



Digital Commons@

Loyola Marymount University
LMU Loyola Law School

Reports

Center for Equity for English Learners

2010

Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners (PROMISE) Initiative: A Three-Year Pilot Study Research Monograph

Laurie Olsen Ph.D.

Kathryn Lindholm-Leary, Ph.D. Ph.D.

Magaly Lavadenz Ph.D.

Loyola Marymount University, magaly.lavadenz@lmu.edu

Elvira G. Armas Ed.D.

Loyola Marymount University, Elvira.Armass@lmu.edu

Franca Dell'Olio Ed.D.

Loyola Marymount University, fdellolio@lmu.edu

Follow this and additional works at: <https://digitalcommons.lmu.edu/ceelreports>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Language and Literacy Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation for Full Report

Olsen, Laurie Ph.D.; Lindholm-Leary, Ph.D., Kathryn Ph.D.; Lavadenz, Magaly Ph.D.; Armas, Elvira G. Ed.D.; and Dell'Olio, Franca Ed.D., Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners (PROMISE) Initiative: A Three-Year Pilot Study Research Monograph (2010). doi: <https://doi.org/10.15365/ceel.promise2010>

This Book is brought to you for free and open access by the Center for Equity for English Learners at Digital Commons @ Loyola Marymount University and Loyola Law School. It has been accepted for inclusion in Reports by an authorized administrator of Digital Commons@Loyola Marymount University and Loyola Law School. For more information, please contact digitalcommons@lmu.edu.



PROMISE

INITIATIVE

PURSuing REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

A Three-Year Pilot Study

Planning and Development: 2002-2005

Implementation: 2006-2009

RESEARCH MONOGRAPH



Participating Counties:

Los Angeles • Orange • Riverside • San Bernardino • San Diego • Ventura

THE PROMISE INITIATIVE

**Pursuing Regional Opportunities
for Mentoring, Innovation, and Success for English Learners**

**A Three-Year Pilot Study
Planning and Development: 2002-2005
Implementation: 2006-2009**

RESEARCH MONOGRAPH

Prepared by:

**Laurie Olsen, Ph.D.
Kathryn Lindholm Leary, Ph.D.
Magaly Lavadenz, Ph.D.
Elvira G. Armas, Ed.D.
Franca Dell'Olio, Ed.D.**

Published on behalf of the PROMISE Initiative

**A Collaboration of Six Southern California County Offices of Education
Los Angeles • Orange • Riverside • San Bernardino • San Diego • Ventura**

**Copyright © 2010 by the PROMISE INITIATIVE
FEBRUARY 2010**

This monograph is copyrighted. It may be reproduced in whole or in part for study or training purposes. Reproduction for purposes other than those indicated above requires written permission from PROMISE Design Center and inquiries concerning reproduction and rights should be addressed to San Bernardino County Superintendent of Schools.



Table of Contents

Chapter 1: Research Monograph Introduction

The Foundation: A Vision for English Learner Success in Southern California.....	1
Pilot Study Overview and Program Description.....	4
Description of PROMISE Counties, Districts and School Sites.....	6

Chapter 2: Implementation of the PROMISE Model and Theory of Change- a qualitative analysis by Laurie Olsen, Ph.D.

Introduction.....	15
Study Methodology and Design.....	17
Theory of Change and the PROMISE Theoretical Model.....	22
Vision	24
Core Principles.....	25
Co-Design	29
System of Leadership and Infrastructure of Support	31
The PROMISE Pilot	32
A Chronological Description of the Three-Year Pilot.....	33
Description of the PROMISE Model in “Real Time”	53
Impact: Changes in the Schools.....	70
Lessons Learned about the PROMISE Model and Conclusions	80
The Vision.....	80
Core Principles.....	83
Co-design and Reflective Practice	86
System of Leadership and Infrastructure of Support	90
Conclusions.....	100

Appendices	
Research Tools with Dual-Role of Reflection	
Tools for Participants	105
Rubrics for Analysis	107
Chapter 3: Student and School Impacts- <i>a quantitative analysis</i>	
by Kathryn Lindholm-Leary, Ph.D.	
Brief Overview of the Research.....	113
Methodology for Student and School Impacts.....	117
Description of PROMISE Database.....	120
Description of PROMISE Students	122
District, School and Student Risk Factors	129
Description of PROMISE Instructional Services/Settings	130
Data and Findings	133
Language Proficiency in English.....	134
Reading/Language Arts Achievement in English.....	143
Math Achievement in English	160
Appendices	
Database Variables and Dictionary for PROMISE -Year 3	196
CDE Definition of Instructional Settings and Services	202
Additional Tables and Graphs	204
Chapter 4: Impacts on Classroom Practice- <i>a descriptive observational study</i>	
by Magaly Lavadenz, Ph.D. and Elvira G. Armas, Ed.D.	
Introduction.....	225
Purpose of Study.....	225
Conceptual Framework.....	226
Teacher Expertise and Research on Effective Practices for ELs.....	227
Methodology.....	229
Results- Findings from the Classroom Impact Study	240

OPAL Qualitative Findings: Teacher Interviews and Anecdotal Notes.....	245
OPAL Mean Ratings by Grade Spans	254
OPAL Mean Ratings by Program Type.....	258
OPAL Mean Ratings by Matched Scores	260
Implications for Teacher Professional Development.....	262
Appendices	
OPAL Model.....	270
Coding Sheet.....	271
OPAL Data Files.....	275

**Chapter 5: Impacts on Site Leadership- a mixed method analysis
by Franca Dell’Olio, Ed.D.**

Description and Purpose of the Site Administrator Research.....	281
Theory in Action.....	281
Methodology of the Study	283
Research Design and Data Collection.....	283
PAOLA Instrument Design.....	283
Findings and Data Analysis	288
Vision of Learning	288
Student Learning and Professional Growth	289
Organizational Management for Student Learning.....	290
Working with Diverse Families and Communities.....	291
Personal Ethics and Leadership Capacity	292
Political, Social, Economic, Legal and Cultural Understanding	293
Other Findings	293
Concluding Insights	297

Appendices	
Protocol for Advocacy Oriented Leadership and Administration (PAOLA)	301
Focus Group Questions and Protocol Year 2.....	317
Individual Interview Questions Year 3.....	318
Chapter 6: Summary of Findings and Implications	
The PROMISE Initiative.....	321
Key Findings from the PROMISE Initiative	324
Cross-Research Findings from the PROMISE Initiative Research	333
Implications from PROMISE Research Findings for School Reform for English Learners	337
PROMISE Initiative Key Partners and Collaborators	345
References.....	351

List of Tables

Table 1.1:	Pilot Study Summary Timeline.....	6
Table 1.2:	District Description- AY – 07/08.....	6
Table 1.3:	County/District Description, Percent of English Learners	8
Table 1.4:	County/District Description, Percent of Hispanics	9
Table 1.5:	County/District Description, Percent of Disadvantaged.....	10
Table 2.1:	Site Selection of Core Principles for Initial Focus.....	41
Table 2.2:	Professional Development	45
Table 2.3:	PROMISE Lead Team Analysis of Obstacles to Change at Their Sites	47
Table 2.4:	Lead Team Assessments of Degree of Site Engagement with the PROMISE Components	51
Table 2.5:	Work on One Principle Led to Work on Others	85
Table 3.1:	Types of Data Projected for Each Student.....	118
Table 3.2:	Status of Data Collected in Years 1 – 3 for each County	120
Table 3.3:	Number of Students in Database for Each Year by County and Grade Level	121
Table 3.4:	Number of Students in Database by Year(s) of Participation by County/District	121
Table 3.5:	Number of Students in Database by Number of Year(s) of Participation by County/District.....	122
Table 3.6:	Student Description, Percent Hispanic, El/R-FEP, Spanish as L1, and Gender.....	123

Table 3.7:	Student Description, Percent with SES and Parent Education Data.....	123
Table 3.8:	Student Socio-Economic Description, Percent Free/Reduced Lunch.....	124
Table 3.9:	Parent Education for All Students and by EL vs. R-FEP	125
Table 3.10:	Relationship between Socio-Economic Status and Parent Education Level.....	126
Table 3.11:	Student Special Education Description, Percent Identified as Having a Disability	126
Table 3.12:	Student Special Education Description, Percent With Speech/Language Impairments, Specific Learning Disabilities, Other Disabilities, or No Disabilities.....	127
Table 3.13:	Student Special Education Description, Percent Identified as Gifted	128
Table 3.14:	Percent of PROMISE Students in Each Type of CDE-Defined Instructional Setting Year 3	131
Table 3.15:	Percent of PROMISE Students in Each Type of Instructional Services Year 3.....	131
Table 3.16:	CELDT Proficiency Levels by Participation in Two-Way Program vs. SEI/Mainstream Programs	142
Table 3.17:	CELDT Scale Scores by Participation in Two-Way Program vs. SEI/Mainstream Programs	142
Table 3.18:	CST Performance Levels by Participation in Two-Way Program vs. SEI/Mainstream Programs	159
Table 3.19:	CST Scale Scores and Change Scores by Participation in Two-way Program vs. SEI/Mainstream Programs.....	159
Table 3.20:	CST, High School Math Percent of Course Take by Grade Level and PROMISE Site	167

Table 3.21:	CST Math Performance Levels by Participation in two-Way Program vs. SEI/Mainstream Programs.....	173
Table 3.22:	CST Math Scale Scores by Participation in Two-Way Program vs. SEI/Mainstream Programs.....	173
Table 3.23:	Other Student Indicators, Retention.....	182
Table 3.24:	Other Student Indicators, Suspension.....	182
Table 3.25:	Other Student Indicators, Left School or Dropped Out.....	183
Table 3.26:	Dropout Rates for Hispanic and Total/All Students/All, Grades 9-12.....	183
Table 3.27:	Percent of Students Meeting College Requirements.....	184
Table 3.28:	Intercorrelations among English Achievement Arts and Predictor Variables.....	190
Table 3.29:	Regression Analysis, Predicting English Language Arts from Language Proficiency, Risks, and Teacher Practices.....	190
Table 3.30:	Intercorrelations among English Math Achievement and Predictor Variables.....	191
Table 3.31:	Regression Analysis, Predicting English Math Achievement from Language Proficiency, Risks, and Teacher Practices.....	191
Table 4.1:	School Demographics.....	231
Table 4.2:	Overall and Annual Sampling Results for PROMISE Classroom Impact Study.....	232
Table 4.3:	OPAL Domains, Definitions, and Descriptions of Indicators.....	233
Table 4.4:	Cronback’s Alpha Internal Consistency Reliability Estimate.....	234
Table 4.5:	Year 1, Teacher Interview Questions.....	237
Table 4.6:	Year 2, Teacher Interview Questions.....	238
Table 4.7:	Year 3, Teacher Interview Questions.....	238

Table 4.8:	Teacher Interview Sampling by Year	239
Table 4.9:	OPAL, Year 1, Year 2, and Year 3- Mean and Standard Deviation ratings for PROMISE Classroom Observations.....	242
Table 4.10:	Comparison of OPAL Domain Scores based on Year. Entire K-12 Sample.....	244
Table 4.11.	OPAL Domains, Definitions, and Description of Indicators.....	245
Table 4.12:	Effect Size and significance- K-5 Subgroup.....	255
Table 4.13:	Effect Size and Significance- 6-8 Subgroup.....	256
Table 4.14:	Effect Size and Significance- 9-12 Subgroup.....	257
Table 4.15:	OPAL Year 1, Year 2, and Year 3, Mean and Standard Deviation Ratings by Program Type.....	258
Table 4.16:	Comparison of OPAL Domain Scores Based on Program. All Three Years Combined	259
Table 4.17:	OPAL Year 1, Year 2 Subgroup, Mean and Standard Deviation Ratings for Matched Scores	260
Table 4.18:	OPAL Year 1, Year 2, and Year 3, Mean and Standard Deviation Ratings for Matched Scores	261
Table 4.19:	Comparisons of Matched Teacher Year 2 and Year 3 OPAL Domain Scores. All Grades Combined	261
Table 4.20:	Teachers’ Self-reported Needs for Continued Professional Development by County, Year 1.....	262
Table 4.21:	Teachers’ Self-reported Needs for Continued Professional Development by County, Year 2.....	263
Table 4.22:	Professional Development that Most Impacted Teaching Els during PROMISE Initiative	265
Table 5.1:	PAOLA Standards and Indicators.....	284

Table 5.2:	PAOLA Year One and Year Two CPSEL Standard One (Vision of Learning), Range, Means and Standard Deviations.....	288
Table 5.3:	PAOLA Year One and Year Two CPSEL Standard Two (Student Learning and Professional Growth), Range, Means and Standard Deviations	289
Table 5.4:	PAOLA Year One and Year Two CPSEL Standard Three (Organizational Management for Student Learning), Range, Means and Standard Deviations.....	290
Table 5.5:	PAOLA Year One and Year Two CPSEL Standard Four (Working with Diverse Families and Communities), Range, Means and Standard Deviations	291
Table 5.6:	PAOLA Year One and Year Two CPSEL Standard Five (Personal Ethics and Leadership Capacity), Range, Means and Standard Deviations	292
Table 5.7:	PAOLA Year One and Year Two CPSEL Standard Six (Political, Social, Economic, Legal, and Cultural Understanding), Range, Means and Standard Deviations	293
Table 5.8:	Concrete Examples of How Indicators are Operationalized at School Sites	294
Table 5.9:	Principals’ Perceptions Regarding Their Involvement in PROMISE	295
Table 5.10:	Responses to Open-ended Prompts and Questions.....	296

List of Charts

Chart 1.1:	Percent Minority Population	7
Chart 1.2:	Parent Education- US Census Data.....	11
Chart 3.1:	Level of Parent Education for PROMISE Students.....	125
Chart 3.2:	Percent of Speech/Language and Specific Learning Disabilities by Grade Level	128
Chart 3.3:	Percent of Students with 0-5 Risk Factors	129
Chart 3.4:	Number of Student Risk Factors by Low vs. High Risk District	130
Chart 3.5:	Number of Student Risk Factors by Low vs. Moderate vs. High Risk School	130
Chart 3.6:	English Proficiency (CELDT), Percent of ELs Intermediate or Early Advanced/Advanced on the CELDT or Already Reclassified as Fluent English Proficient	134
Chart 3.7:	Percent ELLs Early Advanced/Advanced or RFEP PROMISE and State Averages- 2008/09	137
Chart 3.8:	CELDT Scale Scores over Time for Grades 5, 8, and 11 (Longitudinal)	138
Chart 3.9:	CELDT Scale Scores for AY 2008/09 by Number of Risk Factors by Grade Level	141
Chart 3.10:	CELDT Scale Scores by Risk Factors for District and School	141
Chart 3.11:	English Reading Achievement Scores According to the CAT6 (2007-08) Percentile Scores for EL and R-FEP students.....	144
Chart 3.12:	Elementary Level Outcomes, English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced	147

Chart 3.13:	Middle School Level Outcomes, English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced	149
Chart 3.14:	High School Level Outcomes, English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced	151
Chart 3.15:	Outcomes across All Grade Levels, English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced	153
Chart 3.16:	Percent of Basic Students Who Scored within 10 and 15 Points of Proficient/Advanced in English Reading/Language Arts (CST)	153
Chart 3.17:	Percent Basic, Proficient/Advanced in ELA (CST), PROMISE and State Averages- 2008/09	154
Chart 3.18:	CST ELA Scale Scores over Time for Grades 5, 8, and 11 (Longitudinal)	155
Chart 3.19:	CST ELA Scale Scores for 2008/09 by Number of Risk Factors by Grade Level	157
Chart 3.20:	Math Achievement Scores According to the CAT6 (2007/08) Percentile Scores for EL and R-FEP Students	161
Chart 3.21:	Elementary Level Outcomes Mathematics (CST), Percent Basic or Proficient/Advanced	163
Chart 3.22:	CST Math Scale Scores over Time for Grade 5 (Longitudinal)	165
Chart 3.23:	CST Middle School Math, Percent of Course Taken by Grade Level and PROMISE Site	166
Chart 3.24:	Middle School Level Outcomes, Math (CST) 7 th and 8 th Grade Basic Math, Algebra, and Geometry	166
Chart 3.25:	High School Level Outcomes, Math (CST) Geometry, Algebra II, High School Math Summative	169
Chart 3.26:	CST Math Scale Scores for AY 2008/09 by Number of Risk Factors and Grade Level	171

Chart 3.27:	Spanish reading and Math Achievement (Aprenda Percentiles).....	175
Chart 3.28:	Reading and Math Achievement in Spanish by Number of Risk Factors	176
Chart 3.29:	High School Exit Exam (CAHSEE) Passing Rates, Percents for ELs and R-FEPS, by PROMISE District.....	177
Chart 3.30:	High School Exit Exam (CAHSEE) Passing rates, PROMISE vs. California Averages	179
Chart 3.31:	High School Exit Exam (CAHSEE) Passing rates, Percent Passing by Number of Risk Factors.....	180
Chart 3.32:	High School exit Exam Math (CAHSEE) Pass vs. Non-Pass, Percent Passing Math Subtest by Participation in Algebra I or Higher Math	181
Chart 3.33:	Percent Passing Math Subtest (CAHSEE) by Participation in Algebra 1 or Higher Math and Performance Level on CST	181
Chart 3.34:	Percent of Students at Each Language Proficiency Level by (CST), Percent Basic, Proficient, or Advanced (Grades 4 – 11).....	186
Chart 3.35:	Percent of Students at Each Language Proficiency Level by CAHSEE Pass Rate	187
Chart 3.36:	Percent of Students at Each Language Proficiency Level by Number of Risk Factors.....	188
Chart 3.37:	Relationship between CST or CAHSEE Scale Scores And Spanish Percentile Ranges in Reading and Math.....	189

List of Figures

Figure 4.1:	Mixed-Methods, Concurrent Triangulation Data Design (Creswell, 2009).....	230
Figure 4.2:	Line Graph of OPAL Domain Scores across Years 1 through 3. K-5 grades only.	255
Figure 4.3:	Line Graph of OPAL Domain Scores across Years 1 – 3. Grades 6-8 Only	256
Figure 4.4:	Line Graph of OPAL Domain Scores across Years 1 – 3. Grades 9-12 Only	257



CHAPTER 1

Introduction



PURSuing REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Research Monograph Introduction

The Foundation: A Vision for English Learner Success in Southern California

In 2002, the superintendents of five Southern California County Offices of Education, building on a strong relationship of collaboration and support, began to discuss a pattern that was similar across the counties of Los Angeles, Orange, San Bernardino, San Diego, and Riverside – the alarmingly low academic performance of English learners (EL).

These five counties combined serve over one million EL students, more than 64% of the total EL population in the state of California, and close to 20% of the EL population in the nation. (*U.S. Department of Education, 2004*). Upon a cross analysis of students in all five counties, startling and highly concerning data showed the decreasing academic performance of students at both the elementary and secondary levels. At second grade only 13 to 22% of ELs in these counties were meeting the proficiency level in Language Arts. The picture worsened every year ELs were in school with only 2-4% of EL in the 11th grade were performing at a rate of proficient or above in Language Arts on the California Standards Test (CST). When scores on the California High School Exit Exam were examined, it showed that only 39% of ELs in the five counties were passing the Language Arts portion of the exam compared to 82% of California's English-Only students and 49% of ELs passed the math portion in comparison to 78% statewide. Coupled with that, data also showed that fewer than 7% of ELs in these counties had full access to both English Language Development (ELD) and the core academic curriculum.

Grappling with both the increasing scale of non-success of ELs and how this gap in achievement reflected a disservice to students of diverse linguistic and cultural backgrounds, the superintendents moved to act. They formed a commitment to address these issues, called on key staff in each of their county offices of education to collaborate and address the glaring evidence that a certain sector of Southern California's student population was being underserved and concentrate on the urgent need for improving student achievement.

From late 2002 to 2004, educators and researchers across these five counties worked diligently to identify existing strengths and challenges and provide evidence of promising programs and practices that were meeting the needs of students in various pockets of success throughout Southern California. Under the leadership of the Assistant Superintendents of Instruction from the five counties, data was compiled, effective programs were shared, and a common vision for the success of ELs began to emerge – a vision that was centered on collaborating to develop a transformative approach that by design builds bilingualism, biliteracy, and multiculturalism that systemically uses ELs' languages, cultures, experiences, and skills as foundation for their learning and success.

From this beginning phase of development, The PROMISE Initiative – *Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners* – was born. Research development continued, funding was sought and applied for, trips to Washington DC occurred to procure the support of congressional leaders, a director of the project was hired and a formal organizational structure was implemented to draw on the support of the county offices of education to begin to build the vision and theory of action of the proposed pilot study. A sixth county partner, the Ventura County Office of Education, became aware of the work being done in its neighboring counties and asked to join the collaborative. With the addition of Ventura County, the six counties now represent 66% of all ELs in the state.

The PROMISE Initiative proposed a bold shift in how programs are delivered to ELs. PROMISE espoused a critical vision that ensures that ELs achieve and sustain high levels of proficiency, including literacy, in English and the home language; high levels of academic achievement, including proficiency on state standards across the curriculum and maintenance of that achievement in English after participation in specialized English Learner programs and through grade 12; sophisticated sociocultural and multicultural competency; preparation for successful transition to higher education; successful preparation as a 21st century global citizen; and high levels of motivation, confidence, and self-assurance.

The PROMISE Initiative operated under five overarching goals:

- To fully define and operationalize the essential research-based PROMISE core principles for effective EL education.
- To design, pilot and field test a process for adapting and enacting the principles in local contexts, including district, site and county level systems and infrastructure, that will maximally support the implementation.
- To develop expertise and resources based on that work that respond to both traditional and high need/underserved EL populations.
- To develop high-quality products and materials and disseminate to states, districts, and schools to assist them in identifying, developing, implementing, and monitoring implementation of proven programs.
- To develop the processes for ensuring the appropriate adoption, implementation, and monitoring of EL models, strategies, and programs by other districts and schools.

The focus of the PROMISE Initiative has been to marshal the expertise and resources of the six counties by developing a powerful infrastructure for carrying out two big pieces of work. *First*, through PROMISE, research was conducted to distill a core of research-based guiding principles, and identify programs, strategies, and approaches for EL success aligned to these core principles. *Second*, PROMISE defined and piloted a reform model focused on building the capacity of schools and districts to implement powerful principles-based EL programs that result in English proficiency, mastery of academic content, and development of 21st century competencies.

The core of this systemic transformation model was a *vision- and principles-based reform* utilizing *systemic co-design and collaboration strategies* to put into practice what works to meet the needs of ELs. This reform model promoted the customization and operationalization of the eight PROMISE Core Principles (as listed and described below) through a specific action plan customized for each site to meet the needs of EL students:

- **ENRICHED AND AFFIRMING LEARNING ENVIRONMENTS** – Create a safe, affirming, and enriched environment for participatory and inclusive learning.
- **EMPOWERING PEDAGOGY** – Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership.
- **CHALLENGING AND RELEVANT CURRICULUM** – Engage ELs in well-articulated and age-appropriate curriculum that purposefully builds bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.
- **HIGH QUALITY INSTRUCTIONAL RESOURCES** – Provide and utilize high quality standards-aligned instructional resources that provide equitable access to core curriculum and academic language in the classroom, school, and community.
- **VALID AND COMPREHENSIVE ASSESSMENT** – Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for ELs.
- **HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT** – Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement the PROMISE vision of excellent teaching for ELs.
- **POWERFUL FAMILY/COMMUNITY ENGAGEMENT** – Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for ELs.
- **ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS** – Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of ELs. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to EL needs.

Pilot Study Overview and Program Description

The PROMISE three-year pilot study was conducted from January 2006 through June 2009. The fifteen schools that participated represented all grade spans (two preschool, five elementary, three middle school, five high school) and varying contexts (rural, suburban, and urban-suburban). Schools/districts that participated in the pilot study created a customized design plan that focused on ELs and that was aligned to the PROMISE core principles.

From its inception, a PROMISE research component was designed to contribute to the educational research of ELs and school reform, as well as to refine the model. This research component was framed around four areas of inquiry:

- What is the PROMISE model, and what has occurred in school practices, policies, and structures as a result of implementation of the PROMISE model? (Describing the activities and inputs that constitute the PROMISE “intervention,” articulating the PROMISE process as a model, and documenting activities and syntheses of lessons learned about the PROMISE model.)
- What has occurred in classroom practices as a result of engagement in the PROMISE model? (Describing and measuring changes in teaching practices that result from the PROMISE work and identifying themes in the development and enhancement of teacher expertise in the instruction of ELs in the PROMISE schools.)
- What knowledge skills and expertise did PROMISE site principals have and need to effectively lead the implementation of the PROMISE model and vision of transformative education for ELs? (Describing and measuring the deepening of the principals' leadership skills, knowledge, and abilities for EL success.)
- What was the impact of PROMISE on student learning and participation? (Analyzing three years of student-level data to examine student achievement on standardized and criterion-referenced state tests, language proficiency in English, engagement and participation in school, and college preparation.)

Four separate research studies focused on these areas of inquiry, conducted by separate research teams and utilizing different methodologies. The four teams also worked collaboratively, coming together at key points in the PROMISE pilot to share emerging findings and piece together a multiple-perspectives understanding of the implementation and impacts of the PROMISE model. Researchers shared these developing understandings with leaders from the PROMISE pilot sites and districts, as well as with the PROMISE Working Group and Design Center, establishing an unusually close relationship between research and practice.

The PROMISE pilot study focused on six school districts (one per county) and two or three schools within each district with high EL concentrations. District and site leadership along with

purposeful inclusion of students, parents, teachers, and other staff has been a key component of the pilot study. Participating districts and schools included:

Los Angeles County: Baldwin Park USD (Heath Elementary, Holland Middle School, Baldwin Park High School)

Riverside County: Moreno Valley USD (Sunnymead Elementary, Sunnymead Middle School)

Orange County: Saddleback Valley USD (Gates Elementary and Laguna Hills High School)

San Bernardino County: San Bernardino City USD (State Pre-School, Lytle Creek Elementary, Arrowview Middle School)

San Diego County: Escondido Union HS District (Escondido High School, Orange Glen High School, and San Pasqual High School).

Ventura County: Ocean View Elementary SD (Ocean Vista Early Education Program, Mar Vista Elementary)

Schools/districts that participated in the pilot study created a customized design plan that focused on ELs and that was aligned to the PROMISE core principles. Each participating district had a dedicated site facilitator (teacher on assignment) who, along with the County Office Working Team Leads, provided direct support to the participating schools. Pilot sites were led collaboratively through the following processes:

- **SCHOOL ASSESSMENT** – A PROMISE assessment and rubric was used to determine school needs aligned with the PROMISE Core Principles.
- **SCHOOL DESIGN** – After determining the school needs, a process was implemented where each site customized and redesigned/designed/expanded existing programs focused on effective EL outcomes—all guided by the PROMISE vision and aligned with the PROMISE Core Principles.
- **SCHOOL DESIGN IMPLEMENTATION** – Support to each district and school was systemically implemented by PROMISE Working Group Members, a district/site coordinator (teacher on assignment), and other site and district leaders and research partners. Included in this process were two district meetings per year that included all sites in the selected districts (beginning of the year and end of the year) and one region-wide Mid-Year Symposium with all sites and districts participating in the pilot study.
- **SCHOOL DESIGN RESEARCH** – A set of four research studies conducted by external evaluators was focused on the quality of support to schools to build capacity; the quality and fidelity of design implementation; the impacts on schools related to participation in PROMISE and the quality of authentic student outcomes and impact.

Table 1.1: Pilot Study Summary Timeline

May-September, 2005	Pilot Development; Research and Development; Assessment and Evaluation Plan; Marketing Tools; Internal and External Support Structure; Plan for Fall Invitational/Orientation and Application Process
October, 2005	6-County Invitational/Orientation Meeting
November, 2005	PROMISE Applications Due
December/January 2006	Selection of Project Sites/Districts Educator on Assignment Selection, Opening Convocation
Spring 2006	School Assessments; Collection of All Baseline Data; Facilitation/Leadership Training, Professional Learning Communities, PROMISE Team Meetings
School Years 06-07, 07-08, 08-09	3-Year Pilot Study with 6 Districts, 2-3 Schools per District (15 Schools Total).
2009-2010	Analysis and synthesis of pilot study research and dissemination of pilot study monograph.

Description of PROMISE Counties, Districts, and School Sites

The PROMISE counties and districts were similar in wanting to improve their services to EL students, but they differed somewhat in terms of the district and school populations. As Table 1.1 shows, four of the districts were considered in the Urban Fringe of a Large City category, while one was a Mid-size city, and one was Rural. The districts were small to modest in size, serving from 2,500 to 37,000 students, except for one district that served almost 57,000 students. However, except for one district, they all had a high minority population (two-thirds or more), and all the PROMISE schools were Title I and mostly compensatory.

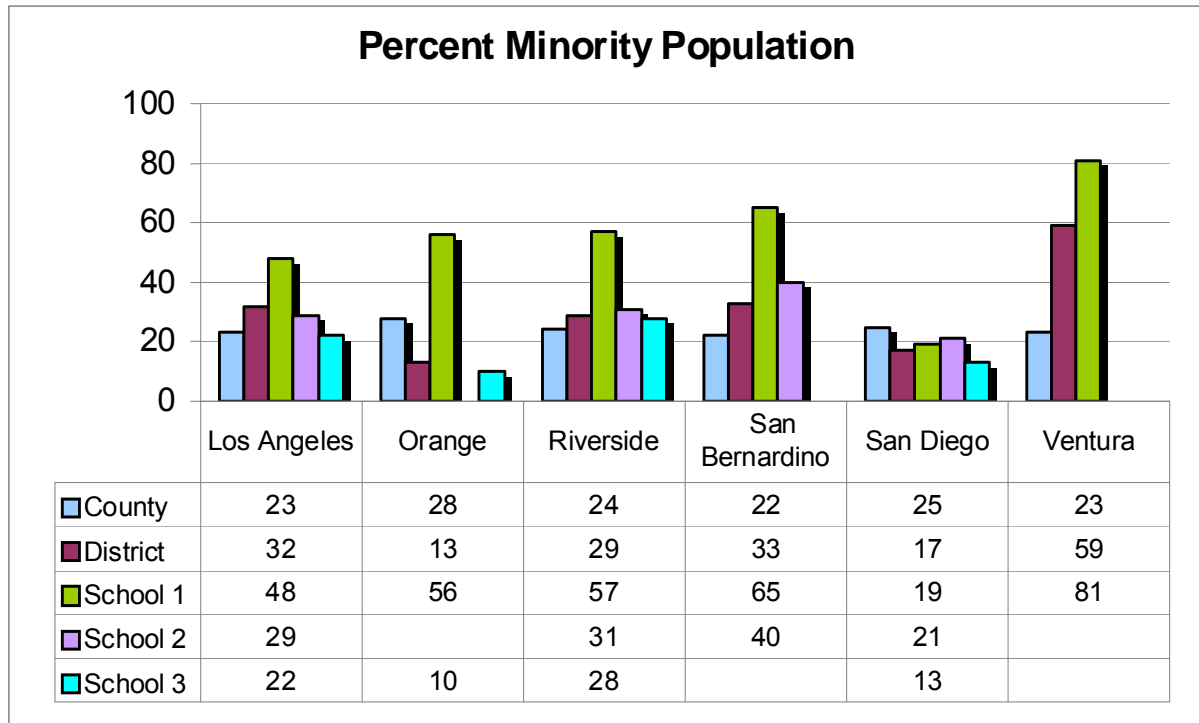
Table 1.2: District Description, AY 07/08

	District Enrollment	Population Status	Percent Minority	Schools Title I	Compensatory Education
Los Angeles – Baldwin Park	19,696	Urban Fringe Large City	99%	Yes	87%
Orange – Saddleback	33,558	Urban Fringe Large City	39%	Yes	100%
Riverside – Moreno Valley	37,126	Urban Fringe Large City	87%	Yes	44%
San Bernardino – San Bern City	56,727	Mid-size City	89%	Yes	95%
San Diego – Escondido	9,300	Urban Fringe Large City	64%	Yes	10%
Ventura – Ocean View	2,476	Rural	78%	Yes	82%
California average	6,275,469		71%		52%

Note. Data were gathered from the California Department of Education website (<http://www.ed-data.org>), which provides 2007/08 as the latest source of data.

As the chart below illustrates, there was little variation at the county level in terms of the percentage of minority students enrolled, but more variability at the district, and especially, school levels. The percentage of minority students ranged from a low of 10% at an Orange County – Saddleback Valley USD – school to a high of 81% at a Ventura – Ocean View ESD – school.

Chart 1.1: Percent Minority Population



Tables 1.3-1.5 provide information about the percentage of students who were ELs, Hispanic, and socio-economically “disadvantaged” (i.e., participated in the free/reduced price lunch program). Table 1.2 presents the percent of students identified as ELs, by county, district, and the various PROMISE school sites, as well as the percent change from AY 2005/06 to AY 2007/08 (the latest date for which the CDE website provides this data). As the table and chart indicate, the counties have a fairly similar percentage of 22-29%, which is also close to the 25% state average for ELs. However, as we look at the district averages, we see more variation, from 13% to 59%, and the variation is even greater when we look at the school sites, with variations from 13-81% ELs. In all cases, the elementary sites had a far higher percentage of ELs, middle schools considerably fewer, and high school sites a low percentage. This makes sense since most students have been reclassified as R-FEP by secondary school.

Table 1.3: County/District Description, Percent English Learner

	% EL (AY 2007/08)					Change 2006 - 08 District
	County	District	School 1	School 2	School 3	
Los Angeles - Baldwin Park	29%	32%	<u>Heath Elem</u> 48%	<u>Holland MS</u> 29%	<u>Baldwin Pk HS</u> 22%	-2.2
Orange – Saddleback	28%	13%	<u>Gates Elem</u> 56%	<u>Laguna Hills HS</u> 10%		+2.7
Riverside Moreno Valley	24%	29%	<u>Sunny Elem</u> 57%	<u>Sunny MS</u> 31%		+0.7
San Bernardino- San Bern City	22%	33%	<u>Lytle Crk Elem</u> 65%	<u>Arrowview MS</u> 40%		+0.9
San Diego - Escondido	25%	17%	<u>Escondido HS</u> 19%	<u>Orange Gl HS</u> 21%	<u>San Pasc HS</u> 13%	+0.2
Ventura - Ocean View	23%	59%	<u>Mar Vista Elem</u> 81%			+5.2
California average	24.7%					-0.2%

Note. Data were gathered from the PROMISE dataset and the CDE website (<http://www.ed-data.org>), which provides 2007/08 as the latest source of demographic data as of August 2009. To be consistent with the CDE website, PROMISE data were analyzed for AY 2007/08 as well.

In Table 1.4 below, we see the variation across PROMISE sites, districts, counties, and the state with respect to the percentage of Hispanic students. Overall, the PROMISE sites have much higher representations of Hispanic students than the districts, counties, and state. Given the current research showing the persistence of the underachievement among Hispanic students (*e.g., Marta Tienda, 2009*), this large difference between the PROMISE sites and their corresponding districts and especially county and state averages will be important when we turn to interpreting the student outcomes and making comparisons to district, county, and state averages.

Table 1.4: County/District Description, Percent Hispanic

	% Hispanic (AY 2007/08)					Change 2006 - 08 District
	County	District	School 1	School 2	School 3	
Los Angeles - Baldwin Park	62%	85%	<u>Heath Elem</u> 95%	<u>Holland MS</u> 95%	<u>Baldwin Pk HS</u> 90%	-0.2
Orange – Saddleback	44%	25%	<u>Gates Elem</u> 73%	<u>Laguna Hills HS</u> 27%		+2.0
Riverside Moreno Valley	56%	61%	<u>Sunny Elem</u> 77%	<u>Sunny MS</u> 70%		+4.3
San Bernardino- San Bern City	56%	68%	<u>Lytle Crk Elem</u> 95%	<u>Arrowview MS</u> 77%		+3.3
San Diego - Escondido	44%	54%	<u>Escondido HS</u> 58%	<u>Orange Gl HS</u> 74%	<u>San Pasc HS</u> 44%	+3.9
Ventura - Ocean View	48%	79%	<u>Mar Vista Elem</u> 97%			+1.6
California average	49%					+0.9%

* Data were gathered from the PROMISE dataset and the CDE website (<http://www.ed-data.org>), which provides 2007/08 as the latest source of demographic data as of August 2009. To be consistent with the CDE website, PROMISE data were analyzed for AY 2007/08 as well.

As Table 1.5 shows, 60-98% of the students participated in the free/reduced price lunch program, with obvious variations across the range of counties and districts. At most sites, the percentage of economically disadvantaged students was far greater than the average for California, though this was not true for two PROMISE sites in San Diego and one PROMISE site in Orange County, two areas that tend to have families who are more advantaged economically. As we will see later in the student outcomes section, though, there is a far greater representation of EL and R-FEP students who are economically disadvantaged than the percentages we see in Table 1.4 for the PROMISE schools.

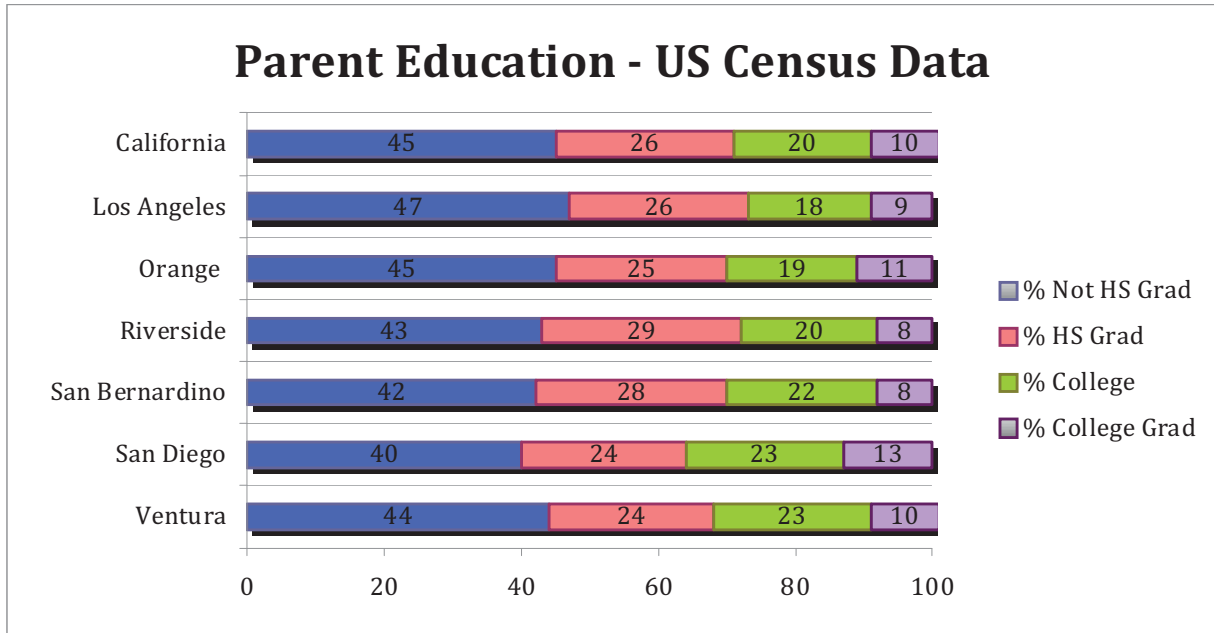
Table 1.5: County/District Description, Percent Disadvantaged

	% Disadvantaged (AY 2007/08)					Change 2006 - 08 District
	County	District	School 1	School 2	School 3	
Los Angeles - Baldwin Park	58%	61%	<u>Heath Elem</u> 79%	<u>Holland MS</u> 72%	<u>Baldwin Pk HS</u> 62%	-8.6
Orange – Saddleback	39%	16%	<u>Gates Elem</u> 52%	<u>Laguna Hills HS</u> 13%		+0.9
Riverside Moreno Valley	51%	65%	<u>Sunny Elem</u> 86%	<u>Sunny MS</u> 77%		+1.7
San Bernardino- San Bern City	55%	80%	<u>Lytle Crk Elem</u> 94%	<u>Arrowview MS</u> 93%		+0.4
San Diego - Escondido	45%	32%	<u>Escondido HS</u> 28%	<u>Orange Gl HS</u> 56%	<u>San Pasc HS</u> 26%	+15.2
Ventura - Ocean View	40%	85%	<u>Mar Vista Elem</u> 81%			+9.0
California average	50%					-0.4%

Data were gathered from the PROMISE dataset and the CDE website (<http://www.ed-data.org>), which provides 2007/08 as the latest source of demographic data as of August 2009. To be consistent with the CDE website, PROMISE data were analyzed for AY 2007/08 as well.

Chart 1.2 provides another economic indicator, which is parent education. In looking at the U.S. Census data for the PROMISE counties, it is clear that there is little variation in the level of parental education across the different counties. Close to half (40-47%) of parents have not graduated from high school and another quarter (24-29%) have only a high school diploma. Another fifth (18-23%) have at least some college background and a tenth (8-13%) are college graduates. While this chart illustrates an amazing level of similarity at the state and county level, we will later see that there is considerably more variability as we move to examine the parent education of the PROMISE students.

Chart 1.2: Parent Education – US Census Data



PROMISE Research Monograph Organization

Each chapter in the monograph has been written from a different research perspective, answering different research questions, and utilizing different research methodology. Each chapter contains its own appendix.



CHAPTER 2

**Implementation of
the PROMISE Model
and Theory of Change
- a qualitative analysis**

by

Laurie Olsen, Ph.D.



PURSUING REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Implementation of the PROMISE Model and Theory of Change: Context of School Reform and Research Methodology

Introduction

Over a three-year period, the PROMISE Initiative piloted a model and theory of change posited to lead to transformative schooling for English Learners, preschool through twelfth grade in six districts and fifteen schools. In an era of federal, state, and local district emphasis on school improvement and accountability, the persistent achievement gap between ELs and their English proficient peers demonstrates the inadequacy of existing school improvement models to ensure ELs receive meaningful access to educational opportunity and attain academic achievement at the levels required to succeed in this 21st century information age. This qualitative, ethnographic research documents the PROMISE Initiative pilot, analyzes the power and efficacy of the model to facilitate the implementation of research-based practices for EL success, and identifies lessons learned for equity-focused school improvement.

This report is divided into four sections. Section I provides the context of school reform that shaped this effort, and presents the research methodology. Section II provides an overview of the PROMISE Theory of Change and describes the theoretical PROMISE model. Section III tells the story of the PROMISE pilot in two ways: a chronological record of the journey schools traveled over the three years of the pilot and a closer look at four major components of the PROMISE model as they evolved and functioned in the field, in real time. Section IV offers findings and lessons learned, followed by overall Conclusions.

The No Child Left Behind (NCLB) Act of 2001 focused a laser-like beam on what has been and continues to be persistent and disproportionate underachievement of ELs and ethnic minority sub-groups in the nations schools. For decades prior to NCLB, school reform efforts had sought to raise achievement and close achievement gaps through a variety of models. Much was learned from the experiences of comprehensive school reform, school restructuring, and school improvement initiatives about what works and what does not in changing schools. (*Bodilly, 1996; Bryk, 1998; Desmione, 2000; Elmore and McLaughlin, 1988; Fullan, 2000; Minicucci and McQuillan, 1996; Sizer, 1997*). One of those lessons was that overall sound reform strategies do not automatically or inevitably lead to high-quality EL programs. (*Horwitz, et.al., 2009*) Despite the large public and private investments in school reform efforts, almost all of these efforts largely missed the mark with regards to ELs. (*Hamann, et.al., 2001; Gandara, 1994; Gandara & Rumberger, 2003; Olsen, et.al., 1994; Ruiz de Velasco & Fix, 2000*).

Meanwhile, efforts to ensure that ELs have access to equal educational opportunity historically has relied on a civil rights legal foundation and operated through the apparatus of compliance mandates, or requirements tied to federal funding to support supplementary, compensatory, and remedial services.

In the 1980's, a series of effective schools reforms and restructuring reforms swept the nation, focusing on the schools as the unit of reform, and emphasizing the role of values and belief systems in addition to school practices – giving rise to the “*all students can learn*” mantra that seemed to replace a focus on any particular student group. The notion that substantial school restructuring is needed in order to address issues of equity in achievement has persisted since that time. Thus, the significant and impressive knowledge base that has been built about school reform has simply not spoken to the particular needs of ELs or the particular political and contextual aspects of building the kind of capacity, consensus, understanding and will required to create schools and schooling systems that meet the needs of this population

While school reformers engaged in designing whole-school and systemic change models, the work and the research in EL education centered primarily on program design or instructional strategies rather than comprehensive school reforms or change models. A substantial body of research was developed about effective strategies, and by the early 21st century, significant consensus about these findings had emerged. (*Adger & Peyton, 1999; August & Hakuta, 1997; August & Shanahan, 2006; Berman, et.al., 1995; Genesee, et.al., 2006; Slavin & Cheung, 2005; Thomas & Collier, 2002*). Nationally, ELs are viewed as a special needs population, a subgroup to be served in compensatory programmatic ways, while the overall focus of school reform is the “regular” student, a generic “norm” equated with students who are proficient English speakers. When there have been efforts to address ELs within school reform, it has been by applying generic research to ELs; “just good teaching” is assumed to be as effective for ELs as for other students; and the issues in school change are approached the same. The two fields – generic school reform and effective practices for EL education – have developed quite separately. Efforts to combine the two have faced major challenges. (*Datnow, Stringfield & Castellano, 2002; Wilde, Thompson & Herrera, 1999; Hamann et.al., 2001*). The task of building on what is known about effective education for English Learners and extending that to approaches and models for school reform has rarely been explored.

Yet in southern California, as in some other regions of the nation, the majority of students in many school communities are language minority children and ELs. They *are* the norm. In response to the urgency of addressing the underachievement of this large population of ELs, and to craft reform approaches that might create schools in which ELs could thrive, the PROMISE Initiative was designed. It was an effort to apply the specific knowledge base about ELs to the challenge of systemic school reform. For three years, a

PROMISE model for transformative education was piloted in schools, preschool through 12th grade, in six districts in the region.

This research study seeks to examine the ways in which the PROMISE approach to school change, firmly rooted in a vision and set of research-based principles derived from literature on ELs, might contribute to the field of equity-centered school reform.

The Study Methodology and Design

The PROMISE Initiative began with a theoretical model for school change. The dimensions of any model will evolve and deepen through the process of implementation in real schools, real districts and real time. The purpose of the PROMISE three-year pilot was to test the PROMISE model and theory of change in six districts and fifteen schools across six counties. The purpose of this research was to understand the model and draw lessons from the pilot experience for the field. To do so, the study addresses four key questions:

- What is the PROMISE Model?
- What changes occur in school practices, structures and policies as a result of implementing the PROMISE model?
- What lessons can be learned from the PROMISE pilot about approaches to strengthening school responses to the needs of ELs?
- What lessons can be derived from the PROMISE pilot that contribute to an understanding of equity-based school reform?"

The research approach draws upon exploratory, descriptive and ethnographic methods covering the period from the initial design of the PROMISE Initiative through the three years of the pilot. It is designed to document the ways in which the model took shape, developed meaning and evolved across the three-years of implementation, and to document the impact on changes in school policies, structures, design and culture.

The research used iterative, exploratory, and ethnographic approaches that involved observation, documentation of events, and facilitated processes to engage practitioners in reflecting upon their experiences as they implemented school improvements through the PROMISE model. To a large degree, this study focused on the perceptions, understandings and actions of the people engaged in shaping and leading the implementation of the PROMISE work at the initiative, district and site levels.

- **Principal Investigator as Participant-Ethnographer**

The Principal Investigator of this descriptive research effort was both participant and researcher. Dr. Laurie Olsen was an active consultant in the foundational work occurring in the county offices of education to design the PROMISE Initiative and define

the core principles. She continued to serve as a chief consultant in shaping and facilitating the initiative throughout the three years of the pilot. Finally, Olsen provided training and coaching to school leadership seeking expertise and support in defining and implementing EL programs. This combination participant-leadership-research role shaped the research. Her position within the PROMISE pilot provided unusually up-close access to the thinking that shaped the initiative, the evolution of supports, and the reflections behind the scenes. This positioning also facilitated the cycling of research observations back into the evolving model and back to practitioners to refine their work. It also, however, raised the potential for bias in how the investigator made meaning of the initiative, and possibly in what site and district leadership were willing to say in interviews for the research. To address this potential problem, throughout the pilot, emerging research findings and perspectives were explicitly laid-out and shared with initiative, site and district leadership for their comment, confirmation and reflection. The result has been an ongoing dialogue of checks and balances and *collective* meaning-making.

- **Dual-Role Data-Collection Tools, Formats, and Reflection Activities**

Throughout the three years of the pilot, a set of research tools and approaches were designed and used with the dual-role of prompting reflection among participants and of informing the research. Lead Team members from each participating PROMISE site, Working Group members representing the six county offices of education, and staff of the PROMISE Design Center were engaged in research tasks that provided a mirror for them on their work and enabled them to contribute to the research itself. Seven of these dual-role tools were used in facilitated sessions with the Lead Teams of teachers and administrators from each of the 15 pilot sites. A total of 159 people were engaged in the use of each of these tools at key points through the PROMISE pilot.

Beginning of Year One:	Core Principles assessments
Midyear Symposium Year One:	Continuum strip and “The Change Process” Lead Team card sort activity and facilitated team dialogue
End of Year One:	“Telling Our Story” writing prompts and Individual Booklet format; Journey Map team activity and facilitated team dialogue
Start of Year Two:	“Lessons Learned Democracy Wall” activity utilizing input from each Lead Team member, and engaging the teams in analysis of the responses

Midyear Symposium Year Two:	“Understanding Biliteracy” reflection tool and assessment of Biliteracy practices; Journey Map team activity and facilitated dialogue
End of Year Two:	“Where are we in implementing the PROMISE Model?” rubric, Lead Team rating activity and facilitated dialogue about implications
End of Year Three:	“What is our PROMISE Story?” card sort and facilitated dialogue

(A fuller description of these dual-role research tools is provided in Appendix A of this report.)

- **Other Data Collection Approaches and Formats**

In addition to the dual-role tools and reflection activities, a set of data collection approaches was designed and used for observation and documentation.

Document Collection

From the initial planning stages for the PROMISE Initiative, through the end of the three-year pilot, all documents emanating from the Design Center were collected for research analysis. This included the original literature review, the initial concept paper, a revised PROMISE concept paper, notes from meetings designed to synthesize the core principles, and notes from 7 design meetings held prior to the launch of the initiative.

Documents were also collected from each PROMISE site and district for analysis about changes in school structures and policies. Copies of administrative memos, English Learner Master Plans, district and site guidelines regarding English Learner placement and programs, agendas and notes from relevant Lead Team meetings and planning sessions were analyzed as part of the telling of the story at each site and for the analysis of impacts of the PROMISE core principles and PROMISE vision.

Meeting Agendas, Transcriptions and Notes

Once the PROMISE initiative began, documents collected included all agendas, handouts, wall charts, Power-Point presentations and notes from the Invitational

convening, the Convocation, Mid-Year Symposia, beginning and end of the year Lead Team retreats. Key reflection sessions were transcribed.

Working Group meetings were held approximately every month of the PROMISE initiative, and were sessions where analysis occurred about how the PROMISE model was working, and about the kind of supports schools needed in order to implement the model. This was the forum for planning and “adjusting” the kind of guidance and support being provided to schools through the PROMISE collaborative and where planning and “adjusting” occurred. Agendas and notes from each of these meetings were kept for research purposes. Documents from a total of 21 working group meetings were collected.

District Facilitators’ Documentation Logs

In the first year of the pilot, PROMISE Facilitators kept monthly documentation logs, recording their interactions at the sites and district offices related to PROMISE planning and implementation. In addition to recording their interactions, facilitators used these logs to describe work occurring at the sites as part of PROMISE implementation and to summarize their analyses of barriers, challenges and effective strategies. A total of 32 monthly logs were collected.

Facilitated Lead Team Reflections and PROMISE Plan revisions

Every year, (and at two points in the second year), Lead Teams were facilitated through processes to reflect upon and refine/revise their PROMISE Plans to move towards deeper implementation of the core principles. All iterations of these PROMISE Plans were collected for research purposes, enabling an analysis of the trajectory of the work, the content of the plans, the understanding of the core principles. Initial Applications from each site served as the baseline. For twelve sites, a set of initial Applications plus four iterations of PROMISE Plans were collected. For two sites, the initial Application plus three iterations of Plans were collected. One site left the PROMISE pilot in the second year, so only the Application and one iteration of the Plan was collected.

Structured Leadership Interviews

Structured interviews were conducted each year with selected PROMISE Facilitators, site administrators, district administrators and working group members. These interviews focused on six areas: reflections on progress made towards implementing PROMISE Plans, reflections on the PROMISE experience overall, concerns and hopes for PROMISE work in the coming year, lessons learned about school improvement for English Learner success, needs for support, and two highlights from the year.

Site Visits

The Principal Investigator made site visits at several points in the pilot project to each site. These visits were opportunities for observation, small group dialogues, informal conversations, as well as sessions with Lead Teams. Notes from each of these are part of the collected data used for analysis. The site visits did not include observations of classroom practices.

Videotaped Interviews on Specific Case Exemplars

At the end of the third year of the pilot, the researcher selected a few examples of work accomplished by the PROMISE pilot sites that exemplified enactment of each of the core principles. Visits were then made to each of the sites, where interviews were conducted and videotaped focusing specifically on telling about the pathway and dimensions of the efforts at the site on that specific piece of work. A total of six students, thirteen teachers, six facilitators, eleven administrators, two counselors, two parent/community liaisons were interviewed for this purpose.

- **Analysis**

All documentation, notes, interviews, and documents were logged and analyzed in several ways:

By Site

Contributing towards analysis of the chronological “story” of each site as site leadership engaged with the components of the PROMISE model, developed and revised their Plans, and implemented changes at their sites.

By Chronology

Contributing towards analysis of the evolution of the PROMISE model and the PROMISE intervention, and telling the “story” of PROMISE as an initiative

By Levels Of Schooling

Contributing towards an understanding of context variables related to preschools, elementary schools, middle schools and high schools as discrete contexts for school improvement

By Core Principle

Contributing towards an understanding of how the core principles informed plans and practices, and the ways in which educators “made meaning” based upon the core principle framework

Rubrics were developed to describe levels of engagement and implementation of the PROMISE model, degree of change in school policies, structures and climate, and the strength/emergence of leadership aligned with the PROMISE model and vision. (*see Appendix B*) Analysis of the relationship between these three contributed to findings and conclusions about the relationship between the model and school change.

- **Summary**

This study describes the implementation and evolution of the PROMISE model from the initial design through the three-year pilot. It describes the perceptions, understandings and actions of people engaged in making sense of the model and leading its implementation at the county, district and site levels. Changes in the formal aspects of the schools were documented: policies, program design, structures, leadership, curriculum, professional development plans and actions. This study provides a close-up look at school-change at the systemic level. It was not designed to document the actual quality of implementation of policies and direction at the classroom level, but rather the degree to which the PROMISE model led schools to make systemic changes aligned to research.

Theory of Change and the PROMISE Theoretical Model

The PROMISE model is based upon a theory of change for strengthening school responses to ELs and accomplishing EL academic success. The descriptive component of the research is designed to explore whether and how that theory of change actually functioned in a variety of real-life school, district and community contexts. It begins with a description of the theoretical model.

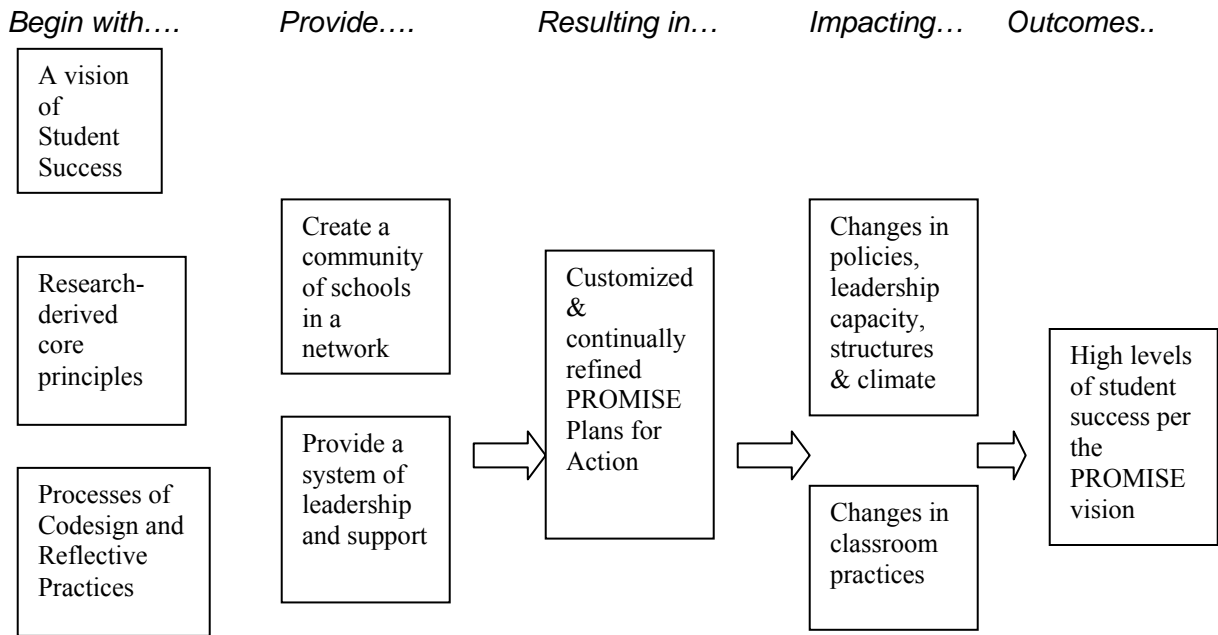
The PROMISE model for comprehensive school reform and EL success is based on research on effective practices for ELs *and* the research on effective school improvement strategies. It has five foundational elements:

- A research-derived and values-driven **vision** of student success that is the core of the PROMISE outcome-based reform.
- A set of eight inter-related and research-based **core principles** that frame and provide cohesion for the work of schools to improve outcomes for ELs

- A process of **co-design** and reflective practice through which schools develop and continuously refine customized Plans for improvement, deepening and strengthening their work in the process
- An **infrastructure of leadership and support** for implementing the school reform effort
- The recruitment and engagement of PROMISE school sites and districts in a **three-year professional community and network** with other schools and districts making-meaning of and implementing the PROMISE model

The components fit together in a theory of change that can be depicted as follows:

The PROMISE Theory of Change



The theory begins with a broad vision of student success that speaks to both the urgency about underachievement of ELs and the expectations of educators and communities for high levels of literacy, academic achievement, sociocultural and multicultural competency, and high levels of motivation, confidence, and self-assurance.

In the PROMISE theory of change, that vision is coupled with a set of articulated principles drawn from the research on powerful EL education, and a facilitated process of co-design for engaging teams of educators in selecting and making meaning of the core principles. When teams from school sites are recruited and inducted into a PreK-12

community of schools and districts pursuing the same vision, and are provided an infrastructure of support and leadership, these conditions will lead to the development of customized and context-appropriate Plans of action “owned” and moved forward by local leadership at each site.

The theory of change posits that these Plans would be refined and strengthened through reflective processes. The implementation of the Plans would be supported by an infrastructure providing facilitation, professional development, leadership, research and technical assistance. All of this will lead to school changes and innovations that will strengthen: (a) policies, structures, the design of programs, and the school culture to better address the needs of ELs, (b) district, site and teacher leadership, and (c) the implementation of research-based practices in the classroom. As a result, outcomes for ELs will be strengthened significantly, consistent with the PROMISE vision of student success.

Each component of this model is described below:

Vision: The PROMISE Model Is Built around a Research-Derived and Values-Driven Vision of Student Success

A research-derived and values-driven vision of student success

PROMISE is an outcome based reform model that is rooted in a specific vision of student success.

The vision of PROMISE is to ensure that English Learners achieve and sustain high levels of proficiency, including literacy, in English and the primary language, high levels of academic achievement, including proficiency on state standards across the curriculum and maintenance of that achievement in English after participation in specialized English Learner programs and through grade 12; sophisticated sociocultural and multicultural competency; preparation for successful transition to higher education; successful preparation as a 21st century global citizen, and high levels of motivation, confidence and self-assurance. PROMISE advances a transformative approach that by design builds biliteracy, bilingualism and multiculturalism systemically using English Learners’ languages, cultures, experiences and skills as a foundation for their new learning and success. (The PROMISE Core Principles, 2005)

The experiences with comprehensive school reform over the past two decades have consistently demonstrated the key role belief systems and educator commitment to an improvement, new model or approach play in determining the degree and quality of implementation of a reform. Analyses of the characteristics of high-performing schools have identified clear and coherent missions, a shared vision of success, consensus on

goals, a shared set of common values articulated as a vision, the ability of leadership to inspire loyalty and commitment to a vision, and a clear sense of purpose as major factors impacting maintenance of focus and movement towards school improvement. (Day, 2000; Fullan, 2001; Senge, 1990; Reyes & Scribner, 1999; Raywid, 1992; Evans, 1996).

Schools are centuries-old institutions, with entrenched structures and habits. Change in schools is, therefore, difficult. Change occurs when people recognize a reason and feel a compelling need for change. (Senge, 1990; Scribner and Reyes, 1999; Evans, 1996). Vision is central to ignite change and focus a change process. Evans identifies the “function of vision is to inspire people and concentrate their efforts on pursuit of a meaningful common agenda.” (1996). Fullan refers to this as the moral purpose that must underlie a school improvement effort (2003b). Purpose can be driven by a sense of urgency (“what we are doing is not working, our students aren’t achieving, we need to improve”) and may be driven by a vision (“we see what we want to achieve, we need to take steps to get there”). In either case, the mission and vision matter. People change for what they care about.

The PROMISE model was designed to lead with *both* urgency and vision. It promised to “boldly address the needs of English Learners,” and set out a vision that is broad and lofty – going beyond a focus on grade-level mastery of academic standards to speak to preparation for higher education and for participation in a 21st century global world, to call for proficiency not only in English but for biliteracy, and to attend to issues of relevance, motivation and engagement.

Core Principles: The PROMISE Model Articulates a Set of Eight Inter-Related and Research-Based Core Principles that Frame and Provide Cohesion for the Work of the Schools

A set of inter-related core principles derived from the research on effective schools for English Learners

Understanding the need for an intermediary link between vision and action, along with the knowledge that there is no one-size-fits-all set of actions that would result in powerful education across all contexts, the PROMISE model was designed as a principles-based rather than program-based approach. Principles-based reform establishes a framework for selecting and implementing new practices and programs with coherence. Principles are a step more concrete than a vision – they lay out what needs to happen to obtain the vision. They are significantly broader and more conceptual, however, than the strategies and actions that comprise an action plan. For this reason, principles provide coherence and intentionality for everything a school does in the service of enacting a vision. They are the link between vision and action.

Schools are complex organizations, and educators are often engaged in multiple fragmented, episodic and uncoordinated innovations and practices. Principles and frameworks are a response to this reality – an approach that offers a sense of organization and coherence and direction to school improvement. Researchers and theorists on educational change frequently focus on “meaning-making” and “building coherence” as key elements of effective change approaches. (*Senge, McCabe, Lucas, Smith, 2000; Sergiovanni, 1999; Fullan, 2003; Raywid, 1992; Pfeffer and Sutton, 2000*). While the impulse is to focus on “what” and “how” when school leaders are shaping plans for improvement, it is the “why” that actually propels coherent improvement. The answer to “Why?” is comprised of both vision and core principles. Fullan speaks of this distinction in his paper on Core Principles:

“It is crucial that educators learn to internalize and understand the underlying philosophy. This is, of course, the core principles. The more that educators go beneath the surface to internalize core principles, the more powerful will be their strategies and actions. Understanding core principles is a powerful source of moving to informed professional judgment... they can be a basis for deeper and more coherent action.”

A principle (or set of principles) does not prescribe a specific action or program. As educators develop an understanding of the principle, it enables them to select from among a set of actions that can coherently move the school in a common direction. Principles provide a framework for seeking the connections between various disparate activities and efforts in a school. To move from the principles themselves to designing action requires a process of building understanding about the principles. As meaning deepens, the model enables educators to design what must be done at their own site to enact the principles in deeper ways. A principles-based reform requires that educators “make meaning” of each principle.

As Fullan acknowledges, *“In working with abstract principles it is easy for people to agree with them and even believe they are following them, but in actual practice may not be doing so. The terms travel fairly easily, but the underlying concepts and actions are much less easily grasped and realized.”* (pg. 8) So the process of meaning-making has to drive deep.

PROMISE did not invent the eight core principles that form the bedrock of the PROMISE model. The PROMISE principles were drawn from research, theory and practice in the areas of first and second language acquisition, cognitive development, sociocultural development, critical pedagogy, school improvement, and organizational and systems theory. In 2004, a literature review was conducted as the foundation for the PROMISE design, summarizing the research on effective English Learner practices and programs, and the research-base on reforming and transforming schools. (*PROMISE*

Initiative Concept Paper, March 2004). An initial list of 32 principles was condensed into eight inter-related principles as the framework believed to have the greatest potential to realize the PROMISE vision of student success across the diversity of populations, contexts and resources in schools.

Through a core principles approach, the intention was to develop capacity within the sites and districts to critically analyze their own practices through the lens of the principles, and to be able to analyze the strengths and weaknesses of alternative programs and actions in terms of suitability for their own sites and the potential power to enact the principles fully. Each principle is multi-dimensional.

- **An Affirming Learning Environment**

Create a safe, non-threatening, respectful, affirming and enriched learning environment for participatory and inclusive learning. (*August, D. & Hakuta, K, 1997; California Department of Education, 2007; Cummins, J., 1996; Haycock, K., 1998; Meyer, S. & Wong, K., 1998; Olsen, L., 2001; Thomas, W. & Collier, V., 2001*)

- **Empowering Pedagogy**

Use culturally and linguistically responsive pedagogy and teaching strategies designed to maximize access and learning of content, that use ELs' life experiences and prior knowledge to help them make sense of the curriculum, that develops students voice and provides opportunities for leadership as well as opportunities for deep and critical thinking and reflection, including examining issues of social justice which have daily impact on their families and their communities. (*Asher, J., 2000; Calderon, J., 2001; Chamot, A. & O'Malley, J., 1994 and 1996; Darling-Hammond, L., 2002; Doherty, R., 2003; Echeverria, J. & Graves, A., 2003; Echeverria, J. & Short, D., 2003; Genesee, F., 1994; Johnson, D. & Holubec, E., 1994; Marzano, R., 2003; Peyton, J., 1994; Saunders, W. & Goldenberg, C., 1999; Sullivan R., & Cheung, A., 2004; Verhoeven, L., 1999; Wink, J., 2000; Wink, J. & Wink, D., 2004*).

- **Challenging and Relevant Curriculum**

Engage ELs in well-articulated and age-appropriate curriculum that purposefully builds bilingualism, biliteracy and multiculturalism. This curriculum is cognitively complex, coherent, relevant and challenging. It must be standards-based, rigorous, generative, meaningful, interesting, student-centered, multicultural and antiracist. (*Aguirre-Munoz, Z. and Baker, E., 1999; Goldenberg, C., 1993; Hawkins, M., 2004; Newmann, F., 2001; Saunders, W. and Goldenberg, C., 1999; Snow, C., 1998; Marzano, R., 2003*).

- **Powerful Parent and Community Engagement**

Implement strong family and community engagement programs that support meaningful involvement and that actively promote the leadership capacity and development of parent and community leaders who can advocate more effectively for English Learners, and that draw upon community funds of knowledge to inform, support and enhance teaching and learning for English Learners. Strategies will develop communication between home and school. (*Ascher, C., 1988; Bermudez, A. and Padron, Y., 1987; Chang, J., 2001; Cochran, M. and Dean, C., 1991; Cummins, J., 1996; Davies, D., 1991; Duran, R., 2004; Epstein, J., 1991; Genesee, F. 1994; Gonzalez, N., 1993; Moll, L., 1992; Moll, L. and Gonzales, N., 1997; Nicolau, S., and Ramos, C., 1990; Scarcella, R. and Chin, K., 1993; Shartrand, A., 1997*).

- **High Quality Instructional Resources**

Provide and utilize high quality, standards-aligned instructional resources in English and the home language that provide ELs with equitable access to the core curriculum and to academic language and that expand their knowledge of the world. These resources must include current, age-appropriate electronic and technological resources as well as print and other traditional materials. (*Doherty, R., Hilberg, R., Pinal, A., and Tharp, R., 2003; Echeverria, J. and Graves, A., 2003; Ortiz, A. and Yates, J., 2002; Porter, A., 2002*)

- **High Quality Professional Development**

Provide coherent, comprehensive and ongoing professional preparation, support and development based on a common, clear vision of what good teaching is for ELs and well-defined standards of practice and performance, designed to help teachers and others who work with ELs close the achievement/access gap, accelerate and sustain student achievement and language proficiency through grade 12, and increase EL college-going rates. These programs are designed to create professional learning communities of educators to implement the PROMISE vision of excellent education for English Learners. (*Aguirre-Munoz, Z., 2003; Darling-Hammond, L., 2004; Education Trust, 2004; Hamayan, E., 1990; Haycock, K., 1998; Meyer, S. and Wong, K., 1998; Santa Ana, O., 2004; Schleppegrell, J., 2003; Wink, J. and Wink, D., 2004; Wong-Fillmore, L. and Snow, C., 2000*)

- **Valid and Reliable Assessment Systems**

Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic and sociocultural outcomes for ELs. These assessment systems should be timely and accessible, ongoing and include multiple measures and approaches, reasonable

benchmarks, teacher observations and judgments, and calibrated analyses of actual student work and performance. (Abedi, J., 2004; Aguirre-Munoz, Z. and Baker, E., 1999; Boscardin, C., Aguirre-Munoz, Z., Dhinen, M., Leon, S. and Shin, H., 2003; Figueroa, R. and Hernandez, S., 2002; McLaughlin, B., 1995; Porter, A., 2002; Vales, G. and Figueroa, R., 1994).

- **Advocacy-Oriented Leadership**

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of ELs. These administrative systems effectively structure, coordinate and integrate programs and services to respond to EL needs in ways that most powerfully leverage resources. These administrative systems should also coordinate the data, communications, accountability and equity systems that will ensure optimal results for ELs. (August, D., and Hakuta, K., 1997; Berman, P., 2000; Bodilly, S., 1998; Bodilly, S. and Berends, M., 1999; Boyson, B. and Short, D., 2004; Cummins, J., 1996; Darling-Hammond, L., 2001; Day, C., 2000; Desimone, L., 2000; Donahoe, T., 1993; Eisner, E., 1992; Elmore, R. and McLaughlin, M., 1988; Gersten, R., 1982; Haycock, K., 1992; Haynes, N., 1998; Henze, R., 2001; Huberman, A. and Miles, M., 1984; Joyce, B. and Calhoun, E., 1995; Lezotte, L., 1997; Loucks, S. and Zacchei, D., 1984; McLaughlin, M., 1990; Muncey, D. and McQuillan, P., 1996; Reeves, D., 2000; Sebring, P. and Bryk, A., 2000; Tharp, R., 1997; Tyack, D., 1990)

Together, the eight PROMISE principles touch on all aspects of schooling – knitting a systemic and comprehensive approach: curriculum, pedagogy, materials, assessment, staffing, climate. The principles engage all levels of the system as well (e.g., classroom, site, district, county) and all stakeholders (e.g., students, teachers, parents, administrators). They are deeply inter-related. The impact of any one is limited; it is the implementation and realization of all eight principles moving in the same direction and reinforcing each other across the system that builds the transformational educational experience PROMISE sought to deliver.

Co-Design: The PROMISE Model Employs a Co-Design Process and Reflective Practice through Which Schools Develop and Continuously Refine Customized Plans for Improvement

*A process of co-design
and reflective practice*

The PROMISE model is implemented through a process of co-design and reflective practice in which leadership from within a school and district develop and continuously refine customized plans for improvement based upon the core principles and the PROMISE vision. Dialogue, reflection, the development of shared meaning and

the evolution of shared leadership were built into the PROMISE model through this component.

Implementation of new innovations in schools is more successful where the locus of development involves teachers and site personnel along with administrators and formal leaders. The more facilitative and inclusive leadership and responsibility for the implementation are, the more effective and sustainable the reform. (*Wagstaff and Fusarelli, 1999; Fullan, 2001; Senge, Cambron-McCabe et. al. 2000*).

There is no one-size-fits all program model or instructional strategy that is effective in all cases. Rather, the particular typologies and needs of students in a specific community, the capacity and strengths of educators at that site shape the school change strategies and EL approaches best suited for each local context.

PROMISE could not accomplish high level EL achievement by simply defining a program or a set of practices and implementing them across all schools and districts. Nor could PROMISE bring about deep implementation of effective practices by imposing a model on the schools. Therefore, PROMISE adopted co-design as a key element of the model, and as a response to the need for local adaptation.

Co-design is, in part, a means of ensuring that local knowledge is drawn upon in determining the changes that need to be made in a school to improve student outcomes. This is not the same as site-based leadership. The “co” aspect of co-design extends deep within a school to engage a broad range of people who care about the vision, and extends as well beyond the school site to include the researchers, county offices of education staff, and other schools in the PROMISE community. External lenses are built into co-design, but the authority to determine the content of the Plan is appropriately seated at the site.

Co-design is, then, a form of reflective practice and local empowerment. In Peter Senge’s *Fifth Discipline: the Art and Practice of the Learning Organization* (1990), one of the basic elements cited in effective learning organizations is that they are “*places where people are continually discovering how they create their reality and can change it*”. Similar in some ways to the intent of professional learning communities, co-design creates the format, forum, expectations and processes through which a school community identifies needed changes, determines strategy for moving forward, evaluates how change is emerging, and grapples with making meaning of research. Schools become places where leaders are continually discovering how they can create and change their realities.

System of Leadership: The PROMISE Model Creates a System of Leadership and an Infrastructure of Support for Implementing School Reform

System of leadership and an infrastructure of support

Schools are parts of systems. The persistent patterns of achievement of some groups of students and underachievement of other groups are rooted in systemic practices, structures, policies and beliefs. Undoing these entrenched practices requires work on multiple levels of the system. Many school improvement efforts focus on professional development for teachers, and instructional change in classrooms. They focus on the individual teacher. Others go further, creating professional communities of teachers who share strategies and support each other. These networks have become a hallmark of effective instructional improvement initiatives. Even more powerful, are site-based, school-wide reforms that emphasize shared vision and consistency of implementation across classrooms and grade levels. Yet school improvements are difficult to sustain at just a site level, particularly as site leadership shifts.

In the past decade, therefore, more focus has been placed on district-level reforms and the roles of districts in supporting change at the site and classroom level. School-wide reforms have been found to have a better chance of providing quality education for English Learners if the district supports them (*Berman, et.al., 1995; Datnow & Springfield, 2000*). Research on comprehensive school reform demonstrates that the more layers of the system aligned with the vision and educational approaches, the more powerful the impact on student achievement. Articulation, consistency, cohesion and comprehensiveness require the engagement and alignment of different levels of schooling (e.g., across grades), different arenas of schooling (e.g., policy, curriculum, instruction, assessment), different stakeholders (e.g, students, parents, teachers).

Being part of a community with other educators, schools and districts attempting the same reform model is a significant factor in effective reform. The community is a source of ideas, provides a forum for making-meaning in a more systemic context than perspectives from just within a site allows, supports a focus on practices and vision that go beyond the status-quo within a single site or district, and emboldens practice.

The PROMISE model was designed, therefore, to engage levels of the system in networks of practice for individual teachers, for teams of site leaders, and across the district and county offices of education. The elements of this system included:

- **County Level**

The collaborative of six county offices of education worked on multiple levels: the overall leadership of the superintendents, and an Advisory Group of directors and

associate superintendents, a cross-county Working Group comprised of one or more staff people from each county office. A PROMISE Design Center was seated at one county office of education, but responsible for coordinating the PROMISE Initiative across all six county offices

- **District Level**

The six districts, participating primarily through the Director of English Learner Services or Categorical Director staff, but also engaging other district staff and leadership at key points

- **Site Level**

The fifteen pilot sites including: site administrators, a specifically convened PROMISE Lead Team of formal and informal site leadership (including teachers and, in some cases, parent liaisons)

- **Other**

PROMISE partners and researchers

At all of these levels, the model was designed to align leadership with the PROMISE vision, and provide supports for implementation of principles-based plans.

The PROMISE Pilot

The PROMISE Initiative designed a three-year effort to pilot the PROMISE model by selecting sites and engaging them in a community of practice, providing a roadmap for school change, a set of tools and an infrastructure of support that led schools through the steps of developing an understanding of the PROMISE Model and principles, designing and refining customized PROMISE Plans based upon the selection of core principles, and implementing changes at the PROMISE sites. Though a five-year pilot was initially hoped for, the three-year timeframe was selected as a compromise due to the inadequacy of funding that might support a longer or more widespread pilot effort. The school reform literature suggests that three years is a *minimum* to implement comprehensive reform and begin to see impacts.

The PROMISE model components were designed in advance, but the actual process of what would occur during the three years of the pilot was not fully worked out at the beginning of the pilot. To a large degree, the journey was created in the process of seeing what schools needed, and through creating tools and responses to support schools along the way. The path was being forged in the course of the pilot.

This section of the research study describes what actually happened over the three years of the pilot. First, it describes chronologically the events and evolution of the work with and in the PROMISE pilot sites. Second, it examines the major components of the model and the ways in which those components actually functioned in real-time with real-school to promote school reform.

A Chronological Description Of The Three-Year Pilot Journey

The three-year pilot followed the timeline and steps as outlined below:

The Three-year Pilot: Timeline and Tools

<i>Year</i>	<i>Activities, steps</i>	<i>Tools</i>
2002	Superintendents begin to meet to explore how to work collectively around the issues of English Learner underachievement; Analysis begins to define the research base and framework for the work.	Literature review
2004	PROMISE is born. Federal funding is secured to support the initial pilot study development	
2005	The PROMISE Design Center is established with a Director at the San Bernardino County Superintendent of Schools office; A six-county office Advisory Group and Working Group structure is established: A six-county PROMISE Invitational/Orientation is held to invite schools and districts to become part of PROMISE; Interested sites and districts are recruited Applications submitted Sites that have applied for participation are visited; Six districts and 15 schools are accepted to become members of the PROMISE pilot study, representing a virtual Preschool-12 district Sites and districts sign assurances	Application Assurances

<i>Year</i>	<i>Activities, steps</i>	<i>Tools</i>
Year One	Researchers collect baseline data	Facilitator job description
2006	Educator on Assignment positions are established in each district as PROMISE Facilitators	School Assessment
	Sites establish PROMISE Lead Teams	Core Principles Book and Tool
	Districts hire PROMISE Facilitators	Planning Templates
	Sites are convened across the PROMISE network to introduce the model and core principles	
	Facilitated site reflection on practices through a lens of the core principles	
	Sites select a few core principles for initial focus	
	Sites develop PROMISE Plans through a co-design approach	Journey Maps
	Sites begin to implement their customized PROMISE Plan	“Telling our Story” template
Year Two	Lead Teams engage in reflective practices on the change process at their sites – and are coached on change strategies to develop broader “ownership” and understanding at their sites	The Change Process “cards” tool
	Lead Teams engage in deepening their understanding of the core principles they have selected – and refine, extend their Plans in response	‘How Strong is Our Plan’ assessment
	Across the PROMISE Network, sites share their work, begin to visit each others’ sites to learn more	Biliteracy reflection tool
	Professional development in earnest – GLAD, WRITE Institute are primary areas across the network, sites have other professional development activities as well;	
	Researchers raise concerns about need for more focus on oral language development, and on biliteracy	Revised Plans template
	Lead Teams engage in the research on oral language development and biliteracy	
Year Three	Lead Teams become more aware of the full PROMISE Model and their progress in implementation	PROMISE Implementation Rubric/Matrix

<i>Year</i>	<i>Activities, steps</i>	<i>Tools</i>
	PROMISE Plans focus on the systemic and comprehensive implementation of the PROMISE vision	Advocacy Oriented Leadership
	More intensive professional development	Individual and Collective
	Emphasis on building leadership in sites and districts to sustain the work	reflection tool
	Many sites extend their PROMISE work to incorporate additional core principles	
	Final PROMISE reflections and planning for future	

• Preparing for the Pilot – Recruitment, Application and Selection of Sites

The PROMISE Model was designed for school communities and districts that shared a vision of student success and were willing participants in a transformational process at their sites. A thorough recruitment and application process was established to find those sites. It included an Invitational session for district and site leaders throughout the region who might be interested in attending.

In the Fall of 2005, an invitation went out on behalf of six county offices of education to district superintendents, district-level EL coordinators and others. It was “*an invitation to join the vision and work of the PROMISE Initiative.... to boldly address the needs of English Learners in our region.*” The invitation led with the promise of a vision. Although the recruitment materials were vague on specifics regarding the content of the vision or what participation in a PROMISE pilot might entail, interviews and documentation of table discussions at the Invitational convening, and analysis of the applications of potential PROMISE participants indicated that educators from across the region were drawn to PROMISE by four major factors:

Inspiration

The vision-based approach inspired people. It was the combination of this promise of “bold” response to the needs of English Learners, the suggestion of a vision-inspired model, the promise of support from experts and peers that brought over 200 district and site educators to the Invitational Convening.

A Sense of Urgency

Throughout the region educational leaders were feeling a deep sense of urgency about English Learner achievement. In 2004, across the counties, less than one in five English Learners met the proficient standard in Reading Language Arts at second grade, and the picture was worse every year English Learners remained in school. Only 2% to 4% of 11th graders met the proficient standard. As No Child Left Behind achievement targets increased, more and more schools and districts were being placed in Program Improvement status due to the low achievement of the English Learner subgroups. Educational leaders were trying a range of approaches to school improvement, but their application to English Learners was largely piecemeal. A systemic, research-based and “bold” approach was very appealing in this context.

Credibility of The County Offices of Education, and The Promise of Support

The county offices of education in the PROMISE collaborative were known throughout the region for their leadership roles in English Learner education and bilingual/dual language education. The staff of the county offices had established long-standing credibility among educators working on English Learner issues. The invitation issued by the county superintendents promised high-level support. Follow-up to the invitations was conducted by county office staff, many who had existing relationships with educators in the region through the professional development, technical assistance, and convening roles they played. The promise of working with known and credible partners was appealing to local school leaders.

To Be Part of a Professional Community of Schools Focused On Excellent English Learner Education

Educators were attracted by the opportunity to be part of a collaborative effort with other schools and districts, to share effective practices and find new solutions. Most of the educators who responded to the call were from districts and schools that had developed strong programs in some aspects of English Learner education. They were proud of what they had accomplished, and wanted to be able to share and showcase their work as part of the PROMISE pilot. (*Documentation of Table Discussions at January Convocation, 2006; and analysis of “Our Promise Story” booklets written by Lead Teams in June 2006.*) They also were aware of gaps in their programs and services, and wanted to keep working to strengthen what they had. One district superintendent, looking back on the three years of their PROMISE journey, recounted:

“We had been building our English Learner programs and really felt we had something important to share with other schools. We wanted to showcase that work and make it possible for others to benefit from all the hard work we had done in figuring it out. But we also wanted to learn from others. We know how much more there is to do, and thought we could benefit from other schools. We saw it as a win-win opportunity.”

(District Superintendent interview, April 2009)

The presence of the County Superintendents, the celebratory environment of the Museum of Latin American Art, inspirational messages about the PROMISE Vision of Student Success and a presentation on the core principles excited attendees about participating in the PROMISE Initiative. Most, but not all, of the eventual PROMISE sites were part of the Invitational. Applications for selection were distributed at the Invitational.

Each county office of education was allotted space for one district to participate. The county office members of the PROMISE Working Group and Advisory Group sought out and recruited specific districts and schools they thought would bring good practices to the table, and had the leadership and foundation for further developing powerful EL programs. In one county, two school districts were strong candidates to be part of PROMISE. Each would have brought strengths to the initiative and would have benefited from participation. Although it was a difficult decision to select just one, the PROMISE leadership held firm, only one district per county, because of concern about capacity at the county office levels to actually support the schools. In another county, there was difficulty identifying a district to participate, and a district was brought into PROMISE at the last minute, foregoing much of the careful application/selection process used for other sites.

The application review process included site visits by Working Group members who met with faculty and parents to clarify what participation in PROMISE would entail. However, this process did not occur evenly across the sites. In one case, a district sought participation but the sites within those districts were drafted or “volunteered” by the district with little understanding or opportunity to determine whether PROMISE was a match for their site priorities. In a few schools, the Principal made the decision to participate in PROMISE as part of their own agenda for the school, but the faculty and parent body were not on board.

Of the fifteen sites, one district entered at the last moment with three schools that lacked understanding what they had been signed up to do. Three schools in other districts also had participation decided for them.

As a result of these dynamics in the selection process, PROMISE faced a significant challenge in moving the initiative quickly across all schools in the first year,

and in implementing the co-design, principles-based, reflective practice model in some sites at all. The degree of pre-PROMISE interaction that site leaders had with PROMISE and the amount of information the sites and districts received about the PROMISE Model prior to signing-on made a significant difference in the progress made by sites over the three years. Those that attended the Invitational went through the full application process (including the site visits) and understood the basic outlines of the PROMISE vision, principles and model self-selected as a good match for this model. They were enthusiastic and ready to move forward from the first day of PROMISE work. They “hit the ground running” and showed greater impacts in the end.

Although each site and district had to sign assurances attesting to their commitment to the conditions that support school change, the reality was that few districts and schools honored all of those assurances. (See “*PROMISE Assurances*” in the *Appendix*) One of the assurances was that the Principal at each PROMISE site would remain in place throughout the three years of the pilot. Within the first year, however, significant changes in site and district leadership had occurred in many PROMISE sites. Over the course of the three years of the pilot, four of the six originating county office Superintendents had changed; three counties had one or more changes in Facilitators and Working Group members; three districts underwent changes in district leadership, and seven of the PROMISE school sites experienced a change in Principals. Thus, for the first two years, the task of developing a deep understanding among leaders about the PROMISE Model was challenging.

- **Year One: Selecting Core Principles, Developing a Plan, and seeking the answer to: “What is PROMISE?”**

The first year focused on answering the question: “*What is PROMISE?*” The first order of business was helping administrators and Lead Teams from each site to understand the basic components of the PROMISE model. Schools had to put PROMISE into their own terms, contexts and language. The PROMISE Design Center produced materials to clarify the PROMISE Model, and participated in numerous problem-solving meetings in the districts and sites to answer questions and clear up misunderstandings. The most difficult paradigm to change was that PROMISE was not a grant. It was not funds for schools to use to implement work and then report back on what they had achieved at the end. People didn’t understand the specialized language of PROMISE: “co-design”, “principles based reform”. They wanted to know: “Are there materials? What is the program?” PROMISE was an involvement, and a process that had to be fueled by the energy, commitment and urgency felt at the site. But this was an unfamiliar paradigm for many at the sites. “What do we get?” “What do we have to do?” are important questions at the start of a reform effort. To some degree the answers were available. But as a pilot, PROMISE actually didn’t have many of the answers. The articulation of the model evolved over time. And how the infrastructure of support would be provided also would unfold in the process of the three-year journey.

None of the sites had prior experience with principles-based reform. They were used, instead, to program implementation. The most prevalent questions that district and site leaders posed to PROMISE were: “What does it look like to implement a principle? What do the principles actually mean? What does it mean to CHOOSE a principle? What IS principles based planning? “If PROMISE isn’t a program, then what is it?” And some (those that found themselves in PROMISE reluctantly) simply said: “Just tell us what we are supposed to do!”

At the first Convocation, the PROMISE Lead Teams from each school were led in an activity to put into words their own PROMISE motivations and vision. Wall charts and notes from their working sessions reveal that all wanted to increase EL achievement. Beyond that shared goal, they differed in their purposes for participating. Elementary schools tended to be concerned about ELD and parent engagement. Middle schools tended to focus on lack of engagement and motivation among their students and the school climate. Arrowview Middle School was one of these:

“We want to be a school that values the past and who our students are, a school that motivates them to draw upon their cultures and a school that celebrates and brings them together across cultures.”

The high schools tended to focus on the integration of ELs into the life of their campus, providing support so ELs could find success in A-G courses, and the school culture.

Almost all schools entered into PROMISE with strengths, passionate teachers, aspects of effective programs for EL, and some effective practices that could be showcased. But also, this was a group of educators who knew that more than could be done. As the Mar Vista Elementary School Lead Team wrote:

“We are proud of our bilingual program, but want to go from good to great”

Lead Team members in attendance spoke of joining PROMISE because they were seeking ways to better support ELs, looking for best practices, wanting to ramp up the academic focus for ELs, wanting to establish more value on bilingualism and biculturalism, to help students become more vested in their own education, and to share successes as well as to learn from others.

Wanting to learn from others, and wanting to avoid “canned programs” and unleash their own sense of what needed to happen at the site became their language for “co-design”.

As the PROMISE Facilitators and Lead Teams came to an understanding of PROMISE, they then had to be able to communicate it to others back at their sites. This became a second major task of the first year.

PROMISE schools were asked to select two of the eight core principles for their initial Plan. The intent of this principles-selection process was to enable sites to focus, and to give them some experience in applying a principles-based approach without overwhelming them with eight principles. The process leading up to selection involved the following steps (not all sites were engaged in all steps):

- All eight principles were presented along with a brief description and illustrative vignette.
- Meaning-making began by asking people to describe what they thought each of the principles was about, and asking for examples.
- Educators were engaged in brainstorming what they would see and hear in a classroom and school campus that would be evidence and indication of the principle being implemented.
- A list of resources, professional development and programs that “fit” within each principle was provided.
- Research articles and video clips relating to each principle were shared.
- A Core Principles “tool” listed characteristics of what one would see in a school or classroom that was exemplifying each principle.
- Teams were invited to use the Core Principles Tool as a lens to “rank” their site’s implementation of the core principles.
- School teams were engaged in creating a “web” of the activities and practices already in place in their school that were enactments of each principle.

The Lead Teams were charged with initiating a process back at their site to select a few core principles. This enabled them to exercise some choice about how they would enter into the PROMISE work, and to prevent the overwhelm of having to plan and implement a comprehensive and broad vision of schooling. Lead Teams could draw upon the tools and approaches (listed above) that were modeled with them at the convocation. Some schools held parent meetings and staff meetings to engage broad involvement in selecting principles. Other Lead Teams simply selected the principles as a Lead Team themselves based on what they felt matched the current priorities of their school. Through community meetings, surveys, Lead Team decrees or staff dialogues, schools arrived at their initial choices by Summer 2006. These are listed below:

Table 2.1: Site Selection of Core Principles for Initial Focus

<i>Core Principle</i>	<i>Number of schools that selected the Core Principle</i>	<i>Information about the schools</i>
Safe, enriched and affirming learning environment	5	1 elementary 2 middle 2 high school
Empowering Pedagogy	4	2 elementary 2 middle schools
Challenging and Relevant Curriculum	6	1 preschool 2 elementary 1 middle school 2 high schools
Parent and Community Engagement	7	3 elementary 2 middle 2 high schools
High quality instructional resources	1	1 high school
High quality professional development	10	1 preschool 3 elementary schools 2 middle schools 4 high schools

No school selected the principles of Valid Assessment Systems or Advocacy-Oriented Leadership. Using the Core Principles assessment tool, and the best of their understanding at the moment of what the principles meant, the school Lead Teams developed a PROMISE Plan. The PROMISE Plan became the answer to: “*What do we DO?*”.

All schools ended the 2005-2006 school year with PROMISE Plans. Some had started to implement their Plans. The Lead Teams were expected to monitor and play roles in leading implementation. Almost universally, the Lead Teams had difficulty meeting as often as they expected to meet and as often as needed to move the agenda forward. In some cases, Facilitators did not yet have the relationships or recognized clout to make the meetings happen. In these situations, the degree of commitment of the district leadership, and the degree of interest on the part of site principals made an enormous difference. By setting the tone that the PROMISE work mattered and was important for the school, leaders facilitated the pace and depth of implementation.

In end-of-the-year reflections that first year, four out of five Lead Team members across the PROMISE network spoke of the difficulty of creating meeting time and focus for PROMISE. Wrote one:

“We were overwhelmed and strapped for time... at our school, we were excited and willing to help move PROMISE forward, and really held onto our hope and vision, but we were pretty lost and confused in many ways about how to do it. Partially, we were still discovering what is this thing called PROMISE, but also everyone had so many responsibilities, so much on their plates. PROMISE was on top of all of that. We had to make room for it. Do you know how hard that is?”

In only three schools did the Lead Team meet monthly and with consistent membership in that first year. Most Lead Teams met sporadically, and faced problems with inconsistent participation. When they managed to meet, the primary topic in most schools was about the challenges of getting real “buy in” or “ownership” from other faculty as it became more and more apparent that the PROMISE work called for real changes – in classroom practice, in how students are placed, in relationships. It wasn’t just about continuing to do things as they’d been done before.

A second major topic at the Lead Team reflection sessions was about having discovered the importance of good communication amongst themselves, within their faculty, and with the district – about goals, about vision, about the Plans, about progress. Some sites had created formal mechanisms to keep faculty apprised of the work – newsletters, bulletin boards, regular updates at faculty meetings.

Generally, it was a “fits and starts” kind of year. Implementation was uneven. The range and reach of their Plans varied. Two schools did little. Most schools made some progress in implementing their Plans, and a few made dramatic movement. As part of the end-of-the-year retreats, the Lead Teams were asked to create a Journey Map of the year, noting PROMISE work that had been done, meetings and events related to PROMISE, and the emotional changes in school culture and attitudes that accompanied

the work. Across the board, Teams started this mapping activity thinking they had very little to record. Few members of the Lead Teams had a picture of everything that had been happening. After working for half an hour on the Journey Maps, the Lead Teams in most sites expressed being amazed and pleased at all that had transpired. Despite the challenges they had faced, despite difficulties finding time to meet, despite the struggles with people at their sites not really understanding PROMISE, much had been accomplished. Sample quotes from their “Telling our PROMISE Story...” documents give a flavor for the overall perspectives:

“I feel really hopeful and surprised at how much we actually did. We always focus on the hard stuff and what isn’t happening, and we forget to notice or give ourselves credit for what we accomplish. I feel great!”

“We’re more cohesive now, heading in the same direction. When you’re just doing all the work it feels like a little isolated thing. But when you step back and look at it all together, WOW!”

“It’s like we’ve been pushing a big boulder up a hill, and now we’re beginning to feel it budge.”

“We’ve stumbled along the way, but we’ve picked ourselves up and are moving, building up speed, enduring despite the hurdles.”

“The road is still being new – but we are definitely moving forward.”

“It’s like a roller coaster, with highs and lows – but with momentum forward – and when we’re at the high points, we can see all the way to the horizon.”

When asked to what they attributed their successes, there seemed to be consensus among the Lead Team members that they now had a clear vision of where they were going, that the creation of the Lead Team had been instrumental in seeing things implemented. Many spoke of the inspiration and importance of the collaboration with other schools within PROMISE, and all Lead Teams identified how crucial it had been having a Facilitator to keep things focused.

By this point, most schools had in place a structure and capacity to lead the work, and were actively building a cadre of people wanting to move it forward. Most Lead Team members reported a heightened awareness in their school about issues of English Learners. And, they felt their PROMISE Plan was a solid blueprint to follow.

The initial plans tended to include “low hanging fruit” – actions that were more concrete and more easily understood, where there was ready support to make happen, and that fit into the culture and tendencies of their sites. It helped to see the activities as

connected and made coherent by the PROMISE Principles. In that first year, schools instituted ways to improve attitudes towards diversity, such as “Mix It Up” events and cultural celebrations at one middle school. They created new mechanisms for parent engagement, including a Parent Ambassadors model in one of the districts. Three PROMISE schools received Nell Soto Parent Involvement grants which provided support to teachers to conduct home and community visits to develop deeper connections to their students and families. Most schools focused on strengthening English Language Development (ELD), either through leveling students by English proficiency level, or through professional development in strategies like frontloading, or through the creation of new ELD sections and curriculum. Professional development in Guided Language Acquisition Development (GLAD) strategies was initiated in six schools, the WRITE Institute in five. Six of eight secondary schools sent teams to the Secondary School Leadership for English Learner Success series, and teams brought back a focus on placement, the special needs of Long Term ELs, and the importance of student voice. All schools sent teams to the PROMISE mid-year symposium, end of the year retreats, and Fall Kick-off events.

As it became evident that the PROMISE core principles and exemplars applied more readily to K-12 schools than to preschools, members of the PROMISE Working Group began to meet to discuss how to adapt the PROMISE vision and principles to the reality of preschool systems and early language development. The preschools in the initiative posed questions about the process of dual language development in young children, about preschool models and curriculum that might support dual language development, and about professional development resources that might be available. Drawing upon the expertise of the PROMISE researchers, and upon the research literature pulled together by the Working Group, one of the preschools and an elementary school with a preschool on site began to plan to open new bilingual or dual language immersion preschool programs in the Fall. The other pilot preschool was already a bilingual program, but sought to strengthen the approach to language and preliteracy.

- **Year Two: The challenges of implementation, reflection and deepening the work**

For schools that had moved forward in the first year, the second year was a year of straight-ahead implementation of the Plan, of deepening their understanding about the principles and adapting the Plan to those new and deeper understandings. In one district, a new school became involved in the PROMISE activities in addition to the two that had been a formal part of PROMISE since the beginning.

The schools that had struggled in the first year witnessed the progress being made by other schools in PROMISE, got a clearer picture of what PROMISE might look like in their own schools, and began to sort through the barriers to change that had existed in Year One. For two of them, a change in site administration shifted the dynamics

sufficiently for the PROMISE work to take hold. One school, a middle school, opted not to continue in PROMISE.

The second year was characterized by implementing new courses, clearer placement guidelines for secondary school ELs, deepening the professional development efforts and working to create consistency school wide with some of the strategies. Professional development was occurring across sites, but at different depth and of different types.

Table 2.2: Professional Development

<i>Professional Development</i>	<i>Preschool</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
PreK GLAD	2			
PreK Foundations	1			
Open ended questioning	1			
Math training	1			
GLAD (school wide – with coaching)		3		
GLAD (orientation – some teachers)		1		1
Focused Approach		1		
Workshops on Dual Language program design, coaching for DLE teachers	1	2	1	
Professional learning communities’ data analysis		1	1	
Systematic ELD				
Frontloading for Academic Success		1	1	
Marzano Strategies for ELLs		1		
Math Adoption		1		
ELD Focus Walks		1		
Step Up to Writing		1	1	
Focus on Vocabulary		1		

<i>Professional Development</i>	<i>Preschool</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
Sheltered Instructional Observation Protocol (SIOP)		1	1	
Secondary School Leadership for English Learner Success			3	3
WRITE Institute		1	2	3
SDAIE Training			1	3

Lead Teams in some schools were becoming leadership forces. Loyola Marymount University's new Certificate in Leadership in Biliteracy completed a cycle of three courses (based upon the PROMISE Core Principles) required for the certificate, and twelve teachers and coordinators from the PROMISE sites were awarded Certificates. A new cohort was preparing to go through the program.

At the mid-year Symposium, the theme was "change." Lessons from the research literature on school reform and change processes were shared. Six key messages were emphasized:

Change Is A Process, Not An Event

It is a process through which people and organizations move as they gradually come to understand and be skilled and competent in new ways of doing things. This requires creating systems for continuing to build support, understanding, capacity to implement the plan.

An Organization Does Not Change Until The Individuals Within It Change

Attention is needed for supporting individuals to stretch, grow, change and adapt.

Changes In Outcomes Won't Be Evident Until New Practices Are Implemented

Deep implementation takes several years. Keeping the effort moving, and checking progress is essential or momentum and enthusiasm are lost.

Learning Is The Basis Of And Corollary To Change

Professional development that is built into the life of the school, and the creation of collaborative structures and professional learning communities is the foundation of

effective change in schools. Changes in practice require time in the schedule for collaboration, reflection, and learning.

The Most Common Obstacle To Creating Meaningful Improvements In Schools Is The Failure To Create Time For Dialogue, Planning, Collaboration, Professional Development, And Reflection

Each school MUST figure out HOW that time will be created and supported – and how and when support for professional learning will occur.

Plans Are Works In Progress

It was time to fold these understandings about how change occurs into the co-design process in PROMISE. Lead Teams were asked to reflect on their PROMISE Plan, using the tool “*How Strong is Our Plan?*”

Lead Teams then engaged in a process of identifying the barriers and challenges to change they were facing in their schools. Using a “card sort” activity to frame the dialogue, the teams were then engaged in discussions about strategy. The card sort used indicators derived from the School Change literature. (*see Appendix for Change Process card sort activity*)

Table 2.3: PROMISE Lead Team Analysis of Obstacles to Change at Their Sites
(Rank order by the number of sites that selected each obstacle)

<i>Obstacles Identified by the PROMISE Sites:</i>
Not enough people came together to champion the change process. (12)
Too many people believed that the effort wouldn’t pay off – that the changes wouldn’t actually result in improved student performance. (11)
Expectations were that practices would change, but there wasn’t time built in to plan, to work collaboratively, to reflect, to get professional development. (10)
People were unwilling to change – they were too committed to the status quo. (6)
Site embraced every innovation that came along, careening from fad to fad. (4)
Change was top-down without buy-in from all stakeholders. (4)
Change lacked strong leadership. (3)
Change was too small to be worth doing. (3)

Not enough sense of urgency - too much complacency – people didn't really feel the need to change the way things were, (2)

The change moved too slowly – people lost their enthusiasm, (1)

Leaders mistakenly insisted on overwhelming support as a prerequisite for initiating change, (1)

By far, the greatest obstacles identified by the PROMISE Lead Teams were related to issues of “buy-in”, lack of belief that changes in practice would make a difference, and the problem of “time”. In the schools where PROMISE Lead Teams had begun to take leadership and ownership for the PROMISE effort, these discussions were rich and resulted in significant new strategies for working with the school community to implement PROMISE more deeply and fully. For Lead Teams in two schools led by Principals who had felt uncomfortable with the emerging teacher leaders and teachers who had been hesitant to assert themselves, the dialogues managed to break through a log-jam. The two schools that did not have consistent Lead Teams, had site leadership that was ambivalent about PROMISE, and where PROMISE was viewed as a program that would be over in a few years, did not find the activity useful. The focus on “change strategy” simply didn't make sense to them. They didn't see PROMISE as a change model, or that they had a role in changing the practices of others.

