

# AUSD English Language Learner Update

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BOARD OF EDUCATION PRESENTATION

FEBRUARY 11, 2014

# Outcomes

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Overview EL  
achievement  
data 2012 2013

Understand  
strengths and  
challenges of  
current  
programs

Understand the  
need to develop  
an English  
Language  
Learner Master  
Plan for AUSD

**1,894**  
**ELs**

**19%**

AUSD



**14 %**

High school



**16%**

Middle school



**24%**

Elementary



**72**

Cantonese 442  
Spanish 356  
Tagalog 217  
Vietnamese 212  
Arabic 118

# Title III Federal Accountability

## AMAO 2

Progress in attaining  
English Language  
Proficiency ( >5 years  
& < 5 years)

## AMAO 1

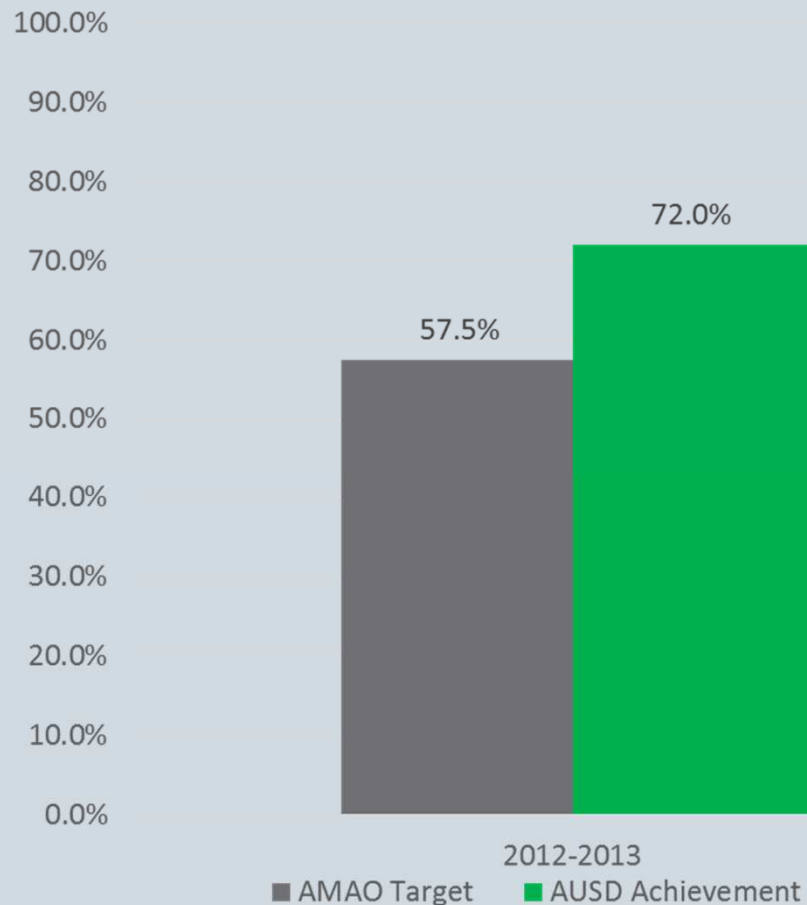
Progress in learning  
English

## AMAO 3

Progress in achieving  
academic standards



# AUSD met AMAO 1 in 2012-2013



72% of the 1,620 ELs who took the Annual CELDT moved up one level.

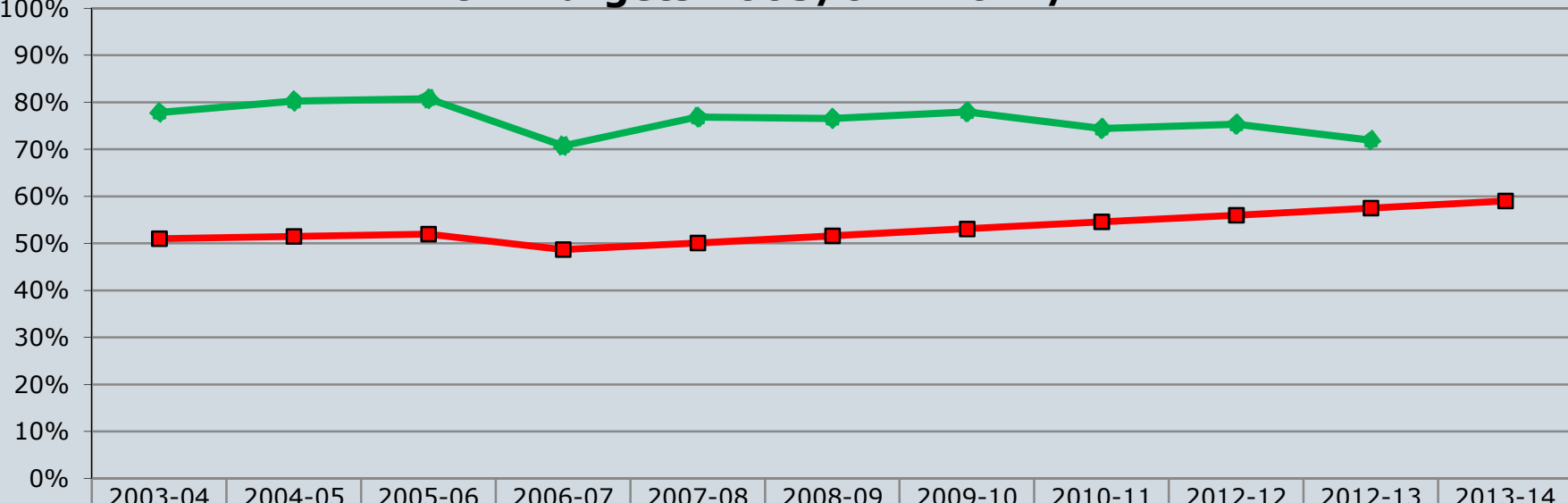
That's 1,167 students!

