

Key Performance Indicator

English Learner Performance Indicator (ELPI) and Reclassification January 8, 2019

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Presentation Objectives

1. Provide information on the English Language Proficiency Assessments for California (ELPAC) and the English Learner Progress Indicator (ELPI)
2. Share 2017-2018 English Learner CAASPP and District Benchmark outcome data
3. Provide information on English Learner Reclassification Rate increases
4. Discuss SBCUSD's Long Term English Learner (LTEL) and At Risk English Learner student groups
5. Share next steps for continued improvement

2018 English Learner Successes and Challenges

1. All English Learner student groups indicated positive change on CAASPP English Language Arts between 2017 and 2018.
2. The English Learner (EL & RFEP 1-4) student group indicated a 10.4 scale score point change on CAASPP English Language Arts which exceeded District wide growth.
3. The (EL & RFEP 1-4) student group indicated a 6.1 scale score point change on CAASPP Mathematics which exceeded District wide growth.
4. Distance from Standard for RFEP only (RFEP 1-4) student group was 11.4, demonstrating a student average above Standard.

2018 English Learner Successes and Challenges

The English Learner (EL& RFEP 1-4) student group

1. Indicated a 10.4 scale score point change on CAASPP English Language Arts between 2016-2017 and 2017-2018.
2. Outscored local and comparative districts in 2018 CAASPP English Language Arts.
3. Outscored local and comparative districts except for Long Beach USD on 2018 CAASPP Mathematics.
4. For grades 3-7, 9 and 11, indicated strong gains on District Benchmark 1 in English language arts between 2018 and 2019.
5. For Grade 8 on District Benchmark 1 in English language arts indicated a significant decrease between 2018 and 2019.

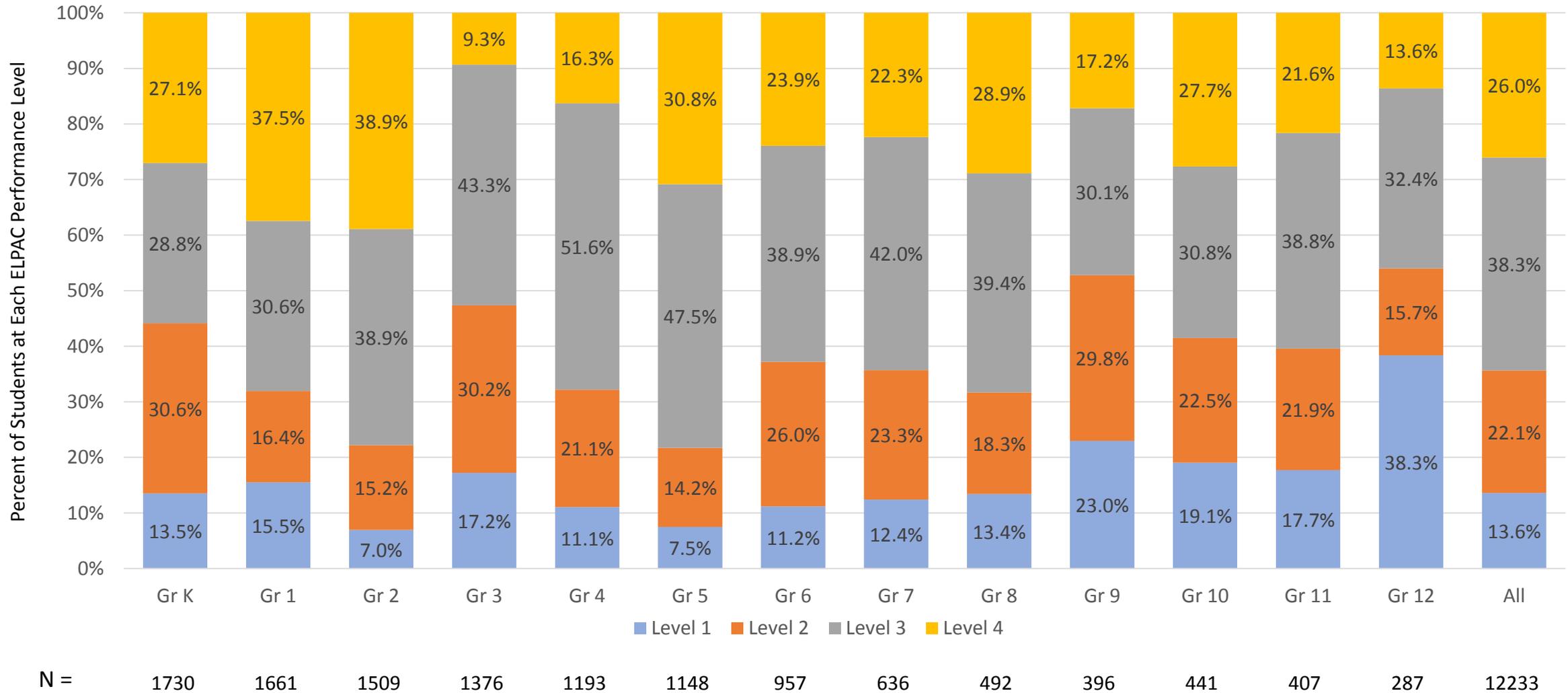
English Language Proficiency Assessments for California (ELPAC)

