

**HS ELD STUDENTS: ANALYSIS ON PREPARATION FOR THE  
MATH CAHSEE**

**By**

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ABSTRACT

**HS ELD STUDENTS: ANALYSIS ON PREPARATION FOR THE  
MATH CAHSEE**

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A thesis presented on the history of how a local High School (HS) has handled the English Language Development (ELD) student population in preparing them to be successful in the Math CAHSEE (California High School Exit Exam). This case study will lead us into class samples of ELD students who I have taught for the last two years. In addition, a comparison EO (English Only) and ELD student will be made to compare if we at HS are meeting the ELL (English Language Learners) student needs. Comparison will consist of Quarterly Assessments, CAHSEE results and CST (California Standard Test) results.

Other resources will be used to analyze if the state is leading us in the correct path in meeting ELD student's needs. Prop. 227 will be analyzed to see if we have made improvements towards narrowing the gap between EO students and ELD students.

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To my family, I love you all. We have had some very hard time these last years but together we have kept moving forward. We as a true Mexican family will continue to look forward in life regardless of what problems are ahead of us.

Madre, que en este testamento escrito quede marcado el carino que te tengo. Tu apoyo y tu amor a todos tus hijos, es el amor que hace a un hijo come yo seguir adelante. Te amo madre.

Padre, tengo ya mucho tiempo queriendo tener la relacion que tuvimos cuando yo era nino. Tu siempre serás mi padre, y quiero tener esta oportunidad de decirte que aunque al momento no tengas palabra para mi, se que me amas como yo te amo ti. La sangre en mis venas es sangre que tú trajiste en este mundo. Tenemos nuestras diferencia lo se, no te tengo rencor ni temor, solo quiero que sepas que el carino que te tengo lo tendre asta la muerte, no importe cualquier motivo o ocasión.

Para mi abuelita en el cielo por ti fue que segui esta profesión en educación, gracia y quiero que sepas que no me e olvidado de ti.

## LIST OF TERMS

1. **API-** Academic Performance Index
2. **AYP-** Adequate Yearly Progress
3. **CASHEE-** California High School Exit Exam
4. **CST-** California State Test
5. **ELD-** English Language Development
6. **ELL-** English Language Learner
7. **EL -** English Learners
8. **ELs-** English Learners Students
9. **EO-** English Only
10. **HS-** High School
11. **LEP-** Language English Proficient
12. **R-FEP-** Re-designated Fluency English Proficient
13. **SDAIE-** Specially Designed Academic Instruction in English

## INTRODUCTION

### **Statement of the Problem**

The problem that arises at this High School, is meeting the needs of ELD students in the area of math. The California High School Exit Exam (CAHSEE) has been one of the newest challenges our ELD students have encountered. Many of our ELD students have struggled in passing this exam. Our ELD students are also performing lower than our EO students on quarterly data as well as on the CST. Information as well as data will be review to see what areas must be restructured to meet these student's needs.

### **Background/ Purpose of Study**

Many of our English Language Development (ELD) students continue to struggle in English classes in the upper grades in spite of the fact that many of them have received ELD services in our local town's schools for most, if not all of their education. Our HS has tried to better meet the needs of our ELD students by revising curriculum and programs. Over the past few years, the district has moved from a bilingual program to an immersion program. In the immersion program at the elementary level, EL students are placed in clusters in regular education classrooms. Teachers use the adopted ELD curriculum and SDAIE techniques to teach them. Students who are labeled a 1 or a 2 also received ELD instruction through a pull out program. For 40 minutes each day, students are grouped by their EL level and then switch

teachers for directed ELD instruction. This year the district has refined its ELD program and purchased a new ELD curriculum. It is called Avenues, and it published by Hampton Brown. At the High School level, students are put into ELD classes for English Development based on their EL level. They attend sheltered classes for other subjects.

I will consider our High School's current practice to see how well it meets the needs of the ELD students, and how well those practices have prepared students for school success in the area of math. In particular, I am interested in researching whether our ELD students are at a greater disadvantage in regards to academic achievement than the English only (EO) students.

Our High School (HS) has not met the API and AYP scores. Although they have improved in the last five years, they have not been able to increase scores for two years consecutively. Our ELD student population has not met the required test scores needed to meet our goal. These students not only have to transition into mainstream in two years but also need to learn enough English to pass state required exams. The importance of this case study is to find out what is not working and what is working to make progress in reaching the required performance level for the ELD student population.

### **Research Question/s**

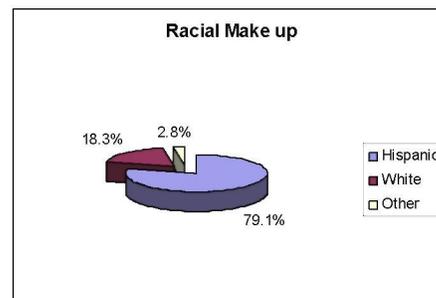
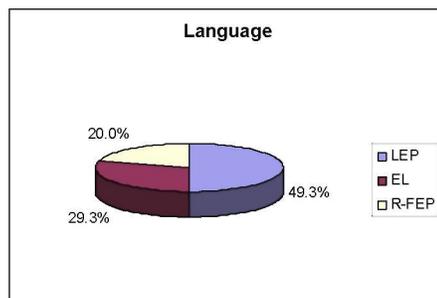
1. How does the data compare with English Only students?
2. Have the ELD students benefited from the educational methods used in successfully passing the CAHSEE? Has it help them, increase CST scores?
3. Have the English learners at the High School (HS) received sufficient instruction/support in their ELD Math classes in order to prepare them to pass the CAHSEE?

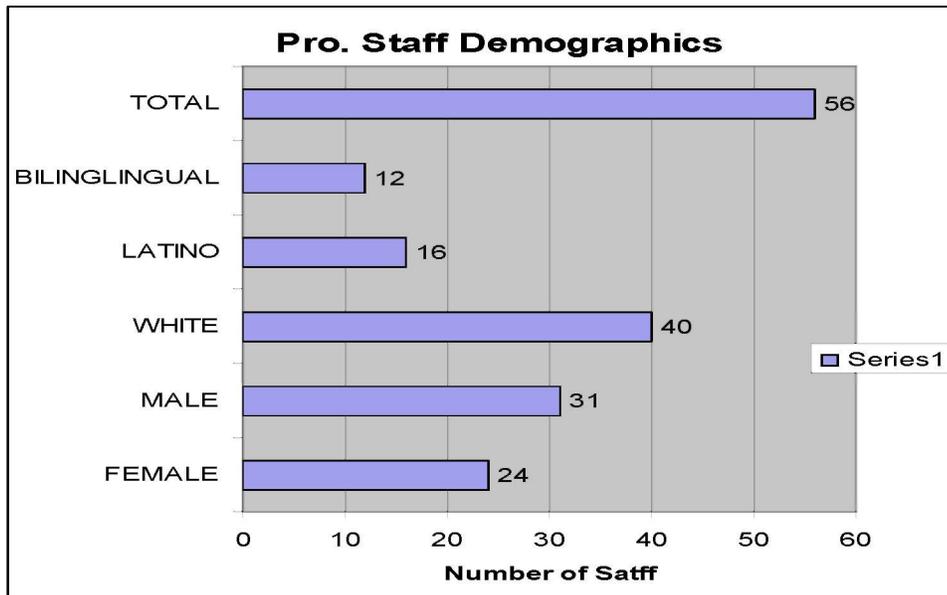
## Setting & Sample

Our town began as a railroad town, and its main industry is citrus. It is nestled in the Santa Clara Valley. The local economy is tied closely to citrus farming, the oil industry, and tourism. According to the City, the majority, 66.6 % of the residents are Hispanic, 30.6 % are white and less than 1.6% is classified as other. The median income of the community is \$45,510 per year with 27% earning less than \$15,000 per year. The median housing cost is \$431,000 and median housing rental is \$1550 per month. Many of our students live in overcrowded housing conditions, mostly multiple family dwellings. English is not the primary language spoken in over half the homes.

