



# English Learner Master Plan Module 3

Standard English Learners and  
Program Monitoring, Evaluation and Accountability

Multilingual and Multicultural Education Department

# Learner Objectives

Understand the following:

- Identification and Instructional Strategies for Standard English Learners
- LAUSD EL program goals
- Monitoring, Evaluation and Accountability



# Chapter 4

## Standard English Learners

- Identification and Instructional strategies for Standard English Learners



# Definition

Who are Standard English Language Learners?

Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. These students are generally classified as *English Only* (EO) or *Initially Fluent English Proficient* (IFEP). In LAUSD, Standard English Learners include students from the following groups:

- African American
- Mexican American
- Hawaiian American
- American Indian



# Purpose of Identification

Identification of SELs does not take place in the same manner as the identification of English Learners (ELs). The identification of SELs is done for the purposes of **intervention and enrichment**, not for purposes of program placement.

To identify a probable SEL, educators must engage in two types of screenings:

- Linguistic Screening
- Academic Screening



# Screening

## Linguistic

Teachers identify the use of home language features in student speech and in writing.



## Academic

Teachers identify academic areas of performance that are below proficient for each probable SEL.

# AEMP Accelerated Academies - Demo Schools

There are 5 demo schools that are in the early implementation stage of Chapter 4 which includes using linguistic screeners to identify probable SELs.

North ESC – Nevada Elementary

South ESC – Manchester Elementary

East ESC – Lizarraga Elementary

West ESC – 74<sup>th</sup> Street Elementary

ISIC – YES Academy



## Scenario

While reviewing the academic performance of a student, the Student Success Team notices a pattern of low performance in ELA. Upon reviewing the student writing samples, the coach/coordinator highlights the following grammatical pattern used in the student's writing:

### **Mexican American Language:**

**“I didn’t have no birthday party or nothing.”**

### **Standard English:**

**“I didn’t have a birthday party, or anything at all.”**

The coach/coordinator mentions it as the use of multiple negation in writing.

- What questions may arise in this conversation?
- What possible Tier 1 instructional strategies might benefit the student?



# Access to Core Strategies

Student mastery of academic content is a primary objective of educators charged with facilitating the mastery of standard and academic English.

The District promotes a set of 4-6 common research-based strategies to provide access to core content for second language learners.

**Making Cultural Connections**

**Contrastive Analysis**

Instructional Conversations

Academic Vocabulary Development

Advanced Organizers

Communal and Cooperative Learning



# Instructional Approaches

## Culturally and Linguistically Responsive Education-CLR

*Culturally and linguistically responsive teaching can be defined as, “using the cultural [and linguistic] knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches **to and through the strengths** of these students.”*

–Dr. Geneva Gay



# Instructional Approaches

## Mainstream English Language Development (MELD)

The MELD approach is linguistically responsive in that it seeks to add Standard and academic English to the students' existing language repertoire. MELD accomplishes this additive approach by engaging in dual grammar study of the student's home language variety and target language (Standard English).

This dual grammar study is referred to as contrastive analysis and has been shown by research to be effective in teaching Standard English.



## 3-2-1

What **three** new understandings do you have about Standard English Learners?

What **two** strategies did you learn about today?

Name **one** next step you will take.



# Chapter 6

## Monitoring, Evaluation and Accountability

Through Monitoring, Evaluation & Accountability (MEA), the District's goal is to create a ***cultural shift*** from “compliance” to “performance.”



