EFFECTIVE PRACTICES FOR ENGLISH LANGUAGE LEARNERS

Principals from Five States Speak

CENTER ON INSTRUCTION

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INTRODUCTION

From classroom teachers to researchers, education professionals have raised questions about how best to assist students who face the significant dual challenge of acquiring the content knowledge necessary for academic success and simultaneously developing their English language competency. This document addresses these questions by looking at key practices in schools with high populations of non-native speakers of English that have achieved exemplary academic success in their second, acquired language.

We begin with a brief look at some research on language of instruction and literacy programs for English language learners. Most of the document describes practices and programs[1] in schools where English language learners have done exceptionally well. It details findings from 49 school principals on nine factors, including school and student characteristics, instructional supports and strategies for ELLs, and barriers to effective instruction for ELLs. The document ends with a consideration of its limitations and implications. Appendices contain interview protocols and data on schools.

Language of instruction

Two models have predominated in response to meeting the academic needs of English language learners: instruction only in English ("English-only") and instruction with some native-language use (often called "bilingual"). The two models vary in design and implementation: more than 15 different types kinds of programs are currently in use in U.S. school districts (Genesee, 1999; NCELA, 2007)[2]. Table 1 summarizes these programs.

[1] For the purpose of this report, the term "program" encompasses the curriculum, staff, and instructional strategies used to support ELLs' education. "Model" refers to the type of program—English-only, bilingual, or variants thereof.

[2] See Moughamian, Rivera, and Francis (2009) for a summary of programs serving ELLs in U.S. school districts.

Table 1. Characteristics of common programs for English language learners (adapted from NCELA, 2007)

Model and goal	Program (typical names)	Language(s) of instruction
English-only: Developing literacy in English	English language development (ELD)	English
	English as a second language (ESL) pull-out	English; students are served in mainstream classrooms with ESL instructional support provided in the classroom by a specialist.
	Sheltered English instruction	English adapted to students' proficiency level, supplemented by gestures, visual aids, manipulatives, etc. First-language (L1) support may be provided separately.
	Structured English immersion (SEI)	All instruction in English, adapted to students' proficiency levels. L1 support may be provided separately.
Bilingual: Developing literacy in two languages simultaneously	Bilingual immersion	Both English & students' native language(s), usually throughout elementary school.
	Dual language immersion	
	Two-way immersion	
	Developmental bilingual education	
	Late-exit	Both English & students' native language(s).
	Maintenance education	
	Heritage language	
	Indigenous language program	
Bilingual with transitional support: English acquisition; transfer to English-only classrooms	Early-exit	Both English & students' native language(s). After transition, no further instruction in L1.
	Transitional bilingual education	

Much of the research conducted over the past few decades on programs for ELLs has been comparative, focusing on whether and how children's first language should be used in an instructional program. Findings from reviews of program evaluations in this area have been mixed, although overall the differences in study conclusions are minimal. Some reviews (Francis, Lesaux & August, 2006; Greene, 1997; Lindholm-Leary & Borsato, 2006; Slavin & Cheung, 2005; Willig, 1985), have shown a positive impact of bilingual education methods; others (Baker & de Kanter, 1981; Rossell & Baker, 1996) have not. Differences in the outcomes of these reviews can be attributed in part to differences in the questions asked (and thus the samples used), the criteria for including studies, and the methods used to synthesize findings.

Whatever the consensus on language of instruction, broad program evaluations provide little basis for guiding educators and researchers on the effective design and best use of programs that teach English to non-native speakers. For example, while programs usually offer guidelines for the language of instruction, the amount of instructional time in which either language is used varies considerably, even in a single program.

This variability depends on many factors, including, but not limited to, how language education policy is interpreted at the district level, teachers' beliefs, political contexts, and students' language skills (Gandara et al., 2000). For example, in a three-year study of nine exemplary K–12 Special Alternative Instruction Programs (SAIPs) used in English language development classes and in content classes, Lucas & Katz (1994) report that although not designed as such, these SAIPs were in practice "multilingual environments in which students' native languages served a multitude of purposes and functions." Although the SAIPs were designed to deliver instruction in English, teachers created situations or activities where students used their native languages and were encouraged to use bilingual dictionaries or receive help from family members to get native-language explanations of terms or academic material. Bilingual teachers or aides sometimes clarified instructions or taught in the students' native language, or used the native language to socialize with students. Students' native languages were also often incorporated into the curriculum through native language instruction or by providing books in the native language. Consequently, students spoke English only about 58% of the time.

Beyond issues of language of instruction, questions remain about the characteristics of all programs. While the instructional program-type influences practice and student achievement, the level of implementation and the quality of instruction have far more influence (Tivnan & Hemphill, 2005). As expected, program instructional quality has been the key to positive outcomes for ELLs (August and Hakuta 1997).

Although research provides important macro-level information about program design, it has not generated specific knowledge—either about effective, high-quality instructional strategies or about school contexts that promote ELLs' academic development—to inform practice. For many educators, particularly in the current policy climate, the critical question remains: How do we guarantee that ELLs will develop the academic English language skills essential for learning in all academic domains? An administrator, policymaker, or educator charged with designing effective programs for ELLs might ask: What practices and specific approaches do effective programs use? How are these practices and approaches implemented? What is the role of professional development?

This report identifies characteristics of exemplary school practices, based on successful outcomes by English language learners. Informed by research on ELL instructional practices and approaches, it presents findings from data collected in a survey of principals of schools where English language learners' academic achievement was exemplary.

RESEARCH ON IMPLEMENTING EFFECTIVE PROGRAMS FOR ELLS

Some recent research has moved beyond questions of language of instruction to begin to identify effective pedagogical practices and approaches to meet ELLs' literacy needs. Together, these studies affirm the value to English language learners of evidence-based instructional practices such as explicit instruction, interactive learning environments, collaborative learning for language and reading development, and student engagement via culturally appropriate lessons and materials that reflect children's lives (August & Hakuta, 1997; August & Shanahan, 2006; Genesee et al., 2006; Gersten et al., 2007; Thomas & Collier, 2002).

Several studies of effective programs for ELLs have provided rich descriptions of programs, including bilingual programs (Gold, 2006; NABE, 2003), newcomer programs (Short & Boyson, 2004), programs for adolescents (Short & Fitzsimmons, 2007), programs that seek to integrate traditional cultural knowledge (Klump & McNeir, 2005), and programs that have created exemplary learning environments in general (Berman et al., 1995). Below we summarize some relevant findings from the literature on exemplary newcomer and adolescent programs and on exemplary learning environments.

Newcomer programs—Short and Boyson (2004)

Short and Boyson surveyed 115 secondary school newcomer programs in the United States. The programs provided intensive, specialized instruction for a limited time, often a year or less, to facilitate students' linguistic, social, and cultural integration into American life. Slightly more than half (56%) of the programs provided full-day instruction, offering content-area classes along with English classes. Seventeen percent operated on a half-day schedule, six percent operated for less than half the school day, and two percent were voluntary after-school programs. The majority (77%) were situated in a school where newcomers could interact with mainstream students for at least part of the day, if only during non-academic time.

Because there were no data tracking student progress after they exited the program, students could not be compared to ELLs who had not been in newcomer programs. However, Short and Boyson conducted case studies of three well-established newcomer programs, each with a different program

design, and highlighted their successes, including student academic progress and community recognition. Based on these case studies, Short and Boyson identified the following characteristics of effective newcomer programs:

- Instruction was individualized to create a meaningful connection between school and students' lives and cultures.
- The goal was to socialize students and their parents to the U.S. schooling system, its routines and expectations.
- Age-appropriate materials were used to teach literacy to older students.
- Instruction was scaffolded to begin at the students' knowledge level.

Short and Boyson emphasized the increasing need for such programs, given that many newly arrived immigrants have little, if any, native language literacy, no English literacy, and have had their schooling interrupted. Because many ESL and bilingual programs typically rely on students' literacy skills, students without literacy skills are unable to take advantage of them.

Programs for adolescents—Short and Fitzsimmons (2007)

Short and Fitzsimmons reported on the work of a panel charged with identifying promising practices by examining the research and pedagogical practices for adolescent ELLs. With ELL populations of 20% or more, the schools or districts under review offered targeted interventions for adolescent ELL literacy development, supported staff development, and documented student achievement. In summarizing both their research on instruction and the features of these successful programs, the panel identified nine promising practices:

- integrate instruction in reading, writing, listening, and speaking across the curriculum,
- teach the components and processes of reading and writing to students who do not read in any language,
- teach reading comprehension strategies,
- focus on vocabulary development,
- build and activate background knowledge,
- teach language through content and themes (i.e., create relevance),
- use native language strategically in explaining difficult concepts,

- use technology appropriately with other teaching techniques, and
- motivate ELLs by offering choice of reading materials and reading and writing projects.

Exemplary learning environments—Berman et al. (1995)

In their study of eight exemplary language arts programs in grades 4–6 and science and math programs in grades 6–8 for ELLs, Berman and colleagues identified three common characteristics among the schools they visited. First, at the organizational level, most emphasized cooperative learning in *untracked, heterogeneous* classes of students with varying proficiency levels. Many had teachers "looped" with the same students for several years. Second, teaching focused on developing students' critical thinking, embedding content in meaningful contexts for students, and creating opportunities for ELLs to produce oral and written English and to engage in intellectual conversation. Third, students' cultural backgrounds and experiences were respected, and schools had devised ways to "break down alienation between their community and the school by embracing the culture and language of students, and by welcoming parents and community members into the school in innovative ways."

