

Editor's Note: After taking the summer off, the *ELL Outlook* is back. Because we've missed so many months, we've given you a double issue—articles that are twice the length as usual—so we can provide a more in-depth look at the issues facing ELLs today.

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**THE ELL OUTLOOK** Volume 2, Issue 6, September 2003

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Bilingual education is phased out, as some express reservations.

[http://www.boston.com/news/education/k\\_12/articles/2003/08/27/school\\_begins\\_immersed\\_in\\_english/](http://www.boston.com/news/education/k_12/articles/2003/08/27/school_begins_immersed_in_english/)

**Bilingual staff translates for special-ed students**

*The Arizona Republic* - 8/30/03

Employees fill the role of translators at parent meetings.

<http://www.azcentral.com/news/education/0830InterpretersZ10.html>

**Schools scrambling to meet No Child Left Behind Act provisions**

*(Minneapolis) Star Tribune* - 9/2/03

Some parents claim efforts to help ELLs achieve leave native speakers behind.

<http://www.startribune.com/stories/1592/4073377.html>

**Caution voiced on immersion rule**

*The Boston Globe* - 9/3/03

Boston school chief calls shift to immersion a challenge.

[http://www.boston.com/news/local/articles/2003/09/03/caution\\_voiced\\_on\\_immersion\\_rule/](http://www.boston.com/news/local/articles/2003/09/03/caution_voiced_on_immersion_rule/)

**Students brave a new world**

*The Washington Post* - 9/3/03

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~ ~ **ELL UPDATE** ~ ~

MARIA SANTOS STEERS AMBITIOUS PLAN FOR NYC'S ELLS

**By Michelle Adam**

*ELL Outlook* Staff Writer

Only months ago—June 1, to be exact—Maria Santos took on an enormous task. She became responsible for implementing change that would significantly impact 134,103 English Language Learners among New York City's 1,087,103 students.

As Senior Instructional Manager for New York City school programs, including ESL, special education, early childhood, gifted and talented, and instructional technology, Santos is part of NYC's ambitious "Children First" plan to overhaul its entire educational system.

"I think the reforms that are going on and the leadership and vision for New York City are exciting," said Santos. "This is a place where there is an incredible opportunity to make a big difference for a lot of kids. The attention to the infrastructure that needs to be in place to support this kind of vision is there. I am very excited to be a part of this."

Ever since last August, when he took the helm of the NYC schools as chancellor, Joel I. Klein has aimed at significantly improving New York City schools. His reform initiative, called "Children First," serves as a blueprint for changes that will impact the city's K-12 school system during the coming months and years. "Children First" stems from the culmination of ongoing meetings and input from parents, teachers, principals, superintendents, students, community-based organizations, corporations, institutions of higher education, faith-based organizations, and public officials, among others.

"NYC students were under-performing, and there needed to be a major improvement to ratchet up student performance," said Santos. "We needed a more coherent and cohesive system, which required that certain initiatives be considered system-wide."

In the past each district developed its own curriculum, professional development, and targets. This administration is now striving for system-wide approaches.”

Underpinning NYC reforms has been the creation of a uniform set of performance standards, assessment measures, and curriculum requirements. Schools will implement a new system-wide approach to reading, writing, and math that requires students not only to learn the basics, but also to develop conceptual thinking skills and solve complex problems.

Along with this, the city is hiring hundreds of new parent, teacher, and student support staff, creating support centers, building classroom libraries, and streamlining administrative offices in a manner that holds everyone responsible for achieving successful schools and students.

In a time of budget cuts, Santos said, NYC is “not cutting the support to the classroom. On the contrary, we are increasing the level of professional development and support for the classroom. If you look across the nation, in tight times most systems cut out curriculum and professional development. This city is doing the opposite. It is investing significantly in the professional development of the teachers. Not only are we doing academies and professional development, we are providing coaches and instructional professionals in the schools. A significant proportion of the resources are going toward ELL and mainstream teachers and professional development for our teacher leaders working across all the communities. Very few systems nationwide are able to sustain this in tough economic times.”