# Learner Objectives

Understand the following:

- LAUSD EL program goals
- Monitoring, Evaluation and Accountability
- Roles and Responsibilities



# Purpose of Monitoring, Evaluation and Accountability (MEA)

- Monitor Implementation
- Assess Effectiveness
- Provide Feedback to Stakeholders
- Adjust to Support Continuous Improvement
- Foster Internal Accountability



# Evaluation and Accountability Goals

- Goal 1. Implement the *English Learner Master Plan* fully and consistently across the District.
- Goal 2. Ensure steady progress toward and attainment of academic English language development per expected timeframes.
- Goal 3. Ensure steady progress toward and attainment of grade level academic proficiency per expected timeframes.
- Goal 4. Ensure biliteracy and academic achievement in two languages for students enrolled in Maintenance Bilingual or Two-Way Immersion instructional programs.
- Goal 5. Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out.
- Goal 6. Increase access to and participation in advanced academic program opportunities.
- Goal 7. Strengthen parent/guardian participation and engagement in students' academic development.
- Goal 8. Reduce disproportional referral to and identification of ELs for special education services.



# Evaluation and Accountability Goals

Identify 1 goal for which your work directly impacts the outcome.



# Read, Reflect and Share: Program Goals, Evaluation Questions and Measures

Members of the triad will read the text on pages 114-118 silently and note the "AHA" moments, which could be words, phrases, or sentences that have meaning to you.

Use these symbols to mark the "AHA" moments:

!	Ideas that are new for you or said in a new way that you had not previously considered
?	Ideas that do not align with your experiences or that you would like to explore further
√	Ideas that you agree with or that you think are significant to the group



# Read, Reflect and Share: Program Goals, Evaluation Questions and Measures

- While the triad listens, each person shares an "AHA" moment that relates to the text for 1 uninterrupted minute, until everyone has shared at least one moment.

## Whole group discussion

- How will the measurement of these goals
  - 1) guide staff towards performance, and
  - 2) result in student achievement?
- What is your role in this work?

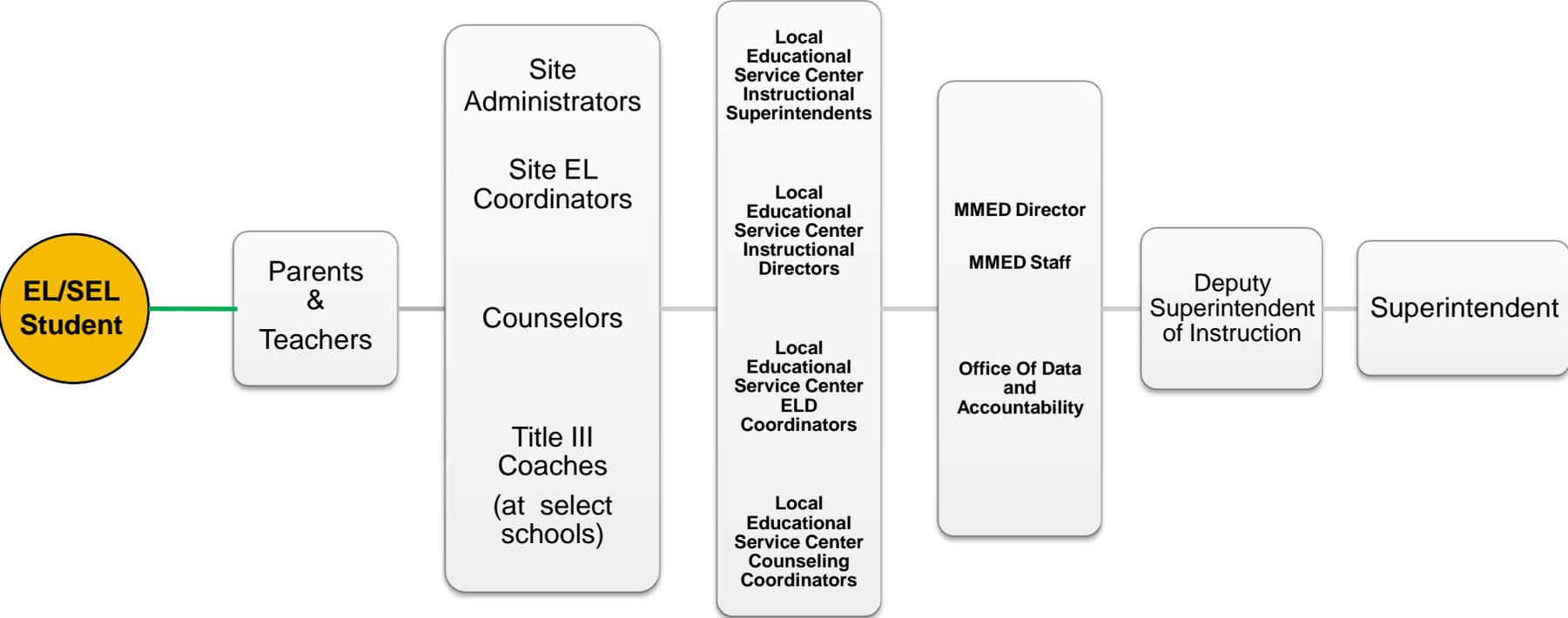
# Improving implementation and strengthening programs using data

