California's Long-Term English Learners:

Directions for policy, program and practice

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185,000 English Learners enter kindergarten each year in California

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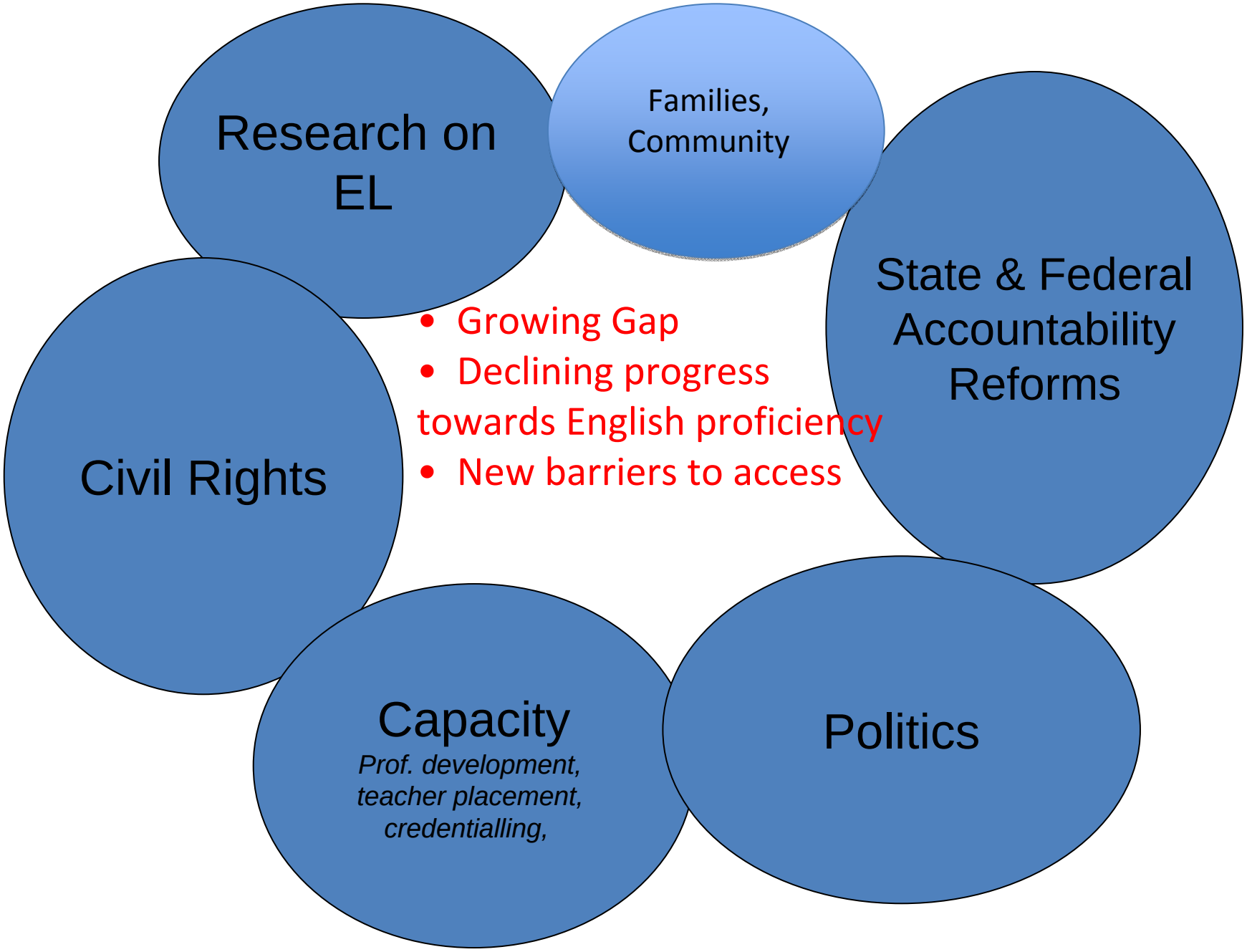
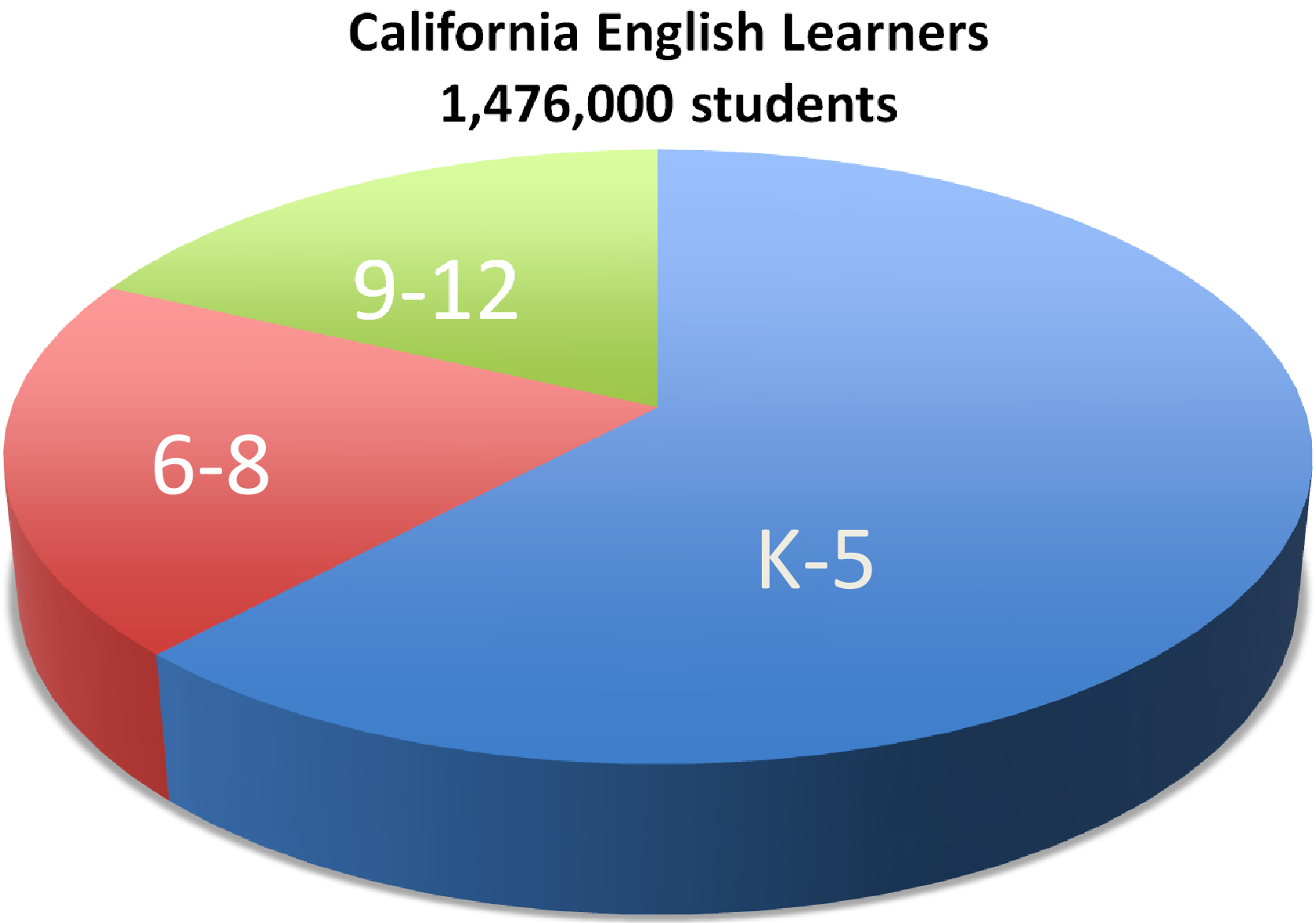
標 識

