

**Improving Educational Practice for English Language Learners in the Context of ESEA Reauthorization, Common Core Standards, and Current Policy Contexts.**

Kenji Hakuta  
Stanford University

## Legal Framework



*There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.*

U. S. Supreme Court  
Lau v. Nichols 1974

# *Castañeda v. Pickard* (1981)

Fifth Circuit Court of Appeals

§ 1703(f) of the EEOA makes it unlawful for an educational agency to fail to take "**appropriate action**" to overcome language barriers that impede equal participation by its students in its instructional programs."

- (1) Whether the school system is pursuing a program informed by *an educational theory* recommended by some experts in the field, or, at least, by some *experts in the field*, or, at least, by some *experts in the field*.
- (2) Whether the programs and practices of the school system are reasonably calculated to *effectively* the educational theory adopted by the school.
- (3) Whether the school's program succeeds in *producing results* indicating that the language barriers confronting students are actually being overcome.



648 F.2d 989; 1981 U.S.

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- (1) Whether the school system is pursuing a program informed by *an educational theory recognized as sound* by some experts in the field, or, at least, deemed a legitimate experimental strategy.
- (2) Whether the programs and practices actually used by the school system are reasonably calculated to *implement effectively* the educational theory adopted by the school.
- (3) Whether the school's program succeeds, after a legitimate trial, to *produce results* indicating that the language barriers confronting students are actually being overcome.

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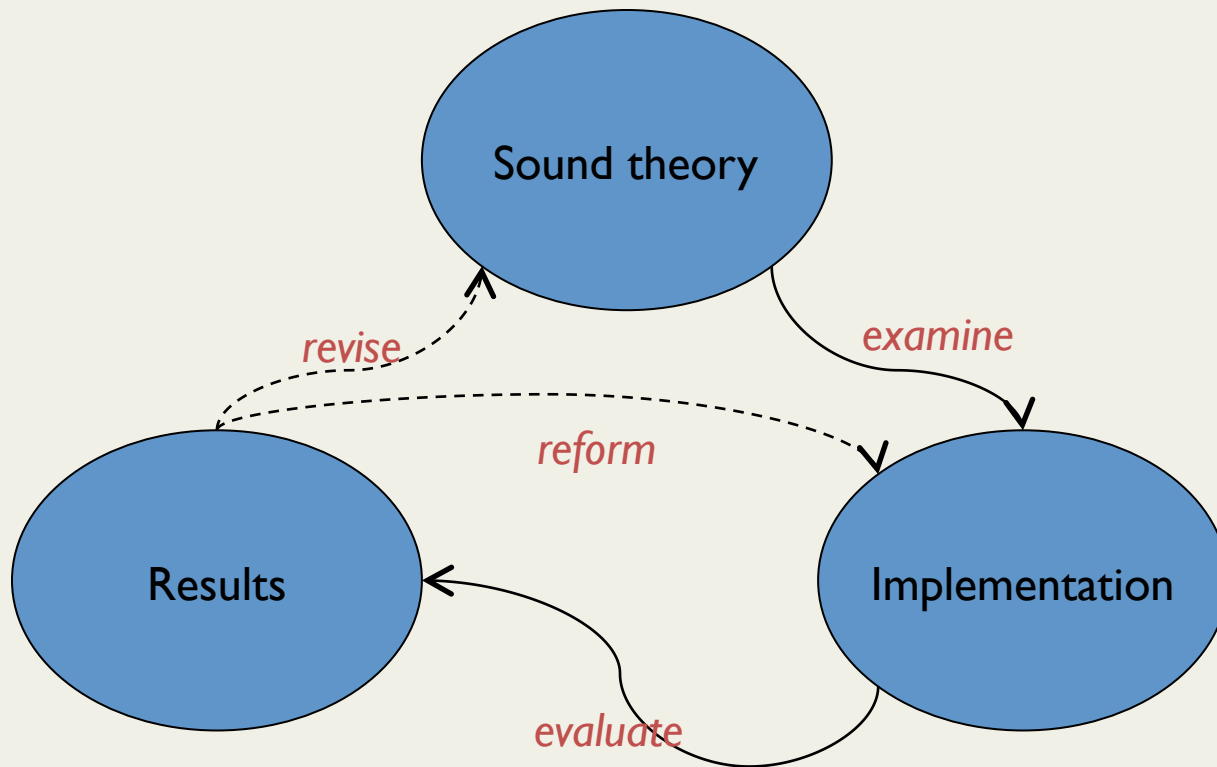
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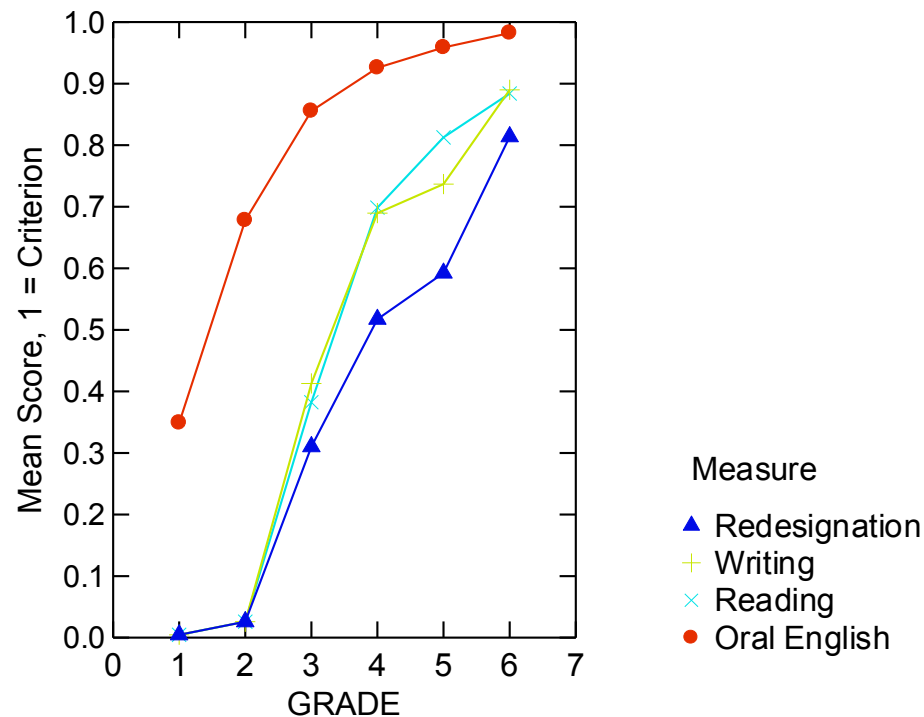


Articulated in OCR policy memoranda issued on Sept. 11, 1984, reiterated successively in 1985, 1990, 1991.