We exceeded the target (57.5%) by 14.5%



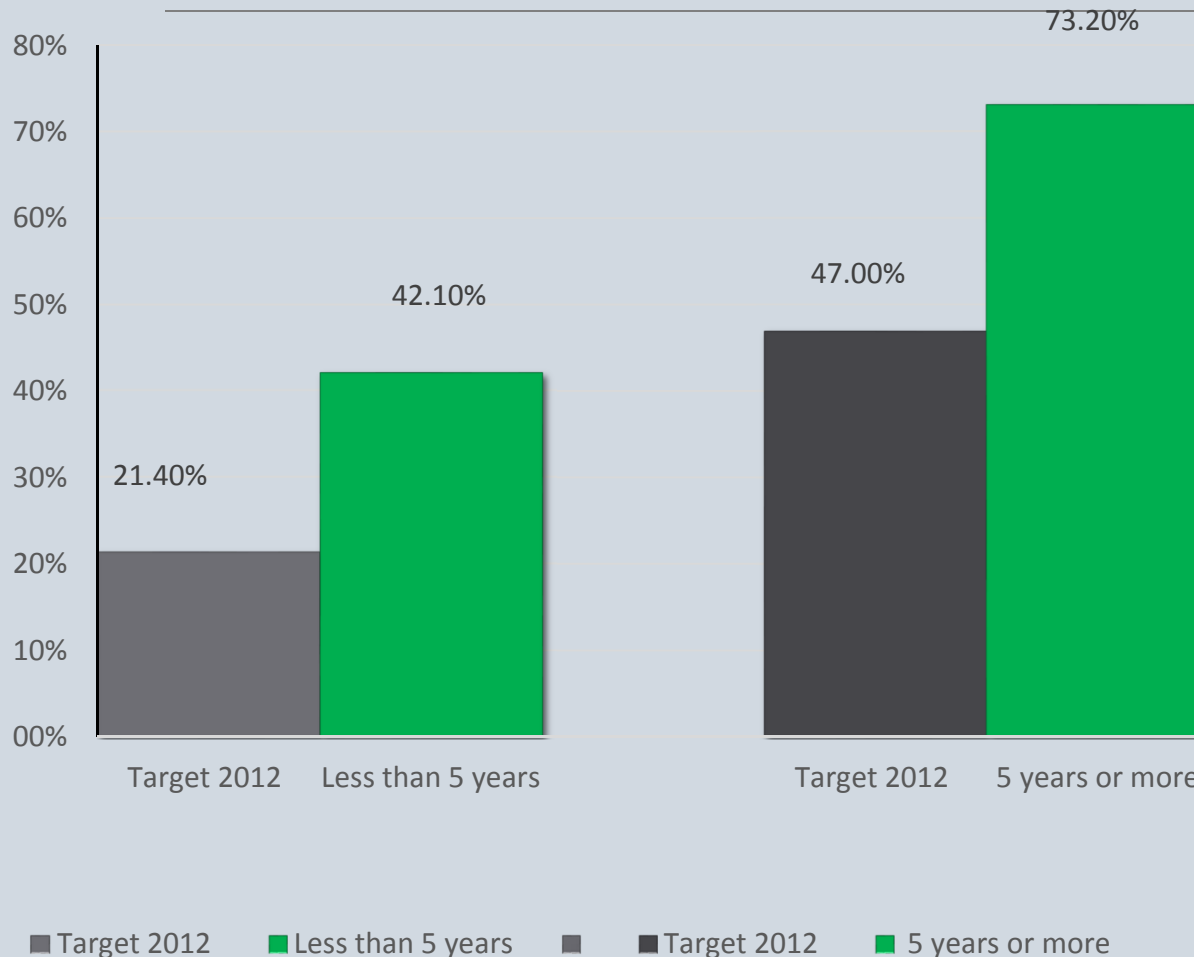
# Consistency in meeting AMAO 1

**AMAO 1 Targets 2003/04 - 2014/14**



AMAO Target	51	51.5	52	48.7	50.1	51.6	53.1	54.6	56.0	57.5	59.0
AUSD Achievement	77.9	80.3	80.8	70.8	76.9	76.6	78.0	74.5	75.4	72.0	

# AUSD met AMAO 2 in 2012-2013



## LESS THAN 5 YEARS

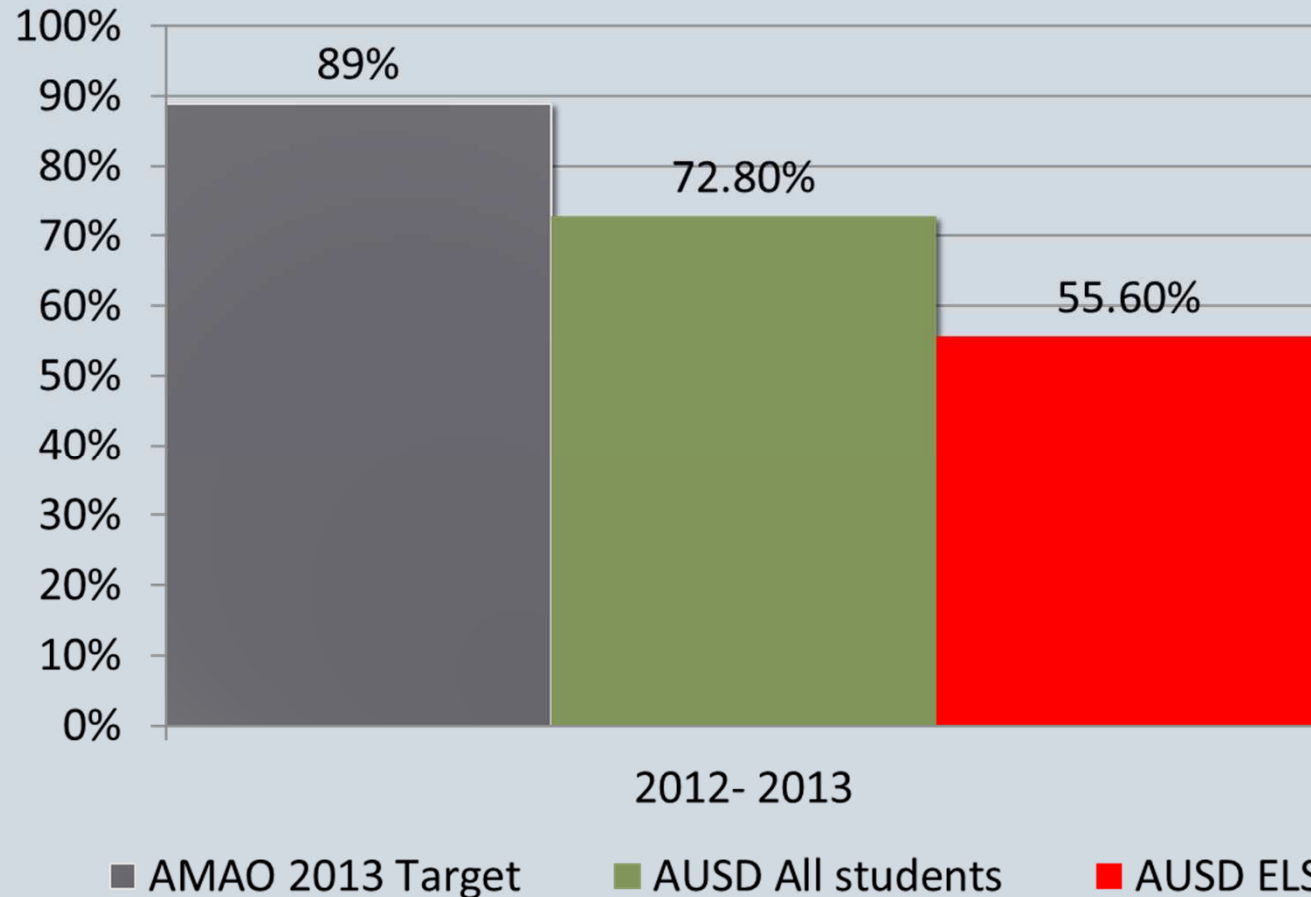
- 42.1% of 1,346 ELs attained English proficiency
- That's 566 students!
- We exceeded the target (21.4%) by 20.7%

## MORE THAN 5 YEARS

- 71.7 % of 575 ELs attained English proficiency
- That's 412 students!
- We exceeded the target (47%) by 24.7 %.

English proficiency is an overall CELDT level 4/5 with no skill area below level 3.