Classes for ELLs in NYC are also being organized more efficiently and in alignment with core curriculum. “Prior to the reforms, the [ELL] programs were highly diverse. You could find all kinds of different offerings throughout the system, and many of the systems were not aligned to standards and a coherent core curriculum,” said Santos. “Throughout the system it was uneven. A significant number of students were under-performing. They were performing below their English-language counterparts in terms of being able to meet grade-level standards and being able to graduate. They also had a higher drop-out rate from the system. Now, students will be instructed to grade-level standards and core curriculum.”

Under the new reforms, potential ELL students in NYC will be tested to determine their skill levels; if they are found eligible for ELL programs, their parents will have the opportunity to choose between bilingual and ESL classes. The bilingual classes will include English as a second language and English language-arts instruction, plus content-area instruction in the native language and English. Unlike previous practice, bilingual classes will have clear guidelines for language allocation—starting with 40 percent English and 60 percent native language in beginning classes, and then transitioning toward greater use of English. ESL programs will provide instruction in English only, while dual-language programs will be available for English speakers and native speakers of another language who wish to learn two languages in an integrated classroom.

Another change from previous practice is that ELLs will have to stay in one track, rather than alternating between ESL and bilingual classes. Said Santos, “Our initiative supports what the researchers say. A student who stays in a program over time succeeds in meeting the program goals. We know that students who travel between programs have performed less well than their peers that stay in a particular program.”

Under the reforms, ELLs will have to meet expectations similar to those of mainstream students. They will all be required to pass 5 Regents exams (English, math, science, global history/geography, and U.S history and government) in order to graduate. While flexibility within the system remains, ELL students will also be expected to develop English proficiency within three years and, along with other students, will take interim exams throughout the year to help teachers assess their progress.

"I think what makes the most difference for all students (ELLs or any learners) is that they are taught to grade-level expectations," said Santos. "The more you expect of them, the better they perform, the more engaged they are. Kids are smart. They know when they are being challenged and when they are not."

Santos has experienced this truism first-hand. She started in education as a bilingual teacher in San Francisco about 20 years ago. Prior to taking on her current post, she served as Chief Academic Officer for the San Francisco Unified School District. Said Santos, "When I first started teaching in San Francisco in the early 1980s, some students had the opportunity to receive instruction targeted to their grade level. Others did not. It was uneven. The most important thing is to make this available for every child."

Santos, who was raised in Puerto Rico speaking and learning Spanish and English (as well as other languages while she lived in various countries with her military family), is especially looking forward to providing ELL students in New York City the same opportunities that non-ELL students receive. "I think one of the key things I'm very excited about is precisely targeting poor ELL academic standards," said Santos. "I believe that all students should be provided a core program that is rich and rigorous and that affords them multiple opportunities and options. This is key—that ELL students be brought into the mainstream and afforded a program that enables them to graduate and take advantage of these rich opportunities that this country has to offer. That is why they came here in the first place. It is important that a system develop the capacity of its professionals to be able to assure that promise to them." To help fulfill this promise, ELL students will receive the same learning materials that students in mainstream classes receive. In addition, they will be offered primary language materials and multi-level readers that target the academic content areas at lower reading levels.

Every classroom will have its own library, but rather than using ESL textbooks, NYC schools will rely more on literature aligned with grade-level standards as part of its Balanced Literacy Program. In other subject areas, such as science, students are expected to work more with trade books and other supportive materials conducive to inquiry-based learning, rather than relying as much on textbooks as they have in the past.

