

# An ELL Alliance

## Education Northwest's work with the Road Map English Language Learner Work Group

**Jason Greenberg Motamedi**

November 13, 2014





« 2011: Banner Year for Immigration Legislation in Alabama; Other States | Main | Threat to Immigrant Families' Child Tax Credits in Payroll-Tax Deal »

## Long-Term ELLs More Likely to Drop Out, Study Finds

By [Lesli A. Maxwell](#) on December 15, 2011 9:33 AM

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39

Tweet

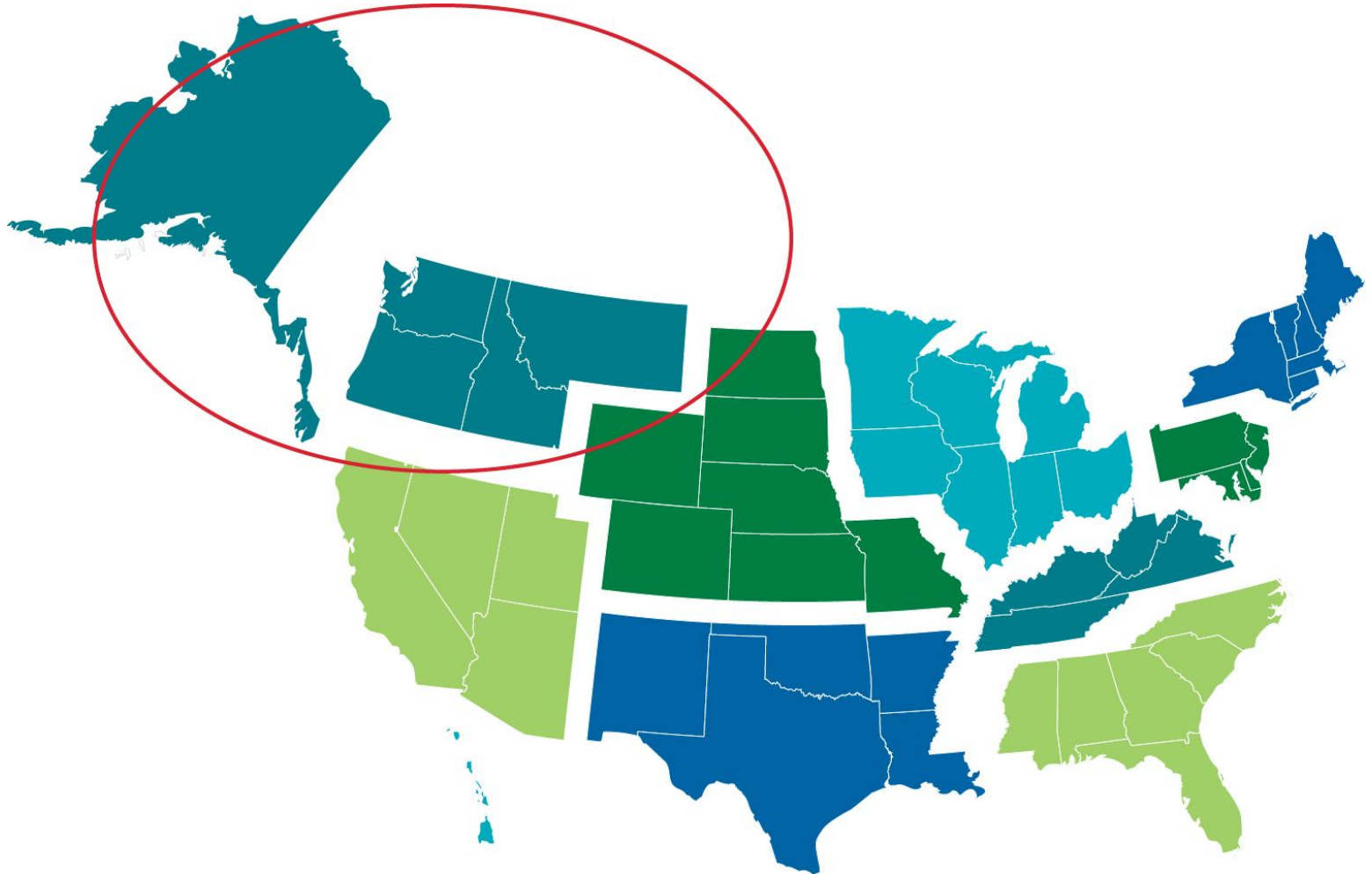
So says a [new study](#) on ELLs from researchers at the [National Center for Research on Evaluation, Standards, and Student Testing](#), based at the University of California, Los Angeles.