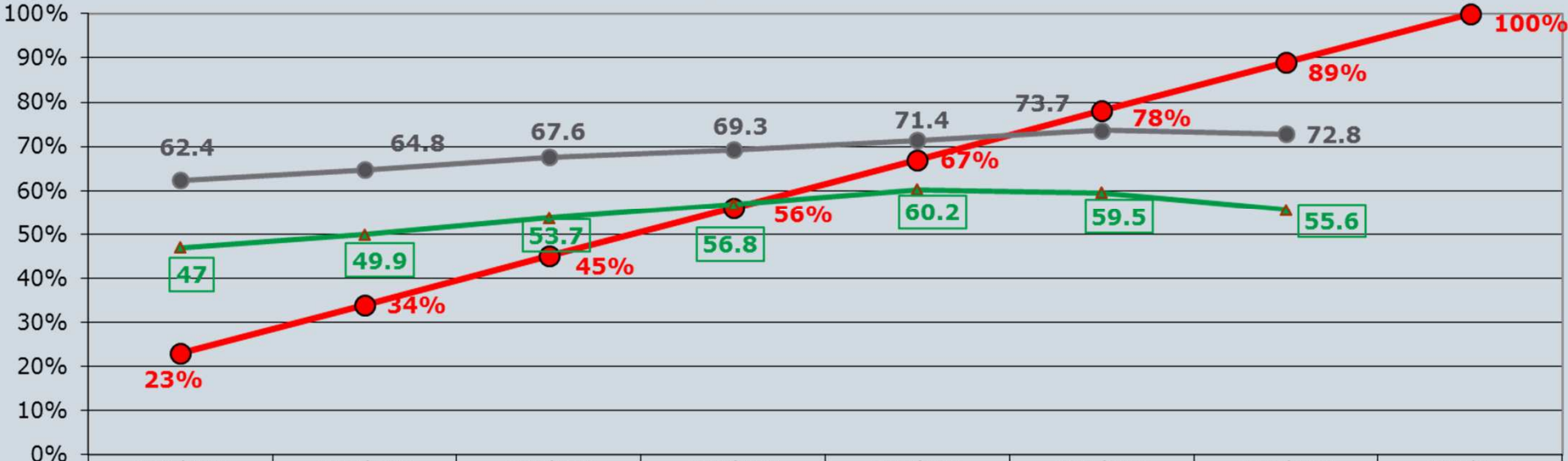
# AUSD and AMAO 3 ELA in 2012-2013



AUSD did not meet the AYP percent proficient on CST ELA

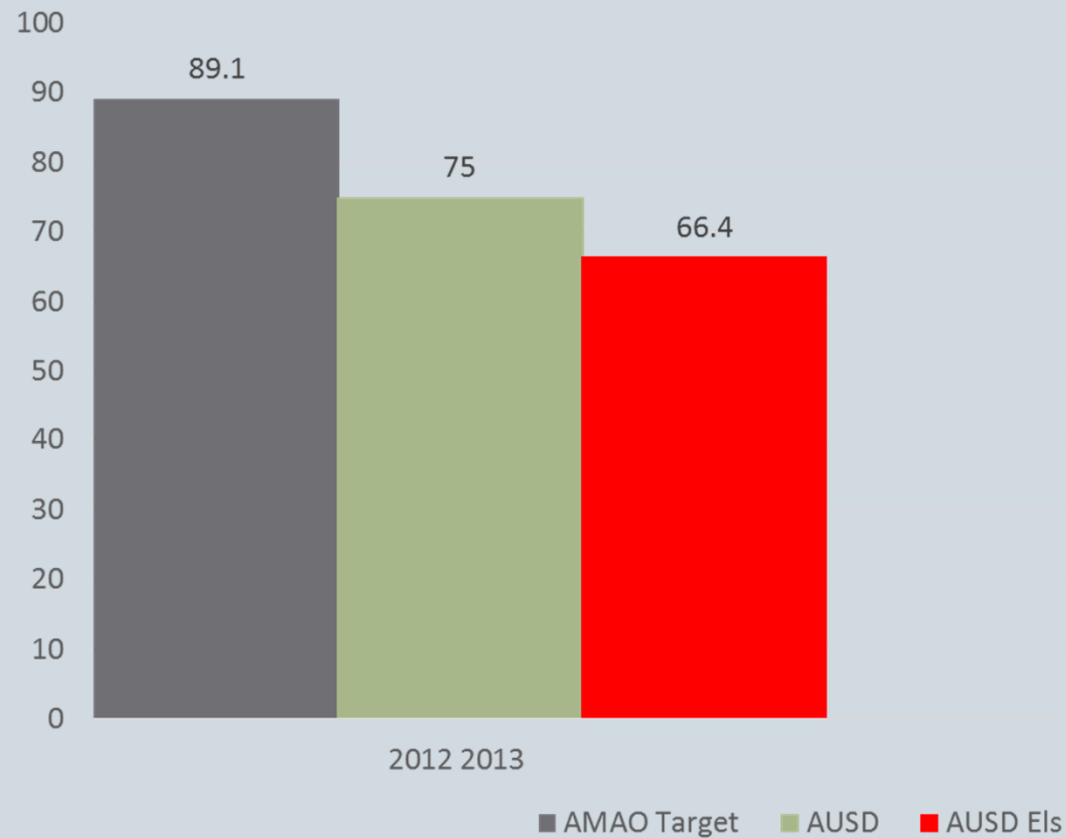


### EL Annual Yearly Progress in ELA



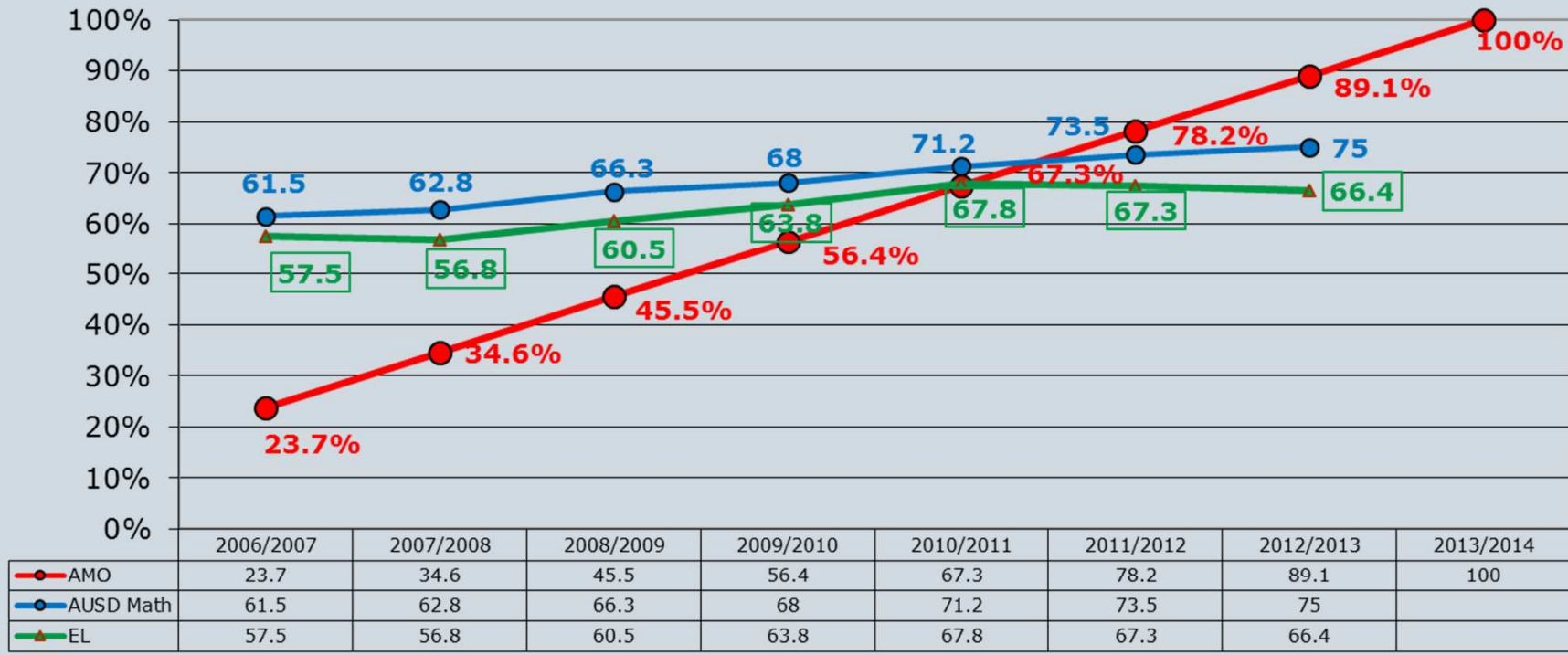
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
AMO	23	34	45	56	67	78	89	100
AUSD ELA	62.4	64.8	67.6	69.3	71.4	73.7	72.8	
EL	47	49.9	53.7	56.8	60.2	59.5	55.6	