The town being an isolated, socio-economic community, and technologically poor community, presents unique obstacles to its educators. According to the schools WASC report of our 10th grade students, approximately 31% of their parents have not graduated from high school. Furthermore, fewer than 20% of our students' parents have received a college degree. Approximately 55% of our students qualify for the free or reduced lunch program. Almost 11% of the students are on our work experience program and many more work outside of schools that are not on the program.

There are three elementary schools, one middle school, and one high school. All the schools are part of the same Unified School District. The High School in this district was founded in 1909, shortly after the town was established. It is a comprehensive high school. Currently, the demographics of the high school are as follows:





The sample of students I will be concentrating on will be the ELD Population. Particularly students I have taught in the past 2 years. The sample of students will be a class size sample. These students come from a low income environment and about 90% of these students are on free or reduced lunch. The majority of these students are on a block period class to improve their EL level. The majority of these students come from Mexico and some come from Central America. For the most part these students are together in many of their classes through out the day. For the last two year I have seen these kids grow in their English level and have been in my math class. Many new students have arrived from other regions of Mexico this year. The classes have been assigned to me due to the fact that I am the only teacher that is bilingual. I feel this system makes the students more comfortable with me as their teacher the second year of being with me.

The math department is composed of only one Latino teacher and 5 non- Latino teachers. The math department currently has three levels of Algebra: Algebra 1A, 1B and Regular Algebra 1. Algebra 1A and 1B are classes composed of students whom have not been

successful in math in the past and are being taught Algebra in a two year span for better understanding. ELD or Sheltered Algebra has only two slots on the master calendar, Algebra 1A and Algebra 1B. This means students whom have low EL levels are being taught algebra in a two year span. The students I will study have been with me for two years and some are on their second year of Algebra (1B) and some have mainstreamed into Geometry with no ELD help. What this means is that a student after completing Algebra has no support in their native language. A student after leaving my class must survive in geometry with non Spanish speaking teacher.

The pass rate for my classes last school year (2003-2004) is illustrated using our school Edusoft system show below:

### Ed Program

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
All Special Education Programs	1	0	0%	332.00					1
Language Fluency - English	26	14	54%	353.77					12
Language Fluency - Initially Fluent	1	1	100%	384.00					0
Not Special Education	26	15	58%	355.77					11
Socioeconomically Disadvantaged	24	14	58%	357.00					10

The chart below shows the schools pass rate by Ed Programs (2004-2005):

### Ed Program

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
All Special Education Programs	25	1	4%	335.28					24
Gifted and Talented	8	8	100%	405.00					0
Language Fluency - English	66	42	64%	360.38					24
Language Fluency - English Only	82	70	85%	381.05					12
Language Fluency - Initially Fluent	34	25	74%	368.03					9
Language Fluency - Redesignated	38	32	84%	379.92					6
Not Special Education	195	168	86%	377.43					27
Socioeconomically Disadvantaged	118	80	68%	363.75					38

The chart below shows the schools pass rate by Ed Programs (2003-2004):

### Ed Program

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
All Special Education Programs	1	0	0%	332.00					1
Language Fluency - English	29	17	59%	354.00					12
Language Fluency - English Only	3	3	100%	368.33					0
Language Fluency - Initially Fluent	3	1	33%	357.00					2
Language Fluency - Redesignated	3	3	100%	383.00					0
Not Special Education	37	24	65%	358.35					13
Socioeconomically Disadvantaged	33	21	64%	358.42					12

### Researcher Perspective

I grew up in this small rural town, and attended the public schools here. I graduated from this High School in 1992. Growing up in this town I have gained pride in what I do, teaching to students who are going through what I have experienced and accomplished. Not only did I attend this high school but also was classified as an ELD student what was at that time called ESL. I started to read and write Spanish before I was taught English for the first time as a 4<sup>th</sup> grader and fully transitioned into EO classes when I was in 5<sup>th</sup> grade.

I grew up in the same barrios my students are now living in. I am like my students and my students share my culture. This is why this topic and research questions was elected. As a math teacher, I feel I must best prepare my student so that they can compete in any college with any student no matter what English level they hold. The truth is, they are not and I want to study why this is so. Do I have a good idea why this is not happening, but I'd like to come up with concrete evidence and a better understanding of my teaching. I'd like to know if I'm doing the best I could for my students? This is why I chose these questions.

I felt I was not prepared for the curriculum at the University level. I still have problems with spelling and grammar. This has been my greatest challenge as a former Language Learner. I feel I understand what my students are going through and how they second guess

them selves when they write or read something they are not to sure of. I have found that now as a graduate student I still have a language barrier that most of my colleagues do not have. I still struggle with vocabulary being used and have to ask for thing to be explained or reiterated. This is why I am interested in my student's success. I feel I need to know if what I'm doing is the best for my students. Are my school and my self, doing the best we can do, to better prepare this student population (ELD)?

## RIVIEW OF THE LITERATURE

This literature review will first give research on Language Learn. Information on Language Learners will be given to support the first question of our research. Also the following information will give us some background knowledge on Language Learners in the state of California and how it compares with the target school. Also this information helps us understand what the state education body is composed of.

The second and third questions deal with the CAHSEE and the CST exams. I will cover research on these two exams as well as numbers of my targeted school and the state numbers on these exams. I will explain what the CAHSEE to familiarize the reader of what it is and stands for. This will help in comparing scores with the state and the targeted school. Next, I will show the research on methods used to support ELD students learning and how this compares with the school being studied. Lastly my research will lead us to the state Proposition 227 and the impact it has created since it's existance in the state of California.

### **Language Learners**

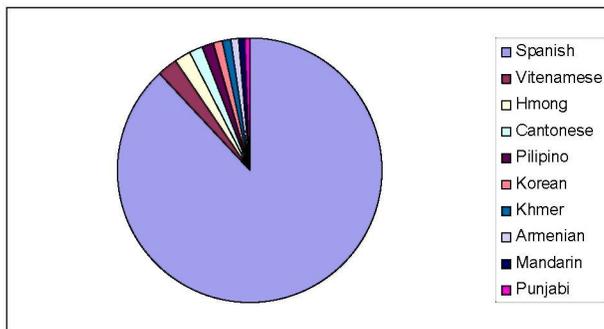
According to the article, *English Learners in California: Unequal resources, unequal outcome*, most English learners in California (83%) speak Spanish as their primary language. Thirty three percent of the all the nation's language learners live in California. One out of four students in public schools is English Learners and one out of three of the students in public

elementary schools lack proficiency in English. Very few of California's schools reported having no EL students among their student population. Although, most ELs (English learners) are found to be at an elementary school level, larger portions are found to be at a secondary school level than commonly believed. More than 18% (500,000 plus) of California's secondary schools are ELs. The increase of population has brought a greater challenge for both students and the schools that serve them. Due to time availability, it is hard for these students to acquire both English and academic skills in order to get ready for high school graduation (CAHSEE).