- Site Level Use → Grade Level or Department Teams
- SEL student performance → Under development
- Local Educational Service Center Level Use → Monitor Individual Schools
- Central District Level Use → Monitor ESC, Set PD & Budget Priorities
- District Board Level Use → Address Policy Issues



# Reciprocal Accountability

## Accountability For Implementation Of Instruction



Master Plan Pages 130-138



# Accountability Measures

## District Approach to Performance Management

Using Performance Meter at the school level and the Strategies for Total Accountability Total Success (STATS) Model for Performance Management at the Central District Level

GOAL 1: 100% GRADUATION	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
A. Four-Year Cohort Graduation Rate	52	55	62		63	70	
B. Percentage of Students On-Track for Meeting A-G Requirements	--	26	28		50	75	
GOAL 2: PROFICIENCY FOR ALL	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
A. English Language Arts, Elementary: Percentage Proficient & Advanced	44	46	50		67	74	
B. English Language Arts, Secondary: Percentage Proficient & Advanced	34	37	39		50	54	
C. Mathematics, Elementary: Percentage Proficient & Advanced	57	57	63		75	82	
D. Mathematics, Secondary: Percentage Proficient & Advanced	22	25	27		41	47	
E. 3rd Grade Proficiency Rate in English Language Arts	34	35	40		55	62	
F. Proficiency in Algebra	20	22	24		47	55	
G. Percentage of English Learners making progress in learning English (AMAO 1)	47	53	49		58	59	
H. Percentage of English Learners who have not reclassified in 5 years (Long-Term English Learners)	28	28	27		24	22	
I. Percentage of students with disabilities who are in the General Education Program at least 80% of the instructional day	62	62	65		67	69	
GOAL 3: 100% ATTENDANCE	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
A. Percentage of students with 96% or higher attendance	64	60	62		71	76	
B. Percentage of staff with 96% or higher attendance	67	65	68		74	79	
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
A. Percentage of parents who talk with the teacher about their child's schoolwork (School Experience Survey)	60	58	58		70	75	
B. Parent participation on School Experience Surveys	26	28	25		40	50	
GOAL 5: SCHOOL SAFETY	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
A. Instructional days lost to suspension	59,783	53,725	46,006		41,006	38,506	
B. Percentage of students who feel safe on school grounds (School Experience Survey)	82	83	84		88	90	

\*Actual 2011-12 numbers and 2014-15 targets will be updated in September

### STATS Model in LAUSD

Monthly meetings in the Executive Cabinet where each performance metric is reviewed

- to see if we are on- or off-track for meeting the target;
- to identify schools that are outperforming or underperforming against their demographically similar peers;
- to identify barriers to success; and
- to problem-solve with all central office staff with the power to eliminate those barriers

# LAUSD Performance Meter

## Performance Meter Metrics for English Learners

 All Youth Achieving DRAFT AUGUST 2012

# PERFORMANCE METER

Every LAUSD student will receive an education in a safe, caring environment, and every student will be college-prepared and career-ready.