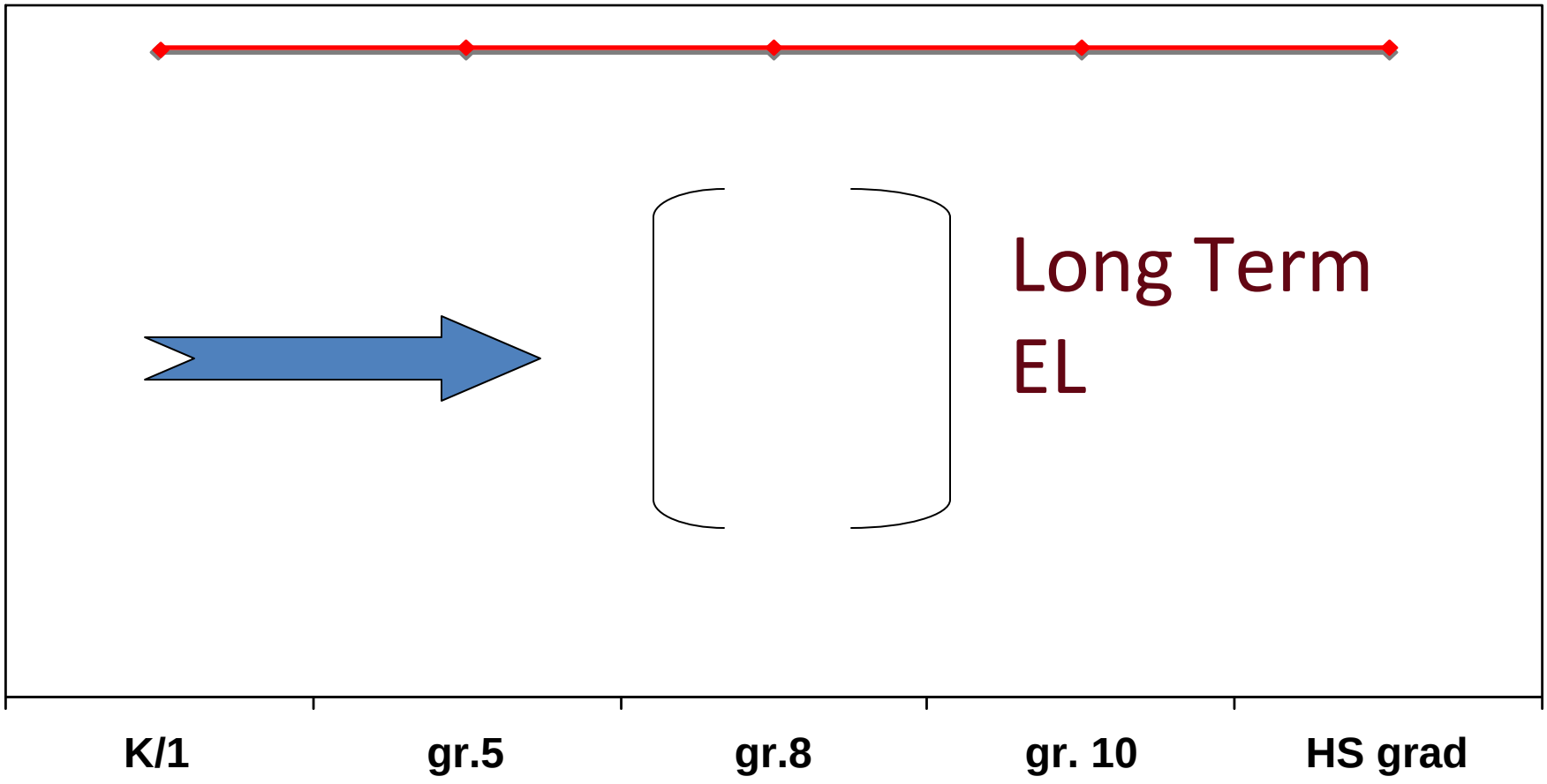

Research on EL
Families, Community
State & Federal Accountability Reforms
Civil Rights
• Growing Gap
• Declining progress towards English proficiency
• New barriers to access
Capacity
Prof. development, teacher placement, credentialling,
Politics


California English Learners
1,476,000 students
9-12
6-8
K-5

Secondary EL Typologies

- Newly arrived with adequate schooling (including literacy in L1)
- Newly arrived with interrupted formal schooling - “Underschooled”
- English Learners developing normatively (1-5 years)
- Long Term English Learners

Long Term English Learners are created……..