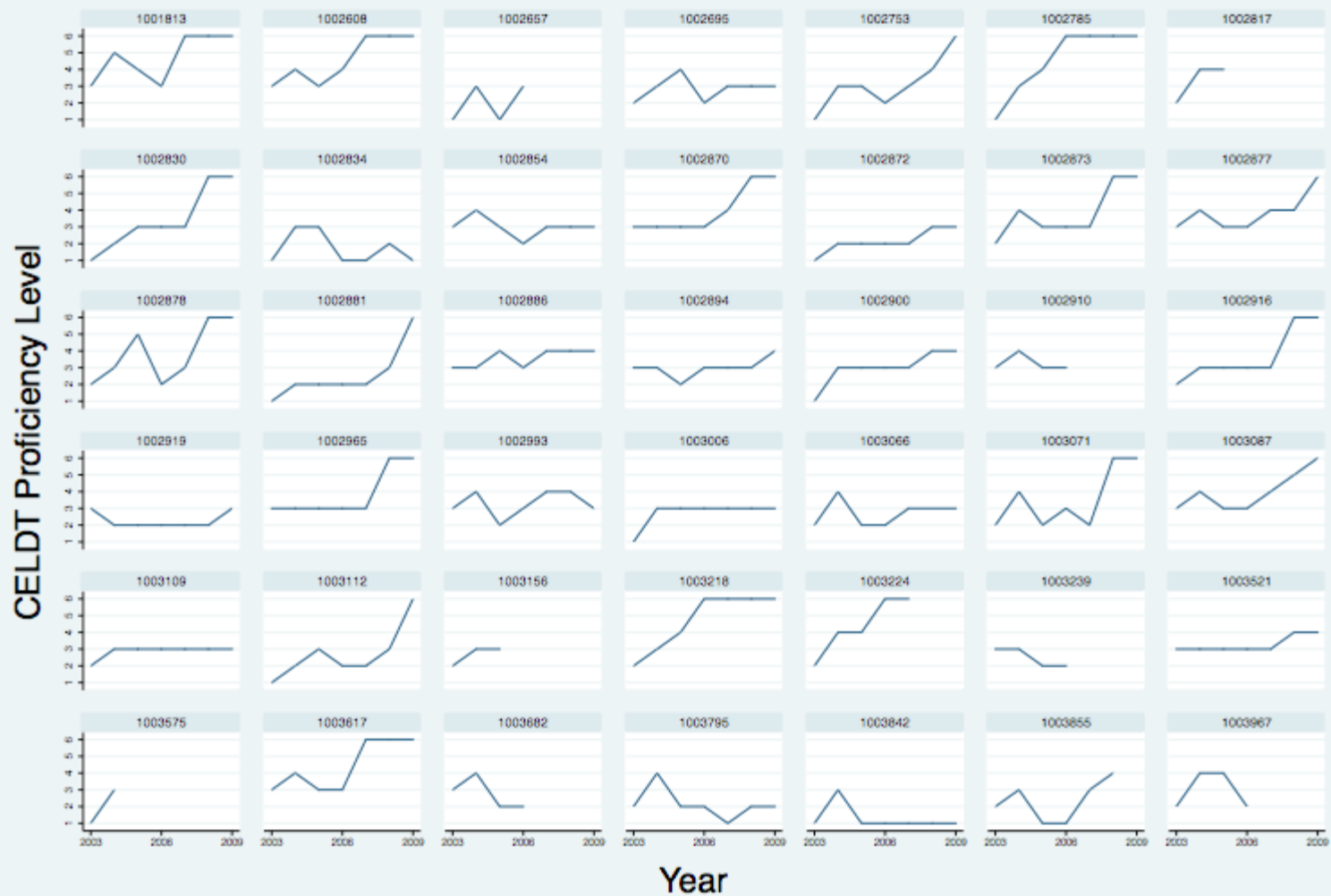
**What are reasonable normative expectations for English language proficiency development, using different definitions and measures of language proficiency?**



English oral proficiency, reading and writing development and redesignation probability from LEP to FEP as a function of grade level. District A.

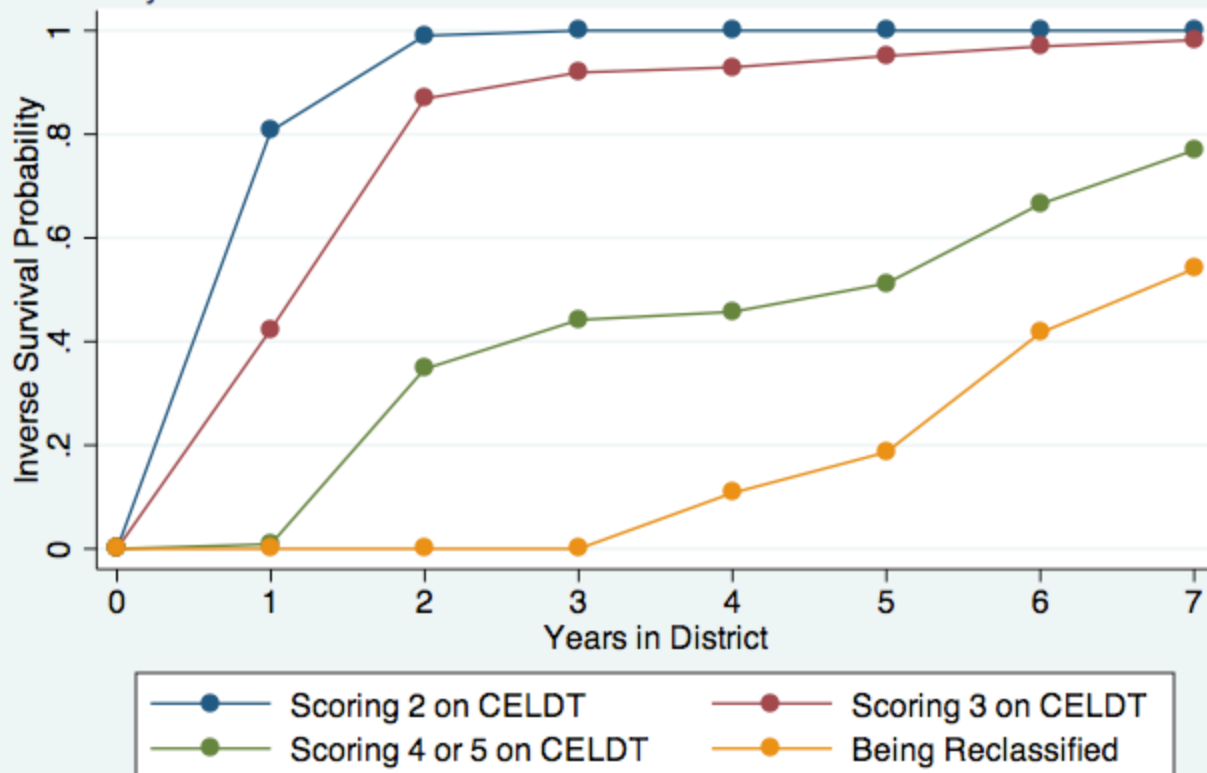


## Growth Plots of CELDT Levels Over Time for Sample of Students Entering K in 2002-03



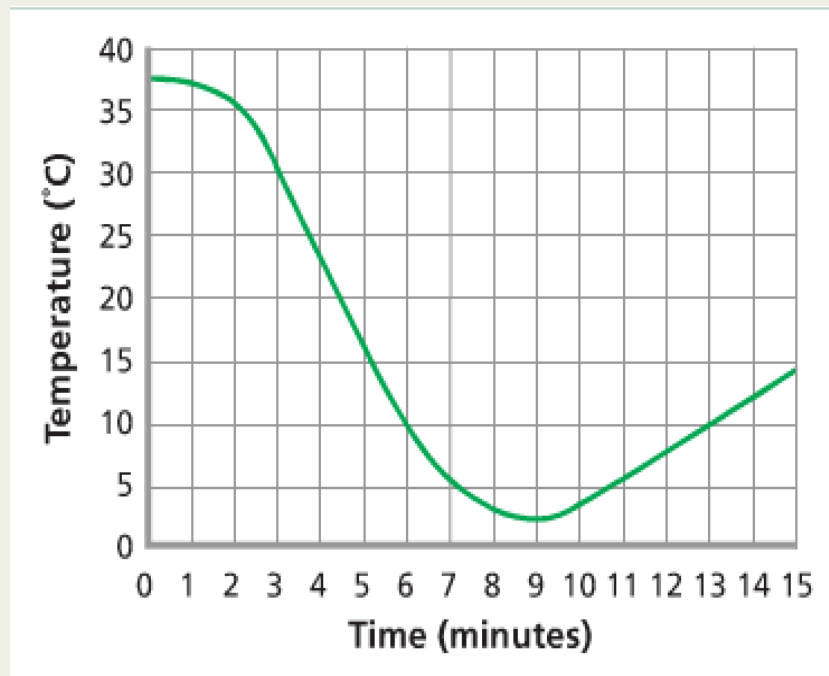
Graphs by student number. Reclassified students shown as being at CELDT Level 6.

