

**Population Characteristics, Social Goals,
and Educational Treatments
for English Language Learning Students.**

**Kenji Hakuta
Stanford University**

October 14, 1999

Workshop Presentation

National Research Council, Board on Testing and Assessment
Forum on Educational Excellence and Testing Equity

*Inclusion, Accommodation, and Reporting for
English Language Learners in Standards-Based Reform*

Student Characteristics

The Students

- ◆ There are upwards of 6 million school-aged children in the United States who live in homes where a language other than English is used, corresponding to roughly 14 percent of the entire school-aged population.
- ◆ About 45 percent of these children are Limited-English-Proficient (L.E.P., also called English Language Learners), and would not learn at their full potential without special assistance.
- ◆ most of the students are in early elementary grades, although the numbers in middle and high schools are growing;
- ◆ about three-quarters are from Spanish language background;
- ◆ about three-quarters are poor and attend high-poverty schools;
- ◆ socioeconomic indicators such as income and parent background are much lower among Spanish-background than other language background students;
- ◆ the students are geographically concentrated in several states (California, Texas, New York, Florida, Illinois) and in school districts. To give one statistic, 40 percent of L.E.P. students can be found in just 6 percent of the school districts nationally.

in short, the major issue about the education of L.E.P. students is the education of Spanish-background elementary grade students concentrated in high poverty schools.

Program Types

Program Types

Typically, the programs are classified with respect to the ways in which *English language development* and *academic content development* are coordinated. Some major approaches are:

English as a second language (ESL): Students receive specified periods of instruction aimed at the development of English language skills, with a primary focus on grammar, vocabulary, and communication rather than academic content areas. Academic content is addressed through mainstream instruction, where no special assistance is provided.

Structured immersion (or “sheltered instruction” in secondary grades): All students in the program are Limited-English Proficient, usually though not always from different language backgrounds. They receive instruction in English, with an adjustment made to the level of English so that subject matter is more easily understood. Typically, there is no native language support.

Transitional bilingual education: Most students in the program are English language learners. They receive some degree of instruction through the native language; however, the goal of the program is to transition to English as rapidly as possible, so that even within the program, there is a rapid shift toward using primarily English.

Maintenance bilingual education: Most students in the programs are English-language learners and from the same language background. They receive significant amounts of instruction in the native language. These programs aim to develop academic proficiency in English and the native language.

Two-way bilingual programs: About half of the students in these programs are native speakers of English, and the other half are English-language learners from the same language group. The goal of the program is to develop proficiency in both languages for both groups of students.

There is considerable local variation even within these types of programs, as might be expected since policies are set at state and local levels

Program Effectiveness

Effectiveness

- ◆ Transitional bilingual education is offered mostly in Spanish, in the early grades, and in places where there are sufficiently large numbers of students to make it practical. Students from other language backgrounds and Spanish speakers in schools where they are not numerous receive ESL or other alternatives. In short, programs mirror the demographic composition of students.
- ◆ On average, students receiving bilingual education are socioeconomically disadvantaged and are more likely to attend high poverty schools compared with students receiving ESL.
- ◆ When strict comparisons are made that control for the background factors, children learn English at the same rate regardless of the kinds of programs they are in. It takes most students 2 to 5 years to attain a level of proficiency in English that does not put them at a disadvantage. Their rate of acquisition of English depends on the level of development of the native language – children with strong native language skills learn English rapidly. Motivation to learn English is uniformly high both among parents and the students.
- ◆ With respect to academic achievement, the best and most careful comparisons of program types show modest-sized benefits in favor of bilingual education programs. None of the program effect sizes, however, approach what it would take to close the gap in student achievement between poor and middle class populations. The typical program for L.E.P. students, regardless of program type, does not promote high levels of academic learning.
- ◆ Attributes of effective schools and classrooms have been identified that refer to school factors that go beyond the program types with respect to language. Typically found in descriptions of good schools for language minority students are the following attributes: a supportive school-wide climate, school leadership, a customized learning environment, articulation and coordination within and between schools, some use of native language and culture in the instruction of language-minority students, a balanced curriculum that incorporates both basic and higher-order skills, explicit skills instruction, opportunities for student-directed activities, use of instructional strategies that enhance understanding, opportunities for practice, systematic student assessment, staff development, and home and parent involvement.

