



COLORADO

Department of Education

District ELD Program Rubrics: A Self-Assessment to Improve ELD Programs

**Office of Culturally and Linguistically Diverse Education
Unit of Federal Program Administration**

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Introductions

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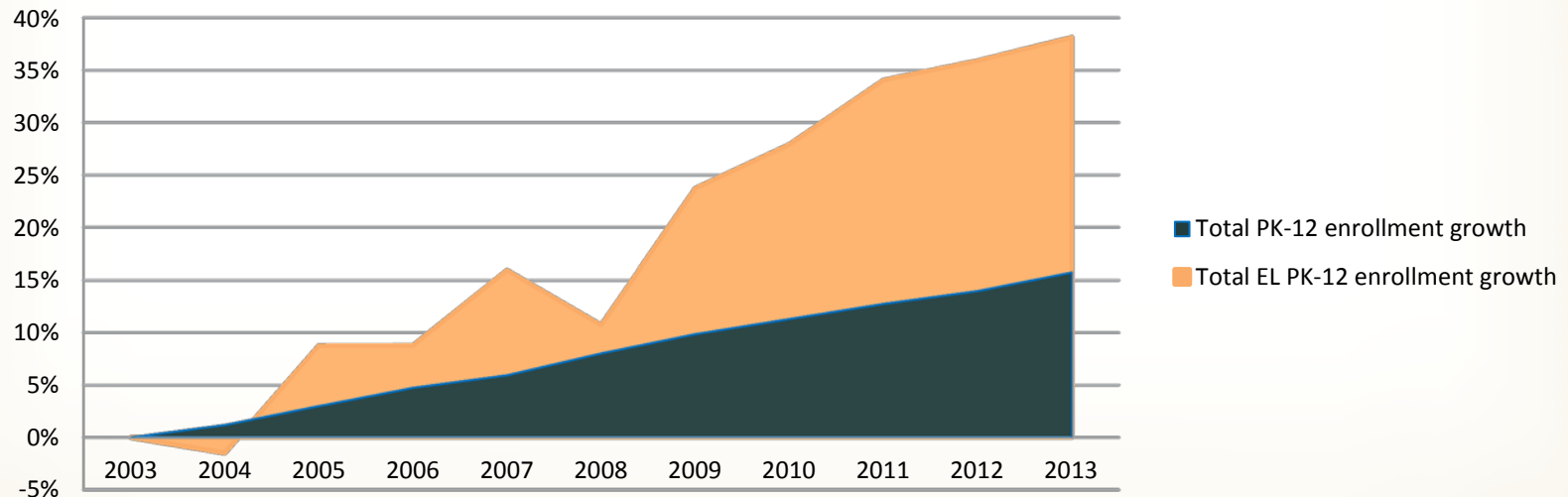
Outcomes

Participants will develop or enhance their knowledge around the Colorado Program Quality Rubrics by understanding:

- The process used by CDE to develop English Language Proficiency (ELP) Program Quality Indicators (PQI)
- The emerging indicators and defining characteristics of each indicator from the PQI project
- The utility of the rubrics developed from the PQI project
 - CDE
 - District

EL Growth Rate in Colorado

- Colorado total PK-12 enrollment growth rate over the last ten years (2003-2013) = 15.7%
- Colorado EL total PK-12 enrollment growth rate over the last ten years (2003-2013) = 38.1%