About the English Language Proficiency Assessments for California (ELPAC)

1. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2017.
2. State and federal law require that a state test of English Language Proficiency (ELP) be given to EL identified students in kindergarten through grade twelve.
3. The ELPAC is aligned with the 2012 California English Language Development Standards.
4. CDE has determined that scores of upper level 3 (Low Bridging) and Level 4 (Bridging) are considered preliminary thresholds for proficiency. The CDE has not yet communicated the specific scale score cut points for proficiency.

SBCUSD ELPAC Test Results 2017-2018

English Learners – Overall by Grade



N = 1730 1661 1509 1376 1193 1148 957 636 492 396 441 407 287 12233

About the English Learner Progress Indicator (ELPI)

1. The English Learner Progress Indicator (ELPI) measures how many English Learners (ELs) are making progress toward proficiency.
2. Due to the transition to a new English proficiency assessment in 2017-18 (previously CELDT, now ELPAC), the ELPI indicator will not receive a color result in the Fall 2018 California School dashboard release as there are no previous ELPAC scores for comparison.
3. Previously ELPI was determined using a formula which included CELDT growth results and reclassification rate, currently the ELPI formula is being calibrated pending final approval from State Board of Education (SBE). ELPAC cut scores are scheduled to be released in January 2019.
4. The SBE anticipates reporting status (only) in Fall 2019 for this measure, with performance (color) results available in the Fall 2020 release, after 3 years of ELPAC results are available.

2016-2018 CAASPP English Language Arts and Mathematics

English Learner Students

← Change →

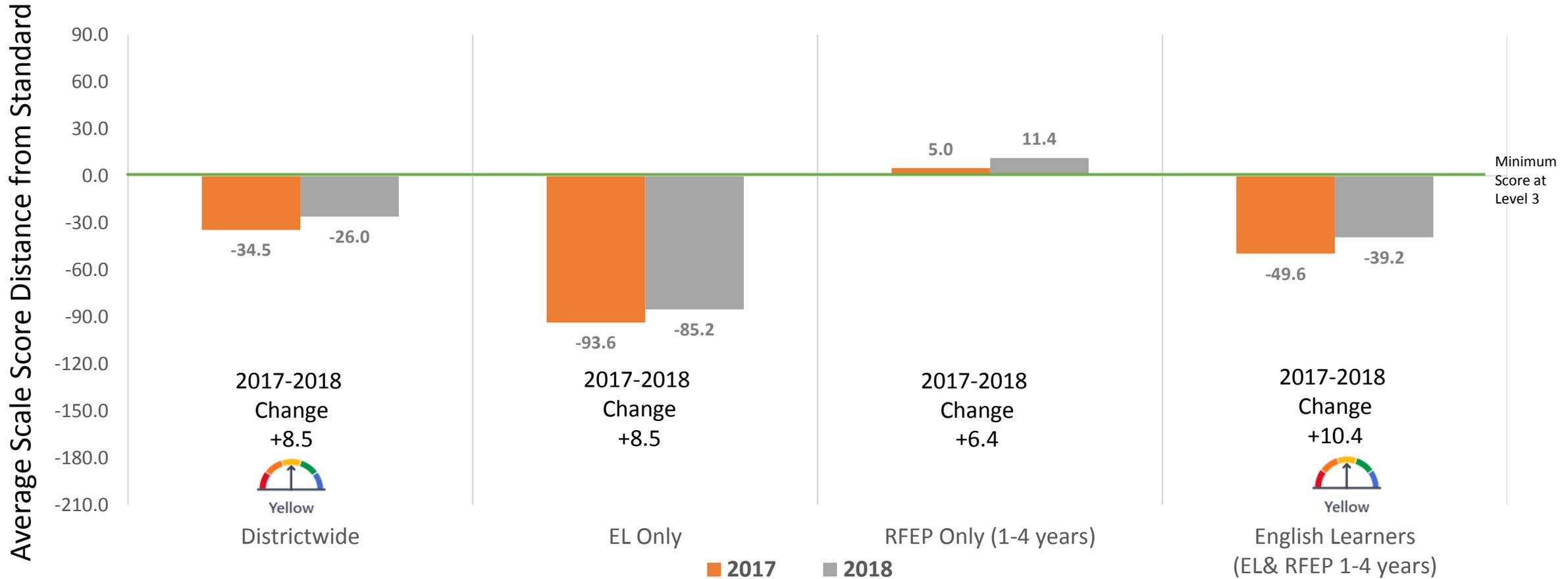
Academic Indicators and Performance Levels: Five by Five Color Tables