Academic Outcomes

**Number of English Learner (EL) Students
and Students Redesignated as Fluent-English-Proficient (FEP)
in California Public Schools, 1981-82 through 1998-99**

Due to the passage of Proposition 227 in 1998, Limited English Proficient students are now referred to as English Learner (EL) Students.

Year	Growth of English Learner (EL) students		Number of students redesignated as FEP	
	Number of EL students	Percent increase from previous year	Number of students redesignated as FEP	Percent redesignated of previous year EL
1998-99	1,442,692	2.6%	106,288	7.6%
1997-98	1,406,166	1.2%	96,545	7.0%
1996-97	1,381,393	4.4%	89,144	6.7%
1995-96	1,323,767	4.8%	81,733	6.5%
1994-95	1,262,982	3.9%	72,074	5.9%
1993-94	1,215,218	5.5%	63,379	5.5%
1992-93	1,151,819	6.8%	54,530	5.1%
1991-92	1,078,705	9.4%	55,726	5.6%
1990-91	986,462	14.5%	49,001	5.7%
1989-90	861,531	16.0%	53,223	7.2%
1988-89	742,559	13.8%	54,482	8.4%
1987-88	652,439	6.4%	57,385	9.4%
1986-87	613,224	8.0%	53,277	9.4%
1985-86	567,564	8.3%	55,105	10.5%
1984-85	524,076	7.4%	50,305	10.3%

English Proficiency Development (Redesignation to FEP) - California, 1998 data

Criterion : FEP / ELS > 1.0

Language	Typ	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Arabic	ELS	664	640	598	636	551	529	406	395	349	408	339	282	226	6077
Arabic	FEP	507	548	570	577	561	557	542	546	556	554	488	499	506	7041
		0.76	0.86	0.95	0.91	1.02	1.05	1.33	1.38	1.59	1.36	1.44	1.77	2.24	
Armenian	ELS	1024	1290	1297	1283	1150	950	863	893	859	933	821	664	531	12726
Armenian	FEP	166	245	264	344	502	760	951	1064	1088	1260	1106	1130	1055	9945
		0.16	0.19	0.20	0.27	0.44	0.80	1.10	1.19	1.27	1.35	1.35	1.70	1.99	
Cantonese	ELS	3043	3295	3069	2691	2228	1854	1476	1182	1184	1475	1486	1383	1023	25556
Cantonese	FEP	869	998	1164	1592	2078	2523	2413	2469	2719	2658	2742	2925	2796	27992
		0.29	0.30	0.38	0.59	0.93	1.36	1.63	2.09	2.30	1.80	1.85	2.11	2.73	
(Persian)	ELS	461	500	544	457	437	372	299	271	340	337	332	303	256	4985
(Persian)	FEP	620	735	738	875	934	952	977	872	983	1,071	1,150	1,089	1,173	12202
		1.34	1.47	1.36	1.91	2.14	2.56	3.27	3.22	2.89	3.18	3.46	3.59	4.58	
Hindi	ELS	327	395	395	329	334	304	290	310	289	325	336	270	176	4101
Hindi	FEP	250	310	274	342	347	329	364	391	397	394	430	457	466	4757
		0.76	0.78	0.69	1.04	1.04	1.08	1.26	1.26	1.37	1.21	1.28	1.69	2.65	
Hmong	ELS	2830	2886	3039	2987	2781	2570	2454	2333	2022	1981	1623	1144	755	29474
Hmong	FEP	99	140	141	201	248	343	460	585	720	771	911	928	895	6453
		0.03	0.05	0.05	0.07	0.09	0.13	0.19	0.25	0.36	0.39	0.56	0.81	1.19	
Ilocano	ELS	126	113	163	148	172	162	152	134	120	101	132	112	78	1724
Ilocano	FEP	82	110	147	156	165	198	209	206	239	196	224	201	208	2344
		0.65	0.97	0.90	1.05	0.96	1.22	1.38	1.54	1.99	1.94	1.70	1.79	2.67	
Indonesian	ELS	92	69	96	88	82	88	61	64	67	62	89	87	71	1021
Indonesian	FEP	55	62	65	71	71	93	74	88	87	87	88	86	99	1027
		0.60	0.90	0.68	0.81	0.87	1.06	1.21	1.38	1.30	1.40	0.99	0.99	1.39	
Japanese	ELS	593	694	629	497	433	358	328	299	256	228	231	221	167	4969
Japanese	FEP	236	291	342	446	488	476	479	467	462	440	470	483	572	5656
		0.40	0.42	0.54	0.90	1.13	1.33	1.46	1.56	1.80	1.93	2.03	2.19	3.43	
(Cambodian)	ELS	1342	1581	1732	1763	1583	1610	1447	1420	1317	1252	1004	846	660	17637
(Cambodian)	FEP	249	236	207	336	494	687	882	945	1168	1261	1245	1401	1487	10610
		0.19	0.15	0.12	0.19	0.31	0.43	0.61	0.67	0.89	1.01	1.24	1.66	2.25	