They examined the workability of their plans, by looking at the degree to which the Plans aligned to other work going on at the site, by the adequacy of resources available to support the work, by the degree to which time has been built in and allocated for planning and reflection and professional development, and the degree to which policies are aligned with the Plan.

The Lead Teams examined the strength of the strategies and innovations they had included in their plans, by checking the track record and research base of the innovations, and by getting input from researchers and other practitioners in the PROMISE Network.

They were asked to reflect on the degree of broad “ownership” of the plan in their school, using the criteria: (a) the degree to which people throughout the school know about the plan, (b) the degree of agreement that the chosen strategies will make a difference, and (c) whether the plan included ways to engage multiple places and sectors of the school.

And, finally, the Lead Teams explored the degree of accountability in their Plan by asking: “*Are there clear student achievement and participation outcomes that we have identified?*”, “*Are there mechanisms in place to measure progress towards those*

outcomes?” and, *“Have we built into the calendar mid-point and end of year reflection sessions on how well it is going?”* The mid-year symposium was a time to both strengthen the Plans, and to introduce approaches to assessment and data analysis. For example, some teams were helped to develop student surveys to assess aspects of student engagement and assess school climate. Others delved deeper into understanding how to use CELDT progress to look at the strengths and weaknesses of programs.

At that same symposium, PROMISE schools were invited to share some of their best practices through workshops that enabled teachers to speak with teachers, program directors with program directors, administrators with administrators. Relationships began to build between the sites, and the power of being part of a community of schools with a shared direction was evident. Visits were planned to each others' schools. One elementary school Lead Team learned about GLAD strategies from another, and returned to their site to initiate what was to become a full-on, school wide implementation of GLAD strategies. Two middle schools and a high school (across two districts) were inspired by the Spanish for Native Speakers program developed in Escondido, and after a trip to visit Escondido, all three returned to establish programs in their schools.

Guided reflections, readings and discussion engaged the Lead Teams in looking deeper at the core principles, and mapping connections between initiatives at their sites and the core principles they had chosen. In what was a very packed agenda, the PROMISE researchers raised concerns about the need for more focus on oral language development in classroom instruction and shared some initial findings about a lack of focus on biliteracy in the PROMISE Plans. The Plans for the majority of the sites had not included efforts related to biliteracy. One school was planning to discontinue a dual language program. Dr. Kathryn Lindholm-Leary (a pre-eminent scholar in dual language education, and a PROMISE evaluator) gave a presentation on research showing a positive relationship between the development of literacy in the primary language and the development of high levels of literacy in English. The research base was surprising and new to many of the educators at the symposium.

A set of PROMISE Tools were shared to guide schools in looking at their school practices through a lens of impacts on biliteracy development. As the PROMISE vision of biliteracy became more concrete, more defensible and more clearly linked to all eight core principles, Lead Teams began to think about how to strengthen their PROMISE Plans to incorporate more focus on biliteracy. Schools that had been doing GLAD strategies in English now implemented those strategies in the Spanish instruction parts of the day, providing an important way for the SEI and bilingual teachers to have a shared language for talking about instructional strategies. Schools interested in writing instruction turned to the WRITE Institute because WRITE's English units are partnered with their ASPIRE Spanish writing units. Schools with dual language programs doubled their recruitment efforts to build the program, and called upon members of the Working Group with expertise in dual immersion to help them strengthen program design.

At the end of the second year, Lead Teams reflected again on their progress. While they were able to look at their Journey Maps with satisfaction at all of the work they had done, the affect was general exhaustion. To some degree, the site leaders were seeing and feeling the “implementation dip” that Fullan describes as common at this point in a reform process (2004). Their discussions at the retreats identified the need to generate new leadership, and to create more distributive models of coordinating and leading the work.

As they sat down to revise and strengthen their PROMISE Plans once again, significant changes were made. The work was both deepening and widening.

- **Year Three: Broadening the work, building leadership, changing structures**

By the third year of PROMISE, the schools that had started with strong district and site leadership, consistent Lead Teams, and clear understanding of the PROMISE model were now deep into a transformative change process. From work on a few principles, they were now implementing efforts touching all of the principles, and their PROMISE efforts were occurring across multiple arenas of the school.

Three districts saw in the PROMISE model an approach to be drawn upon for other schools in their district as well. Schools and districts that had a slow start, or were interrupted with significant leadership changes and changes in infrastructure support, were making progress implementing *pieces* of their PROMISE Plans. In three PROMISE districts, there had been changes in district-level English Learner Directors, and the district-role in sustaining the PROMISE work was becoming increasingly evident. At this point, the Design Center brought the English Learner Directors together across the six districts to talk about the district role in PROMISE, to share new research with the directors, and to determine what kind of support might be needed.

Most sites were making substantial progress in implementing new practices and structures. A few schools that had been reluctant about involvement in PROMISE in the first place, didn't have strong district or site leadership that viewed PROMISE as important, and had never developed a consistent Lead Team, continued to limp along with minimal incremental changes if any.

When Lead Teams were gathered in the middle of the third year to assess their site's engagement in the components of the PROMISE Model using a rubric matrix, the spread in experience was obvious:

Table 2.4: Lead Team Assessments of Degree of Site Engagement with the PROMISE Model Components

	1 Hasn't happened	2 Moving forward a bit	3 Good progress	4 Deep implementation
Buy-in and alignment with the PROMISE vision	1	2	12	
Principles based approach to developing a coherent program for EL	2	3	7	3
Reflective, evolving co-design process	3	5	3	3
Adoption of the PROMISE approach into the core of "how things are done" – systemic adoption	4	2	4	4

Most schools were now working on multiple levels. For example, they were focused on school wide improvements in instruction *and* making changes on program design. They were working on structural changes *and* school culture. Work from one school spread to another.

Walking into most PROMISE elementary school sites, there was evidence of consistent instructional strategies across classrooms (GLAD Strategies, use of WRITE Institute units and rubrics, SIOP, Step up to Writing, Focused Approach, etc.). Most teachers, when asked, identified some positive changes in the school as related to PROMISE and the focus on the PROMISE core principles. All schools but one had made progress in developing a stronger focus on biliteracy (new Spanish for Native Speakers Classes, new dual language programs, emphasis on bilingual careers, etc.), and all but one had strengthened the ELD program.

In Year Three, there was still an issue that researchers and the Design Center identified as requiring more attention across the PROMISE sites – the issue of curriculum relevance. Planners of the final mid-year symposium debated whether to include it on the agenda, and decided instead to focus the entire symposium on advocacy-oriented leadership to carry the work into the future. It was a PROMISE core principle that no one had selected in the beginning, but was now squarely on the table for the majority of sites that were invested significantly in their work and wanted it to continue.

Although no school had selected “Advocacy Oriented Leadership” as a core principle, the PROMISE Lead Teams in some schools had evolved into powerful collaborative leadership models within the school. One middle school evolved a system of active English Learner Work Teams of faculty and staff focusing on different aspects of EL programs and supports. Led by teachers, these teams developed more responsibility and efficacy in designing what needed to happen in the school to improve EL participation and achievement. When the PROMISE pilot ended, there was no question that the English Learner Work Teams system would continue. The collaborative/distributive leadership model had become part of the school culture.

At the end-of-the-year retreat, one of these teacher leaders said, *“Hey, we were working on Advocacy Oriented Leadership all along and we didn’t even know it!”* Although it hadn’t been an explicit focus, other schools reported teachers who emerged as powerful site leaders through the PROMISE work.

The content of the discussions, and the results from surveys and reflection tools that Lead Teams completed as part of the symposium, demonstrated the level of personal/individual change that had occurred for many, and the realization of new leadership configurations at many sites. After witnessing a “confidence line” activity at the symposium, where teams lined up according to how confident they were that the work would sustain into the future, Working Group members commented:

“It gave me chills. Their experience now is that they CAN make things happen. They realize that this isn’t about PROMISE as an external project, it’s about them. They noticed the change in themselves and each other”

“I was feeling sad thinking about the end of PROMISE, but I really got it when I heard the discussion in the confidence lines. I realized that in five months it doesn’t all end, at that point it rests in them. They have taken up the mantle, they feel the responsibility and sense of urgency. The “now what?” question isn’t being asked of PROMISE, they are asking it of each other”.

A Facilitator remarked:

“They are ready to continue without me. The teams just took over. They really own it now and have skills for doing it. Their vision has been expanded, and they can do it on their own. They really can.”

The midyear symposium was marked by deep conversations among Lead Team members and across the network. Documentation of Lead Team discussions, and interviews with Lead Team members demonstrated that for most people, for most teams, the final journey maps and the confidence line discussions gave rise to elation, and deep

satisfaction. The two teams from the schools that hadn't really moved forward, for whom the PROMISE process and model were just not a strong match, expressed feelings of deflation upon hearing and seeing how much the other schools had done.

Final interviews with 39 key Lead Team members and site and district administrators occurred in May and June of 2009. Leaders in all but one site were able to point with pride towards some work that had occurred in their school that they felt made a major improvement for EL outcomes. And leaders in 11 of the 14 sites were confident that the innovations and changes that had occurred would have lasting impact at their schools. Leaders in three districts pointed to the ways in which PROMISE had already and would continue to be a blueprint or contributor towards district-wide work towards EL success. Almost all of the leaders (30 out of 39) interviewed spoke with confidence and facility about processes of reflective practice, about the frameworks of the principles and the coherence provided to their efforts as a result of the PROMISE work.

Description Of The Promise Model In Real Time

The PROMISE Model was a theoretical proposition prior to the pilot. While the previous section described the experiences of the school moving through the three-year process, this section of the descriptive research report summarizes the ways in which components of the model worked as they were implemented over the course of the three years.

- **The Vision**

The PROMISE vision was one of the first elements of the model to be defined. It was set from the start. However, for the vision to have impact, educators needed to engage with it, understand and embrace it. Only then, would the vision have the power to inspire, guide and shape the work of the schools.

The PROMISE vision inspired participation in PROMISE from the start, but the actual content of the PROMISE vision had to be revisited throughout the life of the pilot.

The promise of a vision-based effort for EL success evoked interest in participation in PROMISE. The fact that the initiative was based upon high expectations and vision and was not a compensatory model separated it from the various reforms that focused on closing the achievement gap or providing access. The specifics of the PROMISE vision, however, were not immediately apparent in the initial call which read: "We look forward to sharing the PROMISE vision with you." Those who attended the Invitational Convening in October of 2005 found a more detailed description of the vision on page 8 of the program. It read:

“PROMISE advances a transformative approach that by design builds bilingualism, biliteracy and multiculturalism, systematically using English Learners’ languages, cultures, experiences and skills as a foundation for their new learning and success. The vision is to ensure English Learner achievement and sustain high levels of proficiency and academic success. As a result, schools and districts will close the achievement and access gaps, increase the college-going rates of English Learners, and achieve high levels of parent satisfaction and support.”

A PROMISE tool was distributed at the Invitational to help educators “reflect on the practices, policies and life of school through a lens of the PROMISE Principles.... and to support dialogue and planning towards systemic implementation of the PROMISE vision”. (*The PROMISE Core Principles: a Transformative Approach for Building the Foundation for English Learner Success, 2006*). More specific elements of the PROMISE vision were laid out in this tool, including a definition of student success that included: high levels of literacy in English and the primary language, academic proficiency on state standards across the curriculum, sophisticated multicultural competency, preparation for successful transition to higher education, successful preparation as a 21st century global citizen, and high levels of motivation, confidence and self-assurance.

From the podium at the convening, the vision was presented with passion. Participants appeared enthusiastic about PROMISE as a vehicle towards English Learner academic achievement, and the sense of urgency about improving outcomes for ELs was palpable. They had come to the convening in response to that combined sense of urgency and vision.

It appeared from notes on the table conversations at that first convening that many of the educators in PROMISE found the focus on college-preparation and high standards, and the inclusion of biliteracy was a powerful draw in a climate of prevailing low expectations for English Learners and English-only sentiment. But there was little opportunity for educators attending the invitational to actually engage with the vision, and it turned out that not all particularly registered or actively embraced the notion that schools should be striving to produce students with biliteracy skills and 21st century competencies.

Designers of the PROMISE initiative chose to focus the work with schools around the core principles as the driving force for framing and guiding the learning and planning of the pilot sites. The PROMISE Working Group and Design Center mistakenly assumed that there was a shared understanding and embracing of all aspects of the vision among PROMISE participating districts and sites, and, as a result, underestimated the amount of attention and dialogue that was needed about the vision.

To some degree, it appeared that the lesser spotlight on the vision might have been a response to the times. The PROMISE Initiative had begun in the wake of what had been bitter and polarizing political battles in California over bilingual education. After the passage of the ballot initiative “Proposition 227,” many districts dismantled bilingual programs. It was unclear to what extent, schools and districts would want to actively pursue the PROMISE vision of biliteracy within this context.

In the end, half of the schools that applied and became part of PROMISE appeared to be driven by their commitment to the PROMISE vision. Most of the written applications did not refer specifically to biliteracy, multicultural or 21st century competencies. Nevertheless, in interviews and conversations about PROMISE, it was evident that for some educators, the vision of biliteracy and multicultural/21st century competencies motivated and inspired their participation and their process of reform. Their desire to join PROMISE was, in part, a desire to be part of a larger community of schools and districts that shared this vision. The Director of Federal and State Categorical Programs in one of the participating districts said:

“PROMISE was, for us, a reaffirmation. We were dedicated to our children becoming bilingual and biliterate, and had continued our programs even as districts around us were getting rid of theirs. The vision of PROMISE, the chance to work with other schools and districts that were working on the same thing, the opportunity to really strengthen our programs with top researchers in the field. It seemed like heaven. We could pursue our vision – with support, not alone.” (Interview, May 2009)

For those schools and districts that entered PROMISE with a deep commitment to biliteracy in particular, that vision remained a powerful driver throughout the life of their three-year PROMISE journey.

Other schools, however, joined PROMISE as a vehicle for strengthening English Learner achievement and academic mastery. Biliteracy and 21st century competencies were either viewed as a nice side-line, or were not embraced.

One year into the pilot, when a review of PROMISE Plans demonstrated that many schools had not included action steps related to the biliteracy vision, the need to focus on the vision became clear to the Design Center and Working Group responsible for facilitating the PROMISE pilot efforts. As a result, the agenda for the mid-year symposium that year, bringing together Lead Teams from across the pilot sites, included sharing research on the relationship between biliteracy and achievement in English, engaging Lead Teams in using a set of tools to reflect on the practices in their schools through a lens of biliteracy.

This was the first formal dialogue about that component of the PROMISE vision. The documentation of table discussions at the Mid-Year Symposium revealed the responses. Some people reacted with surprise. *“Why are you springing this on us now?”* They had not until then noticed that the PROMISE vision included biliteracy. Many people were mystified *“We don’t have a dual language program and it’s not feasible in our school, so how could we see biliteracy as the vision we’re working towards?”* For them, the work to be done had to be investigating a range of types of strategies and programs that could promote biliteracy.

Conceptions of biliteracy varied widely across the PROMISE network. Most educators equated an emphasis on biliteracy with specific bilingual program models. The Design Center produced a handout describing the ways in which every PROMISE core principle included the potential for strengthening attitudes, programs and practices related to biliteracy as a goal for students. Strategies related to Affirming and Enriched Environments included language clubs, campaigns on the value of bilingualism, policies setting bilingualism as a goal of schooling, posters and visuals throughout the school in multiple languages. Strategies related to Empowering Pedagogy focused on instructional strategies that could provide opportunities for students to use bilingual skills. It was suggested that those focusing on High Quality Instructional Resources might consider building their school library selections in multiple languages and utilize technology to engage students in communicating bilingually with students in others parts of the globe.

One by one, Lead Teams began to build a focus on biliteracy into their PROMISE Plans. By the third year of the pilot, the following had occurred:

- Five secondary schools had introduced or strengthened Spanish for Native Speakers programs.
- One elementary school had instituted a Bilingual Careers Fair as part of an effort to help students see the value of bilingualism.
- One elementary school strengthened its late-exit bilingual model.
- Two elementary schools implemented GLAD strategies school wide in Spanish instruction.
- Two schools developed new Dual language immersion programs.
- Two preschools strengthened their bilingual language instruction model and purchased new Spanish curriculum materials.
- Two elementary schools with existing dual language programs worked to strengthen their program model in alignment with research.
- Two schools had done nothing to implement or strengthen programs or attitudes related to bilingualism.

The pursuit of the full PROMISE vision remained challenging throughout the pilot. Those aspects of the vision that were not already codified in state standards, assessed and counted in state and federal accountability systems fell or were pushed off

the plate time and again. Biliteracy, multicultural competencies, 21st century global skills, motivation and relevance were the most illusive and difficult to hold onto.

• The Core Principles

Unlike a specific program or curriculum, a principle is a concept or category that encompasses a whole set of options of activities that can enact the principle. Principles-based reform works by engaging educators in seeking practices that enact the principles and weighing and measuring practices in terms of the degree of appropriateness for their site, their students, and their capacities.

Educators were generally unfamiliar with and had to learn how to engage in a principles-based approach.

A principles-based reform is a decidedly different approach to school improvement than what the educators in PROMISE schools were prepared for in 2005. While some were familiar with efforts like the principles-based Coalition for Essential Schools, the PROMISE Initiative began in an era of school improvement that was most often characterized in the PROMISE districts by prescribed programs, materials and curriculum. The sense of urgency about English Learner underachievement contributed to a culture of reform that wanted clear and definite solutions that could be implemented with fidelity. Teachers were used to detailed teachers' guides defining step-by-step what should be happening in the classroom. Professional development and coaching were largely about implementing specific programs and curriculum. District and site leaders were more familiar with grants that provide resources and are built around specific objectives and deliverables.

The response to PROMISE initially at the PROMISE sites, as reported by Lead Team dialogues and written reflections in the first six months of the pilot, was largely about trying to make sense of what PROMISE really was. "What IS the PROMISE program? What are we supposed to DO?" was a common refrain. Taking the time to engage in making meaning about a principle simply was not the way or the "culture" school leaders were prepared for.

For most schools, it took the entire first year to settle into the habits and engagement required for principles-based reform, and to understand what it means to approach school improvement in this way. In the second year, generally, Lead Teams were thinking in terms of the principles and planning the principles framework.

Comments across the PROMISE site Lead Teams at the end of the first year reflection demonstrated that they were beginning to recognize the potential power and benefits of a principles based approaches. Two sample comments articulate the sentiment:

“The principles helped us think more about the connections between all the things we were doing”

“The principles gave us a way to talk about what we were trying to accomplish in a whole different way. I think they elevated the dialogue in the school. We started talking about things in terms of what they were really about rather than just talking about the details and logistics of all the things we had to get done.”

The full explication of each core principle is rich and complex, and required strategies and support to facilitate “meaning making” among the educators on the schools.

The first hurdle in implementing the PROMISE core principles-based approach was to engage school leaders in the task of “making meaning” of the principles and using them as a lens to examine their own practices.

In the process of talking about and working with the core principles, they became known in shorter and shorter terminology. Some of the richness was lost. (*Notes from Lead Team meetings and PROMISE Plan revision sessions 2006 - 2008*). For example, “Challenging and Relevant Curriculum” was referred to and acted upon as if it was just about challenging curriculum – the “relevance” part of the principle was seldom addressed. Some of the PROMISE principles were more accessible and more easily understood by the school teams: valid and reliable assessment systems, high quality professional development, parent and community engagement, challenging curriculum, and a safe and affirming environment. The understanding of what these mean systemically and specifically addressing the PROMISE vision took time to develop, but there was a solid foundation of understanding to build from. Other PROMISE principles were less accessible: empowering pedagogy, relevant curriculum, advocacy-oriented leadership. The attention to these aspects of the core principles took longer to evolve.

• **Co-Design Process And Reflective Practice**

From the start, participating schools in the PROMISE pilot were immersed in a collaborative, creative, iterative, inquiry- and dialogue-based planning process leading to the development of their initial PROMISE implementation Plans. The process required that schools select a few principles as a focus, hone in on specific achievement issues of concern, and to design action plans within that frame. School Lead Teams were not on their own to do this. PROMISE Facilitators, Design Center staff and members of the County Offices Working Group participated along with the Lead Teams in reflecting on the needs of the site in order to provide input and feedback on the priorities and plans the PROMISE Lead Teams were creating.

Yet there was some reticence and fear on the parts of Working Group members and Facilitators of being too directive. PROMISE really wanted the schools to “own” their plans, and to establish from the start that this was not going to be a “*we’ll tell you what to do*” kind of relationship. The initial plans developed by the sites were focused by the core principles selected, but the actions that comprised the plans were based on the existing knowledge of Lead Team members and the basic tendencies of what the site was already doing. There was no introduction of new ideas, little critique of what was being done at the school, and little “push” towards what might have been the most foundational or effective steps.

Co-design does not end with the initial plan, however. The process continues throughout the life of the model, engaging sites in reflection about what is working and what is needed at their site, deepening understanding of the core principles, learning the research base related to the principles, further aligning practices and policies with the principles, and customizing and operationalizing the principles through refinement of the plans. Through this process, schools focused on more and more research-based strategies. The plans deepened and became more powerful over time.

One of the challenges of principles-based reform is that the abstractness of a principle enables people to believe they are enacting the principle, though the implementation might be shallow. Surface meaning may be attached to the “name” of the principle, but the deeper meaning and the underlying concept takes more time to develop. Facilitated dialogues and the use of reflection tools at mid-year symposiums and end-of-the-year retreats were crucial in this process. The lens of external PROMISE partners were also important elements in helping schools to see where and how they might go “deeper” in implementation of their principles. Over the course of the three years of the PROMISE pilot, schools revised and strengthened their PROMISE Plans numerous times to incorporate the new ideas and deeper understandings they were developing.

Co-design establishes the high expectation that educators will take responsibility for school improvement – but this did not match the sense of efficacy or expectation that many members of the PROMISE Lead Teams had for themselves when their PROMISE work began. Some Lead Team members were surprised and uncomfortable when the challenges of bringing their colleagues on board and of presenting the PROMISE Plans to the school community was put on their shoulders. Those sites that came into PROMISE with teachers and administrators aware of the expectation that Lead Teams would in fact lead, moved faster and saw more impact on the depth of implementation and impacts on school practices. The model was a closer match, and they were ready for what was expected.

Others discovered the expectation and struggled with it. In the first year of implementation, PROMISE Lead Team discussions often centered on the issue of their

own role. First, they began to recognize that they couldn't just passively sit back and be told what they were supposed to do as a PROMISE site, but rather that they were expected to participate in defining the Plan and strategy. The second major hurdle Lead Teams faced was getting "buy-in" and "ownership" from others at their site, and recognizing that it was up to them to communicate with their colleagues and engage others in the process of shaping and implementing the PROMISE Plan. As this occurred, there were shifts in membership in the Lead Team. Schools that had people on their Lead Teams willing to take on those roles, made significantly more progress in the second year of the pilot.

• **A System Of Leadership And Infrastructure Of Support For Implementing School Reform**

A goal of the PROMISE Initiative from the start was to marshal the expertise and resources of six county offices to develop a "powerful infrastructure" to develop models for EL success, build capacity to implement those models, and provide support to schools and districts to pilot the models systemically across the Preschool to 12th grade spectrum. The expectation was that the County Offices of Education would together provide regional leadership and coherence for the initiative, and would provide and align support for the PROMISE schools and districts. In addition to these three layers of the schooling system (county, district, site), PROMISE engaged a set of Partners. Together, these entities comprised the infrastructure of support for PROMISE sites.

The components of this collaborative infrastructure included: the county offices of education (including the PROMISE Working Group of staff members from across the six county offices of education established as the core coordinating and county support mechanism), the PROMISE Design Center, PROMISE Facilitators, PROMISE partnering organizations. In addition, each pilot site was instructed to create a PROMISE Lead Team to guide their planning and implementation of the PROMISE work. In addition to aligning support, the intention was to create communities of practice vertically from site to district to county, as well as across the entire network, enabling preschools to work together, elementary schools to do the same, etc. Through convening and the uses of technology, these professional communities would be instrumental in supporting the vision, keeping a focus on the work, and providing expertise to deepen the work.

The following descriptions focus on the separate entities that comprised the infrastructure as it evolved over the course of the three-year pilot.

PROMISE Infrastructure of Support: The County Offices of Education

The Superintendents of the county offices of education started the PROMISE Initiative seeking ways that county offices might work more powerfully and effectively to meet the needs of schools and districts in the region. The County offices of education served as active partners and supporters of improvement in the PROMISE sites and districts, playing an important role in bringing about changes in practices, policies and attitudes. The county offices supported improvement in PROMISE sites and districts in numerous ways:

- as links to research and information
- as providers of expertise on English Learners models and resources
- as providers of counsel and strategic advice regarding school change
- as a credible external lens on strengths and gaps in programs and services for ELs
- as coaches to the PROMISE Facilitators
- as providers of professional development

The support of the Superintendents and the credibility of the county offices gave the PROMISE effort clout and legitimacy that engaged and activated district and site leadership at crucial points in the change process.

The county offices role in the education system was important to the PROMISE effort. They have no direct authority over the policies and practices in districts and schools, but the six county offices have a strong reputation and history of providing good information, quality supports, resources, high credibility and responsiveness in meeting the needs of the schools and districts in their county. They have power through their leadership, and the ability to inspire, motivate and facilitate. It was important that PROMISE was seated in the county offices. Districts and sites saw the county offices as known and trusted quantities, wonderful resources and supporters, and as sources of real expertise. As one assistant superintendent in a PROMISE district said:

“When someone from the county office calls me, I don’t quake in my boots like I do when there’s a call from the state or my school board that there is some new mandate about to fall on us or there is some way we are in trouble.... And I don’t have to wonder “who are these people? What do they want?”, because they’ve supported our district for many many years and will be there in the future. I know who they are, I know I can trust them.”

Each county office of education designated at least one staff member to serve on a cross-county PROMISE Working Group as the core mechanism of coordination and support. An advisory group of county office leaders (Associate and Assistant

Superintendents, Directors of Curriculum and Instruction) was established to provide oversight and guidance to the work. And, each county office contributed funding to support a facilitator position within the PROMISE district in their county.

Beyond participation in those two formal mechanisms, the county offices differed in how they actually worked with the PROMISE sites, and in their participation in the initiative. Some aligned much of their other work with the PROMISE vision and core principles, drawing upon PROMISE processes and tools as core to their EL support. In two county offices, PROMISE was less central, functioning as one of many projects and grants. Some Working Group members were released by their county offices to spend more time with their PROMISE sites than others. So the actual level of support varied across the county offices. All, however, maintained their financial commitment throughout the life of the pilot, and continued to devote some staff time.

The County Office role and work of supporting implementation of PROMISE evolved across the three years of the pilot. In the first year of PROMISE, the Working Group met at least monthly, sometimes twice a month. The PROMISE facilitators assigned to each district required training, clarifications about PROMISE, tools to use, and resources to draw upon. They needed coaching in how to support school change. There was no lockstep or defined process for implementing PROMISE. This was difficult for the facilitators, most of them with background as classroom teachers and professional developers. They relied heavily on the Working Group to support and guide them. The schools and districts participating in PROMISE didn't have experience with or fully understand the role of the facilitators – “Are they literacy coaches? Are they program coordinators? – or of the PROMISE principles based and co-design model. In that first year, the Working Group also was called upon often to meet with district and site leaders to problem solve and mediate clarity about the roles of the Facilitators would play in the district and about how PROMISE would function in their district.

Continuity in staffing was a challenge. In only a few county offices were the Working Group members continuous throughout the PROMISE pilot. This lack of continuity comprised the ability to build very strong relationships with the sites, and to develop deep understanding of the districts. In one county, there were several changes in both the personnel and in the percent of time the Working Group member was designated to spend on the PROMISE work. The degree of stability in the staffing was a definite factor in the strength and impact of county office support. Support for the PROMISE sites was relationship-based work in many ways. Access to leadership, ability to navigate through the hierarchy and protocol systems of the districts, relevance of the guidance and counsel provided to the facilitators were all compromised when the Working Group members were changed and where there was lack of continuity in the county office – PROMISE district relationship.

The PROMISE Initiative provided the county offices of education with an opportunity for a different mode of working with schools, though it presented significant challenges.

The coming together of the six Superintendents of county offices of education to form the PROMISE Initiative was an unusual step of leadership beyond the normal functioning of county offices. PROMISE was launched by the leadership of the superintendents and informed by the expertise and research-knowledge of county office staff. The county offices of education have the formal role and a tradition of providing professional development, disseminating information, and convening educators throughout their regions. They innovate new trainings and forms of technical assistance, but most usually shape their work in response to requests and needs from the field. It is rare – if ever – that they step into the role of designing and initiating school reform.

County offices, as a public entity and an arm of the California Department of Education, are expected to be responsive to all schools throughout their region. The commitment to PROMISE entailed a three-year partnership with just a few schools in a single district, as well as engagement with an ambitious pilot project and five other county offices. While the six county offices were committed to PROMISE, the actual definition of how these partnerships would involve and what their roles would be was somewhat unclear at the start. Over the course of the three years of the pilot, the needs of the schools and districts and the initiative itself presented challenges to the county offices, raised questions, and suggested new ways of working with and supporting schools.

The intention had been to raise external funding for the PROMISE Initiative. Unable to raise sufficient funds, the county offices decided to maintain support of at least a basic version of the original design. To do so, county offices put in funds of their own to match district funds for the PROMISE Facilitator position. Each county office also contributed towards the support of a single PROMISE Design Center, housed at the San Bernardino County Superintendent of Schools. And, each county office contributed the time of a staff member to serve on the PROMISE Working Group charged with providing support to their PROMISE district and sites, as well as participating in PROMISE-wide planning and coordinating efforts with the working group members in other counties.

The demands on county offices in the context of inadequate funding meant that Working Group members were assigned to numerous other responsibilities within the county offices in addition to the work with PROMISE. The amount of time it took to partner and provide meaningful support to PROMISE sites, districts, and the collaborative ended up as more than anticipated. County offices didn't have the capacity or resources to devote the level of staff time needed to support the deep school change work of PROMISE sites.

From the perspective of the traditional ways of working as a county office, the devotion of resources and staff time to just a few schools in counties charged with serving hundreds and even thousands of schools was viewed by some as difficult to justify. This caused some tension – for the staff members with ballooning work loads seeking to support a complex change process in their PROMISE schools and districts, while responsible for meeting other needs in the county office, and for their supervisors and county office leadership who had to justify the focus on just a few schools to their Boards and other educators in the region.

As the PROMISE pilot deepened, the complexity of need at the sites and districts required even more Working Group member time. PROMISE competed with other demands within the county offices. The PROMISE model relies on a facilitative, reflective practice, codesign approach to working with districts and sites over a three-year period on deep, systemic change. This differs from some of the shorter time-frame trainings that some county offices more commonly provided. Implementing a model like PROMISE stretched the county offices.

Changes in the state-related implementation of No Child Left Behind contributed further to this tension. More schools and districts were facing Program Improvement status under No Child Left Behind due to the underachievement of the EL subgroup. County office staff was needed to provide support and serve on DAIT and SAIT teams across their region. Budget cuts put more and more pressure on county offices to find ways to generate revenue and made it more and more difficult to devote resources to an initiative that couldn't yet defend its efficacy and impacts and required waiting for the full three years of the pilot to show tangible results.

In some counties, pressure increased on the Working Group to reduce time spent going to PROMISE meetings, and to justify the time they were spending with the PROMISE schools and initiative. The pressure also increased to find ways to cull lessons learned, tools and other mechanisms so that non-PROMISE schools and districts might benefit from the resources being devoted to PROMISE.

Despite these challenges, all six county offices maintained their support of the PROMISE Initiative throughout the years of the pilot, despite the worsening overall budget situation facing state, county, and school districts. It is to the enormous credit of the county offices that they all persisted in their commitment to PROMISE for the full three years of the pilot – and to the working group members who continued to provide support and guidance to their PROMISE Facilitators, sites and district staff as best they could.

PROMISE Infrastructure of Support: The PROMISE Design Center

The initial intent was to establish a central PROMISE Design Center in one county office of education, with satellite centers in the other five. Insufficient funding prevented the implementation of that model, and the full three years of the pilot occurred with coordination and direction emanating from a single PROMISE Design Center located in one county office of education. The Director of the Center reported to the Advisory Group of leadership from across the six county offices.

The Design Center role was critical, enabling an initiative with many moving parts and partners, across counties, districts and schools to function as a relatively coherent effort. One essential function was coordination and communication. Through production of standard PROMISE materials, a regular pattern of emailed updates, regularly scheduled calls, and a steady schedule for the PROMISE Design Center Director to visit schools and districts, the far flung efforts were to be held together with some coherence.

The actual implementation of these functions was uneven across the years of the initiative, as a result of changes in staffing, budget pressures, and leadership shifts.

In the first year, the PROMISE Design Center Director held monthly meetings in each district bringing together the PROMISE Facilitator, district and site leaders, and the county office Working Group representative for that county. These were often problem-solving sessions as differing expectations and understandings about PROMISE were mediated.

In the second year, the function of these visits was different. They often took the form of leadership coaching, raising critical questions to push towards deeper implementation of the PROMISE principles, and figuring out what resources could be brought to bear from throughout the collaborative to support the work of each district and site.

In the third year, the PROMISE Design Center staff focused primarily at the school sites and on issues of instruction.

Throughout the pilot, when the PROMISE work in districts faltered or ran into challenges at the sites, the engagement of the PROMISE Design Center (called upon by Working Group members or PROMISE Facilitators) provided support and legitimacy, and a reminder of the commitments and larger path of PROMISE.

The Design Center was the mechanism for planning the convenings across sites and districts and counties, and coordinating the implementation process of the model.

Through the Design Center, tools were developed to facilitate the co-design and reflective processes so central to the PROMISE model.

Changes in personnel occurred at all levels of the PROMISE “system.” This included changes in the directorship and key staffing roles of the Design Center. In the first year of the Design Center the shift included a change in the level of the person with lead responsibility (from an Associate Superintendent level to a Director level). Equally important, the change required new relationship-building and a new definition of role. In the last year of the pilot, again there was a shift in responsibilities, this time also bringing a shift in skill-set. Each of these caused somewhat of a rupture.

What had started as a mechanism to keep all levels of the systemic structure engaged in PROMISE faced challenges over the course of the pilot. What had once been monthly phone calls with each of the county’s Advisory Group members dwindled over time, and with it, the engagement of county leadership ebbed somewhat. Combined with changes in personnel at the Advisory Group and Working Group level, this reduction of communication had an impact on the degree of understanding among the Advisory and Working Groups about the ongoing initiative’s progress.

PROMISE Infrastructure of Support: The PROMISE Facilitators

It is difficult to create and maintain a focus on school site improvement and reform without a position specifically created to coordinate, facilitate and provide support to keep the effort moving forward. That lesson from effective school reform literature led PROMISE to create full-time PROMISE Facilitator positions for each participating district. These positions were funded 50% by the county offices, and 50% by the school districts. They were hires from within the district, which was a critical feature meant to ensure that the facilitator would have understanding of local conditions and also that the skills and leadership capacity developed in the course of the pilot would remain with the districts after PROMISE ended.

The PROMISE Facilitators provided the essential “on the ground” direct support to the participating schools. Placed at the PROMISE sites, the facilitators met regularly with Lead Teams at each site, monitored and facilitated the implementation of each site’s PROMISE Action Plan, and provide up to date research and strategies on effective models of EL success. They played the role of coach, data collector, communicator and organizer, receiving coaching support on a monthly basis from their county’s Working Group member and from key staff and consultants at the PROMISE Design Center.

Across all PROMISE sites there was consensus that having a full time facilitator to create and maintain the focus and to support the work was essential. Every school was involved in multiple improvement efforts – the adoption of a new curriculum, the implementation of professional learning centers, starting a new intervention program,

bringing in new technology and many others. With so much going on, and increasing pressure on teachers to ramp up the pace of their teaching, the PROMISE schools were close to being overwhelmed when PROMISE began. Many members of the Lead Teams were wary initially about doing “one more thing”. But the lure of the vision mixed with the promise of concrete help (key in that promise was the role of a full-time facilitator) convinced them to move forward. By the end of the first year of PROMISE, site Lead Teams and administrators voiced the perspective that It is unlikely that the amount of work and progress that had been accomplished would not have occurred without their facilitator.

The facilitator reported equally to the person responsible for EL programs in their district and to the PROMISE Design Center. There were challenges in the role. Facilitators had to exert influence across the system, without having positional authority. The daily work of the facilitator involved scheduling and facilitating PROMISE meetings, and maintaining communication across a school, between the schools and between the PROMISE effort and the district. The facilitators helped identify and arrange for resources, coached individual teachers, reminded people of what they had agreed to do, and kept everyone focused on the plan and the reasons they said they wanted it done. The facilitator was also called upon as an expert on EL education, responding to questions about ELs’ needs and instructional approaches, providing research articles and information, helping with trainings, encouraging people to step up and take leadership and then coaching them through it, designing and facilitating dialogues, and running parent meetings.

The role of PROMISE Facilitator was not clearly defined, however. It was not a literacy coach. It was not a program manager position. It was not a teacher on assignment. Instead, it was a role as unfamiliar to educators as was the principles-based and co-design process of the PROMISE model. The facilitators themselves, coming primarily from classroom teaching positions and professional development roles, were not sure how to go about supporting a school change effort. The entire first year was required in order to develop clarity about the role, and involved intensive training and coaching of the facilitator, many meetings with site and district administrators, and trial and error to see what would work in the context of each school and district. Like other aspects of the model, the facilitator role was being created in the course of doing the work.

The PROMISE Facilitators were often operating without a blueprint. The support of their county office Working Group member was crucial. The availability and expertise of the PROMISE Design Center staff was relied upon regularly. At the final PROMISE retreat, the Facilitators were asked to reflect upon their experiences. One said:

“It was the steepest learning curve I have ever faced in my life. When I think back about who I was three years ago and who I am now, it’s amazing. I have some grey hair now, and I earned every strand – but mostly what I realized is how much I have learned and grown. I understand schools in a whole different way now, I understand them as systems. I have become braver and bolder about raising issues, speaking truths and building the kind of relationships that can survive real honest exchange. I think bigger, and I know way more about what it takes to put good English Learner programs in place – and that you really can change a school in ways that may have seemed impossible at first. There were really hard times, when I went home and cried and was ready to quit. It was sometimes like trying to learn to fly a plane while flying it, and trying to read the manual but some pages are missing, and the pages that are there are in some foreign language. But looking back, I see the great things that happened at the schools and I feel so proud now – of what they did, and what I did to help it happen.”

PROMISE Infrastructure of Support: The PROMISE Lead Teams

Charismatic leaders are sometimes able to almost single-handedly inspire and move a school to make powerful changes in practice and climate. When that happens, changes may be dramatic, but the changes are seldom sustained after that leader leaves. Systemic reform requires the development of leadership at multiple levels, and a distributive leadership approach that enables continuity in the innovations even as individual leaders leave the site. To address this need, the PROMISE Initiative model called for the creation of PROMISE Lead Teams at each site – teams of teacher leaders, administrators, and others. Collectively, they would be responsible for engaging in the co-design and refinement of their site PROMISE Plan, for reflecting upon challenges and successes and lessons learned at the site, and for engaging their school community in the PROMISE effort.

The Lead Teams had to take on not just planning and coordinating work, but also building ownership for the vision and plan, and breaking through resistance of colleagues who were not so happy with the plan. Said one Lead Team member,

“In order to enact our PROMISE vision and Plan, we have had to deal with teachers who have a deficit view of English Learners. It wasn’t what we signed up to do, but there it was. We really wanted to make our vision real, and that meant we had to step out there and talk to people about it”

This was a new role for many teachers – a life-changing role for some. Lead Team members had to develop the sense of themselves as leaders, and the courage and strategies for facing other faculty to change attitudes about EL, to build understanding about the needs of ELs and to provide support to other teachers in learning how to better

meet the needs of ELs. And they did. Understanding and knowledge of the PROMISE principles, ownership for the site's PROMISE Plan, and enthusiasm and engagement in actually taking on the work of implementing the Plan was widespread in those schools. The engagement of teachers on the Lead Team had a ripple effect throughout the faculty. One Principal described:

“The dedication and passion of our PROMISE Lead Team has inspired others in the school to work towards EL success – and has been key to getting the work done.”

The collaborative, distributive leadership that emerged morphed in some schools into regular leadership mechanisms that survived as features of the school beyond the PROMISE Initiative. (see description of the English Learner Working Committees at Sunnymead Middle School, and of the English Learner Task Force at Baldwin Park High School). In these schools, substantial progress was made in implementing PROMISE plans across multiple principles and across the school.

In some sites, the Lead Teams functioned only to a degree – serving as a central group that worked on the PROMISE Plans and helping make those plans happen. These teams met fairly regularly and served the basic function of a Lead Team. They did not, however, take on the role of responsibility for transforming their school. The progress was slower, and the impact less systemic than at schools in which Lead Teams emerged as a strong leadership function. In a few sites, Lead Teams didn't actually function at all. Each time a Lead Team was assembled in those sites (usually for a PROMISE-wide event) it was comprised of different people, and those people had little understanding of PROMISE or of the role of the Lead Team. These were the schools that moved the slowest.

PROMISE Infrastructure of Support: The PROMISE Partners

While the PROMISE Initiative was designed as a six-county collaborative, a larger network of formalized relationships was established with research and technical assistance entities committed to supporting the pilot. These entities included: California Tomorrow, Loyola Marymount University, and the California Comprehensive Assistance Center. Each brought resources and expertise to the overall initiative and specific networks within PROMISE.

California Tomorrow is a non-profit organization that provides leadership, research, customized technical assistance strategies, school change strategies and model development and materials for schools, community organizations, policymakers, and advocates working towards a more equitable, inclusive multicultural society. As a PROMISE partner, California Tomorrow provided customized Secondary School Leadership for English Learner Success leadership development for the secondary

schools (see description under Advocacy Oriented Leadership section on the PROMISE core principles), guidance and direction to the Design Center in strategies for guiding and supporting school change processes, technical assistance and materials in implementing the Bridging Multiple Worlds program at PROMISE secondary schools (see description under Affirming Learning Environments and Empowering Pedagogy in the PROMISE core principles section of this report). California Tomorrow's Executive Director, Laurie Olsen, served as a consultant to the Initiative and one of the Leads on the PROMISE Research Team.

Loyola Marymount University's Center for Equity for English Learners is based at the School of Education. Under the direction of Magaly Lavadenz, CEEL/LMU engaged in research studies to contribute towards the PROMISE evaluation, and also initiated a new Certificate in Leadership in Biliteracy for ELs. The certificate program focused on three courses designed and taught by CEEL/LMU based on the core PROMISE principles. As partners to PROMISE, these courses leading to the certificate were provided through a hybrid model using online technology and video-telecast sessions to engage participants at the PROMISE Initiative school and district sites. In addition to participation in PROMISE as researchers and as teacher educators, CEEL/LMU contributed funding to support the infrastructure of PROMISE.

In addition to California Tomorrow and CEEL/LMU, Dr. Kathryn Lindholm-Leary completed the team of researchers. These three research entities together provided the PROMISE Initiative and sites with access to the most recent research on EL education. They also cycled formative findings from the research being done in PROMISE schools back to the network to support refinements of the model. Presentations at PROMISE symposia were followed with opportunities for Lead Team members and PROMISE site and district administrators to meet with the researchers to explore further the research and implications for their own PROMISE work. The partners and researchers continued to participate in PROMISE events designed to promote reflective practice and to engage educators in understanding and utilizing the research base on effective EL education.

Finally, the California Comprehensive Assistance Center and the California Department of Education Language Policy Office began to assist PROMISE in the Fall of 2007 with funding to support the networking and technical assistance functions of PROMISE.

Impact: Changes In The Schools

The PROMISE theory of change hypothesized that implementation of the PROMISE model would result in changes in school policies, structures, practices and culture in ways that are aligned with the research base on effective English Learner practices. To check that hypothesis, this research effort documented:

- New things put into place as a result of PROMISE Lead Team analyses using the core principles lens to identify changes needed in the school
- New things put into place at the PROMISE sites that were made possible by drawing upon the expertise and support of the PROMISE network and infrastructure
- Changes that occurred in schools as a result of the dialogue among the Lead Teams related to developing strategies for addressing barriers and overcoming resistance to change

The analysis focused on the changes themselves, and the degree to which they are aligned with the research on effective practices for ELs. It was done through an examination of the PROMISE Plans in fourteen schools across the three years of the pilot, and through documents collected from sites about new guidelines, programs, services, courses, and approaches.

Using a rubric matrix of characteristics of degree of engagement in PROMISE and implementation of the PROMISE model (*see Appendix B*), the researcher rated schools as “low implementation,” “mid implementation,” or “high implementation” sites. This rubric was also given to PROMISE site Lead Teams at the start of the third year of the pilot to prompt *their* reflection about work still to be done. Finally, it was used by Working Group members at the end of the pilot. The three ratings informed the research findings.

Of the fourteen PROMISE sites, two were rated as “low implementation” sites. That is, they did not actually use (or only weakly engaged with) the framework of the core principles, did not institute the mechanisms of co-design and leadership, and participated very sporadically (if at all) in the activities of the PROMISE network and infrastructure of support. One of those sites made use of the core principles framework, but did not engage with other components of the model. The majority of sites – twelve – were involved in at least mid-level implementation of the components of the PROMISE model across the three years of the pilot – some more deeply than others.

The sites that were high or mid-implementation made the following types of changes:

- Improving ELD through leveling instruction and grouping students by proficiency level
- Improving ELD by adopting new curriculum
- Improving ELD through professional development in instructional strategies (such as frontloading, vocabulary development, writing, etc.)
- Improving ELD through creation of new courses carrying students through to proficiency and addressing the specific needs of long term ELs

- Improving ELD through instituting dedicated time in the daily schedule where it had not been done before
- Improving access to grade-level standards through the creation of SDAIE courses (at secondary)
- Improving access to grade-level standards through more use and improved use of primary language instruction and support
- Improving access to grade-level standards through identification and adoption of new curriculum designed for ELs
- Improving access to appropriate classes through creation of new guidelines for EL placement and new scheduling approaches that provide more flexible movement as students progress
- Strengthening the English Learner program through better defined, more articulated and consistent program models including determination of appropriate use of both L1 and English
- Including ELs in the life of the campus through creation of new outreach strategies, clubs, intergroup relations programs, and student leadership
- Strengthening accountability through improved monitoring systems, data collection and analysis focusing on ELs using multiple measures
- Engaging students more fully in responsibility for their learning through creation of Data Chats, student input forums
- Strengthening parent and school relationships through new leadership programs and engagement activities
- Strengthening parent support for academic success through new parent education efforts

The differences between the five high implementation and seven mid-implementation sites were not in the *types* of changes made, but in the extent and breadth. Simply, the more deeply schools engaged in the PROMISE model, the more comprehensively their work addressed the schooling experiences of their ELs. They worked on more core principles, did so with more connection across the initiatives at their site, and the reach of their work extended through multiple arenas of schooling (e.g., curriculum, instruction, climate, governance)

Across the pilot sites, common patterns were found by level of schooling.

- **The Preschools:**

The PROMISE pilot included two preschool sites, each of them a feeder to a PROMISE pilot elementary school. In addition, two PROMISE elementary school sites sought through their PROMISE work to strengthen the alignment and relationship between their programs and the preschools on their campuses. As a result, four preschools are represented in this discussion of the preschool work accomplished through PROMISE. The Preschools concentrated on:

Clarifying program models for early bilingual development:

In the first year of the PROMISE pilot, the preschool sites were engaged in adapting the core-principles to early education contexts, and working together across sites through a PROMISE Preschool Network to explore issues of bilingual language development and appropriate curriculum. The program models that emerged were: one dual language/two way immersion preschool classroom as a feeder into an elementary dual language program, and three Alternative Bilingual Education preschools (in one case, it was the first bilingual preschool in the district). The models were developed with coaching from the PROMISE Design Center, PROMISE Facilitators, and support from Dr. Kathryn Lindholm-Leary and members of the PROMISE Working Group who had participated in the Preschool Network. All preschools strengthened their English Learner programs through intentional language models based upon the research.

Intentional instructional strategies for language development:

In addition to defining and strengthening the program models, the preschools adopted the use of Virtual Pre-K as a means of engaging teachers and parents together in supporting basic language and preliteracy development. Teachers were trained across the sites in Preschool GLAD strategies. These strategies are focused on rich oral language development, and were particularly important for the PROMISE preschools because they feed into elementary schools that also were heavily invested in GLAD strategies. Thus was created a similarity of teaching approaches and learning strategies between the preschool and elementary school – an important factor in strengthening kindergarten transition and success for students.

Identifying and implementing appropriate curriculum:

The PROMISE Preschool Network reviewed existing curriculum for preschool classrooms, and developed criteria for selection of “quality and appropriate” curriculum for dual language learners. Using that criteria, the preschool sites purchased and implemented new Spanish Language Arts materials. This enriched the preschool curriculum and provided far more focused language and early literacy development.

- **The Elementary Schools:**

The five elementary schools that participated in the PROMISE pilot varied in the extent of PROMISE work and the actual choice of strategies, curriculum and supports implemented through their PROMISE Plans. In the two sites where implementation of the PROMISE model faced significant challenges in the first year, the PROMISE work

focused in just one area – instructional practices. Nonetheless, the work was school-wide and significant in changing the professional climate in the schools and instruction. In the other three sites, work on instruction was accompanied by improvements in support services, parent engagement, school culture and assessment. Overall, the elementary schools worked on:

Strengthening Instruction:

Strengthening instruction through professional development was central on the PROMISE agendas of the elementary schools. Most schools selected professional development approaches that were designed specifically to meet the needs of ELs, and that have strong evaluation data on their impacts on ELs. GLAD strategies were implemented school-wide in all three sites with deep implementation of the PROMISE model. In the site with weaker implementation of the model, the choice of professional development approach was Step up to Writing which worked to strengthen achievement in the area of writing generally, but did not explicitly address EL needs in language development.

Major emphasis on parent engagement:

Parent engagement was a major focus in the three schools with deep implementation. The work included a set of school-developed parent engagement strategies (e.g., coffee hours, parent evenings) and the implementation of parent education programs. The Parent Institute for Quality Education was brought to two of the schools and Nell Soto Home Visits were instituted at two of the schools. Other programs included: Latino Family Literacy and The Ten Education Commandments.

Improving ELD:

Efforts to strengthen English Language Development were part of the PROMISE Plans across the three elementary schools with deep implementation of the model. Training in the Focused Approach, Frontloading, and Marzano strategies for English Learners laid the foundation for school-wide focus on improving instruction and articulation in the ELD program. ELD coaching in one school, and ELD Focus Walks in another were mechanisms for supporting strong implementation of those instructional approaches.

Working towards program coherence:

Three of the schools used the resources of the PROMISE infrastructure and networks to examine the program models for English Learners, and to strengthen the coherence and efficacy of their programs. An external review of the bilingual

program at one school, and walk-throughs and coaching for the dual language education/two way immersion programs at two schools were the means of doing this work. As a result, more consistent and research-based models of language instruction were adopted, and the programs are better aligned and articulated across classrooms and grades.

Building collaborative responsibility for the English Learner program – ending marginalization:

Finally, three of the elementary schools developed mechanisms through their PROMISE work for engaging teachers and administrators together in the task of taking responsibility for the EL program at the school. Growing out of the PROMISE Lead Teams, an ELD Committee at one school and an EL Task Force at another became ongoing mechanisms for dialogue, reflective practice and planning needed to monitor and strengthen English Learner programs and services.

- **The Middle Schools**

Four middle schools were initially involved in the PROMISE pilot. One left the pilot at the end of the first year as they determined that PROMISE was not a good match for the priorities of the school, and concurred that little movement was occurring. Three middle schools continued in PROMISE for the full pilot. As part of their PROMISE Plans, all three also enrolled their PROMISE Lead Teams in the Secondary School Leadership for English Learner Success series in the first year of the pilot. And, all three worked in multiple arenas as part of their PROMISE work.

Designing appropriate programs for diverse English Learner Needs:

A focus on defining and implementing appropriate programs and course placements for different “typologies” of ELs led to revising the EL program to better meet the diverse needs of newcomer students, regularly developing ELs, and the long-term EL population. Developing awareness of the different needs, determining appropriate placement guidelines for these groups, work on the Master Schedule to ensure appropriate placements would be possible and closer monitoring of EL placements all were part of this emphasis on a more coherent and focused program.

Instituting Spanish for Native Speakers programs:

To enhance language and literacy development overall, to address the need to affirm students’ languages and cultures, and in recognition of the value of biliteracy development, all three middle schools instituted or strengthened their

Spanish for Native Speakers programs. They were inspired and supported in this through visits to high schools in the PROMISE network with award winning Spanish for Native Speakers programs.

Engaging English Learners in responsibility for their own achievement:

Two of the middle schools developed strategies to engage students in understanding their test scores and grade point averages, and understanding the implications of that data for their school options and futures. At one school, this focused on reclassification with one-on-one meetings with ELs to explain CELDT and the kind of growth would need to demonstrate in order to be reclassified. In another school the Data Chats similarly focused on grades and CST scores.

Creating a more inclusive school culture:

All three middle schools sought through their PROMISE work to improve the school culture and climate. The strategies included multicultural clubs, activities to mix students across cultural groups, school climate surveys, career exploration activities, and building faculty awareness of student needs and experiences.

Strengthening instruction for English Learners:

Each of the middle schools selected professional development approaches to strengthen EL instruction. One chose to provide all teachers with SIOP training, another with focus on vocabulary development, and one with the WRITE Institute.

Engaging Parents:

Two of the middle schools focused on parent engagement, seeking Nell Soto funds for Home Visits, establishing parent centers, and instituting Saturday Family Workshops.

- **The High Schools:**

Four high schools were among the original PROMISE pilot sites. A fifth high school (in the same district as two of the PROMISE pilot sites) began unofficial participation in the second year and continued through the third year. Their work is included in this analysis of the work of the sites, although their data is not included in the formal analysis of impacts on students. One of the original pilot high schools was a low-implementation site, with very little engagement with PROMISE, little traction with the PROMISE model, and lack of follow-through. Changes in principal leadership at that school contributed to the difficulty in gaining traction for the PROMISE work. The other

four sites were high-implementation sites, worked in multiple arenas and touched on multiple core principles over the course of their work. This analysis focuses on the four sites that implemented the PROMISE model. The four high schools began their PROMISE work with Lead Teams participating in the Secondary School Leadership for English Learner Success series, which played an important role in focusing their PROMISE Plans on the following:

Addressing the needs of different “typologies” of English Learners:

All of the four high schools included a major focus on determining appropriate courses and placements for ELs at various levels of English fluency and of different typologies (*i.e.*, *newcomers*, *regularly developing English Learners*, *long term English Learners*). The long-term EL focus resulted in the creation of special ELD courses, “English for Academic Purposes,” designed for long term students, emphasizing writing and academic language with relevant texts. WRITE Institute units were used for these courses across the sites, and one site adopted a new ELD text, incorporating it with the WRITE Institute units. Spanish for Native Speakers was strengthened across the high schools as a major part of the program for long-term ELs as well as for other students whose home language is Spanish. Addressing the needs of newcomer ELs, one high school instituted a double block of ELD, and also entered into partnership to institute a project through which newcomer students could simultaneously work towards their high school diplomas in Mexico and in California.

Attending to appropriate course placement and building mechanisms of academic support for success in more rigorous classes:

Being sure that students are appropriately placed into the most rigorous placement in which they can be successful was a major part of the work in the high schools. To do this, the high schools reexamined and strengthened the criteria used to determine appropriate placements. New courses were created (as needed to increase access to more rigorous classes) and all schools expanded sheltered (SDAIE) sections of academic courses. To support students in the more rigorous classes, the sites designed and implemented various kinds of academic supports. Thus, mechanisms like EL tutoring and Saturday Scholars were created for students.

Building faculty awareness, understanding and empathy for English Learners:

In comprehensive high schools, ELs are often considered the province of ELD teachers. Many teachers are not aware they have ELs in their classes. Yet the combination of the high level of skills and academic background required for

grade-level work in high schools and the language demands for successfully engaging that work (especially when the instruction is in English) results in low achievement and discouragement for ELs and frustration for teachers. It is common for teachers to feel that ELs (who sound orally fluent in English) are not trying hard enough. All of the PROMISE high school Lead Teams faced the challenge of how to build faculty understanding of ELs, create more empathy for ELs and convince teachers that new instructional strategies can make a difference in EL engagement and achievement. This issue was high on the agenda for the PROMISE high schools in the first two years as they laid the foundation for what would later become a major push on professional development in year three. Two sites used student surveys and one site used student videos as mechanisms for eliciting student voice, humanizing EL experience and for informing teachers about the things that students find helpful. The high schools also worked on the quality of information teachers were given about their EL students, and being sure that teachers could make sense of the information in terms of implications for instruction and curriculum. By creating more coherent criteria for student placement, and creating new course sections designed to meet the needs of ELs, the PROMISE schools made it possible for teachers to be clear about who they were serving. Finally, the presence of teacher leaders on the PROMISE Lead Teams, and the strengthening of their leadership skills facilitated outreach and engagement of teachers *across* the school. All of this took two years to make happen – but it opened the door for the emphasis on professional development that would follow.

Changing instruction:

The high schools initially put their focus on issues of structure, placement, course creation, and monitoring. Once that was in place, the issue of professional development was on the table – how to strengthen instruction for meeting the needs of ELs. These efforts began to surface in Year Two of the pilot with the ELD teachers. In Year Three, the efforts were deeper and began to reach a wider range of teachers. Professional development included the WRITE Institute, SIOP, Advanced SDAIE strategies, and SDAIE Strategy of the Month.

Monitoring academic progress and success tied to new flexibility in placement:

The high schools put new systems into place for monitoring how well their ELs were doing in academic classes. ELs getting Ds or Fs were noted at the first grading period, triggering deeper inquiry into their academic experience. The master schedules were organized to allow more flexibility in moving students in mid-semester into placements where better support and success were likely.

Student voice and leadership:

EL student voice, student leadership, and engagement of students in developing multicultural competencies and awareness were key parts of the PROMISE work across the high schools. Videos of student voice were a prominent means of building faculty awareness of the EL experience on campus. Creating Bridging Multiple Worlds sociology and skills courses and curriculum, and instituting a Bridging Multiple Worlds student leadership component on several campuses resulted in changing the climate to be more inclusive and affirming on the campuses.

- **Impacts on Leadership**

PROMISE was designed to impact on the practices, policies and structures of schools, and to strengthen the climate and culture to be more inclusive and supportive of EL involvement and achievement. In the process, the model had a noticeable impact on leadership in a number of the sites and districts. Teachers who served on the Lead Teams in seven of the fourteen schools emerged as more knowledgeable, active, and effective school-wide leaders as a result of their work in PROMISE. Principals in six sites reported that they had developed skills and knowledge through PROMISE that strengthened their capacity to lead an effective change process and to lead schools to better serve ELs. More collaborative formats came about for talking about ELs issues, raising policy and practice concerns related to EL education, and informing decision-making shifted dynamics of leadership in seven of the schools.

Leadership in PROMISE was not specific to formal roles. As a systemic reform, leadership was sought across multiple roles. In measuring the changes in leadership capacity, a matrix was created to track several dimensions of leadership: *consistency* in leadership across the years of the pilot, *knowledge* held by school leaders about ELs, degree of *advocacy* orientation and actual advocacy practices related to ELs, *alignment* of leadership across levels of the system around a vision for ELs and the agendas developed by sites through their PROMISE planning and reflection, and the degree to which leadership was *collaborative and distributed* across the site and system. (See *Leadership matrix in Appendix B*)

The results on the leadership analysis mirrored almost exactly the results on the analysis of depth of engagement and implementation of the PROMISE model. Schools that appeared as weak or low on leadership measures also appeared as weak or low on implementation and engagement with the PROMISE model. To some degree, this is obvious. Good leadership seeks out resources and opportunities, and leverages involvement in those opportunities to strengthen their schools. PROMISE was such an opportunity. Indeed, two Superintendents and three principals reported in end-of-pilot interviews that they had eagerly sought involvement in PROMISE because they felt

PROMISE would help advance agendas they saw as needed in their schools. The two factors (strength of leadership and degree of implementation of the PROMISE model) did not appear causal. Rather, there was an iterative relationship between the two. According to participants in PROMISE, engagement in the PROMISE model built and strengthened leadership at the sites. And, the extent to which leadership existed and was built, deepened engagement and progress in implementing the PROMISE model.

Although not explicitly designed as such, It turned out that the PROMISE model functioned as a leadership development approach. One of the marked impacts on eight of the fourteen PROMISE pilot schools was the development of stronger, more knowledgeable, more collaborative teacher and administrative leadership (site and district) with a shared vision and agenda for EI education.

Lessons Learned About the PROMISE Model And Conclusions

The purpose of the PROMISE pilot was to test a model and draw lessons about its components, effectiveness, and implications for the field of school reform. This section of the research report discusses lessons learned.

Lessons Learned About The Promise Vision

For a vision-based model to be powerful and to drive reform, there has to be an intentional focus on the content, values, and rationale for the vision throughout the course of the reform process, particularly when the vision goes significantly beyond the goals incorporated in the schooling system overall. The PROMISE pilot illustrated several strategies that are important in leveraging the power of a vision-based model:

- **Strategies are needed in order to develop a shared language for talking about the vision, to develop a shared understanding of the meaning of the vision, and to help people develop a concrete picture of what it might look like to enact the vision.**

Terms like “multicultural competencies” and “21st century global skills” do not have a commonly shared operational definition. They evoke very different images in people’s minds about what students should be learning and need to be able to know and do, and quite different assumptions about what a school looks like leading to the development of those skills. The research literature is not cohesive in the definition of these terms. To support educators in pursuing these aspects of the PROMISE vision, PROMISE would have needed to create the time and formats for participating schools to talk about their own understandings of the terms, to analyze the various definitions, and to look at various approaches schools have taken to address aspects of those goals. Participants needed to co-construct or be instructed in the PROMISE definitions. The approach that was used effectively in PROMISE to deepen understanding about the core principles would have been equally powerful in a focus on the PROMISE vision. Without

that focus, the vision remained vague and was not well pursued until an intentional “push” occurred almost a year into the pilot.

• A vision-based model requires a focus on the research base and rationale for the vision, as well as focus upon the values underlying the vision.

The reason for incorporating and pursuing all aspects of the PROMISE vision had to be compelling. PROMISE overall and participating educators needed to be able to articulate the rationale for why the PROMISE vision included student outcomes beyond traditional academic mastery. Participating districts and sites needed this to clarify their planning, and they needed this in order to be leaders in engaging their school communities in pursuing those aspects of the vision.

At the mid-year symposium one year into the pilot, the PROMISE Design Center responded to the need for a focus on research and rationale in regards to the components of the vision related to biliteracy. It was particularly important for educators to see the connection between the pursuit of biliteracy and strengthening overall academic achievement. The research on effective literacy development for ELs enabled this to happen. Participants were engaged in talking about the implications of the research and school teams examined their own school practices and policies through a lens of biliteracy. This was a major turning point in the work of the pilot schools. In reflective interviews at the end of the pilot, four Principals and three district staff spoke of the change in their own understanding of why biliteracy is important and the importance of having been exposed to the research as key in developing that understanding. In the end, biliteracy and academic mastery of grade-level standards were the parts of the vision that were sustained. Other aspects of the vision, such as multicultural competencies and 21st century global skills, were not.

• Ongoing support is needed to maintain a focus on those aspects of the vision that are not incorporated and embraced in the existing school systems of curriculum, assessment and accountability.

Participation in PROMISE was voluntary. All schools and districts in the pilot had a very full plate of professional development, program improvement initiatives, and special projects when they entered the PROMISE pilot. Throughout the life of the pilot, schools experienced intense pressures to respond to multiple demands and agendas. The aspects of the PROMISE vision that aligned directly with the demands of the system were adopted and implemented more readily than those that were not. The PROMISE Facilitators, the PROMISE Design Center, and the PROMISE convenings were necessary mechanisms for reminding the schools of the full PROMISE vision and helping to support activities to enact those aspects of the vision. However, the specialized language of PROMISE did not match the language used by accountability reforms impacting schools, so it was not easy for educational leaders to see the correlation and relationship

between PROMISE and the other frameworks they were required to respond to. This was made more problematic because to some degree, existing accountability and school improvement policies and structures created counter-pressure to enactment of the PROMISE vision.

• Vision-based models need appropriate assessments that can measure progress towards the vision. Without such assessments, it is a challenge to maintain a focus and justify activities geared towards enactment of the vision.

Systems measure what has value to them. Similarly, what gets measured, counts. Academic mastery and proficiency in English are measured in the state and district assessments. Attainment of standards and progress towards achievement in these arenas of the PROMISE vision are incorporated into accountability. There were no assessments in place in the PROMISE pilot schools to measure other aspects of the PROMISE vision: engagement and motivation, biliteracy, multicultural competencies, and 21st century global skills. As a result, participating schools had no way to assess what skills their students possessed or not, and whether their actions were in fact resulting in the attainment of skills. Only two schools in the pilot actively assessed academic mastery and progress in Spanish. The lack of assessments contributed to the difficulty in affirming the importance of those goals, and certainly made it difficult to garner resources and implement actions to attain the goals.

• Participation in a region-wide community of schools sharing a vision of biliteracy was an important factor in emboldening education leaders to advocate for the benefits of biliteracy.

Many of the district and site leaders entered PROMISE with personal beliefs in the importance of bilingualism. Some were very familiar with a research base between the cognitive benefits of bilingualism and the key role that home language development plays in the development of a second language. A few were active in their communities and in the field of education as advocates and leaders in developing bilingual programs. Most, however, were not aware of current research on bilingual approaches, and were not active in professional dialogues or networks about the issue. Over the course of the three years of PROMISE, this began to change. School leaders became more vocal and active in speaking out about why biliteracy was an important goal of schooling, and why bilingual approaches were part of a powerful school program for English Learners. In responses to an Advocacy Oriented Leadership personal reflection tool at the end of year Three of the pilot, this shift was attributed to the excitement and inspiration derived from interacting with others in the PROMISE network, from deeper understanding and an increased ability to articulate the research behind bilingual approaches, and to witnessing in their own schools and in schools across PROMISE the ways in a focus on bilingualism could be infused in ways that motivate and engaged students and parents in new ways. In

interviews at the end of the pilot, eight Principals spoke of being “emboldened” by their participation in PROMISE to be more active and effective advocates for bilingualism.

By the end of the pilot, all schools strengthened their program of English Language Development and had taken steps to increase access to grade-level standards. For example, they had focused ELD more specifically on proficiency levels. Elementary schools had invested in professional development to better scaffold instruction and secondary schools had worked to develop better systems of placement and monitoring. Accesses to grade-level standards and English language development were aspects of the PROMISE vision of student success directly congruent and most obviously aligned with state curriculum and accountability. They were measured. Almost all PROMISE schools had also instituted, incorporated, or strengthened programs and approaches supporting the development of biliteracy. For that aspect of the PROMISE vision, as leaders became clearer on the research base and had been able to see concrete models of effective ways to enact that vision, they instituted or strengthened Spanish language development. Some had means of assessing biliteracy, but even those without satisfactory means, the research base and their own sense of the importance meant that schools implemented strong efforts. Three schools had incorporated a focus on multicultural competencies (with approaches that were “homegrown” in two cases and that were developed with the help of a PROMISE partner in the third case); only one school incorporated 21st century global skills.

• In a vision-driven and principles-based reform, the relationship between the vision and the core principles needs to be made explicit.

In the PROMISE model, the core principles were positioned as the pathway to enacting the PROMISE vision. In the materials, the vision is stated in front, and the principles follow – but the content is not explicitly connected. The principles were used in the work with the pilot schools as the framework for planning, for reflecting on practices, and for creating coherence among the efforts within a school. The PROMISE pilot site Lead Teams were, for those reasons, focused on the principles. The vision was, for many, a distant or disembodied statement. For them, PROMISE was *about* the principles. When the PROMISE Design Center, or PROMISE Facilitators raised the content of the vision in the context of reflections on practice or planning, Lead Teams were often confused. Some felt they were facing a switch in focus. Some felt the vision was a distraction. Where PROMISE was able to make the connection, it was powerful.

Lessons Learned About Core Principles

• A principles-based approach creates a sense of coherence among the various initiatives in a school and reduces a sense of fragmentation and overwhelm.

A principles-based approach is designed to provide coherence and connection. Educators in PROMISE schools were anxious about the extra activity PROMISE might require. When schools first became involved in PROMISE, a common concern was how much “extra” work this would entail, and worry that PROMISE would be “yet another” of many initiatives the school was trying to juggle. In the reflections of Lead Team members at the end of the first six months, these concerns were across the board. Once a principle had been selected, the Lead Teams were asked to create Web graphics connecting all of the activities and initiatives already going on in their school that are connected to and enact that core principle. This activity was the beginning of creating coherence. One teacher leader on a PROMISE Lead Team looked back on those first months, describing:

“All we could think about at first was how hard it was going to be to take on one more thing. I actually thought some of our teachers were going to cry when we first started explaining how we were going to develop a PROMISE Plan for the next school year. But the thing is, once we got into it, we realized that a lot of things already going on at the school already were PROMISE work – they were connected in ways we hadn’t seen before... and there it was, our work on the core principle of Challenging and Relevant Curriculum! Once we saw the connections, it all made sense in a new way – all of those things we were scurrying around doing now felt like there was a common direction we were heading. It was easier to see the gaps still left, and PROMISE didn’t feel like “one more thing”, it felt like it was helping us do what we were already trying to do but to do it stronger and better. So even though we took on new work through PROMISE, it didn’t feel so overwhelming. Things felt clearer.”

- **Each principle opens the door to the others.**

A comprehensive and systemic approach requires the enactment of all eight principles. However, comprehensive reform is overwhelming if schools feel they need to work on everything and at all levels at once. For this reason, each school’s PROMISE Plan began in the first year by focusing on just two or three of the principles. Allowing schools to select a few principles gave them choice of where they wanted to begin, and it allowed their start-up plans and work to be focused. Through community meetings, surveys and staff dialogues, schools arrived at their initial choices. As the schools delved deeper into implementing those principles, their understanding of the principles deepened and the Plans were broadened and strengthened to a large degree.

The PROMISE theory of change posited that work on one principle would have impact on the arena of the other principles and would lead to eventual work in all principles. Each principle would work as a “way in” to the whole. As schools went deeper and deeper into implementation of their initially-selected principles, they did indeed expand to incorporate other principles – not as a wholly new focus, but rather as

an extension of their work on the initial principles. A summary of how work on one or two principles led to the others shows the following:

Table 2.5: Work on One Principle Led to Work on Others.....

<i>Work on this principle..... led to working on these principles</i>	
Challenging and Relevant Curriculum	<ul style="list-style-type: none"> →→→ High quality professional development →→→ Valid and Reliable Assessment →→→ Parent Engagement →→→ Empowering Pedagogy
Safe and Affirming Learning Environment	<ul style="list-style-type: none"> →→→ Empowering Pedagogy →→→ Relevant and Challenging Curriculum →→→ Parent Engagement
High Quality Professional Development	<ul style="list-style-type: none"> →→→ Valid and Reliable Assessment →→→ Challenging Curriculum →→→ High Quality Instructional Resources →→→ Empowering Pedagogy
Empowering Pedagogy led to work on	<ul style="list-style-type: none"> →→→ High quality professional development →→→ Parent and Community Engagement
Parent and Community Engagement led to work on	<ul style="list-style-type: none"> →→→ Empowering Pedagogy →→→ Affirming Learning Environment →→→ Valid and Reliable Assessment

Work on this principle..... led to working on these principles
Work on all of the principles led to →→→ Advocacy Oriented Leadership

Lessons Learned About Co-Design Ane Reflective Practice

- **Co-design relies on creating forums where people can work together across roles. This works most powerfully when there is already a foundation of trust and relationship between administrators and teachers.**

The PROMISE co-design and reflection process works through building relationships of trust, honesty, respect, and integrity in a professional learning community that is able to share differing perspectives and talk about what is and isn’t working.

The PROMISE Lead Team was the foundational structure for these dialogues, and was comprised of people in different roles and grade levels in the school. The basic premise is that diverse perspectives help inform a fuller understanding of what is occurring in a school. Tools for reflection and dialogue were created to ensure that knowledge and perspectives from across the school could be shared. A classroom teacher has deep understanding of the challenges of implementing specific curriculum that a counselor might not. An administrator may have an overview of the uses of resources that a teacher might not. The composition of the Lead Teams was purposeful and intended to build understanding of all members of the full system. This was important for many reasons, and the power was evident from the first assigned tasks of looking at school practices through a lens of the core principles. For example, when PROMISE began, it was common for Lead Team members to declare that their school was already implementing some of the principles. “We already do that!” In some cases, this was true. In most cases, however, the person either had a somewhat shallow understanding of the principle (e.g., two workshops a year for new teachers on SDAIE strategies does not comprise high quality professional development for a school), or made their declaration based on hearsay about things going on that were only barely being implemented. Those declarations were evidence that some deeper look and dialogue was needed.

PROMISE Lead Teams received facilitation in reflecting on the degree of implementation in their school of various characteristics of effective EL practices. Individually, people would rate degrees of implementation. Then, together, the group would share their perspectives, asking each other for more information about what each person saw going on at the school, and coming to a shared picture of the status of practices throughout their campus. (*Refer to the PROMISE Principles Tool*). Similar

approaches were taken in identifying barriers to change (*Refer to the card sort from the second mid-year symposium*).

The outcome of these sessions was planning for next steps and the revision of the PROMISE Plan. The PROMISE Lead Teams were responsible for returning to their sites and making those steps happen. The degree to which they were able to work together influenced whether and how well the plans were actually implemented. This was more difficult in the schools where tension and insufficient trust existed between administrators and teachers – as well as between site and district administrations.

At four PROMISE sites, the basic organizational climate and conditions were not present to support the PROMISE co-design model. Those conditions had to be created first. In one case, out and out hostility existed between teachers and the principal; in another case, a stony silence and refusal to engage with each other was the mode of operation. There was little communication; top-down decision-making was occurring about things teachers felt they should have had input into, and an increasing distrust was building among the faculty. PROMISE Plans fell into the middle of those dynamics, and little implementation occurred until there were changes in the Principal. The breakdown of contract negotiations in one school similarly created conditions that made reform difficult. Teachers were resistant to taking on extra work. In analyzing progress, these dynamics were considered by Lead Team members at three PROMISE sites as the major explanation for why it took them over a year to even begin to move the PROMISE work along. These conditions eventually shifted through actual changes in personnel (new Principal), or through an arduous process of dialogue and trust building that was facilitated by the PROMISE Design Center, working group members and others. The basic conditions for reform had to be created before the PROMISE model could be implemented.

• Co-design with a core-principles approach opens the possibility of a wide range of decisions and actions that can be pursued by a site. Without some guidance, critique and strong immersion in research at the start, schools can lose precious time implementing less effective Plans as they “make meaning” of the principles.

The Plans and work of the PROMISE sites in the first year were somewhat tentative and sometimes shallow as Lead Teams struggled to understand the core principles and develop the kind of shared vision and sense of role that would enable them over time to shape and lead the work in meaningful ways. Along the way, they became more familiar with research-based practices, and saw more fully how to deepen their work. It was in many ways a discovery model. Schools started where they were, and through facilitation, support and a community of practice, they found their way towards increasingly meaningful practices. On the continuum between a fully-prescribed and packaged program approach and a wide open “find your own way” approach to school improvement, PROMISE sought to find a balance through the co-design and core-

principles framework model. However, time was lost in the process of “making meaning” and learning. Despite a great deal of expertise on effective practices existing within the six county offices of education, the Working Group and PROMISE partners, there was little application of that expertise in the development of the initial PROMISE Plans. This was a missed opportunity to jumpstart PROMISE by infusing initial plans with foundational effective practices.

• Co-design and reflective practice “fit” most easily into the life of schools that were already familiar with professional learning community models and practices.

In schools and districts where the groundwork had been laid for engaging staff in professional learning communities or other forms of professional collaboration (e.g., productive collaboration time built into the daily life of schools), there were already structures to support the kind of collective reflection and planning that the PROMISE model called for. The experience of teachers and administrators with professional learning communities gave them a language and frame for understanding the co-design and reflective practice approach of PROMISE. Furthermore, the PROMISE core principles and vision of student success provided important content to be discussed and focused upon through professional learning community dialogues.

• The mid-year symposiums and end-of-year reflection/planning sessions were essential for building communities of practice and guiding schools through the PROMISE process.

The three-year process of being led through the journey with tools, reflection support, planning processes made a difference in the strengthening and deepening of the PROMISE Plans, as well as in motivating and inspiring sites to continue their work. All Lead Teams and administrator interviews cited major “aha’s,” connections and key dialogues that occurred in these venues and through the facilitated activities and use of tools. They spoke also of the motivation and re-inspiration that occurred through the gatherings and through the opportunity to “take stock” in what they had done and where they wanted to go. As PROMISE evolved, these tools and gatherings became increasingly important aspects of the PROMISE intervention and PROMISE model.

Leaders in the PROMISE sites and districts identified an ongoing need for networks and access to research and expertise, to an external eye/ear to ask critical questions and to broker research to respond to challenges being faced.

- **Reflective practice was among the most valued elements of the PROMISE experience for many members of the Lead Teams – and the component of the PROMISE model they had least confidence about being able to continue beyond the pilot.**

In the final symposium bringing together lead teams from across the PROMISE schools and districts, the focus was on looking ahead to the future beyond the PROMISE pilot. Schools shared the things they were planning to sustain, and reflected on what has most value for them in continuing the work. The programs and instructional strategies that had been put in place through PROMISE would be sustained in most cases. Many of the structures would continue. But some of the PROMISE practices that drove the model were more problematic. Could they be accomplished without PROMISE?

Across the network, the refrain heard over and over was that PROMISE’s power lay in large part on the reflection, co-design, and development of collaborative leadership. The sites that had developed strong new leadership structures planned to continue the structures of leadership developed over the course of the pilot. Lead Teams worried most about how to maintain the kind of reflective practice that drove so much of the work. Reflective practice takes time, and it often depends upon facilitation, tools and coaching. Facing severe budget constraints, the most difficult aspects of PROMISE for districts and sites to find ways to support post-pilot were funding the Facilitator positions, and paying for extra teacher release time for planning and coordination. Some sites had already, in the course of PROMISE, restructured their school calendars to incorporate collaboration time. But what they were most concerned about whether they could manage it without PROMISE was the power of having external partners, being part of a network, and having a Design Center and county office staff to raise issues, to create tools, and to provide facilitation that they deemed so powerful in moving their work ever deeper.

- **The co-design process was a factor in fostering a distributive and collaborative model of leadership with increased capacity to “move” the change process, and with lasting impact on leadership in several schools.**

The co-design and reflective practice component of the PROMISE model engaged Lead Teams and leadership at the PROMISE sites in developing shared objectives and strategies for moving their school forward. While it was not explicitly intended as a leadership development strategy, these processes and the Lead Team structures that were nurtured over the three-years of the pilot created more distributive and collaborative leadership at the majority of PROMISE school sites. This collaborative and distributive leadership was able to motivate and engage people throughout the school creating more ownership and “buy in” to the work, and to design plans that represented a more systemic view of the school than would have occurred without such broad representation in dialogue and planning.

Lessons Learned About Leadership And The Infrastructure Of Support

Lessons learned about leadership and the infrastructure of support for the PROMISE Initiative are described independently for each component and support entity, as well as a final section of lessons on the interaction and cumulative impacts of all of the entities. While these findings are presented in terms of structural and system roles, leadership is viewed as an organizational characteristic and not as a specific role.

• County offices strengthened their capacity to support significant school improvement through their PROMISE collaboration with other county offices – establishing their leadership in a new way, reaching a broader field with their own expertise and training models, gaining access to the work of other county offices for schools in their region, and providing a vehicle for a shared voice and presence in the state and nationally.

Participation in the PROMISE Initiative resulted in numerous benefits for the county offices of education. Beyond the specific improvements they were able to support in the PROMISE sites in their county, the county offices developed a new profile of leadership for EL success, new tools, and approaches for supporting sites and districts, and valuable lessons learned. The collaboration across the county offices was a powerful venue for sharing expertise, gaining new strategies and information, and developing relationships that contributed to productive partnerships in other efforts. Working Group members were staff of county offices with responsibility for various areas of EL support and school change support. While the PROMISE meetings focused on the work of the PROMISE schools, Working Group members reported learning and benefiting a great deal from the relationships developed with staff of other county offices through the PROMISE work. The Working Group, meeting regularly throughout the three years of the pilot, served as a professional learning community – enabling county office staff to share expertise and resources and to build relationships that carried over into other avenues of their work. The PROMISE collaborative opened the door in each county to bringing the expertise of the other county offices in to work with schools in their county. The WRITE Institute training, the Secondary School Leadership for EL Success series, GLAD training are examples of resources from one county office brought to another county (as priorities and at discounted rates) and made available not only to the PROMISE schools but to other schools as well. The work of each county office became known to a wider region and group of educators, building visibility, credibility, and participation in the work of the county offices.

The PROMISE Initiative was designed with the intent of contributing to the state of the field of EL education throughout California and nationally. Even before research results were available, the PROMISE vision and framework and the collaborative structure raised interest beyond the PROMISE counties. In Fall of 2005, four of the

County Office Superintendents traveled to Washington D.C. along with the Director of the PROMISE Design Center to meet with legislative staff about their concerns about EL education and about the importance of the PROMISE approach. When the debate over the reauthorization of No Child Left Behind began, the PROMISE collaborative developed a statement again signed off on by the PROMISE Superintendents, representing a coordinated “voice” presented to legislative staff in Washington D.C. At professional conferences, presentations by and about PROMISE created visibility and a vehicle for voicing the PROMISE vision, sharing tools that had been developed to date, and beginning to disseminate lessons learned along the way.

• **The PROMISE Facilitator role was essential to the progress of PROMISE sites.**

By the end of the first year of PROMISE (and reiterated throughout the initiative), site Lead Teams and administrators were adamant on the importance of the PROMISE Facilitator role. They relied on the PROMISE Facilitator to provide coordination, logistical support, facilitation, and to serve as a continuous presence reminding them of their purposes and plans for implementing the PROMISE work. It is highly unlikely that the amount of work and progress that PROMISE sites accomplished would have occurred without their facilitator.

• **Insufficient clarity about the PROMISE Facilitator role at the start of the initiative and inadequate upfront attention to the training and expertise required for the position led to challenges in getting the PROMISE work going in the first year of the pilot.**

The PROMISE Facilitator position was set as a Teacher on Assignment level. This had both advantages and disadvantages. The facilitators would have benefited from a broader system perspective, from understanding more about school administration and from prior experience in school reform efforts. These were perspectives that the PROMISE Design Center sought to provide as it became evident that they were needed in order for facilitators to effectively move a school improvement initiative forward in their sites and districts. Furthermore, site and district administrators were not always as respectful of the facilitator’s perspectives as they might have been if the facilitator had prior administrative experience. On the other hand, teachers saw in the facilitators people who were close to the teaching experience, who understood what teachers face. The resulting trust was an enormous asset as the facilitators sought to engage teachers and focus on change at the classroom level. At any rate, there is no question that facilitators would have been able to hit the ground running with more focus had a training plan been in place to prepare them for the job of supporting school change.

Interviews with facilitators, working group members, and site and district administrators at the end of the pilot identified a set of skills important in a facilitator: strong knowledge of EL issues, experience designing and running programs for ELs at

site or district level, skill at facilitating reflective thinking, credibility with teachers, ability to skillfully challenge others to question and think deeper, experience as a professional developer, knowledge of system protocol, understanding of systems change and school reform approaches, energy, and a good sense of humor!

• Creating a stable and active PROMISE Lead Team was a challenge in many schools, but where it happened it played a powerful role in the reform effort.

All sites faced some challenges in creating a stable core Lead Team that could meet regularly to shape and lead the PROMISE effort at their school. Time is one of the most precious and rare commodities in a school – and finding the time to meet as a Lead Team was a challenge made more difficult because many of the people who chose to serve on the PROMISE Lead Teams were also engaged in other activities in the school. The Lead Team structure created a unique forum in the schools where administrators, counselors and teachers sat together to focus on a specific set of school improvement objectives and to craft together the strategies to move their EL programs forward. Those PROMISE sites that were successful at building a strong Lead Team and finding time for them to meet made markedly faster and deeper progress than other sites. It is not surprising that those sites created ongoing mechanisms to continue the work of Lead Teams beyond the PROMISE pilot.

The Lead Team structure impacted individuals as well as the school. Numerous individual members of the PROMISE Lead Teams found the experience life-changing, as they developed leadership skills, grew in their perspectives and understanding of how to motivate and manage change, and were able to see the concrete impacts on their schools and students. Said one Lead Team member in her end-of-PROMISE interview,

“I never would have guessed that I would be this outgoing, this involved, this much of a leader. I was a classroom teacher. It wasn’t until being part of the PROMISE Lead Team, sitting at a table with administrators and other teachers and having my perspective really count, that I began to see myself differently. I’d get an idea and be encouraged to run with it. Then I got more and more inspired, and more and more vocal. I really see myself now as a leader in the school. There’s no turning back now!”

• The engagement of PROMISE partners and researchers played a strong role in making PROMISE a research-based reform. PROMISE was a powerful model for integrating researchers and practitioners, and bringing research to the service of practice.

In the end-of-PROMISE reflection sessions, site and district leaders and PROMISE Lead Team members from most sites identified that exposure to and interaction with researchers and partners was one of the very unique features of the

PROMISE Initiative, and that the interaction deepened their understanding and use of research-based EL approaches. This had particular impact in several aspects of the PROMISE work.

In the first year of PROMISE, leaders from the preschool sites struggled to apply the principles and models for K-12 to the context of early childhood education programs. A series of meetings were instituted bringing together the researchers, interested members of the Working Group, and preschool directors and teachers from the PROMISE sites. Together, they looked at and discussed the research on the development of language in early dual language learners and the implications for preschools. This evolved into the Promise Preschool Network (see description on High Quality Instructional Resources in the PROMISE core principles section of this report). The program models, uses of language and strategies for language development that were implemented by the preschools in their PROMISE work were deeply shaped and impacted by the involvement of researchers in the Preschool Network.

The CEEL/LMU Certificate in Leadership in Biliteracy Education enabled clusters of teacher leaders from PROMISE school sites to delve deep into the research behind the core principles their schools had elected to focus upon. The academic work of the courses provided the theoretical and research context for actual activities that participants were carrying out at their sites. The course on Family and Community Engagement enabled teachers to participate in Parent Meetings at their PROMISE schools with the lens of “funds of knowledge,” and to do their own action-research projects to understand more fully the dynamics of parent engagement at their site. Thus, they were able to simultaneously develop their own knowledge base and to make a significant contribution to the PROMISE work.

Six out of eight of the PROMISE secondary school sites sent teams to the Secondary School Leadership for English Learner Success series. There, the teams read research on adolescent ELs, used that research as a lens for examining the programs and practices at their sites, and worked to identify the research-based strategies that filled out their PROMISE Plans. All of these schools cited impact, most “dramatic impact” on their PROMISE implementation. In reflecting back on the three-year journey, the Baldwin Park teams cited the series as having a profound impact on the Leadership Teams, and that many of the implemented programs and changes to practice carried out in their PROMISE work stemmed from knowledge gained about ELs through the series.

• The PROMISE-created networks and communities of practice were important overall, and were particularly significant in shaping the work of preschools and secondary schools.

One of the PROMISE strategies was the creation of communities of practice and networks across the collaborative. Initially, the hope had been to support convening of people by role across the PROMISE schools at a far greater level than the actual funding permitted. Where it occurred, it was one of the very powerful mechanisms within PROMISE for deepening rigor, increasing the implementation of research based practices, and motivating sites to make change.

Participation in the six-county network and community supported change in multiple ways: the exchange of strategies, inspiration, concrete help, a sense of being part of something bigger than site. To some degree this was fostered by the annual mid-year symposiums bringing Lead Teams together across the sites. To some degree it was furthered facilitated by Working Group members and facilitators who learned of work at one PROMISE site that might be of interest to people at another PROMISE site.

The networks and communities of practice particularly mattered for secondary schools and the three preschools. Those secondary schools that had participated in the Secondary School Leadership series had a shared language and research base they were drawing upon in their work. The importance of differentiating programs to meet the needs of long-term ELs as distinct from newcomers was one of those areas raised by the series that prompted sharing across the PROMISE sites. The importance of biliteracy and the role of home language was another of these areas. An example of how this prompted exchange across the sites was the Golden Bell Award-winning Spanish for Spanish Speakers program in Escondido. Three schools sent teams to visit Escondido and to observe the processes of assessing and placing students into Spanish for Spanish Speakers classes. All three returned to set up programs at their own sites. The preschools were brought together at several times in the course of the pilot for sharing, for focus on some of the issues specific to early childhood education, and to pursue together how to handle the challenges of curriculum and language instruction. Dual language programs and bilingual programs were put into place in the preschools, directly due to the work of the network. Because preschool educators tend to be more isolated (as a field there are fewer opportunities for professional engagement), and because there has been less attendance to preschool with regards to ELs, the network experience was absolutely key to making the changes they made in PROMISE. For the secondary schools that participated in the community of practice and for the preschools that formed a network, this was one of the more powerful aspects of their involvement in PROMISE.

- **Access through PROMISE to a community of educators with a shared vision of English Learner schooling made it possible for teachers in schools with weaker administrative leadership to gain skills and support to pursue changes in their school.**

General wisdom is that changes occur in schools when there is site leadership at a formal level that is invested in the changes and can lead and manage the change effort. In PROMISE, this wasn't always the case. Site administrators changed in the course of the pilot, and while some embraced PROMISE as important to their school agendas, others were not particularly invested in PROMISE or the vision of EL success. Leadership in the PROMISE model consists of administrators *and* teacher levels. Teacher leadership was able to emerge even where and when administrators were not necessarily "on board" with PROMISE. Teachers in those sites, at those times, were able to access a community of other teachers and a set of support structures outside their school that inspired and enabled them to persist in making changes within their schools where and how they could despite some resistance from "the top." Participation in the Loyola Marymount University certificate program, in particular, served this function. The vision of PROMISE ignited them, the infrastructure of support afforded a network and opportunity for learning and reflection, and convenings and classes provided an alternative space where dialogue and strategy could occur.

- **Initiatives for English Learner success require leadership that has a solid foundation of knowledge about English Learners. This foundation existed unevenly across the PROMISE sites and districts— creating a need to focus upon leadership development.**

While school site leadership and district leaders sought engagement in PROMISE in order to address EL underachievement, they didn't necessarily have the base of knowledge about English Learners that enabled them to enter into the PROMISE work very effectively. At its most basic, a few principals did not see ELs as having specific needs separate from "just good teaching" or "universal" program approaches. Thus, the emphasis on using the PROMISE core principles as a lens for examining school practices or the emphasis on developing PROMISE Plans that spoke specifically to the challenges of EL simply didn't make sense.

Leadership specifically for EL success requires the following characteristics beyond generic leadership skills:

- While all effective educational leaders need to be able to articulate and facilitate shared vision within a school (*California Professional Standards for Educational Leaders #1*), a vision for EL success needs to speak to the specific language, cultural and access challenges of students who face a language barrier

- While all effective educational leaders need to promote student success by influencing and advocating within a larger political, social and legal context (*California Professional Standards for Educational Leaders #6*), to be an effective leader for EL success means being a proactive voice establishing that meeting the needs of ELs is a responsibility of the whole school and system and is key to the mission and vision of the school. This can only be done effectively if the leader understands the political contexts within which access to educational opportunity is jeopardized and the legal system designed to safeguard educational access for ELs.
- While all effective educational leaders need to establish and manage systems, structures and processes to support student learning (*California Professional Standards for Educational Leaders #3*), to do so for ELs requires an understanding of the research on effective practices and programs – and requires leaders to use their leadership position intentionally and strategically to build accountability for the inclusion of ELs and for meeting needs of ELs into the life of the school, by setting high expectations, and regularly monitoring progress, placement and achievement.
- While all effective educational leaders need to facilitate and nurture a school culture and instruction that is appropriate for student learning (*California Professional Standards for Educational Leaders #2*), to do so for EL success requires knowledge of specific resources and of available high quality professional development and expertise that can be brought to bear to build the school capacity to meet the needs of ELs.
- While all effective educational leaders need to mobilize and leverage community resources and collaborate with families and community members (*California Professional Standards for Educational Leaders #4*), to do so for ELs requires understanding of the cultural and language barriers that can exist to such engagement.

All of the skills noted above require that educational leaders in schools and districts serving ELs must be knowledgeable about EL needs, knowledgeable about EL communities, and grounded in the research and theoretical and legal frameworks for effective EL instruction and program design. Yet this knowledge base is seldom found in programs of administrative and leadership development. As a result, in some pilot sites, basic understandings about EL needs were lacking.

In these situations, before the core principle lens could be used, and before an effective PROMISE Plan could be developed, the PROMISE support infrastructure needed to begin to work with leaders to develop the basic understanding that ELs have special needs that have to be addressed in order for them to gain access to curriculum and be able to participate and succeed in school. This was particularly a problem at schools with fewer ELs (small concentrations), and in districts where the work to build EL programs had engaged only a small group of people in a school, and had not been clearly articulated as high priority from the top.

Across all districts and sites, a key role of PROMISE was providing access to research on effective EL approaches, and providing access to people with EL expertise to help leaders better understand the challenges and options for meeting the challenges of EL achievement. The degree to which this happened, however, varied depending on the quality of relationships that were built between PROMISE Facilitators, PROMISE Working Group members and school leaders. Despite the variance, the personal learning about EL that school leaders developed through PROMISE is one of the benefits mentioned consistently by school and district leaders in interviews about the value of PROMISE.

• As a systemic model, the degree of leadership support for PROMISE, the consistency of leadership, and the alignment of leadership agendas with PROMISE made a significant impact on the depth and sustainability of the PROMISE work.

PROMISE was created by County Superintendents who recognized that bold leadership was needed to significantly focus attention on the issue of EL underachievement. It was their act of leadership that created PROMISE, and a basic premise of PROMISE was that leadership would need to exist, be developed and built at the site and district levels in order to implement the vision and model. The initiative sought districts and school sites for the pilot where leadership was in place that would support a vision-driven, principles-based reform effort. And, PROMISE is a capacity building model, that by design sought to build shared vision, commitment and mechanisms of leadership towards EL success within the PROMISE sites and districts.

Despite this intent, there were challenges related to the consistency of leadership, and to the alignment of leadership with PROMISE. The consistency and strength of site, district and county leadership varied across sites and across the years of the pilot. PROMISE weathered major changes in leadership at all levels of the system: County Superintendents, district Superintendents, district English Learner Coordinators, site Principals, Working Group members and PROMISE Facilitators. This degree of change in personnel would be expected to be a challenge to effective comprehensive reform, and it did indeed create disruption. However, surprisingly, the systemic design of PROMISE that engaged multiple levels of the system provided some counter balance to the changes in leadership and personnel that occurred.

Leadership from others in the PROMISE system was able to smooth the transition of leadership changes in any particular situation. This was done horizontally by role. For example, when one county superintendent left, other county superintendents reached out to orient and engage the new superintendent in the PROMISE work. This happened across roles and levels as well. When a principal left and a new one came to a PROMISE site, the presence of district leadership and strong teachers on a Lead Team were able to sustain continuity in the work and integrate the new leader. The Design Center was

intentional in nurturing communication and relationships up and down the system, and leveraging people at the appropriate levels of authority as needed.

However, in those cases where there were multiple changes at multiple levels within a single PROMISE site and district, and where leadership that was continuous was not well aligned with PROMISE to begin with, there were major impacts on progress. Too much time and momentum were lost in the transition, too much understanding of PROMISE was lost in translation, and there was not sufficient leadership strength to carry through. This occurred in two PROMISE sites, and those were the sites with the least to show for their three years of involvement in the PROMISE pilot.

Conversely, the one site in which there was consistent leadership at the site administration level, the district level, the county Working Group member and the PROMISE Facilitator position, had the greatest progress in implementing significant improvements to their EL program and in institutionalizing new ways of doing things.

• The assumption that leadership already existed that was aligned with PROMISE, and the early emphasis on the PROMISE Facilitators and Lead Teams as the driving forces of the PROMISE work at a site, resulted in inadequate focus on the roles and leadership development needs of site administrators and district leadership.

The process of recruitment, application and assurances that prefaced the participation of sites in the PROMISE pilot, led to the assumption that both district and site administrators were “on board” with the PROMISE vision and approach. PROMISE focused on the facilitators as the major “on the ground” engine to facilitate the change processes called for by PROMISE Plans, and on the creation and functioning of site Lead Teams to guide and lead the effort. Coaching in school change strategies, close communication about how to facilitate involvement with the core principles all were provided to the Facilitators. The Lead Team was the unit engaged at symposia and retreats for reflection, revision of plans, and development of strategy. The role and needs of site Principals and district administrators were not directly addressed initially.

To the degree that this was recognized by Working Group members, and to the degree the relationship existed, leadership coaching and support was provided on an informal basis. In some cases this was powerful, and had a major impact on the ways in which PROMISE was embraced and supported by the school system. But it did not happen across districts. The PROMISE Facilitators could not provide this level of coaching because they lacked administrative experience and positionality, Teachers on Assignment do not have the position or clout to guide administrators.

Each year, the PROMISE Facilitator and Working Group retreat reflections raised the need to convene Principals across the PROMISE network and provide leadership

development, a supportive network, and coaching related to being effective administrators for EL success. While communities of practice were established at many levels, PROMISE did not adequately address the need to engage site principals in a community of practice. By the time the need had been identified, a lack of funding for cross-county convening prevented it from occurring, and the lack of capacity within the Design Center to do so was a further factor.

In the final analysis, the site principal was key to the rate of progress and to the depth and breadth of implementation of the PROMISE model and PROMISE Plans. The lack of leadership development and support for how to lead a reform like PROMISE ended up a significant factor impacting the outcomes.

The district office relationship to PROMISE also had a major impact on how PROMISE unfolded in the schools. Districts carved out their roles and relationships to PROMISE differently. The district English Learner Coordinator, Directors of Curriculum and Instruction as well as Superintendents differed in the degree to which PROMISE was embraced and supported, the degree to which PROMISE was positioned by the district as core or peripheral to the vision and focus of district, and the ways in which PROMISE facilitators and external resources were drawn upon, etc. Recognizing this factor, and concerned about turnover in the English Learner Director positions in several PROMISE districts, the Design Center convened English Learner Directors twice in the course of the pilot. This facilitated some cross-district sharing, and enabled PROMISE to clarify needs and respond in a more targeted way to district issues in supporting the PROMISE work.

• Where district leadership viewed the PROMISE vision and core principles as aligned to district priorities and to state and federal accountability, it was a powerful convergence. Where district leaders viewed PROMISE as a wholly separate initiative that was not aligned with district or state priorities, progress was hampered.

Some district EL departments were key partners with PROMISE in supporting the sites and developing district strategies to build upon the PROMISE work to inform and support other schools. In two districts, the PROMISE frame and approach and vision were formally infused into districtwide EL work through new policies, new Master Plans, and professional development. In one district, the PROMISE framework and the PROMISE Plan were utilized as the blueprint for a High Priority Schools Grant.

The accountability pressures and mechanisms in each school and district provided (in some cases) a natural partner to the PROMISE effort. Most schools in PROMISE were feeling a great deal of urgency about the underachievement of ELs and about possible or actual Program Improvement status. Their hope was that PROMISE would provide some direction for enhancing EL achievement. Their urgency was an important opening for PROMISE, and the PROMISE Plans were ready-made responses to the

issues identified through the accountability mechanisms. They were also able to use the PROMISE resources (access to research, expertise on effective practices) in putting together their school improvement plans.

In other districts, there was less alignment and less engagement with PROMISE, the PROMISE effort became one project out of many, at one site out of many. While there may have been support for PROMISE on some level, it was not seen as directly relevant or aligned to district priorities. This made an enormous difference for the sites. In some cases, sites were caught in conflict between the needs and demands of their participation in PROMISE and pressures from the district about how ELs should be served. For four sites, this tension resulted in difficulty in being able to set aside the time and resources for professional development and collaborative planning required by the PROMISE model. PROMISE just wasn't seen as a high enough priority within the district.

In a few schools and in one district, leadership's interpretation and approach to state and federal accountability actually created challenges for PROMISE. PROMISE schools were pressured to produce results on English test scores as a condition for remaining in PROMISE, and the focus on biliteracy was assumed by district leaders to be a detraction from that goal. The content of the PROMISE Plans didn't mirror directly enough the strategies the district was adopting to improve test scores, and the district was concerned that time and attention was going to PROMISE work that needed to go into implementing the district intervention strategies. This was a district that never really saw PROMISE as a part of its overall approach to EL education. Although the PROMISE schools were able to show gains on English test scores by the end of that year, the district still didn't embrace PROMISE. This was a challenge for the schools throughout the three years of the pilot.

