Reaching English-Language Learners To Ensure Equity For All
Purposes of Session

- Understand of the English Learner issue
- Analyze data related to EL data and reclassification
- Be empowered and informed to respond To the ELs you serve
English Language Learners are the nation’s fastest-growing student population, yet they are disproportionately underserved and underachieving.

(Lau v. Nichols (1974))

Fastest Growing Sub-group: disproportionately underserved and underachieving
Despite all of our efforts, the inability of LEA’s to meet the needs of EL’s has created disproportionate outcomes.


(WestEd, 2016)
There is a high correlation between students being reclassified and high school graduation (Solana, 2013).
If we know that, what are we doing about it?
From EL to LTE LTEL
WHO ARE LONG TERM ENGLISH LANGUAGE LEARNERS?

“Long Term English Language Learners” are students who have been enrolled in U.S. schools for six years or more, are stalled in progressing towards English proficiency without having yet reached a threshold of adequate English skills, and are struggling academically.ii

(NEA, 2014)
California’s LTEL Growth in Secondary Schools

(WestED, 2016)
Let’s take a quick poll…

To what extent has your district made efforts to support EL’s and close the opportunity gap?
ELL Data & Research
Figure 1. Percentage of public school students who were English language learners, by state: School year 2013–14

NOTE: Categorization based on unrounded percentages.
CA ELs and former ELs (RFEP) by grade

<table>
<thead>
<tr>
<th></th>
<th>Ever-EL</th>
<th>K-5</th>
<th>6-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>86%</td>
<td>43%</td>
<td>57%</td>
<td>1,435,734</td>
</tr>
<tr>
<td>RFEP</td>
<td>14%</td>
<td>57%</td>
<td></td>
<td>794,467</td>
</tr>
</tbody>
</table>

Source: CDE DataQuest, 2010-11 CELDT & CST

Robert Linquanti (WestEd)  (Hakuta, 2013)
District A ELs, Long-Term ELs and Former ELs (RFEP) by grade

Long-term EL: 6 or more years in LEA

Robert Linquanti (WestEd)  (Hakuta, 2013)
Longitudinal Attainment of Language and Content Criteria (Thompson, 2012)

(Hakuta, 2013)
Initial L1 and English Proficiency as Strong Predictors of Reclassification (Thompson, 2012)

(Hakuta, 2013)
If the 6th Year is so important, what can I do?
Dual Obligation

Interconnected, not separate!
Simultaneous, not sequential!

1. Content via appropriate instruction

1. Develop students’ academic English language proficiency

(Lau v. Nichols; Castañeda v. Pickard; NCLB)
Shifts in State Standards

- Information Text
- Literacy Skills in all Content Areas

[Table: Developmental Reading Assessment]

- Text Complexity
- Arguing from Text

(Hakuta, 2013)
**Math**

*MP1.* Make sense of problems and persevere in solving them  
*MP2.* Reason abstractly and quantitatively  
*MP6.* Attend to precision  
*MP7.* Look for and make use of structure  
*MP8.* Look for and express regularity in repeated reasoning  

**Science**

*SP1.* Ask questions and define problems  
*SP2.* Develop and use models  
*SP4.* Analyze and interpret data  
*SP5.* Use mathematics and computational thinking  
*SP6.* Construct explanations and design solutions  

**ELA**

*EP1.* Support analysis of a range of grade-level complex texts with evidence  
*EP2.* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
*EP3.* Construct viable and valid arguments from evidence and critique reasoning of others  
*EP4.* Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text  
*EP5.* Build upon the ideas of others and articulate their own clearly when working collaboratively  
*EP6.* Use English structures to communicate context specific messages  
*EP7.* Use technology and digital media strategically and capably  
*EP8.* Obtain, evaluate, and communicate information
EL Opportunity:
Finding each student's inner gifts & talents
LTEL Characteristics (Olsen 2010)
Special Education and ELL
<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9th Group M</td>
<td>8:20-8:28</td>
<td>Advisory</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>8:30-9:22</td>
<td>(M) Math</td>
<td>(M) Math</td>
<td>(M) Math</td>
<td>(M) Writing</td>
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<tr>
<td></td>
<td>9:24-10:15</td>
<td>Ms. Elena</td>
<td>Ms. Elena</td>
<td>Ms. Elena</td>
<td>Gym</td>
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<tr>
<td></td>
<td>10:17-11:07</td>
<td>Jamie &amp; Kerry</td>
<td>Jamie &amp; Kerry</td>
<td>Jamie &amp; Kerry</td>
<td>Jamie &amp; Kerry</td>
</tr>
<tr>
<td></td>
<td>11:09-11:59</td>
<td>Lunch</td>
<td>Lunch</td>
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<td>Lunch</td>
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<tr>
<td></td>
<td>12:01-12:53</td>
<td>Ms. Bree</td>
<td>Ms. Bree</td>
<td>Ms. Bree</td>
<td>Ms. Bree</td>
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<tr>
<td></td>
<td>12:55-1:46</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<td></td>
<td>1:48-2:40</td>
<td>Advising</td>
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<td>Advising</td>
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<td>10th Group Q</td>
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<td></td>
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<td></td>
<td>8:30-9:22</td>
<td>(Q) Math</td>
<td>(Q) Math</td>
<td>(Q) Spanish</td>
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<td>Ms. Elena</td>
<td>Mr. Michael</td>
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<td>(U) Math</td>
<td>(U) History</td>
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</tbody>
</table>

