Annual Lau Report for English Learners

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Today’s Outcomes

- Describe purpose of the Annual Lau Report and connection to the district’s English Learner (EL) system of support.

- Share highlights of EL achievement data by EL pathway.

- Next steps in improving district’s EL system of support.
Annual Lau Report for English Learners

- Filed with the federal court every October 1\textsuperscript{st} under the Lau Modified Consent Decree
- Annual reporting includes approximately 175 files covering:
  - EL demographic and achievement data;
  - Staffing data by credential and language;
  - Professional development records;
  - EL placement guidelines and instructional materials;
  - Translations of key parent engagement materials; and
  - Translation and interpretation guidelines and records.
- Annual Report provides data and documentation of the effectiveness of the district’s EL system of support.
SFUSD System of Support for English Learners

1. School Leadership & MS/HS Academic Counseling: Data Reviews, Professional Development and EL Placement by Proficiency

2. Pathway Teachers: Designated and Integrated ELD, Language Pathway Instruction

3. Student Support Services: Student Assistance Program, Student Success Teams, HS Wellness Centers and School Partnerships

4. English Learner Advisory Committee: EL Data, EL Budget Recommendations
Moving from Compliance to Commitment

**2015-16**
- Enhance current EL services while designing and implementing new systems of support.

**2016-17**
- Implement & evaluate practices.

**2017-18**
- Improve & refine practices.

**Fall 2018**
- Demonstrate full commitment to EL services.
2014-15 English Learners by Language, TK - 12

[62 languages in total]

- Cantonese: 30%
- Spanish: 46%
- Other Languages: 12%
- Arabic: 2%
- Vietnamese: 3%
- Filipino: 3%
- Mandarin: 4%

Total languages: 62
% of SPED ELs by Pathway, TK - 12
[based on total # of ELs]

- English Plus
- Spanish
- Mandarin
- Korean
- Cantonese

- Secondary
- Immersion K-8
- Elementary Immersion
- Elementary Biliteracy
% of ELs Who Gained on CELDT by Pathway, TK - 12

- English Plus
- Spanish
- Mandarin
- Korean
- Cantonese

Legend:
- Secondary
- Immersion K-8
- Elementary Immersion
- Elementary Biliteracy
2015 ELA-Literacy SBAC Results by Classification,
Grades 3 – 8 & 11

- English Only: **EO**
- Initial Fluent English Proficient: **IFEP**
- Reclassified Fluent English Proficient: **RFEP**
- English Learner: **EL**
2015 Math SBAC Results by Classification

Grades 3 – 8 & 11

- English Only: **EO**
- Initial Fluent English Proficient: **IFEP**
- Reclassified Fluent English Proficient: **RFEP**
- English Learner: **EL**
% of Students who Scored “Standard Met” and above on SBAC ELA-Literacy by Pathway

- **English Plus**
  - English Only
  - Initial Fluent English Proficient
  - Reclassified Fluent English Proficient
  - English Learner

- **Spanish**

- **Mandarin**

- **Korean**

- **Cantonese**

Grades 3 – 8 & 11
% of Students who Scored “Standard Met” and above on SBAC Math by Pathway

English Plus
- English Only
- Initial Fluent English Proficient
- Reclassified Fluent English Proficient
- English Learner

Spanish

Mandarin

Korean

Cantonese

Grades 3 – 8 & 11
2014-15 Reclassification by EL Typology

Total Reclassified: 1825

- Developing EL: 58%
- Long Term EL: 39%
- New EL: 3%
Reclassification by Language Pathway

- **Spanish**
  - Secondary Dual Language - High School
  - Secondary Dual Language - Middle School
  - Immersion K-8
- **Mandarin**
- **Korean**
- **Cantonese**
  - Elementary Immersion
  - Elementary Biliteracy
Reclassification by Language in English Plus

- Vietnamese
- Spanish
- Filipino
- Cantonese
- Arabic

[Bar chart showing reclassification percentages for each language]

- Secondary English Plus
- Elementary English Plus
Number of Reclassified Students by SBAC ELA Level

- **Standard Exceeded**
- **Standard Met**
- **Standard Nearly Met**
- **Standard Not Met**