Conclusions

The three-year pilot of the PROMISE model produced important lessons for the field of school reform and EL education, resulted in the creation and piloting of tools and processes that guide schools towards more research-based practices for EL success, developed leadership and engaged educators throughout the pilot sites in intense activity that wrought important changes for their students.

• The Promise Model results in English-Learner specific research-based changes.

The PROMISE Model is an example of school reform with an explicit focus on addressing the needs of ELs. The vision, core-principles, and infrastructure of support draw upon what is known in the field of effective EL education. As a result, implementation of the PROMISE Model resulted in increased use of EL specific research-based approaches to student grouping, student placement, instruction, school

structures, curriculum choices, program design and practices. Schools created more inclusive school cultures, and more knowledgeable and advocacy-oriented school leadership emerged regarding the needs of English Learners. After just a few years, the majority of PROMISE pilot sites demonstrated these changes.

• **The PROMISE Model is a better match for some sites than others.**

Over the three years of the pilot, schools varied in the degree of engagement with PROMISE and the extent to which the PROMISE model “took” and worked to strengthen EL education. Several key factors impacted the degree, rate, and depth at which schools implemented the PROMISE model. First, co-design requires a basic foundation of trust and willingness of administrators and staff to participate in a collaborative effort. Those schools in which there was significant tension or hostility among the faculty or between the faculty and administration found it much harder and slower to implement the model. Those with some practice with collaboration (e.g., professional learning communities, inclusive leadership) were able to “hit the ground running.” Second, the degree to which a site was deeply inspired by the PROMISE vision or moved by a deep sense of urgency about their EL underachievement was a factor in how much they embraced and implemented the model, and the speed at which they made progress. Third, a principles-based model takes time and requires staff with the inclination to reflect and “make meaning” as a basis for change. Schools where the climate was one of impatience, overwhelm, and a desire to just be told what to do, took longer to recognize the benefits of a principles-based and co-design approach.

• **PROMISE is a model for all school reform across the preschool through high school system.**

All levels of schools (from preschool through high school) participated in PROMISE and found a path by way of the PROMISE model to identifying site specific and level specific challenges, and to selecting and implementing solutions appropriate at their level. This is extraordinary given the very different structural and institutional issues at the different levels of schooling. Preschools were able to define early education appropriate language models and curriculum, define criteria for selecting appropriate materials. Elementary schools strengthened the articulation and implementation of program models and focused on professional development and school-wide implementation and consistency in instruction. Middle schools honed in on the developmental issues of early adolescence, seeking to build student responsibility for their learning, address issues of engagement and motivation, build more inclusive school cultures and climates, and put their ELs on a path of academic rigor which would prepare them for high school. And high schools attended to the basic and essential foundational elements of differentiating needs and designing programs for long-term ELs as distinct from newcomers, creating clear criteria for placement, ensuring the existence of rigorous and supportive classes for ELs, building broader understanding among faculty about the

needs of ELs, and beginning the work of changing instruction. The core principles “held” as a framework to focus work across the levels, co-design worked as a means of building leadership to focus and carry the work at all levels, and the infrastructure of EL expertise was able to target knowledgeable professional development, technical assistance and leadership coaching to support schools at all levels to implement their PROMISE Plans.

- **The PROMISE vision mattered**

The PROMISE vision inspired and attracted many educators and sites to participate in the PROMISE initiative. But maintaining a focus on the vision of biliteracy and multicultural 21st century competencies was challenging because schools lacked mechanisms for assessing these skills, because these skills lie outside the existing system of curriculum and accountability, because California is still feeling the effects of political battles over primary language instruction and because many educators were unfamiliar with the research base that creates a compelling rationale for the vision. Participation in the PROMISE community of practice with others who care about the vision and feel an equal sense of urgency, the existence of supports that are specific to EL needs and to achieving the PROMISE vision (e.g., professional development, access to research) and an emphasis upon the development of advocacy-oriented leadership led to strengthened programs and emphasis on attaining the vision in most schools.

- **The PROMISE core-principles based approach gave coherence to school improvements, and led to more comprehensive reform**

A principles-based approach to school improvement was unfamiliar to most educators in PROMISE, and the PROMISE core principles framework was complex. It took time for leaders to make sense of and figure out how to use the core principles as a lens for examining practice and a basis for planning. However, the majority found that over time, the core principles served to provide important coherence to the work being done in the school, and guidance for how to deepen the work. Work on an initially-selected few principles, led to work on the other principles – prompting a more comprehensive approach to EL education throughout the school.

- **The components of the PROMISE model are each essential to the impact**

The PROMISE model is an integrated approach. Each component works in relationship to the others. The vision is supported by a set of research-based core principles that describe the pathway to enacting the vision. The core principles require the engagement of teams in collaborative meaning-making as the basis for planning. The reflective and iterative processes of co-design move schools towards continuous refinement and improvement, and result in fostering distributive leadership and collaboration. It is the combination of supports (e.g., guided facilitation, purposeful convening, professional development resources, participation in a community of practice,

access to research and researchers, tools, and a staff person charged with keeping the work moving forward) that make it possible for sites to actually implement their Plans. The creation of communities of practice across schools was fostered by the PROMISE-wide convenings and served as a powerful motivator, source of ideas and learning, and support for the schools. It was the combination of these factors that resulted in the significant changes made by the PROMISE pilot sites. Sites that participated in one aspect of the PROMISE model, and not others, demonstrated less significant change.

• The PROMISE pilot worked out the “bugs” through implementation – replication would likely see impacts much faster.

The PROMISE pilot (as with all pilots) took a theoretical model and tried to put it in place. While the basic design of the model “held” over the three years, significant work had to take place in order to figure out how to effectively operationalize the components of the model. Much of this occurred “on the ground,” through the process of working with the PROMISE sites. Tools were created as needed. Clarifications were made as a result of confusion. The first year, in particular, was a time of learning and clarification. Schools moved more slowly, as a result, than would be the case if and when the PROMISE model is replicated. By the end of the three-year pilot, PROMISE had amassed a clearer theory of change, a set of piloted and refined tools, templates and activities for facilitating school change, a pedagogy of support mechanisms that can be mobilized, and typologies of the kind of activities that were most useful to schools in bringing about improved EL achievement. It is likely that the changes observed in the PROMISE pilot sites in three years would be realized sooner in replication.

• The PROMISE Initiative is “reform from within” – an unusual and important school improvement model

The PROMISE Initiative is an unusual configuration to lead and carry out significant school reform. Most school improvement efforts are led by a federal or state edict from above, engaged through the incentive of funding, and prompted by private foundation agendas, or are designed and managed by institutions of higher education or educational labs external to the school system. PROMISE, however, arose from county offices of education *within* the school system – launched by leadership of the superintendents and informed by the expertise and research-knowledge of county office staff. The initiative engaged schools and districts to participate on a voluntary basis. While supports were made available through the relationships of the collaborative, schools did not receive funding for their participation or to support their PROMISE activities. And, in fact, districts had to pay for participation to cover part of the costs of the PROMISE Facilitators. The county offices of education provided services to PROMISE sites wholly in line with their ongoing roles, but in collaboration with each other that spelled some new ways of working. As needed, the initiative reached out to research partners. It was reform from within the system and it can, therefore, be sustained

by the system. PROMISE provides the field with a model of regional collaboration that emanates from within the existing system but provides leadership for meaningful school reform that reaches for a broader vision of student success, for more meaningful programs and practices that will result in the kind of EL education that has been elusive in California schools for too long. Certainly the PROMISE pilot sites, districts, and counties are evidence that this can be done.

APPENDIX A: RESEARCH TOOLS WITH DUAL-ROLE OF REFLECTION TOOLS FOR PARTICIPANTS

The following tools were created as data collection formats and to serve simultaneously as mechanisms to prompt reflection and learning among the PROMISE pilot site leadership.

The **PROMISE Core Principles** book included descriptors and vignettes for each core principle and a reflection, dialogue, assessment, and planning tool for each principle. This tool includes a matrix for each principle, listing characteristics of schools that are effectively enacting the principle. In the Fall of 2004 and Spring of 2005, as schools were developing their initial plans and selecting core principles, teams from the sites rated their school practices through the use of these tools. The results of those reflections supported school leaders in determining areas of need to address in PROMISE plans. The results were also collected for purposes of the research, as were results from the revisiting of those tools in year three of the pilot.

The **Change Process and Barriers “Card Sort.”** A list of common barriers to comprehensive school change that is identified in the research literature was used as the basis for Lead Team reflection at the first mid-year symposium. Each barrier was posted on a card, and each Lead Team was given a set of the cards. A continuum strip was provided from “Not an issue in our school” to “Condition present, but does not pose a barrier,” to “Condition present, and poses some challenge to implementing PROMISE Plan,” to “A Major barrier preventing Change from Occurring.” School Lead Teams worked to place the “Barrier” cards along the continuum. The actual placement was recorded for research purposes, and the discussions of the Lead Teams as they worked to arrive at consensus about where to place the Barrier Cards were documented by note-takers. Cards, continuums and notes were collected for all fifteen PROMISE sites.

The **“Telling Our Story: End of Year One in the PROMISE Journey”** booklets are comprised of a set of writing prompts guiding reflection on the first year of PROMISE. Lead Team members were each given copies of these booklets, and time to write responses. These were collected for research purposes, and the reflection that occurred through writing served to prime the discussion among the Lead Teams about their accomplishments and disappointments in year one, their diagnoses of challenges, and their concerns and hopes for the coming year. The discussion led to revisions of Plans for the second year of Promise. And, these discussions were recorded by note-keepers for research purposes. Notes were collected for all fifteen school sites, and 162 of the booklets were collected.

The **“Lessons Learned Democracy Wall”** was an activity used at the end of the first year and the start of the second year of the PROMISE pilot at Lead Team retreats.

Individual Lead Team members were asked to reflect on key lessons learned about implementing the PROMISE model and about moving their PROMISE Plans for English Learner success forward. Each lesson was to be written on a half-sheet of paper and posted on a “sticky wall” in the front of the room. When all members of the team had posted all of their “lessons learned,” the group stood back and engaged in an activity of clustering the lessons and eventually synthesizing major lessons. The clusters, content of the cards, and the discussions were all documented by a note-keeper for research purposes.

An “**Understanding and Implementation of Biliteracy**” reflection tool was used at the second mid-year symposium to prompt deeper focus on the PROMISE vision of student success. Each Lead Team member present at the symposium filled out a tool, which was collected for research purposes and used by the Lead Teams for their planning. The team discussions about revising their Plans to incorporate a deeper focus on biliteracy were documented by note-keepers for 14 sites, and 124 individual tools were collected.

The “**Where are we in Implementing the PROMISE Model?**” rubric was created for Lead Team reflection at the end of the second year of the pilot. Individual Lead Team members were asked to place a dot representing where on the rubric they would rate their school site in terms of implementing the PROMISE vision, the PROMISE core principles, PROMISE co-design and reflective processes, and systemic implementation. The Lead Teams then observed the range of ratings and discussed their implementation of the model and whether and in which ways they might revise their PROMISE Plans for the last year of the pilot in order to reach deeper implementation. The actual ratings on the rubric were collected for research purposes, and the discussions were documented by note-keepers.

A “**What is our PROMISE Story?**” set of cards were created for each pilot site based on the researchers’ preliminary analysis of key factors impacting the progress and direction of efforts to strengthen English Learner programs through PROMISE at that site. This was an effort to provide a check for the researcher on alignment between her analysis and the perspectives of the Lead Team members. It also engaged Lead Team members in reflecting on their PROMISE journey and what might yet need to be addressed and what should be celebrated in the final six months of the pilot. In addition to customized cards based on the experience of each site, a common set of ten cards was provided to all sites. Lead Team members, working in small groups of three or four, were asked to sort the cards into piles: “Definitely NOT a part of our PROMISE story,” “True of our PROMISE journey, but not particularly significant,” True of our PROMISE journey, and a significant factor,” and “Absolutely central factor in our PROMISE story.” These card sorts were collected for research purposes and the discussions documented by note-keepers.

APPENDIX B: RUBRICS FOR ANALYSIS

DEPTH OF IMPLEMENTATION OF THE PROMISE MODEL

	0 No implementation	1 Some implementation	2 Good implementation	3 Deep and widespread
PROMISE Vision of Student Success, including biliteracy and 21 st century multicultural competencies	Little or no awareness of the PROMISE vision among leadership, or vision is understood only in terms of improving EL achievement on test scores; General disbelief or disavowing of bi-literacy as a goal; bilingual programs are being cutback or discontinued	Some educators at site would like bi-literacy and 21 st century competencies as goals, but they aren't generally embraced by leadership at site; Support for the bilingual program exists among a core, but is weak overall; There is some dialogue about the PROMISE vision.	PROMISE vision is understood and supported (including biliteracy and 21 st century competencies) among site and district leadership; The vision has bolstered efforts to strengthen the bilingual program and to strengthen programs leading towards 21 st century competencies	Bi-literacy has been established as an important goal of schooling; Site has developed new structures, policies, assessments and programs that embed pathways towards bi-literacy and 21 st century competencies into the system.
Principles-based approach as frame for planning and program for English Learners	Beyond selecting a core principle at the start of PROMISE, planning and actions have proceeded without reference to the core principle framework; there has been no dialogue or "meaning-making" related to the principles	Planning and action have occurred in relation to one or two core principles, although the understanding is limited and the implementation relatively shallow. Beyond the initially selected principles, there has been no broadening to other principles	The core principles framework is actively used for planning, creating coherence and linking actions to serve English Learners; Work on the initially selected core principles led to work on some other principles;	Core principles are understood as interrelated; The frame and deep meaning of the principles has informed planning and action across arenas of the system; Work is proceeding addressing most of the principles

	0 No implementation	1 Some implementation	2 Good implementation	3 Deep and widespread
Reflective practice, co-design – refinement of Plans and strategies	The initial PROMISE Plan was developed without a process of input, and/or without reference to the principles and vision; The Plan was not revisited or refined over the course of the pilot; Lead Team was not functional; No engagement in reflective activities	A co-design process involved some input and some reflection through the lens of the principles and vision, and resulted in an initial Plan customized to the site; Little reflection or refinement of the Plan occurred over the life of the pilot; Lead Team participation was sporadic and their role was limited	A co-design process included input from many in the school, and reflection through the PROMISE lens occurred to some degree – resulting in refinement of the Plans at several points in the pilot. Lead Team membership was relatively consistent, and the Lead Team played some role in shaping the PROMISE work at the site.	The co-design process of input and reflection has become part of the school culture, with ongoing reflection and refinement of plans and strategies; it has also resulted in widespread ownership for EL work; Structures are in place to continue some form of distributive leadership emanating from the function of the Lead Team
Utilization of infrastructure of support	Lack of consistency in personnel and other dynamics resulted in weak connection between Facilitator, working group and site leadership; Site did not connect with other pilot sites; Inconsistency in personnel attending PROMISE symposia; No participation in professional development or technical assistance made available through PROMISE collaborative	Teams attended and participated in PROMISE symposia; some faculty or administrators participated in some training or professional development through the collaborative; the Facilitator position supported the PROMISE work at the site logistically (though not engaged in coaching or support beyond logistics); Little engagement with other pilot sites or working group members/county offices beyond their own county.	Teams attended and actively participated in PROMISE symposia; some faculty or administrators participated in some training or professional development through the collaborative – and drew upon their working group member and facilitator to support implementation; the Facilitator & working group member were very involved with site and district leadership in supporting the PROMISE work strategically and instructionally (as well as logistically); site got ideas from other PROMISE pilot sites	Consistent participation in PROMISE symposia and retreats led to new ideas, understanding of research, and connection to resources; site visited other pilot site or hosted visits – and programs and approaches were adopted across sites; widespread involvement or school-wide engagement in professional development available through the PROMISE collaborative; Facilitator & working group member served as a major support in moving the work forward. Participated in networks across counties.

	0 No implementation	1 Some implementation	2 Good implementation	3 Deep and widespread
Infusing PROMISE model and work systemically	PROMISE functioned as a side-project with no relationship to other site or district initiatives; the PROMISE Plan focused on just one or two aspects of the school; site and district planning for the future is devoid of relevance or reference to the PROMISE vision, principles and work that occurred at the site; No new leadership or capacity has emerged to continue to carry on the PROMISE work	PROMISE had an impact on a few areas of school practices; The work was dependent upon the short-term (3 year) commitments and supports that were provided, and will likely not continue. There are not structures, policies or momentum to expand or deepen the work further.	New leadership was developed that intends to continue the PROMISE work; PROMISE work had impact throughout the school, and has built capacity that intends to continue to implement the work that was started; Momentum exists to propel the work forward	The PROMISE work and approach have been institutionalized in the site; Mechanisms of distributive leadership are in place that embrace the PROMISE vision and core principles framework; Multiple arenas of the school life are impacted by PROMISE work; Changes in policies and structures related to English Learners were put in place to strengthen EL achievement



CHAPTER 3

**Student and School
Impacts - a
quantitative analysis**

by

Kathryn

Lindholm-Leary, Ph.D.



PURSuing REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Student and School Impacts

Brief Overview of the Research

A number of recent reviews of the research on EL students have been completed recently with findings converging on a set of consistent findings related to the second language development and academic achievement of EL students (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2005, 2006; Goldenberg, 2008; Lindholm-Leary & Genesee, in press). This and other pertinent research literature will be briefly summarized to provide a context to the analyses and results presented in this report.

The empirical evidence concerning the oral English and home language development of English learners is limited and fragmented; nonetheless, some trends are discernible in the available evidence: 1) contrary to much popular opinion, the acquisition of oral language skills in a second-language is a complex process that can take two years, or more, for English learners to acquire proficient oral language skills for general communicative purposes and five to seven years for academic language skills (for reviews, see Saunders & O'Brien, 2006; Saunders & Goldenberg, in press); 2) Second, the available evidence also indicates that, despite the fact that most English learners in California are educated in English mainstream classrooms, the majority lack the academic language skills needed to be reclassified as English proficient *even after 10 years of English instruction* (Parrish, Linqanti, Merickel, Quick, Laird, & Esra, 2006); 3) studies that have looked at the oral language development of English learners in a dual language program indicate that ELs attain the same or higher levels of oral proficiency in English as ELs in all-English programs and, at the same time, they achieve higher levels of proficiency in their native language than similar ELs in all-English programs.

According to research on ELs, literacy development in English is influenced by English learners' oral language skills, just as it is in native English-speaking students. However, the relationship between English oral skills and English literacy is more complex in English learners than it is in native speakers of English because of cross-linguistic influences from English learners' first language on their acquisition of English reading and writing skills (see Genesee & Geva, 2006). English learners often use oral native language skills to assist them in developing English literacy prior to having acquired the necessary skills in English. Thus, for ELs, the development of oral proficiency in the native language, as well as in English, and the development of reading-related skills in their first language can facilitate the development of literacy skills in English (Francis et al, 2006; Genesee & Geva, 2006; Lindholm-Leary & Genesee, in press). As a result, this report will examine the relationship between oral language proficiency and reading achievement in English and also the relationship between reading achievement as measured in both English and Spanish. We would expect that higher levels of English language proficiency will be associated with higher reading achievement in English. In addition, we expect that there will be a positive correlation between achievement in English and Spanish such that higher (or lower) reading achievement in Spanish will be associated with higher (or lower) reading achievement in English.

Most researchers have examined the academic achievement of ELs in terms of outcomes on standardized achievement tests, although some studies have used other measures such as grade point average or high school dropout rates (for a review of this research, see Lindholm-Leary & Borsato, 2006). Research on content area achievement shows a serious shortfall in the number of Hispanic students completing higher level math and science courses (National Association of Educational Progress, 2000; Tienda, 2009), and this is even more true of EL students due to the difficult linguistic structures typically associated with higher level math and science coursework (Abedi, Hofstetter, Baker, & Lord, 2001). Given the low enrollment of Hispanic and EL students in higher level math courses, this report will examine achievement in math and also the math course enrollment of the PROMISE students in grades 8-11.

Although most studies have focused on students at elementary levels, a few have included middle or high school students, and very little research has a longitudinal examination from elementary to high school. In addition, most of the research has been designed to ascertain the best program model for educating EL students (for reviews, see Francis, Lesaux, & August, 2006; Goldenberg, 2008; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; MacSwan, Stockford, Mahoney, Thompson, & DiCerbo, 2002).

As part of the National Literacy Panel on Language-Minority Children and Youth, Francis and colleagues (2006) examined studies that compared programs that provided literacy instruction through a student's native language (bilingual program) with programs that provided literacy and other instruction only through English. Their conclusion was that:

Overall, where differences between two instructional conditions were found in the studies reviewed, these differences typically favored the bilingual instruction condition. This is the case for studies conducted with students in both elementary and secondary schools, and with students possessing a range of abilities. (p. 398)

In their synthesis of available research on the achievement of English learners, Lindholm-Leary and Borsato (2006) and later Lindholm-Leary and Genesee (in press) found that there is strong convergent evidence that the academic achievement of English learners is positively related to sustained instruction that includes their first language, usually Spanish. Lindholm-Leary and Genesee (in press) reported that student achievement was related to length of participation in the program and the time of the assessment.

Evaluations conducted in the early years of a program (kindergarten through grade three) typically revealed that students in bilingual programs scored below grade level (and sometimes very low), or either lower than or equivalent to comparison group peers (English learners or non-English learners in other types of programs). In contrast, almost all evaluations conducted at the end of elementary school or in middle and high school have found that the achievement of bilingually educated students, especially those in late-exit and two-way programs, was as good as and usually higher than that of comparison groups of students ... All studies of middle and high school students found that students who had received bilingual instruction in elementary school were as or more

successful than comparison group students. In addition, most long-term studies report that the longer students stayed in the program, the more positive were their outcomes. These results were found for reading and mathematics achievement, GPA, attendance rates, high school completion rates.

One limitation of this research concerns the definitions of program models under investigation (Francis et al. 2006; Lindholm-Leary & Borsato 2006). In some cases, bilingual education is clearly defined as to the amount of time devoted to instruction through each language and duration of the program (e.g., early-exit or transitional; late-exit or maintenance). In other cases, it is not clear what specialized instruction the students received in their “bilingual” classrooms. In studies that included non-bilingual programs, sometimes a mainstream English classroom was labeled “structured English immersion” and, in other cases, structured English immersion included specialized instruction for English learners, including instruction in the native language. As a result, it is difficult to pinpoint the specific features of bilingual programs that produced the positive effects reported in those studies (Francis et al. 2006).

In addition, most studies of academic achievement in English learners are cross-sectional (single year) and few are longitudinal. Thus, it is not always clear if students had been in the same program prior to the evaluation or whether they had changed programs (MacSwan et al. 2002; Parrish et al. 2006). This is important because students who belong to the English-only comparison group may have been formerly in a bilingual program, or students may have changed programs for various reasons. In fact, analyses of data from all students in grades three through nine in Arizona revealed that program placement was highly variable and erratic from year to year (MacSwan et al. 2002; MacSwan 2004). Changing programs can have important effects on program and student outcomes. More specifically, while Arizona reported that English immersion students scored higher than did students in bilingual education (Arizona Department of Education 2004, as reported in Rolstad et al. 2005), the state did not consider how many of the students in English immersion had formerly participated in bilingual programs. In other words, any positive effects that bilingual education might have had on these students’ achievement would have been attributed to English immersion if the English learners had been reclassified. This is a recurrent problem in these studies and meta-analyses that report either no advantage or disadvantages of bilingual instruction.

These problems are very relevant to the PROMISE research as it was difficult to determine the program model currently being used according to the CDE designations of Instructional Settings and Instructional Services. While PROMISE was intended to support biliteracy models, it is not clear to what extent the various schools actually offered biliteracy programs except for two-way programs. Further, we have no historical information about the program model in which the students might have participated prior to PROMISE. To the extent possible, we will examine whether student outcomes vary according to participation in two-way vs. other types of programs. From the research literature (for a review of this literature, see Lindholm-Leary & Genesee, in press), we expect that student outcomes in two-way programs will be at least comparable to, if not higher than, student outcomes in non-two-way programs.

It is important to note that most of the research described above is based on Spanish speaking ELs and most of these students are low income (Genesee, Lindholm-Leary, Saunders & Christian, 2005). Fortunately, this research population is similar to the research population in the PROMISE study. However, this limitation serves as an important reminder that research clearly demonstrates that certain learner or school characteristics (SES or parent education, special education, demographics of school population) can influence student outcomes.

A significant body of research has demonstrated that Hispanic students continue to underachieve in education, despite signs of improvement in the past two decades (e.g., Forum for Education and Democracy, 2008; Presidential Advisory Commission on Educational Excellence for Hispanic Americans, 2003; Tienda, 2009). Tienda's (2009) analysis of dropout rates also shows that Hispanic students are more likely to drop out of school than other groups, and in 2001, were twice as likely to drop out compared to White and Black youth. This achievement gap persists for Hispanics who are EL and also for native English speakers. Thus, it is important to examine achievement for Hispanic students in the PROMISE project, particularly since the great majority of PROMISE students are Hispanic.

While there is an extensive body of research on the relationship between socioeconomic status (SES) and achievement among students from the mainstream population (e.g., for a review, see Knapp & Wolverton, 2003), there are relatively few empirical studies of SES and its relationship to achievement in English learners (Genesee et al, 2005). Moreover, most research on English learners includes Hispanic students from low-income families and, thus, there is insufficient variation in student SES to discern the true relationship between differences in SES and variations in achievement among English learners. Notwithstanding this limitation, the available evidence indicates that there is a positive relationship between SES (as measured both by participation in the National School Lunch Program and parent education) and academic achievement in ELs, as has been found for mainstream students. Thus, these factors will be examined in the PROMISE study and related to student outcomes.

Large-scale national and state-level research paints a consistent picture of educational failure, particularly among culturally and linguistically diverse students, who are referred for special education services (e.g., California Department of Education, 2004; Zehler et al., 2003). These students have proportionately higher levels of grade retention and school drop-out, low academic achievement, failure on state graduation tests, and greater participation in the juvenile justice and correctional systems (Artiles et al., 2004). Thus, we will also consider the impact of special education on student achievement.

Lastly, it is important to understand that the educational contexts in which children are schooled can greatly influence their achievement. Many parts of the southwestern United States and California, as well as urban areas throughout the nation, have a student population that is increasingly Hispanic. While it is increasingly common to find schools with a growing number of Hispanics, in many parts of the nation Hispanics comprise almost the entire population of the schools. As Orfield (2001) has shown, schools are more segregated now than they were 30 years ago. This is especially true in areas of the southwest and in parts of California. For example, in

California, one third of all schools have a minority population of over 85%, the majority of whom are Hispanic. In Los Angeles County, the most populous county in the US, the student population is 62% Hispanic, and there are sixteen school districts (out of 80) that are at least 80% Hispanic. Los Angeles Unified School District alone, which is 73% Hispanic, has a total school population of over 725,000 students, and many students attend schools that are nearly 100% Hispanic (California Department of Education, 2006). Hispanic immigrant children, even when schools are desegregated, may be resegregated into classrooms composed of all or mostly EL students. Substantial research and lawsuits have documented the negative educational impact of segregated and consequent inequitable schooling experiences (e.g., Banks & Banks, 2004). In a review of research, Lindholm-Leary and Block (2009) argue that two-way programs can provide an appropriate context that can promote student achievement even in highly segregated schools with mostly Hispanic and low-income students. They reported that in highly segregated schools, Hispanic EL and R-FEP students in two-way programs performed at higher levels than their EL and R-FEP peers who were not enrolled in two-way programs.

This condensed research review shows, along with the district and county descriptions provided previously, indicate that PROMISE students are schooled in largely segregated educational settings that place them at risk for underachievement. In addition, according to the research, background characteristics of being Hispanic, EL, low income, having parents with low educational attainment, and having disabilities are additional risk factors can further impact PROMISE students' achievement. In this report, we will examine the language proficiency and achievement of PROMISE students and the extent to which the background characteristics mentioned above impact their achievement. Further, we will determine whether two-way programs can help students to achieve at levels at least comparable to or higher than EL and R-FEP peers who are not participating in two-way programs.

Methodology for Student and School Impacts

The PROMISE database file structure and variables were developed in year 1. The overall goal was to develop a database that would address the impact questions and a file structure that would be compatible with the various CDE data collection systems, specifically the CSIS, CELDT, Language Census, and STAR File Structures. By developing a CDE-compatible file structure, we hoped to streamline the data collection process as much as possible by using variables that the schools had to collect for the state anyway, and would thus be in their data systems. Also, we felt that this assured that the data would be consistently defined across all the sites. The database dictionary appears in Appendix A.

Table 3.1 below shows the major background and achievement data that were expected to be collected for each student in the PROMISE Initiative. It is also important to note that while every effort was made to collect all of this data for each site, not all sites were able to provide all the data requested. Data were collected in year 1 (academic year 2006-07), year 2 (academic year 2007-08), and year 3 (academic year 2008-09).

Table 3.1: Types of Data Projected for Each Student

TYPE OF DATA	SPECIFIC DATA COLLECTED
County, District, School	County, district, and school names
Background & Demographic – does not vary by year	Statewide and Local Student ID Name Birth date Sex Ethnicity Economic status (federal lunch program)* Parent education* Home language
Background & Demographic – could vary by year	Grade level English language proficiency (EL, R-FEP) Redesignation Redesignation date Disability type Gifted/GATE Retained Suspended Left school Drop out Length of US school enrollment in years UC/CSU – a-g requirements Instructional setting Instructional services Two-way program Years of participation in PROMISE Math and science tests taken (for grades 8-12)
Language Proficiency & Achievement	CELDT total and subscores (listen, speak, read, write) CST – ELA, math (some - social studies, science) CAT6 for grades 3 and 7 CAHSEE Aprenda (some have Aprenda data or STS)

* These data could have changed over the years and were examined for consistency over time.

There are bound to be challenges in collecting consistent data across six different counties and districts and across the full grade spectrum (K-12). Even though the data dictionaries were sent to each district and the data dictionaries were based on current California State data, there were still inconsistencies across the various sites. These inconsistencies were due, in part, to the different data management systems employed by the various districts (e.g., Data Director), the varied ways in which the data were managed and used within the districts, and the various decisions made about releasing confidential information (e.g., some datasets included names and others did not; some included socio-economic and parent education data and

some did not). It was not a simple case for the district testing personnel to send the PROMISE evaluator data, as queries had to be developed by district personnel for the appropriate district databases. Furthermore, sometimes these queries were not written correctly, so that data was provided for all schools but one of the schools was not the correct school (i.e., a PROMISE school), or student names were not correct (because the query assigned the parent name rather than the student name to the variable). In a couple of instances, data from the wrong year was included, which was not determined until both datasets had been cleaned and the data merged, only to find the exact same values. There were other errors in some of the datasets, such as duplicate cases (one student that appeared twice in the dataset with one case having some data, e.g., background and CELDT, and the other case for the same student consisting of achievement data), so these duplicates had to be identified and each case had to be rebuilt so that it comprised all data contained in the two cases.

Some districts had to be prompted numerous times to send the data, or to send all the necessary data, though this was truer for year 3 than for previous years. In the end, we were not able to collect all the varied data in each year that we had hoped to collect. For example, of the important high school data, CAHSEE was fairly easy to collect, but it was coded differently in the various districts. Some had the data by year (CAHSEE scale scores and pass/no pass per year, with all attempts coded) while other districts kept running counts of pass/no pass, but no available scale scores, for English language arts and math. Also, grade retention, suspensions, school drop out, A-G and whether students met the UC-CSU requirements were not consistently available or were sometimes available in one year but not another. When fields were left blank, sometimes it was not clear whether that meant that no students had qualified (UC-CSU requirements) or whether the data were not available for any student. Thus, when the field was blank for all students, it was assumed that the data were missing.

Also, some districts sent numerous small files, by school sites, all of which had to be merged together, some provided the lead evaluator with access to Data Director to download the files, and some sent large files. Some of the data were provided in excel and some in text files. Also, some districts provided data in one way one year and a different way in other years. The major challenge in all of this data collection and reduction was in cleaning the data sets – making sure that the variable names, types (e.g., numeric or string – defining English Language Fluency as a string with EL or R-FEP, or as numeric with 1=EL and 2=R-FEP), variable column widths (width of 1 for Y for yes and N for no vs. width of 3 for Yes and No), and value labels (e.g., defining the values of each variable, such as CST, where 1= Far Below Basic, 2 = Below Basic, etc) – were exactly the same so that the data could be merged successfully. If the data are not defined in the same way, they will not merge correctly.

Another challenge was that it was difficult to assess and track students at the middle and high school levels. PROMISE elementary students might or might not continue to a PROMISE middle school and PROMISE middle school students could have come from a variety of elementary schools in addition to the PROMISE elementary site. Similarly, high school students could have entered PROMISE from different middle school sites, only one of which might have been a part of PROMISE. Further, students can move around from one high school to another –

some from one PROMISE site to a non-PROMISE site, and then some even back to the PROMISE site. Also, one county had students in one elementary and one high school participate, but the middle school was not a part of PROMISE. Furthermore, even within one district, some elementary schools were K-5 and some K-6; even within one district, the elementary and middle school overlapped with some 6th graders attending the elementary school and some the middle school. Overall, categorizing and tracking all these students over time from one grade-level system (elementary, middle, high) and even within one system was a challenge.

Description of PROMISE Database

Table 3.2 presents the current status of data collected in years 1-3 for each county and district. We also requested data for academic year 2005-06, which would be a pre-PROMISE, or Year 0. Tables 3.3 and 3.4 present the number of students for Years 1-3 by county, by grade level (Table 3.3) and years of participation (Table 3.4).

Table 3.2: Status of Data Collected in Years 1 - 3 for Each County

	Status of Data Collection Year 1	Status of Data Collection Year 2	Status of Data Collection Year 3
Los Angeles - Baldwin Park	Mostly complete with CELDT, CST, CAT6, background – no EAP, CAHSEE	Mostly complete with CELDT, CST, CAT6, background – no EAP, CAHSEE	Mostly complete with CELDT, CST, CAHSEE, background – no EAP
Orange – Saddleback	Complete with CELDT, CST, CAT6, CAHSEE, Aprenda, background (no SES or parent education level) for EL & RFEP	Mostly complete with CELDT, CST, CAT6, CAHSEE, background (no SES or parent education level) – no Aprenda	Mostly complete with CELDT, CST,-CAHSEE, background (no SES or parent education), no Aprenda
Riverside – Moreno Valley	Complete with CELDT, CST, CAT6, Aprenda, background	Mostly complete with CELDT, CST, CAT6, background no Aprenda	Mostly complete with CELDT, CST, background no Aprenda
San Bernardino-San Bern City	Complete with CELDT, CST, CAT6, background	Mostly complete with CELDT, CST, CAT6, background, no Aprenda	Complete with CELDT, CST,-background, no Aprenda
San Diego – Escondido	Complete with CELDT, CST, Aprenda, EAP, CAHSEE, background for EL & RFEP	Complete with CELDT, CST, Aprenda, EAP, CAHSEE, background for EL & RFEP	Mostly complete with CELDT, CST, Aprenda, EAP, CAHSEE, background for EL & RFEP
Ventura – Ocean View	Complete with CELDT, CST, CAT6, STS raw, background	Complete with CELDT, CST, CAT6, STS raw, background	Complete with CELDT, CST, STS raw, background

Table 3.3: Number of Students in Database for Each Year by County and Grade Level

	Year 1	Year 2	Year 3
Los Angeles - Baldwin Park			
Elementary (Grades K-5)	269	180	238
Middle School (Grades 6-8)	484	423	402
High School (Grades 9-12)	1228	1219	1320
TOTAL	1981	1822	1960
Orange – Saddleback			
Elementary (Grades K-6)	485	544	472
High School (Grades 9-12)	343	479	402
TOTAL	828	1023	874
Riverside – Moreno Valley			
Elementary (Grades K-5)	252	533	608
Middle School (Grades 6-8)	456	872	1026
TOTAL	708	1405	1634
San Bernardino – San Bern City			
Preschool	(935)	(924)	(870)
Elementary (Grades K-5)	596	597	552
Middle School (Grades 6-8)	614	616	738
TOTAL	1210	1213	1290
San Diego – Escondido			
Escondido HS (Grades 9-10)	828	1043	1524
Orange Glen HS (Grades 9-12)	865	1075	1673
TOTAL	1693	2118	3197
Ventura – Ocean View			
Elementary (Grades K-5)	534	532	516

Table 3.4: Number of Students in Database by Year(s) of Participation by County/District

	Year 1 only	Year 2 only	Year 3 only	Years 1 & 2	Years 2 & 3	Years 1 & 3	Years 1-3	TOTAL
Los Angeles - Baldwin Park	521	75	522	379	383	70	985	2935
Orange – Saddleback	67	79	251	323	185	3	435	1343
Riverside – Moreno Valley	0	0	605	0	754	16	259	1634
San Bernardino – San Bern City	0	22	553	501	113	0	568	1805
San Diego – Escondido	935	19	1065	191	450	14	1668	4342
Ventura – Ocean View	138	30	132	121	106	0	275	802

Table 3.5: Number of Students in Database by Number of Year(s) of Participation by County/District

	1 Year: Year 1, 2, or 3 only	2 Years: 1-2, 2-3 1 & 3	2 Years: 0-2*	3 Years: 1-3	3 Years: 0-3*	TOTAL
Los Angeles - Baldwin Park	1118	493	339	125	860	2935
Orange – Saddleback	397	275	236	174	261	1343
Riverside – Moreno Valley	605	770	0	21	238	1634
San Bernardino – San Bern City	575	614	48	108	460	1805
San Diego – Escondido	2019	639	2	1635	47	4342
Ventura – Ocean View	300	136	91	90	185	802

* These students participated for at least 2/3 years and also had data for 0 year of PROMISE.

Description of PROMISE Students

It is important to emphasize that the data record is defined at the student level, and thus data were collected for each student, rather than summative data reported at the school or other group level. Also, because the PROMISE Initiative was directed toward EL students, the data only represent students who began school as ELs, including students who were reclassified as Fluent English Proficient (R-FEP). No I-FEPs (Initially Fluent English Proficient) or EPs (native English speakers) were included in this database.

As Table 3.6 shows, for almost all students in most counties, except Orange, the participants were Hispanic (95%), though there were also 3.7% Asian American, 1.2% Euro-American, 0.2% African American, and 0.2% Other. While the table indicates that Spanish was the primary language for 95% of students, the only two languages with 1% of speakers were Tagalog (or Filipino, 1.3%) and Vietnamese (1.1%); otherwise, there was no language that was highly ranked as the next primary language. Clearly, these PROMISE sites had a considerably higher representation of Hispanic and Spanish-speaking EL students than the state, county, and district averages (see also Chapter 1).

Also, the percent of EL/R-FEP students, as seen in Table 3.6, differs across the counties/districts, in part due to the differences in grade levels of students. That is, students in grades 9-11 are more likely to be R-FEP (58%) than in grades 7-8 (45%) who are more likely to be R-FEP than in grades 1-6 (16%). Language spoken shows an average across sites of 87-99%

Spanish, while the overall average for PROMISE was 95%. There were also 62 students of different ethnicities who spoke Spanish as their primary language. Additionally, there were 148 Euro-American and 31 African American students who spoke a language other than Spanish or English at home, and 489 Asian-American students who spoke an Asian language at home. About 96% of the ELs spoke Spanish and 4% spoke another language at home. Of the RFEPs, 92% spoke Spanish at home and 8% spoke a different language. Another way of looking at this set of information is that of the Spanish-speaking students, 55% were ELs and 45% were RFEPs and of the other-language-speaking students, 35% were EL and 65% were RFEP. Thus, Spanish speakers were more likely to be EL than were other-language speakers (55% vs. 35%).

Table 3.6: Student Description, Percent Hispanic, EL/R-FEP, Spanish as L1, and Gender

	% Hispanic	% EL	% RFEP	% Spanish L1	% Male	% Female
Los Angeles – Baldwin Park	96%	43%	57%	96%	51%	49%
Orange – Saddleback	86%	80%	20%	87%	50%	50%
Riverside – Moreno Valley	96%	66%	34%	94%	51%	49%
San Bernardino – San Bern City	99%	71%	29%	99%	NA	
San Diego – Escondido	93%	37%	63%	93%	49%	51%
Ventura – Ocean View	99.5%	77%	23%	99%	50%	50%
PROMISE Average	95%	55%	45%	95%	50%	50%
California Average	49%	52%	48%	85%		

Table 3.7 shows the percentage of students at each PROMISE site that had parent education and socio-economic data (students participating in free/reduced price lunch program). As this table indicates, these socio-economic indicators were available for most students at five of the six PROMISE sites. It is not clear whether low-income or parents with lower education levels are more or less likely to decline to provide this information.

Table 3.7: Student Description, Percent with SES and Parent Education Data

	Percent with SES data	Percent with Parent Education data
Los Angeles – Baldwin Park	100%	50%
Orange – Saddleback	0%	0%
Riverside – Moreno Valley	100%	80%
San Bernardino – San Bern City	100%	75%
San Diego – Escondido	93%	80%
Ventura – Ocean View	83%	97%

Table 3.8 provides information about the socio-economic characteristics of the students. As Table 3.8 shows, across the PROMISE sites, 60-96% of the students participated in the free/reduced price lunch program, with obvious variations across the counties and districts. Overall, 73% of PROMISE students were economically disadvantaged. At all sites, the percentage of economically disadvantaged students was far greater than the average for California. Furthermore, as Table 3.8 shows, except for the Riverside PROMISE site, the percentage of economically disadvantaged students was significantly higher among EL (78%; range of 68-96%) than R-FEP (67%; range of 56-96%) students ($\chi^2= 235.4$, $p < .000$). Spanish speakers were significantly more likely to be economically disadvantaged than speakers of languages other than Spanish (75% vs. 45%, $\chi^2= 247.5$, $p < .000$).

Table 3.8: Student Socio-Economic Description, Percent Free/Reduced Lunch

	% PROMISE Students Receiving Free Lunch		
	Total	EL	R-FEP
Los Angeles - Baldwin Park¹	68%	71%	66%
Orange – Saddleback	NA	NA	NA
Riverside – Moreno Valley²	85%	84%	88%
San Bernardino – San Bernardino City	96%	96%	96%
San Diego – Escondido	60%	68%	55%
Ventura – Ocean View	81%	82%	76%
PROMISE Average	72%	78%	65%
California State Average	50%		

¹ Data provided for Spanish language EL and R-FEP

Table 3.9 and the graph below also provide information about the parent education background of the student participants. As the graph illustrates, the great majority of parents (83-91%) had a high school diploma or less education, with a high percentage responding that they had not graduated from high school (50-68%). In comparing the parent education of PROMISE students to the average in the county (see Table 3.9), it is clear that the parents of PROMISE students have far less education than the average for the county. In addition, except in Ventura, where all of the children are elementary age and thus there are fewer R-FEPs, the parent education background of R-FEPs is slightly higher than for ELs. That is, more R-FEPs have parents with a college education. This relationship between parent education and student language proficiency background is statistically significant ($\chi^2= 97.4$, $p < .000$). In addition, there is a significant relationship between parent education and primary language such that Spanish speakers are significantly more likely than other language speakers to have parents with high school or less (86% vs. 43%, $\chi^2= 721.1$, $p < .0000$).

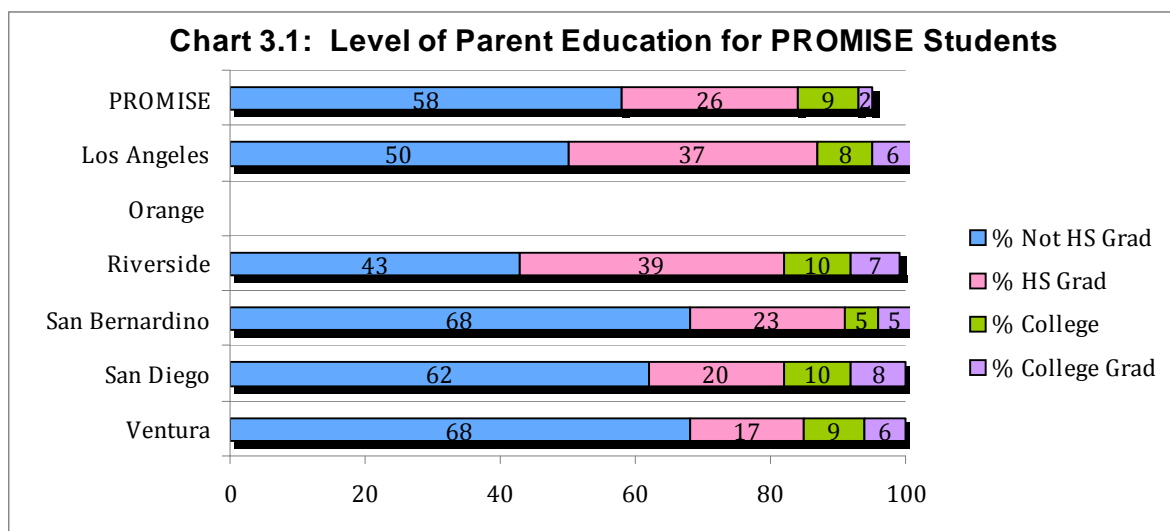


Table 3.9: Parent Education for All Students and by EL vs. R-FEP

	Parent Education HS or Less		Parent Education College Grad	
	PROMISE	County	PROMISE	County
Los Angeles - Baldwin Park¹	86%*	47%	6%*	9%
EL	89%		6%	
R-FEP	84%		6%	
Orange – Saddleback	NA	45%	NA	11%
Riverside – Moreno Valley	83%	43%	7%	8%
EL	85%		7%	
R-FEP	79%		8%	
San Bernardino – San Bern City	91%	42%	4%	8%
EL	92%		4%	
R-FEP	90%		5%	
San Diego – Escondido	82%	40%	8%	13%
EL	87%		7%	
R-FEP	79%		8%	
Ventura – Ocean View	85%	44%	6%	10%
EL	85%		6%	
R-FEP	85%		6%	
PROMISE Average	84%		7%	
EL	87%		6%	
R-FEP	80%		8%	
California State average		45%		10%

Half of parents (50%) declined to respond or the data were missing

¹ Data provided for Spanish language EL and R-FEP

While there is a significant relationship between a student's socio-economic level and their parent's education level ($\chi^2 = 223.4$, $p < .000$), nonetheless students whose parents had a college education were still likely to be disadvantaged. Table 3.10 shows the relationship between socio-economic status and parent education level. Looking at the row for economically disadvantaged students, 88% have parents with a high school education or less; in fact, 79% have parents with less than a high school education. However, even among students who are not economically disadvantaged, 75% have parents with a high school education or less; 47% have parents with less than a high school education. Overall, 64% of the sample is economically disadvantaged and has a parent with a high school education or less, 20% of the sample is not economically disadvantaged and has a parent with a high school education or less, and only 4% are not economically disadvantaged and have a parent who has at least graduated from college.

Table 3.10: Relationship Between Socio-Economic Status and Parent Education Level

	High School or Less	Some College	College Grad+	Total
Economically Disadvantaged	88%	7%	5%	100% n=6614
NOT Economically Disadvantaged	75%	13%	12%	100% n=2450
Total	84%	9%	7%	100%

The next set of tables and charts provide information about special education information for the student participants. As Table 3.11 shows, the percentage of students identified as having a disability in year 3 ranged from 5% to 10%, with an overall average of 10%. In general, 93% of all PROMISE students did not have a disability. Overall, ELs were significantly more likely than R-FEPs (14% vs. 3%) to have a disability ($\chi^2 = 615.0$, $p < .000$).

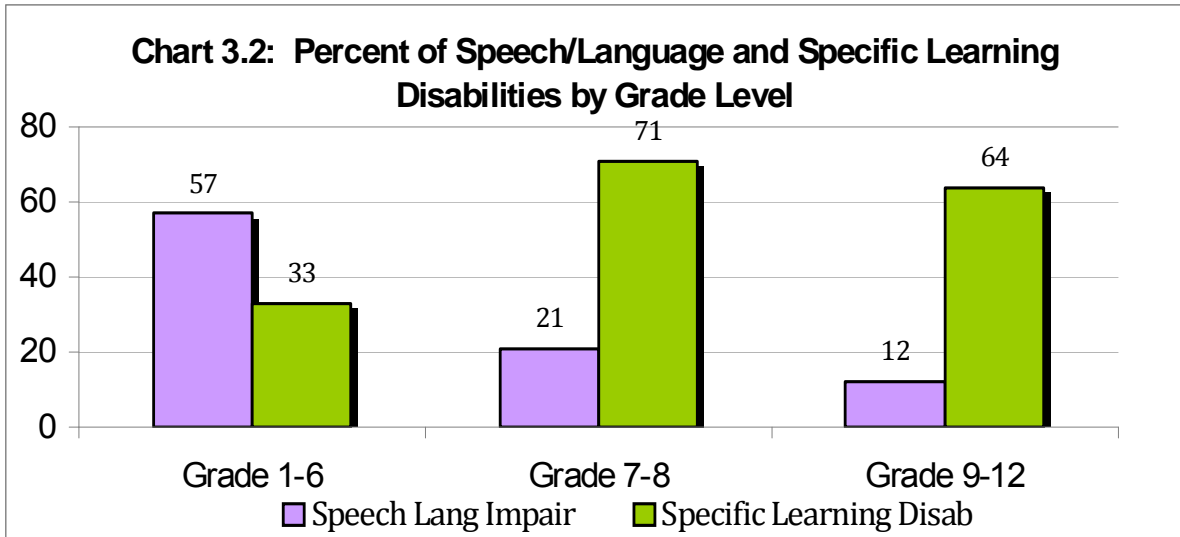
Table 3.11: Student Special Education Description, Percent Identified as Having Disability

	Year 1	Year 2	Year 3	All Years
Los Angeles - Baldwin Park	10.3%	10.4%	8.6%	11.7%
Orange – Saddleback	5.2%	6.5%	5.1%	7.3%
Riverside – Moreno Valley	6.1%	7.1%	6.2%	7.1%
San Bernardino – San Bern City	5.1%	5.1%	4.6%	5.5%
San Diego – Escondido	5.5%	3.9%	5.8%	8.4%
Ventura – Ocean View	7.8%	7.0%	9.7%	9.1%
PROMISE Average	6.5%	7.8%	9.7%	8.6%

Table 3.12 presents the percent of students with the most common disabilities. Speech and language impairments ranged from 0.5% to 5.6% of all PROMISE students (average of 1.5), while those with specific learning disorders ranged from 1.5% to 4.7% of the PROMISE students (average of 4.2). Speech/language impairments accounted for between 13% and 58% of all disabilities while specific learning disorders accounted for 33% to 79% of all disabilities. This large range across sites is in part attributed to the different grade levels represented in the PROMISE sites (higher representation of elementary vs. secondary). As Chart 3.2 illustrates, elementary level children were far more likely to have Speech/language impairments while middle and high school students were more likely to have specific learning disorders.

Table 3.12: Student Special Education Description, Percent with Speech/Language Impairments, Specific Learning Disabilities, Other Disabilities, or No Disabilities

	Speech Lang Impairments	Specific Learning	Other Disabilities	No Disabilities
Los Angeles – Baldwin Park	3.5% 38% all disabilities	4.4% 56% all disabilities	0.6%	91.5%
Orange – Saddleback	1.4% 56% all disabilities	1.5% 33% all disabilities	0.4%	96.6%
Riverside – Moreno Valley	1.3% 19% all disabilities	4.7% 66% all disabilities	1.1%	92.9%
San Bernardino – San Bernardino City	0.5% 15% all disabilities	3.8% 79% all disabilities	0.3%	95.4%
San Diego – Escondido	1.0% 12% all disabilities	5.3% 64% all disabilities	2.0%	91.6%
Ventura – Ocean View	5.6% 58% all disabilities	3.1% 37% all disabilities	0.9%	90.3%
PROMISE Average	2.2% 26% all disabilities	5.1% 60% all disabilities	1.5%	91.4%
California	2.3% (all students) 24% all Disabilities - all students 26% all Disabilities - Hispanics	4.7% (all students) 48% all disabilities - all students 51% all disabilities - Hispanics		



In addition, RFEP students were more likely to have speech/language impairments than EL students (36% vs. 24%) while EL students were more highly represented in the specific learning disabilities disorders category than RFEP students (63% vs. 45%).

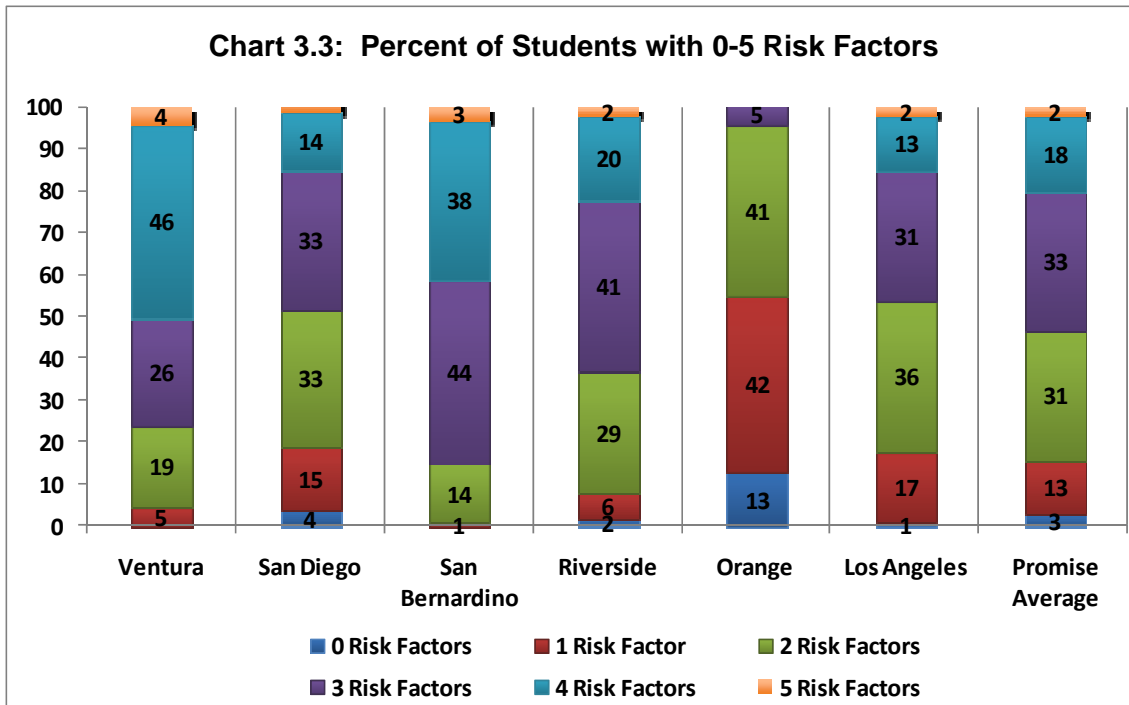
As Table 3.13 shows, the percentage of students identified as gifted or qualifying for GATE ranged from 1.6% to 6.9% in year 3, which was fairly comparable to the previous year.

Table 3.13: Student Special Education Description, Percent Identified as Gifted

	Year 1	Year 2	Year 3	All Years
Los Angeles - Baldwin Park	2.4%	3.6%	2.3%	1.5%
Orange – Saddleback	1.3%	0.8%	1.6%	2.9%
Riverside – Moreno Valley	0.0%	1.8%	5.9%	6.0%
San Bernardino – San Bern City	2.7%	2.7%	2.9%	4.1%
San Diego – Escondido	0.0%	6.9%	6.9%	5.1%
Ventura – Ocean View	2.7%	3.5%	3.5%	5.2%

A high risk factor index was established because most of the PROMISE students were considered “at risk” through their identification with various demographic characteristics considered to put a child at risk for lowered academic achievement; these characteristics are EL, low socio-economic status, low parent education, Hispanic, and having a disability. Because the CDE website and state and district accountability reports usually examine one of these characteristics at a time, it is important to determine how well PROMISE students achieve when they have two or more of these combinations of characteristics. Thus, students were classified as having 0-5 risk factors. The following chart depicts the percentage of students with 0 - 5 risk factors at each PROMISE site and overall. As the chart shows, 3% of PROMISE students have 0

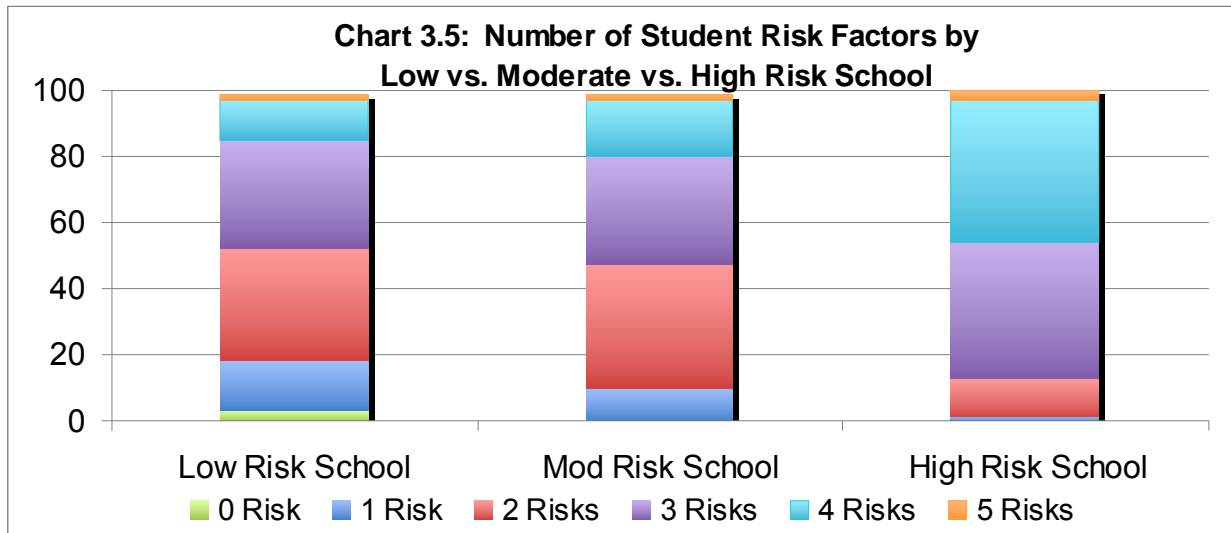
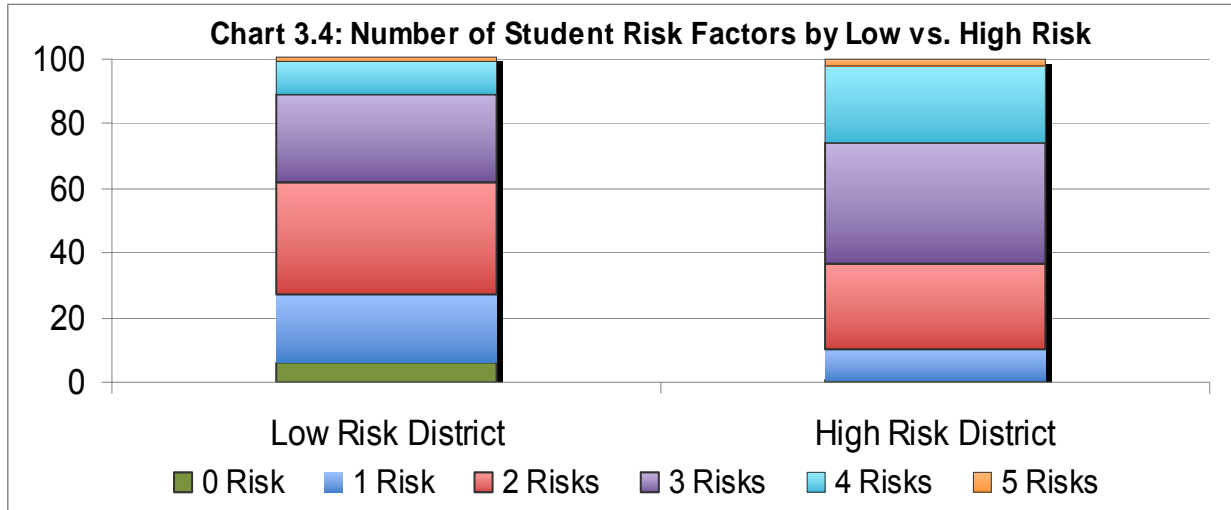
risk factors, 13% have 1 risk factor, 31% have 2 risk factors, 33% have three risk factors, 18% have four risk factors, and 2% have all five risk factors. What is extraordinary is that a full third of the students have 3 risk factors, and half possess three or more risk factors. At some sites, most of the students possess 3 or more risk factors. Also, the data for Orange County/Saddleback is not accurate because there was no information about parental education or free/reduced price lunch status.



District, School and Student Risk Factors

Districts and schools were coded as risk factors for students as well. Districts were designated as Low Risk vs. High Risk. Low Risk districts had fewer minority, EL, and disadvantaged students than the state average while High Risk districts had more minority, EL, and disadvantaged students than the state average. Similarly, schools were coded as Low, Moderate and High risk on the basis of the percentage of minority, EL, and economically disadvantaged students in the school. A score of 1 was given for percentages of 1-50%, 2 for percentage ranges of 51-75, and 3 for 76-100% for each indicator – minority, EL, and economically disadvantaged. Then these indicators were summed for a total score, which could range from 0 to 9. Schools designated as Low had a score of 3-4, Moderates 5-7, and Highs 8-9.

Not surprisingly, of the schools in low risk districts, 88% of the schools were low risk as well, 12% were moderate risks, and none were high risk. In the districts designated higher risk, 26% were low risk schools, 38% were moderate risk schools,



and 37% were high risk schools. This relationship between the risk of the district and school was highly significant ($\chi^2= 3779.8, p < .000$). These findings essentially indicate that higher risk (more minority, EL, low income students) schools are more likely to be located in higher risk districts and vice versa.

Then we look at the student risk factors according to the district and school risk factors. Chart 3.4 illustrates the relationship between student risk factors and district risk factors, where low risk districts have students with fewer risk factors than high risk districts ($\chi^2= 1193.8, p < .000$). Chart 3.5 illustrates a similar relationship between student risk factors and school risk factors, such that high risk schools have students with relatively more risk factors than moderate risk schools, and moderate risk schools have students with more risk factors than low risk schools ($\chi^2= 1332.6, p < .000$).

Description of PROMISE Instructional Services/Settings

The next table shows the percentage of students enrolled in the various instructional services and settings defined by the State of California. As this table indicates, most students were receiving instruction in SEI or mainstream classrooms. In terms of services, about half of

students (from 0 - 69%) were provided ELD (or ELD and SDAIE), 20% experienced ELD and L1, and 24% some other service.

Table 3.14: Percent of PROMISE Students in each Type of CDE-Defined Instructional Setting Year 3

	SEI	Alternative Course	English Mainstream	Other
Los Angeles - Baldwin Park	58%	6%	36%	0%
Orange – Saddleback	--	--	--	--
Riverside – Moreno Valley	71%	15%	10%	4%
San Bernardino – San Bern City	13%	25%	63%	0%
San Diego – Escondido	51%	0%	49%	0%
Ventura – Ocean View	0%	44%	56%	0%
PROMISE Average	43%	16%	40%	1%
California*				
2008-09	49%	NA	NA	NA
2005-06	47%	7%	42%	5%

* CDE Website (2008/09, no settings other than SEI are reported after 2005-06): http://dq.cde.ca.gov/dataquest/EIP2_State.asp?RptYear=2008-09&RptType=ELPart2_1a

Table 3.15: Percent of PROMISE Students in each Type of Instructional Services Year 3

	ELD (& SDAIE)	ELD (& SDAIE) & L1	ELD & Academic L1	Other	None
Los Angeles - Baldwin Park	69%	0%	8%	19%	5%
Orange – Saddleback	--	--	--	--	--
Riverside – Moreno Valley	64%	17%	15%	4%	0%
San Bernardino – San Bern City	49%	17%	34%	0%	0%
San Diego – Escondido	24%	0%	0%	75%	0%
Ventura – Ocean View	0%	0%	44%	0%	56%
PROMISE Average	46%	7%	15%	26%	7%
California*	66%	21%	5%	7%	2%

* CDE Website (2008/09): http://dq.cde.ca.gov/dataquest/EIP2_State.asp?RptYear=2008-09&RptType=ELPart2_1a

Many PROMISE students participated in a two-way program; 581 students in grades 2-6, 79 students in grades 7-8, and 41 students in grades 9-12. As noted in the research, two-way EL students in the early elementary grades tend to perform poorly in assessments in English and the impact of the two-way program is not seen until grades 5-7. However, we include students in grades 4 and up for the analyses and outcomes presented here. Also, students in grades 7-8 were included in the two-way analyses even though these students were no longer in a PROMISE school in year; however, they had participated in a PROMISE school in year 1 and some students in year 2 as well.

In analyses of language proficiency and academic achievement, comparisons will be made between the two-way and the SEI/Mainstream participants in PROMISE. In grades 4-6, 69% of the two-way students were in a low risk district and 31% were in a high risk district, while 100% of the SEI/Mainstream students were in a high risk district. In grades 9-11, 66% of the two-way students vs. 58% of the SEI/Mainstream students were in a low risk district. Similarly, more two-way students in grades 4-5 were in a moderate school compared to SEI/Mainstream students (69% vs. 42%) and 31% of two-way and 59% of SEI/Mainstream were in a high risk school. In addition, students in two-way programs had fewer risk factors than students in SEI/Mainstream programs (Mean = 2.3 vs. 3.4 at grades 4-6; 1.6 vs. 3.1 at grades 7-8; 1.4 vs. 3.1 at grades 9-11). These differences are all statistically significant, which means that it will be necessary to control for these student, school and district risk factors in comparisons of the program type as related to student language proficiency and academic achievement outcomes.

DATA AND FINDINGS

As noted previously, data were collected using a variety of different measures. Thus, findings will be presented in seven broad areas:

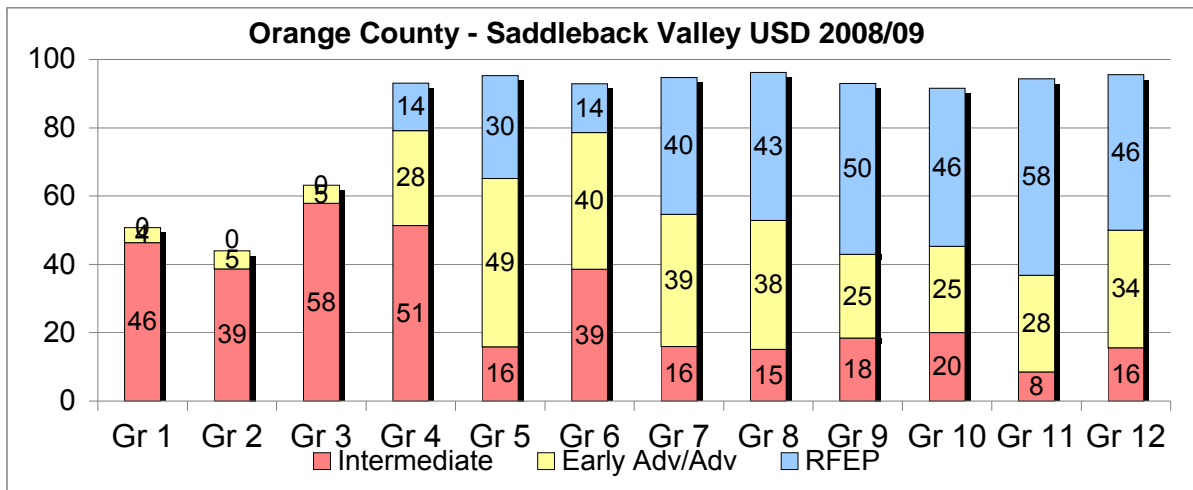
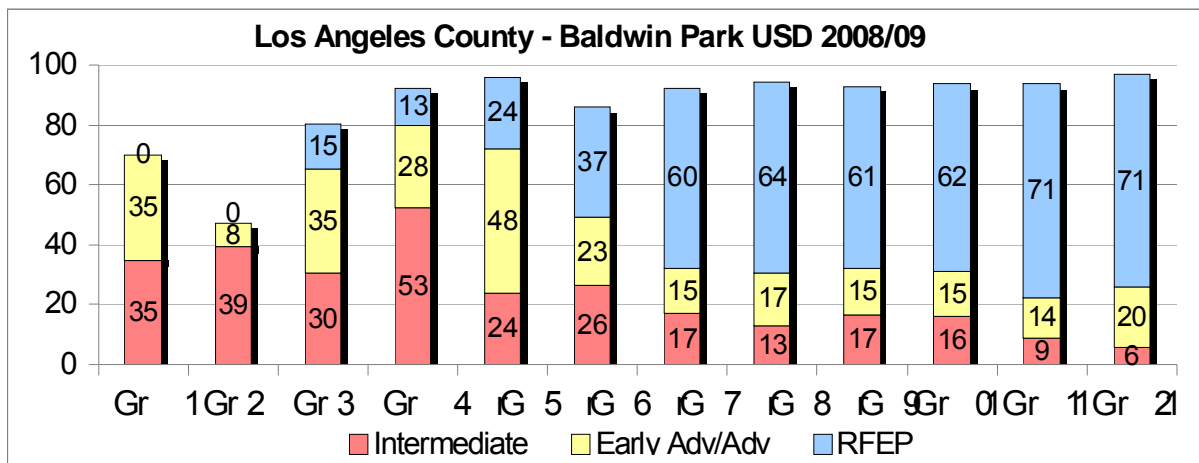
- 1) Language proficiency in English
- 2) Reading/language arts achievement assessed in English
- 3) Math achievement measured in English
- 4) Academic achievement in Spanish
- 5) High school exit exam
- 6) Other student data
- 7) Relationship of language proficiency to academic achievement and background characteristics

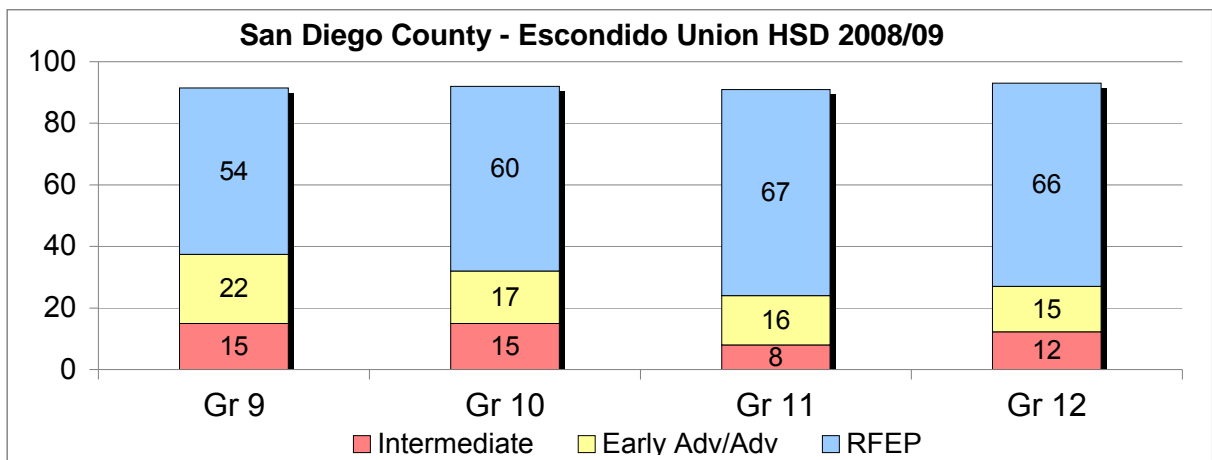
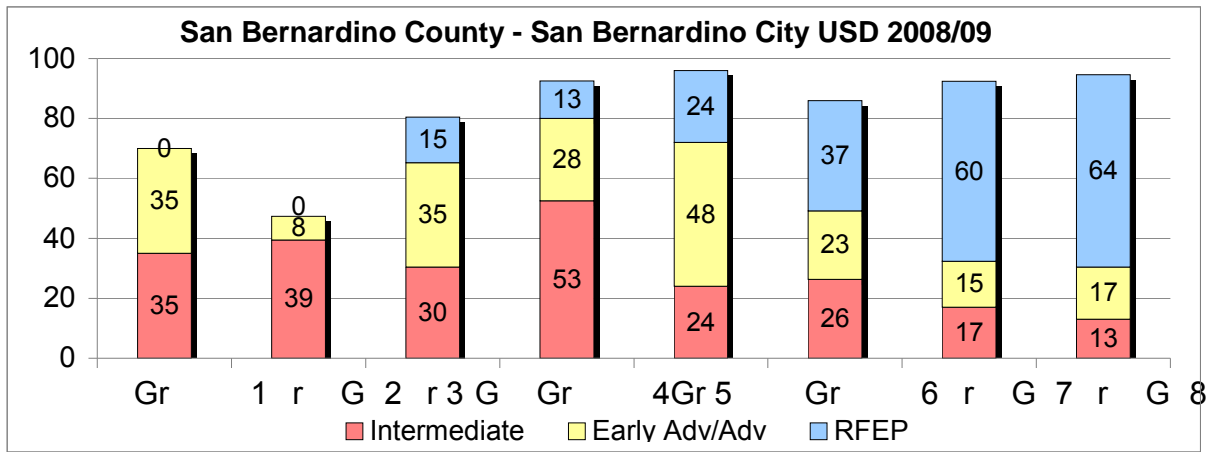
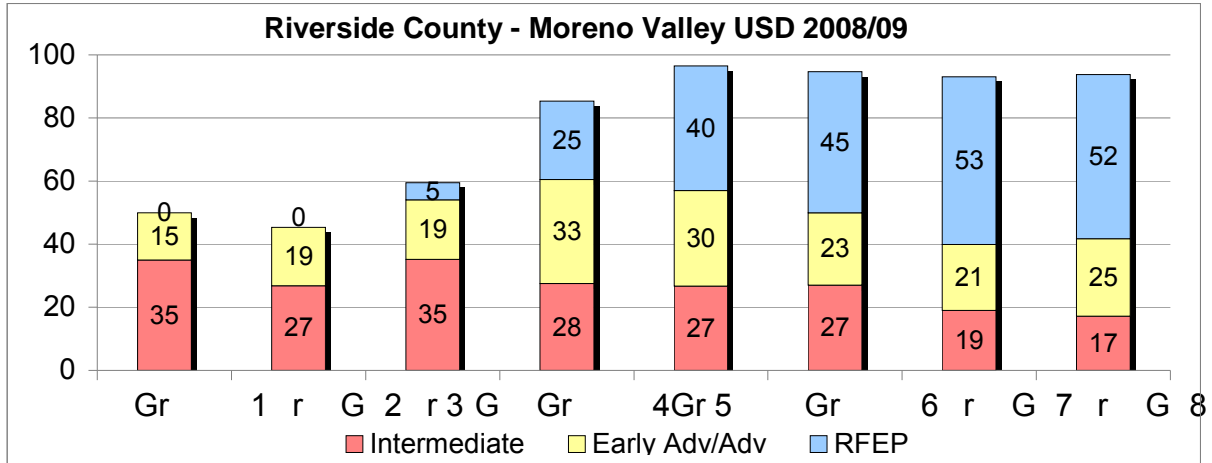
In each of these areas, data will be examined by county/district, by grade level, and as appropriate by other demographic characteristics. Then, findings and trends will be discussed across the six counties.

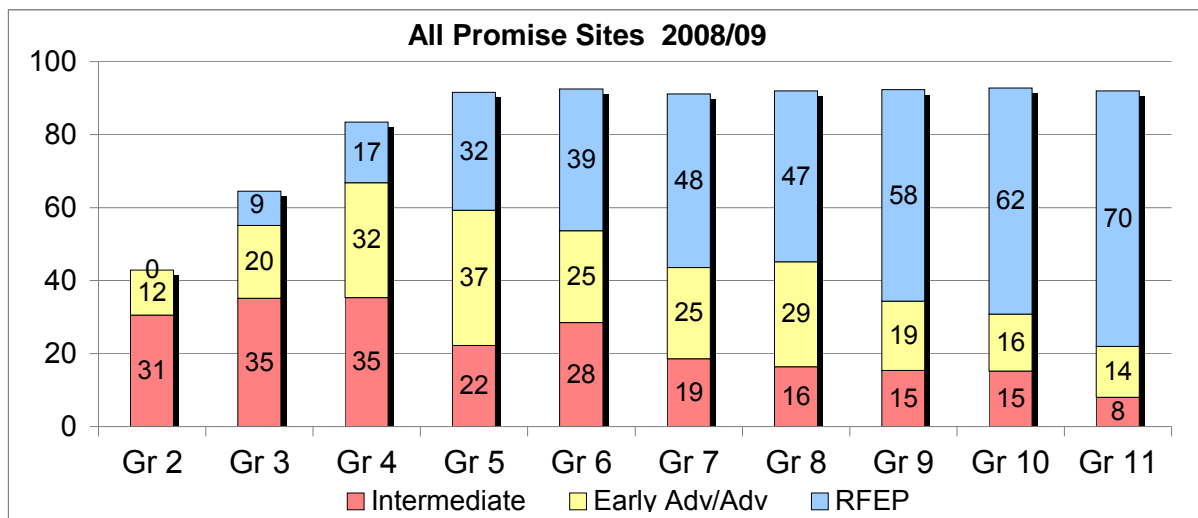
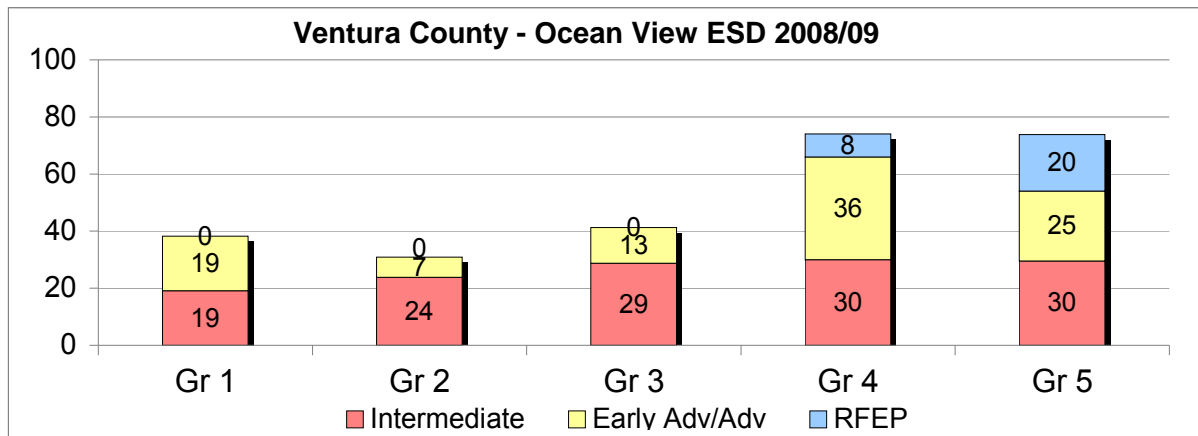
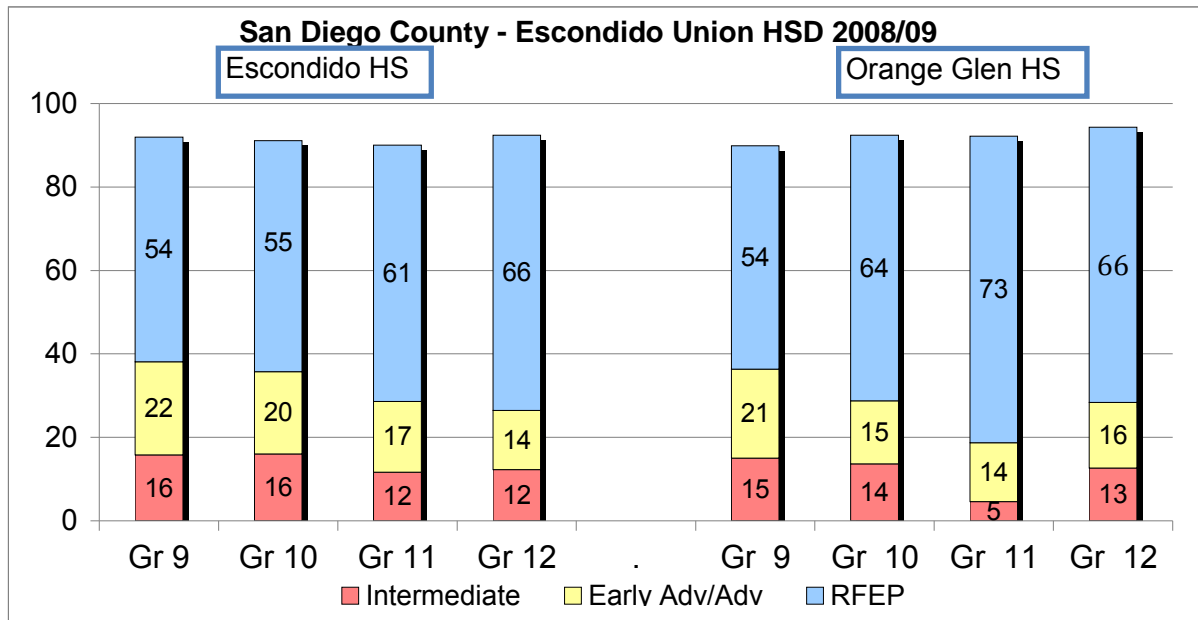
Language Proficiency in English

Language proficiency, which was examined only in English, was assessed using the California English Language Development Test (CELDT). Only overall total scores were used in these analyses to simplify the analyses and make the report length more manageable. Chart 3.6 below shows the percentage of students in grades 1-12 at each PROMISE county/district site that scored as Intermediate or Early Advanced/Advanced on the CELDT or had been reclassified as Fluent English Proficient (R-FEP). As these charts show, from grade 7, at least 75% of current or previous students who had entered as ELs attained English proficiency as defined by the state (except for Saddleback 10th grade, who were close – 71%).

CHART 3.6: English Proficiency (CELDT), Percent of ELs Intermediate or Early Advanced/Advanced on the CELDT or already Reclassified as Fluent English Proficient (R-FEP)



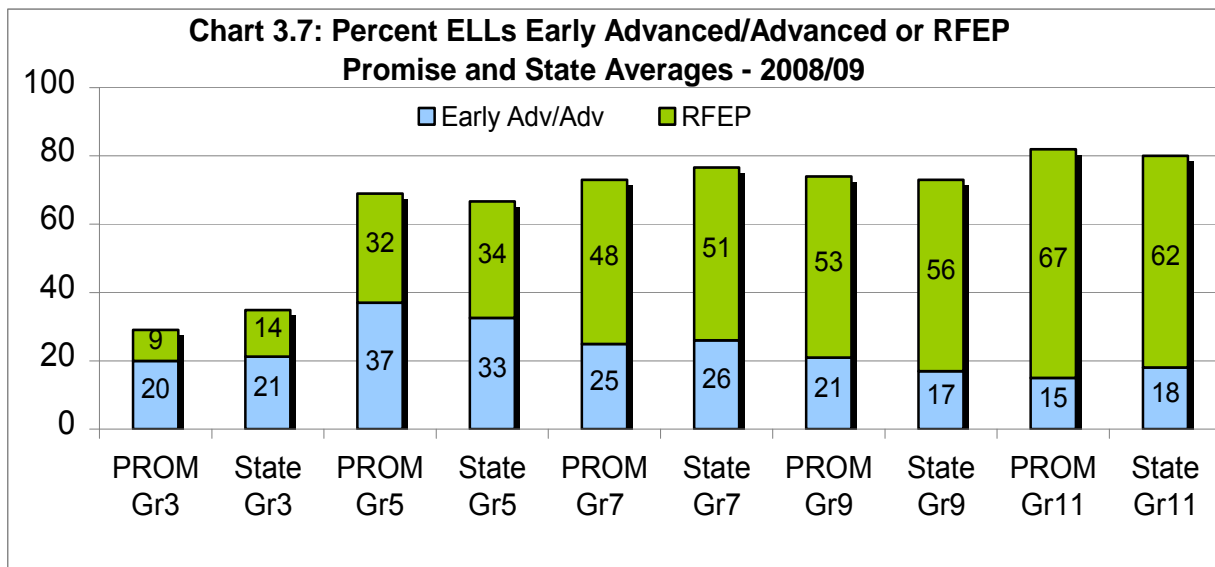




While there was considerable variation in the percentages reaching English proficiency at the different PROMISE sites, it is clear that a large percentage of students do not reach English proficiency until the end of elementary school. This finding is consistent with the research on

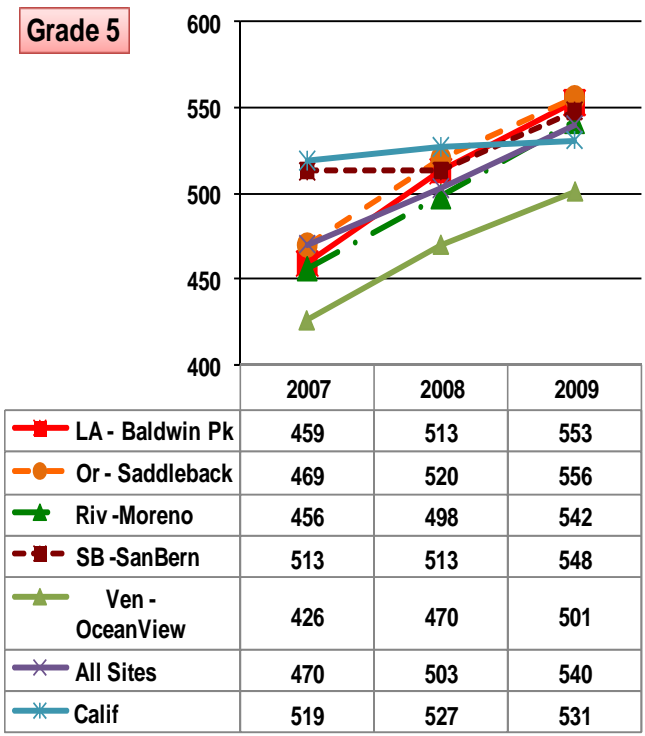
second language development showing that it takes 5-7 years for students to become academically proficient in a second language (Genesee, Lindholm-Leary, Saunders, Christian, 2006; Parrish et al. 2006).

The overall finding of at least three quarters of students designated as English proficient is encouraging. In Chart 3.7 below, we see the aggregated percentages across all PROMISE sites for grades 3, 5, 7, 9, and 11 compared to the California state results at those grade levels. As this chart shows: at grade 3, PROMISE students are slightly less likely to be proficient in English; at grades 5, 7, and 9, the PROMISE percentages of English proficient students are comparable to the state percentages; at grade 11, PROMISE students were slightly more likely than state peers to be R-FEP (67% vs. 62%) but as likely to be proficient in English (Early Advanced/Advanced or R-FEP; 82% vs. 80%).

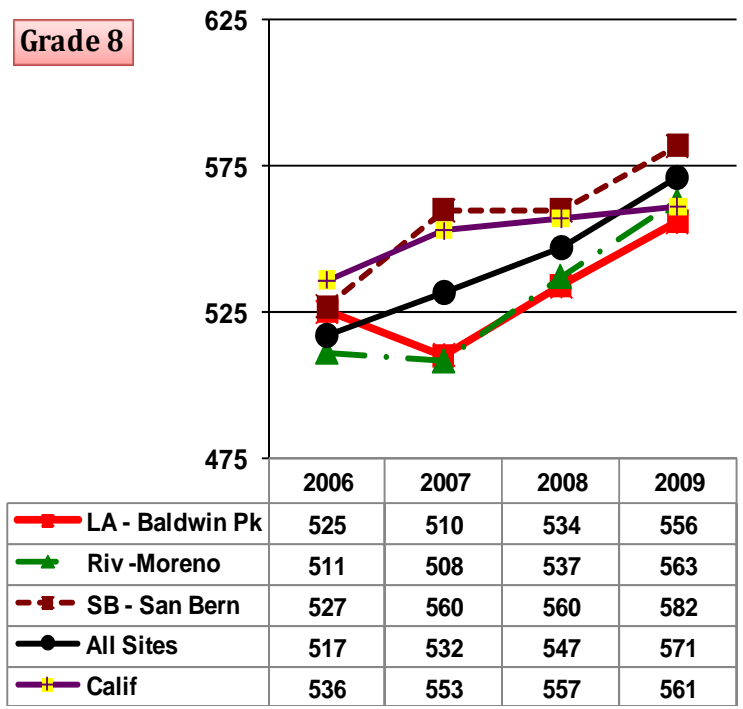


Longitudinal gains for each PROMISE county/district site are shown in the next set of charts for students at grades 5, 8, and 11. The state average is a cross-sectional average rather than longitudinal as longitudinal data were not available for the state, but it provides a point of comparison for change over time. As these charts illustrate, students showed significant gains across the three years of the PROMISE Initiative, and from the year prior to the PROMISE Initiative (AY 2006). Each of the grade levels shown in the charts indicates much higher growth than the California average and most of the charts show very parallel, if not very similar, scores over time for the various PROMISE sites. In fact, in all charts, compared to the state averages, the PROMISE students started with a (much) lower score and ended up at a similar or higher score. The gap between the scores of the PROMISE and the state averages is much higher in the first year represented on the chart (2007 for elementary, 2006 for middle and high school) than for 2009. The gap decreased considerably across the years of the PROMISE Initiative (58 points for grade 5, 29 points for grade 8, and 25 points for grade 11).

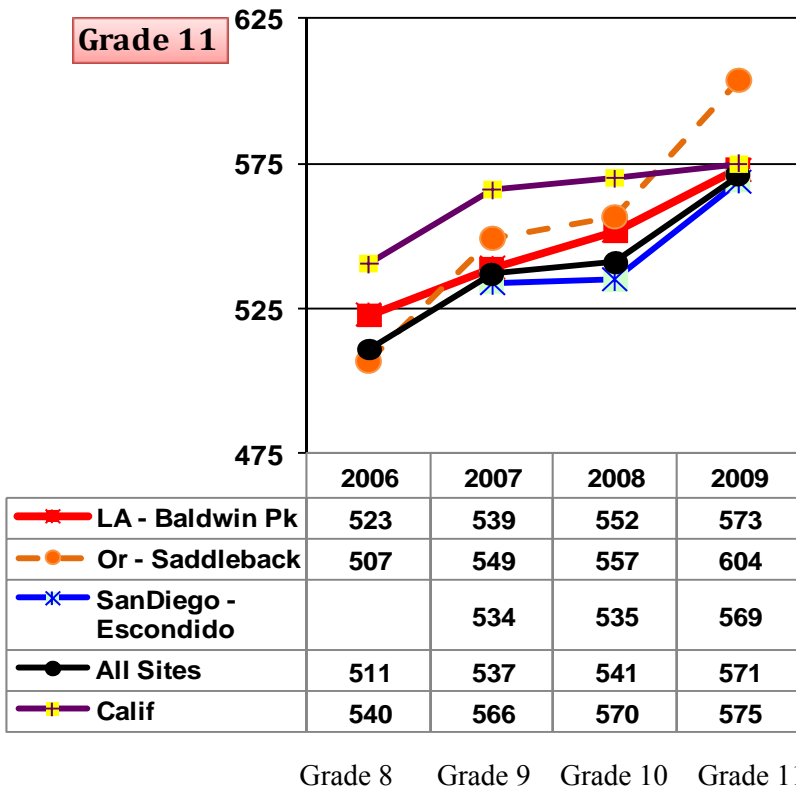
Chart 3.8: CELDT Scale Scores over time for Grades 5, 8, and 11 (Longitudinal)



	Grade 3	Grade 4	Grade 5
Gap: (Calif – PROMISE)	49	24	-9



	Grade 5	Grade 6	Grade 7	Grade 8
Gap: (Calif – PROMISE)	19	21	10	-10



	Grade 8	Grade 9	Grade 10	Grade 11
Gap: (Calif – PROMISE)	29	29	29	4

Factors that Can Impact Student Language Proficiency

In examining the grade levels – corresponding to elementary, middle, and high schools – students made statistically significant gains over time in grades 4-6 (74 points), grades 7-8 (33 points), and grades 9-11 (36 points). [see Appendix B – Table B-1 for a detailed table with means and standard deviations for each school site for 2008/09 and B-2 for change scores]. In grades 4-6, schools varied in their gains, from a low of 47.9 to a high of 85.6 scale score points. In grades 7-8, the three middle schools also differed in their gains over the past years, with gains of 18.1 to 53.4. In grades 9-12, students at the different schools continued to make gains, but significantly greater gains at some schools than other schools (30.6 – 45.2 points).

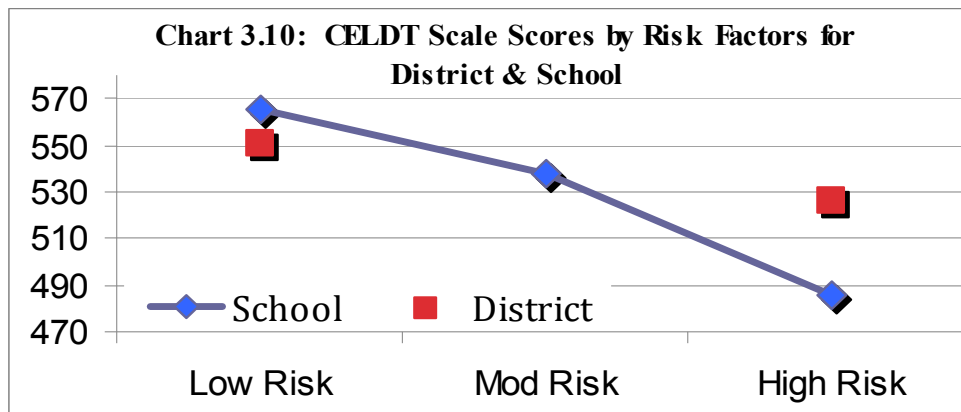
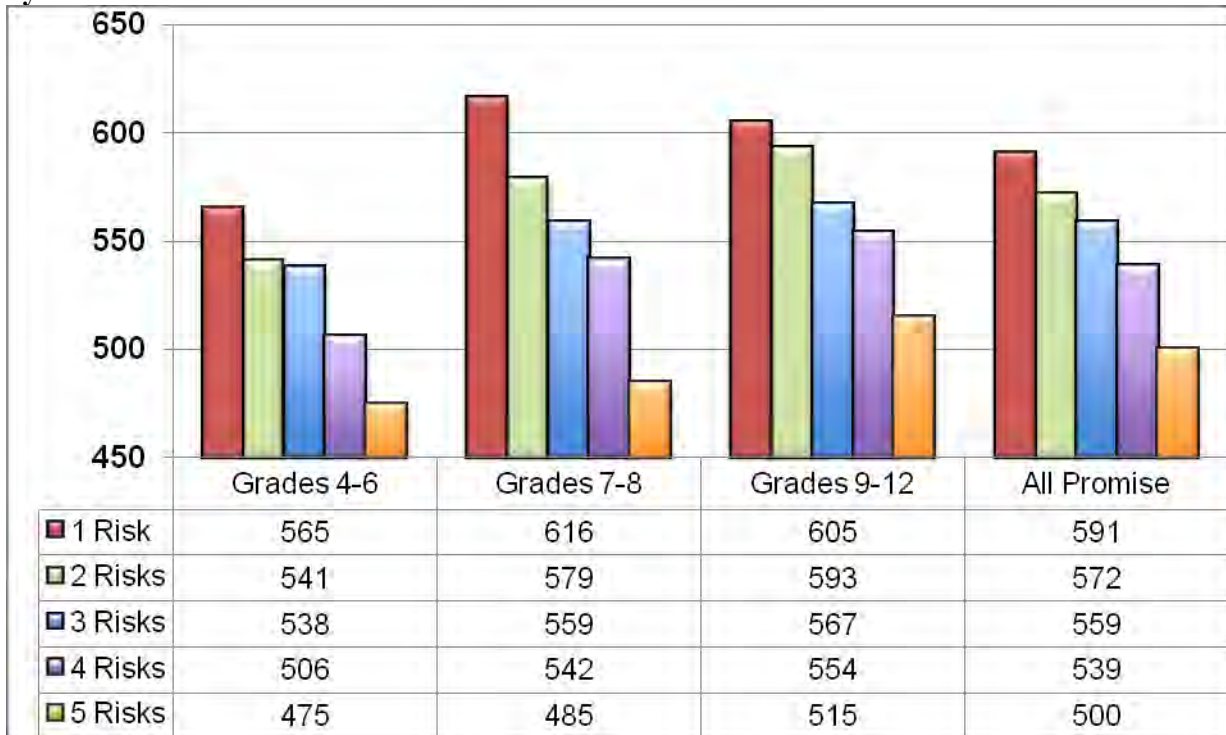
CELDT scores were also examined in terms of students’ background characteristics. Overall, having a disability had the most impact at all grade levels on students’ CELDT total scores: students with a disability had a CELDT scale score of 518 compared to 561 for students who had no disability ($t(789)=12.3, p < .001$). Also, economically disadvantaged students overall scored significantly lower than non-economically disadvantaged students (average scores = 550 v. 575; $t(789)=12.3, p < .001$).

Students with a Spanish language background did not vary significantly from students with other language backgrounds in terms of their overall CELDT scores when the scores were examined across all grade levels (Spanish average = 554 vs. other language average = 546) or

across the different grade levels – grades 4-6 Spanish vs. other (Mean = 527 vs. 535); grades 7-8 Spanish vs. other (Mean = 555 vs. 558); grades 9-12 Spanish vs. other (Mean = 565 vs. 548).

When combinations of some of these background characteristics, or risk factors, were studied, Chart 3.9 shows that students' scores on the CELDT decreased significantly for each additional risk factor they possessed. Because they were ELs who were given the CELDT, they all had at least one risk factor. Adding extra risk factors decreases their CELDT score for each risk factor that is added, and this was true at all grade levels. Thus, students with one risk factor had an average score of 591, those with 2 risks scored 572, those with 3 risks 559, with 4 risks 539, and with 5 risks 500. That is a gap of 91 points for the 4 additional risk factors. Note that the gap is lower in elementary and high school (90 points), but increases substantially in middle school (131 points).

Chart 3.9: CELDT Scale Scores for AY 2008/09 by Number of Risk Factors by Grade Level



Students' CELDT scores are also high related to whether they live in a low or high risk district ($F(1, 4245) = 103.1, p < .000$) and attend a low, moderate or high risk school ($F(2, 4124) = 407.7, p < .000$). Thus, students have significantly higher CELDT scores when they live in lower risk districts and attend lower risk schools.

Tables 3.16 and 3.17 present the CELDT data for PROMISE students in grades 4-6, 7-8, and 9-11 students who participated in two-way versus SEI or English mainstream programs. Table 3.16 indicates that two-way students were significantly more likely than SEI/Mainstream students to score Early Advanced or Advanced on the CELDT in grades 4-5 ($\chi^2 = 6.8, p < .05$), but the results were not statistically significant in grades 7-8 or 9-11.

Table 3.16: CELDT Proficiency Levels by Participation in Two-Way Program vs. SEI/Mainstream Programs

Proficiency Level (# Students)	Two-Way	SEI/Mainstream
GRADES 4-6		
Intermediate (n = 98, 207)	44%	44%
Early Adv/Adv (n = 108, 194)	48%	41%
GRADES 7-8		
Intermediate (n = 22, 256)	29%	36%
Early Adv/Adv (n = 49, 363)	64%	50%
GRADES 9-11		
Intermediate (n = 2, 470)	29%	34%
Early Adv/Adv (n = 5, 639)	71%	46%

As Table 3.17 shows, students in two-way programs had higher CELDT scores than students in SEI/Mainstream programs at grades 4-6 (Means = 535 vs. 528), grades 7-8 (Means = 574 vs. 557), and grades 9-11 (Means = 603 vs. 565), though the difference was not statistically significant at any grade span when controlling for student, school, and district risk factors. In addition, in looking at the CELDT change scores from spring 2007 to 2009, these scores were higher for students in the two-way programs than the SEI/Mainstream programs but the results were not statistically significant when controlling for student, school and district risk factors.

Table 3.17: CELDT Scale Scores by Participation in Two-Way Program vs. SEI/Mainstream Programs

Grades (# students)	Two-Way	SEI/Mainstream
Grades 4-6 (n=225, 472)	534.6 (49.7)	528.1 (48.7)
Grades 7-8 (n=77, 720)	573.9 (56.4)	556.9 (57.9)
Grades 9-11 (n=7, 1379)	603.1 (30.5)	565.1 (76.7)
CELDT Change Scores from Spring 2007 to Spring 2009 (Scale Scores)		
Grades 4-6 (n=205, 207)	79.8 (41.5)	67.1 (40.5)
Grades 7-8 (n=69, 341)	64.8 (37.8)	32.1 (48.8)

In general, these results show that, despite a variety of risk factors such as socio-economic disadvantage, low parent education, and disabilities, PROMISE students made good growth over time and over three quarters of the students were proficient in English beginning in grade 7. Further, over the course of the PROMISE Initiative, the gap between PROMISE students and the state average narrowed considerably so that the PROMISE students scored similar to the state average. Finally, students in two-way programs had slightly higher CELDT scores and higher growth scores than SEI/Mainstream students.