Estimated Probability of Reaching English Proficiency Milestones  
by Number of Years in the District for Students Who Entered K in 2003



**What is academic language and how can teachers at all grade levels and credential areas provide academic language growth?**

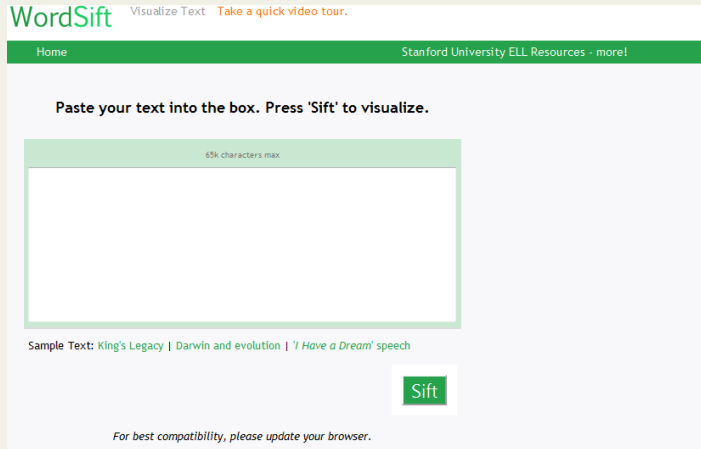
# Academic Language



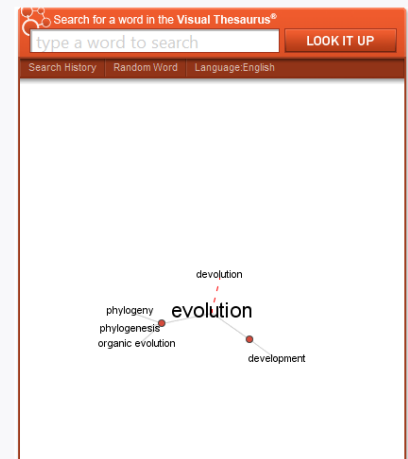
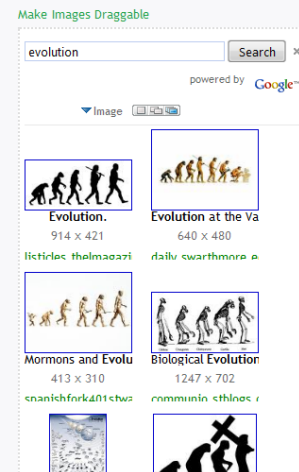
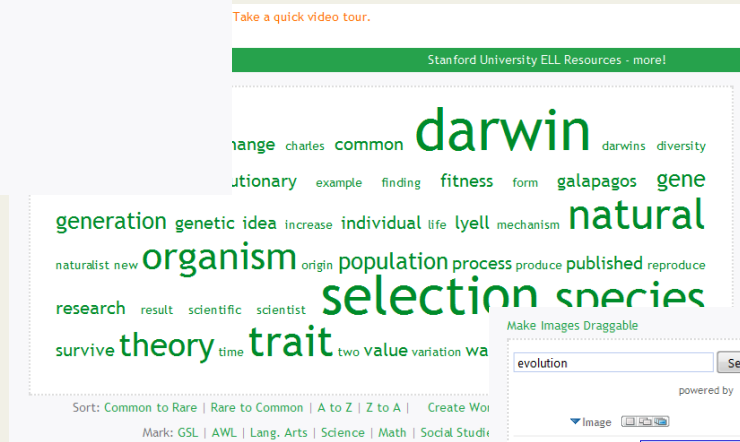
From chapter on chemical change:

*“At what temperature did the reaction stop? How can you tell?”*

# Web-based Tools



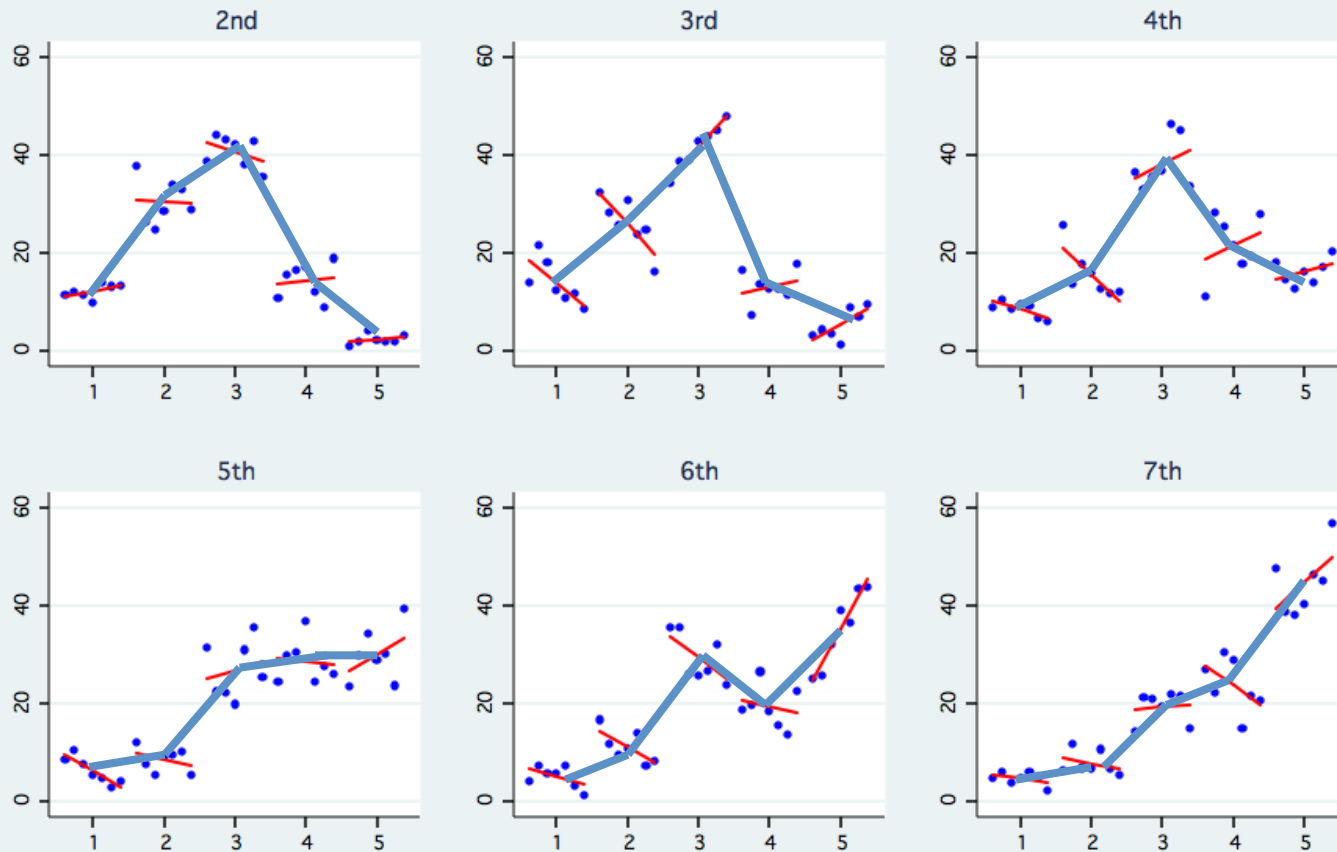
[Wordsift.com](http://Wordsift.com)



