LONG TERM ENGLISH LEARNERS

Multilingual & Multicultural Education Department

English Learner Dashboard

Multilingual and Multicultural Education Department

EL Profiles and Criteria Progress			
Profile A	CELDT	SRI	GRADES
Profile B	CELDT	SRI	GRADES
Profile C	CELDT	SRI	GRADES
Profile D	CELDT	SRI	GRADES
Profile E	CELDT	SRI	GRADES
Profile F	CELDT	SRI	GRADES
Profile G	CELDT	SRI	GRADES
Profile H	CELDT	SRI	GRADES
As of date;	2015-2016	Dec. 2015	Fall 2015

Local District ☐ C ☐ E ☐ NE ☐ NW ☐ S ☐ W

Network (All Column Value ▼)

School (All Column Value ▼)

36,322
# of Students

Grade Level ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

ELD Level ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Years EL (All Column Value ▼)

GIFTED ☐ N ☐ Y

SPED ☐ N ☐ Y

Number of Students by LEP Profiles

LEP Profile	# of Students
A	139
B	467
C	5,095
D	1,763
E	1,148
F	485
G	17,541
H	9,684
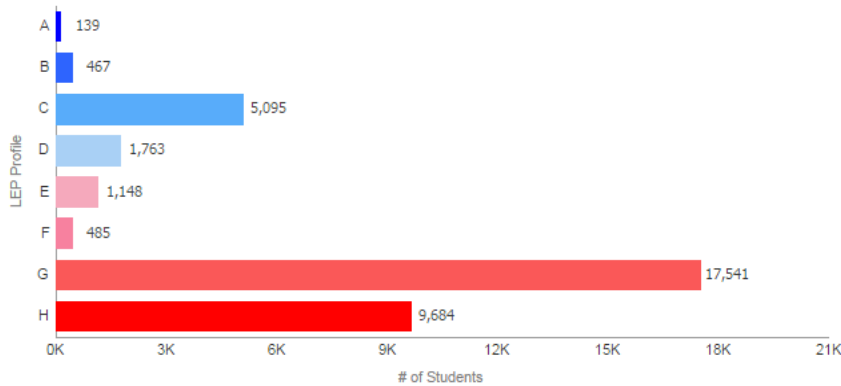
Percent of LEP by Profiles

A, 0% B, 1% C, 14% D, 5% E, 3% F, 1% G, 48% H, 27%

# of Students

■ A ■ B ■ C ■ D ■ E ■ F ■ G ■ H
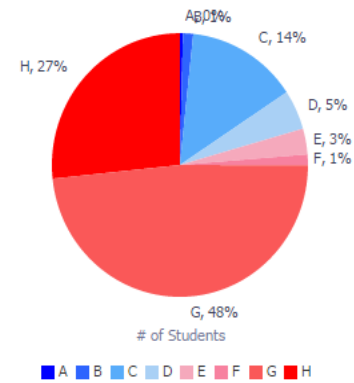
LTEL Data -District Wide

