



Reversing Long-Term Learner Trends- A Systems Approach Through a Middle School LTEL Pilot

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Chicago
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Session Outcomes

Purpose: Share the pilot LTEL reduction project for middle school.

Analyze Growth & Evidence: Review pilot journey identify instructional and student breakthroughs that accelerated expressive language.

Promote Collaborative Ecosystems: Highlight unified practices that Edward's team took to embed language development (oracy) in tier-1 instruction.

Agenda

Phase 1: Data, Goals and Readiness

- Context for Learning
- Breaking the LTEL Cycle at Edwards

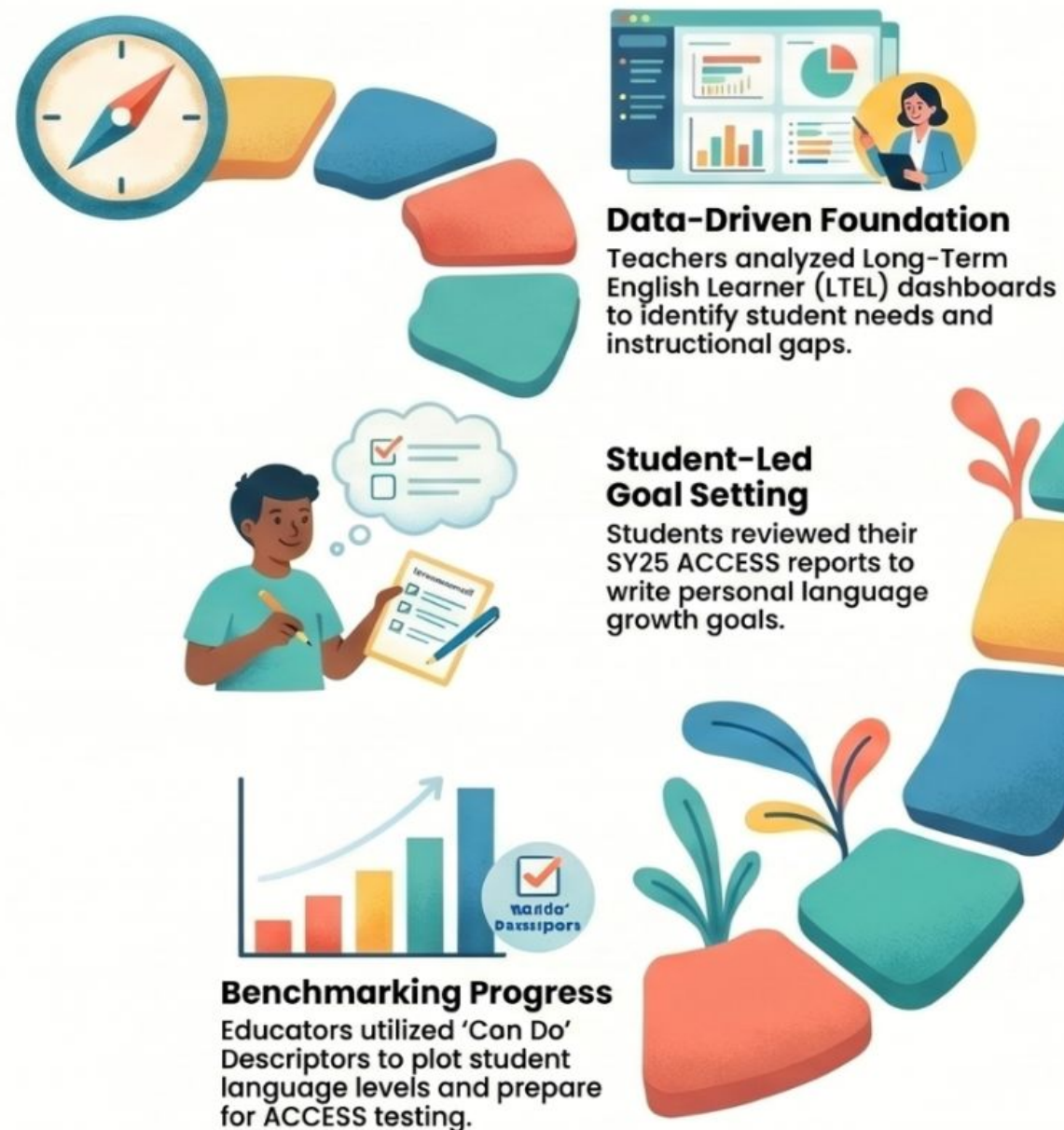
Phase 2: Strategies, Implementation and Celebration

- Edwards Monthly PLP: The Growth Blueprint
- Analysis & Celebration

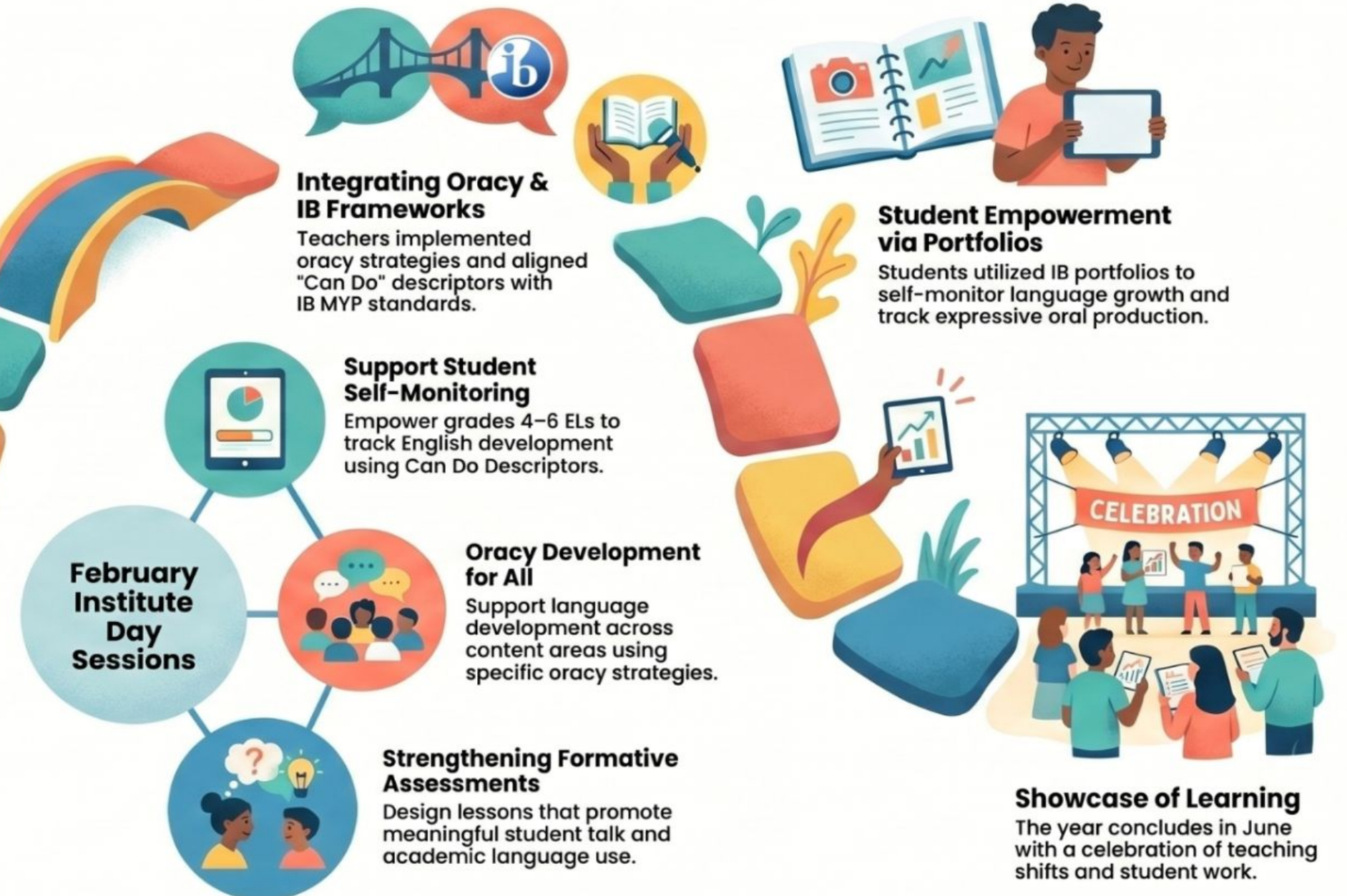
The Path to Multilingual Success:

Edwards School Professional Learning Journey

Phase 1: Data, Goals, and Readiness (Oct – Jan)



Phase 2: Strategy, Implementation, and Celebration (Feb – June)



Phase 1: Context for Learning



Do we know who Long Term English Learners (LTEs) are?

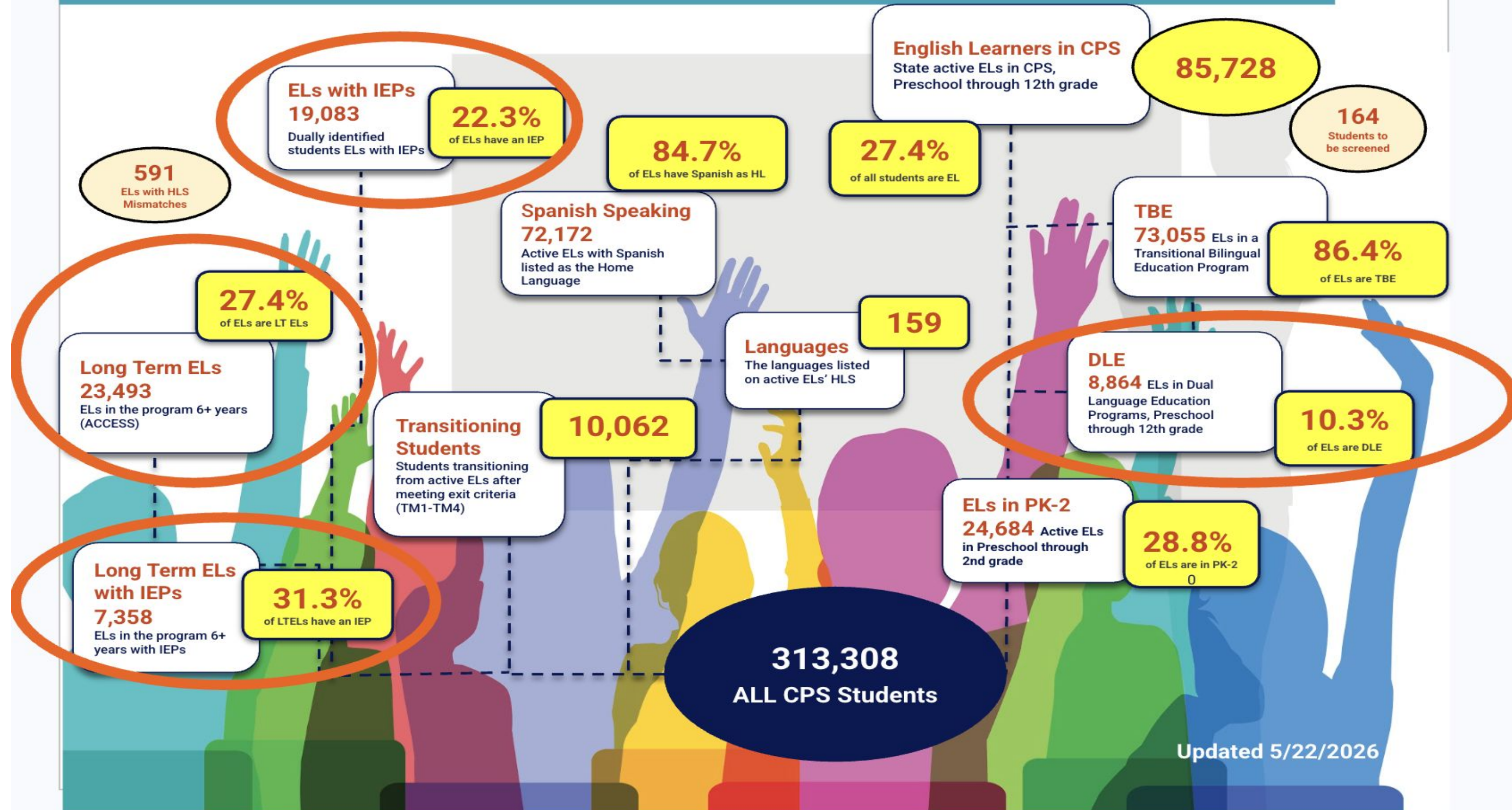
Thumbs up or thumbs down?



