# Designing, Delivering, and Evaluating Quality English Language Development Programming

# Together We Can

## Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

## Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

# CDE Strategic Goals:
## *Every Student Every Step of the Way*

Start strong

Read by third grade

Meet or exceed standards

Graduate ready
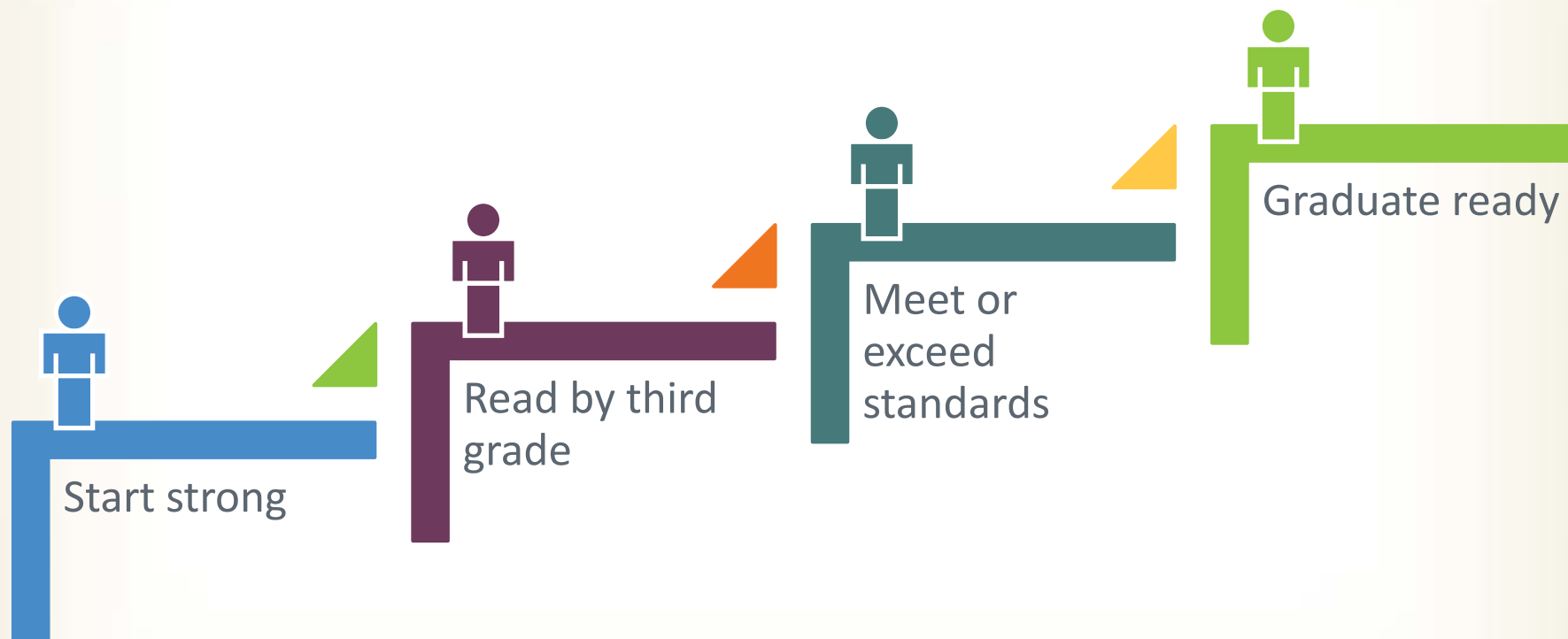
# Purpose and Outcomes

**Participants will:**

- Gain an understanding of state and federal requirements for a quality English language development program and services

- Understand the process and components to develop a quality written English language development district-wide plan

