

# CUHSD's English Learners Findings and Recommendations

Presentation to Faculty  
August 10, 2010

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Comprehensive School Assistance Program

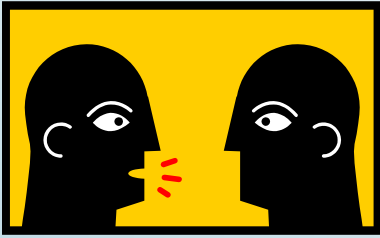
# Introduction

- For the first time, English Learners (ELs) did not making adequate progress (ELA across both schools; Math in one school).
- District Administration hired me to investigate.
- I was to look at what was going on in classrooms.
- Then determine if what was going on was different from what the research says should be going on in classrooms serving ELs.
- Finally, prepare and deliver this report to staff and local board.

# Process

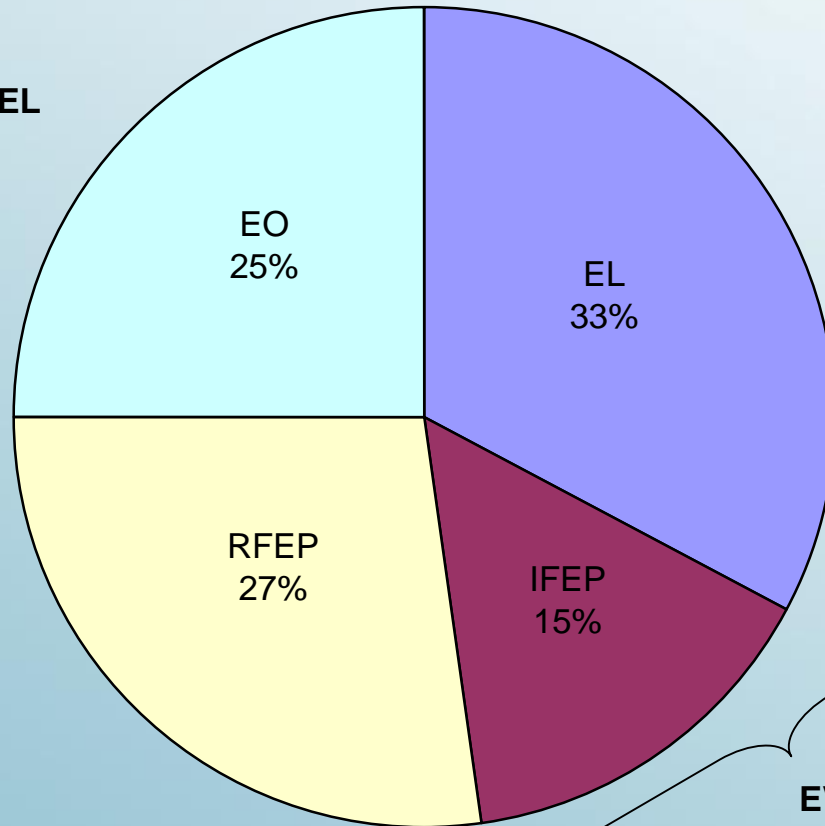


- Observations
- Data Analyses
- Reporting Results
- Gathering Input on Results
- Creating research-based report
  - Findings
  - Recommendations



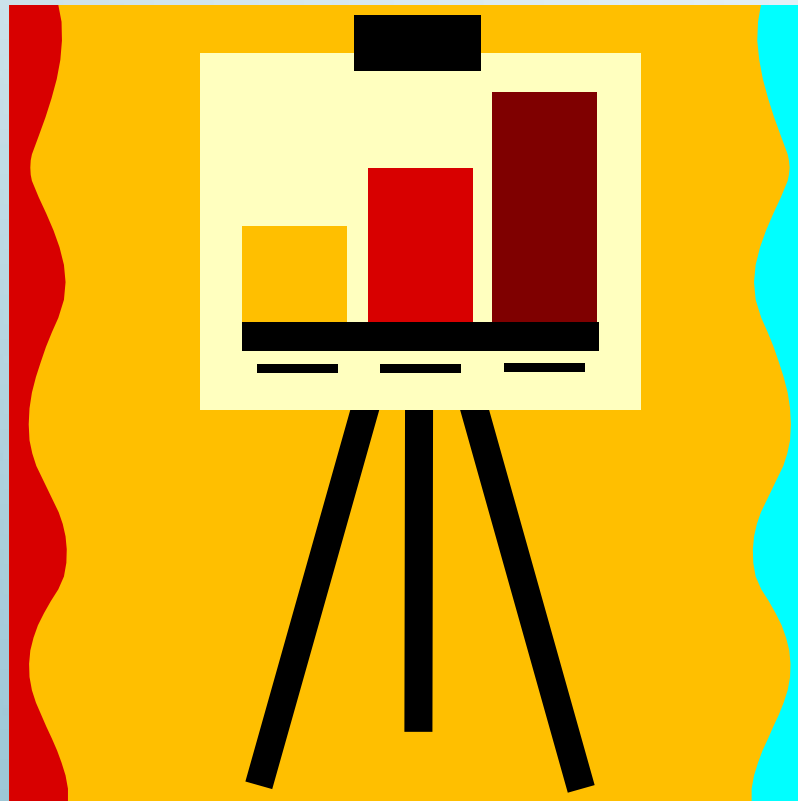
## CUHSD Student Language Demographics SY 2009-2010

NEVER EL



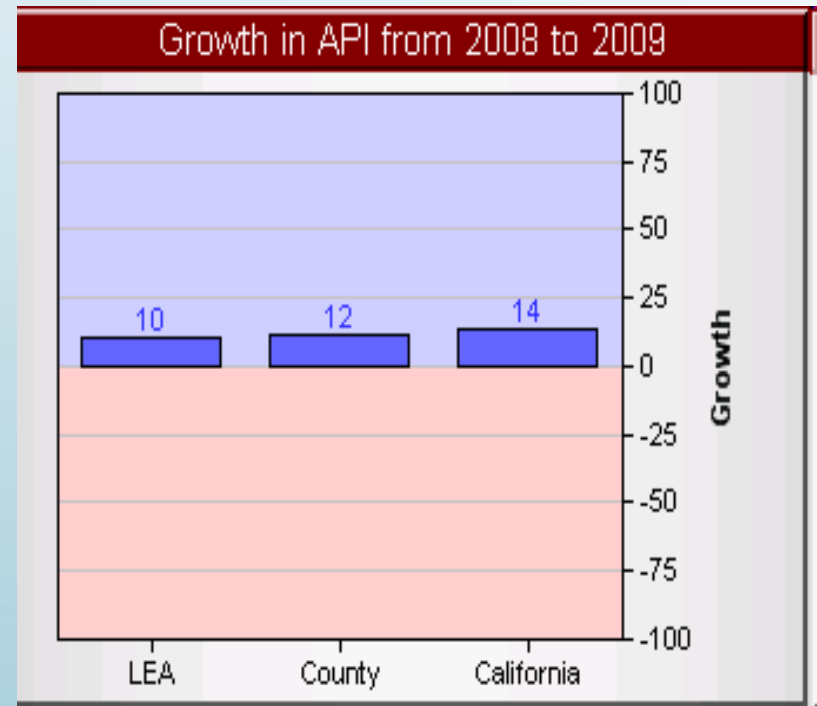
EVER EL

# Achievement Data



# CUHSD

## Academic Performance Index

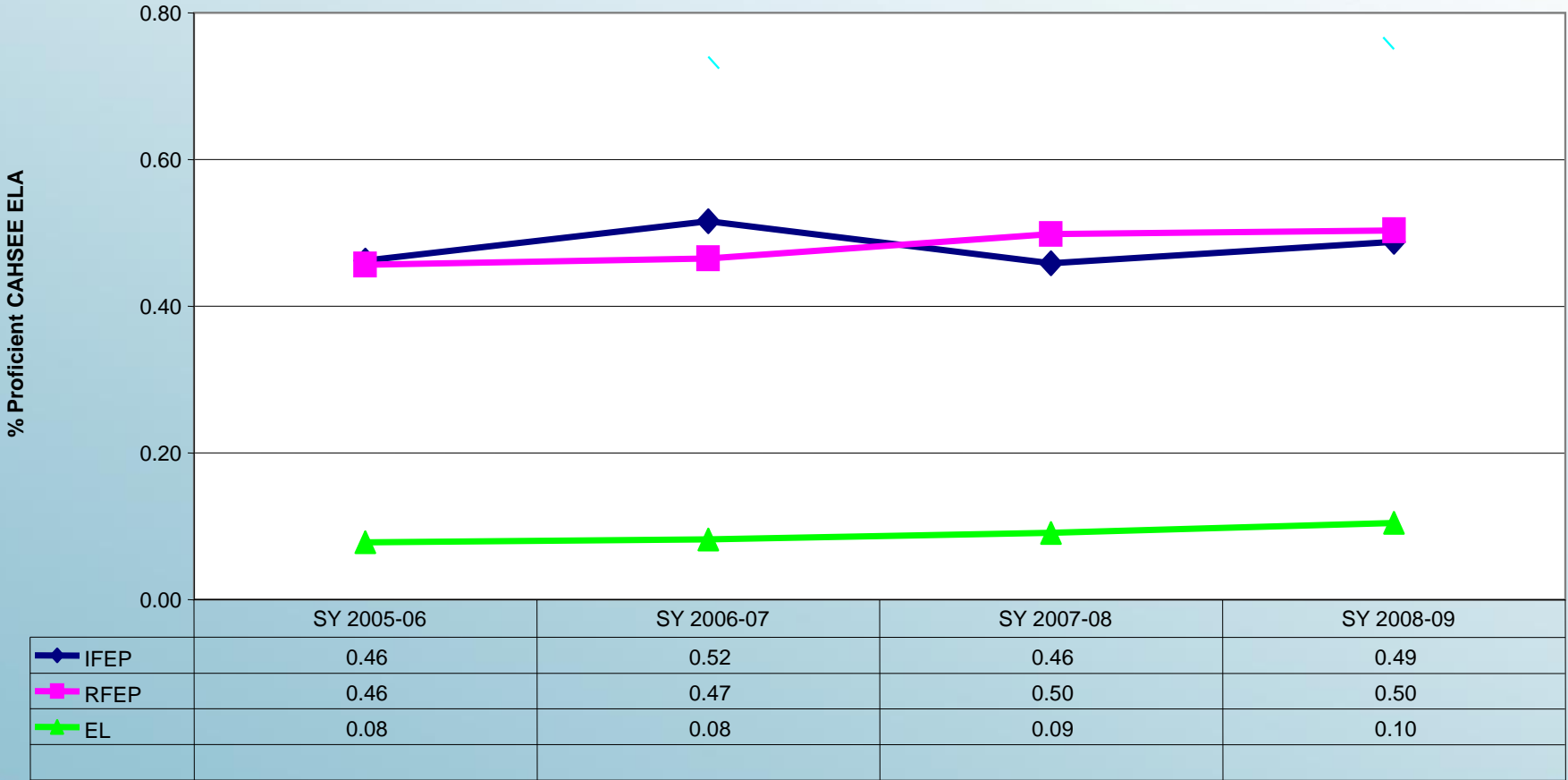


# CAHSEE Proficiency Rate: CUHSD SY 2008-2009



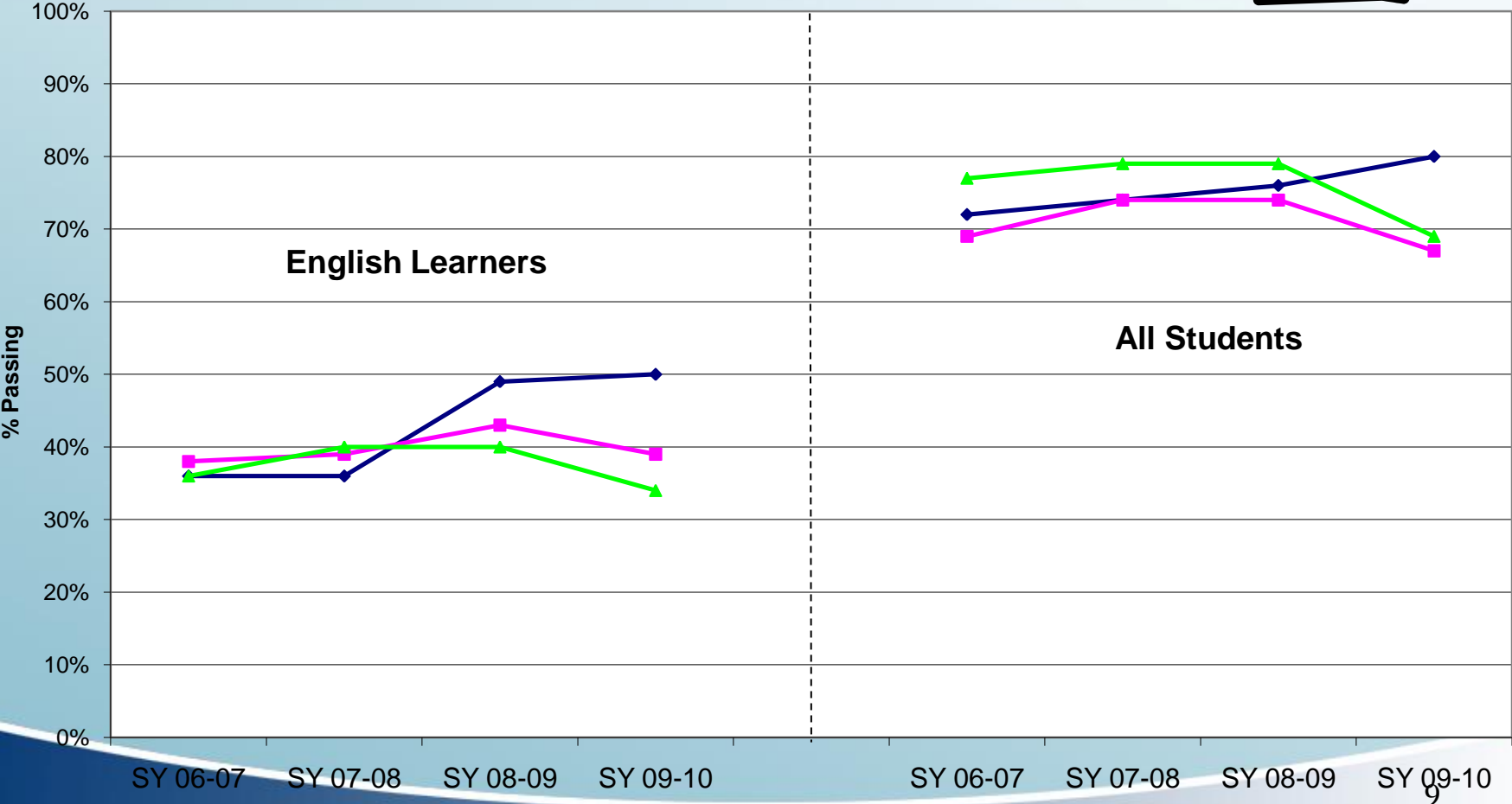
	English-Language Arts Target 44.5 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 43.5 % <u>Met all percent proficient rate criteria? Yes</u>				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method
<b>GROUPS</b>										
<b>LEA-wide</b>	866	423	48.8	Yes		864	450	52.1	Yes	
African American or Black (not of Hispanic origin)	13	9	69.2	--		13	11	84.6	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	770	350	45.5	Yes		768	379	49.3	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	73	55	75.3	--		73	53	72.6	--	
Socioeconomically Disadvantaged	503	185	36.8	No		500	222	44.4	Yes	
English Learners	481	174	36.2	No		477	210	44.0	Yes	
Students with Disabilities	78	11	14.1	--		79	12	15.2	--	

