Using English Learner Data to Develop Balanced Score Card (BSC) Strategies

School Planning Summit
March 2, 2013
Today’s Outcomes

You will learn

- How to use data to understand the needs of ELs at your school site
- How to incorporate key strategies into your BSC based on EL achievement data
Workshop Activities

- Review available English Learner (EL) data.
- Work in small groups to analyze EL data for your own school site.
- Identify effective strategies for the BSC based on EL priorities and data.
Available EL Data

A. EL Typology by School Site
B. Reclassification Rates
C. California English Language Development Test (CELDT)
D. California Standards Test (CST)
E. EL Achievement by EL Pathways
A. English Learner Typologies

- **New** – new to the country and 0-2 years as an English Learner
- **Beginning** – 0-2 years as an English Learner
- **Developing** – 2-5 years as an English Learner
- **Long-Term** – 5 plus years as an English Learner
A. English Learner Typologies

Approximate Totals

- Newcomer: 1000
- Beginning & Developing: 11000
- Long-Term: 2500
B. A total of 3069 (16.47%) students were re-classified.

C. 63.6% of ELs gained one overall proficiency level on the California English Language Development Test.

D. Proficiency rates for the California Standards Test - English Language Arts:

- English Learner – 26.07%
- ELs Reclassified as Fluent English Proficient (RFEP) – 74.17%
- English Only students – 66.67%
E. EL Achievement by EL Pathways: CST-ELA
2009-10 Cantonese-Speaking EL Cohort

SFUSD Cantonese-Speaking English Learners
Achievement Change in California State Test-English Language Arts
by Language Pathway

Matched 2nd & 3rd Grade Test Takers
Matched 3rd & 4th Grade Test Takers

Percent of test takers move toward or maintained at Proficient and Advanced

- Cantonese Biliteracy Pathway
  N=118

- Elementary English Plus Pathway
  N=382
E. EL Achievement by EL Pathways: CST-Math
2009-10 EL Cantonese-Speaking Cohort

SFUSD Cantonese-Speaking English Learners
Achievement Change in California State Test-Mathematics
by Language Pathway

Matched 2nd & 3rd Grade Test Takers
Matched 3rd & 4th Grade Test Takers

- Cantonese Biliteracy Pathway
  N=118
- Elementary English Plus Pathway
  N=382
E. EL Achievement by EL Pathways: CELDT
2009-10 EL Cantonese-Speaking Cohort

**SFUSD Cantonese-Speaking English Learners**
**Achievement Change in California English Language Development Test**
**by Language Pathway**

- Matched 2nd & 3rd Grade Test Takers:
  - Cantonese Biliteracy Pathway: 60.9% (N=64)
  - Elementary English Plus Pathway: 62.5% (N=275)

- Matched 3rd & 4th Grade Test Takers:
  - Cantonese Biliteracy Pathway: 83.0% (N=47)
  - Elementary English Plus Pathway: 79.3% (N=179)

Percent of test takers move toward or maintained at Proficient and Advanced
E. EL Achievement by EL Pathways: CST-ELA
2009-10 EL Spanish-Speaking Cohort

SFUSD Spanish-Speaking English Learners
Achievement Change in California State Test-English Language Arts
by Language Pathway

Percent of test takers move toward or maintained at Proficient and Advanced

- Matched 2nd & 3rd Grade Test Takers
  - Spanish Biliteracy Pathway N=66: 43.9% & 46.7%
  - Spanish Dual Language Immersion Pathway N=107: 22.0%
  - Elementary English Plus Pathway N=186: 78.8% & 60.7%

- Matched 3rd & 4th Grade Test Takers
  - Spanish Biliteracy Pathway N=66: 78.8%
  - Spanish Dual Language Immersion Pathway N=107: 75.3%
  - Elementary English Plus Pathway N=186: 78.8% & 60.7%
SFUSD Spanish-Speaking English Learners
Achievement Change in California State Test-Mathematics
by Language Pathway

