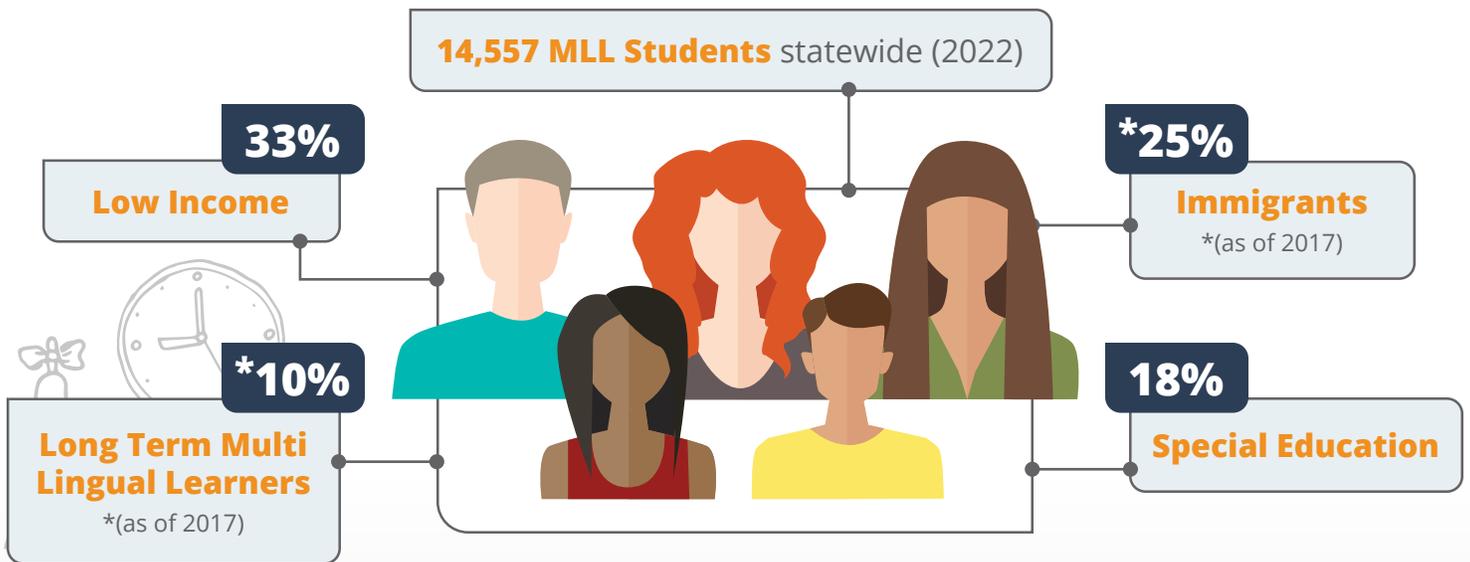




WHO ARE MULTILINGUAL LEARNERS IN DELAWARE'S SCHOOLS?

Multilingual Learners (MLLs) are a diverse group of students representing numerous languages, cultures, ethnicities, nationalities, and social, economic, and educational backgrounds.

10% of the total student population (2022)



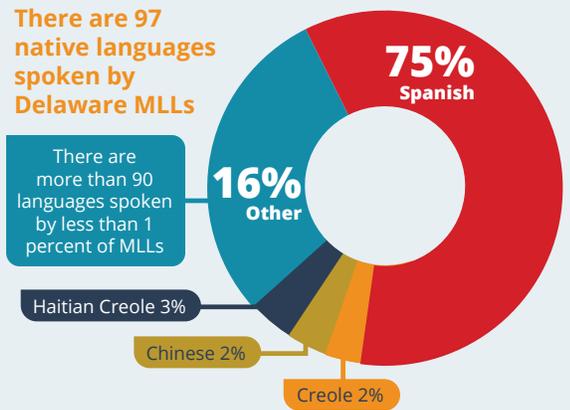
Percentage (%) of Total MLLs by School Grade Level



