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### **National High School Center Offers Resources on Educating English Language Learners at the High School Level**

Washington, D.C – The relatively high dropout rates and persistent achievement gaps among the growing population of English language learners (ELLs) in U.S. high schools make it imperative to share research-based approaches and promising practices that have been effective in increasing educational outcomes for all students.

To shed light on the most effective practices and strategies supporting the academic growth of ELLs at the high school level, the National High School Center, in collaboration with its partner, WestEd, has released a suite of three unique products:

- [\*Educating English Language Learners at the High School Level: A Coherent Approach to District- and School-Level Support\*](#) — This practitioner issue brief outlines successful strategies and recommendations for state-level policymakers, administrators, schools, and districts that are based on a 5-year evaluation study on the learning environment for ELLs in the state of California. This brief offers four critical building blocks that should be in place to effectively educate ELLs: implementing a well-defined, rigorously structured plan of instruction; ensuring that teachers are skilled in addressing the needs of ELLs; systematically using data to assess teaching and learning; and regularly adjusting instructional planning on the basis of student performance.
- [\*High School Course-Taking Patterns for English Language Learners: A Case Study from California\*](#) — This research brief examines the course-taking patterns of ELLs by using the transcript data from 54 high schools in California. Alarming findings from the brief state that approximately 8% of ELLs in the study sample who finished high school had taken the necessary set of required courses to be minimally eligible to attend the California State University system.

- [\*Selected States' Responses to Supporting High School English Language Learners\*](#) — This policy brief provides state-level examples of efforts to improve the assessment and reporting of data. This brief also showcases effective partnerships between state departments and the Regional Comprehensive Centers in strengthening educational outcomes for ELLs at the secondary school level.

“English language learners are a fast growing population within the tapestry of our schools today. In meeting the unique needs of these learners, it is imperative that we hold high expectations for all students and that ELLs are challenged while being fully supported in order to successfully graduate high school and continue on an appropriate postsecondary pathway,” commented Joseph R. Harris, Ph.D., Director of the National High School Center at the American Institutes for Research.

The newly released resources are available free-of-charge on the [National High School Center Web site](#).

#### **About the National High School Center**

The National High School Center ([www.betterhighschools.org](http://www.betterhighschools.org)), established in 2005, serves as a central source of expertise on high school-related issues for the Regional Comprehensive Centers, a national network developed by the U.S. Department of Education. The National High School Center is housed at the American Institutes for Research ([www.air.org](http://www.air.org)), located in Washington, D.C. Subcontractors include Learning Point Associates, MDRC, the National Center for Educational Accountability, and WestEd.

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