

Effective Program Models for English Learners

Dr. Elena Izquierdo

UNIVERSITY OF TEXAS AT EL PASO

Snapshot of ELs in Texas

ELs in Texas – PEIMS 2016-2017

ELs	1,010,756
Bilingual	537,055
ESL	468,710

Over 120 languages represented in Texas schools

90.29% Spanish speakers - 911,680

Texas Academic Performance Report (TAPR)

2016-17

BILINGUAL/ESL PROGRAMS

BE-Transitional

Early Exit

Late Exit

BE-Dual

2 Way

1 Way

ESL

~~468,710~~

ESL Content

Pull Out

NATIONAL DATA

- **Most** Effective Research Based Model
- High Academic Literacy in 2 Languages
- High Academic Achievement in all Content Areas in 2 Languages
- **Cultural Competence**
- **All Students** – English Learners and English Speakers

- **Least** Effective Model Research Based
- Proficiency in English
- **Only English Learners**

NATIONAL DATA:

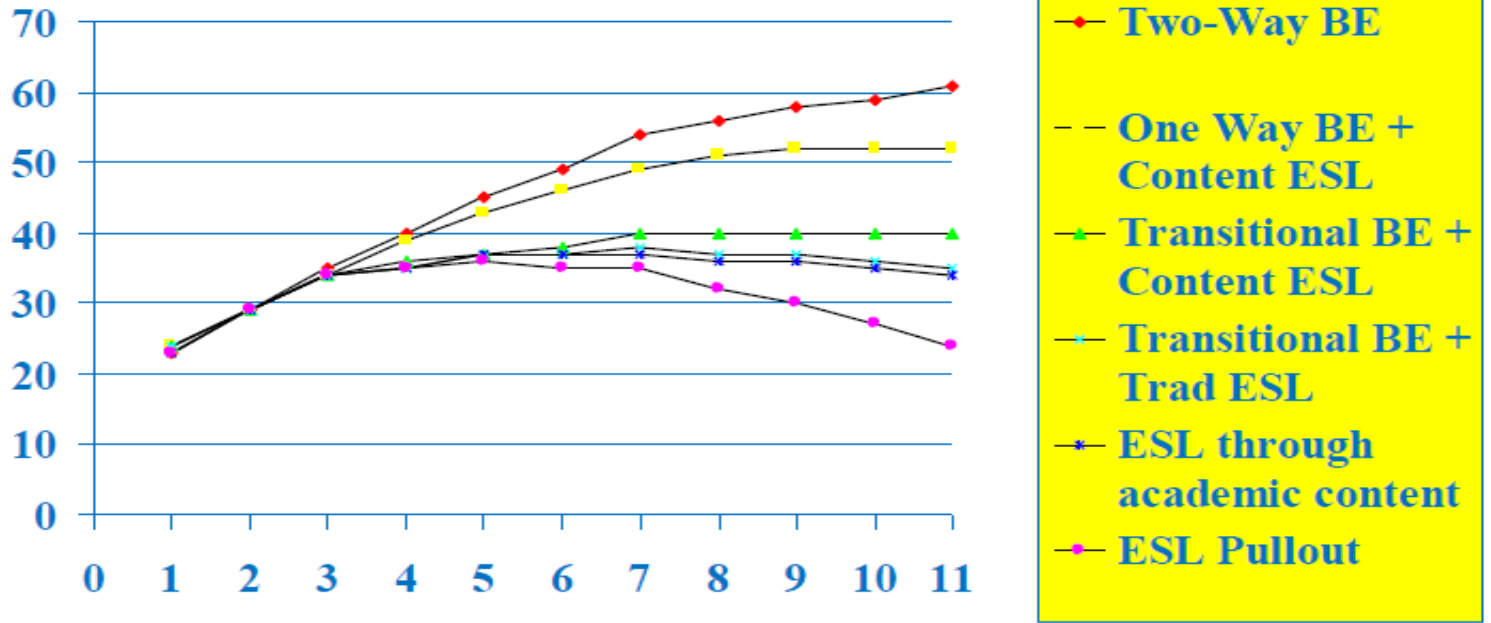
The number **50** along the **vertical axis** represents on-level grade-level performance of native English-speaking students.