- 6th-12th Grade

Percent of Long Term English Learners
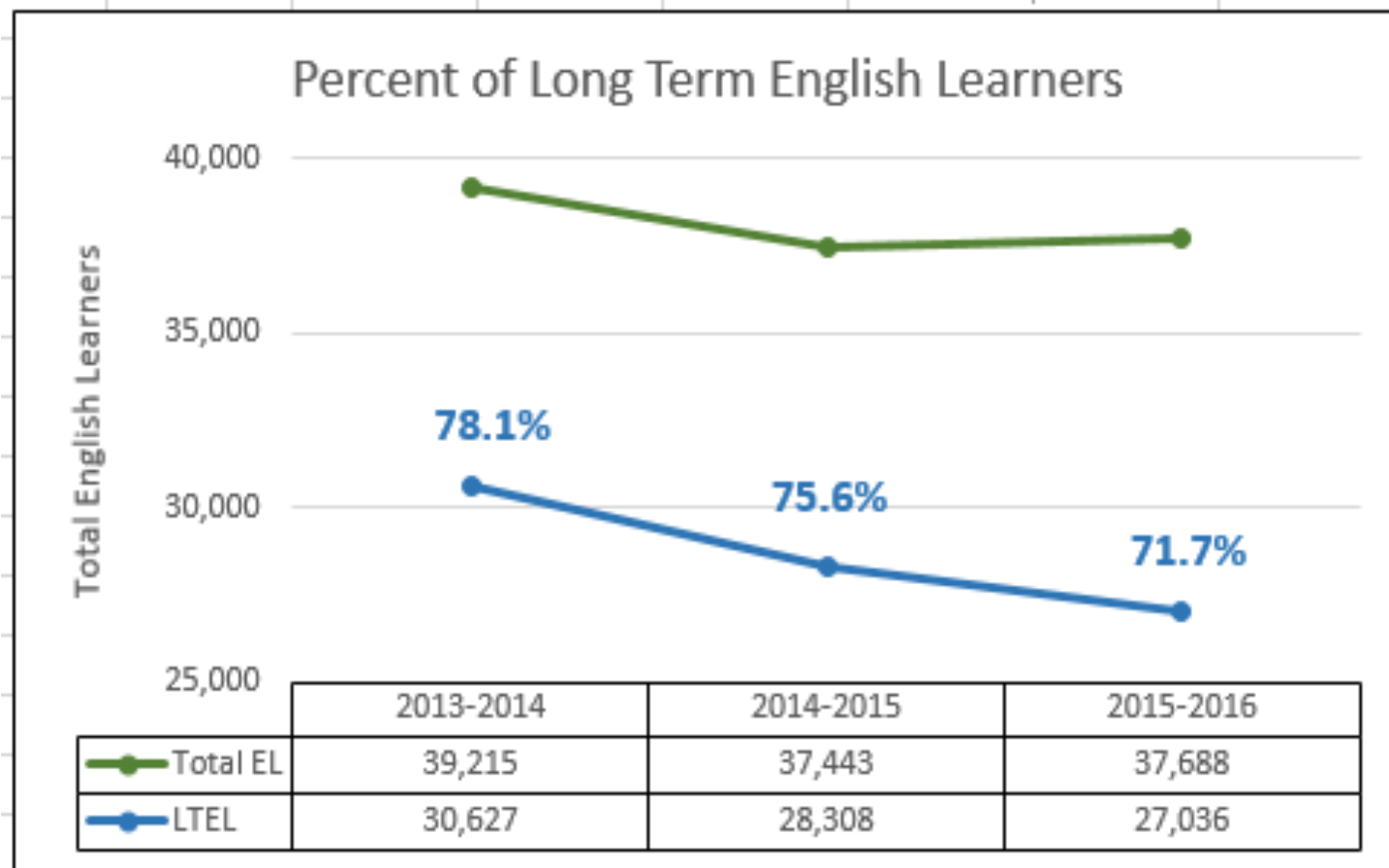
Decrease of 6.4% in three years

	2013-2014	2014-2015	2015-2016
Total EL	39,215	37,443	37,688
LTEL	30,627	28,308	27,036