Korean	ELS	1,661	1,948	1,903	1,551	1,298	1,060	832	781	721	1,084	1,164	899	744	15761
Korean	FEP	792	1,058	1,194	1,663	2,008	2,330	2,379	2,280	2,290	2,377	2,521	2,656	2,673	26256
		0.48	0.54	0.63	1.07	1.55	2.20	2.86	2.92	3.18	2.19	2.17	2.95	3.59	
Lao	ELS	612	681	724	706	721	685	611	543	593	646	476	405	265	7703
Lao	FEP	178	183	196	204	253	293	337	397	460	546	540	603	572	4772
		0.29	0.27	0.27	0.29	0.35	0.43	0.55	0.73	0.78	0.85	1.13	1.49	2.16	
Mandarin	ELS	933	1,085	991	805	728	629	576	566	649	845	913	923	681	10388
Mandarin	FEP	1,057	1,354	1,522	1,873	1,886	2,097	1,928	1,956	1,974	1,748	1,971	2,013	1,817	23248
		1.13	1.25	1.54	2.33	2.59	3.33	3.35	3.46	3.04	2.07	2.16	2.18	2.67	
Mien	ELS	402	420	460	463	501	452	417	406	381	335	293	246	149	4930
Mien	FEP	36	32	34	40	54	76	87	167	159	181	185	189	156	1396
		0.09	0.08	0.07	0.09	0.11	0.17	0.21	0.41	0.42	0.54	0.63	0.77	1.05	
Pilipino	ELS	1424	1749	1895	1849	1780	1527	1342	1253	1236	1365	1377	1147	928	19041
Pilipino	FEP	1598	1734	2005	2353	2577	2873	3154	3296	3512	3585	3744	3706	3786	37977
		1.12	0.99	1.06	1.27	1.45	1.88	2.35	2.63	2.84	2.63	2.72	3.23	4.08	
Portuguese	ELS	176	174	224	186	162	177	162	157	166	162	174	204	163	2299
Portuguese	FEP	183	195	206	264	232	271	292	298	330	293	356	354	393	3670
		1.04	1.12	0.92	1.42	1.43	1.53	1.80	1.90	1.99	1.81	2.05	1.74	2.41	
Punjabi	ELS	837	905	789	664	606	543	498	523	498	566	506	453	349	7762
Punjabi	FEP	327	364	374	390	430	437	380	401	394	423	392	421	363	5101
		0.39	0.40	0.47	0.59	0.71	0.80	0.76	0.77	0.79	0.75	0.77	0.93	1.04	
Rumanian	ELS	127	126	122	96	126	114	104	104	88	93	83	55	63	1309
Rumanian	FEP	79	78	86	110	105	131	128	119	155	136	109	129	144	1512
		0.62	0.62	0.70	1.15	0.83	1.15	1.23	1.14	1.76	1.46	1.31	2.35	2.29	
Russian	ELS	629	795	792	746	744	666	598	593	608	577	536	462	359	8143
Russian	FEP	220	258	276	360	487	591	578	593	660	648	623	579	513	6395
		0.35	0.32	0.35	0.48	0.65	0.89	0.97	1.00	1.09	1.12	1.16	1.25	1.43	
Samoan	ELS	110	155	151	183	154	175	135	132	132	97	99	69	61	1667
Samoan	FEP	85	102	119	118	130	136	151	132	171	146	131	134	98	1657
		0.77	0.66	0.79	0.64	0.84	0.78	1.12	1.00	1.30	1.51	1.32	1.94	1.61	
Spanish	ELS	139767	144796	138890	128577	110019	97796	81874	72802	64791	68662	51972	37240	26190	1181553
Spanish	FEP	23130	23608	23681	26617	28112	34967	41271	44525	45764	50561	48892	44811	41059	479102
		0.17	0.16	0.17	0.21	0.26	0.36	0.50	0.61	0.71	0.74	0.94	1.20	1.57	