English learners who participate in Dual Language Education (DL) ultimately outperform, their grade level, English-fluent peers.

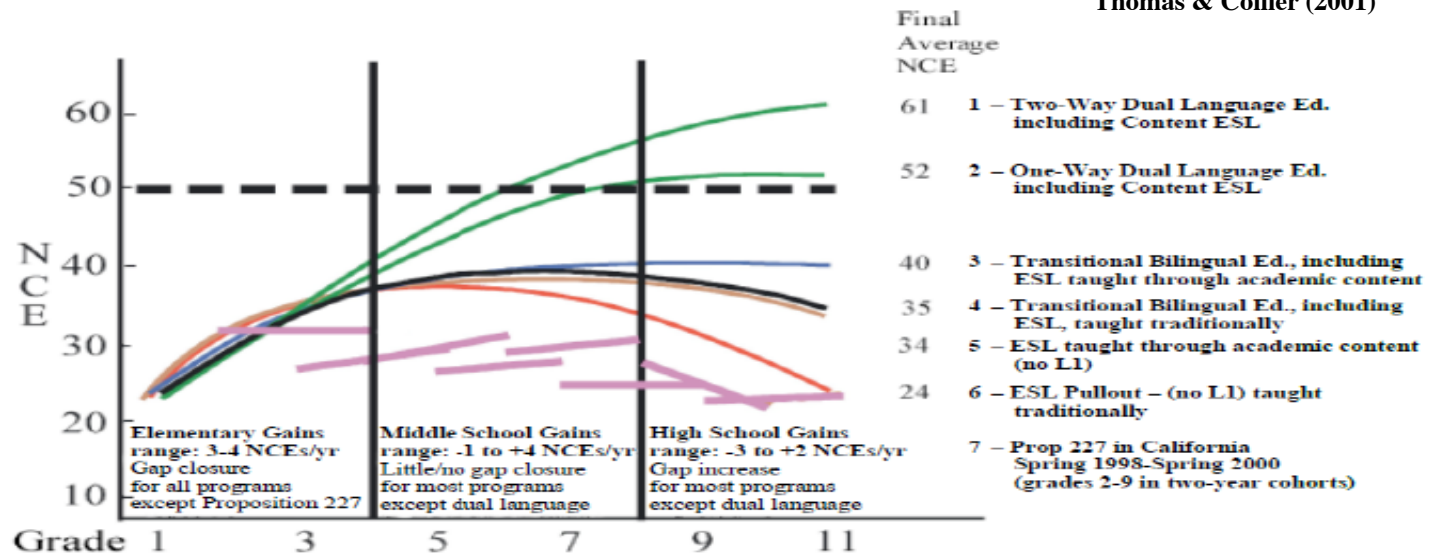
Children served in ESL and Transitional programs, on the other hand, on average never catch up to their English-fluent peers in academic achievement.

Building the Foundation: What Does the Research Say?

Academic Effectiveness of Bilingual Education Models



Thomas & Collier (2001)



STATE DATA:

Texas Academic Performance Report (TAPR)