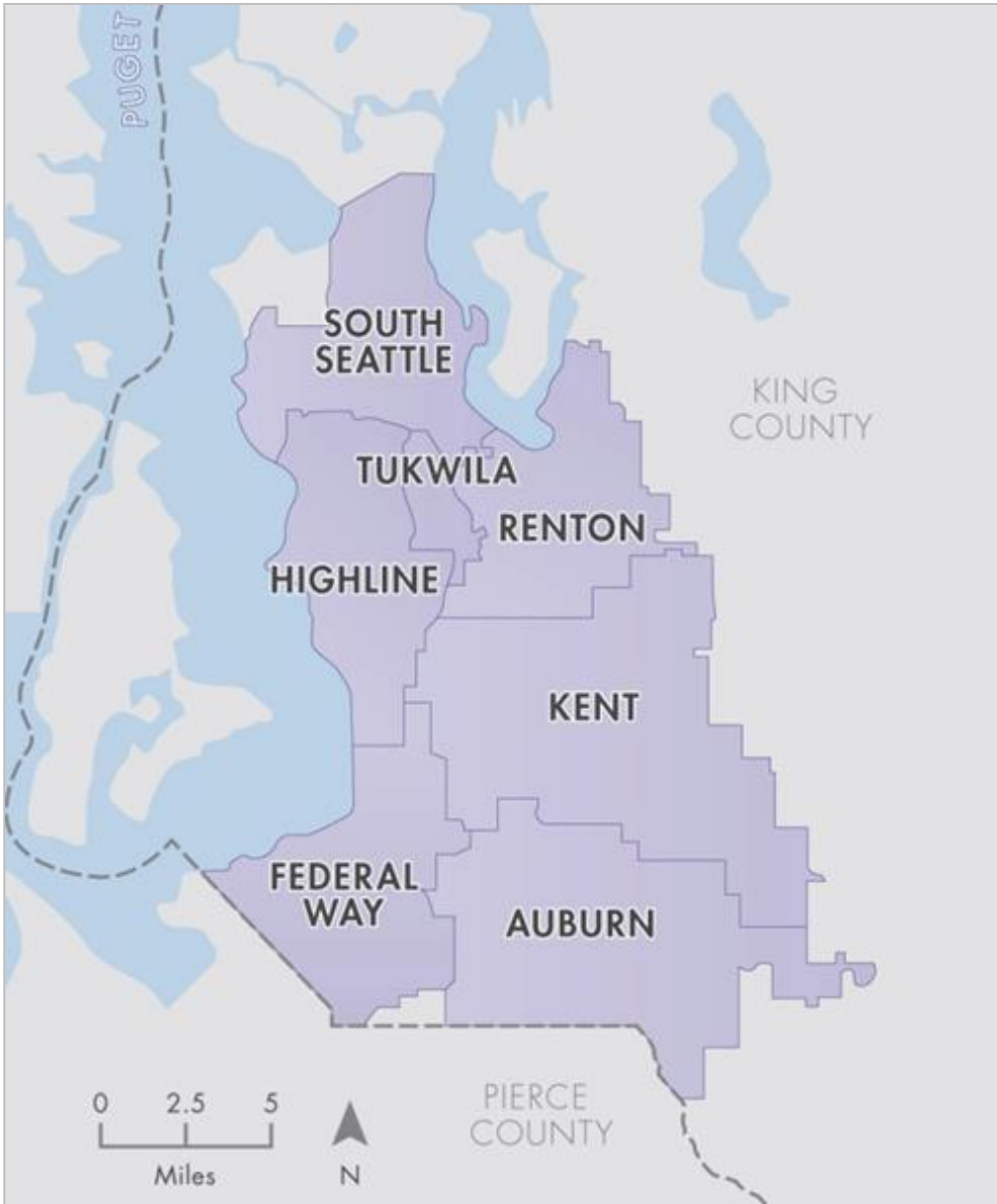


# Who We Are



# REL Northwest Region





The **ROAD MAP PROJECT**  
*Supported by CCER*

