

K–12 Reforms and California’s English Learner Achievement Gap

May 31, 2018

Laura Hill



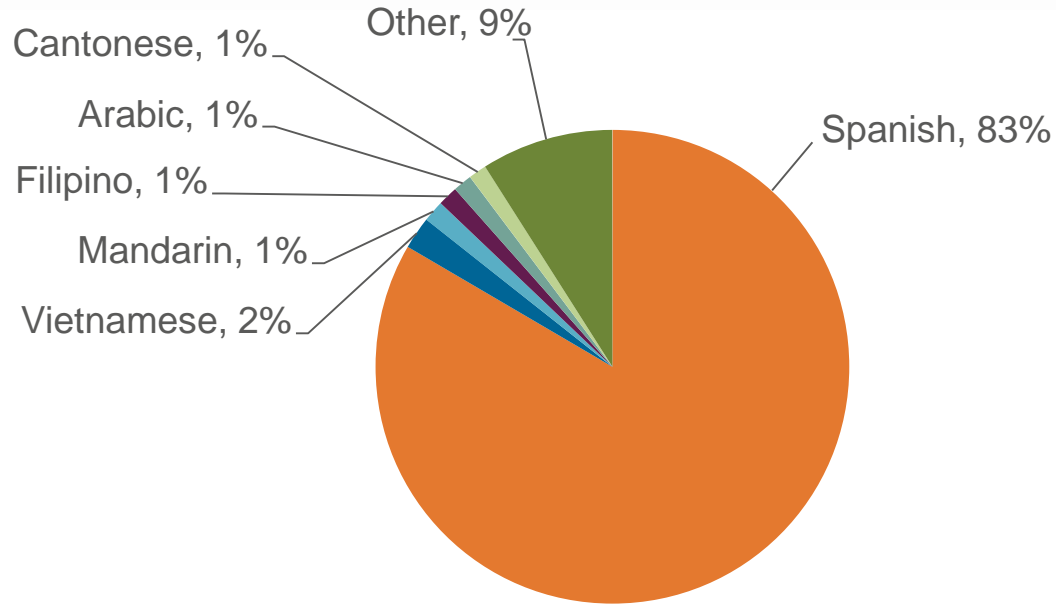
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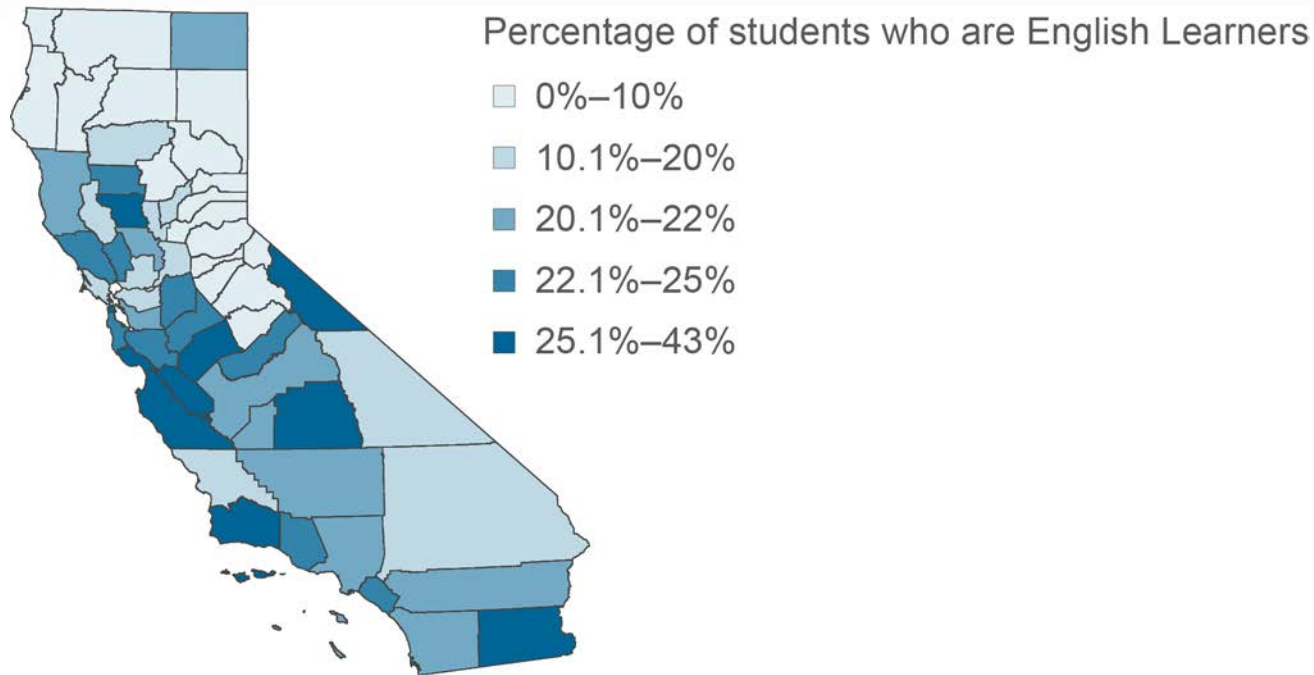
English Learner students are California's future