PRINCIPALS SPEAK: CHARACTERISTICS OF EXEMPLARY SCHOOL ELL PRACTICES

To advance research in this area and generate more guiding knowledge for policymakers and educators, the remainder of this report examines data from five states with high concentrations of ELLs. It identifies (anonymously) schools whose English language learners have demonstrated exemplary achievement and describes school characteristics and instructional practices in settings where English language learners have closed the "achievement gap" with their native-speaking peers.

National statistics show that schools with high percentages of students from low-income backgrounds and high numbers of ELLs (which often occur together) usually obtain lower results in academic achievement tests (Lee, & Dion, 2007). Therefore, in this report we sought to identify schools that defied these national trends and considered them exemplary. Once the schools were identified (the search process is described below), information on characteristics and instructional practices was collected by a survey administered to principals to elicit those factors they perceived as contributing to their students' success.

Procedure for identifying exemplary schools

Five states with high concentrations of English language learners and projected growth among the ELL population (California, Florida, Massachusetts, New Mexico, and Texas) were selected for review. We examined each state's data on reading and mathematics achievement by ELLs as an indicator of academic success. In gathering the data, Center on Instruction staff members searched state education agencies' websites for three variables of interest:

- the percentage of students scoring proficient or above on state reading and math tests;
- the percentage of students with low socioeconomic status; and
- the percentage of ELLs.

When data were not available through websites, Center staffers contacted state education agencies.

Once all the information was obtained, we identified schools that were at or above the median percentage of ELLs and at or above the median percentage

of economically disadvantaged students. We then calculated the difference between the actual outcome data and the predicted outcome based on number of ELLs and students with low SES status for each school; the 15 to 20 schools from each state with the highest differences between actual and predicted scores in reading and math were considered exemplary.[3] The data were unique to each state; no cross-state comparisons were made (see Appendix A for data on school selections by state).

Data collection: The principal survey

To gather demographic and descriptive information about students, teachers, and their schools, we administered a 45-item survey to school principals (see Appendix B). Items asked principals to describe their schools' practices for English language learners using five categories:

- teacher and classroom characteristics,
- assessment practices,
- instructional programs and strategies,
- supplemental activities, and
- challenges to effective education.

We contacted all 100 principals of the schools selected for this review by email to describe the survey and invite their participation. Principals who responded were then given the survey over the phone by a trained member of the research team. The calls were recorded for quality and data analysis only. All school and principal names, as well as individual data from the survey, were kept confidential.

[3] All data were manipulated and analyzed using the SAS® statistical program.

FINDINGS

Forty-nine of the 100 principals invited participated in the review. Data were aggregated by topic, categories, and grade bands (elementary, middle, and high school). The schools comprised 18 elementary, 20 middle, and 11 high schools across the five states. All 49 schools followed a traditional academic calendar. Table 2 summarizes the schools' grade band information as reported in the survey.

Table 2. Participating schools for each state

State	Elementary schools	Middle schools	High schools	Number of participating schools by state
California	3	4	1	8
Florida	2	2	0	4
Massachusetts	5	5	0	10
New Mexico	3	4	7	14
Texas	5	5	3	13
Total schools	18	20	11	49

The elementary, middle, and high schools

The following extended discussions of findings are grouped by elementary, middle, and high schools. Each set of discussions addresses student demographics, teacher and classroom characteristics, ELL classification and assessment practices, language of instruction, instruction, supplemental activities, support for newcomers, services for ELLs and their families, and perceived challenges to serving ELLs effectively.

>

THE ELEMENTARY SCHOOLS

> This section includes a summary of key demographic features of the ELL programs, teachers, and students at the 18 elementary schools included in this study (see the boxed statistics on the bottom and side borders), as well as descriptions of salient aspects of ELL instruction itself (the main body text). This information provides an opportunity for readers to compare and contrast their own schools with the featured schools—to look for similarities and differences and consider potential new approaches for the ELL services they provide to elementary students.

Language of instruction

The elementary school principals identified the number of ELLs receiving instruction in four types of language programs:

- 89% offered English-only programs,
- 50% combined English instruction with first-language support,
- 28% combined first-language instruction with support for the transition to English, and
- 6% combined first-language instruction with other approaches such as maintenance, development, or two-way dual language support.

Table 3 shows the number of schools by state offering each type of language program. Numbers in the table reflect the fact that some schools provided more than one program type. For example, in California, two schools provided English both with and without L1 support programs. Similarly, two schools in Massachusetts provided English both with and without L1 support. In Texas, one school provided English without L1 support and transition programs, one provided English with L1 support, and a third provided English without L1 support or dual language programs.

about the **schools** >

18	513	1/3
Number of schools studied	Average school population	Average portion of population that was ELL

Table 3. Types of language programs offered in participating elementary schools by state

State	English-only	English-only with L1 support	L1 with support for transition to English	Dual language support
California (n = 3)	3	2	0	0
Florida (n = 2)	1	1	0	0
Massachusetts (n = 5)	5	2	0	0
New Mexico (n = 3)	3	3	3	0
Texas (n = 5)	4	1	2	1

Instruction

- Principals reported that instructional programs in their elementary schools used research-based and effective practices (e.g., sheltered and small-group instruction); schools added variations such as pull-out programs for additional support.
- The principals ranked four factors for student success in terms of importance, highest to lowest: instructional strategies, professional development, curriculum materials, and language of instruction.
- The principals named instructional strategies they considered instrumental to their ELL students' success. The responses were summarized into 13 categories: instructional teaching model (i.e., type of program), classroom organization, curriculum, student motivation, differentiated instruction, vocabulary instruction, visual aids, language of instruction, student skills, oral language development, tutoring, data collection, and technology.
  - 50% identified instructional strategies such as guided reading, explicit teaching and modeling, use of native and English vocabulary, effective scaffolding, and reading and writing workshops as instrumental in their English language students' success.
  - 50% identified strategies related to classroom organization to support instruction, such as small-group instruction and low teacher-student ratios as leading to their English language learners' success.

about the **students>** on average

52% Hispanic

31% Asian

17% African American

15% Caucasian

1% Native American

84% Eligible for free or reduced-price lunch

13% Average mobility rate (both within and across years)

96% Average daily attendance

Supplemental activities

- Principals identified non-classroom activities that complemented typical instruction and promoted students' academic and conversational English. Their responses were aggregated into 13 categories: tutoring, after-school programs, reading and language interventions or curriculum, art- or music-related activities, technology, sports, additional instruction, school or classroom clubs, Title I, field trips, parent involvement, journalism club, and alternative ways of learning.
  - 44% of principals identified tutoring as the most effective supplemental instructional strategy for ELLs.
  - 39% identified after-school programs as the most effective supplementary strategy for ELLs' success.

Support for newcomers

- Fifteen (83%) of the schools assigned new arrivals to classes according to the grade level corresponding to their age, the grade level appropriate to their academic skills, their English language proficiency level, or program availability.
- Only three of the 18 elementary schools (17%) had a formal newcomer class for immigrant students.
- In the three schools with newcomer programs, the decision to place a student in a newcomer class was based on the results of a Home Language Survey and language proficiency assessments.
- The length of placement in newcomer programs varied from one year to no set period (placement lasted as long as the student needed it in order to be successful in mainstream classrooms). In this latter case, a bilingual committee decided when students were ready to leave the newcomer program, based on students' state assessment scores, reading levels, and teacher recommendations.

about the **teachers**

31 Average number of regular education teachers

5 Average number of special education teachers

26 Average number of teachers teaching ELLs

on average

49% Caucasian teachers

29% Hispanic teachers

14% Asian teachers

8% African American teachers

14 (of 18) Number of schools with 100% of teachers fully credentialed

27% of teachers of ELLs had bilingual certification

46% of teachers of ELLs had ESL certification

89% of schools had teachers certified in either bilingual or ESL

78% of schools required ESL or bilingual credentials to teach ELLs

Services for ELLs and their families

- Participating schools have been providing services to ELLs for an average of 12 years, with a range of two to 30 years. Services have changed over time to meet students' needs and for other reasons such as new state mandates and changes in the ethnicity and numbers of English language learners.
- One survey item asked principals to identify school-community programs and services, such as before- and after-school child care; pre-K, summer school, and migrant student programs; and parent education. Survey results indicated that:
  - 89% of schools provided hearing and vision screening,
  - 67% provided school orientation for new families, and
  - 50% provided child care during parent meetings.

Perceived challenges to serving ELLs effectively

The survey also asked about key challenges to educating ELLs effectively, with attention to specific challenges the school had to overcome to help ELLs succeed academically. Responses to this open-ended question were coded and aggregated into 13 categories: parent-school connections, staff capacity, administration and policy, instructional materials, students' English proficiency, cultural diversity, teacher mindset, funding, class size, professional development, assessment, mobility, and community resources.

- 61% of principals identified issues related to parent-school connections (parental support, language barriers to communication) as a primary challenge.
- 33% identified staff capacity to teach ELLs as a primary challenge.
- 6% reported challenges in areas such as administration or policy, instructional materials, student English proficiency, cultural diversity, teacher mindset, funding, class size, professional development, assessment, mobility, and community resources as key challenges.

about **ELL practices** >

78% of schools classified ELLs using a home language survey

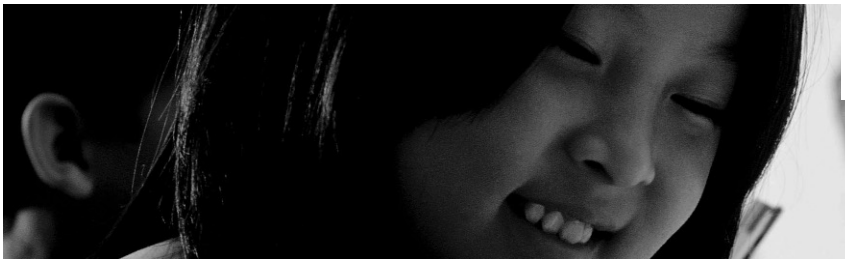
58% of schools also required a school-administered language assessment

1 in **10** schools used teacher identification as the preferred method of ELL classification

61% of schools used state developed classification tests

33% of schools used Language Assessment Scales

22% of schools used Woodcock Language Proficiency Test



THE MIDDLE SCHOOLS

> **In a parallel structure to the preceding elementary school summary,** this section summarizes key demographic features of the ELL programs, teachers, and students at the 20 **middle schools** included in this study (see the boxed statistics on the bottom and side borders), as well as descriptions of the types of ELL services offered (the main body text). This information provides an opportunity for readers to compare and contrast their own schools with the featured schools—to look for similarities and differences and consider potential new approaches for the ELL services they provide to middle school students.

