



*Status of Title III Implementation:
How NCLB is working to close the achievement
gap for English language learners*

Denver, CO April 17, 2008

Office of English Language Acquisition

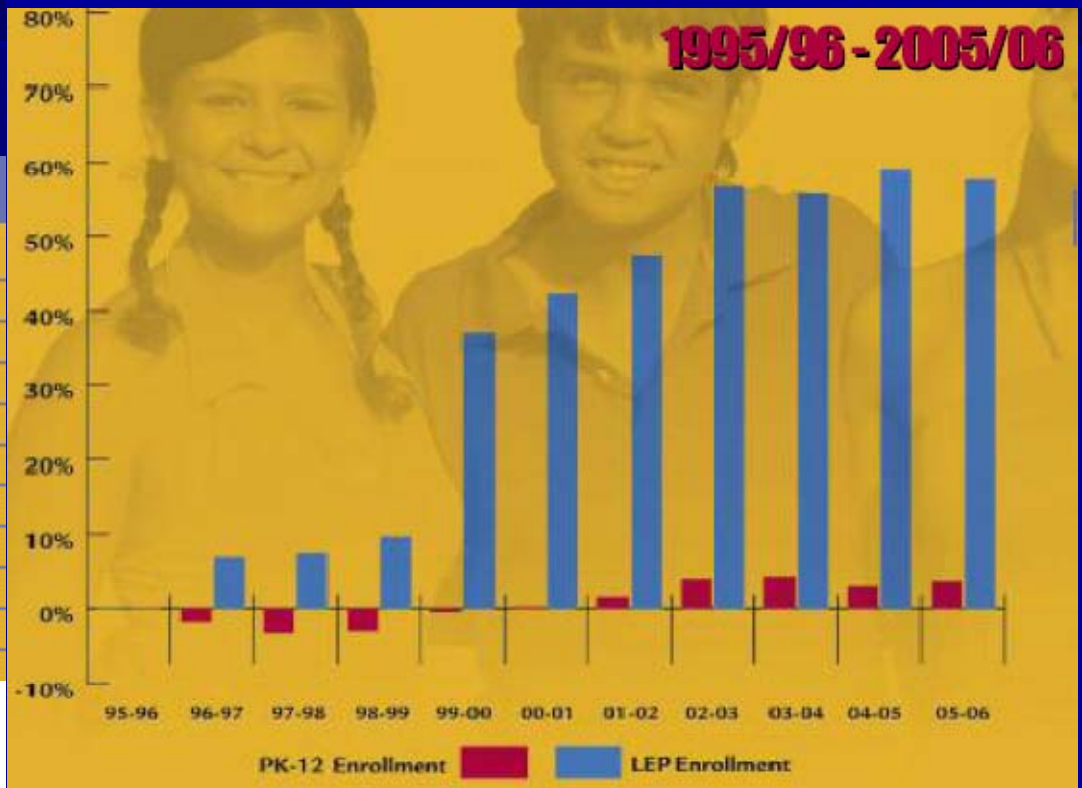
Margarita P. Pinkos, Ed. D., Assistant Deputy Secretary



LEP Students in the US

Year	Total PK-12 Enrollment ^{12,444,444}	PK-12 Growth Since 1995-96	LEP Enrollment ^{12,444,444}	LEP Growth Since 1995-96
95-96	47,582,665	0.00%	3,228,799	0.00%
96-97	46,714,980	-1.82%	3,452,073	6.92%
97-98	46,023,969	-3.28%	3,470,268	7.48%
98-99	46,153,266	-3.00%	3,540,673	9.66%
99-00	47,356,089	-0.48%	4,416,580	36.79%
00-01	47,665,483	0.17%	4,584,947	42.00%
01-02	48,296,777	1.50%	4,750,920	47.14%
02-03	49,478,583	3.98%	5,044,361	56.23%
03-04	49,618,529	4.28%	5,013,539	55.28%
04-05	48,982,898	2.94%	5,119,561	58.56%
05-06	49,324,849	3.66%	5,074,572	57.17%