The *Handbook of Education Information: Fact Book 2003* states, English language learners constitute a significant portion of California public schools:

- The 1,559,248 ELs constitutes more than 25% of the total enrollments in California public schools.
- 2,437,387 (39%) students speak a language other than English in their homes.

English learners come from many languages groups, but approximately 95% speak one of the ten top languages in the state:



English learners are placed in specific instructional settings in accordance to the regulations established by Proposition 227:

- 48% (754,558) ELs are enrolled in structured English immersion settings.
- 11% (166,330) ELs have been placed in alternative programs (e.g. bilingual instruction) as a result of parental waivers.
- 33% (510,671) ELs are placed in mainstream classrooms and are receiving additional services to aid them in possessing a reasonable level of English Proficiency.

The 25% of ELs receive various combinations of instructional services regardless of the program placements. 173,145 receive only ELD instruction in addition to the regular school programs. 599,979 receive at least one hour of ELD and two hours of Specially Designed Academic Instruction in English (SDAIE), in addition to the regular school offering. This relates to what our High School does with our ELD students. What I did find interesting was that 77, 633 do not receive any instruction services required for ELs.

English Learners are taught by a wide range of instructional staff:

- 8,070 teachers hold a bilingual teaching authorization.
- 101,843 teachers hold a Cross Cultural and Academic Development or SB 1969/395 certificate and are assigned to provide SDAIE and/or ELD instruction.
- 3,020 teachers were in training for a CLAD credential or SB 1969/395 certificate.
- 23,679 bilingual paraprofessionals were assigned to teachers by providing primary language support or instruction to English learners.

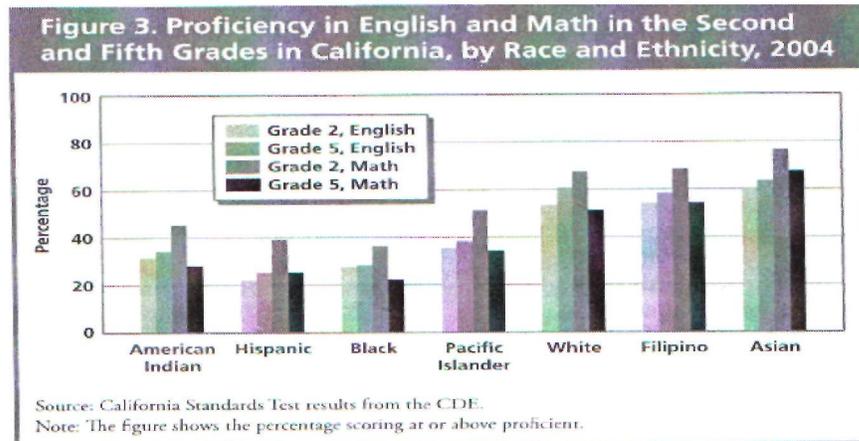
This information is helpful to better understand the school I will be focusing on. The state directly relates with the school I am conducting this research on. The targeted school as shown in chapter one has many Language learners and comparing the numbers with the state will

help us understand how the state is doing as a whole in this area and how it compares with the school being studied.

## Test Results

### California Standard Test

According to the article *Educational Resources and Outcomes in California, by Race and Ethnicity*, Hispanics are not testing at the same level as Whites in California schools. If we take a look at the high school levels, the graph below illustrates this by using the California Standards Test Results from the CDE.



Looking at this chart we can compare that the Latino students are testing far below the White and Asia population. We can then conclude that Spanish speaking Language Learners would fall under the Latino testing category and that the English Only students for the most part are White students. We can then assume that our ELD Spanish students are not testing at the same level as other students in the state and that their must be a gap between them.

This article also brings up issues that one must think about, like student equity among all students in the state of California. "On average, Hispanic and black students attend schools where about 85% of teachers have credentials, compared to and average of 92% credentialed

teachers in schools attended by white students. " This quote says a lot of why our ELD students have not been performing compared to whites. A large portion of Hispanics in the state of California come from low income communities, where the majority of the students from these community schools are Hispanic. I will guess that the 7% difference in credential teachers might reflect salary scales and/or job availability in low income schools.

**Table 5. School Resources of California High School Students, by Race and Ethnicity (percent)**

	Share of Students	Low-Performing School	Low-Income Students	Teachers with a Full Credential	Teachers with 3+ Years of Experience	Teachers with a Master's Degree	Overcrowded School
American Indian	1	23	31	92	89	36	6
Hispanic	41	52	46	85	87	37	22
Black	8	43	41	84	86	36	24
Pacific Islander	1	31	33	89	87	38	12
White	36	11	22	92	89	39	5
Filipino	3	27	32	89	88	38	15
Asian	9	16	30	91	88	39	15
All	100	31	35	88	88	38	15

Source: Author's calculations from the CDE.  
 Note: See Table 4 for information on measurement.

Looking at the table above the majority of under performing schools lie on the Hispanic and Black students. Also under low income category Hispanic students have a greater amount. Not surprisingly, more Black and Hispanic students are in schools with teachers with less experience and education, as well as overcrowded schools and classrooms. This might explain why the achievement gap exists among kids of low income and rural schools. Looking to aid the purpose of this research, helps explain why the achievement gap between ELD students and EO students may exist in schools. Like in the school I teach. These are the CST results of the high school being studied for EO students and White ethnicity:

Overall Scores:

	Avg Performance Standard	Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	2.38	297.25	13%	50%	25%	13%	0%
Mathematics	3.00	325.57	0%	43%	29%	14%	14%
Science	3.00	338.00	0%	0%	100%	0%	0%
History-Social Science	1.80	259.60	40%	40%	20%	0%	0%

These are the CST results for the Language Learners:

Overall Scores:

	Avg Performance Standard	Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	1.78	271.31	47%	36%	11%	7%	0%
Mathematics	1.85	275.68	29%	56%	15%	0%	0%
Science	2.00	290.00	44%	11%	44%	0%	0%
History-Social Science	1.72	270.11	56%	22%	17%	6%	0%

Math CST results:

Ed Program

	# Tested	Avg Scaled Score	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Special Education Programs	71	258.58	52%	35%	11%	1%	0%
EL in CA Public Schools < 12 Months	15	289.33	27%	33%	40%	0%	0%
EL in ELD	1	276.00	0%	100%	0%	0%	0%
EL in ELD & SDAIE	273	280.64	22%	52%	23%	3%	0%
Gifted and Talented	60	337.88	2%	22%	45%	25%	7%
Language Fluency - English Learner	280	280.45	22%	53%	23%	3%	0%
Language Fluency - English Only	346	306.17	10%	35%	35%	13%	1%
Language Fluency - Initially Fluent - (FEP)	117	299.30	12%	39%	35%	10%	1%

As you can see using *Edusoft System* from our high school we can compare that our EO students are doing much better in all areas except math for the CST. Although most of our school falls under below basic, the EO students score at a higher performance standard than our EL students, including math. Our EO students averaged 3.0 in mathematics while our ELs students scored a 1.85 in math. If we look at Math, EO averaged 306.17 and ELs averaged 280.45. If we compare these figures to the state results we can say that we are right on target. This proves that a gap exists in our school educational system as it exists in the state of California's test results between both groups.