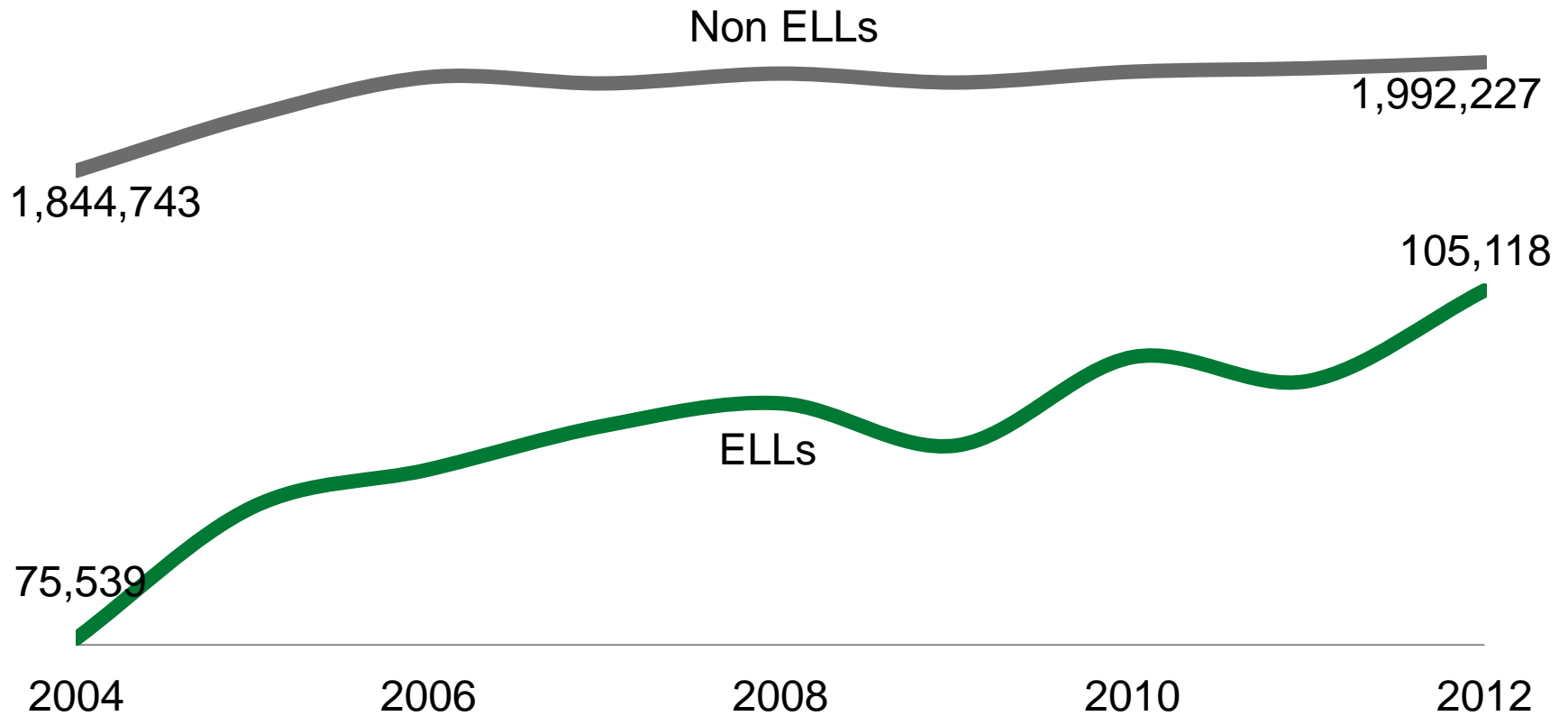
**66%**  
Students of Color

**58%**  
Low Income

**16%**  
ELLs

**167**  
Languages

# Dramatic increase of ELLs