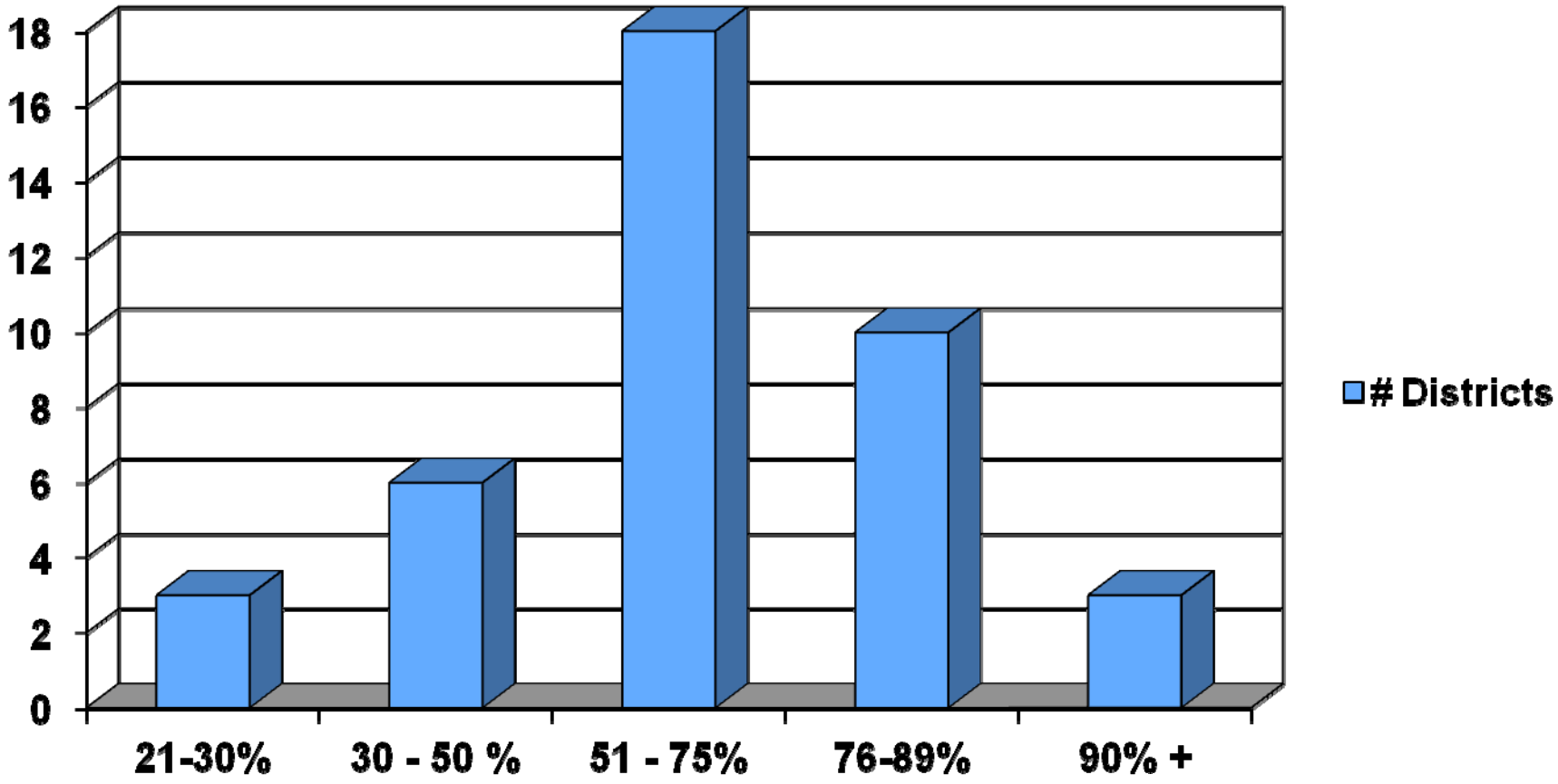


Californians Together Survey

- Data from 40 school districts *(175,734 ELs in grades 6 - 12)*
- Wide variation in district context
- Data collected: *years since entry, #s since K/1, English proficiency level, academic failure, definition, placement*