Percentages shown: 78.1%, 75.6%, 71.7%

Reclassification Data 2011-2015

Grades 6-12

Source; ODA 160418

* Under Current Master Plan

11%
13%
18%
24%

2011-2012
2012-2013
2013-2014 *
2014-2015 *
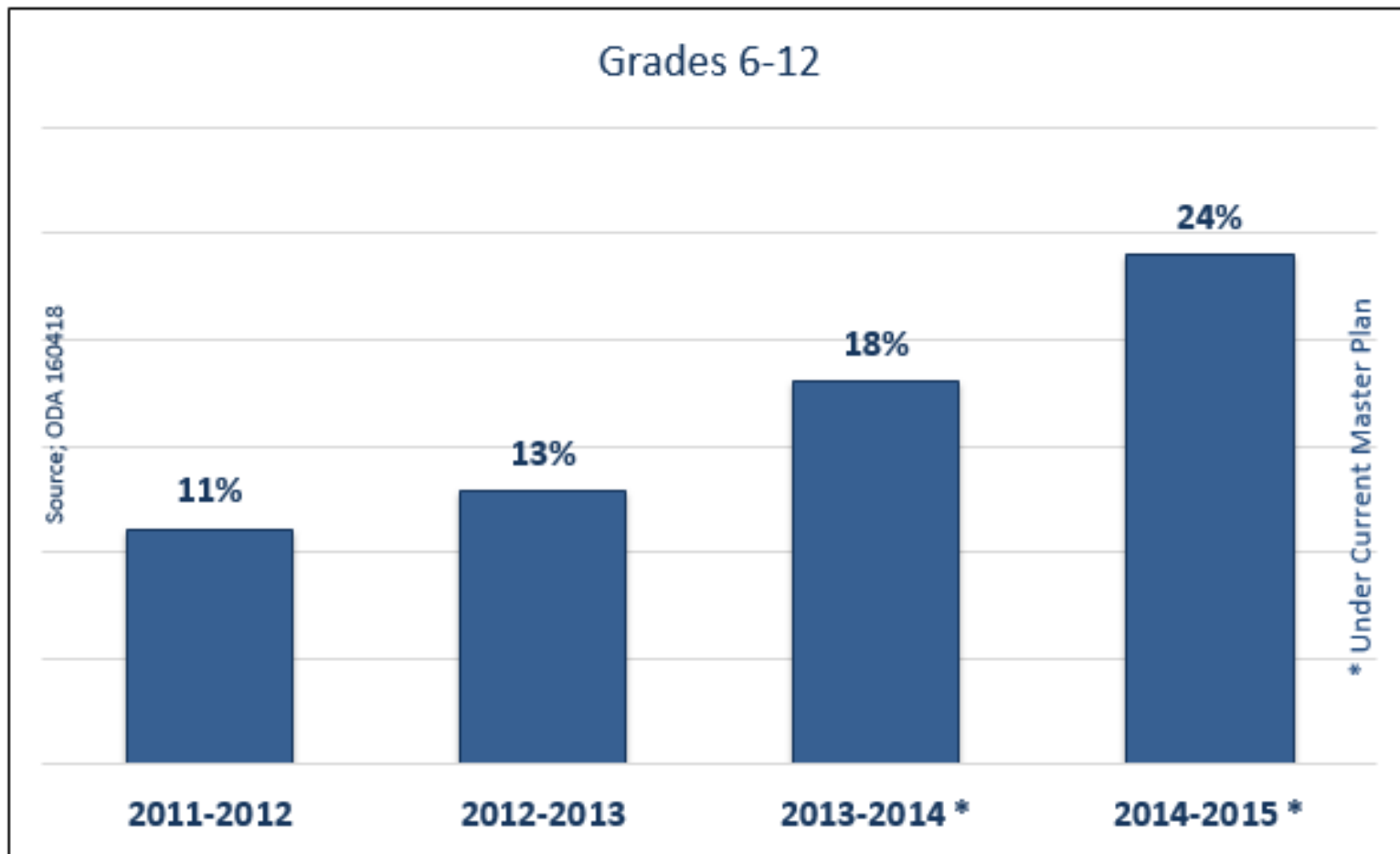
Local District East
Claudia Ramirez- Secondary EL Coordinator

Team Kid

"Creating a **community** of **voices** and **choices** to ensure **access** and **accomplishment** for ALL learners."

E A S T

Purpose + Pathways + Personalization = Prepared

Engaged Participant Outcomes:

- Describe how LAUSD's English Learner Program is organized
- Observe promising practices in action in both Designated and Integrated classrooms
- Share highlights and ideas for innovation

LAUSD's English Learner Program

- Effective Systems
- Systematic Progress Monitoring
- Personalized Professional Development Models
- Diverse Instructional Program Options

Differentiated Courses for LTELs

LAUSD DESIGNATED ELD			
(Courses differentiated to meet the needs of specific EL populations)			
ELD 1-2	**ELD 3-4**	**Literacy & Language**	**Advanced ELD**

• ELs with 2 years or less as ELs
• Curriculum: *High Point*
• Double blocked
	• ELs with 3-4 years as EL
	• Curriculum:
	  ○ TBD for middle school
	  ○ *High Point* for high school
	• Single block, can be taken concurrently with ELA
		• LTELs who require additional support
		• Curriculum: *English 3D*
		• LTEL Framework around resiliency
		• A-G approved for high school
		• Single block, can be taken concurrently with ELA
			• LTELs who require additional academic language support
			• Curriculum: *Reader's Handbook & Write Source*
			• LTEL Framework around resiliency
			• A-G approved for high school
			• Single block, can be taken concurrently with ELA