**CUHSD**  
**CAHSEE English Language Arts Proficiency**  
**by Language Categories**  
**SY 2005-06 to SY 2008-09**



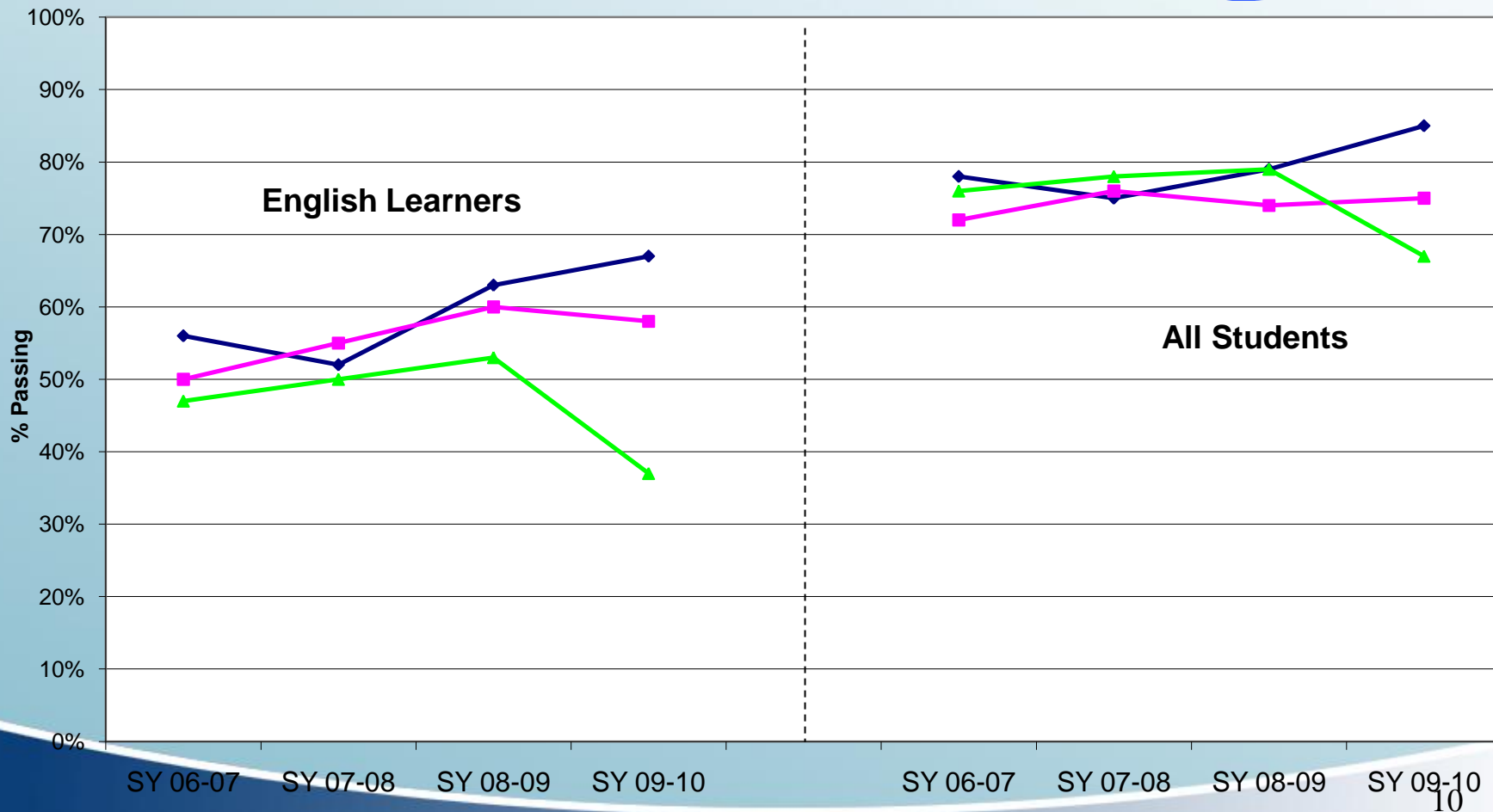
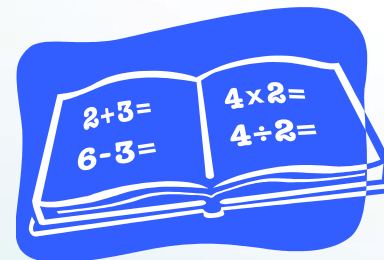


**CUHSD  
CAHSEE Passing Rates  
English Language Arts (Combined) Grade 10**



◆ CUHSD   
 ■ Imperial County   
 ▲ California

CUHSD  
CAHSEE Passing Rates  
Mathematics (Combined) Grade 10

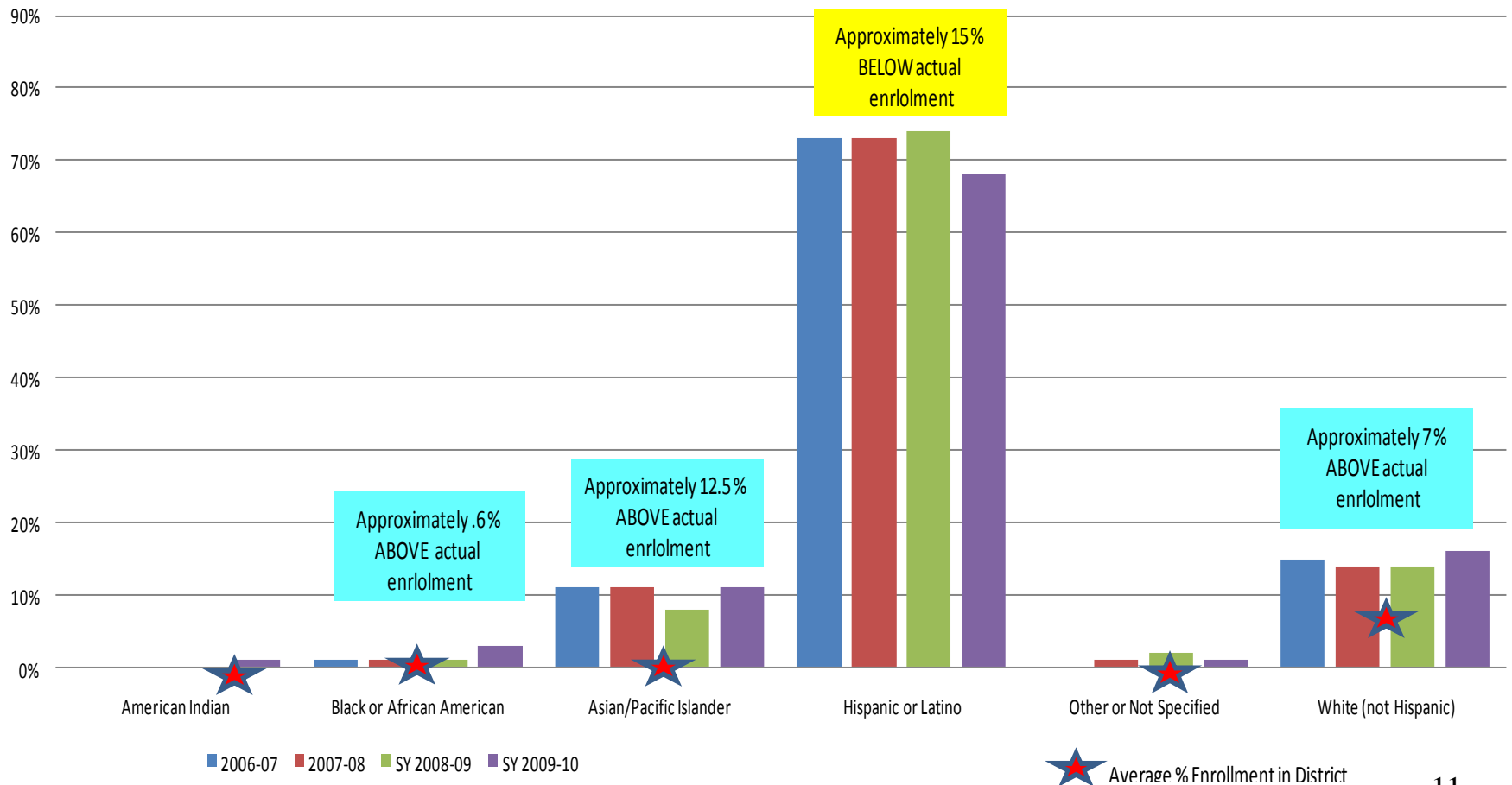


CUHSD Imperial County California

# CUHSD

## Advanced Placement Enrollment Compared to Average Enrollment by Ethnicity

SY 2006-07 to 2009-10

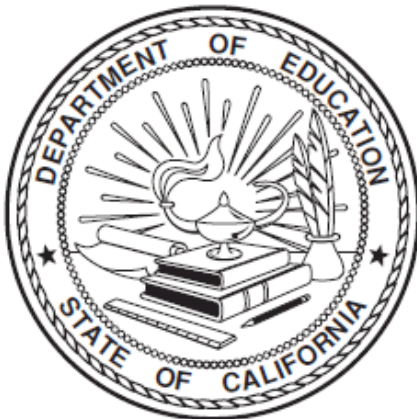


# English Language Proficiency Data

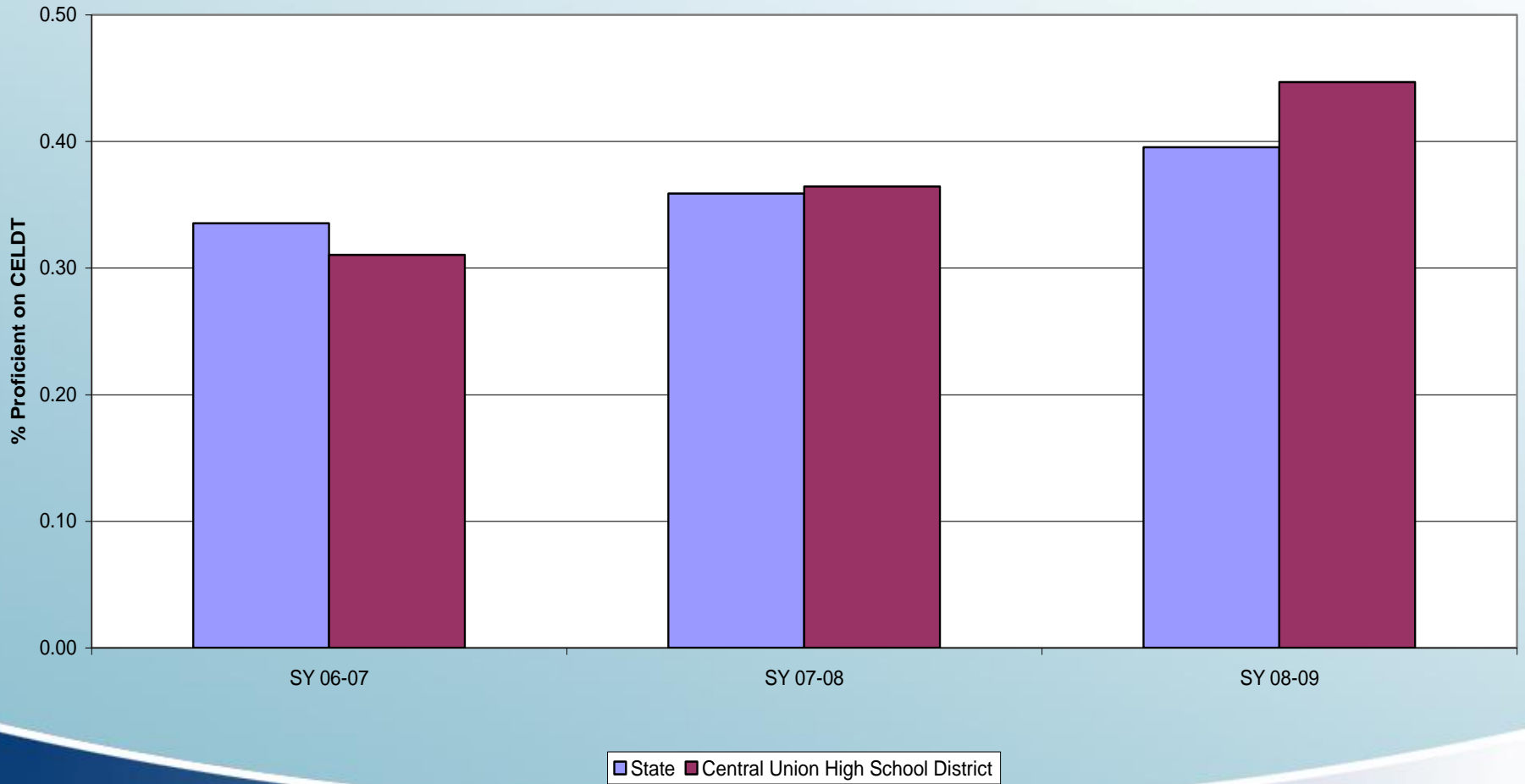
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## California English Language Development Test (CELDT)