59% of California's English Learners grades 6-8 are "Long Term"

but the concentration of LTELs in districts vary



Definitions vary

- Nine of 40 have a formal definition
- Length of time (years) is part of every definition
- The number of years used in the definitions vary from 5 years to 7+
- Six districts include “lack of progress” or evidence of academic failure along with the number of years

Legal framework

- English Learners cannot be permitted to incur ***irreparable academic deficits*** during the time they are mastering English
- School districts are obligated to address deficits as soon as possible, and to ensure that their schooling does not become a ***permanent deadend.***

Definition:

An English Learner

Enrolled in U.S. schools for more than 6 years (continuous enrollment)

Is making inadequate progress in English language development

Is struggling academically

Expectation #1: Know the extent and magnitude of the LTEL issue

El Monte school districts

Commitment #2: Full Proficiency

English Learners will develop ***within six years of continuous enrollment*** *full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing – consistent with expectations for all students.*

Annual Expectations for English Learners

Years in US	*1 year*	*2 years*	*3 years*	*4 years*	*5 years*	*6 years*
CELDT	BEG	EI	INT	INT	**EA**	**ADV**
CST ELA	FBB +	FBB+	BB+	BB+	Basic+	**Prof+**
CST Math	FBB+	FBB+	BB+	Basic+	**Prof+**	**Prof+**
Stand. Test in Spanish	**Prof+**	**Prof+**	**Prof+**	**Prof+**	**Prof+**	**Prof+**

Districts should have in place……☑

- Adopted a formal definition and typologies
- Designated annual benchmark indicators/ expectations
- A data system that disaggregates achievement data by # of years in U.S. schools and by English proficiency levels
- Regular reviews of LTEL data to inform and trigger planning AND to trigger supports for students based upon typologies

Expectation #2:

Demonstrate understanding of the practices, policies and conditions that led to English Learners becoming Long Term

Their journey through school

- Periods of no services (and increase in mainstream placement);
- Weakest EL program models;
- Inconsistent program placement and implementation;
- Narrowed curriculum with decreased access to academic subjects

Unintended consequence of Corrective Action policy – Reduced opportunity to learn

- Mandated minutes for language arts and math doesn't allow for instructional minutes for social studies, science, the arts, etc.
- Professional development and monitoring are tied to fidelity in implementation of core curriculum packages that aren't adequate for the language development strategies English Learners need

In secondary schools….. *(from the Californians Together survey)*

- 3 of 4 districts have no approach to serving Long Term English Learners
- Majority of CA districts place their Long Term English Learners into mainstream
- Three CA districts place Long Term English Learners by English proficiency level with other English Learners (in NYC, this is the common placement)

Placements NOT designed for them…..

- Placed/kept in classes with newcomer and normatively developing English Learners – by English proficiency level
- Unprepared teachers
- No electives – and limited access to the full curriculum
- Over-assigned and inadequately served in intervention and reading support classes

Typical profile: Distinct language issues

- High functioning in social situations in both languages – but limited vocabulary in both
- Prefer English – are increasingly weak in their home language (subtractive)
- Weak academic language – with gaps in reading and writing skills
- Are stuck in progressing towards English proficiency

The continuum:
learning English as a second language

1 – 3 years *7 years*

No English | **Oral, social English** | CELDT Proficient | CST Basic | Proficient for Academic work