My explanation on this would be this students lack the English level and background to pass these test. Meaning we are failing in preparing our students in English in only two years.

In my observations during the past two years teaching ELs, it is very difficult to master the English language and master the Algebra language at the same time. We are asking too much in a short period of time.

## **California High School Exit Exam (CAHSEE)**

### History:

According with the CDE in 1999 state law *Education Code Section 60850(a)*, authorized the development of CAHSEE, an examination that California students would have to pass to earn a high school diploma. In the beginning, successful completion of CAHSEE was needed in order to graduate with a diploma. It was to start with the Class of 2004. In July 2003, the State Board of Education decided to holdup implementation of CAHSEE for two years. The Class of 2006 will be the first class required to pass CAHSEE in order to earn a high school diploma. SPED student have been excused from passing this test at the current moment.

### The purpose of CAHSEE:

- *Improve student achievement in high school; and*
- *Help ensure that students who graduate from high school can demonstrate competency in state academic content standards adopted by the State Board of Education (SBE).*

### Components of the CAHSEE:

There are two parts to the CAHSEE, English-language arts and mathematics. California Department of Education (CDE) states, students with disabilities must pass CAHSEE to receive their high school diploma. These students must be allowed any accommodations or modifications that fit their Individualized Education Program (IEP) for CAHSEE, standardized tests or classroom instruction and assessment. According to the California

Department of Education, students who take CAHSEE *with modifications will not receive a valid score.*

A parent or guardian can request the school principal to submit a request for a waiver of the CAHSEE requirement to the school district board. The school board may waive the requirement to pass one or both parts of CAHSEE if the student has met the requirements listed in California Education Code Section 60851(c).

<b>Mathematics</b>	<b>English Language Arts</b>
<ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Statistics, Data Analysis, and Probability</li> <li>• Measurement and Geometry</li> <li>• Algebra and Functions</li> <li>• Mathematical Reasoning</li> <li>• Algebra 1</li> </ul>	<ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Reading Comprehension</li> <li>• Literature Response and Analysis</li> <li>• Writing Strategies</li> <li>• Writing Conventions</li> <li>• Writing Applications</li> </ul>

California High School Exit Examination (CAHSEE)  
 Questions and Answers for Parents and Guardians (CED)

Certificate of Completion:

A certificate of completion is given to a student as an option to a high school diploma. It certifies that the student has completed all required courses of study, or has met the goals of his/her Individualized Education Program (IEP). Students can be a part of graduation ceremonies if they receive a certificate of completion. A certificate of completion is **not a high school diploma** and students with certificates of completion may not qualify for admission to colleges, or universities. SPED students will be exempt from passing the CAHSEE for the year 2006.

Opportunities to Test:

*Questions and Answers from the Administrators about the Postponement of the CAHSEE Requirement (CED)* indicates Tenth graders in the Class of 2006 who do not pass one or both parts of the CAHSEE in spring 2004 will have up to five opportunities to retake the exam. This includes one final time after grade 12 when all other graduation requirements have been met. Students will retake only the part of the exam not previously passed. School districts are required by state law to provide additional instruction to assist students who do not pass the exam.

Our school has created a CAHSEE class to help those students who have not passed the math portion of the test. Our pass rate for the past two years has been around an 80%. This is very good, but ELD students continue to struggle in passing. After talking too many of my students they reply that they just did not understand what they were asking them to do. After they showed me examples on the questions they had trouble with, I translated what it meant and they would reply that the problem was easy.

Schools are required by state law to provide remediation to students who are at risk of not graduating from high school due to the CAHSEE. Districts can use other standard-based indicators that can help determine a student's level of academic achievement including: results of the California Standards Tests, school assessments, course grades, and teacher evaluations.

The High School Being Studied:

Our School Evaluation of the CAHSEE is shown below:

### Ethnicity

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
Hispanic / Latino	102	75	74%	368.19					27
White (not of Hispanic origin)	41	33	80%	380.51					8
American Indian or Alaska Native	3	2	67%	359.33					1
Filipino / Filipino American	1	1	100%	422.00					0
Other Asian	1	1	100%	375.00					0

### Ed Program

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
All Special Education Programs	19	1	5%	332.54					18
Gifted and Talented	7	7	100%	399.00					0
Language Fluency - English	66	42	64%	360.38					24
Language Fluency - English Only	82	70	85%	381.05					12
Not Special Education	129	111	86%	377.57					18
Socioeconomically Disadvantaged	71	45	63%	361.00					26

Our white student population is testing better than our Latino student community in the area of math. Although it is not by much a gap of 6% still exist. A gap of 22% exists among the social disadvantaged which consists of many of our school's ELD students. Our ELD community scored only a 45% pass rate (5 of 11 students) on the Math CAHSEE. This is a 40% gap compared to the 85% pass rate of our EO students. I feel from my observation that the CAHSEE has to much reading in English and our recent arrivals (ELD students) just do not have the required English level to pass the CAHSEE in math or English. This creates a problem with new arrivals entering high school as a junior or senior will have a higher failure rate that a freshman.

### Ethnicity

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
Hispanic / Latino	11	5	45%	351.45					6

### Ed Program

	# Tested	# Passed	Percent Passed	Mean	Percent Passed				# Not Passed
					20	40	60	80	
Language Fluency - English	11	5	45%	351.45					6
Not Special Education	11	5	45%	351.45					6
Socioeconomically Disadvantaged	9	4	44%	353.78					5

## Teaching methods for ELD students

This section on the literature review will review how the state and research handles teaching methods to the type of students studied in this research. I have researched different teaching methods proven to work for ELD students and will compare these methods with the methods used at our high school. This section will support question two in chapter 1 being researched.

### SDAIE:

Specially Designed Academic Instruction in English (SDAIE) is a commonly method used in instruction for ELD students. According to John Gulack and Sandy Silverstein in their *SDAIE Handbook: Techniques, Strategies, and Suggestions for teachers of LEP and Former LEP Students* defines a SDAIE class as containing LEP students, taught by teachers using special techniques and strategies designed to assist LEP students in both language-acquisition and subject matter content. The handbook goes on to explain mythology of how SDAIE is effective.

SDAIE/ Sheltered Mythology are accomplished through the use of:

- Realia (Real Objective and materials)
- Manipulative (drawings, posters, brainstorm- clusters, graphs , tables, ...)
- Visuals ( study prints, textbook illustrations, overhead projector prints, ...)
- Graphic Organizers ( matrices, Venn diagrams, and webs)
- Planned interaction by individuals in the classroom.

The handbook continues to stress the importance of speaking English in class. It specifies to develop guidelines of when it is appropriate to use their native language in the classroom. Also, creates a statement to encourage students to use English in the classroom.

This is something I have failed to do. Although I do encourage them to speak English, I did not enforce it in their first year here in the states. I felt the level of English these kids come in with is zero and forcing them to speak English that early was not effective. I do practice many visual aids and translation of vocabulary as I explain or lecture. This is the greatest challenge for these kids. I do allow them to interact with each other in class which brings us to the next teaching method.

#### Group Work:

Research shows that homogeneous grouping by ability helps students to contribute equally and allows them to grow at the same pace. This allows ELs to work together and handle frustrating problems together. It also avoids frustrated students from falling behind and also the fear of doing things alone because of the language barrier. Research from the SADAIE Handbook gives suggestions for making group work more productive.

