

Spanish-speaking ELs in Spanish-language instruction (ELA-S) are most likely to be On-track to English proficiency.

The ACCESS Trajectory measures English Learners' progress toward attaining English proficiency. ↴

An analysis of ACCESS Trajectory results at the Elementary level shows that Spanish-speaking English Learners (ELs) are **most likely to be On-Track** to become English proficient if they are in **Spanish-language instruction (ELA-S)** (see graph below). This result holds true at **all proficiency levels**. In other words, for beginning English learners, as well as those at middle and more advanced levels, the students who are receiving Spanish-language instruction have the highest On-track rates. This is **particularly prominent at the low-middle proficiency levels (Levels 2-4)** where the vast majority of Off-track students are, and when **compared to students whose parents have opted-out** of ELA services (PPF3) (see graph below).

The Trajectory graphic demonstrates the expected path to English proficiency. For example, a student is On-track if she progresses from Overall Level 2 in 2012-13 to Overall Level 3 in 2013-14.

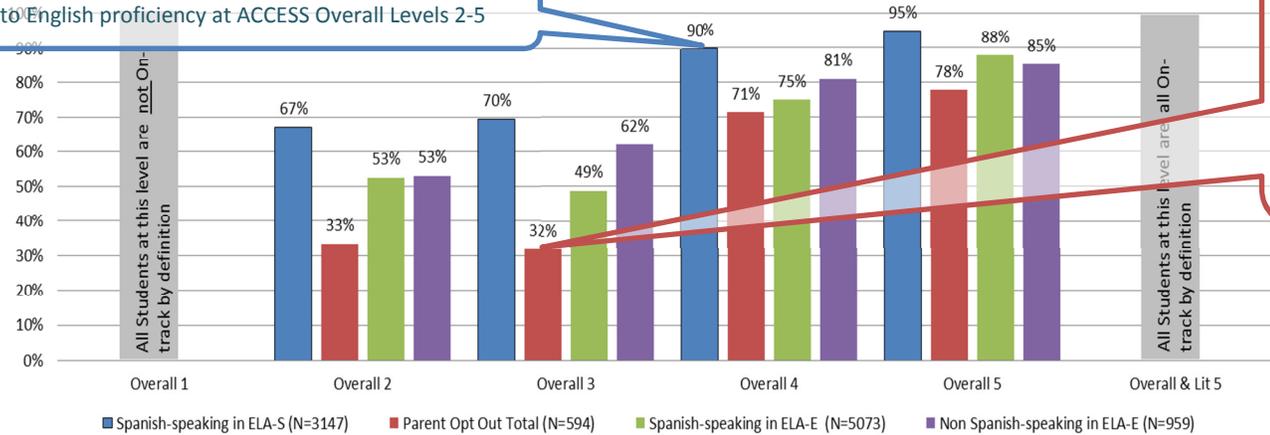


Footnote: Spanish-speaking ELA-S student results are statistically significantly higher at all levels than parent opt-out and Spanish-speaking ELs in ELA-E (except at overall Level 5 for ELA-E).

Footnote: Population is all current EL students who have a Trajectory Calculation and have a program placement based on EOY 2014; ELA-E students may have previously been in ELA-S.

Percentage On-track in Elementary by 2013-14 ACCESS Proficiency Level and Type of ELA Instruction

Students in ELA-S have higher likelihood to be On-track to English proficiency at ACCESS Overall Levels 2-5



Parent opt-outs (PPF3) represent the lowest rates at each level, and particularly vulnerable at ACCESS Overall Levels 2-3

Recommendations for TNLI Schools (Spanish-language instruction):

1. Work with IS and ELA Department to continue robust implementation of TNLI program, considering future budget, staffing, materials, schedule, and professional development.
2. Ensure that native language instruction is aligned to the Language Allocation Guidelines.

Recommendations for All Program Schools (Spanish- and English-language instruction):

3. Confirm that all ELLs are scheduled for an English Language Development (ELD) course. Best practice suggests that students in ELD are more likely to be On-track.
4. Plan walk-throughs of ELD and sheltered English content courses, ensuring students are receiving standards-based instruction differentiated by their English proficiency levels.
5. Continue to educate parents during registration to minimize opt-outs (PPF3).