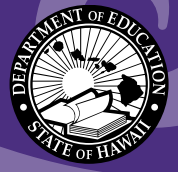
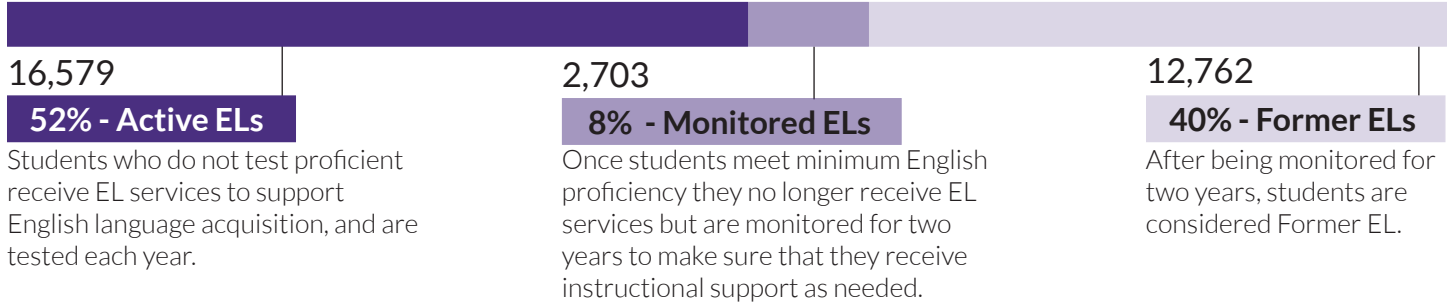


# OFFICE OF Student Support Services

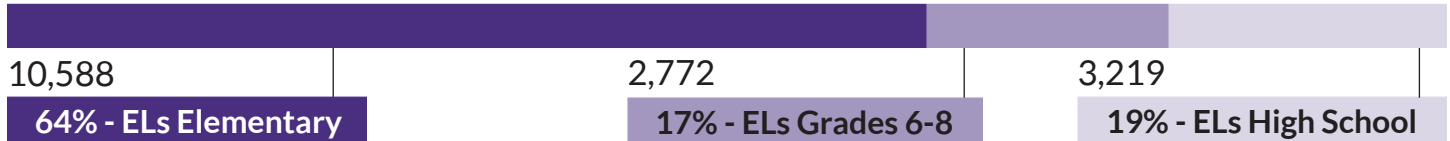


## WHO ARE HAWAI'I'S ENGLISH LEARNERS (ELs)?

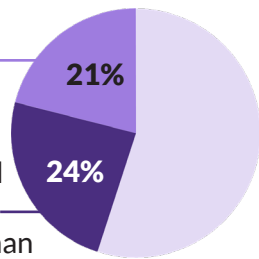
There are **32,044** total ELs in Hawai'i's public schools. Active ELs make up **9.8%** of the total student enrollment.



Most Active ELs are enrolled at the elementary level.

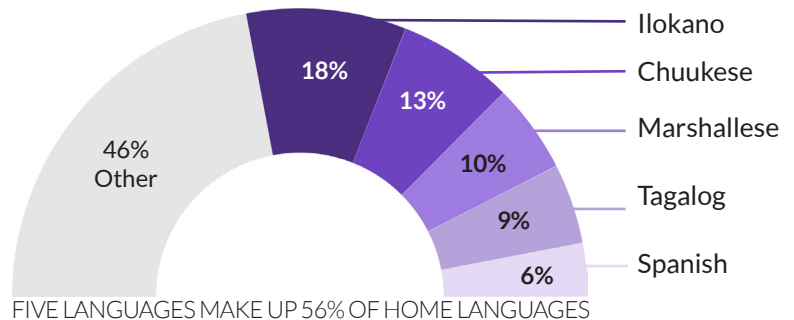


3,551 students or 21% of all active ELs are considered **long term** (have been identified for 5+ years.)

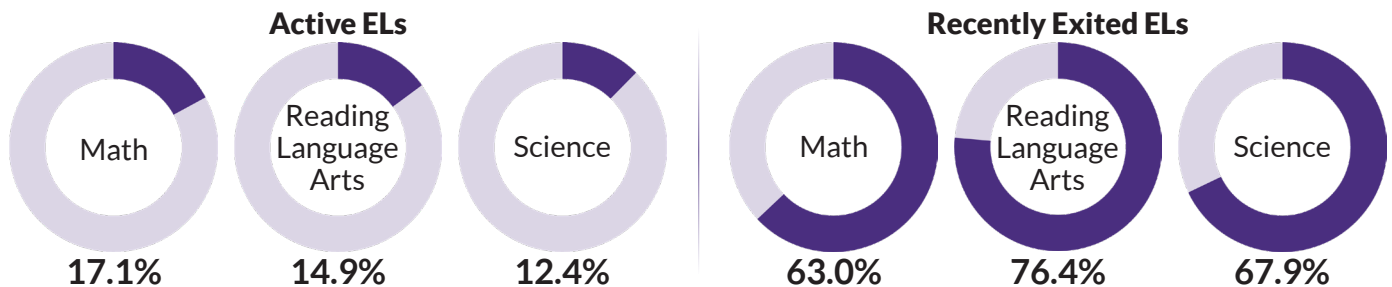


3,993 students or 24% of all active ELs are **newcomers** (have been in HIDOEE less than 1 year).