Reading/Language Arts Achievement in English

CAT6 Performance

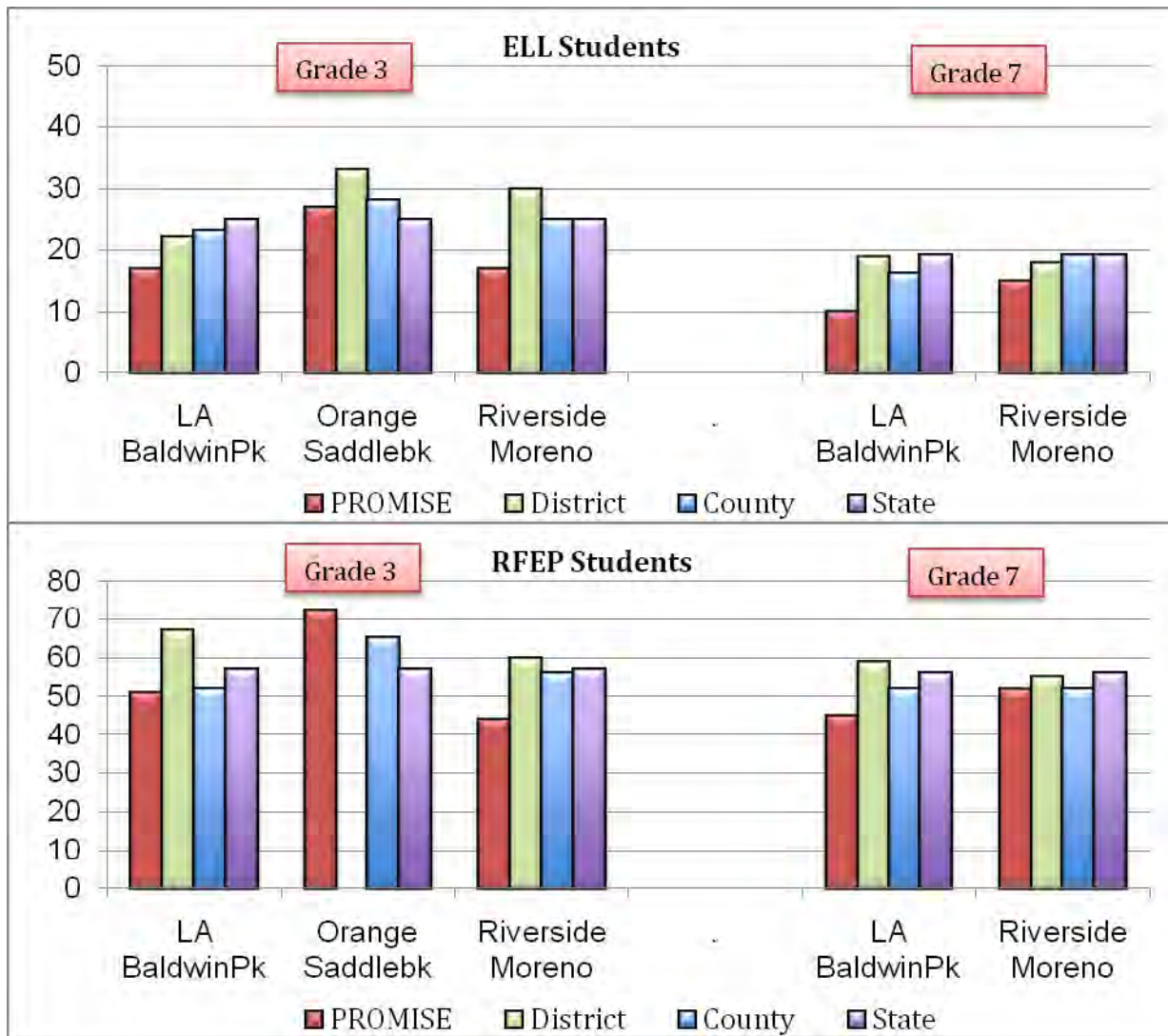
Reading/language arts achievement was assessed using the California Achievement Test (CAT6) and California Standards Test (CST) data. Because the CAT6 was a norm-referenced test that was only given to students in grades 3 and 7 in years 1-2, these data are briefly presented for year 2. Most of the analyses will be devoted to CST outcomes.

Chart 3.11 shows the English reading achievement percentiles for the CAT6 test, separately for EL and R-FEP students in grades 3 and 7. On this norm-referenced test, the range is from 1 (very low) to 99 (very high) and the 50th percentile is typically considered to mark grade level.

Only three PROMISE sites had the appropriate data for grade 3 and two sites had 7th grade data. As the chart shows, grade 3 and 7 EL students scored at low levels at all sites and below district, county and state averages, which were all well below average. Two groups of PROMISE students – 3rd grade Saddleback and 7th grade Moreno Valley EL students scored about comparable to the county and state averages.

PROMISE R-FEP students achieved at or above grade level. In comparing their performance to the averages for the district, county and state, Saddleback 3rd graders surpassed the county and state averages, while Baldwin Park 3rd graders and Moreno Valley 7th graders students achieved at similar levels as the county and state. Also Moreno Valley 3rd graders and Baldwin Park 7th graders achieved at lower levels than their district, county and state peers.

CHART 3.11: English Reading Achievement Scores According to the CAT6 (2007/08) Percentile Scores for EL and R-FEP Students



California Standards Test (CST) Performance

The Context of Assessment and Accountability for EL Students

The California Standards Test (CST) is the major test used by California for accountability purposes. This criterion-referenced test was developed by the state to determine students’ achievement according to the California state content standards. It is important to understand how the performance standards were developed since students’ ability to meet them or not reflects the rigor with which and the basis on which they were developed. Linn et al. (2002) note that the panels that were *originally* created to establish benchmarks included teachers and often other interested citizens who reviewed tests and identified cutoff scores that they *thought* would “correspond to the level of performance expected from a proficient student who is motivated to do well and has had an adequate opportunity to learn the material.” (p. 4). They go on to note that the

outcome of such a process led to the establishment of proficiency levels in some states that are so high they are unrealistic. Moreover, when these proficiency standards were developed, the educators who developed them were unaware that they would be used to determine Adequate Yearly Progress (AYP) objectives or that sanctions on schools would be imposed if they did not satisfy AYP. In studies comparing the NAEP scores to the various scores for different states, California is one of two states that has the most rigorous cut scores for Proficient in both English language arts and math across all grade levels (Cronin, Dahlin, Adkins, & Gage Kingbury, 2007). Because of this higher standard for proficiency or grade-level expectations, this report will include a description of students who score as Basic on the CST as well as students who score as Proficient or Advanced.

A major concern when it comes to the assessment of ELs is whether and how English language proficiency affects ELs' performance on academic achievement tests, such as mathematics, given in English (e.g., Abedi & Gándara, 2006; Abedi, Leon & Mirocha, 2005). It has been argued that if students cannot demonstrate academic knowledge due to limited proficiency in English, then test results are not valid because they reflect students' language skills rather than what the students actually know and can do in academic domains (Abedi, Leon & Mirocha, 2005). For example, assessment prompts in English that include complex or idiomatic language penalize EL students who may not understand the prompts, but may be able to access the concepts that are being called for by the test itself, albeit more slowly in English (Abedi, 2001). When EL students do not correctly interpret test instructions or the text of an assessment task, they can misunderstand the problem to be solved and, thus, fail to solve the problem correctly (Abedi et al., 2006).

PROMISE students' achievement is compared to district, county, and state averages for EL and R-FEP students. While such comparisons are helpful in determining how students compare to their peers in the district, county, and state, a major complication in using these comparison groups is that it is not possible to determine to what extent these comparison groups are really comparable. For example, because the CDE website provides comparative data for EL, R-FEP, parent education, and economically disadvantaged one variable at a time, it is not possible to determine whether the students in the "EL" or "R-FEP" group are similar. In fact, just looking at the ethnic, SES, and parent education variables discussed in describing the different PROMISE sites (see Chapter 1) provides evidence that these groups are not really comparable. However, absent data that provides better comparison groups, we tentatively use these comparison groups and remind the reader that the PROMISE sites may have students that are more "at risk" than the comparison sites.

PROMISE Student Outcomes in Reading/Language Arts

Students' achievement on the California Standards Test (CST) was examined from a variety of perspectives. First, descriptive data are presented by grade level (grades 3-6¹, 7-8, 9-11) separately for EL and R-FEP students. The first set of charts present the student outcomes for

¹ Outcomes are not presented for grade 2 since the test is much easier and students tend to score much higher in grade 2 than in subsequent grades.

each district/county PROMISE site. This is followed by a discussion of the PROMISE students as a whole and differences across the PROMISE school sites. Outcomes are discussed with respect to changes over the duration of the PROMISE Initiative and in terms of pertinent background variables such as language proficiency (EL vs. R-FEP), disability, parent education, and the risk factors.

At the elementary level, Chart 3.7 shows the student outcomes for students in grades 3-6. Scores are presented as an aggregate for both EL and R-FEP students for grades 3-5 and disaggregated by language proficiency for grade 6, since the sample sizes for R-FEP groups tended to be small in grades 3-5 and because we selected grade 6 as the terminating grade for the elementary schools. However, it is important to note that some 6th graders were actually in middle school, but it was not possible to differentiate these students as the sample sizes tended to decrease too much to do so.

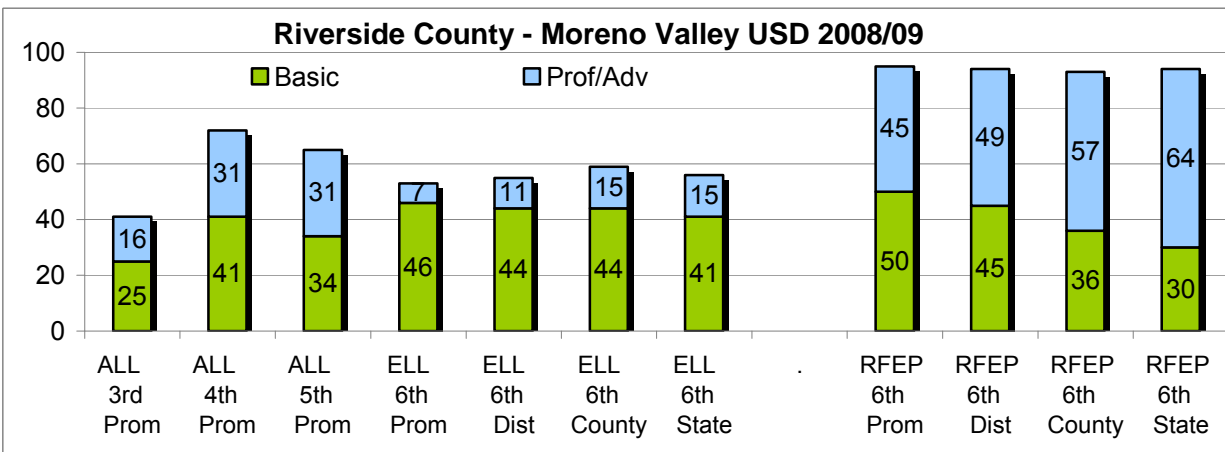
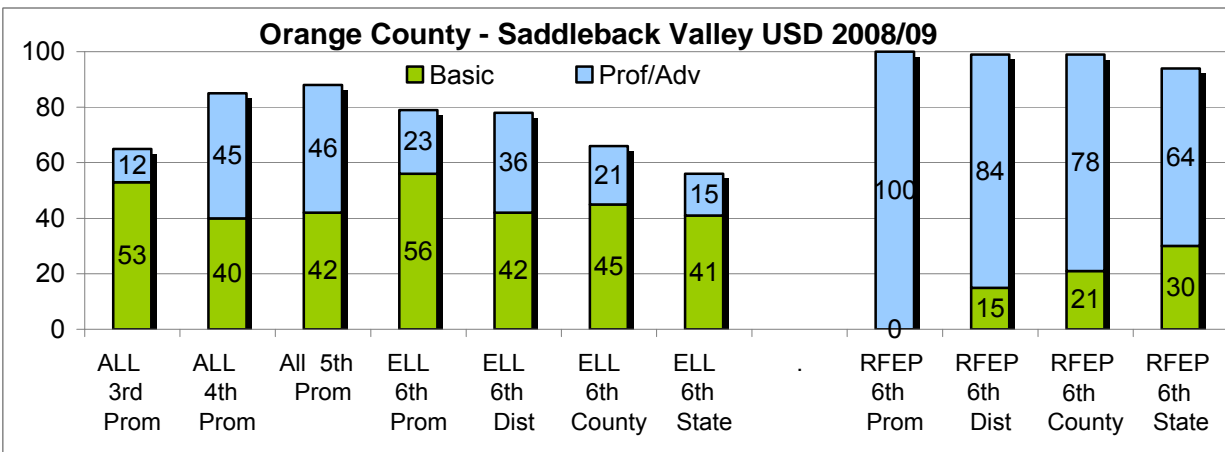
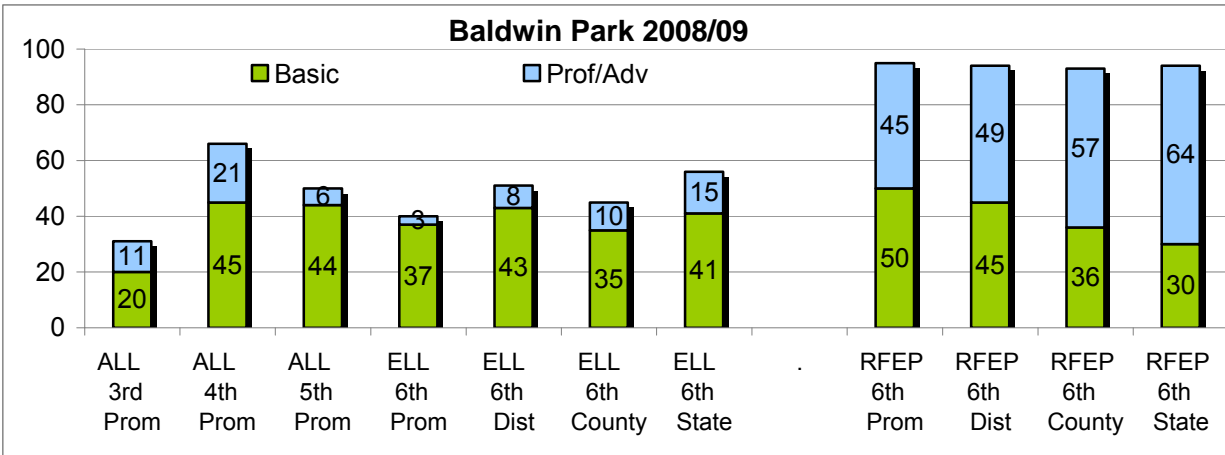
In each chart, the sixth grade EL and R-FEP students are compared to sixth grade EL district, county and state averages. As we showed in the description of the PROMISE sites, overall, the PROMISE sites tended to have more Hispanic, EL, and economically disadvantaged students compared to the district, county and state. It is important to keep these differences in mind in interpreting the student outcomes.

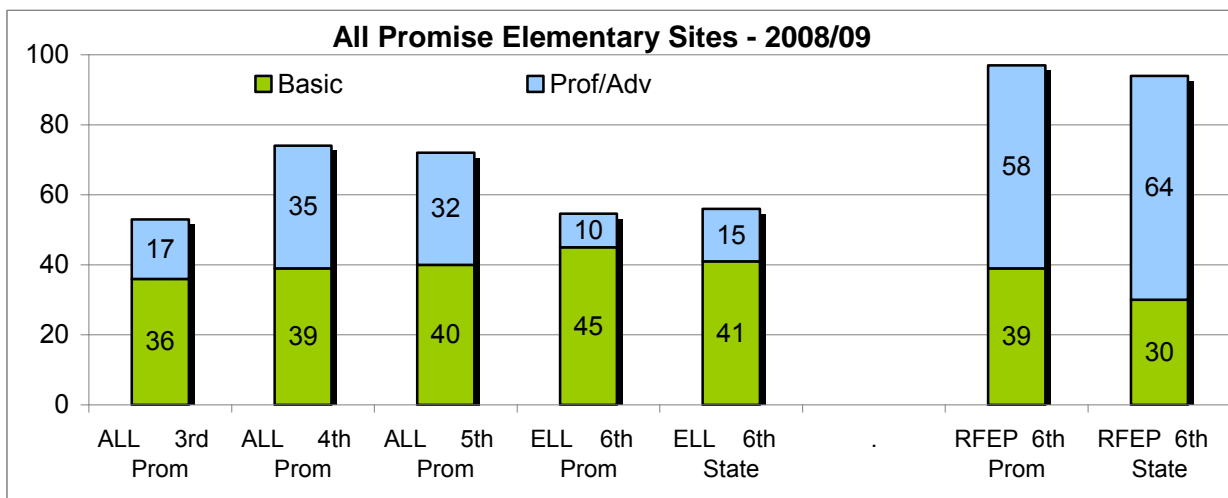
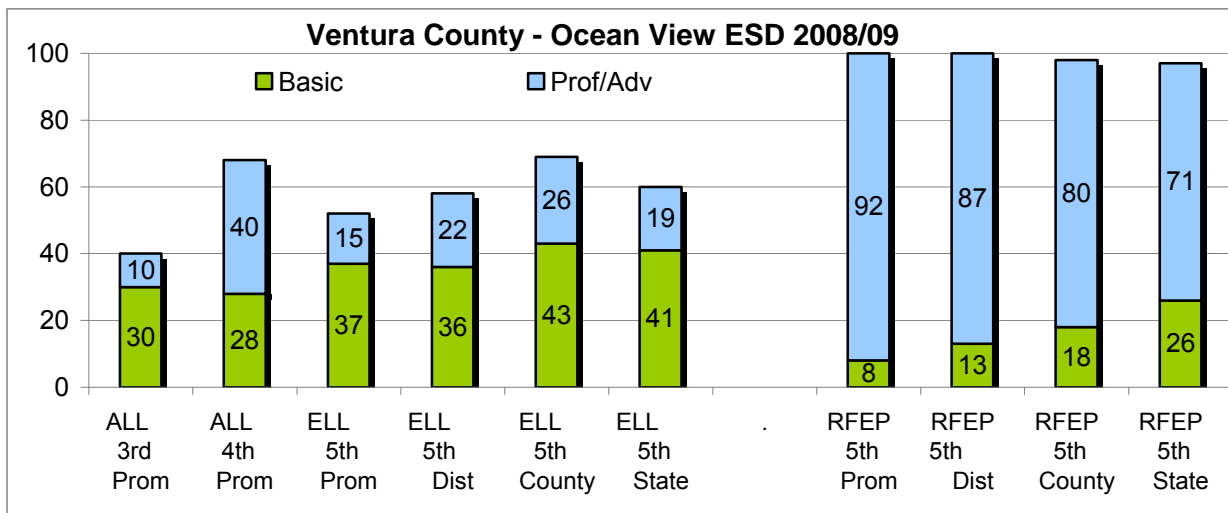
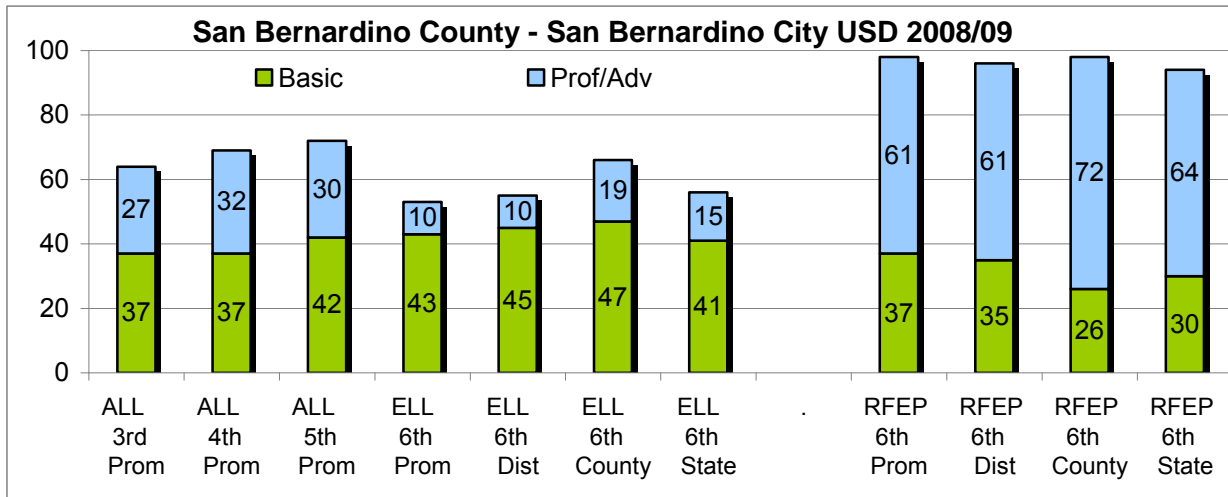
As Chart 3.12 shows, there was considerable variation across the elementary, middle, and high school sites in the percentage of students classified as Basic or Proficient/Advanced. In looking at the percent of EL 6th graders classified as Proficient/Advanced, the range was wide (3-23% - or 15% for Ocean View's 5th graders, as this site had no 6th graders in PROMISE) as was the range for students Basic or above (40-79%). PROMISE sites also differed in the percent of R-FEP 6th graders that were Proficient/Advanced, which ranged from 45% to 100%. However, what was consistent is that the percentage of R-FEP students who scored at least Basic (Basic+) was 95-100% at all elementary PROMISE sites.

While the percent Proficient/Advanced at PROMISE elementary sites was (slightly) lower than comparison groups (district, county, state) among EL students, the percent of PROMISE students at Basic+ was fairly comparable to the comparison groups. The percent of R-FEP students who achieved at grade level (Proficient/Advanced) was comparable to or higher than the district, but lower than the county and state at three sites, but higher at two sites.

Overall, across the PROMISE elementary sites, a third of grades 4-5 EL/R-FEP students were Proficient/Advanced and three quarters achieved at Basic or above (Basic+). Among the 6th graders, 55% of ELs scored as Basic+, 58% of R-FEPs were Proficient/Advanced, and almost all R-FEPs were Basic+. The percent of students who were Basic+ was similar to the state average for both 6th grade ELs and R-FEPs, though the percent Proficient/Advanced was slightly less (10% vs. 15% for ELs in PROMISE vs. State and 58% vs. 64% for R-FEP in PROMISE vs. State). In comparing the R-FEPs to the state average for native English speaking students (EPs), R-FEP students scored slightly higher than EPs in the state (58% vs. 55% Proficient/Advanced and 97% vs. 83% Basic+).

Chart 3.12: Elementary Level Outcomes
English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced



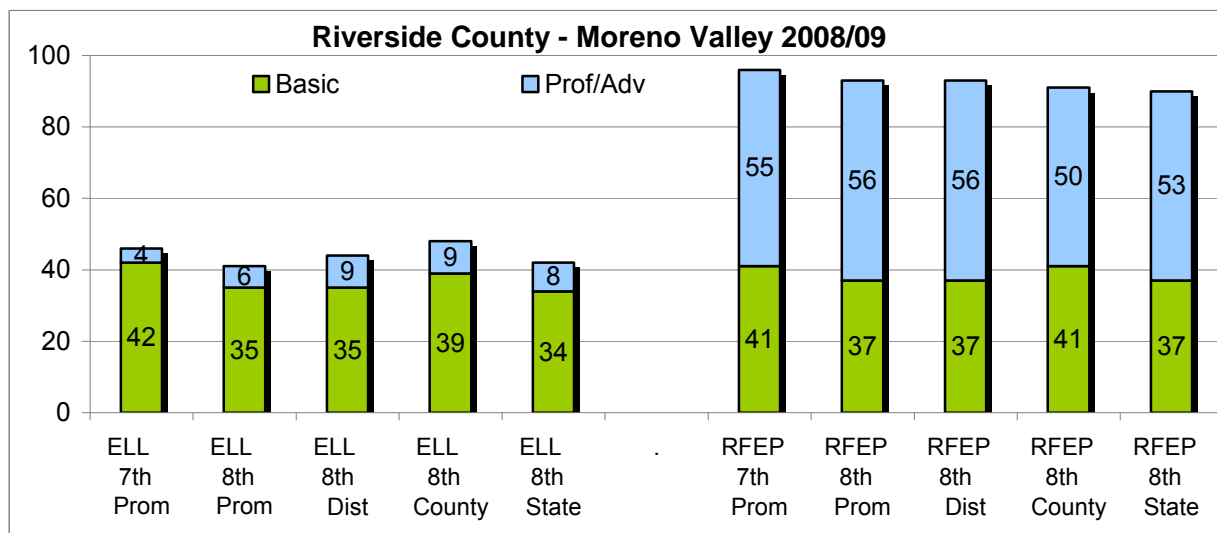
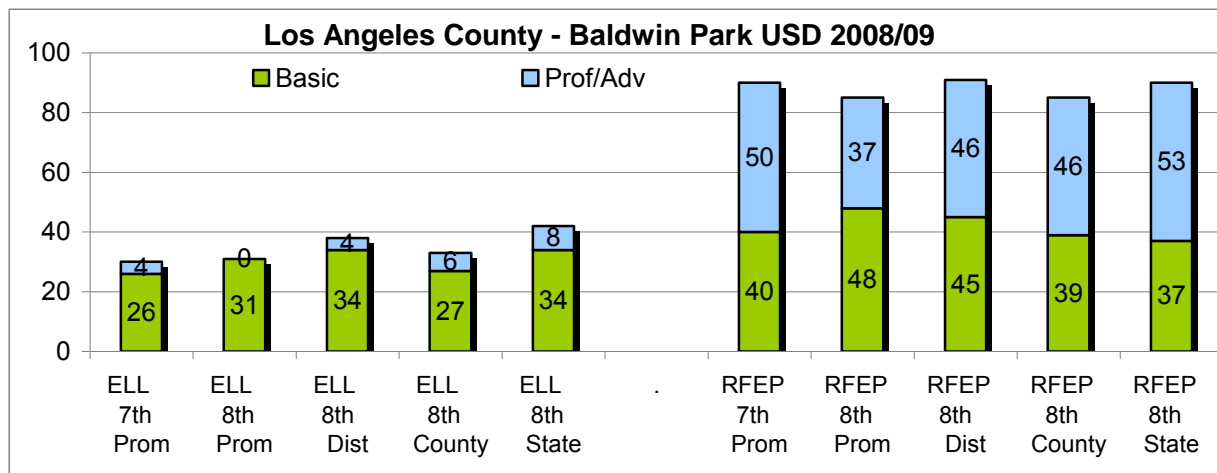


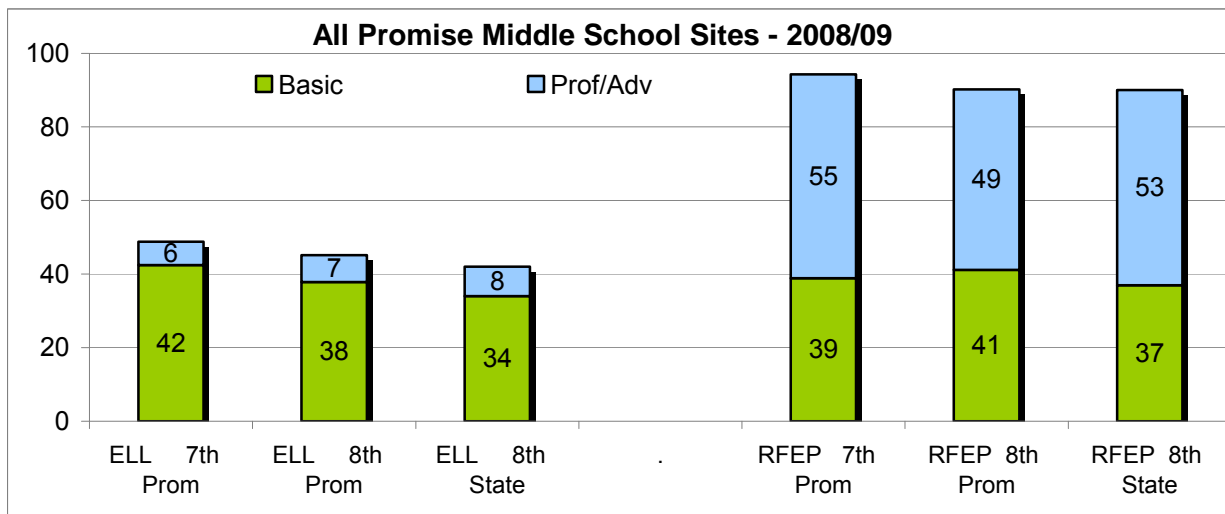
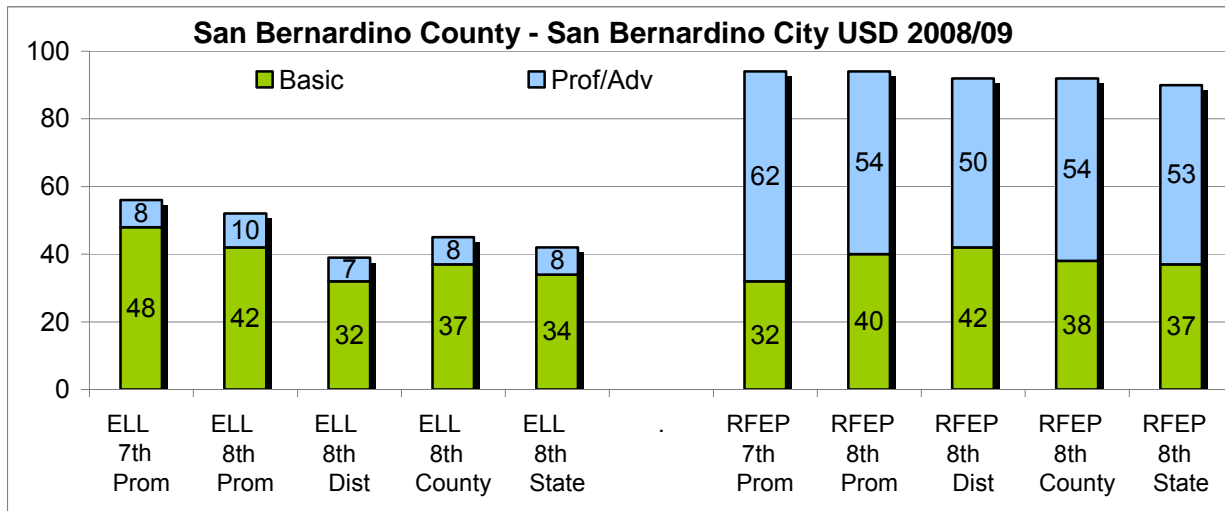
At the middle school level, as more students were reclassified to R-FEP, leaving weaker students in the EL group, it is not surprising that the achievement of grade 7-8 EL students was lower, with 0-10% Proficient/Advanced and 30-56% Basic. The percent of Basic+ for 8th graders

(31-52%) was higher than the district, county, and state averages, except for Baldwin Park. Among R-FEPs at the different PROMISE sites, 37-62% of PROMISE students were Proficient/Advanced and 85-96% Basic+. These students equaled or surpassed all district, county, and state averages even though comparison groups likely included R-FEPs who were less at risk (fewer Hispanics and less economically disadvantaged and with higher parent education).

As a group (All PROMISE middle schools), close to one half of grade 7-8 EL PROMISE students scored as Basic+, which was higher than the state average. Also, one half (49-55%) of grades 7-8 R-FEP students achieved at grade level (Proficient/Advanced) and almost all (90-94%) scored as Basic+, which compared favorably to the state average for R-FEPs and to the state average for EPs as well (49% vs. 53% Proficient/Advanced and 90% vs. 80% Basic+).

**Chart 3.13: Middle School Level Outcomes
English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced**



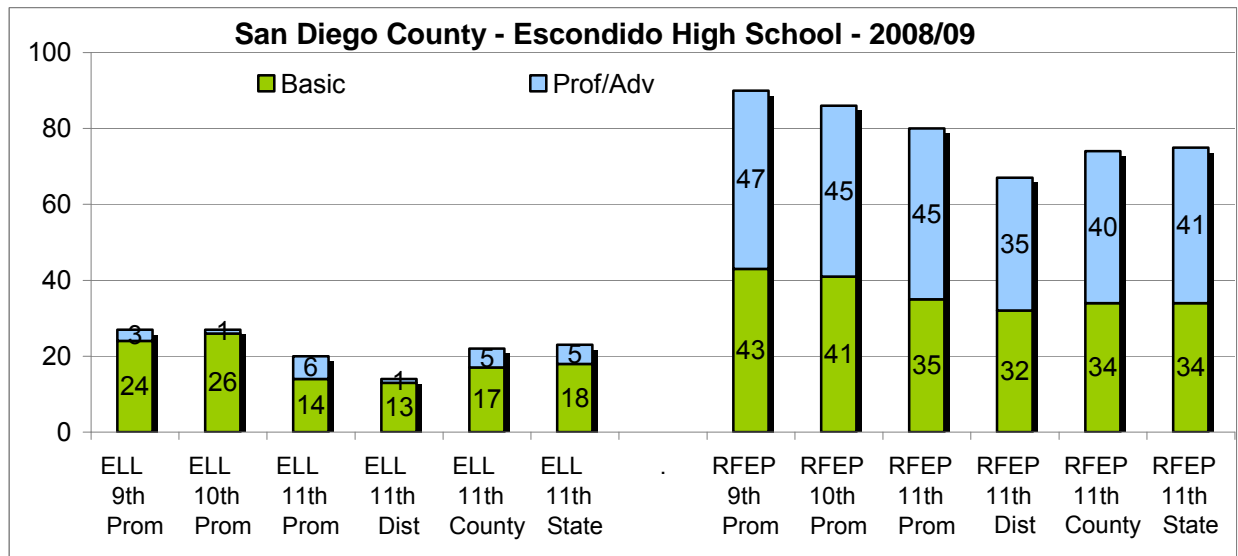
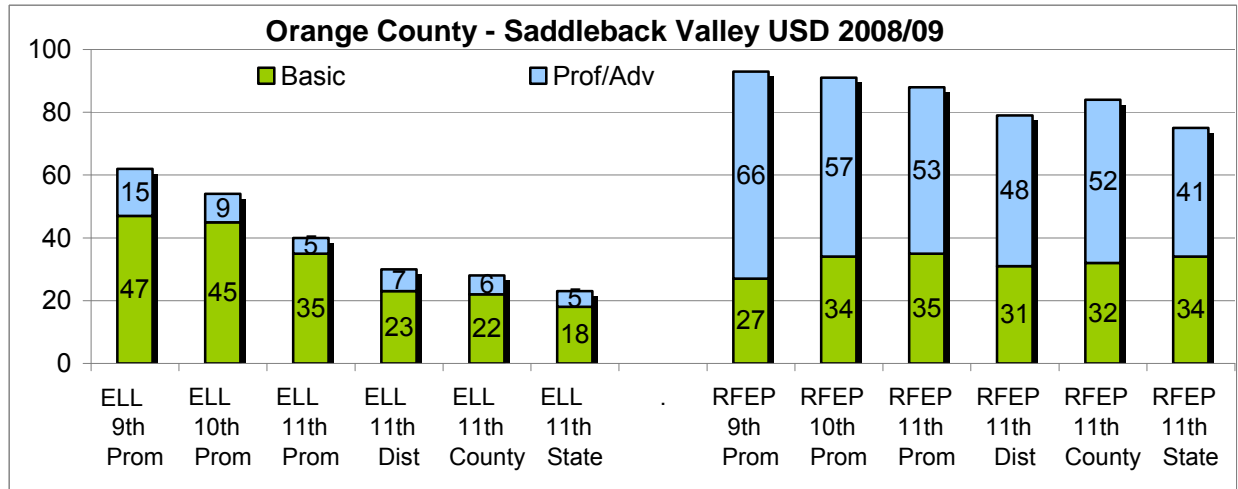
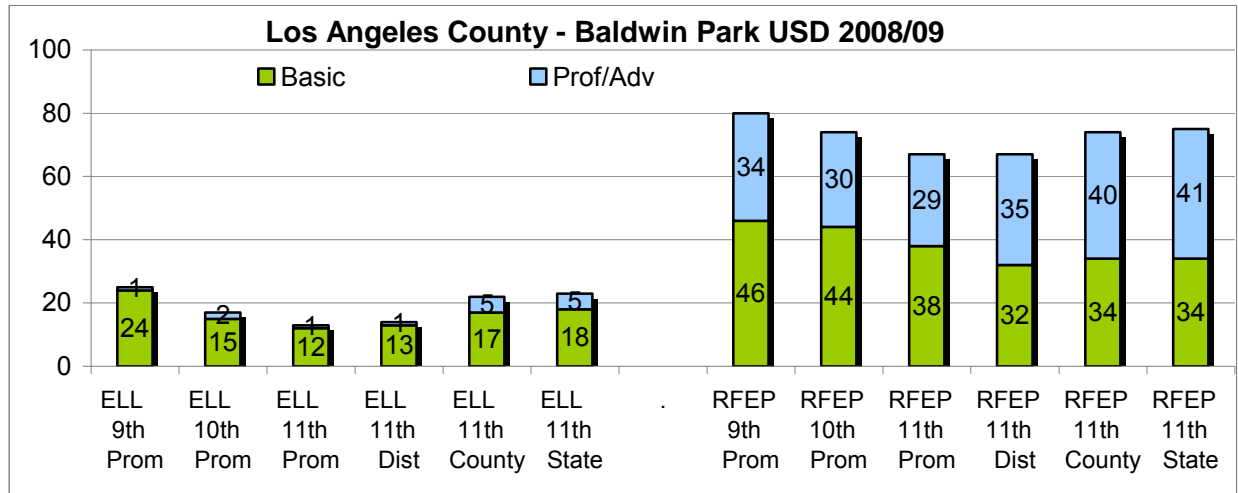


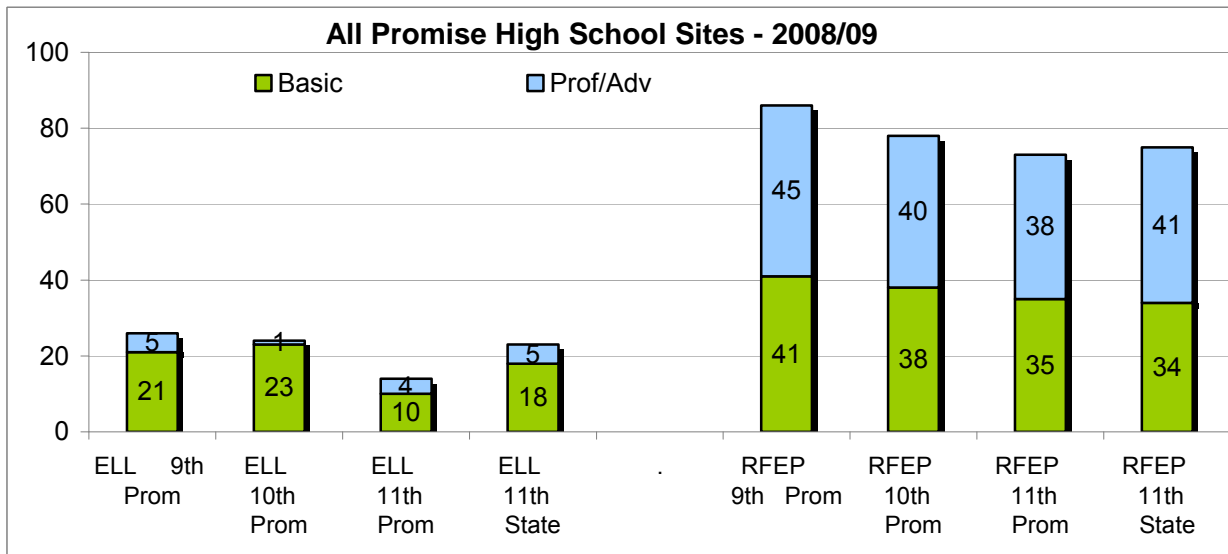
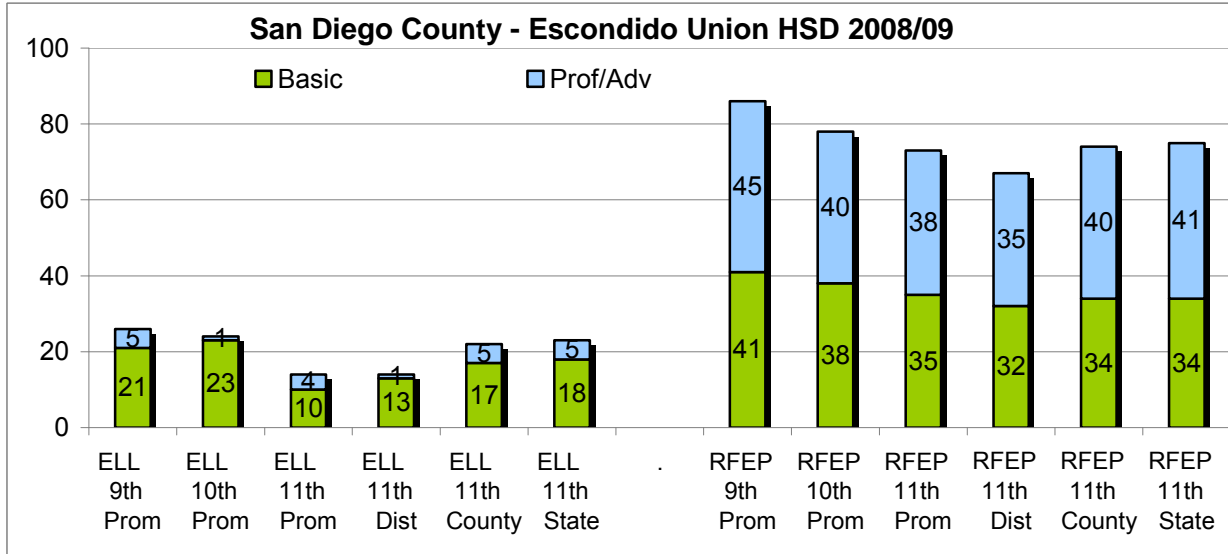
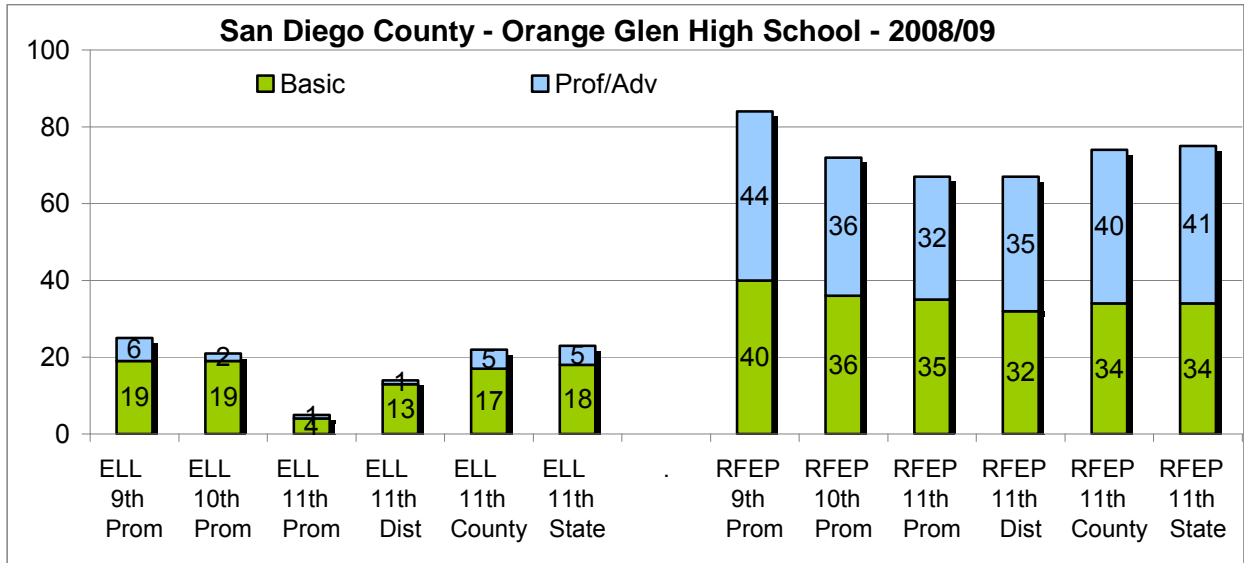
At the high school level, the EL achievement dropped with each grade, as the higher achieving students had moved into the R-FEP group. However, there was considerable variation across the sites, from 1-15% Proficient/Advanced and 4-47% Basic; thus, 5-62% were Basic+.

R-FEP students achieved at high levels, with 29-66% Proficient/Advanced and 67-93% Basic+. R-FEP 11th graders tended to perform fairly comparably to the district, county, and state averages, at least in terms of the percent of students rated as Basic+.

Looking across all PROMISE high school sites, 14-26% of 9th-11th grade ELs scored as Basic+, though the low percent of 14% PROMISE 11th graders was lower than the state average of 23%. Among R-FEPs, 38-45% of PROMISE students were Proficient/Advanced and 73-86% of grade 9-11 students were Basic+; also, the PROMISE 11th graders scored similar to the state average for R-FEP students (38% vs. 41%).

Chart 3.14: High School Level Outcomes English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced





As Chart 3.15 illustrates, across the grade levels, 17-35% of PROMISE students were Proficient/Advanced and 53-74% were Basic or above. In addition, Chart 3.16 shows the percent of Basic students who missed a score of Proficient/Advanced by 10 or 15 points. As this chart indicates, 9-14% of EL and 19-29% of R-FEP students missed scoring as Proficient/Advanced by only 10 points. Of students who missed by 15 points, there were 12-20% of EL and 32-39% of R-FEP students. This fairly large group of students is close to achieving at grade level.

Chart 3.15: Outcomes Across All Grade Levels English Reading/Language Arts (CST), Percent Basic or Proficient/Advanced

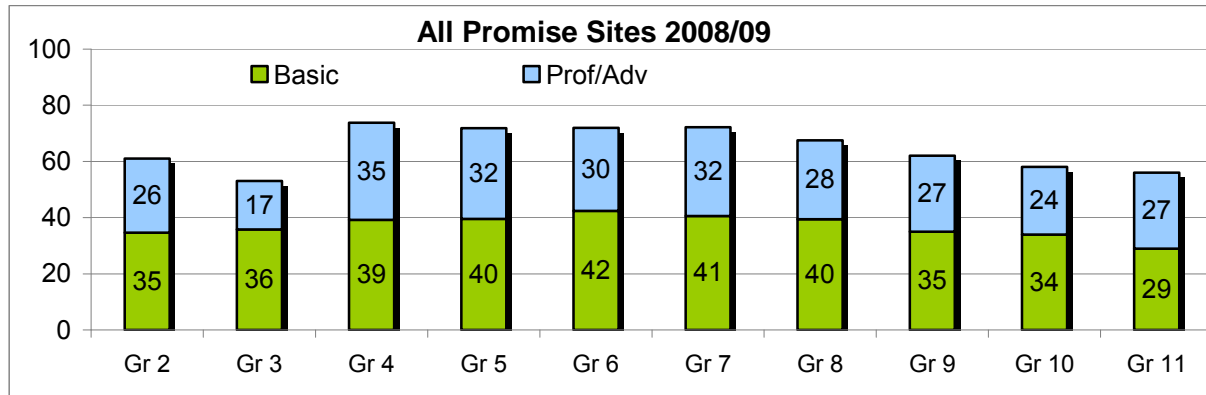
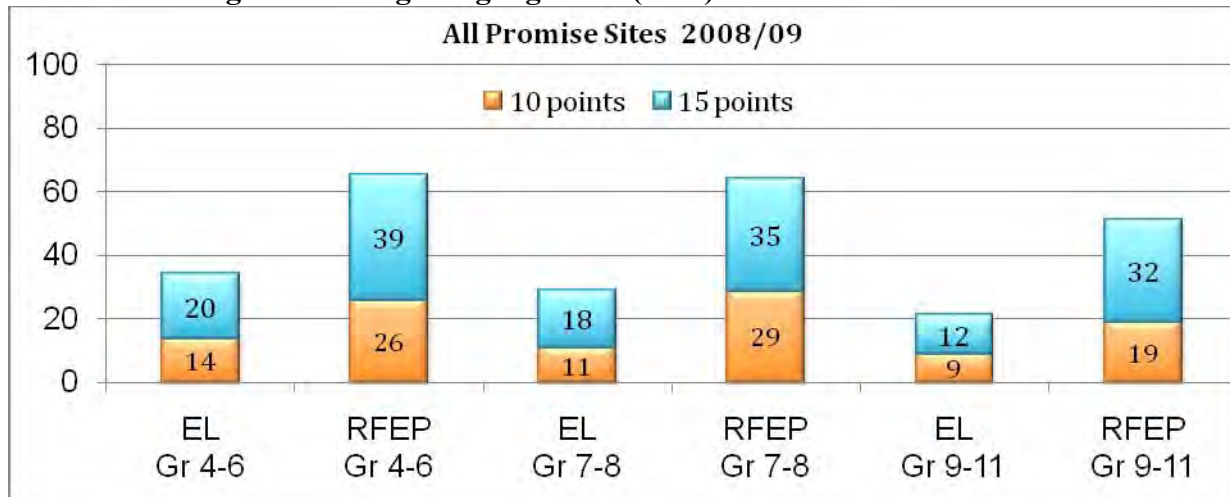
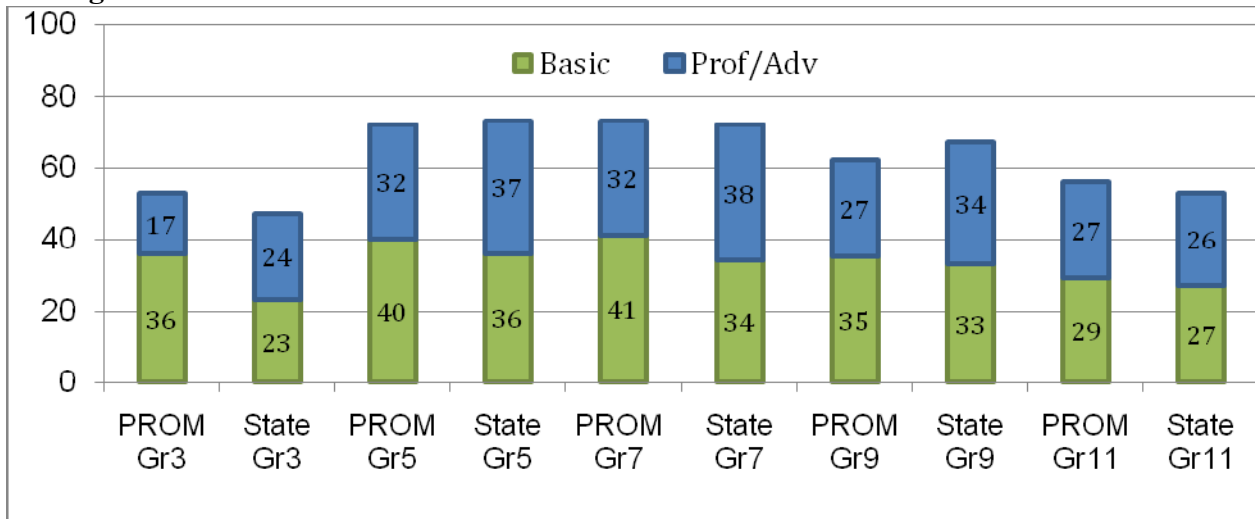


Chart 3.16: Percent of Basic Students who Scored within 10 and 15 points of Proficient Advanced in English Reading/Language Arts (CST)



Finally, as we see in Chart 3.17 the aggregated percentages across all PROMISE sites for grades 3, 5, 7, 9, and 11 compared to the California state averages at those grade levels. As this chart shows, the PROMISE percentages of Proficient/Advanced and Basic+ students are fairly comparable (within 2-7 percentage points) to the state percentages at all grades levels, despite the fact that PROMISE students have more risk factors than the average EL/R-FEP student in the state. As we will see later, risk factors clearly impact ELA scores.

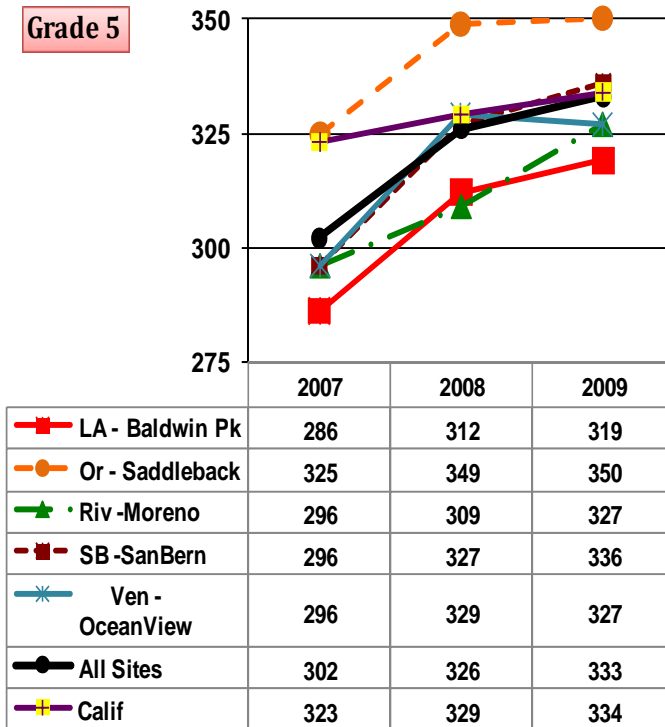
Chart 3.17: Percent Basic, Proficient/Advanced in ELA (CST) PROMISE and State Averages - 2008/09



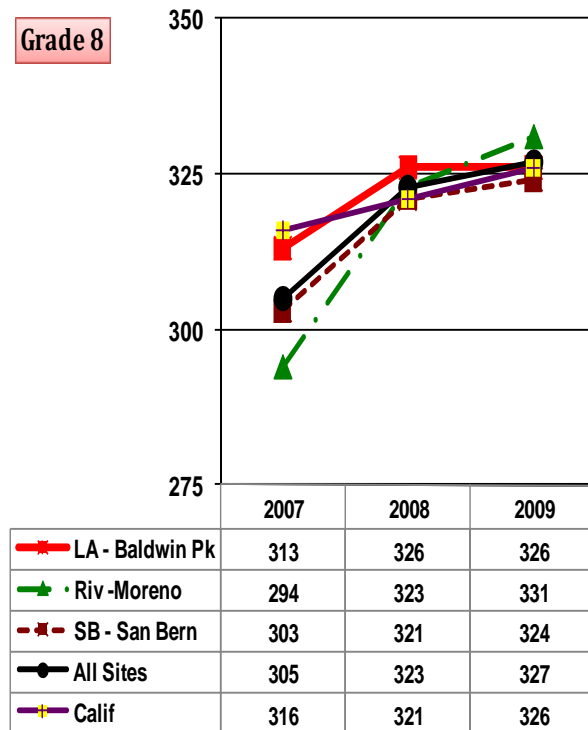
In Appendix B, Table B-3 shows the means and standard deviations for the CST ELA scale scores for each school by grade level. At the elementary level (grades 4-6), there was significant variability with scores ranging from 310 – 340 ($F(6, 1803) = 5.6, p < .000$). At the middle school level, scores ranged from 321-328 and were marginally significant ($F(2, 1350) = 3.1, p < .05$), but at the high school level, schools differed significantly, from a low of 309 to a high of 332 ($F(4, 4270) = 11.2, p < .000$).

Longitudinal gains for each PROMISE county/district site are shown in Chart 3.13 for students at grades 5, 8, and 11. The PROMISE average and state average are also shown for each grade level. While the state average is a cross-sectional rather than longitudinal average, it nonetheless provides a point of comparison. As the charts illustrate for grades 5 and 8, students showed gains across the three years of the PROMISE Initiative, and from the year prior to the PROMISE Initiative for grade 8. Grade levels 5 and 8 evidence much higher growth than the California average, with gains over time while the California average is fairly flat. The pre-test for the grade 5 and 8 PROMISE averages show that the PROMISE students started with a (much) lower score and ended up at a similar or higher score compared to the state. In looking at the gap between the PROMISE students and the state, we see that the gap narrowed over the PROMISE Initiative from 21 to 1 point in the elementary grades and from 11 to -1 points in the middle school grades. Overall, the high school students show decreasing scores across the grades and that is true for both the PROMISE and state averages. Further, it is perplexing to note that PROMISE students began at a higher level than the state and dipped down to the state average over time.

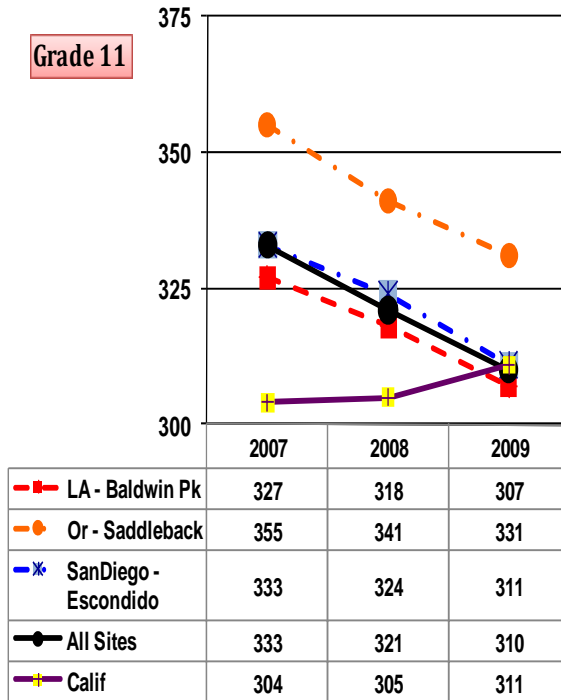
Chart 3.18: CST ELA Scale Scores over time for Grades 5, 8, and 11 (Longitudinal)



Gap: (Calif – PROMISE) 21 3 1



Gap: (Calif – PROMISE) 11 -2 -1



Gap: (Calif – PROMISE)	-29	-16	1
------------------------	-----	-----	---

Factors that Can Impact English Language Arts Performance

In examining the grade levels – corresponding to elementary, middle, and high schools – students made statistically significant gains over time in grades 4-6 (31 points) and grades 7-8 (22 points), but showed a decline in 9-11 (-23 points).

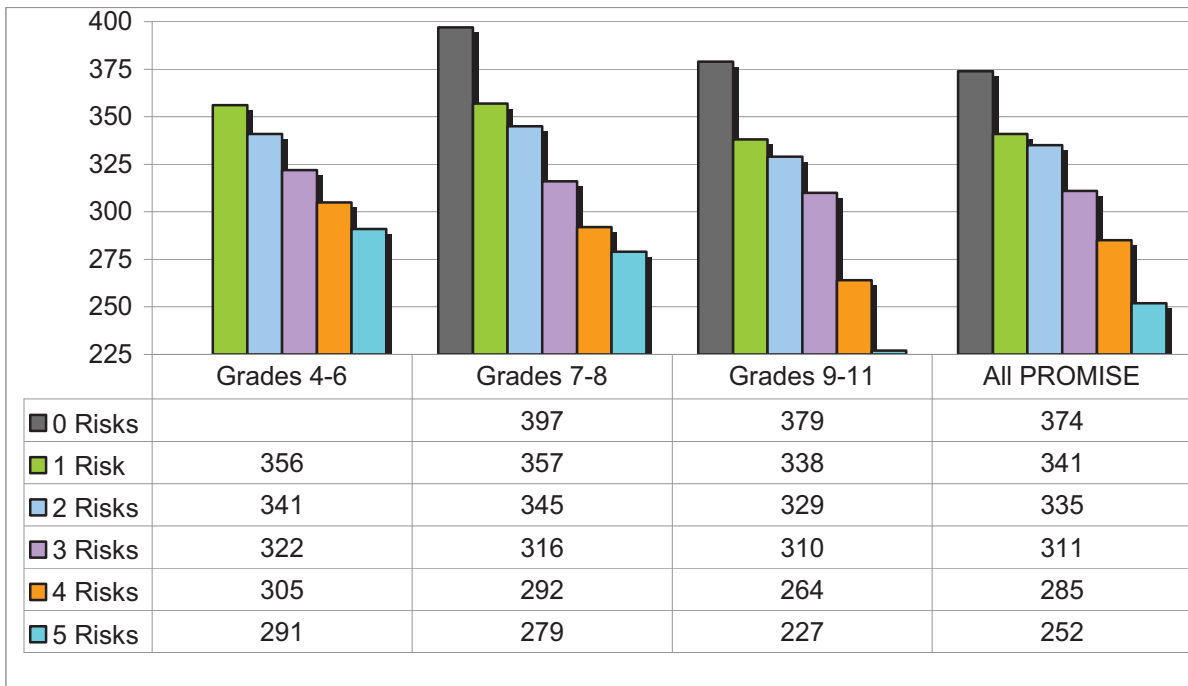
Appendix B Table B-4 presents difference scores between spring 2007 and spring 2009 for the schools at each grade level (Grades 4-6, 7-8, 9-11). At the elementary level, students showed gains of 6-44 points for the 07-09 time period. The score differences were highly significant for the 07-09 two-academic-year period ($F(6, 571) = 4.8, p < .000$). At the middle school level, there was a score differential 11-20 for 2007-09 (marginally significant: ($F(2,366)=3.7, p < .05$), in part due to the smaller number of students who had scores for the three years measured ($n = 368$ for sp 2007- sp 2009) as opposed to two years ($n = 938$ for sp 2008- sp 2009). At the high school level, there was loss rather than gain over the two-year time period (2007-09: -25 to -7). This variation across schools was also significant (2007-09: $F(4, 1526) = 10.3, p < .000$).

CST scores were also studied with respect to students’ background characteristics. Overall, like we saw with CELDT scores, having a disability had the most impact at all grade levels on students’ CST total scores. Overall, students with a disability had a significantly lower CST scale score of 267 compared to 321 for students who had no disability ($t(632) = 18.3, p < .000$). Economically disadvantaged students overall scored just slightly lower than non-

economically disadvantaged students (314 v. 320), but this was a statistically significant difference ($t(1894) = 3.5, p < .000$). Further, parent education played an important role since students with parents who had attended at least some college achieved at higher levels than students whose parents had a high school diploma or less (331 vs. 315; $F(2, 5104) = 34.9, p < .000$). Interestingly enough, having a parent who had graduated from college or had post-graduate training did not help a student score higher than a student whose parent had at least some college since both scored about 331-334. In addition, students with a Spanish language background earned a significantly lower score than students with other language backgrounds (316 vs. 340; $t(312) = 6.2, p < .000$).

The next analysis examined students' scores according to the risk factors mentioned previously. As Chart 3.19 shows, PROMISE students' scores differed significantly according to the number of risk factors ($F(5, 7740) = 297.1, p < .000$) and this was true at all grade levels. Among all PROMISE students, students who had no other risk factors achieved an average score of 374. Having one risk factor pushed students below the average of 350 for Proficient classification to a mean score of 341. With each additional risk factor, students' scores dipped even further. Thus, a student with five risk factors scored only 252. While this difference in scale scores was apparent at all grade levels, it was most striking at the secondary levels where the effective of having additional risk factors multiplies over time.

Chart 3.19: CST ELA Scale Scores for AY 2008/09 by Number of Risk Factors



Students' CST scores do not vary according to whether they live in a low or high risk district. However, among grades 4-6 and 9-11 students, students in low risk districts scored higher than students in high risk districts. However, most students in middle school attended moderate risk schools and most high school students attended low risk schools, so there was no variation to examine for these students. At the elementary level, students in moderate risk schools achieved at significantly higher levels than students in high risk schools (Means = 329 vs.

319; $F(1, 1809) = 18.3, p < .000$). Thus, students have significantly higher CST scores when they attend lower risk schools (moderate as opposed to high, since none attended low risk schools).

Charts B1 to B-6 in Appendix B provide information about the percent of PROMISE students who were Proficient/Advanced and Basic+ across the three years of the PROMISE Initiative according to different student characteristics. These are cross-sectional data and show the percent of students Proficient/Advanced in AY 2006/07, AY 2007/08 and AY 2008/09. Thus, it is not longitudinal data that shows student change within a particular grade level. For example, Chart B-1 shows that 16% of 2nd graders in AY 2007 were Proficient/Advanced, 20% of the 2nd graders in AY 2008 were Proficient/Advanced, and 26% of 2nd graders in AY 2009 were Proficient/Advanced. As this chart indicates, except in grade 10, more students were Proficient/Advanced in AY 2009 than 2008, and more in 2008 than 2007 (except grade 3).

Chart B-2 in Appendix B depicts the same kind of information, but now shows the percentage of students who scored as Basic+ across the three years of the PROMISE Initiative. A similar finding emerges from this set of data as with the Proficient/Advanced findings; that is, more students were Basic+ in 2009 than 2008, and more in 2008 than in 2007 (except for grades 9-11, which did not vary much by year).

In Charts B-3 through B-5 in Appendix B, we see the same kind of information is presented but for Hispanic students and students with disabilities. As the charts indicate, in most grades, more Hispanic students were Proficient/Advanced in 2009 than 2008 and more in 2008 than 2007. This was true for the percent of students who were Basic+ as well, as seen in Chart B-4. For all students with disabilities (see Appendix Chart B-5), more students were Basic+ and Proficient/Advanced in 2009 over 2007 and 2008, but there is little change from 2007 to 2008. Students with speech/language impairments or with specific learning disabilities were more likely to achieve at Basic+ in 2009 than in 2008.

Appendix B Chart B-6, which depicts the same kind of information with respect to risk factors, shows that for students in all groups of risk factors, more students were Proficient/Advanced or Basic+ in AY 2009 than in 2008 and more in 2008 than in 2007.

Table 3.18 shows the CST ELA performance level of students in grades 4-6, 7-8, and 9-11 who participated in two-way versus SEI or English mainstream programs. Results clearly show that students in the two-way program are significantly more likely to be Proficient/Advanced (and far less likely to be Far Below Basic or Below Basic) than SEI or English mainstream students in grades 4-6 (37% vs. 22%; $\chi^2 = 28.7, p < .000$), grades 7-8 (32% vs. 20%; $\chi^2 = 11.5, p < .01$), and grades 9-11 (53% vs. 5%; $\chi^2 = 139.4, p < .000$).

Table 3.18: CST Performance Levels by Participation in Two-Way Program vs. SEI/Mainstream Programs

	Two-Way	SEI/Mainstream
GRADES 4-6		
Basic (n = 110, 208)	44%	42%
Proficient/Advanced (n = 93, 110)	37%	22%
GRADES 7-8		
Basic (n = 47, 404)	42%	43%
Proficient/Advanced (n = 36, 186)	32%	20%
GRADES 9-11		
Basic (n = 8, 417)	24%	27%
Proficient/Advanced (n = 18, 77)	53%	5%

Table 3.19 provides the CST English language arts scale scores of PROMISE students in grades 4-6 who participated in two-way versus SEI or English mainstream programs. As indicated in this table, students in two-way programs had significantly higher CST scores than students in SEI/Mainstream programs at grades 4-6 (Means = 338 vs. 319; $F(1, 748) = 6.9, p < .01$) and grades 9-11 (Means = 346 vs. 278; $F(1, 1600) = 34.1, p < .000$), but not statistically higher for grades 7-8, with all of these analyses controlling for student, school, and district risk factors. The CST change scores from spring 2007 to 2009 were significantly higher for students in the SEI/Mainstream programs than for students in the two-way program in grades 4-6 (Means = 28 vs. 32; $F(1, 441) = 6.4, p < .05$), the slightly larger change scores in grades 7-8 and 9-11 were not statistically significant after controlling for student, school, and district risk factors.

Table 3.19: CST Scale Scores and Change Scores by Participation in Two-Way Program vs. SEI/Mainstream Programs

Grades (# students)	<i>Sig.</i> <i>Diff.</i>	Two-Way	SEI/Mainstream
Grades 4-6 (n=252, 497)	**	338.1 (40.6)	318.7 (43.2)
Grades 7-8 (n=112, 950)	NS	330.1 (51.2)	314.1 (43.3)
Grades 9-11 (n=34, 1567)	***	345.5 (58.3)	277.9 (46.2)

		Two-Way	SEI/Mainstream
Grades 4-6		28.3 (34.5)	31.8 (35.4)
(n=226, 216)	*		
Grades 7-8		8.7 (25.7)	14.9 (29.9)
(n=106, 301)	NS		
Grades 9-11		-8.1 (44.3)	-12.0 (38.2)
(n=28, 479)	NS		

Note. Statistical analyses (ANCOVAs) control for student, school, and district risk factors. NS = Not statistically significant, ** $p < .01$, *** $p < .001$

In summary, by grades 6-8, half of ELs were Basic+, half of R-FEPs were Proficient/Advanced, most R-FEP were Basic+, and about 10% of ELs and 25% of R-FEPs were within 10 points of scoring as Proficient. Further, R-FEP students closed the achievement gap with EP students. Students in elementary and middle schools made statistically significant gains, but students at the high school level showed significant declines over time. Over the course of PROMISE, more students were Proficient/Advanced and Basic+ in 2009 than in 2008 and more in 2008 than in 2007, and this was true for the different background characteristics studied (all students, Hispanics, students with disabilities, risk factors). Finally, students in two-way programs were more likely to be Proficient/Advanced and had higher CST scores and slightly higher growth scores than SEI/Mainstream students (except in grades 4-6, where SEI/Mainstream students had significantly higher change scores).

Math Achievement in English

CAT6 Performance

Like reading/language arts achievement, math achievement was examined using the California Achievement Test (CAT6) and California Standards Test (CST) data. Because the CAT6 was a norm-referenced test that was only given to students in grades 3 and 7 in years 1-2, these data are briefly presented for year 2. Most of the analyses will be devoted to CST outcomes.

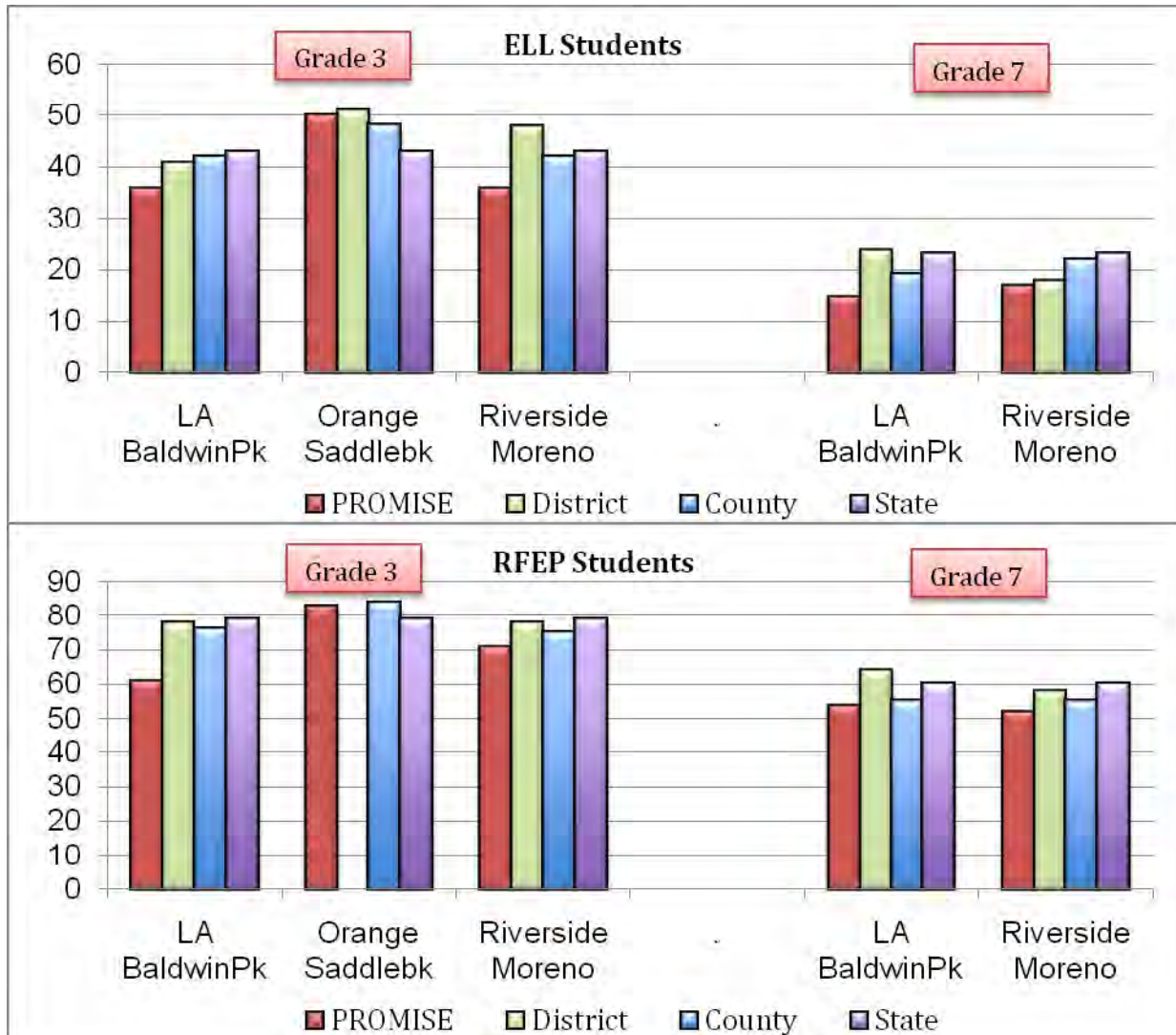
Chart 3.20 presents the math achievement for the CAT6 test percentiles, separately for EL and R-FEP students in grades 3 and 7. On this norm-referenced test, the 50th percentile is typically considered to mark grade level.

Three PROMISE sites had the appropriate data for grade 3 and only two sites had data for grade 7. As the chart shows, grade 3 and 7 EL students scored below grade levels at two sites and slightly below below district, county and state averages. Among 7th grade ELs, scores were very

low for the PROMISE and comparison EL students. Saddleback 3rd grade ELs scored at grade level and at or above district, county and state averages.

PROMISE R-FEP students achieved at or above grade level; third graders scored at percentiles of 60-83 and seventh graders achieved right around average. Most groups achieved at levels fairly similar to the averages for the district, county and state.

CHART 3.20: Math Achievement Scores According to the CAT6 (2007/08) Percentile Scores for EL and R-FEP Student



CST Math Performance

The Context of Assessment and Accountability in Math

Students’ achievement in math on the California Standards Test (CST) was examined in a similar fashion as reading/language arts. However, math achievement is more complicated to

understand as tracking begins to determine who takes which math course trajectories beginning in middle school. While the interpretation of math during elementary school is straight forward, in middle school some students begin to take Algebra 1 and then Geometry, while other students take basic math. This trajectory becomes even more complex in high school, where some ninth graders are just beginning Algebra I and others are moving into Geometry or Algebra II. The interpretation of the students' achievement is complicated by the increasing difficulty of the courses. Thus, while we expect students to achieve at higher levels in reading/language arts, we may see students decreasing in their achievement in math at the upper levels because the content is far more demanding. It is important to keep this in mind as we interpret students' scores across the grade levels. Thus, to better understand the students' math outcomes at the secondary level, we will first examine in which courses the students were enrolled.

PROMISE Student Outcomes in Math

Chart 3.21 shows the student outcomes for students in grades 3-6. Scores are aggregated for EL and R-FEP students in grades 3-5 and disaggregated by language proficiency for grade 6.

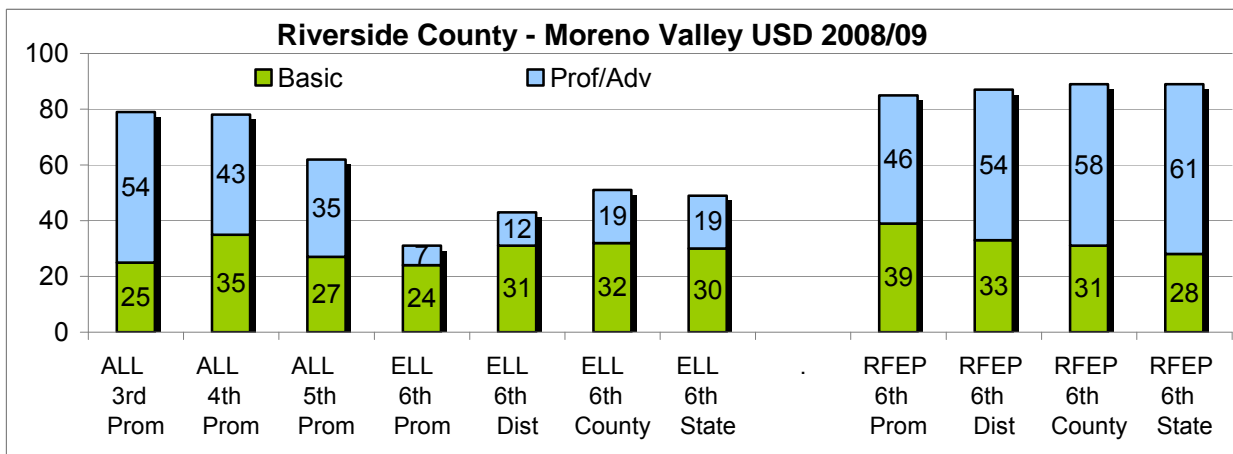
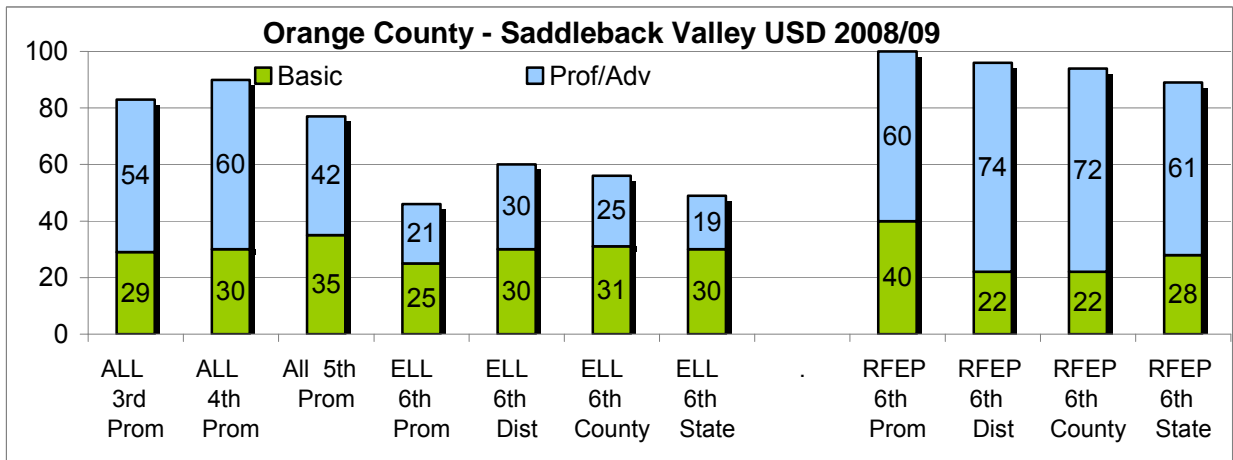
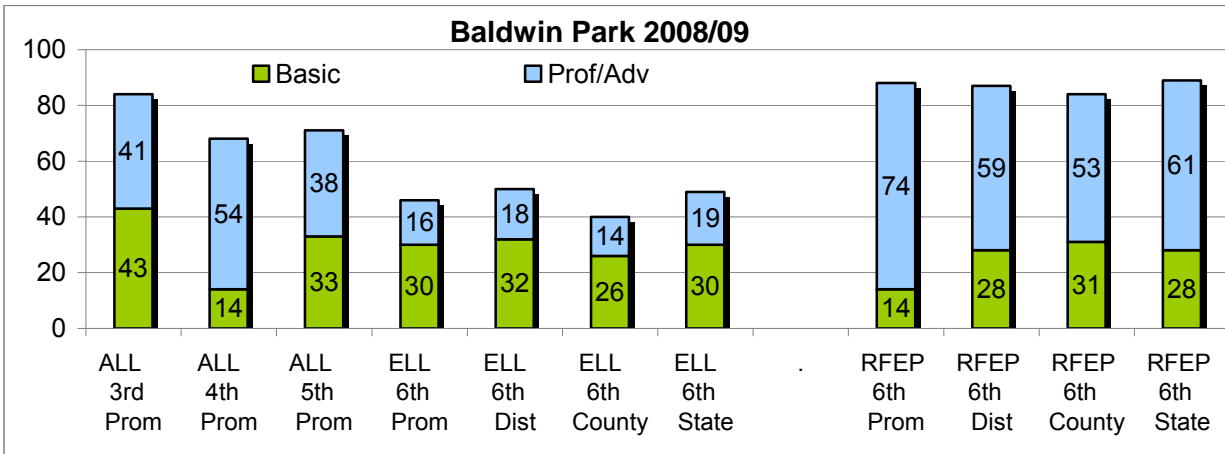
As Chart 3.21 indicates, elementary students in grades 3-5 tended to do well in math, with 31-60% scoring as Proficient/Advanced and 62-90% achieving at Basic or above. While few 6th grade ELs scored at grade level, a third to half scored as Basic+. Further, while half to three quarters of R-FEP students scored as Proficient/Advanced, 85-100% achieved at Basic+. At some sites, the EL or R-FEP groups scored below the comparison groups in terms of the percent at grade level, but achieved at similar or higher levels when the criterion was Basic or above. Further, 14% of EL and 21% of R-FEP 4th through 6th graders scored within 10 points of the Proficient score (350), and 20% of EL and 28% of R-FEP students scored within 15 points of Proficient.

Overall, across the PROMISE sites, the last of the set of Chart 3.15 shows that a third to half of grade 3-5 students were Proficient/Advanced and 69-81% Basic+; 42% of EL 6th graders were Basic+, and 55% of R-FEPs were Proficient/Advanced while 87% were Basic+. This chart also shows that sixth graders, both EL and R-FEP, achieved at levels below the state average for EL and R-FEP students.

Chart 3.22 shows the students' change in math scale scores over the duration of the PROMISE Initiative. As the chart illustrates, on average, the PROMISE 5th graders increased from 2007 to 2008 and then showed no change from 2008 to 2009. There was substantial variation across the different sites, though, from Moreno students who showed great growth to Saddleback students who demonstrated growth from 2007 to 2008 and then a large decrease from 2008 to 2009. The gap between the California average and the PROMISE average, which began at 17 points in 2007 decreased to 0 points in 2008 and then grew to 12 points in 2009. Overall, though, the gap declined.

In Appendix B, Table B-6 presents the means and standard deviations for the CST Math scale scores for each school by grade level. At the elementary level (grades 4-6), there was significant variability with scores ranging from 319 – 351.

Chart 3.21: Elementary Level Outcomes Mathematics (CST), Percent Basic or Proficient/Advanced



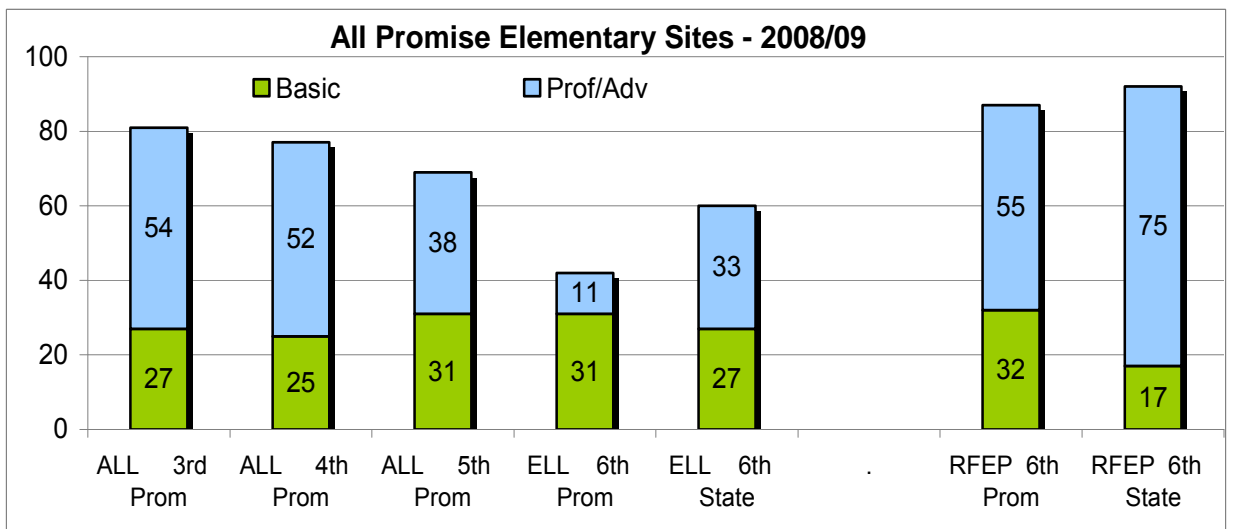
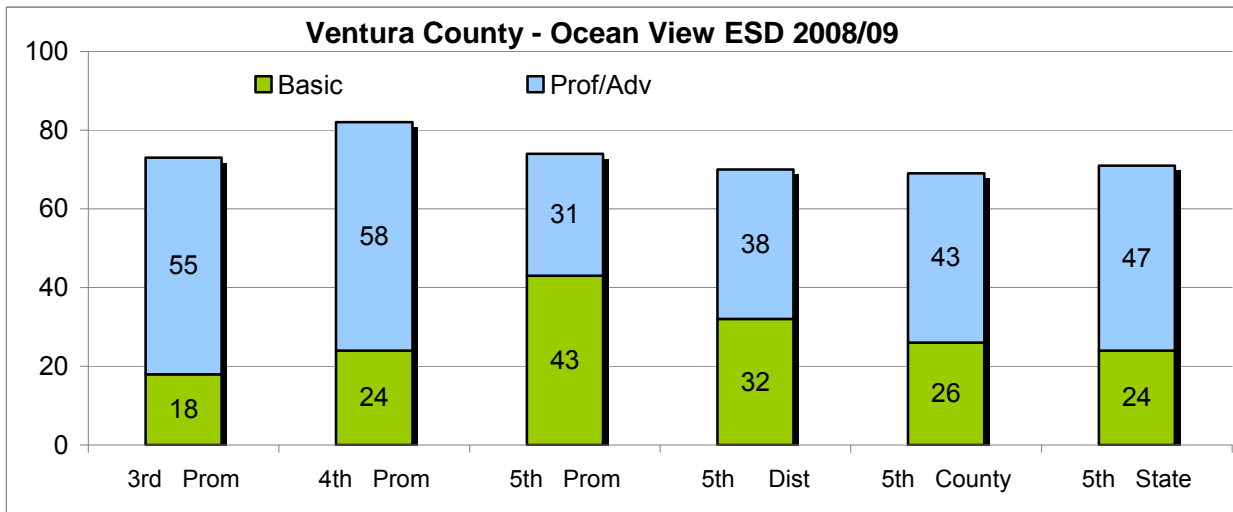
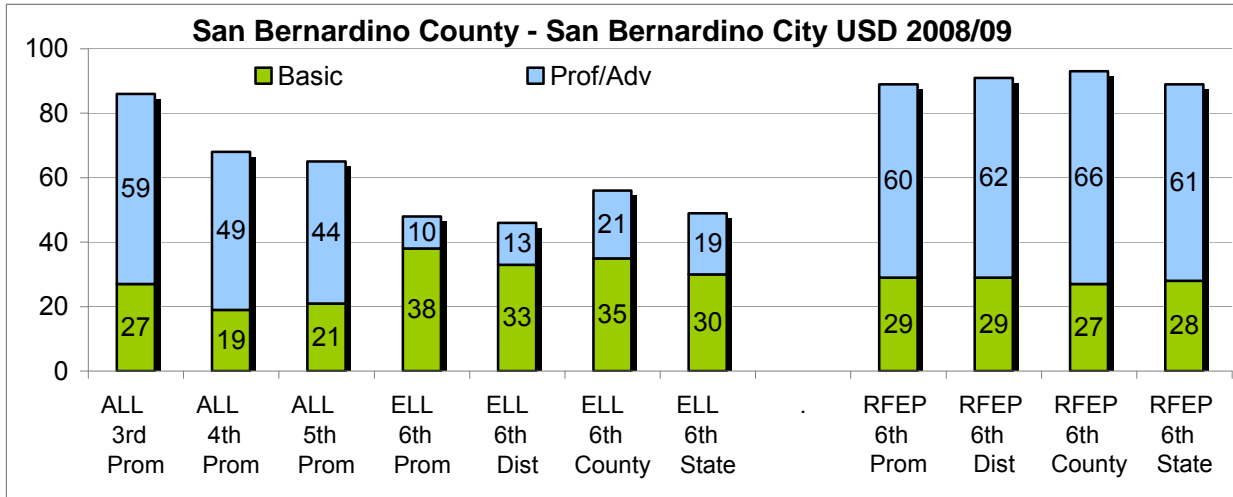
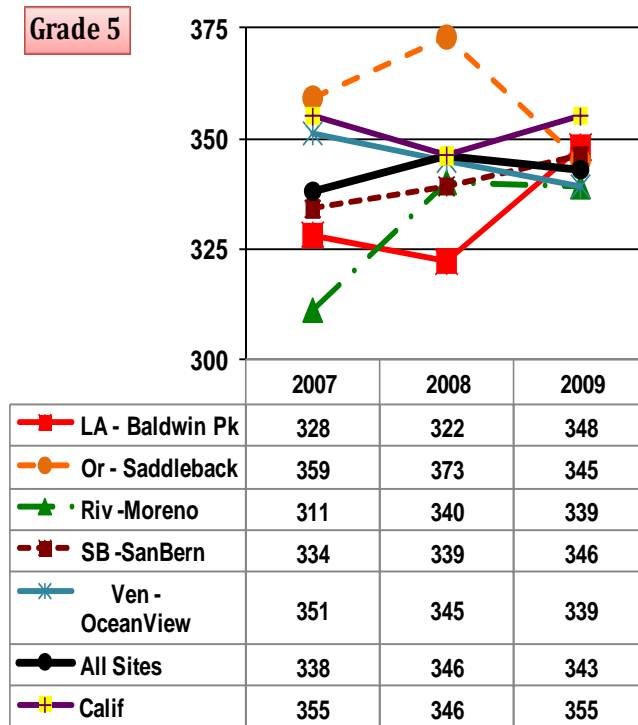


Chart 3.22: CST Math Scale Scores over time for Grade 5 (Longitudinal)



Gap: (Calif – PROMISE)	17	0	12
------------------------	----	---	----

Chart 3.23 depicts the math course enrollment of the 7th and 8th grade students at the different PROMISE sites. As this chart indicates, almost all of the 7th grade students were enrolled in basic math. By grade 8, there was quite a bit of variation, with 57-100% of students taking basic math at two sites, and almost all 8th graders at San Bernardino enrolled in Algebra I. About 39% of Baldwin Park’s students were taking Geometry.

At the three middle school sites, 19-30% of the 7th graders scored as Proficient/Advanced and 58-64% at Basic+, with performance below the state average. At the 8th grade level, 14% of students achieved at Proficient/Advanced and 36-49% at Basic+ on the basic math test. This level of performance was fairly comparable to the state average, with 45% Basic+. Only one site had middle schoolers enrolled in Algebra I and at this site 19% of students scored at grade level and 36% at Basic+, which was far below the state average. However, in Geometry, the PROMISE students surpassed the state average both in the percent of students who were Proficient/Advanced (56%) and in Basic+ (87%). Finally, 21% of the students who scored as Basic were within 10 points of scoring as Proficient, and 28% were within 15 points of achieving at grade level. In Appendix B, Table B-6 shows that at the middle school level, scores ranged from 305 to 327.

Finally, two-way students were significantly more likely to be enrolled in Algebra I than were non-two-way students (23% vs. 9%).

Chart 3.23: CST, Middle School Math Percent of Courses Taken by Grade Level and PROMISE Site

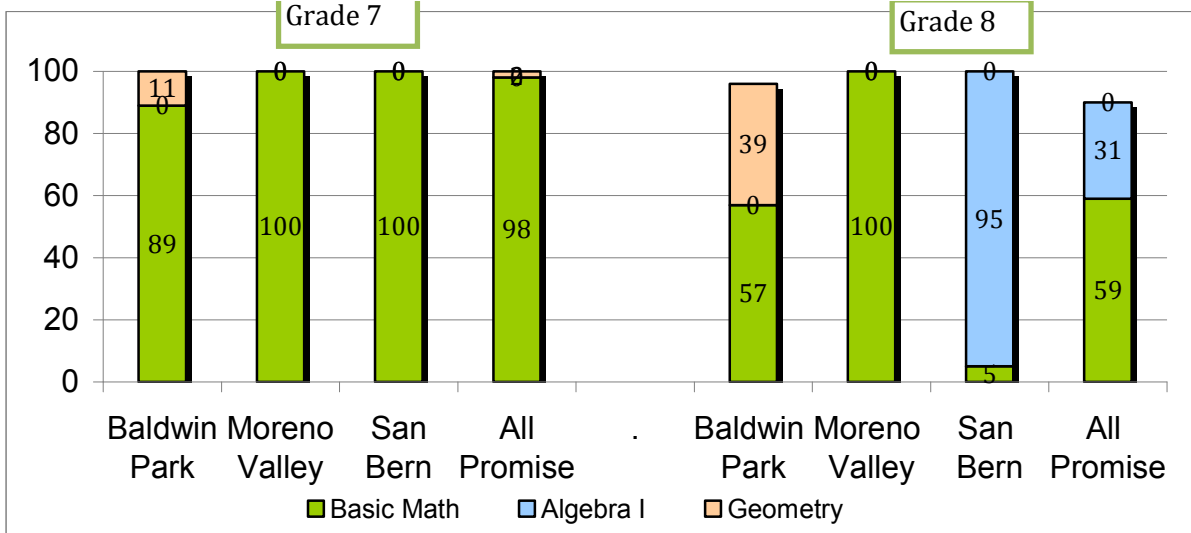
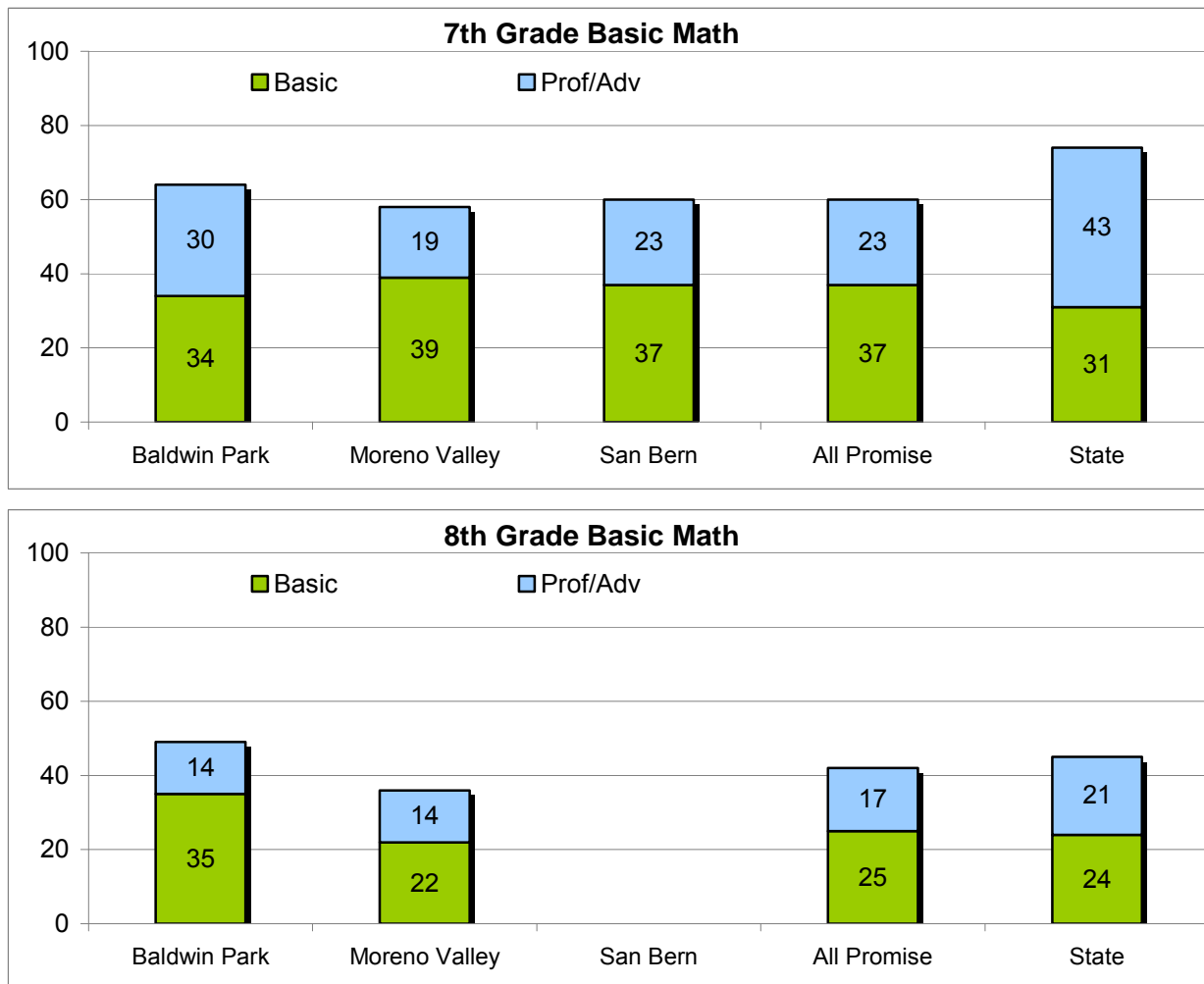


Chart 3.24: Middle School Level Outcomes Math (CST) 7th and 8th Grade Basic Math, Algebra and Geometry



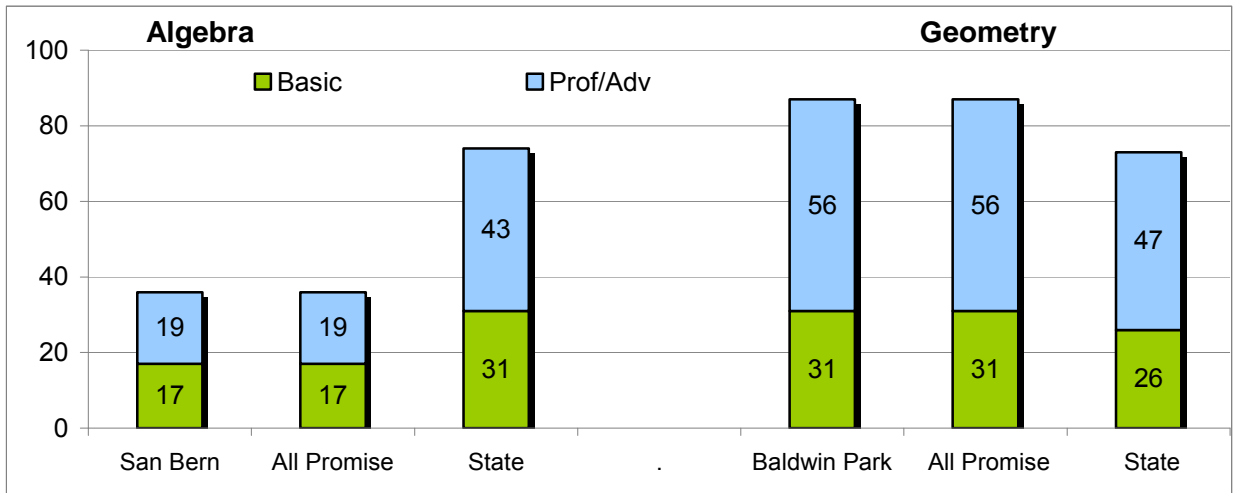


Table 3.20 provides information about the math course enrollment of the 9th –11th grade students at the different PROMISE sites. As this chart indicates, there was substantial variation in which math courses students completed at the different PROMISE sites. Overall, 27-42% of students in grades 9-11 were enrolled in Algebra I, about 19-30% of 9th -11th graders were taking Geometry, and relatively few students took Algebra II except about 12% of 10th graders and 27% of 11th graders. It appears that about half to three quarters of San Diego 9th and 10th graders take Algebra I and then the next year about half of those take Geometry; among 9th graders who complete Algebra I, only half take Geometry as 10th graders and then only half of those in 11th grade take Algebra II. There were still a substantial number of students enrolled in Basic Math. In general, compared to the state averages, there were fewer PROMISE students enrolled in Algebra I in grades 9-10, fewer in Geometry in grades 9-11, fewer in Algebra II in grades 10-11, and fewer in HS Summative Math in grade 11.