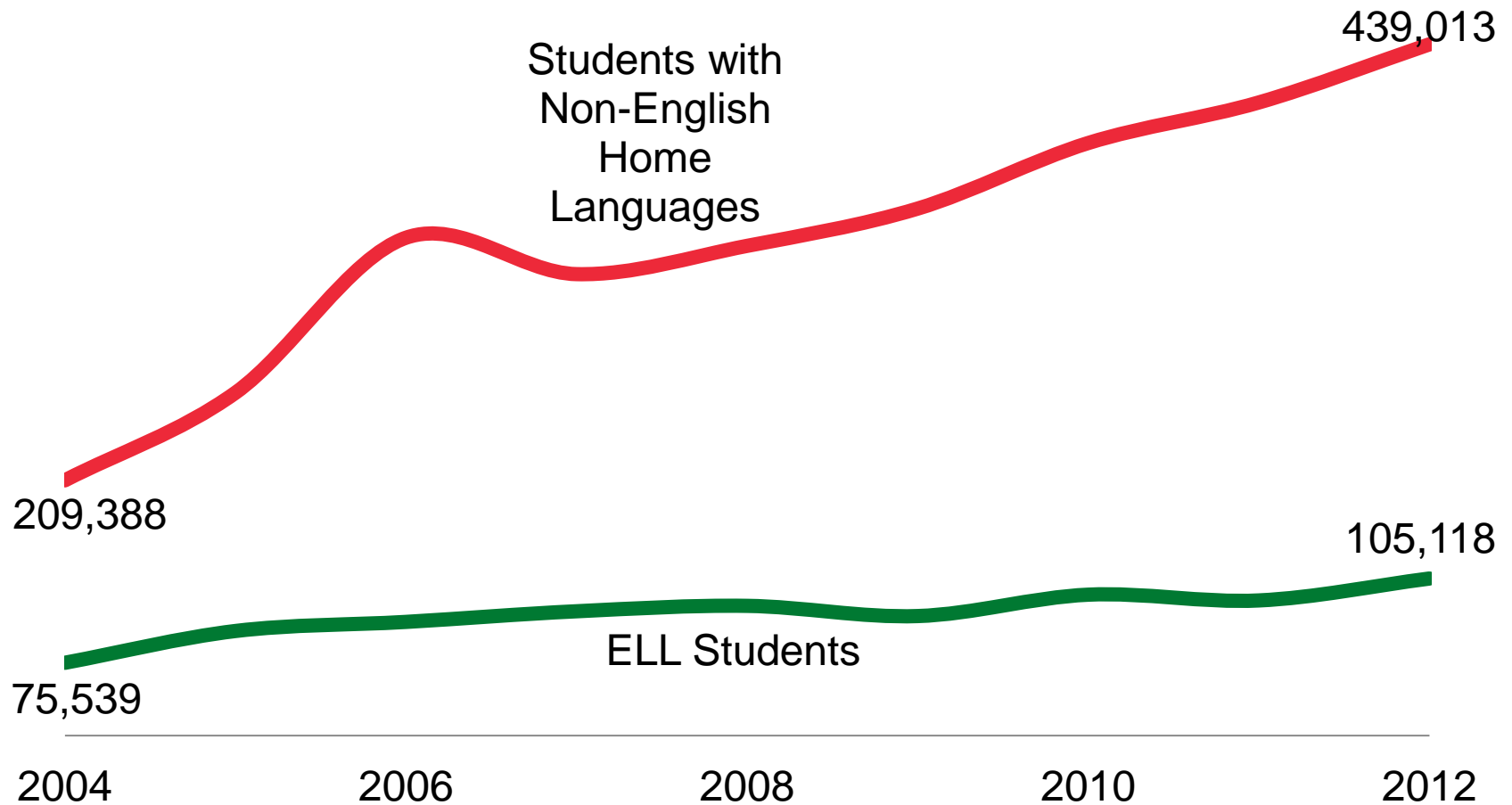


Note: Not to scale

Source: OSPI K-12 Data and Reports Website, data from 2004/5 to 2012/13