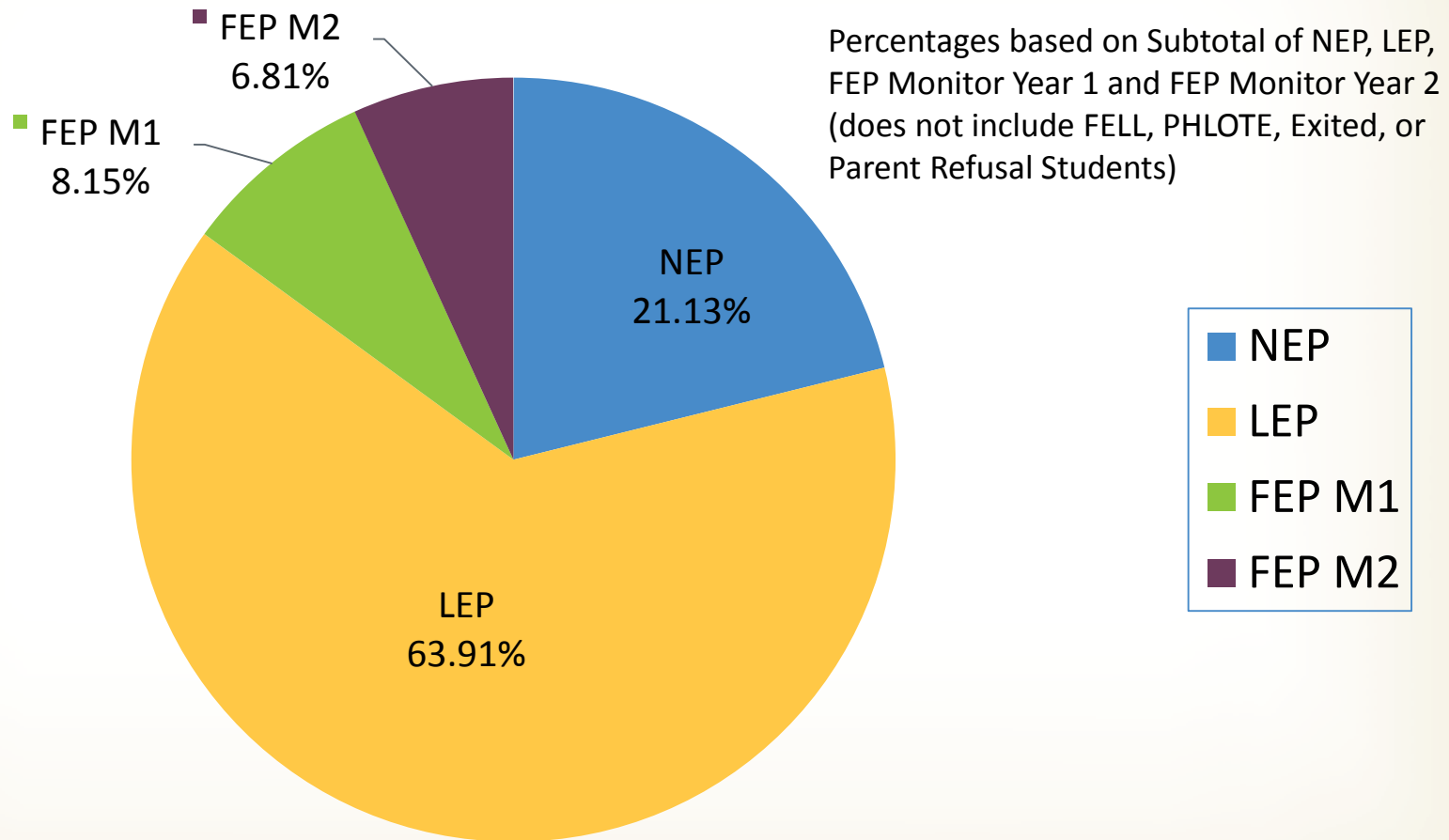


Total Number of School-age English Learners (ELs) in Colorado*

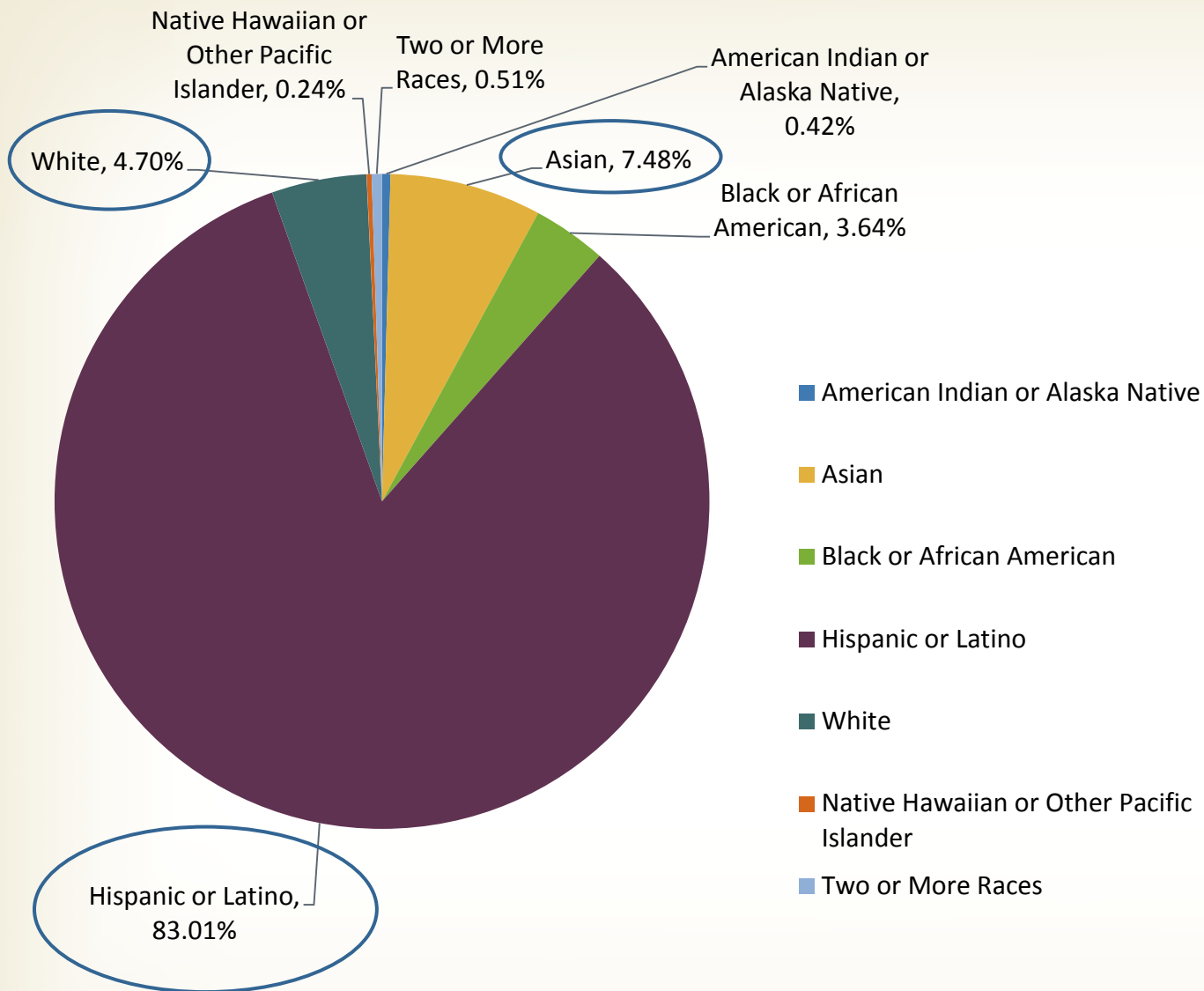
	NEP/LEP (Non-English Proficient/Limited English Proficient)	FEP M1 (Fluent English Proficient Monitor Year 1)	FEP M2 (Fluent English Proficient Monitor Year 2)	Total ELs
2008-2009	84,736	10,128	6,708	101,572
2009-2010	90,994	6,784	8,685	106,463
2010-2011	92,352	8,652	5,839	106,843
2011-2012	98,775	9,349	7,649	115,773
2012-2013	100,782	9,375	8,563	118,720
2013-2014	102,876	9,858	8,244	120,978

