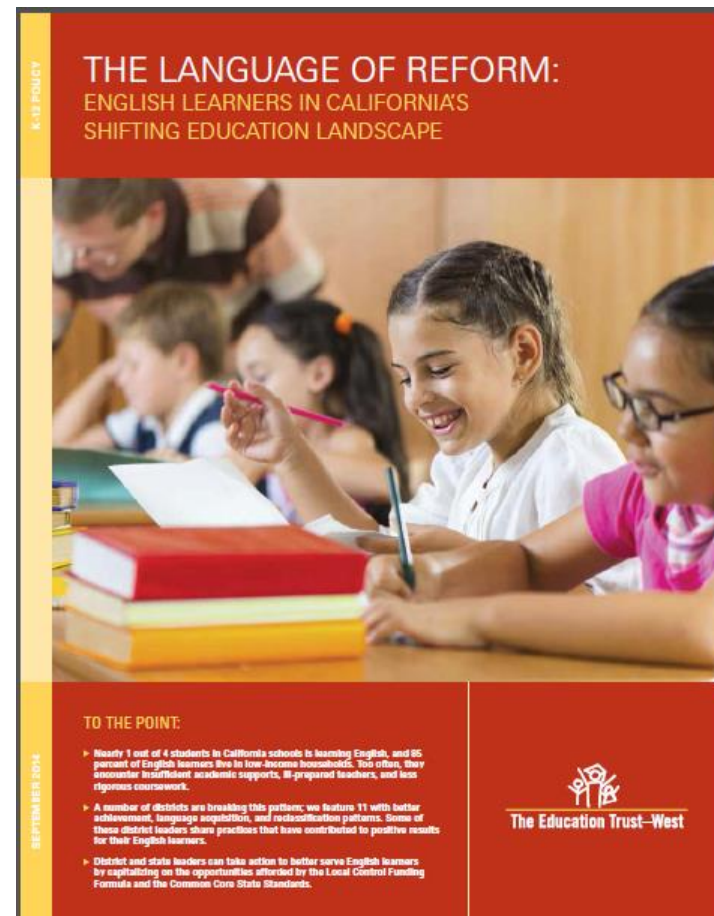


The Language of Reform: English Learners in California's Shifting Education Landscape



The Education Trust-West

Webinar Facilitators: Leni Wolf, Amber Banks

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Agenda

- ETW Presentation on English learner report
- Panelist Presentations (Q & A to follow each presentation)
 - West Covina Unified School District
 - Palo Alto Unified School District
 - Live Oak Unified School District





ETW Mission

The Education Trust-West works for the high achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

Purpose of our report

- Create public awareness of the challenges facing English learners in California schools
- Propose methods for understanding EL achievement and reclassification outcomes
- Highlight districts serving English learners particularly well and share effective school and district-level practices for serving English learners that may serve as examples for other districts
- Provide policy recommendations for district and state leaders to ensure every student has access to the highest quality educational opportunities

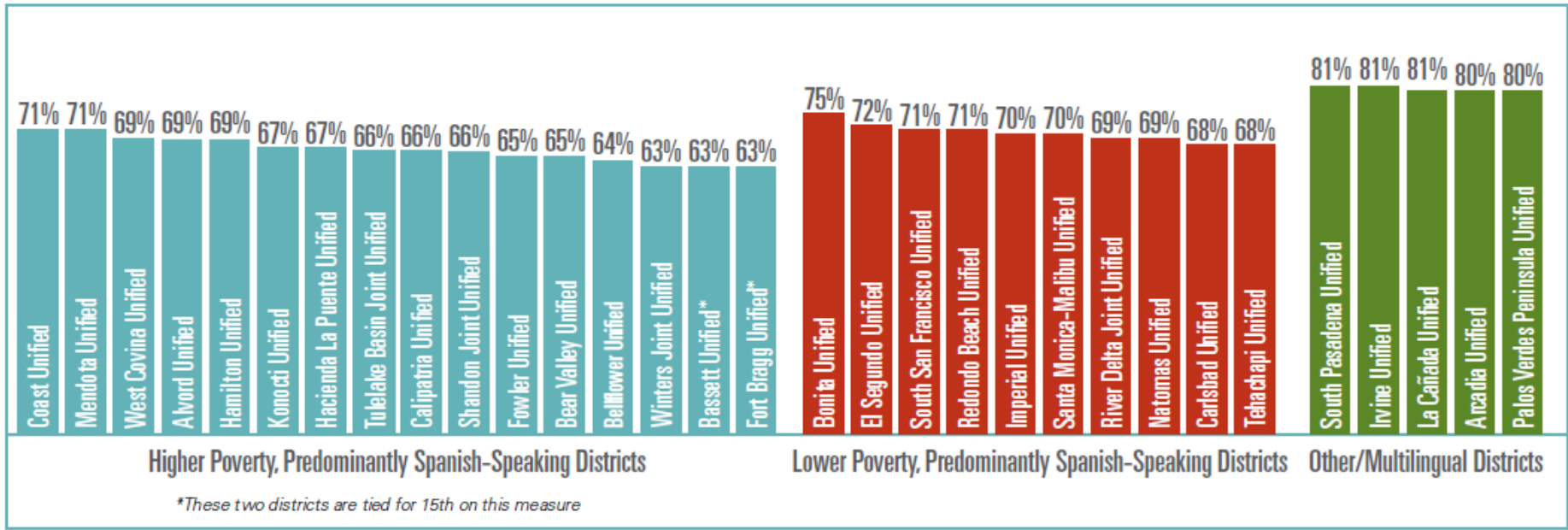
We analyzed district outcomes across four metrics:

	What the indicators tell us about a district
<p>CST ELA “Ever-EL” Proficiency</p> 	<p>The CST ELA “Ever-EL” indicator tells us how well a district’s 3rd, 8th, and 11th grade English learners and reclassified (RFEP) students scored on the state English language arts test in 2012-13. Combining the results of these subgroups allows us to study the performance of a consistent group of students rather than shifting groups defined by their performance.</p>
<p>CELDT Advancement</p> 	<p>The CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) indicator tells us what percentage of a district’s English learners were making annual progress in learning English in 2012-13.</p>
<p>Long-Term English Learner Rate</p> 	<p>The LONG-TERM ENGLISH LEARNER indicator tells us what percentage of a district’s students had been English learners for 5 years or more (per the federal definition) as of 2012-13.</p>
<p>Reclassification Rate</p> 	<p>The RECLASSIFICATION indicator tells us the average percentage of a district’s elementary, middle, and high school students that were reclassified across 3 years (2010-11, 2011-12, 2012-13).</p>

For each measure and peer grouping, we show the top ~10% of districts

This figure provides an example of one such top-district display in the report:

Figure 6: 2013 CELDT advancement rates for top performing districts from each peer group



Top Districts

★ Our methodology surfaces 11 districts that are at the top for at least 3 out of 4 indicators

Figure 9: Top districts across 3 or more indicators

(Enrollment / % Free or Reduced-Price Meals / % English Learners / Primary Languages in Other/Multilingual districts)

Higher Poverty, Predominantly Spanish-Speaking Districts	Lower Poverty, Predominantly Spanish-Speaking Districts	Other/Multilingual Districts
Hacienda La Puente USD 20,358 / 74% / 19%	Claremont Unified 7,018 / 39% / 5%	Arcadia Unified 9,667 / 18% / 12% <i>Mandarin, Cantonese, Spanish</i>
Live Oak Unified ★ 1,740 / 80% / 19%	Los Alamitos Unified 9,912 / 13% / 2%	La Cañada Unified 4,119 / 1% / 5% <i>Korean, Spanish, Armenian</i>
Riverdale Joint Unified 1,568 / 85% / 26%	Redondo Beach Unified 8,967 / 20% / 6%	Palo Alto Unified ★ 12,357 / 8% / 10% <i>Spanish, Mandarin, Korean</i>
West Covina Unified ★ 14,460 / 65% / 7%		San Marino Unified 3,146 / 3% / 6% <i>Mandarin</i>

Effective Practices

What are high-flying districts doing to close achievement gaps between English learners and native English speakers?