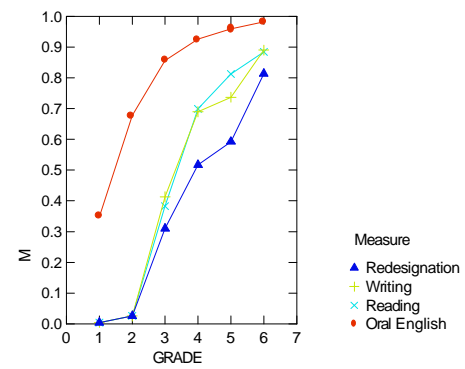
Thai	ELS	115	155	153	153	119	118	105	91	112	130	119	116	107	1613
Thai	FEP	68	105	79	136	168	154	164	188	220	192	234	254	234	2203
		0.59	0.68	0.52	0.89	1.41	1.31	1.56	2.07	1.96	1.48	1.97	2.19	2.19	
Tongan	ELS	179	186	215	194	198	194	164	166	120	97	109	64	66	1963
Tongan	FEP	65	72	81	86	75	94	98	101	101	75	63	76	56	1046
		0.36	0.39	0.38	0.44	0.38	0.48	0.60	0.61	0.84	0.77	0.58	1.19	0.85	
Ukrainian	ELS	200	199	196	176	179	163	151	126	119	129	121	114	69	1942
Ukrainian	FEP	14	27	34	38	46	54	41	61	42	36	25	27	17	462
		0.07	0.14	0.17	0.22	0.26	0.33	0.27	0.48	0.35	0.28	0.21	0.24	0.25	
Urdu	ELS	242	229	243	166	174	157	144	110	138	136	116	86	76	2023
Urdu	FEP	176	182	196	217	225	224	227	233	225	199	216	173	190	2691
		0.73	0.79	0.81	1.31	1.29	1.43	1.58	2.12	1.63	1.46	1.86	2.01	2.50	
Vietnamese	ELS	4443	4439	4307	3656	3482	3196	2630	2298	2572	2830	2898	2607	1870	41456
Vietnamese	FEP	1056	1135	1256	1818	2253	2806	3012	2981	3701	3543	3609	3762	3451	34443
		0.24	0.26	0.29	0.50	0.65	0.88	1.15	1.30	1.44	1.25	1.25	1.44	1.85	
totals	ELS	164643	171980	166077	153438	132916	118325	99779	89602	81206	86627	69069	51915	37331	1442692
totals	FEP	34240	36519	37561	43849	47729	57511	64518	68245	71719	76829	76091	72626	68335	758363
		0.21	0.21	0.23	0.29	0.36	0.49	0.65	0.76	0.88	0.89	1.10	1.40	1.83	
totals	All	198883	208499	203638	197287	180645	175836	164297	157847	152925	163456	145160	124541	105666	2201055

English Language Development

English Language Development

...varies by aspect of language proficiency.