- Collaborate with colleagues on actionable next steps for written district-wide English language development plan
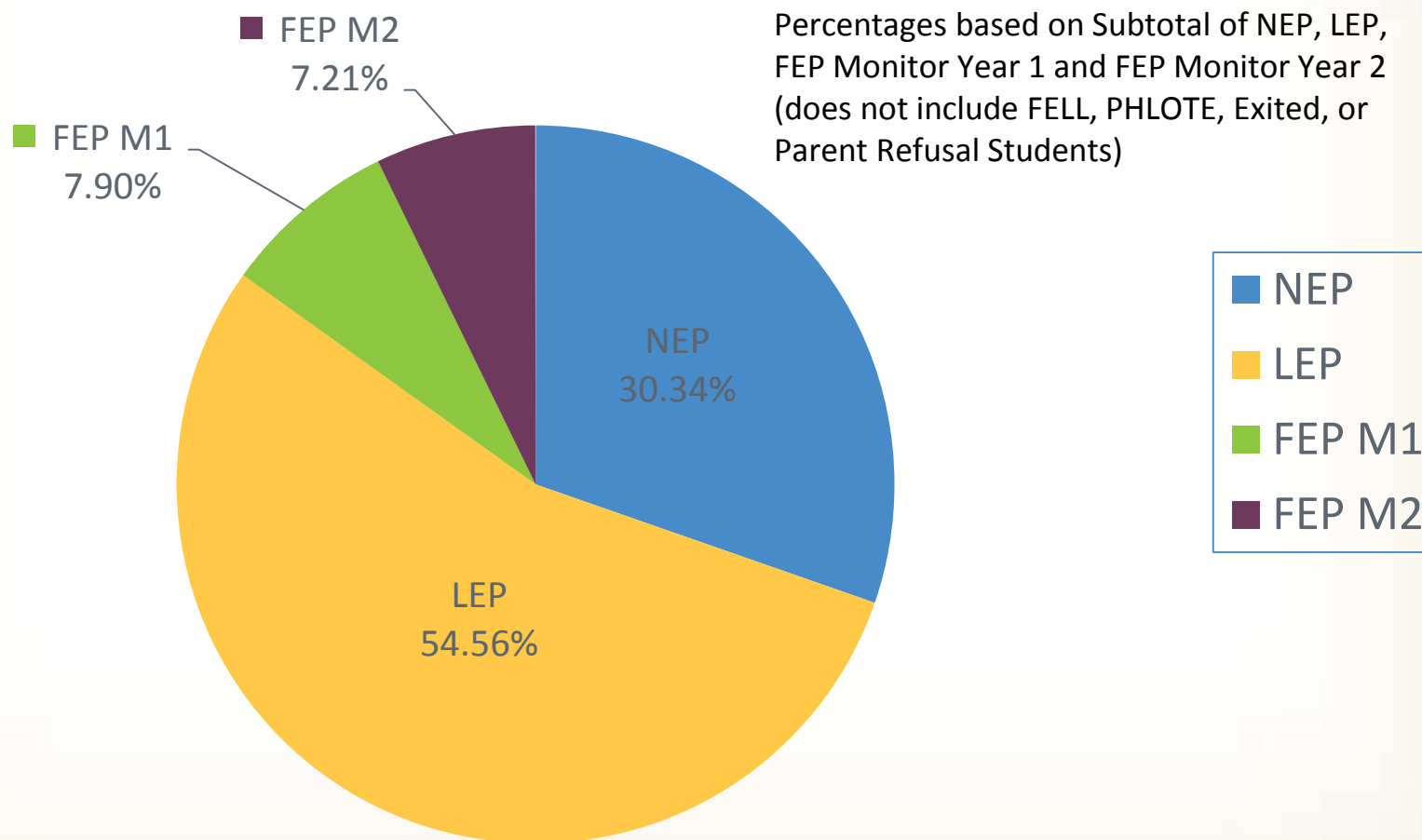
# EL Growth Rate in Colorado

