



# 2019 English Learners Report

February 2019

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McGraw-Hill  
in conjunction with  
Morning Consult

# About the McGraw-Hill Education 2019 English Learners Report

The findings included in this report are based on responses to a survey conducted by Morning Consult from December 7-15, 2018, among a national sample of 463 K-8 teachers and K-12 administrators. The survey was conducted online and the data were weighted to approximate a target sample of teachers and administrators based on age, race/ethnicity, gender, educational attainment and region. Results from the full survey have a margin of error of plus or minus 5 percentage points.



# Contents

**Overview:** Key Findings

**Section I:** Educators' Experience and Background

**Section II:** Enrollment and Instruction Trends

**Section III:** Instructional Methods and Materials

**Section IV:** Student Outcomes

**Section V:** Challenges and Opportunities

**Section VI:** Professional Development

# **OVERVIEW**

# **KEY FINDINGS**

# KEY FINDING #1

**Optimism is high among teachers and administrators about English Learners' academic performance.**

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**75%** OF TEACHERS

And 85% of administrators say they are optimistic about English Learners' academic performance in their school/district.

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## **KEY FINDING #2**

**Teachers and administrators report that both EL student enrollment and access to EL instructional resources have increased in the past five years.**

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**+50%** OF TEACHERS AND ADMINISTRATORS

Over half of teachers and administrators say that EL student enrollment has increased in their school/district in the past five years.

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## KEY FINDING #3

**Teachers and administrators view social and emotional learning challenges as the biggest hurdle for EL students.**

But teachers also indicate that EL instruction has a positive influence on social and emotional skills.

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**+50%<sup>OF</sup> TEACHERS**

say that EL instruction increases students' confidence and social and emotional learning skills, leading to better relationships.

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## **KEY FINDING #4**

### **The most effective approaches and materials for teaching English Learners incorporate interactive instruction materials.**

Teachers find video and audio resources to be the most effective resource for EL instruction, while administrators see adaptive learning technologies as the most effective resource.

Teachers and administrators cite interactive and collaborative group work or games as solutions that have resulted in the most positive impact on EL student achievement.



## **KEY FINDING #5**

**Conversations about the issue of immigration are having a significant impact on the classroom environment.**

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**69%** OF ADMINISTRATORS

Nearly 7 in 10 (69%) administrators and 65% of teachers say conversations about immigration impacts their school/classroom's environment.

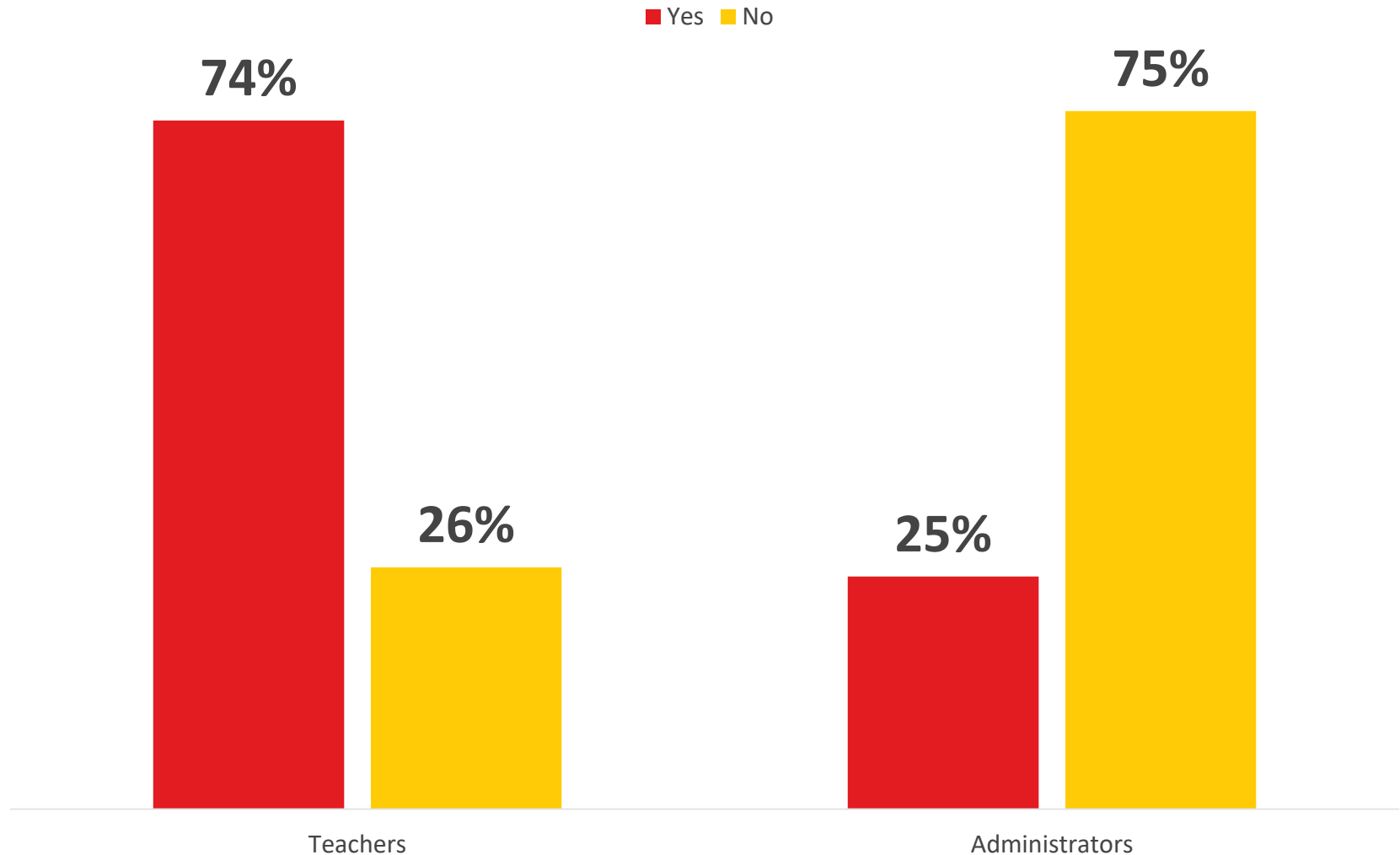
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## SECTION I

# Educators' Experience and Background

# Language Fluency: Teachers are much more likely than administrators to be fluent in a second language.

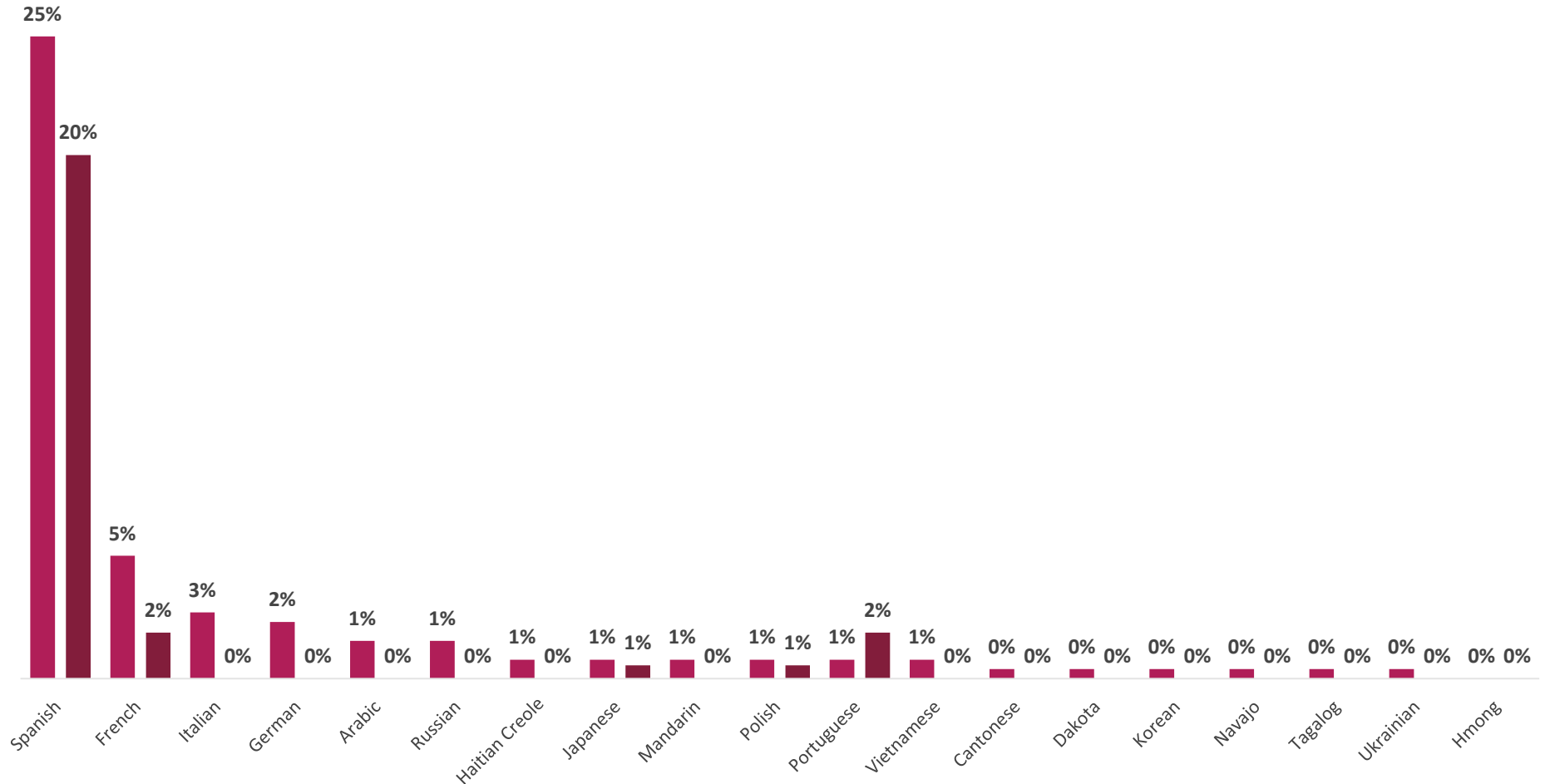
*Are you fluent in language(s) other than English?*



# Spanish remains the most common second language for both teachers and administrators.

*What language(s) are you fluent in other than English?*

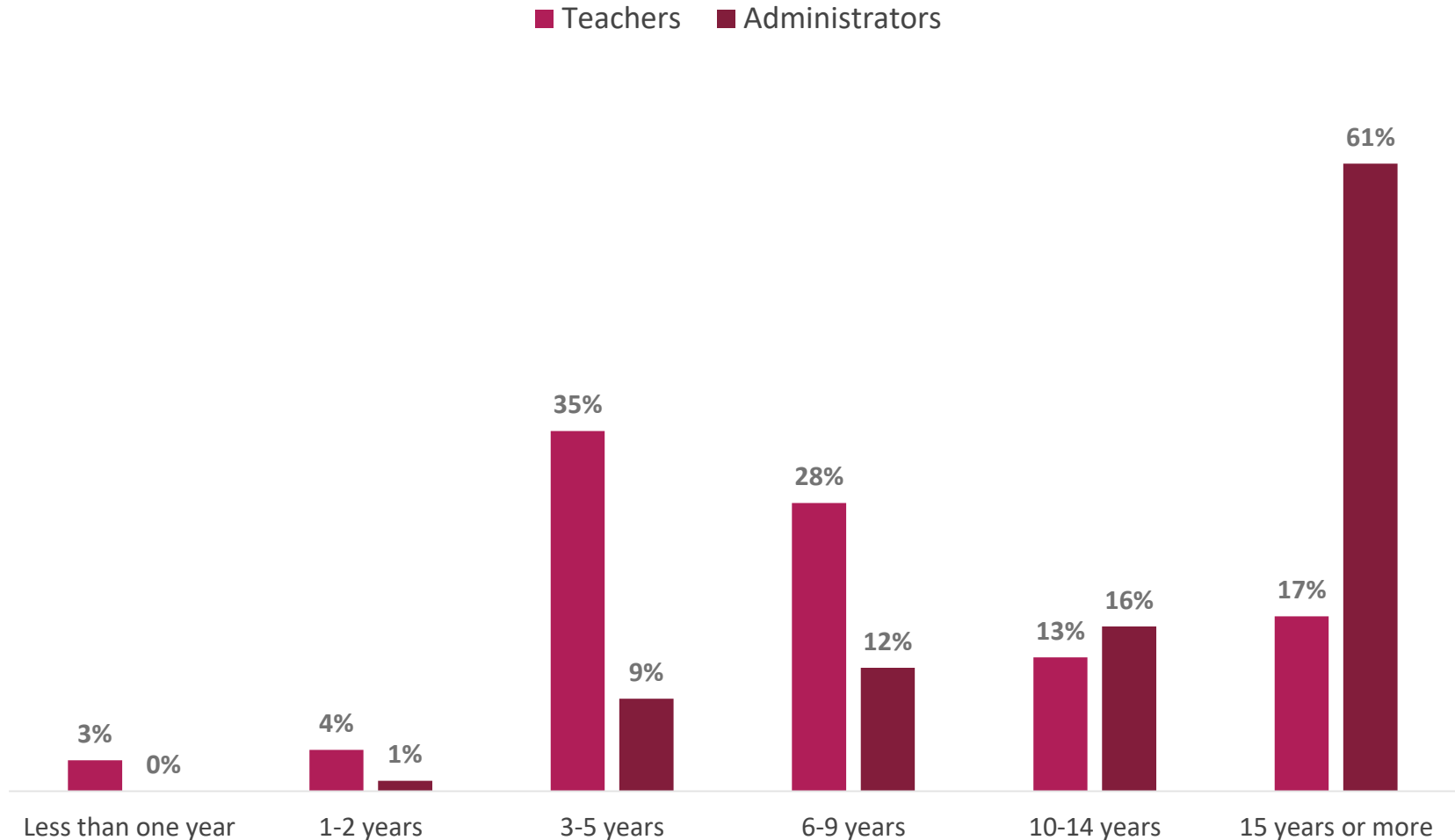
■ Teachers ■ Administrators



# Years in Education

Teachers are most likely to have worked in education for 3-5 years, while administrators are most likely to have worked in education for 15 years or more.

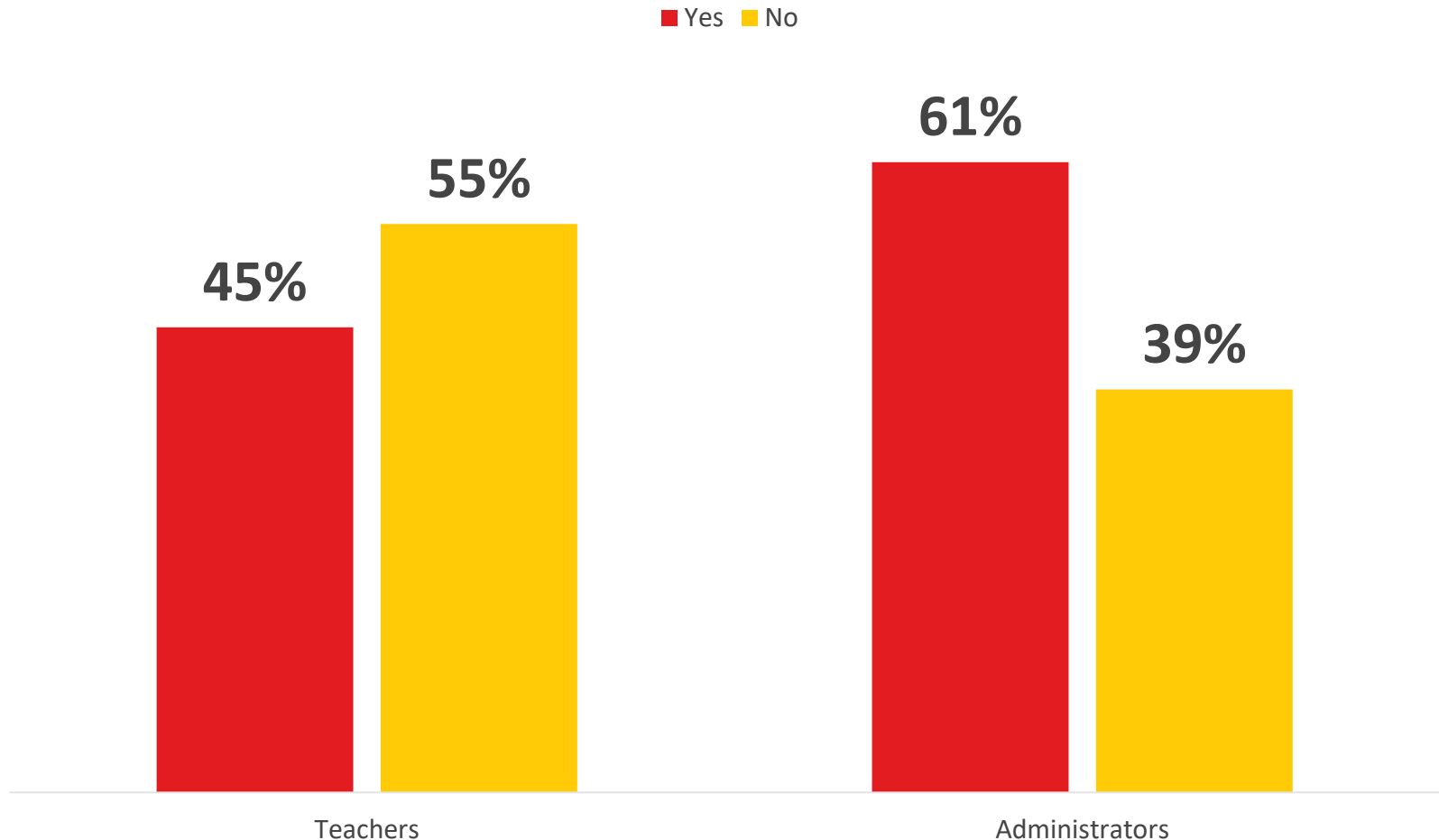
*How long have you worked in education?*



## EL as a core responsibility

Administrators are much more likely than teachers to say EL instruction is a core responsibility of their role.

