

# English Language Development and Accountability

\*Especially for English Learners in program for more than five years

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# What do 6<sup>th</sup> graders want you to know?

- *I try my best even though it looks challenging*
- *I want them to now I am hard working and know what to do/smart.*
- *im smart i just don't show it*
- *I like to be funny, and like to play sport*
- *That we take to much test and we dont want to take tes*
- ***I don't know***

# What do 6<sup>th</sup> graders want you to know?

*I want educators to know that they shouldn't hurry us up, because when the work is hard, they should give us more time. They should try being in our shoes for a day.*

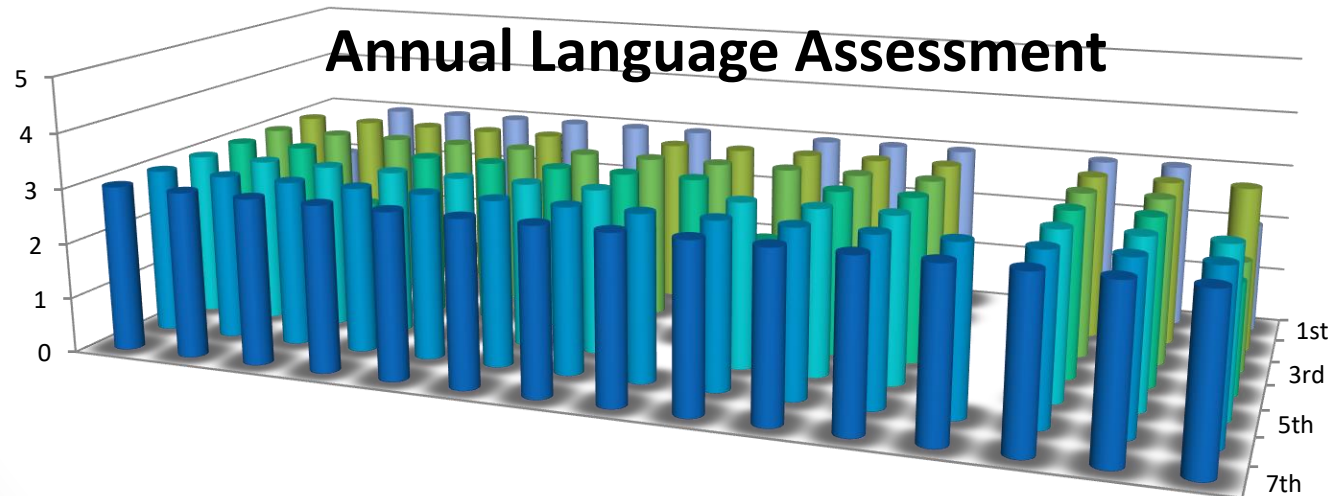
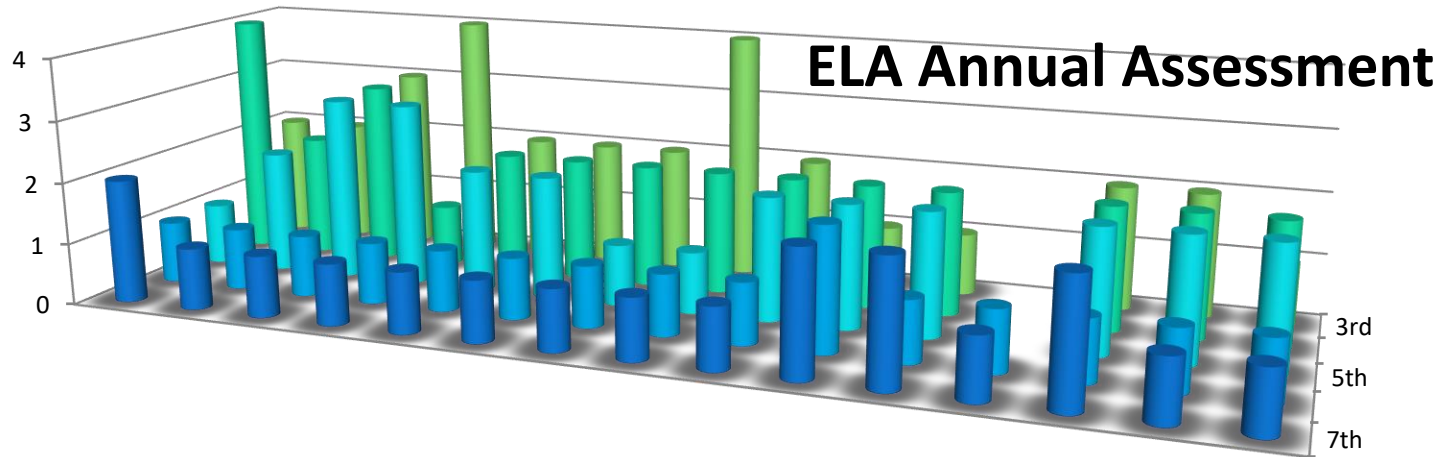
# Why does their teacher try to hurry this group of students?