# **What is the relationship between English language proficiency and academic content development?**

# Showing Growth in English Language Proficiency Development

Percent of Students at Each CELDT Level Over Time

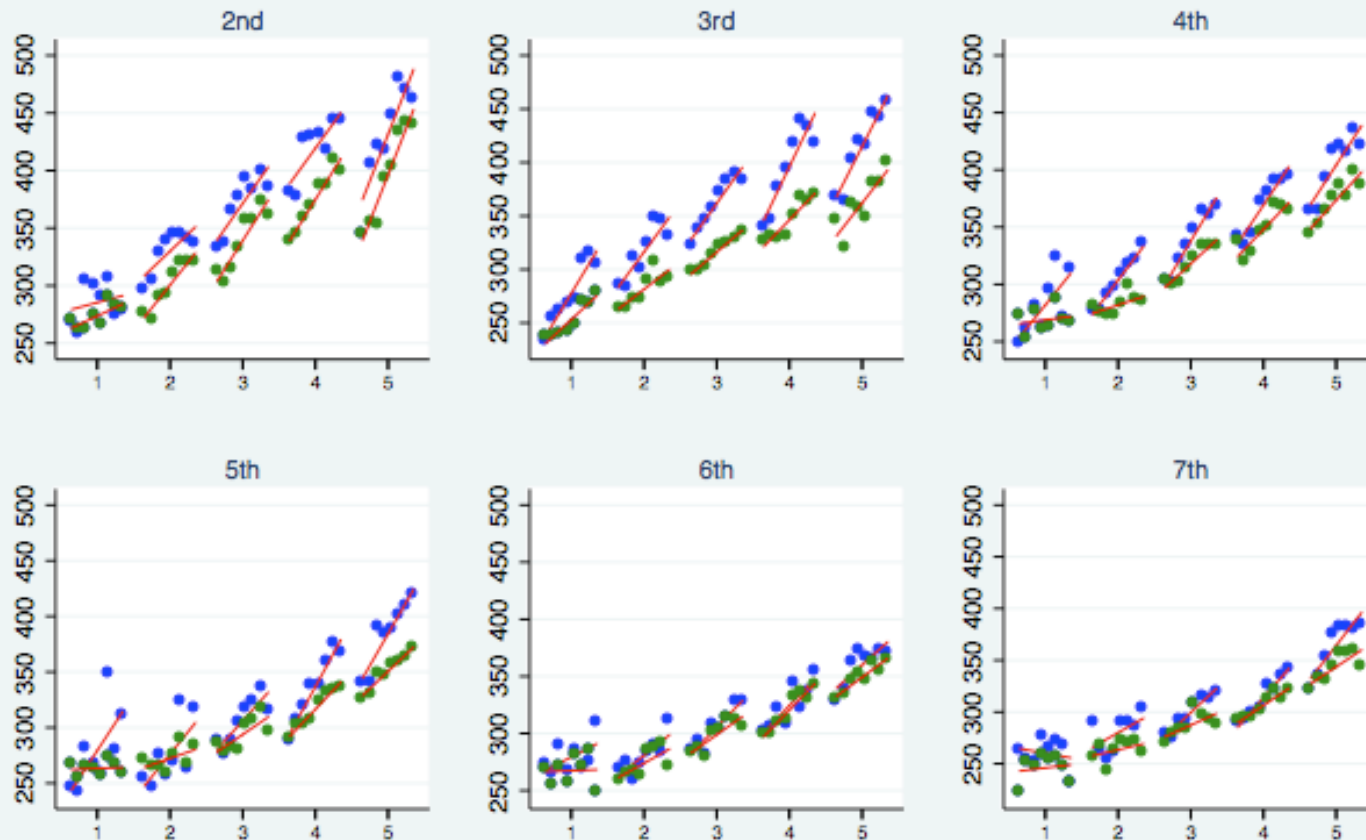


For each CELDT Level, % at that level is shown in order from 2003-2009. Trend lines are shown in red. RFEs are included in CELDT Level 5.



# Showing Growth in State Content Assessments

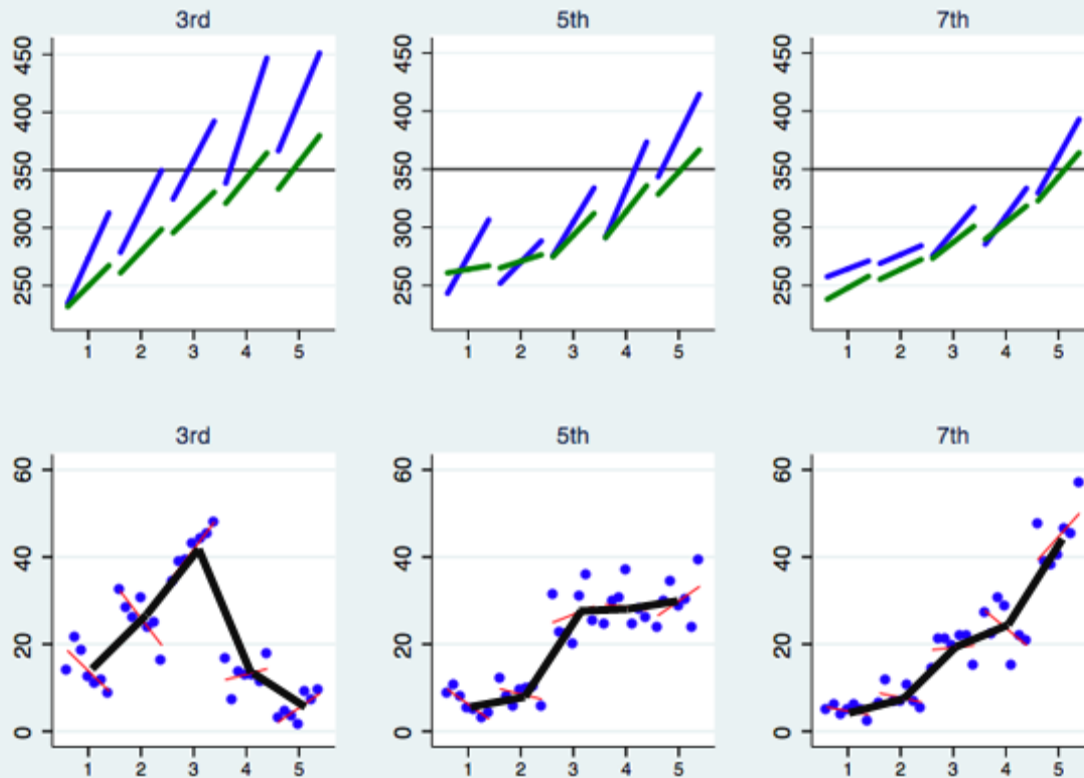
Mean CST ELA and Math Scores at Each CELDT Level Over Time



For each CELDT Level, the mean scale score at that level is shown in order from 2003-2010. Math scores are shown in blue. ELA scores are shown in green. Trend lines are shown in red. RFEPs are included in CELDT Level 5.