Language of instruction

English language learners in these middle schools received instruction in four types of language programs:

- 50% of the middle schools offered English-only programs,
- 40% combined English instruction with first-language support,
- 15% combined first-language instruction with support for the transition to English, and
- 25% combined first-language instruction with other approaches such as maintenance, development, or two-way dual language support.

Table 4 summarizes the number of middle schools by state offering each of the four types of language programs. Numbers reflect the fact that some schools provided more than one program type. For example, one school in California and Florida each provided English instruction both with and without L1 support programs. In Massachusetts, one school provided English instruction both with and without L1 support programs, and one school provided English instruction with L1 support and transition programs. In New Mexico, two schools provided English instruction without L1 support or dual language programs. On the other hand, Texas had one school that provided English with support and one that provided English instruction without support or transition programs.

about the **schools** >

20	407	62%
Number of schools studied	Average school population	Percentage of population that was ELL

Table 4. Types of language programs offered in participating middle schools by state

State	English-only	English-only with L1 support	L1 with support for transition to English	Dual language support
California (n = 4)	2	1	0	0
Florida (n = 2)	1	2	0	0
Massachusetts (n = 5)	2	3	1	0
New Mexico (n = 4)	2	0	0	4
Texas (n = 5)	3	2	2	1

Instruction

- Asked to rank four factors contributing to their students' success, middle school principals identified instructional strategies as most important, followed by professional development, curriculum materials, and language of instruction.
- In an open-ended question, principals were asked for five examples of instructional strategies that they considered instrumental to their ELL students' success. These responses were aggregated into 15 categories: instructional strategies, classroom organization, curriculum, motivation, differentiated instruction, vocabulary, visual aids, language of instruction, student skills, oral language development, tutoring, data use in instruction, assessment, accommodations, and use of technology.
  - 65% identified strategies related to classroom organization, such as small-group instruction, cooperative learning, team teaching, and additional language arts and math instruction.
  - 50% identified instructional strategies, such as guided, repeated, and choral reading; reciprocal teaching; sheltered instruction; scaffolding; checking for comprehension; and building background knowledge as key to their ELLs' success.

about the **students** on average

- 64% Hispanic
- 25% Native American
- 14% Caucasian
- 12% Asian
- 12% African American
- 2% Pacific Islander

- 92% Greatest incidence of language used: Spanish
- 23 Other languages also spoken, primarily Vietnamese, Portuguese, Cantonese, French
- 82% Eligible for free or reduced-price lunch
- 12% Average mobility rate from one year to the next
- 18% Average mobility rate within the academic year
- 96% Average daily attendance

Supplemental activities

Principals also identified non-classroom activities that complemented core instruction to promote students' academic or conversational English. Their responses were aggregated into 10 categories: art- or music-related activities, after-school programs, reading and language interventions or curricula, sports, tutoring, technology, additional instruction or tutoring, school or classroom organizations, field trips, and parental involvement.

- 41% of principals identified after-school programs as key supplemental strategies.
- 32% identified sports activities as key supplemental strategies.

Newcomer support

- Only four (20%) of the 20 middle schools had newcomer classes for immigrant students, assigning new arrivals to classes according to the grade level corresponding to their age, the grade level appropriate to their academic skills, their English language proficiency level, or program availability.
- For the majority of the middle schools, the decision to place ELLs in a newcomer class was based on results from both a Home Language Survey and state language proficiency assessments.
- The length of placement was frequently one school year; where placement was not for a set period of time, the decision to move ELLs out of the newcomer program depended on state assessment scores and teacher observations.

Services for ELLs and their families

The participating schools had been providing services to ELLs for an average of 13 years, with a range of three to 25 years. According to principals, changes in the ethnicity and numbers of ELLs as well as new state mandates had prompted new and

about the **teachers**

35 Average number of regular education teachers

5 Average number of special education teachers

38 Average number of teachers teaching ELLs

on average

37% Caucasian teachers

29% Hispanic teachers

16% African American teachers

8% Asian teachers

7% Native American teachers

3% Pacific Islander teachers

70%
Percentage of teachers in 15 participating schools were fully credentialed

38%
Average percentage of teachers in the other five schools were fully credentialed

7
Average number of teachers who had bilingual certification

17
Average number of teachers who had ESL certification

60%
Percentage of schools that had teachers certified in either bilingual or ESL

50%
Percentage of schools that required ESL or bilingual education credentials to teach ELLs

different ways to provide services to meet students' needs. The most frequent services for students and their families were:

- Hearing and vision screening (provided by 85% of schools),
- A summer school program (provided by 65%), and
- School orientation for new families (provided by 60%).

Perceived challenges to serving ELLs effectively

The survey also asked principals to discuss challenges their schools faced in teaching ELLs, with particular attention to barriers schools had to overcome to serve their ELLs effectively. Principals' responses were aggregated into 14 categories: issues related to parents, motivation, staff, funding, differentiated instruction, administration/policy, student population, cultural diversity, resources, curriculum improvement, assessment, mobility, language barriers, and student background knowledge and skills.

- 32% of principals identified issues related to parent-school connections (parental involvement, language barriers) as a primary challenge.
- 23% identified district administration and public education policy as a primary challenge.
- 23% identified staff turnover and capacity to teach ELLs as the most challenging factors.

about **ELL practices** >

15% of schools used teacher identification as the preferred method of ELL classification

85% of schools classified ELLs using a home language survey

70% of schools also required a school-administered language assessment

70% of schools used state-developed classification tests

30% of schools used the Language Assessment Scales

10% used the Woodcock Language Proficiency Test

10% used the Student Oral Language Observation Matrix

> As with the previous elementary and middle school sections, this section includes a summary of key demographic features of the ELL programs, teachers, and students at the 11 high schools included in this study (see the boxed statistics on the bottom and side borders), as well as descriptions of salient aspects of ELL instruction itself (the main body text). Readers are welcome to compare and contrast their own schools with the featured schools--to look for similarities and differences, and consider potential new approaches for the ELL services they provide to their high school students.

Language of instruction

English language learners in these high schools received instruction in four types of language programs:

- 64% of the high schools offered English-only programs,
- 36% combined English instruction with first-language support,
- 27% combined first-language instruction with support for the transition to English, and
- 27% combined first-language instruction with other approaches such as maintenance, development, or two-way dual language support.

Table 6 summarizes the number of high schools by state offering each type of language program. Numbers reflect the fact that some schools provided more than one program type. For example, one New Mexico school provided English instruction without L1 support or transition programs, one provided English instruction with L1 support and dual language programs, and one provided both transition and dual language programs. In Texas, one school provided English instruction with and without L1 support, one provided English instruction with L1 support and transitional programs, and one provided English instruction with and without L1 support and transition programs.

about the **schools** >

11	1,218	29%
Number of schools studied	Average school population	Percentage of population that was ELL

Table 6. Types of language programs offered in participating high schools by state

State	English-only	English-only with L1 support	L1 with support for transition to English	Dual language support
California (n = 3)	0	1	0	0
Florida (n = 2)	0	0	0	0
Massachusetts (n = 5)	0	0	0	0
New Mexico (n = 3)	2	3	2	3
Texas (n = 5)	2	3	2	0

Instruction

- Asked to rank four factors contributing to their students' success, the high school principals ranked professional development efforts for teachers as most important, followed by instructional strategies, curriculum materials, and language of instruction.
- In response to an open-ended question, principals provided up to five examples of instructional strategies they considered instrumental to their students' success. The responses were aggregated into 12 categories: differentiated instruction, vocabulary, instructional teaching model, curriculum type, language of instruction, oral language development, classroom organization, visual aids, student skills, accommodations, tutoring, and use of technology.
  - 64% of high school principals identified strategies used as part of the program type, such as sheltered instruction, differentiated instruction, and building students' reading comprehension skills as instrumental to their English language learners' success.
  - 45% identified specific strategies related to promoting vocabulary, such as use of native language and an increased emphasis on academic language.
  - 45% identified strategies related to classroom organization, such as small-group instruction and a low teacher-student ratio.

about the **students** on average

69% Hispanic

17% Caucasian

13% Asian

9% African American

2% Native American

2% Pacific Islander

82% Eligible for free or reduced-price lunch

12% Average mobility rate (both within and across years)

96% Average daily attendance

Supplemental activities

Principals were asked to identify activities that complemented core instruction to promote students' academic and conversational English. Their responses were aggregated into 14 categories: art- or music-related activities, cross-cultural activities, sports, summer programs and projects, parent classes, tutoring, school organizations, before and after school programs, community service groups, use of technology, bilingual classes, interventions, school and classroom organization, and type of curriculum.

- 55% of principals identified sports as a key supplemental activity to promote ELLs' language proficiency.
- 55% identified school organizations as key.
- 45% identified parent classes as key.