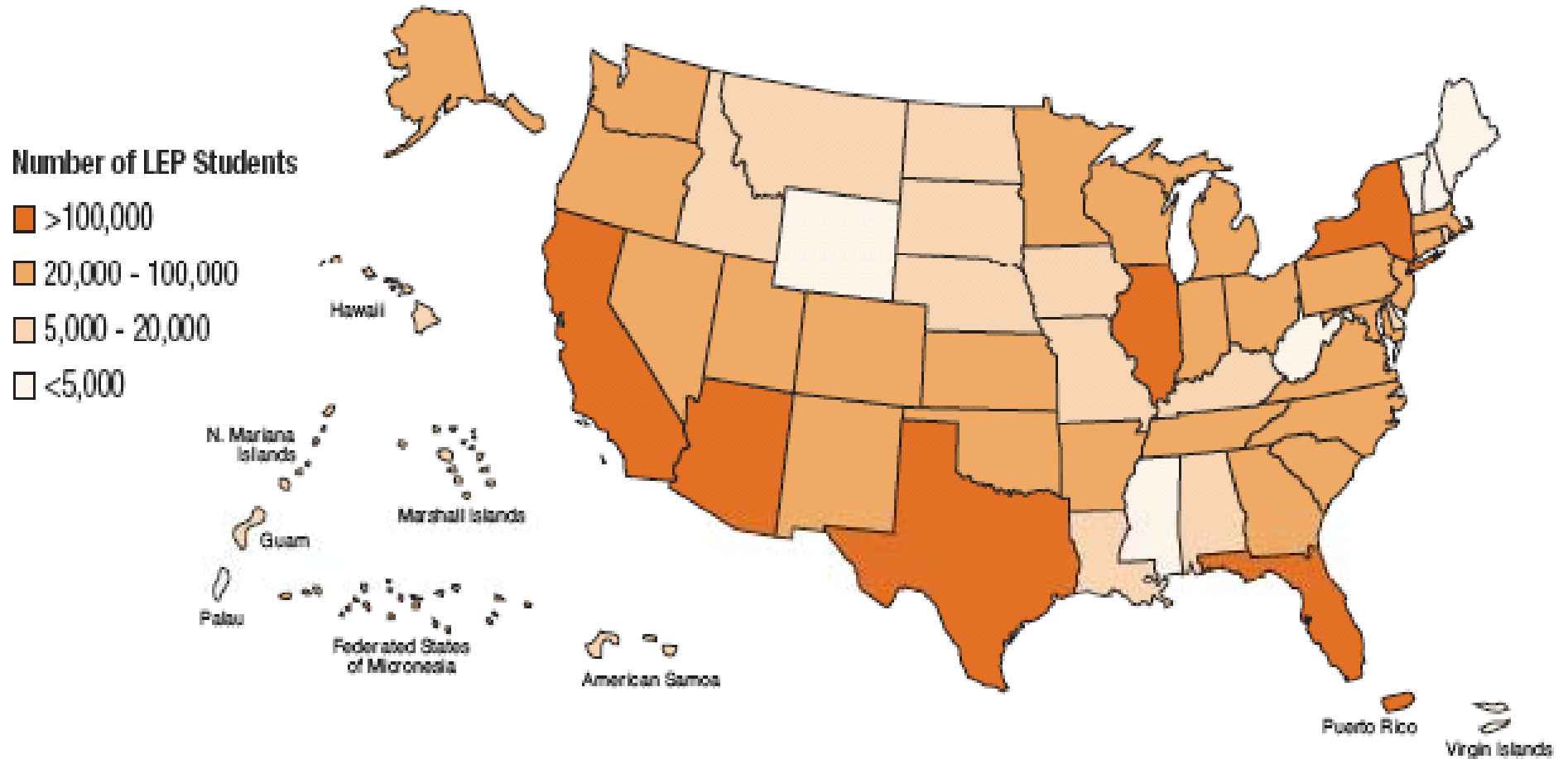
NCELA



National Clearinghouse for English language Acquisition and Language Instruction Educational Programs

http://www.ncela.gwu.edu/policy/states/reports/statedata/2005LEP/GrowingLEP_0506.pdf