# Language effects more than ELLs

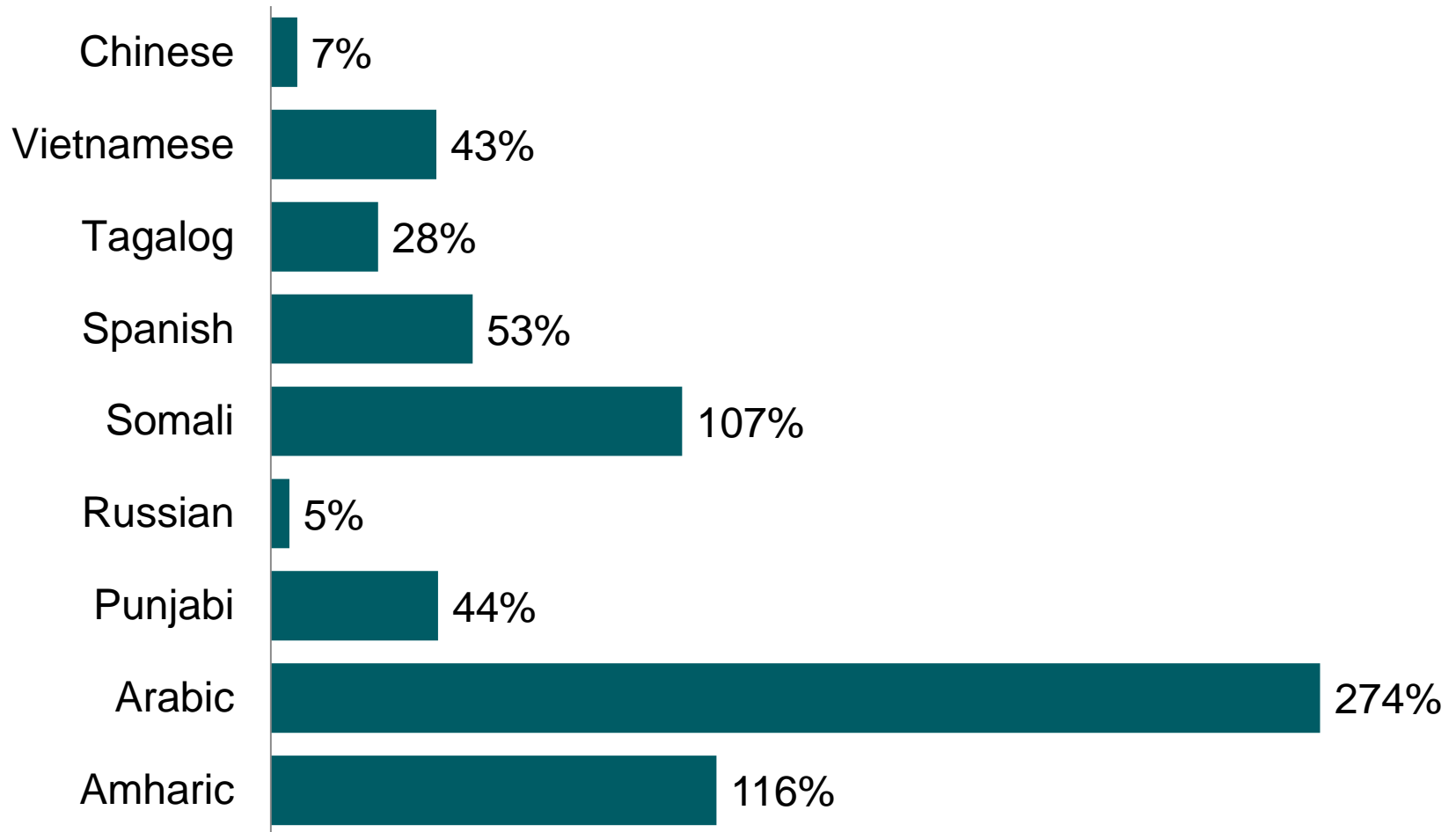


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# Our languages are changing

