

**Meeting Date:** February 28, 2012

**Item Title:** Review of Student Achievement Data: English Language Learners

**Item Type:** Information

**BACKGROUND:** English Learners (ELs) are initially identified when the required Home Language Survey (HLS) is completed at the time each student registers in the Alameda Unified School District. When a student new to our district indicates on the HLS that a language other than English is spoken at home, we are required to assess the child's language proficiency. If the assessment results indicate that the student is an English Learner (EL), we must provide a program of English Language Development (ELD) until reclassification.

The instrument used to assess English language proficiency is the California English Language Development Test (CELDT). For K-12 students, the CELDT is composed of the following language domain performance areas: Listening, Speaking, Reading, and Writing.

By law, the CELDT must be administered annually to an English Learner until that student is reclassified as Fluent English Proficient (RFEP). All English Learners must also take the annual California Standards Tests (CSTs) and, beginning in Grade 10, the California High School Exit Exam (CAHSEE). Results of all these assessments of English Learners are reported annually by the state in the Title III Accountability Report.

For your information, data is included in tonight's report regarding the current EL identification process, EL population information, the administration of the CELDT, reclassifications to Fluent English Proficiency (RFEP) status, the 2010-2011 Title III Annual Measurable Achievement Objectives (AMAO) Report, progress of ELs toward State AYP targets, and our district goals for the continued success of AUSD ELs.

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*(Continued)*

**FISCAL ANALYSIS:** EIA/LEP and Title III categorical funding is used to supplement costs incurred by our State and Federal mandates to support the needs of English Learners.


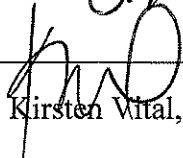
- General Fund
  - Categorical Funds
  - Parcel Tax Funds
- \$ \_\_\_\_\_ [Savings] [Cost]  
 \_\_\_\_\_ Department Budget

**RECOMMENDATION:** Information Only.

**AUSD Guiding Principles:** 1. All students have the ability to achieve academic and personal success 2. Teachers must challenge and support all students to reach their highest academic and personal potential 3. Administrators must have the knowledge, leadership skills, and ability to ensure all students success 6. Allocation of funds must support our vision, mission, and guiding principles

**Submitted by:** Sean McPhetridge, Assistant Superintendent

**Approved for Submission to Board of Education**

  
  
 Kirsten Vital, Superintendent

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# **ENGLISH LEARNERS**

## **A Review of EL Achievement Data 2010-11**

February 24, 2012

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### **Agenda**

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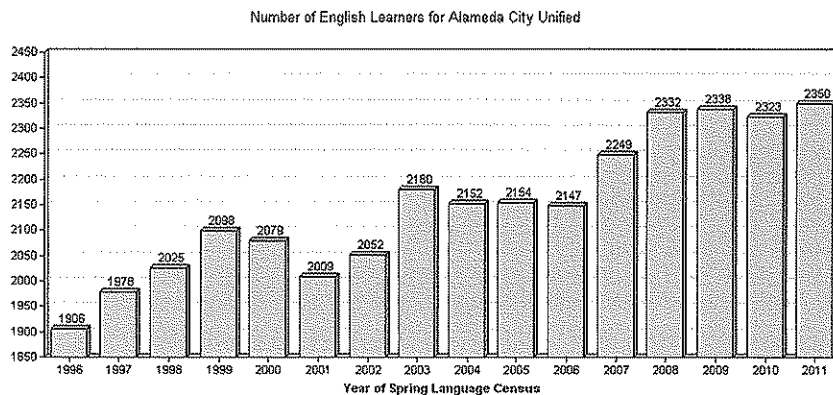
The following information is included in this report:

- **EL Population Data**
- **Language Census Data**
- **CELDT Data**
- **Reclassification Data**
- **Title III AMAO Data**
- **AUSD Goals**
- **Support and Monitoring**
- **Final Notes**

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## EL Population Data



➤ In 2011, the EL population was 123% of what it was in 1996.