**Colorado's Total Enrollment and EL Enrollment Rate of Growth since 2000/2001**



Legend:
- ■ Total PK-12 enrollment growth
- ■ Total EL enrollment growth
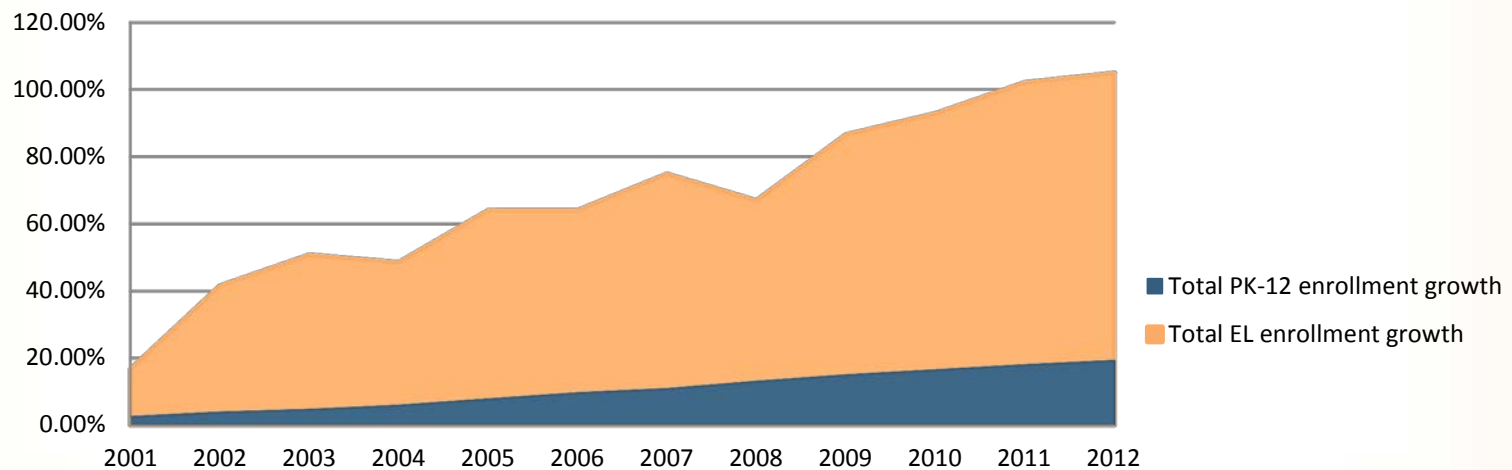
*Updated by Office of Data, Program Evaluation, and Reporting, based on 2000 through 2012 Student October (NEP, LEP, FEP M1, and FEP M2 only)*
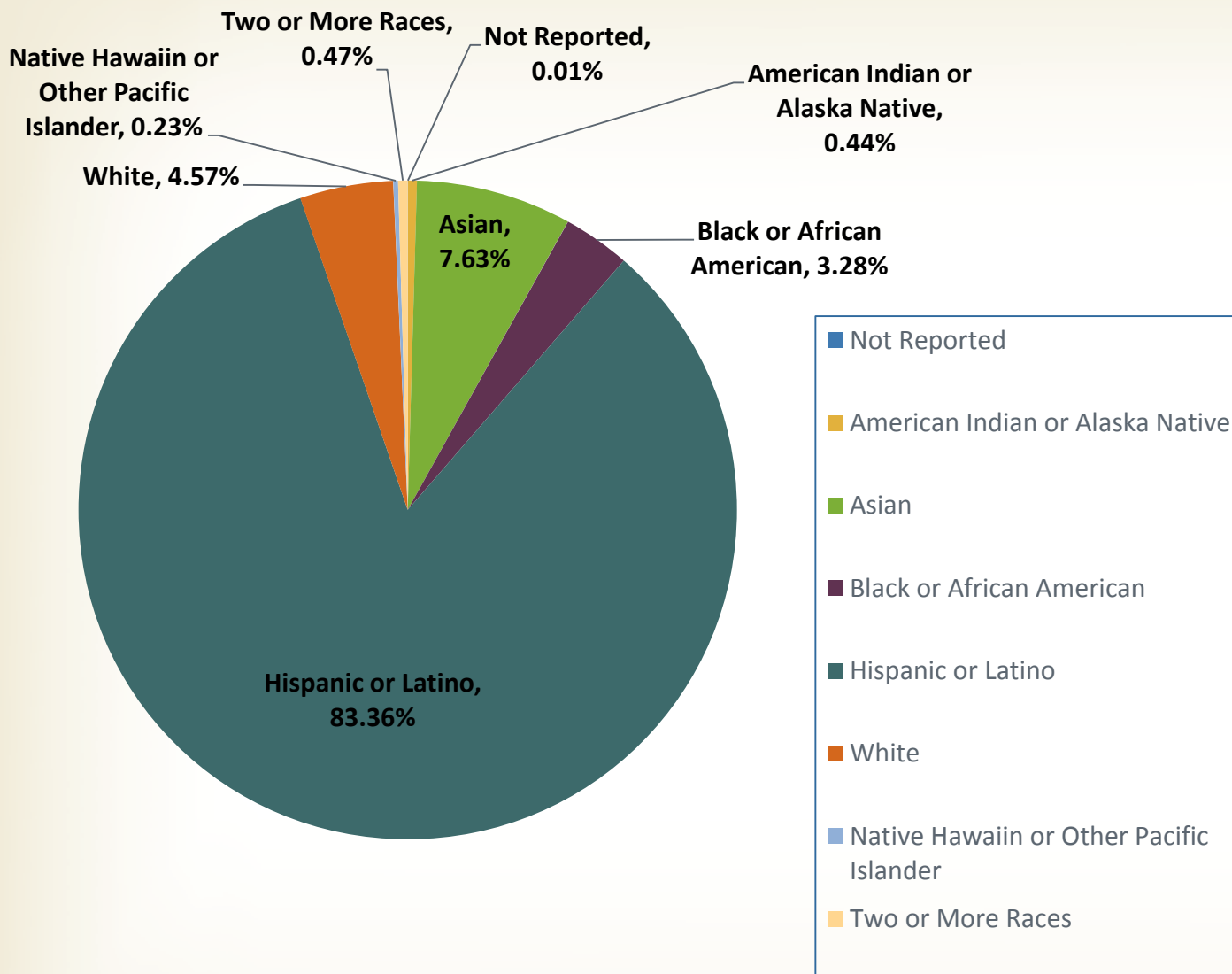
# 2012-2013
# English Proficiency Levels of ELs

Percentages based on Subtotal of NEP, LEP, FEP Monitor Year 1 and FEP Monitor Year 2 (does not include FELL, PHLOTE, Exited, or Parent Refusal Students)



Pie chart data:
- NEP: 30.34%
- LEP: 54.56%
- FEP M1: 7.90%
- FEP M2: 7.21%

Legend:
- NEP
- LEP
- FEP M1
- FEP M2

# ELs by Ethnicity 2012-2013



**Two or More Races, 0.47%**

**Not Reported, 0.01%**

**Native Hawaiin or Other Pacific Islander, 0.23%**

**American Indian or Alaska Native, 0.44%**

**White, 4.57%**

**Asian, 7.63%**

**Black or African American, 3.28%**

**Hispanic or Latino, 83.36%**

Legend:
- Not Reported
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- White
- Native Hawaiin or Other Pacific Islander
- Two or More Races