# AUSD and AMAO 3 Math in 2012 2013



AUSD did not meet the AYP percent proficient on CST Math

### EL Annual Yearly Progress in Math

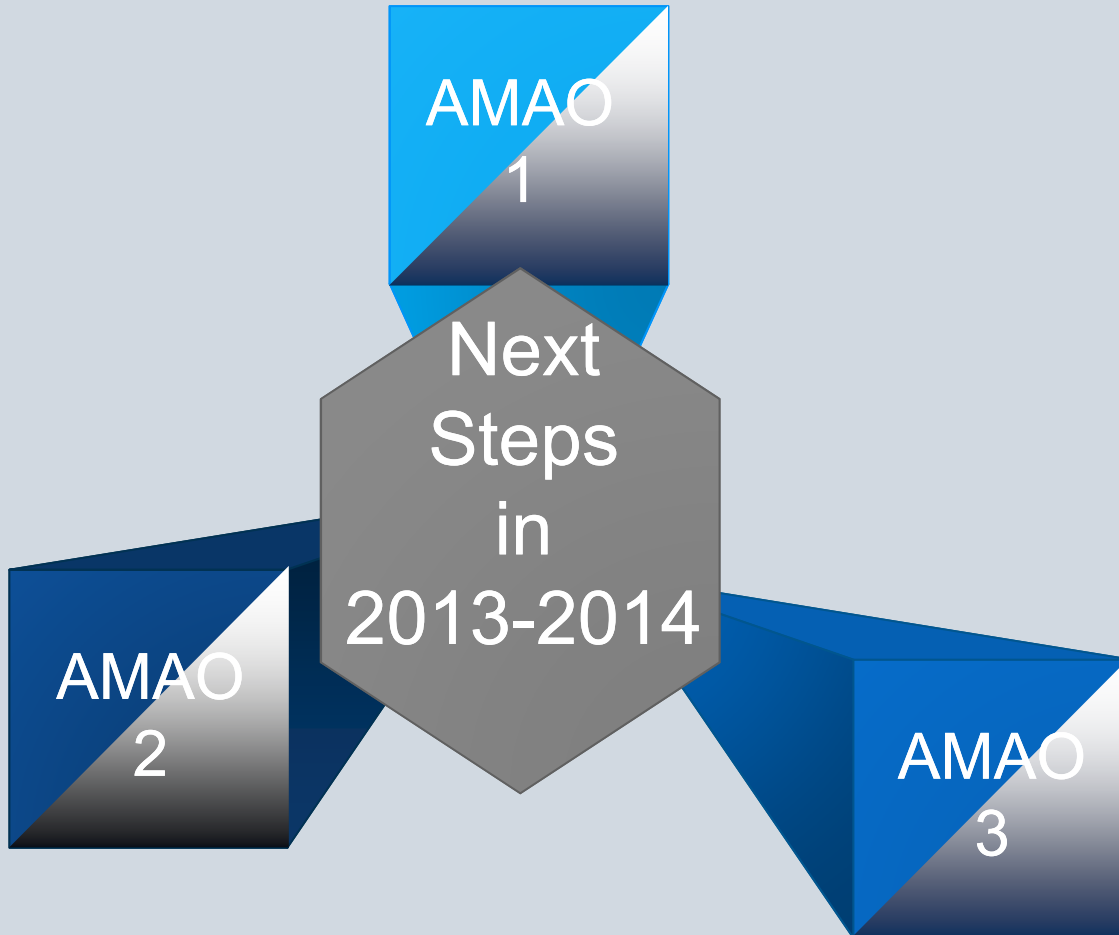


What does this EL student achievement data mean for our next steps?



# Take action to improve results

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Action step 1: Complete the English Learner Survey Self Assessment (ELSSA)

Action step 2: Create a Title III Improvement Plan

Action step 3: Use research based resources to define EL programs

Action step 4: Analyze effectiveness of current structure

Action step 5: Provide professional development

Action step 6: Develop guidelines in an EL Master Plan for AUSD.

# English Learner Subgroup Self Assessment (ELSSA)

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## What is it?

- A state tool that can be used to support the data analysis process
- 3 years of data are analyzed



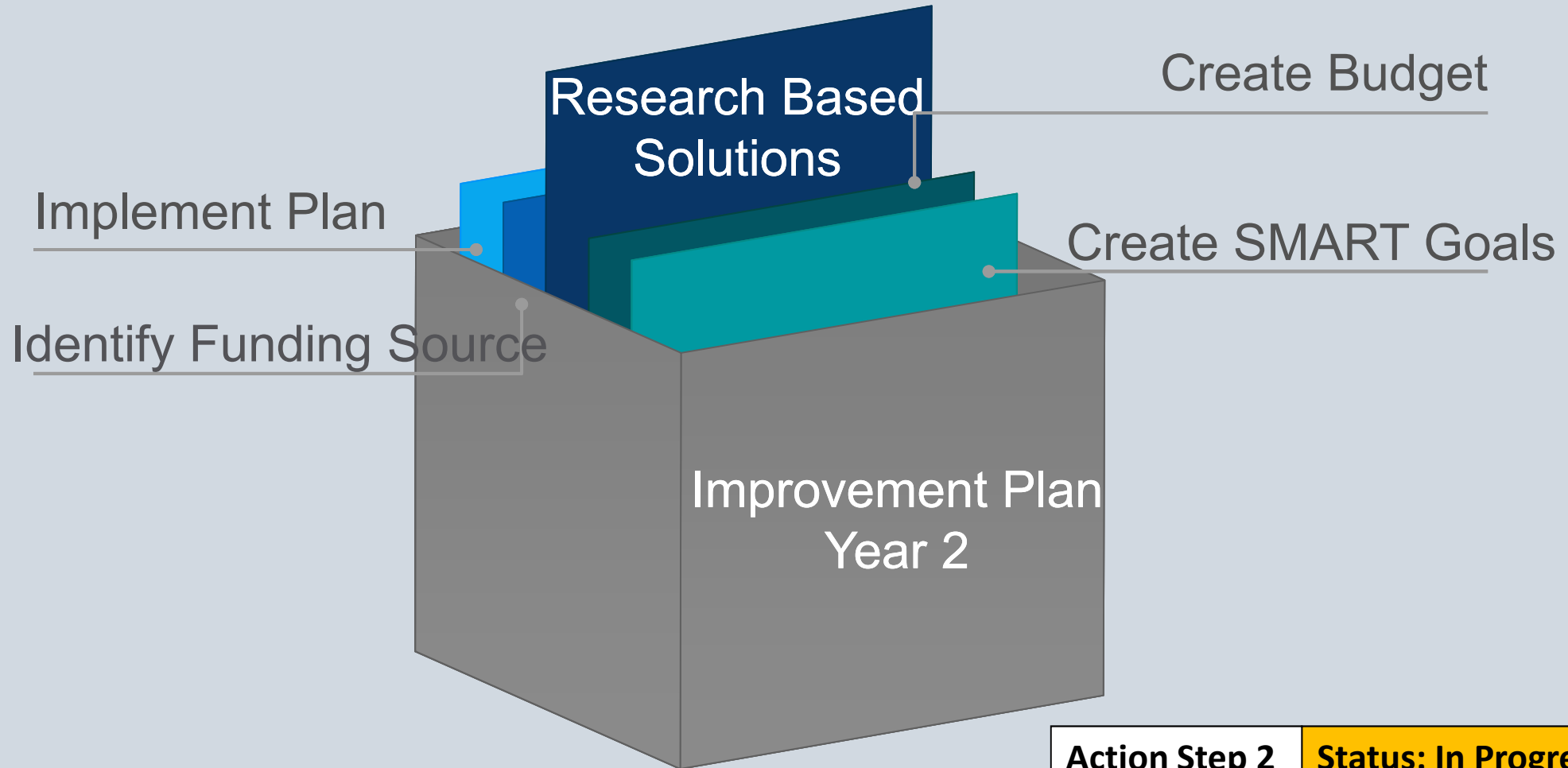
## What's the purpose?