↑
Status
↓

Academic Indicator Five-by-Five Color Tables
English Language Arts/Literacy Assessment Five-by-Five Color Table

Level	Declined Significantly by more than 15 points (Change)	Declined by 3 to 15 points (Change)	Maintained Declined by less than 3 points or increased by less than 3 points (Change)	Increased by 3 to less than 15 points (Change)	Increased Significantly by 15 points or more (Change)
Very High 45 points or higher (Status)	Green	Green	Blue	Blue	Blue
High 10 to 44.9 points (Status)	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points (Status)	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points (Status)	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower (Status)	Red	Red	Red	Orange	Orange

CAASPP ELA English Learner Student Groups*



2018 N=

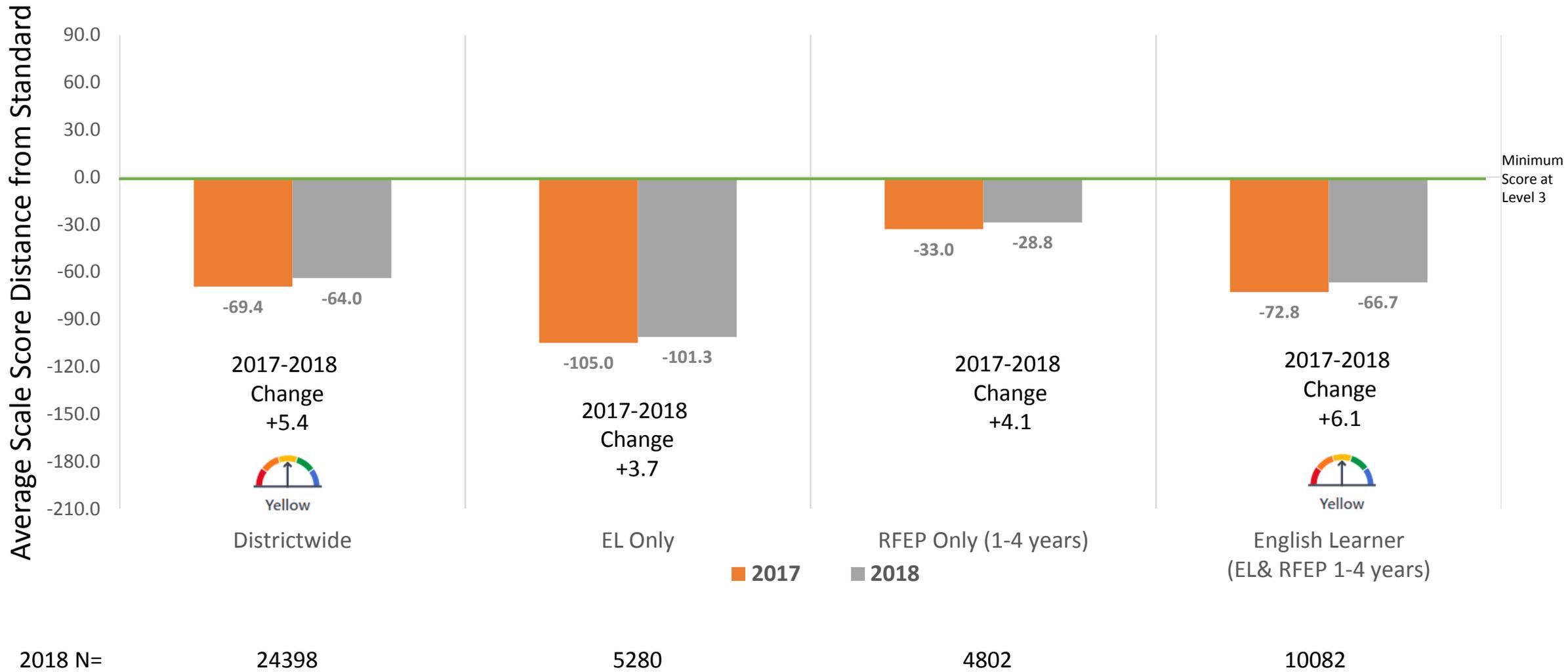
24438

5531

4463

10086

CAASPP Mathematics English Learner Student Groups*



2017-2018 CAASPP English Language Arts and Mathematics Local and Comparative Districts

English Learner (EL & RFEP 1-4 years) CAASPP ELA Distance From Standard Local and Comparable Districts



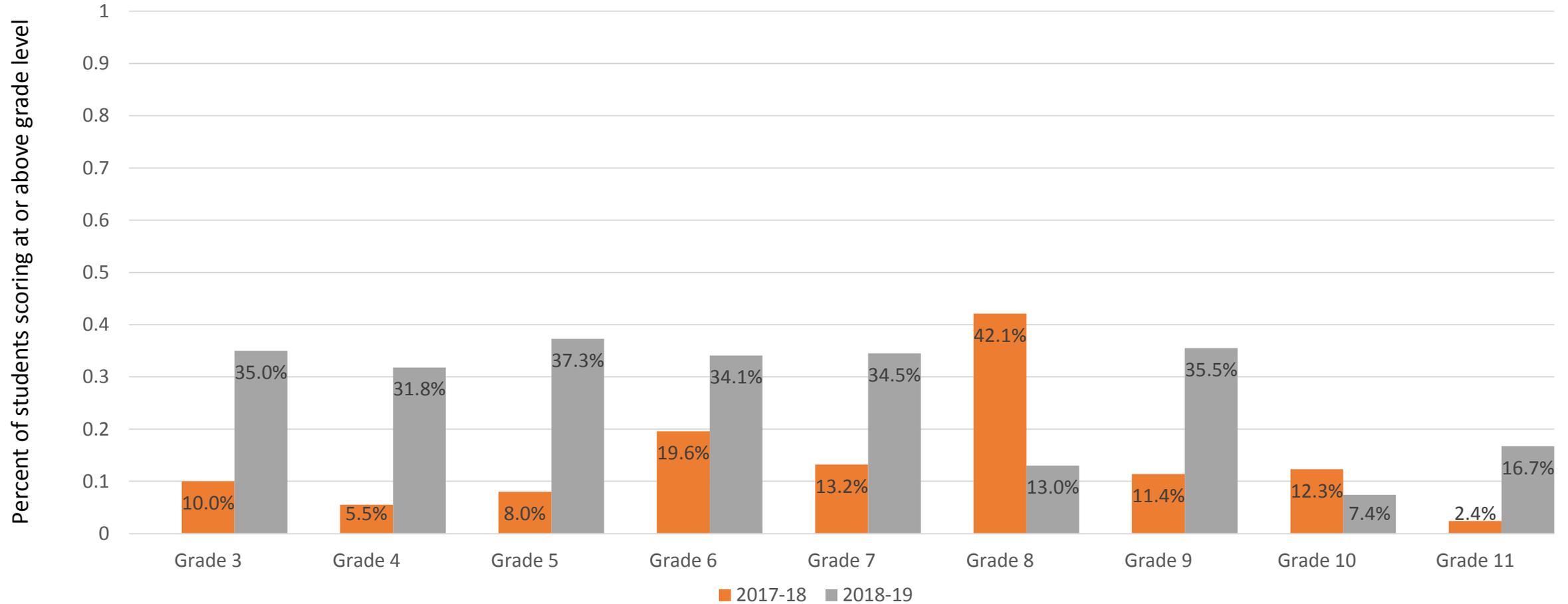
English Learner (EL & RFEP 1-4 years) CAASPP Mathematics Distance From Standard Local and Comparable Districts