*Updated by Office of Data, Program Evaluation, and Reporting;  Data Source: 2012-2013 Student October (NEP, LEP, FEP M1, and FEP M2 only; excludes students with missing or duplicate SASIDs)*
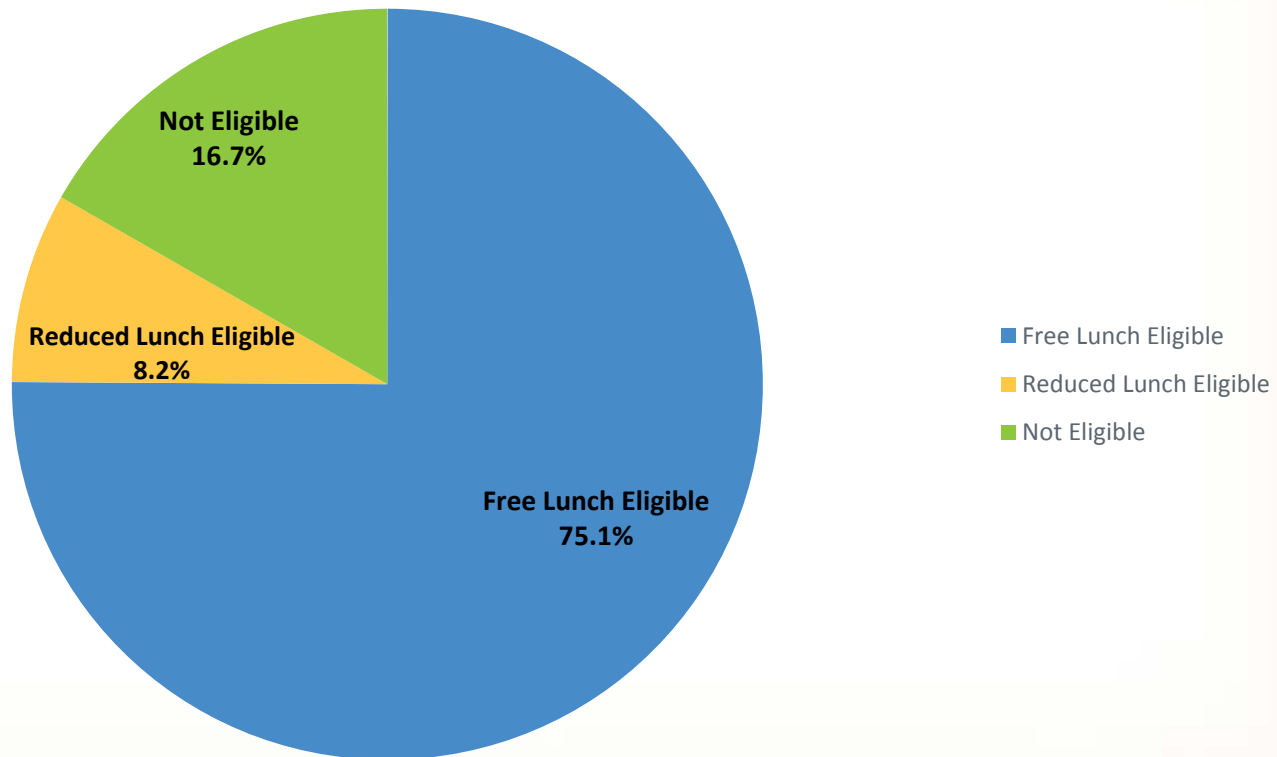
# 2012-2013
# ELs Eligible for Free or Reduced Meals

Not Eligible
16.7%

Reduced Lunch Eligible
8.2%

Free Lunch Eligible
75.1%

- Free Lunch Eligible
- Reduced Lunch Eligible
- Not Eligible

# Top 10 Districts by Number
### Based on 2013-2014 Student October

| District Code | District Name | Total PK-12 Pupil Membership | English Language Learners Incl. M1 and M2 | Percent ELL |
|---|---|---|---|---|
| 0880 | DENVER COUNTY 1 | 86,043 | **31,307** | 36.4% |
| 0180 | ADAMS-ARAPAHOE 28J | 40,877 | **15,761** | 38.6% |
| 0020 | ADAMS 12 FIVE STAR SCHOOLS | 42,230 | **7,262** | 17.2% |
| 1420 | JEFFERSON COUNTY R-1 | 85,983 | **6,290** | 7.3% |
| 0130 | CHERRY CREEK 5 | 54,226 | **5,686** | 10.5% |
| 3120 | GREELEY 6 | 20,450 | **4,985** | 24.4% |
| 0470 | ST VRAIN VALLEY RE 1J | 30,195 | **4,451** | 14.7% |
| 0070 | WESTMINSTER 50 | 10,101 | **3,983** | 39.4% |
| 0900 | DOUGLAS COUNTY RE 1 | 66,230 | **3,338** | 5.0% |
| 0030 | ADAMS COUNTY 14 | 7,598 | **3,216** | 42.3% |

