

Innovative Curriculum Solutions to Support English Language Learners

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Mission

The mission of UTHS is to ...

(1) provide opportunities for students to continue their formal education at their own pace and to obtain a high school diploma. (Authority for this action is the Texas Education Code §11.351.)

(2) support students, schools, and districts in Texas by providing accessible and high-quality online courses, assessments, and support services.

UTHS Programs & Services

- Diploma Program
- Courses & Exams
- Parent & Student Resources
- G/T, Advanced, & Early Readiness
- ELL, LUCHA™, & Migrant
- Partner Schools
- Professional Development

Session Agenda

- Research and Data for English Language Learners (ELLs)
- Support for Newcomers
- Support for Migrant Students
- Support for all ELLs

Trivia

During the 2012-2013 school year, how many English Language Learners were enrolled in public school in the US?

- a. 2.50 million
- b. 4.85 million
- c. 6.27 million
- d. 8.75 million

U.S. Department of Education, “ED Data Express Tool”,
<http://eddataexpress.ed.gov/index.cfm>

Trivia

True or False

Texas has the second highest ELL student enrollment in public schools.

TRUE

U.S. Department of Education, “ED Data Express Tool”,
<http://eddataexpress.ed.gov/index.cfm>

Trivia

Of the almost 5 million students in K-12 public schools, about how many were identified as ELL in Texas?

- a. 500,000
- b. 600,000
- c. 700,000
- d. 800,000

U.S. Department of Education, “ED Data Express Tool”, <http://eddataexpress.ed.gov/index.cfm>

Trivia

Of the almost 5 million students in K-12 public schools, about how many were identified as migrant in Texas?

- a. 30,000
- b. 45,000
- c. 60,000
- d. 75,000

<http://tea.texas.gov/TitleI/PartC/Migrant/>

Trivia

What percentage of ELL students graduated on-time in Texas in 2013 (began Grade 9 in 2009)?

- a. 66%
- b. 71%
- c. 82%
- d. 90%

What Research Indicates...

- Takes 4-7 years for ELL students to become proficient in academic English
- Current measures classify students as English proficient based on oral proficiency
- Does not guarantee readiness to succeed in English-only classrooms

<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-English-language-learners-At-a-glance#sthash.iMrWpi4I.dpuf>

What Research Indicates...

- ELL students with formal schooling in their first language tend to acquire English proficiency faster than their peers without it
- Positive factors on students' rate of English acquisition:
 - Higher literary skills at kindergarten entry
 - Native-born status
 - Parents with more education
 - Motivation
 - Absence of learning disabilities

<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-English-language-learners-At-a-glance#sthash.iMrWpi4l.dpuf>

What Research Indicates...

- ELL students who attend high-poverty schools tend to acquire English at a slower rate than other ELL students

<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-English-language-learners-At-a-glance#sthash.iMrWpi4I.dpuf>

What Research Indicates...

- Schoolwide focus on English language development
- Trained staff to address needs of ELL students
- Consistent, ongoing language support services
- Meaningful, aligned curriculum

<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-English-language-learners-At-a-glance#sthash.iMrWpi4I.dpuf>

What are your students' needs?

- What are the needs of ELLs at your school/district?
- What strategies are you currently using to support your ELLs?

* Turn and talk with a partner.

Newcomers

Support for Newcomers

- Validate transfer credits
- Appropriate placement upon entry
- Online courses and curriculum (In English or Spanish)
- Credit by Exams for acceleration or credit recovery

Transfer Credits

- LUCHA™ transcript analysis services
 - Transcript obtainment from Mexico
 - Course credit analysis for Mexican transcripts
- Benefits
 - Students are placed appropriately
 - Students avoid repeating coursework
 - Students graduate on-time
 - Districts save time and money

Appropriate Placement Upon Entry

- Most common transfer credits for students from Mexico:

Algebra I	IPC	Spanish	Soc. St. elective	P.E.
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- Utilize diagnostic assessments

Online Courses and Curriculum

- Online courses in Spanish
 - Core content areas available through LUCHA™
- Online courses in English
 - Flexible pacing
 - Credit recovery
- Curriculum site license
 - Students review content
 - Students utilize visual aides
 - Students preview content; “Flipped Classroom”

Credit by Exams (CBEs)

- Credit Recovery
 - Validate credit for coursework taken elsewhere
 - Recover credit for courses failed
 - Score of 70% required

Credit by Exams (CBEs)

- Acceleration
 - Take CBE in native language course, such as Spanish I and II
 - Score of 80% required
- School District Case Study – Del Valle ISD
 - Approximately 300 8th graders identified to take Spanish I CBE
 - Over 90% passed Spanish I CBE

Possible Funding Sources

- Limited English Proficient Student Success Initiative Grant
- Title I, Part A - School-wide Programs
- Title III, Part A
- State Compensatory Education Funds
- High School Allotment Funds for course credit recovery or acceleration

Migrant Students

Migrant Student Needs

- Frequent absences due to work schedule and family relocation
- Loss of credit due to late start or early withdrawal
- Students start a course in one location and need to finish it in another

Support for Migrant Students

- Self-paced courses
 - Online courses
 - Distance print courses
- Curriculum site license for educators
 - Summer School
 - Learning Labs
- Credit by Exams
- STAAR EOC prep

Benefits for School Districts

- Offer courses on flexible timeline
- Offer courses with flexible pacing
- Reduce student dropout rate
- Improve student graduation rate

Sample District Funding Sources

- Title I, Part C
- Title III - Bilingual
- High School Allotment
- District/campus general funds

All Types of ELLs

Support for All Types of ELLs

- Courses and curriculum
 - Online courses
 - Distance print courses
 - Curriculum site licenses for instructors
 - Review content
 - Preview content - Flip your classroom
- Credit by Exams
- Learning labs
- Sheltered instruction

Online Course Demo

UTHS Online Course Demo

Username: ds47693

Password: Oct262015!

District Cost Savings

A school district's average cost to instruct a student in 1 course = \$1,365

- LUCHA™ Transcript Analysis = \$450
- Credit by Exam (2 semesters) = \$70
- Online course (2 semesters) = \$390
- Online course site license = \$75

District Cost Savings

A school district's average cost to instruct a student in 1 course = \$1,365

District A	Year 2014-15
Total number of transfer credits awarded to students	651.5 credits
Average cost to instruct students in 651 credits (\$1,365/credit)	\$889,297
Cost of LUCHA™ services	\$37,150
District cost savings	\$852,147

Questions?