When asked her recommendation to publishers seeking to address the needs of ELL students in NYC, Santos said, "A supportive publisher would provide a system with translations of core conceptual areas in some of the large language groups. We will give texts in Spanish for Spanish bilingual classes, but for other languages we will be looking for translations of core concepts." (Bilingual classes serve 12 different language groups. In addition to Spanish, other primary language groups include Chinese, Russian, Haitian, Korean, French, Bengali, and Arabic.)

According to Santos, English-language classroom libraries should be in place by September of this year, while Spanish libraries, which are still being developed, are slated for next January. Other language libraries will follow. "You are not going to make a major turnaround overnight," said Santos, "but there are many things in the system we can access to move forward."

When asked how everyone within the system could most adequately work to help students move forward, Santos had simple advice: "The key to making these reforms work is learning. It's about adults learning how to do a better job for kids, learning new strategies, learning from each other how to build a stronger program, and sticking with it."

~~ **AT ISSUE** ~~

ENGAGING TEACHERS IN MODELING, DEMONSTRATING, AND HANDS-ON ACTIVITIES

**by Paula Leoni-Bacchus**

*ELL Outlook* Contributing Writer

If a picture is worth a thousand words, in the classroom a hands-on experience is worth a thousand pictures, especially to a student who is an English Language Learner (ELL). In *Experience and Education*, John Dewey claimed that students learn through experiences and that these experiences should engage students in meaningful ways. His claim is echoed in current findings in second language acquisition theory. Hands-on activities are a significant way to provide experiences and opportunities for intermodal learning. As described by Hösli (2000), they constitute "a method to help second language learners approach, meet and become acquainted with uncommon things and situations" (p. 28).

Modeling, demonstrating, and providing meaningful, hands-on activities are among the techniques suggested by the Sheltered Instruction Observation Protocol (SIOP). SIOP was developed as a model that illustrates the elements of effective instruction for ELLs, helps make content comprehensible, and ensures that language acquisition is enhanced through meaningful use and interaction. Modeling, demonstrating, and hands-on activities provide opportunities for students to interact and be engaged in reading, writing, speaking, and listening for authentic purposes, which requires—to a certain degree—that teachers themselves be engaged in what they are modeling or demonstrating. Two examples of how teachers have used their own engagement in learning in order to model and demonstrate research and writing for their students can be seen through the examples of two middle school ELL teachers, one in Massachusetts and the other in Colorado.

For the past nine years, Carol Bearse has worked as a Literacy Specialist and Bilingual Curriculum Specialist in Framingham, Massachusetts. Her work at the middle-school level with a diverse student population blossomed into classroom-based research and eventually into a dissertation on collaborative inquiry. Carol's research involved a class of eighth-grade ESL IV (advanced) students who conducted their own research projects with self-selected topics. She set out to understand the process of her students' acquisition of English through research and collaborative inquiry projects, and discovered that these eighth-grade ESL students' reading, writing, and researching attained levels not previously evidenced.

Carol utilized the very reading, writing, and research she was conducting for her dissertation to model, demonstrate, and provide hands-on activities for her students' research projects. Just as she researched a topic of her choice and interest, she encouraged students to choose topics of interest for their own research. The students followed the same elaborate, rigorous steps that Carol followed while doing her dissertation research. Students compiled "research binders" in which they organized the work they planned and completed; their research binders looked much like the notebook that Carol kept for her dissertation research. The research process, which began in November and was completed by June, included taking notes, reading, reflecting, organizing notes, completing a rough draft, revising, completing a final draft, and compiling and presenting final projects. Carol's research findings suggest that the authentic literacy events she created for her students not only motivated them but also accelerated their acquisition of English.

Another example of teacher engagement that resulted in nurturing students' authentic reading, writing, and research skills took place in my own middle school classroom in the Denver Public Schools. When I asked my sixth-, seventh-, and eighth-grade ESL students to write biographies, their first attempts resulted in one or two paragraphs, mostly plagiarized from books that they checked out from the library. In strategizing about how I could provide clearer instructions and also model and demonstrate the process of writing a biography, I decided to write a biography of my grandparents. Only then was I able to be explicit about the steps students should take and demonstrate the process of biography writing.