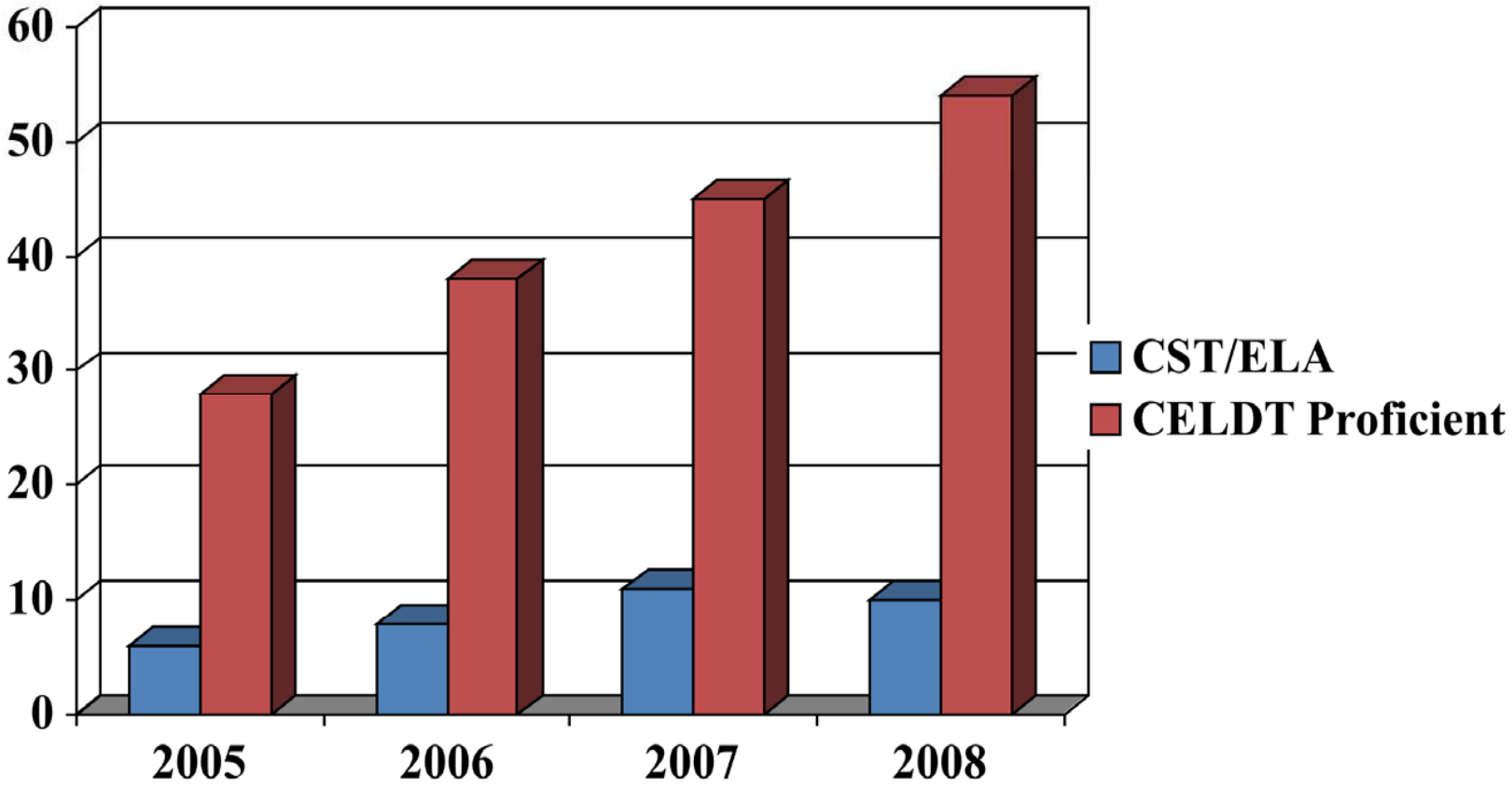
I II III IV V

California English Language Development Test

The profile of where LTELs are "stuck" differs

- Most remain at CELDT III or below
- Many, however, appear to reach CELDT proficiency but score low enough on CST or receive failing grades that prevent redesignation