- A **system wide belief in English learners' ability** to achieve at high levels
- Ensuring English learners are taught by **highly skilled teachers**
- **Professional development** opportunities that emphasize the instructional shifts in the CCSS and ELD standards
- Access to a full **Common Core-aligned curriculum**, including college-preparatory courses
- **Differentiated instructional strategies** (e.g. previewing content, using language objectives, emphasizing reading/writing/speaking)
- Monitoring EL student progress and achievement
- **Engaging parents** to forge strong home-school connections

Recommendations

For county offices of education, districts, and schools:

Ensure ELs have full **access to content and college-preparatory coursework** aligned with rigorous standards

Train teachers to support language development within the core curriculum, not just in ELD classes

Monitor implementation of new assessments to understand impact on ELs

Disaggregate results for LTELs

Report **student growth**, not just overall proficiency

Address the needs of ELs, along with targeted investments, in **LCAPs** (district plans and budgets)

Support & offer **biliteracy programs**

For state leaders and policymakers:

Create **clearer, more uniform state reclassification guidelines**

Modify the Local Control Funding Formula to **allow reclassified ELs to generate supplemental funds**

West Covina Unified School District

Location: Los Angeles County

Enrollment: 14,460

English learners: 7%

Among higher poverty, predominately Spanish-speaking districts, West Covina was a top performer on the following metrics:

CST ELA Ever-EL Proficiency			CELDT Advancement	3-Year Avg. Reclassification Rate	
Grade 3	Grade 8	Grade 11		Elem.	Middle
65%	53%	43%	69%	20%	27%

