

40% (3,593) of secondary English Learners (ELs) in DPS are Long-term English Learners (LTELs).

Who are they and how can we support them?



WHO

In DPS, the ARE and ELA departments partnered to review literature and analyses in order to define Long-term English Learners (LTEL) as those who:

1. Have been in ELA Services for 7 or more years¹
2. Are currently off-track on the ACCESS Trajectory
3. Did not meet or exceed expectations on CMAS ELA²

"Who are my Long-term ELs?"

To identify your LTELs, refer to the ACCESS Trajectory Student List report on [Principal Portal](#).

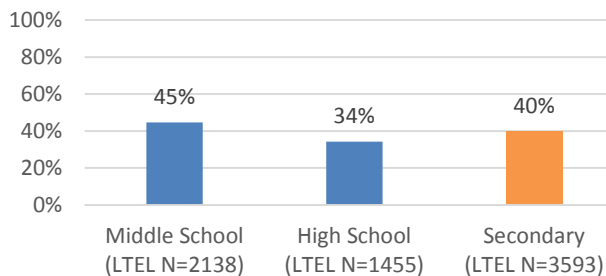
Current PPF Selection	Background Language	Current Specie Ed Status	Long-term English Learner (LTEL)	On-track Status	ACCESS Trajectory Starting Year
3	spa	Yes	Yes	Off-track	2014



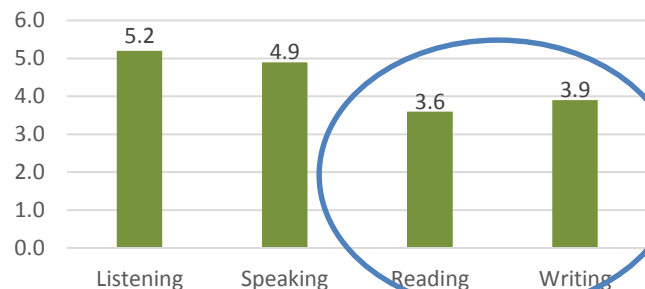
WHY

National research³ maintains that Long-term English Learners (LTEL) have strong oral language capacity, which can mask their need for targeted literacy support. Their limited academic language can lead to gaps in literacy, which in turn can impact their achievement and college and career aspirations.

Percentage of Current Secondary ELs who are LTEL



LTELs' Literacy domains tend to be lower than Oral domains (ACCESS 2015 results)



HOW

Recommendations for Supporting Long-term ELs:

1. Schedule all ELs in a dedicated ELD course.
District research shows that students in dedicated ELD are more likely to be on-track on the ACCESS Trajectory.
2. Develop academic language and literacy in English through both dedicated and integrated ELD.
Resources for dedicated and integrated ELD implementation can be found at <http://ela.dpsk12.org/eld-resources>.
3. Focus on standards-based content differentiated by language proficiency level in integrated ELD.
For more, see "Differentiating Instruction and Assessment for English Language Learners" by Fairbairn, et al.
4. Support development of native language (L1) through heritage and world language courses.
National and district research shows that fluency in L1 supports English language development.
5. Engage English learners (ELs) and parents in dialogue about academic and career goals, and how the ELA program can support their success.
6. For LTELs who are on an IEP, ensure that they are receiving both ELD and IEP services.

Notes:

- (1) This is determined by, a) whether a student took an English language proficiency test in 2009-10 or earlier, and b) is still an in-service EL.
- (2) CMAS results arrived after the initial Research Brief was released in October 2015. After analyzing the CMAS ELA results, this criterion was added to the LTEL definition in order to include important subject-matter proficiency. This represents the only change to the original Research Brief.
- (3) Sources: Laurie Olsen, *Reparable Harm* (2010), A Closer Look at LTEL (2010); Ascenzi-Moreno, et al. (2013): A CUNY NYSIEB Framework for Education of LTEL (2013)

For further questions and support, please work with your ELA Partner.