Orally Proficient but not Academically Proficient



Percent English Learners attaining these benchmarks statewide

Typical profile: Behavior, attitudes

- Silent
- Learned passivity, non-engagement, underlying discomfort in classes
- Don’t ask questions or ask for help
- Tend not to complete homework or understand the steps needed to complete assignments
- Not readers
- Typically desire to go to college – high hopes and dreams but unaware of pathway to those dreams
- Do not know they are doing poorly academically – think they are English fluent

Typical profile: Academics

- Several grade levels below actual grade level in both English and L1
- Cumulative high school GPA is very low (D+ average) – credit deficient by end of 9th grade
- More than one in five have F averages
- Grade retention frequent
- Gaps in academic background

Expectation # 3:

Design programs that are research-based and target LTEL needs

Basic Principles!

- *Focus upon distinct needs*
- *Language development is more than literacy development – LTELs need both*
- *Language development + Academic gaps*
- *Crucial role of home language*
- *Invite, support, insist that LTELs become active participants in their own education*

- *Maximum integration without sacrificing access*
- *Rigor, relevance, active engagement and empowering pedagogy*
- *Relationships matter*
- *An affirming, inclusive environment*
- *Urgency!*

Secondary school components

- Specialized ELD – separate from other ELs
- Clustered in heterogeneous classes for content
- Explicit language/literacy development across the curriculum – and SDAIE strategies for access
- Native speakers classes (through AP)
- Focus on study skills, critical thinking
- Data chats, preparation, accommodations
- Programs, activities, student leadership to create an affirming school climate

Instruction matters…..

- Differentiation
- Checks for understanding
- Accountability
- Active student engagement
- Standards-based
- Maximum language development structures and practices

Three Secondary School Case Examples

Ventura Unified School District

Modesto City Schools

Anaheim Union High School District

Ventura's District Action Plan

- Title III Improvement Plan "*Operation Prevent LTELs*"
- ELD course sequence rewritten and courses revised
- ELD4 (for LTEL) and SDAIE are UC/CSU accepted
- Clear placement criteria for all courses
- Appropriate curriculum and technology
- Pacing guides and assessment routines designed FOR English Learners
- Common sequence of language functions for ELD K-5

Investment in

- Intensive professional development
- PLCs across academic content areas
- LTEL student fishbowls
- Bilingual Opportunities Pathway Program
- Multilingual Recognition Awards
- Student Pep Talks
- Administrative and leadership structures to keep issue on table and to maintain accountability

Ventura Unified School District Results so far….

- Substantial increase in reclassification rates at pilot high schools *(from 14% to 20.9% - compared to district average 9.1% - 9.5%)*
- Improved growth towards English Proficiency*(from 44.9% moving 1 CELDT level to 60.9%; from 22.2% achieving proficiency to 26.8%)*

Increase in LTEL scoring “Proficient”

	2007 -	2008	2008 -	2009
	Language Arts	Math	Language Arts	Math
Pilot School A	8.7%	17.4%	25%	32.7%
Pilot School B	11.3%	33.3%	17.5%	33.3%

Modesto City Schools

- K-8 and 9-12 Districts

  Title I and Title III Program Improvement Status Year 5
- Established a Working Group (representative)
- One year to “study” and develop recommendations
- Investment in implementing plan

Who are our English Learners?

	# Years in US School	2008 - 2009 Grades 7-12
Language Institute Tier I Tier II	 1 2	**(92) 3%**
Tier III Tier IV	3 4	**(178) 7%**
5+ Program	5 Or more	**(2,344) 90%**

5+ Program
9th Grade

Period	Course	
1	ELA	READ 180
2	ALD OR	READ 180
3	Spanish for Spanish Speakers	
4	Math	
5	Earth Science	
6	PE	
7	Elective (A-G) : Visual Performing Arts, Support, or AVID	

NOTE:
World Religions/Health classes in summer school or senior year.