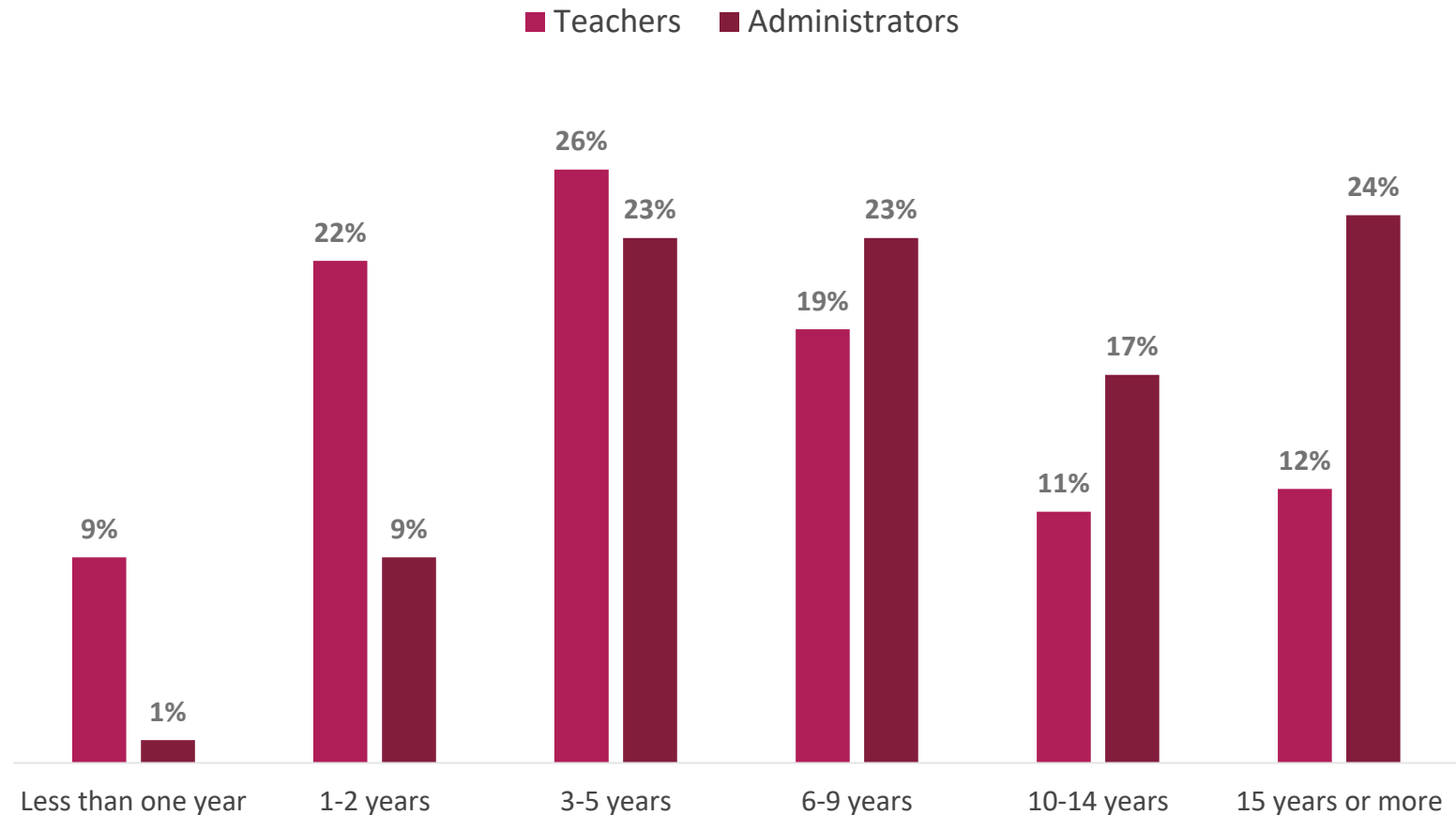
*Is EL instruction and/or administration a core responsibility of your role?*



## Years in EL education

Of the teachers who say EL instruction is a core responsibility of their role, the median (and most common) length of time that teachers report having worked in EL education is 3-5 years. For administrators, the median response is 6-9 years, and the most common response is 15 years or more.

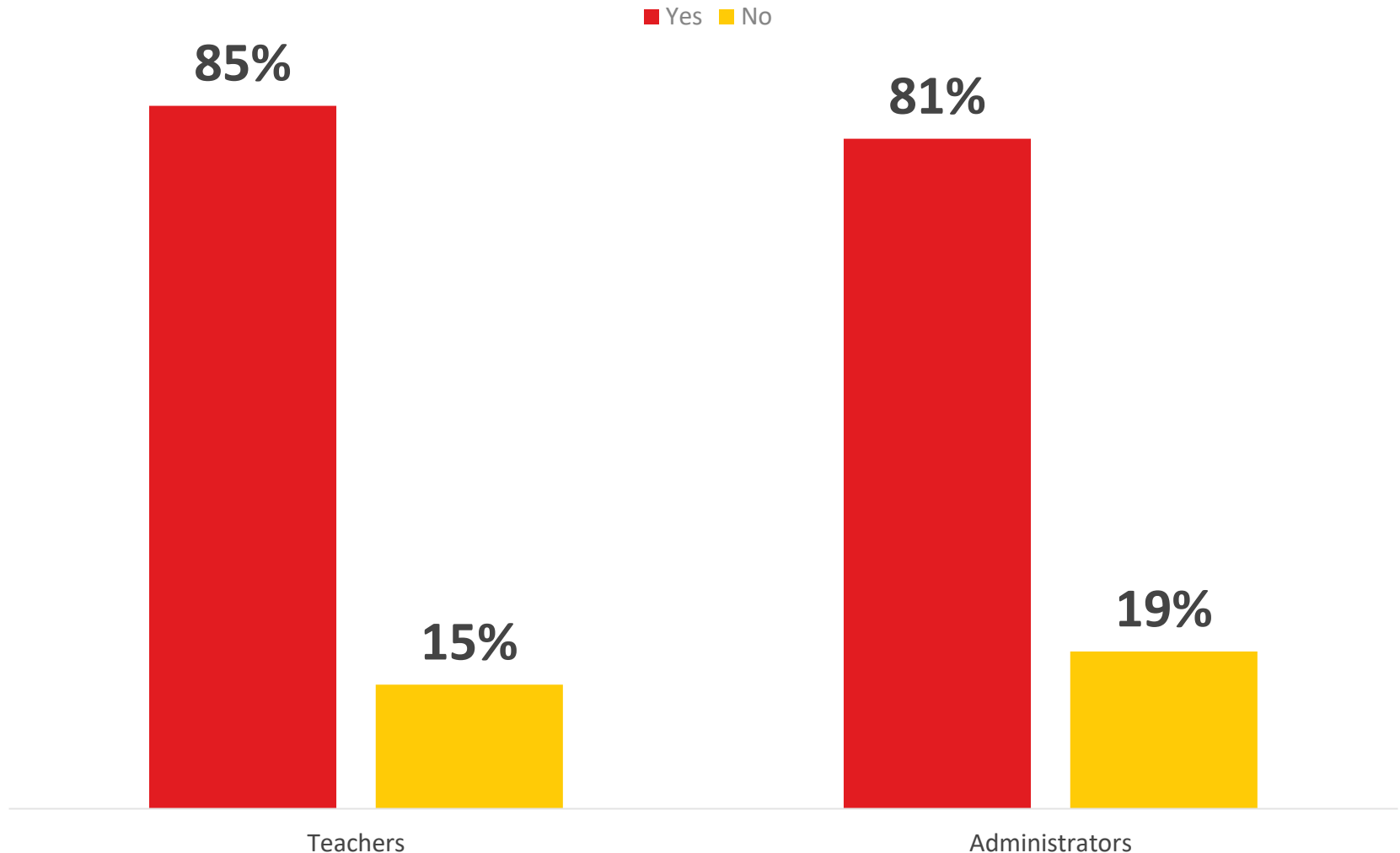
*How long have you worked in EL education?*



# Training in EL instruction

Of the educators who say EL instruction is a core responsibility of their role, the vast majority say they have received training in EL instruction.

*Have you ever received training in EL instruction?*

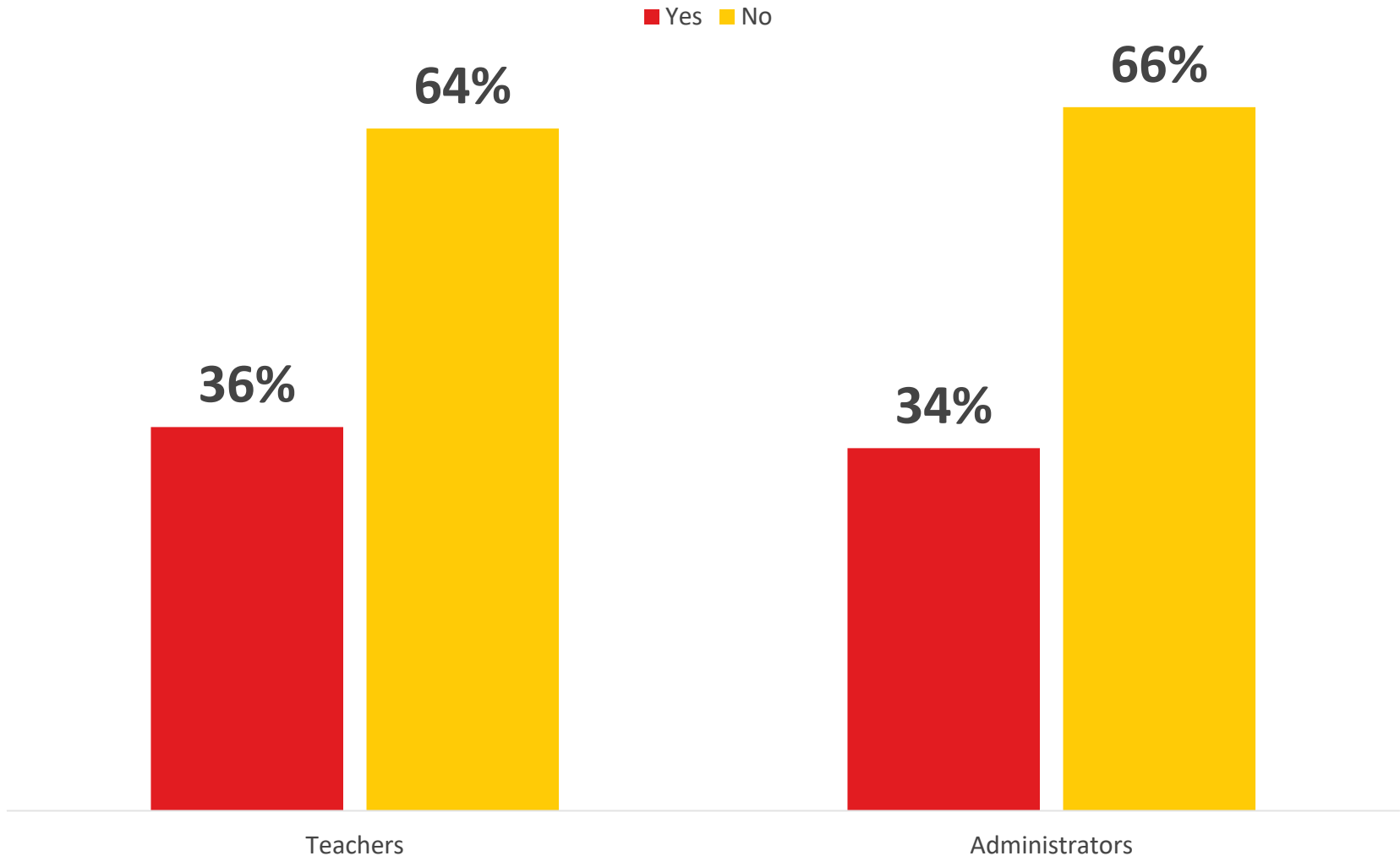




## EL certification

More than a third of both teachers and administrators say they hold a certification in EL instruction.

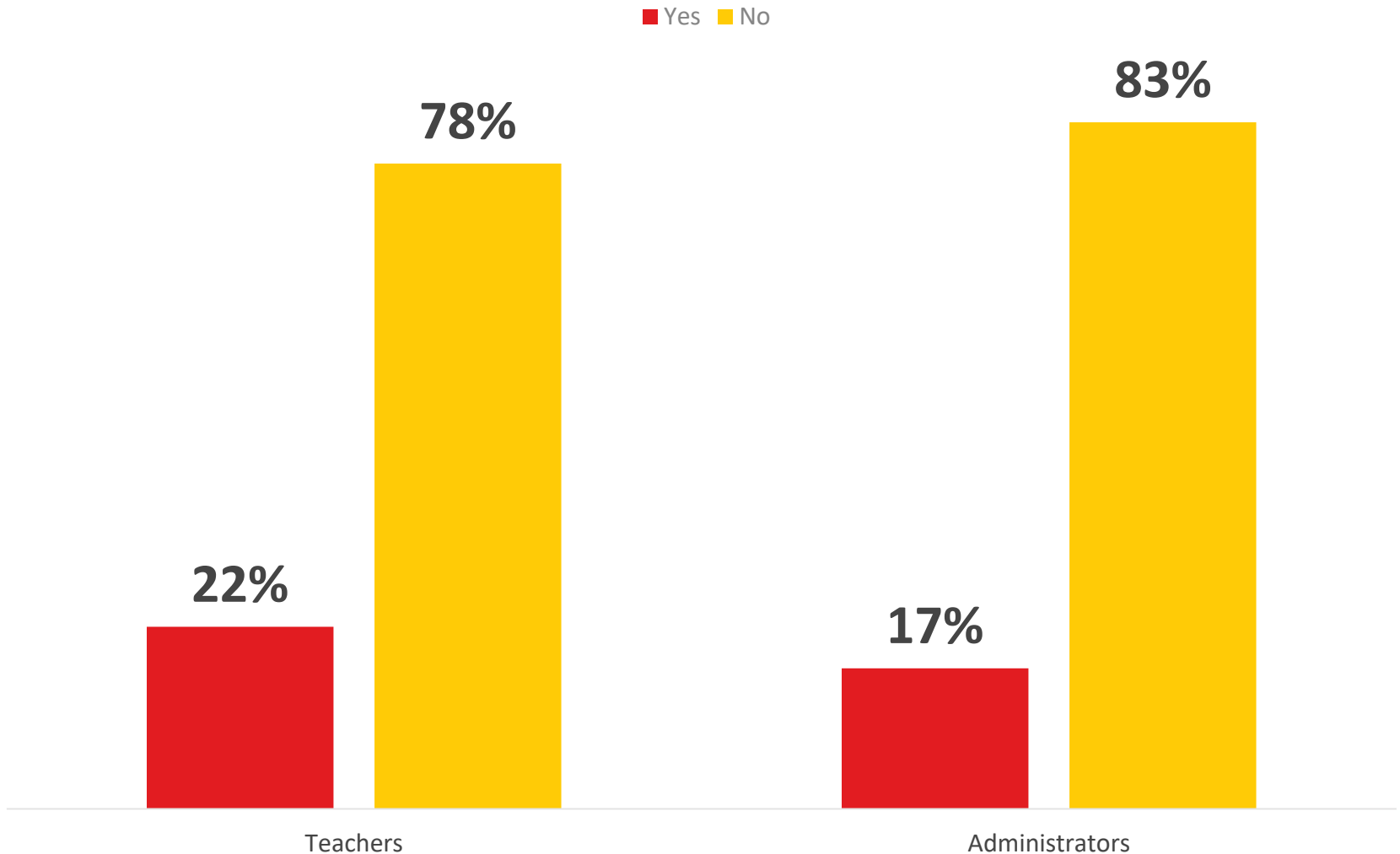
*Do you hold a certification in EL instruction?*



## Former EL students

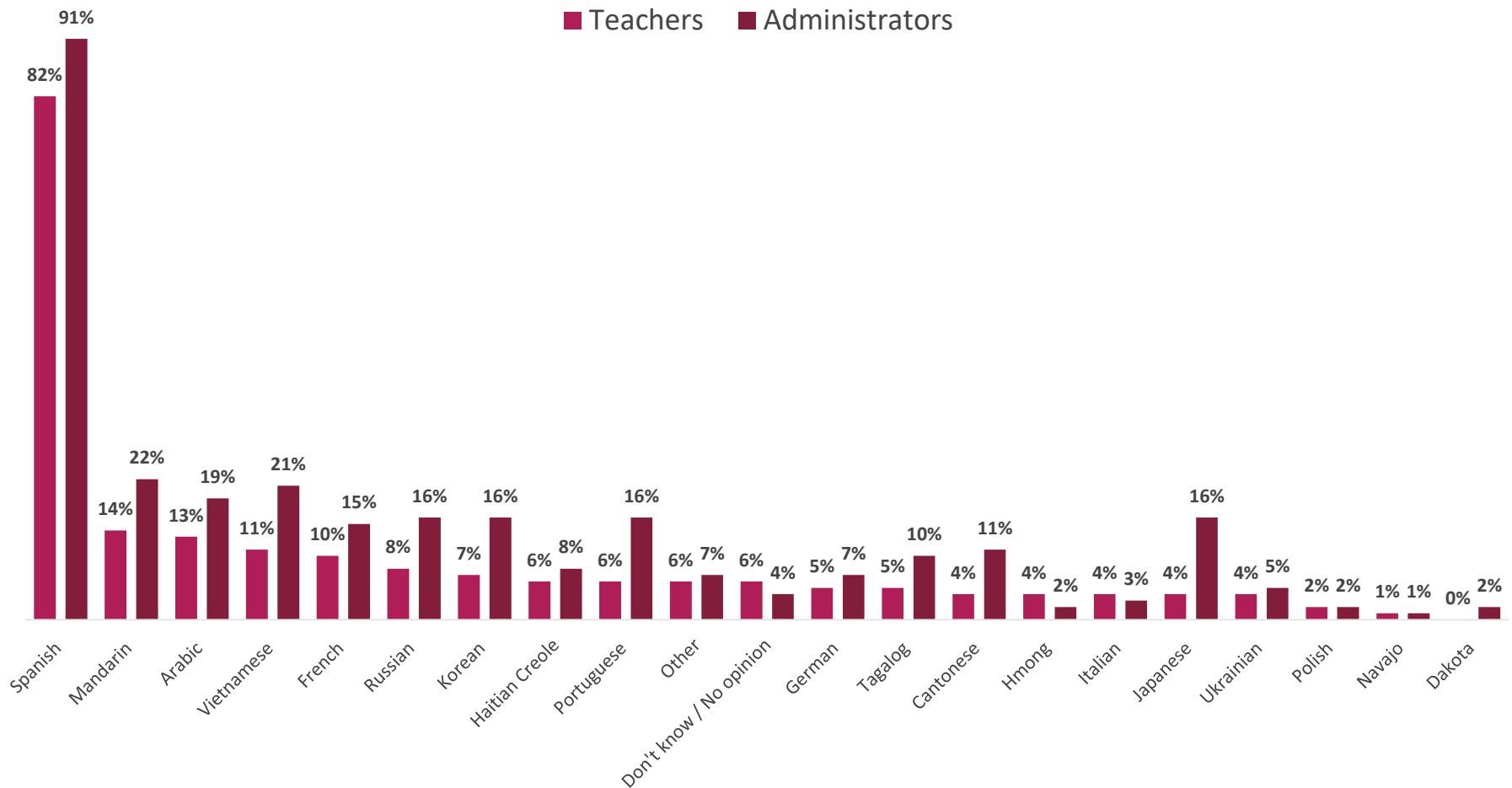
Administrators are slightly less likely than teachers to have been EL students themselves.