# Narrowing the EL-EO Gap

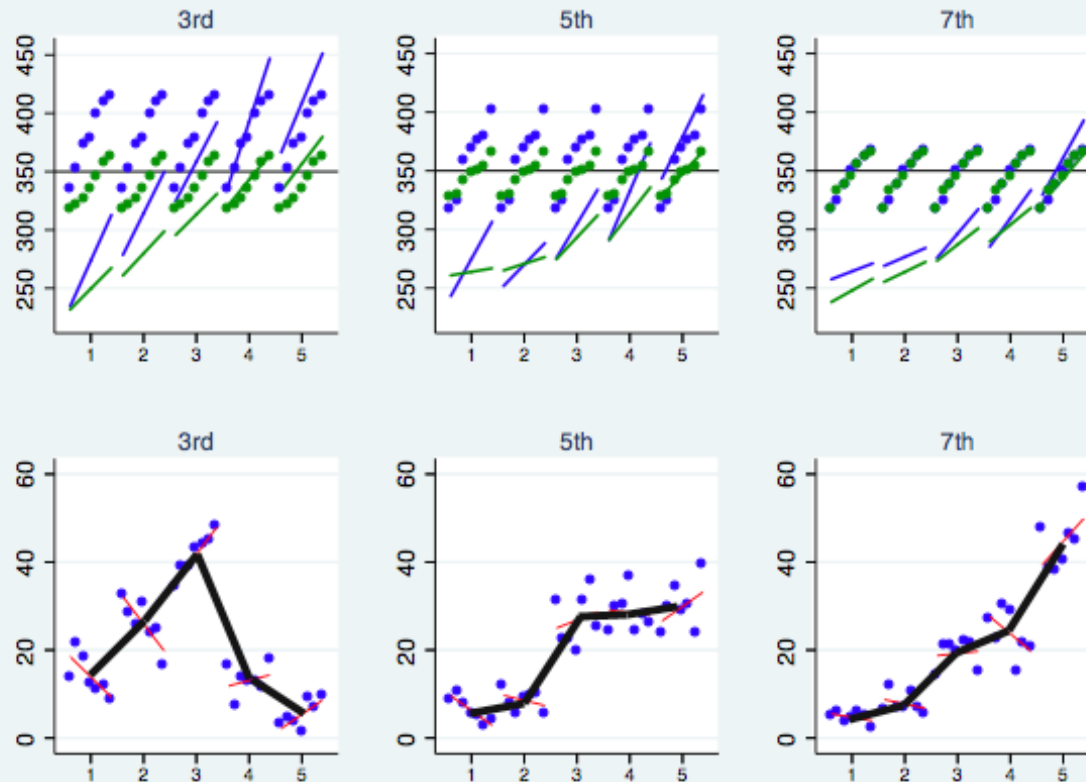
Comparing Trends for ELs and EOs, 2003-2009



Top lines represent CST mean scale score trends for ELs at CELDT Levels over time. Top dots represent CST mean scale scores for EOs. Math is shown in blue, ELA in green. The bottom series shows the proportion of students at each CELDT Level over time. RFEPs are included in CELDT Level 5.

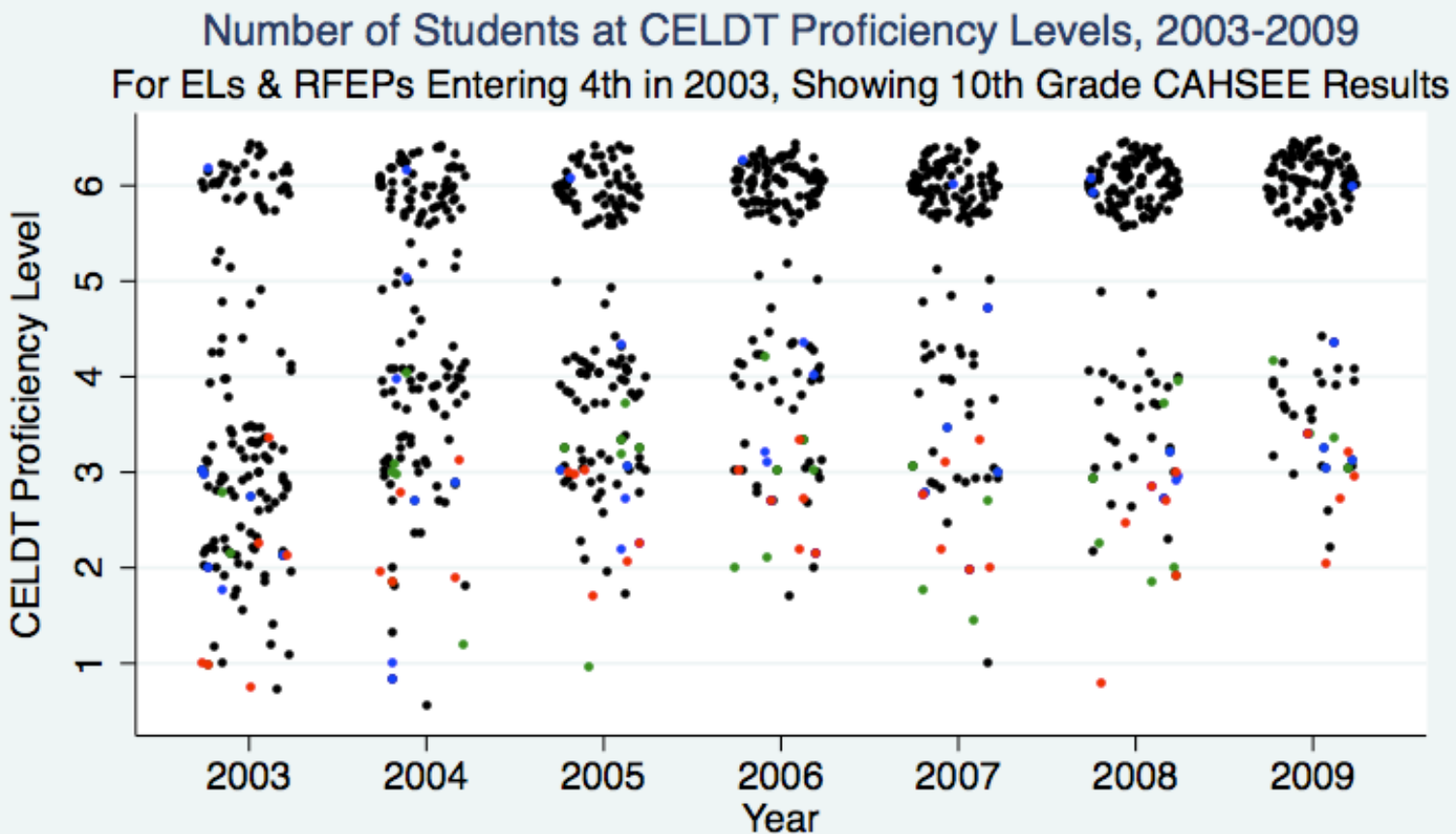
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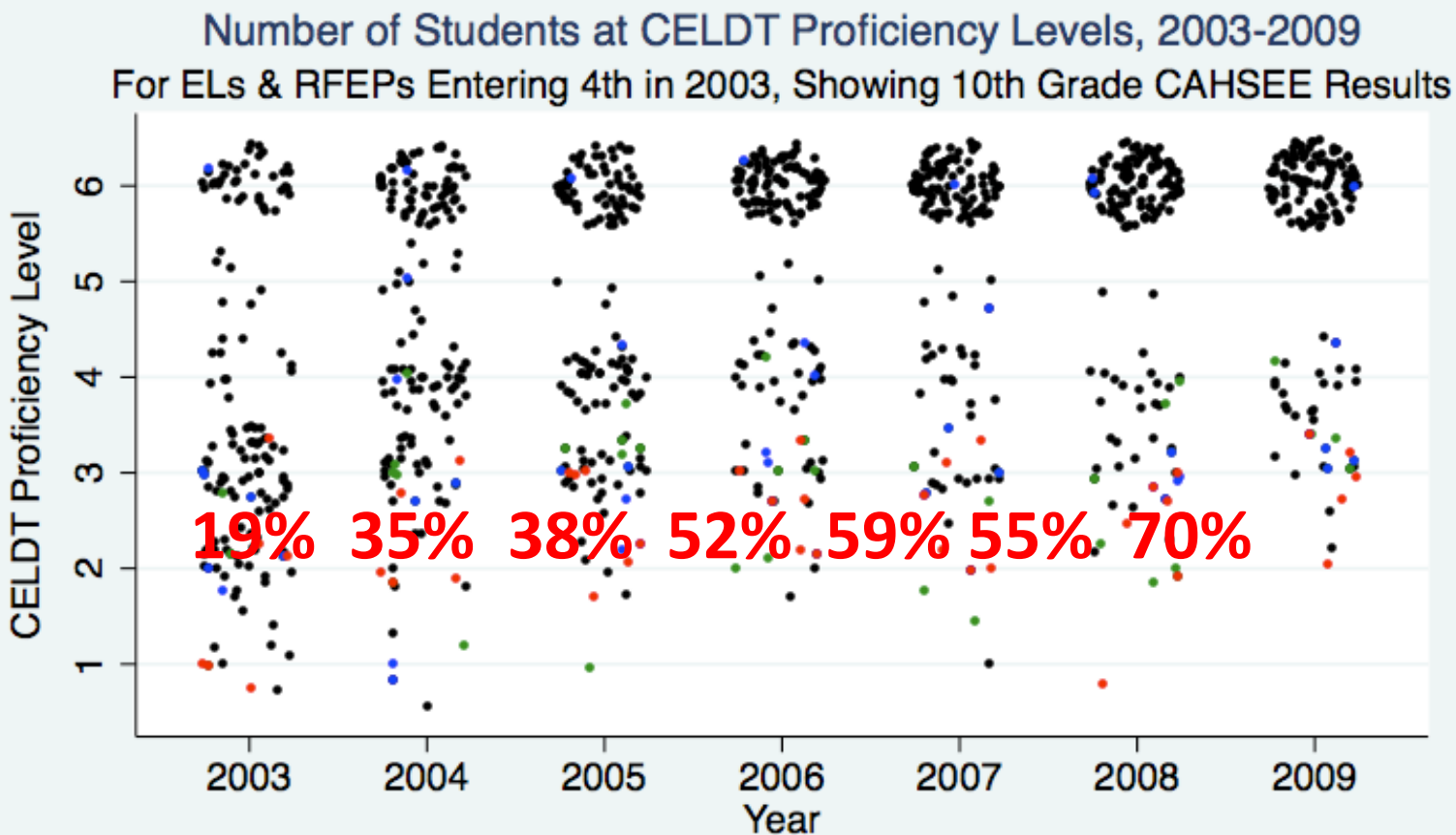
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# Toward High School Graduation



