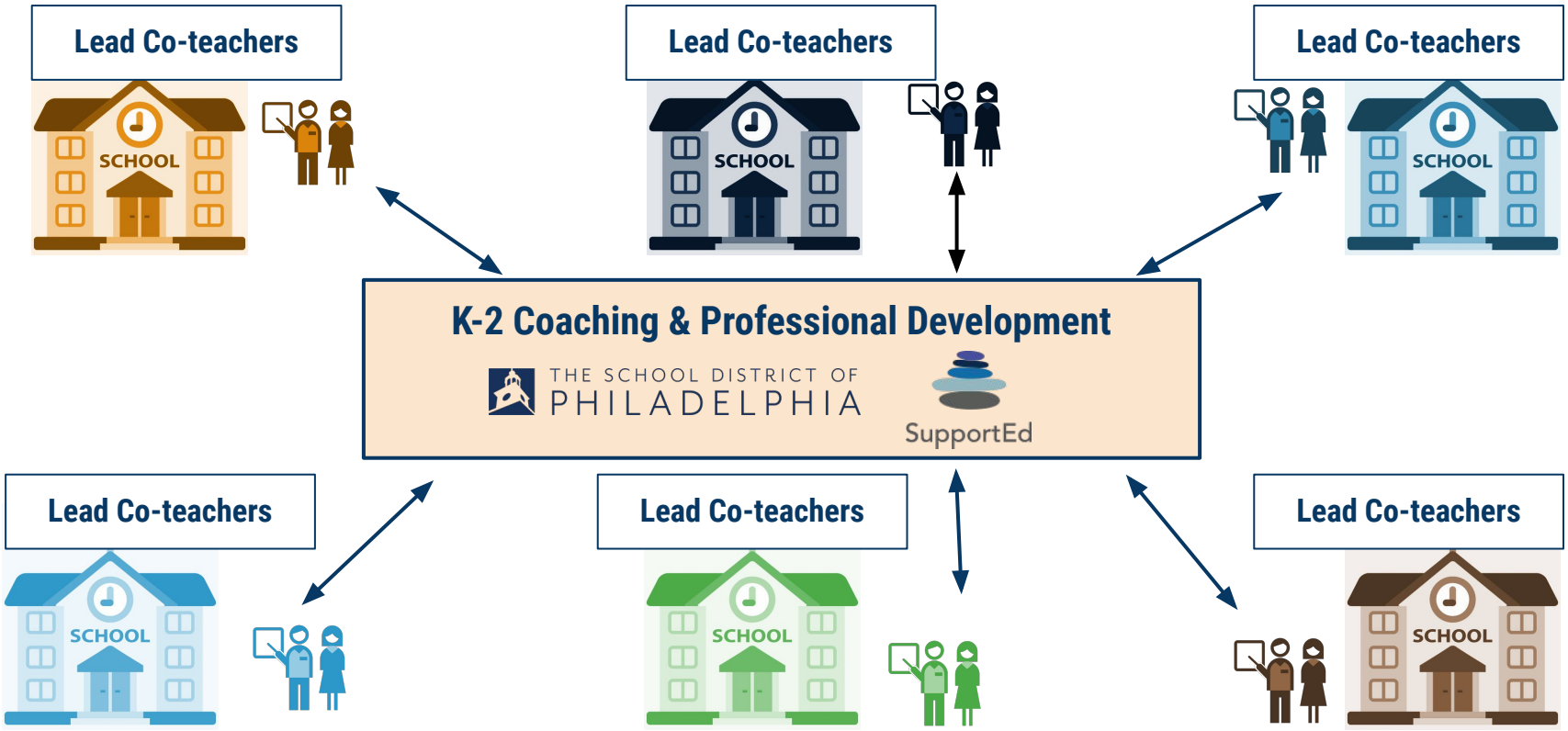
EL enrollment growth 2017-20:
13.6% to 16.4%