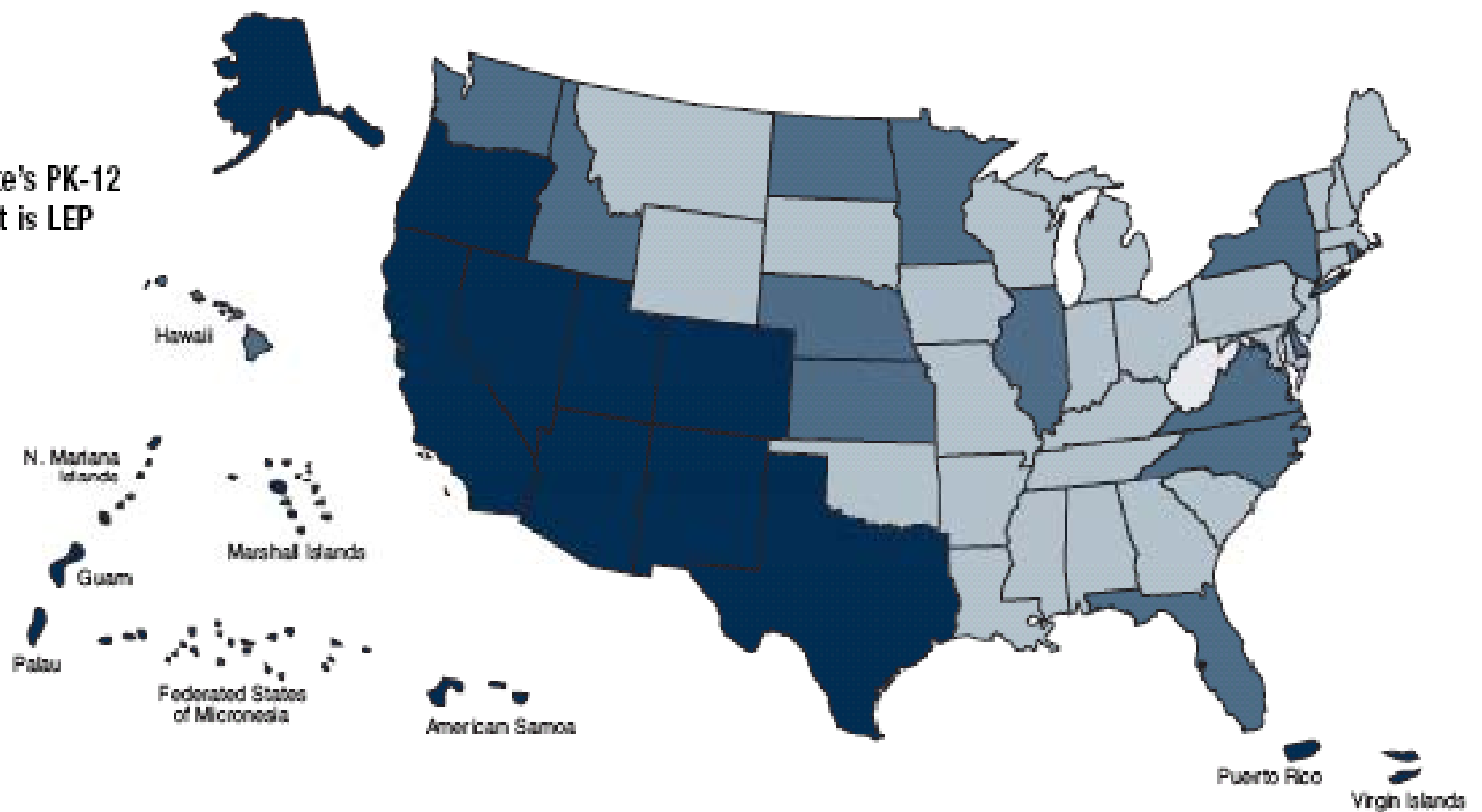
Number of LEP Students



Density

Percent of State's PK-12 Enrollment that is LEP

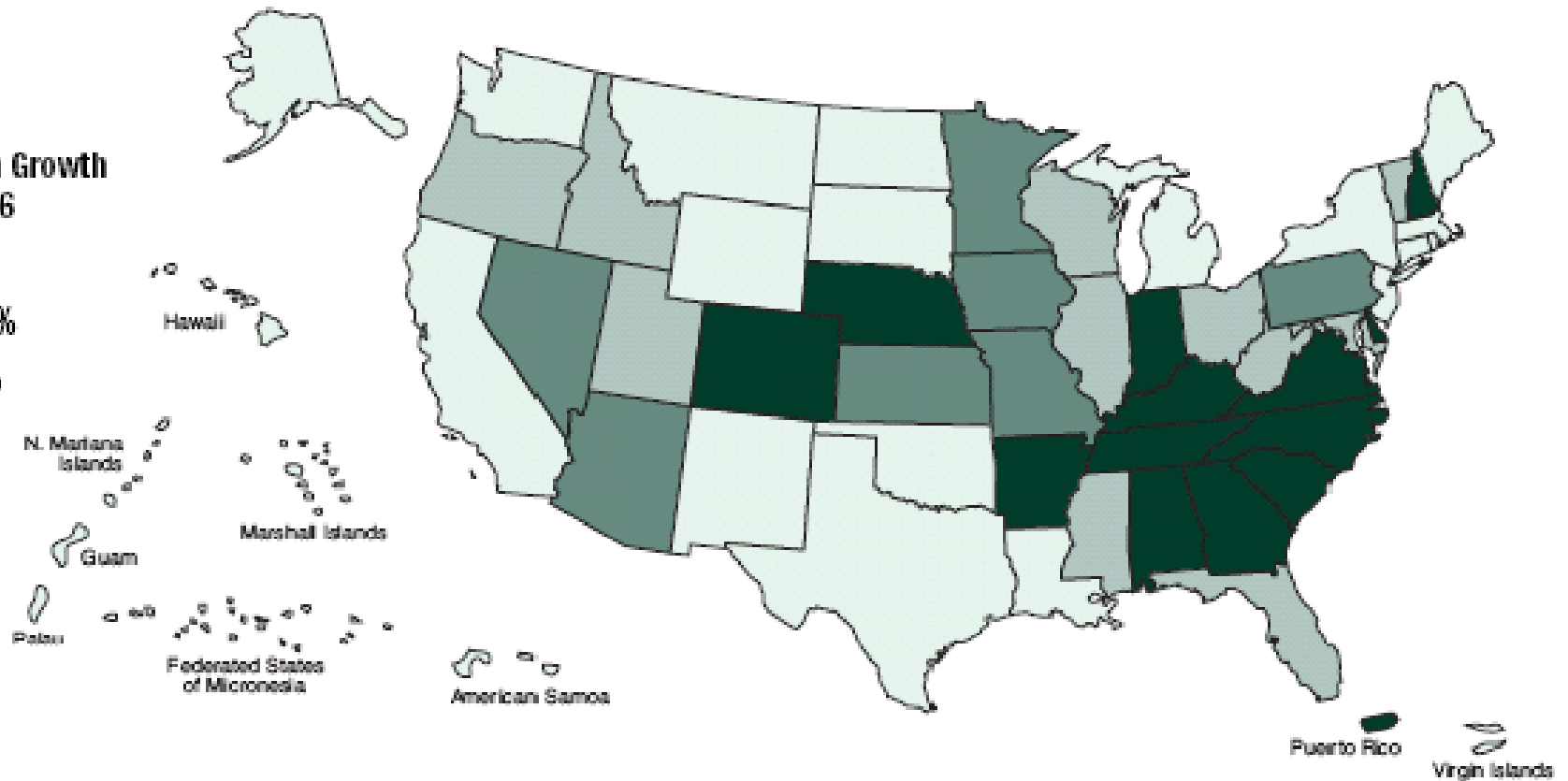
- >10%
- 5% - 10%
- 1% - 5%
- <1%



LEP Population Growth (1995-2006)

LEP Population Growth
from 1995-2006

- >200%
- 100% - 200%
- 50% - 100%
- <50%



ELLs? LEP Students?

Large population

- One of the fastest-growing groups among the school-aged population in this nation
- Roughly 5.5 million are classified as Limited English Proficient (LEP)

