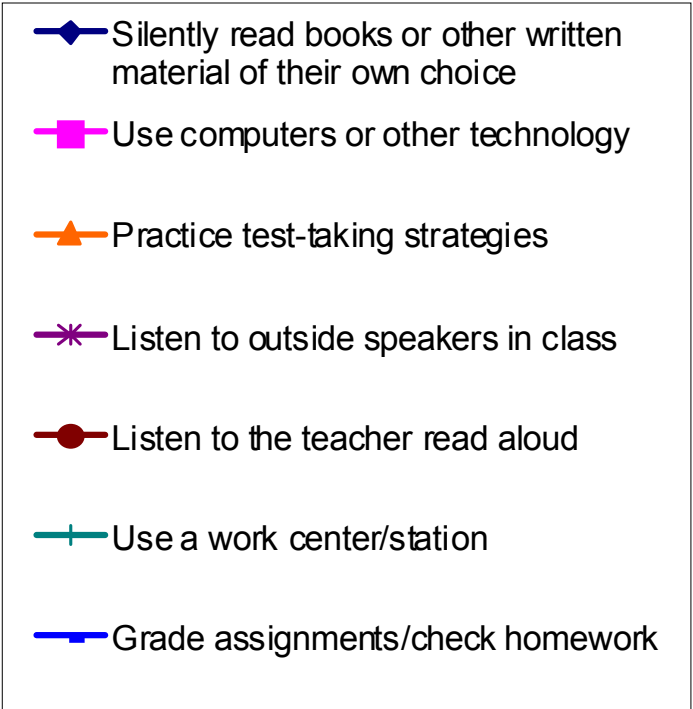
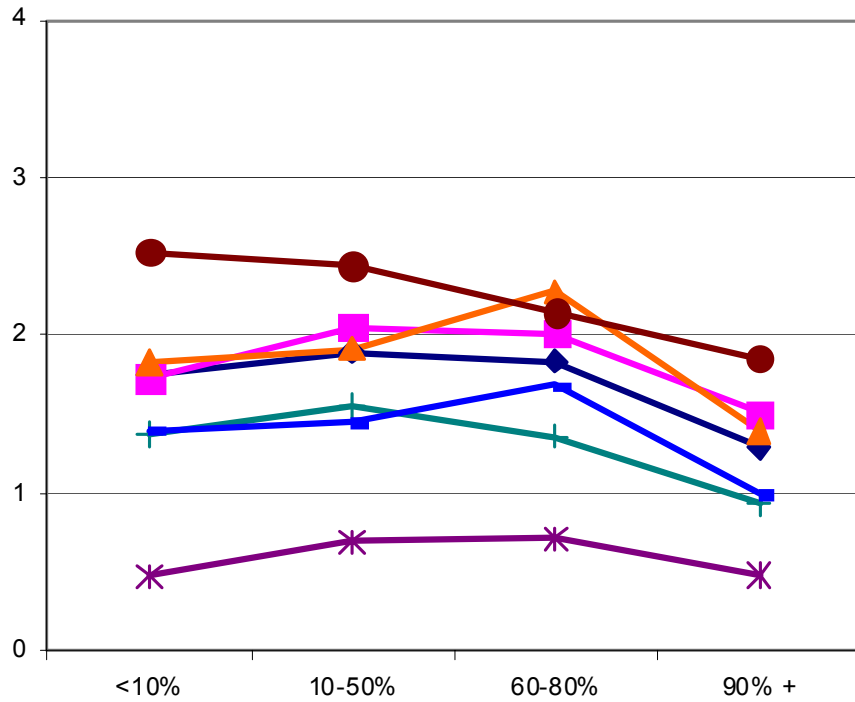