K-3 Coaching & Professional Development

THE SCHOOL DISTRICT OF PHILADELPHIA

SupportEd

Together Is Better Extension, Year 1: 2021–2022



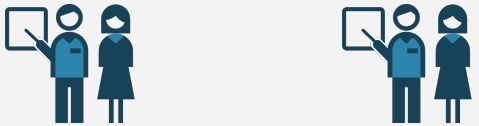
Together Is Better, Year 2: 2022–2023

K-2 Coaching & Professional Development

THE SCHOOL DISTRICT OF PHILADELPHIA

SupportEd

Year 1 Co-teachers + **Year 2 Peer Co-teachers**



Participating Schools:

Loesche

Morrison

Muñoz Marín

Elkin

 # K-2 Teachers:

6 Classroom Teachers

4 ESL Teachers

Supports:

4 Professional Development Sessions

8 Coaching Sessions

Quarterly Mentoring

Bi-Annual Admin Meetings

What did we learn? Results from a survey conducted at the end of the 2022-23 TIB program year show:

- Respondents were satisfied with coaching and professional development.
- Respondents used what they learned:
  - All respondents engaged in instructional practices at the core of TIB at least weekly.
- It is key that students perceive both the general education teacher and the ESL teacher as equals.
  - Conversely, it is key that both teachers perceive EL and non-EL students as their shared responsibility.
- Co-teaching benefits all students:
  - *"The students in my TIB classroom were able to see two teachers as true equals in their classroom. Therefore, all students benefited from the EL supports that were in place."*
- Challenges included:
  - time for planning, especially when working with multiple co-teaching partners.
  - not enough ESL teachers to use a co-teaching model.

OMCP's Programming for Multilingual Learners (MLs/ELs)

English Language Development (ELD)
Grades K-12

ELD programs supports all English Learners (ELs) in developing their English language proficiency and content knowledge.

Locations: District-wide

Students served: 22,138*
**Data current as of 5/26/23. Next update will occur 10/15/23.*

 # ESOL Teachers: 458

Newcomer Learning Academy (NLA)
Grades 9-12

The **Newcomer Learning Academy (NLA)** is an intensive language support program for newcomer high school students.

Locations:
- Franklin Learning Center
- Frankford HS

Students served: 130 students*
****Requirements for program participation:***
- *In the US for less than one year **and***
- *have a proficiency level below 2.0*

Dual Language
Grades K-8

Dual Language programs bring together English and Spanish-speaking students for a shared learning experience. SDP currently has **8 DL schools**.

Locations: Gloria Casarez*, Cayuga, Cramp*, Elkin, McClure, Muñoz Marín, Southwark, Taylor

Students served: 850
 # DL Teachers: 42

ORE & PERC Briefs & Reports on English Learners

- Exploring the Diversity and Supports for School District of Philadelphia English Learners as they Prepare to Transition to High School (September 2023)
- English Learner (EL) Home Language and Enrollment Trends in the School District of Philadelphia: 2014-15 to 2022-23 (August 2023)
- English Learner Performance on the 2021-22 ACCESS, Star Reading, and Star Math Assessments (August 2023)
- English Learner (EL) Enrollment Trends in the School District of Philadelphia: 2015-16 to 2019-20 (June 2022)
- Exploratory Analysis of English Learners' Identified Race/Ethnicity and Home Language in the School District of Philadelphia, 2019-20 (June 2022)
- Quality Teaching for English Learners (QTEL) Summer Institute: 2020-21 Implementation Report (March 2021)
- Implementation and Outcomes of the Together Is Better Program (November 2020)
- Finding Their Stride: Kindergarten English Learners' Time to Proficiency in Philadelphia (June 2017)
- Educating English Language Learners: Instructional Approaches and Teacher Collaboration in Philadelphia Public Schools (June 2016)

Resources

- Office of Multilingual Curriculum and Programs
- SDP's Board Policy 138: ENGLISH LANGUAGE DEVELOPMENT/BILINGUAL EDUCATION PROGRAM

Research Roundup

- Understanding the SDP Landscape by focusing on two student groups: English Learners and Students in Special Education (July 2022)