2018-2019 English Learner District Benchmark 1 Results for English Language Arts and Mathematics

English Learner (EL & RFEP 1-4 years) District ELA Benchmark 1

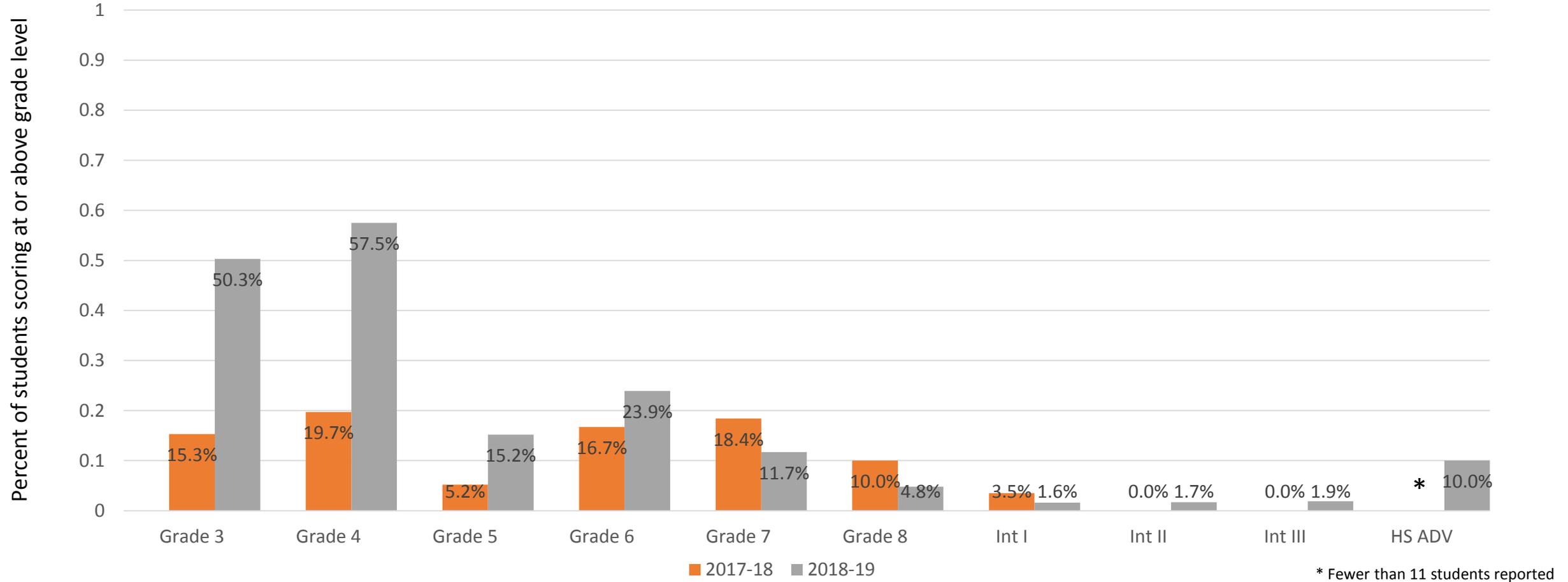
2017-18 and 2018-19 English Learners (EL & RFEP 1-4 years)
ELA Performance At or Above Grade Level



N 2018-2019= 1363 1406 1608 1635 1364 1030 949 707 539

English Learner (EL & RFEP 1-4 years) District Math Benchmark 1

2017-18 and 2018-19 English Learners (EL & RFEP 1-4 years)
Math Performance At or Above Grade Level