Computers in any four years, summer school, or test out

Read 180 Freshman year ONLY and just for students struggling at all levels academically

Most LTEL get ELA/ALD combination

High end opts out of ALD and are monitored

Anaheim Union High School District

- Literacy and language across curriculum
- Commitment to a broad, full 21st century curriculum *(decrease placements in support classes, CAHSEE prep classes, etc.; no more double blocking; institute 2 science/social studies at junior h.s.; build career technical education – industry pathways)*
- Biliteracy as a 21st century skill: Spanish for Native Speakers, Seal of Biliteracy, expansion of Dual Language program
- ELD 4 LTEL course

In two years….

"Takes a 3-5 year commitment"

- API has gone up 31 points
- Reclassification has increased
- Higher English Learner 10th grade CAHSEE passage rates

District Action Steps ☑

- Fact finding
- District EL Master Plan describes research-based program models for different typologies of EL students (or site)
- Specify a LTEL program and appropriate placements
- Support development of new courses where necessary
- Provide materials and professional development – as high priority for use of resources
- System of monitoring placements

Expectation #4:
Apply best practices to prevent the creation of LTELs

Case example
The SEAL *(Sobrato Early Academic Language)* PreK-3 Program

- Focus on preventing the development of LTELs and closing achievement gap for Spanish speaking English Learners by end of 3rd grade
- An INTENSIVE, INTENTIONAL, standards-based language development approach that infuses all aspects of the school day
- Partnership: *Sobrato Family Foundation, San Jose Unified School District and Redwood City School District*

FOUR PILLARS

Alignment of PreK and K-3 systems

Focus on Academic Language & Discourse

- *Oral language*
- *Biliteracy*
- *Language development through enriched thematic curriculum*
- *Text Engagement*

Parents and Teachers Working Together: Parent Engagement

Affirming Environment

The SEAL Model:

- A system of teacher professional development, collaboration, coaching, facilitated reflective practice, and resources that support the customization and implementation of the model
- A process of curriculum and instructional alignment *(infusing language rich strategies into the core; creation of science and social studies based thematic units)*

Nine High Leverage Instructional Strategies

- Complex, precise, academic vocabulary development
- Structured oral interactions (e.g., Think Pair Share)
- Read Alouds
- Narrative/Story Retell
- Children as Readers
- Checks for Comprehension – Adapting Instruction
- Graphic Organizers and visuals
- Dramatic Play
- Children as Writers/Authors

The Evaluation/Research

- Dr. Kathryn Lindholm-Leary
- Longitudinal design following cohorts of students from entering preschool through third grade
- Higher poverty levels, lower parent education, more EL impacted schools and communities
- High level of implementation
- SEAL had a significant impact on parents and literacy activities in the home

Student impacts

- Began with very low levels of language
- All children made statistically significant gains at each school in all areas of development
- Excellent progress in Spanish language development, while making significant gains in English language development
- Comparable or higher levels of growth than non-SEAL comparison groups in all areas
- Consistently and significantly greater growth and achievement in areas related to language and literacy

Bilingual SEAL v.s. English instructed SEAL

- Children in both SEI/English and Bilingual programs made significant growth overall.
- By first grade, children instructed bilingually scored significantly higher in Spanish (57% fluent v.s. 0% fluent), equal in English proficiency overall and higher in English writing than SEAL peers instructed only in English.
- Language loss in L1 in SEI classes

Expectation #5:
Address the systems issues

Respond to “systems” issues:

- Data systems
- Teacher preparation and capacity
- Appropriate curriculum and materials
- Knowledge of the research
- Clarity about what constitutes sufficient “English Proficiency”
- Consistent and aligned messages across the “system” (compliance, civil rights, accountability, school improvement)

California State level recommendations

- A standard state definition
- State collection of data to identify, monitor and plan
- High quality ELD materials
- Research-based, consistent messages as the foundation for accountability
- Professional development priority
- Ensure full access
- Parental notification and information

*English Learners cannot, in the words of the court, **"be permitted to incur irreparable academic deficits"** during the time they are mastering English…. We must ensure that their schooling does not become **"a permanent deadend."***

Reparable Harm

Because without the power of language, they do not have a voice!

Mendez v. Westminster

Figure 1

Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.

THANK YOU!