Ellen Ochoa Learning Center

Principal Mara Bommarito

Title III Coach: Ana Sanchez-Martinez

OUR SCHOOL

- Span K-8 school
- 1,450 students total
- 42% of our students are ELs
- 130 LTELs
- 96% considered Title 1
- 12% Students with Disabilities
- 98% Hispanic/Latino
- Dual Language Program offered K-8
- 35% of total student population enrolled in Dual Language-Spanish (505 total number of students in DL)
- 71% of incoming K students placed in DL per parental request in
  - 2015-2016 school year

English Learner Data K-5

English Proficient (RFEP)?

English learners who...	2013-14	2014-15	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	59%	61%	57%
...have not yet reclassified in 5 years (Long-Term English Learners - LTELS)	2%	0%	4%

Students must meet all three criteria listed below for reclassification:

English learners who...	2013-14	2014-15	LAUSD Average
...score Early Advanced or Advanced on the California English Language Development Test	33%	41%	36%
...pass English Language Arts (ELA) with '3' or better	45%	45%	46%
...score at Benchmark on all subtests of DIBELS	35%	28%	25%

English Learner Data 6-8

English Proficient (RFEP)?

English learners who...	2013-14	2014-15	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	59%	61%	47%
...have not yet reclassified in 5 years (Long-Term English Learners - LTELS)	25%	59%	57%

Students must meet all three criteria listed below for reclassification:

English learners who...	2013-14	2014-15	LAUSD Average
...score Early Advanced or Advanced on the California English Language Development Test	33%	41%	31%
...pass English Language Arts (ELA) with 'C' or better	38%	58%	72%
...score Basic or higher on the Scholastic Reading Inventory (SRI)	*	16%	10%

School Quality Improvement Index

- Overall Academic Index Measure 49/100
- Elementary: 41/100 and Middle School: 61/100
- Scored 8 out of 10 in Middle School measures of Reclassification
- Scored 10 out of 10 in Elementary measures of reclassification
- 26% Reclassification Rate

ELEMENTARY SUPPORT: System

- **Title III Coach meets with twice a month with each grade level** (PD for THREE GRADE LEVELS IN ONE DAY)

- Each grade level receives PD every other Friday for 1 and ½ hours (Math/Writing/ELD)

- **ELD PD** is designated once a month and this time is being used to roll out Start Smart, observe model lessons, understand the conversation analysis tool and understand ELD the standards

MIDDLE SCHOOL SUPPORT: System

- **<u>Title III Coach Daily Support</u>**- Teachers meet with coach during their conference periods (planning, cognitive coaching)

- **<u>Weekly-</u>** Plan at least once a week with LTEL Teacher to create lessons using the CA ELD standards as the guide

- Attends content area meetings where I help facilitate meetings for planning Integrated ELD with Writer's Workshop, Reading Like Historian, College Prep Math and Science

- Support Teachers in creating Language Objectives

LTEL Course Support

- Smart Start Lessons: Constructive Conversations
- Use of strategies to engage student interactions:

  -Project G.L.A.D. and Common Core in Diverse

  Classrooms, Kagan Strategies
- Focusing on Lessons on Mind Set: Resiliency
- Use of rigorous material to increase reading ability:

  - Newsela.com articles

  - Connections to ELA Writer's Workshop

  - Connections to Math and Science

Who teaches our LTEL courses?

- One teacher teaches all LTEL courses

- Teaches Advanced ELD and Literacy and Language

- Smaller group of students

- Aware of content area work to help build capacity in content areas

- Attends all ELA/SS department meetings to help students make connections between the LTEL curriculum and their English class

Parent Information

☐ Individualized LTEL meetings:

-At least once each semester in addition to parent conferences held by LTEL teacher

-Student Data is shared and goals toward reclassification are set with student and parent

☐ Reclassification:

-Information regarding criteria is shared during English Learner Council meetings as well as during parent conferences

Student Awareness

□ LTEL Goal Sheet:

Students are made aware of reclassification criteria by LTEL teacher and by Title III Coach

Data is shares and sub-goals are set

Data is revisited throughout the year

□ Reading Goal Sheet:

-In addition to Reclassification, students are made aware of their current reading level and are provided tools to help them improve in reading

Curriculum

- ELA/ ELD Standards guide instruction

- Part I: Interacting in Meaningful Ways with Constructive Conversations through strategies from Common Core in Diverse Classrooms

- Informational Text from Content areas through Close Reading and analysis of text: Part II of ELD Standards, i.e. Lucy Calkins: Writer's Workshop, CPM math)

- Newsela.com (news articles by Lexile level)

- English 3D, Reader's and Writer's Handbook

MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT
California English Language Development Standards (ELD) Implementation Plan

2013-2014 AWARENESS → 2014-2015 TRANSITION → 2015-2016 IMPLEMENTATION

Updated 9/15/15

2015-2016 ELD STANDARDS IMPLEMENTATION PLAN

Purpose: **District-wide outcomes** *have been identified for this first year of implementation of the ELD Standards. These outcomes are designed to ensure equity and access for English Learners across the district as we build on a shared vision of inclusivity and collaboration to implement the ELD Standards in tandem with the CA Standards.* **Personnel and instructional resources** *will support implementation* **through instructional tools and professional development.** *It is essential that implementation of the ELD standards is grounded on the identified* **Essential Elements for Professional Development.** *In addition,* **guiding questions** *have been developed to guide and reflect on our progress. Lastly, as the State finalizes adoption of ELA/ELD instructional materials and transitions to a new language proficiency assessment for ELs, it is important to acknowledge* **time-line considerations** *that will continue to both inform and impact our work.*

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

1. Strengthen teacher and staff knowledge of the ELD Standards and a Comprehensive ELD program through on-going professional development and on-line learning opportunities

2. Build teacher and staff capacity to design Designated and Integrated ELD lessons, develop language & ELD objectives, use formative assessments, understand the High Impact Essential Practices, and embed the constructive conversation skills to foster academic student interactions

3. Develop teacher and staff capacity to identify how students progress in their language use and learning within the proficiency level continuum (emerging, expanding, bridging) as well as how to differentiate, scaffold and assess instruction

4. Build school capacity and support instructional delivery of MMED developed lessons:
   - *Designated ELD START SMART lessons* <u>AND</u>
   - *Designated & Integrated ELD model lessons*

5. Identify resources and materials to support implementation of the ELD standards and ensure that units/lessons are designed to develop student skills and abilities to:
   - *Interact in meaningful ways through collaborative, interpretive and productive modes (ELD Standards, Part I)* <u>AND</u>
   - *Learn about how English works through structuring cohesive texts, expanding & enriching ideas, and connecting & condensing ideas (ELD Standards, Part II)*

ELD Standards PD & Instructional Resources *(MMED website)*

- 15/16 Summer ELD Standards PD: Facilitator Notes, Power Points & Resources
- CA ELD Standards bound copy and Independent Study Guide
- K-12 grade level CA ELD Standards
- K-12 grade level ELD Standards Part II How English Works Matrix
- Elementary Designated ELD Frame of Practice: High Impact Essential Practices
- K-6 grade level Designated ELD Start Smart Lessons
- 6-12 grade level ELD Start Smart Lessons
- K-6 Designated & Integrated ELD Model Lessons
- K-6 Formative Assessments
- Secondary Designated & Integrated ELD Model Lessons
- Secondary LTEL Novel Units
- Secondary LTEL Thematic Units
- Fostering Academic Interactions Videos
- Constructive Conversation Norms Poster
- Constructive Conversation Skills Poster
- On-line learning opportunities
- Other: defined by local district and/or school

Personnel Resources

- MMED Central Instructional and Compliance Staff
- District Office EL Coordinators
- School TSP Advisor/EL Designee
- Title III Coaches
- ELD Teacher Fellows
- Teacher Designees *(attended ELD Summer PD)*

Other Resources

- ELD Standards FAQ
- CDE: www.mydigitalchalkboard.org
- ELA/ELD Framework
- ELD Standards
- SBAC Digital Library- *Formative Assessment Modules*