Figure 8. English oral proficiency, reading and writing development and redesignation probability from LEP to FEP as a function of grade level. District A.



e

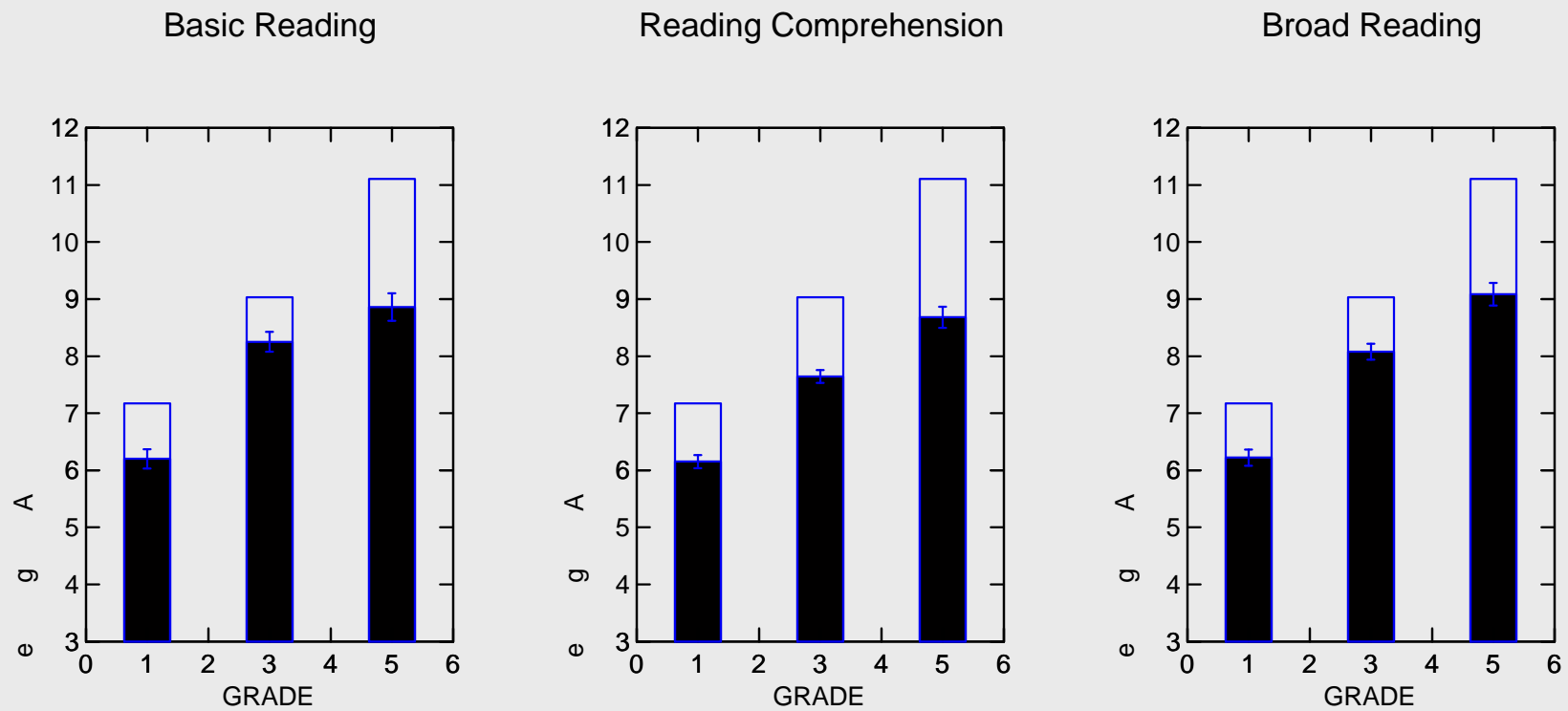
a

n

English Language Development

**...is especially difficult to catch up with norms
based on native English speakers.**

Figure 10. Norm-referenced English reading scores, District B. LEP student mean age equivalent score is represented by the shaded portion of the bar; the white unshaded portion shows the expected age-equivalent for the norming population.