Home Language

There are **97 native languages** spoken by Delaware MLLs

There are more than 90 languages spoken by less than 1 percent of MLLs



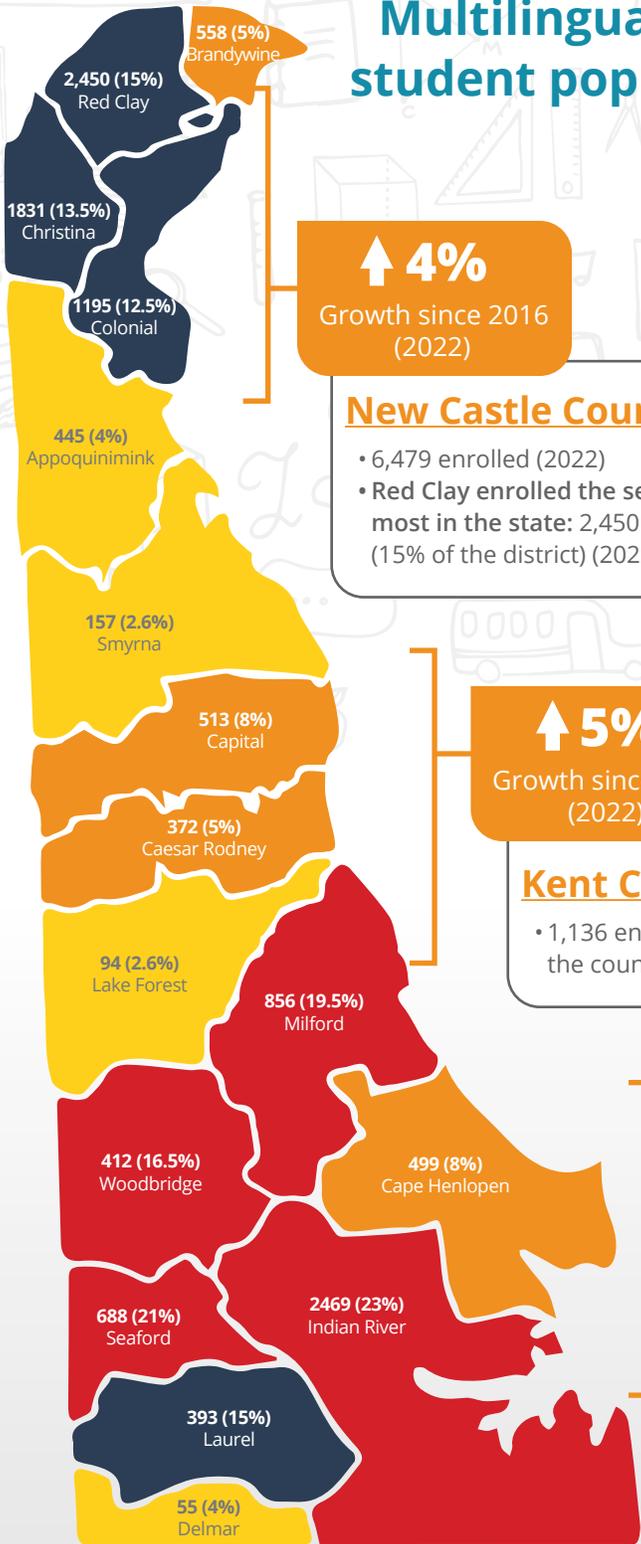
There are many identical terms used to formally describe this group of students.

Delaware education regulations say:

“Individuals who, among other things, have English language speaking, reading, writing, or understanding difficulties sufficient to deny the individual the ability to meet challenging state academic standards as defined using Delaware’s standardized entrance and exit procedures.”

Source: This is a snapshot of data taken at the end of the 2020 school year of kindergarten – 12th grade public school multilingual learner students provided by the Delaware Department of Education from the most recent EL Annual Report.

Multilingual Learners are the fastest growing student population. They are enrolled in every district and charter in the state.



↑ 4%
Growth since 2016 (2022)

New Castle County

- 6,479 enrolled (2022)
- Red Clay enrolled the second most in the state: 2,450 (15% of the district) (2022)

↑ 5%
Growth since 2016 (2022)

Kent County

- 1,136 enrolled in the county (2022)

↑ 84%
Growth since 2016 (2022)

Sussex County

- 4,764 enrolled in the county (2022)
- Indian River had the most enrolled: 2,469 (23% of the district) (2022)

42% increase since 2016
State of Delaware
From 2019 to 2020 the multilingual learner population grew about 4% (3.91%)

Public School Choice: MLLs electing to attend a charter or vo-tech school

Approximately **7%** of MLLs attended **charter schools** in the 2019-2020 school year compared to **11%** of all students

During the 2019-20 school year, **La Academia Antonia Alonso (344 MLL students)** and **Las Américas ASPIRA Academy (337 MLL students)** served the most MLLs out of all charter schools. Both schools increased their MLL population from the previous school year (2018-19)

About **7%** of **HS MLL students** attended a vo-tech high school during the 2019-2020 school year compared to **5%** of all high school students

Note: Other choice options (within district or cross-district) not captured

Map legend: Number of MLLs and MLLs as % of total 2020 district student enrollment

- 0-4%
- 5-8%
- 9-12%
- 13-15%
- 16% and above

Note: MLLs as a percentage of the total 2020 student enrollment was calculated for districts and charters using the end-of-year MLLs count and the September 30th total student enrollment count. This reflects the growth in MLLs (over 2,000 students) but not the total change in student enrollment during the 2020 school year.
Source: Delaware Department of Education 2020 English Learners Annual Report.



TEACHING MULTILINGUAL LEARNERS



In Delaware, all districts and charters are required to select a **program for Multilingual Learners**, then implement with resources and personnel, and evaluate and revise the program regularly **to ensure students are making progress**.

MLL programs must include daily or weekly language instruction.

Since the publication of the first fact sheets in 2017, there is significantly better reporting from the state about the types of instruction MLLs receive.