- ELSSA survey will help determine areas in need of improvement

Action Step 1

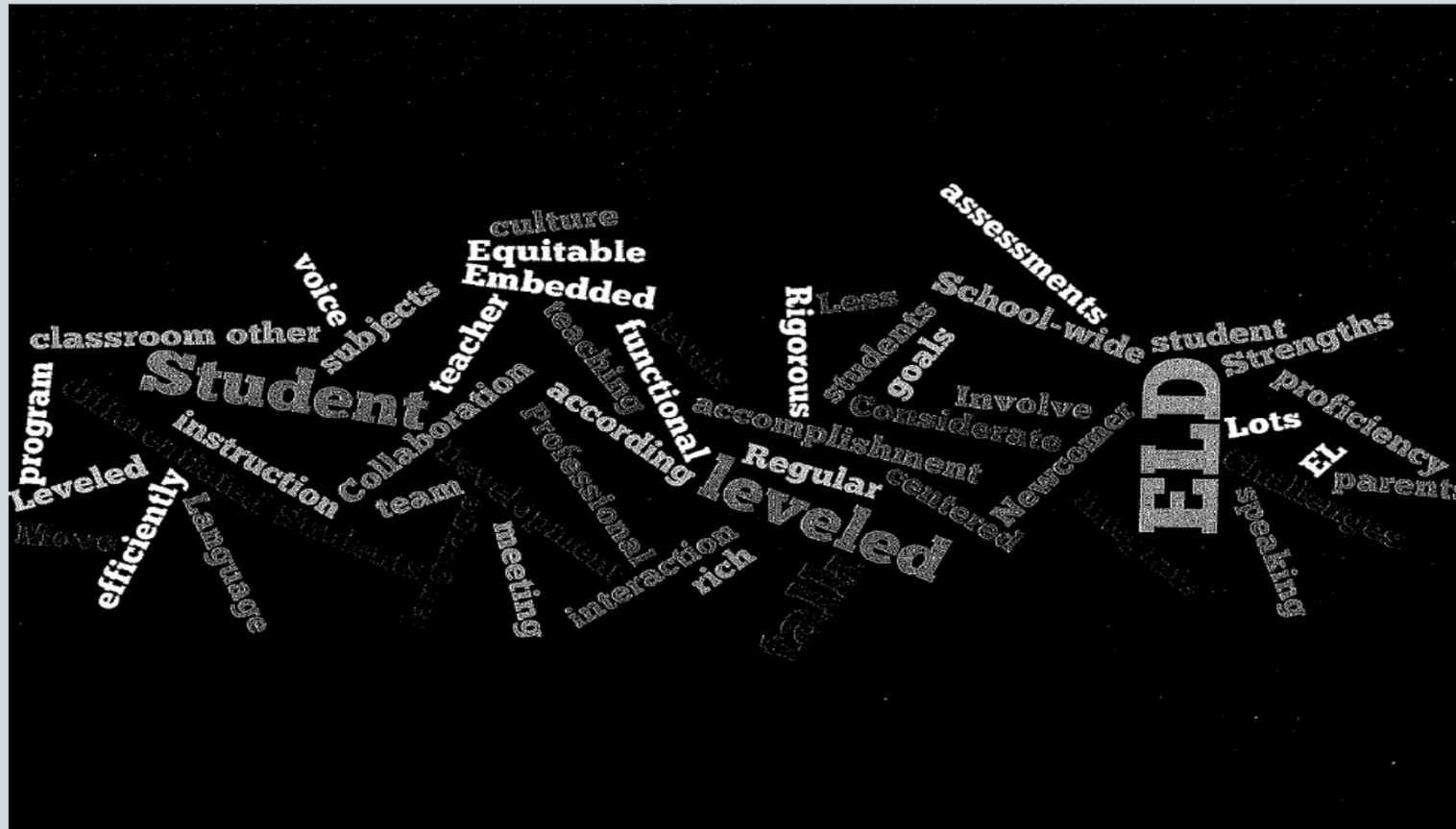
**STATUS : Completed**

# Title III Improvement Plan



<b>Action Step 2</b>	<b>Status: In Progress</b> <b>Due: Spring 2014</b>
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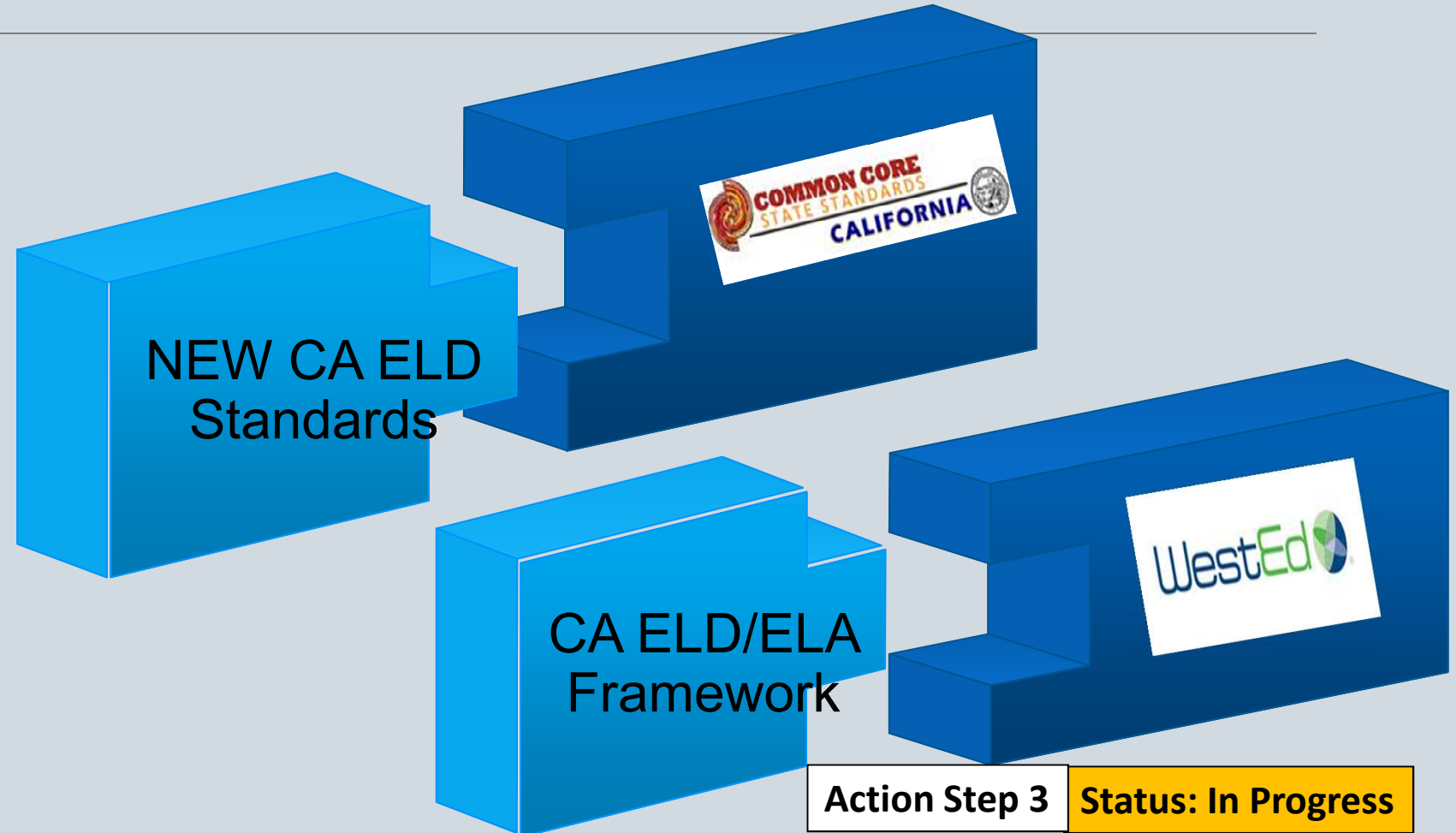
# Strengths and Challenges of Current Programs