Table 3.20: CST, High School Math Percent of Courses Taken by Grade Level and PROMISE Site

	Grade 9	Grade 10	Grade 11
Los Angeles - Baldwin Park			
Algebra I	1	8	24
Geometry	84	22	8
Algebra II	1	15	46
Sum HS Math	14	54	20
Basic/Other	1	1	2
Orange – Saddleback			
Algebra I	28	44	21
Geometry	9	29	27
Algebra II	3	6	26
Sum HS Math	0	2	13
Basic/Other	60	18	13

	Grade 9		Grade 10		Grade 11	
San Diego – Esc - 2 schools	Esc	OG	Esc	OG	Esc	OG
Algebra I	67	57	52	31	33	25
Geometry	6	13	26	42	18	25
Algebra II	1	0	8	14	14	24
Sum HS Math	0	0	1	0	8	10
Basic/Other	27	31	13	13	26	16
San Diego – Escondido	Totals		Totals		Totals	
Algebra I	61		42		29	
Geometry	9		34		22	
Algebra II	1		11		19	
Sum HS Math	0		1		9	
Basic/Other	29		13		21	
All PROMISE						
Algebra I	42		32		27	
Geometry	30		30		19	
Algebra II	1		12		27	
Sum HS Math	4		17		12	
Basic/Other	24		10		16	
STATE						
Algebra I	61		33		19	
Geometry	22		41		26	
Algebra II	3		21		31	
Sum HS Math	0		3		22	
Basic/Other	14		1		2	

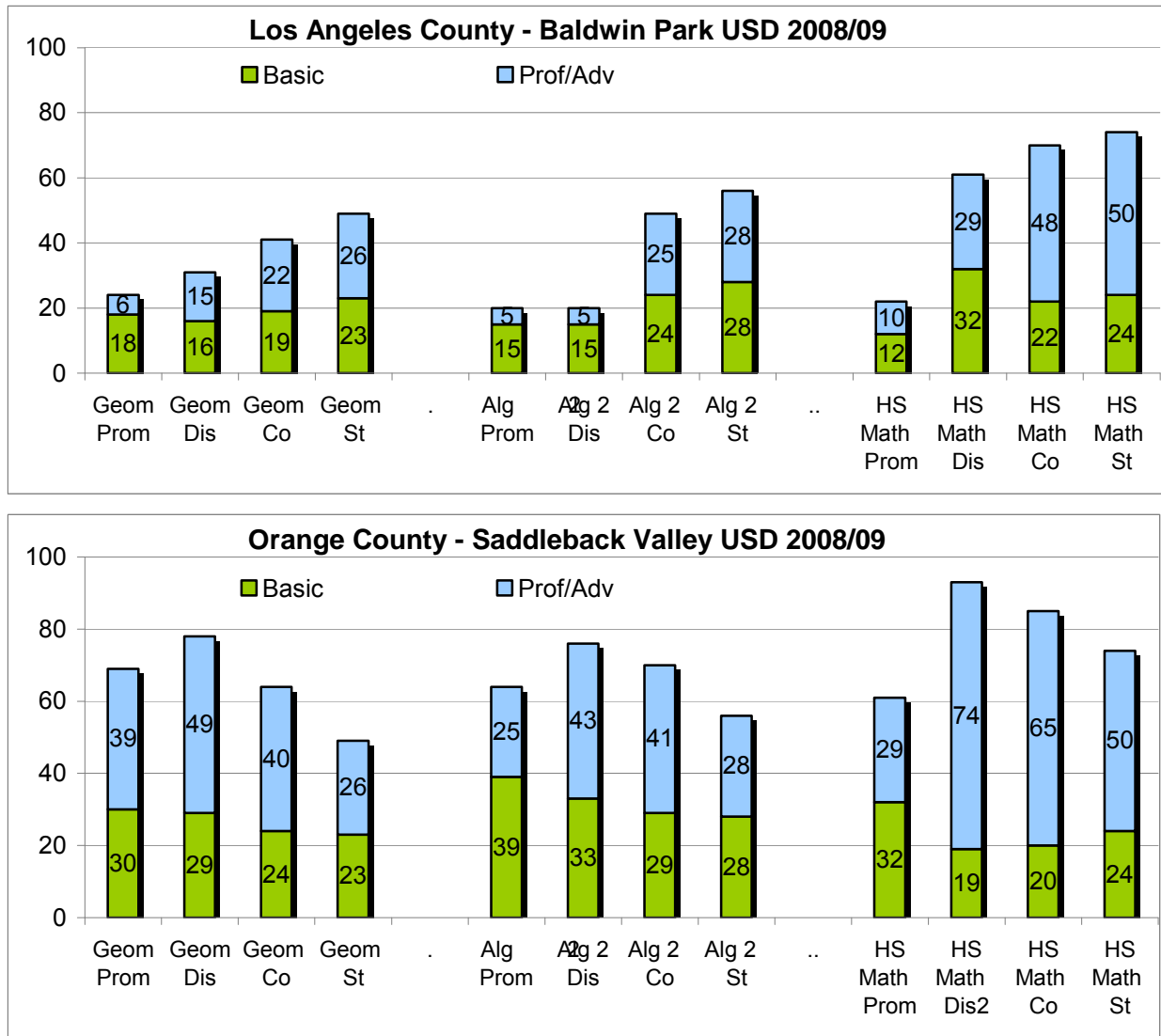
Table B-5 in Appendix B presents the means and standard deviations associated with differences across school sites and grade levels with respect to the level of difficulty of the math course. As this table shows, there was a significant difference across school sites and grade levels in terms of course difficulty, with students at Baldwin Park High School enrolled in the most challenging courses, followed by Orange Glen, and those at the remaining sites in courses of about similar difficulty per grade level. In addition, students of Spanish language backgrounds were enrolled in less challenging courses than students of other language backgrounds².

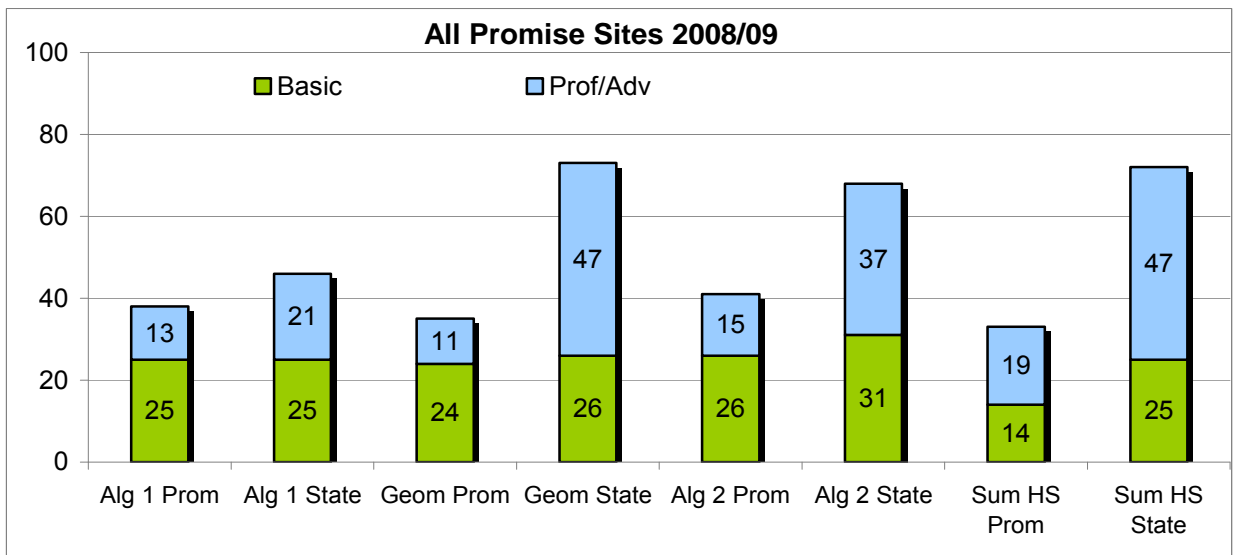
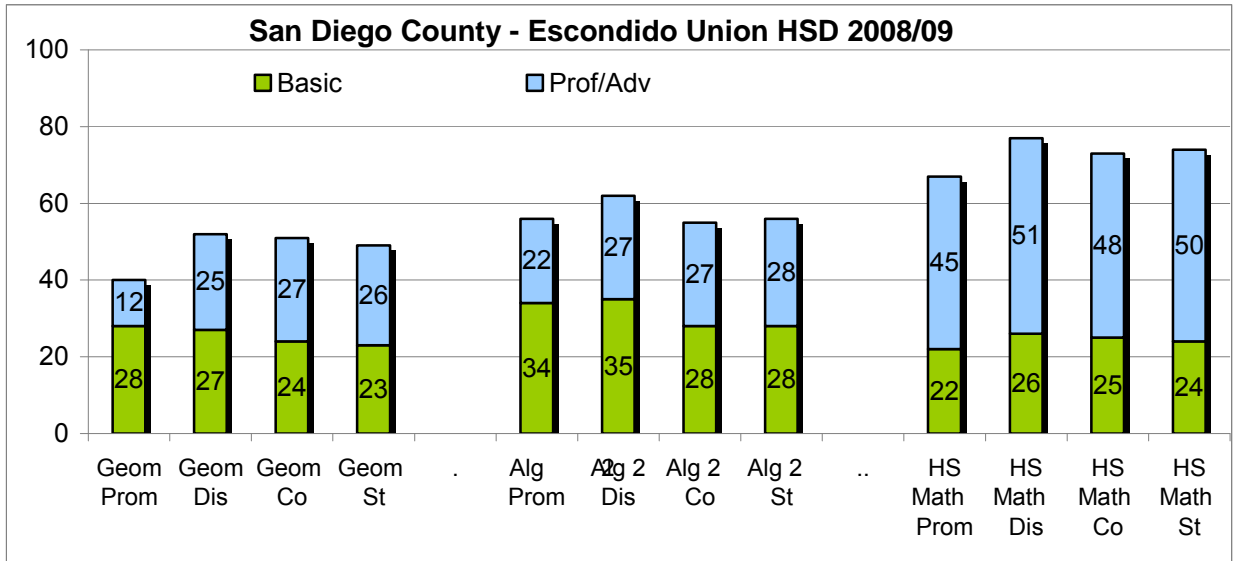
At the high school level, there was considerable variation across the sites, in part because of the different math courses. However, even in the less challenging math courses, achievement was relatively weak as Chart 3.25 shows. Across the sites in the various courses, only 11-19% of students were at grade level, and 33-41% of students were achieving Basic or above. In all courses, the PROMISE students scored lower than the state averages.

In Appendix B, Table B-6 shows that at the high school level, schools differed significantly, from a low of 284 to a high of 327.

² See Table B-5 for a description of levels of math challenge; Spanish language vs. other language background (Means = 3.01 vs. 2.61; $t(4494) = 5.1, p < .000$).

Chart 3.25: High School Level Outcomes Math (CST), Geometry, Algebra II, High School Math Summative



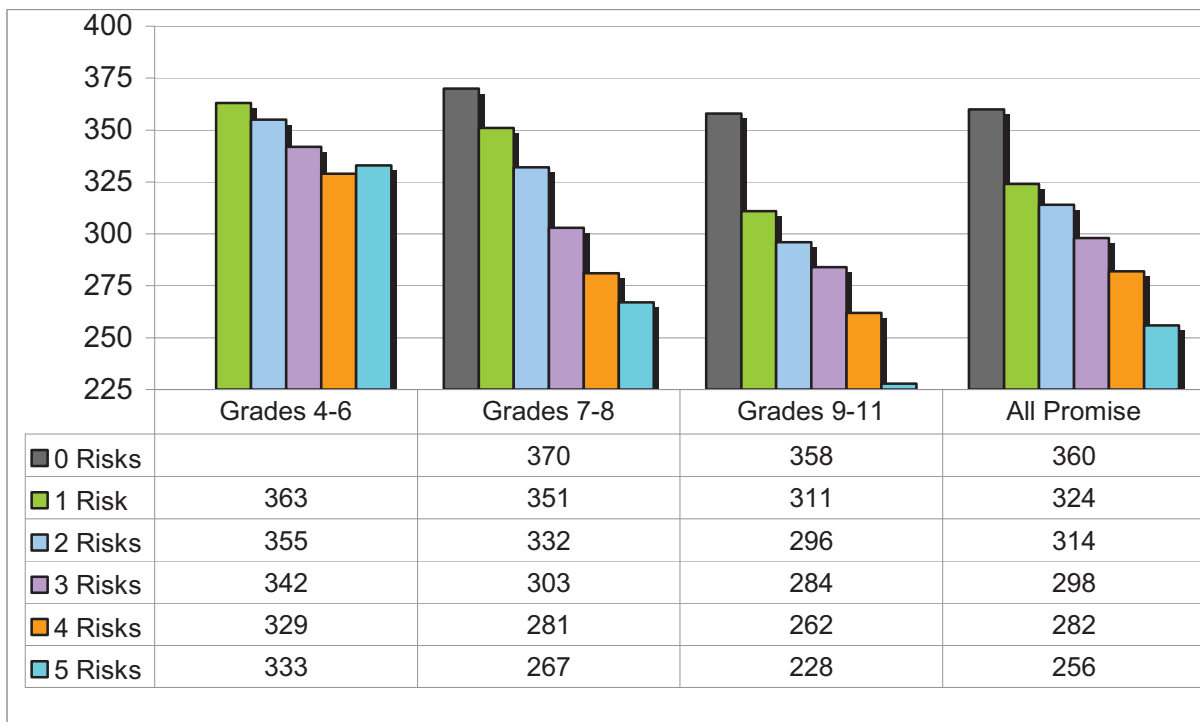


Factors that Can Impact Math Performance

CST math scale scores were also examined with respect to students’ background characteristics. Overall, students with a disability had a significantly lower CST scale score of 268 compared to 312 for students who had no disability. Economically disadvantaged students overall scored about the same as non-economically disadvantaged students (306 vs. 302). Further, parent education played a statistically significant role, though having a parent with at least some college only gave students a few more scale score points than students whose parents had a high school diploma or less (319 vs 314). Also, students with a Spanish language background achieved at significantly lower levels than students of other language backgrounds (306 vs. 336).

Finally, in looking at students’ math scores according to the risk factors mentioned previously, Chart 3.26 indicates that PROMISE students’ scores differed significantly according to the number of risk factors and this was true at all grade levels. As the chart shows, risk factors are more detrimental across the grade levels, with increasing gaps between those with 0 and those with 5 risk factors.

Chart 3.26: CST Math Scale Scores for AY 2008/09 by Number of Risk Factors



Students’ CST scores in math vary significantly depending on whether they live in a low or high risk district and depending on their grade span. At the elementary level, there is no difference in students’ scores. However, at the secondary level (grades 7-8 and 9-11), students in low risk districts outperform students in higher risk districts (Grades 7-8: Means = 334 vs. 311; $F(1, 1488) = 17.9, p < .000$; Grades 9-11: Means = 296 vs. 278; $F(1, 3465) = 80.2, p < .000$). Because most middle school students attended moderate risk schools and most high school students attended low risk schools, there was no variation to examine for these students. At the

elementary level, students in high risk schools achieved at significantly *higher* levels than students in high risk schools (Means = 348 vs. 332; $F(1, 1812) = 26.1, p < .000$). Thus, students who attend relatively higher risk schools have significantly higher CST scores than students in moderate risk elementary schools.

The level of difficulty of math test varied by the district risk level such that students in high risk districts were more likely to take higher level math than students in low risk districts (Means = 2.2 vs. 1.9; $F(1, 6681) = 46.2, p < .000$). Differences in level of difficulty of math test could not be examined according to school risk since most high school students were enrolled in low risk high schools.

Charts B-7 to B-12 in Appendix B provide information about the percent of PROMISE students who were Proficient/Advanced and Basic+ in math across the three years of the PROMISE Initiative according to different student characteristics. As chart B-7 indicates, in general, except in grade 10, more students were Proficient/Advanced in AY 2009 than 2008, and more in 2008 than 2007 (except grade 3). A similar trend is noted in Chart B-8 in Appendix B, which depicts the percentage of students who scored as Basic+ across the three years of the PROMISE Initiative except that there was not as much difference between the percent Basic+ in spring 2008 and 2009.

In Charts B-9 through B-11 in Appendix B, similar information is presented for Hispanic students and students with disabilities. As the charts show, in most grades, more Hispanic students were Proficient/Advanced in 2009 than 2008 and more in 2008 than 2007. This was true for the percent of students who were Basic+ as well, as seen in Chart B-10. For all students with disabilities (see Chart B-11), slightly more students were Basic+ and Proficient/Advanced in 2009 over 2007 and 2008, but there is little change from 2007 to 2008. Students with speech/language impairments or with specific learning disabilities were slightly more likely to achieve at Basic+ in 2009 than in 2008.

Appendix B Chart B-12 again presents similar information with respect to risk factors, and shows that for students in all groups of risk factors, more students were Proficient/Advanced or Basic+ in AY 2009 than in 2008 and more in 2008 than in 2007.

Table 3.21 shows the CST math performance level of students in grades 4-6, 7-8, and 9-11 who participated in two-way versus SEI or English mainstream programs. Results clearly show that students in the two-way program are significantly more likely to be Proficient/Advanced (and far less likely to be Far Below Basic or Below Basic) than SEI or English mainstream students in grades 4-6 (46% vs. 31%; $\chi^2 = 19.5, p < .000$), grades 7-8 (37% vs. 17%; $\chi^2 = 30.5, p < .000$), and grades 9-11 (27% vs. 5%; $\chi^2 = 39.6, p < .000$).

Table 3.21: CST Math Performance Levels by Participation in Two-Way Program vs. SEI/Mainstream Programs

	Two-Way	SEI/Mainstream
GRADES 4-6		
Basic (n = 69, 138)	27%	28%
Proficient/Advanced (n = 115, 155)	46%	31%
GRADES 7-8		
Basic (n = 35, 276)	31%	28%
Proficient/Advanced (n = 41, 166)	37%	17%
GRADES 9-11		
Basic (n = 9, 219)	27%	15%
Proficient/Advanced (n = 9, 69)	27%	5%

Table 3.22 provides the CST math scale scores of PROMISE students in grades 4-6 who participated in two-way versus SEI or English mainstream programs. As indicated in this table, students in two-way programs had significantly higher CST scores than students in SEI/Mainstream programs at grades 4-6 (Means = 344 vs. 324; $F(1, 751) = 11.2, p < .001$) and grades 9-11 (Means = 306 vs. 267; $F(1, 1543) = 8.7, p < .01$), but not statistically higher for grades 7-8, with all of these analyses controlling for student, school, and district risk factors.

Table 3.22: CST Math Scale Scores by Participation in Two-Way Program vs. SEI/Mainstream Programs

Grades (# students)	Sig. Diff.	Two-Way	SEI/Mainstream
Grades 4-6 (n=252, 500)	***	343.5 (66.5)	324.3 (62.1)
Grades 7-8 (n=112, 977)	NS	333.5 (60.8)	302.1 (51.9)
Grades 9-11 (n=34, 1510)	**	305.8 (62.7)	266.6 (46.5)

Note. Statistical analyses (ANOVAs) control for student, school, and district risk factors. NS = Not statistically significant, ** $p < .01$, *** $p < .001$

Finally, there was also a significant relationship between participation in SEI/Mainstream or two-way programs and the level of difficulty of the math course. Two-way students were more likely to be enrolled in Algebra II (32% vs. 6%), about as likely to be enrolled in High School Summative Math (10% vs. 11%), though slightly more likely to be in Basic Math (22% vs. 18%).

In summary, by sixth grade, almost half of ELs were Basic+, half of R-FEPs were Proficient/Advanced, most R-FEP were Basic+, and about 20% of students were within 10 points of scoring as Proficient. Students in elementary schools made statistically significant gains, and the gap between PROMISE and state performance declined over time. At the middle and high school levels, students varied in terms of the level of difficulty of math course in which they enrolled. About a third of 8th and 10th graders, half of 9th graders, and a fourth of 11th graders were enrolled in Algebra; one fourth of 9th graders, one third of 10th graders, and one fifth of 11th graders were taking Geometry; and one fourth of 11th graders were enrolled in Algebra II. Fewer PROMISE students were enrolled in more challenging math courses at each grade level than the state average. Also, among PROMISE students, Spanish speaking students were enrolled in less challenging math courses than students of other language backgrounds.

In general, performance was weak in math at the middle and high school levels, with most student groups performing well below state averages. However, over the course of PROMISE, more students were Proficient/Advanced and Basic+ in 2009 than in 2008 and more in 2008 than in 2007, and this was true for most groups examined (all students, Hispanics, students with disabilities, risk factors).

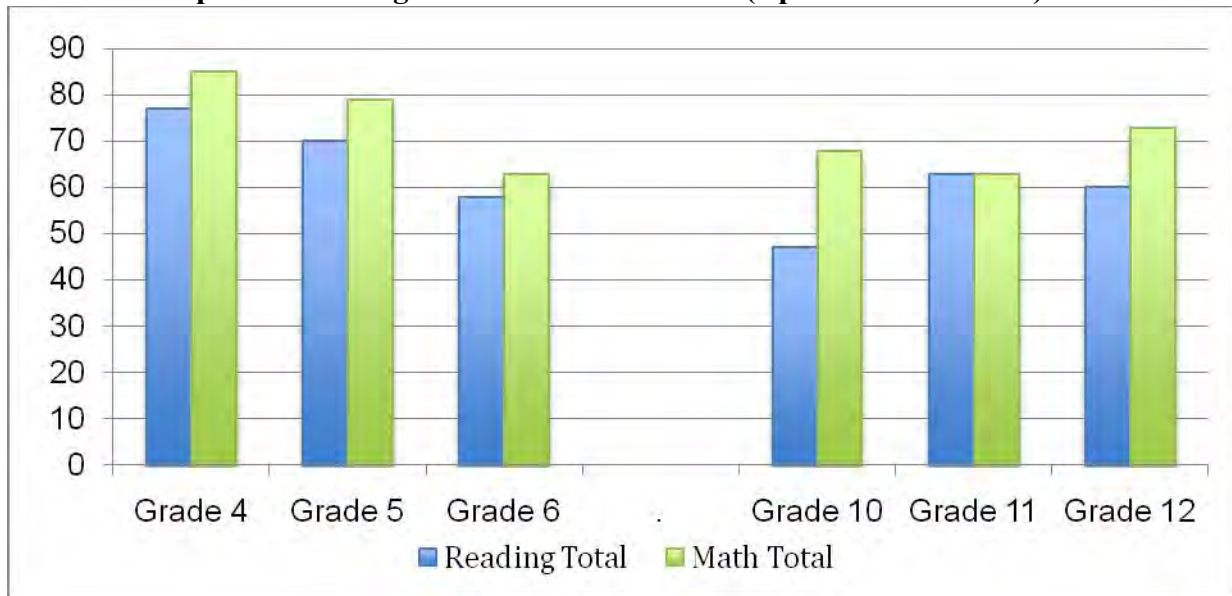
PROMISE students' math scores varied significantly according to the number of risk factors they had and this was true at all grade levels, though risk factors were more detrimental at higher grade levels, with increasing gaps between those with 0 and those with 5 risk factors. However, students who participated in two-way programs as opposed to SEI/Mainstream programs were more likely to be enrolled in Algebra II, to be Proficient or Advanced in math, and to demonstrate higher scale scores in math.

Academic Achievement in Spanish

Though the PROMISE Initiative set out to encourage biliteracy, there was little measurement of biliteracy at the various schools in each year, but some schools had data for AY 2008/09, some for AY 2007/08 and some for AY 2006/07. Thus, Spanish data from the Aprenda were used from any of these time periods to provide a measure of Spanish achievement; if there were data for more than one year, the most recent data were analyzed. The Aprenda is a norm-referenced test where the range is from 1 (very low) to 99 (very high) and the 50th percentile is statistically considered to mark grade level.

As Chart 3.27 shows, students scored above grade level (50th percentile) to high in math achievement, and in reading, 4th - 6th graders scored very high, 11th - 12th graders scored above average, and 10th graders scored average. Achievement was higher in math than in reading.

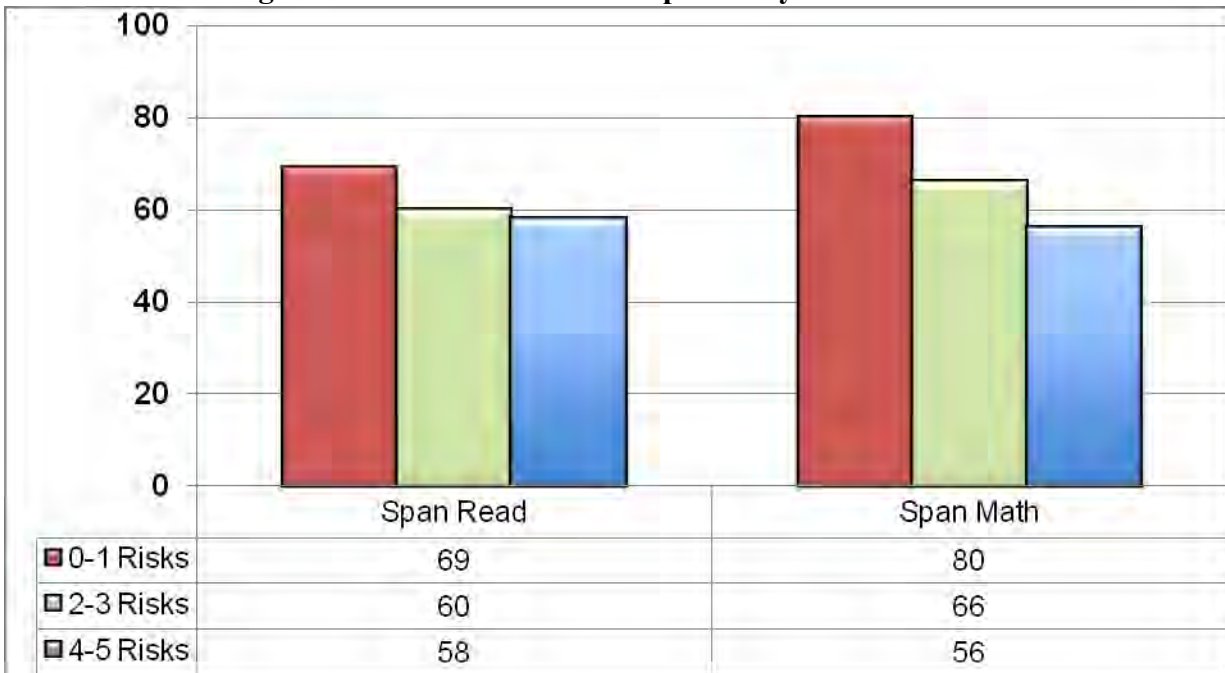
Chart 3.27: Spanish Reading and Math Achievement (Aprenda Percentiles)



While one might expect that ELs would outperform R-FEP students, in the assumption that ELs were stronger in Spanish and R-FEPs stronger in English, the opposite was true. That is, R-FEP students achieved at significantly higher levels than EL students in both reading (71 vs 58; $t(171) = 2.9, p < .01$) and math (80 vs 65; $t(172) = 3.3, p < .001$).

Finally, in looking at students' Spanish achievement scores according to the risk factors mentioned previously, we see a slightly different pattern of results for Spanish reading than we saw with all the previous measures of achievement in English. Chart 3.28 indicates that PROMISE students' scores did *not* vary significantly according to the number of risk factors for Spanish reading, though they did vary significantly for math measured in Spanish ($F(2, 173) = 4.99, p < .01$). What this result suggests is that students can achieve in reading measured in their primary language regardless of the number of risk factors they possess.

Chart 3.28: Reading and Math Achievement in Spanish by Number of Risk Factors



High School Exit Exam

The last set of testing data comes from the California High School Exit Exam (CAHSEE). The CAHSEE is perhaps the ultimate in accountability because its outcome can determine whether an EL student can graduate from high school with a diploma. According to the CDE website, the pass rate for the 2007 administration of the CAHSEE was 92% for all students but only 86% for Hispanic students, 73% for ELs, and 48% for special education students.

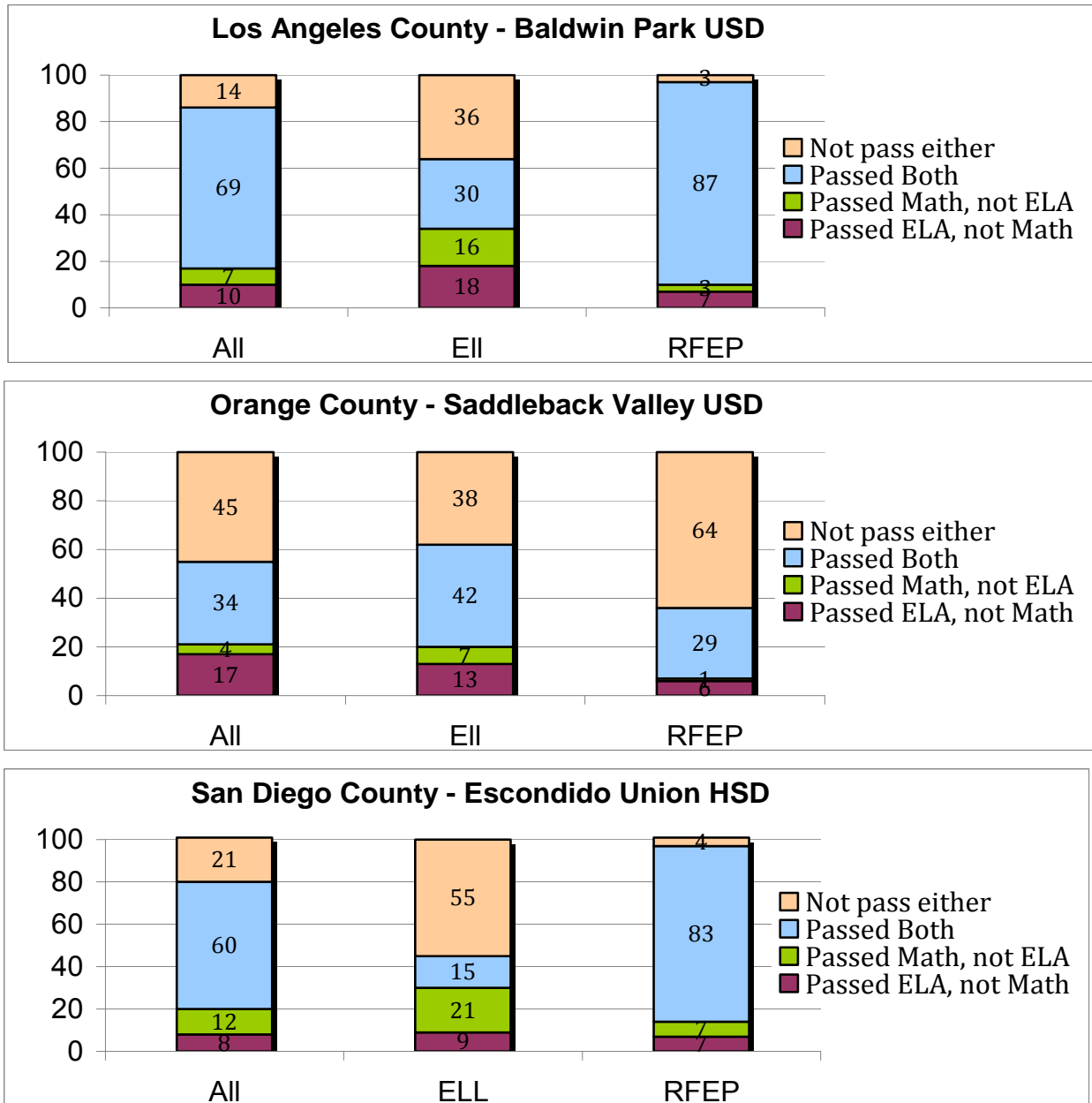
Chart 3.29 presents the passing rates at the different high school PROMISE sites. The charts show the percent of students that passed both the ELA and math sections of the CAHSEE, the percent that did not pass either section, and the percent that passed one section and not the other. Also, the data are disaggregated by language proficiency since that is a barrier for many students who take the CAHSEE.

Attention to the chart shows that the pass rate varied across the different PROMISE sites, from a low of 34% to a high of 69%. Overall, 60% passed both the ELA and math sections of the test. However, there are clear differences in the pass rates of EL vs. R-FEP students. Only 15-42% of the EL students passed both sections of the CAHSEE, and 36-57% did not pass either section. Overall, only 21% of ELs passed both sections and 49% did not pass either section. In contrast, across most sites except Saddleback, 81-88% of R-FEPs passed both sections of the CAHSEE and only a small percentage did not pass either section.

Pass rates were similar for Spanish language versus other language background students (60-61% passed both, 21-25% passed neither, 10-11% passed math but not ELA, 3-9% passed ELA but not math). However, among ELs, Spanish background students were less likely to pass both and more likely to pass neither than other language background though the results were

reversed for R-FEP students, where Spanish background students were more likely to pass both sections and less likely to pass neither than the other language background students. This situation was particularly true in Saddleback.

Chart 3.29: High School Exit Exam (CAHSEE) Passing Rates, Percents for ELs & R-FEPs



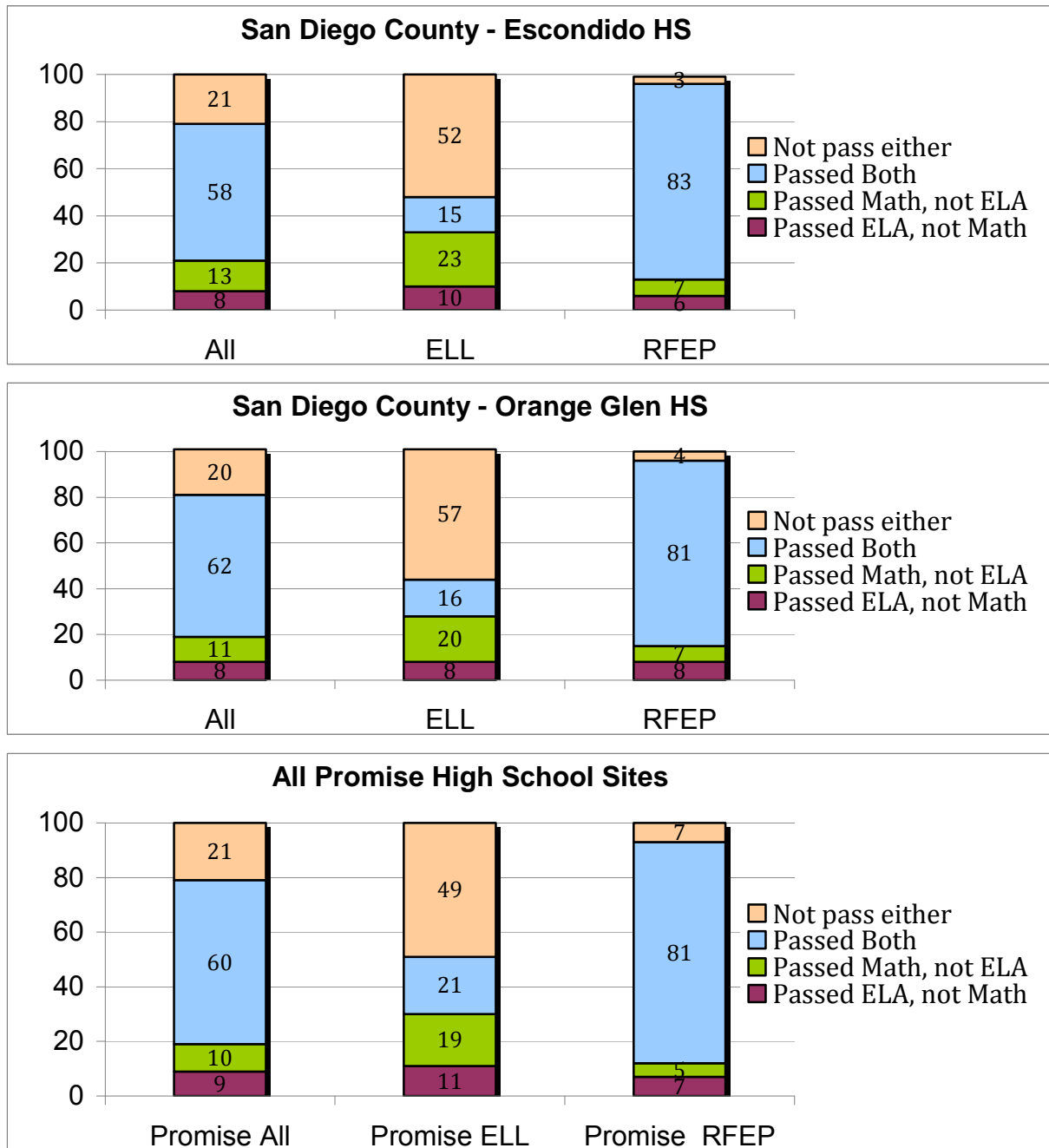
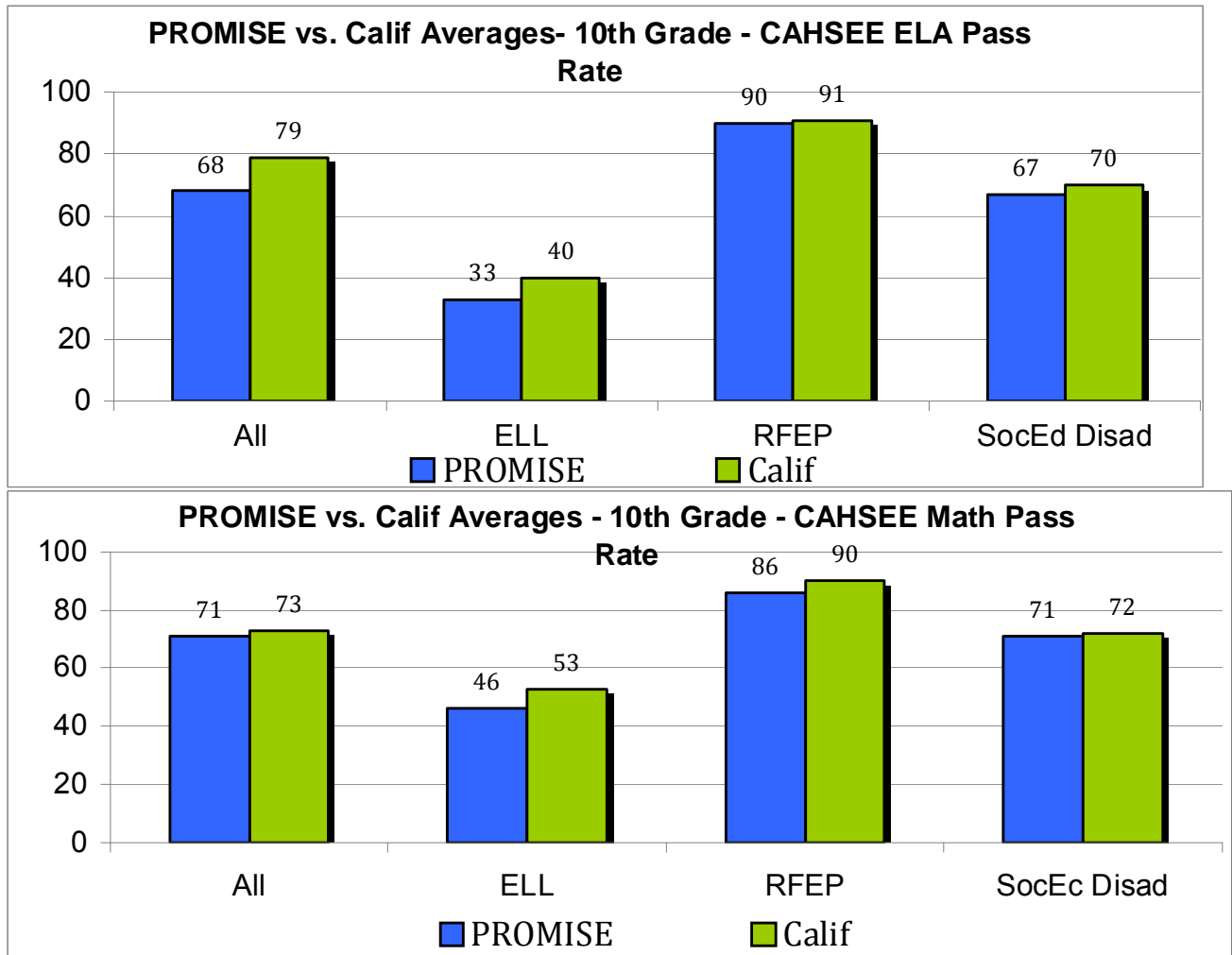


Chart 3.30 presents the pass rates comparing PROMISE and the California average for the CAHSEE ELA and math tests. This chart only shows students in grade 10 since the CDE website only provided data for 10th graders as of the date of this writing. As the chart indicates, the pass rate was very similar for R-FEP and the socio-economically disadvantaged students for both reading and math in PROMISE vs. the state, despite the fact that PROMISE R-FEP and socio-economically disadvantaged students likely had more risk factors than the state sample of R-FEPs and socio-economically disadvantaged students. There was a seven-point gap favoring the California ELL sample over the PROMISE sample for both ELA and math.

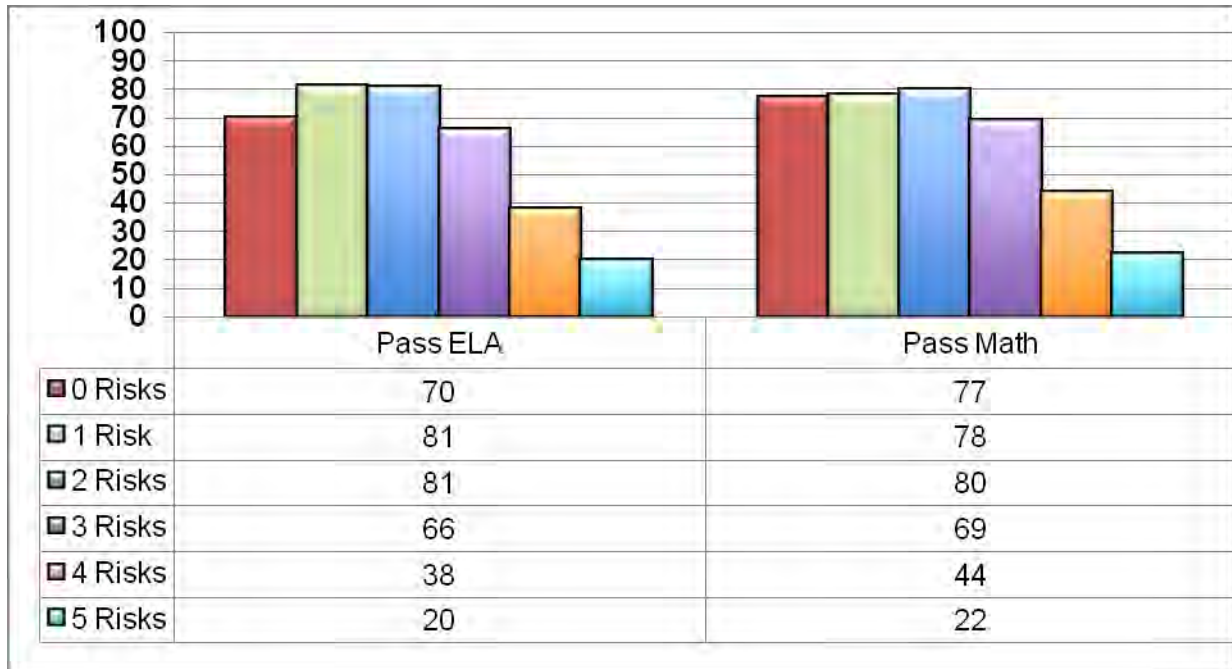
Chart 3.30: High School Exit Exam (CAHSEE) Passing Rates, Percents for ELs & R-FEPs



Factors that Can Impact CAHSEE Performance

CAHSEE pass rates were also examined with respect to the number of risk factors a student possesses. In this case we looked at whether the student passed the test as opposed to the CAHSEE scale scores. As Chart 3.31 indicates, having 1 or 2 risk factors did not hinder a student more than having 0 risk factors. In fact, students who had 0 risk factors were slightly less likely to pass the ELA portion of the test than students with 1 or 2 risk factors. However, there was a difference between having 1-2 versus have an additional third risk factor and especially a fourth risk factor. The odds of earning a high school diploma are very poor for students with 3-5 risk factors, and most especially for those with 4 and 5 risk factors.

Chart 3.31: High School Exit Exam (CAHSEE) Passing Rates, Percent Passing by Number of Risk Factors

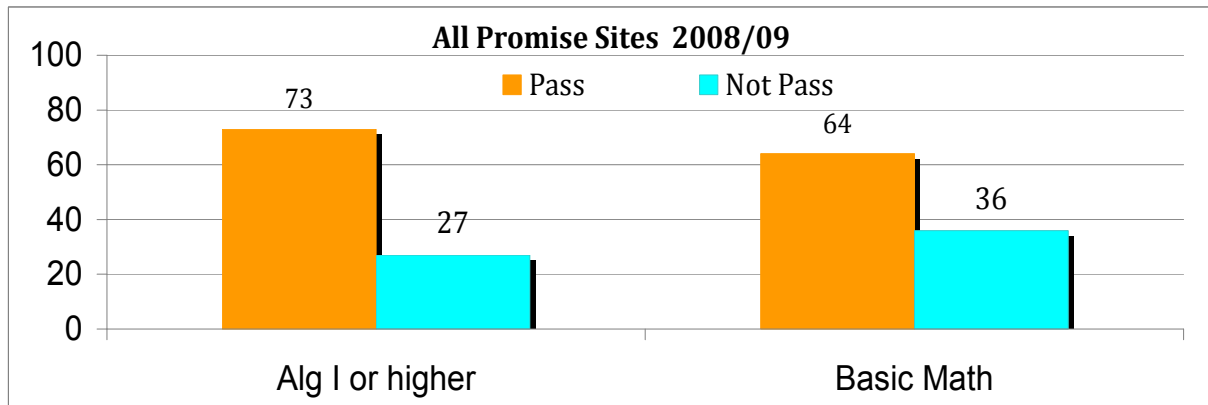


The CAHSEE math scale scores varied by the district risk level, wherein students in low risk districts scored significantly higher than students in high risk districts (Means = 375 vs. 367; $F(1, 3947) = 47.8, p < .000$), but this difference was not apparent in the language arts portion of the CAHSEE.

Another risk factor in not passing the CAHSEE is whether students have completed Algebra I. In 2008, the Center for the Future of Teacher and Learning issued a report that “Algebra I is viewed as the gatekeeper to a sequence of higher mathematics courses as well as the key to future academic success beyond high school.. At the high school level, knowledge of algebraic concepts is required to pass sections of the state’s high school exit exam and STAR tests. Further advanced math required for admittance to California’s institutions of higher education, such as Geometry and Algebra II, as well as the recommended additional courses of Trigonometry and Calculus, consider Algebra I a prerequisite for the sequence.” (pp. 2-3)

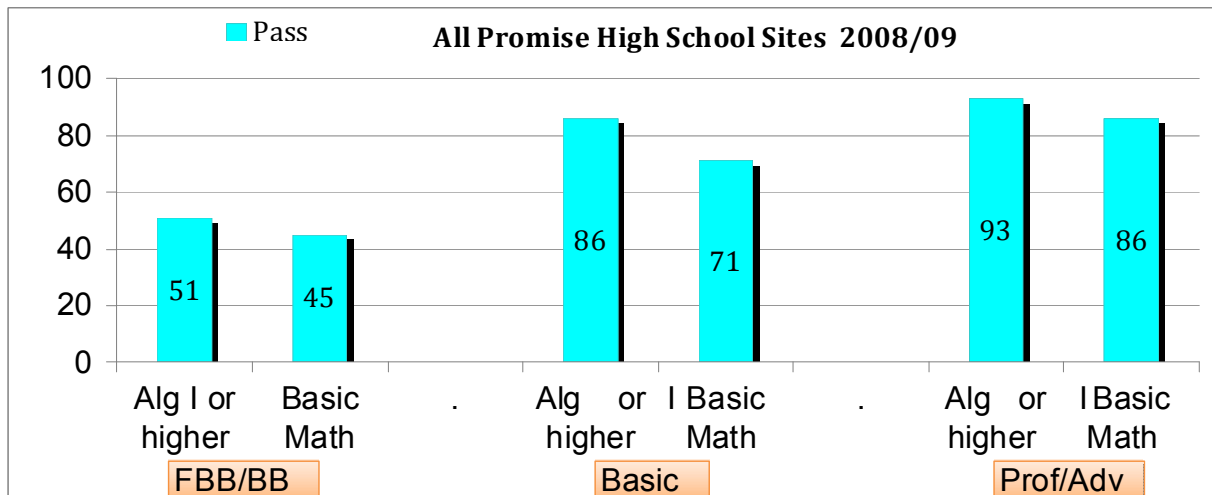
Given the importance of Algebra I, then, students’ pass rates on the CAHSEE were examined with respect to participation in Algebra I or higher vs. basic math courses for students in grades 10-11. Chart 3.32 shows that 73% of students who took Algebra 1 or a higher math course passed the CAHSEE versus 64% of students who took basic math and passed the CAHSEE; this difference in pass rates is statistically significant ($\chi^2 = 35.3, p < .000$).

Chart 3.32: High School Exit Exam Math (CAHSEE) Pass vs. NonPass, Percent Passing Math Subtest by Participation in Algebra I or Higher Math



As Chart 3.33 illustrates, at all performance levels on the CST (Far Below Basic, Below Basic combined, Basic, and Proficient/Advanced), PROMISE students were more likely to pass the CAHSEE math subtest if they had Algebra I or a higher math test than if they had basic math. However, note that the differences were not great and that students could still pass the CAHSEE if they had taken basic math. Furthermore, half of students who scored as Far Below Basic or Basic and three quarters of those at Basic on the CST were able to pass the CAHSEE.

Chart 3.33: Percent Passing Math Subtest (CAHSEE) by Participation in Algebra I or Higher Math and Performance Level on CST



6. Other Student Data

As indicated in an earlier section of this report, we attempted to collect a variety of other information on the students. This information included grade retention, suspensions, and school leaving and dropout. This information was some of the most difficult to collect and is the sparsest in the dataset.

As Table 3.23 indicates, very few students were retained at any site, though one PROMISE site had a relatively higher rate of retention in year 1 than in years 2 and 3.

Table 3.23: Other Student Indicators, Retention

	Year 1	Year 2	Year 3	All Years
Los Angeles – Baldwin Park	0.4%	0.1%	0.1%	0.7%
Orange – Saddleback	NA	NA	NA	NA
Riverside – Moreno Valley	5.1%	1.5%	0.0%	5.5%
San Bernardino – San Bernardino City	0.4%	0.4%	0.0%	0.3%
San Diego – Escondido	NA	NA	NA	NA
Ventura – Ocean View	0.1%	0.4%	0.0%	0.5%

With respect to data on suspensions, some schools reported whether students were suspended and others reported the number of suspensions. Table 3.24 shows that suspensions averaged about 5-8%. Suspension rates did not appear to vary across the years of PROMISE.

Table 3.24: Other Student Indicators, Suspension

	Year 1	Year 2	Year 3	All Years
Los Angeles – Baldwin Park	8.9%	7.1%	7.9%	19.5
Orange – Saddleback	NA	2.3%	NA	NA
Riverside – Moreno Valley	0	0	5.8%	
San Bernardino – San Bernardino City	4.7%	4.7%	5.8%	8.3%
San Diego – Escondido	NA	NA	NA	NA
Ventura – Ocean View	NA	NA	NA	NA

As Table 3.25 shows, only one PROMISE district provided school leaving or drop out rates. The dropout rate for the school sites was low, ranging from 1-2.8%. In comparing this rate to the district and county rates for All students and Hispanic students (see Table 3.26), we can see that the rate for PROMISE students is lower than the district, county and state averages (1.9% vs 3%, 5% and 5%).

Table 3.25: Other Student Indicators, Left School or Dropped Out

	Left School	Drop Out
Los Angeles - Baldwin Park	NA	NA
Orange – Saddleback	NA	NA
San Bernardino – San Bern City	NA	NA
San Diego – Escondido		1.9%
Escondido HS	NA	2%
Orange Glen HS		1%
Ventura – Ocean View	NA	NA

Table 3.26: Dropout Rates for Hispanic and Total/All Students/All: Grades 9-12*

	1 year County		1 year District		4 year County		4 year District	
	Hisp	Total	Hisp	Total	Hisp	Total	Hisp	Total
Los Angeles – Baldwin Park	6%	5%	10%	10%	25%	21%	33%	35%
Orange – Saddleback	4%	3%	2%	1%	17%	11%	8%	3%
Riverside – Moreno Valley	NA		NA		NA		NA	
San Bernardino – San Bern City	NA		NA		NA		NA	
San Diego – Escondido	6%	5%	4%	3%	23%	17%	16%	12%
Ventura – Ocean View	NA		NA		NA		NA	
State	6.0%	4.9%			23.8%	18.9%		

* Data from CDE website for AY 2007/08

The University of California and California State University systems have adopted a pattern of academic courses that are required for freshman eligibility. The academic requirements, titled “a-g”, are tracked by high schools to determine which students have met these requirements. Table 3.27 shows that only one of the four PROMISE high schools had any

information on these a-g requirements. At Baldwin Park, only 1 student met the a-g requirements.

High schools also keep track of students' assessments for the Early Assessment Program (EAP), which is an assessment of students' preparedness to take university-level courses in English language arts and math. Only Escondido Union HSD had information about the passage rates of its students. As Table 3.27 shows, of the 746 students who took the ELA portion of the test, 9% passed, though the pass rate varied from 8% for Orange Glen to 11% for Escondido. Of the 251 students who completed the math portion of the test, 7% were deemed ready and 41% were considered ready with conditions; including pass and conditional pass, the pass rate was higher for Escondido (65%) than Orange Glen (35%).

Table 3.27: Percent of Students Meeting College Requirements

	Met UC/CSU Course Req (A-G)	EAP ELA	EAP Math
Los Angeles – Baldwin Park	n=1	NA	NA
Orange – Saddleback	NA	NA	NA
San Bernardino – San Bern City	NA	NA	NA
San Diego – Escondido	NA	n=69/746, 9%	n=17/256, 7% ready n=103/251, 41% ready-cond.
Ventura – Ocean View	NA	NA	NA

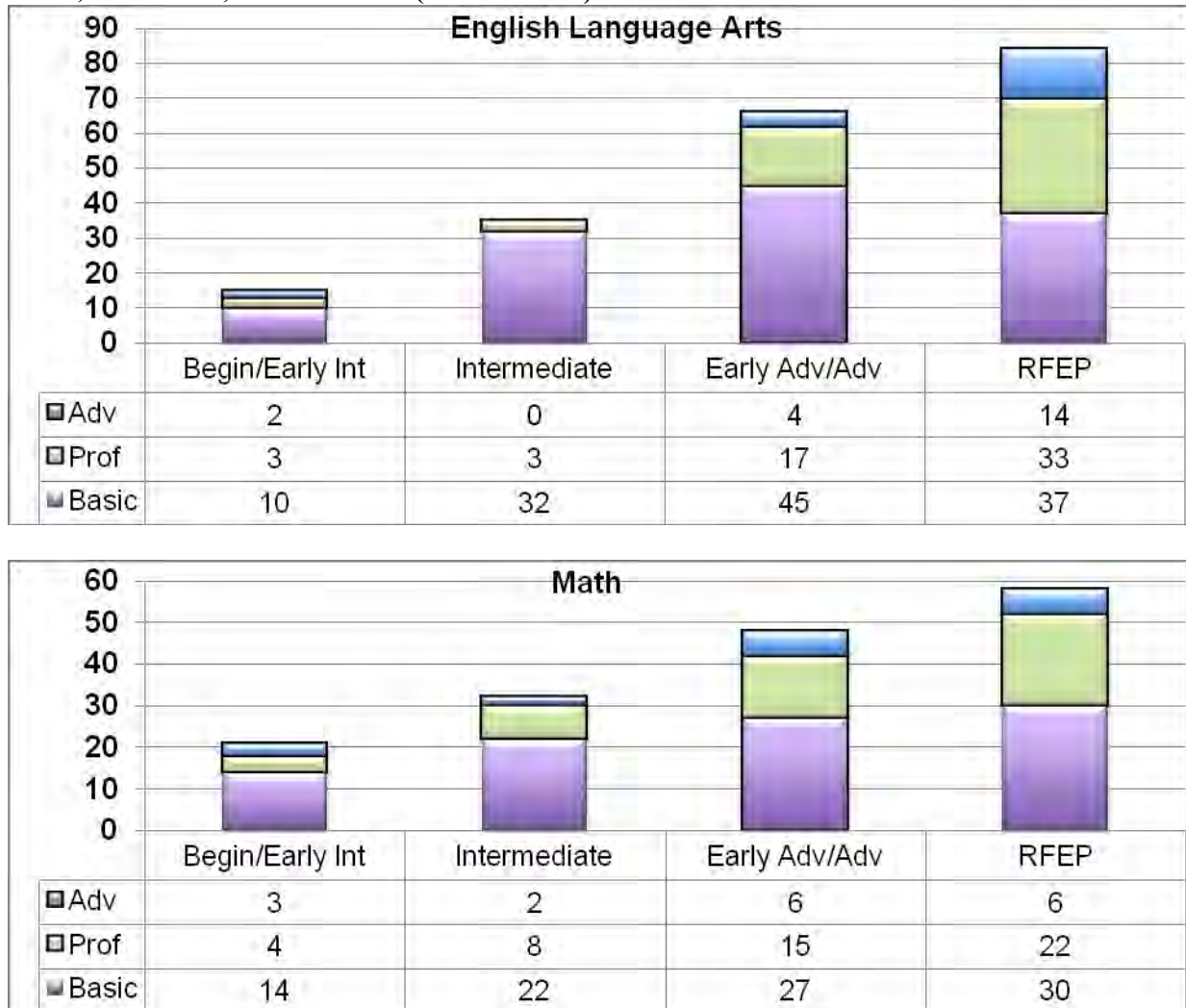
7. Relationships of Language Proficiency, Academic Achievement, and Student, School, and District Demographic Characteristics

Research that has examined the development of oral proficiency in a second language by English learner and foreign-language students has consistently shown that improvement from beginning to middle levels of proficiency is relatively rapid, but progress from middle to upper levels of proficiency is much slower (Fortune, & Tedick, 2008; see Saunders and O'Brien 2006, for a review). The American Institutes for Research evaluation study of the implementation of Proposition 227 reports data that are consistent with this finding (Parrish et al. 2006). In 2003-04, only 11 percent of K-12 English learners were rated Advanced, 32 percent were rated Early Advanced, 36 percent Intermediate, and 22 percent as Beginning or Early Intermediate in oral proficiency on the CELDT. While research shows the stagnant growth of second language development, it does not provide sufficient information about the impact of language development on other measures of academic success.

So far in this report, we have only distinguished language proficiency by students who are EL or R-FEP. To address the language proficiency with a broader perspective, we will categorize students into four groups: 1) R-FEPs, 2) students who scored as Early Advanced or Advanced on the CELDT; 3) students who scored as Intermediate on the CELDT; and 4) students who scored as Beginning/Early Intermediate on the CELDT. Of course, we expect that such a Language Proficiency measure will be associated with academic success but it is not clear to what extent these differentiations might be important.

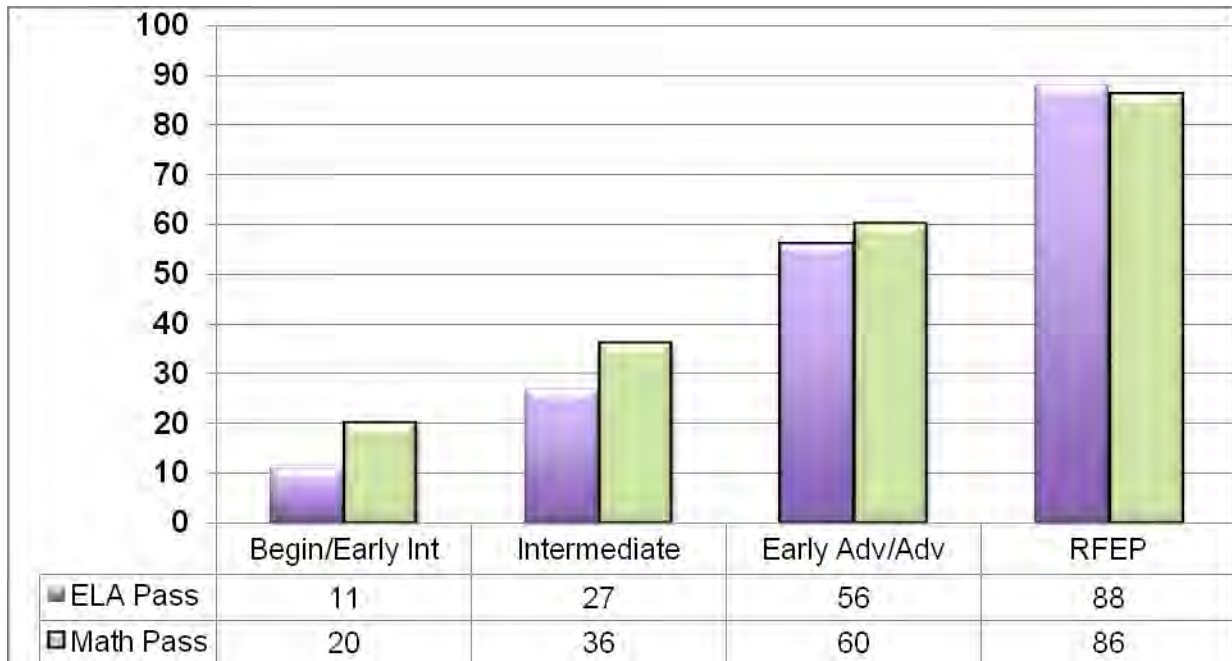
Chart 3.34 presents the percent of students in grades 4-11 who scored as Basic, Proficient, or Advanced on the ELA and math sections of the CST test. Grades 2-3 were not included because of the small number of R-FEP students at those grade levels. As Charts 3.29 and 3.30 show, with each increasing level of language proficiency, more students were classified as Basic and especially Proficient and Advanced. This was truer for English language arts than for math, which makes sense since the CELDT includes measures of literacy. These charts dramatically indicate that students who are intermediate are unlikely to score as Proficient or Advanced and not even very likely to achieve at Basic (32% in ELA and 22% in math). Further, R-FEP students achieve at higher levels than Early Advanced/Advanced students, only 21% of whom score as Proficient or Advanced though 48-66% score as Basic+. These relationships are highly significant between ELA and language proficiency ($\chi^2= 2039.3$, $p < .000$). and between math achievement and language proficiency ($\chi^2= 562.6$, $p < .000$).

Chart 3.34: Percent of Students at Each Language Proficiency Level by (CST) Percent Basic, Proficient, or Advanced (Grades 4-11)



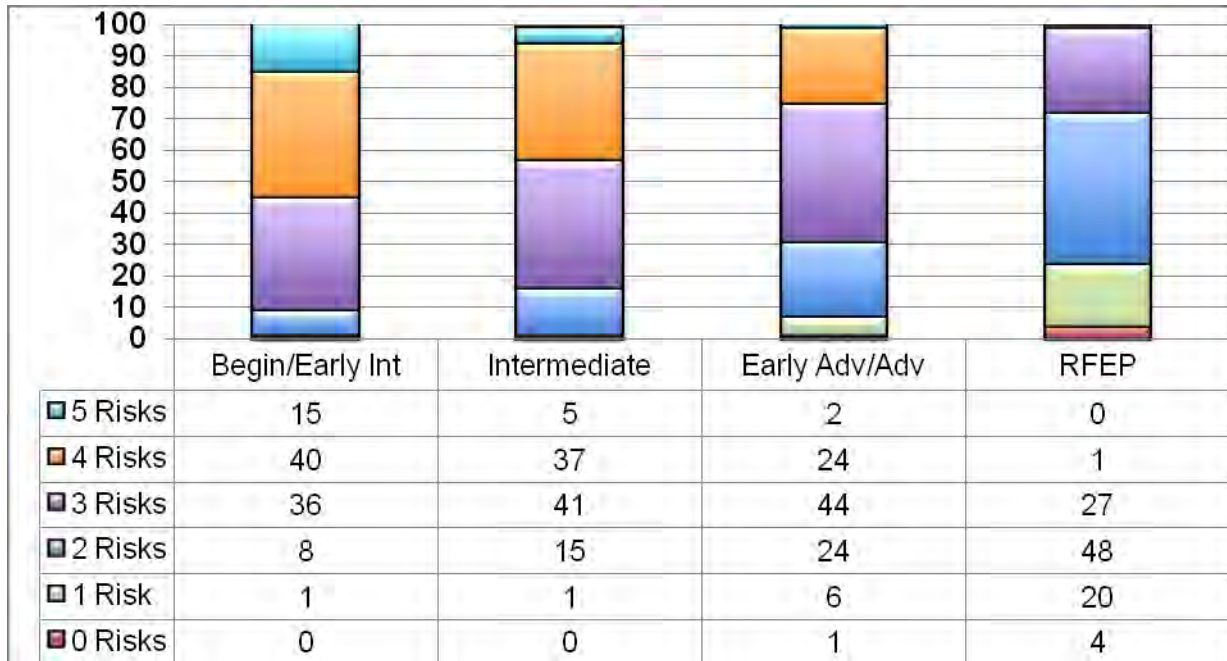
Not only is language proficiency related to academic achievement measured by the CST, but we also see in Chart 3.35 that language proficiency is significantly associated with the CAHSEE pass rates for ELA and math. At each corresponding level of proficiency, students are more likely to pass each section of the CAHSEE. The relationships between language proficiency and the CAHSEE measures of reading/language arts achievement ($\chi^2= 974.9, p < .000$) and math ($\chi^2= 709.9, p < .000$) are also highly significant.

Chart 3.35: Percent of Students at Each Language Proficiency Level by CAHSEE Pass Rate



While we can see that the level of language proficiency influences all these measures of achievement, we reported earlier that the level of language proficiency is also associated with the number of risk factors (part of which includes language proficiency – EL vs R-FEP). In Chart 3.36, we can see that with each corresponding risk factor students are more likely to be Beginning or early Intermediate, and that students with higher levels of proficiency are less likely to have 4-5 risk factors ($\chi^2= 2875.3, p < .000$). However, it is also important to note that even the average PROMISE student who has 2-3 risk factors can score as Early Advanced/Advanced and R-FEP.

Chart 3.36: Percent of Students at Each Language Proficiency Level by Number of Risk Factors



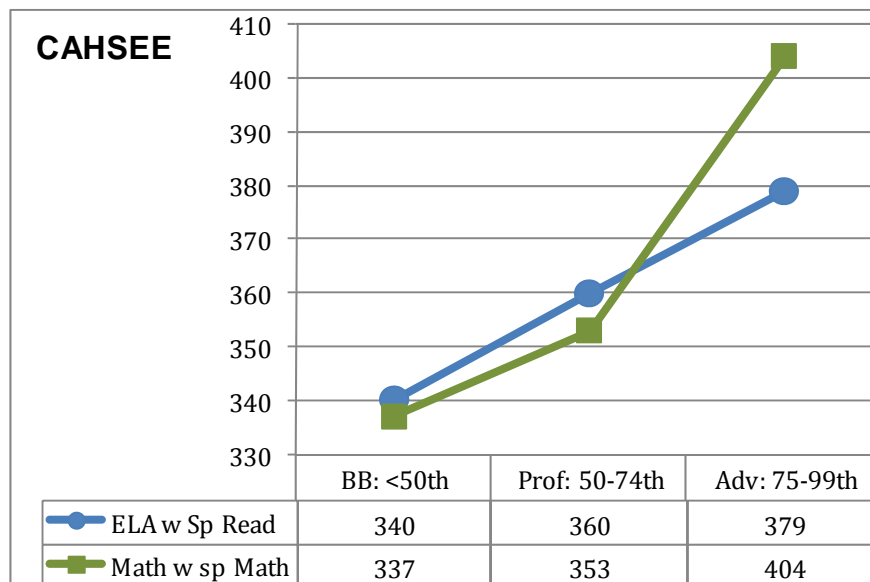
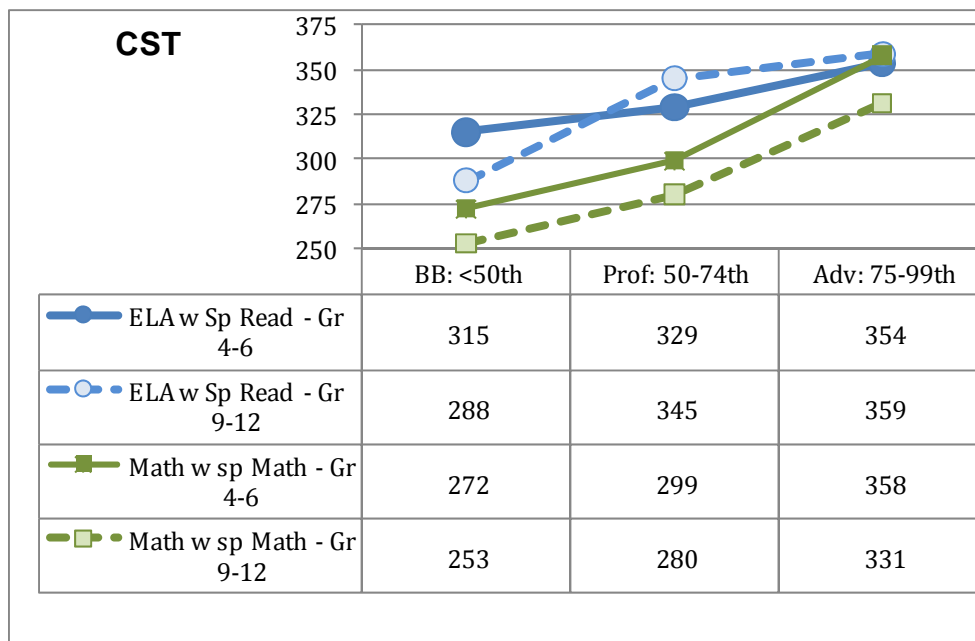
While there is a significant relationship between language proficiency and district risks ($\chi^2 = 116.7, p < .000$), in which students are more likely to be R-FEP in low risk districts, and to be Beginning/Early Intermediate or Intermediate in high risk districts (54% and 60% vs. 36% and 41%), nonetheless, students are more likely to be Early Advanced/Advanced in high rather than low risk districts (57% vs. 43%). Similarly, students are far more likely to be RFEP and Early Advanced/Advanced in Low risk schools (77% and 51%) than in moderate risk schools (21% and 35%), and more in moderate than low risk schools (2% and 14%). This relationship between language proficiency and school risks is also highly significant ($\chi^2 = 657.7, p < .000$).

The next set of charts (Chart 3.37) provides the relationship between achievement in English and Spanish for students who had reading and math scores in Spanish. This analysis examines CST and CAHSEE scale scores on the reading/language arts and math subtests according to the Spanish reading and math scores (Aprenda NCEs converted to Percentile ranges of what we are calling BB, Below Basic = percentile range of 1-50; Proficient = percentile range of 51-74; Advanced = percentile range of 75-99). We can use this information to determine how much better students might score in English if they had higher scores in Spanish. For example, if we want to find out how students who scored slightly below average in Spanish reading did on the CST versus students who scored as slightly above average in Spanish (we'll call this Proficient – scored in percentile range of 51-75), we would see from the chart that students who scored Below Basic on the Aprenda achieved an average CST scale score of 315 in grades 4-6 and 288 in grades 9-12. However, if they scored as Proficient on the Aprenda, they had a scale score of 329 and 345, respectively, on the CST. Even better, if they scored as Advanced on the Aprenda, they achieved a CST scale score of 354 and 359, respectively. This trend is also true for math; on the Aprenda math subtest, students received a scale score of 272 and 253, respectively, for CST math if they were BB, a scale score of 299 and 280 if they were Proficient, and a score of 358 and 331 if they were Advanced in Spanish math.

Similarly, in the chart showing the scores for CAHSEE ELA and math subtests according to the Spanish reading and math percentile ranges, BB students scored at 340, Proficient scored at 360, and Advanced scored 379 for the ELA CAHSEE. For the math CAHSEE, BB received scores of 337, Proficient 353, and Advanced 404.

As the charts show, there are strong and statistically significant relationships between achievement in English and Spanish for these EL students; that is, ELs in the highest category in Spanish (Advanced) have the highest English CST and CAHSEE scale scores and students in the lowest categories in Spanish have the lowest CST and CAHSEE scale scores in English.

Chart 3.37: Relationship between CST or CAHSEE Scale Scores and Spanish Percentile Ranges in Reading and Math



These relationships, which are nicely illustrated in the graphs, are born out with correlation analyses, where the correlation between achievement in English and Spanish is highly significant beyond the .001 level ($r = .52$ for Spanish reading and CST ELA; $r = .77$ for Spanish reading and CAHSEE ELA; $r = .47$ for Spanish math and CST math; $r = .58$ for Spanish math and CAHSEE math). Interestingly enough, the total CELDT score was also correlated with the Spanish reading score ($r = .29$) for all students, but it was highly correlated for the grades 9-12 students ($r = .77$).

Next, a regression analysis was used to determine the best predictor(s) of English reading/language arts (using CST scale scores). Predictors were selected on the basis of previous analyses demonstrating significant relationships with English language arts. In addition, the Opal Teacher Practices factor was included as a measure of quality teacher practices. Table 3.28 shows the correlations among the predictors in this analysis and Table 3.29 depicts the results of the regression. As the regression shows, and not surprisingly, English language proficiency accounted for the largest amount of variance in students' English language arts scores. However, teacher practices, the students' number of risk factors, and the district and school risks also significantly predicted fourth through sixth grade students' English language arts achievement. Collectively, these predictors accounted for 46% of the variance in students' English language arts scores.

Table 3.28: Intercorrelations among English Achievement Arts and Predictor Variables

Predictor	1	2	3	4	5
1. English Language Arts	---	.62***	-.39	-.10***	.09**
2. English Proficiency		---	-.40***	.07**	-.23***
3. Risks (0-5)			---	.52***	-.08**
4. Risk-Dist & School				---	-.62***
5. OPAL-Teacher Practices					

Note. Grades = 4-6, $n=1076$, ** $p < .01$, *** $p < .001$

Table 3.29: Regression Analysis, Predicting English Language Arts from Language Proficiency, Risks, and Teacher Practices (n = 1076)

Variable	β	B	t
Step 1: English Language Prof	.621	32.15	25.9***
Step 2: OPAL-Teacher Practices	.24	21.97	10.3***
Step 3: Student Risks (0-5)	-.13	-6.2	-5.0***
Step 4: District & School Context/Risks	.16	19.8	4.3***

Note. English Language Proficiency (1=Begin; 2 = Intermediate, 3 = Early Adv/Advanced, 4 = RFEP); Opal Teacher Practices (Score of 1-6)¹; $R^2 = .45$ for Step 3; $R^2 = .46$ for Step 4. *** $p < .001$.

¹ See Loyola Marymount section on Teacher Practices.

A regression analysis was also conducted for the CST math score using the same predictors. Table 3.30 presents the correlations among the math and predictor variables and Table 3.31 provides the results of the regression analysis. This regression also demonstrates the importance of English language proficiency on students’ math scores. In addition, teacher practices, the district and school risks, and the students’ number of risk factors also significantly predicted fourth through sixth grade students’ math achievement measured by the CST. Together, these predictors accounted for 27% of the variance in students’ math scores.

Table 3.30: Intercorrelations among English Math Achievement and Predictor Variables

Predictor	1	2	3	4	5
1. English math	---	.44***	-.23*	-.03***	.12
2. English Proficiency		---	-.40** *	.07**	-.23***
3. Risks (0-5)			---	.52***	-.09**
4. Risk-Dist & School				---	-.62***
5. OPAL-Teacher Practices					

Note. Grades = 4-6, n=1078, ** p < .01, *** p < .001

Table 3.31: Regression Analysis, Predicting English Math Achievement from Language Proficiency, Risks, and Teacher Practices (n = 1078)

Variable	β	B	t
Step 1: English Language Prof	.44	31.9	16.2***
Step 2: OPAL-Teacher Practices	.24	30.1	8.8***
Step 3: District & School Context/Risks	.14	24.3	4.2***
Step 4: Student Risks (0-5)	-.14	-9.6	-3.8***

Note. English Language Proficiency (1=Begin; 2 = Intermediate, 3 = Early Adv/Advanced, 4 = RFEP); Opal Teacher Practices (Score of 1-6); R² = .26 for Step 3; R² = .27 for Step 4. *** p < .001.

Summary

This section of the Student Outcomes report presents the outcomes of close to 14,000 students who had scores over the three years of the PROMISE Initiative. The major focus of this chapter so far has been on the students who had various outcomes for AY 2008/09. We first began the Student Outcomes section by describing the PROMISE student participants. These analyses showed that the PROMISE sites, in comparison to the district, county, and state averages, had far more EL, Hispanic, low income, and parents with a high school education or less. Districts and schools were categorized into high or low (or moderate for schools) in terms of the percentages of minority, EL, and economically disadvantaged students in the district or school. Results showed that low risk schools were more often located in low risk districts and that moderate and high risk schools were more likely to be in high risk districts. These demographic

differences mean that students may be at even greater risk for academic failure if they attend higher risk schools in higher risk districts.

We also combined these demographic factors into a student risk measure, consisting of 0-5 risks. The student risk factors included: EL, economically disadvantaged, parent education of high school or less, Hispanic, and having a disability. Each of these variables has been addressed in the research literature as a risk factor, as presented previously in the brief introduction to the research. About 2/3 of the students had 2-3 risk factors. Furthermore, low risk districts and schools had students with fewer risk factors than high risk districts and schools.

The next set of analyses examined language proficiency in English. Across the different PROMISE sites, there was considerable variation in terms of the percent of students attaining English proficiency, as measured by the CELDT, and also in terms of growth over time. Overall, from grade 7, close to three quarters of students were English proficient; that is, they were either R-FEP or they had received a score of Early Advanced or Advanced on the total CELDT. These averages were very similar to the state averages, though the state averages included R-FEP students who were less at risk than the PROMISE students (see also Description of PROMISE Schools, Districts, Counties and the State). In examining longitudinal change over the duration of the PROMISE Initiative at grades 5, 8, and 11, findings revealed that PROMISE students made excellent growth and narrowed the gap between the State average and the PROMISE average across the three years of the PROMISE Initiative (from 49 to -9 for elementary, from 19 to -10 for middle, and from 29 to 4 for high school).

Reading and language arts achievement in English was largely examined utilizing the CST. Again, there was a large amount of variation across the different sites in terms of the percent of students that were Proficient/Advanced or who scored Basic or above (Basic+) and in terms of whether the PROMISE site scored lower than, similar to, or higher than the district, county, and state averages. In aggregating the data across PROMISE sites, results showed that PROMISE students at grades 3, 5, 7, 9, and 11 achieved at similar levels as the state averages in terms of the percent of students who were Basic+, though slightly lower than the state averages in the percent of students that were Proficient/Advanced, except at grade 11 where PROMISE achievement was similar to the state average. Among 4th through 6th graders, 14% of ELs and 26% of R-FEPs graders were within 10 points of scoring as Proficient and 20% of ELs and 39% of R-FEPs were within 15 points of Proficient. In addition, PROMISE 5th and 8th graders made significant gains across the duration of the PROMISE Initiative of 22-31 points and narrowed the gap between the PROMISE average and the State average (from 21 to 1 point for elementary students; from 11 to -1 points for middle schoolers). Students in grade 11, though, showed a significant decline across the PROMISE Initiative – from a gap of -29 (achieving above the state average) to 1 (achievement at the state average). Finally, over the duration of the PROMISE Initiative, students at most grade levels were more likely to be Proficient/Advanced and Basic+ in AY 2009 than 2008 and more in 2008 than in 2007. This trend was noted for all students, Hispanic students, students with disabilities, and students at all risk factors.

Math achievement was more complicated to examine because students begin to take different math courses at different levels of complexity beginning in grade 8. At grade 6, about 42% of EL students were Basic+, but half of R-FEPs were Proficient/Advanced and 87% were Basic+. About one fifth of 4th – 6th graders scored within 10 points of Proficient. The students showed growth in math achievement and the gap between the PROMISE students and the State average declined from 17 to 12 points over the duration of the PROMISE Initiative.

Math enrollment at the middle school level was similar across the sites at grade 7, with almost all students enrolled in basic math. One third of 8th and 10th graders, half of 9th graders, and a fourth of 11th graders were enrolled in Algebra I; one third of 9th and 10th graders, and one fifth of 11th graders were taking Geometry; and one fourth of 11th graders were enrolled in Algebra II. Fewer PROMISE students were enrolled in more challenging math courses at each grade level than the state average. Also, among PROMISE students, Spanish speaking students were enrolled in less challenging math courses than students of other language backgrounds. Two-way students were more likely to be enrolled in challenging math courses than SEI/Mainstream students, and the small number of two-way students were enrolled in more challenging (10th graders) or similarly challenging (11th grade) math classes compared to the state average.

Student enrollment in the more complex and college-track courses varied across the different PROMISE sites. Given the relatively low percentages of students completing high-level math courses, it is clear that few students will be on track for taking the required courses for UC/CSU. Unfortunately, this data is consistent with the state and national picture of few Hispanic students enrolling in higher-level math courses and thus being ill-prepared to enter a four-year college with sufficient math preparation (e.g., Tienda, 2009).

Overall, math achievement at the middle and high school levels was very weak, and in most cases, PROMISE students achieved below the state average. It is not clear whether the new math adoptions at the secondary level in California have led to a decrease in math performance over time. Nonetheless, over the course of PROMISE, more students were Proficient/Advanced and Basic+ in 2009 than in 2008 and more in 2008 than in 2007, and this was true for most groups examined (all students, Hispanics, students with disabilities, risk factors).

Reading and math achievement in Spanish were examined by collapsing any scores over the duration of PROMISE since, despite the biliteracy focus of PROMISE, achievement data in Spanish were not consistently collected and were available for few sites. However, in looking at Spanish reading achievement, 4th – 6th graders scored high, 11th - 12th graders scored above average, and 10th graders scored average. In math, students scored at to well above grade level. This level of achievement in math is surprising given the findings of low math achievement at the high school level in English. Also, R-FEP students scored significantly higher in achievement measured in Spanish than did the students still classified as EL. Furthermore, in looking at achievement in Spanish according to the number of risk factors for students, there was a significant difference favoring students with fewer risk factors in math but there was no difference in reading. Thus, students can achieve in reading measured in their primary language despite the number of risk factors they possess.

At the high school level, students completed the CAHSEE for their high school diploma. Again, there was substantial variation across the PROMISE sites in the percentage of students that passed. Overall, 60% of students passed both the ELA and math sections of the CAHSEE and 21% did not pass either test. But this was moderated by language proficiency, where 81% of R-FEPs passed both and only 21% of ELs passed both subtests. Pass rates for the math section of the CAHSEE were also influenced by students' participation in higher-level math courses. That is, pass rates were much higher for participation in Algebra I or higher courses (73%) vs. basic math (64%) and this was true at all performance levels (Far Below Basic/Below Basic, Basic, Proficient/Advanced). However and encouragingly, students could still pass the CAHSEE if they had taken basic math, and half of students who scored as Far Below Basic or Basic and three quarters of those at Basic on the CST were still able to pass the CAHSEE math subtest.

Pass rates were similar for Spanish language versus other language background students (60-61% passed both). However, among ELs, Spanish background students were less likely to pass both and more likely to pass neither than other language background students though the results were reversed for R-FEP students, where Spanish background students were more likely to pass both sections and less likely to pass neither than the other language background students.

While we had hoped there would be other measures of student outcomes we could examine (retentions, suspensions, drop out rates), there was very little data on these variables. Overall, few students were retained, 6-8% were suspended, and 1-3% dropped out. This drop out rate was lower for the PROMISE students than it was for the district, county, and state averages.

Only Escondido Union HSD had information about the Early Assessment Program (EAP), which is an assessment program that tracks students' preparedness to take university-level courses in English language arts and math. The passage rate was low for English language arts (9%) and math (7% passed, though 41% had a conditional pass).

Finally, all of these achievement measures (CST ELA and math, CAHSEE ELA and math) were highly related to student background and district/school risk factors. Student risk factors and school and district risk factors were examined with respect to each of these outcome measures. In looking at the combination of risk factors, more student and school/district risk factors were associated with lowered language proficiency, achievement, and passage of the high school exit exam while fewer risk factors were associated with higher language proficiency, achievement, and passage of the high school exit exam. This was true across all outcome measures examined. While achievement was negatively impacted by these risk factors, it is nonetheless encouraging that students with several risk factors were able to develop English proficiency and to score at least Basic, if not Proficient/Advanced.

In addition, we found that students' language proficiency and achievement was higher in two-way programs than in SEI/Mainstream programs. This finding is consistent with a large body of research demonstrating that EL students in biliteracy programs achieve at least as well as their peers and in many cases outperform them by late elementary to secondary grades (Francis et al, 2006; for a review, see Lindholm-Leary & Genesee, in press).

Finally, as the research literature has shown, the level of English language proficiency a student possessed was highly associated with the other outcomes measures (Saunders & Goldenberg, in press; Saunders & O'Brien, 2006). Thus, students with Beginning/Early Intermediate levels on the CELDT scored at the lowest level, followed by Intermediate, then Early/Advanced and finally R-FEP students on all outcome measures – the CST and CAHSEE ELA and math subtests. However, just attaining English proficiency does not guarantee a higher pass rate for the CST ELA; if English proficiency were enough to guarantee a student passing the CST, then all English speakers would pass. Thus, students need more than just English proficiency to achieve at grade level in English literacy. We got a glimpse of one attenuating factor, which was students' achievement in Spanish. As we mentioned in the condensed review of the literature, EL students who develop literacy in their first language are able to use that information to help in the second language. While we did not have very many students who had scores in both languages, there was evidence that achievement in Spanish was highly correlated with achievement in English. That is, students who scored the lowest in Spanish also scored the lowest in English while students who achieved at the highest levels in Spanish performed the best in English, a finding which is consistent with a growing body of literature in bilingual/dual language education (for review, see Goldenberg, 2008; Lindholm-Leary & Genesee, in press).

These data present a picture of relatively high-risk students in low to high risk settings who nonetheless made great strides over the duration of the PROMISE Initiative toward developing proficiency in English and achieving at grade level. While there was considerable variation in student outcomes by sites and grade spans, we did see that three quarters of students were proficient in English by grade 7 and that these EL and R-FEP students were achieving in English language arts and math and they were passing the CAHSEE. We also saw that participation in two-way programs helped students to achieve at higher levels than SEI/Mainstream students.

APPENDIX A: Database Variables & Dictionary for PROMISE - Year 3 (Fall 2008-Spring 2009)

INSTRUCTIONS to District Data Analysts

All submitted data should be student-level, not aggregated, data. If there are multiple files, students should be identified by the same student identification number – either local (district) or state (SSID), or both.

All EL students in the PROMISE schools should be included in the database.

Variable names, codes, and field widths. While an attempt has been made to be consistent with file structures of the various CDE databases, currently there is no one system or set of variable names that is common across different data sets and also different districts use their own variable names and codes. You do NOT need to recode data or change existing variable names to be consistent with the variables listed below. You also do not need to provide data in the same order as listed below. As long as you provide me with a dictionary of your variable labels and codes and the format of your data, I can translate the data you provide into the variables and format that we need.

You can submit one file with all the appropriate data or you can submit multiple files; just be sure each student has a unique student identifier that is common across each file.

It would be particularly helpful to have the STAR and CELDT data for a three-year period or longer if these data are available. These data from previous academic years can be submitted in separate files or on separate rows in the database, though I would prefer separate files over separate rows. Just be sure to indicate the academic year(s) associated with the data.

Feel free to send me additional data as we may have discussed; just be sure to include information about how to interpret the data (e.g., rubric descriptions).

Field Name	Field type	Width	Description
CDS_CODE	Character	14	This 14-digit code is the official, unique identification of a school within California. The first two digits identify the county, the next five digits identify the school district, and the last seven digits identify the school
COUNTY	Character	15	County name.
DISTRICT	Character	50	District name.
SCHOOL	Character	50	School name.
CHARTER	Character	1	This field identifies charter schools. The field is coded as follows: Y = The school is a charter school, but not a State Board of Education charter. S = The school is a State Board of Education sponsored charter school. N = The school is not a charter.
POP_STAT	Numeric	1	This field classifies the location of a school relative to seven categories of populous areas. The categories, descriptions, and codes are listed below. 1 = Large City: A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000. 2 = Mid-size City: A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000. 3 = Urban Fringes of Large City: Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau. 4 = Urban Fringes of Mid-size City: Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau. 5 = Large Town: An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA. 6 = Small Town: An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA. 7 = Rural, outside MSA: Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau. 8 = Rural, inside MSA: Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.
Field Name	Field type	Width	Description
SSID	Character	10	Statewide Student ID
LSID	Character	10	Locally assigned Student ID
FIRST NAME	Character	20	Student's first name
MIDDLE NAME	Character	20	Student's middle name
SURNAME	Character	50	Student's surname
BIRTHDATE	Date	8	Student's birthdate (MMDDYYYY)
SEX	Character	1	This field is a coded field identifying gender. The gender is coded as follows: M = Male F = Female
ETHNIC	Numeric	1	This is a coded field for ethnic designation. The ethnic designations are coded as: 1 = American Indian or Alaska Native 2 = Asian 3 = Pacific Islander 4 = Filipino 5 = Hispanic or Latino 6 = African American, not Hispanic (formerly known as Black, not Hispanic) 7 = White, not Hispanic 8 = Multiple or No Response
ECONOMIC STATUS	Character	1	Economic Status: Y = Economically disadvantaged N = Non-economically disadvantaged
PARENT ED	Numeric	1	Level of Parent Education 1 = Not a High School Graduate 2 = High School Graduate 3 = Some College (includes AA degree) 4 = College Graduate 5 = Graduate School/Post Graduate blank = decline to state or unknown
HOME LANG	Character	2	Home Language – Use Language Census codes
ENGLISH LANGUAGE FLUENCY	Character	4	English-Language Fluency at School Entry EL = English Learner IFEP = Initially Fluent-English Proficient

			EO = English Only
REDESIG	Character	1	EL student redesignated as fluent-English-proficient (R-FEP). Y = Yes Blank = no
REDESIG DATE	Date	8	Date of redesignation as R-FEP -- DDMMYYYY
Field Name	Field type	Width	Description
DISABILITY	Numeric	3	This is a coded field for primary disability designation. The designations are: 010 = Mental Retardation (MR) 020 = Hard of Hearing (HH) 030 = Deaf (DEAF) 040 = Speech or Language Impairment (SLI) 050 = Visual Impairment (VI) 060 = Emotional Disturbance (ED) 070 = Orthopedic Impairment (OI) 080 = Other Health Impairment 090 = Specific Learning Disability (SLD) 100 = Deaf-Blindness (DB) 110 = Multiple Disabilities (MD) 120 = Autism (AUT) 130 = Traumatic Brain Injury (TBI) blank= no disability
GIFTED	Character	1	Student enrolled in Gifted/Talented Y = Yes Blank = no
US_School	Numeric	1	USA School Enrollment 1 = Less than one school year 2 = One full school year 3 = Two school years 4 = Three school years 5 = Four school years 6 = Five school years or more blank = no response
UC/CSU COURSE REQUIREMENTS MET	Character	1	Student has met UC/CSU Course requirements Y = Yes Blank = no
COMPLETE a-g REQUIREMENTS	Character	1	Student has met a-g requirements Y = Yes Blank = no
SAT Score	Numeric	3	SAT Score – Secondary only
Field Name	Field type	Width	Description
INSTRUCT SETTING	Character	1	EL Student Instructional Setting 1 = SEI - Structured English Immersion (Sheltered English Immersion) 2 = Alternative Course of Study 3 = English Language Mainstream--additional/appropriate services--Student Meeting Criteria 4 = English Language Mainstream Classroom - Parental Request 5 = Other Instructional Settings
INSTRUCT SERVICES	Character	1	EL Instructional Services 1 = English Language Development (ELD) 2 = ELD and Specially Designed Academic Instruction in English (SDAIE) 3 = ELD and SDAIE with Primary Language Support 4 = ELD and Academic Subjects Through the Primary Language (L1) 5 = Instructional Services Other 6 = Not Receiving any English Learner Services
TWO-WAY	Character	1	Student enrolled in two-way program Y = Yes Blank = no
GRADE	Numeric	2	Grade Level 08-09 00 = Kindergarten 01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5

			06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12
RETAINED	Character	1	Student retained in current school year Y = Yes Blank = no
SUSPENDED	Character	1	Student suspended or expelled in current school year Y = Yes Blank = no
LEFT SCHOOL	Character	1	Student left school in current school year Y = Yes Blank = no
DROP OUT	Character	1	Student dropped out of school in current school year – secondary only Y = Yes Blank = no
Field Name	Field type	Width	Description
Year 2008/09			
CELDT_L	Numeric	3	CELDT Scale Score Listening
CELDT_S	Numeric	3	CELDT Scale Score Speaking
CELDT_LS	Numeric	3	CELDT Scale Score Listening/Speaking
CELDT_RD	Numeric	3	CELDT Scale Score Reading
CELDT_WR	Numeric	3	CELDT Scale Score Writing
CELDT_TOT	Numeric	3	CELDT Scale Score Overall Test
CELDT_L	Numeric	1	CELDT Proficiency Level - Listening 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced
CELDT_S	Numeric	1	CELDT Proficiency Level - Speaking 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced
CELDT_LS	Numeric	1	CELDT Proficiency Level - Listening/Speaking 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced
CELDT_RD	Numeric	1	CELDT Proficiency Level - Reading 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced
CELDT_WR	Numeric	1	CELDT Proficiency Level - Writing 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced
CELDT_TOT	Numeric	1	CELDT Proficiency Level - Overall Test 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced

STAR File Structure

Field Name	Field type	Width	Description
Year 2008/09			
CAT/6 RD_Sc	Numeric	3	CAT/6 Reading - Scale Score
CAT/6 Math_Sc	Numeric	3	CAT/6 Mathematics - Scale Score
CAT/6 Lang_Sc	Numeric	3	CAT/6 Language - Scale Score
CAT/6 Sp_Sc	Numeric	3	CAT/6 Spelling - Scale Score
CAT/6 Sc_Sc	Numeric	3	CAT/6 Science - Scale Score
CAT/6 RD_nce	Numeric	2	CAT/6 Reading - NCE
CAT/6 Math_nce	Numeric	2	CAT/6 Mathematics - NCE
CAT/6 Lang_nce	Numeric	2	CAT/6 Language - NCE
CAT/6 Sp_nce	Numeric	2	CAT/6 Spelling - NCE
CAT/6 Sc_nce	Numeric	2	CAT/6 Science - NCE
CST ELA_Sc	Numeric	3	CST English Language Arts – Scale score
CST ELA_P	Numeric	1	CST English Language Arts – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Math_Sc	Numeric	3	CST Math – Scale score
CST Math_P	Numeric	1	CST Math – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Alg1_Sc	Numeric	3	CST Algebra I – Scale score
CST Alg1_P	Numeric	1	CST Algebra I – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntMath1_Sc	Numeric	3	CST Integrated Math 1 – Scale score
CST IntMath1_P	Numeric	1	CST Integrated Math 1 – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Geom_Sc	Numeric	3	CST Geometry – Scale score
CST Geom_P	Numeric	1	CST Geometry – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntMath2_Sc	Numeric	3	CST Integrated Math 2 – Scale score
CST IntMath2_P	Numeric	1	CST Integrated Math 2 – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Alg2_Sc	Numeric	3	CST Algebra II – Scale score
CST Alg2_P	Numeric	1	CST Algebra II – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntMath3_Sc	Numeric	3	CST Integrated Math 3 – Scale score
CST IntMath3_P	Numeric	1	CST Integrated Math 3 – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST HSMath_Sc	Numeric	3	CST High School Math – Scale score
CST HSMath_P	Numeric	1	CST High School Math – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Whist_Sc	Numeric	3	CST World History – Scale score
CST Whist_P	Numeric	1	CST World History – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST USHist_Sc	Numeric	3	CST US History – Scale score
CST USHist_P	Numeric	1	CST US History – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Bio_Sc	Numeric	3	CST Biology/Life Sciences – Scale score
CST Bio_P	Numeric	1	CST Biology/Life Sciences – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Chem_Sc	Numeric	3	CST Chemistry – Scale score
CST Chem_P	Numeric	1	CST Chemistry – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST EarthSc_Sc	Numeric	3	CST Earth Sciences – Scale score
CST EarthSc_P	Numeric	1	CST Earth Sciences – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST Phys_Sc	Numeric	3	CST Physics – Scale score
CST Phys_P	Numeric	1	CST Physics – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntSc1_Sc	Numeric	3	CST Integrated/Coordinated Science I – Scale score
CST IntSc1_P	Numeric	1	CST Integrated/Coordinated Science I – Performance Level

Field Name	Field type	Width	Description
			1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntSc2_Sc	Numeric	3	CST Integrated/Coordinated Science II – Scale score
CST IntSc2_P	Numeric	1	CST Integrated/Coordinated Science II – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntSc3_Sc	Numeric	3	CST Integrated/Coordinated Science III – Scale score
CST IntSc3_P	Numeric	1	CST Integrated/Coordinated Science III – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST IntSc4_Sc	Numeric	3	CST Integrated/Coordinated Science IV – Scale score
CST IntSc4_P	Numeric	1	CST Integrated/Coordinated Science IV – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST GenMath_Sc	Numeric	3	CST General Math (Grades 6-7) Standards – Scale score
CST GenMath_P	Numeric	1	CST General Math (Grades 6-7) Standards – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CST HistSoc_Sc	Numeric	3	CST History –Social Science Grade 8 Cumulative – Scale score
CST HistSoc_P	Numeric	1	CST History –Social Science Grade 8 Cumulative – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CAPA ELA_P	Numeric	1	CAPA English Language Arts – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CAPA ELA_L	Numeric	1	CAPA English Language Arts – LEVEL 1-5
CAPA Math_P	Numeric	1	CAPA Math – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CAPA Math_L	Numeric	1	CAPA Math – LEVEL 1-5
CST Science_P	Numeric	1	CST Sciences GRADES 5, 8, 10 – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
CAHSEE_Math	Character	1	CAHSEE Math Y = passed blank = not passed or not taken
CAHSEE_ELA	Character	1	CAHSEE English Language Arts Y = passed blank = not passed or not taken
Aprenda_RD_Sc	Numeric	3	Aprenda Reading - Scale Score
Aprenda_Math_Sc	Numeric	3	Aprenda Mathematics - Scale Score
Aprenda_RD_nce	Numeric	3	Aprenda Reading – NCE score
Aprenda_Math_nce	Numeric	3	Aprenda Mathematics – NCE score
STS LA_Sc	Numeric	3	STS Language Arts – Scale score
STS LA_P	Numeric	1	STS Language Arts – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced
STS Math_Sc	Numeric	3	STS Math – Scale score
STS Math_P	Numeric	1	STS Math – Performance Level 1 = Far Below Basic 2 = Below Basic 3 = Basic 4 = Proficient 5 = Advanced

CDE Definition of Instructional Settings & Services

Instructional Settings

- **Structured English Immersion** (Also referred to as Sheltered English Immersion): □ □ Classes where EL students who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (EC 305 and 306(a)).
- **Alternative Course of Study**: Classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law and where the pupils enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for EL students was established specifically to waive one or more sections of EC 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for EL students.
- **English Language Mainstream Classroom** (with additional and appropriate services) - Students Meeting Criteria: Classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services (EC 305; CCR T5 11301 and 11302).
- **English Language Mainstream Classroom** (with additional and appropriate services) - Parental Request: CCR 11301(b) permits a parent or guardian of an English Learner to request, at any time during the school year, that a child placed in Structured English Immersion be transferred to an English Language Mainstream Classroom and provided with additional and appropriate services. Enter in this column the number of English Learners currently placed in English Language Mainstream Classrooms at the request of their parents.
- **Other Instructional Settings**: Classes or any other instructional setting other than those described in the previous columns. The instructional settings described in the previous columns are those explicitly authorized by EC 300-340.

CDE Definition of Instructional Services

- **English Language Development (ELD)**: □ □ These are EL students receiving a program of ELD, and no services in the following columns. ELD is English language instruction appropriate for the student's identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.
- **ELD and Specially Designed Academic Instruction in English (SDAIE)**: □ □ These are EL students receiving ELD and, at a minimum, two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses to EL students in English. It should be designed for non-native speakers of English and should focus on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. These students are not receiving primary language support as described below.
- **ELD and SDAIE with Primary Language Support**: These are EL students receiving ELD and SDAIE as described above, with Primary Language Support (L1 support) in at least two academic subject areas. L1 support is instructional support through the student's primary language. It does not take the place of academic instruction through the primary language but may be used in order to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English. It may also include oral language development in the student's primary language.
- **ELD and Academic Subjects Through the Primary Language (L1)**: These are EL students receiving ELD and, at a minimum, two academic subjects through the primary language (L1). L1 instruction is (1) for Kindergarten - grade 6, primary language instruction provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science; or (2) for grades 7 - 12, primary language instruction provided, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum should be equivalent to that provided to FEP and English-only students. These students may also be receiving SDAIE as described above.
- **Instructional Services Other than Those Defined in previous columns**: EL students provided with an instructional service specifically designed for EL students that does not correspond to one of the previous descriptions.
- **Not Receiving any English Learner Services**: EL students who are not provided with any specialized instructional service.