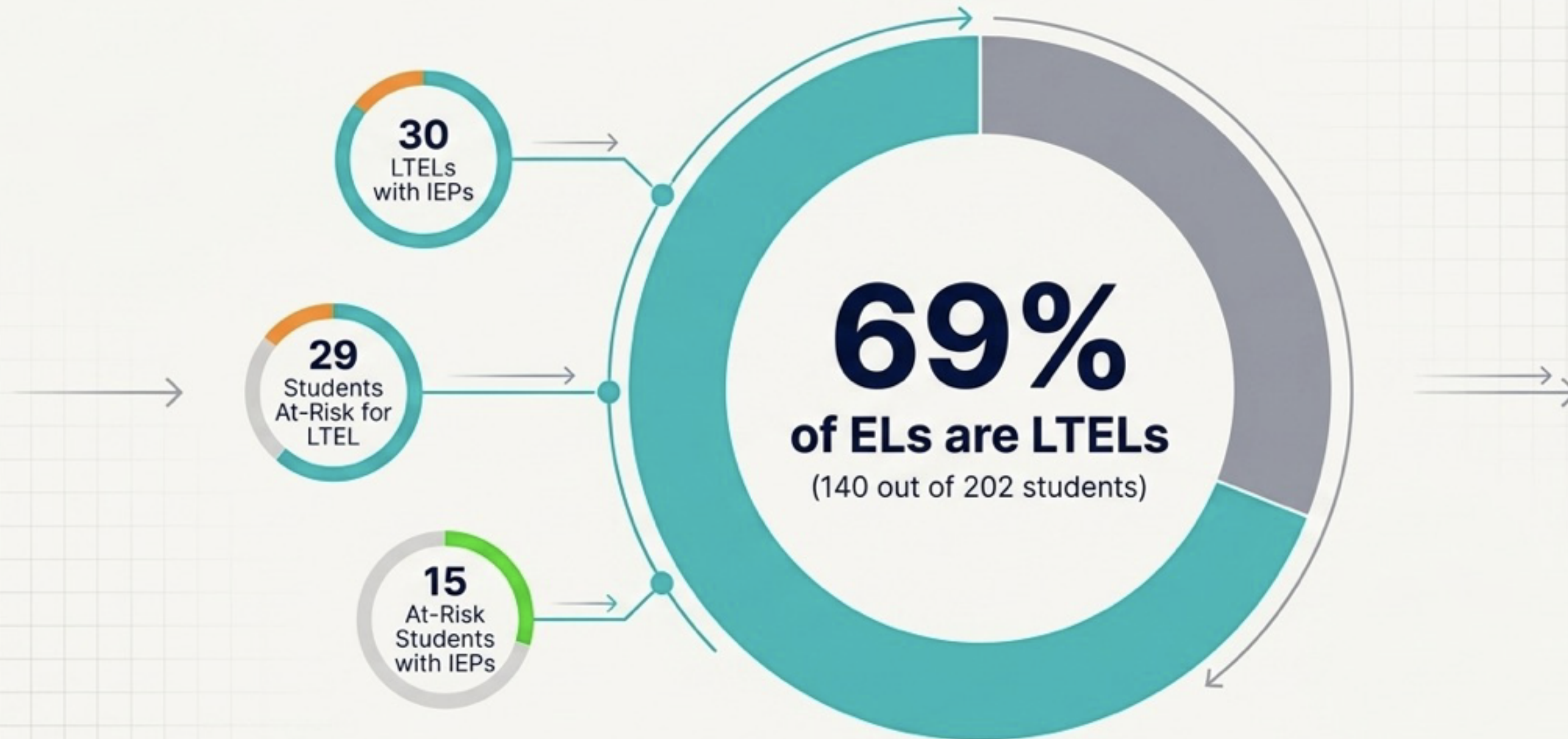
English Learners enrolled for 6+ years without reclassifying.

SY26 English Learners (ELs) in CPS

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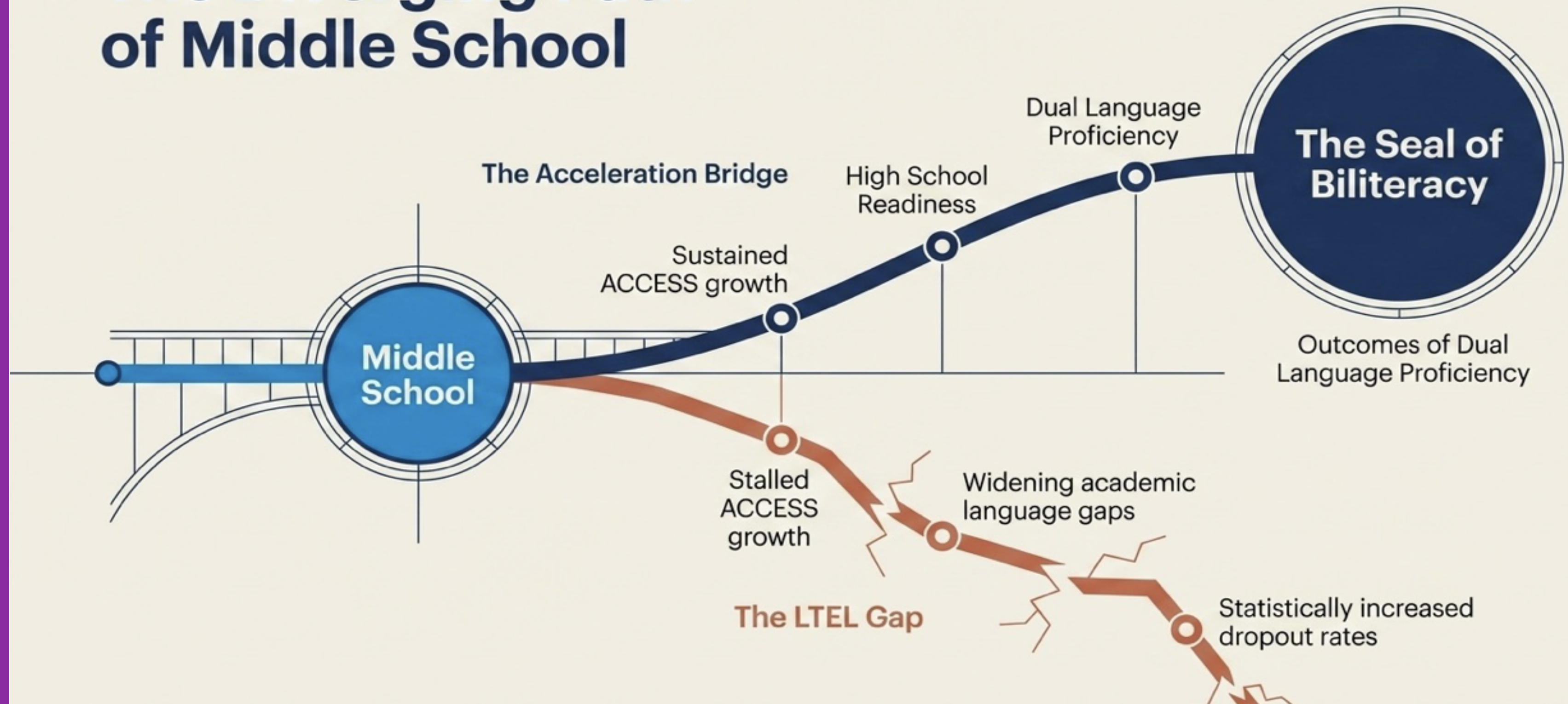


The Current Reality at Edwards Middle School



More than two-thirds of Edwards' middle school EL population requires immediate, targeted intervention to restart their language momentum.

The Diverging Path of Middle School



Theory of Action

If middle school teachers embed language-development strategies and scaffolds into content instruction, collect and analyze formative ELD data, and engage students in goal setting, then students will accelerate growth in English academic language and meet proficiency targets.



The ultimate objective is holistic biliteracy, not just reclassification.



Core Philosophy

Dual Language programs mandate equal importance for developing proficiency in both the native and partner language.

The Seal of Biliteracy Marker

Achieving this balance ensures students become biliterate, bilingual communicators qualified for the Seal of Biliteracy. High-quality programs must support English language development alongside native language mastery collaboratively.

A comprehensive evaluation strategy utilizing multiple data vectors.

Baseline Inputs

- Initial ACCESS scores
- LTEL Dashboard analytics
At-Risk for LTEL
- Caminata data

Ongoing Monitoring

- Monthly teacher check-ins
- Teachers create/revised a unit using the playbook. Teachers were provided feedback from ILT.
- Leadership team did observations of teachers and provided feedback
- Monthly formative ELD PD and teachers applying oracy strategies.

Endline Outcomes

- Endline ACCESS growth
- Caminata data
- Oracy & student monitoring evidence wins & celebration

ACCESS
SCORES
available in
August!

Ongoing teacher feedback and input

Strategic Focus: Elevating the Speaking domain through disciplinary discourse



Using the baseline data from the **LTEL dashboard** and **Caminata data**, this pilot specifically focused on **oracy needs** to begin establishing a strong foundation for ongoing language development.

The Intervention Strategy

-  **Instructional Planning**
Identify concrete linguistic features to weave into daily lessons.
-  **Professional Learning**
Quarterly sessions focused on expressive language production.
-  **Data-Driven Goals**
Align language goals directly with ACCESS scores & LTEL metrics.
-  **Disciplinary Discourse**
Integrating speaking across Math, Science, ELA, and Social Studies.

Investing in the expertise,
professional development,
and collaborative tools.

The LTEL Reduction Structure

Shifting the focus to
empower our students,
ensuring they are active
participants, not just
recipients, of their own
learning journey.

Teacher Capacity (Embedded ELD)

- Equip core content teachers with deep understanding of LTEL risk factors.
- Integrate explicit language development goals into daily instruction.



Student Agency (Goal Setting)

- Empower students to set personal language goals.
- Track progress and foster reflection within existing IB frameworks.



Data-Driven Agility (Formative Assessment)

- Deploy short, standards-aligned formative ELD tasks.
- Utilize data-driven discussions in monthly grade-level meetings to pivot instruction.



