

Introduction

When visiting the Office of Superintendent of Public Instruction (OSPI) website, you can find the page titled "Learning English in Washington Schools: What Families Should Know." The first frequently asked question listed on that page is, "Are districts required to help students learn English?" The answer is listed as follows, "multilingual learners with limited English proficiency should not be denied access to equal educational opportunities and should be supported to succeed in school." The purpose of this inquiry project is to serve as a proposal to an equitable practices within the high school math curriculum for the inclusion of students who are receiving English Language Development (ELD) services.

K-12 ELD Statistics in WA

130k+ Enrolled

230+ Languages

69% Graduation Rate
(2020)

Teacher and Principal Evaluation and Growth Program (TPEP) Alignment

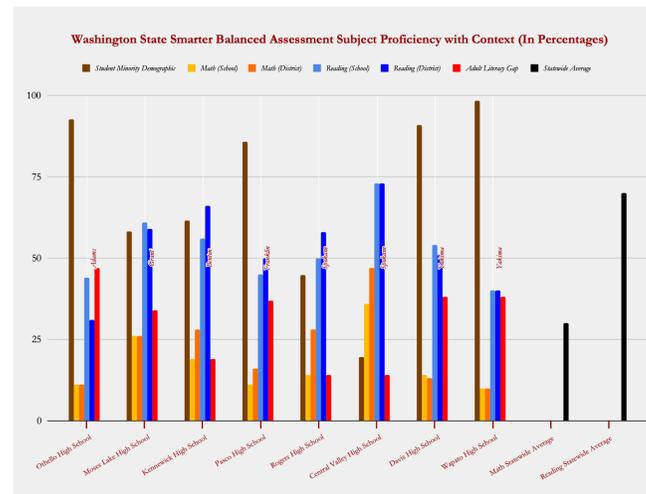
- Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.
- Descriptor: Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual, and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

Inquiry Questions

- Why is the implementation of ELD math classes in Eastern WA relevant today?
- What are the immediate and long term solutions when creating an ELD math curriculum?

The SBA As A Minority Student

The Smarter Balanced Assessment is a system of assessments in English Language Arts (ELA) and Math for grades 3-8 and 10. In the graph displayed below, we are assuming the 10th grade SBA scores for each specific high school. SBA scores are essential because they indirectly contribute to assessing a school's performance and allocation of resources. The context behind Eastern WA is that many students of color come from families with a limited educational background, mainly as a consequence from the agriculture industry. Another factor to student success in math courses are the factor of their personal English proficiency. When we zoom out and analyze each county as a whole, we can analyze the adult literacy gaps in each region and draw connections that may correspond to what we are seeing in our schools.



Most Common Native Languages for Students Learning English



Who Are Newcomer Students?

- Immigrant- "not born in the U.S., has not attended school in any state for more than three full academic years."
- Refugee- "a person forced to leave their country and cannot return due to fear of persecution based on race, religion, nationality, political opinion, or membership in a certain social group."
- Asylee- "a person fleeing persecution."
- Special Immigrant Visa Holder- "individuals who worked with the U.S. in Iraq or Afghanistan and are at risk because of their service."
- Humanitarian Parolee- "someone who would qualify as a refugee or SIV but was not able to finish visa processing before migrating."



Recent Real-World Events that Suggest Reform

- The Uniting for Ukraine has admitted more than 117k Ukrainians, and 150k others have entered through the traditional refugee program or the southern border.
- Customs and Border Protection (CBP) One App released in January 2023, and within the last two years around 800k undocumented individuals have entered the U.S..
- Leading up to the new administration inauguration in 2025, 1400 CBP appointments were processed daily by immigration attorneys.

Current OSPI Mathematics Graduation Requirements

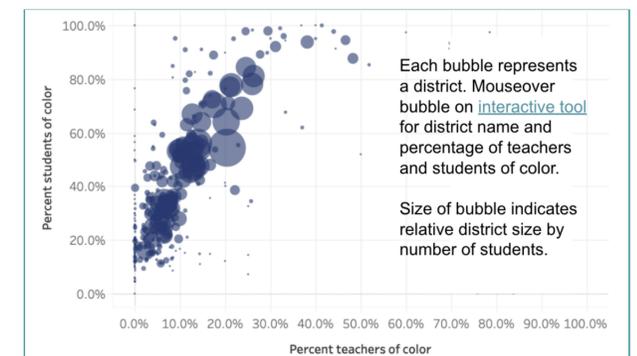
- Algebra 1, Geometry, and a third credit of a math class of choice (in order, however, Algebra and Geometry may be swapped on a school district basis).

"Never before in the history of the world has the movement of diverse, racial, cultural, ethnic, religious, and language groups within and across nation-states have been as frequent and rapid or raised such complex and difficult questions about citizenship, human rights, democracy, and education." -J.A. Banks

Vision for Multilingual Students

- ELD Math pathway: Newcomer students can take an ELD Math class worth one high school credit before taking Algebra 1 and Geometry.
- What does this class look like? First semester: K-8 math skills with English integration. Second semester: pre-algebra, algebra, geometry skills with more English integration.
- Considerations: two cohorts, one focused more on English, the other more on the math content.
- District funding for large scale newcomer programs like at Othello High School.

Figure B: Percentage of students of Color versus percentage of teachers of Color by school district.



Expansion of the Inquiry Project

- Analyze which graduation pathways are most common amongst multilingual learners to best allocate district resources.
- Encourage families and school districts to increase awareness and incentives for SBA testing, including making the practice tests very accessible.
- Work with math teachers who have an ELD math curriculum for an official detailed curriculum proposal to school districts.
- Encourage more multilingual students to pursue the education profession through an alternative route pathway: Grow Your Own (Recruiting Washington Teachers, Bilingual Educator Initiative), Academy for Rising Educators, Transition to Teaching, Heritage University program, WSU Tri-Cities CAMINOS.