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## EL Population Summary

AUSD is down 177 ELs from last year.

As of March 2011 R-30 Census, there were 2,350 ELs.

### Summary of EL data as of February 2012

- 2,173 total EL population (22% of all students)
- 1,230 in ten elementary schools (28% of all ES students)
- 272 in two middle schools (18% of all MS students)
- 569 in four high schools (18% of all HS students)

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## Language Census Data

72 languages are spoken by ELs in AUSD.

Among all students, a total of 80 languages are spoken.

Language	Elementary	Middle	High	Total
1. Cantonese	285	87	146	518
2. Spanish	214	81	97	392
3. Vietnamese	175	33	45	253
4. Tagalog	125	56	69	250
5. Arabic	73	15	14	102
6. Farsi	40	16	23	79
7. Mandarin	31	7	34	72
8. Mongolian	28	14	29	71
9. Korean	26	7	11	44

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## CELDT Overview

California English Language Development Test (CELDT) has two main administrations:

- **Upon enrollment**, new enrollees with a language other than English on the Home Language Survey are tested to determine their initial level of proficiency (IFEP or LEP).
- **Annually**, all ELs are tested to monitor progress over time and to determine eligibility for reclassification (RFEP).

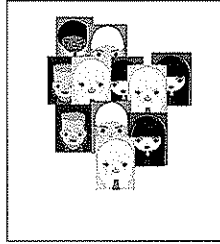
In 2010-11, AUSD's total student population of 10,494 included:

- 1,704 (16.2%) IFEPs - Initially Fluent-English Proficient
- 2,350 (22.4%) LEPs - Limited Fluent-English Proficient (ELs)
- 203 ( 8.7%) RFEPs - Reclassified Fluent-English Proficient

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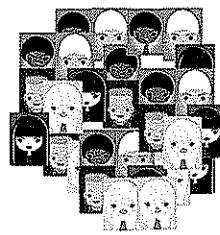
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## CELDT Level Data



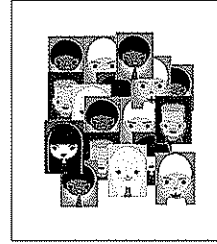
### Level Ones

09-10 = 208  
10-11 = 192  
11-12 = 154



### Levels Two / Three / Four

09-10 = 235 / 515 / 832  
10-11 = 214 / 554 / 741  
11-12 = 180 / 540 / 748



### Level Fives

09-10 = 574  
10-11 = 547  
11-12 = 491

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## Reclassification Overview

### Criteria for Redesignation/Reclassification from EL to RFEP in Grades 3-5

1. Overall CELDT 5 (advanced)
2. CELDT 4/5 in Listening, Speaking, Reading, and Writing
3. Proficient on CST - ELA and Math
4. Score at least 20 of 25 on the SOLOM (with no row below a 4)
5. Grade level writing proficiency
6. Parent consultation and signature

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## Reclassification Overview

Criteria for Redesignation/Reclassification  
from EL to RFEP in Grades 6-12

1. Overall CELDT 5 (advanced)
2. CELDT 4/5 in Listening, Speaking, Reading, and Writing
3. Proficient on CST or on CAHSEE in ELA and Math
4. Score at least 20 of 25 on the SOLOM (with no row below a 4)
5. Grade level writing proficiency (3 options)
6. GPA of 2.0 (most recent academic for 6-8, cumulative for 9-12)
7. Student and parent consultation and signature

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## Reclassification Data

203 ELs (8.7%) were reclassified to Fluent-English Proficient (RFEP) in 2010-2011.

Reclassification rates for our top 4 language groups were:

- 13% of our 582 Cantonese speakers
- 8% of our 399 Spanish speakers
- 11% of our 273 Vietnamese speakers
- 9% of our 255 Tagalog speakers

The progress of RFEP students continue to be monitored for 2 years to ensure they are succeeding without EL services.