*Were you ever an EL student?*



# Among EL students, Spanish is the most common language spoken, according to teachers and administrators.

*To the best of your knowledge, what language(s) do EL students in your school/district speak? Please select all that apply.*



# EL proficiency levels: The highest proportion of EL students fall in the beginner and intermediate proficiency level.

*Please indicate what percentage of your students fall into each of the following EL proficiency levels attained on an EL proficiency assessment.*

	Beginner	Intermediate	Advanced	Long-Term EL	Proficient	Don't know/ No opinion
Teachers	22%	19%	14%	8%	16%	21%
Administrators	17%	21%	12%	7%	19%	23%

## SECTION II

# Enrollment and Instruction Trends

# EL Enrollment

Over half of teachers and administrators say that EL student enrollment has increased in their school/district in the past five years.

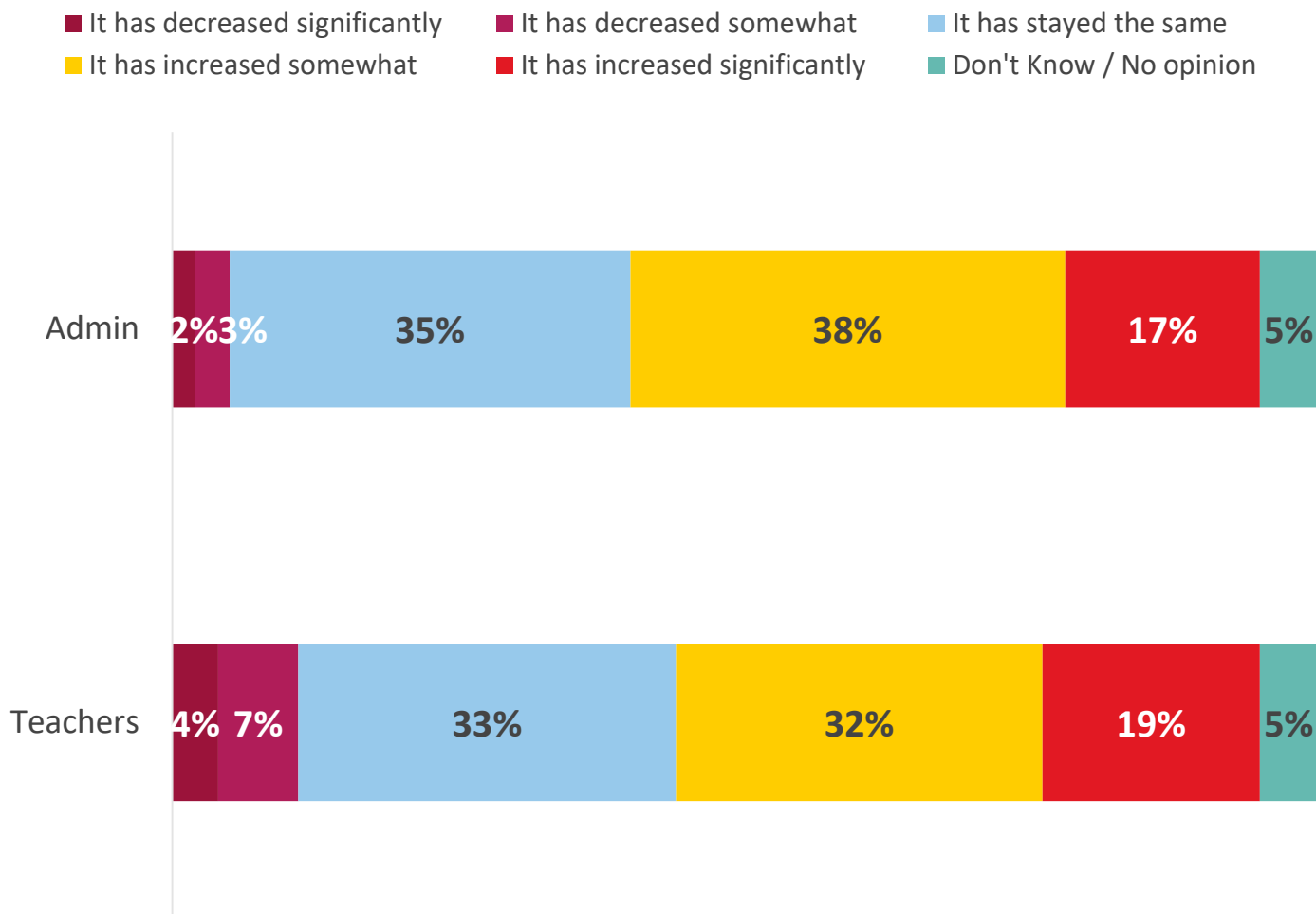
*In the past five years, how has EL enrollment changed in your school/district?*



# EL Resources

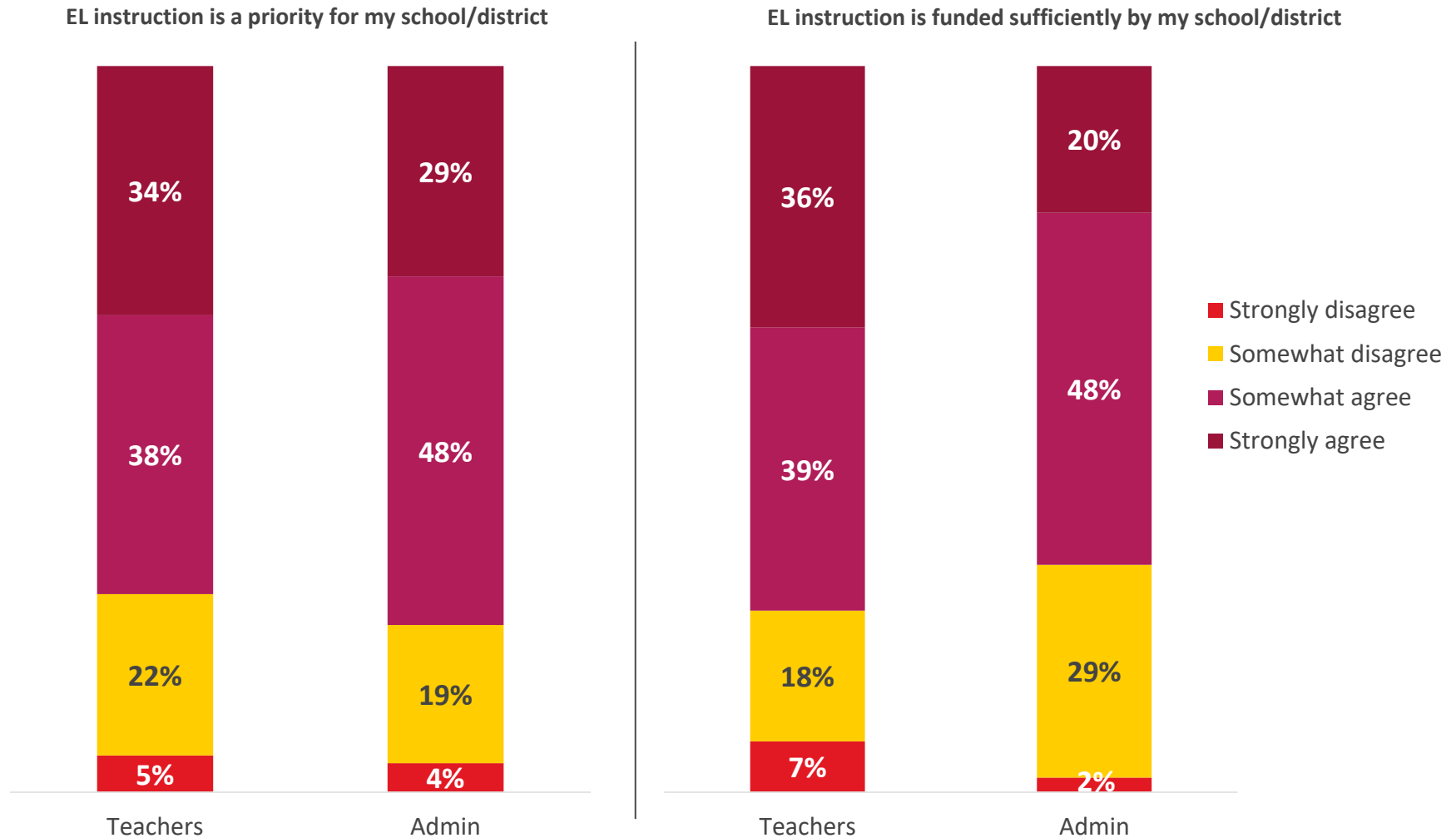
Both teachers and administrators say that EL resources made available to them have increased in the past five years.

*In the past five years, how have the EL resources made available to you changed in your school/district?*



# Teachers and administrators generally agree that EL instruction is a priority and is funded sufficiently.

*Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:*

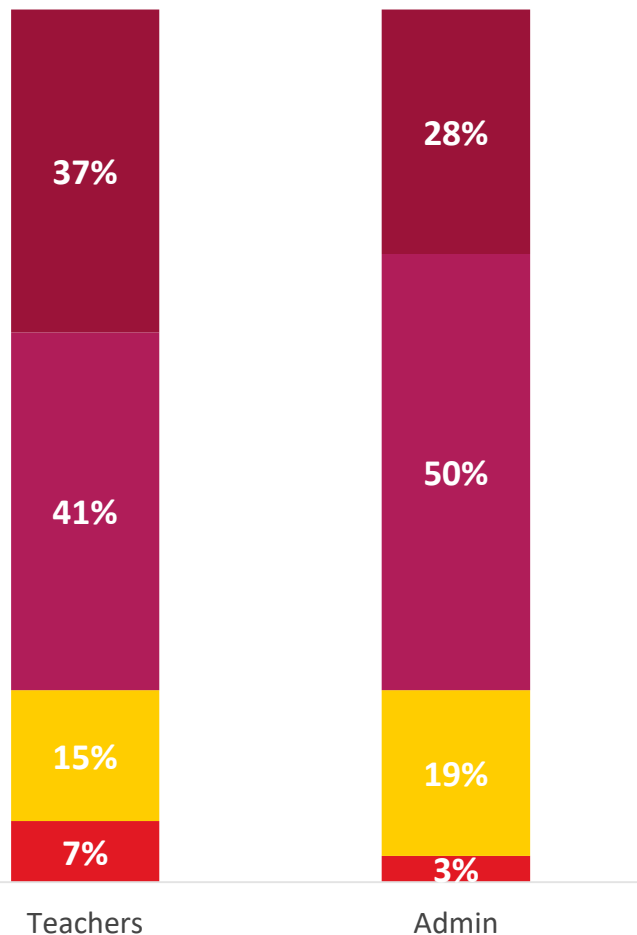




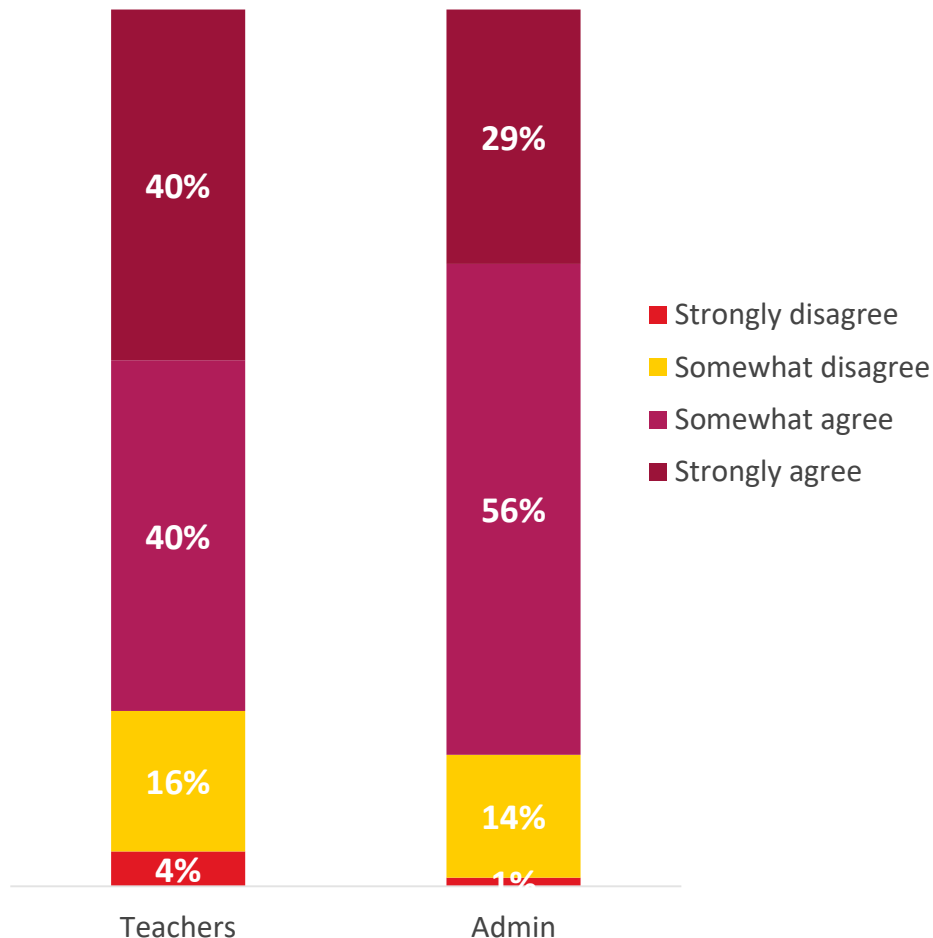
# 8 in 10 teachers feel that their school district provides effective EL instruction.

*Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:*

My school/district provides adequate instructional materials for EL instructors



My school/district provides effective EL instruction

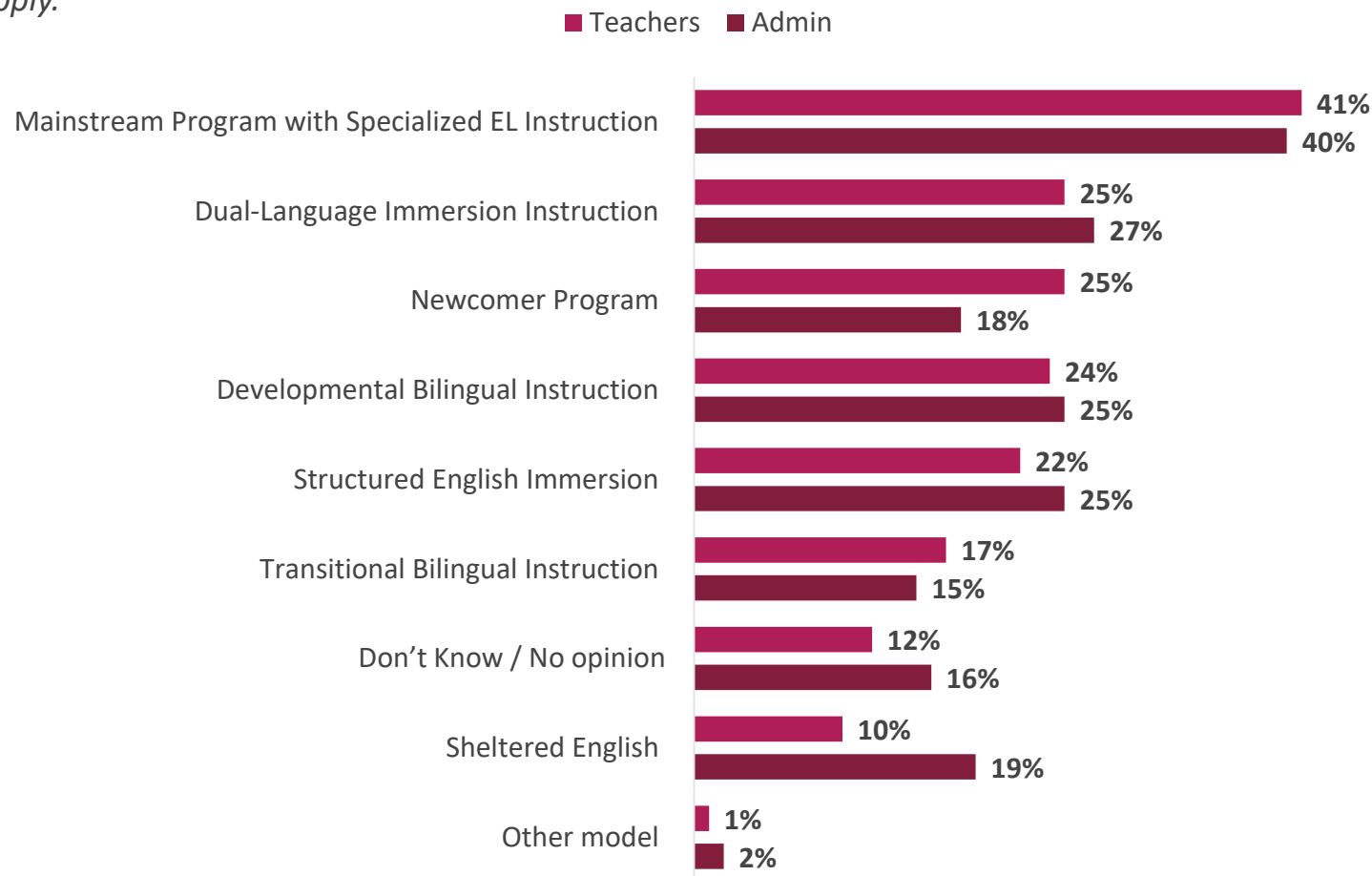


## **SECTION III**

# **Instructional Methods and Materials**

# Models of instruction: Teachers and administrators are both most likely to use a mainstream program with specialized EL instruction.