RFEPs considered at CELDT Level 6.

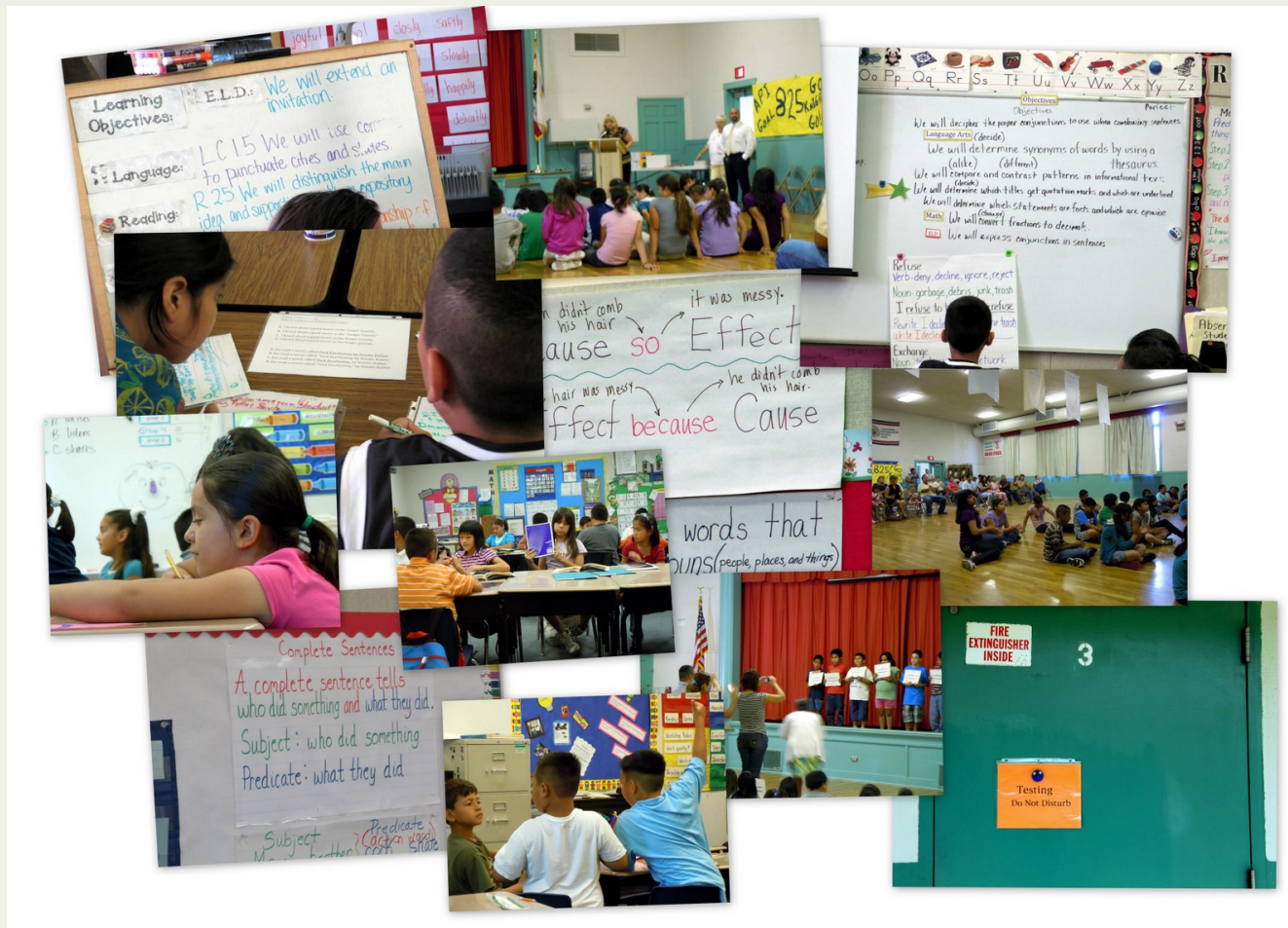
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# What can the school and district leadership do to support effective instruction for ELLs?