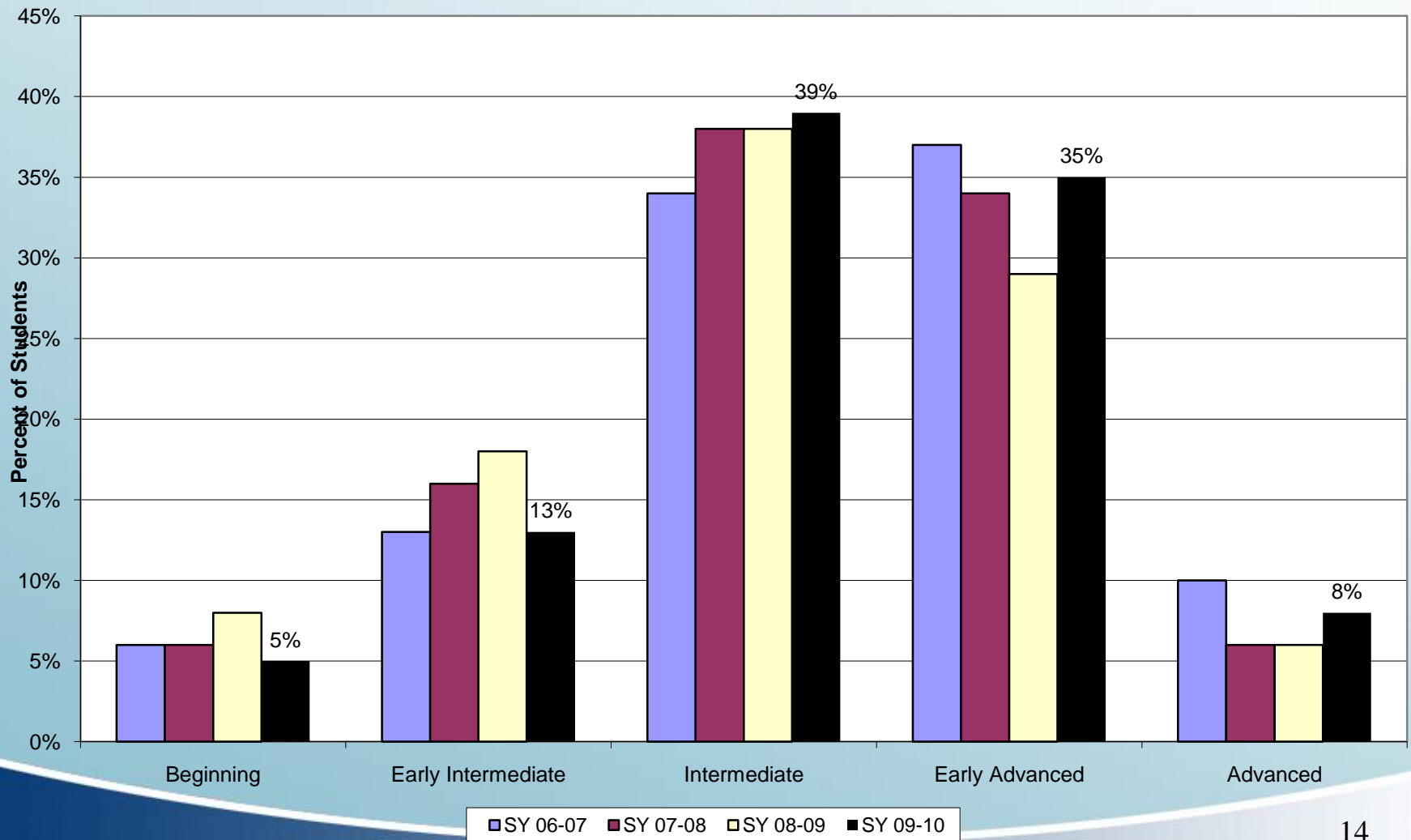
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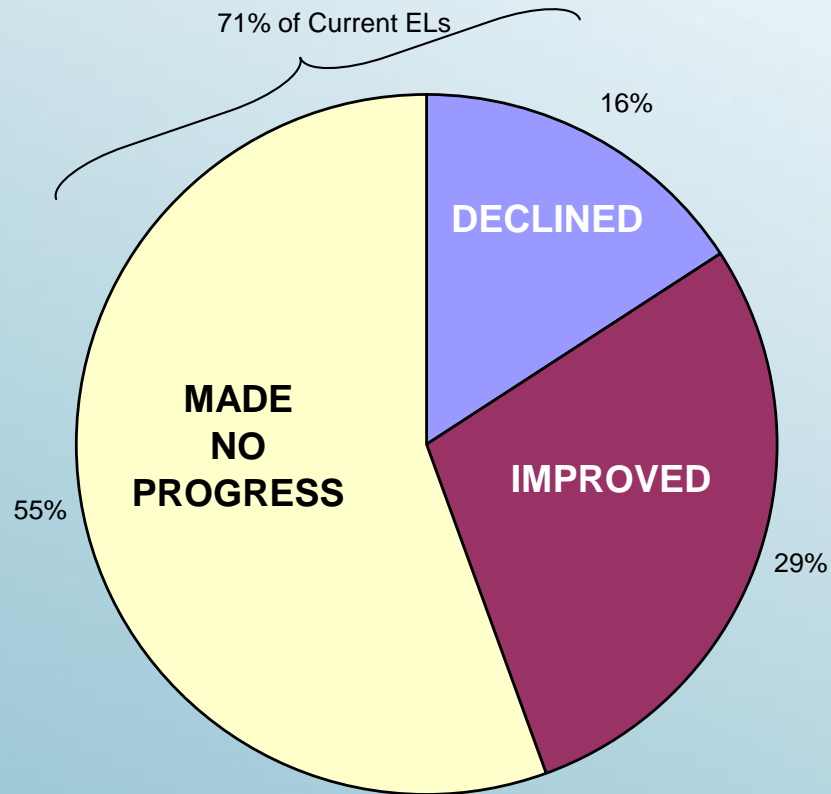
**CUHSD**  
**Percent of Students Meeting CELDT Criterion for English Proficiency**  
**SY 06-07 to SY 08-09**



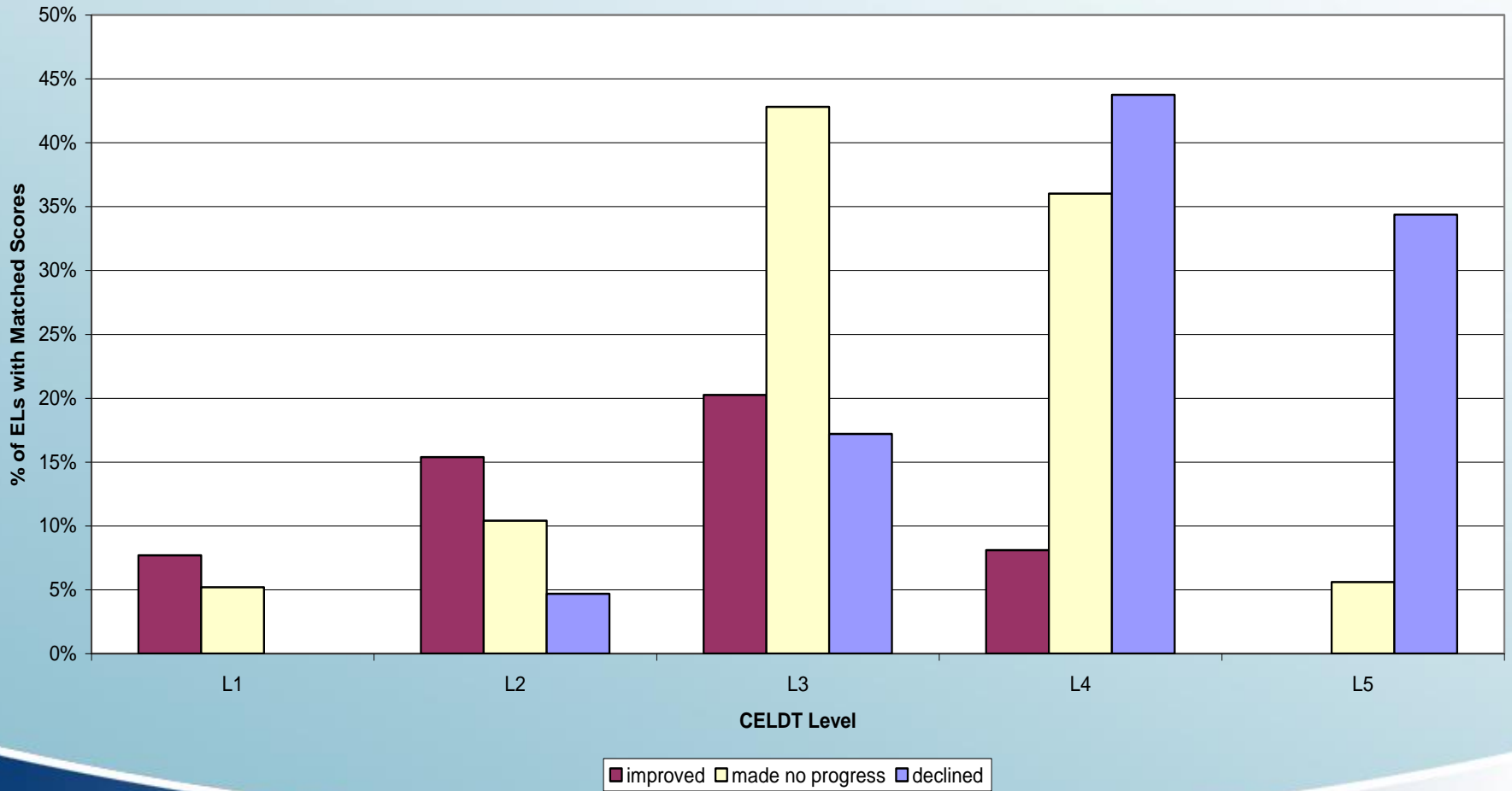
## CUHSD CELDT Levels SY 2006-07 to SY 2009-10



**CUHSD English Language Development over 2 years  
2008-09 and 2009-10  
Matched Students with 2 years of CELDT Scores  
Grades 9-12 (N=491)**

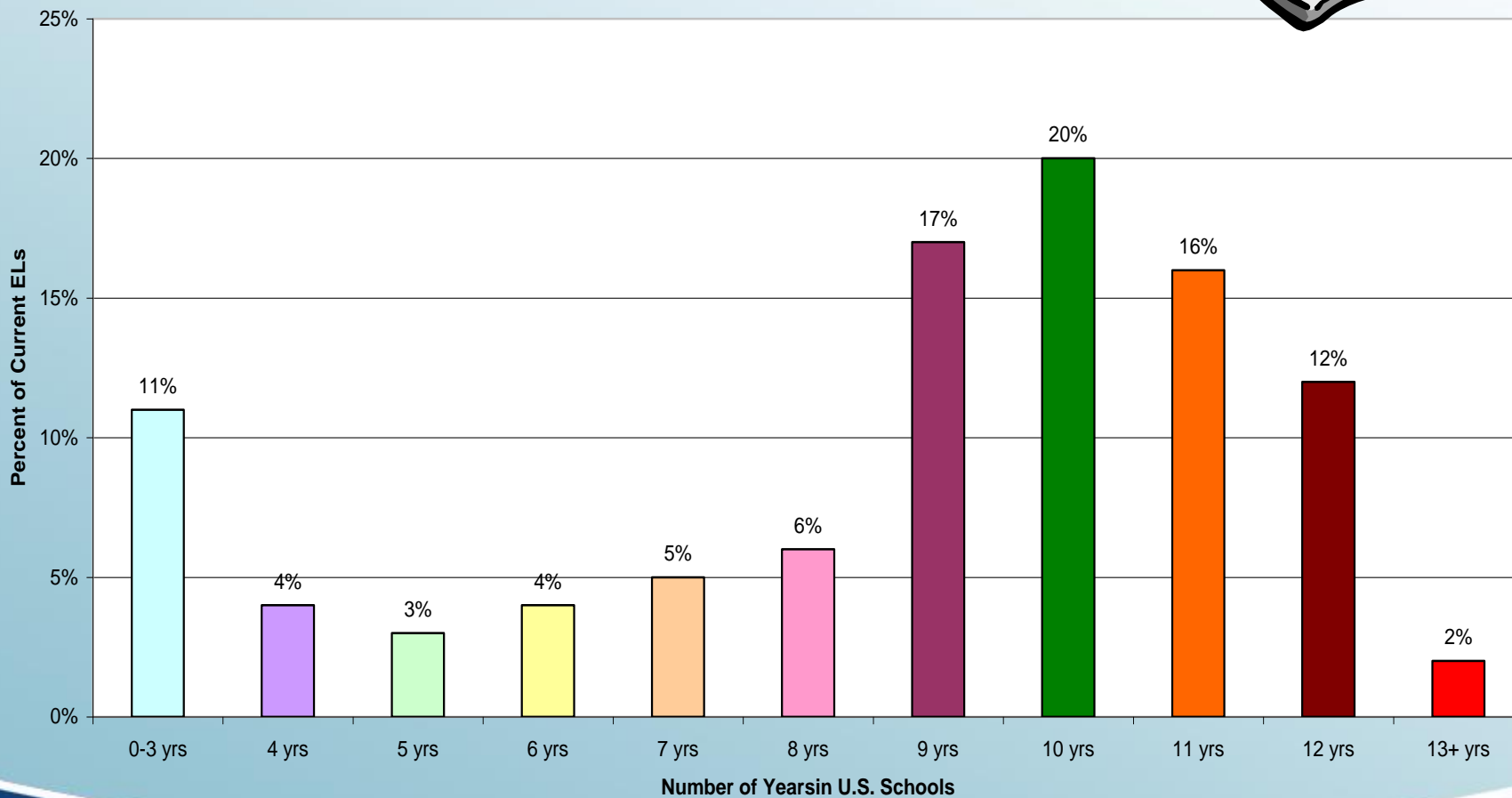
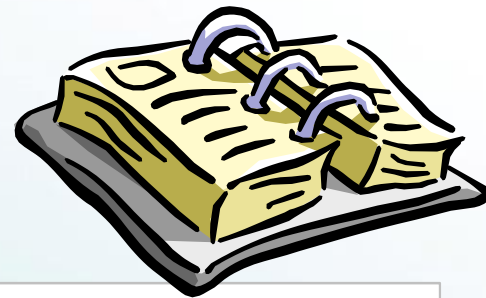


Who Makes Progress Learning English and Who Doesn't?  
CUHSD  
2007-08 to 2008-09

