

- Progress in ELD:** Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling they need to continually progress in developing English and succeed in academic subjects. These students have been identified as *long-term English learners* (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status. (See figure 9.2 for the California *Education Code* definition of long-term English learner.) Fluent in social/conversational English but challenged by academic and disciplinary literacy tasks, LTELs find it difficult to engage meaningfully in increasingly rigorous coursework. California recognizes that LTELs face considerable challenges to succeed in school, especially since the amount and complexity of the academic texts and tasks students encounter rapidly increase as they move through the secondary grades. Special care should be taken when designing instruction for LTELs, and instruction should accelerate the simultaneous development of academic English and content knowledge in motivating and engaging ways to ensure that LTELs meet the goals identified in the outer ring of figure 9.1.

**Figure 9.2. California Education Code Definition of Long-Term English Learner**

2013 California *Education Code* 313.1. a & b defines a long-term English learner as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test. In addition, the same California *Education Code* identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state’s annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

*All educators should have detailed and current information on their students’ yearly progress toward English language proficiency and mastery of the CA CCSS for ELA/Literacy. This requires clearly established benchmarks of expected progress in English language proficiency and academic progress that consider both the time in U.S. schools and students’ English language proficiency.*

A comprehensive internal accountability system, which includes both robust formative assessment approaches and summative yearly assessments, is necessary to ensure that ELs and Reclassified English Proficient Students (see next section) maintain a steady trajectory toward linguistic and academic proficiency and do not fall behind as they progress into and through secondary schooling. All educators should have detailed and current information on their students’ yearly progress toward English language proficiency and mastery of the CA CCSS for ELA/Literacy. This requires clearly established benchmarks of expected progress in English language proficiency and academic progress that consider both the time in U.S. schools and students’ English language proficiency (Hopkins, and others 2013). Monitoring the yearly progress of ELs while maintaining a watch on the type of ELD and content instruction EL and Reclassified Fluent English Proficient students receive,