- 1.3 million English Learner (EL) students
 - 21% of K–12 students
 - 38% including former ELs
- EL status is meant to be temporary
 - Assessed at school entry
 - Provided with services and supports to improve English proficiency
 - Reclassified as English proficient according to criteria set by district (with state guidance)

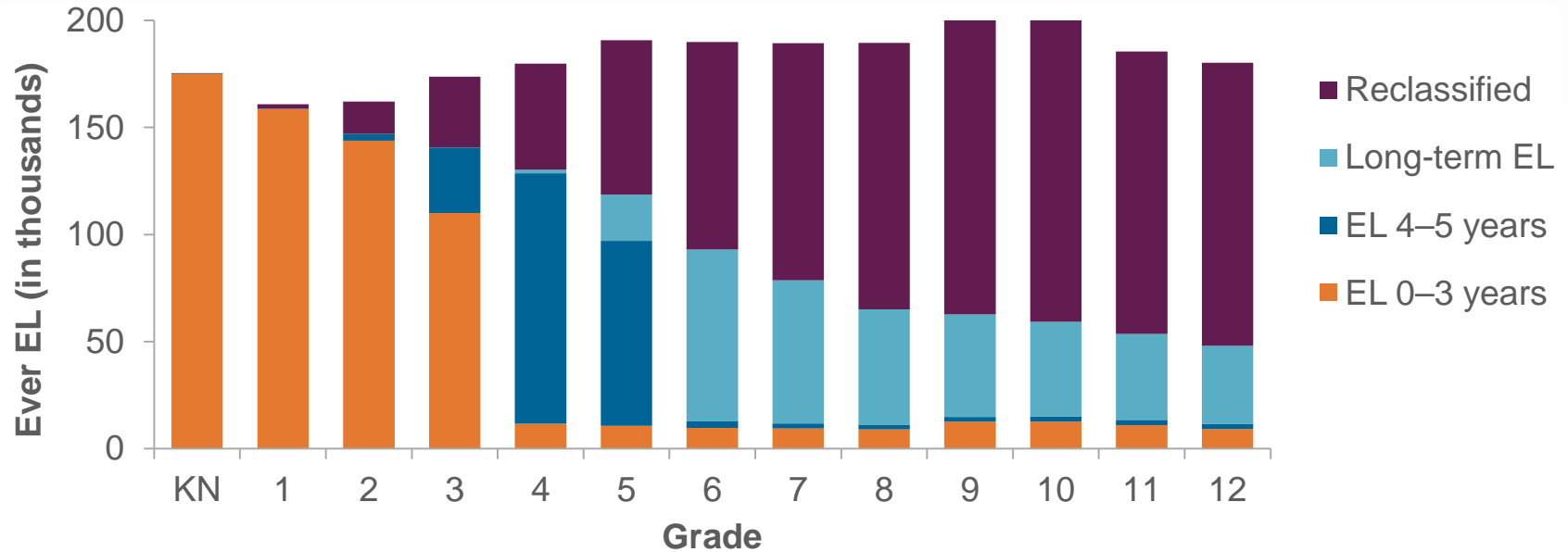
Most of the state's ELs speak Spanish at home