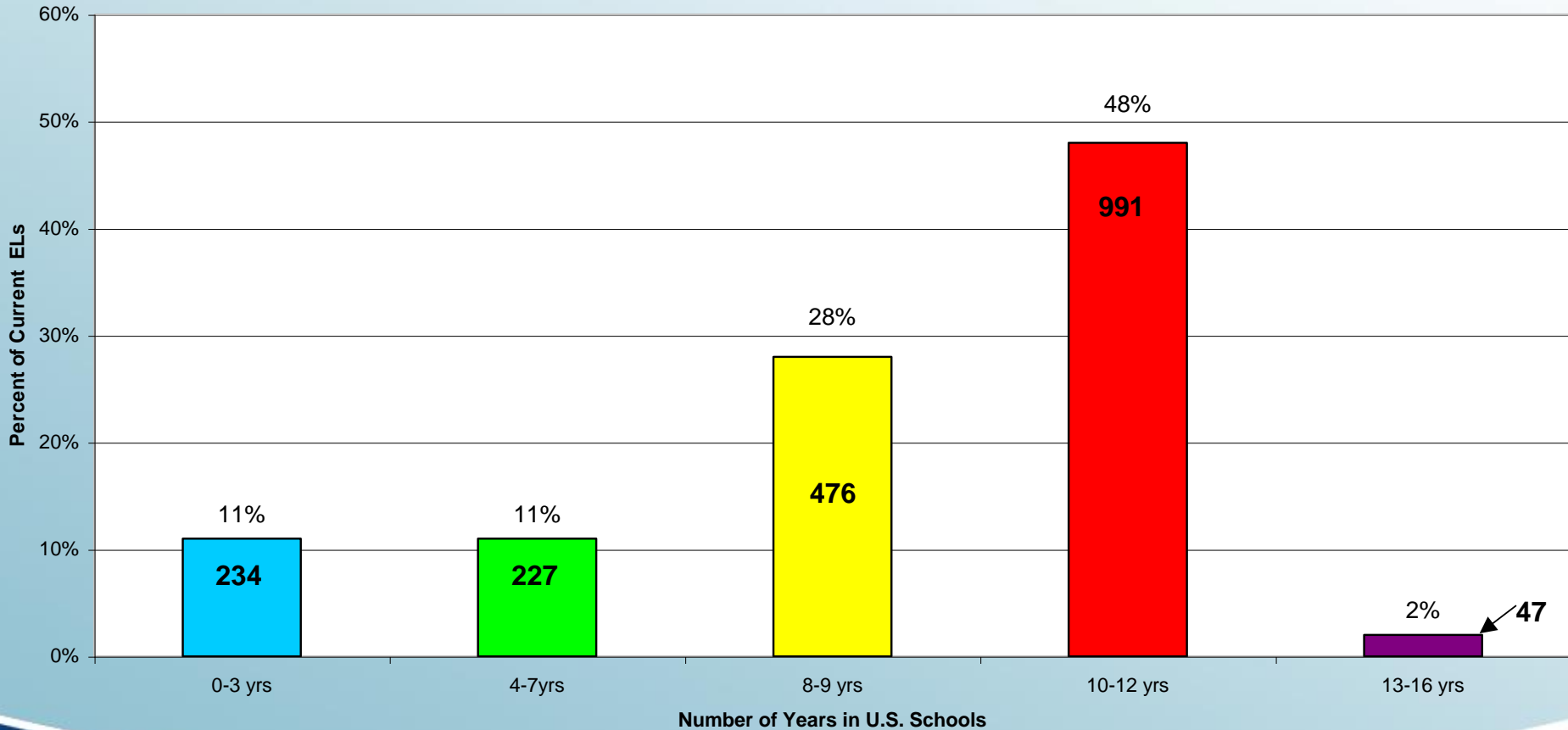




CUHSD  
How long have students been English Learners?  
SY 2009-10



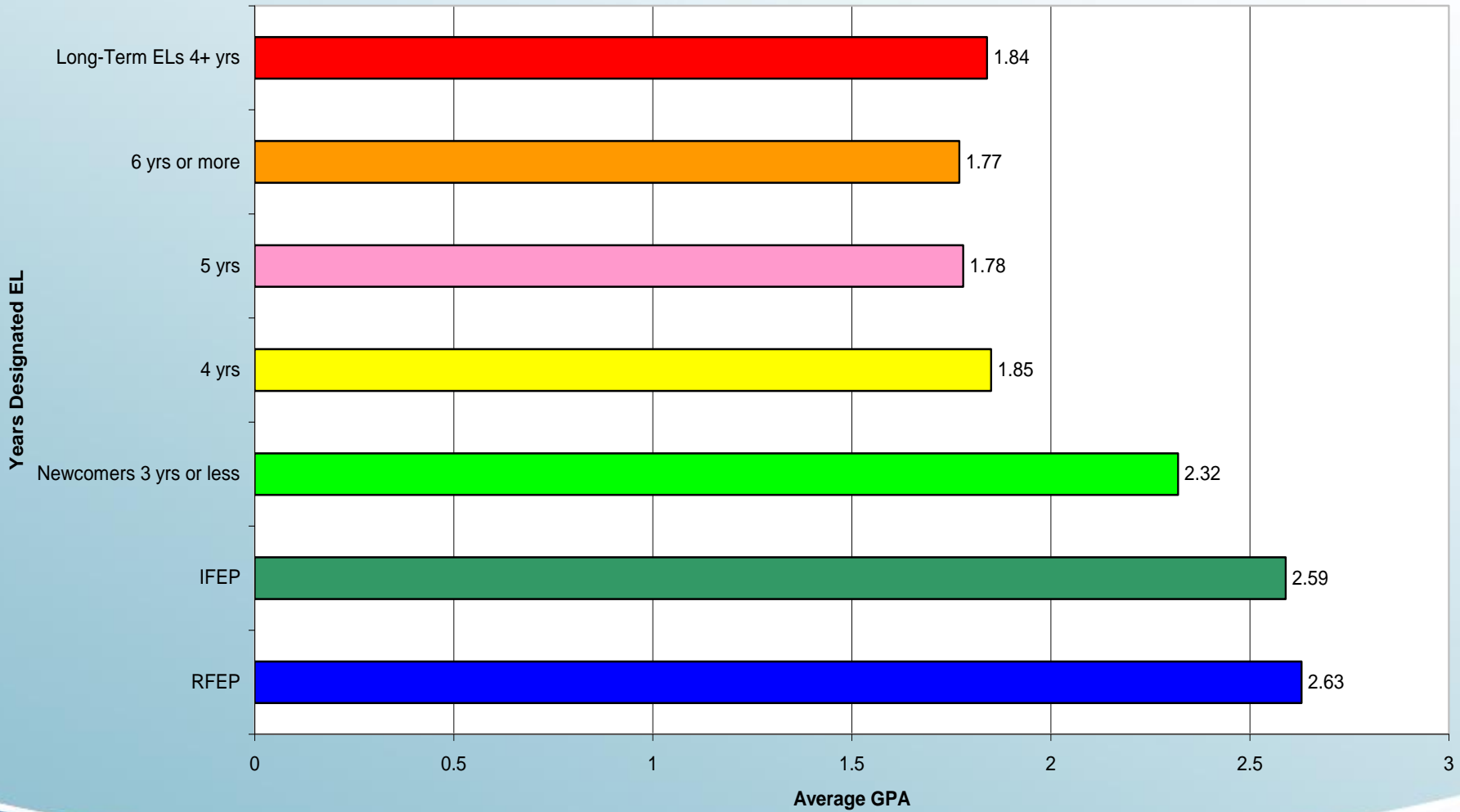
**CUHSD**  
**50 % of ELs have been ELs since Kindergarten**  
**SY 2009-2010**



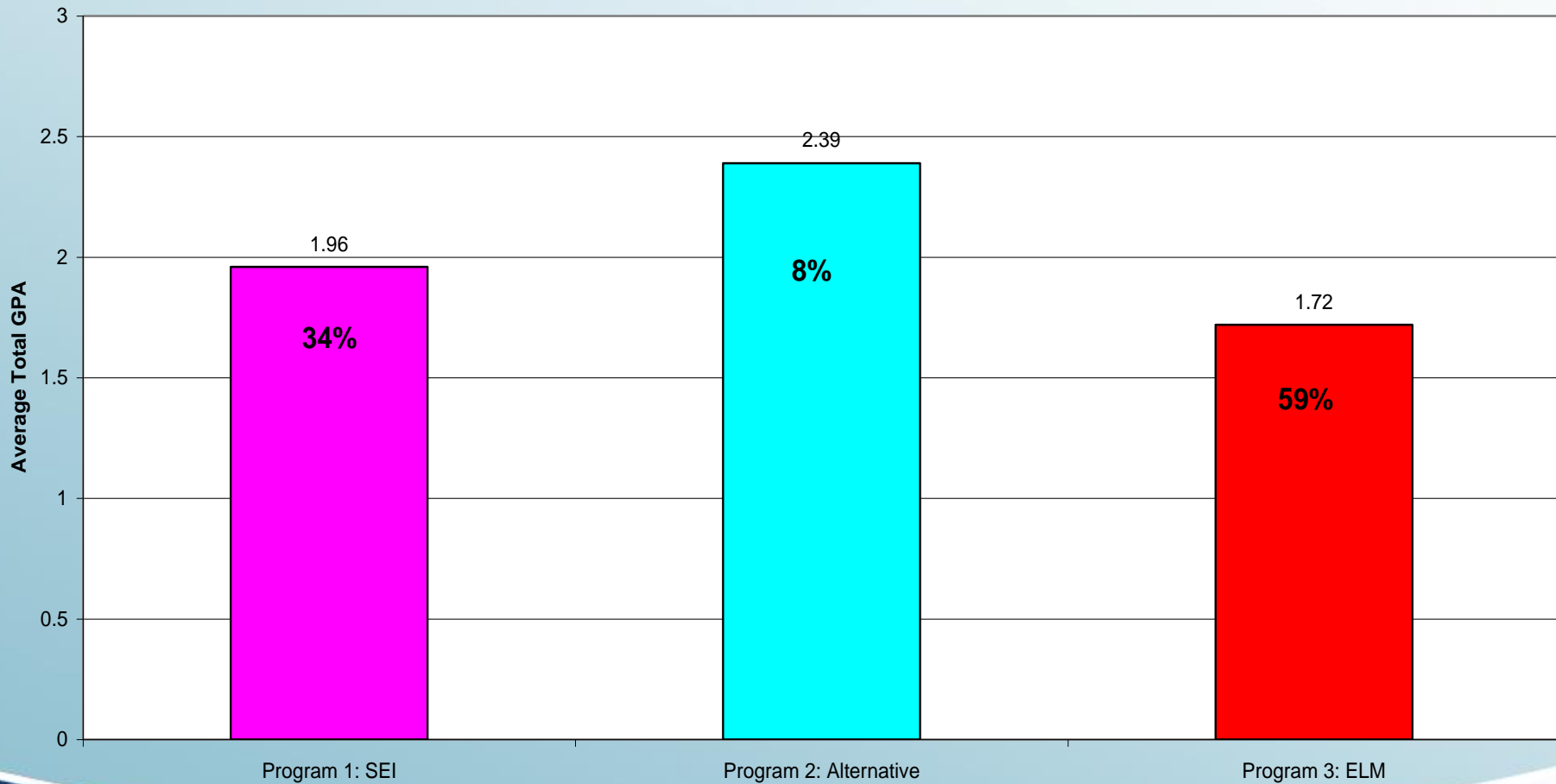
# Grade Point Average Data

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

### CUHSD Average GPA by years EL



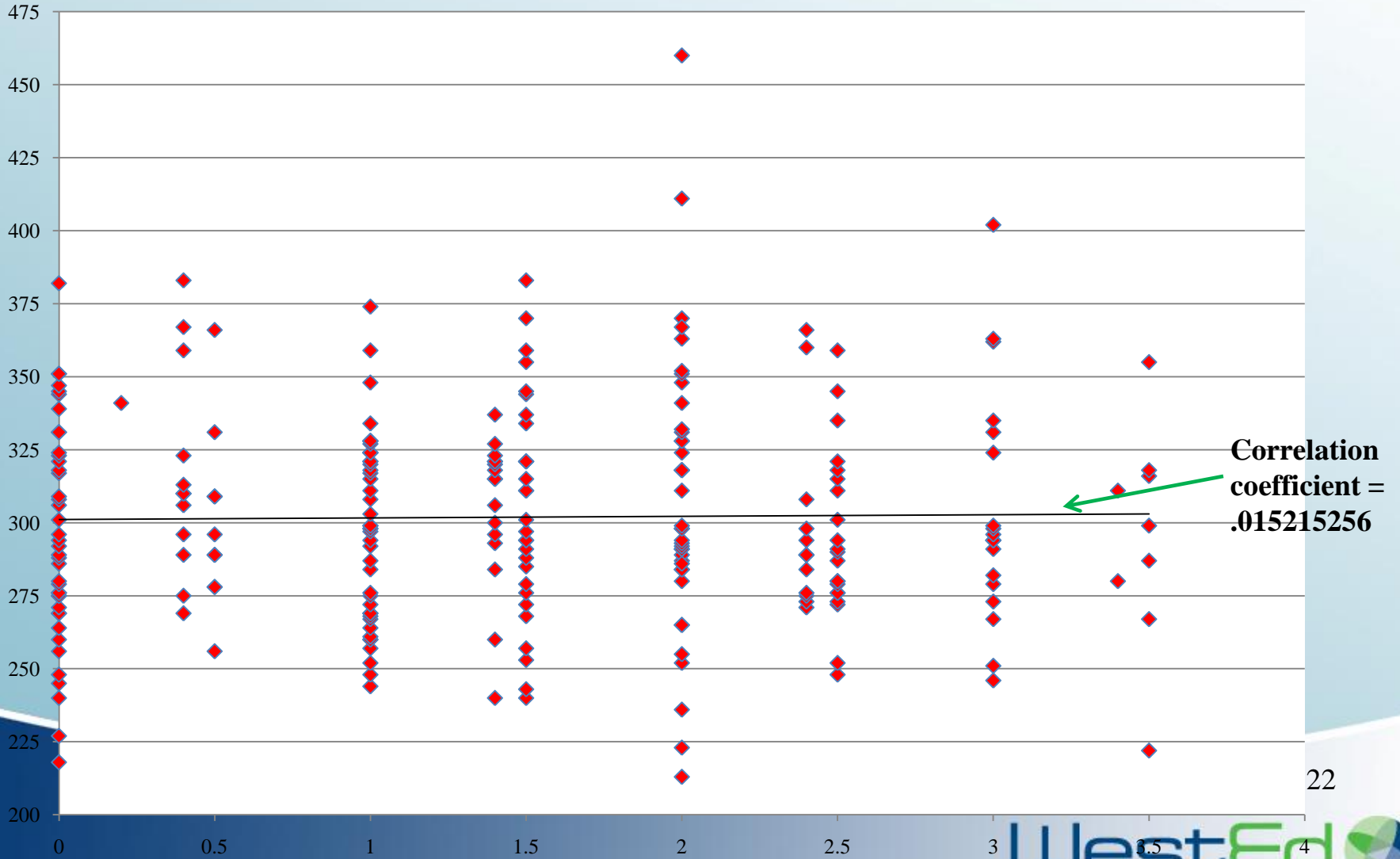
**CUHSD**  
**Average GPA by English Learner Program**  
**with % of ELs within each Program**