2016-17

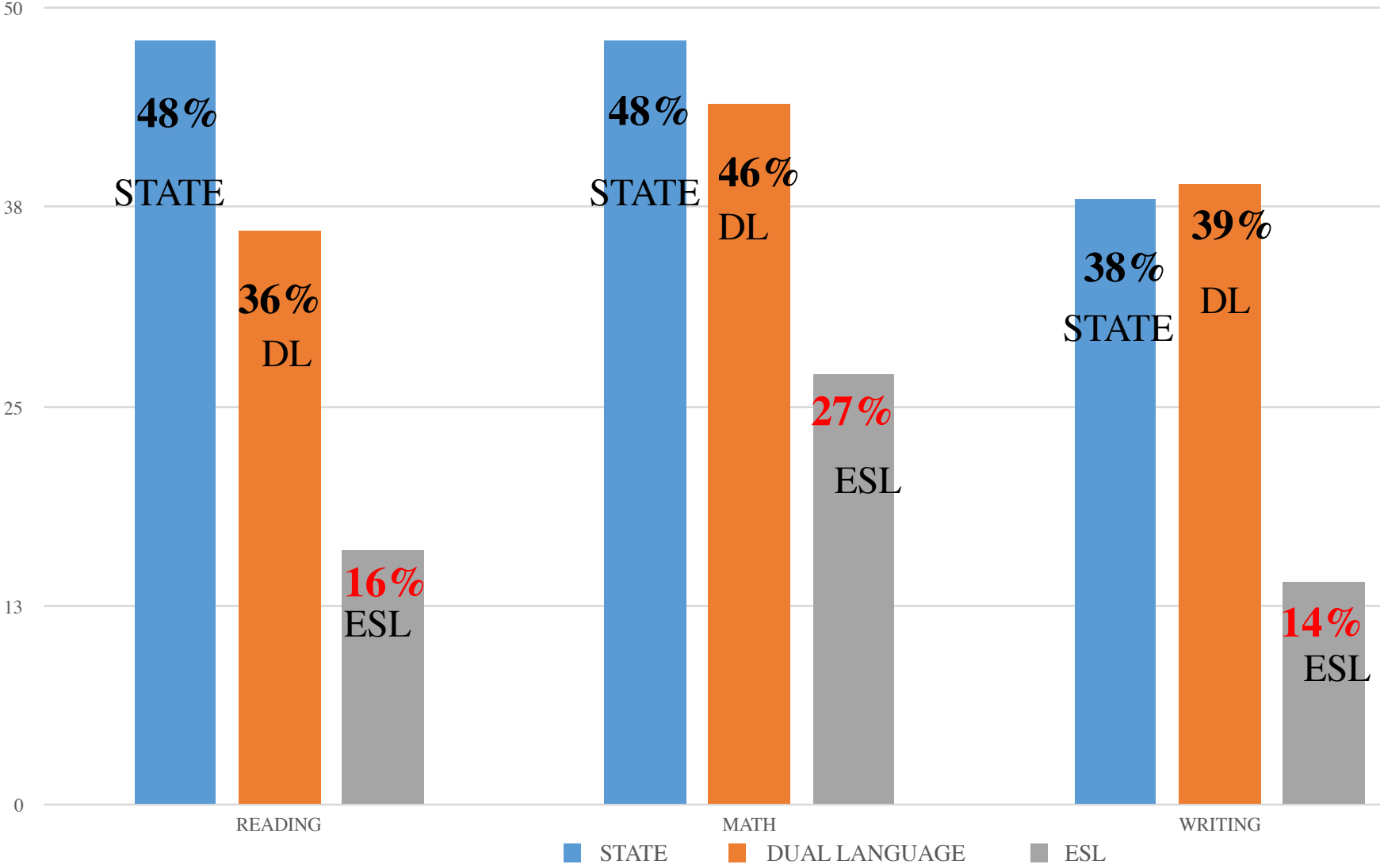
BILINGUAL/ESL PROGRAMS for ENGLISH LEARNERS (ELs)

1,010,756 ELs

BE-Dual

ESL (468,710)