Hawai'i's ELs represent about **70 different languages**



### EL STATE CONTENT PROFICIENCY



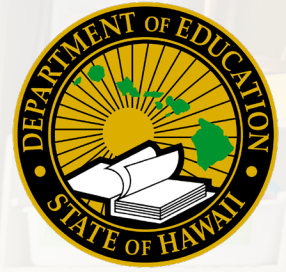
### EL OUTCOMES

**38%** of ELs are **ON TRACK** to **ATTAIN** English proficiency (Growth-to-Target GTT)

**6%** of ELs or **961** students **ATTAINED ENGLISH PROFICIENCY**  
(up from 791 students in SY 2017-18)

**69%** **GRADUATION RATE** for Active & Monitored ELs

# Hawai'i's English Learners



Hawai'i Department of Education  
Office of Student Support Services - English Learner Team

Email: [ossel@k12.hi.us](mailto:ossel@k12.hi.us)

HIDOE Websites:

<http://bit.ly/HIDOEELSite>

<http://bit.ly/HIDOEEnglishLearners>

## State Initiatives to Support English Learners (ELs)

<p><b>EL Guidance Manual</b> provides complex areas and schools with law, regulations, guidelines, and best practices in developing, implementing, and evaluating English language development programs. For more information: <a href="http://bit.ly/ELGuidanceManual">http://bit.ly/ELGuidanceManual</a>.</p>	<p><b>EL Board of Education Policy (approved 12/05/19)</b> ensures the provision of equal access to educational opportunities for all EL students and ensures that all professionals providing EL services possess appropriate qualifications to meet the unique needs of these students. For more information: <a href="http://bit.ly/35v2bS3">http://bit.ly/35v2bS3</a>.</p>
<p><b>WIDA Consortium</b> is made up of Hawai'i and 39 other U.S. states, territories and federal agencies dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support English language learners in K-12 contexts. This comprehensive system, based on research and educator feedback, is built on the WIDA English Language Development (ELD) standards, ACCESS for ELLs assessment, and professional learning. For more information: <a href="http://bit.ly/WIDAHI">http://bit.ly/WIDAHI</a>.</p>	<p><b>EL Success Initiative</b> is a five-year partnership with the technical assistance organization WestEd. Each cohort of complex areas will establish an English Learner Leadership Team (ELLT) comprised of key stakeholders who will engage in professional learning designed to deepen their understanding of current research on EL teaching and learning; develop their capacity to analyze and interpret current EL outcomes, strengths, and challenges; build committed teams; and lead effective change for ELs in their school systems. For more information: <a href="http://bit.ly/ELSuccessInitiative">http://bit.ly/ELSuccessInitiative</a>.</p>
<p><b>Asian American &amp; Pacific Islander (AAPI) Data Disaggregation Grant</b> is a five-year project funded by the US Department of Education with the goal of increasing the use of data to understand and close the educational achievement and opportunity gaps for the AAPI EL student population. The link below shares an EL Data Story that resulted from the grant: <a href="http://hawaiidxp.org/quick_data/datastory/el">http://hawaiidxp.org/quick_data/datastory/el</a>.</p>	<p><b>Title III</b> federal funds are available to schools and complex areas to supplement EL programs by supporting extended learning opportunities (ELOs), professional development, parent engagement activities, and activities for immigrant children and youth. For more information: <a href="http://bit.ly/HIDOETIII">http://bit.ly/HIDOETIII</a>.</p>
<p><b>Kapiolani Community College (KCC) HIDOE Program</b> provides the Second Language Teaching (SLT) Teaching English to Speakers of Other Languages (TESOL) online program for EL teachers to earn 30 credits to become Every Student Succeeds Act Hawaii-Qualified in TESOL. All program costs for accepted teachers will be funded by the HIDOE. For more information: <a href="http://bit.ly/30hiKCC">http://bit.ly/30hiKCC</a>.</p>	<p><b>Dual Language Programs</b> Request for Proposals (RFP) process will develop and implement a research-based dual language Program at two elementary schools on O'ahu for School Year 2020-21. The goals are academic achievement, bilingualism, and biliteracy in English and another language in the grade-level content classroom where half of the class speaks English as the first language and another half speaks the other language as the first language. This program type should be taught by a qualified bilingual program teacher. For more information: <a href="http://bit.ly/hiduallang">http://bit.ly/hiduallang</a>.</p>
<p><b>Multilingualism for Equitable Education (105-14)</b> recognizes that all cultures and languages are valuable resources to learn and live in Hawai'i and our global community. The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement. For more information: <a href="http://bit.ly/2Qwdnts">http://bit.ly/2Qwdnts</a>.</p>	<p><b>Seal of Biliteracy (105-15)</b> recognizes, validates, and honors rich and diverse language assets, promotes development of cross-cultural understanding, and encourages high school students to become proficient in more than one language. For more information: <a href="http://bit.ly/39GsOGN">http://bit.ly/39GsOGN</a>.</p>