Building a system where
we don't just collect data,
but use it to pivot, adjust,
and respond to students
needs in real-time.

A Holistic Ecosystem of Intervention

Phase 2: Edwards Monthly PLP: The Growth Blueprint

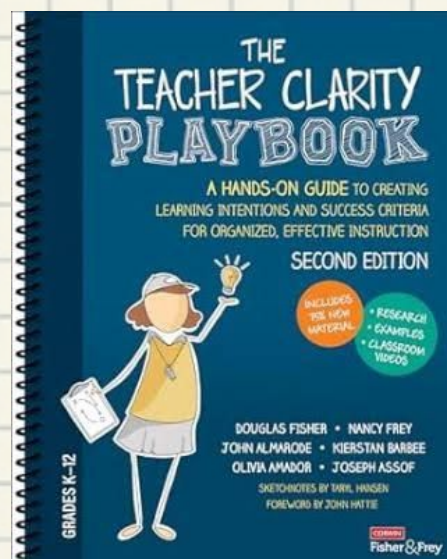
A strategic roadmap for
language growth,
empowering students, and
preventing Long-Term
English Learners(LTEL)



The LTEL Prevention Engine

Formative Assessment

Using PLDs and IB rubrics to track expressive oral language production.



Oracy & Content Strategies

Embedding meaningful student discourse into daily content lessons.

Continuous Language Acceleration

ACCESS Data Analysis

Reviewing LTEL dashboards, identifying baseline metrics.

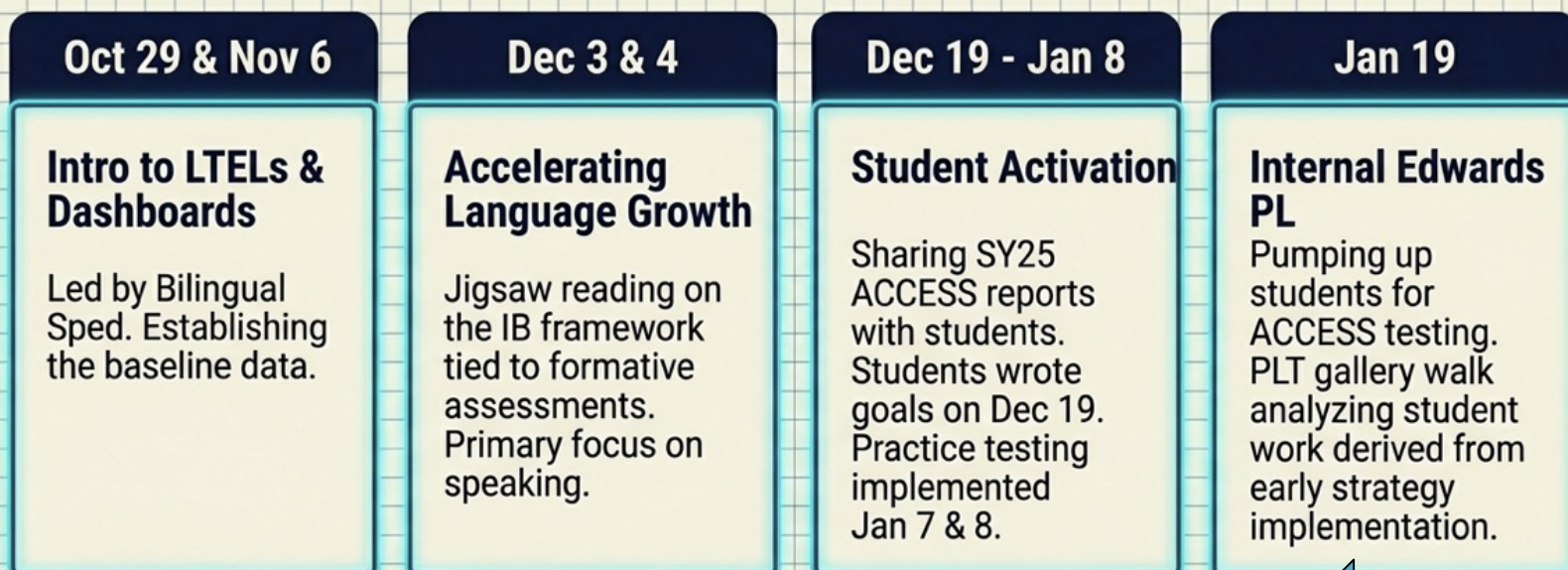
Creating Learning Intentions and Success Criteria

Facilitated by Edwards Leadership for teachers using the Teacher Clarity Playbook and teacher observations with feedback.

Student Goal Setting

Using Can-Do descriptors, student-friendly WIN time activities.

Phase 1 Blueprint: Data, Baselines & Goal Setting



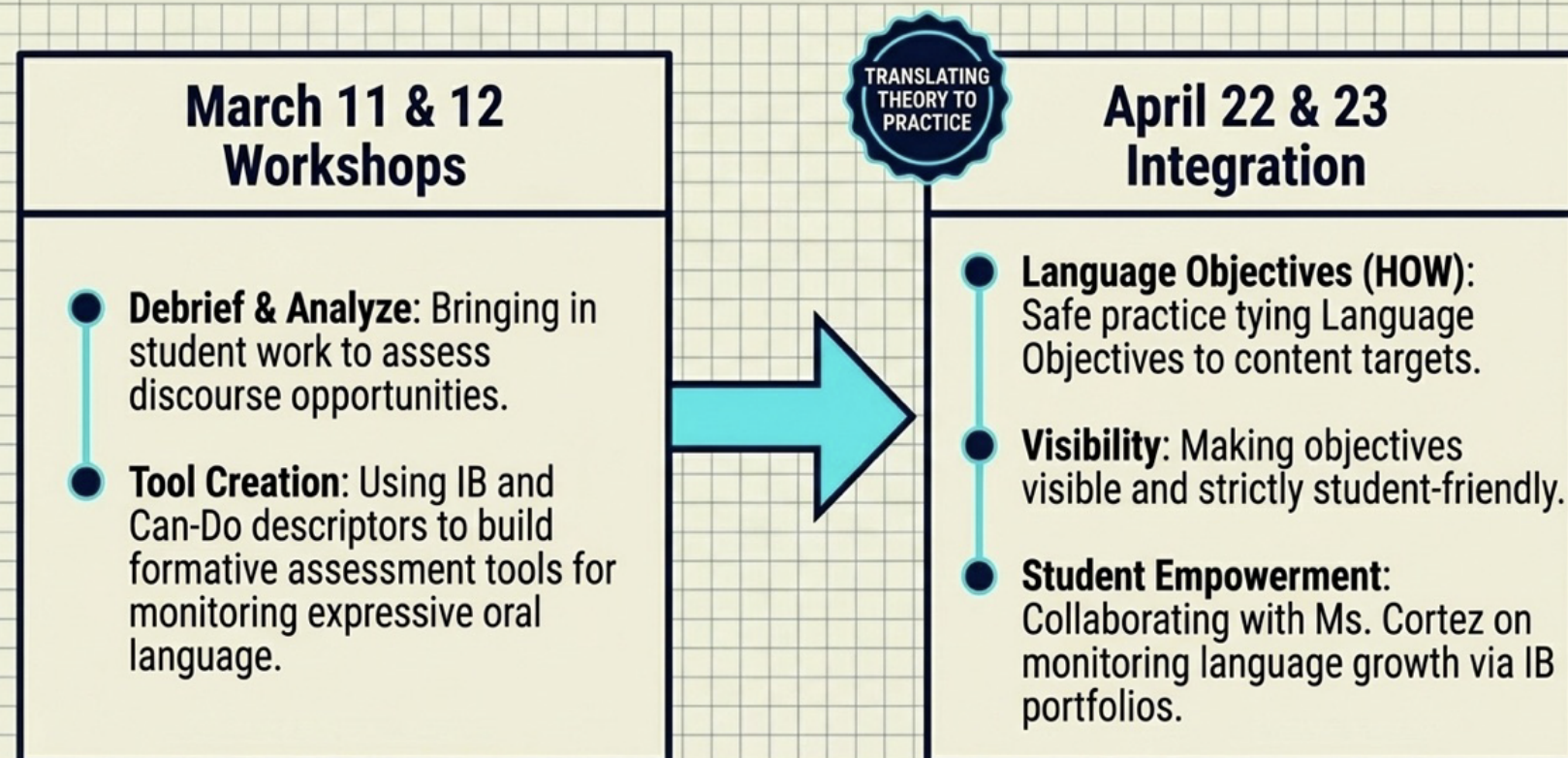
February 17 Institute Day: Strategy Matrix

9:00 - 10:30 AM PD SESSIONS OVERVIEW

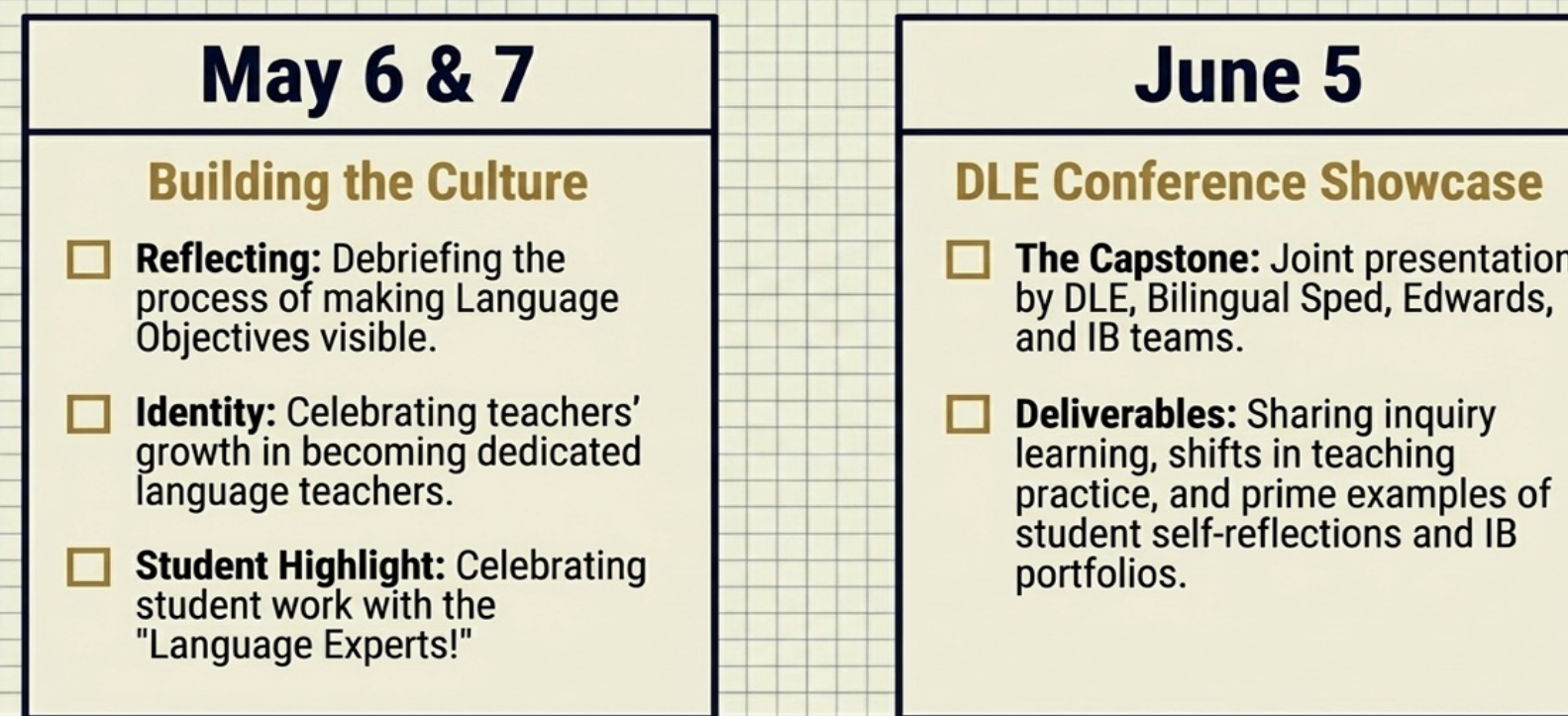
Student Self-Monitoring	Oracy Development for All	PLDs & Formative Assessments
Team: Sarah Cohen / DLE Team	Team: Bilingual Sped	Team: OMME Team
Purpose: Empower grades 4–8 ELs to understand and track development using EL Can-Do Descriptors aligned to IB MYP.	Purpose: Support language development within content areas using targeted oracy strategies.	Purpose: Collaborate with 4–8 teachers to design content lessons promoting meaningful student talk and academic language monitoring.