Newcomer support

- Only two of the 11 high schools had newcomer ELL classes, assigning students to newcomer classes according to the grade level corresponding to their age, the grade level appropriate to their academic skills, their English language proficiency level, or program availability.
- The decision to place ELLs in a newcomer class was based on a combination of the Home Language Survey results and language proficiency assessments. In both schools with newcomer programs, the maximum length of placement in the program was one year; teacher observations, test scores, and academic achievement factored into subsequent instructional placement.

Services for ELLs and their families

Participating schools have been providing services to ELLs on average for 23 years, with a range of two to 47 years. These services have changed over time for different reasons, including changes in student characteristics (i.e., ethnicity, population size) and district mandates. Schools provided a range of services:

- 100% provided hearing and vision screening,
- 36% provided health and social services, and
- 27% provided summer school.

about the **teachers**

66 Average number of regular education teachers

11 Average number of special education teachers

on average

52% Caucasian teachers

34% Hispanic teachers

9% African American teachers

4% Asian teachers

1% Native American teachers

9 Number of schools with at least 95% teachers fully credentialed

6 Average number of teachers who had bilingual certification

15 Average number of teachers who had ESL certification

64% Of schools required ESL or bilingual certification to teach ELLs

Perceived challenges to serving ELLs effectively

The survey included an open-ended question on challenges the schools faced in educating English language learners effectively. Responses were aggregated into 10 categories: parent involvement, student motivation, culture diversity, mobility and attendance, language differences, teacher mindset, low academic skills, assessment, teacher capacity, and use of data.

- 84% of principals identified issues related to student motivation and engagement in the academic domain as primary challenges.
- 64% identified issues related to parent-school connections (parental involvement, language barriers).
- 36% identified issues related to students' difficulties in handling grade-level material.

about **ELL practices** >

91% of schools classified ELLs using a school-administered language assessment

64% of schools combined this assessment with a Home Language Survey

1 school used teacher identification as the preferred method of ELL classification

73% of schools used state-developed classification tests

27% of schools used Language Assessment Scales

2% of schools used the Woodcock Language Proficiency Test

SUMMARY

This report examines the characteristics of elementary, middle, and high schools considered exemplary in serving ELLs, based on student performance on state assessments of reading and mathematics. A total of 49 schools were studied—eight in California, four in Florida, 10 in Massachusetts, 14 in New Mexico, and 13 in Texas. Students in these schools obtained remarkable outcomes despite attending schools with demographics (high numbers of ELLs and students from low-income backgrounds) that tend to be associated with low levels of achievement (NCES, 2007). Based on surveys administered to principals at the 49 schools, this report seeks to advance our understanding of the specific and multiple factors that contribute to student success in these schools. We begin with a broad summary of findings.

Student demographics

The average size of the elementary (531 students) and middle schools (407) was considerably smaller than the average high school size (1218 students); the average proportion of English language learners was about one-third in the elementary and high schools—33% and 29%, respectively—and nearly two-thirds in the middle schools. Spanish was the most commonly spoken first language, and was spoken by 63% of the elementary school ELLs, by 92% of the middle school ELLs, and by 91% of the high school ELLs. More than four in five students at all grade bands qualified for free or reduced-price meals, suggesting that non-native English speaking families are indeed associated with higher levels of poverty in the U.S. Student mobility was about 12% (within and between academic years) in all three grade bands; attendance rates held steady at 96% in all three bands.

Teacher characteristics

All teachers were fully credentialed in 78% of elementary schools and 95% of teachers were fully credentialed with teacher certification in 82% of the high schools. In 75% of the middle schools, 70% of teachers were full credentialed. In 82% of the high schools, at least 95% of teachers were fully credentialed.

Seventy-eight percent of elementary school principals said either bilingual or ESL certification was required in their schools to teach ELLs; 89% had teaching staff certified in either bilingual or ESL. Fifty percent of middle school principals

and 64% of high school principals reported the same requirement; 95% of middle schools had teachers with either bilingual or ESL certification at the middle school level and 100% of high schools did.

Key instructional factors

Not surprisingly, principals identified *professional development* and *effective instructional strategies* as the factors that contributed the most to their ELLs' successful academic performance. At the core of contemporary dialogue on education, these factors emerged repeatedly as principals analyzed contributing dynamics and identified examples of effective practices at their schools. Access to high-quality professional development enables teachers to examine alternatives to their teaching methods and familiarize themselves with updated materials, in addition to augmenting their content knowledge and confidence. Simultaneously, the use of effective research-based strategies validates instructional methodologies, facilitates data collection, and eliminates the uncertainty of testing new teaching methods.

Most of the instructional strategies that the principals listed as contributing factors to their students' success (e.g., direct instruction, differential instruction, scaffolding, modeling, choral reading) have empirical support, as described in the first part of this review (August & Shanahan, 2006; Carlo et al., 2004; Genesee et al., 2006). These results strengthen some recommendations made in previous case studies, such as those in Short and Fitzsimmons (2007) and Gold (2006). Short and Fitzsimmons mention, for example, focusing on vocabulary development, building and activating background knowledge, teaching language through content and themes, using native language strategically in explaining difficult concepts, and using technology appropriately with other teaching techniques.

Other factors

Eighty-three percent of the elementary schools had newcomer programs, 20% of the middle schools did, and 18% of the high schools did. Forty-four percent of elementary school principals identified tutoring as a key supplemental practice and 39% named after-school programs. Forty-one percent of middle school principals named after-school programs and 32% named sports as key supplemental activities. Fifty-five percent of high school principals named sports, 55% named school organization, and 45% named parent classes as key supplemental activities.

Challenges

Parent-school connections were clearly challenges at all grade bands: 61% of elementary principals, 32% of middle school principals, and 64% of high school principals named this as a challenge, identifying language barriers and low levels of parent involvement as key issues. Staff capacity to teach ELLs was seen as a challenge by 33% of elementary school principals and 23% of middle school principals. Twenty-three percent of middle school principals also identified district administration and public education policy as a challenge. Challenges reported by high school principals seemed to focus more on students: 84% identified issues related to student motivation and academic engagement as primary challenges and 36% identified issues related to students' difficulties in handling grade-level material.

Limitations of this study

As in other efforts to compare exemplary programs, the primary limitations of this review relate to its method and the type of data collected. First, the lack of consistency in the way states report student performance limited the possible analyses. We were only able to compare the performance of ELLs within grade bands and states; no comparisons were made across grade bands (elementary, middle, high school) or across states. Furthermore, the review relies on self-reported data from principals which were not triangulated using other methods such as classroom observations and teacher interviews.

Implications

The schools selected to participate in this survey may be considered exemplary based on the outstanding outcomes their ELLs reflected in state assessment. As recommended by Short and Fitzsimmons (2007), these schools demonstrate a focus on individual students by differentiating instruction, using interactive strategies to build academic vocabulary and knowledge in English, and creating a socio-culturally supportive environment. The principals agreed that their staff's competence in supporting language and cultural diversity facilitated an improved academic success among English language learners.

The results of the interviews summarized here have implications for program development, instruction, and further research of interest to practitioners, administrators, policymakers, and researchers as they choose or examine programs for instructing ELLs. In summary, our findings substantiate

the following characteristics of schools that host successful and exemplary programs for ELLs:

- *Instruction is driven by research-based practices, such as direct and sheltered instruction, that have been found effective with all students.*
- *High-quality teacher professional development is considered a key factor in effective instruction and student success.*
- *As ELLs progress through higher grades they benefit from both English and first-language (L1) support to help them master academic language.*

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APPENDIX A: SCHOOL SELECTION BY STATE

After applying the selection criteria, we derived a list of exemplary schools for each state. Principals at all schools were invited to participate in the survey; however, only 49 out of 100 principals chose to do so. The discussion of the findings for each state that follows includes information on how data were obtained and the state test(s) involved; a related table lists the schools that fit criteria for hosting exemplary programs as reflected by their ELLs' achievement outcomes. In addition, tables summarize the percentage of schools per state that are in the 100th, 75th, 50th, and 25th percentiles for percentages of ELLs, low socioeconomic status, and ELLs passing reading and math state standards. Appendix B contains scatterplots of schools by grade-level band and state. The results are discussed separately since outcome and demographic data available varied by state.

California

Data for California's schools were located through the California Department of Education's website at http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp. The data comprised results of these tests in reading and mathematics for school years 2004, 2005, and 2006:

- California Standards Test (CST),
- California Alternate Performance Assessment (CAPA),
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)—grades 3 and 7 only, and
- Aprenda 3.

Data included the percentage of students who passed the state test (CST). Table 7 lists the results for the top elementary, middle, and high schools obtaining exemplary results in the outcome measures in years 2004, 2005, and 2006. As the table shows, seven elementary schools achieved high performance in California's state tests in school year 2006; all also demonstrated improvement over at least one previous year. Thirteen middle schools achieved high scores in 2006, eight of which (62%) had demonstrated improvement over at least one previous year. High school data showed 11 schools that gained top scores in 2006, five of which showed increases from previous years (previous years' data were not available for the remaining schools).

These California outcome data show a consistent pattern of higher achievement in math than reading among ELLs who scored proficient across elementary, middle, and high school. The difference in ELLs' math and reading performance in the elementary schools ranged from 9.7% to 31.2% in 2006. This pattern was repeated in the data from the middle schools with the exception of one school where English language learners' scores were higher in reading than in math in 2006. The differences between ELLs' math and reading performance in middle schools were larger, ranging from 3% to 32.6% in 2006. English language learners in high school also gained higher results in math than in reading, with differences ranging from 0% to 28.60% with the exception of one school where reading scores were higher in 2006.

As we compared the data across elementary, middle, and high schools in California, the number of ELLs a school serves seemed to affect the test results. For instance, in five of seven (71%) elementary schools ELLs were able to raise their scores as their numbers increased, while in only seven of 13 (54%) middle schools and two of 11 (18%) high schools did ELLs demonstrate similar results.