English Language Development

...varies by socioeconomic status.

Figure 13. English proficiency attainment as a function of grade level, separately by school poverty level.

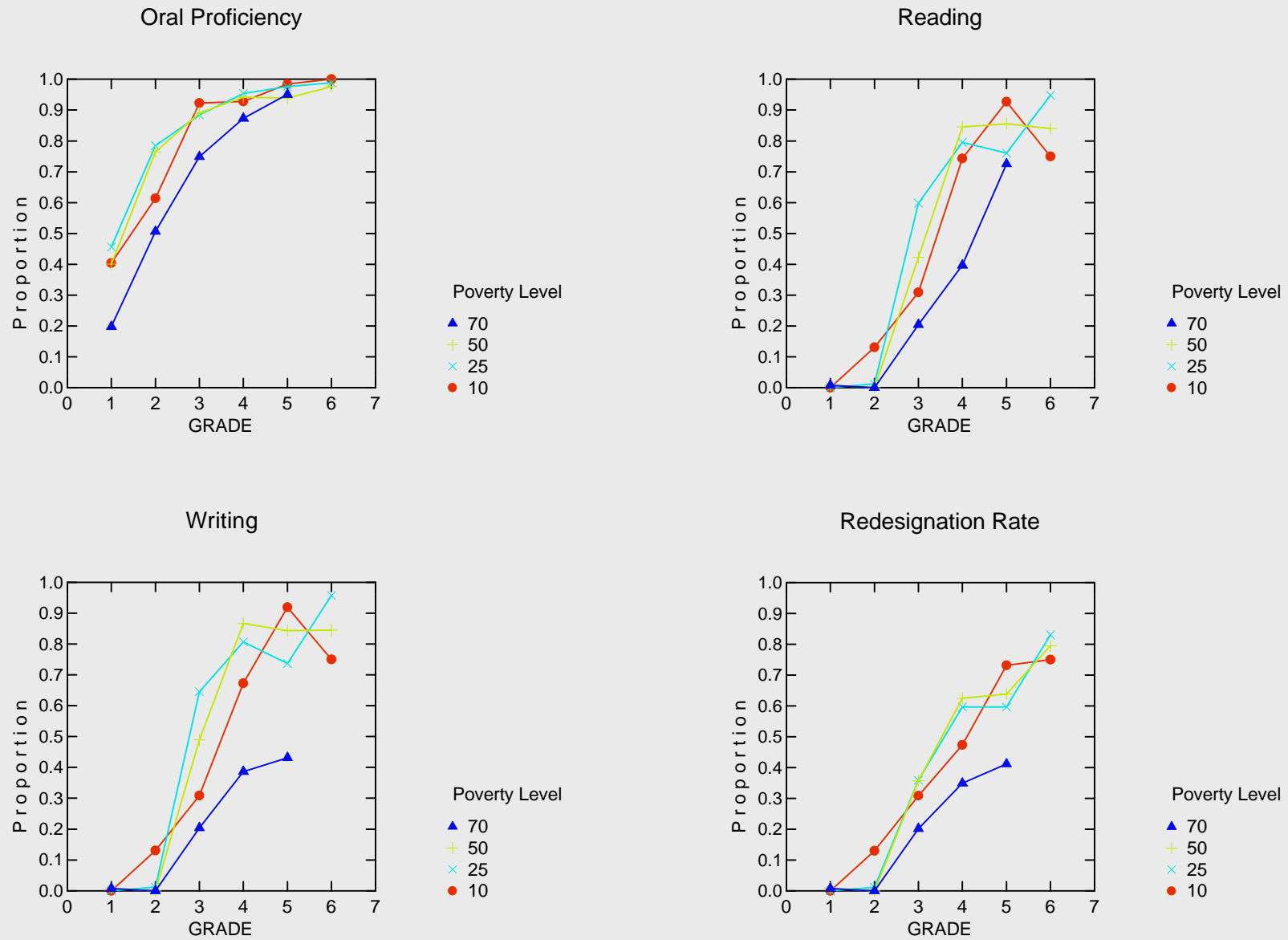
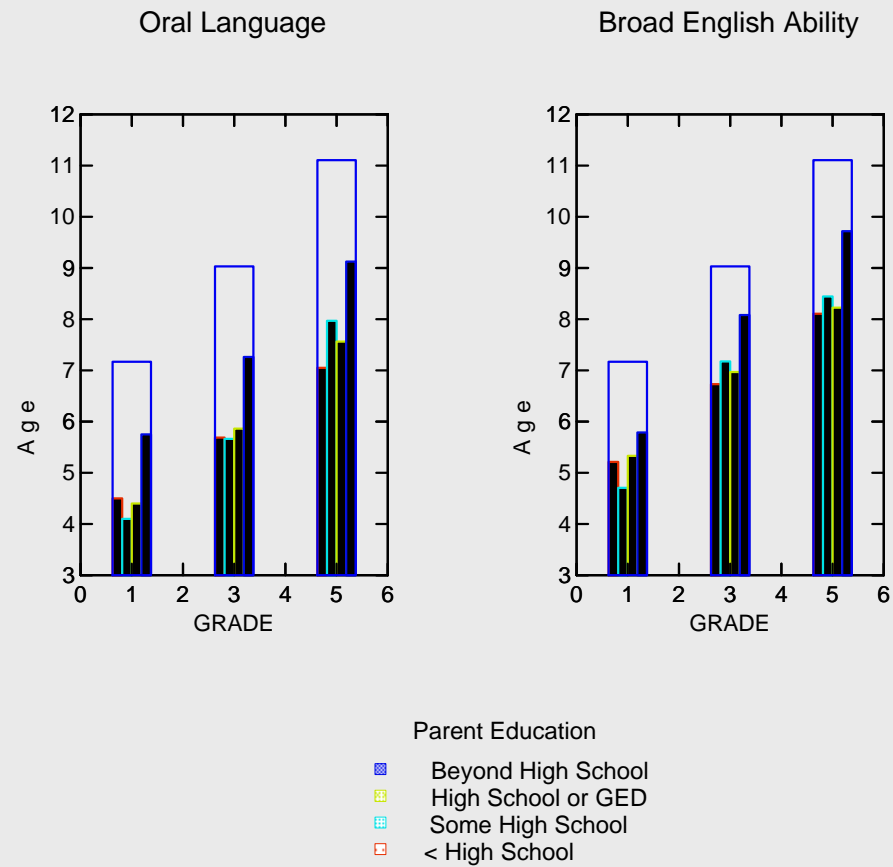
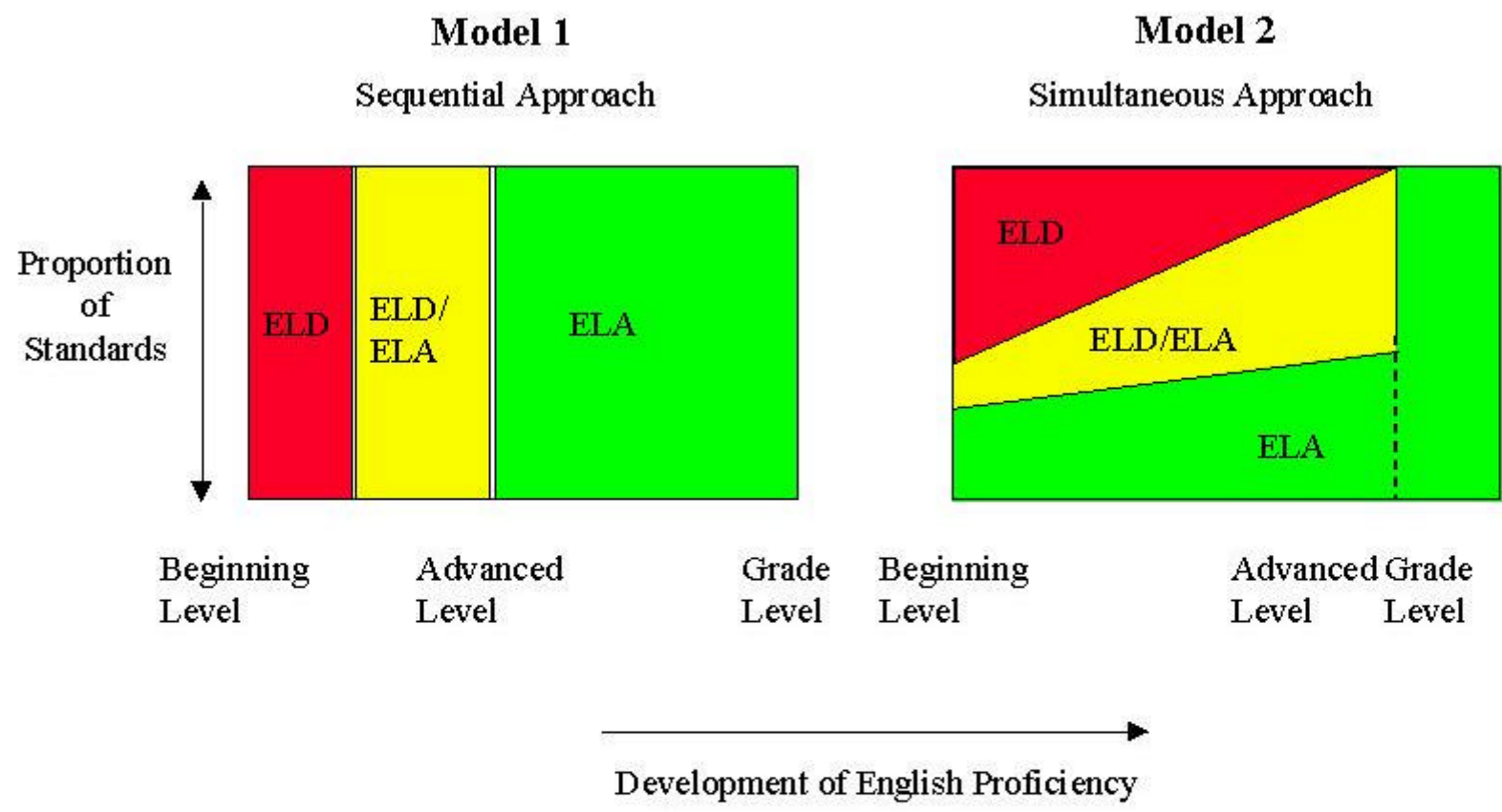


Figure 14. Norm-referenced English scores by parent educational level, District B. LEP student mean age equivalent score is represented by the colored portions of the bar; the white unshaded portion shows the expected age-equivalent for the norming population.



English Language Development

**...needs to be articulated in relation to
English Language Arts (ELA) for all students.**



English Language Development

**...needs to be conceptualized as part of a continuum
from basic skills to opportunities to learn to
fairness in test taking.**

- How long does it take LEP students to learn basic oral English skills?
- How long does it take LEP students to learn academic English skills to no longer be handicapped in their opportunity to learn in instructional settings that do not accommodate to their language needs?
- How long does it take LEP students to learn academic English skills to no longer be handicapped when they take high-stakes assessments such as STAR, state grade promotion requirements, access to gifted and talented programs, and graduation requirements?