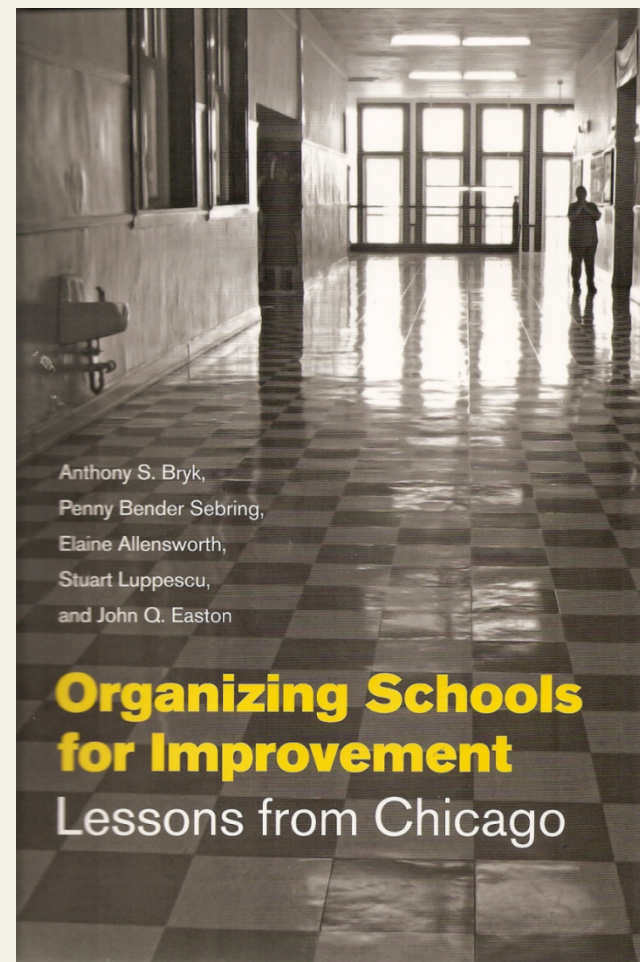
## ***Similar English Learner Students, Different Results:***

*Why Do Some Schools Do Better?*



AMERICAN INSTITUTES FOR RESEARCH

[http://www.edsource.org/pub/SimStu\\_ELL-07\\_1st-report.html](http://www.edsource.org/pub/SimStu_ELL-07_1st-report.html)



Research Conducted by  
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October 2009

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## **Succeeding With English Language Learners: Lessons Learned from the Great City Schools**

10/29/2010

NEA Seminar - Kenji Hakuta



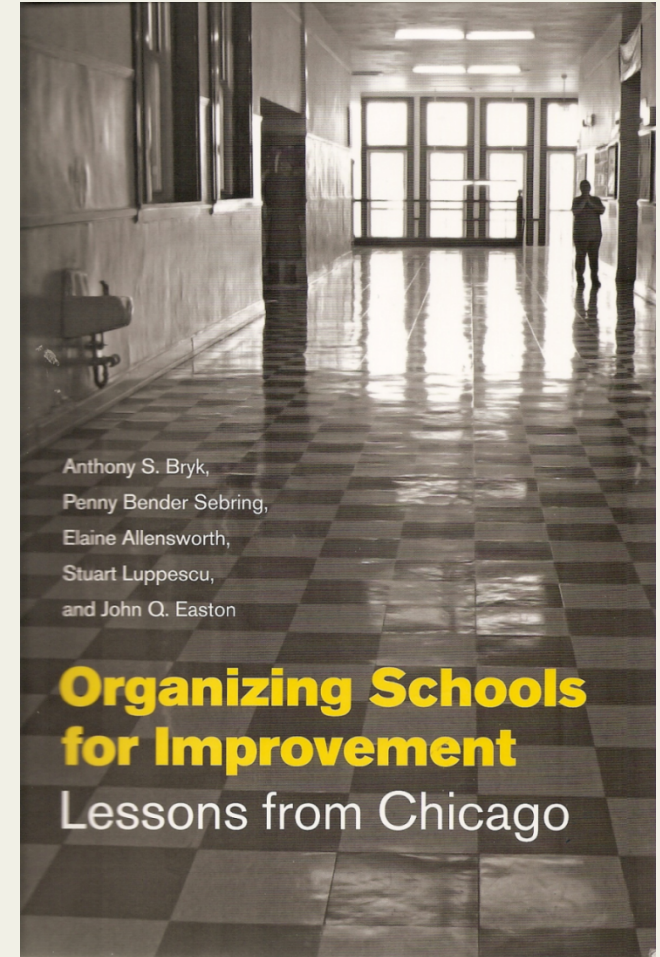
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## **Organizing Schools for Improvement** Lessons from Chicago



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# **Schoolwide vision and culture ...**



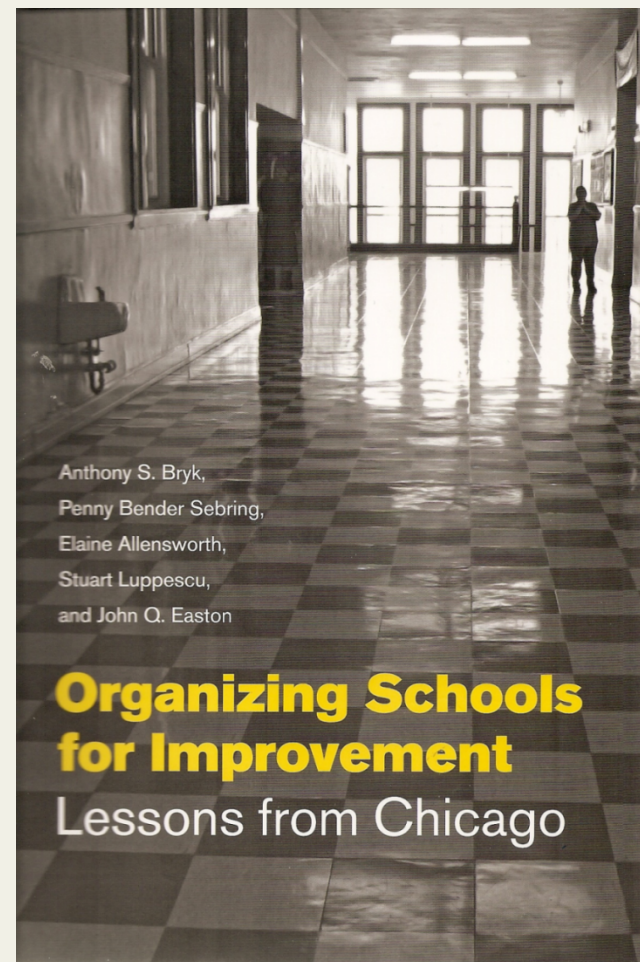
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**Staff capacity and focus...**