Table 7. California schools obtaining high performance on state outcome measures

California elementary schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	A	206	66.5%	38.4%	74.0%	90.9%
2005		223	65.5%	45.3%	66.0%	88.0%
2004		227	73.1%	54.2%	53.6%	79.6%
2006	B	420	87.6%	74.1%	71.7%	92.1%
2005		432	89.8%	74.3%	55.1%	83.2%
2004		436	91.3%	82.6%	50.8%	77.7%
2006	C	217	97.2%	35.5%	73.6%	83.3%
2005		229	98.7%	27.1%	59.3%	72.9%
2004		254	99.2%	30.7%	13.2%	27.9%
2006	D	269	100%	42.0%	62.7%	90.0%
2005		247	100%	44.1%	47.7%	86.2%
2004		288	99.7%	38.5%	47.7%	70.6%
2006	E	155	76.8%	38.7%	55.2%	86.4%
2005		187	80.2%	35.8%	53.0%	69.7%
2004		219	66.7%	36.9%	38.8%	54.1%
2006	F	134	75.4%	35.8%	57.8%	75.6%
2005		147	79.6%	31.9%	54.3%	65.2%
2004		155	67.7%	34.8%	36.5%	42.3%
2006	G	156	78.9%	74.4%	69.3%	95.6%
2005		73	83.6%	73.9%	63.5%	92.3%
2004		—	—	—	—	—

California middle schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient
2006	H	232	96.6%	84.9%	42.7%	56.2%
2005		174	96.6%	82.8%	42.7%	35.5%
2004		—	—	—	—	—
2006	I	222	94.6%	67.1%	46.9%	60.7%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	J	118	98.0%	43.0%	51.0%	54.0%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	K	204	100.0%	25.9%	30.2%	34.0%
2005		138	80.4%	8.7%	8.3%	8.3%
2004		—	—	—	—	—
2006	L	296	93.2%	44.3%	32.8%	45.8%
2005		286	93.7%	43.7%	23.2%	38.4%
2004		—	—	—	—	—
2006	M	745	78.9%	48.6%	43.6%	49.7%
2005		777	80.7%	37.5%	31.3%	36.9%
2004		724	80.9%	35.9%	23.1%	27.8%
2006	N	919	70.8%	58.4%	44.8%	53.4%
2005		917	73.1%	48.4%	31.8%	40.4%
2004		968	72.2%	57.3%	21.8%	37.1%
2006	O	673	59.4%	63.0%	62.8%	73.1%
2005		667	59.5%	49.2%	46.1%	63.6%
2004		654	59.9%	54.1%	39.4%	56.5%
2006	P	248	90.7%	57.3%	42.4%	75.0%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	Q	173	74.6%	28.9%	52.2%	76.1%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	R	768	70.7%	41.4%	48.9%	67.3%
2005		758	68.2%	34.2%	36.3%	55.5%
2004		795	60.5%	40.9%	32.8%	52.8%
2006	S	885	56.2%	30.6%	43.8%	51.7%
2005		843	51.8%	27.9%	35.4%	44.5%
2004		904	48.6%	31.8%	26.2%	40.0%
2006	T	488	92.2%	29.5%	40.8%	38.6%
2005		494	37.7%	41.9%	52.9%	44.3%
2004		494	37.9%	41.5%	42.4%	43.9%

California high schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	U	377	70.6%	36.9%	47.4%	53.3%
2005		333	68.8%	38.4%	40.5%	42.9%
2004		335	66.8%	23.6%	25.6%	29.3%
2006	V	104	64.4%	66.4%	74.6%	82.1%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	W	83	57.8%	16.8%	78.6%	78.6%
2005		69	69.6%	20.3%	78.6%	71.4%
2004		65	58.5%	29.2%	63.1%	73.6%
2006	X	419	88.1%	42.2%	53.2%	57.2%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	Y	634	65.1%	50.8%	58.4%	72.6%
2005		639	64.6%	41.3%	43.4%	66.4%
2004		—	—	—	—	—
2006	Z	444	63.9%	50.2%	52.8%	70.2%
2005		423	66.4%	50.6%	52.8%	62.4%
2004		438	63.7%	58.2%	48.5%	65.8%
2006	AA	61	73.8%	24.6%	57.1%	85.7%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	BB	180	53.3%	22.2%	75.6%	73.2%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	CC	75	77.3%	22.7%	56.3%	56.3%
2005		65	53.9%	18.5%	0%	0%
2004		34	64.7%	2.9%	0%	0%
2006	DD	64	59.4%	18.8%	50.0%	50.0%
2005		68	63.2%	22.1%	60.0%	0%
2004		—	—	—	—	—
2006	EE	478	100%	23.2%	47.7%	56.9%
2005		—	—	—	—	—
2004		—	—	—	—	—

Table 8 summarizes outcome information for the percentage of schools in California at the 100th, 75th, 50th, and 25th quartiles across the elementary, middle, and high school bands. Overall, elementary schools had higher percentages of students' meeting passing criteria in reading and math tests than did middle and high schools. ELLs in elementary schools in California seem to be better prepared than those in middle schools and high schools, which may reflect issues regarding former schooling or time of arrival to the states.

Table 8. Percentage of California schools in each of four percentiles

	Percentiles	% ELLs	% Low SES	% ELLs passing reading	% ELLs passing math
Elementary	100th	100.0%	100.0%	100.0%	100.0%
	75th	49.6%	83.6%	37.0%	53.2%
	50th	26.0%	58.7%	25.5%	40.8%
	25th	9.9%	27.9%	16.2%	28.3%
	n	5784	5784	5841	5841
Middle	100th	100.0%	100.0%	92.9%	92.3%
	75th	43.8%	77.7%	27.4%	32.3%
	50th	24.5%	56.0%	19.0%	22.1%
	25th	9.9%	28.6%	12.2%	13.3%
	n	1414	1414	1418	1418
High	100th	100.0%	100.0%	100.0%	100.0%
	75th	33.3%	71.7%	22.9%	25.7%
	50th	14.3%	49.3%	0.0%	0.0%
	25th	2.5%	24.8%	0.0%	0.0%
	n	2242	2242	2294	2294

Florida

Outcome data for Florida students were requested from the Florida Department of Education and comprised results of the Florida Comprehensive Achievement Test (FCAT) in reading and mathematics for school years 2004, 2005, and 2006 for students in elementary and middle schools. Table 9 lists results for the top elementary and middle schools that obtained remarkable results. Data for high schools were not available. Two elementary schools met our criteria and demonstrated improvement over previous years. Similarly, two middle schools achieved outstanding results; however, data before 2006 for one of the schools were not available.

Student outcomes for 2006 showed higher percentages of proficiency in reading than in math for elementary schools, ranging from 2.66 to 4.32%. In contrast, middle schools achieved higher results in math than in reading, with differences ranging from 1.16 to 11.41%. One of two elementary schools obtained higher scores even when their ELL student numbers were slightly higher. This was not the case for the one middle school with previous data available: the ELL number of students enrolled decreased in 2006.

Table 9. Florida schools obtaining high performance on state outcome measures

Florida elementary schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	A	405	62.9%	16.7%	61.3%	58.7%
2005		416	64.9%	15.7%	49.3%	60.3%
2004		407	69.6%	13.6%	60.0%	52.0%
2006	B	277	68.3%	32.7%	62.3%	57.9%
2005		248	71.8%	32.8%	56.4%	61.5%
2004		248	70.2%	34.0%	52.7%	53.3%

Florida middle schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	A	1016	56.5%	15.4%	20.1%	31.5%
2005		1087	60.2%	14.5%	20.1%	29.3%
2004		1050	60.7%	14.1%	18.7%	28.6%
2006	B	1104	54.6%	18.0%	32.6%	33.8%
2005		—	—	—	—	—
2004		—	—	—	—	—

Table 10 summarizes the percentage of schools in Florida at the 100th, 75th, 50th, and 25th percentiles across the elementary and middle school bands. Overall, elementary schools had higher percentages of meeting passing criteria in reading and math tests than middle schools. Similar to students in other states, ELLs in elementary schools in Florida seem better prepared than those in middle schools, which may reflect issues regarding former schooling or time of arrival to the states.

Table 10. Percentage of Florida schools at each of four percentiles

	Percentiles	% ELLs SES	% Low passing reading	% ELLs passing math	% ELLs
Elementary	100th	65.7%	100.0%	90.9%	100.0%
	75th	12.4%	73.4%	45.3%	47.1%
	50th	5.4%	54.7%	32.5%	35.7%
	25th	1.5%	33.9%	23.8%	25.7%
	n	1400	1553	361	372
Middle	100th	37.4%	100.0%	53.0%	95.5%
	75th	7.0%	62.2%	28.1%	33.8%
	50th	3.6%	48.2%	17.7%	21.1%
	25th	1.3%	30.7%	11.6%	11.9%
	n	1399	1552	361	125

Massachusetts

Outcome data for students in Massachusetts were found through the Education Department of Massachusetts' website at http://profiles.doe.mass.edu/mcas.aspx. Only data from 2006 in the Massachusetts Comprehensive Assessment System (MCAS) were selected for study. The data included students who were identified as Limited English Proficient (LEP) and Former Limited English Proficient (FLEP). Prior to the spring 2006 MCAS administration, results for LEP students who also had a disability were reported under the special education category without a way to make a distinction. Therefore, results from the 2006 administration reflect a distinction for LEP students with disabilities.