Evidence of Implementation

- Classroom observations/ walkthroughs of Designated and Integrated ELD
- Instructional Units aligned to ELD Standards
- Teaching Learning Framework – focus on ELD Standards Implementation
- Use of Language and ELD objectives
- PLC instructional focus on ELD
- Use of at-a-glance ELD Standards and ELD Standards Part II How English Works Matrix during planning
- Title III Coaches- ELD Action Research project
- PD Sign-ins, agendas & evaluations
- OLAS (On-line Accountability System)
- Surveys
- Other: defined by each local district

ESSENTIAL ELEMENTS for PROFESSIONAL DEVELOPMENT
Inclusivity & Collaboration ∞ Defined Differentiation ∞ Reciprocal Accountability ∞ Defined Professional Development Approach

Essential Elements for Professional Development have been identified to serve as key considerations for professional development while transitioning to implementing the California ELD Standards. These essential elements were derived from research-based practices in effective professional development for teachers of ELs.
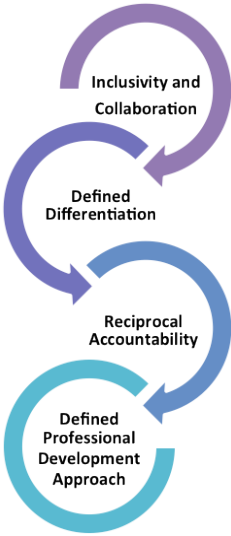
- **Inclusivity and Collaboration:** School reform literature points to the importance of developing a shared vision for EL education. The collaboration of all stakeholders is essential in both processes and outcomes in order to increase district-wide knowledge.

- **Defined Differentiation**: Teachers need specialized professional development to target and differentiate according to the linguistic and academic needs of English Learners.

- **Reciprocal Accountability**: Central, Local District and schools must be prepared to support teachers in order to ensure EL success. This is accomplished through strong systems of classroom-based professional development for both teachers and leaders.

- **Defined Professional Development Approach**: Opportunities for grade-level professional learning communities to have time to collaborate and reflect on their ELD instructional practice and assessments in order to inform instruction.

(Diagram labels: Inclusivity and Collaboration; Defined Differentiation; Reciprocal Accountability; Defined Professional Development Approach)

ELD Standards Implementation Guiding Questions

1. How do we ensure that English Learners have access and support to both content and language development?
2. How do we ensure that English Learners experience culturally responsive educational practices simultaneous with Designated and Integrated ELD?
3. How do we provide site-level and local district-level personnel with resources to promote English Learner success?
4. How have we re-envisioned our professional development approaches/structures to provide differentiation for developing and deepening teacher knowledge of ELD Standards in tandem with the CA Standards consistently across central, local and school site level?
5. What tools and resources currently exist or need to be developed in order to enter into full implementation of the ELD Standards?
6. How do our student assessments inform ELD instructional practices and provide evidence of impact on EL's language proficiency?
7. How do we provide parents with vital information?
8. In what ways can we enhance systemic efforts to keep current ELs from becoming Long Term English Learners within and beyond the transition plan timeframe?
9. How is English Language Development meaningfully included in all CA Standards professional development?
10. How do we monitor English Learner progress and Designated and Integrated ELD instruction?

ELD Standards Implementation Considerations Timeline

	2014/2015	2015/2016	2016/2017	2017/2018
Standards	1997 ELD Standards	2012 ELD Standards & CA Standards	2012 ELD Standards & CA Standards	2012 ELD Standards & CA Standards
Assessment	CELDT	CELDT	CELDT ELPAC Field Test	ELPAC
Proficiency Level	ELD Levels	CELDT Level	CELDT Level	CELDT Level ➔ELPAC level
EL Monitoring	ELD levels: *ELD Portfolio*	Reclassification Criteria: *EL Progress Profile*	Reclassification Criteria: *EL Progress Profile*	Reclassification Criteria: *EL Progress Profile* & ELPAC levels

LAUSD DESIGNATED ELD
(Courses differentiated to meet the needs of specific EL populations)

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Placement determined by various data sets:
EL years, CELDT, Diagnosis and Placement Inventory (DPI), DIBELS (elementary data), Scholastic Reading Inventory (SRI)