# Top 10 Districts by %
Based on 2013-2014 Student October

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|---|---|---|---|---|
| 0030 | ADAMS COUNTY 14 | 7,598 | 3,216 | 42.3% |
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| 0180 | ADAMS-ARAPAHOE 28J | 40,877 | 15,761 | 38.6% |
| 3200 | YUMA 1 | 813 | 311 | 38.3% |
| 0123 | SHERIDAN 2 | 1,583 | 601 | 38.0% |
| 1510 | LAKE COUNTY R-1 | 1,110 | 407 | 36.7% |
| 0880 | DENVER COUNTY 1 | 86,043 | 31,307 | 36.4% |
| 0910 | EAGLE COUNTY RE 50 | 6,520 | 2,255 | 34.6% |
| 2810 | CENTER 26 JT | 657 | 222 | 33.8% |
| 3140 | WELD COUNTY S/D RE-8 | 2,415 | 779 | 32.3% |

# What is your vision of effective English Language Development (ELD) Programming?
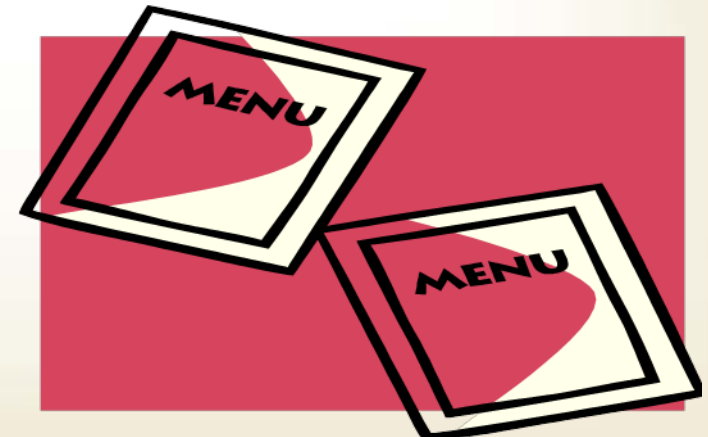
# CDE Resource for ELD Programs
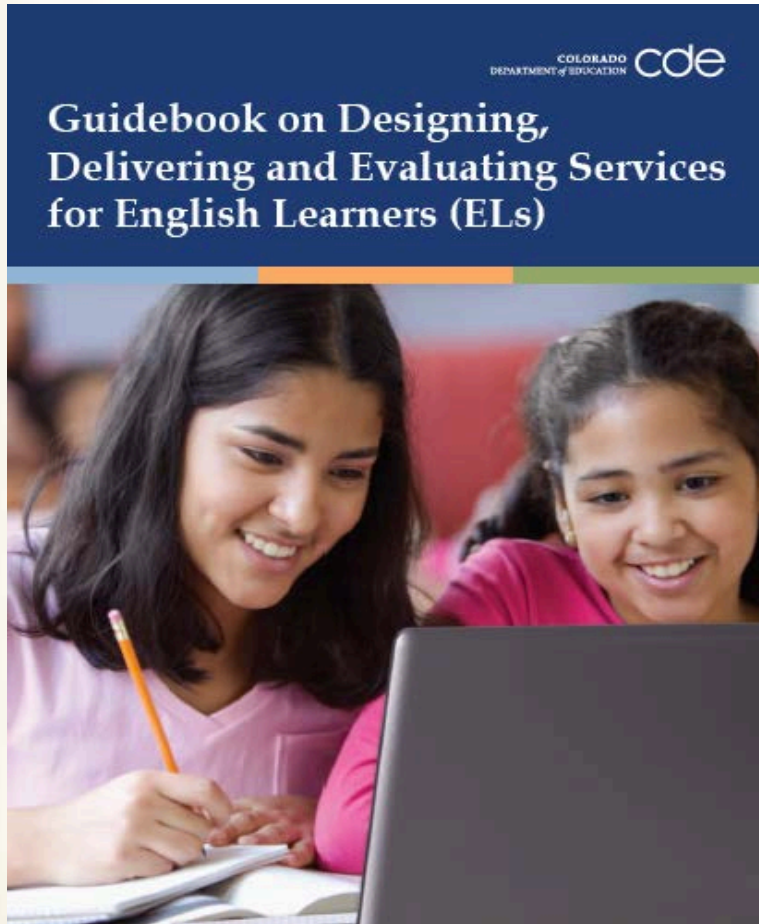