As soon as I had made the decision to use my own reading, writing, and research to model and demonstrate for my students, it became clear to me that in my original explanation of the assignment I had left out numerous crucial steps in the research and writing process. By sharing the process of writing my grandparent's biography, I was able to model, demonstrate, and provide the hands-on activities necessary for students to successfully complete a biography project that depended on rigorous reading, writing, and research. In the end the results not only demonstrated students' knowledge of the writing process but also validated their cultural backgrounds as an educational resource. The completion of the project thus strengthened the ties between home and school for these students.

These examples illustrate how teachers can seek out learning experiences to share with their students. In order to do this, teachers need opportunities to engage in their own academic development within the content area(s) they teach. Providing them with the appropriate funding and time to continue their own learning is one way to support their efforts in engaging students in interaction that will help students comprehend both new language and content matter. This support, in turn, helps teachers to create the kind of environment that turns their students into lifelong learners.

*Paula Leoni-Bacchus received her Ph.D. from Teachers College, Columbia University. She has worked in the NYC public school system as a professional development collaborator and in Framingham, MA as the Assistant Director of Bilingual Education. She is an Adjunct Professor in the School of Education at Lesley University, and currently represents TESOL as the content leader for professional development hosted on the NCTE CoLearn Web site.*

~~ FROM THE FIELD ~~

THE IMPLEMENTATION OF QUESTION 2 IN MASSACHUSETTS: BOSTON ELL DIRECTOR DISCUSSES COSTS, SETBACKS, AND PLANS

**By Michelle Adam**

*ELL Outlook* Staff Writer

Nydia Mendez was one of the strongest opponents of Question 2, a Massachusetts ballot initiative that, last November, severely restricted thirty years of bilingual education and wrote into law a one-year structured English-immersion program for English Language Learners throughout the state. "We here in Boston fought hard against Question 2, and nobody fought it harder than I did. It does not make any sense," said Mendez.

Now, however, as director of the Office of Language Learning and Support Services of Boston Public Schools, Mendez must implement Question 2 amendments made to the Massachusetts General Laws and find ways within the changes to successfully educate some 21,000 ELLs in the Boston Public Schools.

Prior to November's ballot initiative, Mendez, along with other bilingual directors, legislators, community members, and school administrators and teachers, gathered to seek ways to improve the effectiveness of what was then a state-mandated transitional bilingual program. As a result, the Massachusetts Legislature's education committee endorsed reforms that were intended to add accountability, parental choice, and instructional improvement to the existing law.

"Those of us in bilingual education in Massachusetts have always known that transitional bilingual education was never really allowed to work well. There wasn't even an office of bilingual education at the state level," said Mendez. "We did not need Question 2 to improve language services for ELLs, because there was already a movement to bring about reform to the existing law."

The new ballot initiative will now replace recent reform measures endorsed by the education committee. However, Mendez and those who had already been involved in conversations to improve ELL programs have found ways to implement pieces of reform while meeting their commitment to the new ballot initiative. "It took this ballot initiative to get the school system to focus on ELLs. The shock on us caused by the collapse of the state's bilingual education law prompted superintendents, school committees, and others to really take a look at ELLs.

"We in this field have always known that without the attention and inclusion of ELLs in the conversations of reform, districts would not be able to make the progress they were expected to make under No Child Left Behind. Especially since ELLs make up a third of our student body."

For Mendez, "Bilingual education in Boston had been operating in relative isolation, and not by choice. Now there has been an enormous embrace of the spirit of collaboration to move all students toward academic proficiency."

The new law requires, with limited exceptions, that all public school children throughout Massachusetts be taught English and subject areas with English books in English-language classrooms. ELL students will be placed in sheltered English-immersion programs available in 32 schools, normally not lasting more than one

year (under the former law, ELLs could stay in special programs for three years or until they could perform successfully in English-only classes). If, however, parents sign waivers, which must be approved by the school system, their children can be placed in bilingual or dual-language classes.