# CUHSD Spring 2010

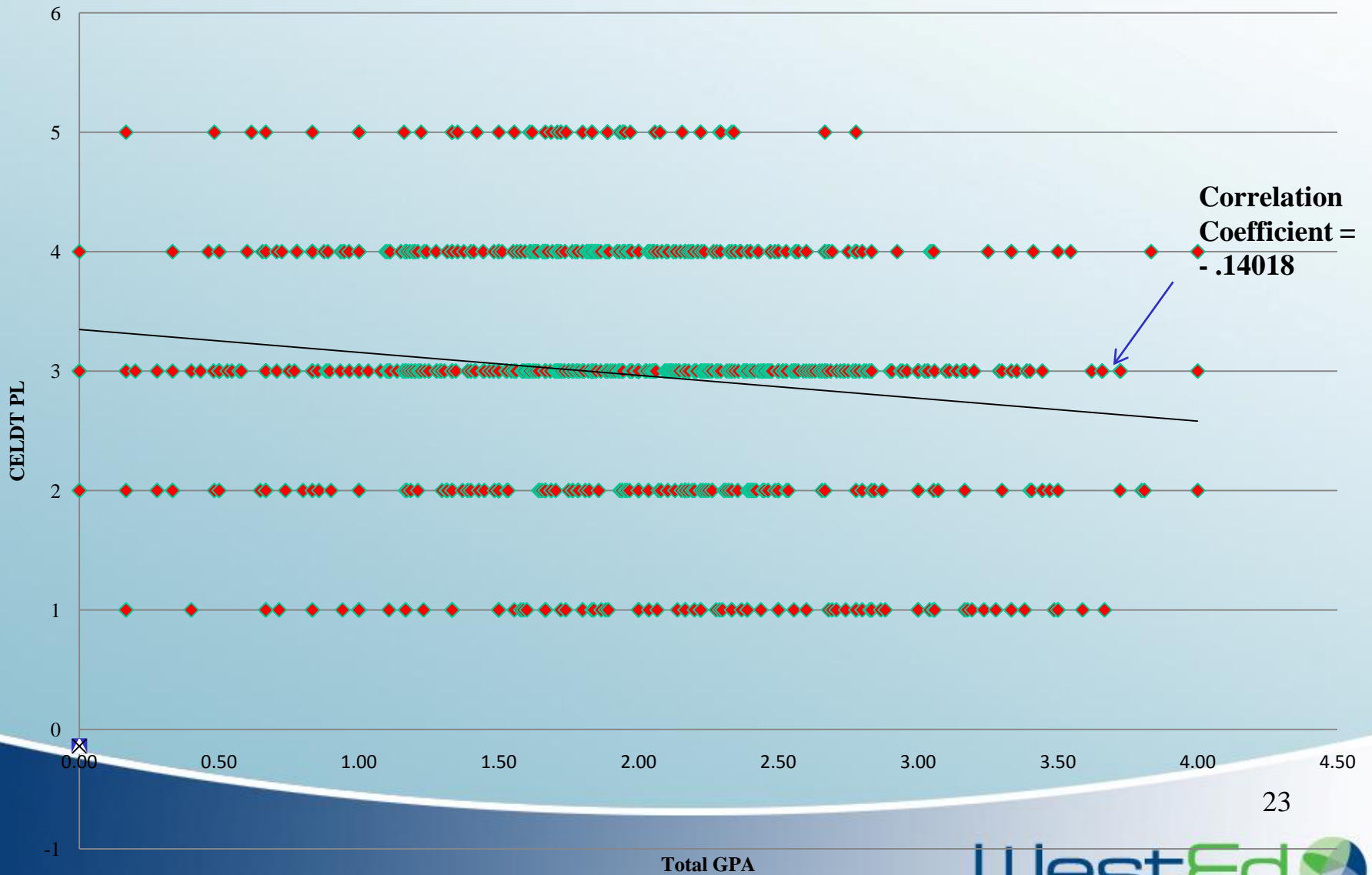
## Relation between 1st Semester English Grade and CST ELA Score

### Current Non-Redesignated ELs L4 and L5



# CUHSD Spring 2010

## Relation between CELDT Proficiency Level and Total GPA



# OBSERVATIONS



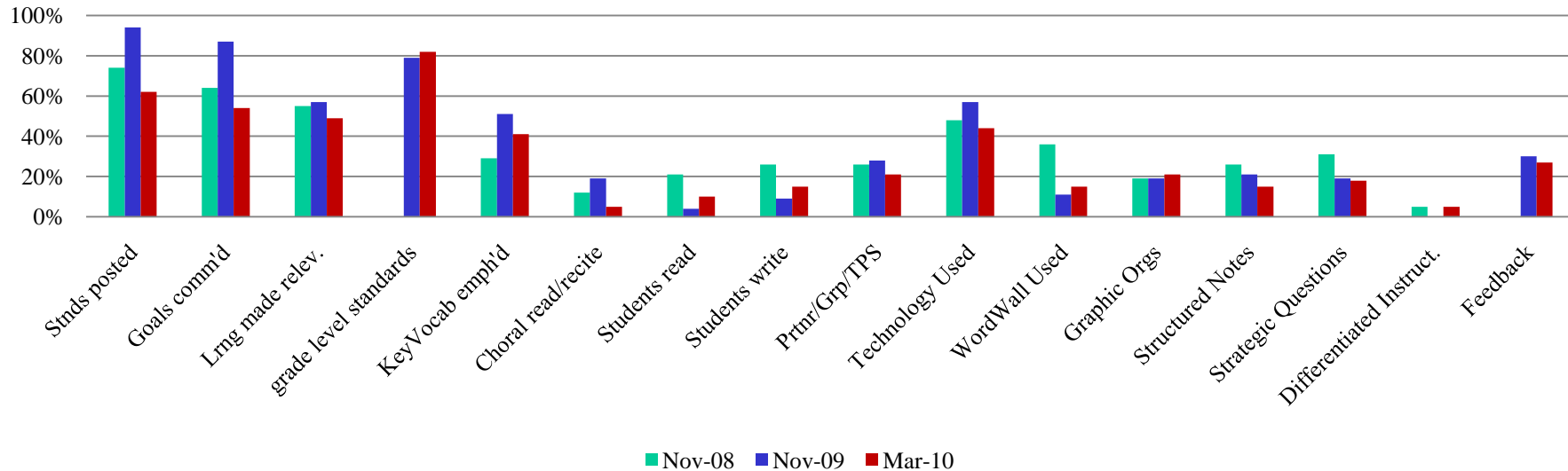
# CLASSROOM PRACTICES



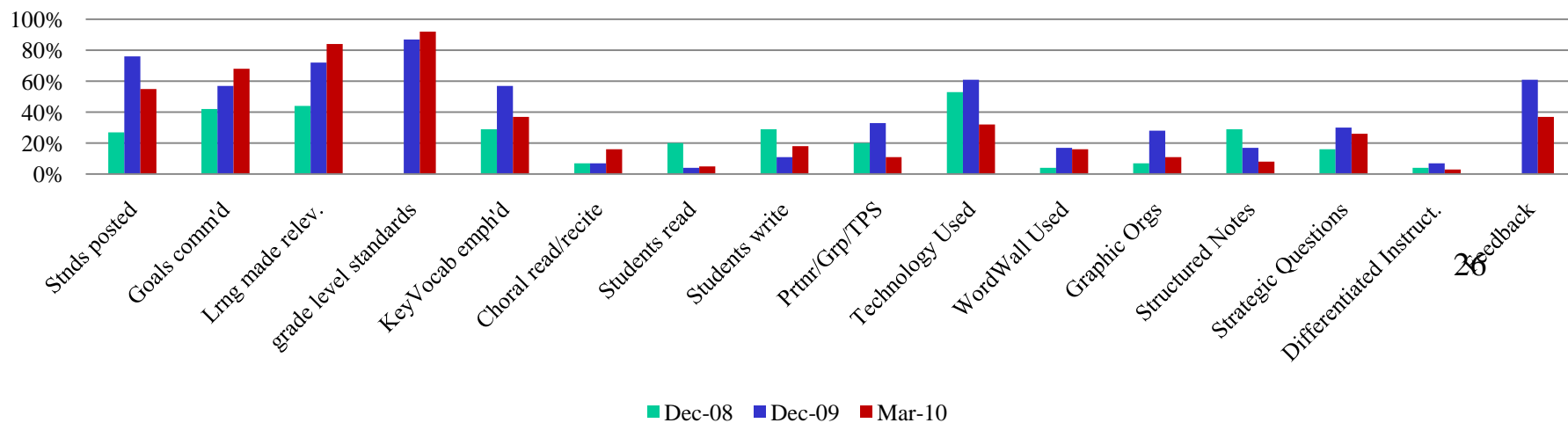
# Data in a Day (DiaD) Results

- Nov/Dec 2008
- Nov/Dec 2009
- March 2010
- Separate data for CUHS and SHS
- Not clear during which DiaD periods teachers were notified ahead of time

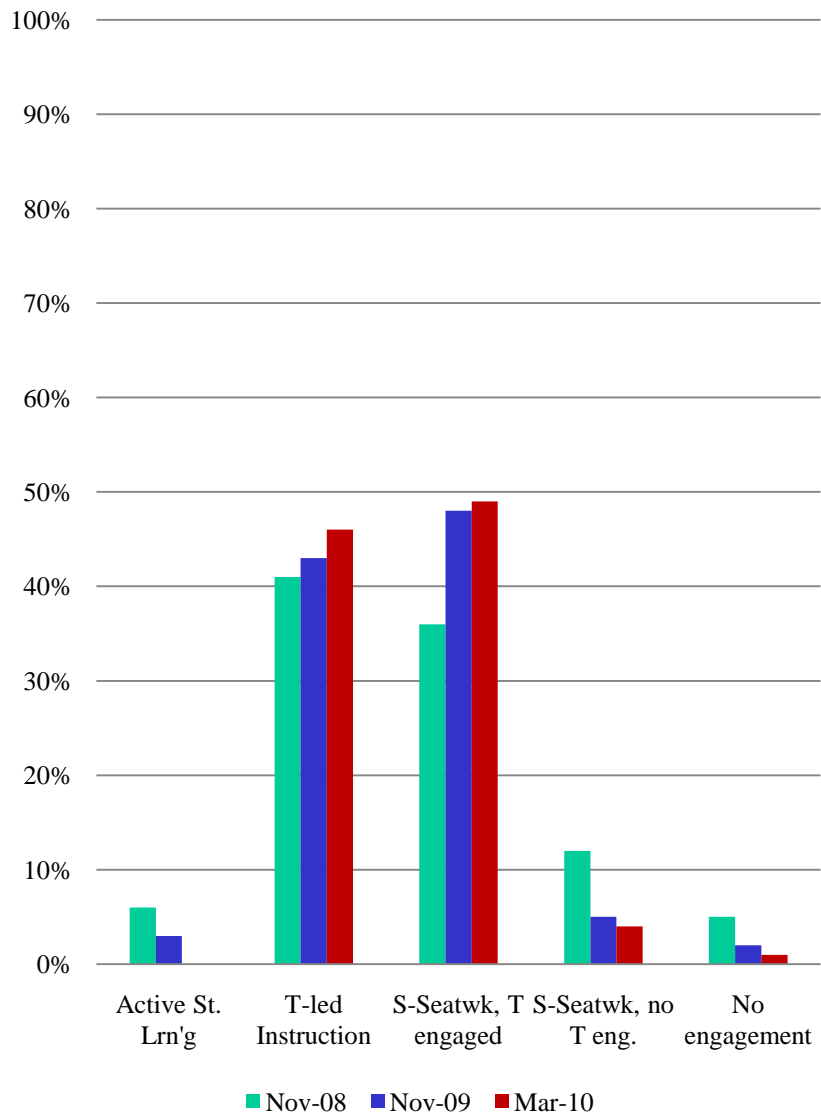
## CUHS DiaD Longitudinal Data Teaching Practices



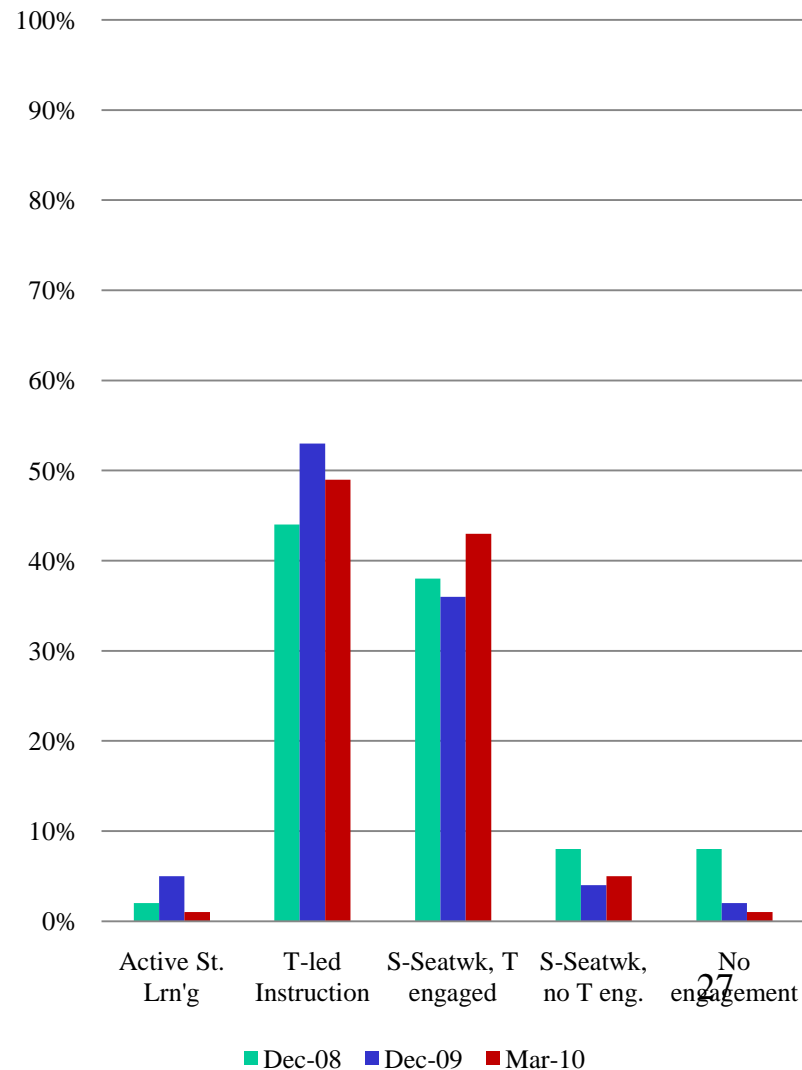
## SHS DiaD Longitudinal Data Teaching Practices



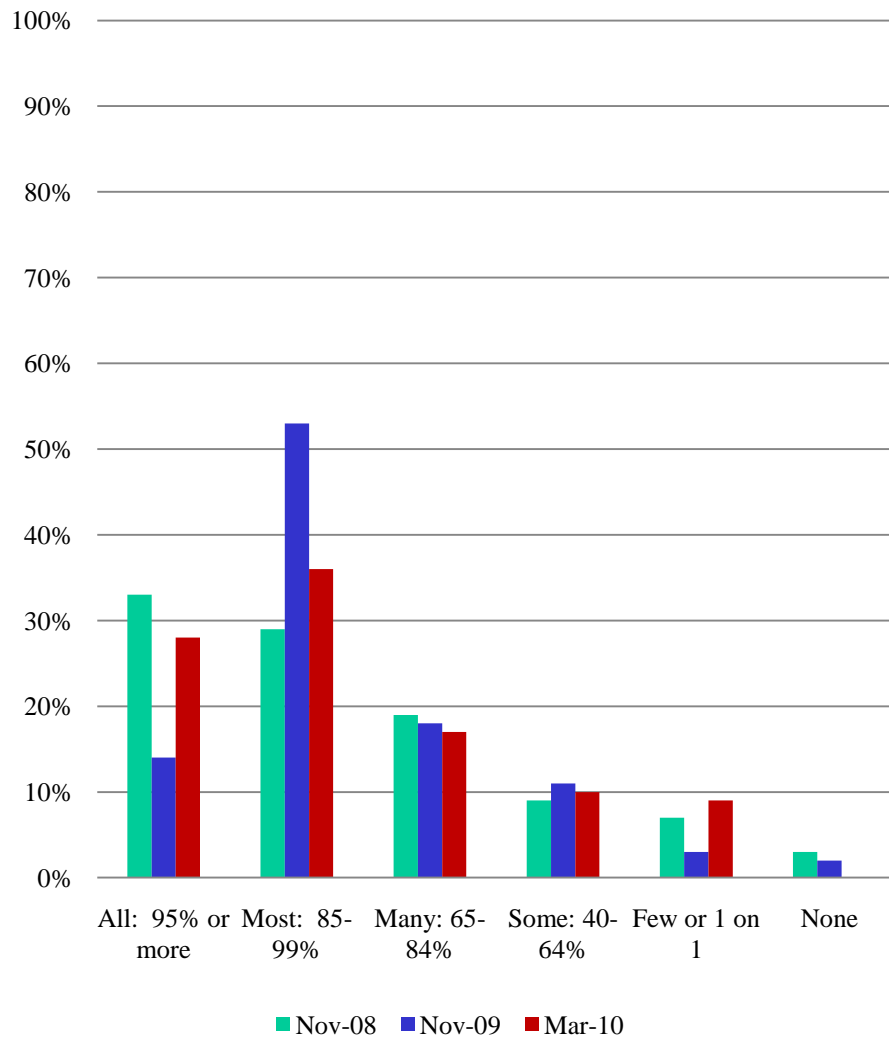
## CUHS DiaD Longitudinal Data Instructional Level