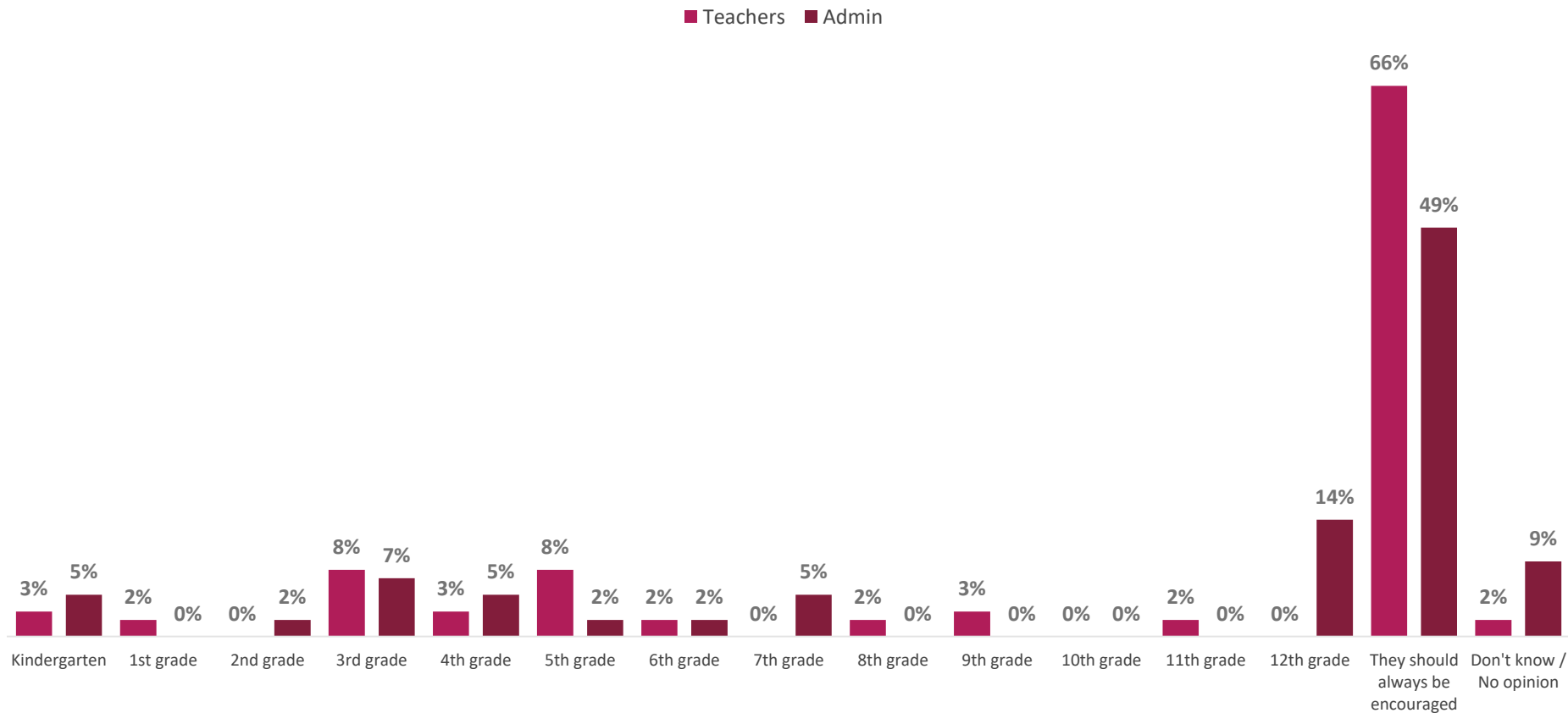
*Please select the model(s) of instruction for English Learners currently used in your school/district. Please select all that apply.*



# Dual-language models

Among those who use dual-language models, a majority of teachers and a plurality of administrators say students should always be encouraged to start a dual-language program, regardless of grade level.

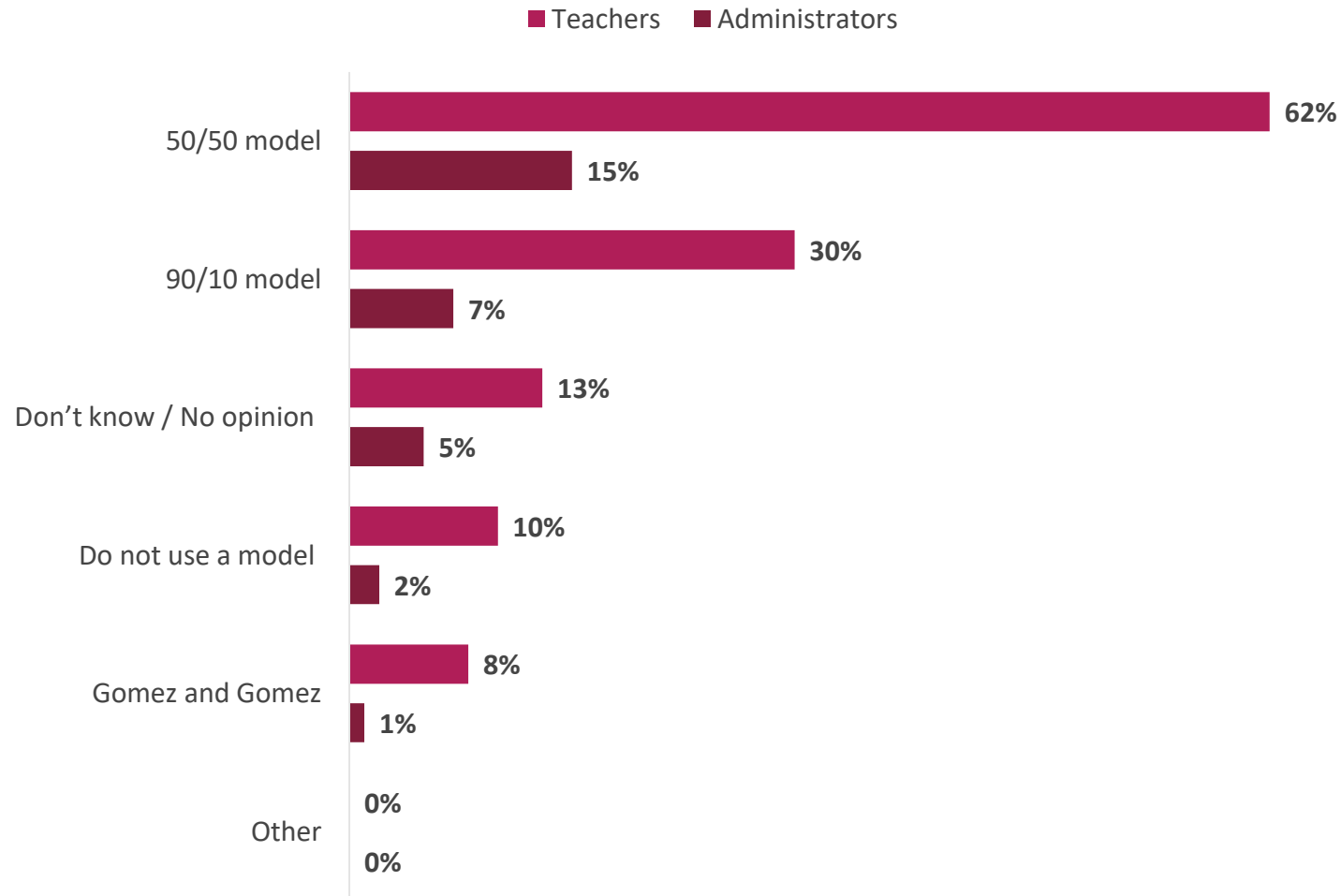
*In your own opinion, what grade level should students no longer be encouraged to start a dual language program?*



# Dual-language models

Among those who use dual-language models, educators are most likely to use the 50/50 model.

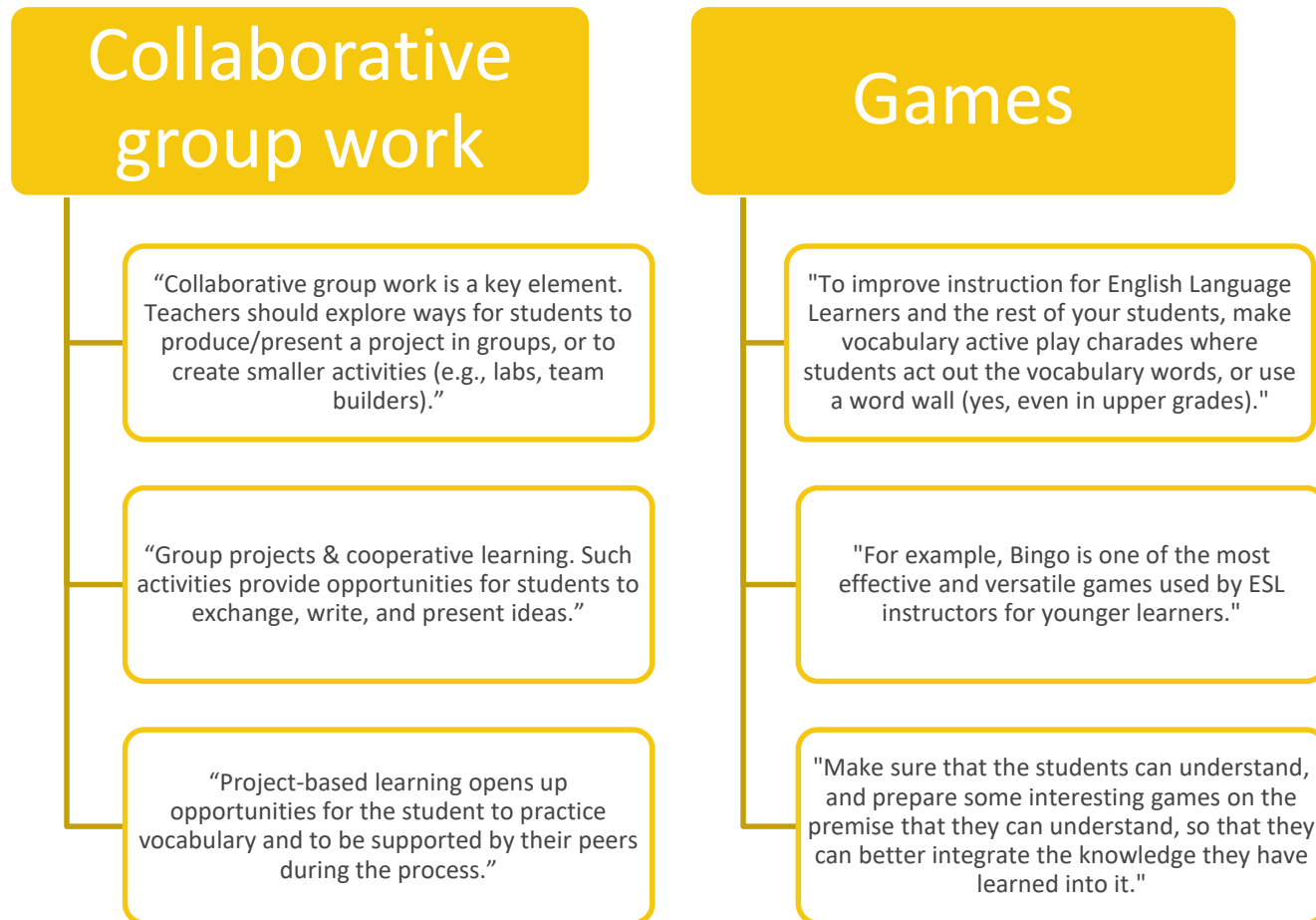
*Which of the following dual-language models do you use to teach EL? Please select all that apply.*



# Most impactful approaches to EL instruction

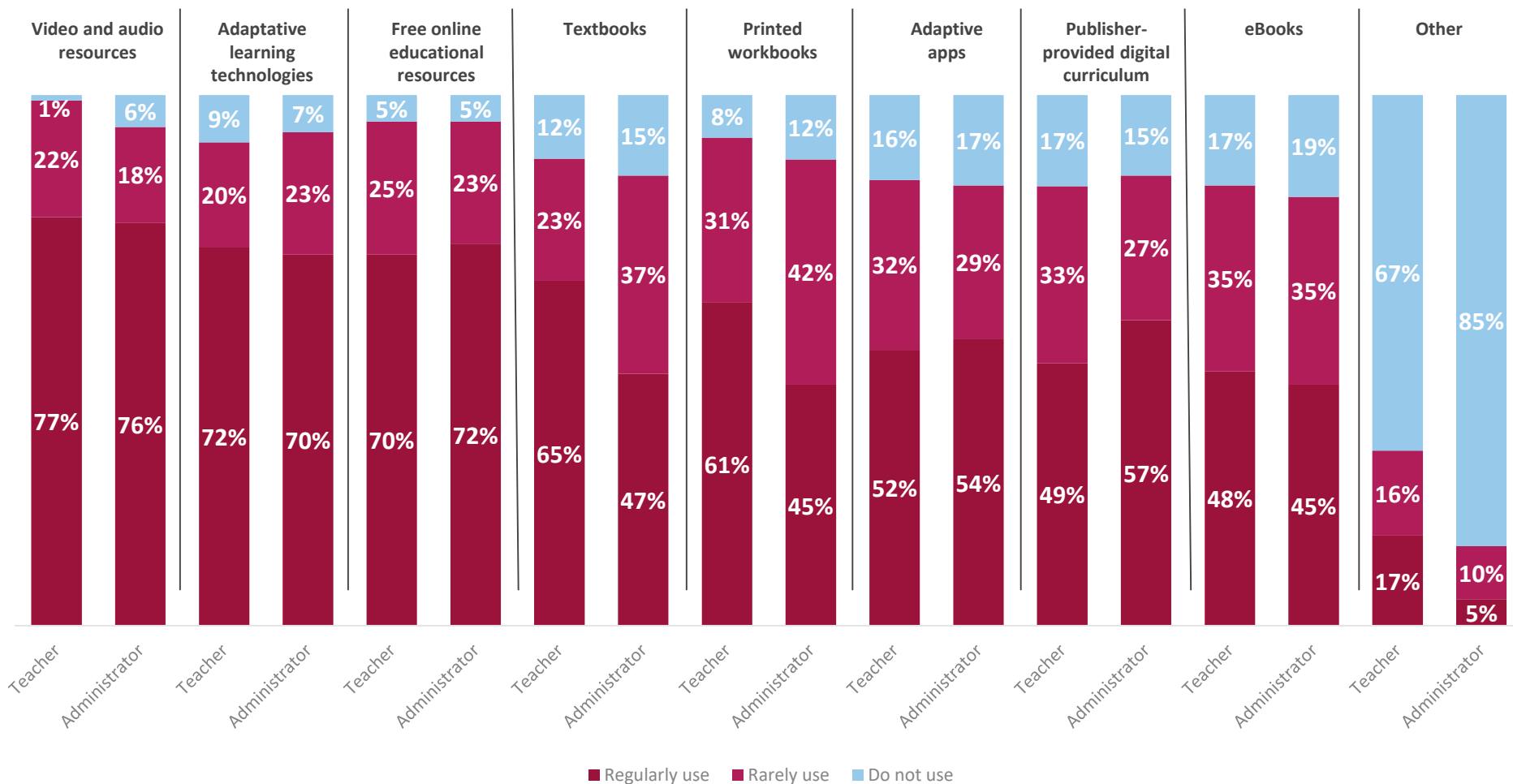
Teachers and administrators cite interactive and collaborative group work and games as approaches that have the greatest most positive impact on EL student achievement.

*What programs, solutions, or activities have had the MOST positive impact on EL student achievement/success in your school/district? [OPEN END]*



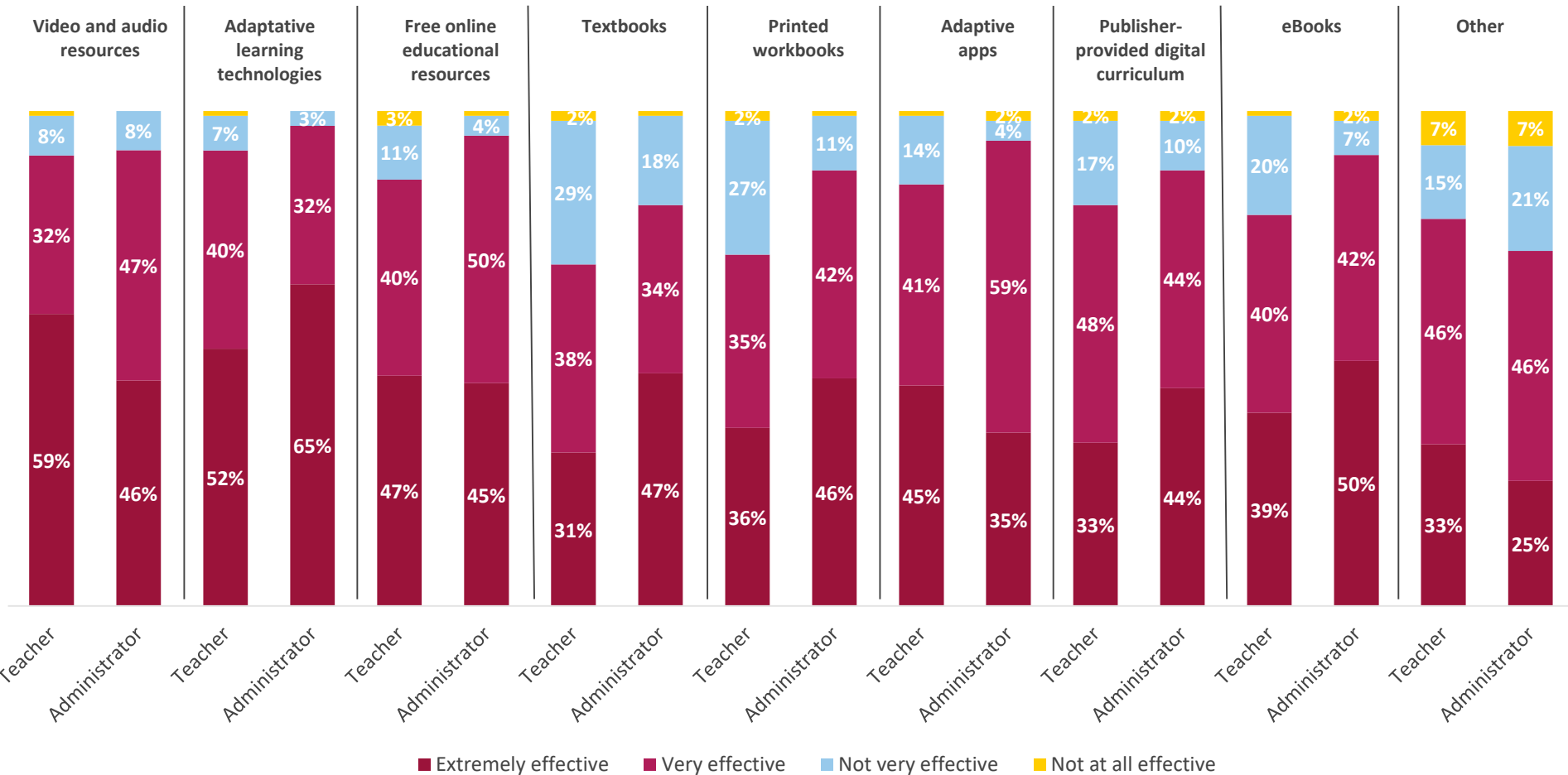
# Teachers and administrators are most inclined to use video and audio resources when teaching EL skills.