APPENDIX B: Additional Tables and Graphs

Table B-1
Means, Standard Deviation, and Univariate ANOVA Results for CELDT Test (Scale Score)
By Grade Level and School

School 2008-09		Mean	N	Std. Deviation	Minimum	Maximum
Gr 4-6	LA-BaldwinPk-Heath Elem	528.25	83	54.686	248	609
	LA-BaldwinPk-Holland MS	525.60	43	56.310	291	606
	Orange-Saddlebk-Gates Elem	535.49	166	51.284	230	642
	Riv-Moreno-Sunnymead Elem	518.31	134	61.838	230	622
	Riv-Moreno-Sunnymead MS	544.31	188	45.107	372	657
	SB-SB-Lytle Crk Elem	521.50	151	61.842	230	648
	Ven-OceanView-MarVista Elem	509.25	141	57.014	297	630
	Total	527.23	906	56.194	230	657
Gr 7-8	LA-BaldwinPk-Holland MS	550.32	134	53.694	361	642
	Riv-Moreno-Sunnymead MS	553.37	301	59.640	248	685
	SB-SB-Arrowview MS	553.85	357	70.662	248	701
	Total	553.07	792	63.895	248	701
Gr 9-12	LA-BaldwinPk-BaldwinPk HS	569.56	458	64.776	291	720
	SD-EUHSD-EscondidoHS	563.43	623	83.360	251	750
	SD-EUHSD-OrangeGlenHS	563.60	615	76.562	251	737
	Total	565.20	1696	76.235	251	750

Tests of Between-Subjects Effects

CELDT 2008/09

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.908E5	12	82565.732	17.671	.000
Intercept	7.592E8	1	7.592E8	162493.898	.000
GradeLev08	28990.837	1	28990.837	6.205	.013
School08	127965.015	9	14218.335	3.043	.001
GradeLev08 * School08	6224.756	1	6224.756	1.332	.248
Error	1.580E7	3381	4672.301		
Total	1.052E9	3394			
Corrected Total	1.679E7	3393			

a. R Squared = .059 (Adjusted R Squared = .056)

Table B-2
Means, Standard Deviation, and Univariate ANOVA Results for CELDT Change (Scale Score)
By Grade Level and School

Report

CELDT Change - Sp 2007- Sp 2009

School 2008-09		Mean	N	Std. Deviation	Minimum	Maximum
Gr 4-6	LA-BaldwinPk-Heath Elem	76.28	60	37.544	-19	162
	Orange-Saddlebk-Gates Elem	85.03	145	39.832	-3	223
	Riv-Moreno-Sunnymead Elem	82.42	36	25.713	10	147
	Riv-Moreno-Sunnymead MS	64.97	37	43.935	-38	220
	SB-SB-Lytle Crk Elem	47.92	120	42.018	-72	272
	Ven-OceanView-MarVista Elem	85.62	116	39.039	-31	183
	Total	73.85	514	42.128	-72	272
Gr 7-8	LA-BaldwinPk-Holland MS	49.71	49	32.388	-3	118
	Riv-Moreno-Sunnymead MS	53.41	102	45.279	-37	321
	SB-SB-Arrowview MS	18.09	205	49.018	-370	311
	Total	32.56	356	48.911	-370	321
Gr 9-12	LA-BaldwinPk-BaldwinPk HS	45.20	222	41.960	-51	178
	SD-EUHSD-EscondidoHS	30.59	344	49.933	-228	207
	SD-EUHSD-OrangeGlenHS	35.85	324	44.700	-78	341
	Total	36.15	890	46.455	-228	341

Tests of Between-Subjects Effects

CELDT Change - Dif sp09 - sp07

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8.003E5	11	72756.840	37.112	.000
Intercept	3.217E6	1	3.217E6	1640.832	.000
GradeLev08	3629.055	1	3629.055	1.851	.174
School08	251319.709	9	27924.412	14.244	.000
GradeLev08 * School08	.000	0	.	.	.
Error	3.427E6	1748	1960.466		
Total	8.022E6	1760			
Corrected Total	4.227E6	1759			

a. R Squared = .189 (Adjusted R Squared = .184)

Table B-3
Means, Standard Deviation, and Univariate ANOVA Results for CST ELA Test (Scale Score)
By Grade Level and School

CST ELA 08-09 Scale Score

School 2008-09		Mean	N	Std. Deviation	Minimum	Maximum
Gr 4-6	LA-BaldwinPk-Heath Elem	326.01	104	40.673	258	456
	LA-BaldwinPk-Holland MS	310.07	68	44.623	213	429
	Orange-Saddlebk-Gates Elem	340.41	182	38.410	247	444
	Riv-Moreno-Sunnymead Elem	326.80	157	49.829	212	452
	Riv-Moreno-Sunnymead MS	330.81	279	43.584	243	456
	SB-SB-Lytle Crk Elem	329.62	174	52.900	187	541
	Ven-OceanView-MarVista Elem	332.15	148	51.823	217	446
	Total	330.09	1112	46.633	187	541
Gr 7-8	LA-BaldwinPk-Holland MS	324.05	319	47.011	196	460
	Riv-Moreno-Sunnymead MS	328.15	558	46.004	215	460
	SB-SB-Arrowview MS	320.97	476	47.584	204	472
	Total	324.66	1353	46.873	196	472
Gr 9-11	LA-BaldwinPk-BaldwinPk HS	308.46	1077	50.748	190	494
	Orange-Saddlebk-Laguna Hills HS	332.49	299	54.566	202	494
	SD-EUHSD-EscondidoHS	312.51	1092	62.288	15	480
	SD-EUHSD-OrangeGlenHS	309.58	1153	57.107	29	468
	Total	312.02	3621	57.079	15	494

Tests of Between-Subjects Effects

CST ELA 08-09 Scale Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.622E5	13	43244.744	15.473	.000
Intercept	3.926E8	1	3.926E8	140469.125	.000
GradeLev08	5511.728	1	5511.728	1.972	.160
School08	210094.699	10	21009.470	7.517	.000
GradeLev08 * School08	11918.669	1	11918.669	4.265	.039
Error	1.697E7	6072	2794.852		
Total	6.335E8	6086			
Corrected Total	1.753E7	6085			

a. R Squared = .032 (Adjusted R Squared = .030)

Table B-4
Means, Standard Deviation, and Univariate ANOVA Results for CST ELA Change (Scale Score)
By Grade Level and School

CST ELA Change - Dif sp09 - sp07

School 2008-09		Mean	N	Std. Deviation	Minimum	Maximum
Gr 4-6	LA-BaldwinPk-Heath Elem	30.68	77	35.621	-47	165
	LA-BaldwinPk-Holland MS	6.00	1	.	6	6
	Orange-Saddlebk-Gates Elem	21.17	154	33.601	-54	120
	Riv-Moreno-Sunnymead Elem	30.78	46	43.867	-48	121
	Riv-Moreno-Sunnymead MS	36.76	45	35.717	-30	129
	SB-SB-Lytle Crk Elem	43.83	129	38.216	-46	170
	Ven-OceanView-MarVista Elem	31.64	120	32.042	-33	109
	Total	31.73	572	36.459	-54	170
Gr 7-8	LA-BaldwinPk-Holland MS	10.61	140	29.517	-72	110
	Riv-Moreno-Sunnymead MS	17.87	124	30.973	-76	112
	SB-SB-Arrowview MS	20.22	105	26.964	-46	76
	Total	15.78	369	29.538	-76	112
Gr 9-11	LA-BaldwinPk-BaldwinPk HS	-10.43	570	34.327	-123	87
	Orange-Saddlebk-Laguna Hills HS	-6.56	153	36.628	-164	72
	SD-EUHSD-EscondidoHS	-18.64	338	40.752	-232	223
	SD-EUHSD-OrangeGlenHS	-24.86	295	37.108	-186	70
	Total	-15.18	1356	37.395	-232	223

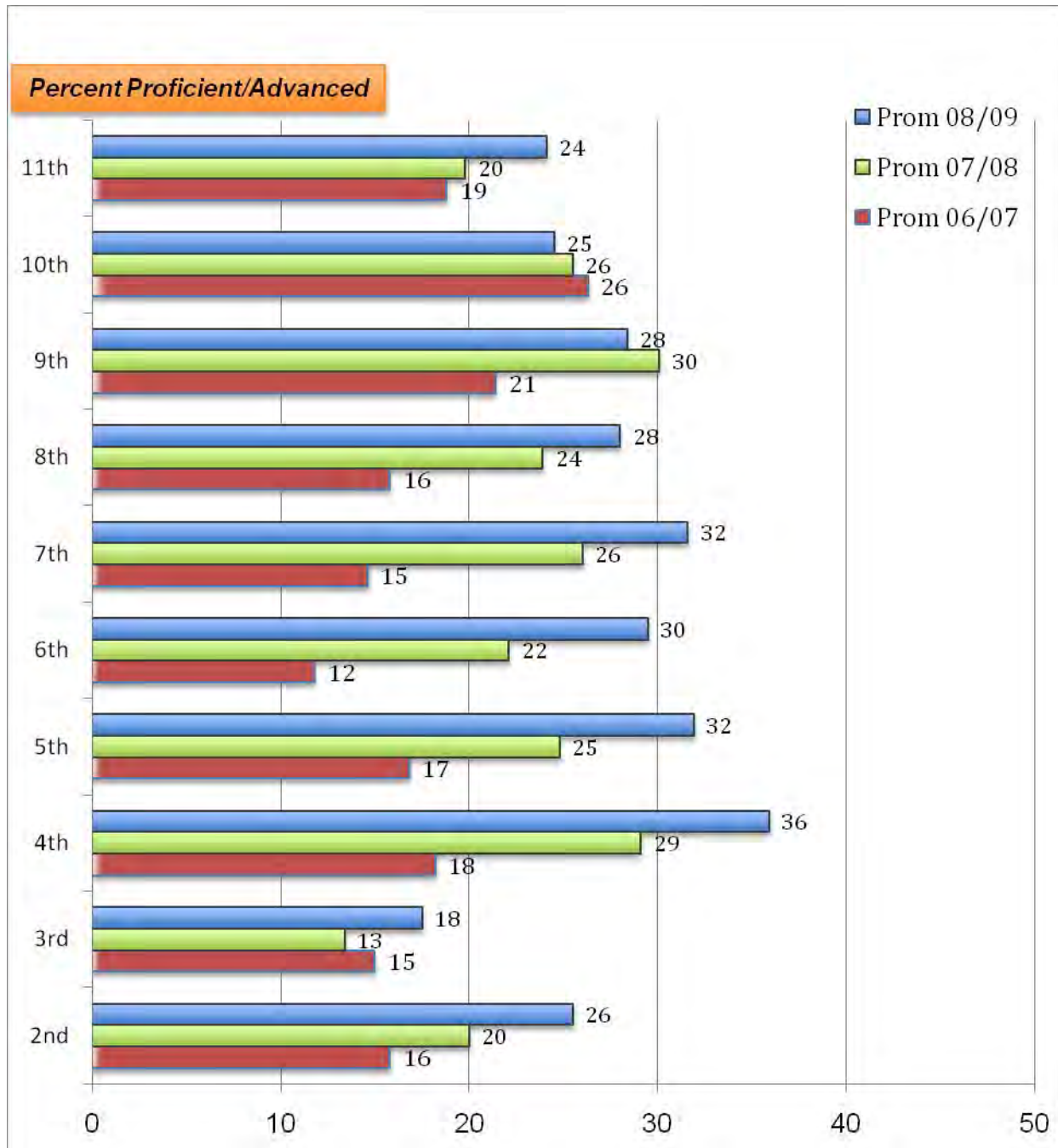
Tests of Between-Subjects Effects

CST ELA Change - Dif sp09 - sp07

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.076E6	13	82736.658	65.708	.000
Intercept	126702.653	1	126702.653	100.626	.000
GradeLev08	196.491	1	196.491	.156	.693
School08	98525.190	10	9852.519	7.825	.000
GradeLev08 * School08	531.951	1	531.951	.422	.516
Error	2.875E6	2283	1259.148		
Total	3.955E6	2297			
Corrected Total	3.950E6	2296			

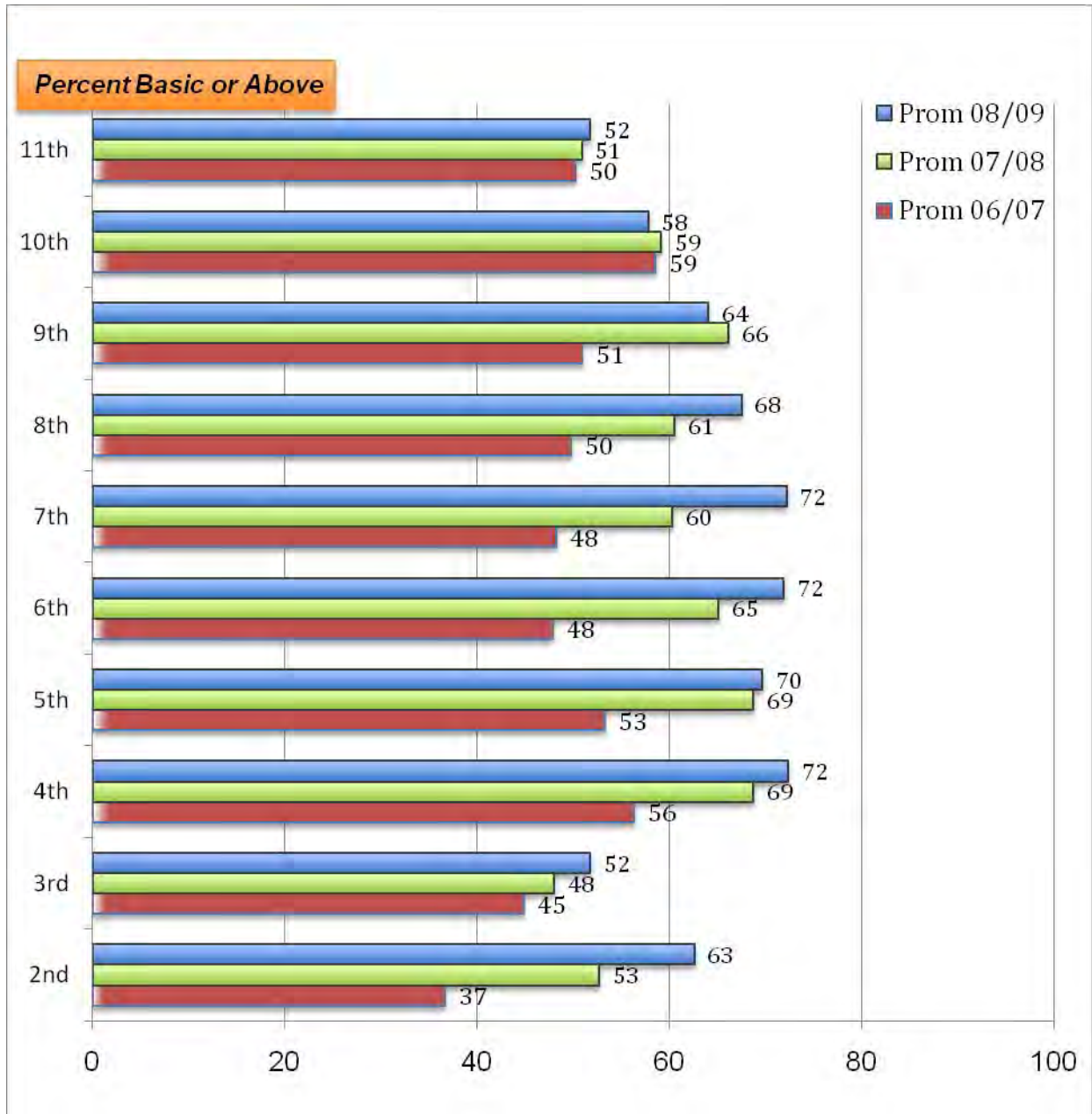
a. R Squared = .272 (Adjusted R Squared = .268)

Chart B-1
 Percent Proficient/Advanced on CST ELA – Change from Sp 2007 to Sp 2008 to Sp 2009
 All Students – All PROMISE Sites



Note. Cross-sectional data – Prom 08/09 includes students who are in grades 2-11 for AY 08/09; Prom 07/08 includes students who are in grades 2-11 for AY 07/08; Prom 06/07 includes students who are in grades 2-11 for AY 06/07. Thus, 11th graders in 08/09 are different students than 11th graders in 07/06 and 06/07.

Chart B-2
 Percent Basic+ on CST ELA – Change from Sp 2007 to Sp 2008 to Sp 2009
 All Students – All PROMISE Sites



Note. Cross-sectional data – Prom 08/09 includes students who are in grades 2-11 for AY 08/09; Prom 07/08 includes students who are in grades 2-11 for AY 07/08; Prom 06/07 includes students who are in grades 2-11 for AY 06/07. Thus, 11th graders in 08/09 are different students than 11th graders in 07/06 and 06/07.

Chart B-3
 Percent Proficient/Advanced on CST ELA – Change from Sp 2007 to Sp 2008 to Sp 2009
 Hispanic Students

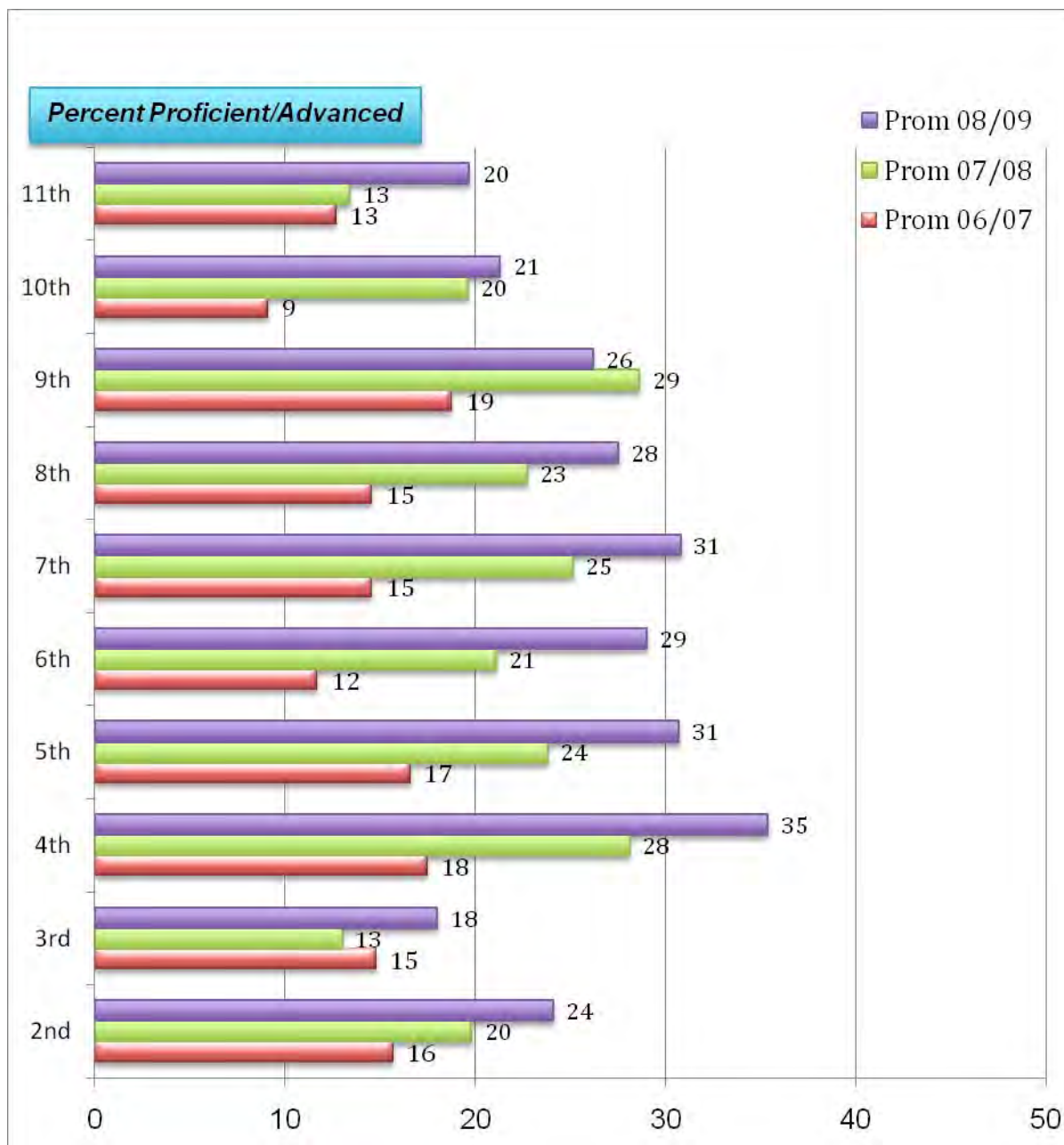


Chart B-4
 Percent Basic+ on CST ELA – Change from Sp 2007 to Sp 2008 to Sp 2009
 Hispanic Students

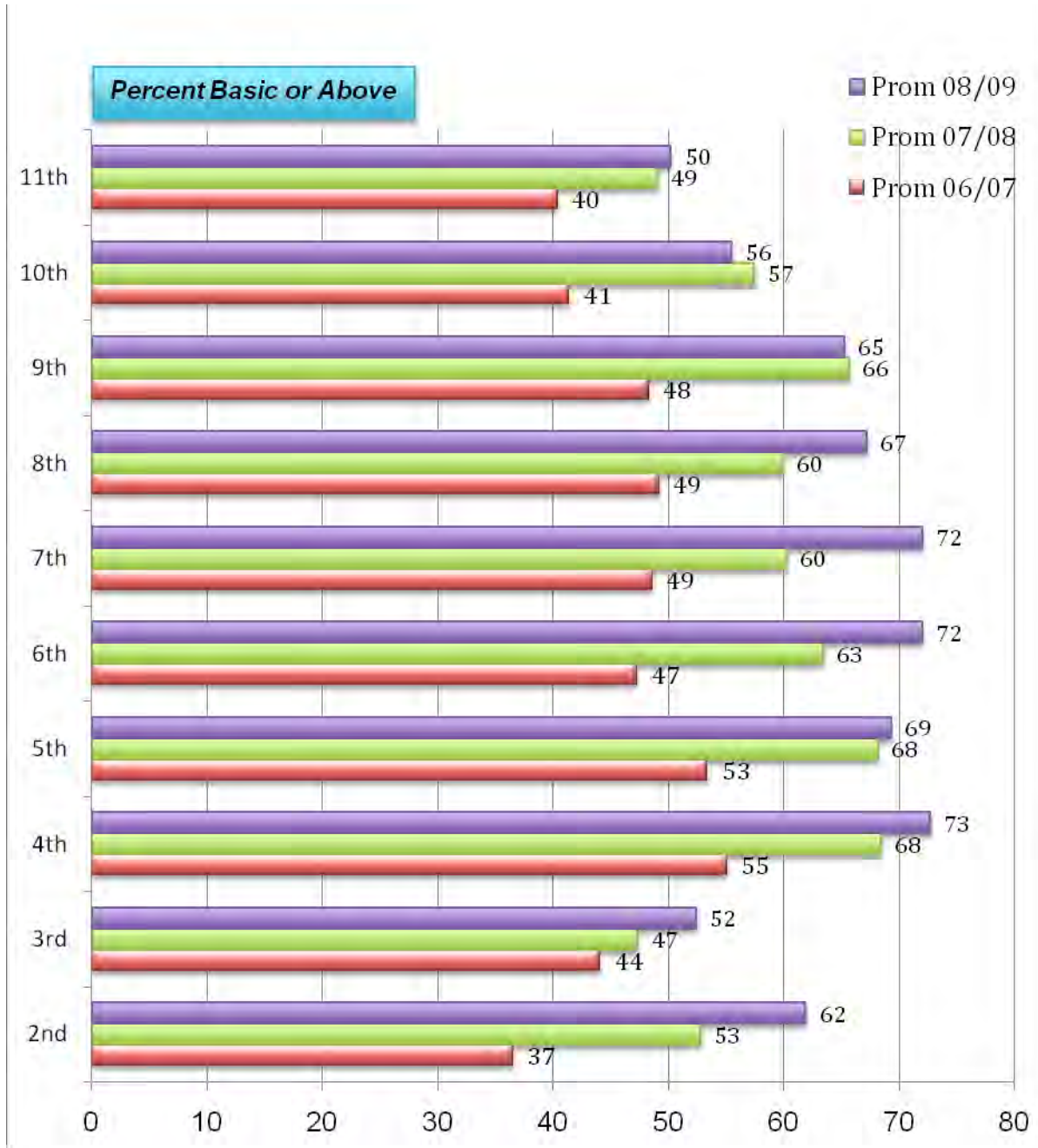


Chart B-5
 Percent Proficient/Advanced & Percent Basic+ on CST ELA
 Change from Sp 2007 to Sp 2008 to Sp 2009
 Students with Disabilities and by Type of Disability

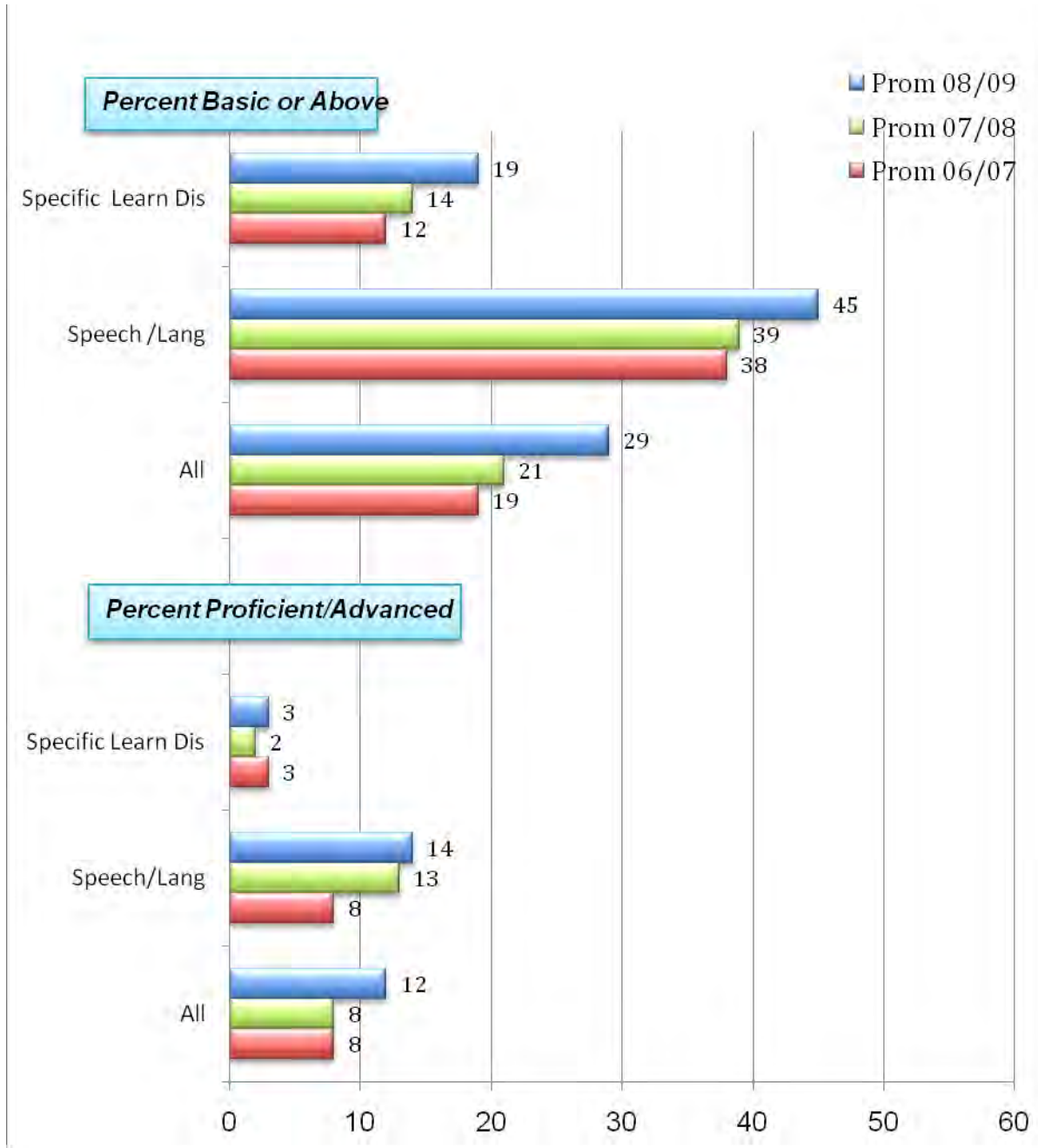


Chart B-6
 Percent Proficient/Advanced & Percent Basic+ on CST ELA
 Change from Sp 2007 to Sp 2008 to Sp 2009
 By Number of Risk Factors

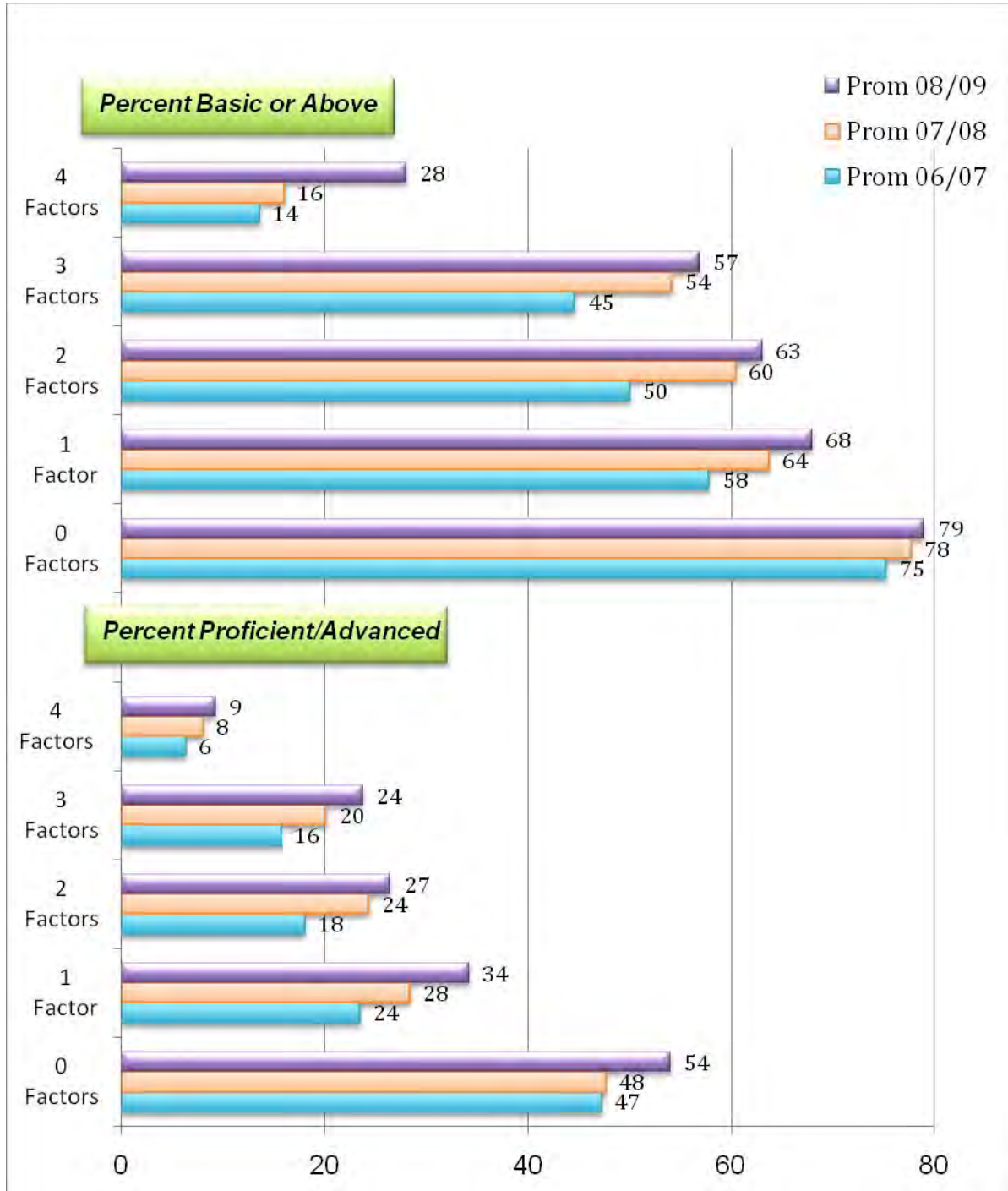


Table B-5
Means, Standard Deviation, and Univariate ANOVA Results for CST Math Test
(Level of Difficulty*) By Grade Level and School

School 2008-09	Grade 2008-09	Mean	Std. Deviation	N
LA-BaldwinPk-BaldwinPk HS	9	3.26	.737	402
	10	4.12	1.086	385
	11	3.58	1.124	301
	Total	3.66	1.049	1088
Orange-Saddlebk-Laguna Hills HS	9	1.54	.768	113
	10	2.29	.906	99
	11	3.05	1.224	103
	Total	2.27	1.159	315
SD-EUHSD-EscondidoHS	9	1.80	.559	402
	10	2.32	.838	407
	11	2.46	1.246	403
	Total	2.20	.966	1212
SD-EUHSD-OrangeGlenHS	9	1.83	.646	513
	10	2.57	.889	405
	11	2.88	1.236	368
	Total	2.36	1.028	1286
Total	9	2.20	.940	1430
	10	2.93	1.219	1296
	11	2.93	1.285	1175
	Total	2.66	1.199	3901

*Level of Difficulty of Math Test: 1=Basic Math, 2=Algebra I, 3=Geometry, 4=Algebra II, 5= High School Summative Math

Tests of Between-Subjects Effects

Difficulty of Math Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2129.569 ^a	11	193.597	216.526	.000
Intercept	19477.283	1	19477.283	21784.114	.000
School08	1433.289	3	477.763	534.348	.000
Grade08	426.149	2	213.074	238.310	.000
School08 * Grade08	125.605	6	20.934	23.413	.000
Error	3477.174	3889	.894		
Total	33285.000	3901			
Corrected Total	5606.743	3900			

a. R Squared = .380 (Adjusted R Squared = .378)

Table B-6
Means, Standard Deviation, and Univariate ANOVA Results for CST Math Test (Scale Score)
By Grade Level and School

	School 2008-09	Mean	N	Std. Deviation	Minimum	Maximum
Gr 4-6	LA-BaldwinPk-Heath Elem	341.83	104	65.234	236	561
	LA-BaldwinPk-Holland MS	323.43	68	63.185	225	477
	Orange-Saddlebk-Gates Elem	340.21	182	61.945	175	533
	Riv-Moreno-Sunnymead Elem	340.11	158	73.429	212	600
	Riv-Moreno-Sunnymead MS	319.02	280	52.496	225	600
	SB-SB-Lytle Crk Elem	343.33	174	73.172	227	533
	Ven-OceanView-MarVista Elem	350.90	148	66.890	211	600
	Total	335.90	1114	65.278	175	600
Gr 7-8	LA-BaldwinPk-Holland MS	326.70	325	55.370	189	511
	Riv-Moreno-Sunnymead MS	304.87	567	50.601	205	528
	SB-SB-Arrowview MS	306.93	487	56.938	182	600
	Total	310.75	1379	54.729	182	600
Gr 9-11	LA-BaldwinPk-BaldwinPk HS	277.78	1069	45.561	163	478
	Orange-Saddlebk-Laguna Hills HS	326.56	277	55.510	189	478
	SD-EUHSD-EscondidoHS	299.97	1006	63.183	15	600
	SD-EUHSD-OrangeGlenHS	284.07	1114	49.215	26	551
	Total	290.14	3466	55.901	15	600

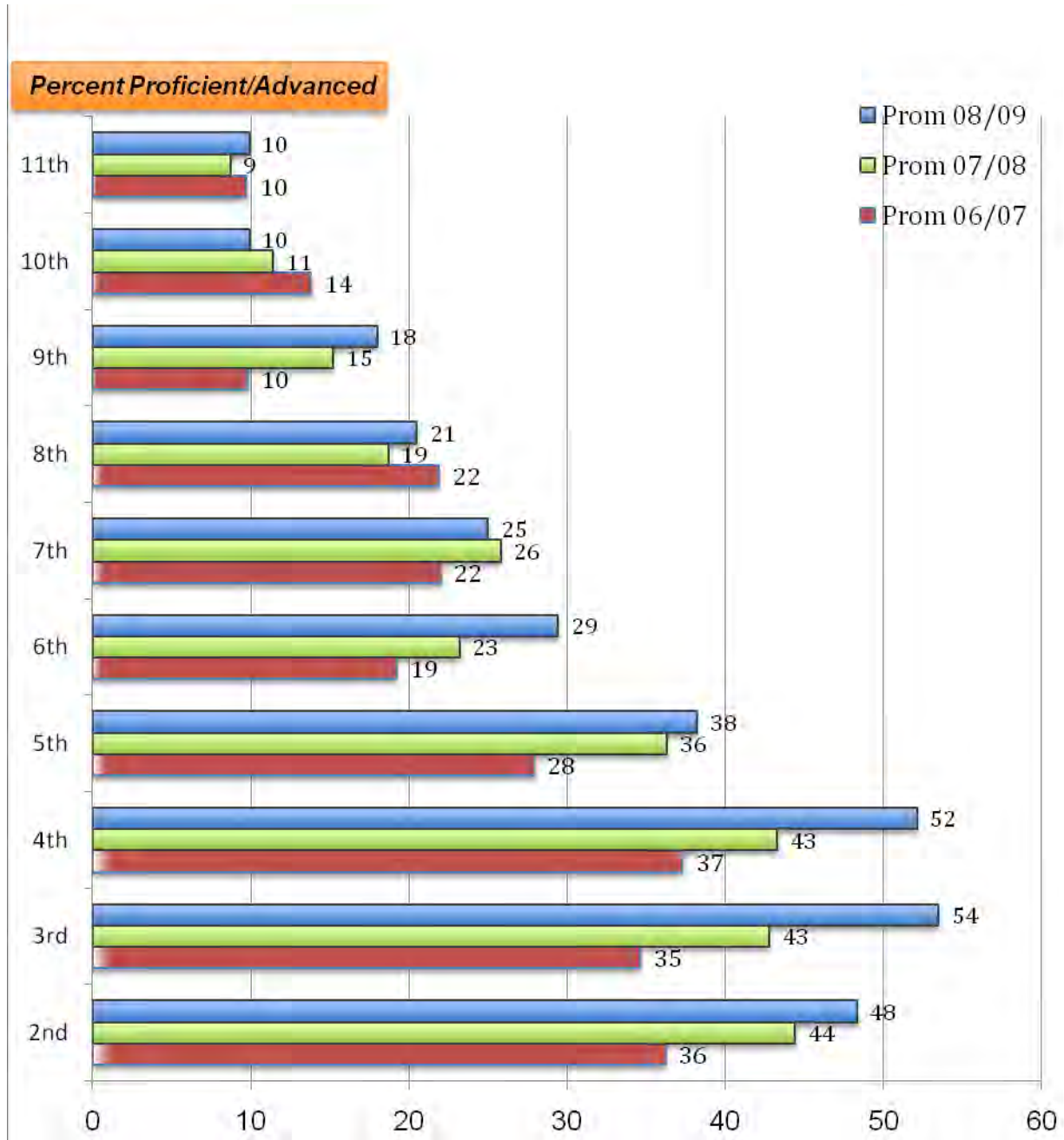
Tests of Between-Subjects Effects

CST Math 08-09 Scale Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.782E6	13	213993.341	69.167	.000
Intercept	3.775E8	1	3.775E8	122005.512	.000
GradeLev08	5112.967	1	5112.967	1.653	.199
School08	902653.838	10	90265.384	29.176	.000
GradeLev08 * School08	13139.011	1	13139.011	4.247	.039
Error	1.839E7	5945	3093.862		
Total	5.699E8	5959			
Corrected Total	2.117E7	5958			

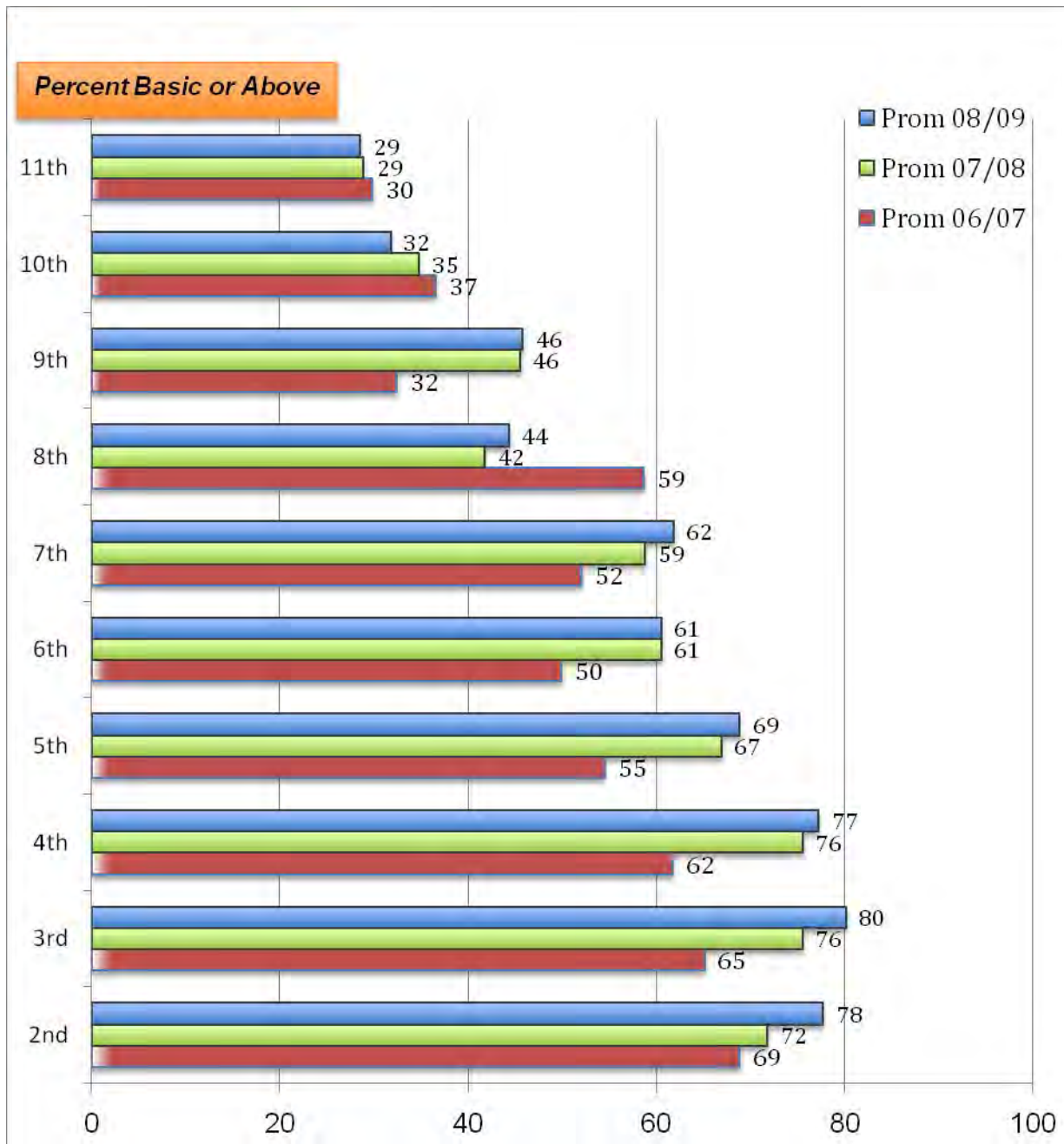
a. R Squared = .131 (Adjusted R Squared = .129)

Chart B-7
 Percent Proficient/Advanced on CST Math – Change from Sp 2007 to Sp 2008 to Sp 2009
 All Students & All PROMISE Sites



Note. Cross-sectional data – Prom 08/09 includes students who are in grades 2-11 for AY 08/09; Prom 07/08 includes students who are in grades 2-11 for AY 07/08; Prom 06/07 includes students who are in grades 2-11 for AY 06/07. Thus, 11th graders in 08/09 are different students than 11th graders in 07/06 and 06/07.

Chart B-8
 Percent Basic+ on CST Math – Change from Sp 2007 to Sp 2008 to Sp 2009
 All Students & All PROMISE Sites



Note. Cross-sectional data – Prom 08/09 includes students who are in grades 2-11 for AY 08/09; Prom 07/08 includes students who are in grades 2-11 for AY 07/08; Prom 06/07 includes students who are in grades 2-11 for AY 06/07. Thus, 11th graders in 08/09 are different students than 11th graders in 07/06 and 06/07.

Chart B-9
Percent Proficient/Advanced on CST Math – Change from Sp 2007 to Sp 2008 to Sp 2009
Hispanic Students

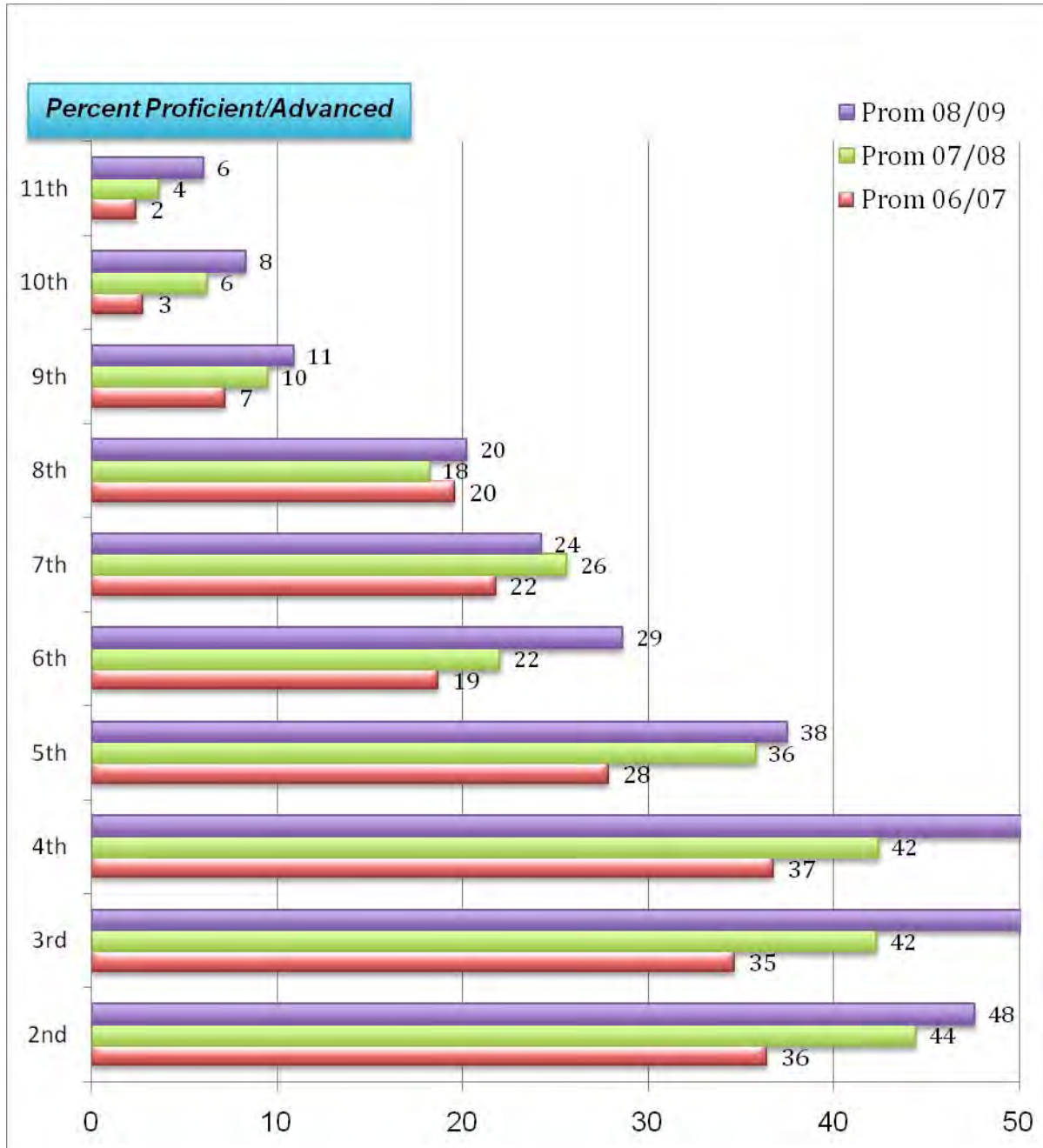


Chart B-10
 Percent Basic+ on CST Math – Change from Sp 2007 to Sp 2008 to Sp 2009
 Hispanic Students

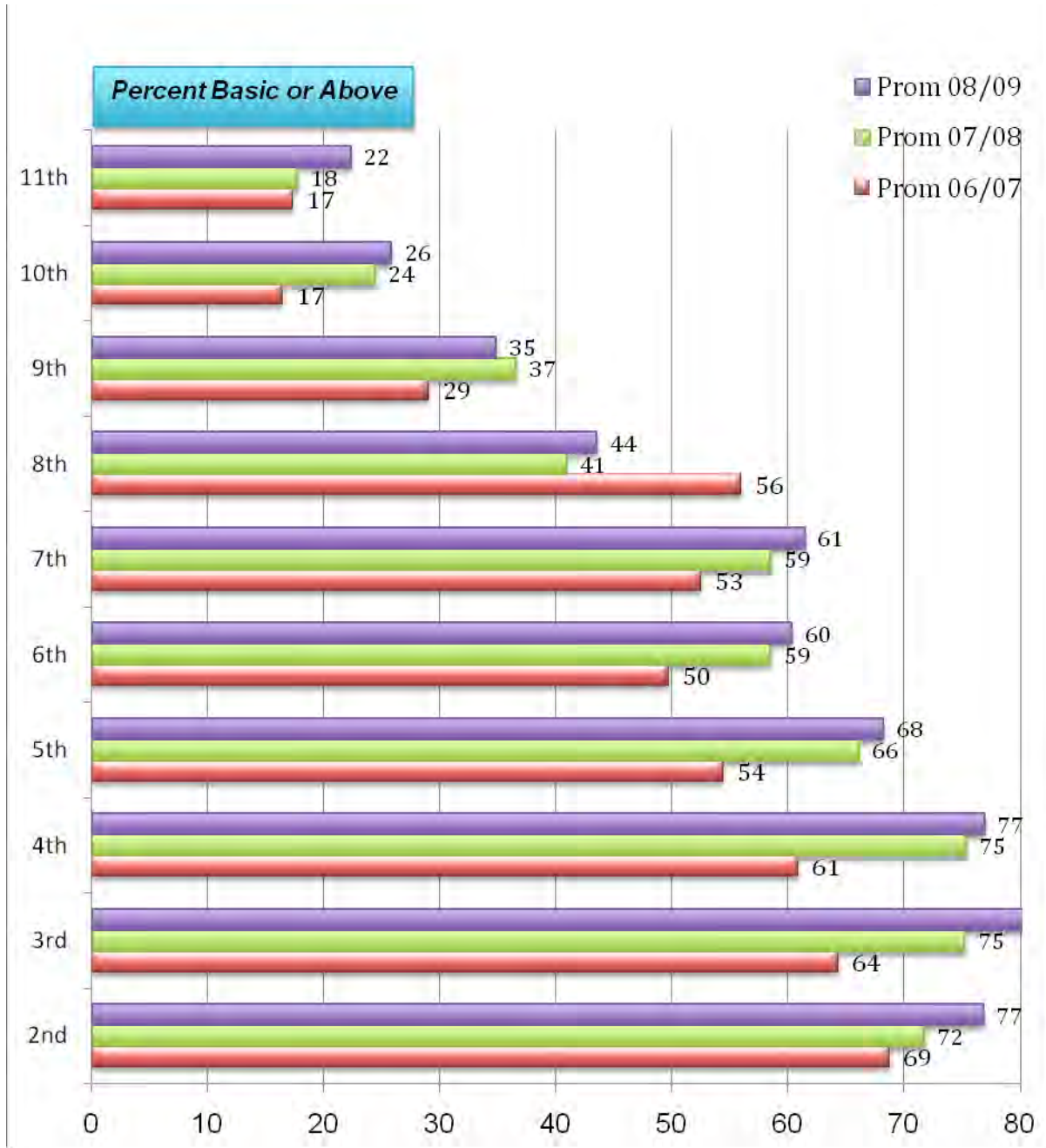


Chart B-11
Percent Proficient/Advanced & Percent Basic+ on CST Math
Change from Sp 2007 to Sp 2008 to Sp 2009
Students with Disabilities and by Type of Disability

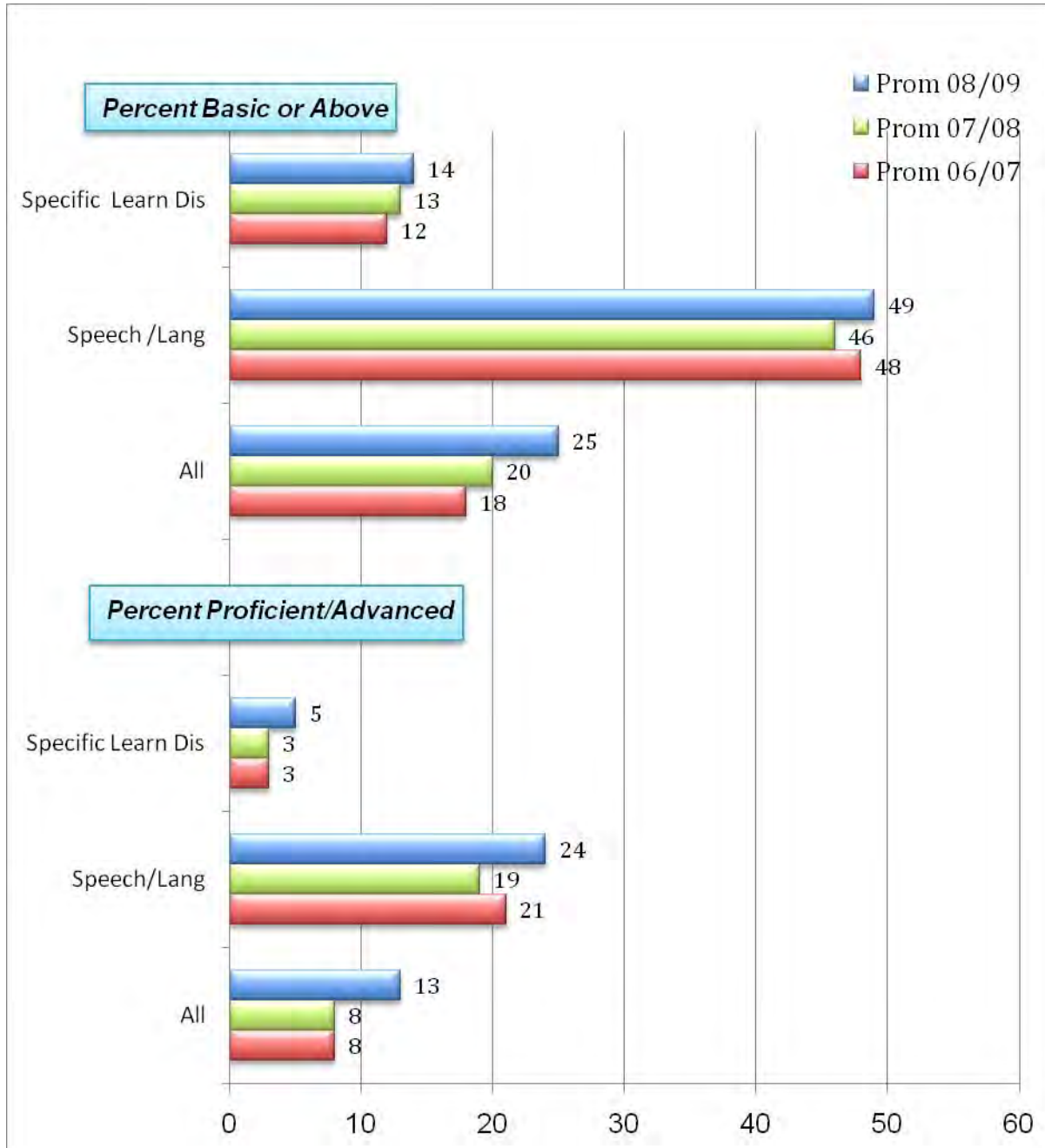
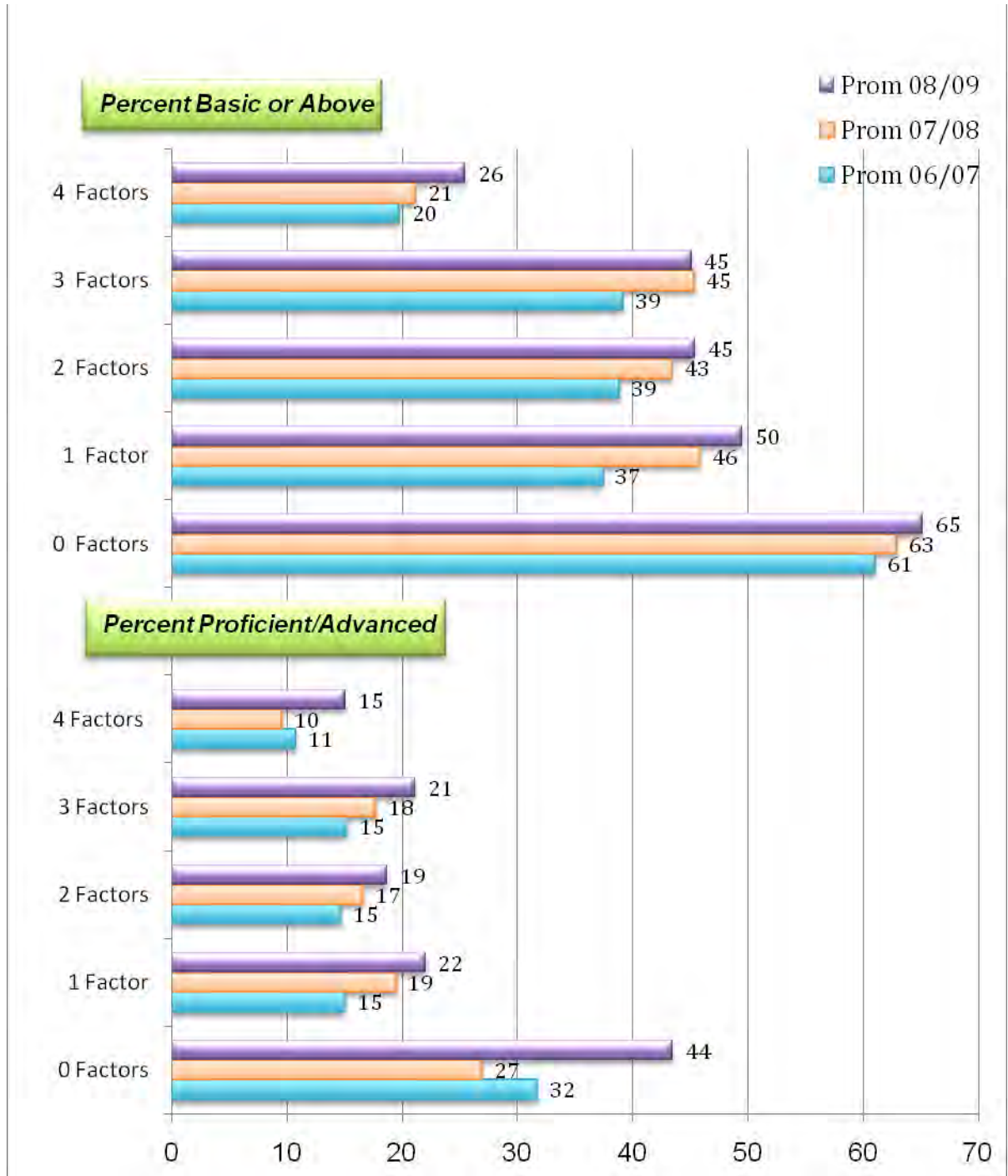


Chart B-12
 Percent Proficient/Advanced & Percent Basic+ on CST Math
 Change from Sp 2007 to Sp 2008 to Sp 2009
 By Number of Risk Factors





CHAPTER 4

Impacts on Classroom Practice - a descriptive observational study

by

Magaly Lavadenz, Ph.D.

and

Elvira G. Armas, Ph.D.



PURSuing REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Impacts on the Classroom Practice

Introduction

English learners are among the largest group of “underserved students” in the nation. Currently there are over five million ELs in the United States, representing an increase of 57% over the past ten years (*Ballantyne, Sanderman, & Levy, 2008*). While study after study reveals racial, language, and socioeconomic achievement gaps, National Assessment of Educational Progress (NAEP) reports reveal significantly and enduring widening gaps between English-proficient students and ELs (*Ibid, 2008*). According to NAEP data, only a very small percentage of ELs in the eighth grade are proficient in reading (4%) and in math (6%). And 71% of ELs scored below “basic” on the eighth grade NAEP reading and math tests (*Batalova, Fix, & Murray, 2007*).

Similar trends are noted for high school exit exams and graduation rates. Twenty-two states found gaps in pass rates for mathematics as high as 30-40 percentage points between these groups of students. Larger gaps were reported for reading (*Center on Education Policy, 2005, NAEP*). These data indicate that few teachers receive the comprehensive and sustained professional development required to adapt their practices so that all students, including ELs, can achieve academically. This results in lowered expectations of students’ abilities and instruction through narrower curriculum. (*MetLife Survey of the American Teacher, 2001*). The need to build teacher knowledge and expertise to address the needs of ELs has never been more acute, yet currently few reform efforts focus on measuring classroom practice to support the development of teacher expertise for ELs. This has created an instructional support gap that results in few opportunities for educators to analyze, reflect, and improve research-based practices for English learners so that outcomes for ELs can change.

Purpose of the Study

In an effort to address the instructional support gap for teachers of ELs, an interdisciplinary team from the Center for Equity for English Learners (CEEL) at Loyola Marymount University used the OPAL (Observation Protocol for Academic Literacies) to document changes in classroom practices over the three-year PROMISE Initiative pilot study. The purpose of the classroom observations was to generate an evidence base for powerful and transformative teaching for ELs that develops as a result of teachers’ engagement in a variety of research-based professional development. The research questions that framed the investigation for this study are:

- What are teachers’ current practices in instruction of ELs? How do these practices reflect current research on effective instruction of ELs as measured by the OPAL?
- What are teachers’ perceptions of current practices for meeting the needs of ELs? What professional development do they still need?

To ensure alignment with the other research efforts conducted for this Initiative, the PROMISE Research Team provided input on the processes and procedures utilized for the classroom impact study throughout the three-year period. Results from the OPAL data collection were reported annually to PROMISE leadership groups, school teams, and other research team members. We paired the OPAL observations results with interview data from purposefully selected teachers over the course of the 3 years. Combined, these data were discussed and used to identify patterns, to track changes in teacher practices and perceptions over time, and to plan for professional development and other supports for students and teachers.

The OPAL measures overall teacher instructional practices that impact content and language development as well as classroom environment and interactions. Within the PROMISE context, the OPAL has been a powerful tool for describing teacher capacity and informing systemic supports needed for educators working with ELs. This classroom observation instrument is research-based and intended to be used to record teacher practices, classroom interactions, and educational contexts from sociocultural and language acquisition perspectives with diverse student populations. Academic literacies are defined here as a set of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students' identities, experiences and backgrounds. We framed the OPAL around four essential areas of teacher expertise and effective instruction for English language learners: 1) rigorous and relevant curriculum; 2) connections with students' backgrounds, interests and experiences; 3) comprehensible input; and 4) interactions between teachers and students and between students and their peers. The OPAL measurement instrument utilizes a six-point Likert-type scale (1-6, Low to High) to rate 18 instructional indicators/items that are organized in 4 domains (Rigorous and Relevant Content; Comprehensibility; Connections; and Interactions).

Conceptual Framework

Quality teachers are an important factor in ensuring students' academic success. Because teacher expertise is developed over a lifetime of professional practice, there is a strong regional need to identify quality teachers' practices that emphasize effective instruction for English Learner students. This study draws from the research on educating linguistically diverse students and implementing professional development programs for teacher educators that focus on understanding and supporting EL needs. We present our conceptual framework through sociocultural and language acquisition perspectives as they relate to teacher expertise for working with English Learners.

• Sociocultural Issues in English Learner Education

Teaching and learning English in the United States are complex processes that are not explained by language theories or methods alone. Concepts such as the relationship between language majority groups and language minority groups, language status, immigration, economics, language planning and policies add to the complexity to the language learning situation (*Skutnabb-Kangas, 2000; Cummins, 1991*). Accordingly, notions such as additive and

subtractive bilingualism are part of the sociocultural context for learning English. Cummins has provided educators with a framework for understanding the complex relationship between the development of the primary language and the second language from the standpoint of language status. Cummins' Fifth Principle refers to issues of status, not only of the language of immigrant students, but status as embedded in the daily interactions between teachers and students, students and students. Thus, effective instruction for ELs is not only a matter of quality instruction, teacher expertise and appropriate instructional programs; it also must address the micro-level contacts that ELs have with others in schools every day. These interactions are laden with subtle and often not so subtle messages about the learner, and the learners' first language and culture. Institutional factors, such as the types of instructional programs available to ELs, access or barriers to a rigorous curriculum, and other institutional mechanisms are critical. These often signal the types of opportunities for equitable learning for English learners and are vital elements in understanding the academic success for this population (*Collier & Thomas, 2003*).

Teacher Expertise for English Learners: Research on Effective Practices for Language Teaching and Learning

Research on effective teaching practices identifies five domains of teacher knowledge, skills, and attitudes that teachers should possess to be effective second language educators: 1) teacher as communicator; 2) teacher as educator; 3) teacher as evaluator; 4) teacher as a human being who is educated and seeks knowledge continually, and 5) teacher as an agent of socialization (*Wong Fillmore & Snow, 2000*). These domains are elaborated by the authors through a proactive positioning of the teacher as a knowledgeable professional who is accomplished in curriculum, linguistics, cross-cultural understanding, assessor and student advocate. Walqui's model of teacher expertise (2001) provides a representation of an accomplished teacher whose pedagogic practices are informed by deep reflection about themselves, their students, and the communities in which they live. This reflection further affects the curriculum and their practice. Consequently, we framed our measurement instrument, the OPAL, around the four essential areas of practice delineated below, all of which align with aspects of the PROMISE Core Principles.

• Implementing a Rigorous and Relevant Curriculum

Teachers' understanding of differences in EL performance on varying learning tasks helps them develop differentiated lessons that incorporate language and content-based learning activities. Teachers need to maintain high expectations for student learning while organizing curriculum that builds students' understanding of universal themes. In order for the content to be rigorous and relevant, teachers need to ensure that ELs have access to appropriate materials, beyond the core text. Teachers should advocate for adapted texts for beginning ELs, which include versions in students' primary languages, access to bilingual dictionaries, and technology/multi-media to enhance/augment learning.

To differentiate instruction for ELs, teachers should encourage students to actively transfer skills between their first language and English. This can be as simple as pointing out cognates in both languages to explicitly teaching differences in the phonologies (sound systems) and/or grammatical differences between the first or second language. In order to do this, teachers need to have basic background knowledge of language features of the languages of their students. For example knowing that there are no consonant blends in Vietnamese can help teachers address it in oral language or writing instruction.

• **Bridging Connections**

Research supports the notion that making connections with students' prior knowledge occurs in at least two ways – through their personal lives and experiences and through what they have learned in the past. Instruction that values and continues to cultivate the educational and personal experiences that ELs bring to the classroom enables students to make meaningful connections with what is being taught (*Cummins, 1994*). Using metacognitive strategies benefits ELs. This occurs when teachers explain strategies and steps for tackling instructional tasks, as well as when teachers assess and support students before they start a task independently. (*Chamot, 1999; Gersten & Baker, 2000*).

• **Incorporating Strategies to Increase Comprehensibility**

Using visuals and manipulatives, teaching key vocabulary are key practices to increase access to content areas for ELs. These and other aspects of comprehensible instruction for ELs provide access to a rigorous, standards-aligned curriculum through cycles of input, clarifications and questioning, as well as support for primary language development. Additive approaches to learning content and language are essential characteristics of equitable and differentiated instruction for ELs. In addition to using visuals, graphic organizers, and manipulatives, there are other practices to increase access to the content areas for ELs across language proficiency levels. Teachers should identify key vocabulary for content and language development. It is critical to provide multiple opportunities for students to use and internalize academic vocabulary as well as language structures. This maximizes comprehensibility during directed instruction and scaffolds comprehension during independent reading (*Carlo, August, McLaughlin, Snow, Dressler, Lippman., Lively, & White, 2004*). Students' primary languages can be used to preview, or introduce, new concepts at the beginning of a unit or lesson. This increases ELs' comprehension of content presented during the lesson delivered in English. At the completion of a lesson or unit, a teacher-directed, or student-led, review of what was learned is conducted using the student's primary language. This provides an excellent method of checking for comprehension and is referred to as the "preview-review" method (*Ovando, Collier, and Combs, 2003*). It is more effective than translating concepts or content during lesson delivery because it helps students become familiar with the content prior to the presentation of the lesson. Consequently, it allows students to concentrate on understanding the lesson and results in increased comprehensibility and language learning.

• Providing Opportunities for Student Collaboration, Interactions and Engagement

Cooperative learning is a key instructional strategy for ELs because it enhances interactions among students, promotes the development of positive academic and social support systems for ELs, prepares students for increasingly interactive workplaces, and allows teachers to manage large classes of students with diverse needs (*Holt, 1993*). *Bruner (1978)*, like Vygotsky, focuses on the social and cultural aspects of learning. He suggests that people learn with meaning and personal significance in mind, not just through attention to the facts. Knowledge and memory are therefore constructed. Learning must therefore be a process of discovery where learners build their own knowledge, with the active dialogue of teachers, building on their existing knowledge. *Saunders & Goldenberg (1999)* noted the impact of “instructional conversations”. *Swain (1986)* maintains that varied interactions are part of developing communicative competence in students. Flexible student grouping and collaborative routines engage students in talking about content in relevant, meaningful and structured ways. These routines are scaffolds that promote student autonomy. From simple processes such as structured turn-taking, to individual roles/jobs or responsibilities in small group work, to varying partners with ‘bilingual buddies, students who actively participate in classroom discussions with others are more engaged in learning the content.

This study was guided by a conceptual framework that encapsulates essential elements of professional development and building teacher knowledge alongside effective practices for working with students whose first language is not English.

Methodology

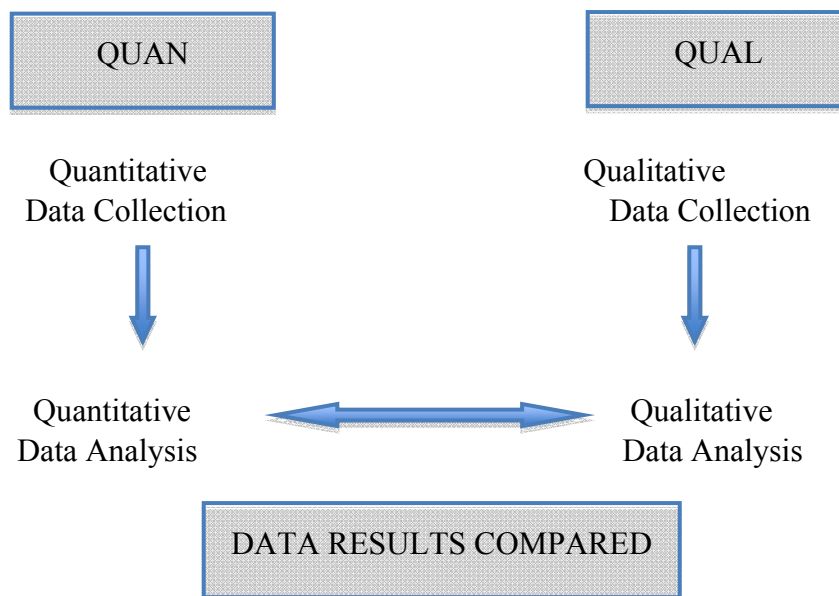
The two key research questions posed in this study focused primarily on 1) teachers’ instructional practices within the larger PROMISE reform effort as measured by the OPAL and; 2) teachers’ perceptions of their practices. This section reports on the methods and findings of the classroom impact of the PROMISE Initiative and includes: 1) background validation information on the OPAL as the research instrument; 2) collection and analysis of 381 classroom observations over the three-year PROMISE pilot study and; 3) development and analysis of 177 classroom teacher interviews.

• **Research Design**

This study employed a descriptive/observational research method. Descriptive/observational research is used to gain an understanding of, or to give an explanation of a situation or event, an individual or a group of individuals. In descriptive/observational research, the researcher observes and records ‘real life’ settings as opposed to contrived artificial research situations (*McMillan & Schumacher, 2006*). We used a mixed-methods design (see Figure 4.1) that allowed us to address the research questions through a collection of quantitative and qualitative data using concurrent data triangulation (*Creswell, 2009*). Quantitative data were collected through structured observations using the OPAL instrument to examine variables in

classroom contexts that affect teaching and learning for English Language Learners. Qualitative data were collected through semi-structured interview protocols that were conducted immediately following classroom observations.

Figure 4.1: Mixed-Methods, Concurrent Triangulation Data Design (Creswell, 2009)



- **Participants**

A total sample size of 381 classrooms was selected from 14 PROMISE schools in the Southern California region, wherein reside over 65% of the 1.6 million ELs in the state. Table 4.1 presents an overview of school site demographics. The 14 schools service students in Preschool through grade 12, and represent the full spectrum of educational situations for English Learners, from schools where as few as 14.7% of the students are socio-economically disadvantaged (SED), to schools where as many as 86.5% of the students are SED. More specific demographic information about each of the schools and school districts in this Initiative can be found in the Methodology Section of Chapter 3, contained in this Monograph.

Table 4.1: School Demographics

<i>School</i>	<i>Student Enrollment</i>	<i>Percent of English Learners</i>	<i>Total RFEF</i>	<i>Number of Teachers</i>
Sunnymead Elementary	833	54.1%	32	40
Sunnymead Middle	1,633	28.4%	62	65
Heath Elementary	526	49.8%	18	23
Holland Middle	663	25.5%	53	29
Baldwin Park High	2,418	20.0%	78	72
Lytle Creek Elementary	773	62.4%	45	32
Arrowview Middle	1,274	40.2%	75	9
Ocean Vista Early Ed Program	*	*	*	*
Mar Vista Elementary	650	81.4%	2	34
Orange Glen High	2,328	25.5%	5	75
Escondido High	2,839	19.1%	103	103
Gates Elementary	853	51.9%	27	41
Los Alisos Middle ¹	1086	18.4%	29	35
Laguna Hills High	1,842	9.9%	17	78
Total number of teachers				636

* Data not available.

¹ Participated in Year 1 only.

A two-tiered, cluster-random sampling procedure (Keppel, 1991) was utilized to select teachers instructing students in preschool through grade 12. Cluster sampling is the process of randomly selecting intact groups, not individuals, within the defined population sharing similar characteristics. This technique provided a feasible sampling method for this research project because the teacher population in the PROMISE schools was very large and was spread out over a wide geographic area. Within each school site, grade-level clusters were identified and careful attention was given to the identification of an equal number of classrooms at each grade level in the elementary, middle, and high school grade spans. During the first year, this sampling

involved the purposeful selection of teachers from target grade levels: 1st, 4th, 7th, and 10th, followed by a random identification of teachers within these grade levels. For the second and third year of the study, teachers were selected from every grade level. Throughout all three years, an equal representation of program types for ELs (i.e. Structured English Immersion, Dual Language, Transitional Bilingual Program, and Mainstream English Program) was included for OPAL data collection. Demographic data gathered for the teacher sample reveal that the average teaching experience was 8.99 years with a range of 1 month to 34 years. The average length of time teaching at the respective school sites ranged from one month to 32 years, with a mean of 5.85. Purposeful sampling was employed in each year of the classroom observation data collection process and is described in Table 4.2.

**Table 4.2: Overall and Annual Sampling Results for PROMISE Classroom Impact Study
n = 381**

		Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009
CLASSROOM OBSERVATIONS	Elementary School & PK	21 <i>(3 elementary)</i>	59 <i>(5 elementary and 1 Pre-school)</i>	58 <i>(5 elementary)</i>
	Middle School	33 <i>(3 middle schools)</i>	30 <i>(3 middle schools)</i>	43 <i>(3 middle schools)</i>
	High School	24 <i>(3 high schools)</i>	56 <i>(4 high schools)</i>	57 <i>(4 high schools)</i>
TOTAL		78	145	158

A limitation of this study is that participant sampling provided a project-wide perspective, but did not allow researchers to collect information about the implementation of classroom practices resulting directly from each participating school's professional development efforts. An overview of each school's focus for professional development, as it relates to the PROMISE Core Principles, is reported in Chapter 2 of this monograph. Another limitation is that the degree of cooperation of the teachers connected with this study could have affected the outcome of the study. The research team noted increased difficulty in scheduling visitation dates and collecting observational data between Year 2 and Year 3 of the project. There was an increase in the number of teachers who were absent or on field trips on the designated visitation days. Nonetheless, the number of classroom observations increased from a total of 145 conducted during Year 2 to 158 in Year 3.

• The Observation Instrument

The OPAL is a research-based behavioral observation tool that measures classroom practices and interactions from sociocultural and language acquisition perspectives. This

observation protocol utilizes a six-point Likert-type scale (1-6, Low to High) to rate instruction for academic literacies, defined as a set of 21st century skills, abilities, and dispositions developed through the affirmation of and in response to students’ identities, experiences and backgrounds. It is aligned with the National and California Standards for the Teaching Profession and encapsulates the four domains of research on teacher expertise for ELs: Rigorous & Relevant Curriculum, Connections, Comprehensibility, and Interactions. Given the theoretical and conceptual affinities between the OPAL and PROMISE core principles, this instrument was utilized to assess changes in teacher practices over the course of the PROMISE pilot study, as delineated in Table 4.3.

Table 4.3: OPAL Domains, Definitions, and Description of Indicators

OPAL Domains	Description of Indicators
Rigorous & Relevant Curriculum	
<i>A rigorous and relevant curriculum is cognitively complex, relevant, and challenging. It allows educators to value and capitalize students' linguistic and cultural backgrounds.</i>	1.1 Emphasizes problem solving and critical thinking
	1.2 Provides access to materials, technology, and resources
	1.3 Provides access to content in primary language
	1.4 Organizes of curriculum and teaching
	1.5 Allows transfer of skills from primary language
	1.6 Establishes high expectations
Connections	
<i>Bridging connections with students' prior knowledge is the ability to link content to students' lives, histories, and realities in order to create change.</i>	2.1 Relates instructional concepts to students' realities
	2.2 Helps students make connections
	2.3 Makes learning relevant and meaningful
Comprehensibility	
<i>Comprehensibility is the attainment of maximum student understanding in order to provide access to content for all students.</i>	3.1 Scaffolds instruction
	3.2 Amplifies student input
	3.3 Explains key terms
	3.4 Provides feedback and checks for comprehension
	3.5 Uses informal assessments
Interactions	
<i>Interactions are varied participation structures that facilitate access to the curriculum through maximum student engagement.</i>	4.1 Facilitates student autonomy
	4.2 Modifies procedures to support learning
	4.3 Communicates subject matter knowledge
	4.4 Uses flexible groupings

OPAL Content Validity

The first phase of the instrument development focused on constructing the items which were derived from key elements from the literature and from the authors' previous work (*Chamot & O'Malley, 1994; Cummins, 1991, 1994, 1996, 2000; Echevarria, Vogt, & Short, 2000; Gibbons, 2002; Krashen, 1982, 2003; Schleppegrell, 2004; Lavadenz & Armas, 2008*). Additionally, the development of the OPAL included a comprehensive analysis of descriptors from the California Standards for the Teaching Profession (*California Department of Education, 1997*) and the National Board for Professional Teaching Standards: English as a New Language Focus (*US Department of Education, 1998, 2002*). A correlation of these descriptors to elements outlined in theoretical underpinnings of effective instruction for meeting the needs of linguistically diverse learners was conducted.

The team of content experts convened for this phase recognized that language and literacy development for English language learners require monitoring of learning and assurances that support daily lessons for maximum understanding of every content and language lesson. Content expert panel members comprised of classroom teachers, teacher coaches and facilitators, professors in colleges of education, educational research consultants, and an assistant district superintendent were then asked to review the indicators to eliminate repetitive items and/or those not consistent with the theoretical framework. Thus, avenues for effective instruction were conceptualized around four constructs derived from the literature: 1) rigorous and relevant curriculum; 2) connections; 3) comprehensibility and; 4) interactions. Each of the domains was defined and indicators were developed for each of the four areas.

Content validity was established by an expert panel of curriculum specialists, university professors, and classroom teachers. The panel addressed the following criteria: 1) relevance of indicators and sub-scales; 2) representativeness of research in teacher practices for ELs; 3) anti-bias and; 4) grade-level appropriateness. The OPAL reliability analysis resulted in very high reliabilities, as determined by the Cronbach's Alpha internal consistency reliability estimate illustrated in Table 4.4.

Table 4.4: Cronbach's Alpha Internal Consistency Reliability Estimate

Domain	α
Rigorous and Relevant Curriculum	.80
Connections	.80
Comprehensibility	.90
Interactions	.77

OPAL Construct Validity

Phase 2 in the validation process was conducted to establish construct validity for the OPAL. Confirmatory Factor Analysis (CFA) was selected as the primary statistical analysis method used to extend the usefulness of exploratory methods (*Daniel & Siders, 1994*) and to establish construct validity of the OPAL. The researchers rearranged and revised the items on the OPAL and consequently tested a 4-factor solution using Confirmatory Factor Analysis (CFA). It was hypothesized that the OPAL contains research-based essential practices as determined by four constructs/factors: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. Maximum likelihood estimation was used for the CFA using AMOS 16.0, since the latent constructs were found to be normally distributed. The data came from 18 items on a Likert-type scale classroom observation instrument. A sample size of $N=303$ was determined to be adequately large to establish a minimum of 10 cases per latent variable (*Schreiber, Stage, King, Nora & Barlow, 2006*). The confirmatory factor analysis provided an excellent fit to the data (CFI = .96; TLI = .94; RMSEA = .066; independence model $X^2 = 3699.14$ with 171 degrees of freedom; default model $X^2 = 270.26$ with 117 degrees of freedom). The OPAL Model derived from the CFA results is available in Appendix A.

• Data Collection Procedures

Raters

Observations were conducted by five raters, all with ample experience in the area of second language acquisition and effective teaching practices for linguistically and ethnically diverse learners. Three raters hold doctorates in education, and two are second and third year doctoral candidates. In addition, four of the five raters hold a California Clear Multiple Subject or Single Subject Teaching Credential with Spanish Bilingual Certification - Bilingual, Crosscultural, Language and Academic Development (BCLAD) or Bilingual Competence Certificate (BCC). One of the raters holds a Preliminary Single Subject Teaching Credential with Spanish Bilingual Certification (BCLAD). Two of the raters hold a California Administrative Services Credential and have served in school and district leadership positions. All raters have taught, mentored, and coached in the K-12 context for an aggregate experience level of over 25 years. Furthermore, each of the raters has taught university undergraduate and graduate level courses, with experience at this level ranging from 2 to 16 years. Three of the raters serve as full-time faculty in the school of education at a private university in Southern California.

Inter-rater Reliability

Once the OPAL's content validity was established, two lead raters identified classroom videos at the elementary and the secondary level to use as a model for training other raters on the

use of the observation protocol. The lead raters worked with an expert panel to view the videos and establish anchor OPAL scores for each of the indicators. Scores ranged from 1 (low implementation) to 6 (high level of implementation) and were corroborated by noting and cross-checking evidence through anecdotal notes taken during the observation session. These classroom videos exemplified a medium to high level of implementation, with ratings ranging from 3 – 6 for each of the OPAL's indicators.

Training sessions for each subsequent rater were conducted using the process described here. First, raters attended a session where an overview of the observation instrument (the OPAL) was provided, including its conceptual framework and alignment to the California Professional Standards to the Teaching Profession (*California Department of Education, 1997, 2009*) and the National Board for Professional Teaching Standards: English as a New Language (*U.S. Department of Education, 1998, 2002*). During this same session, each of the OPAL's constructs (Rigorous & Relevant Curriculum, Connections, Comprehensibility, and Interactions) was introduced and the rating scale for each indicator was discussed. Sample ratings were presented using written exemplars for each indicator. Particular attention was given to the wording for each indicator; the alignment of each indicator to the standards for the teaching profession; the significance of each indicator for classroom contexts with culturally and linguistically diverse students; and the qualitative difference between ratings (e.g. the difference between a 2 and a 3 or a 5 and a 6). The selected classroom videos were presented and raters scored the observation using the OPAL. Each rater's score was recorded, compared, and discussed. Given that all of the raters were experienced educators, the examination of scores for consensus-building provided an opportunity for each rater to discuss his/her score based on specific, observable evidence recorded in anecdotal section of the OPAL. Practice with two video lessons afforded raters multiple instances to clarify rating procedures.

Prior to independent scoring, each rater practiced applying the rating scale with one of the lead raters in a common classroom. This set of observations was used to establish inter rater reliability and certify the rater as an independent scorer. Inter rater reliability was examined using a consensus approach (*Stemler, 2004*). This study warranted the use of consensus estimates of inter rater reliability because the OPAL is a nominal rating scale that represents a linear continuum of a construct, based on a Likert-type scale. Each rater was trained on how to interpret and apply the rating scale to the point where each of the scores given by different raters may be treated as equivalent. Inter-rater reliability evidence was calculated for 10% of classroom observation ratings of the OPAL instrument using Cohen's kappa statistic as an estimate of inter rater reliability (*Cohen, 1960, 1968*). An exact rater percent agreement was attained between OPAL raters, resulting in a minimally acceptable Kappa index of 72.

Classroom Observations

Classroom observations were conducted during school hours and were 20 to 30 minutes in length. A schedule of observations was provided to participating school sites one to two weeks prior to the visitations. Observations occurred primarily during Language Arts, English

Language Development (ELD), and mathematics instructional periods at the elementary school level. Secondary classroom observations were conducted in language arts, mathematics, ELD/ESL (English as a Second Language), history-social science, and science classrooms.

As governed and approved by the Institutional Review Board (IRB) process, teachers were informed in writing of the purpose and procedures of the research study, as well as their right to refuse to participate in, or withdraw from the research at any time. Anonymity of all participants was ensured through the use of a numbered coding system. A single rater entered each classroom without interrupting the lesson or activity and sat in the back of the room, remaining as unobtrusive as possible. The trained observer rated classroom practices for all indicators under each of the OPAL’s four domains (Rigorous & Relevant Curriculum, Connections, Comprehensibility, and Interactions). Classroom practices and interactions were rated on a six-point scale (1 – 6, low to high). Anecdotal notes were written for each OPAL construct, delineating teacher practices, student engagement and interaction, and classroom environmental print and materials.

Teacher Interviews

One hundred and seventy-seven teachers were purposefully selected for interviews over the course of the three year pilot study. We interviewed 46% of the teachers who participated in the classroom observations. The one-on-one interviews ranged from 35 minutes to an hour and were conducted by a member of the research team who had observed the teacher’s classroom earlier in the school day. Several semi-structured questions framed the interviews. The interview allowed for follow-up questions about the classroom observation that occurred prior to the interview. Interview questions are listed in Tables 4.5 – 4.7. Data from the interviews were used as formative assessments of teacher knowledge and practice. Additionally, preliminary results were reported to the PROMISE Initiative Leadership Teams at the end of each observation cycle.

Table 4.5: Year 1, Teacher Interview Questions

1. Can you provide an example of a professional development experience or practice that has impacted your teaching? How has it impacted your practice?
2. What has it meant to you as a teaching professional to be a part of the PROMISE Initiative?
3. Open Question: Follow up on an issue/question that emerged as a result of the observation.
4. What type of professional development/support do you still need?
5. Do you have any questions for us?

The teacher interview questions were slightly modified each subsequent year of the reform effort. As illustrated in Table 4.6, interview questions during the second year of the research study asked teachers to reflect on professional development efforts that most contributed to their effectiveness in working with English Learners. In addition, a question was posed to determine how professional development agendas were determined at each site, and whether there were changes in how professional development was planned and organized.

Table 4.6: Year 2, Teacher Interview Questions

1. How does the professional development you receive support your work with English learners? How do you know it's making a difference?
2. How does your school determine what professional development is provided for teachers? Has it changed from the last time we interviewed you?
3. Describe your involvement in the PROMISE initiative this school year.
4. Open Question: Follow up on an issue/question that emerged as a result of the observation.
5. Do you have any questions for us?

During Year 3 teacher interview questions were more summative in nature, asking teachers to reflect on the most meaningful professional development efforts conducted at the site as a result of their involvement in the PROMISE Initiative. Although the questions varied over the course of the three years, they were all designed to gather qualitative data about teachers' perspectives of professional development efforts and their impact on classroom practice. Additionally, each interview provided a focused opportunity to clarify specific aspects of the lesson and/or activity observed.

Table 4.7: Year 3, Teacher Interview Questions

1. For the past three years your school has been a part of the PROMISE Initiative. Reflect on your experience during this time. What professional development has most impacted your teaching practices with English Learners?
2. <u>Relevant and Rigorous Curriculum</u> Your lesson today was on (interviewer inserts specific point from observation). How do you plan to ensure that you differentiate instruction for ELs? How do you make decisions about the curriculum you teach?
3. <u>Comprehensibility</u> When you were (interviewer inserts specific point from observation), what strategies were you using to make sure that students understood what you were teaching?
4. <u>Connections & Praxis</u> What strategies do you use to help ELs make connections to content or daily lives?
5. <u>Interactions</u> How do you handle the grouping of students in your classroom? What has been most successful?
6. Do you have any questions for us?

Table 4.8 illustrates the sampling results of grade levels and number of teachers interviewed over the course of the three years.

Table 4.8: Teacher Interview Sampling by Year n=177

		Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009
TEACHER INTERVIEWS	Elementary School & PK	12 <i>(3 elementary schools)</i>	27 <i>(5 elementary schools)</i>	27 <i>(5 elementary schools)</i>
	Middle School	12 <i>(3 middle schools)</i>	17 <i>(3 middle schools)</i>	20 <i>(3 middle schools)</i>
	High School	10 <i>(3 high schools)</i>	28 <i>(4 high schools)</i>	24 <i>(4 high schools)</i>
TOTAL		34	72	71

Data Analysis Procedures

OPAL Classroom Observation Data

Data were collected from each classroom observation using an OPAL scoring sheet. Information about the school code, teacher code, grade level, type of instructional program, English Language Development proficiency levels, and lesson focus were gathered at the time of observation. Scores for each of the OPAL indicators were circled on individual OPAL sheets corresponding to each classroom observation. The LMU Research Team developed an OPAL Coding Dictionary (*see Appendix B*). Excel data files were created for each school year and individual scores were recorded in corresponding data files. These included grade span subgroups and teacher matched scores from year-to-year (*see Appendix C for list of data files*). Each data file was cross-checked against the original OPAL form to ensure accuracy of data.

Statistical Package for the Social Sciences (SPSS) was used to run the following analyses for each of the data sets:

- Simple Attrition Report
- K-12 – Descriptive Statistics and Reliabilities for Overall Data Set
- K-12 – Descriptive Statistics and Reliabilities by OPAL Domain
- Measures of Association and One-way ANOVAs across OPAL Domains, K-12
- Descriptive Statistics, Measures of Association and One-way ANOVAs across OPAL Domains, K-5, 6-8, 9-12 subgroups
- Repeated Measures for Matched Scores (Year 1–3 participants; Year 1,2; Year 2,3; Year 1 and 3)
- Descriptive Statistics , Measures of Association and One-way ANOVAs across OPAL Domains by Program Type (Mainstream English, Structured English Immersion, Dual Language, Transitional Bilingual Programs)

The results of these analyses are presented in the Results section of this chapter.

Teacher Interview Data

Teacher responses were transcribed and compiled. We used the Qualitative Solutions and Research International (QSR) NVivo 8 software to perform qualitative analyses of interview data. Hutchinson's (2001) constant comparative method was applied to compare and code data and to generate themes and patterns across grade levels, content areas, and teacher expertise. This involved comparing interview responses and studying them across all teacher groups until specific concepts and themes started to emerge and reemerge. A team of researchers identified these concepts and themes and began classifying responses that corroborated the frequency of themes. Once teacher responses were sorted by theme, a tally of responses was conducted to establish which themes reoccurred more frequently within the qualitative data set. This examination led to the refinement of themes, changes in classification, and abandonment of others.

The constant comparative method allows for the development of categories through theoretical sampling, as a significant feature of grounded theory. We approached this task with an established belief system and theoretical framework. The researchers validated the analysis of the data by examining the degree to which the theoretically relevant features of the teachers' answers were represented in the codes (*Hak & Bernts, 1996*). Additionally, we examined the codes and categories to ensure that they complemented each other so that they told the story of teachers' professional development experiences and classroom practices, as opposed to simply describing teachers' feelings, classroom events, or perceived practices. Data from the open-ended survey responses were triangulated with anecdotal notes and with opportunities for PROMISE stakeholders to comment on themes at each annual research video telecast and the PROMISE mid-year and end-of-year symposia. We established inter-coder reliability by going through the data several times to (1) check the consistency of the coding system by independent coders and (2) comparing the identified categories by the two separate coders (*Hak & Bernts, 1996*). The results of these analyses are presented in the Results section of this chapter.

RESULTS: Findings from the Classroom Impact Study

This section reports on the results of the classroom impact study using data gathered through classroom observations rated with the OPAL. Data were gathered for each year of the three-year PROMISE Initiative Pilot study implementation. The research questions that framed the investigation for this study are:

- What are teachers' current practices in instruction of ELs?
- How do these practices reflect current research on effective instruction of ELs as measured by the OPAL?
- What are teachers' perceptions of current practices for meeting the needs of ELs? What professional development do they still need?

We paired the OPAL observation results with interview data from purposefully selected teachers over the course of the three years. Combined, these data were triangulated and used to identify patterns, to track changes in teacher practices and perceptions over time, and to plan for professional development and other supports for students and teachers.

As reported in the *Methods for Impacts on Classroom Practice* section of this chapter, we used a mixed-methods approach in this descriptive study with a purposeful sampling of 381 classrooms across 14 PROMISE schools located in six school districts in the southern California region. Additionally, we interviewed 177 classroom teachers as an extension of the classroom observations. Findings are presented here and will be examined to discuss trends and implications for classroom impact. First, we present the overall findings for both quantitative and qualitative results. Patterns and themes from the qualitative data sources are reported from analyses of the third-year, summative teacher interviews and anecdotal notes. They are presented together with quantitative results to explain and provide insights in a more in-depth manner. Coding and theme analysis were performed for each grade level span and lead to the selection of excerpts from interview and anecdotal data presented. These excerpts are representative of teachers and classrooms at the elementary, middle, and high school levels. Next, we present OPAL mean ratings for grade level spans (K-5, 6-8, and 9-12), program type, and matched score groups. Finally, we report on implications for teacher professional development and the education of ELs.

• Overall Summary of Findings

Table 4.9 provides an overview of the distribution of classrooms by grade level across these schools, along with changes in means over the three years. Means are reported by OPAL Domain and an overall mean composite score is provided for each grade span, K-12, K-5, 6-8, and 9-12. The OPAL measurement instrument utilizes a six-point Likert-type scale (1-6, Low to High) to rate 18 instructional indicators/items that are organized in four domains (Rigorous and Relevant Content; Comprehensibility; Connections; and Interactions).

Table 4.9: OPAL- Year 1, Year 2, and Year 3, Mean and Standard Deviation Ratings for PROMISE Classroom Observations

OPAL DOMAINS	ENTIRE K-12 SAMPLE		BY GRADE SPAN SAMPLES: K-5, 6-8, AND 9-12					
	K-12 Y1 n =78 Y2 n =145 Y3 n =158 M (SD)	Change in Mean Score	K-5 Y1 n =21 Y2 n =59 Y3 n =58 M (SD)	Change in Mean Score	6-8 Y1 n =33 Y2 n =30 Y3 n =43 M (SD)	Change in Mean Score	9-12 Y1 n =24 Y2 n =56 Y3 n =57 M (SD)	Change in Mean Score
Rigorous & Relevant Curriculum	Y1 2.72 (0.85) Y2 3.29 (1.11) Y3 2.93 (0.95)	Y1 to Y2 +0.57 Y2 to Y3 -0.36	Y1 2.79 (0.78) Y2 3.88 (1.09) Y3 3.28 (0.98)	Y1 to Y2 +1.09 Y2 to Y3 -0.60	Y1 2.63 (0.82) Y2 3.15 (1.00) Y3 2.78 (0.83)	Y1 to Y2 +0.52 Y2 to Y3 -0.37	Y1 2.80 (0.97) Y2 2.74 (0.87) Y3 2.68 (0.92)	Y1 to Y2 -0.06 Y2 to Y3 -0.06
Connections	Y1 2.76 (1.06) Y2 3.07 (1.20) Y3 2.80 (1.10)	Y1 to Y2 +0.31 Y2 to Y3 -0.27	Y1 2.90 (0.93) Y2 3.42 (1.16) Y3 3.02 (0.99)	Y1 to Y2 +0.52 Y2 to Y3 -0.40	Y1 2.70 (1.12) Y2 3.22 (1.03) Y3 2.42 (0.89)	Y1 to Y2 +0.52 Y2 to Y3 -0.80	Y1 2.72 (1.10) Y2 2.63 (1.21) Y3 2.88 (1.29)	Y1 to Y2 -0.09 Y2 to Y3 +0.25
Comprehensibility	Y1 3.33 (1.05) Y2 3.85 (1.26) Y3 3.54 (0.98)	Y1 to Y2 +0.52 Y2 to Y3 -0.31	Y1 3.40 (1.06) Y2 4.43 (1.20) Y3 3.91 (0.89)	Y1 to Y2 +1.03 Y2 to Y3 -0.52	Y1 3.23 (1.16) Y2 3.92 (1.15) Y3 3.50 (0.89)	Y1 to Y2 +0.69 Y2 to Y3 -0.42	Y1 3.41 (0.92) Y2 3.22 (1.07) Y3 3.18 (1.02)	Y1 to Y2 -0.19 Y2 to Y3 -0.04
Interactions	Y1 3.17 (1.07) Y2 3.22 (1.08) Y3 3.41 (0.99)	Y1 to Y2 +0.05 Y2 to Y3 +0.19	Y1 3.07 (0.91) Y2 3.46 (1.07) Y3 3.74 (0.95)	Y1 to Y2 +0.39 Y2 to Y3 +0.28	Y1 3.19 (1.28) Y2 3.53 (1.11) Y3 3.42 (0.84)	Y1 to Y2 +0.34 Y2 to Y3 -0.11	Y1 3.22 (0.92) Y2 2.80 (0.96) Y3 3.06 (1.01)	Y1 to Y2 -0.42 Y2 to Y3 +0.26
Overall OPAL (Four domains)	Y1 3.00 (0.87) Y2 3.39 (1.01) Y3 3.18 (0.87)	Y1 to Y2 +0.39 Y2 to Y3 -0.21	Y1 3.04 (0.71) Y2 3.86 (0.94) Y3 3.51 (0.81)	Y1 to Y2 +0.82 Y2 to Y3 -0.35	Y1 2.93 (0.99) Y2 3.46 (0.95) Y3 3.06 (0.71)	Y1 to Y2 +0.53 Y2 to Y3 -0.40	Y1 3.05 (0.85) Y2 2.87 (0.86) Y3 2.94 (0.94)	Y1 to Y2 -0.18 Y2 to Y3 +0.07

As noted in Table 4.9, mean scores across all three years in the various subgroups ranged from 2.42 to 3.92. These all fall within the low to medium points on the OPAL rating scale, given that the OPAL rating scale reports cluster scores as follows: 1-2 (Low); 3-4 (Middle); and 5-6 (High). There was an increase in K-12 mean scores for all OPAL domains and the OPAL Overall score from Year 1 to Year 2; however, there was a decrease in mean scores from Year 2 to Year 3 in all domains except *Interactions*. Mean scores in the area of *Comprehensibility* remained consistent, but not significantly, higher than those in other domains. *Rigorous & Relevant Curriculum* and *Interactions* had the lowest mean scores across the three years. A comparison of scores from Years 1 through 3 indicates that there is no statistically significant difference in the increase of the observation of instructional practices over time.

There are several possible reasons for these results. It may be that the implementation efforts were not widespread within each of the school sites and across the PROMISE Initiative sites. This was ascertained through the analyses of qualitative results collected from the sample population, which included a purposeful sampling from multiple grade levels and various instructional program types at each of the schools. Furthermore, teacher interview findings revealed that there was inconsistent clarity about PROMISE, professional development efforts linked to PROMISE, and how PROMISE impacted classroom instruction.

It is probable that the decrease in mean scores, especially between Years 2 and 3 of the Initiative may be a result of this lack of clarity. Teacher interview data pointed to a need for more articulation around the PROMISE Initiative in regards to purpose, focus, and relevancy to the on-going professional development efforts at the school site. Many teachers requested more information about the purpose of the Initiative, asking what *it* is, what the core principles mean and how they could be clarified so as to eliminate their “vagueness.” Comments such as those listed below were echoed across most of the school sites by at least one teacher at each site, and in some cases by almost all teachers at a given site.

“It’s hard to specify which ones [professional development efforts] go with PROMISE. It’s hard to differentiate if the PD is Title I, PROMISE, or what?”

“I am not clear about the goals of PROMISE, or when the PDs [Professional Development sessions] are PROMISE or not. I just hear about PROMISE. Don’t know too much about it. Will we get training? Some go to trainings and some don’t. Why you and not me? Where is the promise and for whom? Am I breaking the promise? Am I helping?”

We present additional cross-analyses for qualitative and quantitative data in our OPAL Qualitative Findings section. Attention is given to the degree of implementation of research-based practices, as measured by each of the OPAL domains with evidence linked to the indicators.

• Post-hoc Analyses

We ran two post-hoc analyses to examine variations in quantitative data. First, we ran one-way ANOVAS (Analysis of Variance) to answer the question - *Were program effects achieved?* Results of these analyses allow us to report levels of statistical significance for descriptive findings. Next, we calculated eta correlations and Cohen's d standardized mean, effective size values to answer the question - *How much effect did the program (PROMISE) yield*, as measured by scores on the OPAL? Table 4.10 presents a comparison of OPAL Domain Scores from each observation year and details the eta coefficients, or effect size, for each year. Interpretation of eta coefficients are as follows: 1) small effect at the .10 level; 2) moderate effect at the .30 level; and 3) large effect at the .50 level. Although ANOVA for *Rigorous and Relevant Curriculum* showed that the means were statistically significant ($p = .001$), the effect size was small to moderate. The eta coefficient was .22, signifying that the year to year increase in mean scores can account for only 5% of the variance, or increase in scores. The remaining 95% of the reasons for increase in mean scores may be attributed to other factors such as the time of observation, curriculum employed during the classroom visit, or the type of lesson being observed.