Under the new state law for ELLS, Mendez has been busy redefining her department's mission and responsibility and shifting more attention than ever onto the achievement of ELLs in both specialized and mainstream classes. Until now, her department tracked students' progress within bilingual programs but was not able to do so once students were transferred into mainstream classes.

"There were an awful lot of ELL students in regular classes that were being excluded from testing. Now we can take a closer look at what is happening in regular classrooms," said Mendez. "We are also providing more direct assistance to principals in schools, especially in schools where ELLs are not meeting high academic standards. Before there was less interest for us to do so."

One of the first steps Mendez took after the implementation of Question 2 was to determine the appropriate classrooms for ELL students. She has since assigned 6,000 ELL students in stages 1 and 2 of language development to English-immersion classes. "The rest [about 3,500 ELLs] will enter mainstream classes," said Mendez. "Are they ready? That is the big question." Although students in stages 4 and 5 are most likely prepared for regular classes, it is uncertain whether stage 3 students are ready to transfer.

Since Question 2 passed, Mendez has also reduced the number of ELL teachers by 50 percent. Boston schools have, in turn, offered massive training to over 650 teachers and coaching professionals who will be teaching or assisting sheltered-immersion programs or teaching ELL students already transferred to mainstream classes. Mendez plans to keep the remaining bilingual teachers in their prior language groups so they can explain concepts and support instruction in students' native languages as allowed under the new law.

In addition, Boston schools will now provide 27 Centers for English Language Learners at those schools where the largest number of parents have signed waivers for their children's education. "If parents sign a waiver, their children can receive instruction from bilingual teachers who can support the students in their educational development through the use of more native language. The centers will also have native language literacy support for the population of students that come from other countries and who have had interrupted schooling," Mendez explained.

According to Mendez, the centers will adhere to the needs of the students, which could include providing classes with very little of their own native language. Those students with waivers but without centers at their schools will have the option to transfer to a school that has a center. The keys are for parents to have choice and for teachers to address students' needs in multiple languages without being sued (under the new law, English-immersion teachers can be sued if they fall out of line with current legal requirements).

"After Question 2 was approved, we had done a major advertising campaign to let parents know about the availability of these waivers," said Mendez. "At the closing of the school year, we had already received 1000 requests for waivers from sheltered English-immersion instruction for ages 10 and over."

Under the new law, students can also opt to enter dual-language programs, which are offered in three schools and within which English Language Learners can participate at all skill and grade levels. According to Mendez, she and others had to push hard to rewrite the language of this part of the law. "Before, Question 2 said that ELLs could only enroll in dual-language programs if they were proficient in English and could perform in English at par with English speakers. What could be more discriminatory than that?" said Mendez. "Now, once parents find out that they can continue having their children become biliterate, I suspect you will see a growth in dual-programs."

While Mendez would prefer to offer bilingual programs with amended changes, now that Question 2 has been passed she has placed her full attention on doing the best job within the new state law.

"The city council took steps to repeal Question 2. There was a great deal of activity to block implementation. We fought Question 2 tooth and nail and it was defeated in Boston," said Mendez. "Now we have a plan and we have done a thoughtful job at preventing major chaos. Let us seize this moment to rethink all aspects of the education of these children, and let us see how we can align our responsibilities so that we can all focus on making sure these kids do well."

~ ~    **FROM THE STATES**    ~ ~

THE IMPACT OF HIGH-STAKES TESTING ON LATINO ELLS IN COLORADO

Almost every state has implemented a series of standardized tests used to measure what students have learned in specific subject areas. To varying degrees (e.g., some states grant exemptions from testing for new ELLs), ELLs are held to the same standards as all other students and take the same standardized tests. What is not clear is the effect these standardized tests have on ELLs. Do these tests measure English proficiency or a student's real knowledge of subject matter? Do these tests accurately gauge what an ELL is learning in an ESL/bilingual/structured English immersion classroom?