*Numbers do not include parent refusal. If included, the total number for 2013-2014 would be 126,724.

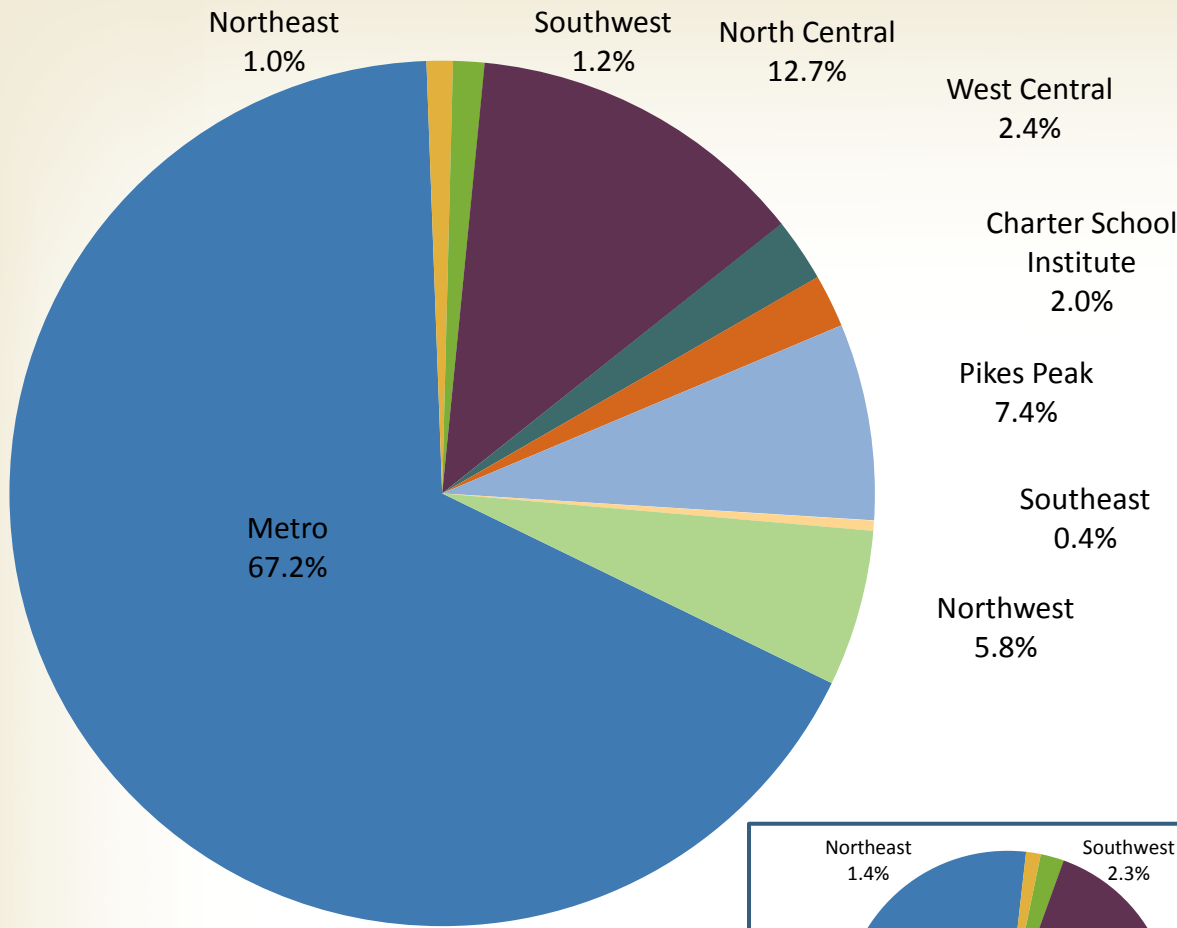
English Proficiency Levels for ELs 2013-2014



