



COLORADO

Department of Education

Lessons Learned from ELPA Excellence Awardees:

BEST PRACTICES AT WORK

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April 22, 2016

Overview

This session will provide a summary of the evidence-based English language development (ELD) programs implemented and the practices that contributed to their identification as ELPA Excellence Awardees.



Purpose

The English Language Proficiency Act (ELPA) Excellence Award program is designed to award grants to local education providers and charter schools with evidenced based English Language Proficiency Programs that achieve the highest English language and academic growth among English learners in program and the highest academic achievement for English learners who have transitioned out of the English language proficiency program.

- ELPA statute mandates that CDE identify and publish best practices delineated in the reports from awardees to help support other schools and districts in strengthening their ELD programs (2224-R-4.00 (5)(b)).

Methodology

- Eligible local education providers were identified by using state mandated annual language and academic assessments, including both growth and achievement results from 2014*. The following three criteria were considered and weighted equally: **language growth, academic growth, and academic achievement.**

**IF OPPORTUNITY DOESN'T KNOCK,
BUILD A DOOR.**

- Milton Berle

*Due to the smaller number of students in schools, three years of growth and achievement results were used to identify high performing charter schools.

Setting the stage...

In 2014-2015, ten districts and ten charter schools were awarded the ELPA Excellence Award.

- A total of \$500,000 was distributed among the 10 schools and 10 charter schools based on total enrollment and EL concentration.
 - 2224-R-4.00 (4) Duration and Amount of Grant Awards
 - Subject to available appropriations, the Department will award grants to Local Education Providers and Charter Schools pursuant to the English Language Proficiency Act Excellence Award Program. The amount of the grant award will be based on the student enrollment of the local education providers and charter schools receiving the award and the concentration of English Language Learners enrolled by the local education provider and charter schools as a percentage of the total student enrollment. Each grant will have a term of one fiscal year.

End-of-Year Evaluation & Reporting

At the conclusion of the school year in which the ELPA awardee receives a grant, it must submit to the CDE:

- A data analysis and summary of the awardee's evidenced based English Language Proficiency Program that includes:
 - A description of the program;
 - A description of how program effectiveness was evaluated and how data analysis was conducted as a part of the evaluation process;
 - A summary of the data analysis findings;
 - A summary of effective program elements; and
 - A summary of challenges overcome to improve the quality of program.
- An Annual Financial Report of the awardee's use of the funds received.

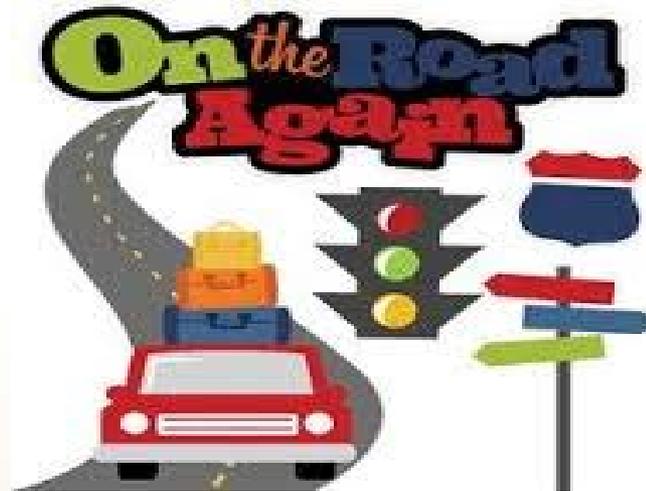
Synthesis of the EOY Reports

A cross unit team of CLDE and DPER staff members first reviewed the reports on their own, then later collaborated to identify and calibrate findings in the review of EOY reports.

- **A note catcher was used to determine:**
 - Commonalities across the reports
 - Unique aspects (practices unique to this school or seen in less than 3 awardees)
 - Exemplary practices that should be highlighted in the report
- **The team also noted any follow-up questions to ask the awardees to clarify responses or enhance our report.**

Emergence of Best Practices

As the team calibrated findings, unique and exemplary practices began to emerge. We were excited at the possibility of visiting these schools and witnessing these practices.



School Visits

A cross departmental data collection team (DCT) visited the schools in the Fall of 2015 to observe best practices at work. These visits entailed:



- Classroom observations
- Focus Groups and Interviews
 - District Personnel
 - School Personnel

The DCT later convened and calibrated results of the school visits. The team noted common practices and unique or exemplary practices within specific classrooms. The findings and best practices noted within this presentation are a result of this study.