C O R E B E L I E F S

- 1 Start with students
- 2 Families are our partners
- 3 Success is in the classroom
- 4 Diversity is our strength
- 5 Effective teaching, leadership, and accountability are the keys to our success

GOAL 2: PROFICIENCY FOR ALL	Historical				Annual Targets		
	2008-09	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15*
G. Percentage of English Learners making progress in learning English (AMAO 1)	47	53	49		58	59	
H. Percentage of English Learners who have not reclassified in 5 years (Long-Term English Learners)	28	28	27		24	22	

\* AMAO 1 refers to the percent of ELs making the equivalent of one year growth/one ELD level as indicated by performance on the California English Language Development Test (CELDT).

\* To decrease the number of LTELs we need to improve instruction and increase reclassification.

**What aspects of your work contribute most to the outcomes of these measures?**



# Accountability Measures- School Performance Framework

Color	Performance Classification	General Definition of Classification
Blue	Excelling	Schools that fall within this category are generally defined by high status performance and high levels of growth.
Green	Achieving	Schools that fall within this category are generally defined by both high status performance and low to moderate levels of growth OR moderate status performance and high levels of growth.
Yellow	Service & Support	Schools that fall within this category are generally defined by both moderate status performance and moderate to high growth levels OR low status performance and high growth levels.
Orange	Watch	Schools that fall within this category are generally defined by low status performance and low to moderate levels of growth.
Red	Focus	Schools that fall within this category are generally defined by low status performance and low levels of growth.



# Accountability Measures

## School Performance Framework (SPF)

1. Status Performance (CST)
  - a) Phase I – CST ELA and Math by performance band; attendance rates; suspension rates
  - b) Phase II – Addition of Reclassification rates based on time in US schools; AMAOs 1, 2 and 3; sub-groups
2. Academic Growth over Time (AGT)
  - measures student performance over defined period
  - considers many factors and isolates contribution of schools, teams and teachers
  - continuous improvement process



# Accountability Measures

## Accountability for Implementation of Instruction (pages 130-138)

- Includes Teachers, through Local Educational Service Center and Central Office personnel
- Bulleted list of duties required of each individual in the implementation of the Master Plan



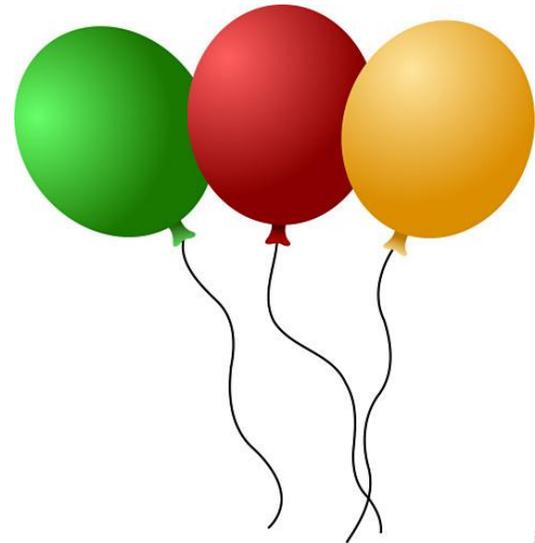
# Reciprocal Roles of Accountability and Support

- Read pages 130-138 and find your role and responsibilities in the implementation of the Master Plan.
- Based on the listed duties of other individuals,
  - Identify one or more people who will support you in carrying out your responsibilities.
  - Identify the person who will hold you accountable for your role in the implementation of the Master Plan.
- Share your findings with someone who has a role similar to yours.



# Three Balloons

- Imagine that you have three balloons, and on each one there is space to write one word or phrase that captures an important idea from today's work.
- Record your ideas.
- Report to group.



“When you know better you do better.”

— Maya Angelou