Predominantly Spanish speakers

- Over 400 different home languages are represented
- Spanish is the predominant home language (70%)

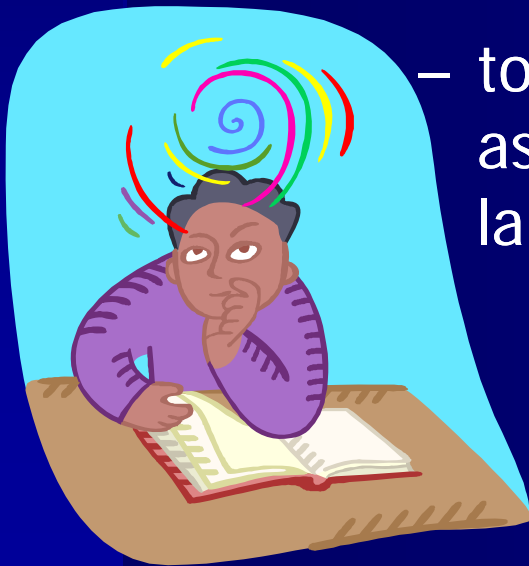
Largest growth

- Within the ELL population the largest and fastest growing are:
 - Students who immigrated before Kindergarten, and
 - U.S. born children of immigrants

By 2015, second generation children of immigrants are expected to be 30% of the school-aged population