Table 11 lists the elementary and middle schools obtaining high performance in Massachusetts' state achievement tests in 2006. Because only 10th grade data were available, data for high schools were not considered. The Massachusetts showed a trend towards higher outcomes in reading than in math. ELLs in four of 11 (36%) elementary schools obtained higher scores in reading than in math, with a range of .85% to 11.76%. The difference in the math and reading scores in other schools ranged from 0% to 13.68% higher in math. However, this pattern widened in the data for middle schools where ELLs in 10 of 11 (91%) schools scored higher in reading than in math, with a range from 4.9% to 21.4%. Only ELLs in one middle school scored slightly higher in math than in reading. Analysis of the number of ELLs served in the

school and the impact on their scores was not possible since previous data were not available; however, data from two middle schools demonstrated an increase in outcome results regardless of higher numbers of ELLs served from 2004 to 2006.

Table 11. Massachusetts schools obtaining high performance on state outcome measures

Massachusetts elementary schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	A	447	93.3%	56.2%	35.8%	49.5%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	B	497	76.7%	36.2%	40.7%	39.9%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	C	804	81.6%	69.4%	52.2%	65.1%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	D	247	73.7%	31.2%	70.0%	66.7%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	E	477	82.2%	41.1%	41.4%	38.6%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	F	927	66.3%	25.7%	55.3%	57.7%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	G	267	88.4%	47.9%	47.1%	35.3%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	H	210	85.2%	44.8%	50.0%	50.0%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	I	858	61.2%	39.0%	47.4%	52.6%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	J	282	53.9%	66.0%	55.1%	62.8%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	K	436	68.7%	44.9%	53.9%	53.9%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	L	605	85.5%	72.4%	36.8%	41.3%
2005		—	—	—	—	—
2004		—	—	—	—	—

Massachusetts middle schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	M	586	91.6%	77.3%	30.0%	10.0%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	N	694	83.6%	34.1%	22.1%	17.2%
2005	—	—	—	—	—	
2004	—	686	83.1%	37.2%	26.7%	10.5%
2006	O	583	85.1%	49.9%	30.8%	20.4%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	P	730	78.6%	42.1%	25.7%	26.7%
2005	—	—	—	—	—	
2004	—	821	79.6%	47.1%	16.7%	26.7%
2006	Q	946	58.60%	19.9%	34.8%	27.9%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	R	446	60.3%	21.1%	38.5%	26.9%
2005	—	—	—	—	—	
2004	—	453	68.1%	27.9%	52.9%	16.7%
2006	S	891	90.0%	56.7%	29.3%	21.4%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	T	520	46.7%	40.8%	59.5%	48.6%
2005	—	493	47.7%	36.9%	35.7%	45.6%
2004	—	458	43.9%	34.5%	20.0%	34.7%
2006	U	310	43.9%	18.1%	73.1%	53.9%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	V	605	85.5%	72.4%	58.1%	36.7%
2005	—	—	—	—	—	
2004	—	—	—	—	—	
2006	W	979	77.3%	16.9%	23.8%	13.0%
2005	—	—	—	—	—	
2004	—	—	—	—	—	

Table 12 summarizes the percentages of Massachusetts at the 100th, 75th, 50th, and 25th percentiles across the elementary and middle school bands. Overall, elementary schools had higher percentages of students' meeting passing criteria in reading and math tests than middle schools. Similar to students in other states, ELLs in elementary schools in Massachusetts seem better prepared than those in middle schools, which may reflect issues regarding former schooling or time of arrival to the states.

Table 12. Percentage of Massachusetts schools in each of four percentiles

	Percentiles	% ELLs	% Low SES	% ELLs passing reading	% ELLs passing math
Elementary	100th	89.3%	97.3%	80.0%	70.0%
	75th	25.1%	68.9%	33.3%	31.4%
	50th	9.9%	25.0%	20.0%	20.0%
	25th	2.0%	7.6%	10.2%	10.0%
	n	804	804	136	137
Middle100th	92.2%	96.5%	92.3%	92.3%	
	75th	29.2%	60.5%	22.9%	35.0%
	50th	9.1%	24.0%	10.0%	19.0%
	25th	1.9%	8.6%	6.3%	10.0%
	n	372	372	89	99

New Mexico

Outcome data for ELLs in New Mexico were not available through the New Mexico Public Education Department's website; therefore, the COI staff requested the data of the state. Minnick and Associates provided the outcome data for school years 2005 and 2006 on the New Mexico English Language Proficient Assessment and the New Mexico Standard Based Assessment. The data included students who were identified as ELLs in bilingual programs, ELLs not in bilingual programs and former limited English proficient (FLEP) for one year. Demographic data were available through the New Mexico Public Education Department's website at: www.sde.state.nm.us/div/acc.assess/accountability/districtreportcard07.html.

Table 13 shows the schools obtaining high performance in New Mexico's state achievement tests during 2005 and 2006. The results showed that 13 elementary, eight middle, and 11 high schools met our criteria for exemplary ELL programs. Overall achievement improvement over the previous year was demonstrated in five elementary schools (38%), five middle schools (63%), and three (25%) high schools.

The New Mexico data showed that ELLs in 10 of 13 (77%) elementary schools obtained higher scores in reading than in math in 2006, with a difference range of 2.56% to 12.33% higher in reading. The difference in the other schools ranged from 3.45% to 4.79% higher in math for the same year. The data present even stronger evidence because ELLs in all middle schools gained higher achievement scores in reading than in math. The 2006 differences in middle schools ranged from 14.52% to 37.50%. Data available for all but one high school also demonstrated higher scores in reading than in math.

These outcome data reflect a greater impact based on the number of ELLs served in elementary and high schools than in middle schools. Results show that ELLs in only five of 13 (38%) elementary and four of 11 (36%) high schools were able to increase ELLs' scores while also increasing their numbers. This was not the case for middle schools: ELLs in seven of eight (88%) middle schools increased ELLs' scores while their numbers also increased.

Table 13. New Mexico schools obtaining high performance on state outcome measures in 2005 and 2006

New Mexico elementary schools

Year	School	Total tested reading	Total tested math	% Low SES	% ELLs	% proficient ELL reading	% proficient ELL math
2006	A	197	197	93.4%	35.5%	52.9%	43.1%
2005		196	196	94.9%	40.3%	22.0%	20.3%
2006	B	405	406	100.0%	43.0%	66.4%	54.3%
2005		387	387	100.0%	93.8%	44.8%	37.6%
2006	C	258	258	100.0%	59.7%	46.8%	43.9%
2005		252	255	100.0%	60.3%	43.0%	42.2%
2006	D	149	148	99.3%	59.1%	46.1%	43.6%
2005		163	162	100.0%	52.2%	34.7%	60.0%
2006	E	230	230	100.0%	59.6%	56.7%	48.3%
2005		213	213	100.0%	39.0%	34.7%	36.0%
2006	F	263	263	100.0%	80.2%	44.7%	49.5%
2005		174	173	100.0%	83.9%	—	—
2006	G	290	290	100.0%	86.9%	49.4%	41.1%
2005		336	336	100.0%	87.5%	56.8%	45.7%
2006	H	209	209	100.0%	82.3%	51.0%	55.6%
2005		222	222	100.0%	85.1%	54.7%	49.7%
2006	I	126	126	100.0%	60.3%	49.3%	37.0%
2005		137	137	100.0%	56.2%	46.0%	27.0%
2006	J	278	278	100.0%	93.5%	46.1%	42.80%
2005		274	273	100.0%	90.5%	47.7%	37.9%
2006	K	155	154	100.0%	80.7%	43.3%	39.4%
2005		156	156	100.0%	82.7%	49.6%	41.0%
2006	L	59	59	100.0%	49.2%	44.8%	48.3%
2005		58	58	100.0%	62.1%	61.1%	27.8%
2006	M	144	144	100.0%	99.3%	47.6%	38.7%
2005		145	145	97.2%	88.3%	57.8%	53.9%

New Mexico middle schools

Year	School	Total tested reading	Total tested math	% Low SES	% ELLs	% proficient ELL reading	% proficient ELL math
2006	A	647	648	99.6%	39.9%	22.1%	6.1%
2005		678	678	100.0%	37.9%	26.1%	5.2%
2006	B	619	619	100.0%	47.5%	23.0%	7.7%
2005		609	609	100.0%	44.5%	29.4%	4.0%
2006	C	564	564	99.8%	44.7%	34.9%	6.5%
2005		553	552	100.0%	43.6%	22.7%	4.0%
2006	D	336	336	100.0%	71.3%	28.1%	9.1%
2005		370	370	100.0%	70.3%	30.2%	7.8%
2006	E	135	136	100.0%	51.9%	25.4%	7.5%
2005		148	148	83.1%	51.4%	22.1%	2.6%
2006	F	324	324	98.2%	77.2%	40.4%	6.1%
2005		330	330	100.0%	62.4%	24.6%	3.6%
2006	G	53	53	100.0%	75.5%	45.0%	7.5%
2005		67	67	100.0%	76.1%	33.3%	5.1%
2006	H	146	146	100.0%	100.0%	27.4%	12.9%
2005		130	131	100.0%	84.6%	8.3%	2.1%

