EXPLORING DIFFERENT OPTIONS FOR ESL - AB 705 AND BEYOND

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AB 705 LANGUAGE ABOUT CREDIT
ESL INSTRUCTION
Seismic Language Amendments

SECTION 1. (a) The Legislature finds and declares all of the following:

(7) Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.
SECTION 1. (a) The Legislature finds and declares all of the following:

(7) (B) **Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework.** For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.
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Significant Language Clarifications

SECTION 1, 78221.5. As a condition for receiving funding pursuant to the Student Equity and Achievement Program established by Section 78222, a community college shall do all of the following:

(a) (1) Inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college, as provided in Section 78213.
Maximize Throughput for Credit ESL

- **Integration** of language skills into a single sequence to transfer-level composition (TLC)
- **Direct transition** from highest level of credit ESL into TLC (rather than through 2-3 semesters of developmental English)
- **UC and CSU C2/3B fulfillment** with advanced ESL credit courses
- **ESL equivalent to TLC** with CSU A1 and IGETC 1A approval
- **Credit ESL Certificates** of Achievement
ASSESSMENT AND PLACEMENT
COMPLEXITIES OF CREDIT ESL

- Determining which ELLs have the right access TLC and which will maximize probability of TLC completion with credit ESL coursework;
- Placement for ESL has two stages:
  1) Placement into ESL coursework vs. placement into English coursework
  2) Then, placement into appropriate level of ESL
Assessment & Placement

English Language Learners (ELLs) with four years of high school information have the right to access TLC; however, …

… Colleges should be mindful that while some high school senior English language learners (ELLs) may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English but whose language proficiency may still require attention to specific needs that are not met in transfer-level English even with co-requisite or co-curricular support.

Guidance Memo AA 18-41, July 2018, p. 3
Myths and Facts
Assessment Testing

• **Colleges must eliminate all assessment testing, even for ESL.**
  • This is **false**!
• The ESL Frequently Asked Questions document distributed in December 2018 states “Placement tests may continue to be used for credit ESL through Fall 2019. It hasn’t been determined whether assessment tests for ESL will be approved for use beyond Fall 2019 (Spring 2020 placement), but a final determination will be distributed during Spring 2019.”
• The Chancellor’s Office has extended the approval for Combined English Language Skills Assessment (CELSA) through spring 2020.
• Accuplacer can still be used for ESL, including the listening and speaking tests.
• The Chancellor’s Office has not determined whether colleges or vendors will be able to submit writing assessments or assessment test for review and approval.
High School Transcript Data

• If a student self-reports any high school GPA, they must be placed directly into transfer composition.

• This is false!

• Colleges should determine whether a student is a native speaker before using the default placement rules for transfer composition.

• AB 1805 guarantees students a right to access credit ESL, even if they went to high school in the United States.

• Colleges have been encouraged (July 2018 Memo) to apply the English rules if students have completed four years of high school in the United States.

• Students have the right to request placement into transfer composition, but they should be informed about the requirements for that class to help them make an informed decision.
ESL and Composition

• Colleges are only allowed to offer ESL courses that lead to college composition.

• This is false!
• Colleges need to offer courses that serve the needs of their student population.
• Students that are seeking to transfer or to complete an associate degree do need to progress through composition, but many students come to our colleges seeking to speak better or have a better understanding of what people are saying during conversations.
• AB 705 is intended to apply to transfer and degree seeking students that must complete transfer composition to meet their educational goal.
  • Noncredit ESL is not subject to AB 705
  • The 3-year timeline begins at the point a student in a credit ESL program declares intent to transfer or obtain a degree.
Guided Placement

- Colleges cannot include sample reading or writing passages in the guided placement process.

  - This is false!
  - Colleges should consider showing students samples of writing and allow the students to determine which sample most closely resembles how the student writes.
  - Colleges may wish to include a reading passage and ask the student how easy it is for them to understand the passage.
  - Colleges should collect data about the effectiveness of their processes, no matter what they include.
  - All colleges are likely to be asked to submit their process to the Chancellor’s Office by July 1, 2020.
Default Placement and Data Collection

• If a college places all students into transfer level composition, they don’t have to collect any data.