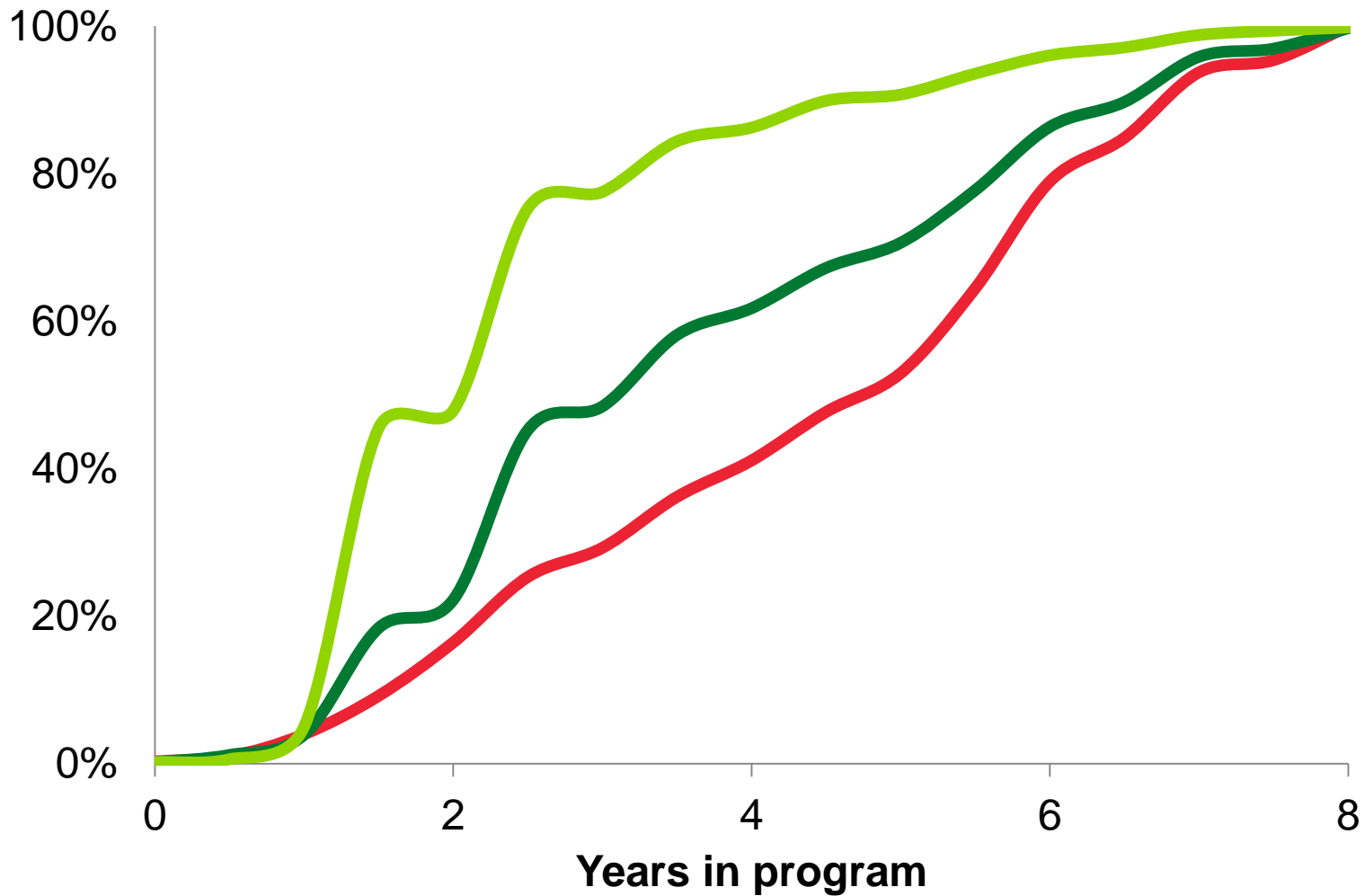


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# How long does it take?



# What is a long term ELL?

Working Definition:

*A long term ELL is a student has been classified as an ELL for more than 5 years.*

58% of Road Map ELLs in 2012/13 had been classified as ELL for 5 or more years.

# Who are our long term ELLs?

They are the same as all of our other ELLs:

- Few language differences
- No gender differences

A few differences:

- Eligibility for special education services
- U.S. born
- English proficiency level at entry



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