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## Title III – Mandated Reporting

All school districts receiving Title III funds are accountable to the federal government for ELs meeting Annual Measurable Achievement Objectives (AMAOs).

- **AMAO 1: Annual Progress**  
% of ELs advancing 1 CELDT level each year
- **AMAO 2: Attaining English Proficiency**  
% of ELs at CELDT 4/5 in less than 5 years  
% of ELs at CELDT 4/5 in 5 or more years
- **AMAO 3: Adequate Yearly Progress (AYP)**  
% of ELs proficient/advanced on CST: ELA and Math  
Participation rate of 95% or above

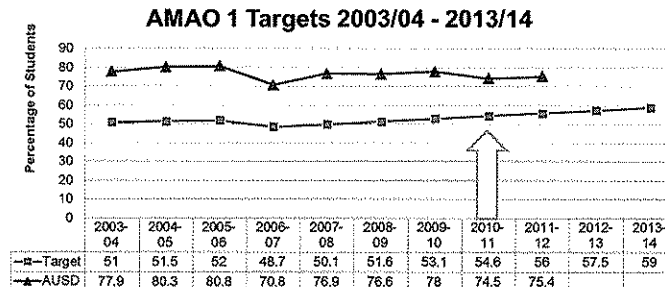
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## Title III: Annual Progress

AUSD met the first Annual Measurable Achievement Objective (AMAO) in 2010-11:

- **AMAO 1: 74.5% of 1,721 ELs moved up one CELDT level.**  
We exceeded the target (54.6%) by 19.9%.



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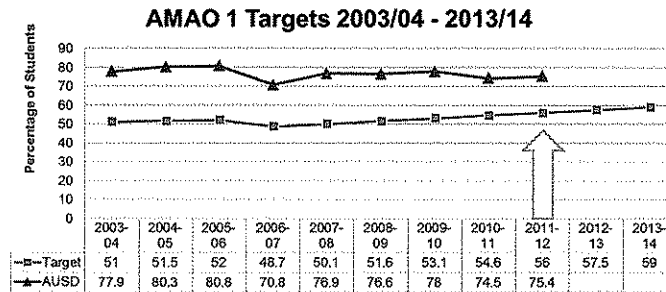
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## Title III: Annual Progress

AUSD met the first Annual Measurable Achievement Objective (AMAO) in 2011-12:

- **AMAO 1: 75.4% of 1,718 ELs moved up one CELDT level.**  
We exceeded the target (56%) by 19.4%.



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## Title III: English Proficiency

AUSD met the second Annual Measurable Achievement Objective (AMAO) in 2010-11:

- **AMAO 2: 45.4% of 1,322 ELs attained English proficiency.\***  
We exceeded the “in less than 5 years” target (18.7%) by 26.7%.
- **AMAO 2: 74.3% of 638 ELs attained English proficiency.\***  
We exceeded the “in 5 years or more” target (43.2%) by 31.1%.

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

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## **Title III: English Proficiency**

**AUSD met the second Annual Measurable Achievement Objective (AMAO) in 2011-12:**

- **AMAO 2: 45.1% of 1,340 ELs attained English proficiency.\***  
We exceeded the “in less than 5 years” target (20.1%) by 25.0%.
- **AMAO 2: 72.9% of 632 ELs attained English proficiency.\***  
We exceeded the “in 5 years or more” target (45.1%) by 27.8%.

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

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## **Title III: Annual Yearly Progress**