We discovered:

- The types of ELD programs across districts and schools took many forms and were based on a variety of framework and curricula.
 - Dual Language
 - Transitional Bilingual
 - English as a Second Language
 - Newcomer
- Consistent among these varieties was the **ability to match and adjust the program to the needs of the students** within the school/district, capitalizing on the unique context within which the program was designed and delivered.

Eligibility Criteria

Students were **identified for services utilizing a body of evidence**, including, but not limited to:

- Home Language Survey
- WAPT/ACCESS
- Individual EL Plan
- Parent interviews
- Student observations
- Teacher referrals
- Collaborative discussions among school staff



Think-Pair-Share: What additional criteria could your school use to identify students for services?

Data-Informed Decision-Making

- **Evidence-Based Programs**

- Supports designed and aligned with other programming

- **Demonstrated Knowledge of Grade-Level Expectations**

- Alignment to Colorado Academic Standards

- Content and Language Objectives

- Inclusion of Colorado English Language Development standards

- Scaffold supports to meet rigor and cognitive challenge

Questions: How do you use research to determine which type of ELD program(s) will best meet the needs of your students?

How are programs aligned to create differentiated opportunities for learning?

Data-Informed Decision-Making

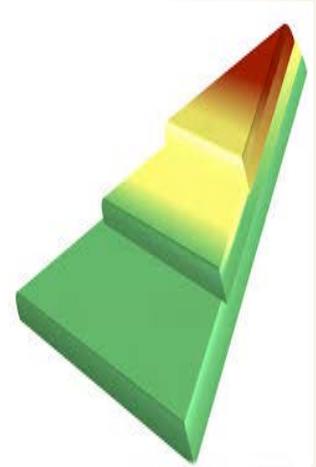
■ Intentional Progress Monitoring

- Formative and summative assessments
 - Individual reflection on practice
 - Mastery check or Exit tickets
- Fluid groupings/regroupings
 - Individual and group needs

■ Targeted Professional Learning

- Job embedded: coach/mentor/modelling/gradual release
- Co-teaching strategies; co-planning
- Paraprofessionals attend the same PL as teachers

Question: How and when do you use your data from assessments to adjust instruction?



Data-Informed Decision-Making

- Collaborative Partnerships between ELD and Gen Ed Staff
 - Scaffold of program entrees
 - Multiple ways to demonstrate learning
 - ELD/ALD
 - Graphic organizers, language scaffold
 - Minimize pullout from classroom
 - Provide Extended Learning Opportunities



Question: How might schedules be adjusted at your school to ensure time for intentional collaboration and planning?

Data-Informed Decision-Making

■ Behavioral Information

- Behavioral expectations clearly articulated
- Consistently applied across the whole school
- Parents reinforce strategies at home

■ Hiring Practices

- Alignment of “fit” and capacity
 - Bilingual
- Certifications
 - CLD, ESL



Think-Pair-Share: What change in hiring practices could be implemented to better meet the needs of your students?

Intentional Program Supports

- **Distributed Leadership**

- School EL personnel are involved in the decision-making process
- District leadership values and supports (provides funding to) ELD

- **Parent Engagement**

- Family liaisons
- Classes for parents
 - English
 - Supporting students at home in Reading and Math

Intentional Program Supports

- **Community Engagement**

- Clear and frequent communication to stakeholders
- Focused effort to engage area non-profit organizations and businesses
- Partnerships opportunities: resources, spaces, service learning



Question: What opportunities for partnership remain untapped in your community?

Other Commonly Noted Trends

- **Reliance and reference to the CDE EL Guidebook**
 - http://www.cde.state.co.us/cde_english/guidebookaug15
- **SIOP**
- **National Geographic Curriculum/Resource**

Share-Out

- **What best practices are at work in your school or district?**
- **How do you know these practices are attaining the intended results?**
- **How often do you make adjustments?**
 - Which data are used to inform decisions?
 - Who is involved in the discussion?
- **Reflection: What practices might you change moving forward?**



Resources and Contacts

CLDE Resources and Tools:

<http://www.cde.state.co.us/search/node/Culturally>

http://www.cde.state.co.us/cde_english/elau_pubsresources

Evaluation Reports:

<http://www.cde.state.co.us/fedprograms/dper/evalrpts.asp>

Contacts

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