Teacher Observations

Phase 2 Blueprint: Assessment & Strategy Integration



Phase 3 Blueprint: Culture, Empowerment & Celebration



Aligning it All!



Edwards Team



Edwards School Profile & Strategy



Edwards Profile

Largest school in Network 8 with **1,211 active students**.

- English Learner population of **704 students** (as of 5/21/2026)
- **726 DLBe students**



Opportunity for Growth

The programs within our school (**DLBe, IB, Fine Arts**) have had limited integration and collaboration over the years due to different factors.



Disconnected Systems

Professional Development identified a critical need for a **unified instructional thread**.

Goal: Deliver instruction to all students in 4th - 8th through collaborative structures.



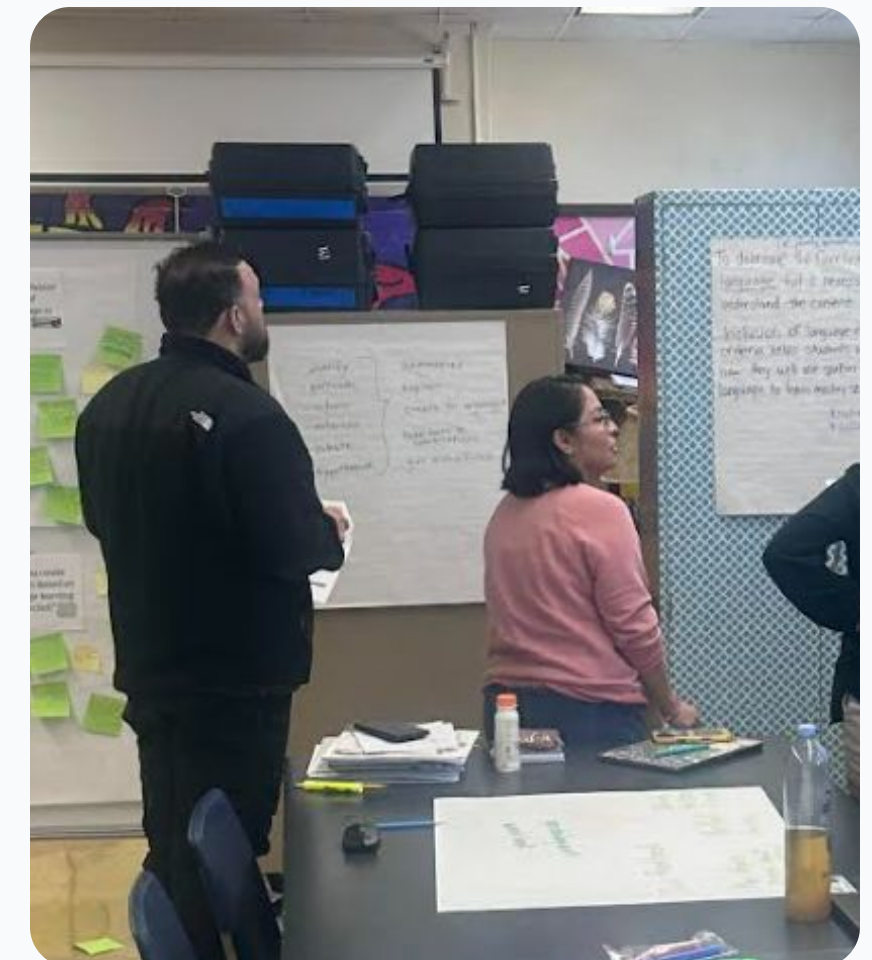
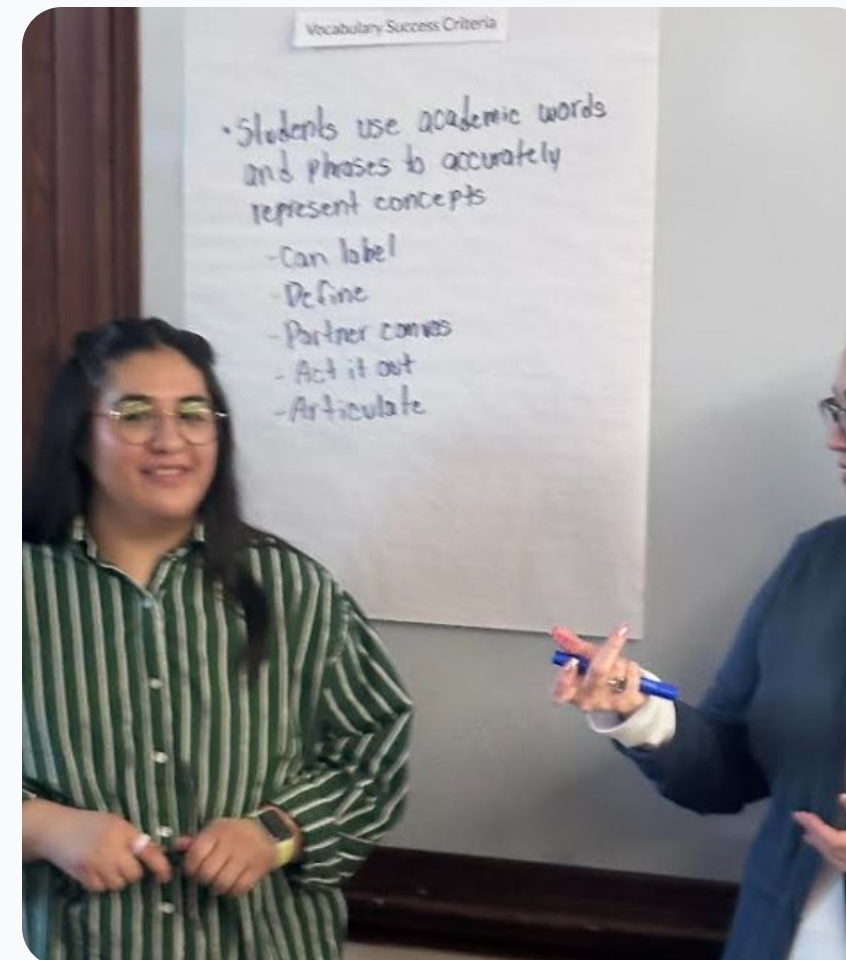
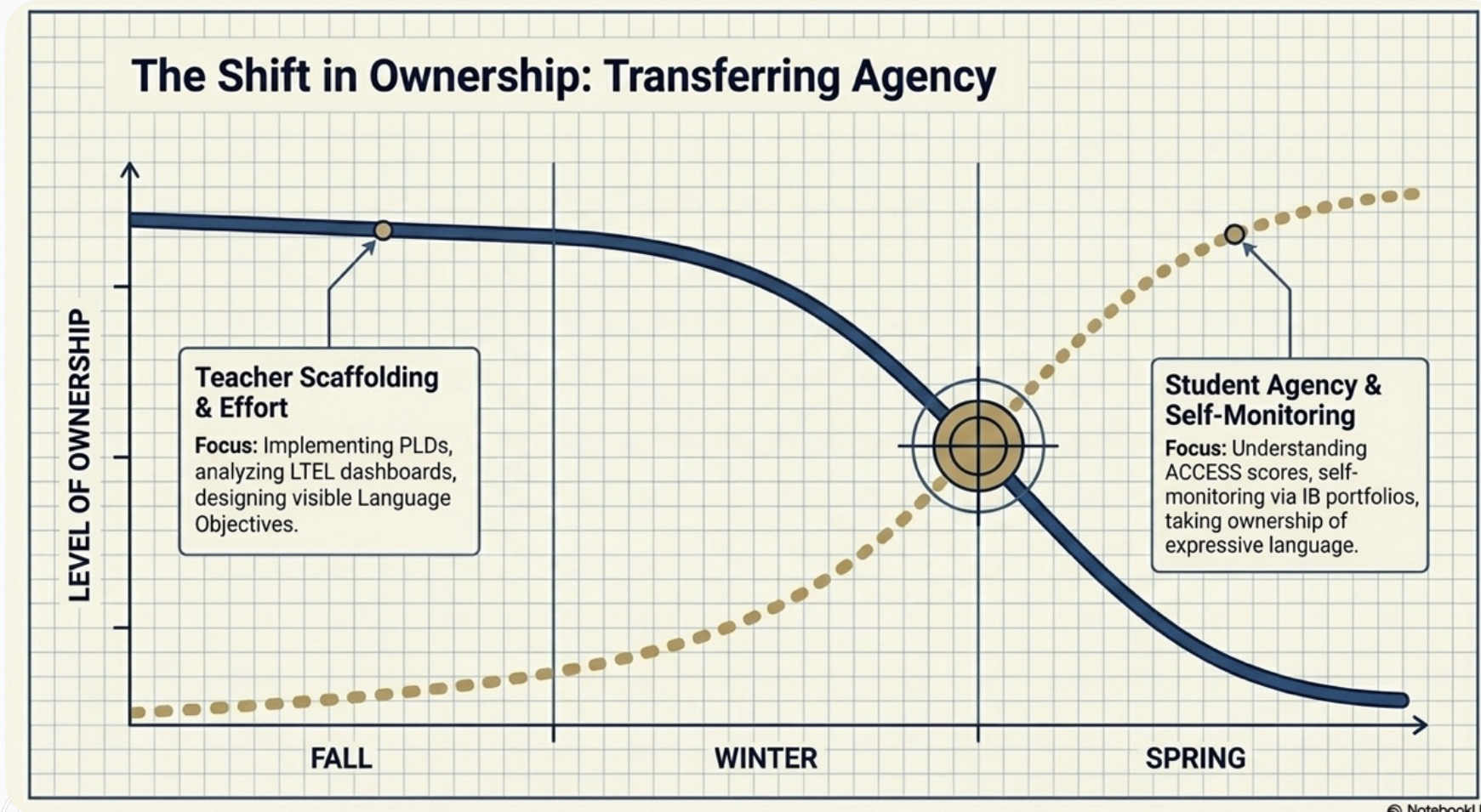
Strengthening Instructional Practices

The Instructional Shift

From **teacher-centered** to **student-centered** instruction.