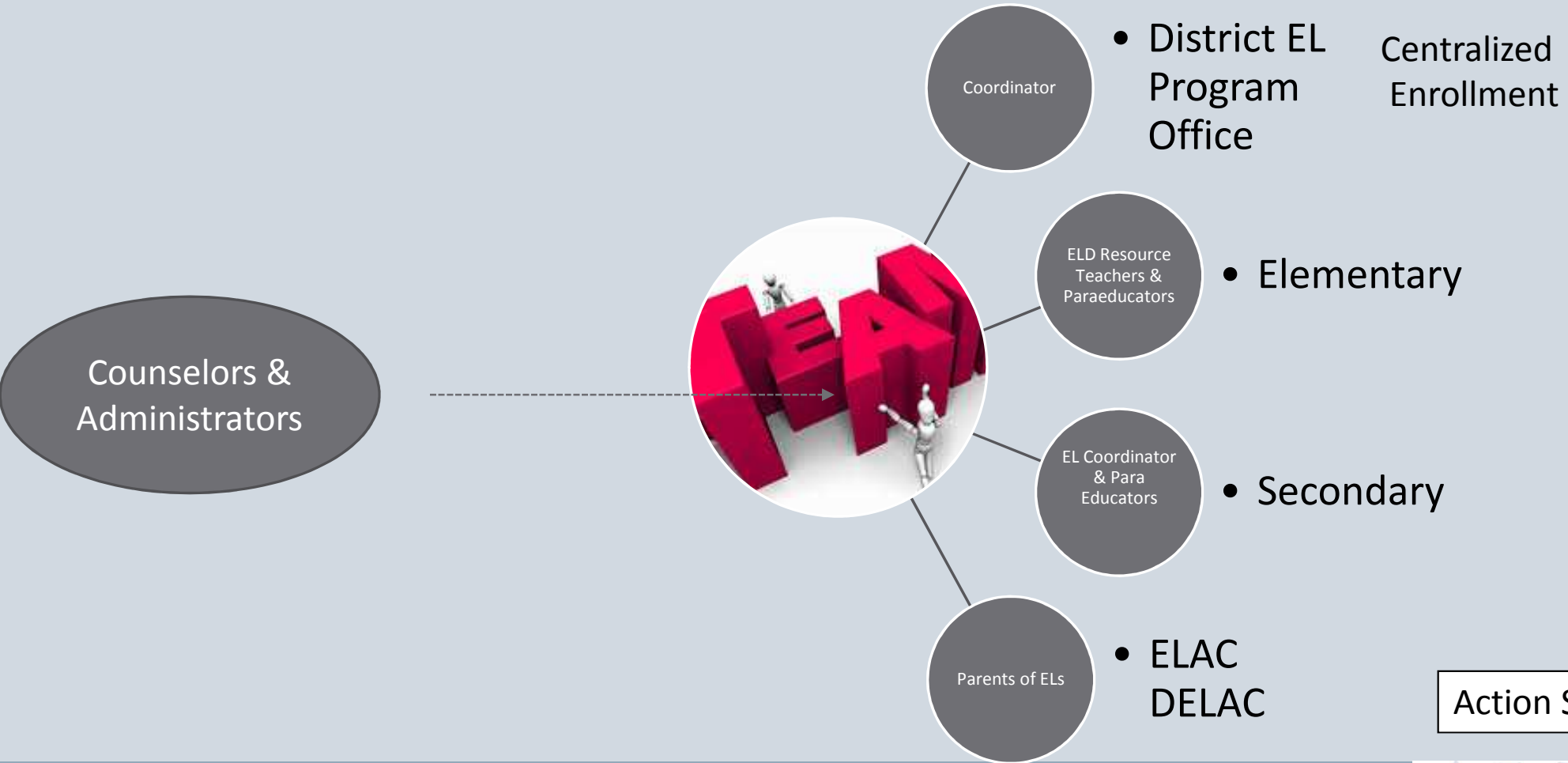


# Use resources at the forefront

Use of new wave guiding documents will support a comprehensive plan that integrates the latest research on English Learners.



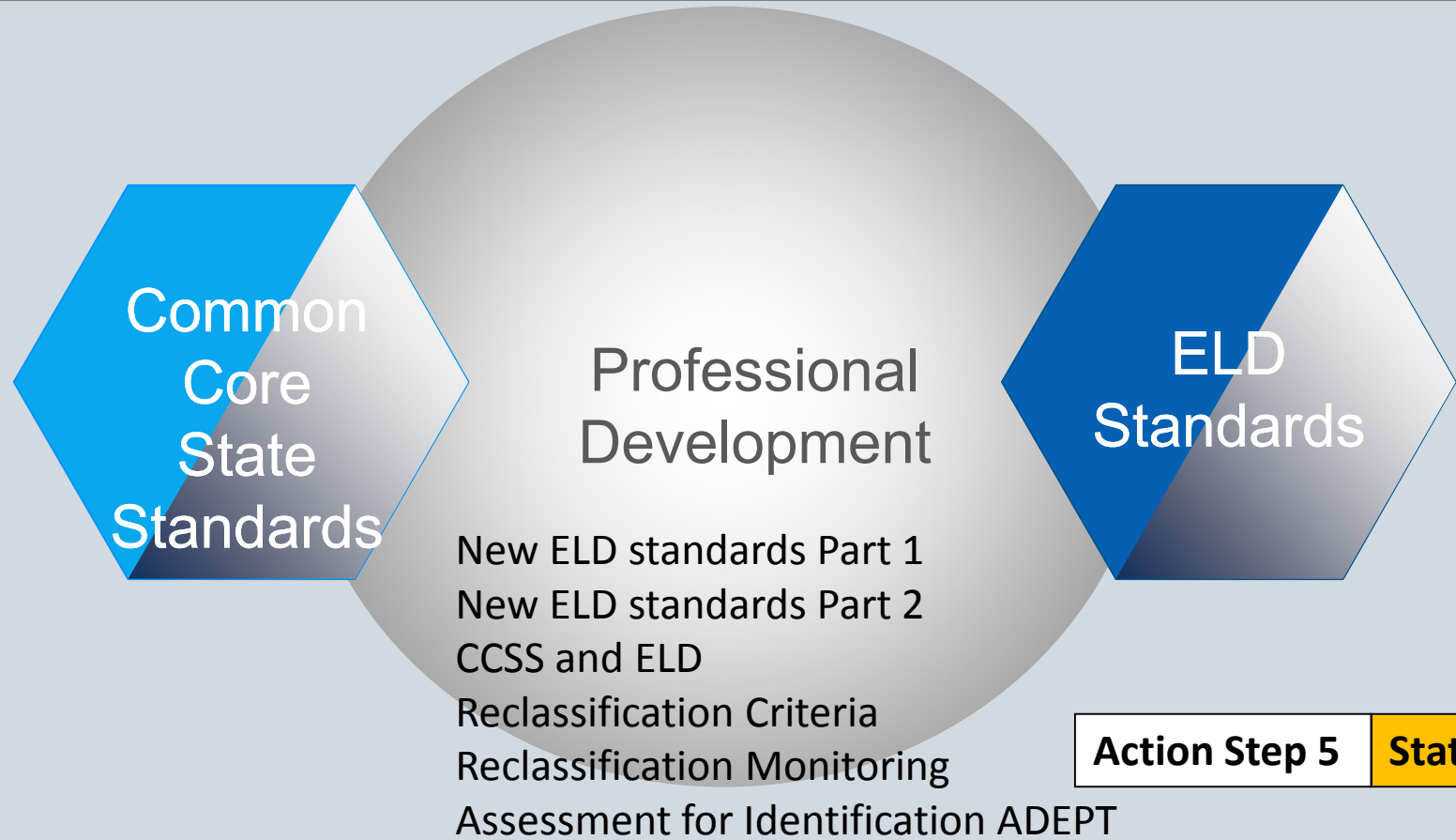
# Analysis of Current Structures



Action Step 4 **STATUS : Completed**

# Provide Professional Development

Professional development is critical for understanding and implementing optimal programs that integrate CCSS .



# Aligning Programs through professional development

Professional development will be aligned to what is on our EL Master Plan



It's focus will be to:

- Build teacher capacity
- Build administrator capacity on EL programming
- Build a shared responsibility for educating our ELs

What's already been completed thus far:

- Monthly meetings for ELD resource teachers and coordinators
- English Learner Advisory Committee (ELAC) Handbook
- District English Learner Advisory ( DELAC) Committee meetings
- EL program parent survey
- Reclassification Criteria Redefined
- Reclassification Monitoring
- Site Specific ELD program needs
- Collaboration with Special Education Program and ELs professional development

Action Step 5:

Status: In progress

# Systemic Changes in progress



Embracing change is an opportunity to be innovative in how we measure and monitor student progress.