Cross-state Data Analyses of Content & Practices

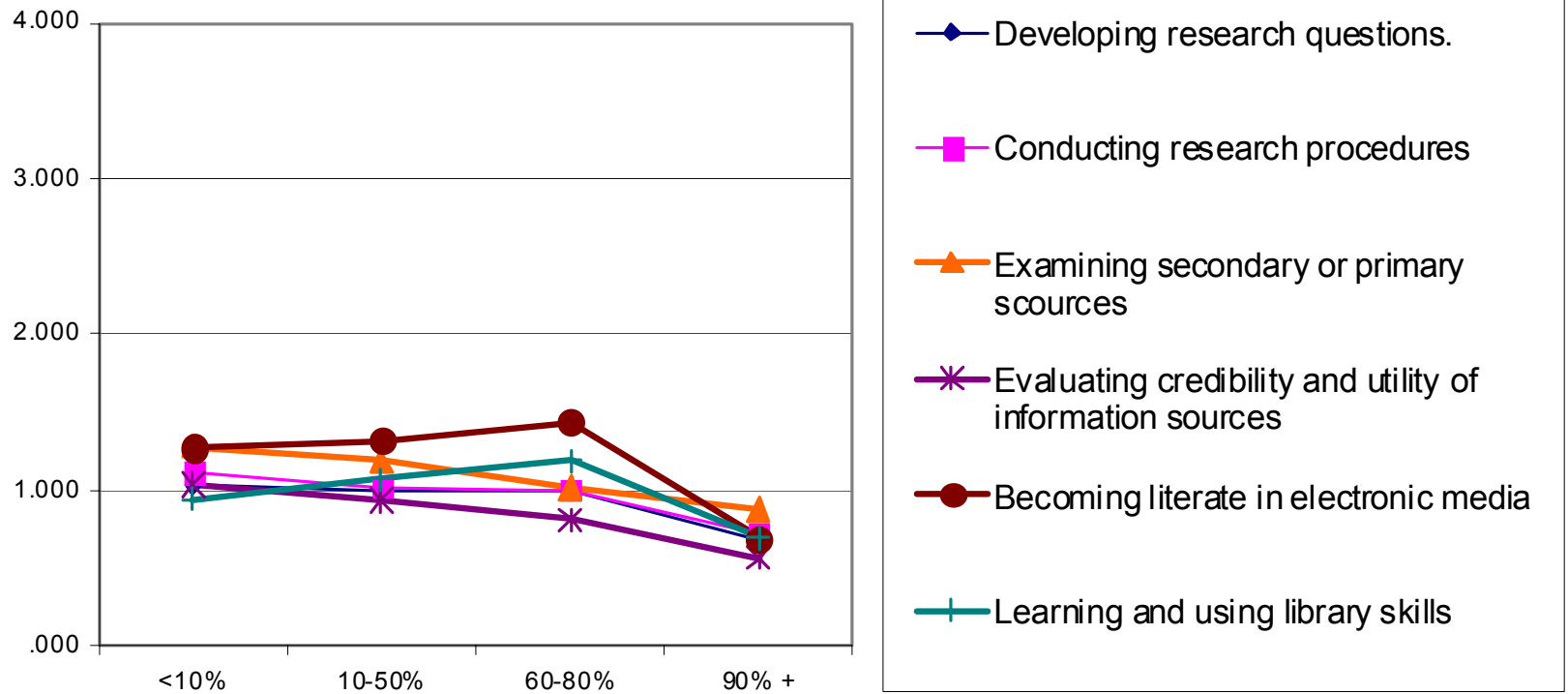
What differences in practice, readiness and alignment are seen as the percentage of ELLs in the class increase in ELAR, Mathematics and Science.

(First-cut, very preliminary results)

Inst Practices by % of ELLs (ELAR)