The Non-Negotiable Student Oracy

Critical component to improve outcomes for **ALL students**, including Long-Term ELs.

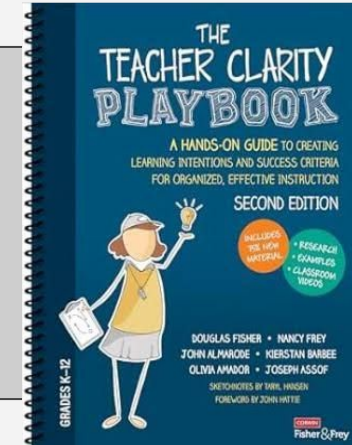




From Planning to...

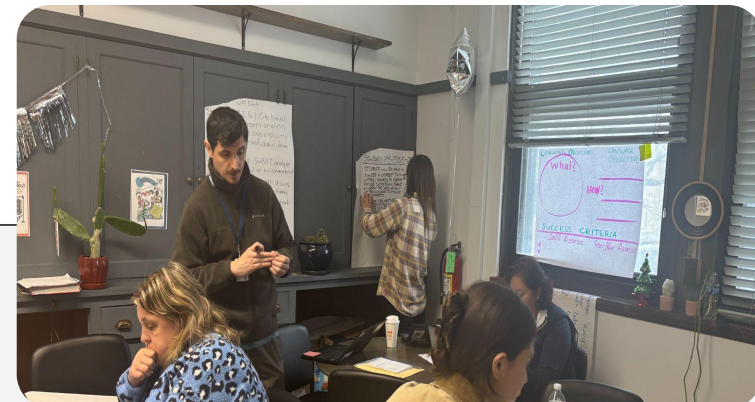


Teacher Clarity Playbook as our instructional professional guide ensuring all staff received the same PD during PLTs.



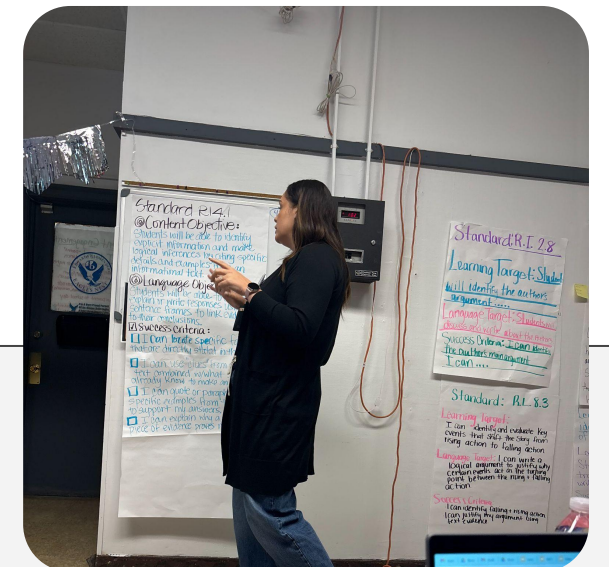
🏡 Culture Shift

Shifted school culture through **Modules 1-6** to ensure content delivery is **never separated** from language development and success criteria comes directly from the **CONTENT** standard.



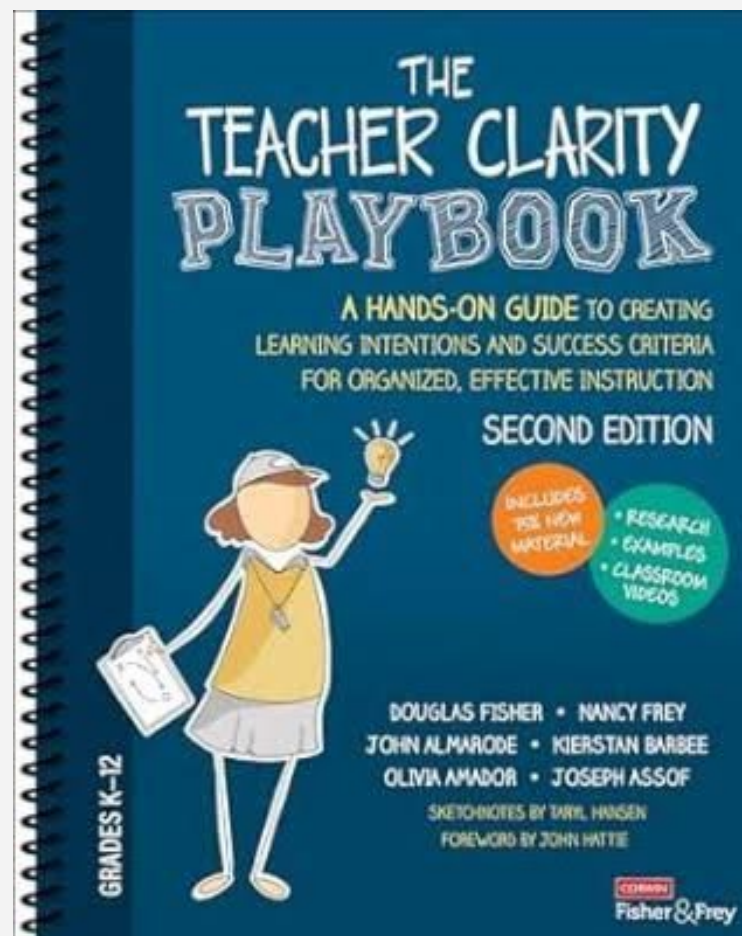
💡 Instructional Delivery

Content (CCSS) and Language (WIDA) must always **BE PRESENT** for successful delivery of instruction.



Classroom Safe Practice

- Focused on grade level collaboration between *crafting and sharing learning intentions* and real-time **success criteria planning** (**modules 1-5**)
- Prioritized closing the distance between back-end teacher preparation and the actual student experience during delivery
- Teacher observations, caminatas and rigor walks





Successful Outcomes



Measurable Impact

Observed a **measurable increase** in student-led discourse and peer collaboration across classrooms per EOY data.



Future Growth

ACCESS 2025/2026 will help us identify early shifts in language proficiency levels.

This allows monitoring of long-term trends to ensure sustained growth in student language acquisition.

Pathway to the Seal of Biliteracy



SY25

Network	School ID	School	# of 5th Grade Testers	# of 5th Grade PW Award Recipients	% 5th Grade Earned PW Award	# of 8th Grade Testers	# of 8th Grade PW Award Recipients	% 8th Grade Earned PW Award	Total # of Testers	Total # of PW Award Recipients	Total % Earned PW Award
Network 8	609903	EDWARDS	74	58	78.40%	67	62	92.50%	141	120	85.10%

SY 2026 5TH - 59 DLBE STUDENTS

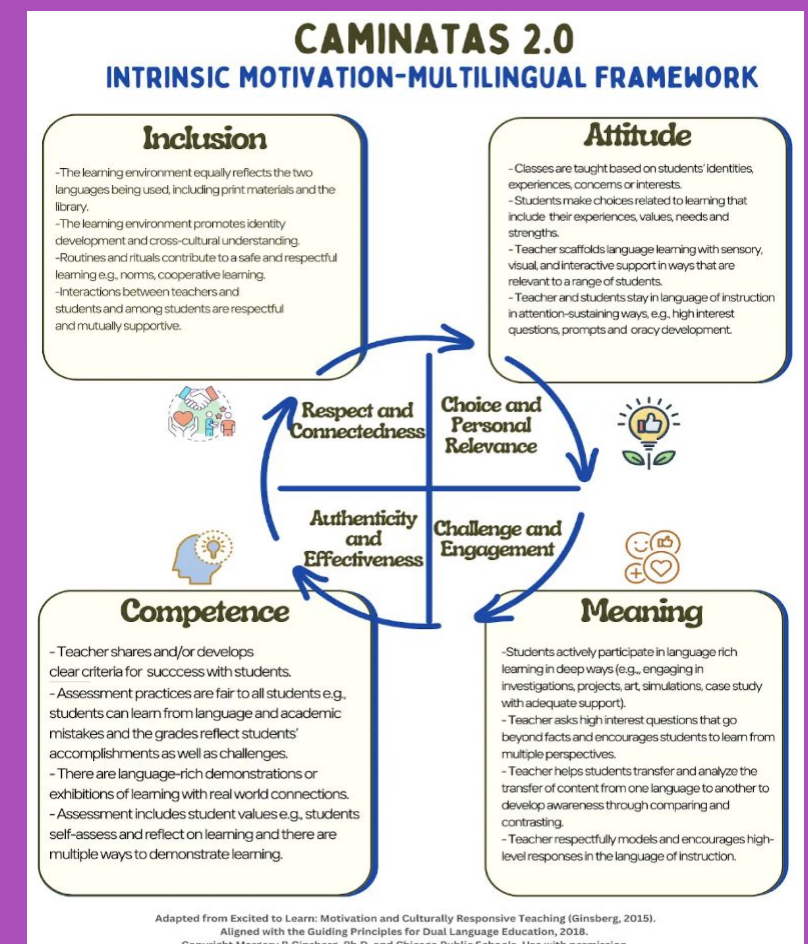
SY 2026 8TH - 77 DLBE STUDENTS





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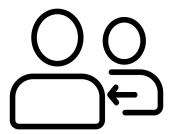
Edwards SY26 Caminata Data BOY and EOY Analysis & Celebration



02:00

Stop and Reflect

Data Reflection



1. Review the Caminata Data
2. Each partner takes 1 min to share out the following questions.
 - What do you notice from the BOY to EOY?
 - What may have led to the significant growth?

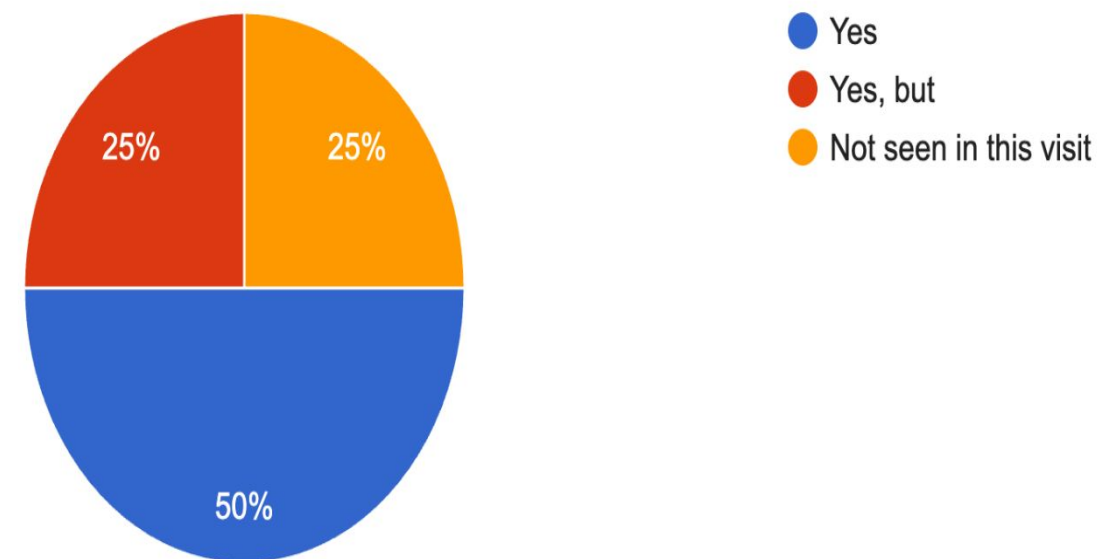


ATTITUDE: CHOICE & RELEVANCE

SY26 BOY (November 7, 2025)

Teacher scaffolds language learning with sensory, visual, and interactive support in ways that are relevant to a range of students.