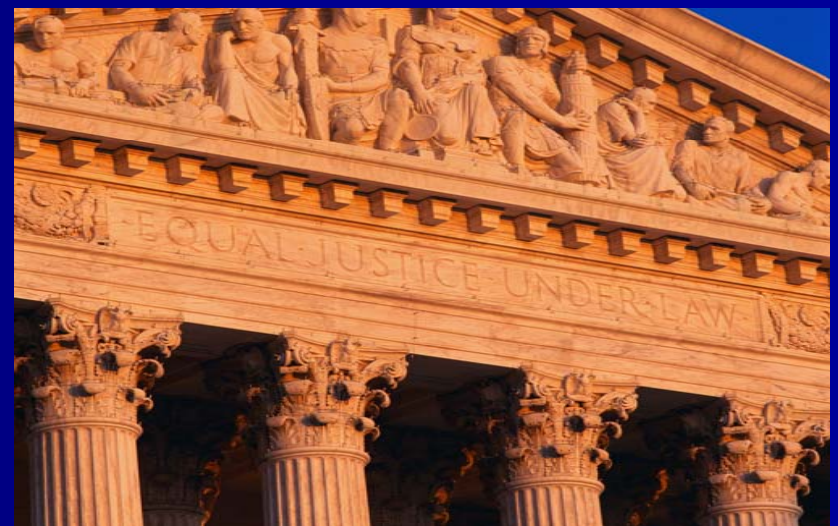
ELL Challenges

- ELLs face a unique set of learning challenges:
 - to develop the **content-related knowledge and skills defined** by state standards
 - while simultaneously **acquiring a second (or third) language**
 - at a time when their first language is not fully developed (e.g., young children)
 - to demonstrate their learning on an assessment in English, their second language



NCLB Title III Program Purpose

The purpose of Title III is to ensure that limited English proficient students master English and meet the same rigorous standards for academic achievement as all children are expected to meet.





NCLB Requirements for ELLs

- Under NCLB, state education agencies are held accountable for the progress of ELLs in two ways:
 - **Adequate Yearly Progress (AYP)** expectations for reading and mathematics under **Title I**, and
 - **Annual Measurable Achievement Objectives (AMAOs)** under **Title III**, demonstrating satisfactory progress in learning English and in attaining English proficiency

2 Sets of Standards 2 Sets of Objectives

- ENGLISH LANGUAGE PROFICIENCY STANDARDS, TITLE III (FOR LEP STUDENTS ONLY)
- ACADEMIC CONTENT STANDARDS, TITLE I (FOR ALL STUDENTS INCLUDING LEP STUDENTS)
- **Title III English Language Proficiency Annual Measurable Achievement Objectives AMAOs (for LEP students only), and**
- **Title I Adequate Yearly Progress (AYP) Objectives (for all students including LEP students)**



An Aligned Accountability System

- Start

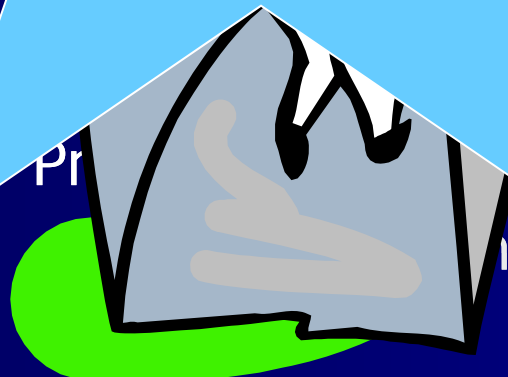
Aligned system of
instruction and
accountability

-

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Pr

empowering, Engaging





Accountability Issues

- What is our role?
- How do we know what really works?
- Which interventions have been the most effective?
- How do we use data to inform our decisions and *achieve* our goals?

Measuring Success



AMAO 1

AMAO 2

AMAO 3

Title III Accountability

- Specific separate targets for each of the AMAOs
 - AMAO 1 → Progress
 - AMAO 2 → Attainment
 - AMAO 3 → Title I AYP

ELP Assessment

Content Assessment
- All language domains considered
 - Speaking
 - Listening
 - Reading
 - Writing

Comprehension

Implementation Status Then...