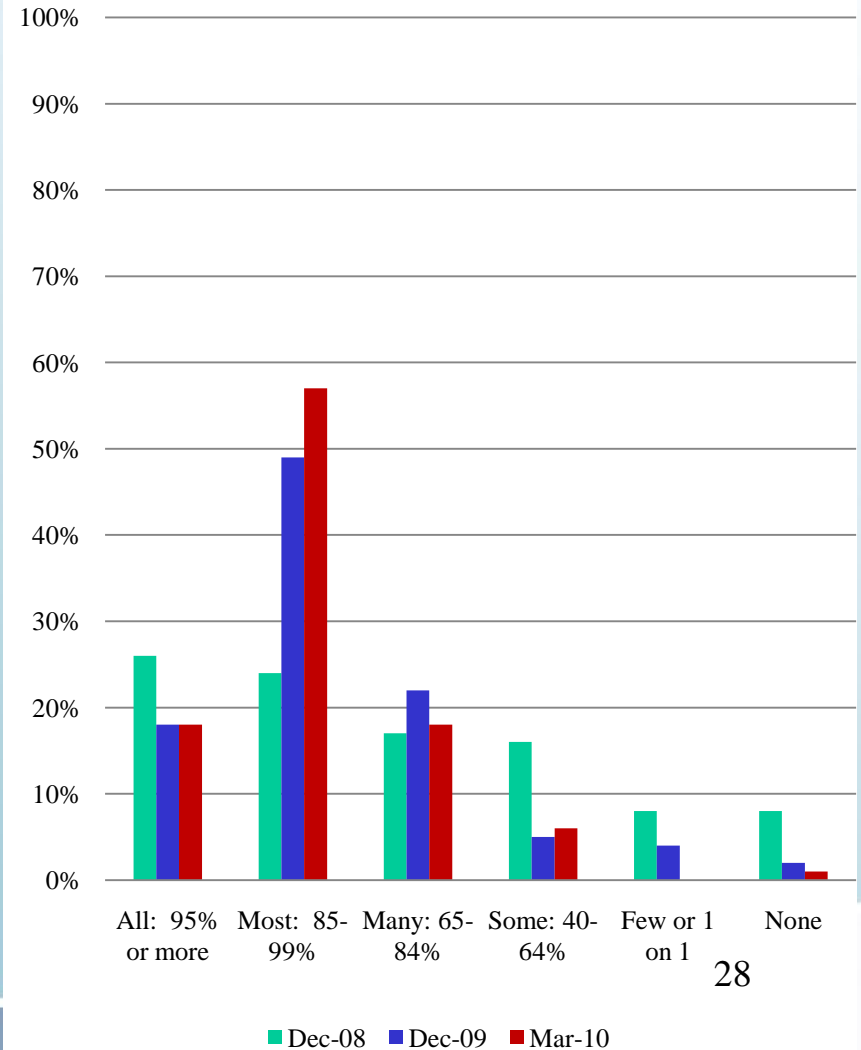
## SHS DiaD Longitudinal Data Instructional Level



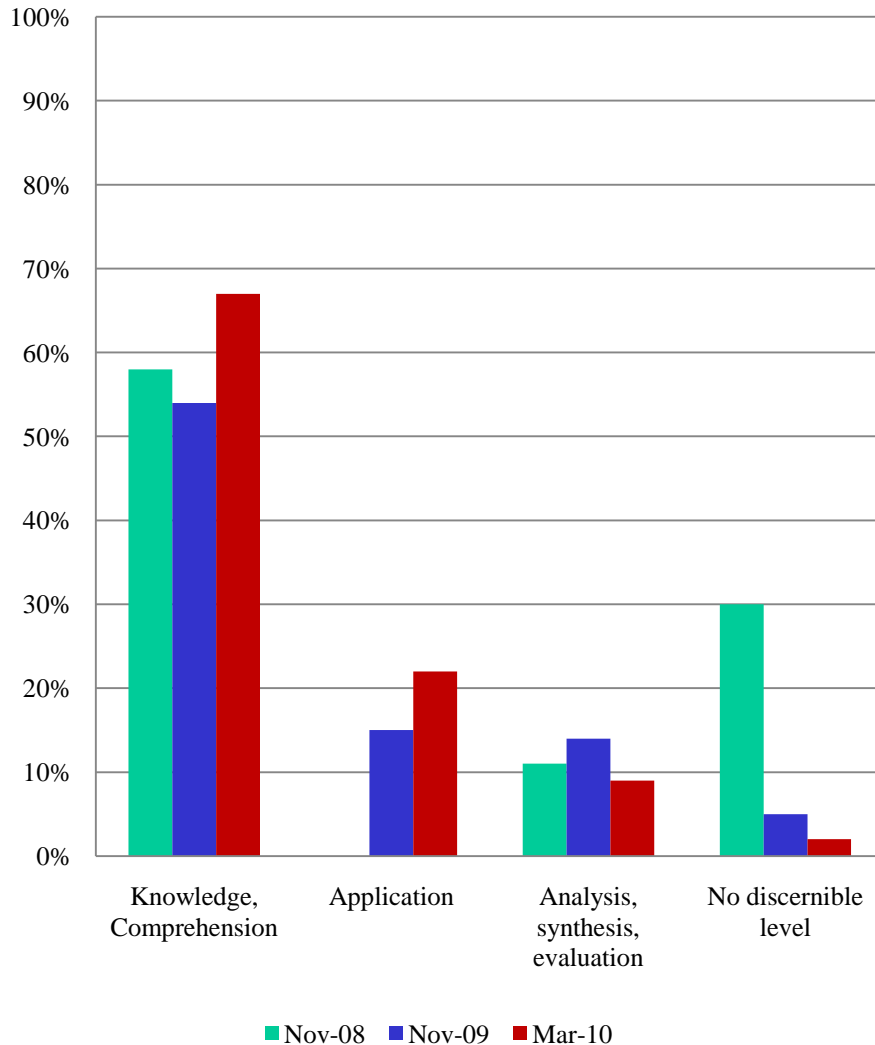
## CUHS DiaD Longitudinal Data Student Engagement



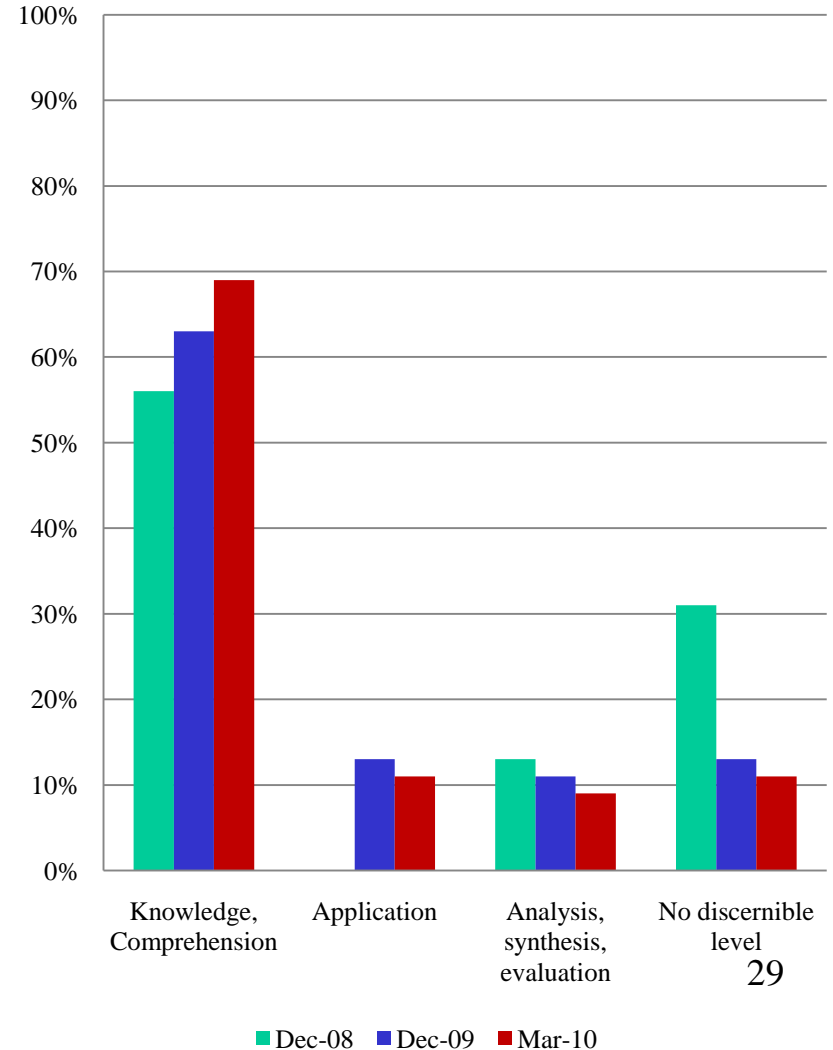
## SHS DiaD Longitudinal Data Student Engagement



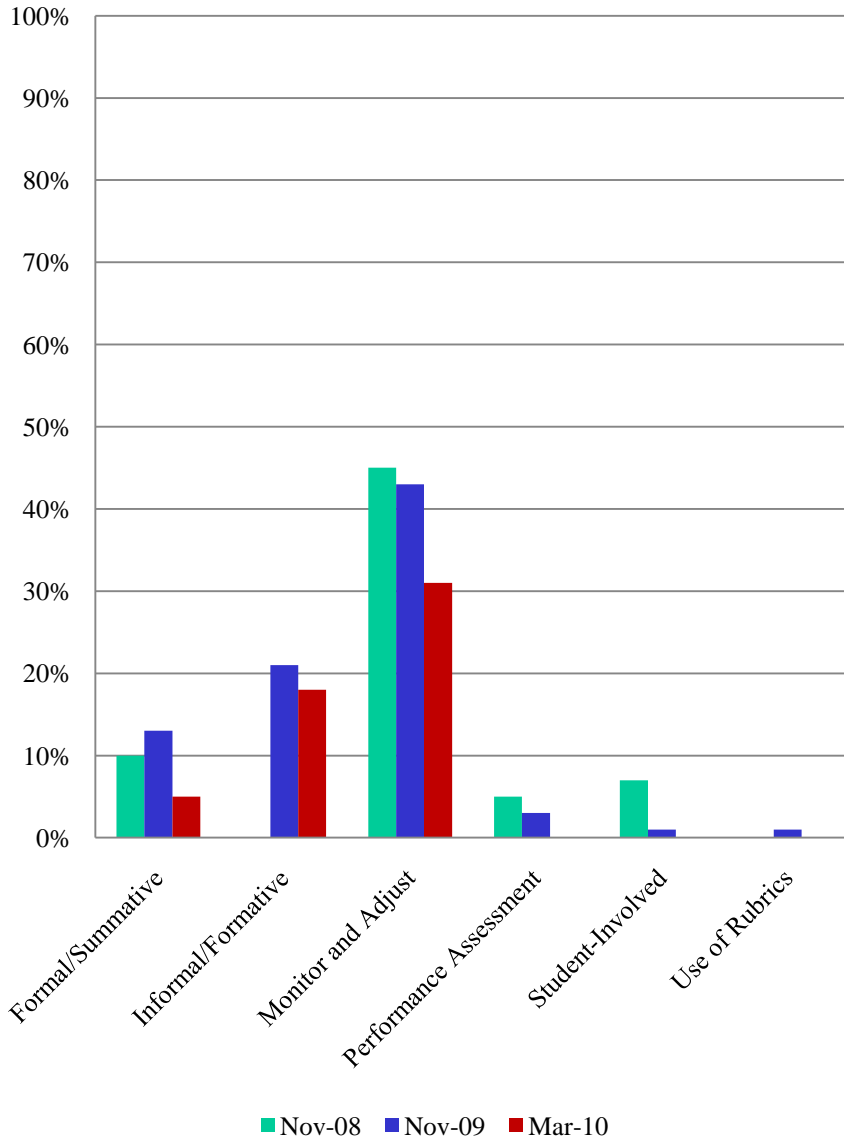
## CUHS DiaD Longitudinal Data Bloom's Cognitive Level



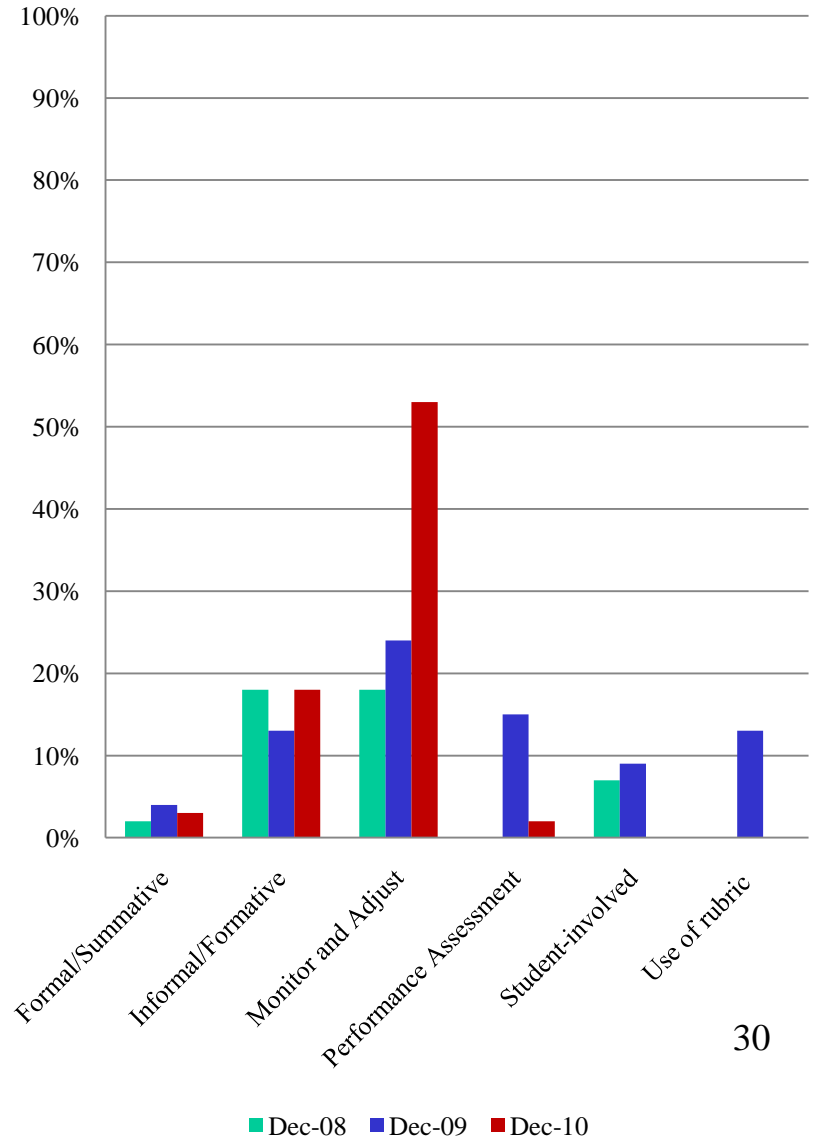
## SHS DiaD Longitudinal Data Bloom's Cognitive Level