<table>
<thead>
<tr>
<th>Level</th>
<th>Reclassified in 2012-13</th>
<th>Reclassified in 2013-14</th>
<th>Reclassified in 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Not Met</td>
<td>200</td>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>200</td>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>Standard Met</td>
<td>200</td>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>Standard Exceeded</td>
<td>200</td>
<td>400</td>
<td>600</td>
</tr>
</tbody>
</table>
Graduation % by Classification

- English Only (n=1436)
- Initial Fluent English Proficient (n=488)
- Reclassified Fluent English Proficient (n=1715)
- English Learner (n=530)
Next Steps to Improve EL System of Support

1. English Language Development
   - Interventions for Spanish Speaking ELs, Long Term ELs & Newcomers

2. Language Pathway Implementation
   - Teacher Recruitment & Retention, Instruction, Materials, Assessments

3. EL Status, Assessments, ELD Services, Linguistically Appropriate Goals

4. EL Family Communication & Engagement
   - EL Family Orientation: CELDT, Language Development instruction & Reclassification

- English Learners with IEPs
Observational data will allow us to:

- Identify best practices that can be shared with other pathways.
- Determine appropriate support to improve pathway quality.

1. Lau Observation Protocol
2. ELD Standards
3. SFUSD ELD Documents
Final Protocol as Customized Template for Tablet Application

<table>
<thead>
<tr>
<th>Teacher Actions:</th>
<th>Observered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Standards-based content objectives are explained to students. Objectives must include a goal, the process to be followed, an observable outcome, and incorporate a language objective.</td>
</tr>
<tr>
<td>2</td>
<td>2 Strategies (engagement or instructional) connect and builds students’ background knowledge or previous learning with new material and content.</td>
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<tr>
<td>3</td>
<td>3 Key language vocabulary, forms, or functions are identified and explicitly taught.</td>
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<td></td>
<td>4 Language/sentence frames, stems or prompts are used to engage students in written/oral language production.</td>
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<tr>
<td></td>
<td>5 Teacher facilitates students to exchange information and ideas with others through oral collaborative conversations on social and academic topics. Interaction occurs through class activities (pairs, small group, and whole group).</td>
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<tr>
<td></td>
<td>6 Teacher utilizes students to serve as language models for their peers in heterogeneous pairs or groupings during instruction in...</td>
</tr>
<tr>
<td></td>
<td>7 Students are encouraged to listen carefully to one another, exchange ideas respectfully, or negotiate meaning during conversations, e.g., paraphrase, say more.</td>
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<tr>
<td></td>
<td>8 Instructional strategies promote students’ critical thinking skills, e.g., using reasoning and inquiry to make inferences, asking students high-quality, open-ended, higher-order questions, connecting to Blooms and Depth of Knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Actions:</th>
<th>Recommendations (include actionable next steps):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3 Teacher actions include students to student, teacher to student, student to teacher (student-initiated), teacher to small group, student to teacher (teacher-initiated), teacher to whole class, student to small group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Language Development Opportunities For English Learners</th>
<th>B. Meaningful EL Access To Academic Content For High Level Learning</th>
<th>C. Formative Assessment Throughout The Lesson</th>
</tr>
</thead>
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<tr>
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<td>Email Sent 10/26/2015</td>
</tr>
<tr>
<td>Updated 10/27/2015 7:44:35 PM</td>
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</tr>
</tbody>
</table>

- **Goal**

- **Process**

- **Observable Learning Outcome**

- **Language Objective**
3. What should be included in the IEP for ELs?

- Information and Eligibility
  - Native language, EL status, interpretation
  - Native language, EL status, interpretation

- Present Levels of Academic Achievement and Functional Performance
  - ELD assessment results, communication development
  - Special Factors for English Learners and Accommodations for Assessments

- Annual Goals & Objectives
  - Linguistically appropriate based on needs & ELD assessments
  - Primary language support? ELD services?
4. Translations of Key Family Engagement Materials

Enrollment Guide, EL Program Guide, sample IEP templates, EL Family Toolkit & Timeline, now available in Arabic, Chinese, English, Filipino, Spanish, and Vietnamese.
The following departments provided data and documentation to complete the Annual Lau Report:

- Educational Placement Center
- Gifted and Talented Education
- Human Resources
- Information and Technology
- Leadership, Equity, Achievement & Design
- Legal
- Multilingual Pathways Department
- Research, Planning and Accountability
- Special Education
- Translation and Interpretation Unit