Webinar Panelists

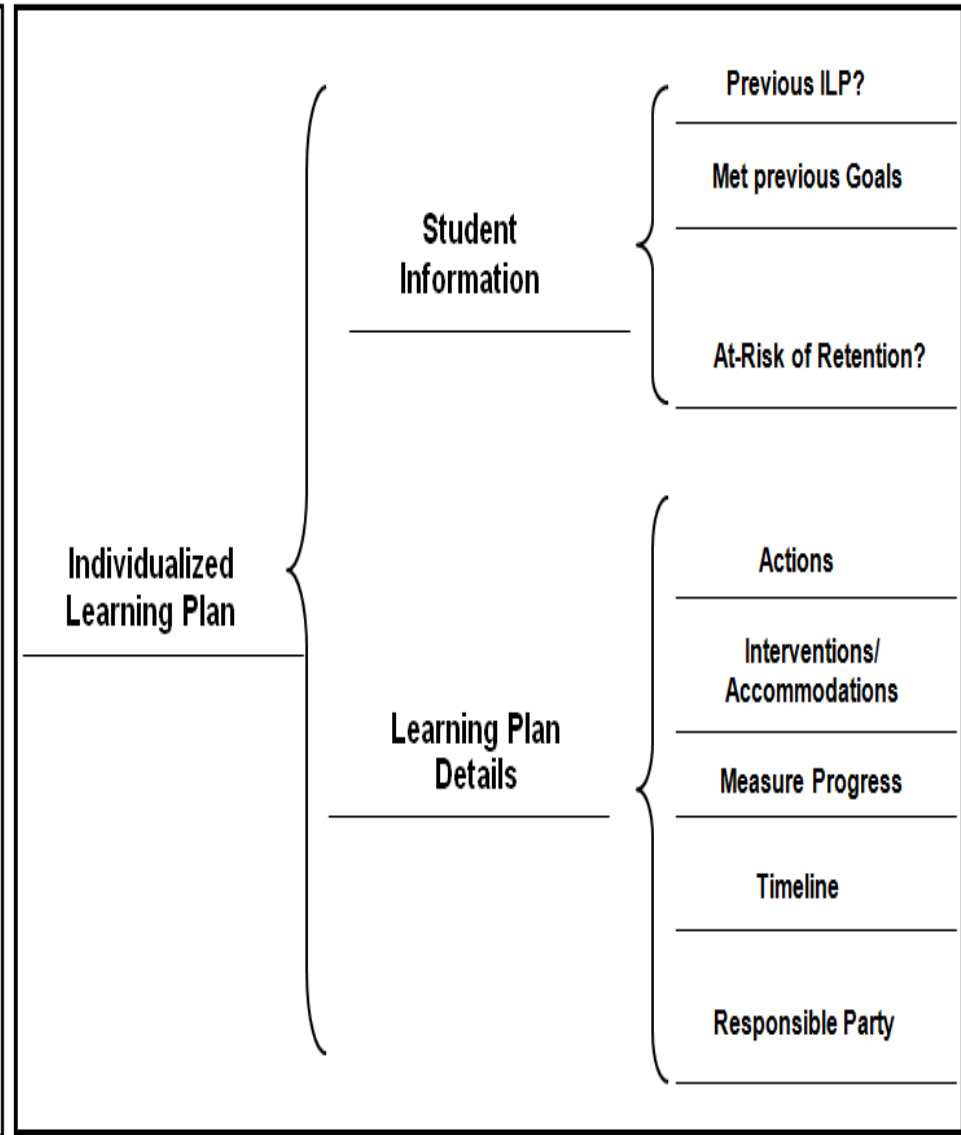
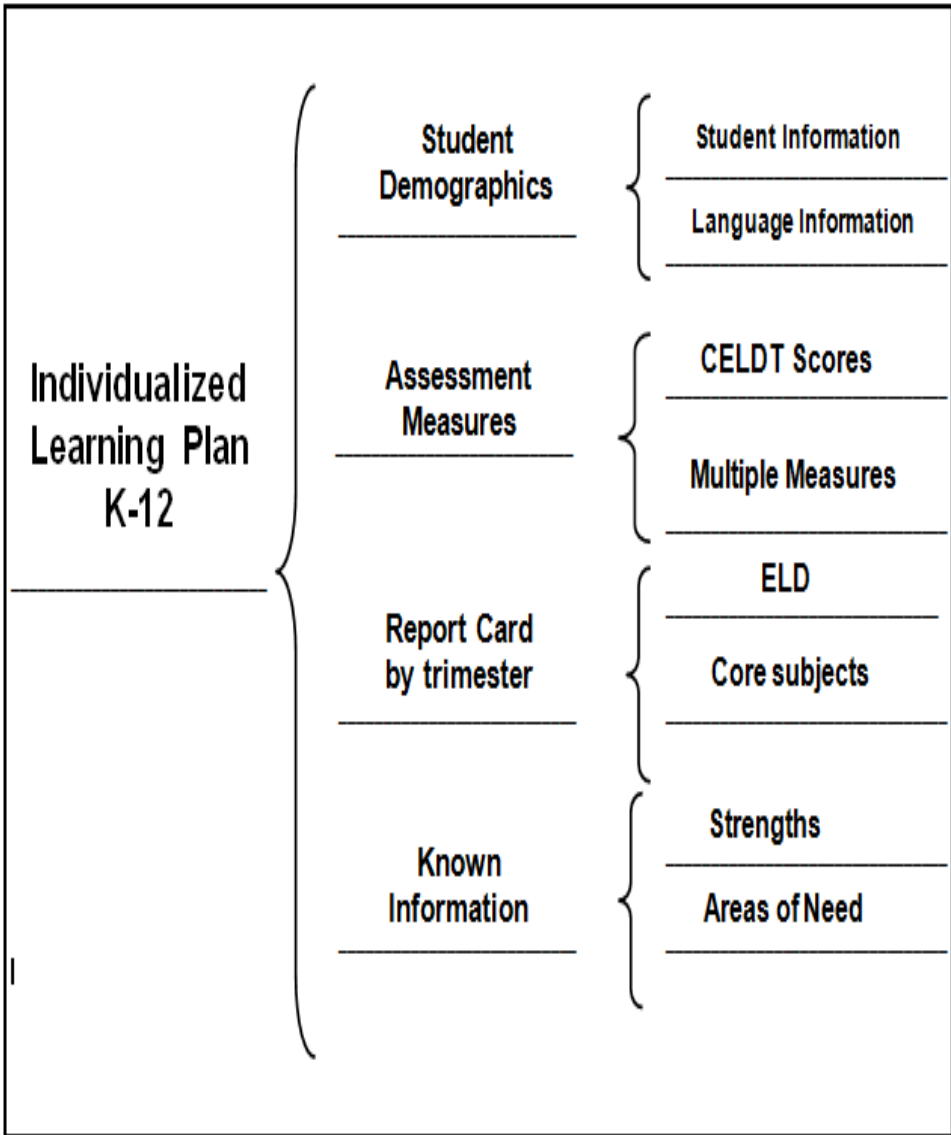
- Debra Kaplan, Superintendent
- Cheryl Lesikar, Director of K-12 Instructional Programs

High-leverage Strategies:

- Individual Learning Plans (ILPs)
- Thinking Maps



Individual Learning Plans



Thinking Maps

**Thinking Maps (TM):
A Language for Learning**

- Circle Map
- Bubble Map
- Double Bubble Map
- Tree Map
- Brace Map
- Flow Map
- Multi-flow Map
- Bridge Map

**Thinking Maps: Write from
the Beginning and Beyond**

- A developmental, vertically aligned writing program for students K-8
- Provides both students and teachers the knowledge & skills necessary for age appropriate writing instruction and achievement

**Path to Proficiency for
English Learners**

- Differentiates the quality of instruction by knowing the applications and extensions of Thinking Maps
- Targets each level of language proficiency
- Addresses specific English Language Development standards

2010-11
Trained 2 teachers from every school to act as Trainer of Trainers (TOTs)

→

2011-13
TOTs provided PD to all teachers with a commitment to implement TMs at a Level 3

2012-13
Trained 2 teachers from every K -8 grade to implement WFBB and to act as TOTs

→

2013-15
TOTs provided PD to all teachers at the district/site level for all grade & content levels

2013 -14
Train one teacher from every K- 12 school to implement & act as TOTs

→

2014-15
TOTs provide PD to all teachers to apply ELL adaptations and extensions to TMs

Palo Alto Unified School District

Location: Santa Clara County

Enrollment: 12,357

English learners: 10%

Among other language, multi-lingual districts Palo Alto was a top performer on the following metrics:

CST ELA Ever-EL Proficiency		Long-Term English Learners	3-Year Avg. Reclassification Rate
Grade 8	Grade 11		Middle
81%	67%	14%	34%

Webinar Panelists

- Judy Argumedo, Coordinator, Educational Services
- Claudia Quiroga, DELAC Parent Representative

High-leverage Strategies:

- Primary language tutors
- Parent engagement



Primary Language Tutors

- Primary language tutors are assigned to students with CELDT levels of 1 and 2
- Tutors are provided for 17 different languages
- Elementary students receive 32 hours of in-class support
- Middle school students receive one semester of tutoring in math and science courses
- High School students attend Tuesday and Thursday tutorials
- More support may be given on a case by case basis
- Primary language tutors are funded by Title III and LCFF funds

Parent Engagement

- Highly involved District English Language Acquisition Committee
- District initiatives explained and discussed for understanding of impact on English Learners
- DELAC was part of LCAP planning community group
- Recruitment of over 17 languages for translation
- Parents asked for:
 - more primary language support
 - summer programs
 - increased English Specialist teacher time at site

Live Oak Unified School District

Location: Sutter County

Enrollment: 1,740

English learners: 19%

Among higher poverty, predominately Spanish-speaking districts, Live Oak was a top performer on the following metrics:

CST ELA Ever-EL Proficiency Grade 8	Long-Term English Learners	3-Year Avg. Reclassification Rate		
		Elem.	Middle	High
57%	18%	22%	41%	28%

Webinar Panelist

- Sarah Graham,
Curriculum/Instruction/
Assessment Coordinator

High-leverage Strategies:

- Aligning language instruction to the new ELD standards
- Aligning language instruction the Common Core



Aligning Language Instruction to the New ELD Standards

- Implemented 5 Key Instructional Principles
 1. Lesson objective drives instruction and assessment
 2. Students speak and/or lead instruction at least 50% of the time
 3. Students speak in complete sentences
 4. Teachers correct student errors directly after they are made
 5. Teachers push students past what they already know.
- One-to-one alignment between instructional principles and the new ELD standards

ELD standard (4 th grade)	ELD connection	Principle connection
Expressing information and ideas in formal oral presentations on academic topics	Students give all information that is written on instructional charts. Use t/p/s, presentations, whole to individual sharing.	50/50

Aligning Language Instruction to the Common Core

- Live Oak utilizes the 5 Key Instructional Principles and specific instructional methods
- Alignment process:
 - District administrators gathered ELA and ELD curriculum for each grade (K-4), 5-12 aligned with reading and writing standards
 - Met with each grade-level team to align the ELA grammar objective (CCCS) to the objective in ELD
 - Grade levels implemented new scope and sequence
 - Ongoing: Revisit with grade levels to analyze effectiveness and sustainability
- Result: CCSS-aligned instruction syncs with language instruction

THANK YOU!

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Please visit our website to read the full report:

***The Language of Reform:
English Learners in California's Changing
Landscape***