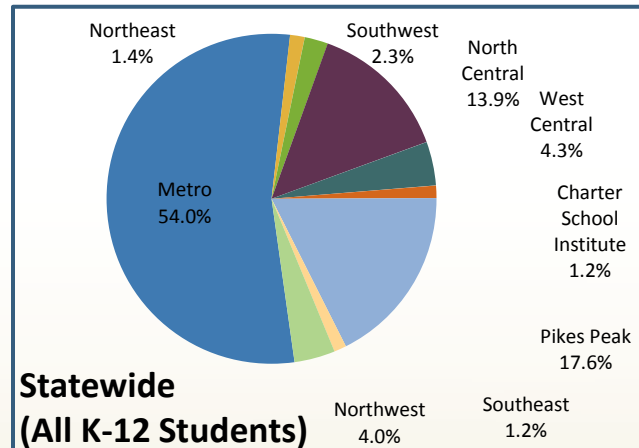
ELs by Ethnicity 2013-2014



K-12 EL Geographic Distribution by Region 2013-2014



Metro region composed of 19 school districts



Updated by Office of Data, Program Evaluation, and Reporting (April 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only, excluding parent refusals; excludes students with missing or duplicate SASIDs; excludes students with discrepant ESL and bilingual codes)



Top 20 Home Languages Spoken by Colorado ELs

Rank	Language	Number of ELs	Percent
1	Spanish	101,333	83.76%
2	Vietnamese	2,155	1.78%
3	Arabic	1,829	1.51%
4	Russian	1,176	0.97%
5	Chinese, Mandarin	1,106	0.91%
6	Amharic	876	0.72%
7	Somali	867	0.72%
8	Nepali	852	0.70%
9	Korean	745	0.62%
10	French	610	0.50%
11	Hmong	523	0.43%
12	Karen, Pa'o	448	0.37%
13	Burmese	396	0.33%
14	German, Standard	370	0.31%
15	Chinese, Yue	360	0.30%
16	Tagalog	357	0.30%
17	Tigrigna	331	0.27%
18	Swahili	266	0.22%
19	Japanese	264	0.22%
20	Hindi	250	0.21%

* In 2013-2014, English learners (ELs) had 242 home or primary languages other than English.



State of the State

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■ State of the State 2014:

[http://www.cde.state.co.us/sites/default/files/docs/fedprograms/State%20of%20the%20State 2014 FINAL 051515.pdf](http://www.cde.state.co.us/sites/default/files/docs/fedprograms/State%20of%20the%20State%202014%20FINAL%20051515.pdf)

Identifying a Need

- **Colorado educator practitioners requested**
 - Connection to Comprehensive Appraisals for District Improvement (CADI)
 - Role of central office/system
 - Independent from instructional program
- **Current monitoring of programming was not sufficient or adequate to identify promising practices or challenges within a district or school.**



Identifying a Need

- **Limited research on systemic practices**
 - Great City Schools (2009)
 - 4 urban school districts
 - USDE commissioned report – EDCount (2012)
 - Synthesis of research
- **Assumption that the larger system played a greater role in successful outcomes for ELs.**
 - Classroom instruction often did not identify with successful programming.

Why ELD PQI project ?

- To identify indicators of quality Colorado English Language Development (ELD) program(s) using Colorado specific qualitative data collected from a representative sample of school districts.
- To create a framework/tool using identified quality indicators to inform development, implementation, and evaluation of quality ELD programs.



District Selection

Two initial Criteria:

- Title III Grantee
- EL N = 20



District Selection Cont.

CDE rank ordered all Colorado districts as high, medium, low using an index score for each metric.

The following metrics were used:

- Four (4) years of CELA growth
- Three (3) years of CSAP/TCAP Reading, Writing, and Mathematics growth for EL student group
- Three (3) years graduation rate for EL student group

Other Considerations

- Region of Colorado
- EL Numbers and Percentage
- Urban vs. Rural
- District Size
- Title III Participant
- Accountability Measures: AYP, AMAOs, CELApro Growth, EL Grad Rate
- District Student Demographic Information



Who participated?