New Mexico high schools

Year	School	Total tested reading	Total tested math	% Low SES	% ELLs	% proficient ELL reading	% proficient ELL math
2006	A	880	879	71.7%	28.4%	11.6%	6.3%
2005		877	876	65.9%	46.5%	10.0%	3.9%
2006	B	1,144	1,144	59.8%	22.6%	10.8%	6.4%
2005		1,252	1,252	56.0%	35.0%	12.4%	7.4%
2006	C	653	653	100.0%	12.3%	19.0%	9.1%
2005		661	661	99.7%	11.4%	29.6%	7.4%
2006	D	74	74	100.0%	13.5%	0.0%	0.0%
2005		54	53	100.0%	11.1%	0.0%	0.0%
2006	E	184	186	69.6%	35.3%	16.4%	12.7%
2005		178	182	70.8%	27.0%	25.5%	11.8%
2006	F	248	248	100.0%	62.9%	23.9%	13.0%
2005		233	233	100.0%	70.8%	35.8%	22.4%
2006	G	1,084	1,085	97.5%	41.3%	17.1%	6.1%
2005		1,303	1,303	100.0%	78.3%	18.5%	9.1%
2006	H	661	660	100.0%	51.6%	20.7%	9.5%
2005		626	626	100.0%	84.0%	20.3%	8.07%
2006	I	214	214	100.0%	61.2%	35.8%	8.8%
2005		242	242	100.0%	30.2%	12.5%	3.1%
2006	J	111	111	100.0%	63.1%	40.6%	9.4%
2005		103	103	83.5%	66.0%	27.6%	10.4%
2006	K	89	89	100.0%	59.6%	23.1%	14.0%
2005		64	64	65.6%	48.4%	24.1%	4.6%

Table 14. Percentage of New Mexico schools in each of four percentiles

	Percentiles	% ELLs	% Low SES	% ELLs passing reading	% ELLs passing math
Elementary	100th	100.0%	100.0%	80.4%	71.7%
	75th	47.6%	100.0%	36.5%	27.3%
	50th	25.5%	76.4%	25.9%	18.9%
	25th	8.0%	56.5%	15.2%	10.7%
	n	276	296	195	195
Middle100th	100.0%	100.0%	45.0%	19.7%	
	75th	53.6%	100.0%	29.7%	7.5%
	50th	24.4%	75.7%	22.1%	5.1%
	25th	7.3%	52.8%	12.5%	2.3%
	n	176	209	71	71
High 100th	71.4%	100.0%	45.5%	22.6%	
	75th	29.5%	99.1%	19.0%	8.6%
	50th	7.9%	58.8%	6.7%	2.0%
	25th	0.0%	45.9%	0.0%	0.0%
	n	121	121	119	119

Texas

Outcome data for ELLs in Texas was not available through the Texas Education Agency's (TEA) website; therefore, the COI staff requested the data of the state. The TEA provided outcome data for school years 2003, 2004, 2005, and 2006 on the Texas Assessment of Knowledge and Skills (TAKS). The data included students who were identified as LEP, non-LEP, in bilingual program, not in bilingual program, in ESL program, and not in ESL program. Demographic data were available through the Texas Education Agency's (TEA) website at: www.tea.state.tx.us/perfreport/aeis/2006/xplore/downloadseldata.html.

Table 15 lists eight elementary schools, eight middle schools, and six high schools that demonstrated high performance on the Texas state achievement test in 2004, 2005, and 2006. All elementary schools obtained high scores in at least two consecutive years of data, while five middle schools and three high schools demonstrated increased results. The analysis of 2006 results comparing ELLs' performance in reading and math showed that ELLs in four of eight (50%) elementary schools gained obtained higher scores in math than in reading, with a difference range of 0% to 7.69% higher in math and 0% to 6.25% higher in reading. The data present a similar pattern for middle schools in 2006, suggesting that ELLs gained higher achievement scores in math than in reading. High school data showed that ELLs in all the selected schools obtained better results in reading than in math, with a difference ranging from 4.76% to 17.6%.

Analysis of the impact of number of ELLs in the schools was possible only in schools with data from previous years. Roughly only three of eight (38%) elementary schools demonstrated increased academic results while they also increased their number of ELLs served, while four of eight (50%) middle schools and two of six (33%) high schools obtained comparable results.

Table 15. Texas schools obtaining high performance on state outcome measures

Texas elementary schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	A	502	20.7%	91.8%	95.7%	93.3%
2005		482	17.0%	92.5%	33.3%	47.1%
2004		531	20.2%	92.5%	59.1%	70.8%
2006	B	548	24.1%	94.2%	91.7%	95.8%
2005		526	24.0%	92.8%	56.5%	73.9%
2004		522	25.3%	93.1%	81.8%	90.9%
2006	C	611	19.5%	91.0%	85.0%	92.9%
2005		621	20.8%	90.5%	78.1%	90.5%
2004		680	19.4%	91.5%	87.9%	89.7%
2006	D	832	16.1%	71.5%	89.7%	90.0%
2005		816	15.4%	69.7%	66.7%	69.2%
2004		837	16.6%	70.0%	79.3%	86.7%
2006	E	653	22.8%	81.3%	87.9%	94.6%
2005		742	21.8%	81.0%	100.0%	85.7%
2004		807	23.7%	78.6%	97.6%	100.0%
2006	F	286	30.8%	79.4%	100.0%	93.8%
2005		220	32.7%	77.3%	69.2%	53.9%
2004		167	34.7%	87.4%	50.0%	36.4%
2006	G	343	24.2%	97.1%	92.3%	100.0%
2005		313	20.4%	94.2%	80.0%	77.8%
2004		353	18.7%	94.6%	—	—
2006	H	463	15.8%	90.7%	87.5%	87.5%
2005		473	16.9%	88.4%	81.3%	80.0%
2004		445	14.2%	89.9%	64.3%	64.3%

Texas middle schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	I	717	9.9%	87.6%	56.5%	55.1%
2005		727	9.9%	76.6%	66.7%	30.4%
2004		759	8.4%	80.2%	54.2%	48.3%
2006	J	493	50.9%	86.4%	80.0%	70.0%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	K	738	24.5%	92.8%	89.5%	92.1%
2005		506	19.4%	88.1%	95.5%	86.4%
2004		343	8.2%	85.4%	72.7%	54.6%
2006	L	318	12.3%	86.5%	100.0%	62.5%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	M	164	6.7%	94.5%	71.4%	71.4%
2005		163	30.7%	95.7%	82.9%	74.5%
2004		148	18.9%	93.2%	64.0%	56.0%
2006	N	891	23.6%	82.7%	63.6%	68.0%
2005		899	18.2%	81.1%	44.7%	36.5%
2004		912	19.3%	79.4%	44.8%	42.2%
2006	O	896	29.8%	75.1%	90.1%	90.2%
2005		659	21.4%	80.1%	70.4%	64.3%
2004		499	13.8%	82.2%	46.7%	47.1%
2006	P	788	11.7%	91.2%	56.3%	66.2%
2005		937	11.2%	87.7%	56.5%	43.9%
2004		987	12.9%	85.7%	67.2%	41.8%

Texas high schools

Year	School	Total enrolled	% Low SES	% ELLs	% ELL proficient reading	% ELL proficient math
2006	Q	166	27.7%	96.4%	52.4%	34.8%
2005		167	22.2%	97.0%	45.8%	42.3%
2004		165	22.4%	93.3%	23.5%	13.3%
2006	R	961	31.3%	96.4%	52.4%	34.8%
2005		919	23.1%	84.3%	26.7%	5.9%
2004		865	18.7%	36.4%	65.0%	40.00%
2006	S	2,451	8.4%	62.6%	62.4%	47.3%
2005		2,187	8.3%	60.5%	37.8%	42.1%
2004		2,144	7.3%	58.7%	31.0%	32.6%
2006	T	896	29.8%	85.1%	71.4%	57.1%
2005		—	—	—	—	—
2004		—	—	—	—	—
2006	U	790	13.7%	63.0%	63.6%	54.6%
2005		787	13.0%	57.3%	—	—
2004		765	12.2%	54.2%	—	—
2006	V	1,674	3.0%	47.6%	52.4%	47.6%
2005		1,636	3.5%	44.9%	20.0%	23.1%
2004		1,618	3.5%	41.0%	40.0%	50.0%

Table 16. Percentage of schools in each of four percentiles for Texas

	Percentiles	% ELLs	% Low SES	% ELLs passing reading	% ELLs passing math
Elementary	100th	95.4%	100.0%	100.0%	100.0%
	75th	35.7%	88.5%	76.9%	72.9%
	50th	13.0%	67.8%	66.7%	63.5%
	25th	3.7%	43.4%	53.5%	52.6%
	n	3,248	3,248	2,041	2,038
Middle100th	100.0%	100.0%	92.1%	100.0%	
	75th	10.2%	78.3%	45.7%	50.0%
	50th	4.2%	56.0%	36.0%	39.2%
	25th	1.2%	39.4%	25.2%	28.7%
	n	1,341	1,341	604	595
High 100th	81.7%	100.0%	84.8%	85.7%	
	75th	6.2%	66.8%	30.7%	43.5%
	50th	2.5%	46.7%	22.2%	33.3%
	25th	0.7%	31.9%	14.1%	24.5%
	n	1,595	1,595	568	575

APPENDIX B: SURVEY

35090

ELL Exemplary Programs
Phone Survey Protocol

Dear Principal:

The information on this survey is being collected as part of a national study of teaching and schooling for English language learners. Data from this survey and other sources will be used to create a portrait of exemplary programs for English Language Learners.

You might feel that some of the items do not pertain to you. Please try to answer ALL items to the best of your ability.

You might wish to delegate some sections to members of your staff. However, we request that you personally fill out section IV through VIII.

Your responses are and will remain completely confidential.

Thank you again for your cooperation.

Center on Instruction - ELL Staff

ELL Exemplary Programs
Phone Survey Protocol

Name of School District or Agency:

Name of School:

Initials of the Person Completing this Survey:

Today's Date: ___ / ___ / 2 0 0 ___
Month Day Year

Title or Position:
- ⬭ Principal
- ⬭ Asst. Principal
- ⬭ Other (Please Specify): _____

Mailing Address:

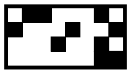
City:

State: Zip Code:

Phone No: ( ) -

Fax: ( ) -

Email: _____



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Please answer each and every item. If no answer is fully accurate in your case or in your opinion, please indicate the answer that comes closest.