**AUSD met the third Annual Measurable Achievement Objective (AMAO) in 2010-11:**

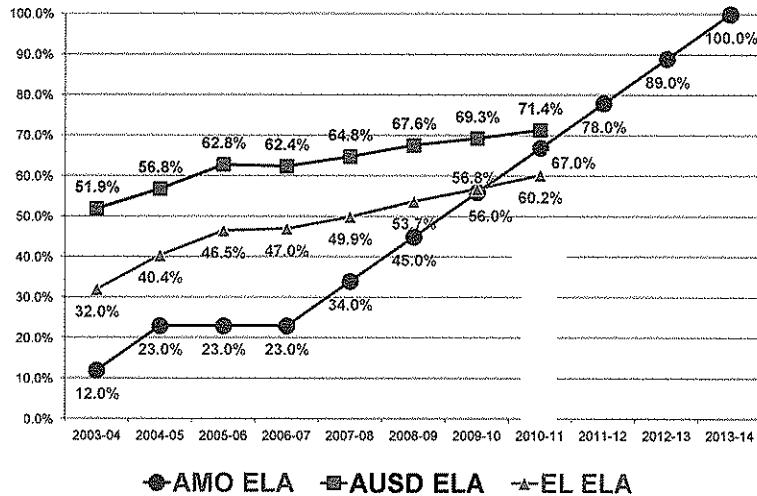
- **AMAO 3: We met the AYP EL subgroup participation rate of 95% on the CST/ELA and CST/Math assessments.**
- **AMAO 3: We met the AYP percent proficient or above for the EL subgroup on CST/ELA and CST/Math.**

**Data for 2011-12 will be released September 2012.**

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## Annual Yearly Progress in ELA



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## Safe Harbor Overview

Annual Yearly Progress targets can be met in two ways.

1. Schools and subgroups can meet or surpass the **Annual Measurable Objective (AMO)** that is set by the federal government.

The AMO is the AYP target or percentage of students who test proficient or advanced in a subject area. AYP is measured using CST ELA and Math data.

AYP targets for CST ELA and Math increase about 11% each year until both reach 100% in 2014.

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## **Safe Harbor Overview**

Annual Yearly Progress targets can be met in two ways.

2. **Schools and subgroups can reach Safe Harbor. Safe Harbor is reached when the percent of non-proficient students decreases by 10%.**

For example, if in the 2009-2010 school year there were 42% of students in a school or subgroup who were not proficient, 4.2% of them would need to test proficient the following year to reach Safe Harbor for that group.

There is also a margin of error, called a Confidence Interval (CI), built in to the algorithm. The CI takes into account fluctuations in the population of the test group.

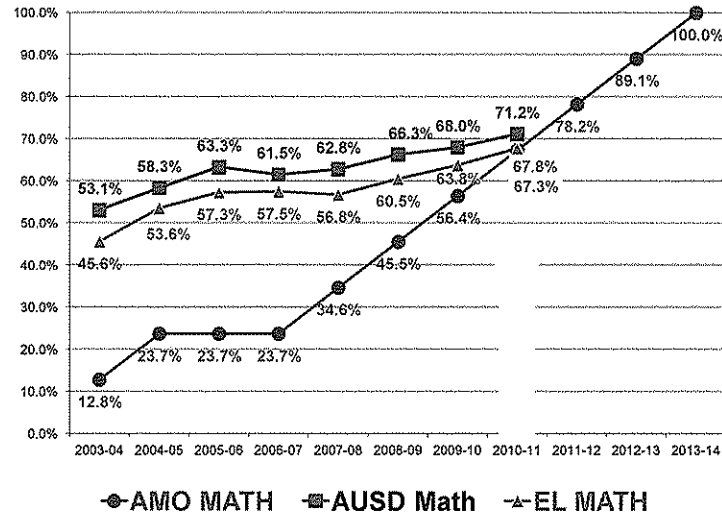
## **Safe Harbor: EL Subgroup**

AUSD students identified as English Learners met AYP last year through Safe Harbor.

- In 2009-10, 1598 ELs on CST-ELA were at 56.8% proficient.
- In 2010-11, 1418 ELs on CST-ELA were at 60.2% proficient.

Using Safe Harbor calculations, EL students needed to be 61.1% proficient. Including the Confidence Interval onto our percent proficient, the AUSD recalculated percent proficient was 61.37%, there by surpassing the required target.