In the Spring 2003 issue of the *Bilingual Research Journal*, four professors from the University of Colorado at Boulder published "High-Stakes Testing, Latinos, and English Language Learners: Lessons from Colorado." As part of a larger study on the impact of the Colorado Student Assessment Program (CSAP) on ELLs, Kathy Escamilla, Elizabeth Mahon, Heather Riley-Bernal, and David Rutledge studied the results of CSAP testing over a three-year period (1999–2001). Designed to determine the effect of standards-based testing on Latino students, the study goes on to focus more on Latino ELLs in particular. The primary questions the study was meant to answer included:

- How do CSAP results compare when considering Latino ELLs taking the Spanish CSAP, Latino ELLs taking the English CSAP, and all Colorado students taking the English CSAP?
- Are school ratings affected by larger percentages of ELLs?

From a broader perspective, the study considers the debate concerning ELLs and high-stakes testing. The real disagreement comes when considering not *if* standards

should be applied to ELLs, but *how* they should be applied to ELLs. As the authors state, "Little or no controversy has surfaced with regard to content standards for ELLs. Indeed, there is widespread agreement that ELLs can and should meet challenging content standards" (*BRJ*, p. 26).

### **The Rationale for Studying the CSAP and Latino ELLs**

First administered in 1999, the CSAP is conducted on an annual basis to measure the specific performance standards that students are meant to achieve. Because of the difficulties ELLs have in gaining English proficiency, especially when coming from a background of limited formal schooling, the Colorado legislature allowed two accommodations for ELLs on the CSAP. The first allowed ELLs to be exempted from the English CSAP for up to three years. The second created a Spanish CSAP in reading and writing for Grades 3 and 4.

Yet, in the 1999–2000 school year, when Escamilla and her colleagues decided to conduct this study, "there was little accountability with regard to the progress that ELLs were making toward meeting state standards" (*BRJ*, p. 27). In fact, when the Colorado Department of Education released its annual report to the state legislature in January 2000, there was no mention of ELLs at all. CSAP results were broken down by gender, ethnicity, handicapping conditions, and socioeconomic status, but "notably absent was any information on the results for students taking the CSAP assessment in Spanish, and no data were presented that had been disaggregated with regard to language proficiency and English CSAP results" (*BRJ*, p. 27).

The Spanish CSAP was developed to parallel the English CSAP and measures the same content standards in reading and writing. As parallel tests, by law the English and Spanish CSAP are assigned the same status as accountability measures. Yet, in practice, this was not the case: "The Spanish CSAP has not been given status or value equal to that of the English CSAP. Differentiated treatment between the Spanish and English CSAP tests and results have manifested in several ways . . . treatment of data gathered on both tests, inequitable ways in which children and teachers are given information to help prepare for the test, and continued controversy over how Spanish CSAP results will be used by policy makers" (*BRJ*, p. 30). Examples of this "differentiated treatment" include having to look through boxes of Spanish CSAP results while English CSAP results were reported on the Internet (although, by 2001, Spanish data were also available on the Internet); test preparation items only being available for the English CSAP; and, most importantly, Spanish CSAP tests not being counted when assessing a school or school district's progress in meeting state standards. For all intents and purposes, the achievement of Spanish-speaking ELLs taking the Spanish CSAP had no effect on the overall standing of their school or district before this study was conducted.

### **Third-Grade CSAP Results**

English and Spanish CSAP data for this study were examined at the state, district, and school levels over a three-year time period (Spring 1999, 2000, and 2001).