CDE invited districts that were:

- Representative sample of high, medium, low state quantitative English language learner data
- Representative of other considerations

13 Colorado school districts accepted invitation and volunteered to participate

How was data collected?

- Focus Groups
- Small Group and Individual
- Surveys
- Online Data Collection



Central Office Stakeholders

- ELA Director/Coordinator
- Title Coordinators
- Curriculum Coordinators
- Parent/Family Coordinator (Family Literacy)
- Academic Achievement Officers
- Response to Intervention Coordinator
- SPED Director/Coordinator
- District Partners
- District School Board Member



School Stakeholders

- ESL Teachers/Bilingual Teachers
- SPED Teachers
- Content Teachers/Grade Level Teachers
- Coaches/TOSAs
- Title I Teachers
- Principals and Assistant Principals
- Content Specialist
- School Assessment Coordinator (SAC)
- Parent/Family Liaison
- RtI Teachers/Coordinator



Parent/Student Stakeholders

- District/School Accountability Committee Member (DAC/SAC)
- EL Students
- Non-EL Students
- Parents of EL students
- Parents of non-EL students
- Community Groups
- Parent Advisory Council members
- PTA/PTO members



CDE Role



- Agree that district specific data will only be shared with district and on-site data collection not part of Title III compliance monitoring
- Facilitate onsite-collection of data from school district stakeholders using developed focus group questions, interviews questions and surveys
- Analyze data to inform development PQI tool
- Develop a framework and tool to inform the development, improvement and sustainability of district English Language Development programs



Participating District Role

- Identify local stakeholders for focus groups, interviews and surveys
- Partner with and support project during onsite visit
- Provide requested data
- Invest time and cooperate with project to improve and inform their and other Colorado school districts' ELD programming for English language learners



What do you think?

Based on what you know as an educator, what do you predict will emerge as an indicator of an effective program? Why?



Nine Indicators

Nine indicators emerged with defining characteristics as they related to ELs and ELD programs.

1. Systemic Processes and Procedures
2. Human Resources
3. Research Based Program
4. Collaborative Leadership
5. Fiscal Resources
6. Family and Community Partnering
7. Evaluation of ELD Program
8. Teaching and Learning
9. Organizational Culture



What do you think?

- Use the cover page to rate your district's level of implementing system wide practices in support of Els.
- Why have you selected this rating?



Development of Rubrics

- **Data coded and characteristics/trends identified**
- **Connection to CADI and other Colorado Initiatives**
 - Teacher Effectiveness
 - Family and Community Partnering
 - Evaluation
- **Confirmed with/Connection to relevant research**
- **Reviewed by Districts, Schools, Administrators**
 - CABE, CoTESOL, Title I Directors,
 - USDE, National Title I and III State Directors

Systemic Processes and Procedures

Systemic processes and procedures describe the district's processes and procedures as they relate to ELs. (ELD Plan)

- **Written processes and procedures exist that describe EL services in the district and are communicated all offices, departments, and schools.**
- **A diverse team representative of district, school, and family/community stakeholders develop the ELD plan.**
- **District teams representative of all stakeholders continuously monitor the implementation and adjust, as needed, based on data.**
 - **District provides opportunity to collect feedback from stakeholders to inform implementation and modification.**

Human Resources

Human resources should reflect an equitable distribution of district human resources to develop, implement, and support quality ELD programming that consider (1) endorsement requirements, (2) legal requirements, (3) district HR policy, and (4) teacher/student ratios.

- District requires the same licensing requirements for all teaching staff in the ELD program, as required by all content teaching staff.
- District expects EL student/CLDE teacher ratios is equivalent to district/student teacher ratios.
 - collaborates with and provides supplemental supports based on student linguistic, social-emotional, and academic needs.

Human Resources Cont.

- **Districts expects and supports all staff, including the non-ELD program staff, to obtain the CLDE/bilingual endorsements**
 - Hiring practice to determine timeframe expectation
 - Incentive programs
- **District tailors recruitment campaigns and incentives to the address the unique staffing needs within the context of educating ELs.**
 - Effective educators to building with high numbers/percentages of ELs
 - Collaboration with Higher Education

Human Resources Cont.

- District acknowledges and prioritizes potential candidates' knowledge of speaking a second language.
 - Required second language that reflects student population
 - Support staff in learning a second language



Human Resources, cont.

- Read the indicator.
- Choose one characteristic/guiding question and rate your district in this area.
- Use the note catcher to develop a plan to improve.



Research Based ELD Program Model(s)

ELD programs are founded in scientifically based research with proven academic and linguistic outcomes.

- District selects program models that reflect the EL students they are serving and the students' linguistic, social-emotional, and academic needs.
- District has a process to monitor the implementation of selected ELD program model(s) at school sites
 - Regular collection of data
 - Process to collect feedback from school personnel

Research Based ELD Program Model(s) Cont.