- **Co-operative learning-** sharing in a group
- **Collaborative Learning-** each person has a specific task to perform in a group-project.
- **Team Building-** create unity and camaraderie by creating:(Teams name, logo, ...)

This Homogenous grouping has helped my classes in making students lower their affective filter. Students have gained confidence in speaking the English language in my classes. My Sheltered kids have shown improvement in their courage to read English out

loud during class. Group work has always been a positive outcome in my teaching method. Group work is one the methods I use on a daily basis with my Sheltered Algebra class. I'm glad to see that it was one of the methods specified to work in the research I conducted.

Mathematic Findings in Acquiring Algebra:

Carl A. Langer studies say, each year ten of thousands of California students fail courses in algebra. Langer specifies that although the state has included strategies to address ELs in the area of algebra, it still fails to address the range of linguistic issues effecting English Learners' performance. Also, Professional development according to the readings needs retooling. Teachers need to learn the mathematical needs of the states largest and fastest growing population of mathematically staved students.

ELs are scoring low on test, less than 50% of the states Re-designated Fluent English Proficient students (former ELs) passed the CAHSEE. Worst than that, 23% of ELs passed the math CAHSEE. Another fact is that about 36% of the math CAHSEE is Algebra. This is truly a great issue if 25% of the California public schools that are composed of ELs. And of this 25% population 84% are Spanish speaking (CED 2003).

Langer's study had three important findings, the three most common obstacles to understanding an algebra task were:

- **Unknown or misunderstood vocabulary-** *e.g., Figure number (n), patterns, extensions*
- **Incomplete understanding of syntax-** *e.g., not recognizing in the query each time the figure number increases by one, the number of squares change by how many?*

- **Unanticipated contradictory visual cues-** *e.g., when asked to draw the next iteration of a linear pattern, the students focuses on the size and shape of the given visual aid instead of the pattern itself.*

It is very interesting to see the mistakes my ELD students make. I have stressed vocabulary a bit more in the sense of adding visuals to the meaning of words. This has help in the area of understanding vocabulary on tests. I have noticed that my class makes many mistakes on syntax. This has been one my ELD students greatest challenges. I do wonder if Proposition 227 has lead us to better understanding and serving our English Language Learners in the state of California. The more I read I see many negative attributes of what Proposition has accomplished.

## **Proposition 227**

### Definition:

Proposition 227 requires that all English language Learners in California receive a program of 'sheltered immersion" or 'structures immersion" taught "overwhelmingly in English" for the one year before beginning transferred to mainstream or regular classes (Jill Kerper Mora).

### Before Proposition 227:

Ron Unz made numerous claims about bilingual education. He blamed bilingual Education for the increase of enrollment of limited English proficient (LEP) in the state of California. He charged the states bilingual program with an annual 95% failure rate. He insisted that Proposition 227 would "eliminate" Bilingual Education in California and that language-minority parents would embrace English-Only immersion programs. Promises

were also made that "structured English immersion" would speed up the acquisition of English.

Post Proposition 227:

Proposition 227 has had a failure rate of 92% (Crawford 2003). It has clearly broken its promise to teach students English within one year. Last year only about one in 13 LEP students were re-designated as fluent-English proficient (FEP). Many of these students had already been in language programs for more than one year. LEP enrollment has grown nearly 14% statewide, and three of five children, because of this law remain in limited English.

California Enrollments of Limited-English-Proficient Students, 1993-2003

School year	LEP students	Annual change
2002-03*	1,599,542	2.5%
2001-02*	1,559,244	3.2%
2000-01*	1,511,299	2.1 %
1999-00*	1,480,527	26%
1998-99*	1,442,692	2.6%
1997-98	1,406,166	12%
1996-97	1,381,393	4.4%
1995-96	1,323,767	4.8%
1994-95	1,262,982	3.9%
1993-94	1,215,218	5.5%
1992-93	1,151,819	6.8%

Source: California Department of Education, Annual Language Census

\*Post-Proposition 227

## METHODOLOGY

In order to determine how well prepared our ELD students are for school achievement, I will first compare the percentage of the ELD students at the 11<sup>th</sup> grade who are passing the Math CAHSEE to the percentage of the EO students who are passing the CAHSEE. We will also take a look at what students are passing, and what students are not.

Second, I will review the current ELD curriculum and program at the high school level. I will consider how students are placed in classes, and what curriculum is used. Also, a looking at what teaching methods is being used in all levels of math. What English level do ELD student hold when passing the CAHSEE, and what math level classes are ELD students taking when passing. To arrive with this information I will be using Edusoft a system purchased by our district. This system has all this information and more. A sample of the information given from this computer system was displayed earlier under the Setting and sample Section of Chapter 1. Also an Interview will be made with our School site ELD coordinator to gather this information. For the most part the information on the class sample can be provided by Edusoft.

Finally, we will review assessment results for ELD students and compare them with current EO student's assessments results. This will be done by comparing some of my other classes I have taught with EO students in it. I will compare test scores of my Quarterly Assessments from my EO students and EL students. The program I will be using again is

Edusoft. The math department has inputted Quarterly Assessments for the past 2 School years. Finding the results from my EO students and EL students will not be difficult.

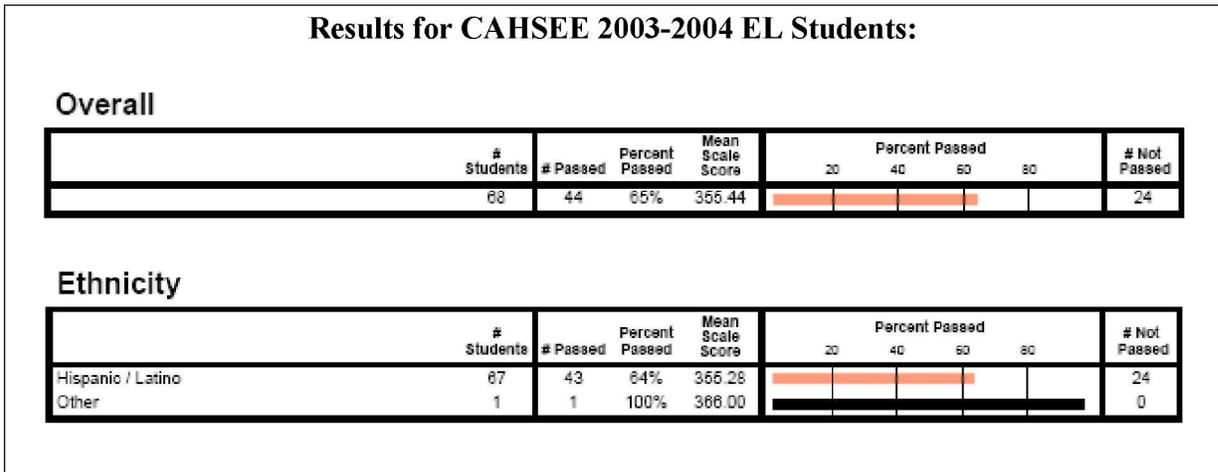
This case study will be held with samples of ELD students I have taught in the past two years. I will make an assessment of this data and relate this data with CST results for both EO and ELD students.

FINDINGS AND DISCUSSION

In this section the data are analyzed and presented. **How does the CAHSEE pass rate and the CST data compare with English Only students?** The comparison of these scores will be used to see how my school has prepared the EL students in comparison with the EO student. We will compare CAHSEE results and CST results to better understand if a gap exists and how these scores compare.