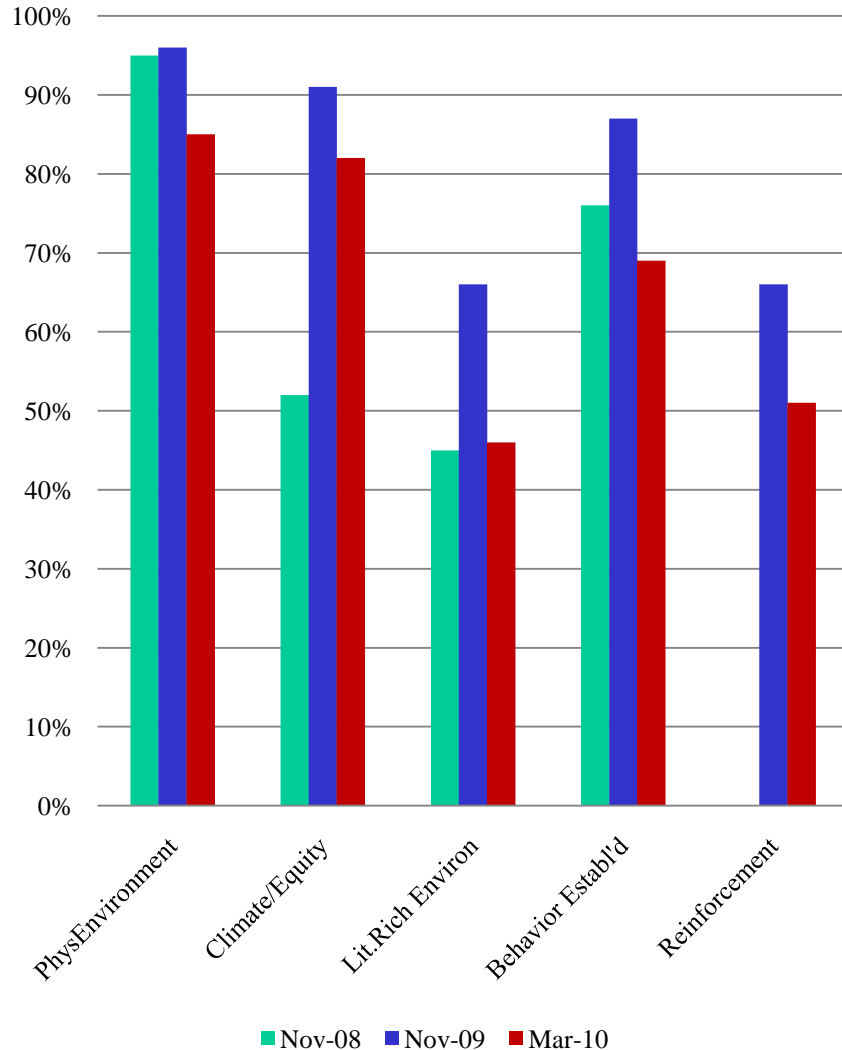
## CUHS DiaD Longitudinal Data Assessment Practices



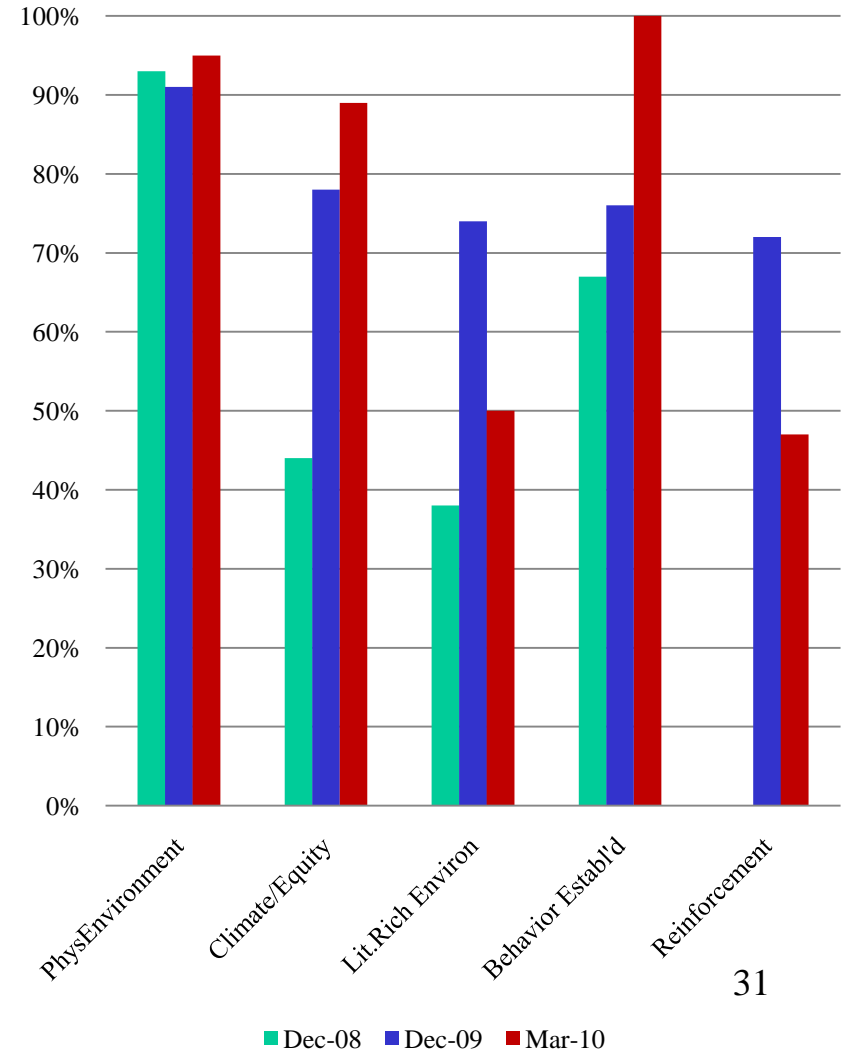
## SHS DiaD Longitudinal Data Assessment Practices



## CUHS DiaD Longitudinal Data Classroom Environment



## SHS DiaD Longitudinal Data Classroom Environment



# Researcher Observation Process

- Initial observations were made after teachers had been told that I would be coming around to observe. They knew the day and time.
- Final observations were made unannounced. The teachers did not know they were going to be observed nor that they would be observed by me.



# Hawthorne Effect

- Generally accepted psychological theory that the behavior of an individual or a group will change to meet the expectations of the observer if they are aware their behavior is being observed. For example,
  - If XYZ Company conducts a taste test and tells the subjects that XYZ Company produced beverage No. 1, most respondents will say they prefer beverage No. 1.
  - Similarly, if a test panel are told they are testing an appetite suppressant, they will begin to eat less.
- These are not true tests (observations).

# Discussions of Data with Teachers



# Language Development

Academic English Language Development/Intervention	Need 2 hours of English
	Structured grammar/language conventions
	Strategic/intensive classes
	Don't have reading skills
	Need more language
	Only 2% or less speak in class
	Kids need tools -how to read, how to write, reading different types of texts, speech, etc.
	Why remove ELs from ELD when they are in the middle of the road?
	Only 7% of ELs are receiving ELD
	Systemic problem - give kids more ELD
	Study skills, take tests, deconstruct texts, academic language
	Need more CAHSEE prep classes
Spanish for Native Speakers	They don't have CALP (cognitive academic language proficiency) in Spanish or English
	Literacy skills in first language are not developed
	Research shows that students who develop literacy skills in their first language transfer those skills to their second language
	Research shows that SNS classes raise students' self esteem and they perform better in English

# Focus on Teaching Content

Teaching content focus	Many teachers focus on content not language
	The primary focus of SEI classes is content
	The primary focus of ELD classes is language
	We teach content not students
	We focus on teaching not learning
	Content vs. standards focused; getting through the curriculum (book) is a hurdle
	Need to know what standards are truly essential, create pacing guides and curricula that reflect these
	Content classes need to also have a language focus, coordinated across school
	Focus on client (student); see if we met their needs; if we taught but they didn't learn, it is our fault
	Take basic English skills from CELDT and CAHSEE; dismantle as ethically as possible; identify the key essential skills; articulate with feeder schools; spiral key skills; make sure we implement these skills across the curriculum; expect students to use these skills.
	Teach specific test-taking skills (e.g., types of questions and language)
	All teacher should teach these skills
	So much stress on (all) standards that we've forgotten the kids need literacy skills
	Pressure to meet (all) standards; teaching breadth

# Instruction

Instruction	SEI and Mainstream classes with ELs have large groups and cannot focus on specific individual needs of ELs
	Perhaps teachers not properly trained to teach SEI/SDAIE
	Some teachers are not doing their jobs
Tracking	Tracking doesn't work
	It causes a real problem with behavior
	Students are comfortable with their peers because they are always together
	They crack jokes and lots of talking in Spanish
Self-fulfilling prophecy	Many teachers have low expectations for students
	Because ELs cannot read , teachers do not ask them to read; teachers read aloud or use recordings of literature
	Because they cannot write , teacher do not ask them to write
	Some teachers are prejudiced
	Low achievers have low self esteem which leads to more low achievement (negative spiral)
Rigor	Students need complex instruction not dumbed down
	We need higher expectations not so many safety nets
	There is no relevancy in courses in mainstream classes
	Need rigor; make students' time worthwhile with tangible results

# DATA

Data Teams	We need to know what ELs need in order to give it to them
	Don't have enough diagnostic information
	Need ELD/AELD diagnostic and benchmark exams
	Need to be able to access lists of students by class period with CELDT, CAHSEE, etc.
	Data Director focuses on Multiple Choice tests, not on writing assessment; we need both.
	Teachers need time to analyze data.
	Look to subtests of CELDT to find weaknesses
	Give writing assessments to ELs in first two weeks of school, determine language needs by analyzing their writing and place students in appropriate AELD classes.

# Counseling

Counseling/mentoring	Need consistency in discussing college/after high school goals with students
	Students need an adult to mentor them
	Every EL needs to be held accountable and responsible for making progress
	Use contracts with students

# Findings – Achievement

- CUHSD usually has a higher CAHSEE passing rate than the county or the state.
- CUHSD CAHSEE passing rates are increasing.
- The increase in passing rates is mostly due to increases made by RFEP students.
- Although over the years more ELs are passing CAHSEE, there are still large gaps when compared to the rest of the CUHSD student population.
- Advanced Placement classes are over-enrolled with White (not Hispanic) and Asian/Pacific Islander students and under-enrolled for Hispanic students.
- Only 56 EL students have taken AP classes over the past 3 years. The majority (68%) are enrolled in Spanish Language, some (23%) in Spanish Literature and very few in Biology or European History (9%).
- QUESTION: How many of the 56 EL AP students were Newcomers? How many were long-term ELs? How many were RFEP? How many were IFEP?

# Findings – English Language Development

- Many ELs are in the lower CELDT levels.
- Most ELs are in the Intermediate/Early Intermediate not proficient range.
- Most ELs in Intermediate and don't move.
- Approximately  $\frac{3}{4}$  of ELs don't make progress in ELD. 71% of ELs did not make progress in English from SY 2008-09 to SY 2009-10.
- Higher levels on CELDT but not yet proficient are regressing.
- 50% of current ELs have been ELs since K.
- ELs are not meeting ELA proficiency on CAHSEE.



# Findings – ELD (continued)

- When CUHSD students reach CELDT Intermediate (Level 3) they are placed in SEI or Mainstream classes. (Are they different?)
- ELs at the Intermediate level no longer receive ELD services.
- The US Justice Department has indicated that ”all English-language-learner students have the right to appropriate language-support services until they achieve English proficiency...”

# Findings - GPA

- GPA has no relationship to language proficiency nor academic reading and language arts skills
- EL grades appears to be related to whether they have formal ELD courses in high school.
- GPA goes down the longer ELs stay ELs
- Students in program 3 (ELM) have the most academic trouble.

# Findings - Observations of Instruction

## STRENGTHS

- Most teachers had standards posted.
- Most teachers communicated standards to students.
- Most instruction was grade-level aligned.
- Almost all classrooms were calm, caring environments where students were treated equitably and behavior was under control.

# Challenges

- **Most** instruction was **teachers-led**.
- Approximately 50% of the observations showed students are engaged in **seatwork**.
- Most students appeared to be **engaged** during **DaiD** observations.
- Many students appeared to be **disengaged** in **researcher** observations.
- The **cognitive level** in classrooms was predominantly at the **most basic** – the knowledge and comprehension level.
- Use of the **highest cognitive level** - analysis, synthesis, and evaluation - **decreased** over the years.

# Challenges (continued)

- Only **some** teachers assess their students' learning through **monitoring and adjustment of instruction** (~36%)
- **Few** teachers used **informal/formative assessment** (~20%).
- Most of the observations found that classroom were **not literacy-rich nor** were most **students' actions frequently acknowledged nor frequently reinforced.**
- There is little if **no difference between lessons in mainstream classes and those taught by SEI teachers.**
- **Most** of the effective teaching practices have **not been adopted** by most of your faculty

# Recommendations



# Recommendations

1. Provide additional CAHSEE prep courses for EL students in grades 10 – 12.
2. Provide additional Advanced AELD courses for long-term ELs (Level 3+) to teach academic (reading and writing and oral performance/debate) until long-term ELs are no longer classified as EL.
3. Provide Spanish for Native Speakers courses to all long-term ELs to improve CALP.

# Recommendations

4. Revise processes used for enrolling Hispanic and EL students in AP Courses so that AP Enrollment becomes equitable with the ethnic distribution of students.
5. Focus on student engagement in cognitively demanding talk, reading, and writing in your instructional practices.