- 2002

- 6% of all States had ELP standards and an aligned ELP assessment

- No State had a process for alignment of ELP standards and academic achievement standards

- Lack of an integrated system of accountability for LEP (testing, reporting, consequences)

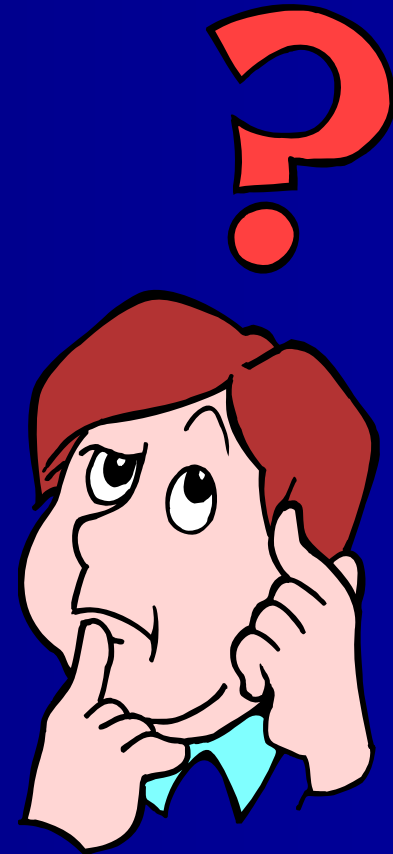
Status of Implementation Now...

2008

- 65% of all States reported having ELP assessments that are aligned to the State ELP standards
- 77% of all States reported having a process for the alignment of ELP standards to the State academic achievement standards

The "Real" Question

Are our
children
learning?



Consolidated State Performance Report 2004-05 and 2005-06

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T



English Language Proficiency

2004-05 and 2005-06

32 States reported complete data sets
for both years

- 40% INCREASE in the number of LEP students making progress in ELP (AMAO 1)
- 3% DECREASE in the number of LEP students attaining English language proficiency (AMAO 2)



Content Achievement Gap All/LEP Students

As reported by 32 states

(between 2004-05 and 2005-06)

□ Achievement Gap

- Mathematics Gap **INCREASED** by 3%
(18% to 21%)
- Reading and Language Arts Gap
DECREASED by 11% (32% to 21%)



Content Achievement Performance LEP Students

% of LEP students scoring at or above the
proficient level

As reported by 32 states

	2004-2005	2005-2006
Mathematics	36%	41%
Reading/LA	23%	37%

ELL Performance Outcomes

- Some states have begun to look at the performance of ELLs on state tests after they have gained proficiency in English
- Although some reclassified ELLs do well, many students who have lost the formal LEP designation continue to struggle with:
 - academic text
 - content-area knowledge
 - oral language skills

Academic Achievement: Exited LEP Students

As reported by 32 states
(between 2004-05 and 2005-06)


- % Students who scored at or above proficiency level in math **INCREASED** by 12%
- % Students who scored at or above proficiency level in reading/language arts **INCREASED** by 38%

Academic performance indicators for ELLs

NAEP

- On Grade 4 National Assessment of Educational Progress (NAEP), ELLs were:
 - only 1/4th as likely to score proficient or above in Reading as their native English speaking peers and,
 - only 1/3rd as likely to score proficient or above in Math as their native English speaking peers
- Compared to native English-speaking peers, ELLs with a formal LEP designation are less likely to score “proficient” on state tests