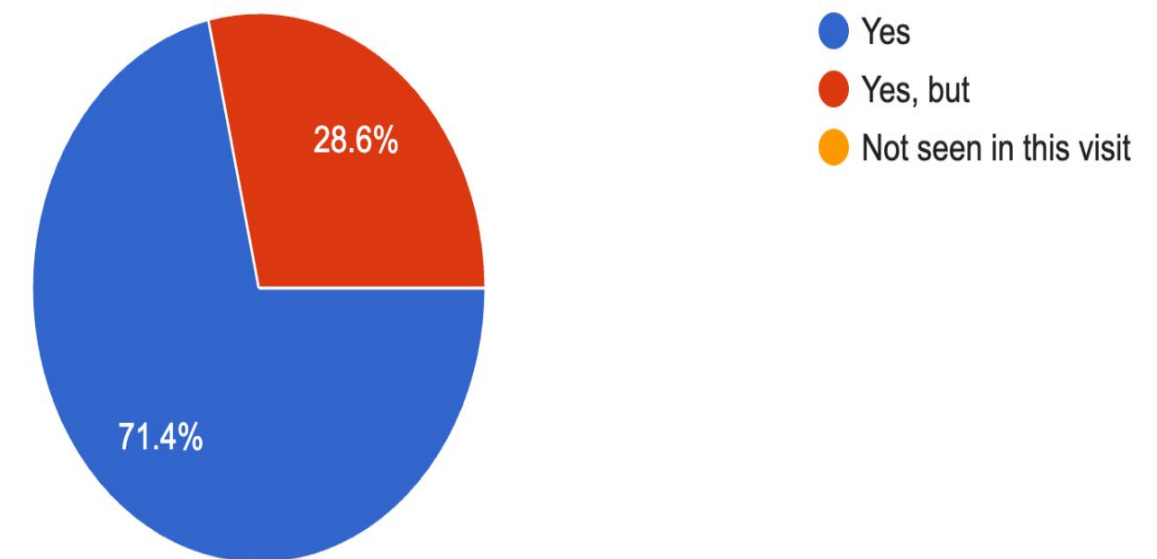
12 responses



SY26 EOY (April 21, 2026)

Teacher scaffolds language learning with sensory, visual, and interactive support in ways that are relevant to a range of students.

14 responses

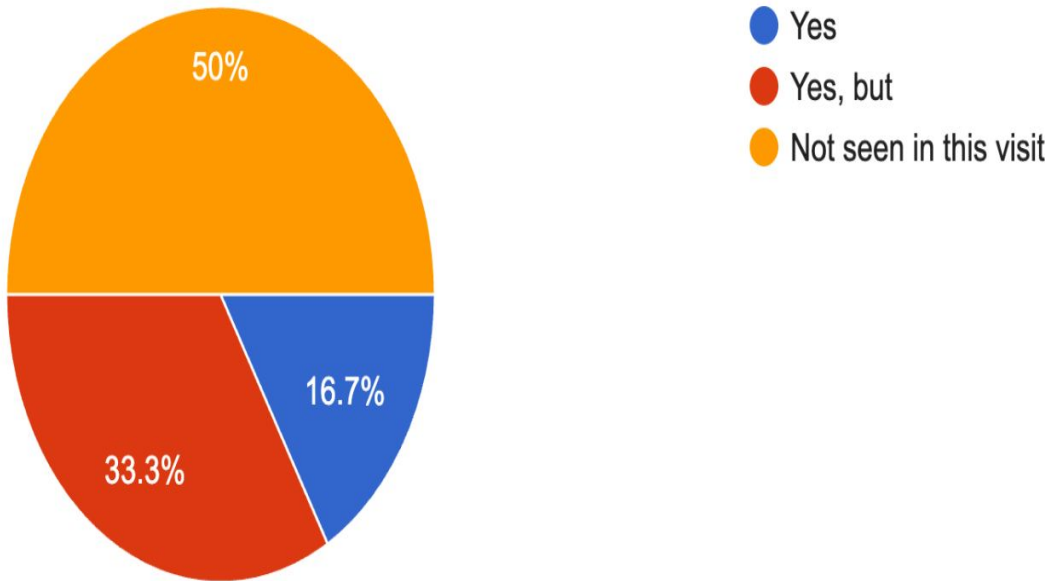


COMPETENCE: AUTHENTICITY & EFFECTIVENESS

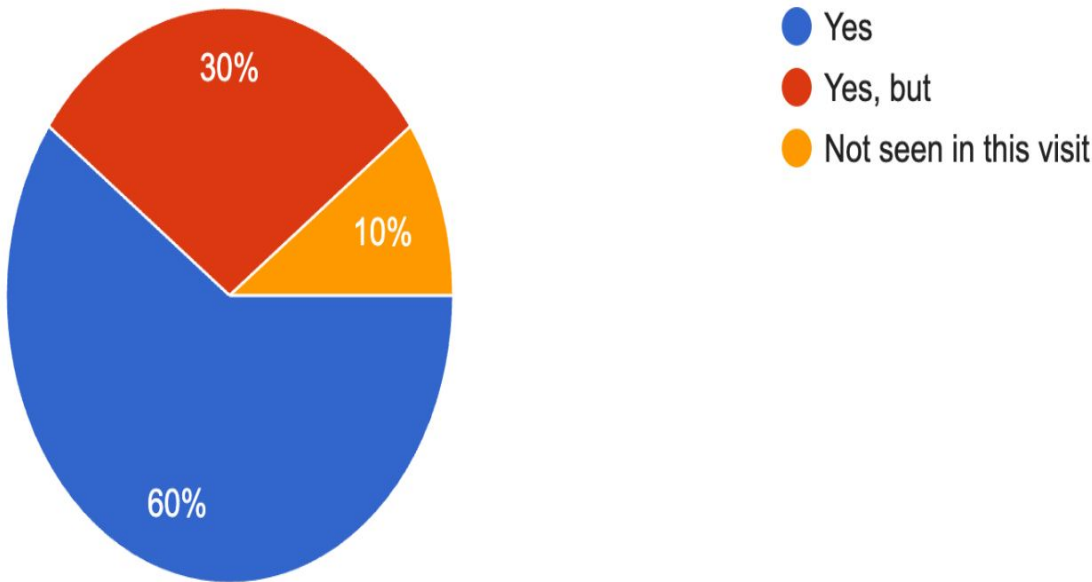
SY26 BOY (November 7, 2025)

SY26 EOY (April 21, 2026)

Teacher shares and/or develops with students clear criteria for success.
12 responses



Teacher shares and/or develops with students clear criteria for success.
10 responses



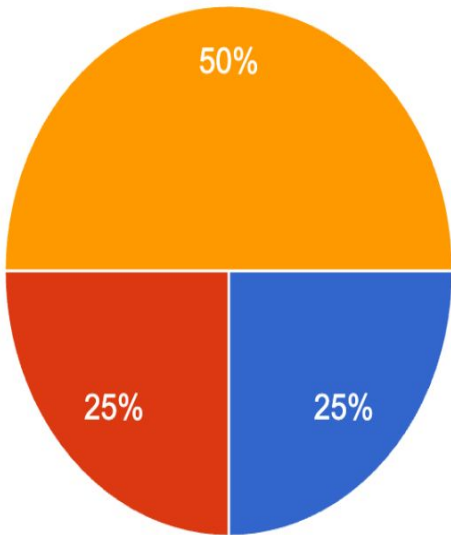
COMPETENCE: AUTHENTICITY & EFFECTIVENESS

SY26 BOY (November 7, 2025)

SY26 EOY (April 21, 2026)

Assessment includes student values e.g., students self-assess and reflect on learning, and there are multiple ways to demonstrate learning.

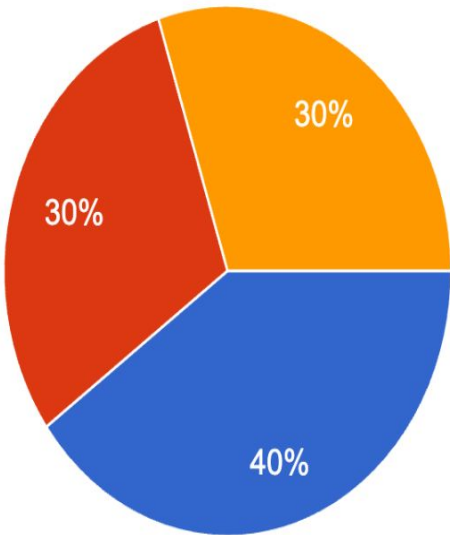
12 responses



- Yes
- Yes, but
- Not seen in this visit

Assessment includes student values e.g., students self-assess and reflect on learning, and there are multiple ways to demonstrate learning.

10 responses



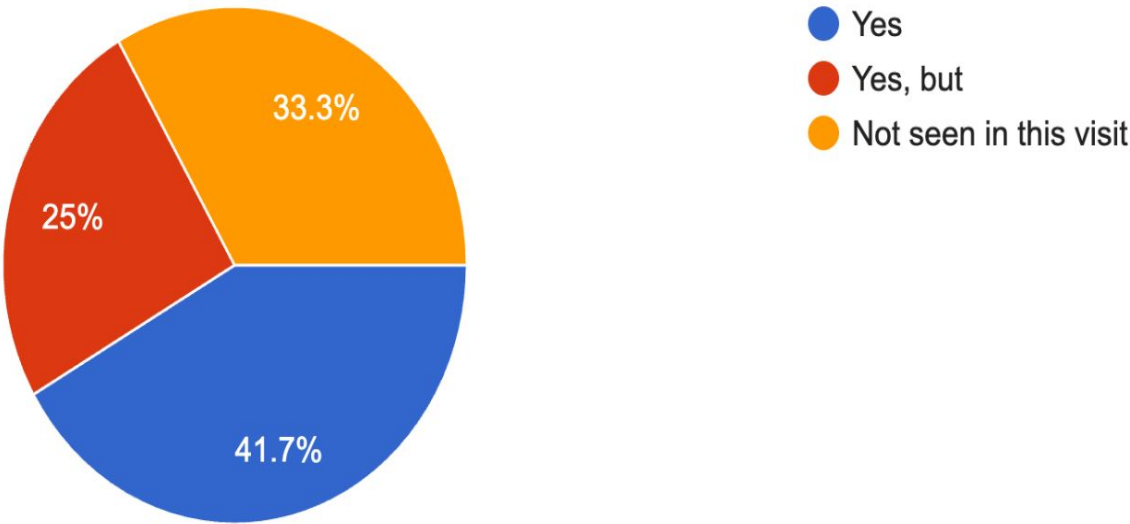
- Yes
- Yes, but
- Not seen in this visit

MEANING: CHALLENGE & ENGAGEMENT

SY26 BOY (November 7, 2025)

Students actively participate in language rich learning in deep ways (e.g., engaging in investigations, projects, art, simulations, case study with adequate support).