**2003-2004 School Year**

We will first look how my classes' data, compares with respect to EO results and EL results. In the school year 2004-2005 my enrollment dropped due to my position as Athletic Director. I went from teaching 6 classes to 4 classes one of which was a block class. This is the reason for the low number of students. The overall on the chart below represents the overall for the subgroup listed on the top of the chart. In this chart it represents the overall EL students.



### Results for CAHSEE 2003-2004 EO Students:

#### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					DC	4C	5C	6C	
	17	15	88%	375.24					2

#### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					DC	4C	5C	6C	
Hispanic / Latino	5	7	36%	373.25					1
White (not of Hispanic origin)	6	6	100%	382.25					0
American Indian or Alaska Native	1	0	0%	347.00					1

In 2003-2004, 68 of my EL students took the Exit Exam. Out of these 68 students that took the test 24 students did not pass. As you can see from the data 88% of EO students passed the test while only 68% of my EL students passed the CAHSEE math test. What was interesting was in this school year all White (not of Hispanic origin) passed the test. Two students, one Hispanic and the other American Indian or Alaska Native did not pass.

#### 2004-2005 School Year

### Results for CAHSEE 2004-2005 EL Students:

#### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					2C	4C	6C	8C	
	23	14	61%	363.70					9

#### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					2C	4C	6C	8C	
Hispanic / Latino	22	13	59%	353.14					9
Other	1	1	100%	366.00					0

### Results for CAHSEE 2004-2005 EO Students:

#### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					3C	4C	5C	6C	
	7	7	100%	595.57	██████████	██████████	██████████	██████████	0

#### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					3C	4C	5C	6C	
White (not of Hispanic origin)	5	5	100%	406.60	██████████	██████████	██████████	██████████	0
Hispanic / Latino	2	2	100%	367.50	██████████	██████████	██████████	██████████	0

In the 2004-2005 school year 61% of the EL students passed the test. This was 3% less than the previous year. Also in this year, only 23 of my EL students took the test. Some of the students I had the previous year were not in my class, or were only 9<sup>th</sup> graders who did not qualify to take the test. This year 2005-2006 all 7 of my EO students passed the test. Note that the White students passed at a higher mean score than the Hispanic students. The White student's mean score was 406.80 compared to the 367.5 mean for Hispanic students that are EO. This was an improvement for the EO students in our school. Only one EL student who is not of Hispanic background took the test and passed at a very high level.

### 2005-2006 School Year

### Results for CAHSEE 2005-2006 EL Students

#### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					2C	4C	6C	8C	
	84	58	69%	357.74	██████████	██████████	██████████	██████████	26

#### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					2C	4C	6C	8C	
Hispanic / Latino	81	58	69%	357.69	██████████	██████████	██████████	██████████	25
Other	1	1	100%	366.00	██████████	██████████	██████████	██████████	0
Other Asian	1	1	100%	375.00	██████████	██████████	██████████	██████████	0
White (not of Hispanic origin)	1	0	0%	336.00	██████████	██████████	██████████	██████████	1

## Results for CAHSEE 2005-2006 EO Students

### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					3C	4C	5C	6C	
	26	23	92%	391.64					3

### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					3C	4C	5C	6C	
Hispanic / Latino	15	14	93%	387.00					1
White (not of Hispanic origin)	9	8	89%	393.44					1
Other Asian	1	1	100%	450.00					0

This year (05-06) the EL population in my classes increased their passing percentage by 8%. 26 of 84 students did not pass the test. Only two students in the EO pollution did not pass this year and averaged 92 % pass rate compared to 69% of the EL population in our school.

The entire schools data is presented in the following chart:

### Overall

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					20	40	60	80	
	414	365	88%	390.95					49

### Grade

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					20	40	60	80	
10	1	0	0%	337.00					1
11	213	192	90%	395.02					21
12	200	173	87%	376.90					27

### Gender

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					20	40	60	80	
Female	222	193	87%	378.97					29
Male	192	172	90%	393.31					20

### Ethnicity

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					20	40	60	80	
Hispanic / Latino	328	284	87%	378.14					44
White (not of Hispanic origin)	74	70	95%	390.41					4
Other Asian	4	4	100%	430.50					0
American Indian or Alaska Native	3	2	67%	359.33					1
Black / African American	2	2	100%	430.50					0
Filipino / Filipino American	1	1	100%	422.00					0
Japanese	1	1	100%	358.00					0
Other	1	1	100%	356.00					0

### Ed Program

	# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
					20	40	60	80	
Used Modifications during testing	26	2	8%	337.92					24

The school as a whole had very good results. 88% of the student that took the test passed it. The White population in our school scored a 95% pass rate and the Hispanic/ Latino population passed at a rate of 87%. This is a very outstanding result. This year in 2006, seven senior have yet to pass the Exit Exam. Out of these seven seniors only two have not passed the math portion of the test. The students that have not passed are English Language Learners. The school is working very hard along with the teaching staff to help these students pass the test in May.

Let's compare the entire school's EO and EL population:

CAHSEE Results EL Students								
Overall								
# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
				22	40	62	50	
84	58	69%	357.74	█	█	█	█	26

CAHSEE Results EO Students								
Overall								
# Students	# Passed	Percent Passed	Mean Scale Score	Percent Passed				# Not Passed
				22	40	62	50	
157	146	93%	388.21	█	█	█	█	11

As you can see EO students are scoring at a higher rate than EL students. One of the reasons for this can be explained by the language barrier EL student have. They are being forced to take this state mandated test to earn the honor of a high school diploma. Are the teachers to blame? From my perspective, I have tried my best to prepare them for this test. I truly feel that an 80% pass rate on the first try is a very good signal that the teachers at this high school's math department are doing their job. How can a recently arrived (1 year) student from Mexico or any other country who speaks a language other than English, pass a 6-8<sup>th</sup> grade level test in (English) a language they just now beginning to learn. These are the

obstacles a teacher must face. Am I doing my job? If the answer is no, If one student of mine does not pass, then I failed under what the state of California has implemented to be a requirement for students to earn a high school diploma. Language is a disability when taking this test for students who do not speak English as their first language, and with little to no fluency in English. The state should take language background into consideration when requiring them to pass this test.

This school year we compared our EL population with another subgroup in the area of algebra. This comparison was done using a quarterly Math Department result a benchmark assessment. If you look at the chart below, # of students advance refers to the number of students that scored at the advance level for the school benchmark for the unit being tested. In this test 5 of 49 students test Advanced. This will help you better understand the chart below. Advance is the highest a student can score and below basic is the lowest a student can score.

The following are the results:

Data Team Meeting Preparation  
Step 1: Collect and Chart Data and Results

Teacher: Algebra 1B (EL)

Class Period/ Subject	# Students Who Took Assessment	# Students Advanced	# Students Proficient	# Students Basic	# Students Below Basic	# Students Far Below Basic
Sheltered Algebra 1B	19	5	4	4	3	3
Algebra 1B	30	0	4	6	5	15
Totals: (by subject)	49	5	8	10	8	18
ALL- English Only, I-FEP, R- FEP (by subject)	16	0	1	6	3	6
ALL- English Learners (EL) (by subject)	34	5	4	8	5	12
ALL- SpEd (by subject)	12	0	3	2	2	5

	All Students	EL Students
Actual Number of Students Proficient or Higher	<u>13</u>	9
Actual Number of Students Likely to be Proficient	<u>18</u>	13
Actual Number of Students Not Likely to be Proficient	<u>26</u>	12
Percentage of Students Proficient or Higher	<u>26%</u>	26%
Percentage of Students likely to be Proficient	<u>36%</u>	38%
Percentage of Students Not likely to be Proficient	<u>53%</u>	35%

If we look at these results from our Algebra 1B class, the EL students did very well compared with all the students taking this class. The EL population on this exam had 9 students proficient or higher compared with the 1 student under the EO category. One of the classes was taught by me and the other class was taught by another member of our team. I feel having these students for two years, gave me an edge on my partner in this benchmark results. This test does not compare with the Exit Exam. The reason it does not is that the amount of English language in these benchmarks compared to the English language in the Math Exit Exam is very minimal. These kids can perform if they understand the English language. In the Exit Exam, the English language level is too extensive for kids who are ELD.