- **District provides professional learning opportunities to school leadership teams in implementation of selected ELD program model(s)**
 - New principal orientation, teacher induction
 - Ongoing
 - Guidance and support through tools
- **District has a plan to evaluate the ELD program across district and schools.**
 - In collaboration with district, school, and community stakeholders
 - Formal written program evaluation work plan, with assigned staff
 - Process for using results to improve program quality and identify ineffective program elements

Research Based ELD Program Model(s) Cont.

- Read the indicator.
- Focus on guiding question 1.
 - Rate your district. Explain your rating
 - How long has the program model been implemented in the district? When was it established?
 - Is there an opportunity for improvement?



Collaborative Leadership

District leadership understands, establishes, and communicates values that support the need for quality ELD programming.

- **A team that represents district and school stakeholders that represent district instructional models make decisions impacting ELD programming**
 - ELD staff and non-ELD staff
 - Curriculum, Assessment, Educator Effectiveness, Family/Community Engagement
- **ELD programming decisions are made that represent EL students' linguistic, social-emotional, and academic needs.**
 - Disaggregates and analyzes academic growth and achievement, ELD growth and achievement

Collaborative Leadership cont.

- Read the indicator.
- Focus on guiding question/characteristic # 2.
 - Rate your district. Explain your rating.
 - What can your district do to improve?



Fiscal Resources

- **District makes allocations to schools to support selected ELD program model(s) that reflect the EL population they are serving and the students' linguistic, social-emotional, and academic needs.**
 - English language proficiency level, language demands, prior education, cultural background
 - Transparent - formula
 - Use of PPOR – Per Pupil Operative Revenue
 - Use of supplemental grants to support ELD program model(s)
- **District allocation formula is evaluated and modified on a regular basis.**

Family and Community Partnering

Family and community partnering is the collaboration of families, schools, and communities as equal partner in improving English language learner, classroom, school, and district outcomes.

- **District creates family and community partnering structures and practices that are communicated and supported.**
 - Developed in collaboration with schools, families, and community.
 - Ongoing evaluation of partnering practices.
 - Allocation of resources to support partnering activities and analyzes data to ensure effectiveness.

Family and Community Partnering Cont.

- **District communicates partnering practices to schools, families, and community through direct training and support.**
 - Value on home-school learning
- **District reviews and revises its policies, procedures, committees, and infrastructure to include family and community partnering.**
 - Provides training and support for any changes made
 - Ensures systemic family and community partnering is infused within all district practices and organizational infrastructures

Family and Community Partnering Cont.

- **District actively engages in community outreach and establishes partnerships with community organizations.**
 - Understands and values community outreach
 - Plan for community outreach to non-profit organizations, businesses, local governments, etc.
- **District supports the professional development of district and/or school family/community liaisons within the context of ELD programs.**
 - Encourages/Requires school/family/community liaisons to participate in the same professional development as instructional staff are provided.

Ongoing Evaluation of ELD Program

District has processes and procedures for ELD program evaluation that are documented, implemented, and supported.

- District has an evaluation method and process that utilizes data to support continuous improvement of the ELD program.
 - Uses data, in collaboration with schools, to make links between program elements/activities and EL student outcomes.
 - Uses data, in collaboration with schools, to make program decisions and implement changes based on results.



Ongoing Evaluation of ELD Program Cont.

- **District has included relevant data in its evaluation process.**
 - Uses relevant assessment data, in collaboration with schools, to determine program outcomes and impact of program.
 - Relevant assessment data is identified by district, school and community stakeholders collaboratively.
- **District disaggregates the EL group of students beyond the aggregate for the State accountability – School Performance and District Performance frameworks.**
 - Disaggregates data to track student outcomes across years.



Ongoing Evaluation of ELD Program Cont.

- District includes cross district and community representation, including students, in their evaluation process development and improvement.
 - Provides information to families, students, and community so they provide meaningful input on evaluation plan.
 - Input from district and school stakeholders is solicited and collected



Ongoing Evaluation of ELD Program cont.

- Read the indicator.
- How is data currently used to inform programming?
- Where can your district improve?

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"Before I write my name on the board, I'll need to know how you're planning to use that data."

Teaching and Learning

District provides high-quality, targeted, job-embedded professional development that results in effective teaching and learning for students that are acquiring English while accessing grade level content.