**Office of Language, Culture & Equity**
1560 Broadway, Suite 1450
Denver, CO 80202

Phone: 303-866-6963 or 303-866-6753
Fax: 303-265-9157
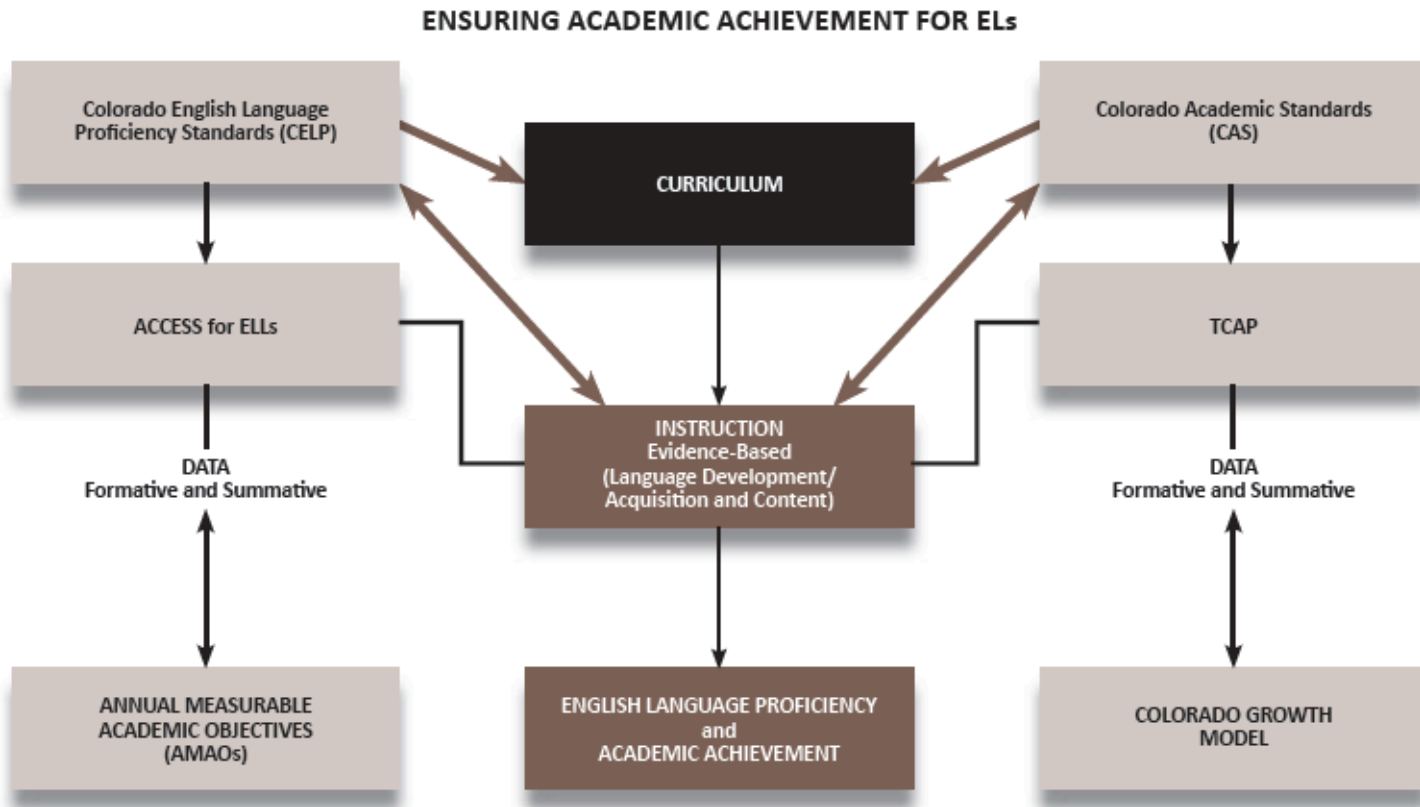
www.cde.state.co.us/sites/default/files/ELsG-book.pdf

# Purpose of an ELD Plan

- **To establish a unified approach on the way a district delivers an equitable and rigorous education to its English learners**

- **To provide stakeholders:**
  - Understanding of the district's English learner population
  - Guidance on the district's program theory and goals
  - Reference of federal, state and local requirements
  - Build capacity

# Key Components of a Written District-wide ELD Plan

- **Evidence and research-based educational theory**

- **Goals for ELD program of services**

- **Methods for identifying and assessing the students to be included in ELD program**

- **Specific components of ELD program and academic services/supports for EL students**

# Ensuring Academic Achievement

**ENSURING ACADEMIC ACHIEVEMENT FOR ELs**

| Colorado English Language Proficiency Standards (CELP) | | CURRICULUM | | Colorado Academic Standards (CAS) |
|---|---|---|---|---|

| ACCESS for ELLs | | INSTRUCTION Evidence-Based (Language Development/ Acquisition and Content) | | TCAP |
|---|---|---|---|---|

DATA Formative and Summative

DATA Formative and Summative

| ANNUAL MEASURABLE ACADEMIC OBJECTIVES (AMAOs) | ENGLISH LANGUAGE PROFICIENCY and ACADEMIC ACHIEVEMENT | COLORADO GROWTH MODEL |
|---|---|---|

Adapted from The Global Institute for Language & Literacy Development; ©2009

# ACCESS for ELLs and Common Core: Language Domain Learning Centers

- **https://www.youtube.com/watch?feature=player_embedded&v=7gb-SGdZduM**

# Resources on WIDA Website
## www.wida.us

# More Key Components of Plan

- **Staffing and other resources to be provided to ELs**
- **The district's method and procedures for transitioning and/or exiting students from its EL program, and for monitoring their success afterward**
- **Tools and data used to evaluate program effectiveness**
- **Family and community partnerships**