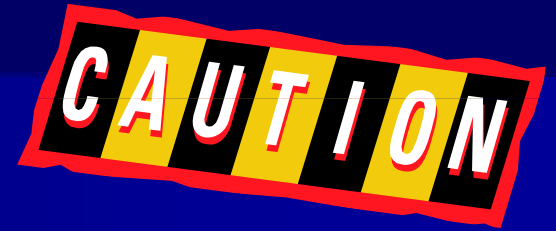
ELLs



Exited ELLs

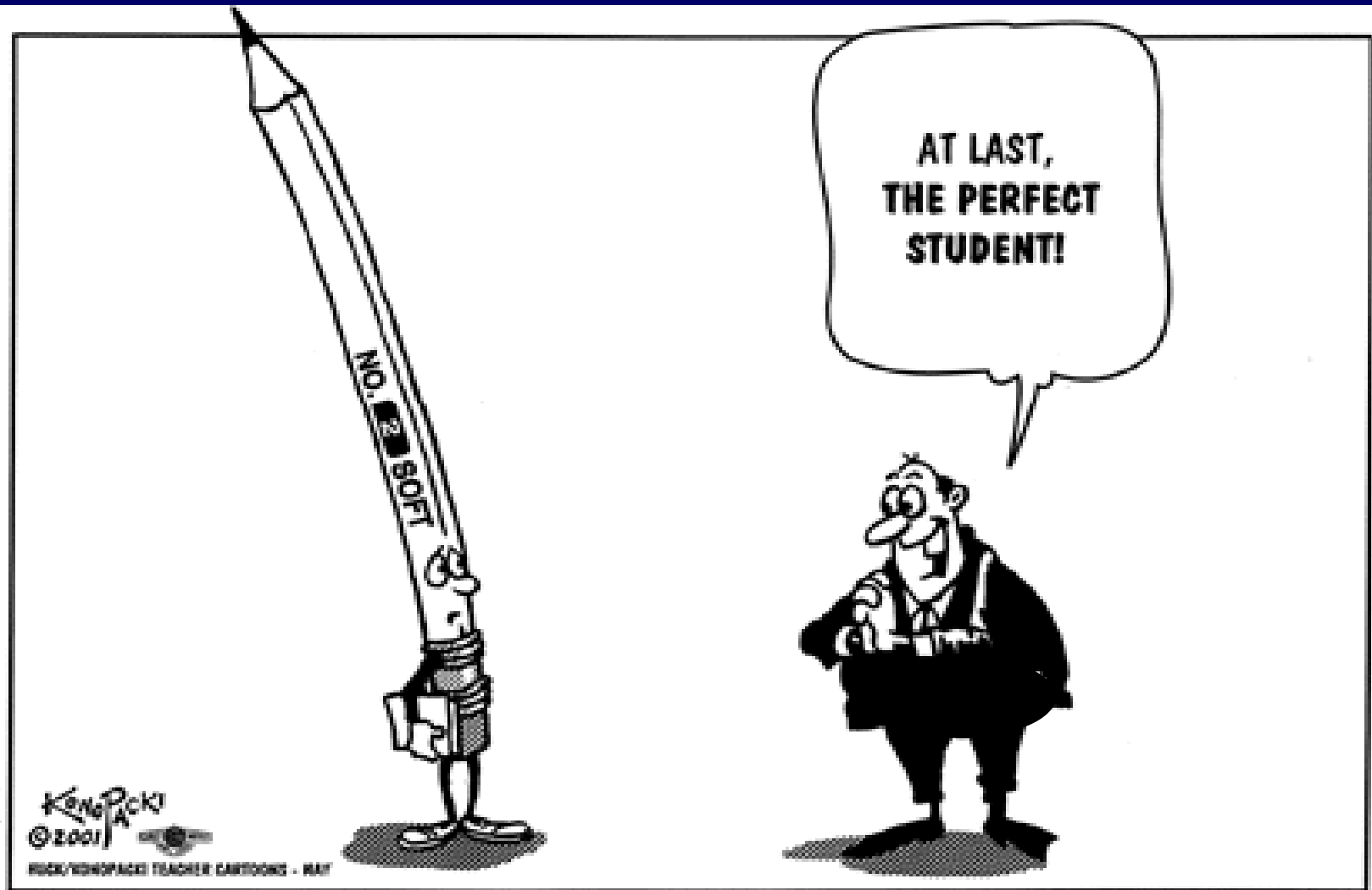


Data Challenges



- ☞ Different Criteria
 - ~ definitions, cut scores, targets...
- ☞ Incomplete Reporting
- ☞ Quality of Assessments
 - ~ content & language
 - ~ summative & formative

