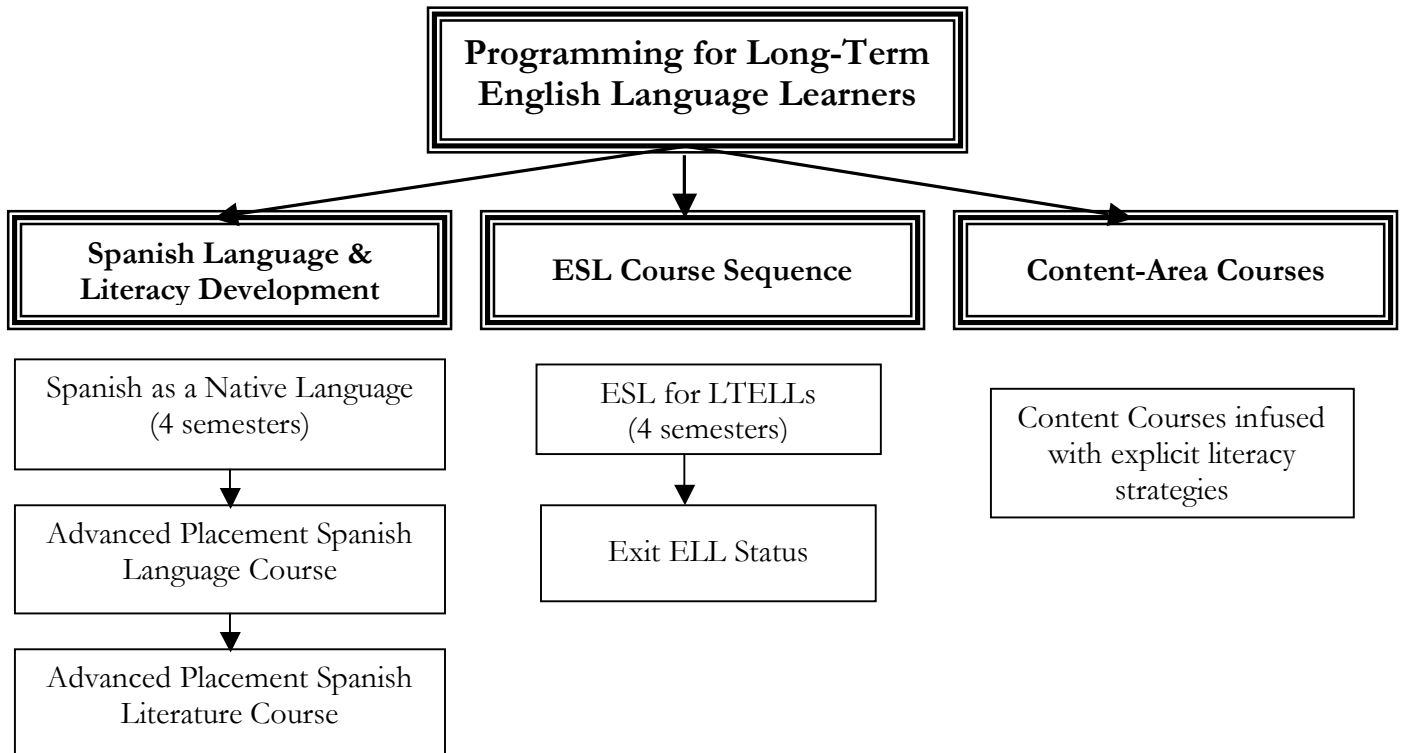


## Meeting the Needs of Long-Term English Language Learners in High School, Phase II

Findings from our pilot study showed the limited literacy, both in Spanish and English, contributed to poor overall academic achievement for LTELLs. This second phase of the study will provide information about the effectiveness and impact of a biliteracy program on LTELLs academic achievement across languages and content areas.



In order to support the development and implementation of the program outlined above, from March-June 2008 we will meet regularly with teachers and administrators. We will also do a lot of the planning during Summer 2008, and schedule professional development for teachers on language and literacy instruction. The planning phase of this project will focus on designing the ESL and Spanish Native Language Arts courses for LTELLs, and on identifying strategies for teaching literacy to LTELLs in all the content areas. The program will be implemented during the 2008-2009 academic year, beginning in September. Although the RISLUS team will contribute to decision-making, the ultimate decisions about and implementation of the program will come from the educators at each site.

For this research, the following data will be collected and analyzed:

- Classroom observations (approximately 20 total in each of the following subjects at both schools: ESL, Native/Spanish Language Arts, Math, Social Studies and Science);
- Interviews with at least 10 Long-Term ELL students;
- Interviews with at least 12 educators
- Assessment data in English and Spanish.