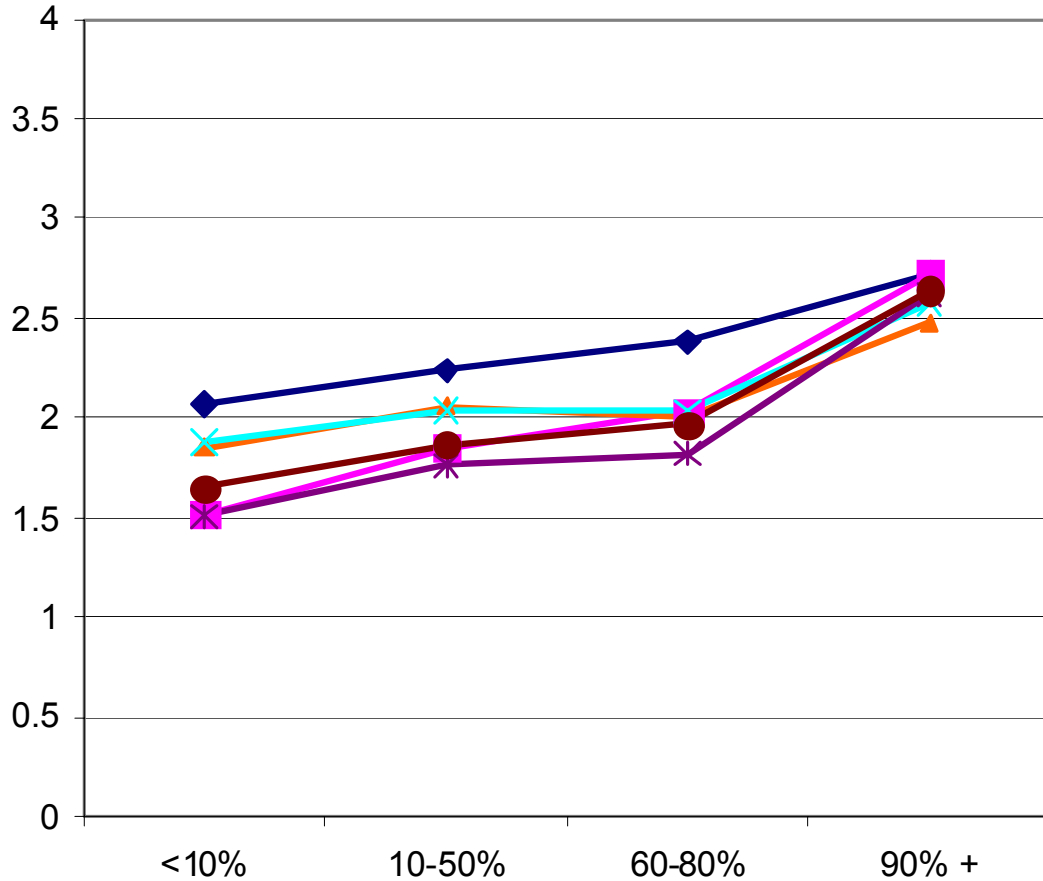


Inquiry Practices by Pct. ELLs (ELAR)