Matched 2nd & 3rd Grade Test Takers
- Spanish Biliteracy Pathway: 60.6%
- Spanish Dual Language Immersion Pathway: 68.2%
- Elementary English Plus Pathway: 54.3%

Matched 3rd & 4th Grade Test Takers
- Spanish Biliteracy Pathway: 72.7%
- Spanish Dual Language Immersion Pathway: 48.6%
- Elementary English Plus Pathway: 56.5%
### SFUSD Spanish-Speaking English Learners

Achievement Change in California English Language Development Test by Language Pathway

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Percent Moving Toward or Maintained at Proficient and Advanced</th>
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<tbody>
<tr>
<td>Spanish Biliteracy Pathway</td>
<td>64.5% (N=62)</td>
</tr>
<tr>
<td>Spanish Dual Language Immersion Pathway</td>
<td>47.6% (N=105)</td>
</tr>
<tr>
<td>Elementary English Plus Pathway</td>
<td>43.0% (N=165)</td>
</tr>
<tr>
<td>Matched 2nd &amp; 3rd Grade Test Takers</td>
<td>81.5% (N=54)</td>
</tr>
<tr>
<td>Matched 3rd &amp; 4th Grade Test Takers</td>
<td>72.9% (N=96)</td>
</tr>
</tbody>
</table>

- *Matched 2nd & 3rd Grade Test Takers:
  - Spanish Biliteracy Pathway: 64.5% (N=62)
  - Spanish Dual Language Immersion Pathway: 47.6% (N=105)
  - Elementary English Plus Pathway: 43.0% (N=165)

- *Matched 3rd & 4th Grade Test Takers:
  - Spanish Biliteracy Pathway: 81.5% (N=54)
  - Spanish Dual Language Immersion Pathway: 72.9% (N=96)
  - Elementary English Plus Pathway: 62.3% (N=138)
EL Data Activity in Small Groups

On the data activity sheet record the following data for your school site:

A. EL typology by school site
B. % of students reclassified
C. % of ELs who gained one overall proficiency level on the California English Language Development Test
D. Proficiency rates for the California Standards Test - English Language Arts: EL Achievement by EL Pathway
Provide awareness of the new California English Language Development Standards including the major shifts and correlation to the California Common Core State Standards.
2013-2014 Balanced Score Card
EL Focus Areas

Continue to implement at least 30 minutes per day of rigorous English Language Development (ELD) for all EL students by proficiency level descriptors using the following as a guideline:

1) Essential Elements of Effective ELD
2) Language Objectives
3) Differentiated Language Instruction, which includes
   o Vocabulary development
   o Language structures
   o Sentence frames and stems utilizing academic language
   o Structured academic language practice and conversations
4) ELD goals as indicated in the IEPs for ELs who are receiving SPED services
Using the new California ELD standards and Core Curriculum to engage English Learners throughout the instructional day with a strong emphasis on \textit{integrating challenging academic language and discourse with content}.

1) using a variety of strategies including the five key elements of SDAIE
2) using primary language instruction and support (whenever available)
Next Steps to Improve EL Services

Examples of next steps based on data review:

- Review CELDT and other language development assessment data (e.g., ADEPT, IPT, STS, QIA) to inform appropriate instructional strategies for ELs.
- Participate in Multilingual Pathways’ professional development to support more effective implementation of English Learner services (e.g., relationship between the new California ELD Standards and Common Core State Standards, Essential Elements of Effective ELD, SDAIE, etc.).
- Engage teachers in ongoing professional development at the site with a focus on preventing or supporting Long-Term English Learners.
- Support teachers to plan, design and implement robust ELD lessons, content area lessons with effective SDAIE elements, and/or rigorous primary language instruction.
Next Steps to Improve EL Services

Based on your EL data, what next steps should your site include in its BSC?

Turn to your neighbor and share ideas.
Questions & Comments

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