Table 4.10: Comparison of OPAL Domain Scores Based on Year. Entire K-12 Sample (N = 381)

OPAL Domain Score							
Year	<i>n</i>		R & R Curriculum	Connections	Comprehensibility	Interactions	Overall OPAL Score
1	78	<i>M</i>	2.72	2.76	3.33	3.17	3.00
		<i>SD</i>	0.85	1.06	1.05	1.07	0.87
2	145	<i>M</i>	3.29	3.07	3.85	3.22	3.39
		<i>SD</i>	1.11	1.20	1.26	1.08	1.01
3	158	<i>M</i>	2.93	2.80	3.54	3.41	3.18
		<i>SD</i>	0.95	1.10	0.98	0.99	0.87
Three-Year Combined Total	381	<i>M</i>	3.02	2.90	3.62	3.29	3.23
		<i>SD</i>	1.02	1.14	1.12	1.04	0.94
Year vs. Year		Sig.	.001	.06	.002	.15	.007
		eta	.22	.12	.18	.10	.16

OPAL Qualitative Findings: Teacher Interviews and Anecdotal Notes

The results of the quantitative data reported above were designed to be coupled with the analyses of the teacher interview data and anecdotal notes to triangulate the data and provide more insight about the mean scores for each of the OPAL Domains, as delineated in 1111. Table 4.11 serves as a point of reference for the reader as we discuss additional analyses and cross-reference triangulation of data using emerging themes and sample comments from teacher interviews and anecdotal notes. During teacher interviews, questions were posed asking each participant to discuss and expand on what was observed in the classroom. The series of questions were developed to have teachers share specific techniques used to maximize learning opportunities for ELs. For Rigorous and Relevant Curriculum teachers were asked to describe how they make decisions about the curriculum they teach so as to plan for instruction that differentiates teaching and learning for ELs. Examples of how teachers build opportunities for students to make connections were sought by asking teachers to detail strategies used to help ELs make connections to content or daily lives. Techniques for attaining maximum comprehensibility were ascertained by identifying specific points in the lesson and asking, “When you were (interviewer inserted specific point from observation), what strategies were you using to make sure that students understood what you were teaching?” Finally, for the area of Interactions, interviewers asked teachers to tell about how they handle grouping of student in their classroom and what techniques have been most successful.

Table 4.11: OPAL Domains, Definitions, and Description of Indicators

OPAL Domains	Description of Indicators
Rigorous & Relevant Curriculum	
<i>A rigorous and relevant curriculum is cognitively complex, relevant, and challenging. It allows educators to value and capitalize students' linguistic and cultural backgrounds.</i>	1.1 Emphasizes problem solving and critical thinking
	1.2 Provides access to materials, technology, and resources
	1.3 Provides access to content in primary language
	1.4 Organizes of curriculum and teaching
	1.5 Allows transfer of skills from primary language
	1.6 Establishes high expectations
Connections	
<i>Bridging connections with students' prior knowledge is the ability to link content to students' lives, histories, and realities in order to create change.</i>	2.1 Relates instructional concepts to students' realities
	2.2 Helps students make connections
	2.3 Makes learning relevant and meaningful

OPAL Domains	Description of Indicators
Comprehensibility	
<i>Comprehensibility is the attainment of maximum student understanding in order to provide access to content for all students.</i>	3.1 Scaffolds instruction
	3.2 Amplifies student input
	3.3 Explains key terms
	3.4 Provides feedback and checks for comprehension
	3.5 Uses informal assessments
Interactions	
<i>Interactions are varied participation structures that facilitate access to the curriculum through maximum student engagement.</i>	4.1 Facilitates student autonomy
	4.2 Modifies procedures to support learning
	4.3 Communicates subject matter knowledge
	4.4 Uses flexible groupings

In this section we present findings for each of the OPAL Domains with a synthesis of analyses from the anecdotal notes taken during each classroom observation and quotes from teacher interviews that elicit emerging themes from the sample population.

• **Rigorous and Relevant Curriculum**

Rigorous and Relevant Curriculum is defined as one that is cognitively complex, relevant and challenging. Furthermore, the implementation of a rigorous and relevant curriculum allows educators to value and capitalize on students' linguistic and cultural backgrounds. Indicators in this domain allow the observer to look for and rate critical elements of implementation in this domain that are evidenced by an organized, sequential teaching plan utilizing materials, technology, and resources that are both challenging and relevant to the student population. Problem solving and critical thinking processes and skills are evident in teacher actions and student activities. High expectations, based on students' linguistic and academic abilities, are established, enacted, and communicated to the learning community. A rigorous and relevant curriculum for diverse language learners also provides access to content in students' primary language and purposefully plans for opportunities to transfer skills from primary language to a second language-learning context, where appropriate.

Theme 1: Reliance on Prescriptive Curriculum

In the area of *Rigorous and Relevant Curriculum* K-12 mean scores and standard deviations (shown in parenthesis) were reported as Year 1 - 2.72 (0.85); Year 2 - 3.29 (1.11); and Year 3 - 2.93 (0.95). A theme analysis of teacher interview data revealed that teachers consistently pointed to pacing guides and grade level standards as a driving force for making

instructional decisions about the curriculum taught in their classroom. Many teachers expressed feelings of frustration at the lock-step curriculum handed to them.

“Decisions about curriculum, I’m not able to do this. I am given a pacing guide.” – Middle school teacher

“We have little to no leeway in terms of teaching. We have to take the unit tests and input them into a data system so that the district can see the test scores.” – Middle school teacher

“We are given the standards. I take my standards and try to break them into sub-standards to decide what I am going to cover.” – Elementary school teacher

“We get together as grade levels and look at strategies and focus of the month, but our instruction is dictated by the standards.” – Elementary school teacher

“The English Learners need to have time to process, and we don’t have time.” – High school teacher

“The curriculum is not designed for ELD 1-3 and not specifically intended to address their needs, but I have to follow the scope and sequence so I can be done on time.” – High school teacher

Only a few teachers mentioned the use of supplemental instructional materials as a resource for planning and delivering instruction. Fewer mentioned the use of primary language resources to support and supplement learning for ELs. Other strategies mentioned for planning for rigorous and relevant curriculum include targeted vocabulary, consideration of cultural experiences, incorporation of all four domains of language (listening, speaking, reading, and writing), and using varied questioning guided by Bloom’s Taxonomy.

An analyses of anecdotal notes collected during classroom observations indicates that throughout the three-year Initiative, content was consistently driven by core materials and primarily engaged students in low-level teaching and learning activities that in some cases did not match academic and linguistic abilities. In many cases teachers’ comments/instructions exemplified this theme, as is evident in the sample anecdotal notes listed below.

“We are practicing our sounds today. We haven’t been able to put them into syllables so we are practicing because we need it for testing.” – Elementary school teacher

“Here are the answers to the problems [math] that you had for homework. (Teacher standing at the front of the room writing answers to problems on the white board. Students correct paper and turn it in). Now, get ready for lesson 8.1. Our objective for

this lesson is in your book and is on adding unlike fractions.” – Elementary school teacher

“Today our objective is to analyze the Feudal way of life and the importance of the warrior code. What were the names? What is the code? Find the name of the code. Write what is meant by the Samurai code.” – Middle school teacher

“Just do it like it’s listed in the book. I expect you to use a lot of details in you picture. I need you to finish the book.” – Middle school teacher

“What is a cell? Who remembers the parts of a cell? Use only the vocabulary that you know and is listed in this chapter.” – High school teacher

“Today you are going to write 5 cause and effects for Pearl Harbor and also draw one picture for each.” – High school teacher

Theme analyses revealed several other trends that emerged over the three-year observation period. While many classrooms listed standards and expectations, few provided evidence of standards and goals listed in student-language so that they were easily comprehensible to English learners and all students. In some cases anecdotal notes indicated that ***objectives were typed and posted, but not visible to students***. There was limited evidence of student-generated goals and long-term planning evident for classroom instruction. However, in many elementary classrooms, there were focus walls/bulletin boards with a theme posted, albeit derived from core materials. Other categories such as key vocabulary, visual aides, and know/want-to-know/learned charts were recorded as artifacts that served to develop an understanding of the theme.

Over the course of the three-year implementation period, there was a slight increase in the use of supplemental materials. Observers noted the use of additional reading materials, articles, teacher-created readings, math manipulatives, science models, and other resources that supplemented instruction in some classrooms. These included “big books” (large version of books used primarily in lower elementary grades for shared reading experiences) and guided reading books (leveled readers) in elementary and middle schools. However, there was limited use of primary language support materials at many school sites, except for those in the dual language and transitional bilingual program classrooms. Resources were limited to few classroom libraries and computers that were often not in use. In cases where technology was used as a teaching tool, it was related to the content in the core materials, and provided limited access for student engagement.

• **Connections**

OPAL mean scores and standard deviations (reported in parenthesis) in the ***Connections*** domain were calculated as Year 1 – 2.76 (1.06); Year 2 – 3.07 (1.20); and Year 3 – 2.80 (1.10)

for the K-12 sample population. Indicators in this domain direct the observer to look for practices that allow students to engage in learning by making connections to what they have already learned as well as to their own histories and life experiences. Purposeful learning is the vehicle through which students internalize concepts and refine skills so as to empower themselves to take charge of their learning and change their realities.

Theme 2: Limited Opportunities to Make Connections

When asked to provide examples of how teachers help students make connections, the prominent answer was to ask students to tap into background knowledge and experiences. A few teachers included opportunities to compare things from the past and consider cultural traditions. Several teachers mentioned the importance of building relationships with students and their families so as to increase engagement in the classroom. Other strategies that were identified during teacher interviews included connecting to current events, sharing teachers' own experiences, and ensuring that examples are shared from different cultures. A few teachers mentioned the perceived importance of having teachers in the classroom who are representative of the students' culture.

"I can relate to their experiences at home. I look for current events everywhere so they can be motivated to want to learn about history. The discussion starts when you are able to build the relationship with the students." – High school teacher

"It is powerful to be a Latina teacher. We have discussions in the classroom and they are able to connect." – Middle school teacher

"I bring back concepts they learned in other grade levels and talk about how they are just expanding this to the fourth grade." – Elementary school teacher

The analyses of the anecdotal notes revealed that in most classrooms opportunities for students to make connections to content were driven by the use of core materials and/or reference to high stakes testing. In many instances observers recorded teacher comments to students that stated things such as:

"This is important. It will be on the test." – High school teacher

"You need to learn this so that you can do well on the CST (California Standards Test)."
– Middle school teacher

"When you go to the next level [book] you will need to know this." – Elementary school teacher

There were many notations of teachers asking questions about students' experiences, as it related to the core curriculum.

“Who has a real life experience like the story *The Moustache*?” – Elementary school classroom

“We need to learn more about common nouns. Write what you already know and then we will talk about grammar examples that are about life experiences.” – Middle school classroom

“Reflect on the implications of the drop of the stock market. How will this affect our lives?” – High school classroom

Additionally, teachers told stories about their own experiences and encouraged students to share relevant stories; however, in most cases sharing occurred during whole class discussions and only a few students were able to partake in the conversation. Observations across the three years resulted in a noted increase in classroom artifacts that related to community-based activities. Few teachers engaged students in critical thinking about subject matter to make it meaningful, and few instances were offered for students to have self-reflection opportunities or to make cross-curricular connections.

• **Comprehensibility**

The OPAL domain that showed consistently higher means was *Comprehensibility*, defined here as the attainment of maximum student understanding in order to provide access to content for *all* students. Indicators in this domain included opportunities to rate teachers effectiveness in scaffolding instruction by explaining key terms and utilizing visuals and graphic organizers to assist all students in understanding instructional concepts. Attention was also given to teacher techniques for amplifying student oral and written input during lessons so as to extend language and content knowledge throughout the lesson and/or learning activity. Ratings were also given for indicators that accounted for providing linguistically and developmentally appropriate feedback and checking for comprehension during the lesson and/or learning activity. Additionally, teachers were rated on the use of informal assessments during instruction and/or application activities for the purpose of adjusting instruction to ensure maximum comprehensibility of subject matter content. Mean scores and standard deviations (shown in parenthesis) in the area of *Comprehensibility*, K-12 were Year 1 - 3.33 (1.05), Year 2 - 3.85 (1.26); and Year 3 - 3.54 (0.98).

Theme 3: Increase in Targeted Efforts for Comprehensible Input and Output

Anecdotal records collected over the course of three years pointed to an increased implementation of research-based strategies to promote comprehensibility. The use of graphic organizers stemming from teacher participation in Thinking Maps Training, Project WRITE, and Project GLAD was evident in school sites that reported receiving professional development in these programs. Anecdotal notes clearly documented this trend.

“Thinking Maps posted. Teacher generated map and students provided input for map. Students writing sentences based on Thinking Map.” – Elementary school classroom

“Pictorial Input charts posted in Spanish and English. Students placed index cards over targeted vocabulary.” – Elementary school classroom

“Concept Map used for lesson. Teacher poses question: ¿Qué mas puedes decir de este concepto? (What else can you state about this concept?)” – Middle school classroom

Many teachers were observed using realia and/or visuals such as pictures, pictorial input charts, diagrams, and overhead transparencies. This observation was corroborated by self-reported data from teacher interviews that indicated that realia and visuals were high-use strategies for teachers. Question and answers were also reported as effective strategies, followed by monitoring comprehensibility through informal assessments by walking around the class, checking students’ papers, or using whiteboards to ask students to show their understanding of a concept or skill. It was noted that when checking for understanding, few teachers provided leveled questioning based on either language or academic ability.

Over the three-year observation period, an increased number of teachers in the middle and high schools were observed using note-taking and checking strategies to monitor comprehension.

“Cornell notes used during lecture. Teacher monitoring students’ entry on Cornell notes worksheet.” – Middle school classroom

“ Connects nucleotides with nucleic acid. Reviews terms and asks students to refer to Cornell notes in notebooks.” – High school classroom

In some cases, the use of primary language was purposeful, but in many cases it was incidental, particularly in Structured English Immersion Programs (SEI) and Transitional Bilingual Programs. There were often cases of language mixing documented where teachers began explaining something in English and then in the middle of a sentence would switch to Spanish for several words or phrases, and finally back to English. During interviews teachers in alternative programs (transitional bilingual or dual language) at the elementary and middle school level expressed a desire for more sequential program designs and clearer pathways for their respective program design. This theme was exemplified by the following teacher comment gathered during an interview,

“I explain to them what I am doing first in Spanish. I know we are not really supposed to do that because of the bilingual program, but I tell them first in Spanish what it means and I tell them about the concept.” Elementary school teacher

Other teachers expressed similar concerns about *when and how* to use primary language to clarify learning and check for understanding.

“I have resources in Spanish and use them only if I have to because it doesn’t make a difference in math. They don’t know what I’m talking about because what they are learning is the math and they need the language of math since they don’t have the higher level of language in LI.” – Middle school math teacher

Some teachers who did not have language fluency in a language other than English (i.e. Spanish, Chinese, Korean, etc.) to support primary languages represented in their classroom indicated that they felt unable to fully service students because of this.

• **Interactions**

In the area of **Interactions** K-12 mean scores and standard deviations (shown in parenthesis) were reported as Year 1 - 3.17 (1.07); Year 2 - 3.22 (1.08); and Year 3 - 3.41 (0.99). The **Interactions** Domain defines this construct as the varied participation structures existing in classrooms that facilitate student access to and engagement with the curriculum through maximum student participation. Indicators allow observers to record opportunities and experiences that promote student autonomy and allow for flexible groupings. To foster effective interactions, teachers must communicate subject matter effectively and make decisions about modifying classroom and instructional procedures to best support student learning. Flexible student grouping and collaborative routines engage students in talking about content in relevant, meaningful and structured ways. These routines are scaffolds that promote student autonomy. From simple processes such as structured turn-taking, to individual roles/jobs or responsibilities in small group work, to varying partners with ‘bilingual buddies, students who actively participate in classroom discussions with others are more engaged in learning the content.

Theme 4: Predominance of Teacher Directed Instruction

An analysis of anecdotal notes taken during classroom observations indicates that most classroom interactions were teacher centered, allowing few opportunities for student-to-student interaction, or even student-to-teacher interaction. Classroom arrangement was indicative of the focus on whole group instruction. Observers noted evidence such as:

“Whole class sitting on rug for lesson. Table and chairs arranged in rows, facing the front of the classroom.” – Elementary school classroom

“Teacher does majority of talking and elaboration. Students sitting in rows facing the front of the room.” – Middle school classroom

“Students sitting in small groups, but whole class instruction.” – Middle school classroom

“Students asked to complete task in groups. Each student is completing his/her own worksheet. No conversation between students. Teacher checking grade book in front of room.” – High school classroom

During year three observations, there was evidence of increased attempts to provide opportunities for varied groupings across K-12th grade classrooms, with a clearer purpose for tasks and routines for collaboration. The use of equity sticks and increased partner talk structures was noted. In some cases, it was evident that the groupings were homogeneous and were structured for focused instruction by ability grouping. In fact, teacher interviews revealed a common pattern in teacher responses indicating that the majority of teachers assigned groups and structured small group instruction according to ability grouping (high, middle, and low). This was evidenced by the many notations of small, homogeneous groups observed, especially at the elementary level where instruction was occurring using three-group rotations based on high, middle, and low designations. When discussing how grouping of students is handled in classrooms, some teachers acknowledged that the lack of varied grouping was of concern to them.

“I try to change the names of the groups, but students know who is in the low group and who is in the high group.” – Elementary school teacher

Other teachers expressed concern over creating heterogeneous groupings making comments such as:

“I am concerned that if I continue to pair high and low together the high are not achieving because they are helping and not progressing. I now group the high with the high and they challenge each other and think better. With the low, I help them. I can monitor.” – Middle school teacher

“I have tried many things. For lower level EL students, I try to pair them up with someone who knows both languages and has higher fluency so they don’t tune out. Most times this works, but sometimes I see the difficulty in motivation to speak. Peers end up translating.” – High school teacher

A few teachers mentioned language grouping and personality and social traits as factors for establishing either homogeneous or heterogeneous groups. Even fewer teachers stated that they provide opportunities for students to self-select groups. Many teachers expressed consternation over utilizing cooperative grouping strategies in their classroom.

“In terms of cooperative groups, I have a long way to go.” – Elementary school teacher

“We don’t do a lot of group things because there is so much direct teaching to be done.”
– Middle school teacher

“With this class I found that they don’t work well in groups. I need to figure out whether they need more of that. I haven’t figured out how to best do it. I find that they are not mature enough to do this. I need to build in the culture where they are responsible and working. I’m not sure how to do this yet.” – High school teacher

A few teachers reported receiving focused training on cooperative grouping and maintaining a focus on promoting this grouping in their classroom. Anecdotal notes taken during Year 3 captured evidence of practices such as establishing cooperative structures that allowed for self-monitoring and accountability through accountability charts and designated roles within the cooperative groups. One teacher voice exemplified the power of cooperative learning in establishing student autonomy and promoting student advocacy. This high school teacher stated:

“I sometimes put them in different [assigned] groups, but very rarely. I give them the respect to sit with whom they want. I ask for the respect back so that they are productive and accountable for their work. I facilitate and make sure they are working. This has been successful in cooperative grouping.”

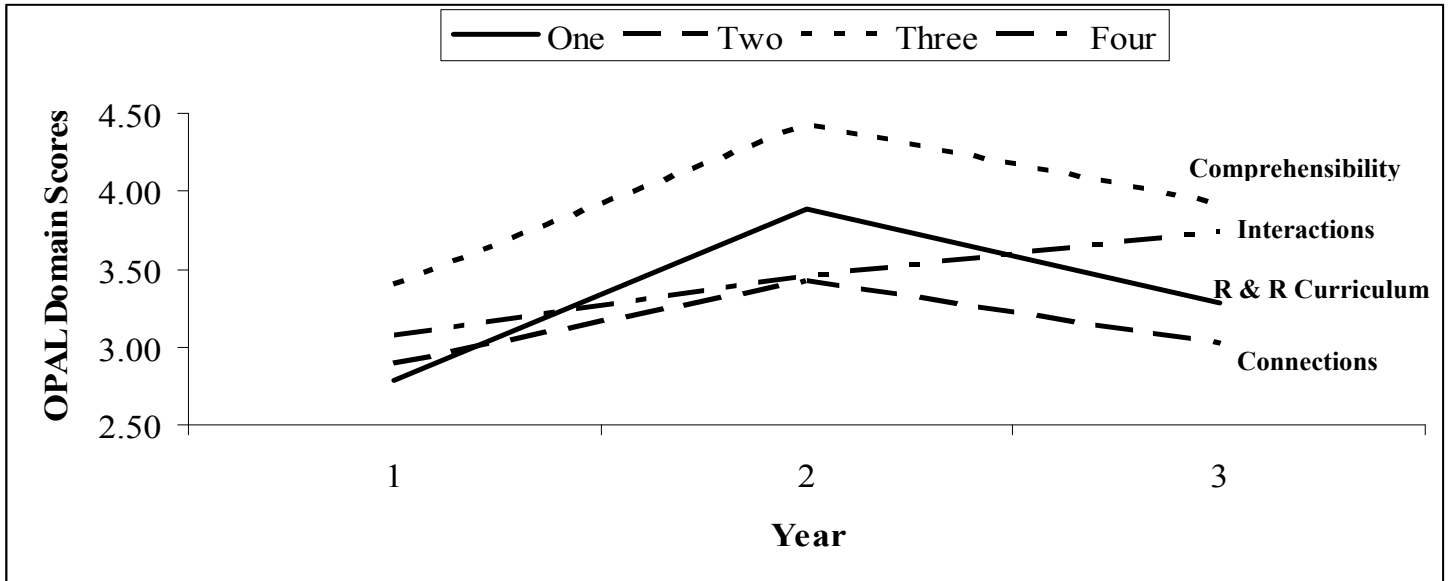
- **Summary of Qualitative Findings**

The analyses of teacher interviews and OPAL anecdotal records served to expand on results reported in our quantitative data section. Overall, classroom observations revealed an over-reliance on restrictive curriculum which in turn resulted in a limited use of supplemental materials that are culturally relevant and engaging for students. The most observed method of instruction was teacher directed, with few opportunities for meaning, purposeful learning with varied interactions that allow students to process, internalize, and solidify concepts and skills. Finally, we observed an increase in targeted efforts to promote comprehensible input and output for maximum student learning; however, these were not often coupled with extensive opportunities for problem solving and critical thinking.

OPAL Mean Ratings by Grade Spans

- **Grades K-5:** An analysis of OPAL mean ratings for grade level span subgroups was conducted in response to requests from PROMISE leadership, advisory groups, and school site teams. Figure 4.2 presents a line graph of results for 138, K-5 classrooms observed during the three-year period.

Figure 4.2. Line Graph of OPAL Domain Scores across Years 1 through 3. K – 5 Grades Only (n = 138)



Domain Names: One = Rigorous & Relevant Curriculum; Two = Connections; Three = Comprehensibility; Four = Interactions.

Mean scores for this subgroup ranged from 2.79 – 4.43. An analysis of scores for the K-5 subgroup, across all three academic years shows that there is some sustainability in practices observed in grades K-5. Mean scores increased, or maintained, from Year 1 to Year 3 for all domains except *Connections*. The *Interactions* domain shows a steady increase in scores across years for this subgroup. Scores in this subgroup showed a more moderate effect across time, with eta coefficients reported in Table 4.12.

Table 4.12: Effect Size and Significance, K-5 Subgroup

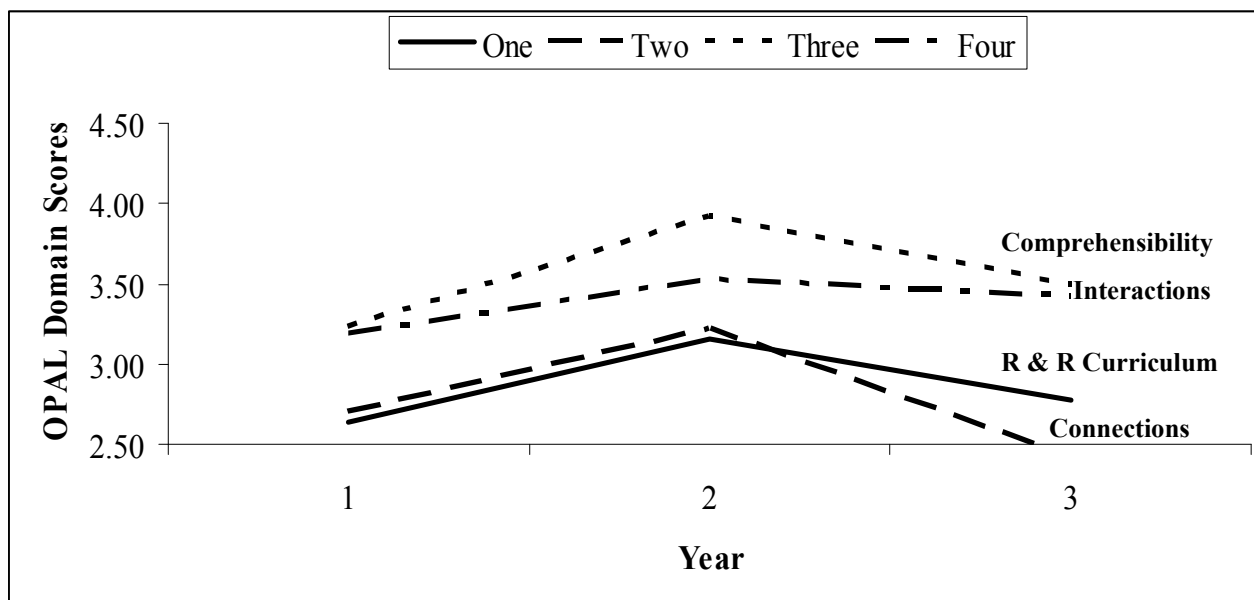
Domain	eta	Sig.
Rigorous and Relevant Curriculum	.37	.001
Connections	.21	.05
Comprehensibility	.33	.001
Interactions	.23	.03

Note. Interpretation of eta coefficients: small effect (.10), moderate effect (.30), and large effect (.50)

Effect size was higher for *Rigorous and Relevant Curriculum and Comprehensibility*, with statistical significance at the $p = .001$ level for both domains. However, effect size for *Connections* and *Interactions* was slightly below moderate. These results indicate that **overall a moderate effect** on program implementation in the K-5 grade spans can be reported.

• **Grades 6-8:** Figure 4.3 presents a line graph of results for 106, 6-8 grade classrooms observed during the three-year period. Mean scores for this subgroup range from 2.41 – 3.92. An analysis of scores for the 6-8 subgroup, across all three academic years shows that there is some sustainability in practices observed in grades 6-8 in only two domains. Mean scores increased, or maintained, from Year 1 to Year 3 for *Comprehensibility* and *Interactions*. The *Interactions* domain shows a slight increase in scores across years for this subgroup.

Figure 4.3. Line Graph of OPAL Domain Scores across Years 1 - 3. Grades 6 – 8 Only (n = 106)



Domain Names: One = Rigorous & Relevant Curriculum; Two = Connections; Three = Comprehensibility; Four = Interactions. Scores in this subgroup showed a moderate effect across time for Connections, with eta coefficients reported in Table 4.13.

Table 4.13: Effect Size and Significance, 6-8 Subgroup

Domain	eta	Sig.
Rigorous and Relevant Curriculum	.23	.06
Connections	.31	.005
Comprehensibility	.25	.04
Interactions	.13	.43

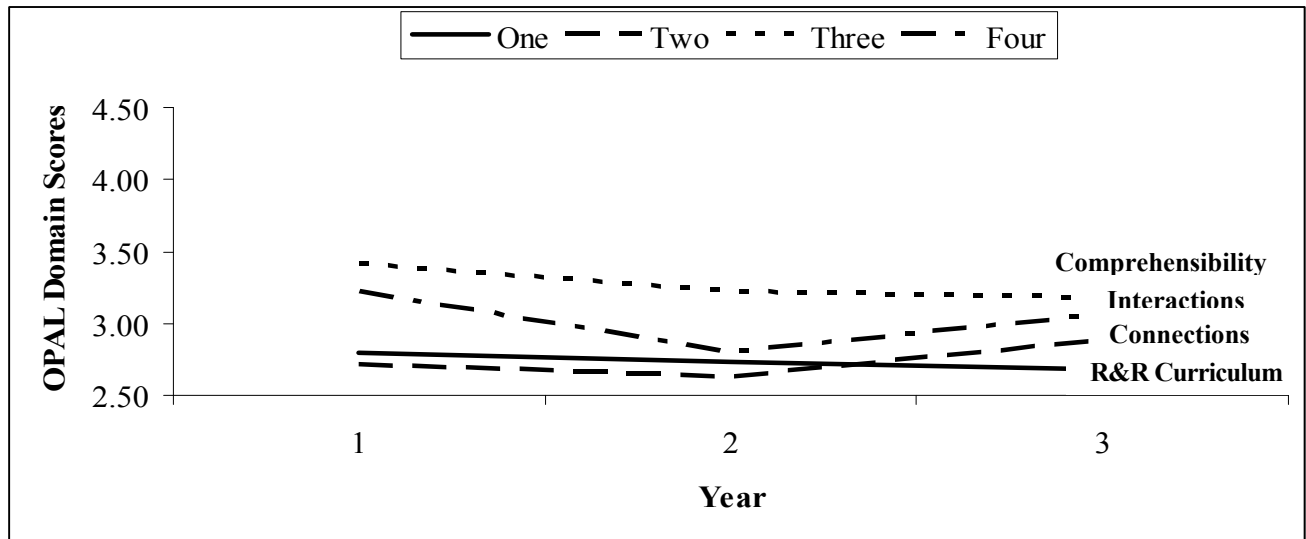
Note. Interpretation of eta coefficients: small effect (.10), moderate effect (.30), and large effect (.50)

Effect size was in the moderate range for *Connections*, with statistical significance below the p=.001 level for all domains but a practical significance level of p=.10 for *Rigorous and Relevant Curriculum, Connections, and Comprehensibility*. However, effect size for *Rigorous*

and Relevant Curriculum, Comprehensibility, and Interactions was slightly below moderate. These results indicate that an overall **small to moderate effect** on program implementation in the 6-8 grade spans can be reported.

• **Grades 9-12:** Figure 4.3 presents a line graph of results for 137, 9-12 grade classrooms observed during the three-year period. Mean scores for this subgroup range from 2.63 – 3.41. An analysis of scores for the 9-12 subgroup, across all three academic years shows that there is no significant change in observed practices over time. Mean scores from Year 1 to Year 3 increased slightly for *Interactions and Connections*. *Comprehensibility and Rigorous and Relevant Curriculum* decreased (see Fig. 4.4).

Figure 4.4. Line Graph of OPAL Domain Scores across Years 1 - 3. Grades 9 – 12 Only
(n = 137)



Domain Names: One = Rigorous & Relevant Curriculum; Two = Connections; Three = Comprehensibility; Four = Interactions. Scores in this subgroup showed a minimal to small effect size for all domains, with eta coefficients reported in Table 4.14.

Table 4.14: Effect Size and Significance – 9-12 Subgroup

Domain	eta	Sig.
Rigorous and Relevant Curriculum	.05	.88
Connections	.09	.56
Comprehensibility	.08	.65
Interactions	.16	.16

Note. Interpretation of eta coefficients: small effect (.10), moderate effect (.30), and large effect (.50)

Effect size was in the minimal to small range for *all domains*, with statistical significance below the p = .001 level for all domains and below the practical significance level of p = .10 for

all domains. These results indicate that an overall **minimal to small effect** on program implementation in the 9-12 grade spans can be reported.

OPAL Mean Ratings by Program Type

Table 4.15 provides a list of mean scores and standard deviations for OPAL ratings by program type. Program type is defined as the Instructional Services/Settings outlined by the State of California. A thorough explanation of these is provided in Chapter 3 of this monograph. This table presents results on the observed programs types. These include Structured English Immersion and English Mainstream, combined here because they both included instruction primarily in English. The second category is comprised of Transitional Bilingual Education Programs and Dual Language. These are grouped together because both provide direct primary language support and instruction in content areas. These data were only available for elementary grades because few middle and high schools implemented TBE and Dual Language programs. Additionally, verification of program types was seldom available in the middle and high school settings.

Table 4.15: OPAL, Year 1, Year 2, and Year 3, Mean and Standard Deviation Ratings by Program Type

OPAL DOMAINS	BY PROGRAM TYPE (available for Elementary grades only)	
	SEI/Mainstream Y1 <i>n</i> =7 Y2 <i>n</i> =21 Y3 <i>n</i> =23 M (SD)	TBE/Dual Language Y1 <i>n</i> =14 Y2 <i>n</i> =38 Y3 <i>n</i> =41 M (SD)
Rigorous & Relevant Curriculum	Y1 2.15 (0.61) Y2 3.23 (0.86) Y3 2.50 (0.64)	Y1 3.14 (0.61) Y2 4.28 (1.03) Y3 3.64 (0.89)
Connections	Y1 3.10 (1.25) Y2 3.03 (0.95) Y3 2.81 (0.82)	Y1 2.80 (0.77) Y2 3.64 (1.22) Y3 3.05 (1.07)
Comprehensibility	Y1 3.17 (1.42) Y2 4.20 (1.26) Y3 3.72 (0.83)	Y1 3.51 (0.87) Y2 4.55 (1.16) Y3 4.04 (0.94)
Interactions	Y1 3.29 (0.71) Y2 3.36 (1.14) Y3 3.71 (0.95)	Y1 2.96 (1.00) Y2 3.51 (1.04) Y3 3.79 (0.98)
Overall OPAL (Four domains)	Y1 2.85 (0.83) Y2 3.49 (0.86) Y3 3.16 (0.62)	Y1 3.15 (0.64) Y2 4.08 (0.93) Y3 3.69 (0.84)

A further analysis of these data is presented in Table 4.16, showing scores by program type for the combined sample population from Years 1 through 3. This analysis was performed because the year-to-year sample size was too small to make statistical conclusions about the results. Table 4.13 indicated that mean scores for the combined groups ranged from 2.75 – 4.17. There is a **noticeable and significant difference** in scores between groups for Domain One: **Rigorous and Relevant Curriculum** (Sig. = .001), with a moderate to large effect reported (eta = .48). Although mean scores are slightly higher for **Connections, Comprehensibility, and Interactions**, no statistical significant differences were found.

A possible explanation for the significant difference in the area of Rigorous and Relevant Curriculum may be attributed to results extrapolated from our qualitative data. Specifically, an examination of the anecdotal notes recorded in Dual Language (DL) and Transitional Bilingual Education (TBE) classrooms revealed that there were many more opportunities for students to access themes and concepts in the curriculum than in the Structured English Immersion (SEI) classrooms. Also, notes from TBE and DL classrooms indicate that higher level questions were posed, and students were encouraged to apply critical thinking skills more frequently than in the Structured English Immersion program settings. Furthermore, our anecdotal notes revealed that there were more supplemental resources available in Spanish in DL and TBE classroom. Examples of these include bilingual dictionaries, classroom libraries with grade-level appropriate books in Spanish, “big books” for shared reading, and teacher created materials.

Table 4.16: Comparison of OPAL Domain Scores Based on Program. All Three Years Combined (N = 144)

Program	n		R & R Curriculum	Connections	Comprehensibility	Interactions	Overall OPAL Score
Mainstream/SEI	51	<i>M</i>	2.75	2.94	3.84	3.50	3.25
		<i>SD</i>	0.83	0.92	1.14	1.00	0.78
TBE/DL	93	<i>M</i>	3.83	3.25	4.17	3.55	3.77
		<i>SD</i>	1.00	1.14	1.08	1.03	0.90
Total	144	<i>M</i>	3.45	3.14	4.06	3.53	3.58
		<i>SD</i>	1.07	1.07	1.11	1.02	0.89
Program Comparisons		Sig.	.001	.10	.09	.80	.001
		eta	.48	.14	.14	.02	.28

Note: Interpretation of eta coefficients: small effect (.10), moderate effect (.30), and large effect (.50)

OPAL Mean Ratings by Matched Scores

Teacher cohorts were identified and followed over the course of the three years for repeated observations. In some cases, identified teachers left their respective school sites, and we were unable to obtain repeated observations in subsequent years. In other cases, teachers in this cohort were absent or on field trips on the day of observation, despite the fact that observation schedules were sent to school sites at least one week in advance. For this reason our matched score sample populations are relatively small across the years. However, based on requests from PROMISE leadership, advisory groups, and school teams, we analyzed and report on data for participant cohorts observed during Year 1 and Year 2 (Table 4.17), Year 1, 2, and 3 (Table 4.18), and Year 2 and Year 3 (4.19).

Table 4.17: OPAL, Year 1, Year 2 Subgroup, Mean and Standard Deviation Ratings for MATCHED SCORES

	Year 1 K-12 n=45 M (SD)	Year 2 K-12 n=45 M (SD)
Rigorous & Relevant Curriculum	2.70 (0.87)	3.46 (0.98)
Connections	2.71 (1.05)	3.11 (0.99)
Comprehensibility	3.28 (1.00)	3.92 (1.11)
Interactions	3.00 (1.04)	3.43 (0.98)

***Scores matched for a cohort of teachers who were observed in Year 1 and Year 2. Table 4.13 shows the comparison of scores for Year 1 versus Year 2 for this cohort. Table 4.9 shows the total number of observations per year.**

For Table 4.17, we recommend caution in interpreting scores because of the smallness of sample size. It can be noted that there was a significant increase in scores in the area of ***Rigorous and Relevant Curriculum*** ($p = .001$), with a standardized mean effect size (*Cohen's d statistic*) calculated at .57 for this domain. This falls in the **small to moderate** effect range. Although not statistically significant at the $p=.001$ level, the effect size for ***Connections, Comprehensibility, and Interactions*** was reported with a *Cohen's d statistic* of .26, .43, and .48, respectively. All show **small to moderate effect** in program implementation for this cohort.

Table 4.18 presents the subgroup that participated in repeated observations for all three years of the project. We also recommend caution in interpreting these results due to the low number of participants. Some general observations that can be made based on these data are that there was a significant gain ($p = .001$) in the area of ***Rigorous and Relevant Curriculum*** between Year 1 and Year 2, with a drop in mean rating for Year 3. Effective size for this domain was calculated as *Cohen's d* = .44, indicative of a **moderate to large effect**. In the area of ***Connections, Comprehensibility, Interactions***, there was no statistically significant change over time for this sample population. Effect size was **trivial to small** for these domains.

Table 4.18: OPAL, Year 1, Year 2 and Year 3 Subgroup, Mean and Standard Deviation Ratings for MATCHED SCORES*

	Year 1 K-12 <i>n</i> =33 M (SD)	Year 2 K-12 <i>n</i> =33 M (SD)	Year 3 K-12 <i>n</i> =33 M (SD)
Rigorous & Relevant Curriculum	2.69 (0.78)	3.43 (0.96)	2.96 (0.87)
Connections	2.77 (1.01)	3.12 (0.99)	2.81 (0.94)
Comprehensibility	3.36 (0.97)	3.98 (1.10)	3.61 (0.95)
Interactions	3.07 (1.02)	3.40 (1.03)	3.32 (0.91)

*Scores matched for a cohort of teachers observed in Year 1 and Year 2 and Year 3. Table 4.13 shows the comparison of scores for Year 1 versus Year 2 versus Year 3 for this cohort. Table 4.9 shows the total number of observations per year.

Table 4.19 shows a comparison of scores for repeated observations occurring during Year 2 and Year 3 of the study. A total of 95 teachers are included in this sample population. Data reported in this table show this cohort of teachers sustained scores across Years 2 and 3, as a group. The range in scores was from 2.81 to 3.81, with a standard deviation in scores ranging from .85 – 1.29. Effect sizes for this population are **trivial to small**.

Table 4.19: Comparisons of Matched Teacher Year 2 and Year 3 OPAL Domain Scores. All Grades Combined (n = 97)

OPAL Domain	Year	M	SD	Cohen’s <i>d</i>	t	p
Rigorous & Relevant				.19	2.27	.03
	Year 2	3.26	1.12			
	Year 3	2.99	0.93			
Connections				.15	1.57	.12
	Year 2	3.05	1.19			
	Year 3	2.81	1.09			
Comprehensibility				.13	1.45	.15
	Year 2	3.81	1.29			
	Year 3	3.59	0.99			
Interactions				.20	2.23	.03
	Year 2	3.15	1.13			
	Year 3	3.45	1.00			
OPAL Overall Score				.09	1.05	.30
	Year 2	3.35	1.03			
	Year 3	3.23	0.85			

Note. Interpretation of Cohen’s *d* statistic: small effect (.20), moderate effect (.60), and large effect (1.20).

Implications for Teacher Professional Development

Data reported in the previous section give quantitative and qualitative perspectives on what research-based strategies and techniques were applied in classrooms during the three-year implementation of the PROMISE Initiative, as measured by the Observation Protocol for Academic Literacies (OPAL). The second research question posed as part of the classroom impact study was about the teachers' perceived effectiveness of on-going professional development efforts and their stated needs for continued professional development in the area of working with English Learners.

Interviews conducted during Years 1 and 2 of the Initiative (N = 106), provided opportunities for researchers to ask teachers about perceived needs for professional development. Tables 4.20 and 4.21 provide a synthesis of the analyses of findings from these years. As requested by PROMISE leadership, advisory groups, county offices, and school teams, these results are presented by participating counties.

Table 4.20: Teachers' Self-reported Needs for Continued Professional Development, By County, Year 1

San Bernardino County	<ul style="list-style-type: none"> ▪ Collaboration with peers at grade level and in content area ▪ Less repetition of things that we have already covered ▪ Individualized planning for some of us that have proficiencies in different areas ▪ Techniques for writing and improving student writing ▪ More GLAD training, more follow up
Los Angeles County	<ul style="list-style-type: none"> ▪ Statistical information ▪ Interactive things ▪ SDAIE training ▪ How to reach out to students and their family ▪ Need is a college course with only Dual Language teachers ▪ Academic subject matter training
San Diego County	<ul style="list-style-type: none"> ▪ More about language acquisition ▪ Research-based techniques that I can implement in my classroom, especially for my EL, Sheltered classes ▪ More information on strategies for grouping and how I can best use my groups ▪ More access to computers and training ▪ More PD on critical thinking and how to get students more engaged in critical thinking ▪ More literature or other materials/resources that is representative of their cultures

Riverside County	<ul style="list-style-type: none"> ▪ Need PD in Spanish; I have had both reading trainings but still need additional targeted support for differentiation of instruction and collaboration with other colleagues. I would like grade-alike sessions ▪ Have teachers become more involved in drawing in the community and engaging beyond the school day ▪ GLAD training needed ▪ Grade-alike planning ▪ More CLAD training for meeting the needs of English Learners ▪ Too much PD – don’t need anymore. Would like to just be able to teach
Orange County	<ul style="list-style-type: none"> ▪ Meet with other English teachers ▪ Need professional development to know what the needs of all ELs are ▪ Need to know how to structure career training for kids ▪ Don’t need any more PD in that way; Need support from parents – parents of kids that aren’t getting schoolwork done. We’re dealing with families that don’t value education and don’t speak English themselves. These English Learners are the ones that are bringing my class down. ▪ Need videos in Spanish ▪ Don’t like going to conferences and universities
Ventura County	<ul style="list-style-type: none"> ▪ More GLAD ▪ Visitations to other schools ▪ Working with parents ▪ Use of Spanish in content areas ▪ More technology ▪ More training in PROMISE

Table 4.21: Teachers’ Self-reported Needs for Continued Professional Development, By County, Year 2

San Bernardino County	<ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Reading & writing for two-way program ▪ How to work with African American and Chicano students ▪ Dual Language and cross-grade level articulation ▪ GLAD training ▪ Strategies for struggling readers
Los Angeles County	<ul style="list-style-type: none"> ▪ Project GLAD training ▪ In-depth classroom demonstrations, and debrief ▪ Parent involvement ▪ Use of L1 to support ELs ▪ Practical strategies for ELs ▪ Revisit core material trainings (e.g. OCR) with a lens on ELs ▪ Vocabulary development ▪ Promoting higher level thinking ▪ Scaffold content, maintain rigor ▪ Assessment and differentiated instruction for ELs ▪ Curriculum for long-term ELs ▪ Issues of engagement and motivation ▪ Use of technology

San Diego County	<ul style="list-style-type: none"> ▪ Advanced training on SDAIE strategies ▪ Differentiated instruction ▪ Brief videos – exemplary bilingual instruction ▪ SIOP ▪ Classroom visits with coaching ▪ Parent engagement ▪ Supporting EL students in reading AND content areas (social studies, science, math) ▪ Technology, update and train ▪ Articulation of program design at our school sand at our feeder schools ▪ Cross-curricular sharing and planning
Riverside County	<ul style="list-style-type: none"> ▪ SDAIE strategies (specific to content area – social studies, science, math) ▪ Cooperative learning in secondary classroom ▪ Intervention for ELs ▪ Management for differentiated instruction ▪ Articulation of program design/clear direction for type of bilingual program ▪ Differentiated instruction ▪ GLAD training
Orange County	<ul style="list-style-type: none"> ▪ Technological support – incorporate into instruction ▪ Spanish for Native Speakers – how to reach and motivate ▪ Lesson study and planning ▪ Match between differentiated instruction & assessment ▪ Observing students and teachers in other classes ▪ Writing for two-way program
Ventura County	<ul style="list-style-type: none"> ▪ Strategies for working with ELs ▪ Articulation of program ▪ SDAIE and content area ▪ Writing ▪ Technology ▪ Parent involvement

As reported in Chapter 2, county and district offices used this synthesis to refine, build on, and strategically plan professional development activities for PROMISE Initiative schools during each subsequent year.

As a summative prompt, we posed the following question during Year 3 of our teacher interviews (N = 71). *For the past three years your school has been a part of the PROMISE Initiative. Reflect on your experience during this time. What professional development has most impacted your teaching practices with English Learners?* Responses were analyzed and coded and similar themes found from Year 1 and Year 2 interview data emerged from the Year 3 data set. Teachers reported opportunities for professional development under two main themes, as delineated in Table 4.22.

Table 4.22: Professional Development that Most Impacted Teaching ELs during PROMISE Initiative

Theme	Sample Professional Development Efforts <i>(Presented in order, from most mentions to least)</i>
LANGUAGE DEVELOPMENT STRATEGIES AND SUPPORT	Project GLAD (English and Spanish)
	Vocabulary Instruction (three tiers, word walls, academic language, front loading)
	WRITE Institute/ASPIRE (English and Spanish)
	Systematic ELD (English Language Development)
	Thinking Maps
	Step Up to Writing
	Reciprocal Teaching
	SDAIE Institutes
	CLAD Program
COLLEAGUE COLLABORATION	Peer observations (including videos)
	PLCs/Planning
	SDAIE Strategy of the Month
	PROMISE Conferences
	PROMISE Facilitators (coaching, materials, demonstration lessons)

Some teachers provided reflective comments about their own professional development journey and how it intersected with the PROMISE Initiative. They recognized the possibilities of focused professional development, but also requested more support and focus in the effort.

“We’ve been introduced to various professional development sessions. It shouldn’t be just for English Learners. We also differentiate across the curriculum, across grade levels and with common assessments.” – Middle school teacher

“I don’t think I’m an expert in teaching English Learners. I think the teacher workshops are helpful. I don’t agree with everything they portrayed, but I am willing to learn and would like more help in my teaching.” – High school teacher

“We have applied only a few of the strategies, but I see a big difference from last year to this year. We should continue the focus.” – Elementary school teacher

“I felt as if my lens was out of focus. I could see things that I had never noticed before. I saw inequity in the system that I possibly was aware of, but hadn’t realized... With this PD (professional development), I suddenly realized that these are different techniques and they may be appropriate in a regular class, but if you use them in the right way you can move students very quickly so that the playing field is leveled.” – High school teacher

Many teachers also expressed remiss at not having sufficient time and resources to sustain the professional development effort during the course of the three years. They stated that they did not have enough time during the day to think about how to differentiate instruction for students and that often times they were “***overwhelmed with the day to day work to think about these strategies.***” Almost all teachers welcomed the opportunity for professional growth and readily identified additional professional development programs/efforts targeting teaching and learning for ELs.

In some cases teachers’ requests were aligned with the needs recorded during the OPAL observations. For example, many teachers identified the need for guidance and professional development in the area of student grouping to promote more varied and positive classroom interactions. Several teachers also named specific training programs such as Project GLAD, Project WRITE, Step Up to Writing, Systematic ELD, and others that provide a structure and guidance for promoting comprehensibility through instructional scaffolds, targeted vocabulary instruction, and formulaic oral and written processes. As such, these needs were attended to, particularly in the elementary schools and some growth in OPAL scores and qualitative measures were observed in classroom practices.

Our research revealed that many teachers’ perceived needs for professional growth were not reflective of the research-based elements for effective programs for ELs, as measured by the OPAL. These include emphasizing and promoting problem solving and critical thinking and strategic and purposeful use of students’ primary language and systematic attention to transference of skills. Other areas not mentioned by teachers were techniques for establishing and maintaining high expectations, with an emphasis on access and equity to a rigorous and relevant curriculum. Furthermore, no teachers expressed a need to participate in professional development that provides strategies for bridging connections for students in order to ***transform*** their daily realities and make learning more relevant and meaningful. These research-based elements are critical to the implementation of the PROMISE Core Principles focused on Empowering Pedagogy, Challenging and Relevant Curriculum, and Affirming Learning Environments. Without attending to them, we can not effectively retool our teachers to utilize and implement practices that positively affect the school-wide culture for teaching and learning.

Overall, quantitative data from the OPAL observations reveal low to middle-range ratings across the domains, particularly in the area of addressing rigorous and relevant curriculum through meaningful interactions. This has important implications for the research on teacher professional development as well as for the PROMISE Initiative schools, as second language acquisition research points to the importance of meaningful dialogue, communication, and interactions to support academic literacies (*Swain, 1986; Wong Fillmore & Snow, 2005*). Findings around teachers’ perceptions about planning and delivery of curriculum reveal that teachers, especially at the elementary and middle school levels are challenged by many of the “pacing plans” that are part of the curriculum delivery in many low performing schools. At the secondary level, pacing plans are not as rigorously enforced; however the idea of content focus

versus learning focus has been documented by research on secondary instruction of ELs. (Walqui 2001, Ruiz-de-Velasco & Fix, 2000). Qualitative data sources generated from evidence-based anecdotal records and teacher interviews corroborate quantitative findings and provide perspectives on classroom instruction for English Learners.

Interview data analyses also indicate that most teachers felt that they need additional professional development on EL instruction. Interestingly, these same teachers were able to identify specific training efforts such as Project GLAD (Guided Language Acquisition Design) training, Professional Learning Communities (PLCs), California Mathematics Council, English Language Development (ELD) Program Training; however, when asked how these trainings had specifically impacted their instruction, some were unable to specify classroom application and strategies. In fact, many of these same professional development sessions were identified as perceived needs for continued growth for working with ELs. Additionally, teachers asked for more opportunities for focused collaboration with peers, differentiated professional development for teachers, content-specific training with an emphasis on language development, and learning about classroom-based language assessments that support varied grouping strategies and differentiated instruction for ELs. Secondary content area teachers who had recently participated in ELD training indicated a better understanding of addressing EL needs, but also indicated that they needed more. Other themes include an optimistic sense of the PROMISE reform effort, beyond the end of the initiative, as it may support their professional development. There was also recognition that the initiative emphasizes an additive approach to working with ELs, valuing “*culture and everything that comes with it.*” Many teachers saw their involvement in the initiative as a unique opportunity to collaborate with peers and create structures for learning about and addressing ELs’ needs.

Implications for the Education of English Learners

As a result of data analyses derived from PROMISE classroom observations, teacher interviews, and anecdotal notes, implications emerged in three areas: 1) Systemic Reform and Program Design; 2) Curriculum and Instruction; and 3) Integrating Student and Community Engagement into Instructional Practices. Specific recommendations in each of these areas, including implications for teacher professional development, are presented here.

• Systemic Reform and Program Design

Establish process for systemic reflection of structures so as to define purpose for teaching and learning (empowerment v. disempowerment):

School systems and school leaders must work collaboratively to clearly define their vision for teaching and learning, particularly for ethnically and linguistically diverse student populations. A research-based reform initiative such as PROMISE centers around creating infrastructures that bolster instruction for English Learners through defining and creating school systems that promote access and equity for all students. This can only be achieved

if professional development and teacher support systems are established to insure the provision of challenging and relevant curriculum and the delivery of instructional practices that empower students and have a positive impact on the education of English learners.

Clearly define and articulate program design and course progression within and between schools

(i.e. transitional bilingual, dual language, structured-English Immersion, etc.): County, district and school leadership must develop teams of knowledgeable support personnel to define and articulate research-based, effective programs for English learners. Consistency in delivery of instruction is most effective when there are coordinated efforts within and across school sites.

• **Curriculum and Instruction**

Examine curriculum (core materials) to determine relevancy and effectiveness, particularly for English learners: School site leaders and professional learning communities have the potential to establish consistent routines and structures to critically examine core materials with the English learner in mind. Decisions about how to effectively use core materials for developing content *and* language, as well as when and how to integrate supplemental materials in primary language *and* second language, are critical for providing all students access to high quality instructional resources that can support their learning.

Increase awareness of grade-level standard progression so as to maintain high expectations and avoid repetition of content: Teacher professional development must include in-depth opportunities for educators to continue to build an understanding of students' linguistic, academic and developmental needs. Knowledge of content and language standards within and across grade levels, as well as cross-curricular connections is necessary to increase opportunities for students to deepen knowledge, rather than repeat content from previous grades.

Use scaffolding strategies as rehearsals for oral and written language output: English Learners who have a higher level of academic language development perform better on literacy tasks in all content areas. Instruction that promotes the development of academic language across the curriculum must include opportunities for multiple oral and written language rehearsals.

Provide opportunities for reflective teaching and guided teacher collaboration with an emphasis on English Learners: Reflective teaching should be a core component of professional development programs given that it provides a structure for professional learning communities to refine teaching by learning about research-based practices, applying specified strategies, observing and reflecting on the results of this application, and

making strategic changes to classroom practice based on the needs of all students. In a high quality professional development program, school and district leaders are important members of this community of learners. They must take on an active role in facilitating and guiding teacher collaboration to ensure that critical conversations about English learners are an integral part of all professional development efforts.

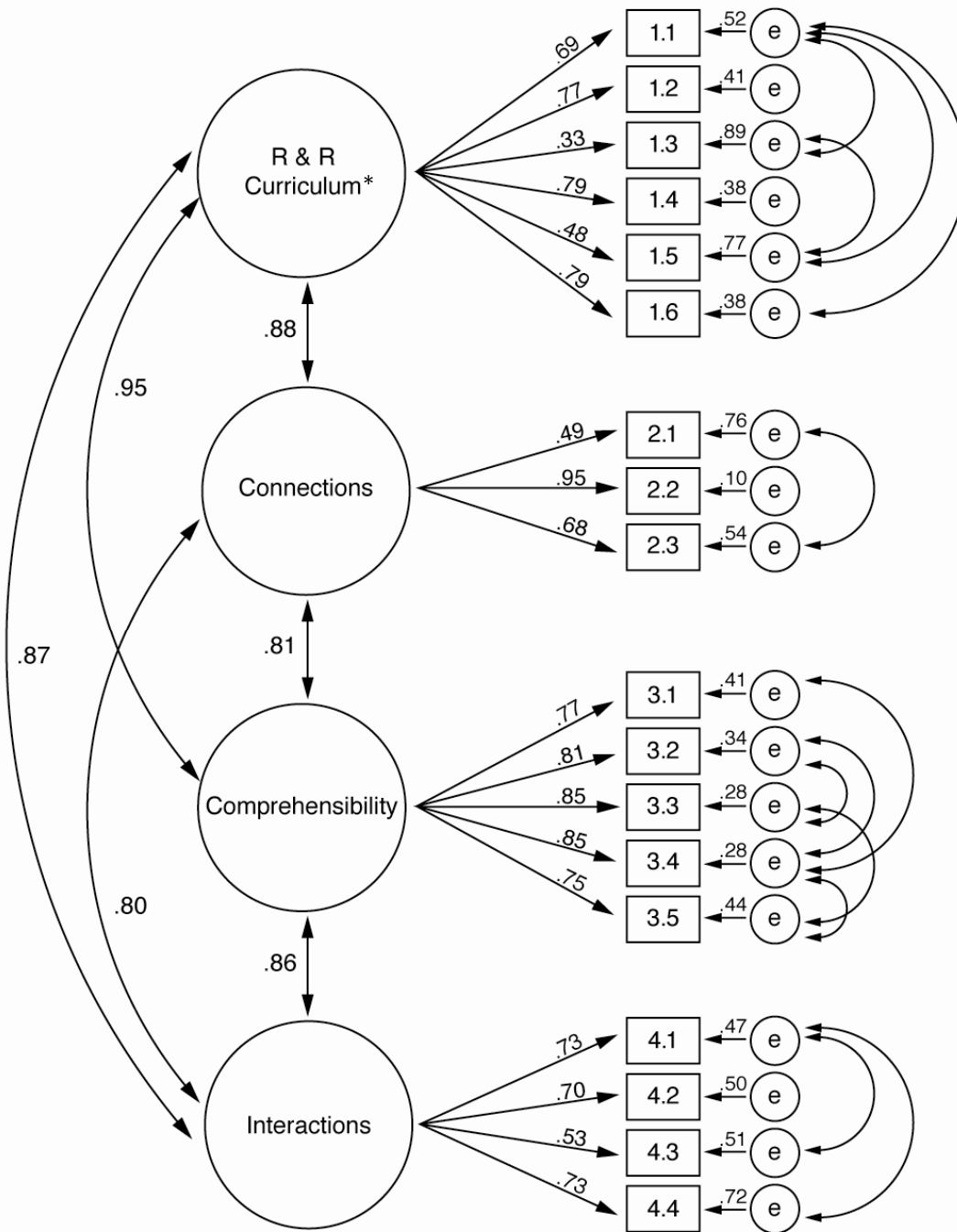
• **Integrating Student and Community Engagement into Instructional Practices**

Identify student and community “funds of knowledge” to build on and make connections to instructional concepts: A Funds of Knowledge approach (Moll, 2005) views diverse students’ lives, homes and communities as essential pedagogical resources from which educators can draw. An affirmation of these resources results in an additive perspective to working with diverse populations and serves a vehicle for scaffolding instruction and promoting the use of challenging and relevant curriculum.

Provide opportunities for students to apply concepts and skills as they relate to conditions in their community: Student motivation and engagement are cited as critical aspects of all learning contexts. Educators must collectively examine and make decisions about adapting and expanding lessons outlined in core materials to insure that students have opportunities to apply concepts and skills as they relate to conditions in their community.

This study documented changes in classroom practices over the three-year PROMISE Initiative pilot study. It is important for advancing the work in this field in several ways; first, it has the potential to add to the knowledge base on teacher expertise for English Learners through understanding from teachers’ points of views. Secondly, the OPAL, as a research-based tool for measuring instruction of ELs, can be used to document and reinforce teachers’ practices. Finally, data and information from this type of reform effort are useful for creating professional development curriculum for teachers of ELs that is rigorous, culturally and linguistically relevant and that provides opportunities for students to be more engaged, and therefore more academically successful.

APPENDIX A:
Figure 1. OPAL Model



* Rigorous & Relevant Curriculum

APPENDIX B: Coding Sheet

Category	Code Range	Description
County ID	Code	Description
20000 +	20000 - 70000	Internal county identification number. Increases by 10000.
District ID	Code	Description
22000 +	22000 – 77000	Internal district identification number. Increases by 1000.
School ID	Code	Description
22100 +	22100 - 77300	Internal school identification number. Increases by 100.
Teacher ID	Code	Description
22101 +	22101 - 77305	Internal teacher identification number. Increases by 1
LMU Student SID	Code	Description
1 +	1 - 1800	Internal student identification number. Increases by 1
School/District Student ID	Code	Description
	Varies District	provided student ID number.
Student Ethnicity		Description
	1 - 8	1 = American Indian or Alaska Native 2 = Asian 3 = Pacific Islander 4 = Filipino 5 = Hispanic or Latino 6 = African American, not Hispanic (formerly known as Black,not Hispanic) 7 = White, not Hispanic 8 = Multiple or No Response (Lindholm-Leary, 2007)

GRADE LEVELS		
Elementary Grades	Code	Description
Pre-K - 6	1 - 16	1 = Pre-K 2 = Pre-K/K 3 = K 4 = K - 1 5 = K - 1 - 2 6 = 1 7 = 1 - 2 8 = 2 9 = 2 - 3 10 = 3 11 = 3 - 4 12 = 3 - 4 - 5 13 = 4 14 = 4 - 5 15 = 5 16 = 5 - 6
Middle School	Code	Description
6 - 8	17 - 22	17 = 6 18 = 6 - 7 19 = 6 - 7 - 8 20 = 7 21 = 7 - 8 22 = 8
High School	Code	Description
9 - 12	23 - 32	23 = 9 24 = 9 - 10 25 = 9 - 10 - 11 26 = 9 - 10 - 11 - 12 27 = 10 28 = 10 - 11 29 = 10 - 11 - 12 30 = 11 31 = 11 - 12 32 = 12

Instructional Setting	Code	Description
	1 - 8	1 = Mainstream 2 = SEI with support 3 = SEI without support 4 = Transitional Bilingual Instructional Program – Early Exit 5 = Transitional Bilingual Instructional Program – Late Exit 6 = Dual Language 90 / 10 7 = Dual Language 50 /50 8 = Other Two-Way
EL Designation	Code	Description
	1 -4	1 = IFEP 2 = RFEP 3 = LEP 4 = EO
Redesignated	Code	Description
	1 - 12	How many years since redesignation 1 = 1 years 2 = 2 years 3 = 3 years ... 11 = Not provided 12 = Not Applicable
Class Type	Code	Description
OPAL DOMAINS	1 - 9	Note: 1 = Self-contained classroom 2 = Language Arts 3 = Math 4 = Math – Dual Language 5 = Science 6 = Science – Dual Language 7 = Social Studies 8 = Social Studies – Dual language 9 = Foreign Language (Spanish)
Rigorous & Relevant Curriculum	1 – 6	1 - 2 Low 3 - 4 – Medium

Indicators 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	and n/o	5 -6 – High n/o = Not observable in this lesson – use mean imputed procedure in SPSS to calculate
Connections Indicators 2.1, 2.2, 2.3	1 – 6 and n/o	1 - 2 Low 3 - 4 – Medium 5 -6 – High n/o = Not observable in this lesson – use mean imputed procedure in SPSS to calculate
Comprehensibility Indicators 3.1, 3.2, 3.3, 3.4, 3.5	1 – 6 and n/o	1 - 2 Low 3 - 4 – Medium 5 -6 – High n/o = Not observable in this lesson – use mean imputed procedure in SPSS to calculate
Interactions Indicators 4.1, 4.2, 4.3, 4.4	1 – 6 and n/o	1 - 2 Low 3 - 4 – Medium 5 -6 – High n/o = Not observable in this lesson – use mean imputed procedure in SPSS to calculate
OPAL Year Identifiers	a b c	a = a1.1, a1.2, etc = Year ONE Data b = b1.1, b1.2, etc. = Year TWO Data c = c1.1, c1.2, etc. = Year THREE Data

APPENDIX C: OPAL Data Files

	DATA FILES	N	NOTES
YEAR 3			
1	K-12 Data Set, Year 3* [K-12_Final_Data_Set_OPAL_Y3_07_17_09]	158	
2	K-5 Subgroup, Year 3 [K-5_Final_Data_Set_OPAL_Y3_08_24_09]	58	
3	6-8 Subgroup, Year 3 [6_8_Final_Data_Set_OPAL_Y3_08_24_09]	43	<i>Includes 6th grade classes observed in Elementary School setting.</i>
4	9-12 Subgroup, Year 3 [9_12_Final_Data_Set_OPAL_Y3_07_17_09]	57	
5	Mainstream/SEI Subgroup, Year 3 [M_SEI_Final_Data_Set_OPAL_Y3_07_17_09]	23 Run	overall and disaggregated by program type: Group A = Code 1 Group B = Codes 2, 3 <i>Includes all classes in Elementary School setting (K-6)</i>
6	TBE/Dual Language Subgroup, Year 3 [TBE_DL_Final_Data_Set_OPAL_Y3_07_17_09]	41 Run	overall and disaggregated by program type: Group A = Codes 4,5 Group B = Codes 6, 7, 8 <i>Includes all classes in Elementary School setting (K-6)</i>
MATCHED SCORES (YEARS 1,2, AND 3)			
7	Matched Scores, Yrs. 1, 2, and 3 [Matched_Scores_Y1_Y2_Y3_FINAL_OPAL_07_17_09]	33	
8	Matched Scores Yrs. 1,2 [Matched_Scores_Y1_Y2_FINAL_OPAL_07_17_09]	45	
9	Matched Scores, Yrs. 2-3 [Matched_Scores_Y2_Y3_FINAL_OPAL_07_17_09]	97	
10	Matched Scores, Yrs. 1, 3 [Matched_Scores_Y1_Y3_FINAL_OPAL_07_17_09]	35	
YEAR 2			
11	K-12 Data Set, Year 2* [K-12_Final_Data_Set_OPAL_Y2_07_17_09]	145	
12	K-5 Subgroup, Year 2 [K-5_Final_Data_Set_OPAL_Y2_09_17_09]	59	
13	6-8 Subgroup, Year 2 [6_8_Final_Data_Set_OPAL_Y2_09_17_09]	30	<i>Includes 6th grade classes observed in Elementary School setting.</i>

14	9-12 Subgroup, Year 2 [9_12_Final_Data_Set_OPAL_Y2_09_17_09]	56	
15	Mainstream/SEI Subgroup, Year 2 [M_SEI_Final_Data_Set_OPAL_Y2_09_17_09]	21 Run	overall and disaggregated by program type: Group A = Code 1 Group B = Codes 2, 3 <i>Includes all classes in Elementary School setting (K-6)</i>
16	TBE/Dual Language Subgroup, Year 2 [TBE_DL_Final_Data_Set_OPAL_Y2_09_17_09]	38 Run	overall and disaggregated by program type: Group A = Codes 4,5 Group B = Codes 6, 7, 8 <i>Includes all classes in Elementary School setting (K-6)</i>
YEAR 1			
17	K-12 Data Set, Year 1* [K-12_Final_Data_Set_OPAL_Y1_07_17_09]	78	
18	K-5 Subgroup, Year 1 [K-5_Final_Data_Set_OPAL_Y1_09_17_09]	21	
19	6-8 Subgroup, Year 1 [6_8_Final_Data_Set_OPAL_Y1_09_17_09]	33	<i>Includes 6th grade classes observed in Elementary School setting.</i>
20	9-12 Subgroup, Year 1 [9_12_Final_Data_Set_OPAL_Y1_09_17_09]	24	
21	Mainstream/SEI Subgroup, Year 1 [M_SEI_Final_Data_Set_OPAL_Y1_09_17_09]	7 Run	overall and disaggregated by program type: Group A = Code 1 Group B = Codes 2, 3 <i>Includes all classes in Elementary School setting (K-6)</i>
22	TBE/Dual Language Subgroup, Year 1 [TBE_DL_Final_Data_Set_OPAL_Y1_09_17_09]	14 Run	overall and disaggregated by program type: Group A = Codes 4,5 Group B = Codes 6, 7, 8 <i>Includes all classes in Elementary School setting (K-6)</i>

<p><u>OPAL DOMAINS with corresponding Indicators</u> <i>Rigorous & Relevant Curriculum</i> Indicators 1.1, 1.2, 2.3, 1.4, 1.5, 2.5</p> <p><i>Connections</i> Indicators 2.1, 2.2, 2.4</p> <p><i>Comprehensibility</i> Indicators 3.1, 3.2, 3.3, 3.5, 3.6</p> <p><i>Interactions</i> Indicators 4.1, 4.4, 4.5, 4.6</p> <p>* Years coded as follows on spreadsheet: Year 1 = a (e.g. a1.1, a1.2...) Year 2 = b (e.g. b4.1, b4.4...) Year 3 = c (e.g. c3.1, 3.2...)</p>		
<p>See LMU coding sheet for explanation of Teacher Codes, Grade Span Codes, and Program Type (Instructional Setting) Codes.</p>		



CHAPTER 5

**Impacts on Site
Leadership - a mixed
method analysis**

by

Franca Dell'Olio, Ed.D.



PURSUING REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Impacts on Site Leadership

Description and Purpose of the Site Administrator Research

One study within this overall research and evaluation component looked exclusively at the participating school site principals. This specific study was designed to generate an evidence base for powerful and transformative advocacy-oriented leadership for English Learners. Participants included school principals at fifteen sites within the six-county collaborative. The Protocol for Advocacy Oriented Leadership and Administration (PAOLA) is a research-based tool used to assess site principals' perceptions of their current knowledge, skills, expertise, and orientation for advocacy-oriented leadership. This protocol invited participants to quantitatively self-report leadership capacity against indicators aligned with the PROMISE Core Principles (*PROMISE Core Principles, 2006*) and the California Professional Standards for Educational Leaders (*California Professional Standards for Educational Leaders, 2001*) and qualitatively to provide examples of implementation and/or application of stated indicators. Focus group interviews were also conducted. The research questions that framed the investigation for this study are:

- To what extent do principals act upon their current knowledge, skills, and expertise of the PROMISE Core Principles as they relate to providing school leadership for English Language Learner success?
- What are principals' perceptions of current practices for meeting the needs of English learners?
- What additional professional development is needed?

This leadership study was part of a three year pilot study. Survey participants were assured that individual responses would remain confidential and would be reported in summative form. The PAOLA was administered during Years 1 & 2 and focus group/interviews were held during Years 2 & 3. Combined, these data were analyzed and used to identify themes and trends, to monitor changes in site administrator perceptions and practices over time, and to formulate recommendations for future professional development.

Theory in Action

How does leadership affect EL success, and what does good leadership for EL success look like and/or do? Contributions from the work of Cummins (1996), González (1992), and Miramontes, Nadeau, and Commins (1997) reference the inclusion of the following components to educational structures that successfully serve ELs: school context, parent involvement, language development, and assessment. Researchers contend that the extent to which school leaders attend to these components seems to determine the academic success of ELs (*Cummins,*

1996; Feinberg, 1999; González, 1992; Tharp, 1997; Torres-Guzman, Abbate, Brisk, & Minaya-Rowe, 2002; Valverde & Armendariz, 1999). Consistent with Leithwood, Jantzi, and Steinbach (1999), good leadership shows evidence of various fundamental competencies, but exceptional leadership is deftly keen to the context in which it is applied.

Schools have a greater opportunity for attaining measured success when principals and school leaders collaborate with students, faculty/staff, parents and community to create a school educational vision that is unambiguous, persuasive, and undeniably linked to teaching and learning (Block, 2003, Bolman & Deal, 2000; DuFour & Eaker, 1998; Elmore, 2003). This shared vision then serves as the locus of everyone's focus and attention, compels all to act, and enhances the collective sense of responsibility for student learning.

A well articulated vision helps provide an image of what the school values, hopes and believes (Fullan, 2005; Marzano, Walters, & McNulty, 2005). The school's vision must promote the success of all students. When specifically considering advocacy-oriented leadership for EL success, the school vision must be developed to communicate the purposeful inclusion of English Language Learners. As such, the principal, acting as steward of that vision (*Interstate School Leadership Licensure Consortium, 1996*), must then be able to identify and address any barriers to accomplishing the vision relative to EL success, must shape school programs, plans and activities to ensure that they are integrated across the grades and are consistent with the vision (Cloud, Genesee, & Hamayan, 2000). Equally as imperative, the principal must appropriately influence and position sufficient resources, including technology to implement and attain the vision for ELs (WestEd, 2003; Cloud, Genesee, & Hamayan, 2000). These shared school tenets inevitably establish how people allocate time and effort around ELs, what issues they address, and how resources are apportioned. These shared tents manifest themselves, or become concrete, via the individual and collective actions of each member of the school community.

A number of studies were examined to identify the promising leadership practices of effective programs for ELL success (including but not exclusive Armendariz & Armendariz, 2000; Calderón & Carreon, 2000; Carter & Chatfield, 1986; Garcia, 2001; Gonzales, 1992; Montecel & Cortez, 2002). These studies focused on what outstanding leadership looks like specific to the actions that school principals take to positively affect EL achievement. Consistent with findings from other leadership studies, findings from these research studies conclude that school principals with successful EL programs:

- Incorporated the EL program into the school vision, mission, instructional school plan and program, staffing, professional development, school-wide assessment program and parental and community partnerships
- Encouraged staff (specifically EL teachers) to actively take part in school governance
- Provided EL professional development for all staff, including non-ELL teachers

- Dialogued with all staff about EL program goals, implementation, progress, and assessment
- Esteemed the utilization of two languages
- Knew the research in second language learning
- Empowered the school community, inclusive of staff and parents, with information about second language learning

There is a stark need to identify the best-practices of those administrators that have demonstrated effective leadership for English Language Learners. The following research endeavors to do exactly that.

Methodology of the Study

Research Design and Data Collection

This study was descriptive in nature, incorporating a mixed methods approach, and non-experimental. Descriptive data were collected through anecdotal records, interviews/focus groups, and responses to open-ended survey questions. Quantitative data were collected from sections of the survey. Respondents were school principals/administrators at fifteen sites within the six-county collaborative.

For purposes of this study, in order to determine leadership capacity for EL success and to provide examples of said leadership implementation and/or application, this researcher constructed a new survey instrument, the Protocol for Advocacy Oriented Leadership and Administration (PAOLA). Furthermore, structured follow-up interviews and focus groups were conducted. The interview questions were linked to the original survey questions and responses, and were designed to probe deeper and provide clarification when needed,

PAOLA Instrument Design

The Protocol for Advocacy Oriented Leadership and Administration is a research-based tool used to assess site principals' perceptions of their current knowledge, skills, expertise, and orientation for advocacy-oriented leadership. This protocol invited participants to quantitatively self-report leadership capacity against indicators aligned with the PROMISE Core Principles (*PROMISE Core Principles, 2006*) and the California Professional Standards for Educational Leaders (*California Professional Standards for Educational Leaders, 2001*) and qualitatively to provide examples of implementation and/or application of stated indicators (*Refer to Appendix A PAOLA Instrument*).

Using a 5-point Likert scale; (5= *Very Knowledgeable*, 1= *No Understanding/Knowledge*), participants were asked to indicate the degree to which they knew, understood, and acted upon the PROMISE Core Principle and its intersection with the California Professional Standard for Educational Leaders (CPSEL) as related to the Vision of Learning, Student Learning & Professional Growth, Organizational Management for Student Learning, Working with Diverse Families & Communities, Personal Ethics & Leadership Capacity, and Social, Economic, Legal & Cultural Understanding.

Table 5.1 displays the standards and indicators. (*Refer to Appendix A for Protocol of Advocacy Oriented Leadership and Administration.*)

Table 5.1: PAOLA Standards and Indicators

Vision of Learning
(1) Display of values, beliefs, and attitudes inspiring work for ELs
(2) Emphasis on addressing needs of ELs as a learning community
(3) Leadership grounded in research-based principles for EL instruction and biliteracy development
Student Learning & Professional Growth
(1) Provide teachers, counselors, and staff with a process of professional development regarding English Learners, including coaching and observations when appropriate
(2) Ensure that students are actively and consistently invited to share their experiences and to draw upon their culture to make meaning of academic work
(3) Ensure that students develop as responsible members, cultural brokers, and bridges of their community
Organizational Management for Student Learning
(1) Ensure that systems are in place to routinely monitor that English Learners are not disproportionately or inappropriately placed into lower academic tracks or special education
(2) Ensure that the environment imparts the value of diversity, multiple languages, and multiculturalism
(3) Ensure that the school is engaged in an ongoing cycle of inquiry
Working with Diverse Families & Communities
(1) Work to develop collaborative structures to engage English Learner parents and community leaders
(2) Develop partnerships with community groups and members that bring the language and cultural expertise from English Learner communities into the instructional program
(3) Ensure that English Learner parents receive information and guidance regarding the importance of heritage, culture, and language, as well as information on supporting their student's English language development while maintaining the home language

Personal Ethics & Leadership Capacity
(1) Model personal and professional ethics, integrity, justice, and fairness as they relate to the differentiated needs of English Learners
(2) Committed to personal learning and development about English Learner issues
(3) Advocate for the English Learner program with data and research, and proactively garner resources to support the English Learner program
Social, Economic, Legal & Cultural Understanding
(1) Identify the relationships between educational policies, the PROMISE Core Principles and English Learner education and act accordingly to benefit the program and students
(2) Proactively pursue resources to support the English Learner Program
(3) Effectively use the local and larger community as an extension of the classroom learning environment, and identify and utilize resources and expertise of that community.

Focus Groups

Structured follow-up interviews were conducted in small focus group format. Interview questions were linked to the PAOLA and specifically based on the original survey responses. During the Year 2 Focus Group Interviews the researcher probed for additional in-depth explanations regarding (a) the affect that the PROMISE Core Principles have made on the Principal’s capacity to lead and corresponding school-wide implications, (b) needed continued professional development, and (c) additional needs and/or recommendations (*Refer to Appendix B for Year 2 questions*). During the Year 3 (2008-2009) Individual Interviews the researcher asked the participants to reflect over the past three years and comment on (a) what he/she feels best about, (2) what he/she wishes could have been different, (3) what would he/she have needed via support as a leader in order to be more successful, and (4) how the school community continues to move forward (*Refer to Appendix C for Year 3 questions*).

Participants

Participants included school principals at fifteen sites within the six-county collaborative. During Year 1 (2006-07) of the study, a total of fourteen participants (eight female) completed the PAOLA, and 11 participants (six female) completed the PAOLA in Year 2 (2007-08). During Year 2 a total of twelve administrators participated in the focus group phase. Two of the participants were early childhood administrators, four elementary administrators, two middle school and three high school principals. Participants’ ethnicity included five Latina/o administrators, four Caucasian administrators, with two declining to state their Ethnicity. The age of the Year 2 participant administrators ranged from 26 to 65, with the highest percentage of administrators self reporting in the 36-40 age range. All administrators listed being an administrator at their current site for one to five years, with the majority – eight – of participants listing having ten years or less of administrative experience, with an average range of 11 to 20 years in the field of education. During Year 3 (2008-2009) a total of five administrators participated in the interview phase. Of the participants, four were male and one was female.

Reliability and Validity

PAOLA is a research-based tool created from and aligned with the PROMISE Core Principles (*PROMISE Core Principles, 2006*) and the California Professional Standards for Educational Leaders (*California Professional Standards for Educational Leaders, 2001*). This commences the process to establish content validity.

The PAOLA draft was initially reviewed by the PROMISE Research Team to (1) ensure alignment with the other research efforts conducted in this Initiative and to (2) further ascertain content validity. The Research team provided input on survey format, questions, and process.

Post the inclusion of these recommendations, this next version of the PAOLA was then administered to an expert panel comprised of twenty-five EL Coordinators. A written explanation of the study was shared with the participants prior to the survey administration. Participants were asked to provide general comments on the clarity of questions, the length of the survey, and any other feedback they thought might improve the survey.

PAOLA questions were slightly modified Year 2 based on participant requests for additional clarity and ease of survey completion. Where PAOLA Year 1 took a paper and pencil format, Year 2 moved to an electronic format (*Refer to Appendix A for the PAOLA*).

The primary strategy that was used in this study to ensure external validity was the provision of detailed descriptors so that anyone interested in transferability will have a solid framework for comparison (*Merriam, 1988*).

Three techniques to ensure reliability were employed:

- Detailed analysis and alignment with existing research-based and standards-based tools was completed.
- Researcher provided a detailed account of the focus of the study, the researcher's role, the informants' positions and basis for selection, and the context from which data will be collected (*LeCompte & Goetz, 1984*). The survey was accompanied by a letter of signed informed consent establishing the aforementioned.
- Multiple methods of data analysis were used, which strengthened reliability as well as internal validity (*Merriam, 1988*). Data collection and analysis strategies were reported in detail in order to provide a clear and accurate picture of the methods that were used in the study.

Data Analyses

A mixed methods approach was used, incorporating both quantitative and qualitative methods. Qualitative data was collected through anecdotal records, interviews/focus groups, and responses to open-ended survey questions. Qualitative responses were analyzed through content analysis approaches; Merriam (1998) constant comparative method, in order to generate the themes, patterns and trends and to report on changes over time.

During Year 1, surveys were expedited via U.S. Postal Service to each of the fifteen administrators directly to the school site physical address. Each packet included a self-addressed and stamped return envelope to facilitate return mailing. Fourteen (14) completed surveys were received out of a possible fifteen (15). During Year 2, a link to the electronic survey was emailed to each administrator directly to their school site email address. Eleven (11) completed surveys were received out of a possible fifteen (15). Small group focus group interviews were also conducted during Year 2, with twelve (12) participants. Individual phone interviews were conducted during Year 3 with 5 participants.

Surveys and all collected data are stored separately from the signed letters of informed consent to maintain confidentiality. Research findings are reported using descriptive statistical measures, specifically, measures of central tendency including arithmetic mean (average),

Responses from the follow-up structured focus groups and/or interview questions were linked to the survey. The researcher also probed for additional in-depth explanations regarding (a) the affect that the PROMISE Core Principles have made on the Principal's capacity to lead and corresponding school-wide implications, (b) needed continued professional development, (c) additional needs and/or recommendations, (d) what the administrator feels best about, (e) what the administrator wishes could have been different, (f) what would have the administrator needed via support as a leader in order to be more successful, and (g) how the school community will continue to move forward with the effort. Merriam's (1998) constant comparative method was applied to compare and code data and to generate themes and trends across participant responses. Data from open-ended PAOLA questions were triangulated with focus group/interview responses and with the researcher's anecdotal notes.

Targeted collaboration with a statistician, Kristen Anguiano, Ph.D., was employed when appropriate.

IRB Requirements

This study complied with all federal and professional standards for conducting research with human subjects. This study was approved by the Loyola Marymount University Institutional Review Board (2007-2009) protocol number **LMU-IRB 2007- S 32**.

Findings and Data Analysis**Vision of Learning**

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard One: Vision of Learning results are listed for Year 1 and Year 2 in Table 5.2 below. From Year 1 to Year 2 study All School indicator ratings there were noticeable decreases in Indicators 1 and 2. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results decreased for Indicator 1 and increased for indicator 3, Middle School results decreased noticeably for Indicator 2, and High School results increased noticeably for Indicator 3.

Table 5.2: PAOLA Year One and Year Two CPSEL Standard One (Vision of Learning), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n = 2	Year 1 n=5	Year 2 n = 4	Year 1 n=3	Year 2 n = 2	Year 1 n=4	Year 2 n = 3
Indicator 1	4.43 (.50)	4.0 (1.1)	4.0 (.00)	2.5 (2.1)	4.8 (.45)	4.3 (.5)	4.0 (.00)	4.0 (.0)	4.5 (.58)	4.7 (0.6)
Indicator 2	4.54 (.52)	4.2 (1.2)	4.0 (.00)	2.5 (2.1)	4.6 (.55)	4.8 (.5)	5.0 (.00)	4.5 (.7)	4.5 (.58)	4.3 (0.6)
Indicator 3	3.64 (.84)	3.8 (1.0)	3.0 (.00)	3.0 (1.4)	4.0 (1.00)	4.3 (.5)	4.0 (.00)	4.0 (.0)	3.3 (.96)	3.7 (1.5)
*Possible Range is 1 to 5										

Student Learning & Professional Growth

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard Two: Student Learning & Professional Growth results are listed for Year 1 and Year 2 in Table 5.3 below. From Year 1 to Year 2 study, All School indicator ratings remained fairly consistent from year to year except for a notable increase on Indicator 3. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results increased for indicator 3, Middle School Results increased noticeably for Indicators 2 and 3, and High School results increased noticeably for Indicators 2 and 3.

Table 5.3: PAOLA Year One and Year Two CPSEL Standard Two (Student Learning and Professional Growth), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n = 2	Year 1 n=5	Year 2 n = 4	Year 1 n=3	Year 2 n = 2	Year 1 n=4	Year 2 n = 3
Indicator 1	4.3 (.61)	4.1 (1.14)	3.5 (.71)	2.5 (2.12)	4.4 (0.55)	4.5 (0.58)	4.3 (.58)	4.0 (.00)	4.5 (.58)	4.7 (.58)
Indicator 2	3.8 (.70)	3.9 (1.04)	4.0 (.00)	3.0 (1.41)	4.0 (1.00)	4.0 (1.15)	3.0 (.00)	3.5 (.71)	4.0 (.00)	4.7 (.58)
Indicator 3	3.6 (.85)	4.1 (1.04)	4.0 (.00)	2.5 (0.71)	3.6 (1.34)	4.3 (0.96)	3.0 (.00)	4.0 (.00)	3.8 (.50)	5.0 (.00)
*Possible Range is 1 to 5										

Organizational Management for Student Learning

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard Three: Organizational Management for Student Learning results are listed for Year 1 and Year 2 in Table 5.4 below. From Year 1 to Year 2 study, All School indicator ratings remained fairly consistent from year to year except for a notable decrease on Indicator 1. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results increased for indicator 3, Middle School results increased noticeably for Indicator 2, and High School results increased noticeably for Indicators 2 and 3.

Table 5.4: PAOLA Year One and Year Two CPSEL Standard Three (Organizational Management For Student Learning), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n = 2	Year 1 n=5	Year 2 n = 4	Year 1 n=3	Year 2 n = 2	Year 1 n=4	Year 2 n = 3
Indicator 1	4.4 (.65)	4.1 (0.94)	4.0 (.00)	2.5 (0.71)	4.4 (0.89)	4.5 (.58)	4.3 (0.58)	4.5 (.71)	4.5 (.58)	4.3 (.58)
Indicator 2	4.2 (.58)	4.2 (1.17)	4.5 (.71)	3.0 (2.83)	4.6 (0.55)	4.5 (.58)	3.7 (0.58)	4.0 (.00)	4.0 (.00)	4.7 (.58)
Indicator 3	4.0 (.88)	4.2 (0.98)	4.0 (.00)	3.5 (2.12)	3.8 (1.10)	4.3 (.96)	4.0 (1.00)	4.0 (.00)	4.3 (.96)	4.7 (.58)
*Possible Range is 1 to 5										

Working with Diverse Families and Communities

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard Four: Working with Diverse Families & Communities results are listed for Year 1 and Year 2 in Table 5.5 below. From Year 1 to Year 2 study, All School indicator ratings notably decreased on Indicator 1 and notably increased for indicator 2. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results increased for indicators 2 and 3, Middle School results increased noticeably for Indicators 2 and 3, and High School results increased noticeably for Indicator 2.

Table 5.5: PAOLA Year One and Year Two CPSEL Standard Four (Working With Diverse Families and Communities), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n=2	Year 1 n=5	Year 2 n=4	Year 1 n=3	Year 2 n=2	Year 1 n=4	Year 2 n=3
Indicator 1	4.2 (0.58)	3.9 (1.14)	4.0 (.00)	2.5 (2.12)	4.2 (0.84)	4.0 (.82)	4.3 (0.58)	4.5 (.71)	4.3 (0.50)	4.3 (0.58)
Indicator 2	3.1 (1.10)	3.6 (1.21)	3.5 (.71)	2.0 (1.41)	3.4 (1.14)	4.0 (.82)	2.7 (1.16)	4.5 (.71)	3.0 (1.41)	3.7 (1.15)
Indicator 3	3.8 (1.10)	3.8 (1.54)	4.0 (.00)	2.5 (2.12)	4.0 (1.23)	4.3 (.96)	3.7 (0.58)	5.0 (.00)	3.5 (1.73)	3.3 (2.10)
*Possible Range is 1 to 5										

Personal Ethics and Leadership Capacity

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard Five: Personal Ethics & Leadership Capacity results are listed for Year 1 and Year 2 in Table 5.6 below. From Year 1 to Year 2 study, All School indicator ratings remained fairly consistent from year to year except for a notable decrease on Indicator 1. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results increased for indicator 2, Middle School results increased noticeably for Indicators 1 and 2, and High School results increased noticeably for Indicator 2.

Table 5.6: PAOLA Year One and Year Two CPSEL Standard Five (Personal Ethics and Leadership Capacity), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n=2	Year 1 n=5	Year 2 n=4	Year 1 n=3	Year 2 n=2	Year 1 n=4	Year 2 n=3
Indicator 1	4.5 (.65)	4.2 (1.17)	4.5 (.71)	2.5 (2.12)	4.6 (.55)	4.5 (.58)	4.0 (1.0)	4.5 (.71)	4.8 (0.50)	4.7 (.58)
Indicator 2	4.3 (.83)	4.5 (1.21)	4.5 (.71)	3.0 (2.83)	4.2 (.84)	4.8 (.50)	4.0 (1.0)	4.5 (.71)	4.5 (1.00)	5.0 (.00)
Indicator 3	4.4 (.51)	4.2 (1.17)	4.0 (.00)	2.5 (2.12)	4.4 (.55)	4.5 (.58)	4.7 (.58)	4.5 (.71)	4.5 (0.58)	4.7 (.58)
*Possible Range is 1 to 5										

Political, Social, Economic, Legal, and Cultural Understanding

Descriptive statistics, including means, standard deviations and the range for all indicators of the CPSEL Standard Six: Political, Social, Economic, Legal, & Cultural Understanding results are listed for Year 1 and Year 2 in Table 5.7 below. From Year 1 to Year 2 study, All School indicator ratings remained fairly consistent from year to year except for a notable increase on Indicator 2. At the school level, Early Childhood results dropped significantly from year to year for all indicators, Elementary results increased for indicators 1 and 2, Middle School results decreased noticeably for Indicator 2 and increased noticeably for indicator 3, and High School results increased noticeably for Indicator 2.

Table 5.7: PAOLA Year One and Year Two CPSEL Standard Six (Political, Social, Economic, Legal, and Cultural Understanding), Range, Means and Standard Deviations

	All Schools		Early Childhood		Elementary		Middle School		High School	
	Year 1 n=14	Year 2 n=11	Year 1 n=2	Year 2 n=2	Year 1 n=5	Year 2 n=4	Year 1 n=3	Year 2 n=2	Year 1 n=4	Year 2 n=3
Indicator 1	3.9 (.83)	3.9 (1.38)	4.0 (.00)	2.5 (2.12)	4.0 (.71)	4.5 (1.00)	4.0 (1.73)	4.0 (.00)	3.8 (.50)	4.0 (1.73)
Indicator 2	4.1 (.77)	4.5 (0.71)	4.5 (.71)	4.0 (0.00)	4.0 (.71)	4.8 (0.50)	4.0 (1.00)	3.5 (.71)	4.3 (.96)	5.0 (0.00)
Indicator 3	3.6 (1.08)	3.5 (1.21)	4.5 (.71)	2.5 (2.12)	4.0 (.71)	4.0 (0.82)	3.0 (1.73)	3.5 (.71)	3.3 (.96)	3.3 (1.53)

*Possible Range is 1 to 5

Other Findings

Year 1 and 2 PAOLA Survey: Open-Ended Prompt; Exemplars of Indicators

Participants were asked to provide concrete examples operationalizing the aforementioned indicators. An analysis of their responses was conducted using both SPSS 15.0

(Nie & Hull, 2006) and a coding process. This analysis indicated that participants identified similar themes for both Year 1 and 2; however there was a variation in the number of times a specific example was used. As evidenced by their below contained representative examples, eight occurring themes emerged from the analysis of the open-ended prompt of the vision indicators: (1) learning environment, (2) pedagogy, (3) curriculum, (4) resources, (5) assessment, (6) professional preparation, development, and support, (7) family and community engagement, and (8) administrative leadership. The examples are reported holistically in and categorized by theme in Table 5.8 below.

Table 5.8: Concrete Examples of How Indicators are Operationalized at School Sites

Year 1	Year 2
<p><i>Learning Environment</i></p> <ul style="list-style-type: none"> • Develop shared vision promoting bilingualism, school-wide ideologies and practices • Statements of collective responsibility; goals and action plan • School-wide literacy focus and vocabulary development 	<p><i>Learning Environment</i></p> <ul style="list-style-type: none"> • ELL issues not separate challenges; integrated school-wide • Increased vocabulary development and student dialog via school-wide vocabulary rich environment
<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> • Training in research-based strategies • Differentiated instruction 	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> • Primary language used • Research-based best practices for ELLs and all students • Methodologies involve students in collaborative situations, encourage verbalization
<p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Dual Immersion, SEI 	<p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Dual Immersion, SEI, Alternative Bilingual Education
<p><i>Resources</i></p> <ul style="list-style-type: none"> • Common Meeting Time (CMT) • Each Pre-School classroom has a bilingual Instructional Assistant • Culturally sensitive educational materials 	<p><i>Resources</i></p> <ul style="list-style-type: none"> • ELL counselor • 60% of new hires speak some Spanish • Full-time EL Specialist • Part-time (half-time) EL Coach
<p><i>Assessment</i></p> <ul style="list-style-type: none"> • Review and analyze ELL data and accomplishments in light of achievement gap with EO students 	<p><i>Assessment</i></p> <ul style="list-style-type: none"> • Data Chats regarding ELLs with students and staff
<p><i>Professional Preparation, Development, & Support</i></p> <ul style="list-style-type: none"> • Training in research-based strategies; PROMISE Initiative, GLAD 	<p><i>Professional Preparation, Development, & Support</i></p> <ul style="list-style-type: none"> • All teachers ELL certified via CLAD or AB 2913

Year 1	Year 2
<ul style="list-style-type: none"> • EL Secondary Leadership Training 	<ul style="list-style-type: none"> • Staff meeting discussed ELL student needs, deliver trainings • GLAD Training
<p><i>Administrative Leadership</i></p> <ul style="list-style-type: none"> • Principal serves as role model for community at large and (b) custodian of shared vision. • Principal’s charge is to support, encourage, monitor, and ensure implementation of all theme elements. 	<p><i>Administrative Leadership</i></p> <ul style="list-style-type: none"> • Principal serves as role model for community at large and (b) custodian of shared vision. • Principal’s charge is to support, encourage, monitor, and ensure implementation of all theme elements.

Year 2 Interview/Focus Group: Open-Ended Prompts and Questions

Structured follow-up interviews were conducted in small focus group format on January 31, 2008. The representative responses are reported holistically in the next section and categorized by prompt. Participants included Principals/Directors from two Early Childhood, four Elementary schools, three Middle schools, and three high schools, for a total of twelve respondents.

Clear and definite requests for additional, targeted professional development/workshops and the importance of holding all district-level key personnel responsible were noted. The following identified themes listed in Table 5.9 below, in and of themselves, are not conclusive about PROMISE; rather, the participating principals’ perceptions about their involvement with PROMISE.

Table 5.9: Principals’ Perceptions Regarding Their Involvement in PROMISE

<p><u>Affect of PROMISE Core Principles on Principal’s capacity to lead and school-wide implications relative to vision</u></p> <ul style="list-style-type: none"> • Beneficial regular meetings and professional development conducted by facilitator; training facilitated by Dr. Olsen. • Initiative provided forum to demystify PROMISE. It was considered exclusionary; only applying to bilingual children. Initiative helped promote a vision that includes all students. • Functioned as catalyst for unified vision, mission, and goals; empowered school population around biliteracy • Provided roadmap and guidance; and afforded validation needed around ELs, biliteracy and dual Language programs; provided personal focus on ELs. • Brought teachers together around ELs, serving as vehicle for staff meeting discussions. • Provided momentum to write Pre-K vision.
<p><u>Needed continued professional development relative to vision</u></p> <ul style="list-style-type: none"> • Meetings, conversations, seminars and/or professional development will allow all administrators to develop cohesive, clearly articulated vision around PROMISE; ELs, and

<p>biliteracy.</p> <ul style="list-style-type: none"> • Beneficial for PROMISE team and PROMISE Design Center to spend more time at sites, in familiarization of school culture and individual vision; provide targeted need-based professional development.
<p><u>Additional needs/recommendations relative to vision</u></p> <ul style="list-style-type: none"> • Lack of understanding/support from district personnel for school-wide vision of PROMISE. • Need additional emphasis on modeling research-based strategies and best practices for ELs; putting vision in practice. • Concern voiced for facilitator sharing versus facilitators assigned to one site.

Year 3 Interview/Focus Group: Open-Ended Prompts and Questions

Structured follow-up individual (phone) interviews were conducted in late February 2009. The representative responses are reported holistically in Table 5.10 below and categorized by prompt. Participants included Principals/Directors from one Early Childhood, two elementary schools, one middle school, and one high school, for a total of five respondents.

Table 5.10: Responses to Open-ended Prompts and Questions

<p><u>What he/she feels best about</u></p> <ul style="list-style-type: none"> • PROMISE Initiative provided important links to available human resources around ELs • Clear school-wide direction & focus on the EL population • Stronger alignment between and amongst County , District and Site Administration and classroom teacher to students with a heightened focus on working collaboratively around EL issues • PROMISE provided the impetus for needed research around appropriate curriculum in Spanish and its purchase – providing equal access • Put a distributive leadership model in place • Unity of vision aligned with PROMISE and with School Site Plan – positively affecting collective teaching capacity • PROMISE was an opportunity to retain successful bilingual programs
<p><u>What he/she wishes could have been different</u></p> <ul style="list-style-type: none"> • The process could have moved a bit more swiftly and that the clarity of direction and purpose could have come sooner • First year lacked clear directional leadership and vision from the district office – very confusing • Unclear of what the role of the principal in the initiative was and what it meant for the school and district • Initial uncertainty and lack of clarity – took time to see results • Expected more direction from the PROMISE Design Center – more clarity

<p><u>What would he/she have needed via support as a leader in order to be more successful</u></p> <ul style="list-style-type: none"> • A model high school that could be studied • Continued support from the county and district • Continued focused professional development • Meet with other principals without an agenda, to simply share challenges and victories • Book study on bilingualism • Arrange to visit one another's schools • An on-site facilitator from the beginning
<p><u>How school community will continue to move forward</u></p> <ul style="list-style-type: none"> • We built capacity around bilingualism and the PROMISE Core Principles and as such will continue to focus on student needs • We never treated PROMISE as an outside entity, initiative or resource – it has been an internal grass-roots effort and so will continue to be so • Continue to student achievement collect data to support the inclusion of PROMISE • Do not want PROMISE to disappear – need continued support • Will continue to couple professional development with accountability and accountability to data so to reflect on results – to assess if it is working • It is my responsibility as a Principal to maintain the focus

Concluding Insights

Leadership is an integral part of moving any initiative forward. It is central to creating the needed school environments where teaching and learning, and student growth may unfold in a productive and prosperous fashion. Moreover, it becomes a key component when addressing the creation and sustenance of a professional community of practice poised for English Language Learner success.

The PROMISE Initiative and support system provided the opportunity and possibility for much positive growth and as evidenced by the aforementioned data, the Initiative gave birth to several notable site administrator best-practices. There are areas in leadership and leadership development that fell short of the mark, though.

As repeatedly reported by site administrators, PROMISE successfully served as the impetus to establish communities of practice, but failed (1) to systematically address the needs of the site administrators, (2) to provide continuous and focused professional development specific to leadership, and (3) to create formal leadership networks or support systems/groups. Additionally, administrators consistently informed that although they very much appreciated the opportunities they were granted at the mid-year and end-of-year symposiums, beyond that, they were not afforded supplementary options for ongoing mentoring and exposure to needed research and professional expertise.

Lastly, to avoid or mitigate the possible interruptions caused by changes in leadership, the PROMISE Initiative should have focused on building core leadership capacity, creating a

coaching system for current sitting administrators, designing a plan to inculcate new administrators into the initiative and vision and to further provide them needed training, and identifying a process by which to perhaps grow new leadership from within.

In the final analysis, in the absence of a formalized system of support, site administrators felt that it was incumbent on them as individuals to marshal the needed resources specific to leadership development that would enable them to successfully move the initiative for their English Language Learners forward.

Implications: Educational and Policy Recommendations

The representative perspectives of the site administrators collected through the PAOLA and small focus group interview sessions render compelling images around advocacy oriented leadership for English learners. The following are recommendations as a result of the findings.

Recruitment and Selection of Personnel and Professional Development

Examine the succession process in light of the site principal at the school and district levels:

The succession process around the principal position has great influence on the sustainability of continued school and stated initiative success. School and district personnel must work in unison to select principals based on school/district-created criteria and in coherence with school and district vision, mission, and goals.

Work collaboratively in targeting and coordinating Professional Development linked closer to specific school needs:

Professional Development in a school and district must be viewed as a vehicle to collaboratively engage in a cycle of inquiry and reflection; where meaning and knowledge are created together, and deep conversations lead to new learning. Professional Development must have purpose, in that; it must be focused and targeted to the individual school's needs.

Establish a system for supporting new principals and providing on-going support for continuing principals:

Principals' individual and group leadership capacity must be addressed by purposeful professional development. This would help to ensure foundational base knowledge, skills and dispositions in line with the vision; specific to any initiative.

Accountability, Communication and Support

Examine district and school understanding of their collective work with the stated initiative as it links to the vision of the initiative:

A collective vision acts as the nucleus from which all school and district actions are born and ultimately results in school and district-wide coherence. If a shared vision is to guide action, then those of individual schools should be in congruence with that of their district. This does not mandate uniformity in vision statements, rather, that school and district personnel be aware of how they inform one another.

Examine district infrastructure to determine how to best support and monitor school site implementation of programs, beyond the submission of the written plan:

As part of an ongoing and reciprocal school – district cycle of inquiry and reflection, program implementation and renewal must undergo regular discussions and review. This

would create the opportunity for school and district personnel to dialogue about the alignment of their actions with their shared vision and goals. The reciprocal nature of this relationship; including more frequent interactions, two-way communication and mutual problem solving will inevitably lead to program coherence.