• This is false!
• While colleges have been encouraged to explore applying the English rules to ELL students with a complete US high school transcript, colleges will need to collect data to determine whether the rules are working for these students and colleges are encouraged to develop a process to identify students that could benefit from ESL courses.
• Placing ELL students directly into transfer level composition could yield throughput rates that are far lower than predicted.
• Data review may reveal combinations of courses leading up to, or paired with, transfer-level courses that yield success.
RESEARCH ON COURSE PLACEMENT
Research Questions

1. How valid is a student’s declared educational goal?
2. Which English Language Arts (ELA) pathway (ESL or English) leads to the highest rate of transfer-level English completion for ESL students who are degree/transfer seeking?
3. Which ELA pathway (ESL or English) leads to the highest rate of transfer-level English completion for U.S. High School Graduates?
4. Which ELA pathway (ESL or English) leads to the highest rate of transfer-level English completion for International Students (IS)?
5. How do ESL placement levels for degree-seeking non-IS and non-U.S. high school graduates vary across colleges and how are these variations associated with TLE throughput? Do differences in college approaches to these populations provide insight into how to maximize the probability of TLE completion for this subpopulation of ESL students? How do those patterns vary by educational attainment?
ESL Data File Description

- 92 cohorts of ESL students tracked forward for three years (throughput cohorts)
  - 555,625 noncredit students
  - 328,403 credit students
- Focal sample time period 2004 through 2018
- Further disaggregated by student types and/or degree/transfer-seeking status
Q1: The Importance of Educational Goal
Throughput by Credit/Noncredit and Student Journey Type

- Degree-Transfer: 35% Credit, 12% Noncredit
- Short term CTE: 11% Credit, 1% Noncredit
- Adult Ed: 8% Credit, 1% Noncredit
Degree/Transfer-seeking ESL Student Types

- English Language Learner (ELL) U.S. High School Graduates
- International Students (IS)
- Non-IS, non-U.S. high school graduate ESL students:
  - without a foreign secondary diploma
  - in adult education
  - with a foreign secondary diploma
  - with a college degree
English Language Learner (ELL) - U.S. High School Graduates
Non-Citizen U.S. High School Graduates Transfer-level English Throughput by Years in U.S. High School, ELL Designation, and Community College ELA Pathway (i.e., ESL vs. ENGL)

- ELL in HS, ESL in CC
- Not ELL designated in HS, ESL in CC
- ELL in HS, English in College

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<thead>
<tr>
<th></th>
<th>Just Sr.</th>
<th>Jr.+Sr.</th>
<th>So.+Jr.+Sr.</th>
<th>Four years</th>
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</thead>
<tbody>
<tr>
<td>ELL in HS, ESL in CC</td>
<td>30%</td>
<td>30%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Not ELL designated in HS, ESL in CC</td>
<td>31%</td>
<td>33%</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>ELL in HS, English in College</td>
<td>45%</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
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International Students (IS)
International Student TLE Throughput Rates

ESL path = 28,584
English path = 16,958
Asian Language Group Represents Large Majority of International Students

- Asian: 58%
- MENA/European: 12%
- Hispanic: 3%
- African: 2%
- East Indian: 1%
- Filipino: 1%
- Other: 1%
- Unknown: 23%

Credit ESL path = 28,584
English path = 16,958
International Students from Asian Language Groups Most Likely to Begin on Credit ESL Path

- Asian: 71%
- Unknown: 62%
- Hispanic: 55%
- Other: 52%
- MENA/European: 38%
- African: 31%
- Filipino: 30%
- East Indian: 22%

N = 45,542
### Throughput Higher on English Path Across All International Student Language Groups

<table>
<thead>
<tr>
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<th>ESL path</th>
<th>English path</th>
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<tbody>
<tr>
<td>Asian</td>
<td>77%</td>
<td>54%</td>
</tr>
<tr>
<td>MENA/European</td>
<td>75%</td>
<td>38%</td>
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<tr>
<td>Hispanic</td>
<td>75%</td>
<td>39%</td>
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<tr>
<td>African</td>
<td>74%</td>
<td>44%</td>
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<tr>
<td>East Indian</td>
<td>69%</td>
<td>40%</td>
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<tr>
<td>Filipino</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Other</td>
<td>78%</td>
<td>40%</td>
</tr>
<tr>
<td>Unknown</td>
<td>75%</td>
<td>52%</td>
</tr>
<tr>
<td>Overall</td>
<td>76%</td>
<td>52%</td>
</tr>
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</table>

Credit ESL path = 28,584  
English path = 16,958
Non-International, non-U.S. high school graduate ESL students without a secondary diploma
Inter-college variation in average starting ESL level and TLE throughput for degree/transfer-seeking students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma
College throughput rates for degree-seeking ESL students with no diploma

Regression Adjusted (Press) Predicted Value

N = 47 colleges with 30+ students of this type – no U.S. HS diploma
Adj. R² = 0.68
Independent Variable = Starting ESL level
Controls = ethnicity, age, citizenship status
Next Steps

1. Shared preliminary results with the AB 705 ESL Committee
2. Answering their many questions and will report back at the July 30th meeting
3. Will publish a full report of the results in August.
4. Submit feedback and questions to: Mallory Newell at newellmallory@deanza.edu
REVISIONS TO CB21
CB21 Revision Project for ESL

1) Credit ESL varies much more widely across the colleges than English. Some programs transition directly to transfer-level composition (TLC). Some transition into developmental English. Some have sequences of integrated skills; others are made of multiple strands.