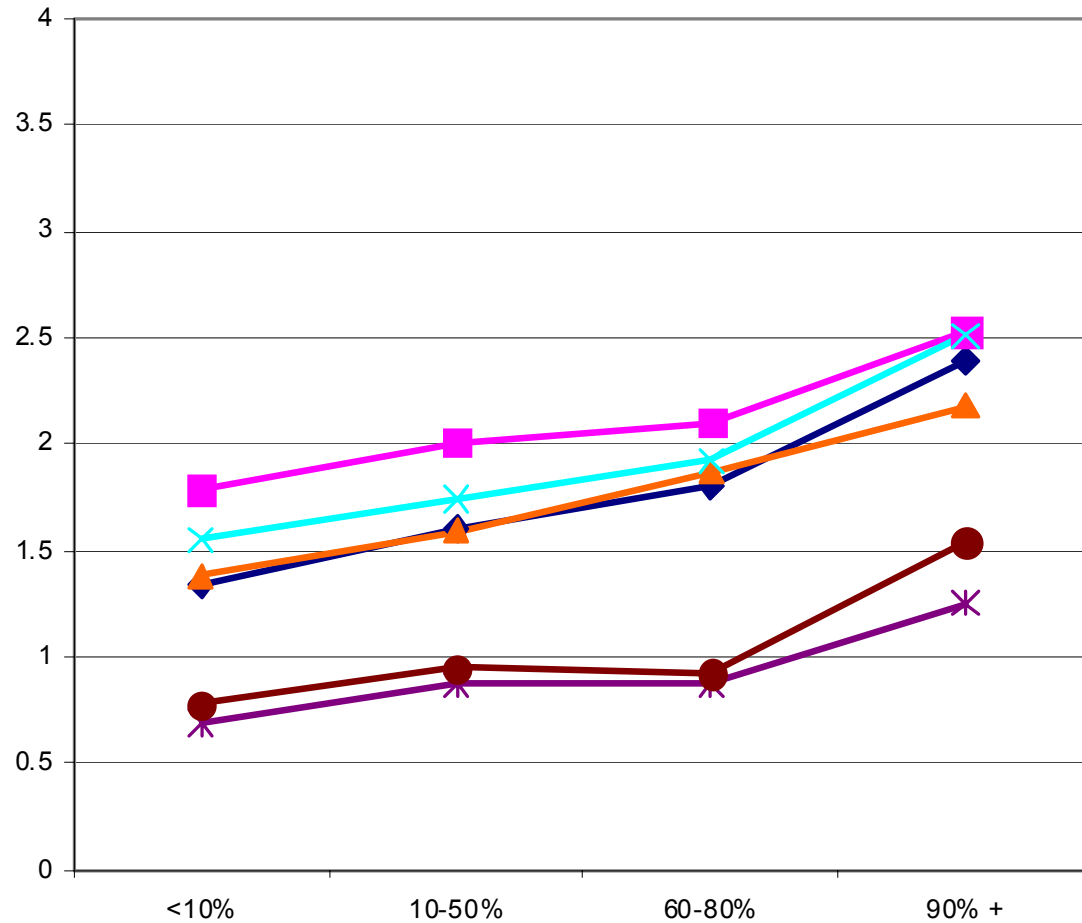
1 = Little, 2 = Some, 3 = Moderate, 4 = Considerable

Instructional Readiness by % of ELLs (ELAR)



- ◆ Teach students from a variety of cultural backgrounds.
- Teach students who have limited English proficiency.
- ▲ Group students to support their language development.
- ✕ Adapt your speech to students' proficiency level.
- ✱ Integrate the academic language development of ELLs into instruction.
- Connect instruction to ELLs' culture and personal experience.

Instructional Readiness by % of ELLs (ELAR)



◆ Define language objectives for ELLs.

■ Provide learning strategies to support lang. dev.

▲ Choose research-based curricula / interventions for ELLs.