Scheduling and ELL

(Olsen 2010)
<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>2015 CELDT</th>
<th>CELDT Performance</th>
<th>Overall Academic Performance</th>
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<tbody>
<tr>
<td>2100358</td>
<td>Daniela Algazi</td>
<td>Listening 3, Speaking 4, Reading 2, Writing 2</td>
<td>2014-15 Orange ELA % Standard Nearly</td>
<td>1st Grade Report Card Reading 2, Writing 2, ELD 2</td>
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<tr>
<td>2100353</td>
<td>Tin Truong</td>
<td>Listening 4, Speaking 4, Reading 1, Writing 2</td>
<td>2014-15 Orange ELA % Standard Nearly</td>
<td>1st Grade Report Card Reading 3, Writing 3, ELD 3</td>
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<tr>
<td>2100405</td>
<td>Sophie Vela</td>
<td>Listening 3, Speaking 4, Reading 3, Writing 2</td>
<td>2014-15 Orange ELA % Standard Nearly</td>
<td>1st Grade Report Card Reading 3, Writing 3, ELD 2</td>
</tr>
</tbody>
</table>

*Potential student will be highlighted yellow.*

(Hakuta, 2013)
### Scoring Guide

The following Scoring Guide is used for both the California State University English Placement Test and the CSU/CDE Early Assessment Program.

<table>
<thead>
<tr>
<th>Score of 1: Incompetent</th>
<th>Score of 2: Very Weak</th>
<th>Score of 3: Marginal</th>
<th>Score of 4: Adequate</th>
<th>Score of 5: Strong</th>
<th>Score of 6: Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 essay demonstrates fundamental deficiencies in writing skills.</td>
<td>A 2 essay is seriously flawed.</td>
<td>A 2 essay demonstrates developing competence, but is flawed in some significant ways.</td>
<td>A 4 essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.</td>
<td>A 5 essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or address the topic clearly.</td>
<td>A 6 essay is superior writing, but may have minor flaws.</td>
</tr>
</tbody>
</table>

#### Response to the topic

- **Score of 1:** Indicates confusion about the topic or neglects important aspects of the task.
- **Score of 2:** Distorts or neglects aspects of the task.
- **Score of 3:** Addresses the topic, but may slight some aspects of the task.
- **Score of 4:** Addresses the topic clearly, but may respond to some aspects of the task more effectively than others.
- **Score of 5:** Addresses the topic clearly and responds effectively to all aspects of the task.

#### Understanding and use of the passage

- **Score of 1:** Demonstrates little or no ability to understand the passage or to use it in developing a response.
- **Score of 2:** Demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all.
- **Score of 3:** Demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response.
- **Score of 4:** Demonstrates a generally accurate understanding of the passage in developing a sensible response.
- **Score of 5:** Demonstrates a sound critical understanding of the passage in developing a well-reasoned response.
- **Score of 6:** Demonstrates a thorough critical understanding of the passage in developing an insightful response.

#### Quality and clarity of thought

- **Score of 1:** Is unfocused, illogical, or incoherent.
- **Score of 2:** Lacks focus and coherence, and often fails to communicate its ideas.
- **Score of 3:** Does not demonstrate confused or simplistic thinking.
- **Score of 4:** May treat the topic simplistically or repetitively.
- **Score of 5:** Shows some depth and complexity of thought.
- **Score of 6:** Explores the issue thoughtfully and in depth.

#### Organization, development, and support

- **Score of 1:** Is disorganized and underdeveloped, providing little or no relevant support.
- **Score of 2:** Has very weak organization and development, providing simplistic generalizations without support.
- **Score of 3:** Is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details inadequately.
- **Score of 4:** Is adequately organized and developed, generally supporting ideas with reasons and examples.
- **Score of 5:** Is well organized and developed, with ideas supported by appropriate reasons and examples.
- **Score of 6:** Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.

#### Syntax and command of language

- **Score of 1:** Lacks basic control of syntax and vocabulary.
- **Score of 2:** Has inadequate control of syntax and vocabulary.
- **Score of 3:** Has limited control of syntax and vocabulary.
- **Score of 4:** Demonstrates adequate use of syntax and language.
- **Score of 5:** Displays some syntactic variety and facility in the use of language.
- **Score of 6:** Has an effective, fluent style marked by syntactic variety and a clear command of language.

#### Grammar, usage, and mechanics

- **Score of 1:** Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.
- **Score of 2:** Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.
- **Score of 3:** May have some errors, but generally demonstrates control of grammar, usage, and mechanics.
- **Score of 4:** May have a few errors in grammar, usage, and mechanics.
- **Score of 5:** Is generally free from errors in grammar, usage, and mechanics.

#### Overall Score

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
<th>Score of 5</th>
<th>Score of 6</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*(Olsen 2010)*
In Closing...
Thank You!

Dr. Abram Jimenez
ajimenez@illuminateed.com

Visit us online:
www.illuminateed.com