# Additional Resources

- **ACCESS for ELLs & Common Core: Language Domain Learning Centers**

https://www.youtube.com/watch?feature=player_embedded&v=7gb-SGdZduM

- **Data Dig on EL Students**

http://www.cde.state.co.us/sites/default/files/ELDataDigsHowtoTool.pdf

- **Strengthening Parent Involvement**

http://www.cde.state.co.us/sites/default/files/PI%20Toolkit.pdf

- **Equity Toolkit**

http://www.cde.state.co.us/sites/default/files/documents/cde_english/download/resources-links/equity%20toolkit%20final_2010.pdf

- **Accommodations Manual for ELs**

http://www.cde.state.co.us/sites/default/files/2009-2010ELLAccommodationsManual.pdf

# What Action Would You Take?

- **How would your District handle the scenario presented?**

- **Are there legal requirements connected with your decision?**

# Scenario 1

- **A student enrolls in the district. Their parents are speaking a language other than English. Parent fills out district form and indicates that English is the only language used/spoken in the home. Is the student eligible for ELD services? Why or why not?**

# Scenario 2

- **A student enrolls in the district. Their parents are speaking a language other than English. Parent fills out district form and indicates that English is the only language used/spoken in the home. Should the district ask for visa/social security, etc to determine ability to enroll in public school?**

# Scenario 3

- **A school district provides English learners a second remedial Reading class in addition to their regular Language Arts class. Has this district implemented an ELD plan that is adequate to meet the English language development needs of English learners?**

# Scenario 4

- **A school district has bilingual paraprofessionals who provide pull-out ELD services, after-school tutoring, summer school program and Title I intervention classes.  Has this district implemented an ELD plan that is adequate to meet the English language development needs of English learners?**

# Scenario 5

- **A school district has a research based ELD program service plan. District teachers have received extensive professional development on Struggling Readers and Vocabulary Development. State mandated assessments indicate low performance for English learners as well as their English speaking peers. Has this district implemented an ELD plan that is adequate to meet the English language development needs of English learners?**

# Scenario 6

- **A school district has an ELD plan that addresses the needs of English learners. The district only serves 80% of identified NEP and LEP students, as there are not adequate numbers of teachers to serve all students. Has this district implemented an ELD plan that is adequate to meet the English language development needs of English learners?**

# Scenario 7

- **A district serves NEP and LEP English learner students at the elementary level, but in middle school only NEP students are receiving ELD instruction in a Newcomer program.  All other students are mainstreamed and teachers are trained in SIOP strategies.  Has this district implemented an ELD plan that is adequate to meet the English language development needs of English learners?**

# ESEA/Title III Program Requirements

- **Ensure that EL students develop English proficiency based on state expectations and meet the same academic content and achievement standards that all children are expected to meet.**

- **Provide high quality, research based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students**

- **Provide high quality, researched based professional development to teachers, administrators and other school/community based organizations, of sufficient intensity and duration**

# More ESEA/Title III Program Requirements

- **Provide parental notification as to why their child is in need of placement in a specialized language instruction program.**

- **All notifications must be in an understandable and uniform format, and to the extent practicable in a language the parent can understand**

- **Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.**

- **Describe how parental and community participation in LEP programs will be promoted**

# ESEA/Title III Program Requirements Continued

- **Assure consultation with teachers, researchers, administrators, parents and other stakeholders in development of an ELD plan**

- **Describe how funds will be used to meet Annual Measurable Achievement Objectives (AMAOs)**

- **Describe how schools will be held accountable for meeting AMAOs and annually assessing for English Language Proficiency (ELP)**

# English Language Proficiency Act (ELPA)

- **Provide an evidence based ELD program for English Learners**

- **Provide effective professional development for all educators who may work with ELs**

- **Assist ELs in achieving content proficiency**

# Title I Requirements

- **Hold EL students to the same high standards as all students**
- **Include EL students in academic content assessments, with accommodations**
- **Disaggregate EL Subgroup**
- **Administer an annual assessment of English language proficiency to all ELL students**
- **Communicate with parents in multiple languages, both orally and written, as appropriate**

# District Self Assessment Tool for English Language Development Plan and Evaluation

## Appendix K
## District Self-Assessment Tool for English Language Development (ELD) Plan and Evaluation

**Colorado Department of Education—Office of Language, Culture and Equity**

**LEA District Self Assessment Tool**

**English Language Development (ELD) Plan & Evaluation**

| I. A. Introduction: School District Information: Does the district have or include information on: | NO | YES |
|---|---|---|
| 1. the size of the school district (may include number of schools)? | | |
| 2. the district total enrollment? | | |
| 3. the district's ethnic diversity? | | |
| 4. the number of limited English proficient students (NEP or LEP enrolled in the school district)? | | |
| 5. the number and percent of EL students in Special Education? | | |
| 6. the number and percent of EL students in the Talented and Gifted program? | | |
| English language proficiency assessment results including: | | |
| 7. Number and percent of students progressing to a higher proficiency level on ACCESS for ELLs | | |
| 8. Number and percent of students attaining English Proficiency on ACCESS for ELLs | | |
| 9. Number and percent of students on monitoring status year 1 | | |
| 10. Number and percent of students on monitoring status year 2 | | |
| 11. Number and percent of students who have been re-entered into the program from monitoring status | | |
| 12. Number and percent of students who have been exited from an ESL or Bilingual Program | | |
| 13. Transitional Colorado Assessment Program (TCAP) results for LEP students | | |