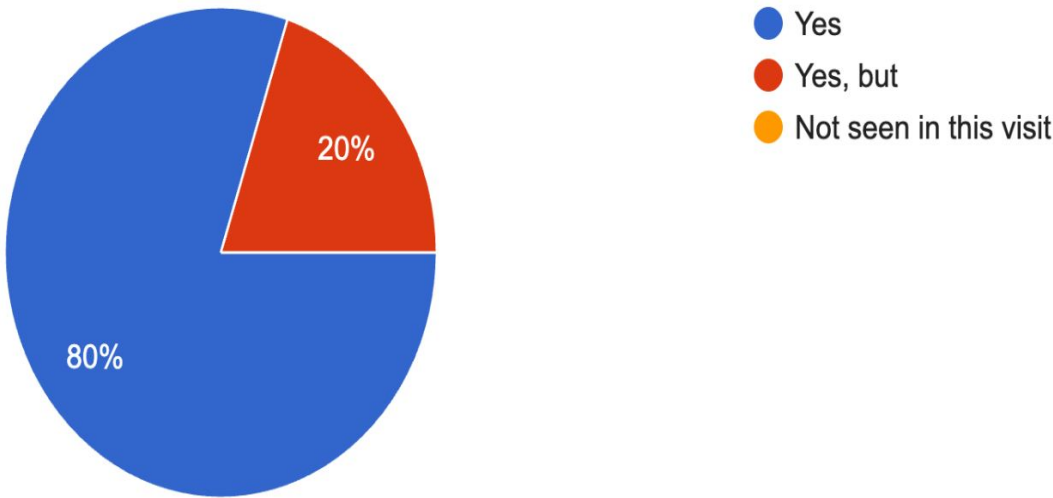
12 responses



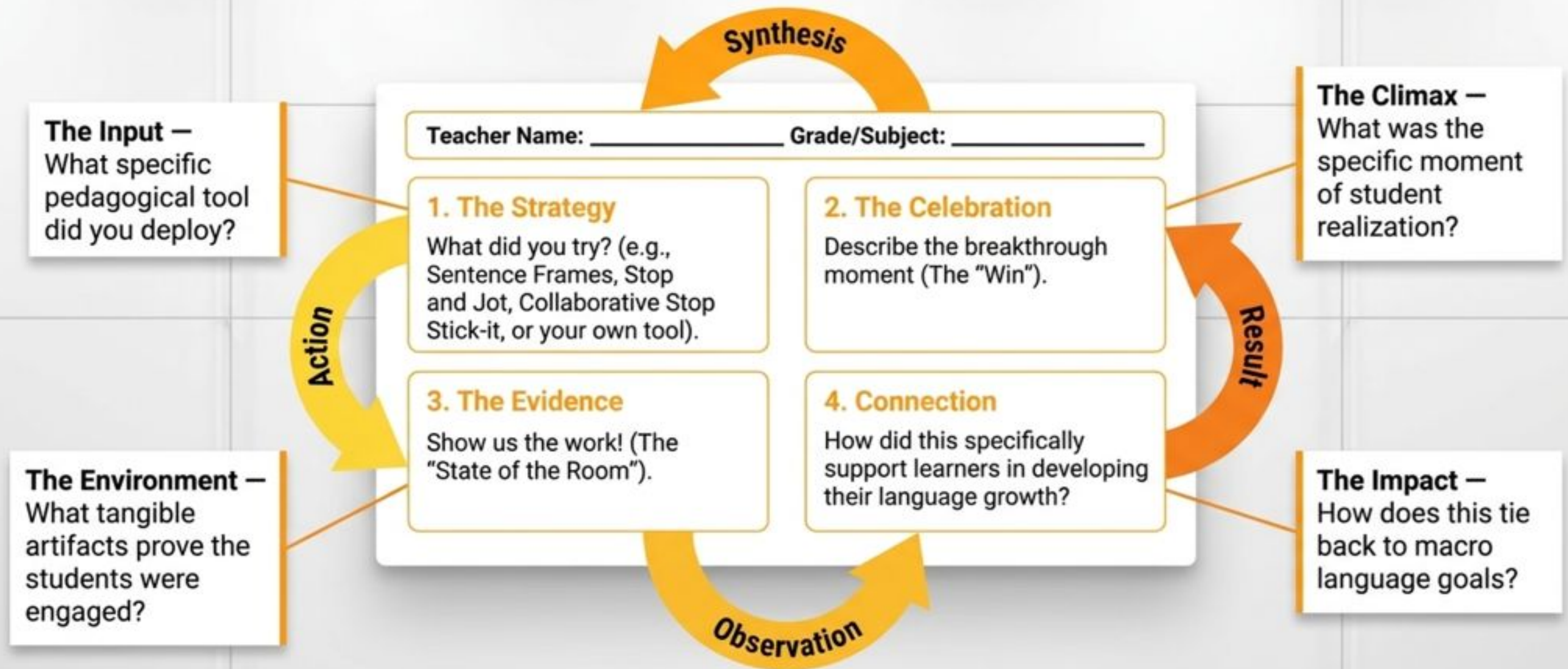
SY26 EOY (April 21, 2026)

Students actively participate in language rich learning in deep ways (e.g., engaging in investigations, projects, art, simulations, case study with adequate support).

10 responses



The Blueprint of a Win



4th Grade (Oracy & Student Monitoring Celebration)

Ms. Andrade

The Strategy:

Talking Sticks - helps keep students from interrupting others when they're sharing; ensures all are sharing; students are active listeners

Partner Cards - Partner A emoji had to find random Partner B emoji; partners are not always their choice; learn to work/talk with others that they normally don't work with

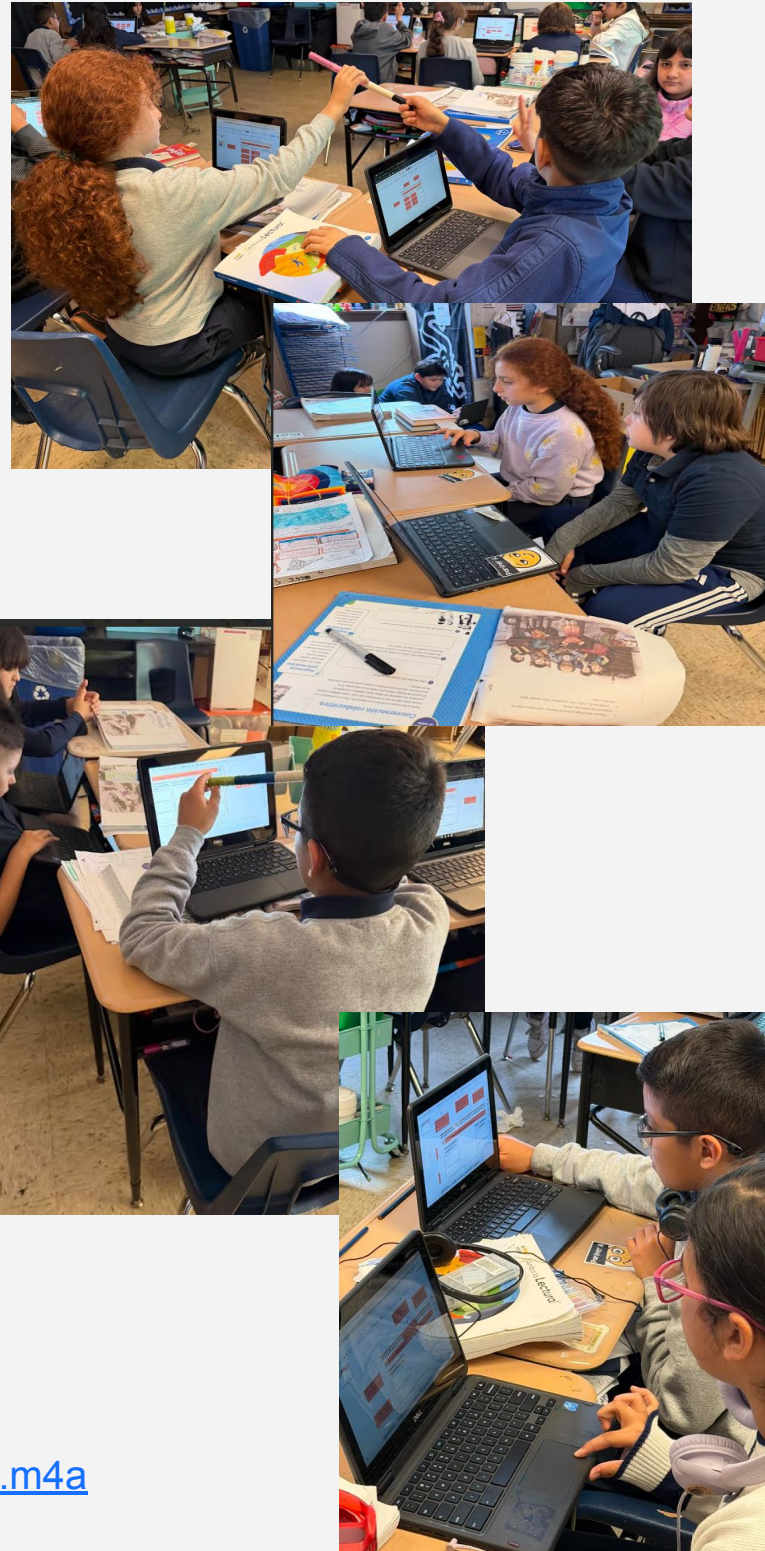


Sentence Frames - helps students start their sentences so they don't struggle; higher achieving students model that academic language; gives students confidence to participate in discussions/share-outs

The Celebration:

The Talking Stick ensured that everyone shared at least once and helped keep the most talkative students quiet while they listened to the other students. After listening, I was able to hear a student saying, "Jesus, I disagree with where you placed the evidence because..." These conversations were happening throughout the groups. I observed one student start speaking and when he realized that he didn't have the talking stick, he stopped himself. This is a student who always shares.

The Evidence:



The Connection:

The Talking Stick provides students with time to share without interruption. This helps students build a relationship with their peers by showing respect (keeping quiet and allowing them to talk, agreeing/disagreeing, providing evidence, etc.) The TS also allows students to be active listeners by paying attention and being engaged in the conversation so that they may be able to respond to the speaker (Active Listeners Rubric posted in classroom).

Partner Cards - This breaks down the cliques in the classroom. Students learn to work with others to make the classroom a more cohesive learning environment. Students that are otherwise "not picked" don't face the anxiety of "being last." Using partner cards gave students the opportunity to use academic talk vs social talk due to working with new peers that they probably have not worked with yet.