- They come from bilingual or monolingual Spanish homes
- They have been in our public schools since kindergarten
- Many are unable to communicate with their families in Spanish
- They are fluent in social English, but struggle academically
- Many are not engaged academically in their classes nor are they in school activities

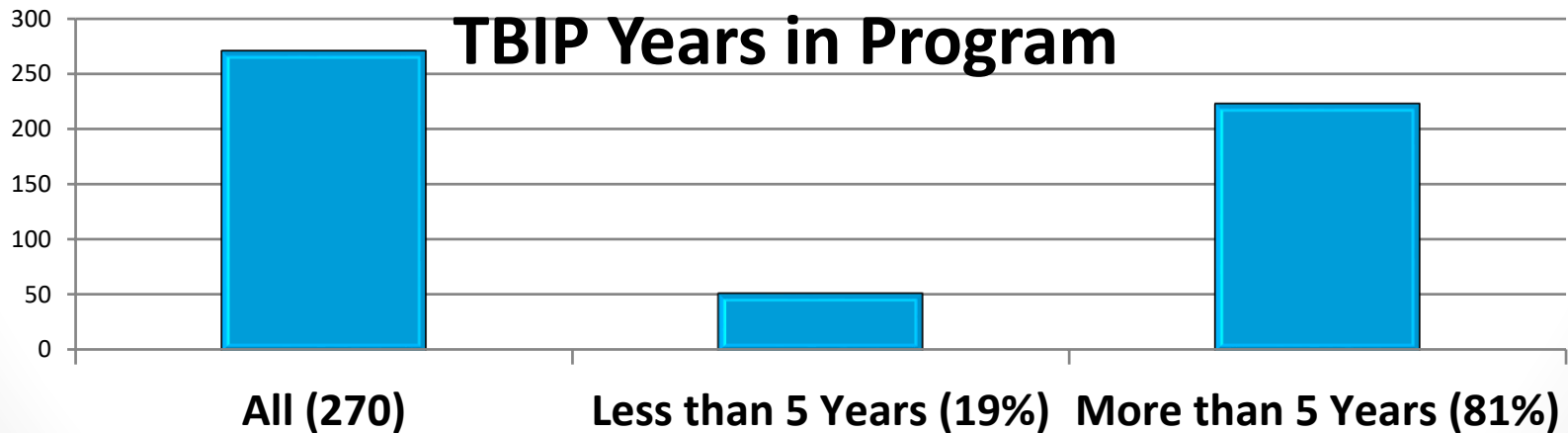
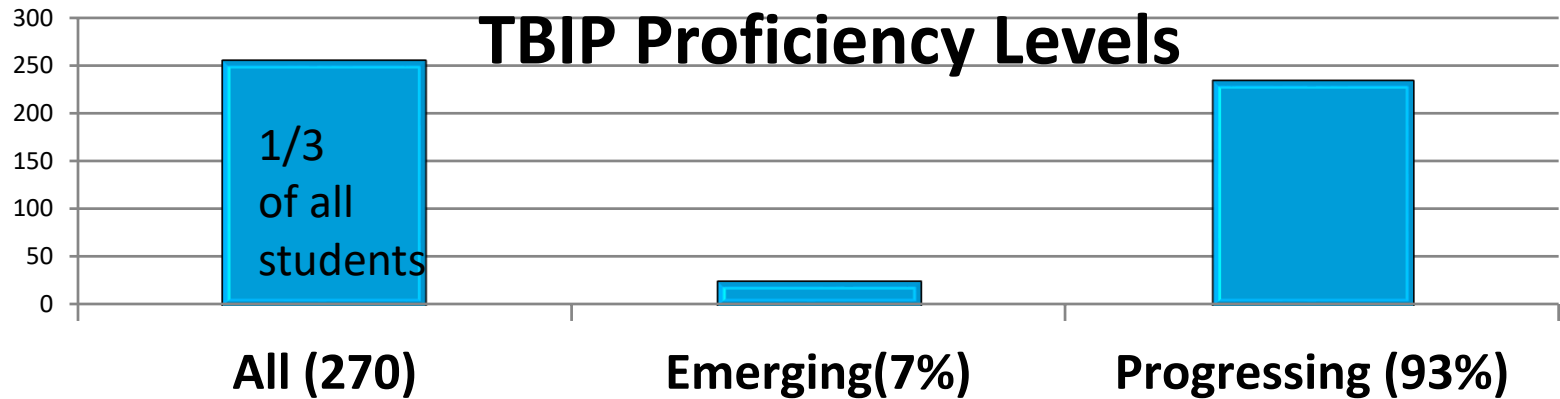
# Why does their teacher try to hurry this group of students?

- They and their families do not realize that they are academically at risk
- They have plateaued at the intermediate level on the language proficiency exam
- Most are not demonstrating proficiency on the Smarter Balanced Assessments

# Looking at a Similar Group of Students ...



# Lewis and Clark Middle School



## In the Yakima School District

### How many Long Term English Learners?\*

5th	6th	7th	8th	9th	10th	11th	12th
440	309	287	298	430	290	330	310
79%	82%	75%	79%	87%	67%	83%	81%

\*Percentage of LTELs out of total EL population



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How many LTELs passed ELA SBA?				
5th	6th	7th	8th	11-12
20	10	14	9	34
6%	4%	6%	4%	11%

\*Percentage of LTELs out of total population

# Solutions

- ESSA?
- Assessment for learning, not just assessment of learning
- Culturally responsive teaching and culturally responsive systems and structures
- Equity, not equality

# Needs

- Deep understanding of language development at all levels of staff who create the systems and structures
- Teacher training and time to develop and analyze formative assessment
- Teacher training and time to develop differentiated lessons
- Team approach: language coaches, interdisciplinary teaming, and counselors

# Conclusion

*Try being in our shoes for a day.*