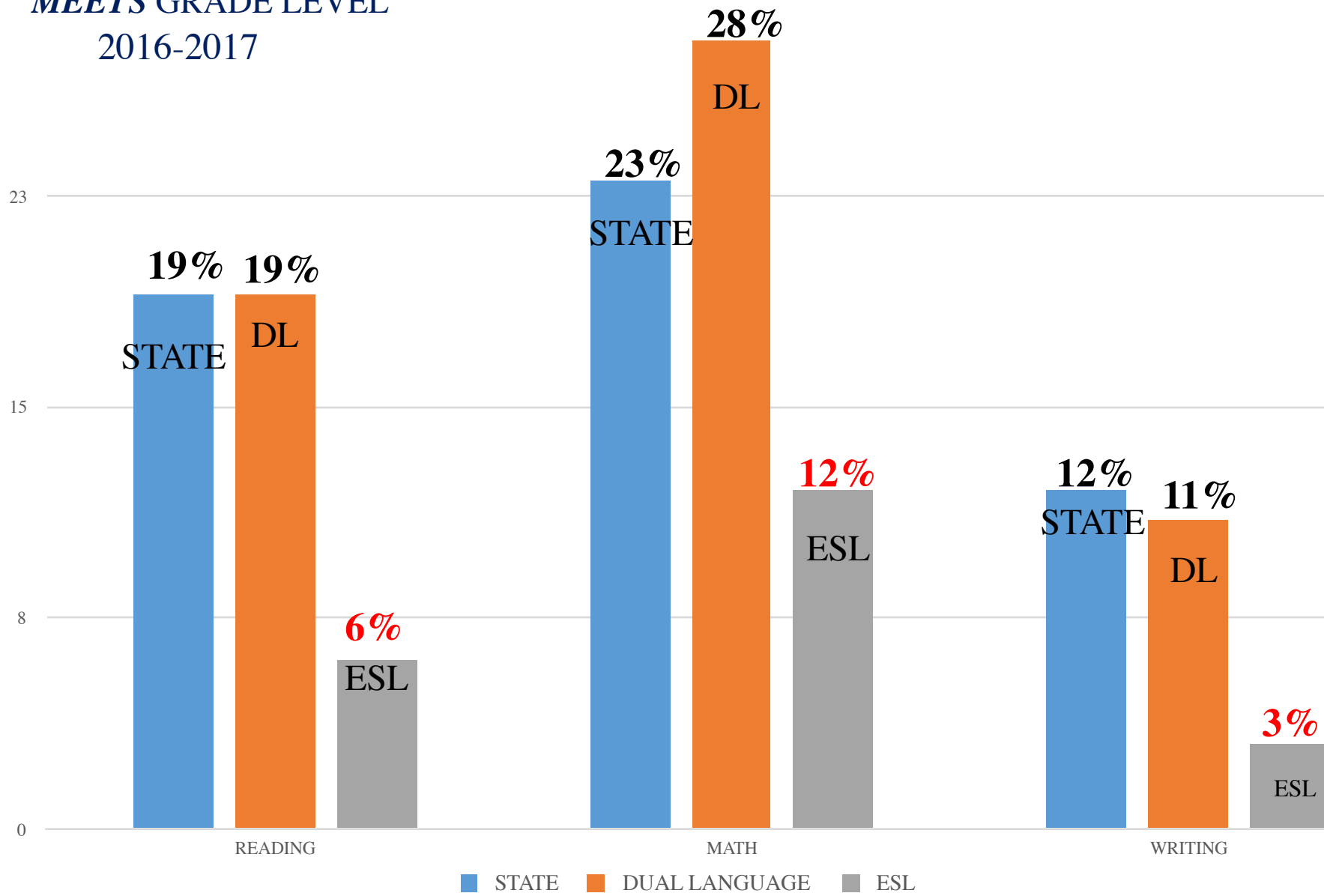
**STAAR PERCENT
MEETS GRADE LEVEL
2016-2017**



Meets Grade Level (passing) *High likelihood of success in the next grade or course with some short-term, targeted academic intervention.*

Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

STAAR PERCENT
³⁰ **MEETS GRADE LEVEL**
 2016-2017

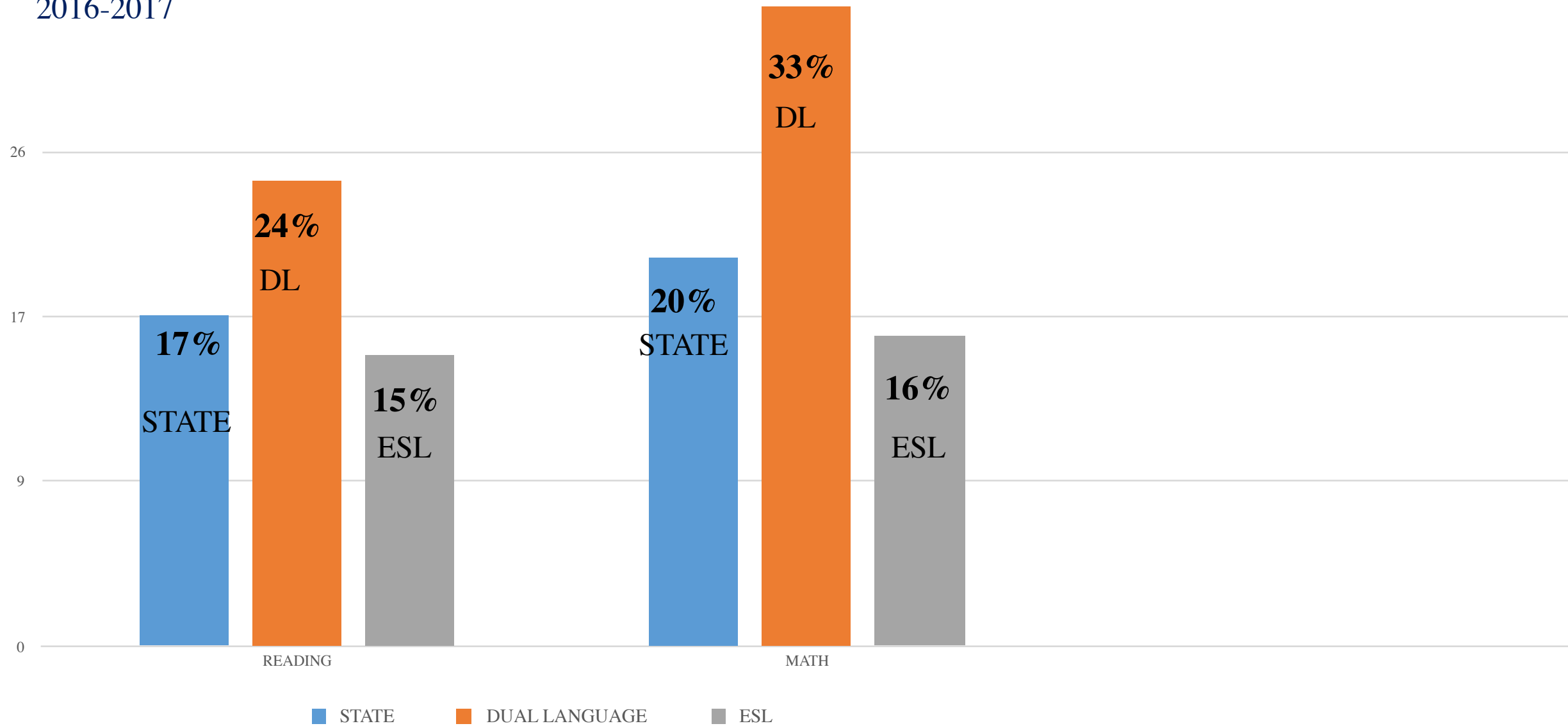


• **Masters Grade Level** (passing): Previously known as Advanced, Masters Grade Level means that a student who earns this grade is expected to succeed in the next grade or course with little or no academic intervention.

• Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

STAAR PERCENT *MEETS* GRADE LEVEL

³⁴
2016-2017



Our Growing EL Demographics

Almost half of our EL population participate in the least effective program models.

- Lower Achievement Rates
- Increased Repeaters
- Higher Drop Out Rates

Consequences are costly as they are not a one time loss, or a one year tragedy – Costly in perpetuity as a continuous drain on the economy and the future of our State.

Invest in Effective Programs Across State

- **Guidelines for *Effective DLE* Implementation**
- **Increase in DL Teachers**
- **Quality DL Resources**
- **Quality DL PD**
- **Aligned EL Assessments and Assessment Policy**

Dual Language Education

for Our Growing Demographics and the Future of Texas

TEA Revises STAAR Performance Labels

Previously, a student's performance was labeled as **Advanced**, **Satisfactory**, or **Unsatisfactory**.

Now there are four categories as follows:

- 1. Masters Grade Level (passing):** Previously known as **Advanced**, Masters Grade Level means that a student who earns this grade is *expected to succeed in the next grade or course* with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- 2. Meets Grade Level (passing):** Students at this performance level have *a high likelihood of success in the next grade or course* but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- 3. Approaches Grade Level (passing):** This level was previously known as **Satisfactory**, and students at this level have met the assessment requirements for purposes of Student Success Initiative grade promotion and graduation and are considered to have met at least the minimum passing standard. A student achieving Approaches Grade Level *is likely to succeed in the next grade or course with targeted academic intervention*. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- 4. Does Not Meet Grade Level (not passing):** This performance category, formerly known as **Unsatisfactory**, applies to students scoring below Approaches Grade Level. Students at this level have not passed, since performance at this level indicates a student is unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Anything less than the Approaches Grade Level score would be considered not passing or Does Not Meet Grade Level.