# Former AUSD Reclassification Criteria

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## ELEMENTARY

CELDT Overall 5

CELDT L/S/ R/W Sections 4 or 5

CST ELA & CST Math 5

Writing:

- Writing Sample= Prof
- CST Writing= Prof

SOLOM= 20-25 points total..

Consult Parent & Signature

## SECONDARY

CELDT Overall 5

CELDT L/S/ R/W Sections 4 or 5

CST ELA & Math 5

OR CAHSEE ELA & Math = Pass

• Writing:

- 3 options= Grade level proficiency

• GPA 2.0 or higher

• SOLOM= 20-25 points total. No row less than 4.

• Consult Parent & Signature

# Reclassification Criteria 3-5 : From EL to RFEP

CELDT Overall Advanced

CELDT 4/5 LSRW

**CST ELA Proficient**

SOLOM Score 20- 25

Writing Proficiency

Parent Consultation and signature



Action Step 5:

Status: Completed

# Reclassification Criteria 6-12 : From EL to RFEP

CELDT Overall Advanced

CELDT 4/5 LSRW

CST ELA Proficient or on CAHSEE in ELA

SOLOM Score 20- 25

English C or above

Writing Proficiency

Parent & **Student Consultation with signature**



Action Step 5:

Status: Completed



# Getting results with new Reclassification procedures

## We have accomplished the following:

- Increased reclassification rates
- Improved reclassification procedures communication between sites
- Created reclassification follow up monitoring systems

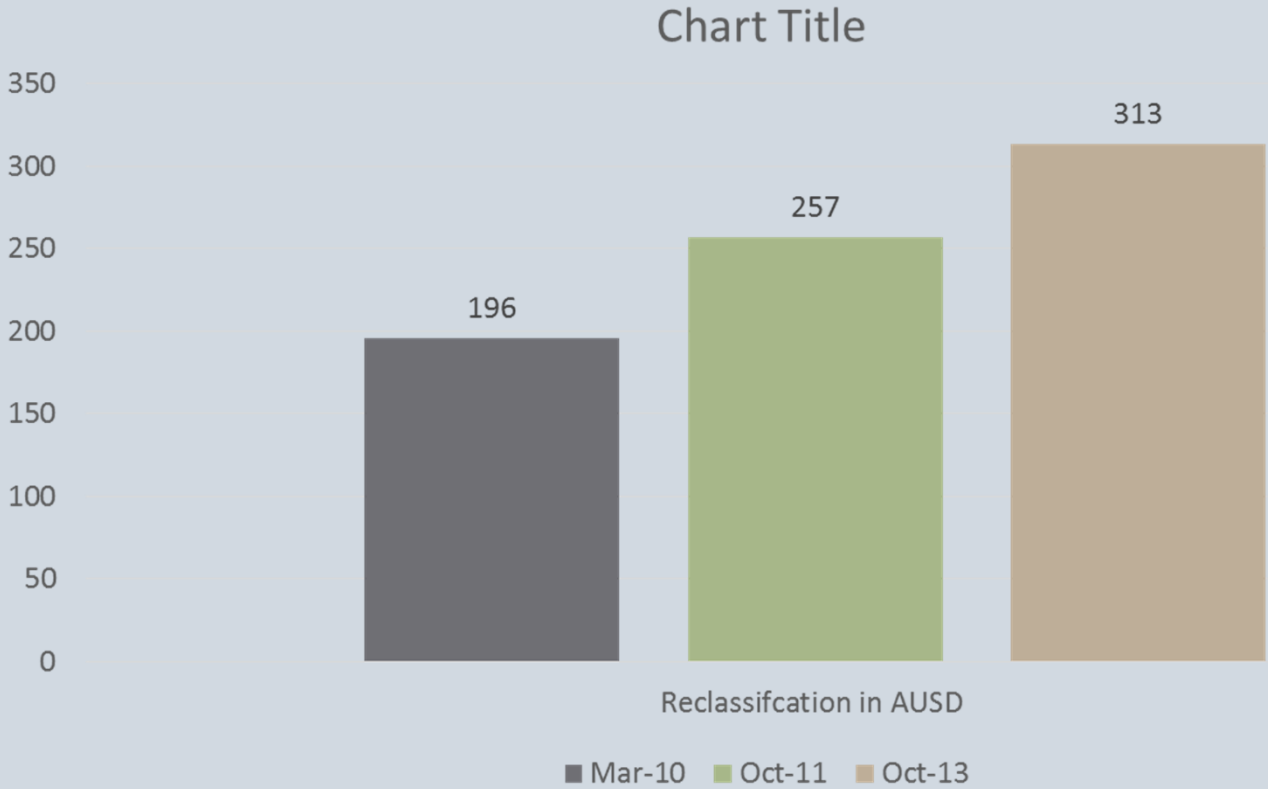
	Mar-10	Oct-11	Oct-13
Reclassification in AUSD	196	257	313

## By doing the following:

- Established two reclassification windows
- Fall Window and Spring window with firm deadlines
- Sites receive all student data to confirm reclassification lessening time of filing out paper work
- Preparation of reclassification parent notification is generated to sites at a faster rate
- Created a formalized process for following up on reclassified students academic performance
- Record and review of each sites reclassification rates

# Reclassification over 3 years

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# Reclassification Data 2012-2013

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313

ELs were reclassified

14.4 %

# What's our reclassification proportion?

Language	% of Total Els	% of Total ELs reclassified
Cantonese	23 %	23%
Spanish	18%	9%
Tagalog	11%	16%
Vietnamese	12%	22%
Arabic	.06%	.06%



# Changes to assessment and allocation of resources

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# Local Control Funding Formula (LCFF) Requirements for ELs

ELs Access  
to CCSS  
and ELD  
standards

ELs making  
progress to  
English  
language  
proficiency

EL  
Reclassification  
Rates

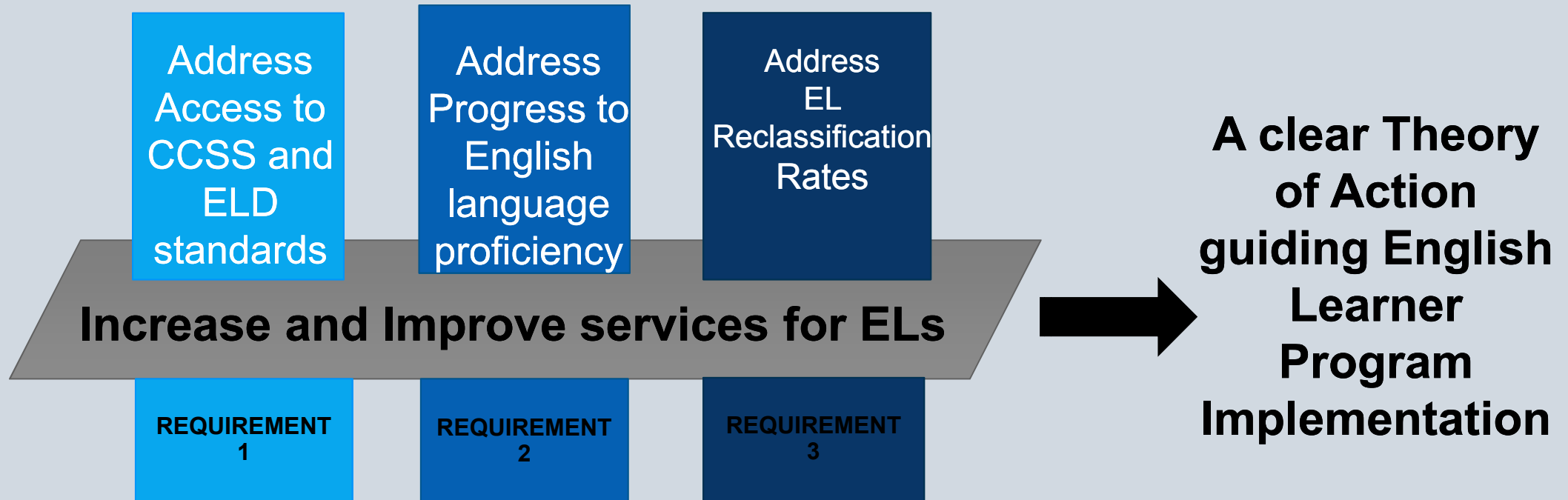
Coherent  
research  
based EL  
programs

Longterm ELs  
newcomers,  
teacher PD/  
collaboration  
College prep  
courses  
Parent edu.