MLL programs vary, with no required number of hours for direct instruction in the students' native language, and are highly dependent on the availability of educators, which is extremely limited in most schools.

Common MLL program models in Delaware include:

What rights do MLLs have?

Major requirements in federal law[^] include:

- (1) Schools must accept and **educate all students**, immigrants and native-born.
- (2) MLL students must be taught **English and also grade-level academic content**.
- (3) MLL students with disabilities must be provided both the language assistance and disability-related services.

7.36%

No Program

Students who receive no dedicated MLL support or instruction. Usually regular classroom instruction.

3.93%

Bilingual

This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English.

57.12%

Push-In/Pull-Out

The **push-in** approach has ESL teachers work with MLLs in their regular classrooms, assisting them with the content and language. With the **pull-out** approach, ESL teachers work with such students in separate classrooms, whether for one period a day or a much longer time.

9.82%

English Language Development Class

A program of techniques, methodology and special curriculum designed to teach MLL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

3.83%

Other

- **SWD:** Students with Disabilities. MLLs who are receiving SWD services are dual-identified and are receiving accommodations to address learning disabilities and language acquisition.
- **Newcomers:** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.

9.59%

Sheltered English Instruction

An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development.

8.53%

Dual Language Immersion

Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

MLL Funding SY 2021-2022 - Dollar Amount

Delaware's Opportunity Funding is only 3% of total education funding (not comparable to the percentage weight other states use).

DE
Opportunity Funding Amount

\$613

NJ
9X DE Amount

\$5,887

MD
12X DE Amount

\$7,390

PA
12X DE Amount

\$7,469

MD, PA and NJ all allocate a base per-pupil amount and add an additional percentage to that base in the form of a weight. Delaware does not have a base per-pupil amount, so the weighted funding in other states has been expressed as a dollar amount to allow for comparison.

MLLS ARE SEVERELY UNDER-RESOURCED INCLUDING A MINIMAL DEDICATED FUNDING AND CHRONIC TEACHER SHORTAGE.

For Multilingual Learners, large academic achievement gaps, limited English proficiency growth, and significantly under-resourced schools are deep-set systemic issues in desperate need of attention.

Grade Book: MLLs in the Delaware Education System

Academic Content			
Category	Description	Multi-Lingual Learners	Native English Speakers
3rd grade Smarter Balanced (2020)	Percentage of students proficient in third grade reading and math	Reading: 33% Math: 41%	Reading: 51% Math: 53%
8th grade Smarter Balanced (2020)	Percentage of students proficient in eighth grade reading and math	Reading: 8% Math: 8%	Reading: 52% Math: 38%

College and Career Readiness			
Category	Description	Multi-Lingual Learners	Native English Speakers
SAT (2020)	Percentage of high school students proficient in reading, writing, and math	Reading and Writing: 10% Math: 2%	Reading and Writing: 48% Math: 28%
Category	Description	Multi-Lingual Learners	All Students
Graduation rates (2020)	Percentage of students who graduate high school in four years	75%	88%
College remediation (Class of 2019)	Percent of students who enroll in college who may not be able to take credit bearing coursework until completing remedial courses	60%	37%

English Language Proficiency			
Category	Description	Multi-Lingual Learners	
English language proficiency growth (2020)	Students meeting individual goal set based on their baseline proficiency and grade	35%	
	Amount of progress made toward individual student goal	Average: 63%	

Study Guide: Certified Teachers of Multilingual Learners

Delaware requires that all content-area teachers (e.g. math, history) be certified in their subject, which nearly all are. The state also requires that MLL-only instructors have an MLL-specific certificate. Yet, available federal data, state data, and local anecdotes indicate that in reality, many MLLs do not have access to certified teachers:

- Only 34 teachers out of 9,711 (in 2020) were bilingual certified in Delaware as of the 2019-20 school year --less than one percent of the workforce!
- **The number of certified MLL teachers has increased since the last fact sheet. Approximately 222 educators are English as a Second Language (ESOL) certified in Delaware as of the same school year.**
- Delaware is suffering from a 14-year MLL teacher shortage (and counting) according to the U.S. Department of Education nationwide listing of teacher shortage areas.
- Delaware has no set requirement for professional development learning of staff who work with MLLs.

Districts with most Certified Teachers either Bilingual or ESOL (2020)

Red Clay - 46 (10 bilingual/36 ESOL)

- Teacher: student ratio 1:59

Indian River - 46 (1 bilingual/45 ESOL)

- Teacher: student ratio 1:57

Brandywine - 22 (22 ESOL)

- Teacher: student ratio 1:30

Some districts had no certified teachers either bilingual or ESOL (2020)

Even districts with the highest number of certified teachers still struggle with teacher:

- Student ratios, and there is no guarantee that all students are receiving services

Visit RodelDE.org for more information on MLLs in Delaware including previous fact sheets and sources for this fact sheet. Want to learn more about Delaware's inequitable school funding system? Visit www.DelawareSchoolFunding101.com.