- District ELD and content specialists collaborate to delivered professional learning opportunities to connect the CELP and CAS to the district/school instructional model.
- District, in collaboration with schools and instructional staff, designs professional learning opportunities based on analysis of disaggregated qualitative and quantitative data.
 - ELD and content programming

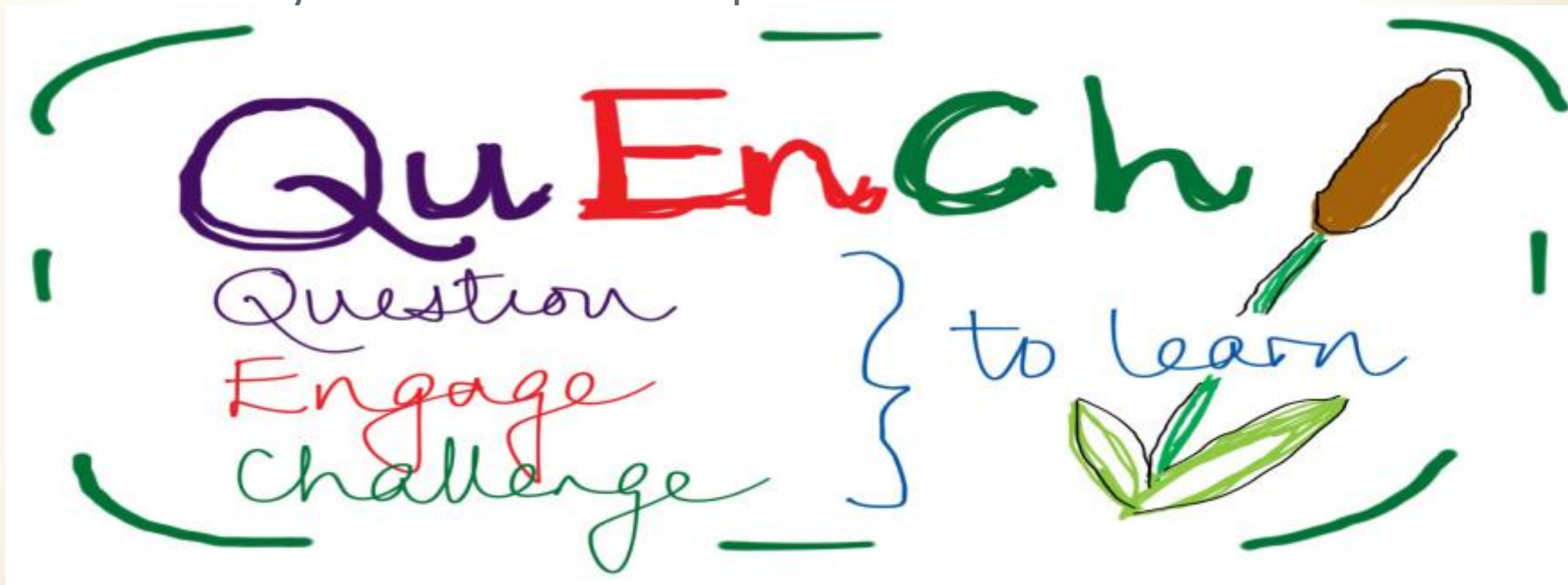
Teaching and Learning Cont.

- District provides and supports high-quality, targeted, and job-embedded professional development in support of ELs in content and ELD programming.
 - Requirement through fiscal and professional incentives



Teaching and Learning

- Read the indicator.
- Focus on guiding question/characteristic # 1.
 - Rate your district. Explain your rating.
 - What can your district do to improve?



Organizational Culture

The district is an equitable community that supports and values all students, educators, and families.

- **District has structures in place to support policies that hold schools accountable for implementing equitable expectations and rigor for all students.**
 - Support through professional learning: job –embedded, training
- **District provides opportunities for distributed leadership for educators.**
 - Provides pathway for staff to become leaders, mentors, coaches, administrators
 - Expects schools to provide leadership opportunities, including ELD staff
- Committees, coaching, developing/leading PD

Organizational Culture Cont.

- **All families have the same opportunity to participate in district and school committees.**
 - Translation, various meeting times
 - Requirement to include parents, who represent school demographics on accountability and committees
- **District surveys students, family, and community stakeholder groups to inform possible modifications needed to enhance and improve district ELD programs.**
 - System to ensure participation that reflect the student and family groups within the district

Organizational Culture Cont.

- District creates a welcoming environment for all students and families.
 - Provides in-person and written communications in languages that are present in the school
 - Dedicated staff that work with ELs and their families to enhance communication, build relationships, and address social-emotional needs.
 - Provides professional learning opportunities for all staff



Organizational Culture Cont.

- **District values the diversity of the student body and community in schools and classrooms.**
 - Promotes, supports, and participates in community activities that honor the diverse cultures represented in the community.
 - Actively organizes collaborative events with community organizations that honor the diverse cultures represented in the community.



What do you think now?

- Use the cover page to rate your district's level of implementing system wide practices in support of EIs, based on what you have learned today.