I. SCHOOL PROGRAM:

1. Is your school ⬭ Traditional or: ⬭ Year-round

2. How many students are enrolled in each grade at this school?
(Please put 0 if there are no students in a grade)

Pre-Kindergarten:		Kindergarten:		First Grade:	
Second Grade:		Third Grade:		Fourth Grade:	
Fifth Grade:		Sixth Grade:		Seventh Grade:	
Eighth Grade:		Ninth Grade:		Tenth Grade:	
Eleventh Grade:		Twelfth Grade:			

II. STUDENT POPULATION:

1. What is racial / ethnic mix of students at this school?

White / Euro American (not Hispanic):	%	Asian / Asian American:	%
Black / African American (not Hispanic):	%	Pacific Islander:	%
Hispanic / Latino / Hispanic American:	%	Other _____	
American Indian or Alaska Native:	%		

2. What percentage of students in this school qualify for free / reduced lunch? %

3. What is this schools' estimated <u>ACROSS YEAR</u> mobility rate? %
(i.e., from one year to the next, what percentage of students leave the school?)

4. What is this schools' estimated <u>WITHIN YEAR</u> mobility rate? %
(i.e., in the same school year, what percentage of students leave the school?)

5. What is the average daily attendance rate at this school over the most recently completed academic year? %
(i.e., the percentage of students enrolled who are in class)

III. STAFF:

1. **How many regular education teachers are at this school?** ☐☐

2. **How many special education teachers are at this school?** ☐☐

3. **How many teachers (regular and special education) at this school are fully credentialed?**
   (i.e., not emergency, intern,or some other temporary or provisional certification) ☐☐

4. **How many teachers at this school have ELLs in their classes?** ☐☐

5 a. **How many teachers with ELLs in their classes have one of the following credentials or authorizations / endorsements:**

☐☐ **Bilingual credential or authorization / endorsement**
(Certification or completed training to work with ELLs instructing them in the primary language as well as in English)

☐☐ **ESL or ELD credential or authorization / endorsement**
(Certification or completed training to work with ELLs instructing them primarily or exclusively in English)

5 b. **Are these credentials required to teach ELLs in your school?** ⬭ Yes ⬭ No

If not, what are the minimum requirements for teaching ELLs in your school?

_____

_____

_____

6. **What is racial / ethnic mix of teaching staff at this school?**

White / Euro American (not Hispanic): ☐☐☐ %
Black / African American (not Hispanic): ☐☐☐ %
Hispanic / Latino / Hispanic American: ☐☐☐ %
American Indian or Alaska Native: ☐☐☐ %
Asian / Asian American: ☐☐☐ %
Pacific Islander: ☐☐☐ %
Other _____

IV. English Language Learners:

7. **How long has your school been providing the current services for ELLs?** ☐☐ yrs

8 a. How are the current services different from the ones your school had provided in the past?

8 b. What prompted the change?

9. On a scale from the most important to the least, how much have the following factors contributed to the success of students in your program?

	Very Important	Important	Not Important
Professional development efforts for teachers	⬭	⬭	⬭
Curriculum Materials	⬭	⬭	⬭
Instructional Strategies	⬭	⬭	⬭
Language of instructions	⬭	⬭	⬭

10 a. Describe the instructional strategy (ies) that are commonly practiced in your ELL program?

a. _____ **b.** _____ **c.** _____

d. _____

10 b. To which strategy would you attribute the success of students in your ELL programs?

_____

_____

_____

_____

11 a. What do you consider are some specific challenges that your school had to overcome in order to help ELLs to be academically successful?

a. _____ **b.** _____ **c.** _____

d. _____ **e.** _____ **f.** _____

11 b. Which one was the most difficult? ☐☐

11 c. How did you overcome it?

_____

_____

_____

_____

12. Does your school provide supplemental activities that support or promote the acquisition of academic and/ or conversational English?

a. _____ **b.** _____ **c.** _____

d. _____ **e.** _____ **f.** _____

V. ENGLISH LANGUAGE LEARNERS:

1. How many students at this school are classified as English Language Learners (ELL)? ☐☐☐

2. How many English Language Learners at this school are Spanish-speakers? ☐☐☐

3. How does this school classify a student as an English Language Learner?
(Please fill in all that apply)

- ⬭ Home Language Survey
- ⬭ School administered language test
- ⬭ Teacher identification
- ⬭ Other: _____

4. If your school administers language test(s), which one(s):

- ⬭ BSM
- ⬭ LAS
- ⬭ BINL
- ⬭ SOLOM
- ⬭ Woodcock Language Proficiency
- ⬭ IDEA
- ⬭ Other _____

5. Besides Spanish-speakers, what other language groups (e.g., Cantonese, Hmong) with English Language Learners are there in this school?

a. _____ **b.** _____ **c.** _____

d. _____ **e.** _____ **f.** _____

6. How many ELLs at your school are in the following types of programs (count each student only once):

Language program

All-English program (eg, ESL, ELD, sheltered, structured English Immersion) with no primary language support ☐☐☐

All-English program (eg, ESL, ELD, sheltered, structured English Immersion) with primary language support
(e.g., explanations, examples provided in students' primary language) ☐☐☐

L1 program--transition
(academic instruction provided in students' primary language until transitioned into all-English instruction) ☐☐☐

L1 program--maintenance, developmental, Two-way Dual
(academic instruction provided in students' primary language as well as in English, in order to promote dual language academic proficiency) ☐☐☐

VI. PLACEMENT AND RETENTION:

1. How are new arrivals to the school assigned to classes?

- ⬭ at the grade level that corresponds to their age
- ⬭ by language program (eg, bilingual, English immersion)
- ⬭ at a grade level that's appropriate to their academic skills
- ⬭ by English language level
- ⬭ a combination of the above factors
- ⬭ Other considerations; please specify: _____

2. Is there a newcomer class for immigrant students? ⬭ Yes ⬭ No (If No, go to Question 7)

IF YES, who is placed in there and how is the decision made?

_____

How long do students usually stay in there? _____

How is the decision made to move out of newcomer program?

_____

3. Does a higher percentage of Spanish-speaking ELLs tend to be retained at your school than students who are fully proficient in English? ⬭ Yes ⬭ No

VII. STANDARDIZED TESTS USED

1. Which nationally-normed standardized tests does your school use to measure student achievement for all (or nearly all) students? *(please fill in all that apply for each language.)*

English Tests	**Spanish Tests**
⬭ Stanford 9	⬭ SABE or SABE II
⬭ ITBS	⬭ Aprenda
⬭ CTBS	⬭ Other Spanish test
⬭ Other English test	⬭ No Spanish test
⬭ No English test	

VIII. FACILITIES

1. In general, and based on your current (not projected) facilities / resources, how adequate do you feel each of the following school facilities / resources is for meeting the needs of children at your school?

Facility	Do Not Have	Never Adequate	Often not Adequate	Sometimes Adequate	Always Adequate
Cafeteria	⬭	⬭	⬭	⬭	⬭
Computer Lab	⬭	⬭	⬭	⬭	⬭
Library / Media Center	⬭	⬭	⬭	⬭	⬭
Art Room	⬭	⬭	⬭	⬭	⬭
Gymnasium	⬭	⬭	⬭	⬭	⬭
Music Room	⬭	⬭	⬭	⬭	⬭
Playground	⬭	⬭	⬭	⬭	⬭
Classrooms	⬭	⬭	⬭	⬭	⬭

Facility	Do Not Have	Never Adequate	Often not Adequate	Sometimes Adequate	Always Adequate
Auditorium	⬭	⬭	⬭	⬭	⬭
Multipurpose Room	⬭	⬭	⬭	⬭	⬭
Staff Development funds	⬭	⬭	⬭	⬭	⬭
Staff Development Expertise available to your staff	⬭	⬭	⬭	⬭	⬭
Community / family outreach resources	⬭	⬭	⬭	⬭	⬭
Community / family outreach expertise or personnel	⬭	⬭	⬭	⬭	⬭

2. Do you feel your school facilities and resources are adequate to meet the needs of your ELL population? ⬭ Yes ⬭ No

3. Which of the following programs / services are provided at your school?

	Yes Adequate	Yes Limited	No	Not Applicable
a) Before school child care	⬭	⬭	⬭	⬭
b) After school child care	⬭	⬭	⬭	⬭
c) Infant / toddler program	⬭	⬭	⬭	⬭
d) Head start	⬭	⬭	⬭	⬭
e) Pre-Kindergarten	⬭	⬭	⬭	⬭
f) Summer school or summer child care	⬭	⬭	⬭	⬭
g) Programs for migrants during the school year	⬭	⬭	⬭	⬭
h) Programs for migrants during the summer	⬭	⬭	⬭	⬭
i) Hearing/vision screening	⬭	⬭	⬭	⬭
j) Child care so parents can attend meetings and school events	⬭	⬭	⬭	⬭
k) Parent education programs	⬭	⬭	⬭	⬭
l) A parent center	⬭	⬭	⬭	⬭
m) Adult literacy program	⬭	⬭	⬭	⬭
n) Family literacy program	⬭	⬭	⬭	⬭
o) Adult education classes	⬭	⬭	⬭	⬭
p) Adult ESL classes	⬭	⬭	⬭	⬭
q) Health or social services	⬭	⬭	⬭	⬭
r) School orientation for new families	⬭	⬭	⬭	⬭

4. Approximately how many books are in your school library? ☐☐,☐☐☐

5. Approximately what percentage of the books in # 5 are in Spanish? ☐☐ %

CENTER ON
INSTRUCTION