At the third-grade level, results from analysis of the statewide CSAP can be summarized into three points:

1. "a greater percentage of Latinos taking the CSAP in Spanish scored at the proficient or advanced level than Latinos taking the CSAP in English" (*BRJ*, p. 32)
2. "results on the CSAP indicate a gap between Latinos (both those taking the test in English and those taking the test in Spanish) and all Colorado third graders in the percentage of students scoring at proficient or higher" (*BRJ*, p.32)
3. The percentage of all students scoring at or above proficient grew over the three-year time period studied.

Perhaps more interesting are the third-grade CSAP results on the district level, where a few school districts had Spanish CSAP results exceeding that of statewide English CSAP results. Some ELLs taking the Spanish CSAP "are meeting state standards in reading and writing at the third- and fourth-grade levels, and their scores are comparable to, or even higher than, the scores of some students taking the English CSAP" (*BRJ*, p. 34).

Unfortunately for districts with high populations of Spanish-speaking ELLs in bilingual education, Spanish CSAP results are not factored into a school district's overall accountability rating, presenting "a skewed picture of the achievement outcomes for many schools in Colorado with large numbers of Latinos and Spanish-speaking students" (*BRJ*, p. 36). In Vigil Elementary, for example, only 14 percent of students scored at or above the proficient level on the English CSAP in 1999, causing the *Denver Post* to call for a restructuring. Yet when results of the Spanish CSAP are included, 62 percent of the school would have scored at the proficient level or above.

#### **Fourth-Grade CSAP Results**

At the fourth-grade level, there was a general decline in the percentage of all students scoring at the proficient level and above. (The authors suspect that this is due to the fact that students in third grade are "learning to read" and students in fourth grade are "reading to learn.") In addition, a writing section is added to the assessment in the fourth grade.

Compared to third-grade results for Latinos, "a greater percentage of fourth-grade Latinos taking the English CSAP scored at or above proficient than Latinos taking Spanish CSAP" (*BRJ*, p. 37). In writing, there was a large gap between all Colorado students and Latinos taking the English CSAP (18% v. 38%), but a relatively small gap between all Colorado students and Latinos taking the Spanish CSAP (36% v. 38%).

#### **The Influence of ELLs on School Report Cards**

Although ELLs represent only about 8 percent of all Colorado students, most of them are heavily concentrated in 12 metropolitan school districts and 6 mountain and rural school districts. In fact, 18 school districts enrolled 90 percent of the total ELL population in Colorado at the time this study was published.

After it was decided that highly impacted schools consisted of schools with 20 or more ELLs, the schools were then grouped by impact status. Results indicated that "for districts sampled, 76.5% of unsatisfactory schools were highly impacted by ELLs while only 4.5% of the heavily impacted schools received grades of excellent. Furthermore, 62% of the schools receiving low grades were highly impacted by ELLs"

(BRJ, p. 42). Even with a three-year exemption (meaning that ELLs newly arriving in Colorado would not take the English CSAP), schools are still negatively affected by a large enrollment of ELLs. This might, according to the authors, create a negative culture for ELLs, one in which language is viewed as a problem and not as resource or even a right: "In Colorado, as in other states, the CSAP and school report card grades may create an unwelcoming environment for ELLs. If having large numbers of ELLs in a school stigmatizes a school as low or unsatisfactory, then there is little incentive to work or to teach there. There is little reason for students themselves to take pride in such a school" (BRJ, p. 45).

(Editor's note: During the 2000–2001 school year, Spanish CSAP results were included in a school's report card. Although nine schools had improved ratings as a result, nine schools' ratings declined, presenting a "zero sum game." Still, the authors feel that "it is beneficial to include Spanish CSAP results in school report card ratings because this inclusion provides a better picture of an entire school's progress toward meeting state standards, and it includes a greater number of students in the accountability process" [BRJ, p. 45].)

*The full text of "High-Stakes Testing, Latinos, and English Language Learners: Lessons from Colorado" can be found in the Spring 2003 issue of the Bilingual Research Journal at <http://brj.asu.edu/>.*

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