## Annual Yearly Progress in Math



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## AUSD Goals: 2010-2011

- **AMAO 1 (Annual Progress):**

<b>AUSD Goal:</b>	<b>80.0%</b>
<b>Actual Result:</b>	<b>74.5%</b>
<b>State Target:</b>	<b>54.6%</b>
  
- **AMAO 2 (English Proficiency):**

<b>Less than 5 Years in USA:</b>	<b>AUSD Goal: 45.0%</b>
	<b>Actual Result: 43.3%</b>
	<b>State Target: 18.7%</b>
<b>5 Years or More in USA:</b>	<b>AUSD Goal: 83.0%</b>
	<b>Actual Result: 74.3%</b>
	<b>State Target: 43.2%</b>

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## AUSD Goals: 2010-2011

➤ AMAO 3 (AYP): **AUSD Goal: increase by 5.0%**

**CST/ ELA:** **AUSD Goal: 58.7%**  
**Actual Result: 60.2%**  
**State Target: 67.0%**  
 (Met Safe Harbor)

**CST/ Math:** **AUSD Goal: 65.5%**  
**Actual Result: 67.8%**  
**State Target: 67.3%**

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## AUSD Goals: 2011-2012

➤ AMAO 1 (Annual Progress): **AUSD Goal: 80.0%**  
**Actual Result: 75.4%**  
**State Target: 56.0%**

➤ AMAO 2 (English Proficiency):

**Less than 5 Years in USA:** **AUSD Goal: 45.0%**  
**Actual Result: 44.3%**  
**State Target: 20.1%**

**5 Years or More in USA:** **AUSD Goal: 83.0%**  
**Actual Result: 72.9%**  
**State Target: 43.2%**

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## **AUSD Goals: 2011-2012**

➤ **AMAO 3 (AYP):** **AUSD Goal: State Target**

**CST/ ELA:** **State Target: 78.0%**

**CST/ Math:** **State Target: 78.2%**

**Data for 2011-12 will be released September 2012.**

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## **AUSD Goals: 2012-2013**

➤ **AMAO 1 (Annual Progress):** **State Target: 57.5%**

➤ **AMAO 2 (English Proficiency):**

**Less than 5 Years in USA:** **State Target: 21.4%**

**5 Years or More in USA:** **State Target: 47.0%**

➤ **AMAO 3 (AYP):**

**CST/ ELA:** **State Target: 89.0%**

**CST/ Math:** **State Target: 89.1%**

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## Monitoring & Support

1. ELD office supports principals in analyzing EL data by grade level in Professional Learning Communities
  - ✓ On-site support to Lum, Haight, Otis, Paden, and Washington
2. Teachers are monitoring the progress of specific ELs
3. Interventions:
  - ✓ Daily differentiated English Language Development (ELD)
  - ✓ K-5 ELD Resource Teacher push-in/pull-out levels 1, 2
  - ✓ 6-12 ELD and Sheltered Classes for Levels 1, 2 and 3
  - ✓ Bilingual paraprofessional support (access to grade level)
  - ✓ ELAC parent meetings to involve families at sites
4. Professional development to support ELs' academic progress
  - ✓ Site-specific ELD training
  - ✓ ELD support staff training
  - ✓ IBD, Math, and SIM coaching with a focus on student participation
  - ✓ EL focused conference attendance

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## Final Notes

1. AUSD met all mandated federal targets last year.
2. As AYP targets continue to rise to 100%, AUSD will provide increasingly strategic support, especially to schools with the greatest percentage of ELs:
  - ✓ Haight (42%)
  - ✓ Washington (40%)
  - ✓ Lum (39%)
  - ✓ Ruby Bridges (38%)
  - ✓ Paden (31%)
  - ✓ Wood (30%)

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## **Final Notes**

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3. 500 of our 800 RFEP students remain in the EL subgroup cohort for AYP until they have been proficient/advanced on the CST-ELA for 3 years.
4. Therefore, our obligation to sustain RFEPs' academic success carries over into the mainstream program for multiple years beyond reclassification.