N 2018-2019=

1588

1549

1621

1616

1227

1017

1210

696

319

20

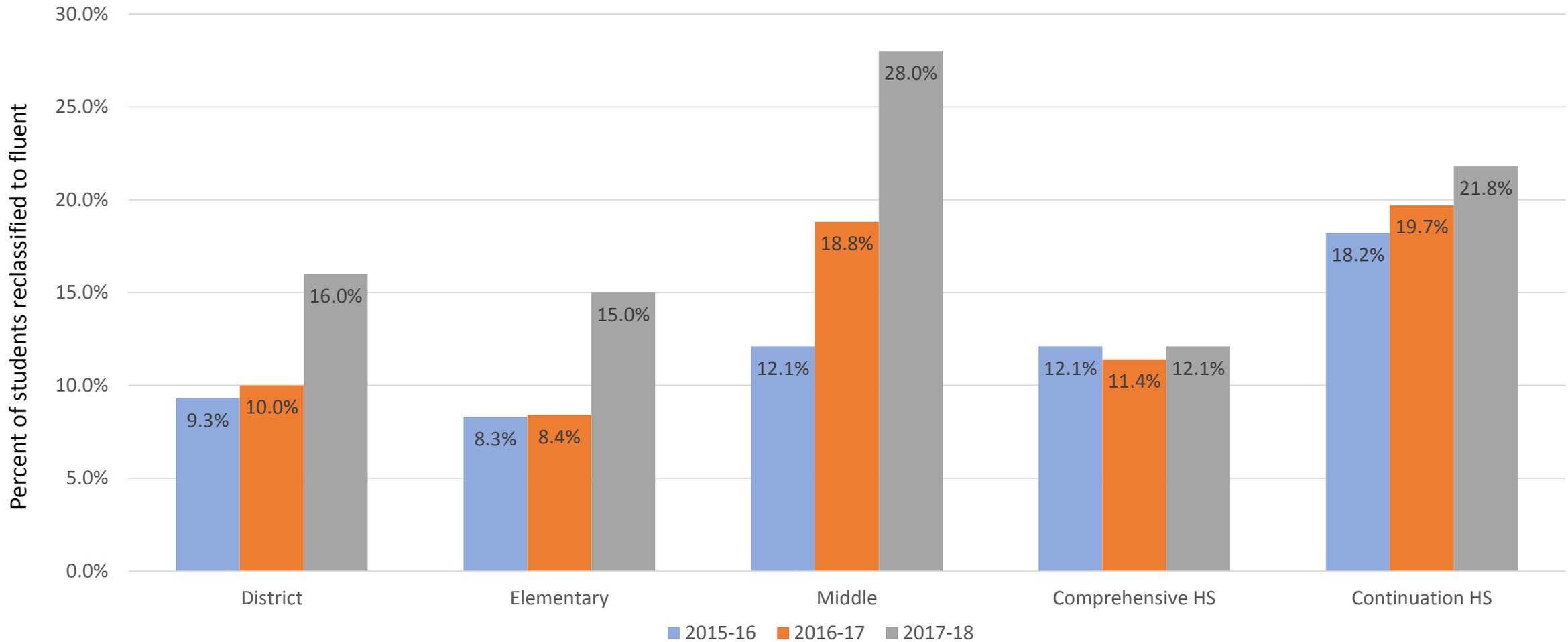
1/4/2019

Prepared by SBCUSD Accountability and Educational Technology

2016-2018 English Learner Reclassification Rates

2016-2018 English Learner Reclassification Rates

2015-16 to 2017-18 English Learners Reclassification Rates



N 2017-2018=

14522

10263

1605

1754

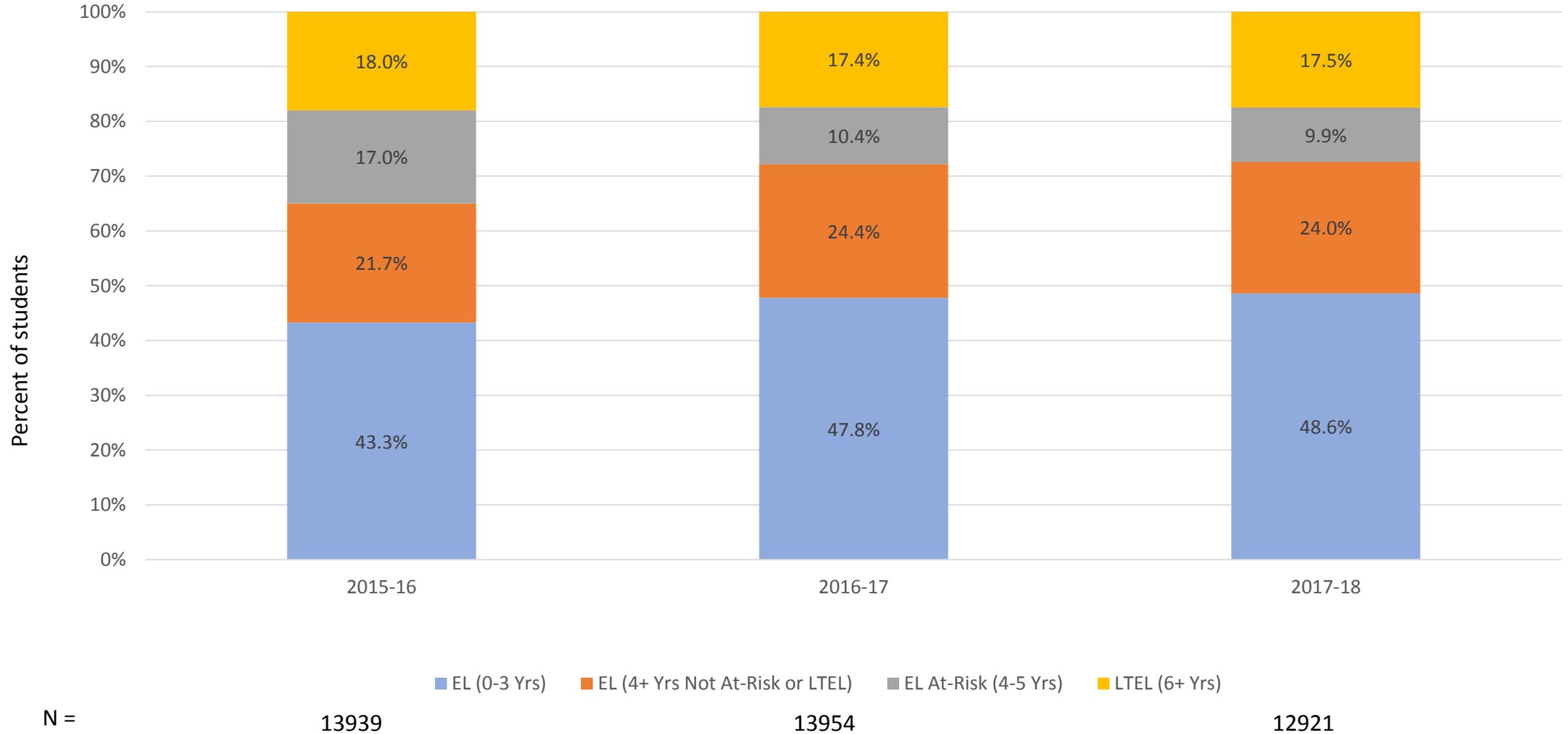
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At-Risk and Long Term English Learners (LTELs)

Long Term English Learners (LTELs) and At-Risk English Learners

- 1. Long-term English learner (LTEL)** refers to English learner (EL) students who have been enrolled in a U.S. school for **six years or more** and have not been reclassified as fluent English proficient and are struggling academically due to their limited English Skills.
- 2. The CDE uses the term At-Risk English Learner** to differentiate from LTEL's in order to timely identify EL students who have been enrolled in U.S. schools for **four to five years** and are struggling academically due to their limited English skills. Timely identification and support will help At-Risk students meet reclassification criteria and not become LTELs.

Distribution of English Learners Grades K-12 Including Long Term English Learners (LTELs) and English Learners At-Risk



At-Risk/Long Term English Learner Action Plan

1. Identification and correct academic placement according to language proficiency levels
2. Differentiated English Language Development (ELD) curriculum to support accelerated language learning (iLit, English 3D)
3. Digital curricular support to provide scaffolding for English Language Arts and Math (Raz Plus, Imagine Learning, Language Live)
4. Emphasis on ELD professional development for all ELD teachers
5. College interns provide data chats, tutoring and mentoring for students

Next Steps for Overall Continued Improvement

1. Continue to implement the recommendations from the Hanover Study of Effective English Learner Programs
2. Continue to provide professional development and coaching to elementary /secondary teachers in **Integrated/Designated English Language Development (ELD)** instruction to include the use of effective **progress monitoring tools**; including ELD Portfolios, the Test of English Language Learning (TELL), and the use of the *Ellevation* data management system
3. Continue to employ the English Learner Facilitators (ELFs) to reclassify and monitor English Learners and expand professional development opportunities for ELFs
4. Continue to implement the goals of the Multilingual Initiative and other English Learner initiatives such as the **Long Term English Learner Action Plan** with the renewed focus on **reclassification**

Speakers

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Thank You