EL students live in almost every county

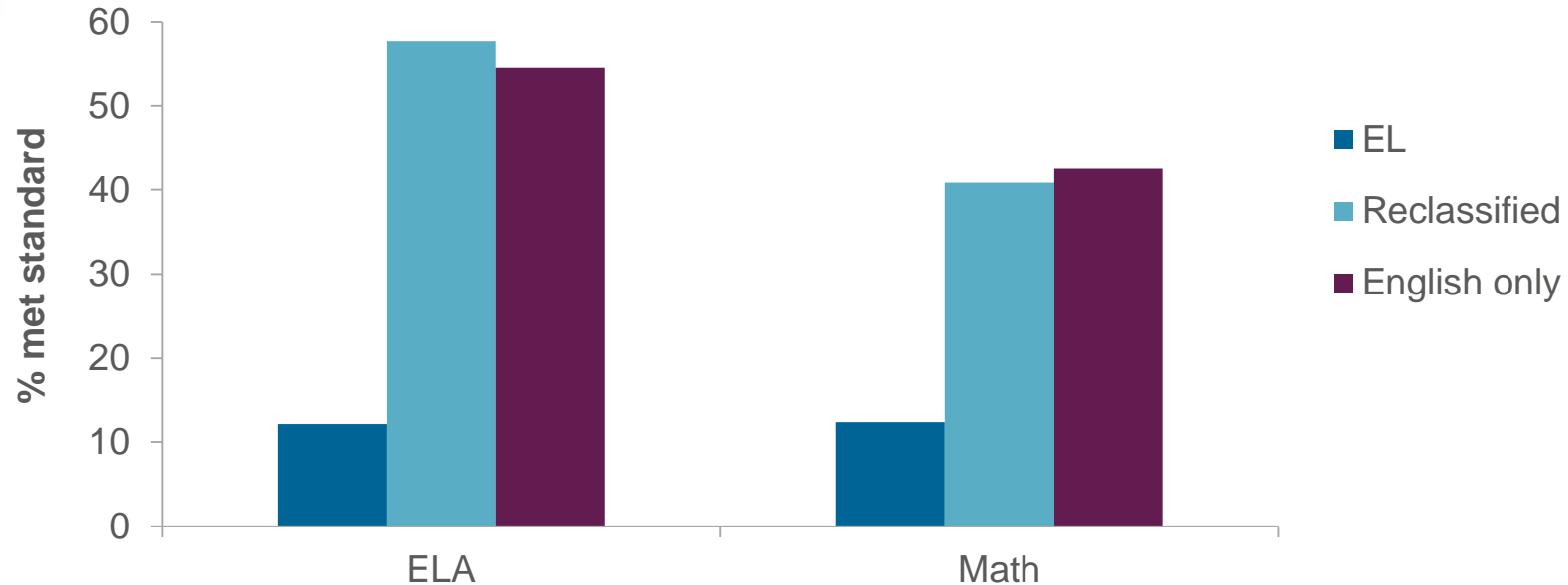


Some students take many years to reclassify



Source: CDE, 2016-17 school year.

Reclassified ELs are among the state's strongest performers



Source: CDE Smarter Balanced Assessment Results, 2016–17 school year.

ELs are affected by new academic standards and tests

- Common Core State Standards
 - ELA and math standards require more language skills than old standards
 - Smarter Balanced assessment reflects this; students not scoring as well
- English Language Development standards
 - Align with new Common Core standards
 - New assessment (ELPAC) this year
- English Learner Roadmap will help implement and link

EL reclassification is in flux

- Reclassification rate is 13%
- Reclassification decision is based on:
 - English proficiency (CELDT → ELPAC)
 - Basic skills in English (CST → SBAC)
 - Teacher and parent recommendations
- Reclassification policy should be uniform across districts
 - Keep same basic criteria, using SBAC and ELPAC?
 - Use fewer criteria – just the ELPAC?
 - Allow multiple measures
 - Should criteria vary by grade level or type of EL?

Reforms are intended to support EL progress

- Local Control Funding Formula (LCFF) directs funding to EL (and other high-need students)
- Local Control and Accountability Plans
 - Establish priorities and goals
 - Explain how funds support goals, emphasis on high-need students
- Prop 58 (bilingual education)
- To monitor the impact of reforms, need to track spending and how it is helping students succeed

Accountability efforts require good data

- District and school dashboards
 - Allow parents to assess annual data
 - Will include all statewide and district-specific priorities
- State has made some data improvements
 - Reporting Smarter Balanced scores for “ever-ELs”
 - Counts of long-term ELs and of students at risk of becoming long-term ELs
- Using existing K–12 data to track student progress over time would be a tremendous improvement
 - Better still would be linking to post-secondary data

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Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.