

English Learner Alliance 2nd Annual Meeting

**Transition to Common Core State Standards
Implications for English Language Learners
Effective Practices for Improving Achievement**

December 17, 2012

Overview

- » REL West EL Alliance Research Projects
 - 10:00 – 11:00 AM PT / 11:00 AM – 12 Noon MT

- » LUNCH
 - 11:00 AM – 12 Noon PT / 12 Noon – 1:00 PM MT

- » Expert Presentation: Aida Walqui & Margaret Heritage
 - 12 Noon – 1:00 PM PT / 1:00 – 2:00 PM MT

- » EL Alliance Next Steps Discussion
 - 1:00 – 2:00 PM PT / 2:00 – 3:00 PM MT

- » West CC: Purpose and Priorities
 - 2:00 – 2:30 PM PT / 3:00 – 3:30 PM MT

- » Wrap Up & Survey
 - 2:30 – 3:00 PM PT / 3:30 – 4:00 PM MT

Goals for the Webinar

English Learner Alliance 3.1.1

**Constructing a Data Inventory for the
English Learner Alliance
DISCUSSION DRAFT**

Goals

- To construct a regularly updated data inventory for use by the EL Alliance in planning and conducting their research agenda
 - » Comparison of the data fields and definitions across the states;
 - » Describe data that the states collect; and,
 - » Describe alignment between the data collected and the EL Alliance research interests.

Activities

- » Created Data Inventory Protocol (DIP)
- » DIP completed by
 - ADE
 - NDE
 - Washoe CSD
 - Clark CSD
 - USOE
- » Report written by WestEd
 - Discussion Draft ONLY
 - Expected Approval: Dec 2012

Key Definitions

- » English learner: based on Federal language for LEP
 - All similar

- » State ELP tests
 - AZ
 - AZELLA (K, 1-2, 3-5, 6-8, HS)
 - NV
 - LAS Links (through 2011/12) (K-1, 2-3, 4-5, 6-8, HS)
 - WIDA ACCESS (2012/13 onward) (K, 1-2, 3-5, 6-8, HS)
 - UT
 - UALPA (K, 1-2, 3-5, 6-8, HS)

» ELP levels

» Reclassification Requirements

Data Inventory

» Data Collected

Data Inventory Comparison

» Similarities

- statewide subject matter content test scores,
- ELP assessment scores,
- student demographics such as gender, eligibility for free or reduced-price lunch, native or home language, and receipt of special education services,
- school enrollment and attendance,
- student high school graduation status, and
- school profiles such as school type or level, number of students, AYP status, and Title I status.

Data Inventory Comparison

» Differences

- Student transcripts and courses (Clark, Washoe, Utah)
- English learner program by student for each school year (Arizona, Clark, Washoe, Utah)
- Student discipline profiles (Washoe, Utah)
- Postsecondary student profiles (Washoe)
- Teacher Profiles (Washoe, Utah), including years of teaching as an EL teacher (Washoe) and ESL endorsement (Washoe and Utah)
- An early childhood student identification (Clark, Washoe)
- Early childhood data (Arizona, Clark, Washoe, Utah)

Research Agenda Alignment

» Progress Analyses

- Currently able to do 6 years across all 3 states (start in 2006/07)
- Change to new assessment may limit longitudinal analyses
 - PARCC and SBAC (Spring 2014)
 - NV switch to WIDA ACCESS (Spring 2013)

» English Learner Characteristics

- Some of the key characteristics (initial ELP, IEP, gender, FRPL)
- Others not available (native language fluency, non-U.S. ed, US entry)
 - May need to conduct survey type study for this information

» Assessing Impact

- Limited program, practice data linked to students
 - Use school or district enrollment as proxy

Next Steps

- » Update data inventory in 2013
- » Discuss/Choose desired studies for 2014 and beyond
 - With existing data
 - Gathering additional data
 - Ways to identify “promising” practices for impact study (2014)
- » Look for ways to improve data systems
 - TA from WestEd

English Learner Alliance 3.3.1

**Developing Effective Procedures for the
Diagnosis and Assessment of English
Learners with Disabilities:
A Framework of Key Issues for
Describing Current State Practices**

EL Alliance 3.3.1 Goal and Activities

- » Goal: Identify, assess and place EL students with learning disabilities
- » Activities: Describe key issues in the research literature and current state procedures

Research

- » Key questions to ask
- » Types of data for pinpointing learning issues
- » Elements of effective identification processes

Key Questions to Ask

- » To what extent is the student receiving instruction of sufficient quality to enable him/her to make the accepted levels of academic progress?
- » How does the student's progress in hearing, speaking, reading, and writing English as a second language compare to the "normal" rate of progress for his or her age and initial level of English Proficiency?

Key Questions to Ask (cont'd)

- » To what extent are exhibited behaviors that might otherwise indicate a learning disability considered to be normal for the child's cultural background or to be part of the process of U.S. acculturation?
- » How might additional factors, including SES, previous education experience, fluency in his or her native language, attitude toward school, attitude toward learning English, and personality attributes, impact the student's academic progress?

Types of Data for Pinpointing Learning Issues

- » Standardized tests
- » Classroom observations and other non-test data
- » Parental input

Elements of Effective Identification Processes

- » Providing PD for educators
- » Using pre-referral strategies
- » Involving parents
- » Considering multiple forms of data
- » Developing clear policy guidelines and data-tracking systems

Current State Procedures

Categories of procedures and related resources that states use specifically to identify and place EL students with disabilities:

- » Statement of additional consideration
- » Test accommodations
- » English language support program exit criteria for EL students in Special Ed
- » Assessing EL students' language and disability needs using RtI
- » Extensive, publically available manuals to aid educators in identifying and supporting ELs who have learning disabilities.

Next Steps

- » Develop procedures, including the use of guidelines and protocols, to ID, assess, and place EL students
- » Additional next steps, questions?

English Learner 3.2

**Characteristics of Long-Term English
Learners and Transitioning Reclassified
English Learners in
Arizona, Nevada, and Utah**

Goals