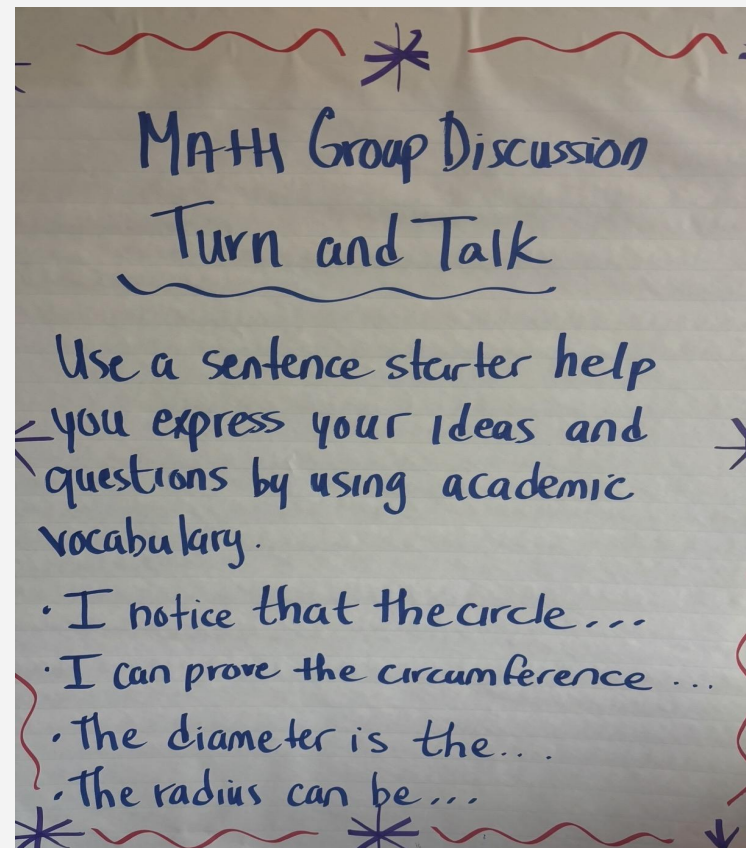
Sentence frames work as a linguistic scaffold. Students learn the patterns of the sentence frames and internalize it so that they will continue to use those frames as they share out in other activities/subject areas.



7th Grade (Oracy in Math-Circles and Pi)

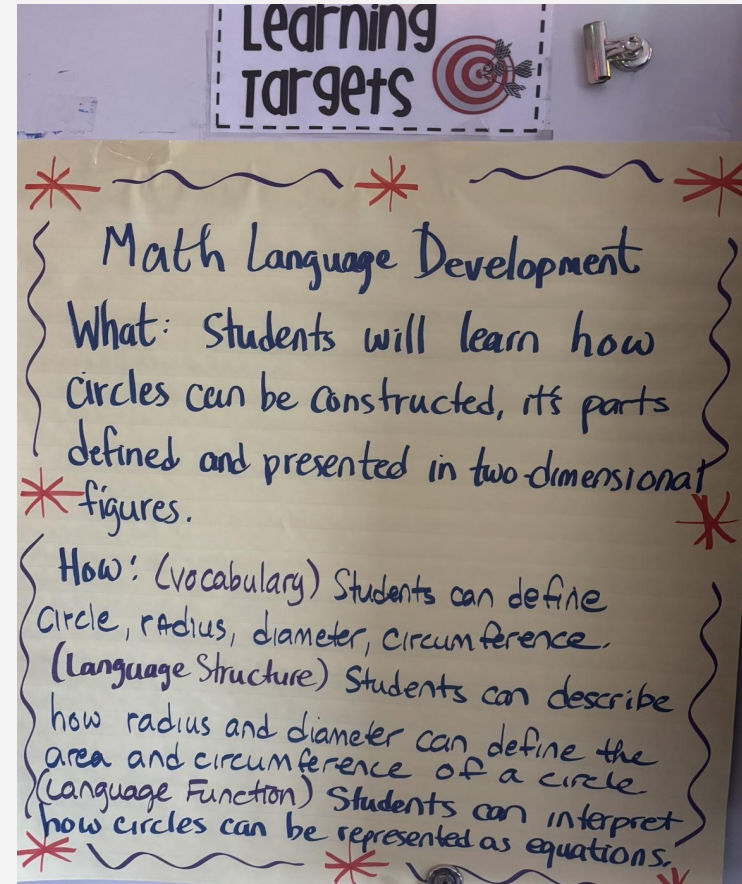
Mr. Moreno

-Sentence Starter



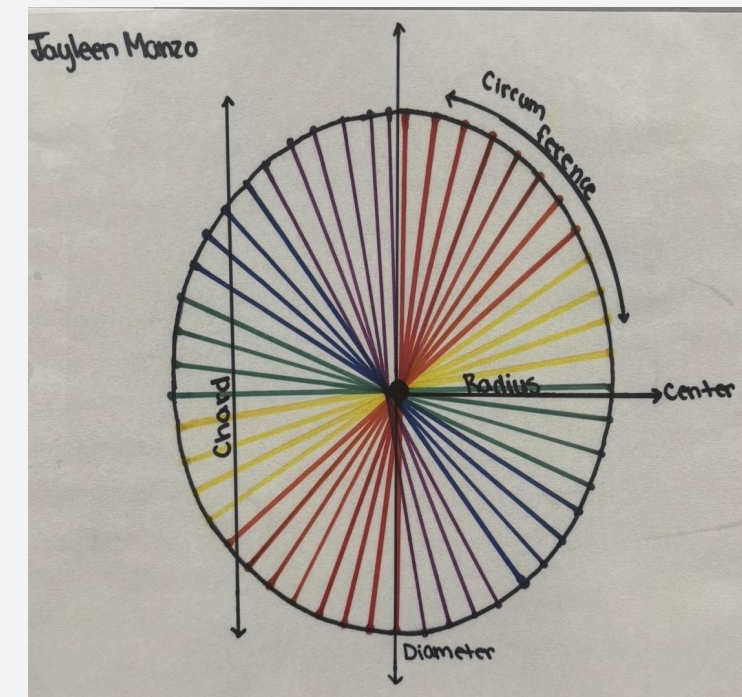
The students use sentence starters during small group talk and turn to scaffold understanding, introduce academic vocabulary, bridge the structure of equations from language to concept, and to interpret how language function is represented from circles to equations.

Our Celebrations



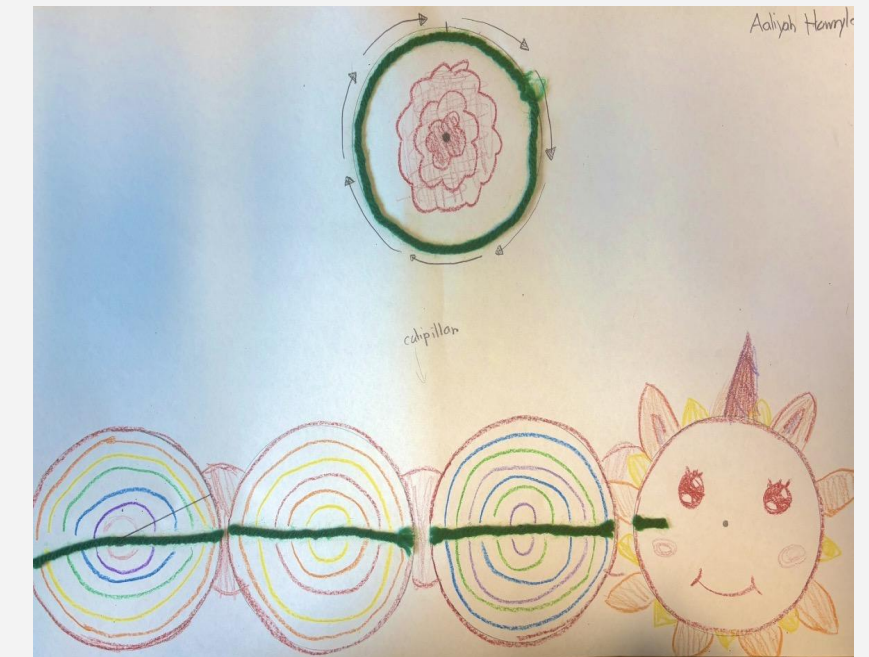
Students embrace the framework of academic vocabulary, language structure to language function linking the mathematical concepts of algebraic equations to geometrical applications.

Evidence



Scaffolding the circumference of the circle and the measurement of pi (3.14).

Connections



Demonstrate academic and geometrical understanding by producing a model of the representation of pi (3.14) as the circumference of a circle (the distance around a circle) with three full circles and a small portion of one to represent 3.14

Actions Steps & Accountability Blueprint

Edwards Team Directives

- ✓ Provide WIDA & ELD Standards books to teachers.
- ✓ Continue modeling strategies; support teachers with feedback and monitoring.
- ✓ Provide opportunities for teachers to reflect on oral language strategy implementation.
- ✓ Collect student language goals and self-assessments for IB (make copies, return originals).

Teacher Commitments

- ✓ Identify 1-3 specific oral language strategies to commit to trying.
- ✓ Implement goal-setting activities related to ACCESS growth with EL students (e.g., during WIN time).
- ✓ Complete teacher surveys on strategy implementation.

Multi-Phase Implementation Roadmap

Next Steps

Phase 1: Foundation

Goal: Build a cohesive collaborative structure & establish data baselines.

- Establish the Cross-Program Leadership Team
- Data & Baseline Tracking (caminatas, rigor walks, ACCESS data, etc)
- Conduct Phase 1 Teacher Training
- Launch Student Goal Setting



Phase 2: Execution

Goal: Shift to student-centered, language-rich routines.

- Integrate language domain strategies into Tier-1 lesson plans
- Build Formative Language Checks
- Host Monthly Grade-Level Meetings (GLMs)
- Peer observations



Phase 3: Monitoring/Growth

Goal: Close feedback loop, measure progress, & prepare for scaling.

- Execute EOY Walks & Monitoring Celebration
- Interactive sessions for classroom evidence
- Reflect on linguistic scaffolds
- Analyze data/observations
- Teacher Reflections





Use the QR code to give us your feedback!



[Exit Slip](#)

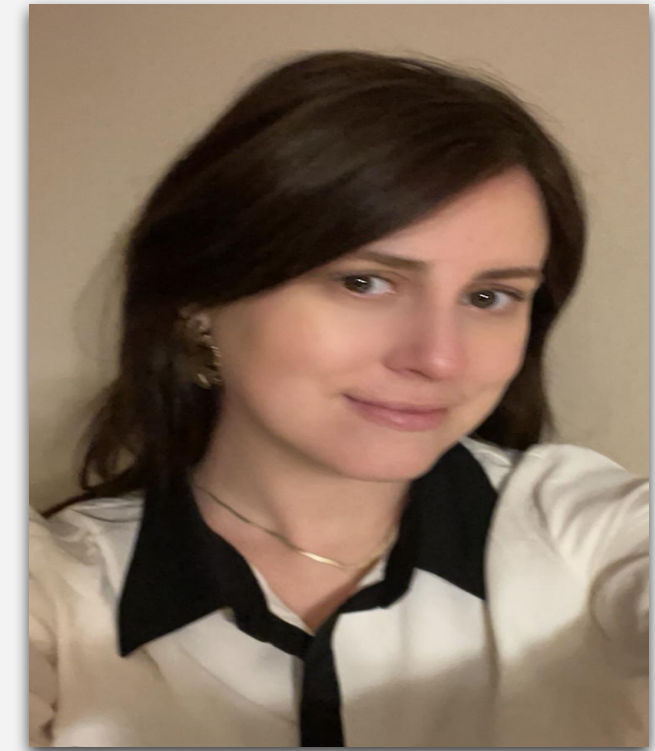
Office of Multicultural & Multilingual Education- Bilingual Special Education Team



Juanita Rodriguez-
Director of EL Network
Support



Isis Millward- OMME
Social Workers



Tracey Villegas-
Bilingual Special Education Specialist

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