2) Some colleges have credit ESL only, some have credit and noncredit ESL, and some have various configurations of credit and noncredit ESL.
CB21 Revision Project for ESL

Legislative Mandates:
Revisions are in response to AB 705, changes in Adult Education (and the requirement to align assessment practices with CCs), and the need to revise CB21

Previous Groundwork:
1) Common Assessment Initiative (CAI) rubrics for ESL were robustly vetted across the state and divide the ESL pathway into eight levels to transfer-level composition (TLC)
2) The EFLs were developed on a national level and divide the ESL pathway into six levels to transfer-level composition.
CB21 Revision Project for ESL

CHALLENGE:

HOW do we collapse eight levels into six while maintaining …
• meaningful yet concise descriptions for the levels; and
• integrity of the language acquisition process from literacy to one level below transfer-level composition; and
• fidelity to the CAI descriptors and language that was so thoroughly vetted
• the goal of creating a structure that applies to everyone
# Draft chart for Productive Domain

## English as a Second Language: Levels by Domain – DRAFT 7/12/19

<table>
<thead>
<tr>
<th>productive</th>
<th>Beginning ESL Level 1 – 6LB</th>
<th>Low Beginning ESL Level 2 – 5LB</th>
<th>High Beginning ESL Level 3 – 4LB</th>
<th>Low Intermediate ESL Level 4 – 3LB</th>
<th>High Intermediate ESL Level 5 – 2LB</th>
<th>Advanced ESL Level 6 – 1LB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity and Type of Text/Organization</td>
<td>With prompting and strongly supported by visual and contextual clues, ELs ready to exit this level can communicate simple information or feelings about familiar topics, events, or experiences including basic personal information and immediate needs. They can write or copy word phrases, or syntactically simple sentences based on visual prompts.</td>
<td>Strongly supported by visual and contextual clues, ELs ready to exit this level can communicate in writing and speaking basic information and feelings about familiar texts, topics, and experiences. They can write simple sentences on one topic based on previously learned vocabulary and structures.</td>
<td>With support, ELs ready to exit this level can compose loosely organized written narrative or informational paragraphs and deliver short, simple oral presentations about familiar texts, topics, or events. They can write well-developed paragraphs and multi-paragraph texts with a topic sentence or thesis statement, supporting details, and a conclusion, referring to the ideas of others.</td>
<td>ELs ready to exit this level can compose written informational texts and deliver oral presentations about academic and career-related topics. They can write expository essays and other multi-paragraph texts with a clear introduction, supporting details, and a conclusion, using a variety of rhetorical techniques and coherent organization. This includes developing the topic with some relevant details, concepts, and examples, and integrating graphics or multimedia when appropriate.</td>
<td>ELs ready to exit this level can compose written informational texts and deliver oral presentations on a variety of academic and career-related topics and texts. They can write expository essays and other multi-page texts which may include research projects that demonstrate coherent organization and focus. They can develop the topic with depth, complexity, and logical reasoning, using relevant facts, examples, supporting details, and references to multiple outside sources.</td>
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</tr>
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</table>

## Productive

### Level 1 – 6LB
- ELs ready to exit this level can express likes and dislikes (a preference or opinion) about a familiar topic.

### Level 2 – 5LB
- ELs ready to exit this level can express a main idea (claim) in writing or orally about familiar topics, experiences, or events and give a reason for that preference.

### Level 3 – 4LB
- ELs ready to exit this level can construct a claim about familiar topics. They can introduce the topic through a topic sentence or basic thesis statement, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

### Level 4 – 3LB
- ELs ready to exit this level can construct a claim about a variety of topics. They can introduce the topic and provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement. ELs can integrate the ideas of others to support the claim.

### Level 5 – 2LB
- ELs ready to exit this level can construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim.
CB21 Revision Project for ESL

WHAT’S BEEN DONE AND NEXT STEPS:

• Larger group convened in Fall 2018
• Mini-committee convened in from late-February to late June 2019 to dig in deeply to create a draft document & chart for the larger group to vet
• Larger group will reconvene to vet the work
• Feedback to the field in the Fall

• NOTE: Starting with the AEBG crosswalk and the two processes, there has been well over 100 hours invested in the work!
Thank You for Coming

• Do you have any questions?