# Recommendations

6. Analyze the language demands of the CAHSEE and CELDT. Develop essential standards in ELA using this data. Develop pacing guides and curricula to go with the essential standards.
7. Institute writing assessments for all ELs in the beginning of each semester.
8. Analyze the writing assessments for English language difficulties.
9. Use this analysis to place students in AELD courses.

# Recommendations

10. Have teachers enter formative assessments (e.g., quizzes, writing assessments) in Data Director.
11. Provide an easily accessible data system for teachers.
12. The data system should include longitudinal CAHSEE and CELDT data (including domain scores) as well as language proficiency levels, years EL, absences, expulsions, suspensions, failures.

# Recommendations

13. Provide sufficient time for teachers to meet to discuss data, determine instructional placements and modifications, and share successes.
14. Eliminate GPA as a criteria for any academic decisions (e.g., AVID, AP, RFEP) until consistent standards-based grading procedures are implemented.

# Recommendations

13. Institute consistent standards-based grading procedures across courses across schools. Consider including a common end-of-course assessment in final grade.
14. Provide SEI instruction for all ELs, in as many content areas as possible.
16. Provide weekly individual counseling with the EL coordinator at each school for ELs that fail 1 or more courses each quarter.

# Recommendations

18. Institute weekly accountability/academic performance contracts for ELs with 1 or more failures per quarter. Contracts signed and commented on by parents, teachers and EL.
19. Ensure effective instruction through **consistent monitoring**.
  - Determine the minimum number of monitoring observations each teacher will need.
  - Schedule all district and school administrative staff to be in classrooms monitoring instruction all day.
  - Ensure that everyday an administrator in each school is monitoring instruction.

# Recommendations

## 19. Ensure effective instruction through **consistent monitoring** (continued)

- Meet with teachers to provide feedback.
- Schedule teachers for professional development demonstration sessions and other coaching activities.
- Provide professional development “refresher” and “first time” sessions for teachers as needed and follow up through monitoring changes in teacher instructional behavior.

# Recommendations

20. Provide SEI (SDAIE) professional development and follow-up coaching with feedback to all SEI teachers.
21. Use the Concerns-Based Adoption Model for all school improvement activities.

# Concerns-Based Adoption Model (CBAM)

## Managing Change through “Stages of Concern”

CBAM is a conceptual framework that describes, explains, and predicts probable teacher concerns and behaviors throughout the school change process .



## CHANGE:

- Is a *PROCESS*, not an event
- Is made by *INDIVIDUALS* first, then institutions
- Is a highly *PERSONAL* experience
- Entails *DEVELOPMENTAL* growth in feelings and skills

# INTERVENTIONS MUST BE RELATED TO:

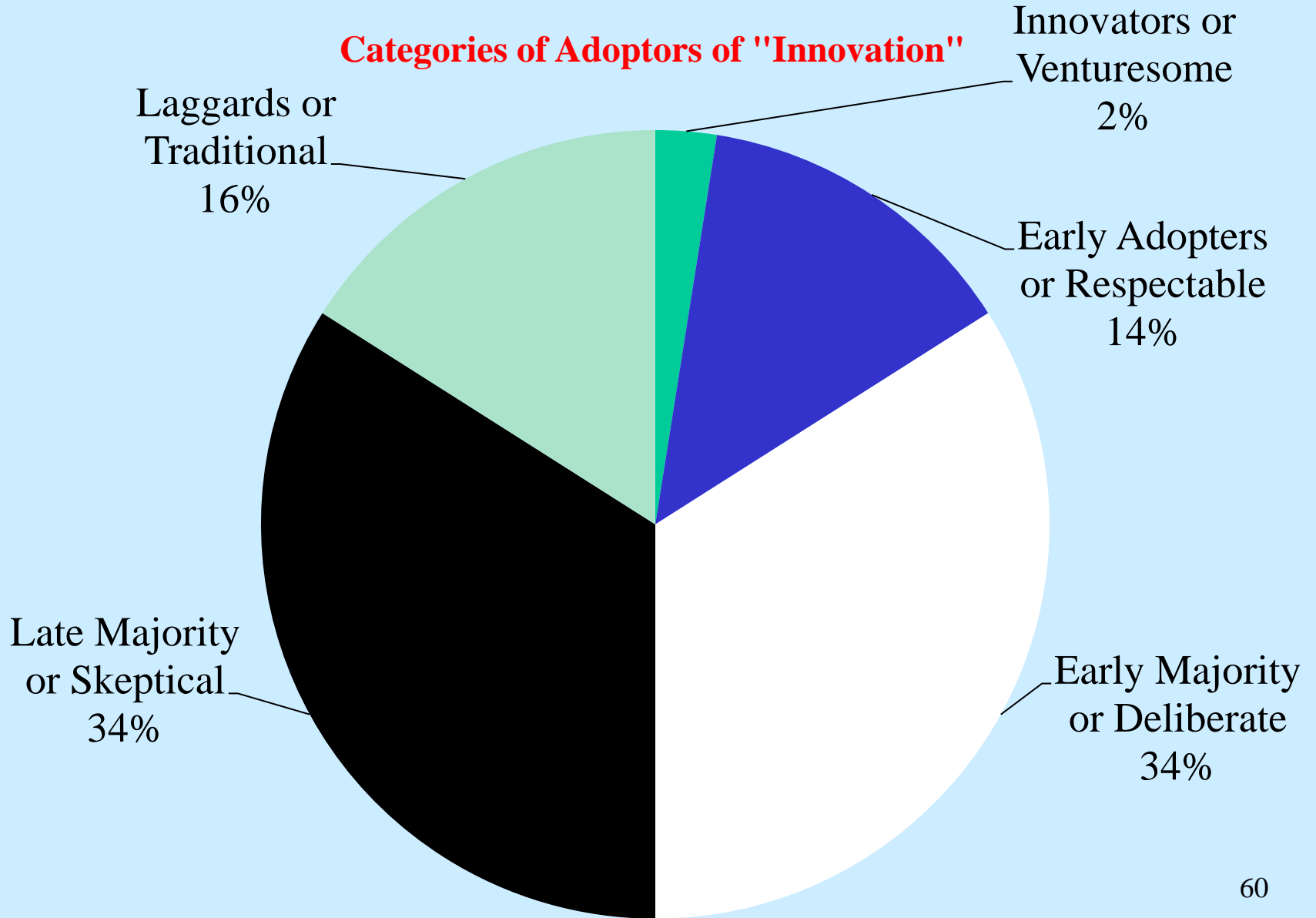
- The *PEOPLE* first
- The *INNOVATION* second

# People move through stages when dealing with change...

<b>Stage of Concern</b>	<b>Types of expressions you would expect to hear:</b>
<b>6. REFOCUSING</b>	"I have some ideas about something that would work even better."
<b>5. COLLABORATION</b>	"How can I relate what I am doing to what others are doing?"
<b>4. CONSEQUENCE</b>	"What impact am I having? How can I refine it to have more impact?"
<b>3. MANAGEMENT</b>	"I seem to be spending all my time getting materials ready."
<b>2. PERSONAL</b>	"How will using it affect me?"
<b>1. INFORMATIONAL</b>	"I would like to know more about it."
<b>0. AWARENESS</b>	"I am not concerned about it."



## Categories of Adoptors of "Innovation"



**So what now...**

How do we help address concerns  
for each stage?

# Interventions to Address Concerns

## Stage 1: Informational Concerns

- Provide clear and accurate information.
- Share information often and in a variety of ways.
- Show how changes relate to current practices (similarities and differences)

## Stage 2: Personal Concerns

- Draw out and address personal concerns directly.
- Use personal notes and conversation.
- Connect people to others who are influential and supportive.

## Stage 3: Management Concerns

- Focus on specific areas for change.
- Answer specific “how to” questions.
- Identify sequences of activities and set timelines for implementation.

## Stage 4: Consequence Concerns

- Gather data and provide feedback.
- Provide opportunities for users to share knowledge and skills.
- Provide evaluation strategies.

## Stage 5: Collaboration Concerns

- Train people to collaborate.
- Arrange for people to help each other.
- Rearrange schedules so people have time to work together.

## Stage 6: Refocusing Concerns

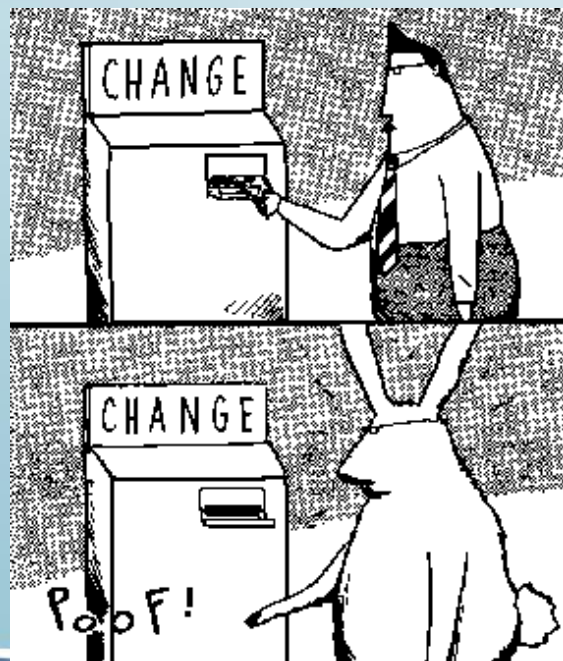
- Train people to experiment and collect data on results.
- Document changes being made and monitor impact.

# Levels of Use

•Level 0	<b>Non-use</b>	I have little or no knowledge of _____, no involvement with it, and I am doing nothing toward becoming involved.
•Level 1	<b>Orientation</b>	I am seeking or acquiring information about _____ in education.
•Level 2	<b>Preparation</b>	I am preparing for the first use of _____ in education.
•Level 3	<b>Mechanical Use</b>	I focus most effort on the short-term, day-to-day use of _____ with little time for reflection. My effort is primarily directed toward mastering tasks required to use _____.
•Level 4 A	<b>Routine</b>	I feel comfortable using _____ in education. However, I am putting forth little effort and thought to improve _____ in education or its consequences.
•Level 4 B	<b>Refinement</b>	I vary the use of _____ in education to increase the expected benefits within the classroom. I am working on using _____ to maximize the effects with my students.
•Level 5	<b>Integration</b>	I am combining my own efforts with related activities of other teachers and colleagues to achieve impact in the classroom.
•Level 6	<b>Renewal</b>	I reevaluate the quality of use of _____ in education, seek major modifications of, or alternatives to, present innovation to achieve increased impact, examine new developments in the field, and explore new goals for myself and my school or district.

# Remember the Big Idea:

Change is a process requiring developmental growth in feelings and skills



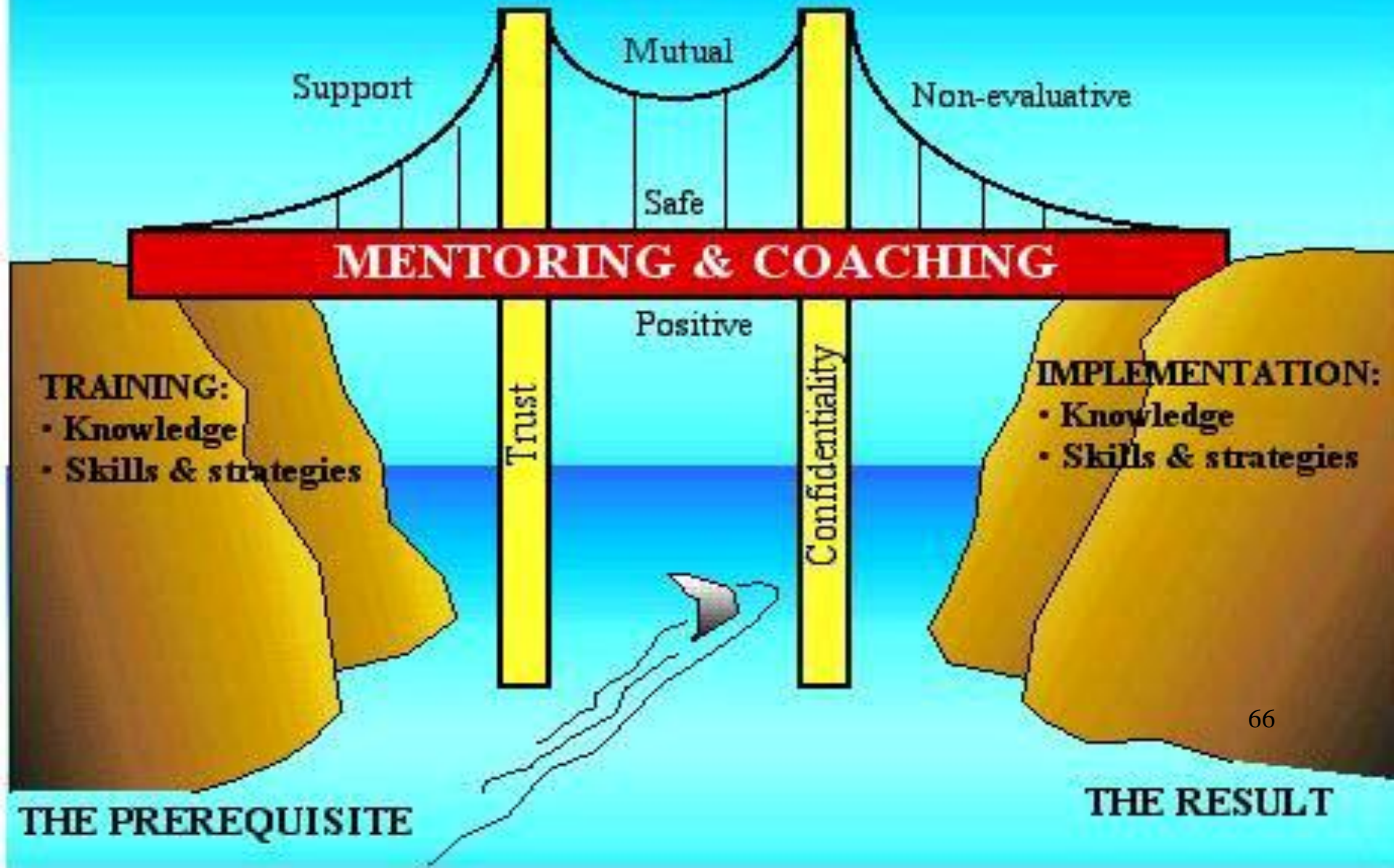


# Use Big Idea to Your Advantage

- Expect that people in any group will be at different places in the sequence.
- Plan interventions that support people wherever they are, not just the beginning.
- Repeat interventions over time, accommodate new people to the system.
- Check to make sure you are getting the results you intend.

# THE ROLE OF MENTORING & COACHING IN IMPROVING TEACHING & LEARNING

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# Justice Department

“All English-language-learner students have the right to appropriate language-support services until they achieve English proficiency, and when educational agencies terminate such services prematurely, they deny these students the equal educational opportunity that federal law guarantees them.”

Thomas E. Perez, the assistant attorney general for the civil rights division of the Justice Department

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