*What resources have you used to teach EL skills?*



# Of those who say EL instruction is a core responsibility and have used each respective resource for EL instruction, teachers and administrators alike report adaptive learning technologies to be the most effective resource.

*In general, how effective do you find each of the following resources for EL instruction?*

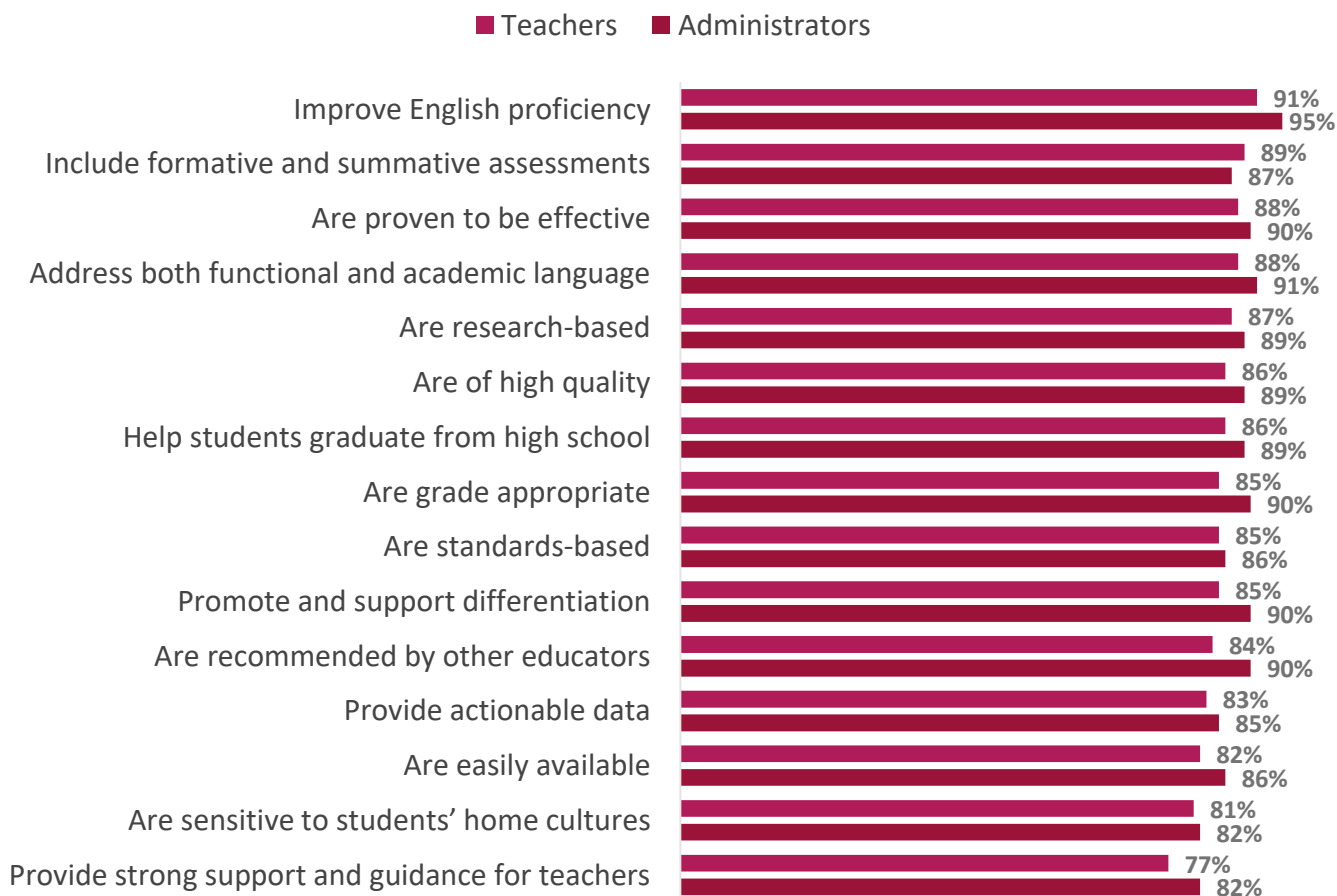




# Instructional Materials

Teachers and administrators agree that their EL instructional materials improve English proficiency and are proven to be effective.

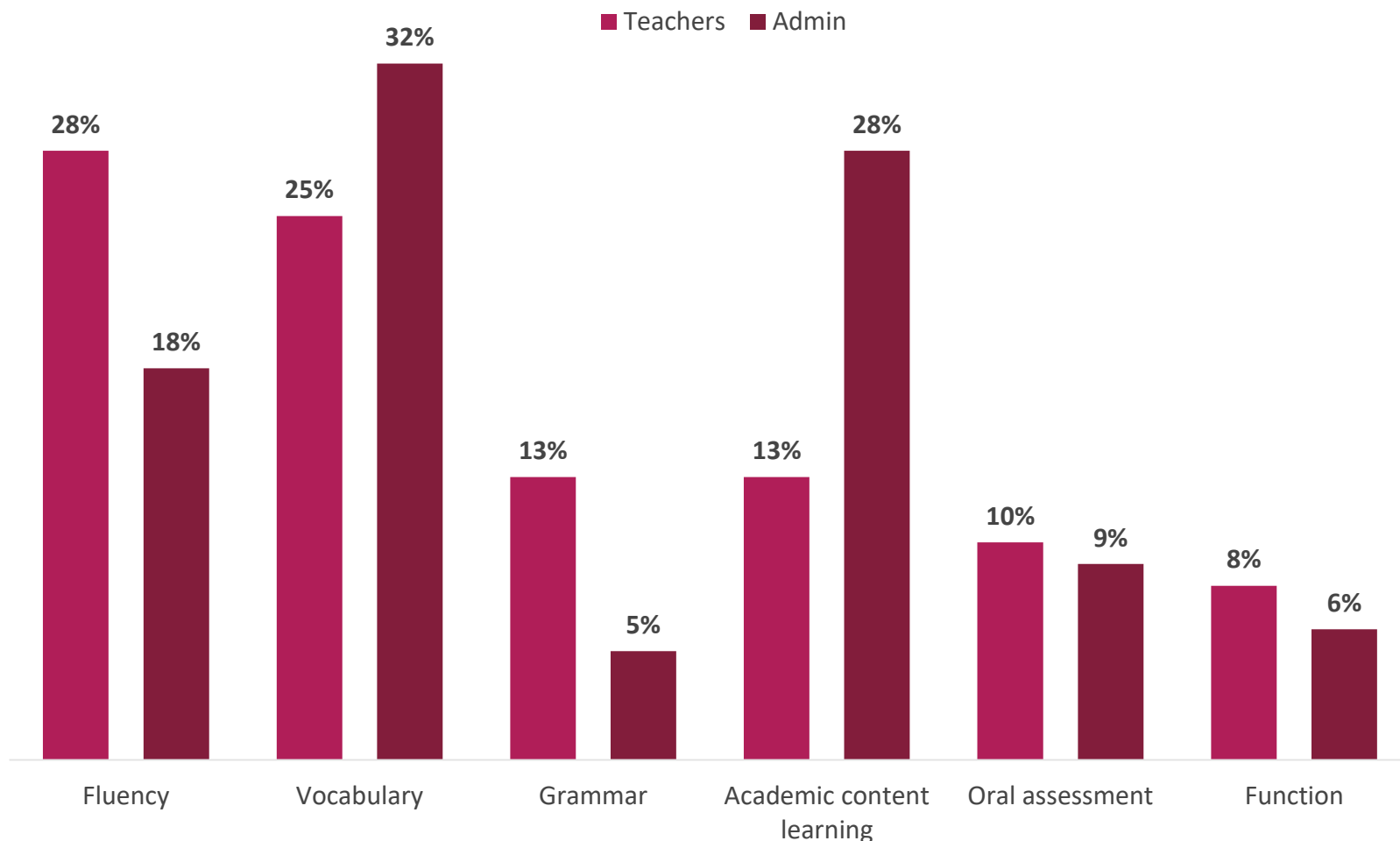
*Please indicate your level of agreement/disagreement with the following statements about the EL instructional materials used in your school/district. The EL instructional materials used in my school/district...*



# Digital learning tools

Teachers generally expect digital learning tools to provide the most support in the areas of fluency and vocabulary.

*Which of the following areas do you expect digital learning tools (such as visual learning and digital technology) will provide the MOST support when teaching EL?*



# **SECTION IV**

# **Student Outcomes**



# Administrators and teachers are both largely optimistic about the academic performance of English Learners.

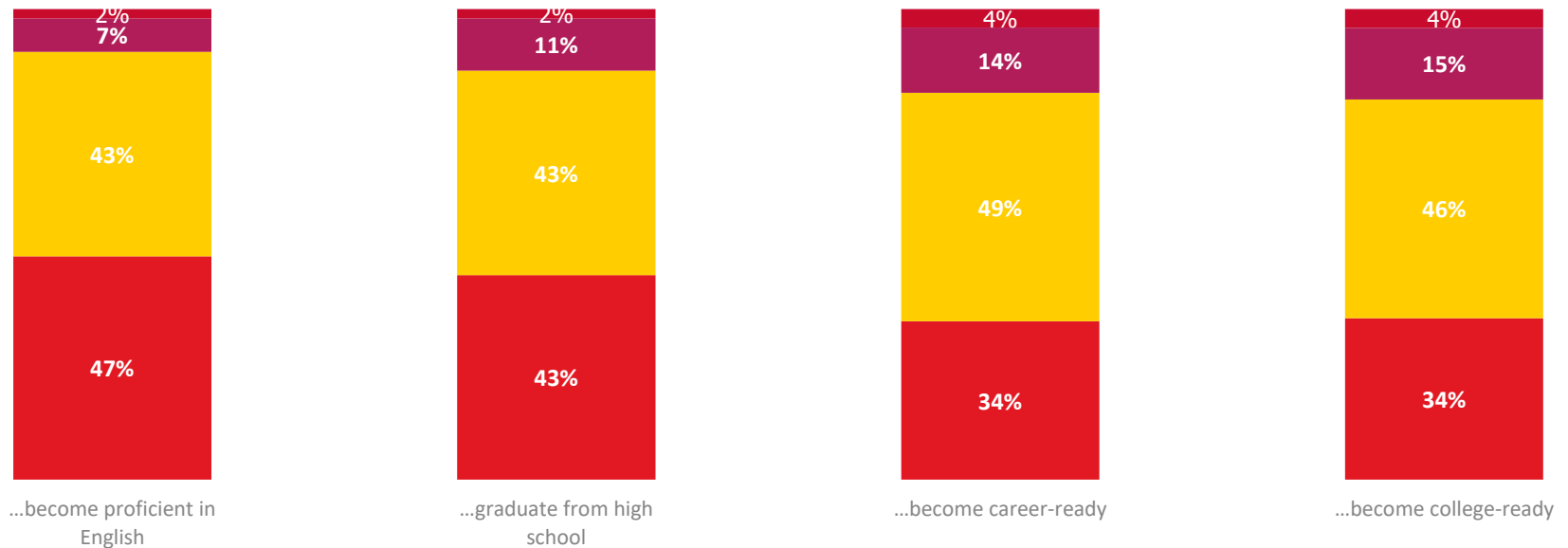
*How optimistic are you regarding the academic performance of English Learners in your school/district?*



# Teachers and administrators largely agree that EL instruction has helped their students become career- and college-ready.

*The EL instruction at my school/district has helped students...*

Strongly agree   Somewhat agree   Somewhat disagree   Strongly disagree

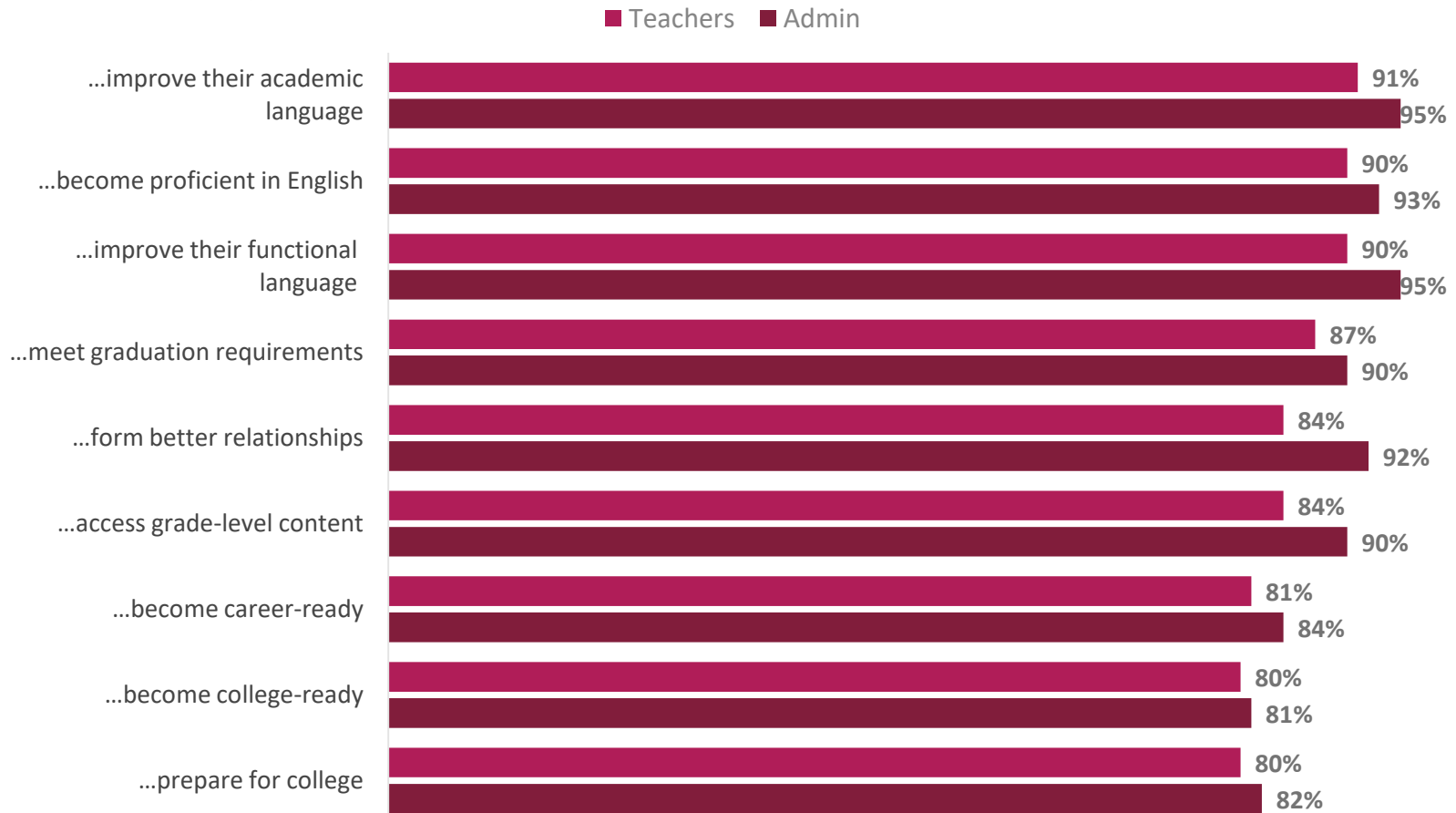


\*\*The 2017 research final sample included 1,368 completed surveys conducted by Hanover Research.

# Benefits of EL Instruction

Teachers and administrators agree that EL instruction has helped students improve academic language performance in a number of areas and form better relationships.

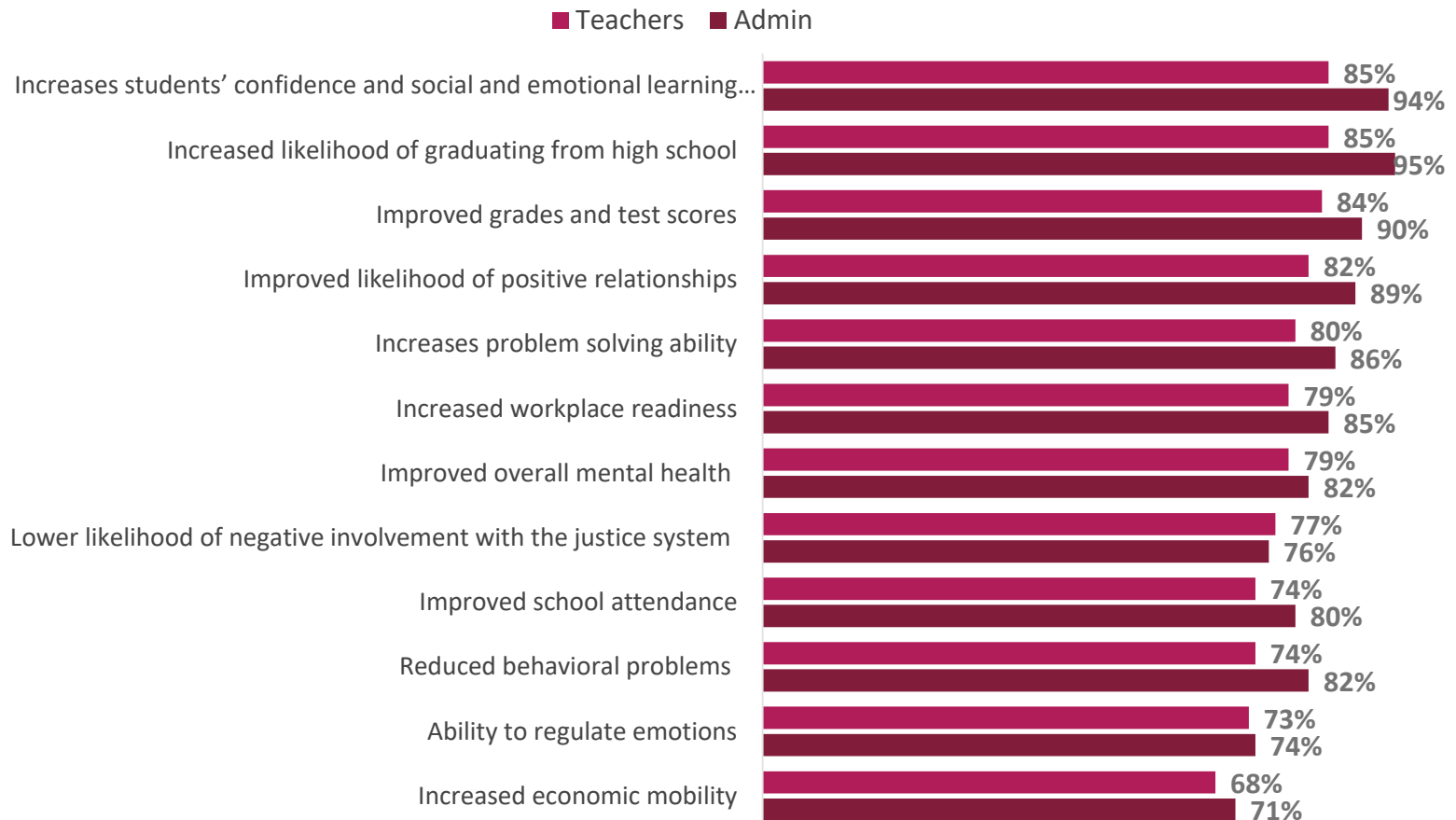
*Please indicate how much you disagree or agree with the following statements. The EL instruction at my school/district has helped students...*



## Positive influences of EL instruction

85% of teachers and 94% of administrators report that EL instruction has a positive influence on students' confidence and social and emotional learning skills.