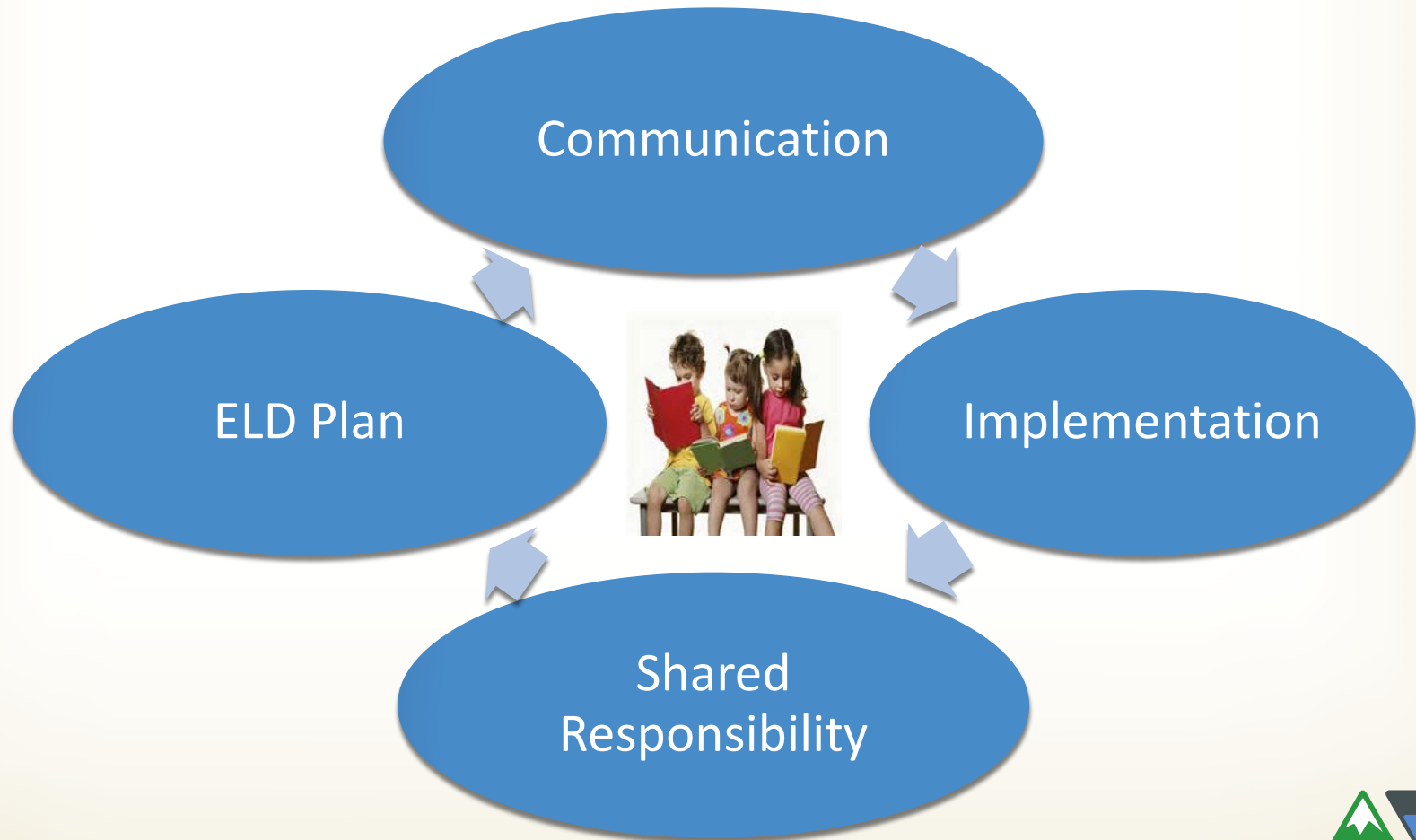
“What is right is
not always
popular
and what is
popular is not
always right.”

Albert Einstein

Use of the Rubrics

- **Many districts currently using at district level**
 - Some have augmented to use with schools
- **Colorado Department of Education – Office of CLDE**
 - Beyond diagnostic
 - Blueprint to improve programs for ELs
 - Title III Improvement Year 4+
 - Connection to ELD Program Review
- **Colorado Department of Education**
 - Unified Improvement Planning
 - ESEA programs – alignment to consolidated application and monitoring

ELD Program Review Tool



Question from ELD Review Tool

DISTRICT'S THEORY AND FOUNDATIONAL STRUCTURE FOR ENGLISH LEARNERS

1. What is the district's mission/vision for English Learners?

THEORY: Systemic Processes and Procedures / Collaborative Leadership / Organizational Culture

- At this time, there is little or no evidence. There is concern as to the level of effective implementation.
- At this time, this work remains in progress with a process defined for effective implementation.
- At this time, there is evidence of successful, effective implementation.

Notes:

Analysis of District Responses



ELD Program Rubrics

- ELD Program Rubrics

<http://www.cde.state.co.us/fedprograms/eld-program-rubric>

- ELD Program Rubrics Professional Learning Opportunities



Questions?



Thank You!

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grazie asante sana evkaristo
tack diolch yn fawr
kamsu hamnida
danke schön xie-xie
mahalo salamat
dziekuje bardzo
domo spasibo shoukran
thank you cam on