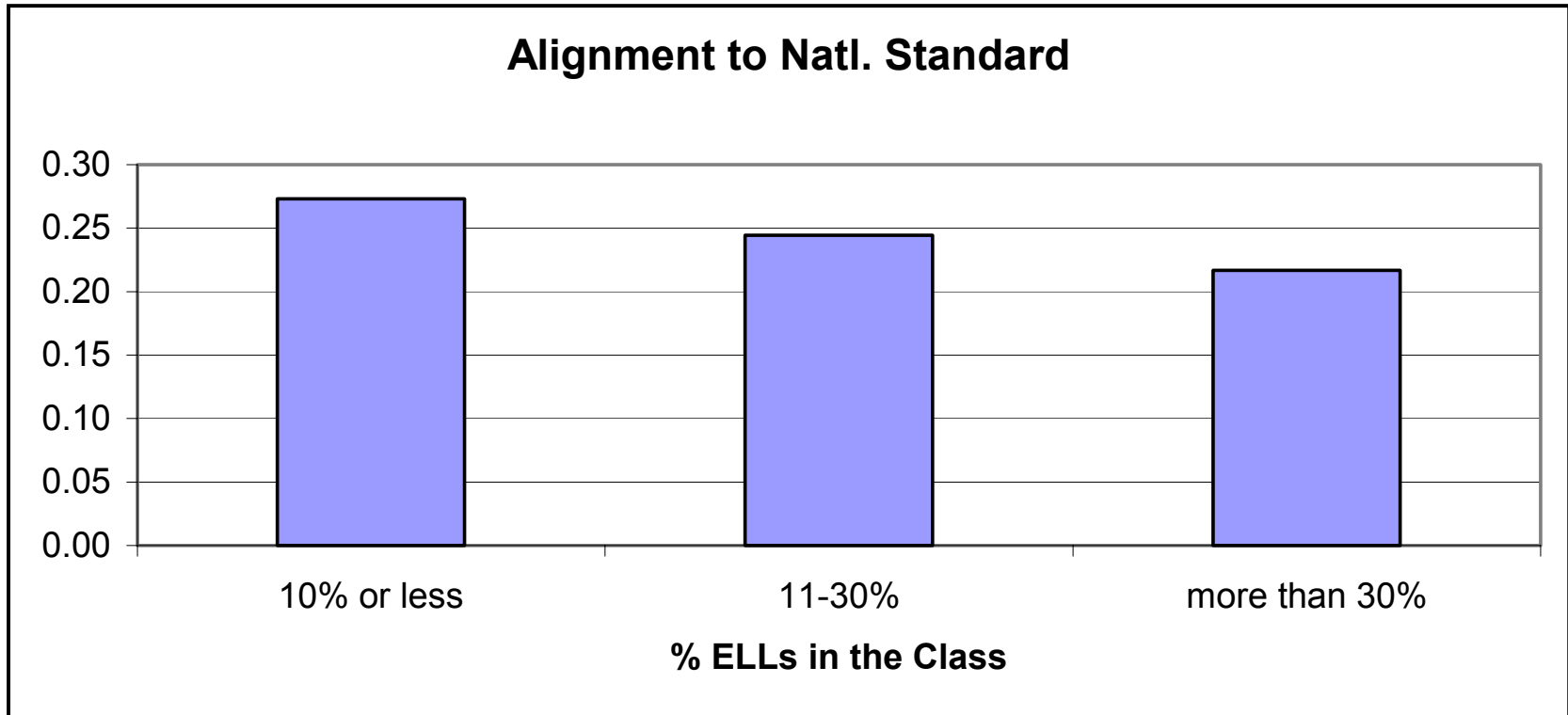
× Support ELLs' literacy development needs in English.

* Support ELLs' literacy development needs in their native language.

● Use a first language to support second language acquisition.