*Please indicate if you agree or disagree EL instruction has a positive influence on each of the following areas.*  
[Showing % agree (strongly agree + somewhat agree)]



## **SECTION V**

# **Challenges and Opportunities**



# Instructional hurdles

Teachers say the most significant obstacle for EL students is social and emotional learning challenges.

*How significant of an obstacle do you believe the following factors present to EL students in your school/district?*

■ Extremely significant   ■ Somewhat significant   ■ Not very significant   ■ Not significant at all

Social-emotional learning challenges (such as having overcome trauma, insufficient language skills to communicate with other students)

31%

46%

19%

4%

Lack of family/community support

29%

41%

23%

7%

Anxiety surrounding the political landscape

24%

42%

25%

9%

Absence of high-quality learning materials

23%

40%

31%

6%

Student reluctance to participate

22%

41%

31%

6%

# Instructional hurdles

Administrators also say the most significant obstacle for EL students is social and emotional learning challenges.

*How significant of an obstacle do you believe the following factors present to EL students in your school/district?*

■ Extremely significant   ■ Somewhat significant   ■ Not very significant   ■ Not significant at all

Social-emotional learning challenges (such as having overcome trauma, insufficient language skills to communicate with other students)



Lack of family/community support



Student reluctance to participate



Absence of high-quality learning materials



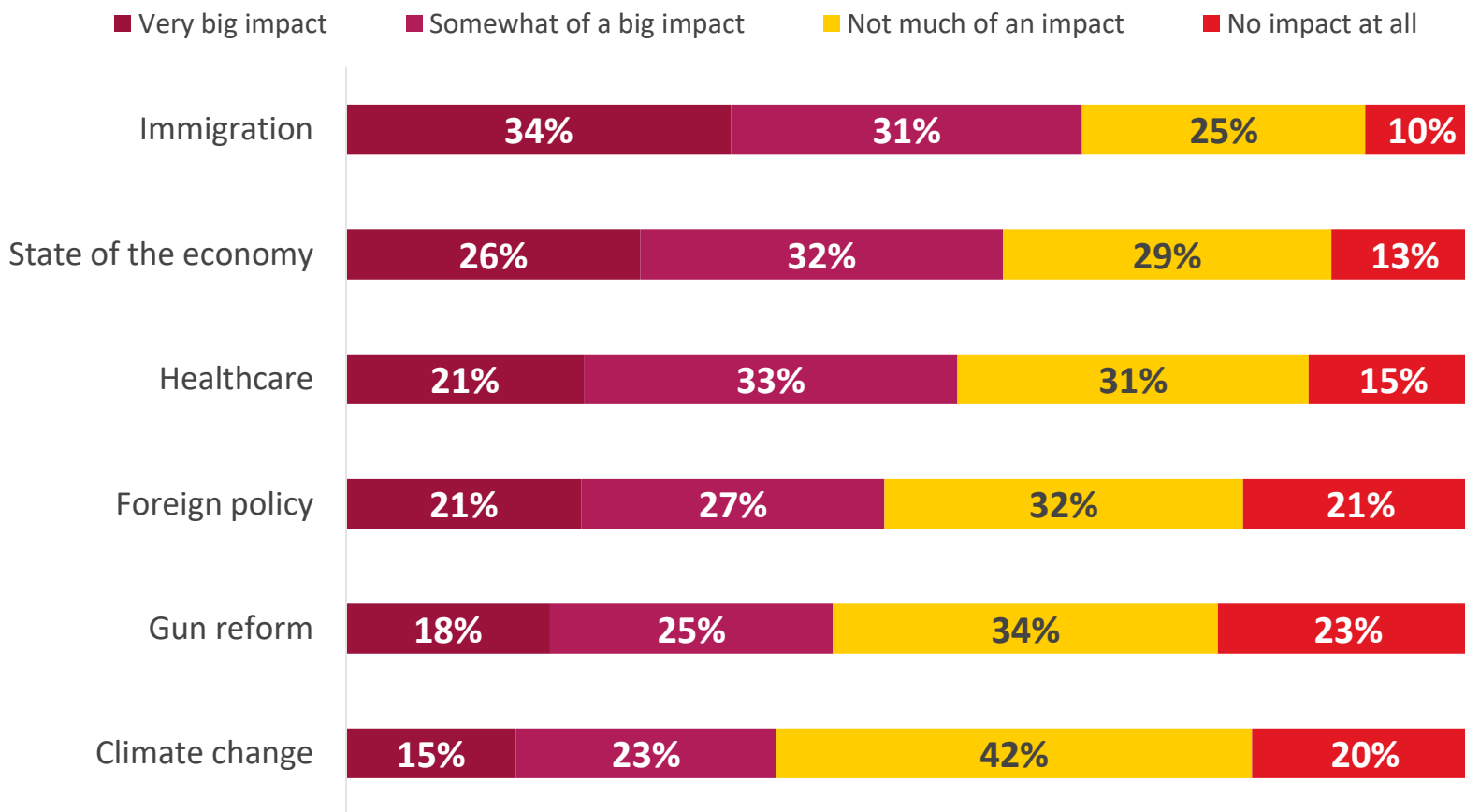
Anxiety surrounding the political landscape



# Impact of social and political environment

Immigration is the issue that teachers report to have the greatest impact on school/classroom environment.

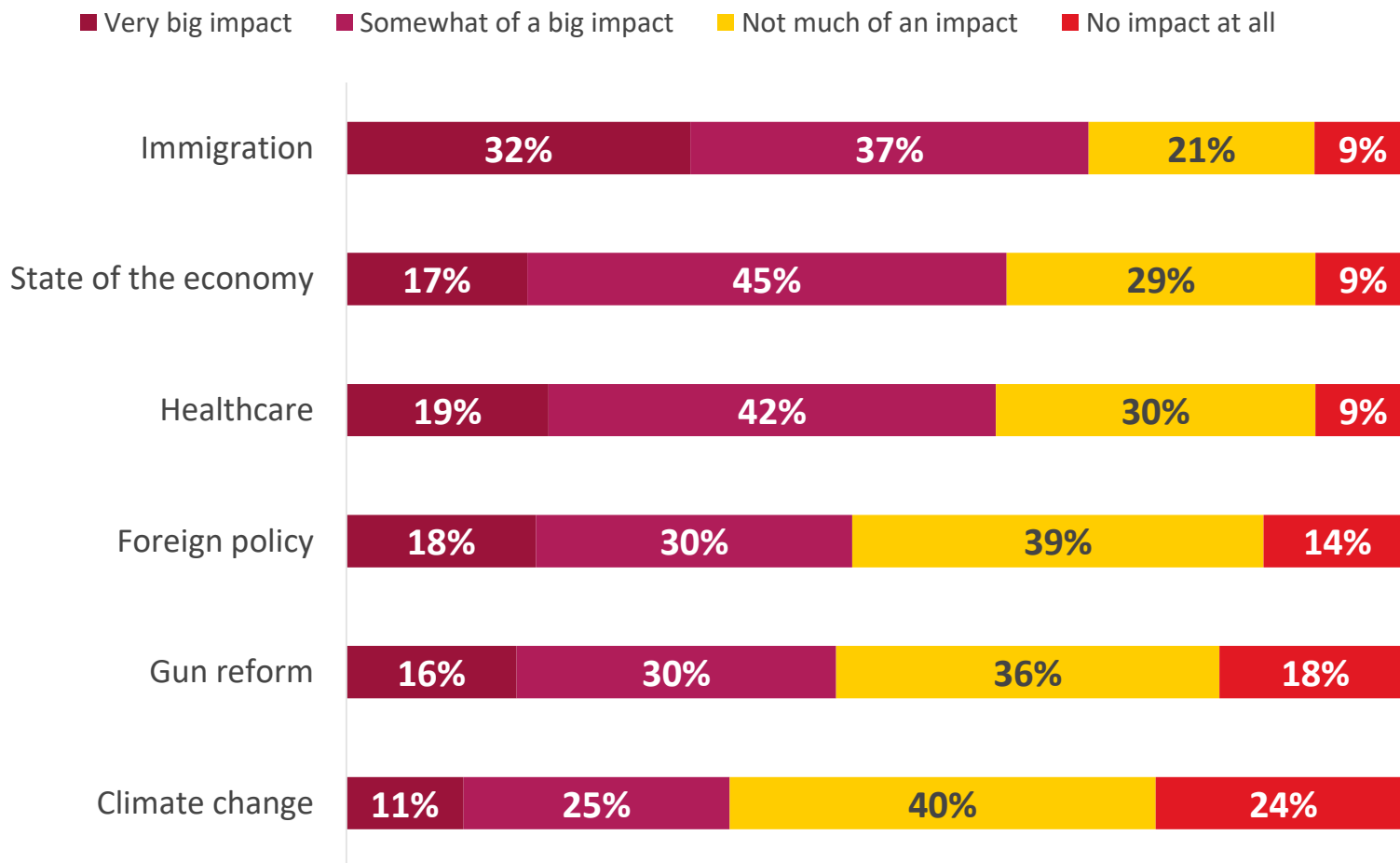
*How much would you say conversations about each of the following issues impacts your school/classroom environment?*



# Impact of social and political environment

Administrators similarly report immigration to be the issue that impacts their school/classroom environment most significantly.

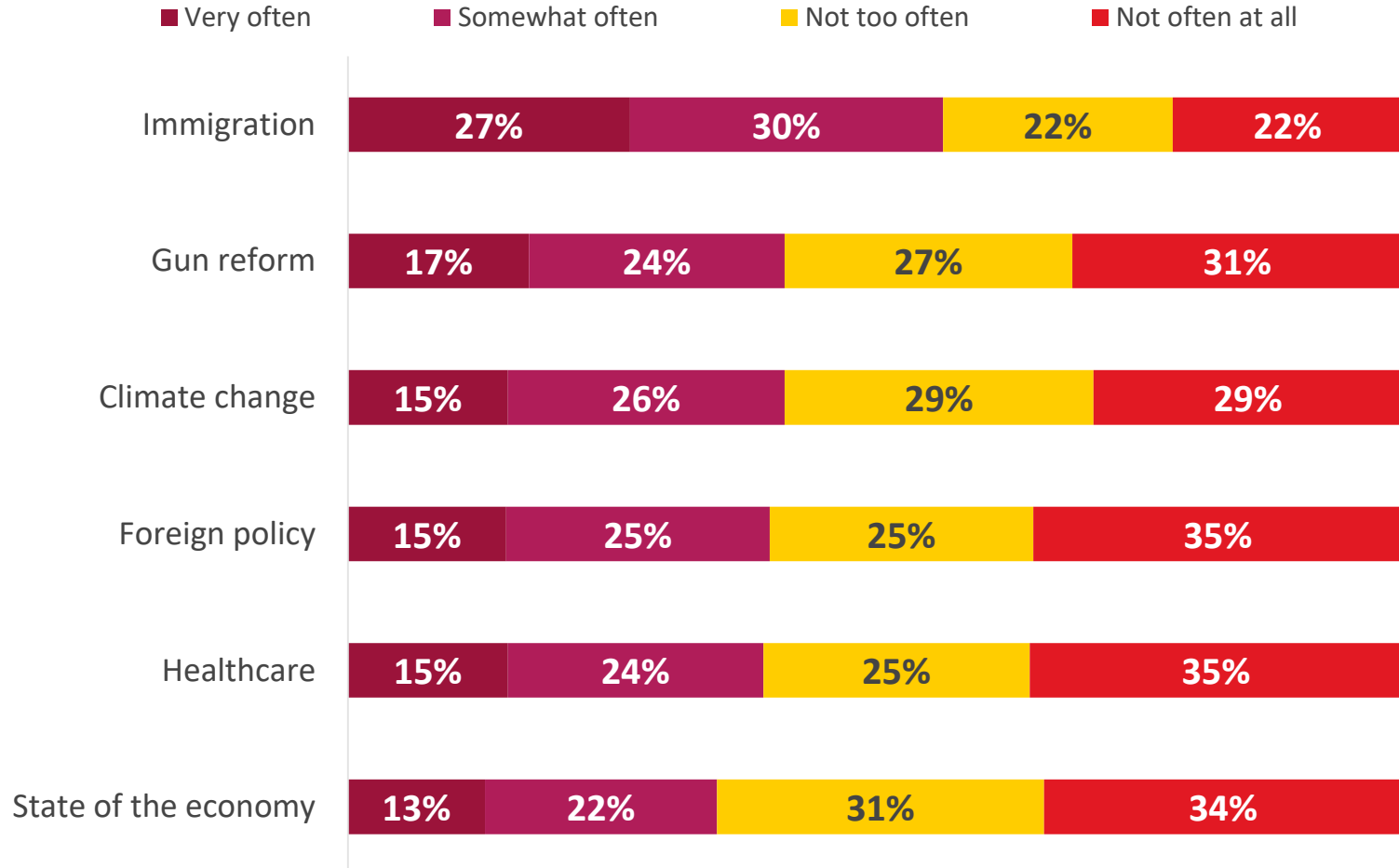
*How much would you say conversations about each of the following issues impacts your school/classroom environment?*



# Prevalence of social and political conversations in the classroom

57% of teachers say immigration is discussed often by students in their school/classroom.

*How often, if ever, have you heard each of the following political issues being discussed by students in your school/classroom?*

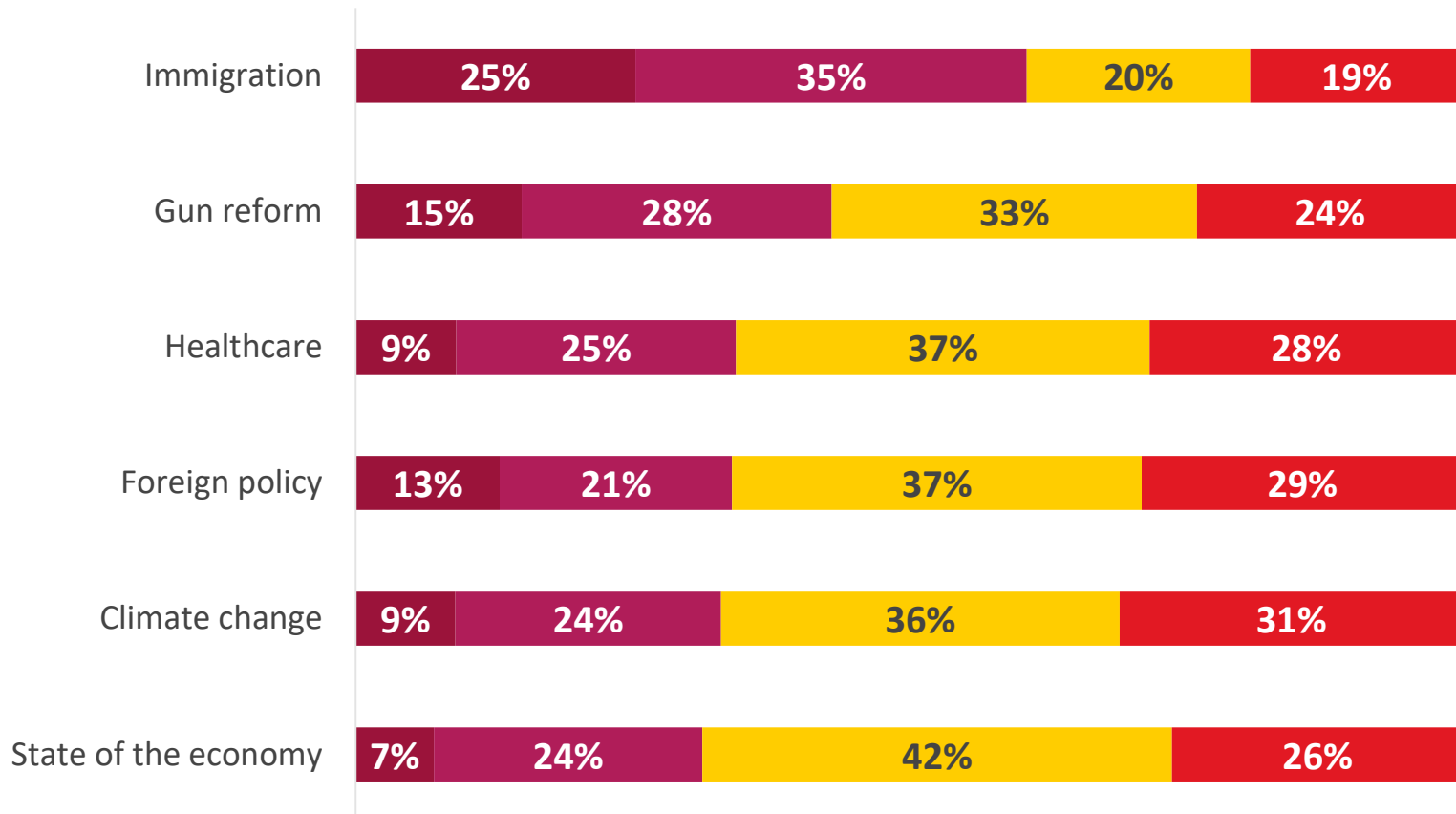


# Prevalence of social and political conversations in the classroom

60% of administrators say immigration is discussed often by students in their school/classroom.

