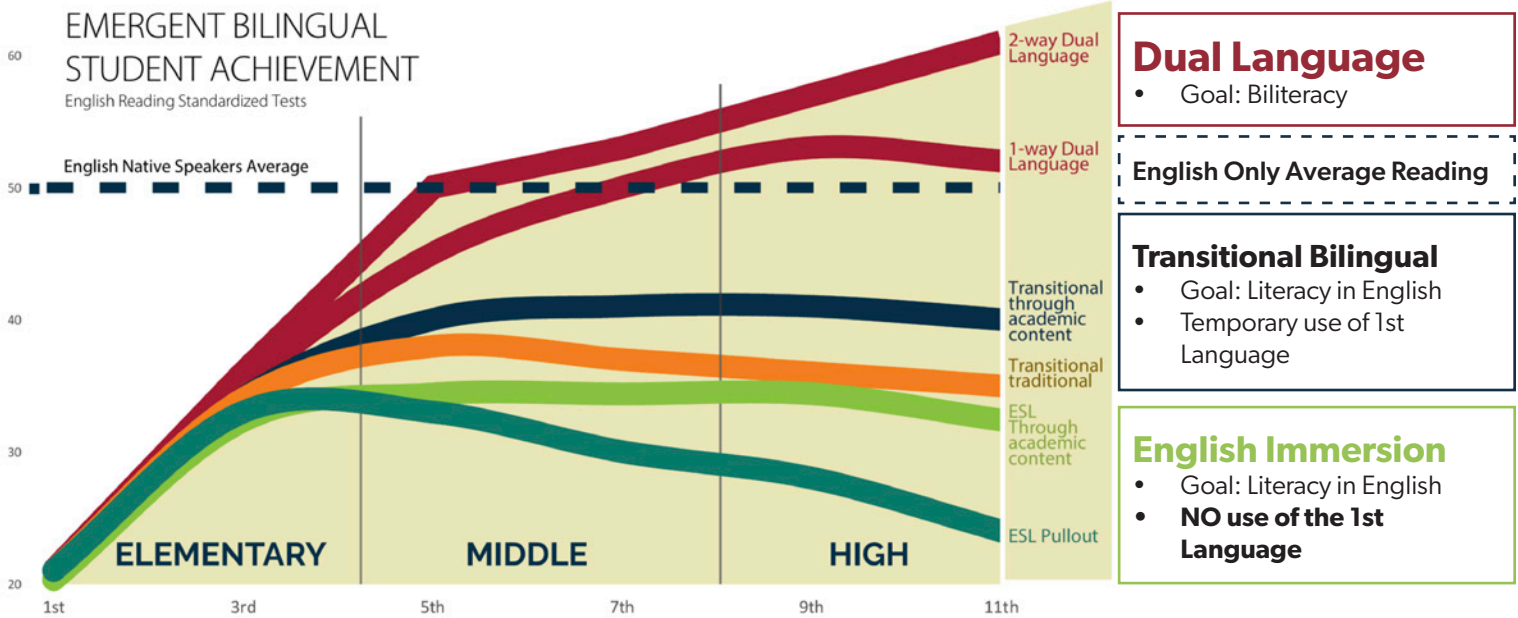


# Advocating to Serve English Learner/Multilingual Students

## English learners' academic achievement in English through dual language programs is higher than in English-only programs

### Comparison between EL Groups Over Time

Student Achievement On Standardized Tests in English Reading Compared Across Six Program Models  
ELs' Long-Term Success In English Thomas & Collier's Graph



The best predictor to reach long-term academic success in English is the extension and quality of education in the first language. (Thomas & Collier)

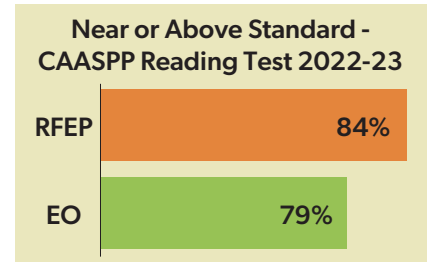
#### Who is an English learner?