Teaching strategies used:

- Small groups
- Individualized instruction
- Step by step worksheets
- Two teachers for SPED/ at risk classes
- Homework broken down into smaller parts
- Teachers collaboration in lesson

- Opportunity for students to ask questions
- Offering after school and before school tutoring
- Get parents involved in the educational process

Using these strategies allowed both my co- teacher and I the opportunity to collaborate and set goals to reach higher level of performance. I feel these strategies helped rise scored for some students. For those students whose parents are not involved test scores continued to be low. The key component was making phone calls in class to parents when homework was not turned in. Working in groups also played an important role in helping EL students interact with other kids. Collaborating in lesson plans was a key factor in the demonstration part of the lesson. Students understood the material better.

I feel for the most part these strategies work. It is very difficult when you don't have the parent involved in the learning process. Although most of these students did not reach the proficient level they did improve from their prior benchmark results.

**II. A.)Have the ELD students benefited from the educational methods used in successfully passing the CAHSEE? B.)Has it help them, increase CST scores?**

*Have the ELD students benefited from the educational methods used in successfully passing the CAHSEE?* If you look at the data from the previous question, I would say that they have improved. From my perspective, the fact that two seniors have not yet passed the Math Exit Exam is a failure. If the state mandates EL students to pass this test to earn a high school diploma, then I and our high school will fail if these two students do not pass.

I feel we are not alone with this problem. In our school district, only 7 seniors are in danger of not graduating, while other districts may have more than 7. I truly believe this is an issue that will need to be addressed by the state. If the state allows SPED students to not pass the test (currently SPED students are given a high school diploma, whether or not they pass the CAHSEE) then they must take in consideration ELD student's Level of English Language fluency. They must have some system in place to deal with the level of English required to pass the test.

After conducting an interview my first year of teaching (2002) with the ELD coordinator, I found that ELD students had been put in math classes in accordance to the English Level. This was a mistake that was quickly fixed. This is no longer the case. Through articulation with the middle school and my involvement in the scheduling process, students are now properly placed in math classes. Scheduling continues to be a problem with these students due to the numbers we have and the amount of classes available for these students. In my experience, after the second year here the student's chance of passing the Exit Exam increases. The school must mainstream all ELD students after two years of being sheltered.

According to the ELD coordinator, most of the students who arrive from México and take the test the same year are not successful. I found that when a student reaches ELD 3 his/her chances of passing the test increases tremendously. The two students who have not passed are currently ELD 3. They have been in this country for three years and in this time, they have not improved their ELD level.

I feel that at our high school we are on the right path in helping kids pass the Exit Exam. We have not reached perfection but we are making jumps toward the right direction to reach a 100% pass rate for all students.

*Has our teaching method help EL students, increase CST scores?* If we look at the charts below for the EL population at our school we can see that the answer to this question is no. In the area of Mathematic we have stayed the same. As a school we still grade at the level of Below Basic. This is not acceptable. We must find ways to increase these scores for the EL subgroup.

2004-2005

Overall Scores

	?? Students	Avg Performance Standard	Mean Scale Score	Percent in Each Achievement Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	250	2.14	285.62	26%	39%	32%	3%	0%
Mathematics	220	2.00	277.95	26%	51%	20%	3%	0%
Science	130	2.01	287.53	28%	45%	27%	1%	0%
History-Social Science	165	1.93	283.70	42%	28%	26%	4%	0%

2003-2004

Overall Scores

	Students	Avg Performance Standard	Mean Scale Score	Percent in Each Achievement Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	240	1.79	272.67	38%	45%	17%	0%	0%
Mathematics	223	2.00	277.93	24%	54%	20%	2%	0%
Science	27	2.07	291.81	22%	48%	30%	0%	0%
History-Social Science	127	1.52	264.55	57%	33%	9%	0%	0%

2002-2003

Overall Scores

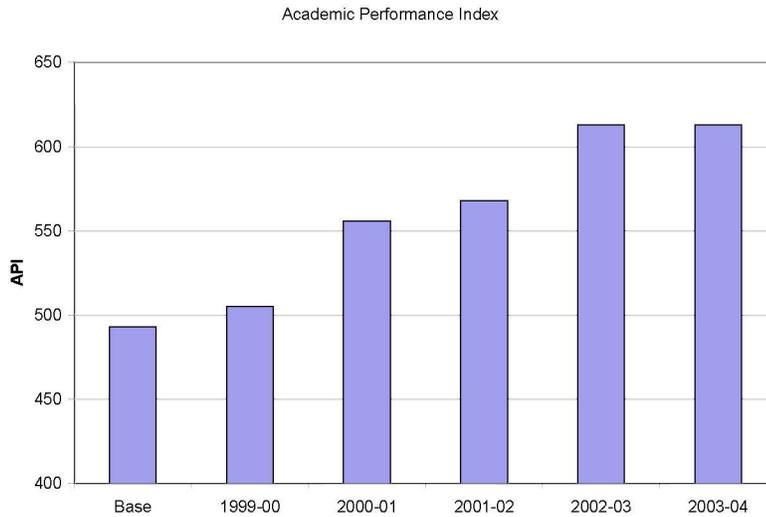
	Students	Avg Performance Standard	Mean Scale Score	Percent in Each Achievement Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
English-Language Arts	220	1.87	276.77	36%	40%	23%	0%	0%
Mathematics	212	2.04	276.91	23%	53%	21%	3%	0%
History-Social Science	22	1.64	274.36	50%	36%	14%	0%	0%

If we look at the entire school population we see a different result. Our High School and our Unified School District have embraced the California State Standards in all areas of

the curriculum. The students graduating from our high school are held to one of the highest high school graduation standards of public school students across the nation. Our Expected School-Wide Learning Results have been designed to support our students earn the 230 credits and 2.0 cumulative grade point average they must have in order to graduate.

In 1999, the Academic Performance Index was 493. When the 2002 WASC Report was written, the A.P.I. had increased to 556 and as a result, we qualified for, and then volunteered for the Immediate Intervention Underperforming Schools Program (IR7SP), sponsored by the California Department of Education. The five areas that the IR7SP action plan addressed were the aligning of curriculum to standards school wide; the development of a school wide reading, writing, and language program; interventions for low performing students, support for English Language Development students; and continued parental involvement. The entire school population worked very hard to improve the academic performance of the students and the hard work has paid off. As of 2005, our A.P.I. is 613; a total of 120 points in 5 years.