Measuring success

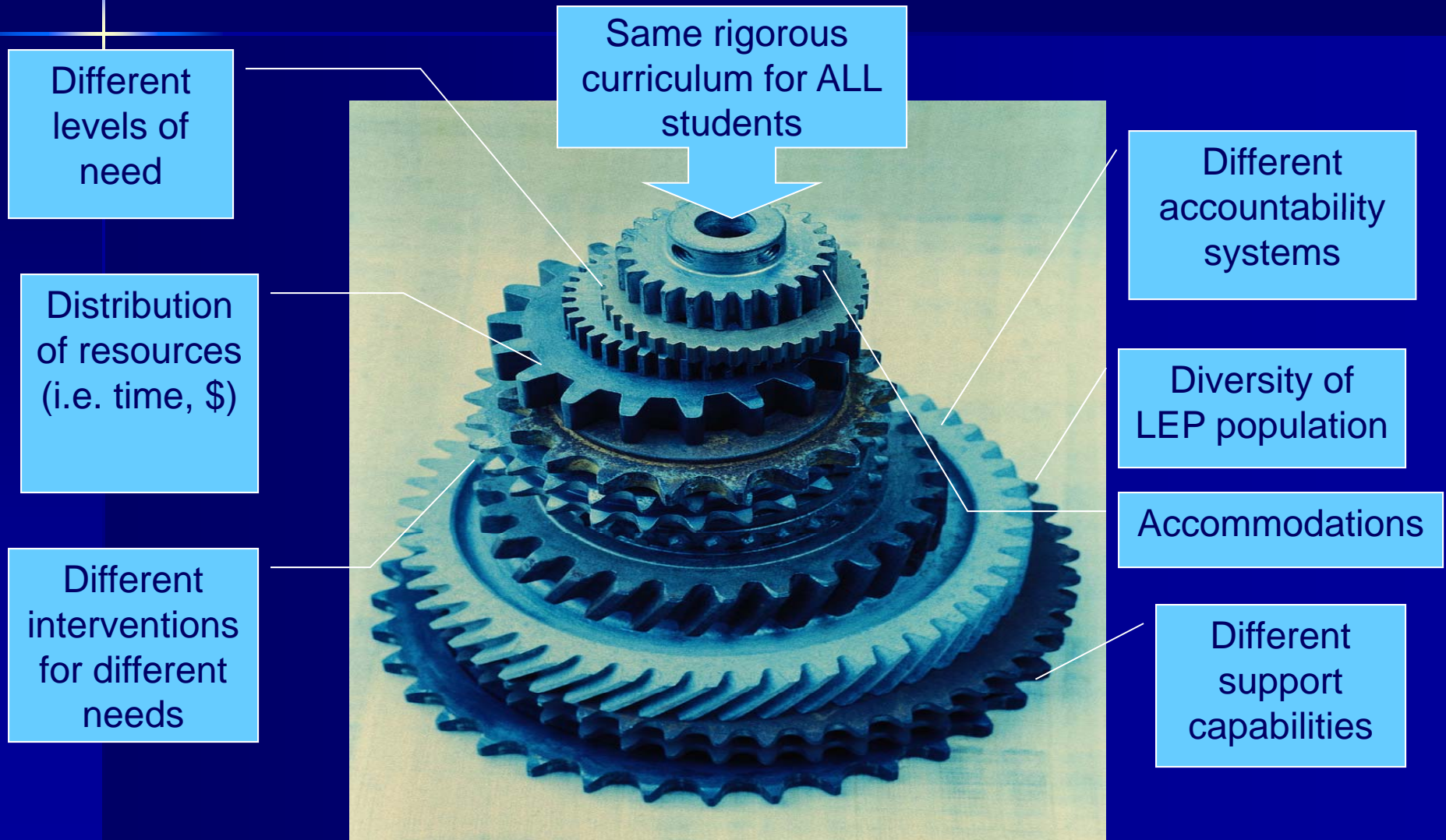


Instructional Delivery

A focus on assessment without an equal focus on instruction doesn't move the needle.



Different Students, Different Needs. Different Strategies...



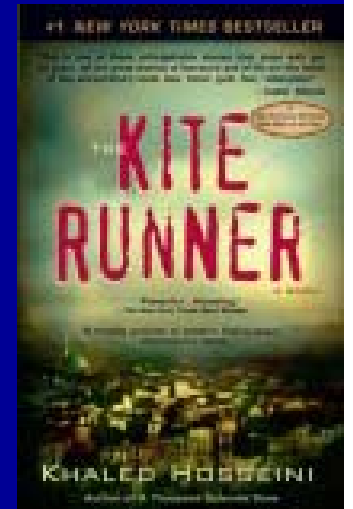
TARGET QUESTIONS

- **Does my accountability system focus on the success of all students?**
- **Who are my ELL students? Which are succeeding? Which are not?**
- **What *should* be the differences between ELL interventions and interventions for all students?**
- **Which strategies, interventions, and resources can and should be used with ELL students?**
- **What information can be consolidated? What specialized?**

Access to Quality Instruction

...There is only one sin, only one. And that is theft. Every other sin is a variation of theft... When you kill a man, you steal a life. You steal his wife's right to a husband, rob his children of a father. When you tell a lie, you steal someone's right to the truth. When you cheat, you steal the right to fairness.

-- From **The Kite Runner** by **Khaled Hosseini**



Access to a Quality Education

- The law
- A civil right
- A moral imperative
- A matter of national security
- A matter of economic survival

Contact Information and Links

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OELA

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