*How often, if ever, have you heard each of the following political issues being discussed by students in your school/classroom?*

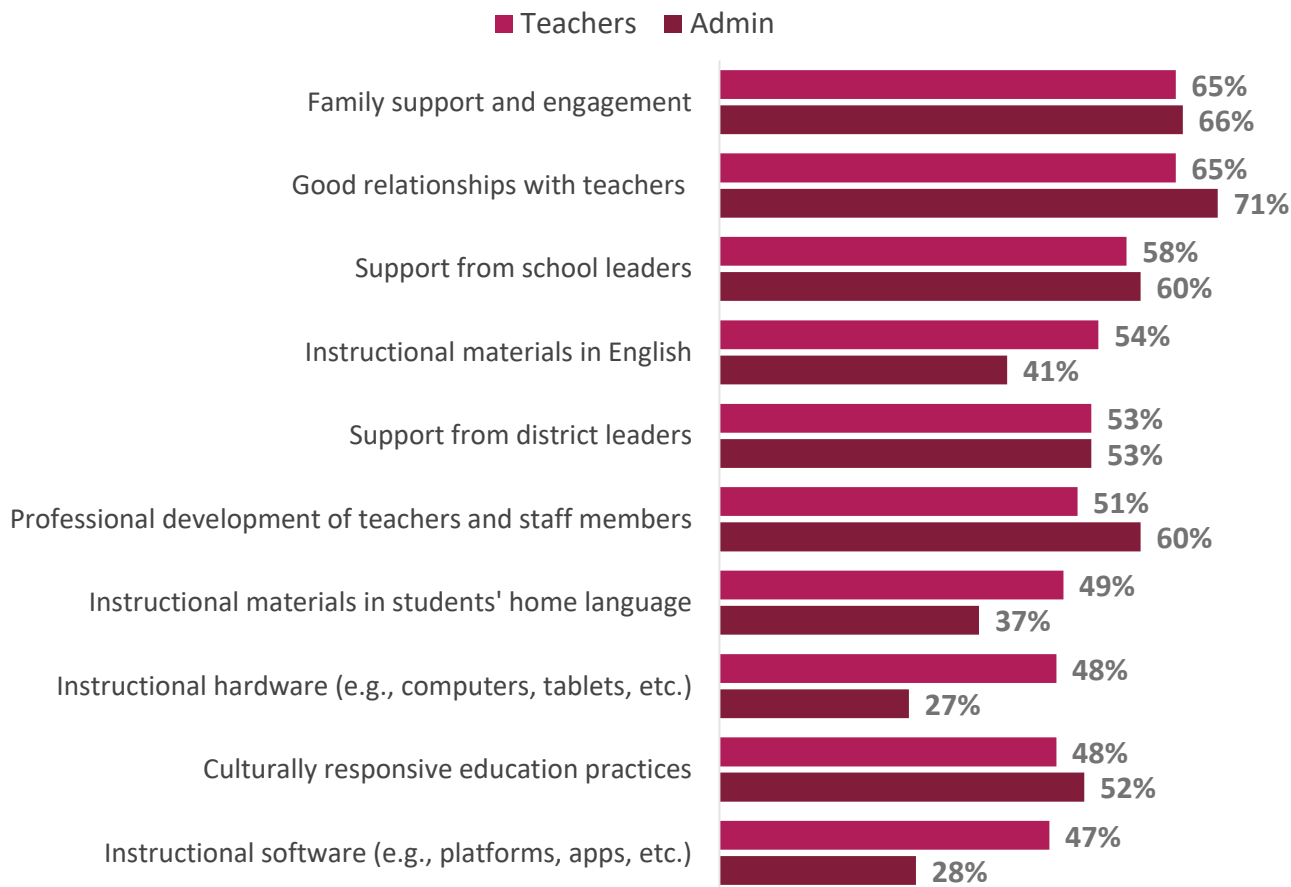
Very often   Somewhat often   Not too often   Not often at all



## EL success factors

Teachers and administrators see family support and engagement and good relationships with teachers as the most important factors in EL students' academic success.

*How important do you believe each of the following factors are in English Learners' academic success?*  
[Showing % “extremely important”]

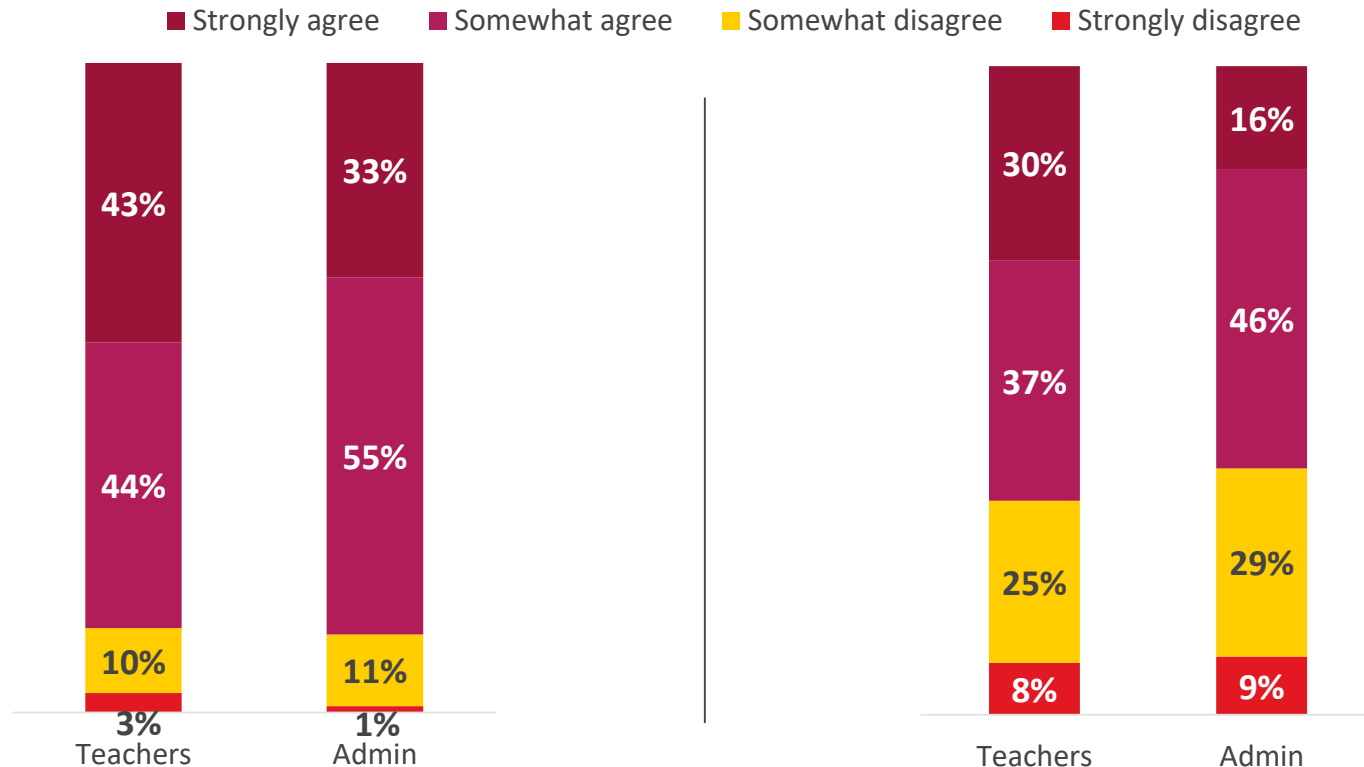


# The majority of educators feel that English Learners have parental support in learning English, but about one-third report that English Learners in their school/district do not have access to English learning material at home.

Please indicate your level of agreement/disagreement with the following statements about English Learners and EL instruction in your school/district.

The majority of English Learners in my school/district have parental support in learning English

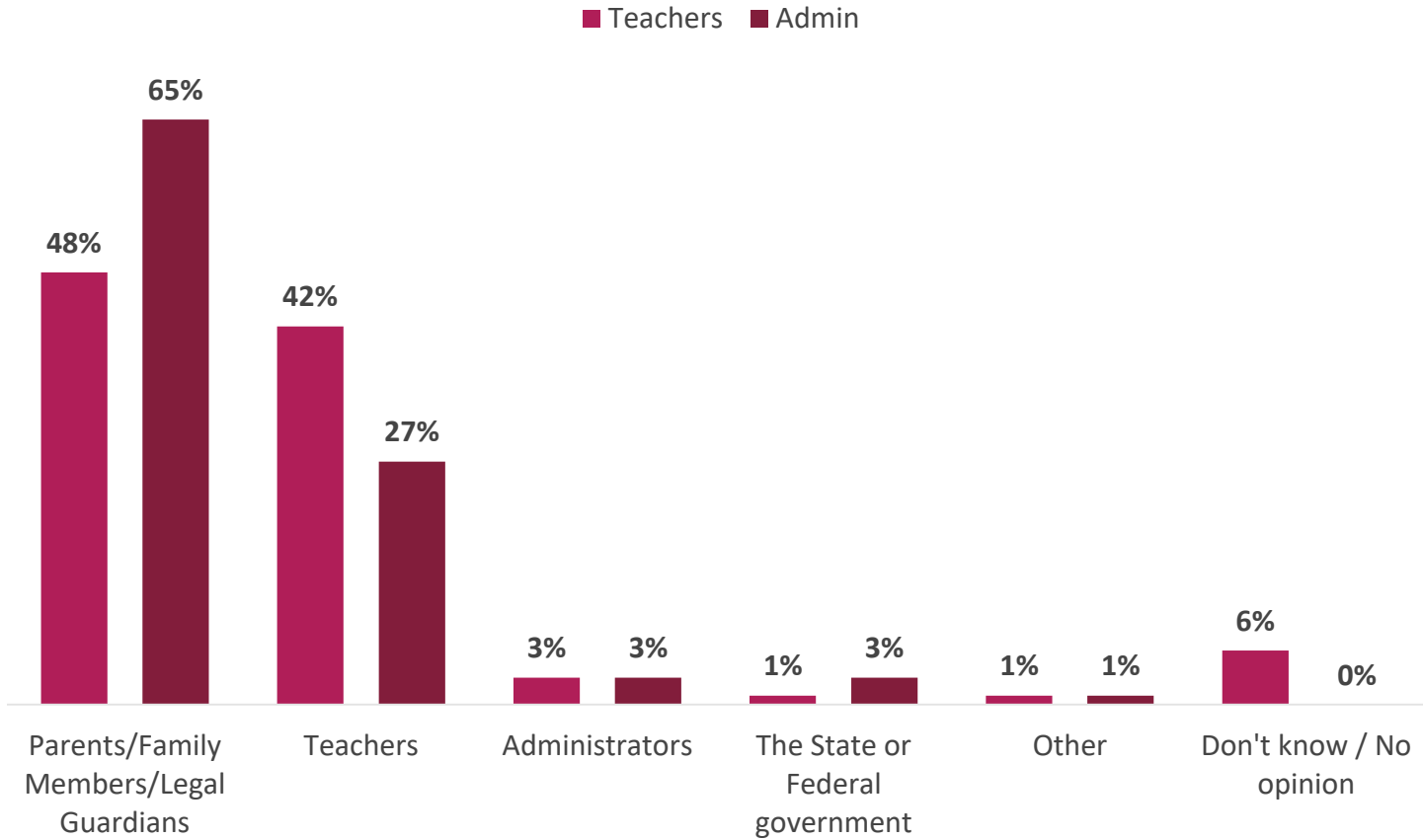
English Learners in my school/district have access to English Learning materials at home





Teachers are more likely than administrators to feel that teachers hold the greatest responsibility for the development of children’s EL skills.

*If you had to say, who is MOST responsible for a child's EL development?*

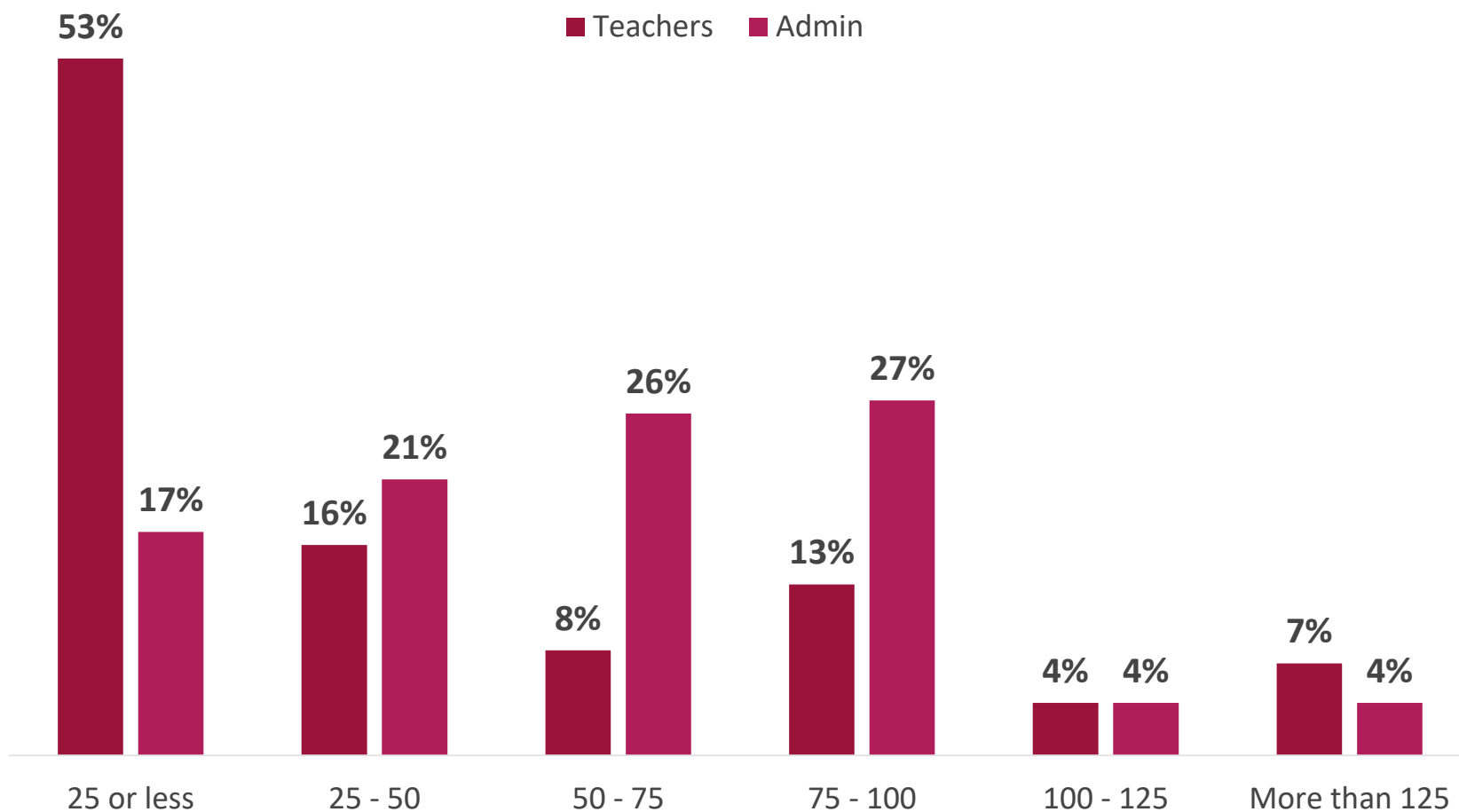


## SECTION VI

# Professional Development

## More than half of teachers (53%) say they have received less than 25 hours of professional development related to EL instruction in the past two years.

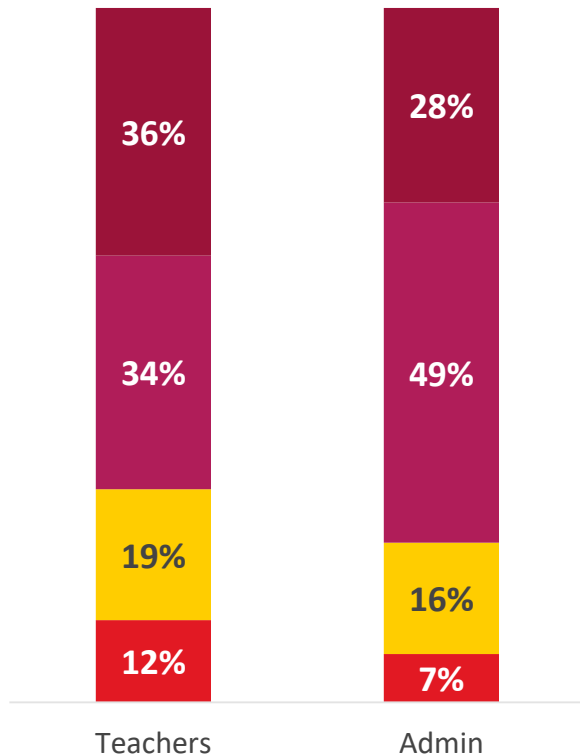
*Over the past two years, approximately how many hours of professional development have you had relating to the teaching of EL?*



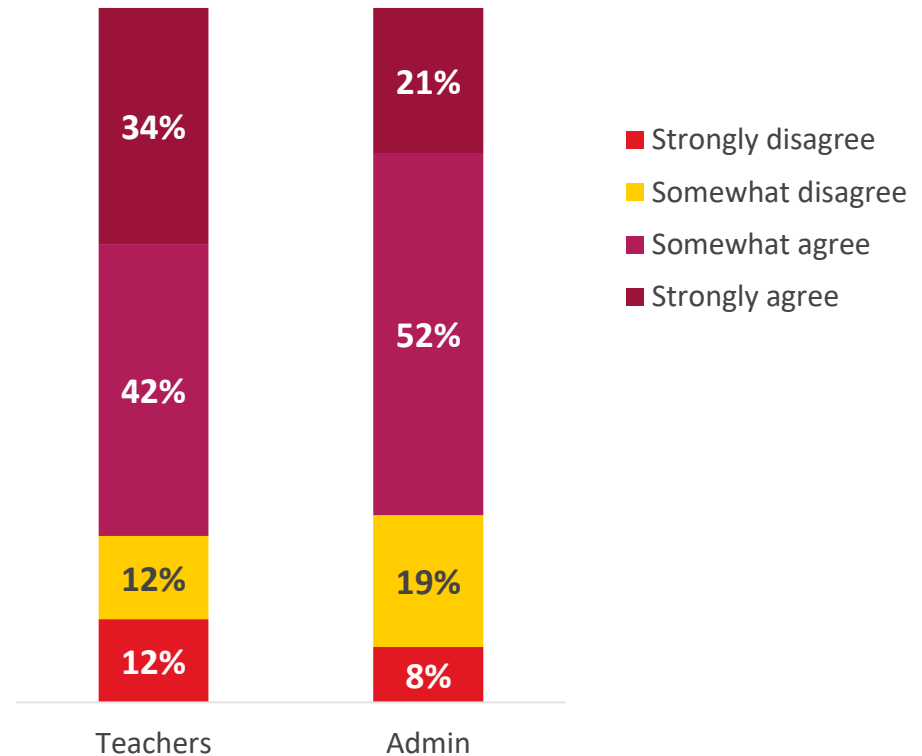
# 7 in 10 teachers say their school/district provides sufficient, ongoing professional development to support English learners' success.

*Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:*

**My school/district provides sufficient, ongoing professional development to support English Learners' success**

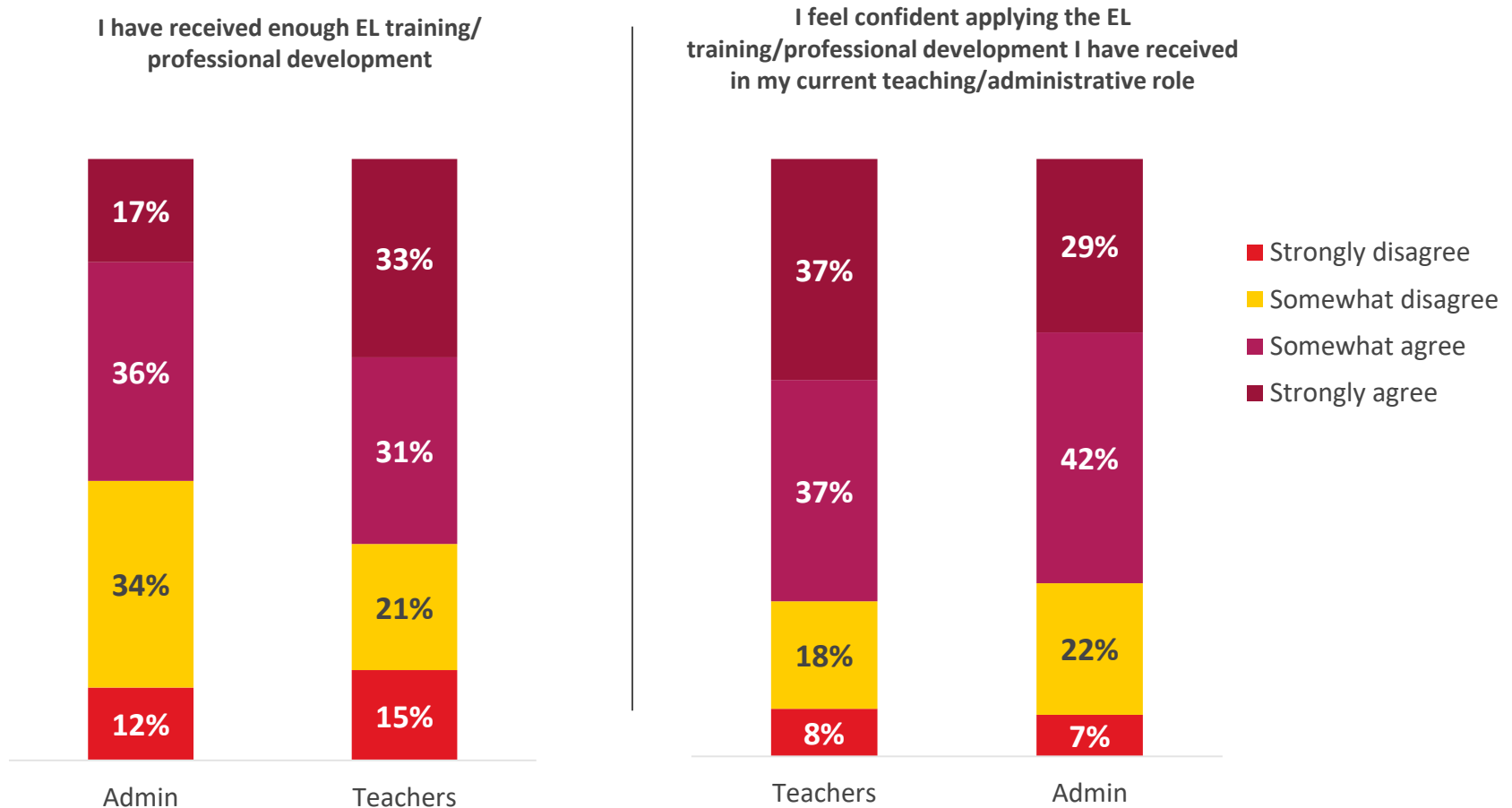


**EL professional development provided by my school/district has improved my ability to teach English Learners**



# Still, more than a third (36%) of teachers feel that they have not received enough training/professional development in EL instruction.

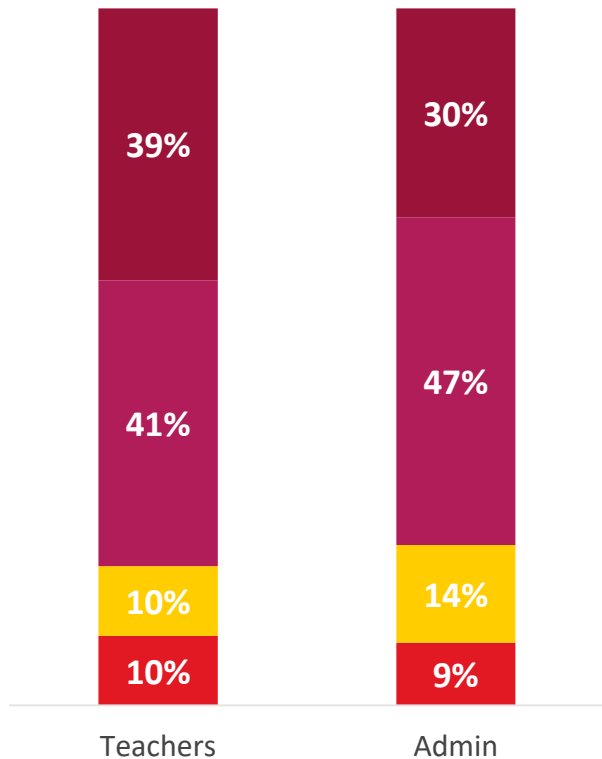
Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:



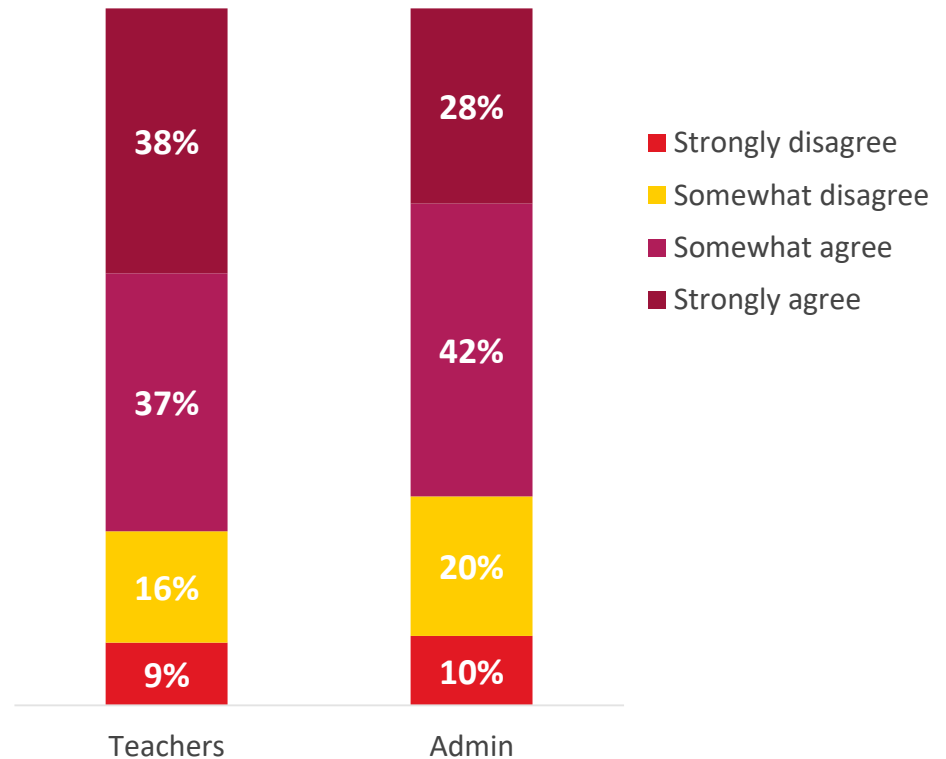
# Teachers and administrators report spending personal time and effort to develop their EL instructional skills.

*Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:*

EL professional development provided by my school/district has improved my ability to understand challenges faced by English Learners

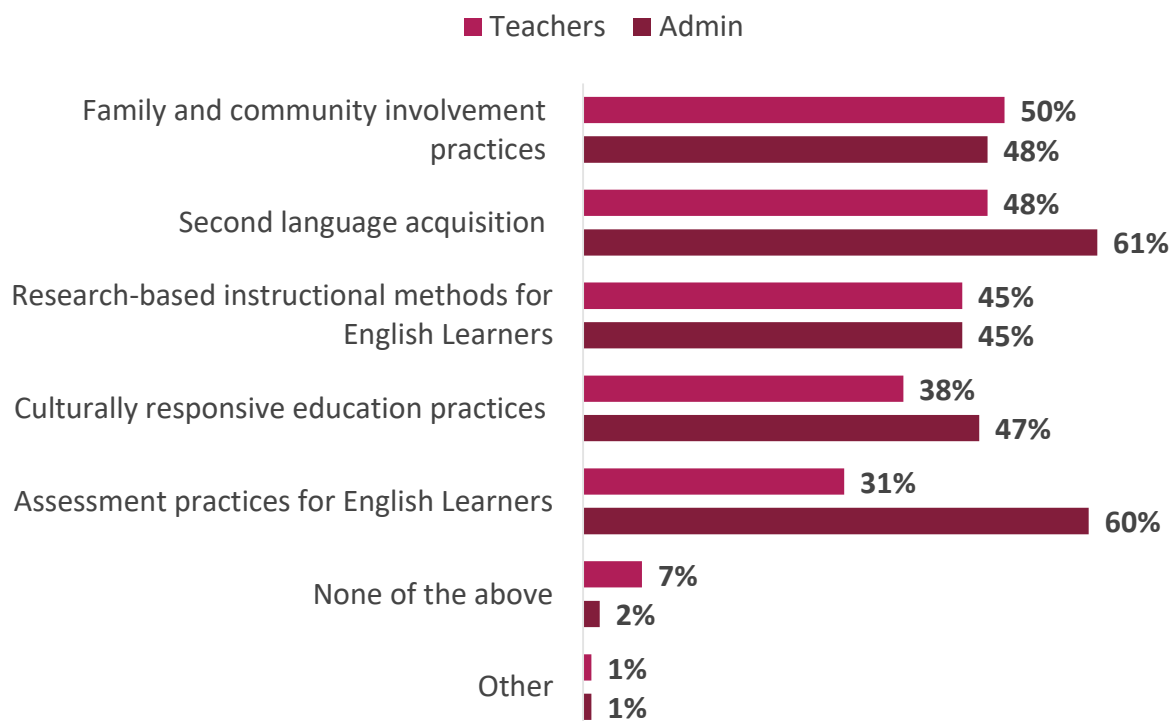


I spend personal time and effort developing my EL skills in order to address my English Learners' needs



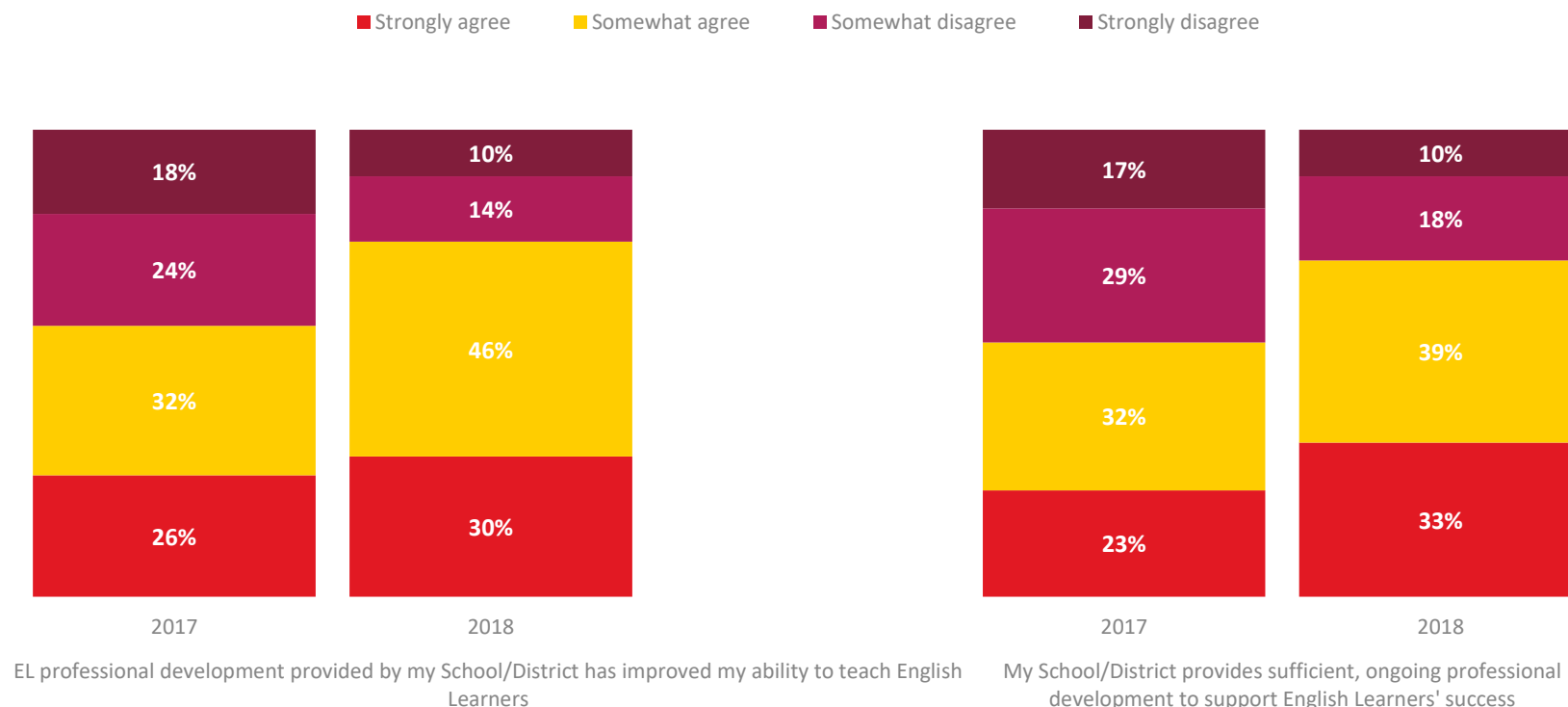
## Teachers most commonly report that family and community involvement practices would enhance their ability as an EL educator, while administrators believe second language acquisition and assessment practices for English Learners would be most helpful.

*Which of the following focus areas of professional development, if any, would enhance your ability as an EL educator? Please select all that apply.*



# Compared to last year, teachers and administrators are more inclined to say the EL-specific professional development they are receiving is improving their ability to teach EL students.

Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:



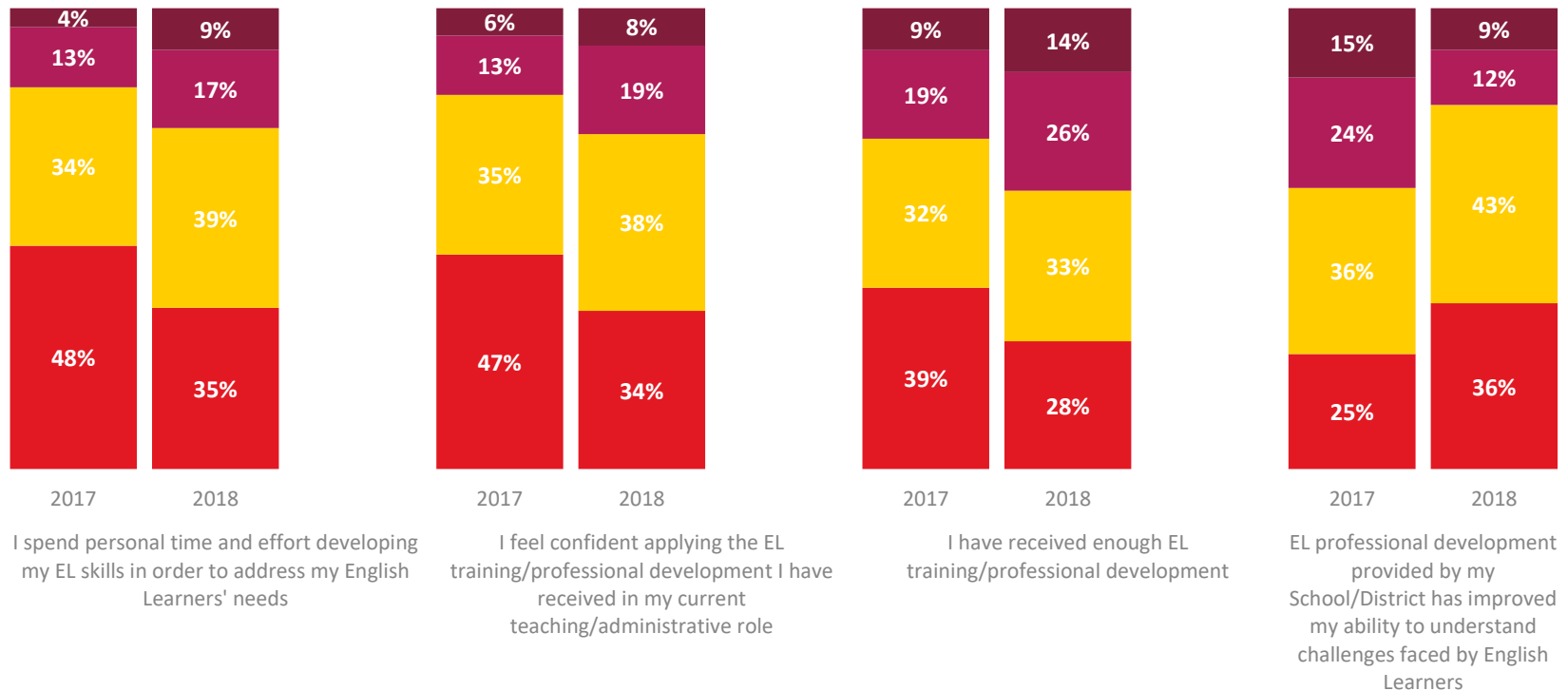
\*\*The 2017 research final sample included 1,368 completed surveys conducted by Hanover Research.



# However, teachers and administrators feel somewhat less confident applying the EL-specific professional training that they have received and are spending personal time and effort to learn EL skills.

Please indicate your level of agreement/disagreement with the following statements about your EL training/professional development:

Strongly agree    Somewhat agree    Somewhat disagree    Strongly disagree



\*\*The 2017 research final sample included 1,368 completed surveys conducted by Hanover Research.

Because learning changes everything.®



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