<b>Academic Performance Index</b>						
Base	1999-00	2000-01	2001-02	2002-03	2003-04	Total Growth
493	505	556	568	613	613	
	12	63	75	120	120	
Growth	12	51	12	45	0	120

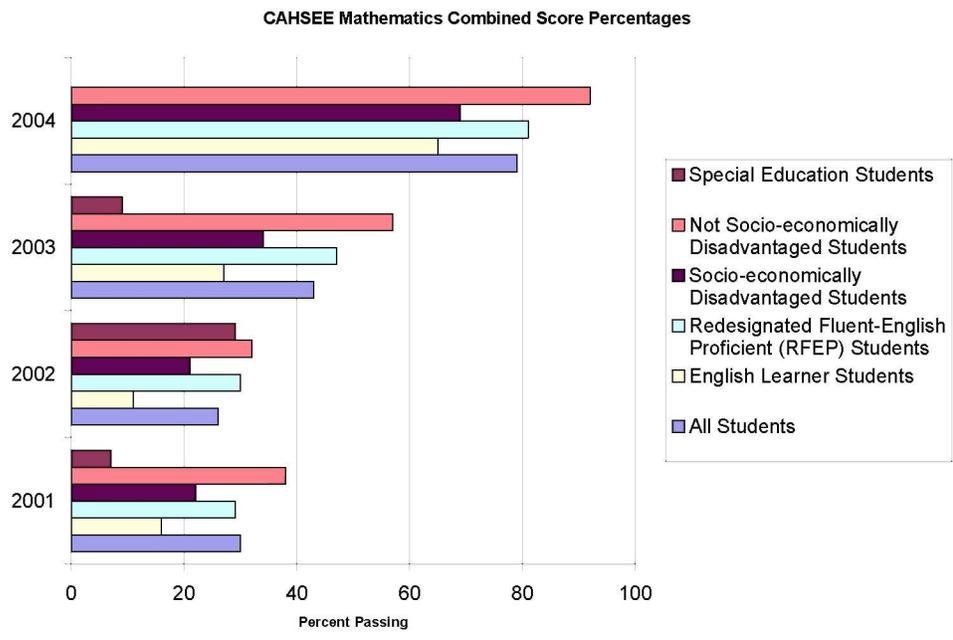


In the last three years, the school's score has increased 55 points and each sub-group has also increased. Hispanic/Latino scores have increased 69 points to 587; Socio-economically Disadvantaged scores increased 51 points to 542, while White scores went up 19 points to 706. The spread between the scores of the top and lower performing sub-groups has narrowed but the growth is sporadic. Even though our participation in the IIUSP program was voluntary, it still required that the school have two consecutive years of meeting its A.P.I. growth targets. There was one year of large growth overall sandwiched between two years of flat line overall growth, though the Hispanic sub-group has met their target all three years. As a result, the school was notified that it will be put on a "monitored" status.

Under the No Child Left Behind, we did not meet its AYP goal in 2002-03 due to participation. We did not have enough students participate in the test. Some of the student had been absent. Yet, the goal was met during the 2003-04 school year. 17.6% of the English-Learners sub-group tested "proficient" on the ELA test and 27.4% were "proficient" on the math test. The Socio-economically - Disadvantaged sub-group had 19.8% score "proficient"

or higher on the ELA test and 27.3% met that target in math. Hispanics had 29.5% score at the "proficient" or above level on the ELA while 34.1 % were "proficient" or higher on the math test. Whites were the highest scoring group on both tests, 67.4% being "proficient" and above on the ELA section but the gap was smaller in the math section, with 55.8% scoring at the "proficient" or above level.

**Have the English Learners at the High School (HS) received sufficient instruction/ support in their ELD Math classes in order to prepare them to pass the CAHSEE?**



The results from the 2004 CAHSEE show that overall 80% of our students passed the math section. As a school, students are doing an acceptable job in passing this test. For the EL population, this differs. Our high school has made some changes that have produced better results. The most comprehensive changes have occurred in the instruction and curriculum for the English Language Learners. The high school and middle school teachers work as a team to select new curricular materials and create assessments to place the students in the

appropriate level classes when they arrive as new students to the district, thus creating a better process for evaluating the redesignation of students.

For the past two years, the Math Department has offered a 1<sup>st</sup> semester Algebra class during the 2<sup>nd</sup> semester. This allows failing students to immediately retake the class rather than continuing on to fail the 2<sup>nd</sup> semester of Algebra. Any student who failed the 1<sup>st</sup> semester of Algebra 1 or Algebra 1A is now enrolled in Algebra 1 Semester 1. Any student who failed Algebra 1B is now in enrolled in Algebra 1 Semester 2.

The math teachers, counselors, and administrators have had discussions with corresponding Middle School staff regarding math placement recommendations for incoming 9<sup>th</sup> grade students. In the past, if a student was passing his or her 8<sup>th</sup> grade math class (regardless of the level) with a D, he or she was recommended to move to the next math level. Students are now being placed in a CAHSEE math class if they did not pass the test on their first try.

So, have we delivered sufficient instruction/ support in their ELD math classes in order to prepare them for the CAHSEE? Again I feel we have made major improvement but not enough to be satisfied. The truth is yet to be answered, we will have to wait and see if the two seniors will pass the test on their final try on May 2006. In my eyes if one student fails we all failed.

## CONCLUSION

To conclude my research, I would first like to talk about the English Only student and the English Learner student. My question is will they ever score the same in test scores mandated by the state? Unfortunately if written in the English language research and data proves the answer is no. Research proves that this gap exists state wide. As you read in chapter 4, for the school being studied this holds true. In the education world we talk about, "closing the gap." Well, something is not working because history for this state shows that schools have not been successful in closing this gap. Might this be because teachers and administrators in the state of California are not doing their job? This is what the state has assumed to be true.

The state has set guideline to punish schools that are under performing. Our school volunteered to be in the IIUSP program, and yet we are under watch to see if our scores will improve. My questions are, are the administrators and teacher at fault, or is the system the state has is not working? If we look at history under Proposition 227, a failure rate of 92% (Crawford 2003) is not acceptable. It has clearly broken its promise in teaching students English within one year. LEP enrollment has grown nearly 14% state wide, and three of five children because of this law remained in limited English. Again my question, which is to blame? Why make teacher like me feel guilty for having under performing students who have arrived to this country just a few years ago and mandate to take a test that in my eyes is culturally unfair? Many teachers in the south land of California are struggling with this issue. We will continue to try to teach to the test, if this is what the state feels is important.

Language acquisition in my eyes can not be conquered in a 2 year span. To read, write and speak correctly at the 8<sup>th</sup> grade level in two years is not realistic. Why not give this exit exam to a third grader then? If they truly believe that language can be acquired in two years why expect these kids at the high school level to pass a test if they have a reading level of the third grade due to them arriving to this country a few years ago. Does it make sense for a third grader to take the exit exam? I think not. Although this is not an accurate comparison, my point is that it is difficult for a student who has just arrived to this country and with no English background and with very low reading level to perform at the level of students who are fluent in the English language. ELD students must be looked at as having a learning disability as SPED kids are being excused in passing the Exit Exam.

Finally, the research for my school has concluded along with the state, the educational gap exist between EO students and EL students. This has and probably will continue to happen as long as we continue to use the educational system we have at the current time. At our school, "we are," preparing the kids for the Exit Exam. Most people in education would say we are doing an acceptable job. In my opinion, to deny one ELD student a high school diploma for not passing a state mandated test known as the California High School Exit Exam would be a failure to the school, and to its teachers under the current educational system this state is mandating.

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