Full  
Implementation  
of program  
options in  
EL master plan

**Increase and Improve services for ELs**

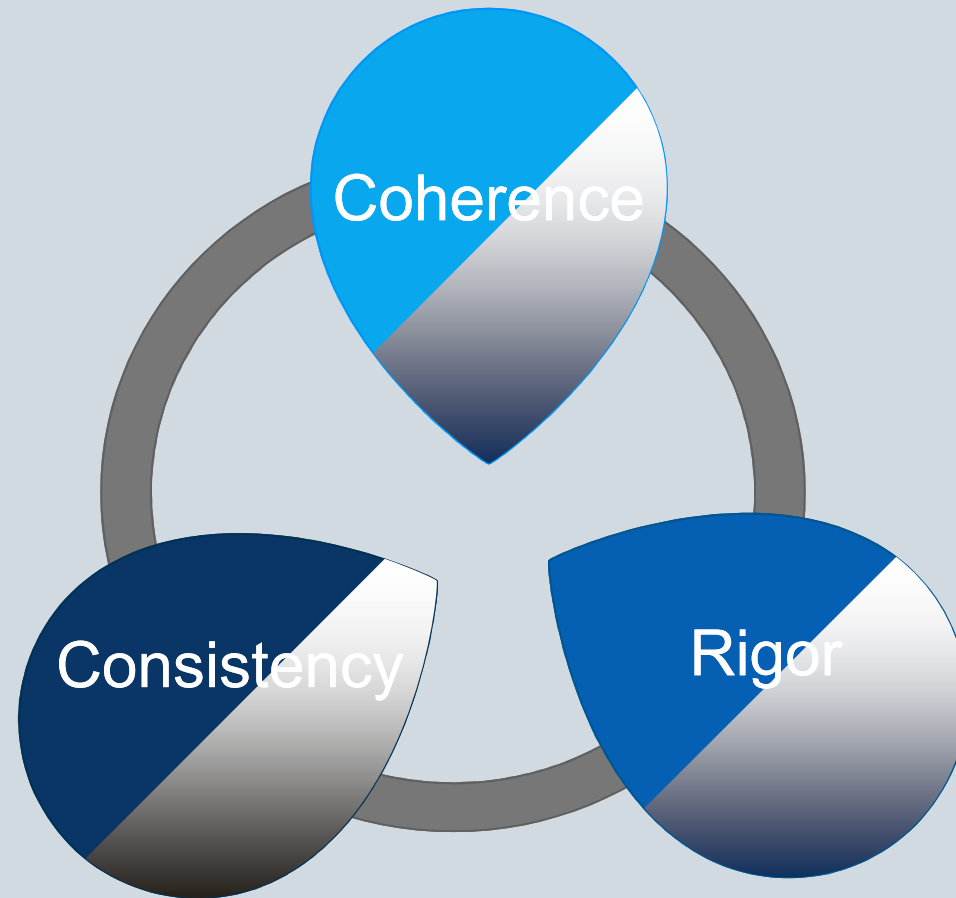
# Local Control and Accountability Plan (LCAP) Requirements for ELs



# English Language Learner Master Plan: A Theory of Action for Improving EL Student Performance

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We have an opportunity to outline policy based in recent research that will bring..



to our EL programs resulting in greater success for all English Learners.

Action Step 6

Status: In progress

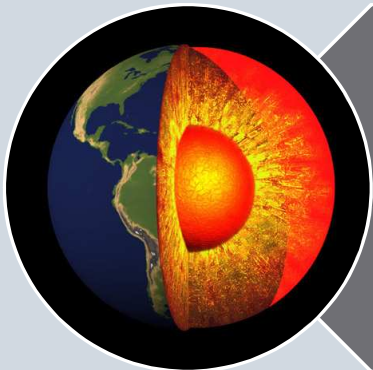


# Purpose of EL MP Task Force

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To develop a guiding document that outlines the optimal programs and services that AUSD provides to our English Learner students.

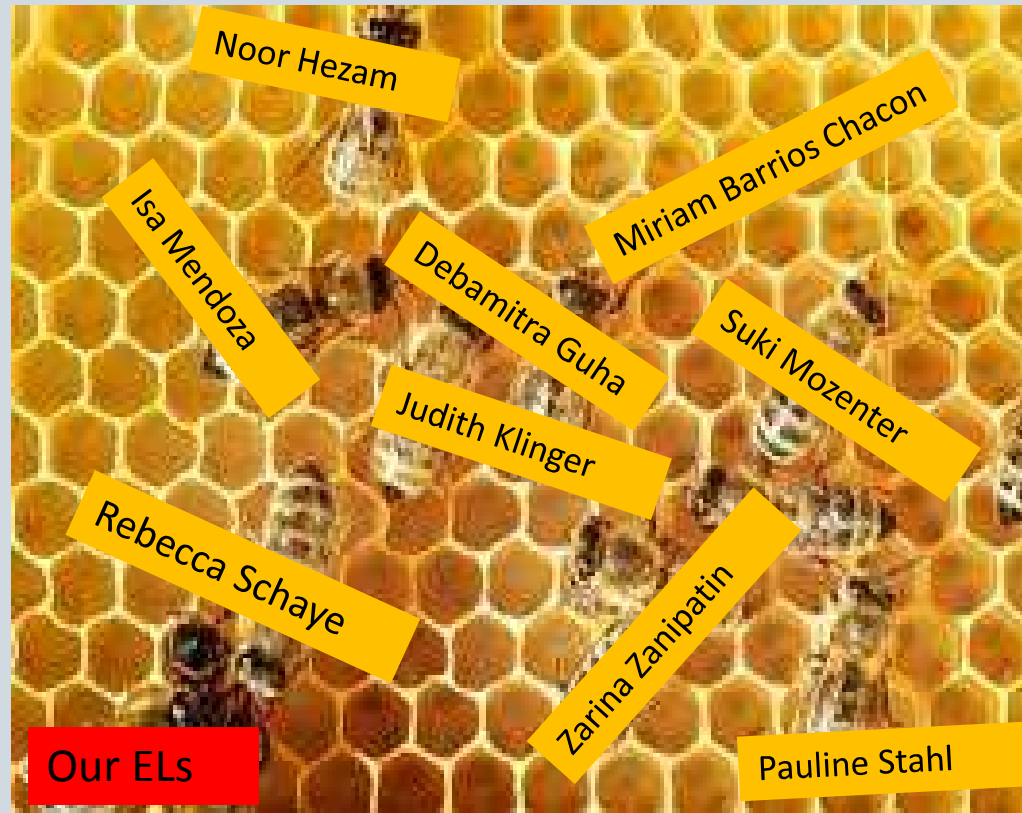


Build on our core beliefs. Students' learning and achievement are at the center of all our policy decisions and will be the focus of the ELL Master Plan

# Our workers on this project..

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Parents  
Teachers  
EL Coordinator



**Representation:**  
Ruby Bridges Elementary  
Paden Elementary  
Lum Elementary  
Franklin Elementary  
Wood Middle School  
Encinal High School  
Alameda High School  
ELD District Office

# EL Master Plan Project Timeline

Meeting #1  
Purpose  
Protocol  
MP Characteristics

December 19

Status: Completed

Meeting #2  
Explore  
Programs  
Create  
Subgroups

January 30

Status: Completed

Meeting #3  
Share out sub  
group work

February 6

Status: Completed

Meeting #4  
Incorporate  
Feedback

March 20

LCAP  
Alignment to  
EL Master  
Plan

April 22:  
Present EL  
Master Plan  
to  
BOE

June:  
LCAP  
Approval by  
BOE

May 13:  
EL Master  
Plan Approval  
by BOE

# Supporting Consistent and Coherent Services

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“We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens”



Guidance

Direction

Expectations