

Education of English Language Learners

ELLs are the fastest-growing segment of the student population.

4.7 million students in the United States = 10% of the student population

The highest percentages of ELL students are in: Alaska, California, Colorado, Hawaii, Nevada, New Mexico, Oregon and Texas.

863,974 students in Texas = 17% of the student population

200,000 of those are in middle school and high school

A diverse group of students with varying instructional needs

The ELL student population is composed of several subgroups...

Long-term ELLs have been classified as LEP for at least seven years and are typically found in grades 6-12. They make up 50% to 70% of secondary ELLs. They often are fluent conversationally, while their academic language needs go unnoticed or under served.

Reclassified ELLs have received language support services and are now in mainstream classrooms. Academic performance varies based on the quality of services they received, timing of the end of services, segregation within schools, and access to high quality programs.

Newcomer ELLs are new or recent immigrants. These first-generation immigrants tend to perform better than their peers, though they lag in graduation rates. This is a small subset of the larger ELL population.

Many schools are failing to effectively serve ELLs

ELL students are among the most likely to drop out. The Texas four-year longitudinal dropout rate for ELLs (Gr 9-12) is 38% compared to 12% for the state.

Only 1.5% (10 of 613) of secondary schools had a high proportion of ELL students passing all end-of-course exams.

Only 8% of ELL students were considered college-ready (in math & ELA) compared to 56% for all students.

A majority of ELL students are served in bilingual programs for a few years and are then transitioned to regular all-English curricula and instruction. But a portion are never provided appropriate program services and are underserved.

Schools are ill equipped to serve ELLs

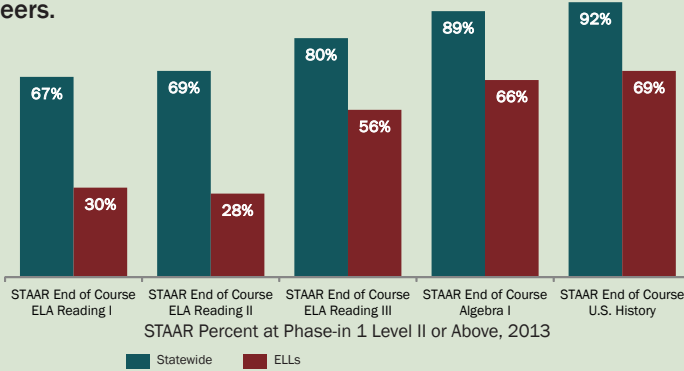
40% of elementary bilingual or ESL teachers and 35% of secondary ESL teachers in Texas are less than fully certified.

Texas provides only a 10% add-on funding for its bilingual and ESL programs. Since the adoption of the 10% add-on weights for bilingual and ESL programs in 1984, no change in those original weights has been adopted.

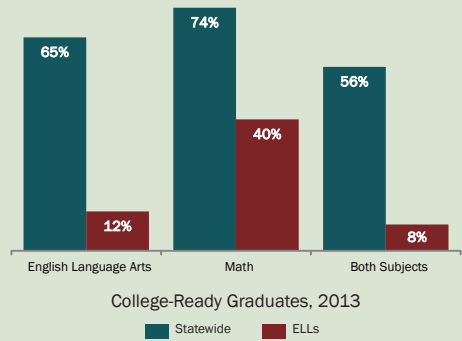
Schools with high concentrations of ELLs tend to have higher enrollments, higher student-to-teacher ratios, and are more likely to be Title I schools.

The first intensive federal monitoring of No Child Left Behind Act waivers shows states struggling help English learners adjust to new standards.

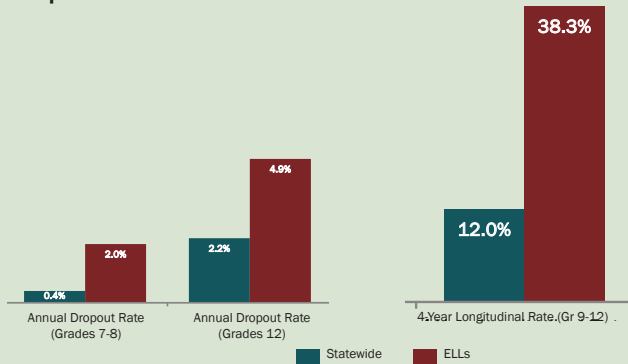
Secondary ELL students have significantly lower scores on STAAR end-of-course exams than their peers.



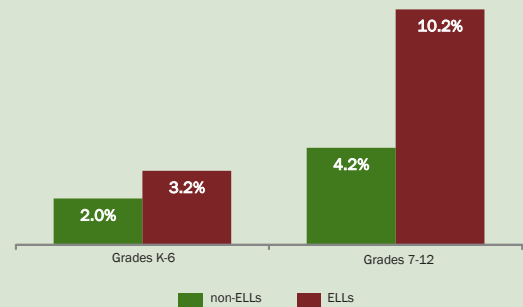
Dramatically fewer secondary ELL students meet college-readiness standards than their peers.



ELL students are more than twice as likely as their peers to drop out of school.

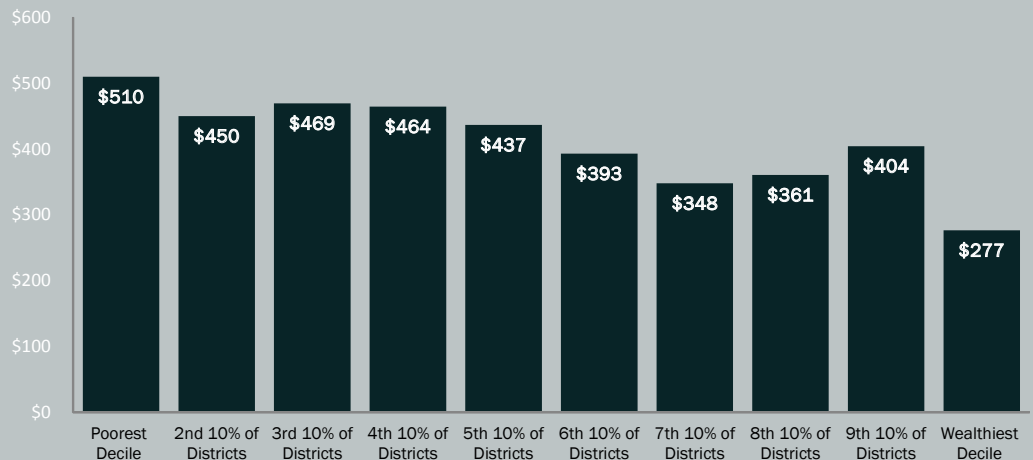


Secondary ELL students are more than twice as likely as their peers to be retained in grade.



* Source: 2014 Comprehensive Biennial Report on Texas Public Schools, Texas Education Agency

IDRA's expert report presented in the *Texas Taxpayer and Student Fairness Coalition vs. Michael Williams, et al.*, case found that, if compensatory education & bilingual/ESL funding weights were increased to a 40% add-on, school districts would receive significant additional revenue per student (per WADA).



Report of the Intercultural Development Research Association Related to the Extent of Equity in the Texas School Finance System and Its Impact on Selected Student Related Issues
Prepared for the Mexican American Legal Defense and Educational Fund, August 2012