# Office for Civil Rights (OCR) Requirements for ELD Programs

Step 1:  **Educational Approach**

Step 2:  **Identification**

Step 3:  **Assessment**

Step 4:  **Placement and Services**

Step 5:  **Staffing and Resources**

Step 6:  **Transition/Exiting**

Step 7:  **Monitoring**

Step 8:  **Program Evaluation**

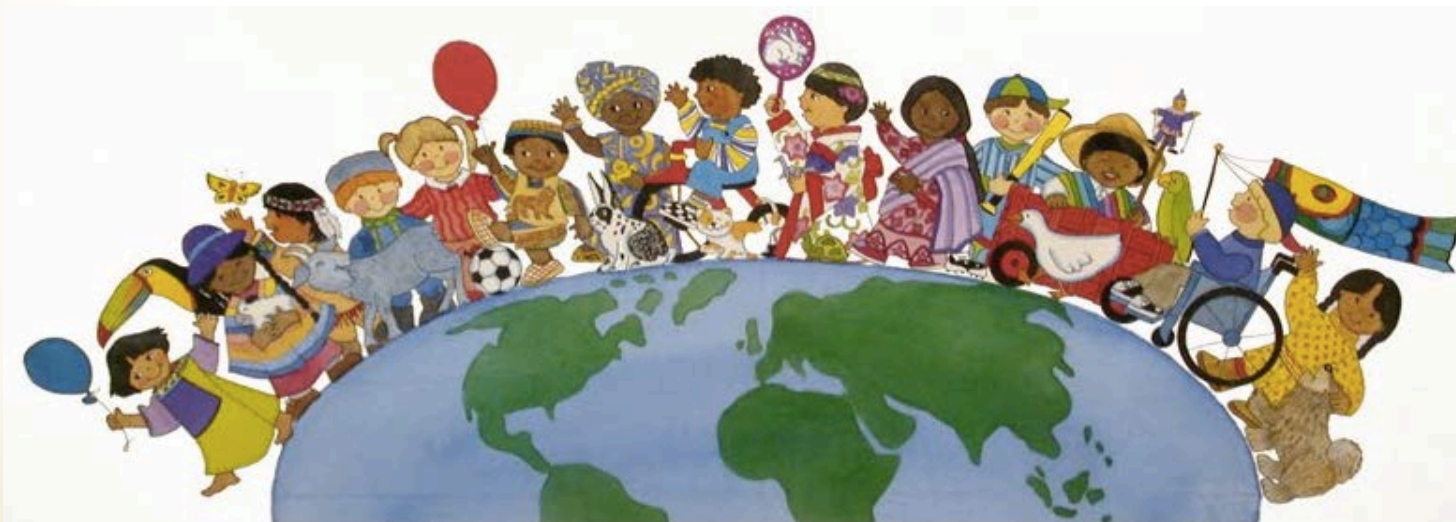# Using the District Self Assessment Tool for ELD Plan and Evaluation

# THANK YOU!

**CHERRY CREEK SCHOOL DISTRICT**

**EAGLE COUNTY SCHOOL DISTRICT**

**GREELEY-EVANS SCHOOL DISTRICT 6**

# Colorado English Language Development Plans

- **What can you take away from the plans that will help you with developing or revising your own district ELD plan?**

- **What do you see in the plans that support all staff with meeting the needs of English learners?**

# Actionable Next Steps

- **Dig into WIDA website and additional resources**

- **Actionable Next Steps**

- **Brief consultation on district-wide ELD plan**

# Statewide Support

- **Regional for Instructional Staff and Administrators**
  - CELP and Colorado Academic Standards (CAS)
- **Regional for Directors/Coordinators and Administrators**
  - Designing, Delivery and Evaluating Quality English Language Development Programs and Plans for services to ELs
- **Mega Meetings**
- **LCE State Leadership Academy**
- **EL Lunch Hour webinars**
- **LCE ELD Specialist contacts and ongoing case management by region**

# Targeted District Specific Support

- **ELD Program Evaluation and Review**
- **Designing a Quality Evidence-Based ELD Program**
- **ELD Program Implementation and Delivery**
- **Collaboratively with ESEA Tiered Support for EL impacted districts:**
  - PITA districts
  - non-PITA districts with Focus or PITA schools
  - districts that have not met AMAO's for 4 or more years
- **Additional technical assistance options**
  - Technical Assistance Request Form

# Data Contact

**English Learner Data contact:**

Nazanin Mohajeri-Nelson

Director of Data, Program Evaluation and Reporting

**mohajeri-nelson_n@cde.state.co.us**

# Contact Information
## Office of Language, Culture and Equity

| Name | Role | Email | Phone |
|------|------|-------|-------|
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| **Georgina Owen** | ELD Specialist/Title VII State Coordinator | Owen_G@cde.state.co.us | 720-648-0482 |
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Every student,
    every step of the way