A student who needs linguistic supports in listening, speaking, reading and/or writing to succeed in school.

Students in **dual language programs catch up to and surpass** the English language outcomes of EL students in English monolingual programs.

Students in **two-way** dual language programs outperform EL students in monolingual programs and outperform native English speakers in monolingual programs by grade 5, **on average**.

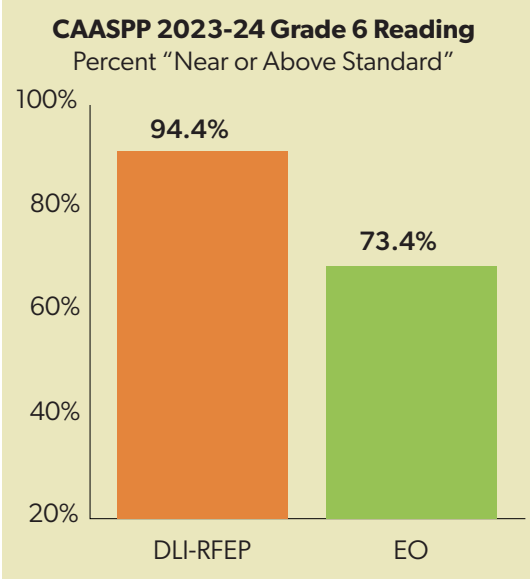
**FOR A TRUE UNDERSTANDING OF SUCCESS FOR EL STUDENTS... look at those who are now Reclassified Fluent English Proficient (RFEP) students.** RFEPs are former EL students who have "graduated" and **can participate effectively** in English programs **without linguistic support**. The past three years of CAASPP (California Assessment of Student Performance and Progress). Reading Data show RFEPs **consistently scoring higher** than English-only (EO) students.



Data from <https://caaspp-elpac.ets.org/caaspp/>

**When we only look at reading scores of 3rd graders, we do a disservice to EL students, who don't generally catch up until grade 5.**

To illustrate the power of effective programs for English learner students, at one Southern California school district, scores for Reclassified Fluent English Proficient (RFEP) students in dual language immersion (DLI) programs outperformed English-only (EO) students in the district. For example, 94.4% of Grade 6 DLI-RFEPs were near or above standard in reading whereas only 73.4% of EOs in Grade 6 were near or above standard.



**Data from CAASSP, the California Assessment of Student Performance and Progress, for last year (2023-2024)**

**Of the more than 1 million English learner students in California, only about 100,000, fewer than 10%, are enrolled in dual language immersion programs, which show the best academic outcomes internationally for language minority students. We need to do more to support the development of programs in neighborhoods where English learners live.** (See Dual Language Instruction from A to Z by Hamayan, Genesee, and Cloud, 2017 for data on outcomes, and WestEd/Sobrato Report, April 2025 for the numbers of students in DLI in California.)

**Who are the California students most likely to be enrolled in dual language immersion? (Non-EL students.)  
And who earns the most State Seals of Biliteracy? (Non-EL students.)**

**Approximately 105,759 English learners students (~10%) are enrolled in Dual Language Immersion programs, and 94,260 (~9%) are enrolled in a Transitional Bilingual or Early Exit Bilingual program (2022-23).**

**RESOURCES:**

- NASEM:** <https://nap.nationalacademies.org/read/24677/chapter/1#v> (page 261)
- CDE:** <https://www.cde.ca.gov/sp/ml/multilinguaedu.asp>    <https://www.cde.ca.gov/sp/ml/caedge.asp>  
<https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>    <https://caaspp-elpac.ets.org/caaspp/>
- WESTED:** <https://www.wested.org/resource/strategic-and-economic-analysis-of-english-learner-programs-in-california-brief/>
- CDE WEBINAR:** April 2025 <https://drive.google.com/file/d/1yZ6xydyh-2Q-ku5Y7apxRrXoEodfflv/view?usp=sharing>
- DUAL LANGUAGE INSTRUCTION from A to Z:** <https://drive.google.com/file/d/1RYpf4mKEtzPO1msztXv7BEhC6DfvhFzW/view?usp=sharing>