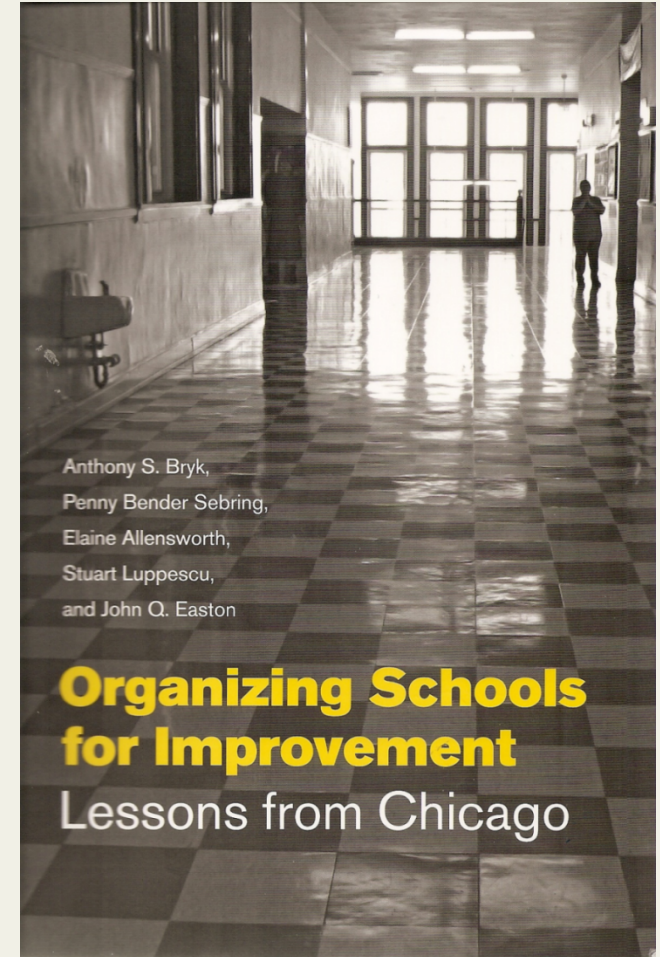
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**Stable leadership...**



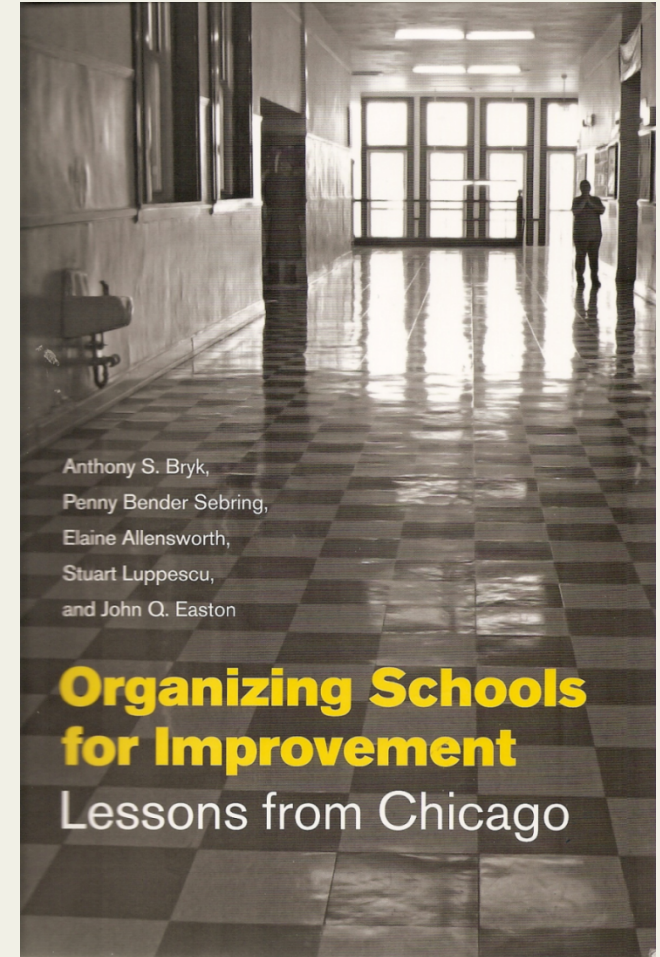
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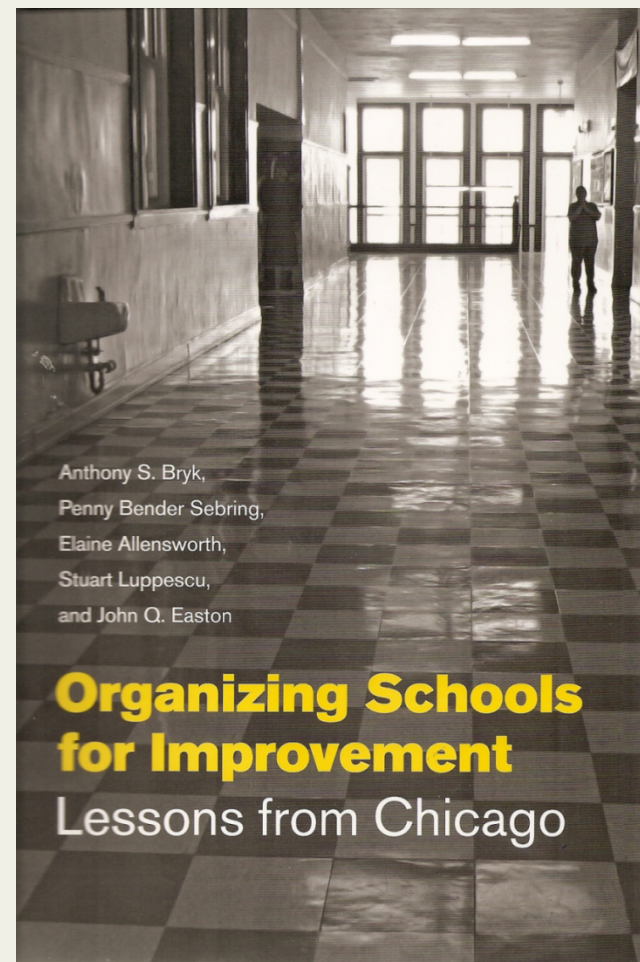
**ELD and core curriculum...**

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**Use of assessment and  
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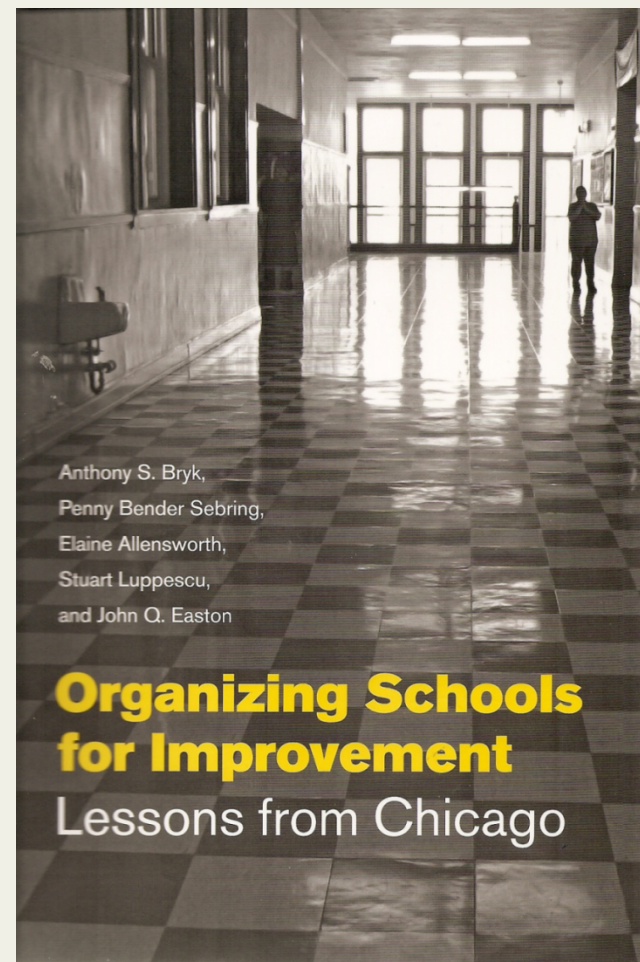


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**Parents, community,  
trust...**