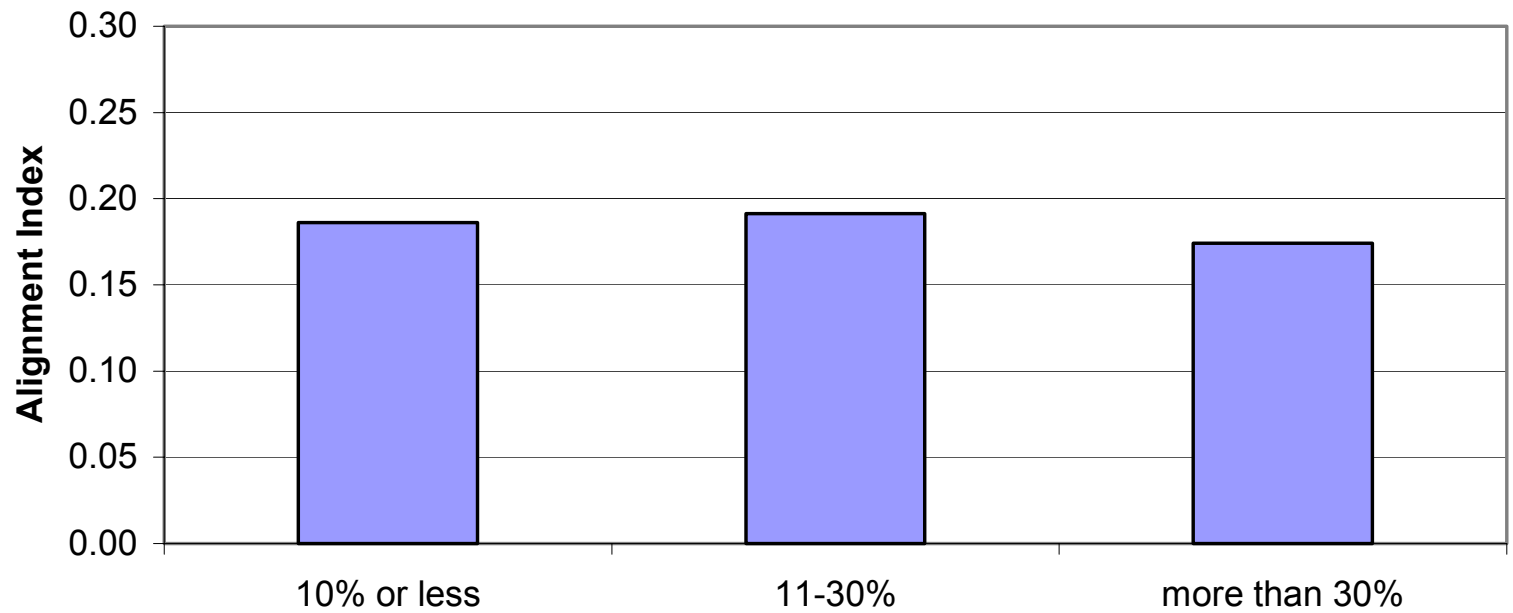
English Language Arts & Reading

Alignment to College Board Standards based on percent of ELLs in the classroom



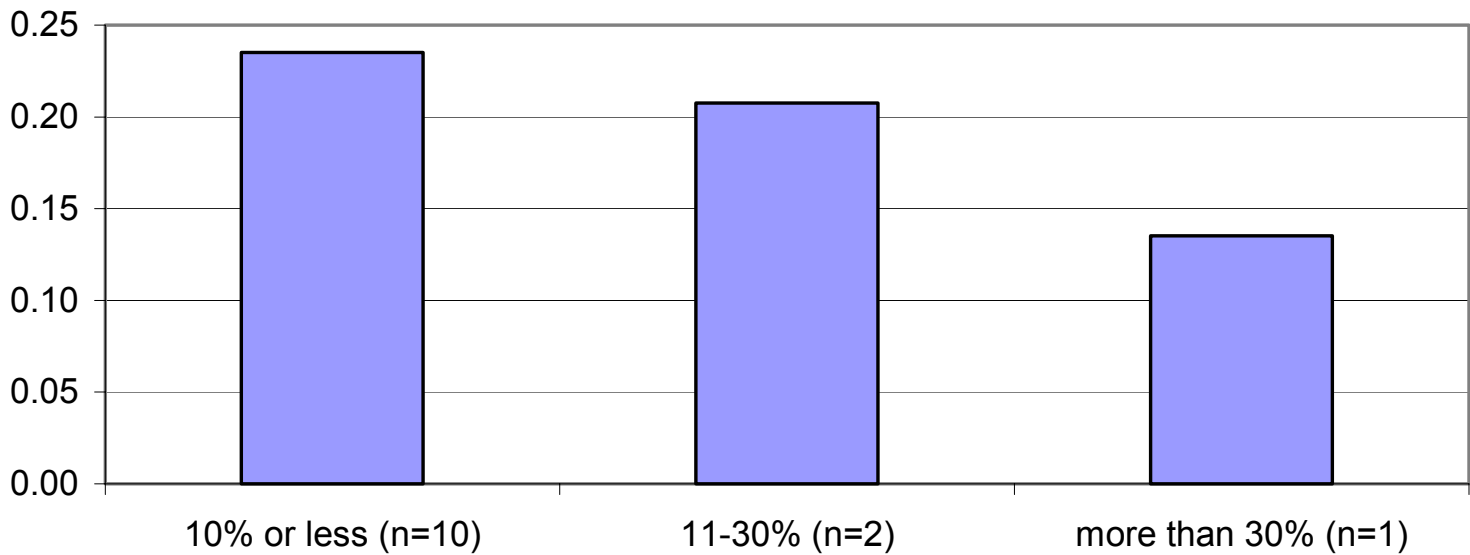
(Significance: $p = 0.02$)

Alignment to NCTM by Pct. ELL's in Class



(p-value non-significant)

Alignment to Natl. Science Standards by Percent of ELL Students in the Class



(p-value non-significant)