University-Based Leadership Preparation Programs

Review program design to ensure that curriculum and candidate experiences are infused with advocacy-oriented leadership for English Language Learners including:

- a coherence linking goals, learning activities and candidate assessment around shared values, beliefs and knowledge,
- knowledge of the systems that support the implementation and sustainability of a vision/mission driven initiative
- intensive, focused examination of learning and teaching, and
- distributing leadership and responsibilities across the school community.

APPENDIX A: Protocol for Advocacy Oriented Leadership & Administration (PAOLA)

1. INTRODUCTION

Loyola Marymount University School of Education

Center for Equity and Excellence in English Learner Education and Research

Protocol for Advocacy Oriented Leadership & Administration
(PAOLA)

Franca Dell'Olio, Ed.D. Principal Investigator
Kristen Anguiano, Ph.D. Co Investigator
June 2008

The purpose of the survey is to generate an evidence base for powerful and transformative advocacy-oriented leadership for English learners. This research has been approved by the LMU Institutional Review Board for the Protection of Human Subjects.

Process

The site principals of the PROMISE Pilot Schools completed the PAOLA survey (June 2007) and participated in structured interviews (January 2008). Principals are now asked to repeat the process. Data will be used to document change, progress, and growth.

Please read the following Letter of Informed Consent and type your name as indicated. This will constitute your signature. Additionally, carefully review the instructions for completing the PAOLA. We encourage you to complete the survey and submit it on or before September 1, 2008.

. LETTER OF INFORMED CONSENT

LOYOLA MARYMOUNT UNIVERSITY
School of Education
Informed Consent Form

PROMISE in Action: The Impact on Site Principal Knowledge, Skills, and Expertise Related to the Use of Advocacy-Oriented Leadership for English Language Learner Achievement

Dr. Franca Dell'Olio, Principal Investigator
Dr. Kristen Anguiano, Co-Investigator

June 9, 2008

I hereby authorize Dr. Franca Dell'Olio to include me in the research study entitled PROMISE in Action. I have been asked to participate in this study that is designed to measure the impact on site principals' knowledge, skills, and expertise of the PROMISE Core Principles as they relate to the use of advocacy-oriented leadership in the education of English Learners.

I understand that if I agree to participate, I may be videotaped, audiotape and/or photographed in the process of these research procedures. It has been explained to me that these tapes will be used for teaching and/or research purposes only, that my identity will not be disclosed and that any such tapes will be destroyed at the completion of the study. I understand that my anonymity and confidentiality will be respected by the research team and I agree that the tapes shall be retained for research and/or teaching purposes for an indefinite time. I understand that I have the right to review the tapes made as part of the study to determine whether they should be edited or erased in whole or in part.

I understand that I have the right to refuse to participate in, or withdraw from this study at any time without it affecting future professional collaborative activities with the School of Education. I understand that circumstances may arise which might cause the investigator(s) to terminate my participation before the completion of the study. I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

I understand that Dr. Franca Dell'Olio, Principal Investigator and Assistant Professor, Institute of School Leadership & Administration (ISLA) at Loyola Marymount University, who can be reached at (310)258-8737, will answer any questions I may have at any time concerning details of the procedures performed as a part of this study.

I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact Birute Anne Vileisis, Ph.D., Interim Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles, CA 90045-2659 (310) 338-4599, bvileisis@lmu.edu. In signing this consent form, I acknowledge receipt of a copy of this form.

*

1. Informed Consent: Please include the following information in the given text boxes.

Name	<input type="text"/>
Title	<input type="text"/>
Date	<input type="text"/>
School Site	<input type="text"/>
School District	<input type="text"/>

3. PARTICIPANT DEMOGRAPHIC INFORMATION

Responses to the following questions will be used for descriptive purposes. Confidentiality will be maintained.

*

1. Position Participant currently holds: Please check only one option

- Principal
- Director
- Other: Please describe below

Other (please specify)

*

2. School and or program Participant currently serves is best described as: Please check only ONE option

- Early Education
- Elementary School
- Middle School
- Senior High School

*

3. Participant's Gender: Please check only ONE option

- Female
- Male

*

4. Participant's Race/Ethnicity: Please check only ONE option

- African American or Black
- Latino
- Native American or Alaskan Native
- White, Anglo or Caucasian
- Asian or Pacific Islander
- Other
- Choose not to respond

*

5. Participant's Age: Please check only ONE option

- 20 - 25 years of age
- 26 - 30 years of age
- 31 - 35 years of age
- 36 - 40 years of age
- 41 - 45 years of age
- 46 - 50 years of age
- 51 - 55 years of age
- 56 - 60 years of age
- 61 - 65 years of age
- 66+ years of age

6. Participant's Total Years of Service in the Field of Education (in any credentialed; teaching, counseling, administrative, etc. and/or appropriately authorized capacity): Please check only ONE option

- 1 - 5 years of service
- 6 - 10 years of service
- 11 - 20 years of service
- 21 - 30 years of service
- 31 - 40 years of service
- 41+ years of service

*

7. Participant's Years of Service (with an administrative credential and/or appropriate authorizations) in a Site Administrative Position: Please check only ONE option

- 1 - 5 years of service
- 6 - 10 years of service
- 11 - 15 years of service
- 16 - 20 years of service
- 21 - 25 years of service
- 26 - 30 years of service
- 31 - 35 years of service
- 36 - 40 years of service

- 41+ years of service

8. Participant's Years of Service (with an administrative credential and/or appropriate authorizations) as the Principal/Director at his/her Current School Site: Check only ONE option

- 1 - 5 years of service
- 6 - 10 years of service
- 11 - 20 years of service
- 21 - 30 years of service
- 31 - 40 years of service
- 41+ years of service

4. INSTRUCTIONS for the Protocol for Advocacy Oriented Leadership & Administration (PAOLA)

The PAOLA focuses on Leadership Competencies for English Learner Achievement: Knowledge, Understanding & Expertise.

Each participant will be asked to reflect on his/her personal leadership relative to the following guiding question: "To what extent do I, as Principal, know, understand, and act upon the PROMISE Core Principles, as they are realized through the California Professional Standards for Educational Leaders (CPSEL), specific to providing leadership for English Language Learners?"

Instructions:

A. Please read each Standard (6 total) and the included Indicators (3 total per Standard). Select the number which most closely indicates your level of understanding/knowledge regarding your leadership as it relates to the stated indicators according to the following Likert scale:

- 1 No Understanding/Knowledge
- 2 Limited Understanding/Knowledge
- 3 Somewhat Knowledgeable
- 4 Knowledgeable
- 5 Very knowledgeable

B. Please give concrete examples that demonstrate how each Standard is operationalized relative to the listed indicators.

PAOLA survey questions on following pages.

5. PAOLA Completion

Leadership Competencies for English Learner Achievement: Knowledge, Understanding & Expertise

To what extent do I, as Principal, know, understand, and act upon the PROMISE Core Principles, as they are realized through the California Professional Standards for Educational Leaders (CPSEL), specific to providing leadership for English Language Learners?

The following Likert scale will be used:

- 1 No Understanding/Knowledge
- 2 Limited Understanding/Knowledge
- 3 Somewhat Knowledgeable
- 4 Knowledgeable
- 5 Very knowledgeable

1. CPSEL Standard 1: Vision of Learning

Likert Scale:

- 1 No Understanding/Knowledge**
- 2 Limited Understanding/Knowledge**
- 3 Somewhat Knowledgeable**
- 4 Knowledgeable**
- 5 Very knowledgeable**

Indicator #1 Display values, beliefs and attitudes that inspire others to achieve in regards to English Learners.

Indicator #2 Emphasize that addressing the needs of English Learners is a responsibility of the entire learning community and integral to the school's mission and vision.

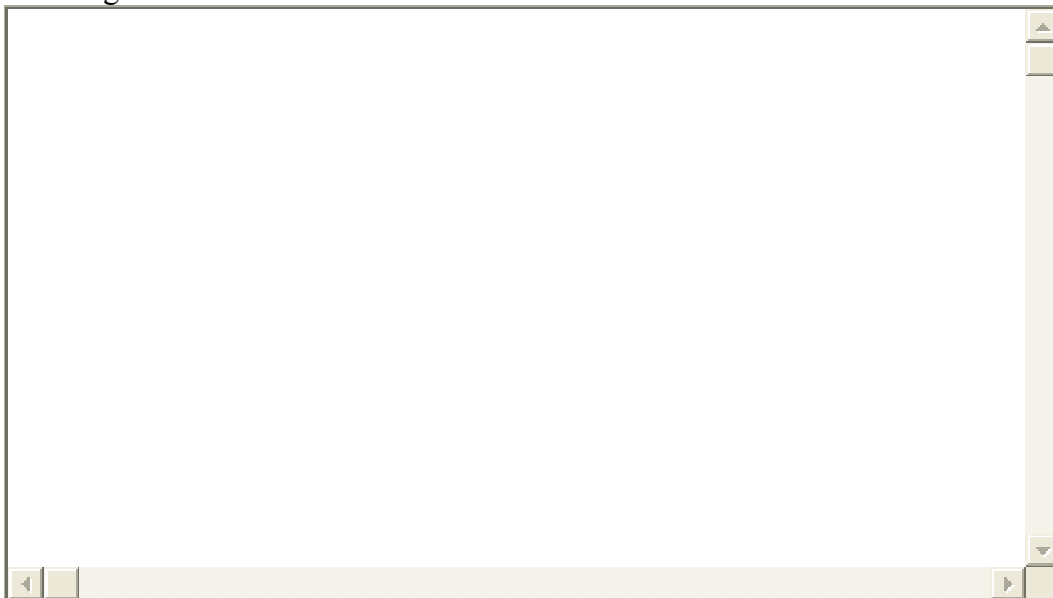
Indicator #3 Ground leadership in the research-based PROMISE Principles and theoretical frameworks for effective English Learner instruction and biliteracy development.

	1	2	3	4	5
Indicator #1	<input type="checkbox"/> CPSEL Standard 1: Vision of Learning Likert Scale: 1 No Understanding/Knowledge	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	2 Limited Understanding/Knowledge				
	3 Somewhat Knowledgeable				
	4 Knowledgeable				
	5 Very knowledgeable				
	Indicator #1 Display values, beliefs				

and attitudes that inspire others to achieve in regards to English Learners. Indicator #2 Emphasize that addressing the needs of English Learners is a responsibility of the entire learning community and integral to the school's mission and vision. Indicator #3 Ground leadership in the research-based PROMISE Principles and theoretical frameworks for effective English Learner instruction and biliteracy development. Indicator #1

Indicator #2	<input type="checkbox"/>	Indicator #2 1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Indicator #3	<input type="checkbox"/>	Indicator #3 1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Please give concrete examples that demonstrate how you operationalize Standard 1: Vision of Learning relative to the aforementioned indicators.



2. CPSEL Standard 2: Student Learning and Professional Growth

Likert Scale:

- 1 No Understanding/Knowledge
- 2 Limited Understanding/Knowledge
- 3 Somewhat Knowledgeable
- 4 Knowledgeable
- 5 Very knowledgeable

Indicator #1 Provide teachers, counselors, and staff with a process of professional development regarding English Language Learners, including coaching and observations when appropriate.

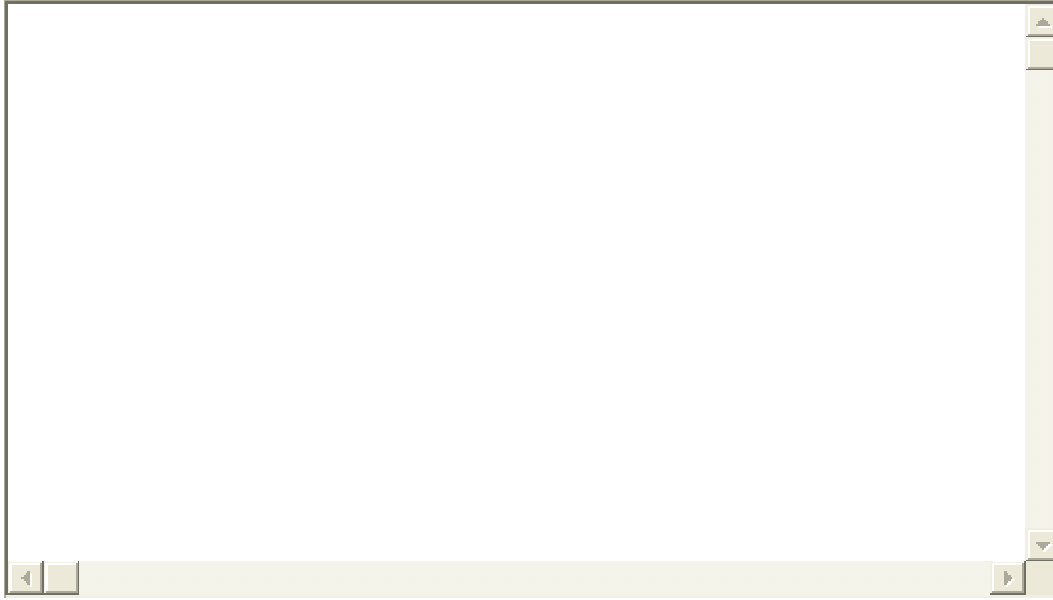
Indicator #2 Ensure that students are actively and consistently invited to share their experiences and to draw upon their culture to make meaning of academic work.

Indicator #3 Ensure that students develop as responsible members, cultural brokers, and bridges of their community.

	1	2	3	4	5
<p>Indicator #1</p> <p>CPSEL Standard 2: Student Learning and Professional Growth Likert Scale: 1 No Understanding/Knowledge 2 Limited Understanding/Knowledge 3 Somewhat Knowledgeable 4 Knowledgeable 5 Very knowledgeable</p> <p>Indicator #1 Provide teachers, counselors, and staff with a process of professional development regarding English Language Learners, including coaching and observations when appropriate.</p> <p>Indicator #2 Ensue that students are actively and consistently invited to share theie experiences and to draw upon their culture to make meaning of academic work.</p> <p>Indicator #3 Ensure that students develop as</p>		<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

<input type="checkbox"/> CPSEL Standard 3: Organizational Management for Student Learning Likert Scale: 1 No Understanding/Knowledge 2 Limited Understanding/Knowledge 3 Somewhat Knowledgeable 4 Knowledgeable 5 Very knowledgeable Indicator					
Indicator #1	#1 Ensure that systems are in place to routinely monitor that English Learners are not disproportionately or inappropriately placed into lower academic tracks or special education. Indicator #2 Ensure that the environment imparts the value of diversity, multiple languages, and multiculturalism. Indicator #3 Ensure that the school is engaged in an ongoing cycle of inquiry. Indicator #1 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Indicator #2	<input type="checkbox"/> Indicator #2 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Indicator #3	<input type="checkbox"/> Indicator #3 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please give concrete examples that demonstrate how you operationalize Standard 3: Organizational Management For Student Learning relative to the aforementioned indicators.



4. CPSEL Standard 4: Working With Diverse Families & Communities

Likert Scale:

- 1 No Understanding/Knowledge**
- 2 Limited Understanding/Knowledge**
- 3 Somewhat Knowledgeable**
- 4 Knowledgeable**
- 5 Very knowledgeable**

Indicator #1 Work to develop collaborative structures to engage English Learner parents and community leaders.

Indicator #2 Develop partnerships with community groups and members that bring the language and cultural expertise from English Learner communities into the instructional program.

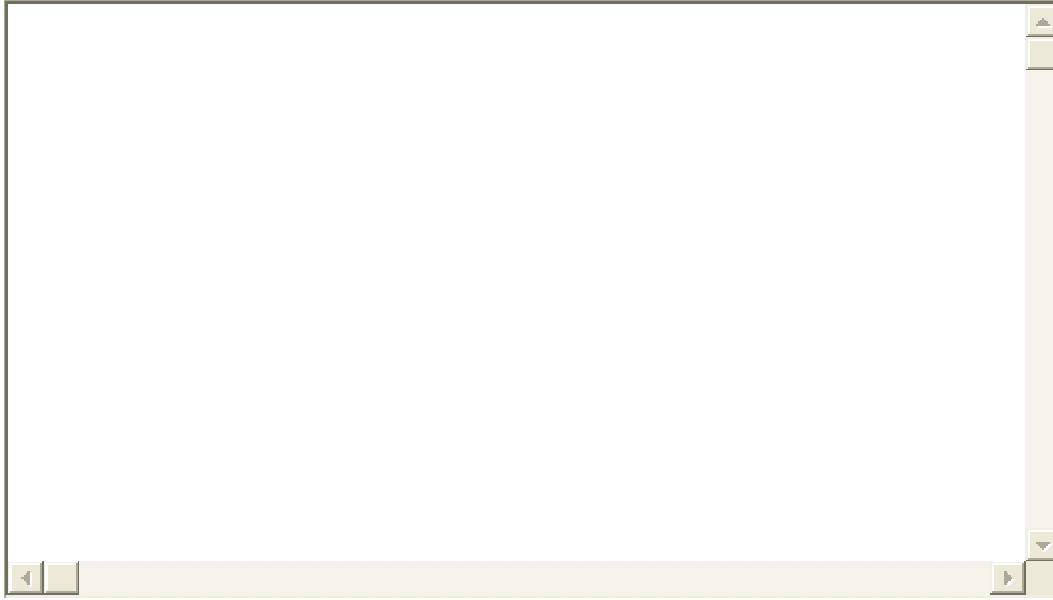
Indicator #3 Ensure that English Learner parents receive information and guidance regarding the importance of heritage, culture, and language, as well as information on supporting their student's English language development while maintaining the home language.

	1	2	3	4	5
Indicator #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPSEL Standard 4: Working With Diverse Families & Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Likert Scale: 1 No Understanding/Knowledge
 2 Limited Understanding/Knowledge
 3 Somewhat Knowledgeable
 4 Knowledgeable
 5 Very knowledgeable
 Indicator #1 Work to develop collaborative structures to engage English Learner parents and community leaders. Indicator #2 Develop partnerships with community groups and members that bring the language and cultural expertise from English Learner communities into the instructional program. Indicator #3 Ensure that English Learner parents receive information and guidance regarding the importance of heritage, culture, and language, as well as information on supporting their student's English language development while maintaining the home language. Indicator #1 1

Indicator #2	<input type="checkbox"/> Indicator #2 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Indicator #3	<input type="checkbox"/> Indicator #3 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please give concrete examples that demonstrate how you operationalize Standard 4: Working With Diverse Families and Communities relative to the aforementioned indicators.



5. CPSEL Standard 5: Personal Ethics and Leadership Capacity

Likert Scale:

- 1 No Understanding/Knowledge**
- 2 Limited Understanding/Knowledge**
- 3 Somewhat Knowledgeable**
- 4 Knowledgeable**
- 5 Very knowledgeable**

Indicator #1 Model personal and professional ethics, integrity, justice, and fairness as they relate to the differentiated needs of English Learners.

Indicator #2 Committed to personal learning and development about English Learner issues.

Indicator #3 Advocate for the English Learner program with data and research, and proactively garner resources to support the English Learner program.

		1	2	3	4	5
Indicator #1	<input type="checkbox"/> CPSEL Standard 5: Personal Ethics and Leadership Capacity Likert Scale: 1 No					
	Understanding/Knowledge		<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	2 Limited					
	Understanding/Knowledge					
	3 Somewhat Knowledgeable 4 Knowledgeable 5 Very					

knowledgeable Indicator #1 Model personal and professional ethics, integrity, justice, and fairness as they relate to the differentiated needs of English Learners.
 Indicator #2 Committed to personal learning and development about English Learner issues.
 Indicator #3 Advocate for the English Learner program with data and research, and proactively garner resources to support the English Learner program.
 Indicator #1 1

Indicator #2	<input type="checkbox"/> Indicator #2 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Indicator #3	<input type="checkbox"/> Indicator #3 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please give concrete examples that demonstrate how you operationalize Standard 5: Personal Ethics and Leadership Capacity relative to the aforementioned indicators.

6. CPSEL Standard 6: Social, Economic, Legal, & Cultural Understanding

Likert Scale:

- 1 No Understanding/Knowledge**
- 2 Limited Understanding/Knowledge**

- 3 Somewhat Knowledgeable
- 4 Knowledgeable
- 5 Very knowledgeable

Indicator #1 Identify the relationships between educational policies, the PROMISE Core Principles and English Learner education and act accordingly to benefit the program and students.

Indicator #2 Proactively pursue resources to support the English Learner program.

Indicator #3 Effectively use the local and larger community as an extension of the classroom learning environment, and identify and utilize resources and expertise of that community.

	1	2	3	4	5
<p><input type="checkbox"/> CPSEL Standard 6: Social, Economic, Legal, & Cultural Understanding Likert Scale: 1 No Understanding/Knowledge 2 Limited Understanding/Knowledge 3 Somewhat Knowledgeable 4 Knowledgeable 5 Very knowledgeable Indicator #1 Identify the relationships between educational policies, the PROMISE Core Principles and English Learner education and act accordingly to benefit the program and students. Indicator #2 Proactively pursue resources to support the English Learner program. Indicator #3 Effectively use the local and larger community as an extension of the classroom learning environment, and identify and utilize resources and expertise of that community. Indicator #1 1</p>		<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Indicator #2	<input type="checkbox"/> Indicator #2 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Indicator #3	<input type="checkbox"/> Indicator #3 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please give concrete examples that demonstrate how you operationalize Standard 6: Political, Social, Economic, Legal, & Cultural Understanding relative to the aforementioned indicators.

6. CONCLUSION

Thank you for thoughtfully completing the PAOLA. We look forward to seeing you at the next PROMISE retreat and together completing the interview portion of our study.

Respectfully,
Franca Dell'Olio, Ed.D.
Kristen Anguiano, Ph.D.

APPENDIX B: Focus Group Questions and Protocol Year 2

Interview Protocol

Research Team Member: Advise participants that the interview will be tape recorded and transcribed later. Explain that these tapes will be used for research purposes only and that their identity will not be disclosed. Furthermore, anonymity and confidentiality will be respected by the research team. The tapes shall be retained for research purposes for an indefinite time in the Center for Equity and Excellence in English Learner Education and Research (CE⁴R) at Loyola Marymount University.

If an individual requests not to be interviewed, please note their responses by hand.

Begin taping – Read the following: *“This is__ (insert your name) __, part of the LMU Research Team from the Center for Equity and Excellence in English Learner Education and Research. Today is Thursday, January 31, 2008 and we are conducting interviews with the PROMISE school site principals as a follow-up to the survey each completed in 2007 related to the impact on site principal knowledge, skills, and expertise related to the use of the PROMISE Principles as a model of advocacy-oriented leadership for English Learner achievement.”*

Please do not stop the tape until the interview is complete.

Section A – Questions about leadership

- 1) How has the PROMISE Initiative impacted your work in addressing the needs of English Learners in your school?
- 2) What challenges have you faced in implementing PROMISE?
- 3) What accountability measures are in place to ensure PROMISE implementation?
- 4) What kinds of leadership support and development have you received from the PROMISE Design Center?
- 5) How can the PROMISE Initiative better support you?

Section B – Questions about the paper survey

Researcher state: *“The survey will be modified so that it may be sent to you electronically and in turn completed electronically. You will be asked to complete the survey again in June 2008.”*

- 6) Would you recommend any other modifications to the survey?

APPENDIX C: Individual Interview Questions Year 3

Interview with Individual School Site Principals

February 23, 24, 26, 2009

Phone Interview

Let us frame our conversation with the following:

- *This being year 3 and the end of this data collection process*
- *You, as site principal and educational leader of the PROMISE Initiative for your school*

Reflecting over the past three years.....

- 1) What do you feel best about?
- 2) What do you wish could have been different?
- 3) What would you have needed via support to you as a leader in order to be more successful?
- 4) How do you move forward now?



CHAPTER 6

Summary of Findings and Implications



PURSuing REGIONAL OPPORTUNITIES FOR MENTORING,
INNOVATION, AND SUCCESS FOR ENGLISH LEARNERS

Summary of Findings and Implications

The purpose of this chapter is to provide a summary of the PROMISE research monograph. First, an overview is provided of the PROMISE Model and a description of the Pilot Study conducted from January 2006 through June 2009. Next, the key findings from the four separate research projects are presented. PROMISE Research cross-study findings and implications conclude this monograph.

The PROMISE Initiative

This monograph describes the development and implementation of systemic reform, focused on English Learners (ELs), for preschool through twelfth grade students in six southern California counties (Los Angeles, Orange, Riverside, San Bernardino, San Diego, and Ventura) over a three-year time frame. The PROMISE Initiative proposed a bold research-based shift in how we deliver successful programs to ELs and advocated a critical research-based vision that ensures that ELs: achieve and sustain high levels of proficiency and literacy in English and the home language, high levels of academic achievement, sophisticated sociocultural and multicultural competency, preparation for successful transition to higher education, successful preparation as a 21st century global citizen, and high levels of motivation, confidence, and self-assurance.

The focus of the PROMISE Initiative has been to marshal the expertise and resources of the six counties by developing a powerful infrastructure for carrying out two big pieces of work. First, through PROMISE, research was conducted to distill a core of research-based guiding principles, and identify programs, strategies, and approaches for EL success aligned to these core principles. Second, PROMISE defined and piloted a reform model focused on building the capacity of schools and districts to implement powerful principles-based EL programs that result in high levels of literacy in both English and the primary language, high levels of academic achievement, and development of 21st century competencies.

The core of this systemic transformation model was a vision- and principles-based reform utilizing systemic co-design and collaboration strategies to put into practice what works to meet the needs of ELs. This reform model promoted the customization and operationalization of the eight PROMISE Core Principles (as listed and described below) through a facilitated process of "co-design" leading school sites to a specific action plan to meet the needs of EL students:

- **ENRICHED AND AFFIRMING LEARNING ENVIRONMENTS** – Create a safe, affirming, and enriched environment for participatory and inclusive learning.

- **EMPOWERING PEDAGOGY** – Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership.
- **CHALLENGING AND RELEVANT CURRICULUM** – Engage ELs in well-articulated and age-appropriate curriculum that purposefully builds bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.
- **HIGH QUALITY INSTRUCTIONAL RESOURCES** – Provide and utilize high quality standards-aligned instructional resources that provide equitable access to core curriculum and academic language in the classroom, school, and community.
- **VALID AND COMPREHENSIVE ASSESSMENT** – Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for ELs.
- **HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT** – Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement the PROMISE vision of excellent teaching for ELs.
- **POWERFUL FAMILY/COMMUNITY ENGAGEMENT** – Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for ELs.
- **ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS** – Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of ELs. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to EL needs.

In the PROMISE model, schools are supported to implement their Plans through a collaborative infrastructure of support, professional development and technical assistance.

The PROMISE Initiative Pilot Study

The PROMISE three-year pilot study was conducted from January 2006 through June 2009. The fifteen schools that participated represented all grade spans (two preschool, five elementary, four middle school, four high school) and varying contexts (rural, suburban, and urban-suburban) serving a range of numbers and concentrations of Spanish-speaking ELs. Schools/districts that participated in the pilot study created a customized design plan that focused on ELs and that was aligned to the PROMISE core principles. Each participating district had a dedicated site facilitator (teacher on assignment) who, along with the County Office Working Team Leads and PROMISE Design Center, provided direct support to the leadership and teachers at the participating districts and schools.

From its inception, a PROMISE research component was designed to contribute to the educational research of ELs and school reform, as well as to refine the model. This research component was framed around four areas of inquiry:

- What is the PROMISE model, and what has occurred in school practices, policies, and structures as a result of implementation of the PROMISE model? (Describing the activities and inputs that constitute the PROMISE “intervention,” articulating the PROMISE process as a model, and documenting activities and syntheses of lessons learned about the PROMISE model.)
- What has occurred in classroom practices as a result of engagement in the PROMISE model? (Describing and measuring changes in teaching practices that result from the PROMISE work and identifying themes in the development and enhancement of teacher expertise in the instruction of ELs in the PROMISE schools.)
- What knowledge skills and expertise did PROMISE site principals have and need to effectively lead the implementation of the PROMISE model and vision of transformative education for ELs? (Describing and measuring the deepening of the principals' leadership skills, knowledge, and abilities for EL success.)
- What was the impact of PROMISE on student learning and participation? (Analyzing three years of student-level data to examine student achievement on standardized and criterion-referenced state tests, language proficiency in English, engagement and participation in school, and college preparation.)

These four research studies represent a variety of quantitative and qualitative approaches and were carried out by separate research teams. The teams collaborated around a core research design, however, and came together at key points in the three-year pilot to share emerging findings and to provide multiple perspectives on the PROMISE pilot to the schools and districts participating in the Initiative.

Key Findings from the PROMISE Initiative Research

This section presents the key findings from the research studies organized by each of the four research questions addressed in the PROMISE Monograph.

Question 1: What is the PROMISE model, and what has occurred in school practices, policies, and structures as a result of implementation of the PROMISE model?

To answer this question, a qualitative, ethnographic research study was conducted utilizing observation, documentation of events, interviews with participating educators, collection of materials, facilitated dialogues and activities engaging PROMISE site and district leaders in reflecting upon work accomplished and lessons learned at eight critical points throughout the three year initiative. The study found that the three-year pilot of the PROMISE model produced important lessons for the field of school reform and EL education, resulted in the creation and piloting of tools and processes that guide schools towards more research-based practices for EL success, developed leadership and engaged educators throughout the pilot sites in intense activity that wrought important changes for their students. Key findings are:

- **The Promise Model Results in EL-specific research-based changes.**

The PROMISE Model is an example of school reform with an explicit focus on addressing the needs of ELs. The vision, core-principles and infrastructure of support draw upon what is known in the field of effective EL education. As a result, implementation of the PROMISE Model resulted in increased use of EL specific research-based approaches to student grouping, student placement, instruction, school structures, curriculum choices, program design and practices. Schools created more inclusive school cultures. More knowledgeable and advocacy-oriented school leadership emerged for creating programs that meet the needs of ELs. After just a few years, the majority of PROMISE pilot sites demonstrated these changes.

- **The PROMISE Model is a better match for some sites than others.**

Over the three years of the pilot, schools varied in the degree of engagement with PROMISE and the extent to which the PROMISE model “took” and worked to strengthen EL education. Several key factors impacted the degree, rate and depth at which schools implemented the PROMISE model. First, co-design requires a basic foundation of trust and willingness of administrators and staff to participate in a collaborative effort. Those schools in which there was significant tension or hostility among the faculty or between the faculty and administration found it much harder and slower to implement the model. Those with some practice with collaboration (e.g.,

professional learning communities, inclusive leadership) were able to “hit the ground running”. Second, the degree to which a site was deeply inspired by the PROMISE vision of biliteracy or moved by a deep sense of urgency about their EL underachievement was a factor in how much they embraced and implemented the model, and the speed at which they made progress. Third, a principles-based model takes time and requires staff with the inclination to reflect and “make meaning” as a basis for change. Schools where the climate was one of impatience, overwhelm, and a desire to just be told what to do, took longer to recognize the benefits of a principles-based and co-design approach.

- **PROMISE is a model for school reform across all levels of the school system, preschool through high school.**

All levels of schools (from preschool through high school) participated in PROMISE and found a path by way of the PROMISE model to identifying site specific and level specific challenges, and to selecting and implementing solutions appropriate at their level. This is extraordinary given the very different structural and institutional issues at the different levels of schooling. Preschools were able to define early education appropriate language models and curriculum, define criteria for selecting appropriate materials. Elementary schools strengthened the articulation and implementation of program models and focused on professional development and school-wide implementation and consistency in instruction. Middle schools honed in on the developmental issues of early adolescence, seeking to build student responsibility for their learning, address issues of engagement and motivation, build more inclusive school cultures and climates, and put their ELs on a path of academic rigor which would prepare them for high school. And high schools attended to the basic and essential foundational elements of differentiating needs and designing programs for long-term ELs as distinct from newcomers, creating clear criteria for placement, ensuring the existence of rigorous and supportive classes for ELs, building broader understanding among faculty about the needs of ELs, and beginning the work of changing instruction. The core principles “held” as a framework to focus work across the levels, co-design worked as a means of building leadership to focus and carry the work at all levels, and the infrastructure of EL expertise was able to target knowledgeable professional development, technical assistance and leadership coaching to support schools at all levels to implement their Plans.

- **The PROMISE vision mattered**

The PROMISE vision inspired and attracted many educators and sites to participate in the PROMISE initiative. But maintaining a focus on the vision of biliteracy and multicultural 21st century competencies was challenging because schools lacked mechanisms of assessing these skills, because these skills lie outside the existing system of curriculum and accountability, because California is still feeling the effects of political battles over primary language instruction, and because many educators were unfamiliar with the research base that creates a compelling rationale for the vision. Participation in

the PROMISE community of practice with others who care about the vision and feel an equal sense of urgency, the existence of supports that are specific to EL needs and to achieving the PROMISE vision (e.g., professional development, access to research) and an emphasis upon the development of advocacy-oriented leadership led to strengthened programs and emphasis on attaining the vision in most schools.

- **The PROMISE core-principles based approach gave coherence to school improvements, and led to more comprehensive reform.**

A principles-based approach to school improvement was unfamiliar to most educators in PROMISE, and the PROMISE core principles framework was complex. It took time for leaders to make sense of and figure out how to use the core principles as a lens for examining practice and a basis for planning. However, the majority found that over time, the core principles served to provide important coherence to the work being done in the school, and guidance for how to deepen the work. Work on an initially-selected few principles led to work on the other principles – prompting a more comprehensive approach to EL education throughout the school.

- **The components of the PROMISE model are each essential to the impact.**

The PROMISE model is an integrated approach. Each component works in relationship to the others. The vision is supported by a set of research-based core principles that describe the pathway to enacting the vision. The core principles require the engagement of teams in collaborative meaning-making as the basis for planning. The reflective and iterative processes of co-design move schools towards continuous refinement and improvement, and result in fostering distributive leadership and collaboration. It is the combination of supports (e.g., guided facilitation, purposeful convening, professional development resources, participation in a community of practice, access to research and researchers, tools, and a staff person charged with keeping the work moving forward) that make it possible for sites to actually implement their plans. The creation of communities of practice across schools was fostered by the PROMISE-wide convenings and served as a powerful motivator, source of ideas and learning, and support for the schools. It was the combination of these factors that resulted in the significant changes made by the PROMISE pilot sites. Sites that participated in one aspect of the PROMISE model, and not others, demonstrated less significant change.

- **The PROMISE pilot worked out the “bugs” of the model through the process of implementation; replication would likely result in impacts sooner.**

The PROMISE pilot (as with all pilots) took a theoretical model and tried to put it in place. While the basic design of the model “held” over the three years, significant work had to take place in order to figure out how to effectively operationalize components of the model. Much of this occurred “on the ground”, through the process of

working with the PROMISE sites. Tools were created as needed. Clarifications were made as a result of confusion. The first year, in particular, was a time of learning and clarification. Schools moved more slowly, as a result, than would be the case if and when the PROMISE model is replicated. By the end of the three year pilot, PROMISE had amassed a clearer theory of change, a set of piloted and refined tools, templates and activities for facilitating school change, a pedagogy of support mechanisms that can be mobilized, and typologies of the kind of activities that were most useful to schools in bringing about improved EL achievement. It is likely that the changes observed in the PROMISE pilot sites in three years, would be realized sooner in replication.

- **The PROMISE Initiative is “reform from within” – an unusual and important school improvement model.**

The PROMISE Initiative is an unusual configuration to lead and carry out significant school reform. Most school improvement efforts are led by a federal or state edict from above, engaged through the incentive of funding, prompted by private foundation agendas, or are designed and managed by institutions of higher education or educational labs external to the school system. PROMISE, however, arose from county offices of education *within* the school system – launched by leadership of the superintendents and informed by the expertise and research-knowledge of county office staff. The initiative engaged schools and districts to participate on a voluntary basis. While supports were made available through the relationships of the collaborative, schools did not receive funding for their participation or to support their PROMISE activities. And, in fact, districts had to pay for participation to cover part of the costs of the PROMISE facilitators. The county offices of education provided services to PROMISE sites wholly in line with their ongoing roles, but in collaboration with each other that spelled some new ways of working. As needed, the initiative reached out to research partners. It was reform from within the system and it can, therefore, be sustained by the system. PROMISE provides the field with a model of regional collaboration that emanates from within the existing system but provides leadership for meaningful school reform that reaches for a broader vision of student success, for more meaningful programs and practices that will result in the kind of EL education that has been elusive in California schools for too long. Certainly the PROMISE pilot sites, districts and counties are evidence that this can be done.

Question 2: What has occurred in classroom practices as a result of engagement in the PROMISE model?

The purpose of the classroom observations was to generate an evidence base for powerful and transformative teaching for ELs that develops as a result of teachers’ engagement in a variety of research-based professional development. This study employed a descriptive/observational research method. Quantitative data were collected

through structured observations in 303 classrooms using the Observation Protocol for Academic Literacies (OPAL) instrument to examine variables in classroom contexts that affect teaching and learning for ELs.

The OPAL is a research-based behavioral observation tool that measures classroom practices and interactions. It contains eighteen items and utilizes a six-point Likert-type scale (1-6, Low to High) to rate instruction. The OPAL is aligned with the National and California Standards for the Teaching Profession and encapsulates the four domains of research on teacher expertise for ELs: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. Qualitative data were collected through semi-structured interview protocols that were conducted immediately following classroom observations.

Given the national achievement gap between ELs and their native English speaking peers, findings from the classroom impact study indicate that supportive and guided professional development settings, such as those provided through the PROMISE Initiative, can serve as a vehicle for examining dynamic teaching and learning situations in schools. A summary of the key findings reported in Chapter 4 of this monograph are presented here:

- Overall, quantitative data from the OPAL classroom observations reveal low to middle-range ratings across the four observed domains: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. Lowest observed ratings were in the areas of Rigorous and Relevant Curriculum and Interactions.
 - Effect size analyses on classroom impact through the implementation of PROMISE revealed that overall small to moderate effects were achieved.
 - Key themes were determined from analysis of anecdotal notes and teacher interviews:
- **Over-reliance on restrictive curriculum resulted in a lack of culturally relevant materials and instruction.**

Findings around teachers' practices and perceptions about planning and delivery of curriculum revealed that teachers, especially at the elementary and middle school levels are challenged by many of the restrictions associated with pacing plans that are part of the curriculum delivery in many low performing schools. Additionally, observations and interviews revealed that there is limited use of supplemental materials that are linguistically, developmentally, and culturally appropriate for a diverse student population.

- **Predominance of Teacher-Directed Instruction resulted in a lack of meaningful opportunities for interaction.**

Results indicate that the most observed method of instructional delivery was teacher directed, allowing few opportunities for student-to-student interaction, student-to-teacher interaction, and differentiated instruction. Limited interactions often affected opportunities for students to engage in meaningful and purposeful learning in order to process, internalize, and solidify concepts and skills.

- **Increase in targeted efforts for comprehensible input and output.**

Most teachers were observed to be using specific strategies and named the professional development that led to comprehensibility of instruction for ELs (i.e. Project GLAD, Project Write) while only a few specified perceived needs that correlated with lower-rated domains recorded through the OPAL observations.

- **Teachers acknowledged the need for additional professional development in the area of effective instruction for ELs.**

Many teachers reported that the PROMISE Initiative emphasized an additive approach to working with ELs and provided a unique opportunity to collaborate with peers and create structures for learning about and addressing the needs of ELs.

Question 3: What knowledge skills and expertise did PROMISE site principals have and need to effectively lead the implementation of the PROMISE model and vision of transformative education for ELs?

This study was descriptive in nature, incorporating a mixed methods approach wherein quantitative data were collected through a survey instrument (the PAOLA), and qualitative data were collected through anecdotal records, interviews/focus groups, and responses to open-ended survey questions.

PAOLA is a research-based tool used to assess site principals' perceptions of their current knowledge, skills, expertise, and orientation for advocacy-oriented leadership. This protocol invited participants to quantitatively self-report leadership capacity against indicators aligned with the PROMISE Core Principles and the California Professional Standards for Educational Leaders (*California Professional Standards for Educational Leaders, 2001*) and qualitatively to provide examples of implementation and/or application of stated indicators.

Leadership is an integral part of moving any initiative forward. It is central to creating the needed school environments where teaching and learning, and student growth may unfold in a productive and prosperous fashion. Moreover, it becomes a key

component when addressing the creation and sustenance of a professional community of practice poised for EL success.

As evidenced by data collected through the PAOLA and focus group/interviews, the PROMISE Initiative and support system provided the opportunity and possibility for much positive growth and gave birth to several notable site administrator best-practices:

Incorporated the EL program into the school vision, mission, instructional school plan and program, staffing, professional development, school-wide assessment program and parental and community partnerships.

- Encouraged staff (specifically EL teachers) to actively take part in school governance.
- Provided EL professional development for all staff, including non-EL teachers.
- Dialogued with all staff about EL program goals, implementation, progress, and assessment.
- Esteemed the utilization of two languages.
- Empowered the school community, inclusive of staff and parents, with information about second language learning.

Focus group conversations and interviews with the site principals provided insight into the critical areas of need that were not completely addressed by the PROMISE Initiative and support system:

- A systematic way to address the needs of the site administrators.
- A process by which to provide continuous and focused professional development specific to leadership.
- The creation of formal leadership networks or support systems/groups.
- The provision of ongoing mentoring and exposure to needed research and professional expertise.
- An explicit and purposeful focus on building core leadership capacity, creating coaching system for current sitting administrators, designing a plan to inculcate new administrators into the initiative.

Question 4: What was the impact of PROMISE on student learning and participation?

The purpose of this quantitative study was to describe the demographic characteristics of the PROMISE schools and students as well as the language proficiency, academic achievement, and other student outcomes. Student-level data were collected over the three-year period of the PROMISE Initiative for all EL and R-FEP students at the PROMISE school sites in grades 2-12, yielding data on over 14,000 EL students from the six counties. Outcome data were collected and analyzed for student language proficiency in English (CELDT), academic achievement in English (CST) and Spanish (Aprenda and STS), high school exit (CAHSEE), and other achievement measures (high school drop out). These outcomes were described by grade level for each PROMISE site and across the PROMISE sites, and were analyzed according to school and student demographic characteristics and students' participation in biliteracy (two-way bilingual immersion) vs. English mainstream/SEI programs. Focus was on outcomes in year 3 and progress over the duration of the PROMISE Initiative.

- First, it is important to recognize that PROMISE sites, in comparison to the district, county, and state averages, had far more EL, Hispanic, and economically disadvantaged students and students whose parents had a high school education or less. These risk factors are associated with lowered achievement in the research literature and in the PROMISE study; that is, students with more risk factors consistently demonstrated lowered student achievement in almost every measure.
- Across the different PROMISE sites, there was considerable variation in the percent of students attaining English proficiency, though there was also consistency across schools in that from grade 7, close to three quarters of students were English proficient; that is, they were either R-FEP or they had received a score of Early Advanced or Advanced on the total CELDT. In addition, PROMISE students made excellent growth in English language development and narrowed the gap between the State average and the PROMISE average across the three years of the PROMISE Initiative.

Examining outcomes by level of schooling, findings included:

- PROMISE elementary and middle school students made significant gains in achievement across the duration of the PROMISE Initiative and narrowed the gap between the PROMISE average and the State average in English language arts and math achievement.
- With respect to the achievement of PROMISE high school students: there were significant declines across the duration of the PROMISE Initiative in their English language arts and math achievement in scale scores, but there was some increase in the percent of students that were Proficient/Advanced in Academic Year 2009 over

Academic Year 2007 in English language arts. Two thirds of high school students passed both the ELA and math sections of the CAHSEE, and pass rates for the math section of the CAHSEE were influenced by students' participation in higher-level math courses. CAHSEE pass rates for R-FEP students in PROMISE and the state average were similar for both reading and math.

Important findings related to achievement in Spanish and the relationship between achievement in Spanish and English were as follows:

- Despite the biliteracy focus of PROMISE, achievement data in Spanish were not consistently collected, but available data revealed that Spanish reading achievement on a norm-referenced test (Aprenda), 4th through 6th graders scored high, 11th and 12th graders scored above average, and 10th graders scored average. In math achievement on the Spanish norm-referenced test, students scored at to well above grade level.
- R-FEP students scored significantly higher in achievement measured in Spanish than did the students still classified as EL.
- In looking at achievement in Spanish according to the number of risk factors for students, there was a significant difference favoring students with fewer risk factors in math but there was no difference in reading. Thus, students can achieve in reading measured in their primary language despite the number of risk factors they possess.
- At all grade levels, language proficiency and achievement measures (CST ELA and math, CAHSEE ELA and math) were highly related to student background factors, EL proficiency, and achievement in Spanish (when such data were available);
- EL students who were learning to read and write in two languages (Spanish and English) in two-way programs achieved at higher levels than students who were learning only through English in SEI/English mainstream programs; this result was replicated at all grade spans. For these students, achievement in Spanish was highly correlated to achievement in English. Thus, students who scored low in Spanish reading (math) also scored low in English language arts (math) on the CST and the CAHSEE, and students who scored high in Spanish reading (math) also scored high in English language arts (math) on the CST and the CAHSEE. Two-way students were also more likely to be enrolled in challenging math courses than SEI/Mainstream students, and the small number of two-way students were enrolled in more challenging (10th graders) or similarly challenging (11th grade) math classes compared to the state average.

Cross-Research Findings from the PROMISE Initiative Research

In addition to presenting summaries of the key findings from each of the individual research questions, the PROMISE research team identified four overall, cross-research findings. This analysis is presented below and each of the cross-research findings is elaborated by evidence from each research area.

1. The PROMISE principles-based and co-design model works to bring about positive change for ELs. It works for all levels of schooling and in varying contexts, with the flexibility that enables a focus on the particular developmental needs of students and the specific structural and climate issues of schools at different levels.

Evidence

- PROMISE elementary and middle school students made significant gains across the duration of the PROMISE Initiative and narrowed the gap between the PROMISE average and the State average in English language proficiency, English language arts and math achievement.
 - In examining longitudinal change in English language proficiency over the duration of the PROMISE Initiative at grades 5, 8, and 11, findings revealed that PROMISE students at all three gain spans made excellent growth and narrowed the gap between the State average and the PROMISE average across the three years of the PROMISE Initiative (from 49 to -9 for elementary, from 19 to -10 for middle, and from 29 to 4 for high school).
 - In English language arts, longitudinal analyses of scale scores showed that PROMISE 5th and 8th graders made significant gains across the duration of the PROMISE Initiative of 22-31 points and narrowed the gap between the PROMISE average and the State average (from 21 to 1 point for elementary students; from 11 to -1 points for middle school students), though this gap increased for 11th graders. However, over the duration of the PROMISE Initiative, students at most grade levels were more likely to be Proficient/Advanced and Basic+ (scoring at Basic or above) in AY 2009 than 2008 and more in 2008 than in 2007. This trend was noted for all PROMISE students, Hispanic students, students with disabilities, and students at all risk factors.
 - In math achievement, over the duration of the PROMISE Initiative, 2nd through 6th grade students showed growth and the gap between the PROMISE students and the State average declined from 17 to 12

points. Achievement was low in grades 8-11 and fewer PROMISE students were enrolled in more challenging math courses at each grade level than the state average. Nonetheless, over the course of PROMISE, more students were Proficient/Advanced and Basic+ in 2009 than in 2008 and more in 2008 than in 2007, and this was true for most groups examined (all PROMISE students, Hispanics, students with disabilities, risk factors).

- The high school dropout rate was low (2%) for the one high school that reported dropouts; this rate was lower than the district, county, and state averages.
- Examination of PROMISE plans and documentation of actual changes in school structures, program design and policies all demonstrated that operating within the core-principles' and co-design framework, schools were able to implement research-based core practices as appropriate to all grade spans (preschool through high school).
 - Preschools focused on identifying age-appropriate language development curriculum, and enhancing parent engagement; elementary schools developed new structures and programs for parent engagement, enhanced professional development and a focus on classroom practice and strengthened program design; middle schools focused on strengthening instruction, creating more inclusive school climates and increasing student engagement; while high schools worked on school structure, program design and placement, course development, and creating new academic supports for students to succeed in more rigorous classes. Thus, the impacts on the schools differed depending on the grade span.
 - Teacher observations showed a small to moderate increase in the use of higher quality classroom practices from the beginning to the end of PROMISE.
 - The elementary and middle schools, which focused more on instruction and student engagement, showed more growth with the increased use of effective classroom practices for ELs than high schools, which focused more on student placement and monitoring.
 - Principals at all levels reported in interviews that the PROMISE vision, Core Principles and participation in the Initiative helped them redefine the school vision and develop stronger plans for EL success. They reported that the codesign process provided facilitation and support to create collaborative systems and an emphasis on ELs school-wide.

2. The PROMISE Initiative created an infrastructure that enabled the development of communities of practice and networking, technical assistance and professional development with a focus on ELs utilizing existing elements of the school system.

Evidence

- Interviews with school leaders, end of year reflections, and journey maps revealed that one of the attractions to participating in PROMISE was the opportunity for collaboration with other schools and with district and county offices and the ability to draw from the expertise to bolster professional development efforts and school plans around meeting the needs of ELs.
- The degree to which schools found out about effective approaches increased as a result of the schools' participation in the PROMISE Initiative. The cross-site visits and PROMISE support enhanced their capacity to replicate effective practices across schools and contexts.
- Results from teacher interviews reveal that collegial collaboration was ranked as the second most positive factor in providing support for teachers implementing effective practices. There was specific mention of PROMISE conferences and PROMISE facilitators and processes of peer observation and video development.
- Establishing a consistent plan for collecting data across sites was a challenge. It helped when the county (and district) offices were involved in the development of the evaluation plan and supportive of this process. Having some pressure from the county facilitated obtaining data from the districts.
- Creating collaboration between schools, districts and county offices strengthened relationships that could last beyond the pilot.

3. The PROMISE Initiative helped educators deal with the challenges in implementing research-based EL approaches in the context of the current accountability system.

Evidence

- Initially, classroom observations revealed a reliance on teacher-directed instruction and the delivery of a restrictive curriculum with few opportunities for meaningful student interaction. During teacher interviews, many teachers reported that they did not have the power to make decisions about curriculum and that pacing guides, standards, and teacher's guides were the main tools used in planning for instruction. They spoke of difficulties in meeting the needs of their EL students within those constraints. However,

over the course of the PROMISE Initiative, engagement in specific EL Professional Development and the PROMISE community provided the impetus for positive changes in these practices over time. Educators were able to implement strategies to increase student engagement, improve language development (e.g., academic vocabulary and oral language), and to modify curricular approaches, which gave teachers an increased sense of efficacy in improving EL students' school success.

- Documentation of lead team meetings, dialogues, and leaders' reflections indicated that access to research through PROMISE and participation in the PROMISE network supported leaders in advocating for a broader vision of EL student success and more emphasis on longer-term academic impact rather than just short-term accountability demands.

- When schools did resist the accountability demands for short-term gains in English proficiency/achievement and provided research-based biliteracy models (two-way programs), students in such programs achieved at higher levels than students in SEI/English mainstream programs.

- Initially, leaders in the PROMISE Initiative reported that the current system of support was not adequately infused with EL-specific expertise and technical assistance. In fact, they sought participation in PROMISE, in part, to fill that gap. PROMISE Initiative provided assistance in facilitating pilot sites' efforts to align the research-based PROMISE plans with other state-mandated plans for student achievement. Site principals also suggested that the district infrastructure should be examined to determine how to better support and monitor school site implementation of EL programs, beyond the submission of the written plan. Several PROMISE districts aligned and strengthened their support for EL programs and services through the course of the pilot.

- Assessments were consistently collected and available for the state-mandated accountability requirements for student language proficiency and achievement in English. Schools with primary language instruction had the option of collecting data on student achievement in Spanish, but did not consistently collect such data, which resulted in lack of accountability for biliteracy outcomes and invalidated the learning that had occurred in Spanish. However, when schools did collect outcomes in Spanish, the findings were very positive and demonstrate that students performed at or above grade level and that achievement in Spanish was highly correlated with achievement in English.

4. Consistent and articulated biliteracy models have the power to improve student outcomes for English Learners.

Evidence

- Students in two-way programs outscored students in SEI/English mainstream programs at all grade spans (in English language proficiency, English language arts, math, and more challenging math coursework at secondary level).
- Classroom observations revealed that teachers who provided primary language instruction had higher ratings in implementing effective classroom practices, particularly in the areas of rigorous and relevant curriculum.
- Based on a review of master schedule, journey maps, and interviews, a key component that was added to high school programs to strengthen outcomes for ELs was Spanish for Native Speakers through Advanced Placement levels. This was in response to deeper understandings of the research on the role of dual-language development in academic achievement, and research on the role of language identity in motivating and engaging adolescent ELs.
- Preschool educators sought appropriate models for early language development for dual-language children. After reading and discussing the research, they determined the need to invest in preschool GLAD instructional strategies in Spanish, purchased Spanish materials, and some preschool educators created thoughtful and intentionally designed bilingual programs.
- Pilot sites were provided with technical assistance and professional development that led to a higher level of implementation of alternative bilingual education and dual language program models.
- While all student outcome measures were significantly related to student risk factors, the only exception was Spanish language arts, where there was no relationship to student risk factors; thus, students with more risk factors did not score significantly lower than students with fewer risk factors.

Implications from PROMISE Research Findings for School Reform for English Learners

This section presents the implications of the cross-research findings for overall school reform for ELs.

Schools seeking to improve English Learner achievement need to be supported by an infrastructure infused with EL expertise.

- Currently, many schools and districts with underachieving ELs lack access to knowledge of research and best practices for meeting the needs of their students. While

multiple sources of this expertise can be useful, the formal public infrastructure of support for schools should be mobilized to provide access to research-based practices, professional development and technical assistance that addresses the specific needs of ELs. County offices are positioned and have an important potential role in providing these services and in leading and creating structures for school reform. If they are staffed with people knowledgeable of EL needs and research-based practices, they have the capacity to be sustained and systemic sources of expertise and support for schools grappling with the challenges of EL underachievement. Throughout curriculum and instruction and accountability services, county offices should ensure that staff members working with high-EL enrollment schools and districts have these EL-specific competencies. It is important that this support go beyond a focus on compliance and the implementation of mandates, and extend to supporting processes of school reform, and providing help for addressing the structural and climate issues in schools that impact EL achievement, as well as facilitating deep instructional improvement.

- School leaders guiding reform and improvement for ELs benefit from knowledgeable facilitation and the availability of coaches to help them access appropriate research on EL education, and to help them develop the skills needed to lead schools through the changes in attitudes, understanding and practices required for improvements in EL outcomes. Leadership development approaches that result in more collaborative and distributive leadership at a site (including development of teacher leaders) are an important element in this process. County offices of education, institutions of higher education, and school reform intermediaries should mobilize to support this leadership development.

Reform efforts must be appropriately measured and given adequate time.

- It is critical to document both the reform and its impacts – and to do so in ways that answer the question: “What works, for which students, and in which contexts?” An evaluation plan needs to be carefully developed that is consistent across sites and that is agreed upon by all implementation sites. This evaluation plan should include a variety of background characteristics of students and schools as well as a range of different achievement measures that are appropriate for the grade spans involved (see Methodology for Student and School Impacts in the Student Outcomes section). For ELs, data and analysis must allow for evaluating outcomes in terms of student background characteristics and level of English fluency. Valid and reliable assessments should be used that accurately measure academic content mastery as distinct from English language proficiency.

- Meaningful and systemic school reform for EL success takes time. Relying only on outcome measures does not adequately enable schools to refine their improvement efforts in the course of making changes. To avoid discouragement, and to maintain a steady focus, it benefits schools engaged in a school improvement effort to have a means of documenting their work and progress, and formats for reflection at least yearly to look

back on what has been accomplished, to analyze current challenges, and to adjust strategy as needed. Policymakers should focus on meaningful indicators of progress as well as attainment of desired outcomes.

- In examining the outcomes related to ELs, it is important to include students who began their schooling as ELs but who have been reclassified as fluent in English since the intervention began. If one does not include these students, it is difficult to demonstrate the success of one's intervention since the thriving students are constantly exited from the sample of students in the analysis.

- Secondary school reform needs to focus on the complex structural issues of meeting very diverse needs of adolescent ELs as well as attend to instructional and curricular improvement. They need to develop clear criteria for EL student placement, define the appropriate sequence and combination of courses that meet the needs of specific types of ELs (e.g., long-term ELs, newcomers), create needed course sections and address the challenges of a large departmentalized faculty and the specific applications of instructional strategies to the different academic disciplines. A focus on structural issues and attention to professional development must occur as parallel and connected efforts in order to result in significant improvements in student achievement. Addressing these structural challenges in creating consistent and appropriate programs, attending to the cultural and climate shifts in attitudes, and building leadership and instructional capacity to meet the needs of EL is a process that takes years. In the climate of urgency about improving outcomes, it is especially important that educators and policymakers have mechanisms to document and reflect upon progress towards desired outcomes, including measuring changes in practices that will lead to improved student outcomes. These should include longitudinal analyses of student achievement and should include benchmarks that demonstrate changes in structure and instruction that are pathways towards improved student outcomes. Without this kind of documentation, monitoring and reflecting on progress, effective reform efforts may be discarded prematurely.

Educational leaders, policy makers and researchers should create partnerships to collaboratively develop and disseminate models and approaches to support districts and school sites in implementing strategies that improve English Learner success.

- At the preschool level, there is a dearth of clear research-based models that promote later school success with dual language learning preschoolers. Investment in preschool through third grade models would be particularly beneficial, focusing on the continuum of language development throughout early childhood.

- To promote academic success for EL, districts should offer high-quality, well-articulated primary language programs for their ELs. Dissemination of research and models in dual-language development is needed, including clear definitions of appropriate language allocation and use. Models that result in proficiency in two or more

languages and that establish language diversity as an asset should be clearly distinguished from other approaches that do not have these benefits.

- Districts and sites could benefit by engaging in networks and professional learning communities around specific issues connected to EL achievement. These can be supported by researcher-educator collaboratives at regional or district levels, and should include facilitated support for engaging with research, conducting inquiries, sharing practices and reflection.

Long-term and in-depth professional development and leadership development are necessary for English Learner success

- Leaders should provide all teachers (academic content, elective and language teachers) with in-depth training on student engagement strategies, academic language development, and techniques for differentiating instruction for all learners. ELs are better served by research-based instructional programs that provide teachers with appropriate strategies to meet the specific language development and literacy needs of ELs. Professional development should provide support for enhancing and integrating EL instructional strategies and materials with mandated curriculum and supplementing instruction as needed beyond what is cited in prescriptive programs. Coaching and mentoring should be provided to support the implementation of these strategies.
- There is no one-size-fits-all model for English Learners that is appropriate across all schools and communities. School leaders need support in order to determine the most appropriate strategies to implement for their students, in their site. It is important for schools to begin reform efforts with a diagnosis of the specific challenges facing their students, and the specific capacity and structural issues that facilitate or impede meeting the needs of those students. School leaders need to know where they're starting from and chart their course accordingly. They need data and inquiry approaches to know the diversity and profile of their EL population. A principles-based framework can guide actions towards a cohesive and comprehensive response to the needs of ELs. Access to research and researchers will assist in the selection of appropriate strategies. Technical assistance, facilitation, formalized steps and tools can be provided to site leaders to help put together the information needed to create the programs that will be most effective for their sites.

In conclusion, the PROMISE Initiative is a systemic school reform model that has demonstrated the power to produce change at all grade spans. The PROMISE pilot was just three-years, a short time-frame for initiating and supporting meaningful change with impacts on student achievement. The four research studies that comprise this volume documented that much could be (and was) accomplished within that short frame. In most schools:

- Instruction and curriculum became more aligned with the research on effective practices for ELs.
- Parent engagement increased.
- Programs were strengthened to become more consistent with research and articulated across classrooms and grade levels.
- There was evidence of gains in student achievement and a narrowing of the achievement gap – made more remarkable because the ELs in the schools served by the PROMISE Initiative are students with greater risk-conditions than ELs overall in the state.

Yet in the eyes of the researchers, as well as the perspectives of the school leaders who participated in PROMISE, none of the schools in the pilot are “there” yet. There is still work to be done. The pilot schools are works in progress, and as such, would benefit from continued support, continued engagement in networks of practice, continued access to research and researchers, as well as continued opportunities to share their lessons learned in how most effectively to serve their EL students. It is our hope that they will continue to get that support, and to be able to realize the enormous potential demonstrated in the work accomplished during the three years of the PROMISE pilot.

Finally, an implication drawn from the research on the PROMISE pilot is that in order to mount and sustain effective schools for EL, schools need the kind of frameworks and support provided through PROMISE – not just to initiate changes, but also to continue to refine their practices and programs, make them more systemic, continually engage in the hard-work of creating schools that are appropriate and effective for a diverse and changing population in challenging and changing times, and to appropriately measure those changes. In this sense, perhaps the PROMISE model might be viewed not as a school CHANGE model, but as a template for how schools, districts and counties should regularly collaborate to function as parts of a school system designed for continual improvement.



Key Partners and Collaborators

PROMISE Initiative Key Partners And Collaborators

The PROMISE Initiative (Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners) has been developed, implemented, and supported by the following organizations and individuals:

County Offices of Education

Los Angeles (LACOE)
Riverside (RCOE)
Orange (OCDE)
San Bernardino (SBCSS)
San Diego (SDCOE)
Ventura (VCOE)

School Districts and Schools

Baldwin Park Unified School District
 Baldwin Park High School
 Heath Elementary School
 Holland Middle School
Escondido Union High School District
 Escondido High School
 Orange Glen High School
 San Pasqual High School
Moreno Valley Unified School District
 Sunnymead Elementary School
 Sunnymead Middle School
Ocean View Elementary School District
 Mar Vista Elementary School
 Ocean View Early Childhood Program
Saddleback Valley Unified School District
 Gates Elementary School
 Laguna Hills High School
San Bernardino City Unified School District
 Arrowview Middle School
Lytle Creek Elementary
Lytle Creek Preschool

KEY COLLABORATORS

Pilot Study Design:
Laurie Olsen, Ph.D.

Sponsors:

California Department of Education
US Department of Education

California Comprehensive Center
Loyola Marymount University, Los Angeles, CEEL
Wells Fargo
California Tomorrow
MARC Associates, Washington DC

PROMISE Design Center Staff:

Jan Gustafson-Corea, Director
Erin Mason, Program Manager
Vicki De La Ree, OS III
Susan Capps, OS II

PROMISE Research Team:

Laurie Olsen, Ph.D.

Laurie Olsen is an expert on educational equity for immigrant students, students of color, language minority students and low-income students. She serves as a consultant to school districts throughout the nation on building quality EL programs, and is currently Director of the Sobrato Early Academic Literacy Initiative, a preschool-third grade demonstration project for Spanish-speaking immigrant children in two school districts in Northern California. She was the architect and director of California Tomorrow's equity-centered education reform work at the school site, community, and policy levels. Dr. Olsen has attained a national reputation as a researcher on immigrant education, a keynote speaker and articulate advocate for equity and access to quality schooling, a skillful facilitator, and sought-after provider of leadership development and technical assistance to schools and other institutions grappling with dynamics of race, language, and culture. Dr. Olsen holds a Ph.D. in Social and Cultural Studies in Education from UC Berkeley, has served on the board of the National Coalition of Advocates for Students, was founding president and a current board member of Californians Together (a statewide coalition for ELs). She is the author of the PROMISE Research Monograph's second chapter.

Kathryn Lindholm-Leary, Ph.D.

Kathryn Lindholm-Leary received her Ph.D. at UCLA, where she worked at the Spanish Speaking Mental Health Research Center and the Center for Language Education and Research. She is currently a professor of Child and Adolescent Development at San Jose State University, where she has taught for 19 years. Her research interests focus on understanding the cognitive, language, psychosocial, and societal factors that influence student achievement, with a particular emphasis on culturally and linguistically diverse students. Dr. Lindholm-Leary has worked with two-way immersion and other bilingual programs for the past 20 years and during that time has evaluated over 30 programs and helped to establish programs in over 50 school districts in 10 states. Dr. Lindholm-Leary has the most comprehensive longitudinal data on bilingual students – particularly

students in two-way programs – in the country. She regularly consults with various state departments of education, including the California State Department of Education and also the U.S. Department of Education. She is the author of the PROMISE Research Monograph's third chapter.

Magaly Lavadenz, Ph.D.

Magaly Lavadenz is a professor in the Language and Culture in Education Department and Director of Bilingual/Bicultural Education and TESOL at Loyola Marymount University (LMU). She is also the Founding Director of LMU's Center for Equity English Learners. Dr. Lavadenz has held leadership positions in numerous education related associations. She is a past president of the California Association for Bilingual Education, founding president of the California Association of Bilingual Teacher Educators and is currently president-elect for the California Council on Teacher Education. Her research interests include the education of Latino and bilingual teachers, the experiences of the Central American immigrant community, public policy affecting language use and education, and biliteracy development. This research has been published in numerous books and journals. Dr. Lavadenz completed her B.S. in Elementary Education from Oakland University in Michigan, an M.A. in Educational Psychology and Counseling from California State University, Northridge and a Ph.D. in Education, specializing in Language, Literacy and Learning from the University of Southern California. She is the co-author of the PROMISE Research Monograph's fourth chapter.

Elvira Armas, Ed.D.

Elvira G. Armas joined the staff at Loyola Marymount University in 2006 as the associate director of the Center for Equity for English Learners. Concurrently, Dr. Armas works with the Los Angeles County of Education's Multilingual Academic Support Unit as an English Learner consultant providing professional development for school teams, school districts, and educational leaders. In her career as an educator, Dr. Armas has served as a bilingual classroom teacher, mentor, trainer, district advisor, staff developer, and curriculum materials developer. She has also taught reading, writing, and second language learning methods as well as language foundation courses for schools of education at the university level. She was a key trainer and program coordinator for the Language Minority Beginning Teacher Support and Assessment Project at the University of Southern California, working closely with new and experienced teachers. She earned an Ed.D from the University of Southern California in Educational Leadership with an emphasis in Language Literacy, and Learning. Dr. Armas also received her master's and bachelor's degrees at USC and holds a California Bilingual Teaching Credential and an Administrative Services Credential. She is the co-author of the PROMISE Research Monograph's fourth chapter.

Franca Dell'Olio, Ed.D.

Franca Dell'Olio, Assistant Professor of Educational Administration and Director of the Institute of School Leadership and Administration, completed her undergraduate and graduate studies at Loyola Marymount University, earning bachelor's degrees and single subject teaching credentials in Spanish and History as well as her master's degree in Bilingual Cross-Cultural Education. She also has a Professional Clear California Administrative Services Credential and a doctorate in Educational Leadership, Administration and Policy from Pepperdine University. Professor Dell'Olio is an LMU Center for Equity for English Learners scholar focusing specifically on Advocacy-Oriented Leadership for English Language Learner Achievement. Prior to joining the LMU School of Education, Professor Dell'Olio served as a high school teacher and site administrator in both the private and public sectors. Professor Dell'Olio's research interests include creating and sustaining leadership capacity through collaborative communities of practice and cultures of excellence, parent and community involvement within schools, and leadership for EL success. She is the author of the PROMISE Research Monograph's fifth chapter.

REFERENCES

References

- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), 4-14.
- Abedi, J., & Gándara, P. (2006). Performance of English language learners as a subgroup in large-scale assessment: Interaction of research and policy. *Educational Measurement: Issues and Practice* 25(4): 36–46.
- Abedi, J., Hofstetter, C., Baker, E., & Lord, C. (2001). *NAEP math performance and test accommodations: Interactions with student language background* (CSE Tech. Rep. No. 536). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing. Retrieved October 5, 2008, from <http://www.cse.ucla.edu/products/rsearch.asp>
- Abedi, J., Leon, S., & Mirocha, J. (2003). *Impact of students' language background on content-based assessment: Analyses of extant data* (CSE Tech. Rep. No. 603). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Adger, C., & Peyton, J.K. (1998). Immigrant students in secondary schools: Creating structures that promote achievement. *TESOL Journal*, 7(5), 4,5.
- Adger, C. & Peyton, J.K. (1999). Enhancing the education of immigrant students in secondary school: Structural challenges and directions. In C.J. Faltis & P. Wolfe (Eds.) *So much to say: Adolescents, bilingualism and ESL in the secondary school* (pp. 205-224) New York: Teachers College Press.
- Aguirre-Muñoz, Z., Amabisca, A., Amoo-Adare, E., Barnwell, M., & Griffin, N. (2003). *Preparing teachers to teach English learners in California: CPDI year 2 evaluation report*. CRESST Deliverable. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, & Student Testing.
- Aguirre-Muñoz, Z. & Baker, E. (1999). Improving the equity and validity of assessment-based information systems. In M. Nettles (Ed.), *Measuring Up: Challenges Minorities Face in Educational Assessment*. Norwell, MA: KLUWER Academic Publishing.
- Armendariz, A. L., & Armendariz, E.J. (2000). An administrative perspective of a two-way bilingual immersion program. *Bilingual Research Journal*, 26(1), 169-179.

- Artiles, A. J., & A. A. Ortiz, (Eds.), (2002). *English language learners with special education needs: Identification, assessment, and instruction*. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Ascher, C. (1988). Improving the school-home connection for poor and minority urban students. *The Urban Review*, 20(2), 109-122.
- Asher, J. (2000). *Year 2000 update for the total physical response, known to the world as TPR*. Los Gatos, CA: Sky Oaks Productions.
- August, D. & Hakuta, K. (1997). *Improving schooling for language-minority children: A research agenda*. National Research Council Committee on Developing a Research Agenda on the Education of Limited-English-Proficient and Bilingual Students. Washington, D.C.: National Academy Press.
- August, D. & Shanahan, T. (Eds.), (2006). *Developing literacy in second language learners: Report of the National Literacy Panel for Language Minority Children and Youth*. New York: Lawrence Erlbaum Associates.
- Baca, L., & Cervantes, H. (2004). *The bilingual special education interface*. (4th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Ballantyne, K.G., Sanderman, A.R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Available at http://www.ncela.gwu.edu/practice/mainstream_teachers.htm.
- Batalova, J., Fix, M., & Murray, J. (2007). *Measures of change: The demography and literacy of adolescent English learners. A report to Carnegie Corporation of New York*. Washington, DC: Migration Policy Institute.
- Berends, M., Bodilly, S., & Kirby, S., (2002). *Facing the challenges of whole school reform*. Santa Monica, CA: Rand Corporation.
- Berman, P., Chambliss, D., et al. (2000). *Readiness of low-performing schools for comprehensive reform*. Emeryville, CA: RPP International.
- Berman, P., McLaughlin, B., McLeod, B., Minicucci, C., Nelson, B. & Woodworth, K. (1995). *School reform and student diversity: Findings and conclusions*. Santa Cruz, CA: Institute for Policy Analysis and Research, National Center for Research on Cultural Diversity and Second Language Learning.

- Berman, P., Mincucci, C., McLaughlin, B., Nelson, B., & Woodworth, K. (1995). *School reform and student diversity: Case studies of exemplary practices for LEP students*. Washington, DC: National Clearinghouse for Bilingual Education.
- Bermúdez, A. & Padrón, Y. (1987). Integrating parental education into teacher training programs: A workable model for minority parents. *Journal of Educational Equity and Leadership*, 7(3), 235-244.
- Block, P. (2003). *The answer to how is yes: Acting on what matters*. San Francisco: Berrett-Koehler
- Bolman, L., & Deal, T. (2000). *Escape from cluelessness*. New York: AMACOM.
- Bodilly, S. (1996). *Lessons from New American Schools Development Corporation's development phase*. Santa Monica, CA: RAND.
- Bodilly, S. (1998). *Lessons from New American School's scale-up phase: Prospects for bringing designs to multiple schools*. Santa Monica, CA: RAND.
- Bodilly, S. & Berends, M. (1999). Necessary district support for comprehensive school reform. In G. Orfield & E. DeBray (Eds.), *Hard work for good schools: Facts not fads in title I reform*, (pp. 111-119). Cambridge, MA: Harvard University, The Civil Rights Project.
- Boscardin, C. K., Aguirre-Munoz, Z., Chinen, M., Leon, S., & Shin, H. (2003). *Consequences and validity of performance assessment for English language learners: Assessing OTL in grade 6 language arts*. CRESST Technical Report. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, & Student Testing.
- Boyson, B. & Short, D. (2004). *Secondary school newcomer programs in the United States*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Brisk, M. (1998). *Bilingual education from compensatory to quality schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bruner, J. S. (1978). The role of dialogue in language acquisition. In R. J. J. A. Sinclair, & W.J.M. Levelt (Ed.), *The child's conception of language*. New York: Springer-Verlag.
- Bryk, A., Sebring, P., Kerbow, D., Rollow, S. & Easton, J. (1998). *Charting Chicago school reform*. Boulder, CO: Westview Press.

- Calderón, M. (2001). Curricula and methodologies used to teach Spanish-Speaking limited English proficient students to read English.” In R. Slavin & M. Calderón (Eds.), *Effective Programs for Latino students*, 251-305. Mahwah, NJ: Lawrence Erlbaum Associates.
- Calderón, M., & Carreon, A. (2000). *A two-way bilingual program: Promise, practice, and precautions*. (Report No. R-117-D400005). Baltimore, MD: Center for Research on the Education of Students Placed At Risk. (ERIC Document Reproduction Service No. ED 447 706)
- California Department of Education. (1997). California standards for the teaching profession. Retrieved from: www.ctc.ca.gov/reports/cstreport.pdf
- California Department of Education (2007). *Preschool English learners: Principles and practices to promote language, literacy and learning*. Sacramento, CA: California Department of Education.
- California Professional Standards for Education Leaders. (2001). Retrieved November 7, 2008, from http://www.wested.org_pubs/cpsel_standards.pdf
- Carlo, M. S., August, D., McLaughlin, B., Snow, C.E., Dressler, C., Lippman, D.N., et al. C.E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.
- Carter, T.P., & Chatfield, M.L. (1986). Effective bilingual schools: Implications for policy and practice. *American Journal of Education*, 95, 200-252.
- Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Addison Wesley Longman.
- Chamot, A. & O’Malley, J. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.
- Chamot, A. & O’Malley, J. (1996). The cognitive academic language learning approach (CALLA): A model for linguistically diverse classrooms. *The Elementary School Journal*, 96(3), 259-273.
- Chang, J. (2001). *Scaffold for school-home collaboration: Enhanced reading and language development*. (Research Brief No. 9). Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle.
- Cochran, M. & Dean, C. (1991). Home-school relations and the empowerment process. *The Elementary School Journal*, 91(3), 261-269.
- Cohen, J. (1968). Weighted Kappa: Nominal scale agreement with provision for scale disagreement or partial credit. *Psychological Bulletin*, 70, 213-220.
- Cohen, J. (1960). A coefficient for agreement for nominal scales. *Educational and Psychological Measurement*, 20, 37-46.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Cronin, J., Dahlin, M., Adkins D., & Kingsbury, G. (2007). *The proficiency illusion*. Washington, D.C.: Thomas B. Fordham Institute. Retrieved October 28, 2009, from http://www.edexcellence.net/doc/The_Proficiency_Illusion.pdf
- Cross City Campaign for Urban School Reform, (2005). *A delicate balance: District policies and classroom practice*. Chicago: Cross City Campaign.
- Cummins, J. (1981). *Bilingualism and minority language children*. Toronto: Ontario Institute for Studies in Education.
- Cummins, J. (1991). *Language learning and bilingualism*. (Sophia Linguistica Monograph, 29). Tokyo Sophia University
- Cummins, J. (1994). The acquisition of English as a second language. In R. Pritchard & K. Spangenberg-Urbschat (Eds.) *Kids come in all languages*. (pp. 36-62). Newark, DE: International Reading Association.
- Cummins, J. (1996). *Negotiating cultural identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.
- Darling-Hammond, L. (2001). *The right to learn: A blueprint for creating schools that work*. Indianapolis, IN: Jossey-Bass.

- Darling-Hammond, L. (2004). *Creating powerful teacher education: Lessons from excellent teacher education programs*. Indianapolis, IN: Jossey-Bass.
- Darling-Hammond, L., French, J. & García-López, S. (2002). *Learning to teach for social justice*. New York, NY: Teachers College Press.
- Datnow, A., Stringfield, S. & Castellano, M. (2002). *Successes and challenges in implementing externally-developed school reform in culturally and linguistically diverse contexts*. Paper presented at National Association for Bilingual Education, Philadelphia, PA.
- Davies, D. (1991). Schools reaching Out: Family, school, and community partnerships for student success." *Phi Delta Kappan*, 72(5), 376-382.
- Day, C. (2000). Beyond transformational leadership. *Educational Leadership*, 57(7), 56-59.
- Delgado-Gaitan, C. (2004). *Involving Latino Families in School: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin Press.
- Desimone, L. (2000). *Making comprehensive school reform work*. New York: ERIC Clearing House on Urban Education. Washington, D.C.: U.S. Department of Education.
- Doherty, R., Hilberg, R., Pinal, A., & Tharp, R. (2003). Five standards and student achievement. *NABE Journal of Research and Practice*, 1(1), 1-24.
- Donahoe, T. (1993). Finding the way: Structure, time and culture in school improvement." *Phi Delta Kappan*, 75(4), 298-305.
- Dufour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree.
- Durán, R., Durán, J., Ramírez, R., & Romero, D. (2004). *The Immigrant parents' computer literacy project: A strategies guide for implementation*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Echeverria, J. & Graves, A. (2003). *Sheltered content instruction: Teaching English-language learners with diverse abilities* (2nd Ed.). Boston, MA: Allyn & Bacon.

- Echeverria, J. & Short, D. (2003). *The effects of sheltered instruction on the achievement of limited English proficient students*. Washington, DC: Center for Applied Linguistics.
- Echeverria, J., Vogt, M., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn & Bacon.
- Edmunds, R. & Fredereksen, J. (1979). Effective schools for the urban poor. *Educational Leadership*, 46(5), 29-32.
- Ed Trust. (2000). Honor in the Boxcar: Equalizing Teacher Quality. *Thinking K-16*. (Spring 2000).
- Ed Trust. (2003). A New Core Curriculum for All: Aiming High for Other People's Children. *Thinking K-16*. (Winter 2003).
- Ed Trust. (2004). The Real Value of Teachers: If Good Teachers Matter, Why Don't We Act Like It? *Thinking K-16*. (Spring 2004).
- Eisner, E. (1992). Educational reform and the ecology of schooling. *Teachers College Record*, 93, 610-627.
- Elmore, R., (2003). *Knowing the right thing to do: School improvement and performance based accountability*. Washington, DC: NGA Center for Best Practices.
- Elmore, R. & McLaughlin, M. (1988). *Steady work: Policy, practice, and the reform of American education*. Santa Monica, CA: RAND Corporation.
- Epstein, J. (1986). Parents' reactions to teacher practices of parent involvement. *The Elementary School Journal*, 86, 277-294.
- Epstein, J. (1991). Effects on student achievement of teachers' practices of parent involvement. *Advances in Reading/Language Research*, 5, 261-276.
- Evans, R. (1996). *The human side of school change: Reform, resistance and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Feinberg, C.R. (1999). Administration of two-way bilingual elementary schools: Building on strength. *Bilingual Research Journal*, 23(1).
- Figuroa, R. & Hernández, S. (2000). *Testing hispanic students in the United States*. Washington DC: President's Advisory Commission on Educational Excellence for Hispanic Americans.

- Fink, D. (2000). *Good school/real schools: Why school reform doesn't last.....* New York: Teachers College Press.
- Finnan, C. (2000). *Implementing school-reform models: Why is it so hard for some schools and easy for others?* Paper presented at the American Educational Research Association Annual Meeting, New Orleans.
- Forum for Education and Democracy. (2008). *Democracy at risk: The need for a new federal policy in education.* Washington, DC: The Forum for Education and Democracy.
- Francis, D. J., Lesaux, N. K., & August, D. L. (2006). Language of instruction for language minority learners. In D. L. August and T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*, 365–414. Mahwah, NJ: Lawrence Erlbaum.
- Fuhrman, S. (1994). Uniting producers and consumers: Challenges in creating and utilizing educational research and development. In Tomlinson & Tuijnman (Eds.), *Educational research and reform: An international perspective*, 133-147. Washington, D.C.: U.S. Department of Education.
- Fullan, M., (1993). *Change forces: Probing the depths of educational reform.* London: Falmer Press.
- Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.
- Fullan, M. (2003). *Change forces with a vengeance.* London: RoutledgeFalmer.
- Fullan, M. (2003). *Core principles as a means of deepening large-scale reform.* Toronto: Ontario Institute for Studies in Education: University of Toronto.
- Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin.
- Fullan, M., (2005). Professional learning communities. In R. DuFour, R. Eaker, & R. DuFour (Eds.), *On common ground: The power of professional learning communities.* Bloomington, IN: Solution Tree.
- Fullan, M., (2007). *The NEW meaning of educational change* (4th edition). New York: Teachers College Press Columbia University.

- Gandara, P. (1994). The impact of the educational reform movement on limited English proficient students. In B. McLeod (ed.) *Language and learning: Educating linguistically diverse students* (pp. 45-70). Albany, NY: State University of New York Press.
- Gandara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal outcomes. *Education Policy Analysis Archives, 11* (36).
- Genesee, F. (1994). *Educating second language children: The whole child, the whole curriculum, the whole community*. Cambridge, MA: Cambridge University Press.
- Genesee, F. (Ed.). (1999). *Program alternatives for linguistically diverse students*. (Educational Practice Report No. 1). Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Genesee, F. & Geva, E., (2006). Cross-linguistic relationships in working memory, phonological processes, and oral language. In, D. August & T. Shanahan (Eds.), *Developing literacy in second language learners: Report of the National Literacy Panel on Minority-Language children and youth*, 175-84. Mahwah, NJ: Lawrence Erlbaum.
- Genesee, F., Lindholm-Leary, K., Saunders, W., Christian, D., (2005). English language learners in U.S. schools: An overview of research findings. *Journal of Education for Students Placed at Risk 10*(4): 363–85.
- Genesee, F., Lindholm-Leary, K., Saunders, W., Christian, D., (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English learners. *Exceptional Children, 66*, 454-470.
- Gersten, R., Carnine, D., & Green, S. (1982). The principal as instructional leader: A second look. *Educational Leadership, 40*(3), 47-50.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Westport, CT: Heinemann
- Glennan, T. (1998). *New American schools after six years*. Santa Monica, CA: The RAND Corporation.

- Goldenberg, C. (1993). Instructional conversations: Promoting comprehension through discussion. *The Reading Teacher*, 46(4), 316-326.
- Goldenberg, C., (2008). Teaching English Language Learners: What the research does and does not say. *American Educator*, 8,23, 42-44.
- Gonzales, P.C. (1992). *The English-as-a-second-language/bilingual framework*. Washington State Office of Superintendent of Public Instruction. Retrieved October 30, 2009, from <http://www.ed.gov/about/offices/list/ocr/ell/otherresources.html>
- González, N., et al. (1993). *Teacher research on funds of knowledge: Learning from households*. (Educational Practice Report: No. 6). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.
- Greene, J. (1998). *A meta-analysis of effectiveness of bilingual education*. Austin, TX: The Tomás Rivera Policy Institute.
- Guskey, T. (1986). "Staff Development and the Process of Teacher Change." *Educational Researcher*, 15, 5-12.
- Hak, T. & Bernts, T. (1996). Coder training: Theoretical training or practical socialization? *Qualitative Sociology*, 19 (2), 235-257.
- Hamann, E.T., Zuilani, I., & Hadak, M. (2001). *English language learners, the comprehensive school reform demonstration project and the role of state departments of education*. Providence, RI: Education Alliance at Brown University Northeast Regional Educational Lab.
- Hamayan, E. (1990). Preparing mainstream classroom teachers to teach potentially English proficient students. In, *Proceedings of the first research symposium on limited English proficient student issues*. Washington, D.C.: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.
- Hawkins, M. (2004). Researching English language and literacy development in schools. *Educational Researcher.*, 33, No. 3, Pp. 14-25.
- Haycock, K. (1992). *Improving student achievement through partnerships*. Washington, D.C.: American Association for Higher Education.
- Haycock, K. (1998). Good Teaching Matters: How well-qualified teachers can close the achievement gap. *Thinking K-16*, 3(2).

- Haynes, N. (1998). Lessons Learned. *Journal of Education for Students Placed At Risk*, 3(1), 87-99..
- Henze, R. (2001). *Leading for diversity: How school leaders can improve interethnic relations*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Holt, D. (Ed.). (1993). *Cooperative learning: A response to linguistic and cultural diversity*. McHenry, IL: Delta Systems.
- Horwitz, A.R., et.al. (2009). *Succeeding with English learners: Lessons learned from the Council of the Great City Schools*.
- Huberman, A. & Miles, M. (1984). *Innovation up close: How school improvement works*. New York, NY: Plenum Press.
- Hutchinson, S. (2001). Education and grounded theory. In: R. Sherman, & R.B. Webb, (Eds). *Qualitative research in education: Focus and methods*. London: RoutledgeFalmer.
- Interstate School Leaders Licensure Consortium (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers.
- Johnson, D., Johnson, R., & Holubec, E. (1994). *New circles of learning: Cooperation in the classroom and school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1995). School renewal: An inquiry, not a Formula. *Educational Leadership*, 52(7), 1-55.
- Keppel, G. (1991). *Design and analysis: A researchers' handbook* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: McGraw-Hill.
- Krashen, S. (2003). *Explorations in language acquisition and use: The Taipei lectures*. Portsmouth, NH: Heinemann.
- Lavadenz, M., & Armas, E. (2008). Differentiation instruction for English learners. *California English*, 13(4), 16-20.

- LeCompte, M. D., & Goetz, J. P. (1984). Problems of reliability and validity in research. *Review of Educational Research*, 52, 31-60.
- Lezotte, L. (1997). *Learning for all*. Okemos, MI: Effective Schools Products, LTD.
- Lezotte, L. & Cipriano Papperl, J. (1999). *The effective school: A proven path to learning for all*. Okemos, MI: Effective Schools Products, LTD.
- Lindholm-Leary, K. & Howard, E. (in press). Language and academic achievement in two-way immersion programs. In T. Fortune & D. Tedick (Eds.) *Pathways to bilingualism: Evolving perspectives on immersion education*. Avon, England: Multilingual Matters
- Lindholm, K. J., & Z. Aclan. (1991). Bilingual proficiency as a bridge to academic achievement: Results from bilingual/immersion programs. *Journal of Education* 173: 99–113.
- Lindholm-Leary, K.J., & Block, N. (2010). Achievement in predominantly low-SES Hispanic dual language schools. *International Journal of Bilingual Education and Bilingualism*, 13(1), 1-18.
- Lindholm-Leary, K. J., & Borsato, G. (2001). *Impact of two-way bilingual elementary programs on students' attitudes toward school and college*. (Research Report No. 10). University of California, Santa Cruz: Center for Research on Education, Diversity & Excellence.
- Lindholm-Leary, K. J., Borsato, G. (2005). Hispanic high schoolers and mathematics: Follow-up of students who had participated in two-way bilingual elementary programs. *Bilingual Research Journal* 29: 641–52.
- Lindholm-Leary, K., Borsato, G. (2006). Academic achievement. In, F. Genesee, K. Kindholm-Leary, W. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence*, 1760221. New York: Cambridge University Press.
- Lindholm-Leary, K.J. & Ferrante, A. (2005). Follow-up study of middle school two-way students: Language proficiency, achievement and attitudes. In R. Hoosain & F. Salili, (Eds.), *Language in multicultural education*. Greenwich, CT: Information Age Publishing.
- Lindholm-Leary, K., & Genesee, F. (in press). Alternative educational programs for English language learners. In California Department of Education (Eds.), *Research on English language learners*. Sacramento: CDE Press.

- Loucks, S. & Zacchei, D. (1984). Applying our findings to today's innovations. *Educational Leadership*, 41(3), 28-31.
- MacSwan, J., Stockford, S. M., Mahoney, K., Thompson, M. S. & DiCerbo, K. E. (2002). *Programs for English learners: A longitudinal exploration of program sequences and academic achievement in Arizona*. Tempe: Arizona State University and Arizona Department of Education.
- MacSwan, J., Thompson, M. S., deKlerk, G. & McAlister, K., (2007). *Theory, research, and theory-driven research: Explanations of academic achievement differences among English language learners*. Paper presented at the University of California Linguistic Minority Research Institute, Arizona State University, Tempe, May 2–5, 2007.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Marzano, R., Waters, T., McNulty, B. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McLaughlin, M. (1990). The RAND Change agent study revisited: Macro perspectives and micro realities. *Educational Research*, 19(9), 11-16.
- McLaughlin, B., Blanchard, A., & Osani, Y. (1995). *Assessing language development in bilingual preschool children*. (NCBE Program Information Guide Series, No. 22). Washington, D.C.: National Clearinghouse for Bilingual Education.
- McLaughlin, B. & McLeod, B. (1996). *Educating all our students: Improving education for children from culturally and linguistically diverse backgrounds*. (Final report, vol. 1) Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry*. Boston, MA: Allyn and Bacon.
- Meyer, S. & Wong, K. (1998). Title I School wide programs: A synthesis of findings from recent evaluations. *Educational Evaluation and Policy Analysis*, 20(2), 115-136

- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Miramontes, O.B., Nadeau, A., & Commins, N.L. (1997). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College Press.
- Moll, L. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes & Classrooms, *Theory into Practice* 31(2), 132-41.
- Moll, L. (2005). Reflections and possibilities. In, N. Gonzales, L. Moll, & C. Amanti, *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahway, NJ: Lawrence Erlbau
- Moll, L. & González, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism: Policy and practice*, 89-114. Missouri Symposium on Research and Educational Policy, Vol. 1. New York, NY: Garland Publishing.
- Montecel R.M.. & Cortez, D.J. (2002). Successful bilingual education programs: Development and the dissemination of criteria to identify promising and exemplary practices to bilingual education at the national level. *Bilingual Research Journal*, 26(1).
- Muncey, D. & McQuillan, P. (1996). *Reform and resistance in schools and classrooms: An ethnographic view of the coalition of essential schools*. New Haven: Yale University Press.
- Newmann, F., Smith, B., Allensworth, E., & Bryk, A. (2001). Instructional program coherence: What it is and why it should guide school improvement policy. *Educational Evaluation and Policy Analysis*, 23(4), 297-321.
- Nicolau, S. & Ramos, C. (1990). *Together Is better: Building strong relationships between schools and hispanic parents*. Washington, D.C.: U.S. Department of Education. (ERIC Document Reproduction Service No. ED 324 543).
- Nie, N. & Hull, C.H. (2006). Statistical package for the social sciences (Version 15.0) Computer software. Chicago, IL: SPSS, Inc.
- Noguera, P., (2003). *City Schools and the American Dream*. New York: Teachers College Press.

- Nunnery, J. (1998). Reform ideology and the locus of development problems in educational restructuring: Enduring lessons from studies of educational innovation. *Education and Urban Society*, 30(3), 277-295.
- Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York: The New Press.
- Olsen, L. (2006). *Ensuring Academic Success for English Learners*. UC Linguistic Minority Research Institute Newsletter, 15, (4), Summer 2006.
- Olsen, L., et.al., (1994). *The unfinished journey: Restructuring schools for a diverse society*. San Francisco, CA: California Tomorrow.
- Olsen, L., et al. (2001). *And still we speak . . . stories of communities sustaining and reclaiming language and culture*. Oakland, CA: California Tomorrow.
- Olsen, L., Jaramillo, A., McCall-Perez, Z., & White, J., (1999). *Igniting change for immigrant students: Portraits of three high schools*. San Francisco, CA: California Tomorrow.
- Olsen, L. and Romero, A. (2005). *Secondary school leadership for English learner success*. Oakland, CA: California Tomorrow and Los Angeles County Office of Education.
- Orfield, G. (2001). *Schools more separate: Consequences of a decade of resegregation*. Cambridge, MA: The Civil Rights Project, Harvard University, http://www.rethinkingschools.org/archive/16_01/Seg161.shtml
- Ortiz, A. & Yates, J. (2002). *Consideration in the assessment of English language learners with special education needs: Identification, assessment, and instruction*. McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Ovando, C., Collier, V., & Combs, M.C. (2003). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (3rd ed.). Boston: McGraw-Hill.
- Parrish, T., Linqanti, R., Merickel, A., Quick, H., Laird, J., & Esra, P., (2006). *Effects of the implementation of Proposition 227 on the education of English learners, K-12: Final report*. San Francisco: WestEd.
- Peña, R. (1997). Cultural differences and the construction of meaning: Implications for the leadership and organizational context of schools. *Education Policy Analysis Archives*, 5(10).

- Peyton, J., Jones, C., Vincent, A., & Greenblatt, L. (1994). Implementing writing workshop with ESOL students: Visions and realities. *TESOL Quarterly*, 28(3), 469-488.
- Porter, A. (2000). Doing high stakes testing right. *School Administrator*, 57(11), 28-31.
- Porter, A. (2002). Measuring the content of instruction: Uses in research and practice. *Educational Researcher*, 31(7), 3-14.
- Presidential Advisory Commission on Educational Excellence for Hispanic Americans. (2003). *From risk to opportunity: Fulfilling the educational needs of Hispanic Americans in the 21st century*. Retrieved September 28, 2005, from <http://www.yic.gov/paceea/finalreport.pdf>
- PROMISE Core Principles. (2006). Retrieved November 7, 2008, from <http://www.promise-initiative.org/publications+and+promotional+materials>
- Reeves, D. (2000). *Accountability in action: A blueprint for learning organizations*. Denver, CO: Center for Performance Assessment.
- Reeves, D. (2006). *The learning leader*. Alexandria, VA: Association for School Supervision and Curriculum Development.
- Reyes, P., Scribner, J & Scribner, A.P., (1999). *Lessons from high-performing hispanic schools: Creating learning communities*. New York: Teachers College Press
- Ross, S., Henry, D., Phillipsen, L., Evans, K., Smith, L., & Bugghey, T. (1997). Matching restructuring programs to schools: Selection, negotiation, and Preparation. *School Effectiveness and School Improvement*, 8(1), 45-71. Lisse, The Netherlands: Royal Swets & Zeitlinger.
- Ruiz-de-Velasco, J. & Fix, M. (2000). *Overlooked and underserved*. Washington D.C.: Urban Institute.
- Santa Ana, O. (Ed.) (2004). *Tongue-tied: The Lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield.
- Saunders, W. & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent-English proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99(4), 277-301.

- Saunders, W., & Goldenberg, C. (in press). Research to Guide English language development instruction. In California Department of Education (Ed), *Research on English language learners*. Sacramento: CDE Press.
- Saunders, W., & O'Brien. (2006) Oral language. In, F. Genesee, K. Lindholm-Leary, W. Saunders, & D. Christian (Eds.), *Education English language learners; A synthesis of research evidence*, 14-63. New York: Cambridge University Press.
- Scarcella, R. & Chin, K. (1993). *Literacy practices in two Korean-American communities*. (Research Report No. 8). Santa Cruz, CA: National Center for Research on Cultural Diversity on Second Language Learning.
- Schleppegrell, J. (2003). *Grammar for writing: Academic language and the ELD Standards*. UCLMRI Final Report. Santa Barbara, CA: University of California Language Minority Research Institute.
- Schleppegrell, J. & Achugar, M. (2003). Learning language and learning history: A functional linguistics approach. *TESOL Journal*, 12(2), 21-27.
- Schleppergrell, M. J. (2002). *Developing advanced literacy in first and second languages: Meaning with power*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schleppegrell, M. J. (2004). *The Language of schooling: A functional linguistics perspective*. Mahwah, NJ: Erlbaum.
- Sebring, P. & Bryk, A. (2000). School leadership and the bottom line in Chicago." *Phi Delta Kappan*, 81(6), 440-443.
- SEDL. (1996). *A review of the literature on dissemination and knowledge utilization*. Austin, TX: Southwest Educational Development Laboratory (SEDL), National Center for the Dissemination of Disability Research (NCDDR).
- Senge, P., (1990). *The Fifth Discipline*. New York: Doubleday.
- Senge, P., Cabron-McCabe, M., Lucas, T., Smith, B., Dutton, J., Kleiner, A., (2000). *Schools that learn*. New York: Doubleday.
- Sergiovanni, T. J. (1993). *Building community in schools*. San Francisco: Jossey-Bass.
- Segiovanni, T.J. (1999). *The lifeworld of leadership: Creating culture, community and personal meaning in our schools*. San Francisco: Jossey-Bass.

- Shartrand, A., Weiss, H., Kreider, H., & López, M. (1997). *New skills for new schools: Preparing teachers in family involvement*. Harvard Family Research Project. Cambridge, MA: Harvard Graduate School of Education.
- Sizer, T. (1997). *Horace's hope: What works for the American high school*. New York: Mariner Books.
- Sizer, T. R., (1984). *Horace's compromise: The dilemma of the American high school*. Boston: Houghton-Mifflin.
- Sktunabb-Kangas, T. (2000). *Linguistic genocide in education or worldwide diversity and human rights?* Mahwah, NJ: Lawrence Erlbaum Associates.
- Slavin, R.E., & Cheung, A., (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75, 247-284.
- Smylie, M. (1988). The enhancement function of staff development: Organization and psychological antecedents to individual teacher change. *American Educational Research Journal*, 25(1), 1-30.
- Snow, C. (1998). *Preventing reading difficulties in young children*. Committee on the Prevention of Reading Difficulties in Young Children. National Research Council. Washington, D.C.: National Academy Press.
- Stemler, S. E. (2004). A comparison of consensus, consistency, and measurement approaches to estimating interrater reliability. *Practical Assessment, Research & Evaluation*, 9(4). Retrieved October 16, 2009 from <http://PAREonline.net/getvn.asp?v=9&n=4> .
- Stringfield, S., Datnow, A., & Ross, S. (1998). *Scaling up school restructuring in multicultural, multilingual contexts: Early observations from Sunland County*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Sullivan, R. & Cheung, A. (2004). *Effective reading programs for English language learners: A best-evidence synthesis*. CRESPAR Report No. 66. Johns Hopkins University, Center for Research on the Education of Students Placed At Risk. Baltimore, MD: Johns Hopkins University.
- Swain, M. (1986). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In J. C. M. Swain (Ed.), *Bilingualism in education* (pp. 116-137). New York: Longman.

- Tharp, R.G. (1997). *From at-risk to excellence: Research, theory, and principles for practice*. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence.
- The Center for the Future of Teaching & Learning (2008). *California's approach to math instruction still doesn't add up*. Santa Cruz, CA: The Center for the Future of Teaching & Learning. Retrieved November 3, 2009, from <http://www.cftl.org/centerviews/july08.pdf>
- The National Center for Education Statistics (NCES) (2001).
- Thomas, W. & Collier, V. (1998). *School effectiveness for language minority students*. (NCBE Resource Collection Series No. 9). Washington, D.C.: National Clearinghouse for Bilingual Education.
- Thomas, W. P. C., & Collier V. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity, & Excellence.
- Tienda, M. (2009). *Hispanicity and educational inequality: Risks, opportunities and the nation's future*. Princeton, NJ: Educational Testing Service. Retrieved November 3, 2009 from <http://www.ets.org/Media/Research/pdf/PICRIVERA1.pdf>
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Virginia: Association for Supervision and Curriculum Development (ASCD).
- Torres-Guzman, M.E., Abbate, J., Brisk, M.E., & Minaya-Rowe, L. (2002). Defining and documenting success for bilingual learners: A collective case study. *Bilingual Research Journal*, 26(1).
- Tyack, D. (1990). *Restructuring in historical perspective: Tinkering toward Utopia*. Teachers College Record, 92(2), 170-191. Malden, MA: Blackwell Publishing.
- U.S. Department of Education. (1998, 2002). National board for professional teaching standards. English as a new language standards.
- Valdés, G. (1996). *Con respeto: Bridging the differences between culturally diverse families and schools*. New York: Teachers College Press.

- Valdés, G., & Figueroa, R. (1994). *Bilingualism and testing: A special case of bias*. Mahwah, NJ: Ablex Publishing Corporation.
- Valverde, L.A., & Armendariz, G.J. (1999). Important administrative tasks resulting from understanding bilingual programs. *Bilingual Research Journal*, 23(1).
- Verhoeven, L. (1999). Second language reading. In D. Wagner (Ed.), *Literacy: an international handbook*. Boulder, CO: Westview Press.
- Wagstaff, L.H., & Fusarelli, L.D. (1999). Establishing collaborative governance and leadership. In P. Reyes, D. Scribner & A. Scribner (Eds.) *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.
- Walqui, A., (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary schools*. McHenry, IL: Delta.
- Walqui, A. (2001). Accomplished teaching with English learners: a conceptualization of teacher expertise. *Multilingual Educator*, 1,4, 51-55.
- WestEd. (2003). *Leadership standards into everyday work: Descriptions of practice*. San Francisco: WestEd.
- West Ed (2004). *California professional standards for educational leaders*. San Francisco, CA: West Ed.
- Wilde, J. Thompson, B. & Herrera, R.M., (1999). *A guide to comprehensive school reform models addressing the needs of English language learners*. Rio Rancho, NM: Center for the Education and study of Diverse Populations.
- Wink, J. (2000). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.
- Wink, J. & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon.
- Wink, J. & Wink, D. (2004). *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.
- Wong Fillmore, L. & Snow, C. (2000). *What teachers need to know about language*. ERIC Clearinghouse on Languages and Linguistics Special Report. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

Woodworth, K.R., (2000). *Implementing standards-based reform policies with English language learners: Three schools' reform experiences*. Ann Arbor, MI: Bell & Howell Information and Learning.

