English Learner Progress Indicator

Chino Valley Unified School District
Annual Update #3
February 15, 2018

Alignment of the English Learner Progress Indicator (ELPI) and the 8 State Priorities

Conditions of Learning

- Basic Services (Priority 1)
- Implementation of State Standards (Priority 2)
- Course Access (Priority 7)

Engagement

- Parent Involvement (Priority 3)
- Student Engagement (Priority 5)
- School Climate (Priority 6)

Student Outcomes

- **Student Achievement (Priority 4)**
- Other Student Outcomes (Priority 8)

English Learner Progress Indicator

ELPI determines progress of English Learners towards English proficiency through the use of three data sources:

(1) End of year California English Language Development Test (CELDT) data

(2) Reclassification data

(3) Long-Term English Learner (LTEL) data

- Enrolled on Fall Census Day and in grades 6-12;
- Enrolled in U.S. School for 6 or more years;
- Remained at the same English language proficiency level for 2 or more years **or** has regressed to a lower English language proficiency level, on the CELDT;
- Grades 6-9: scored at the "Standard Not Met" level on prior year administration on the CAASPP ELA; **and**
- Grades 10-12: LTEL determination is based on CELDT only

English Learner Indicator Formula

ELPI Calculation Formula for <u>Status</u>

Annual CELDT Takers Who Increased at Least 1 CELDT Level

plus (+)

Annual CELDT Takers Who Maintained English Proficiency in the Early Advanced/Advanced CELDT Level

plus (+)

ELs Who Were Reclassified in the Prior Year

plus (+)

Long-Term English Learner (LTEL) CELDT Takers Who Increased at Least 1 CELDT Level

Divided (÷) by

Total Number of Annual CELDT Takers in the Current Year **plus (+)** ELs Who Were Reclassified in the Prior Year

ELPI Calculation Formula for <u>Change</u>

Current Year Status **minus (-)** Prior Year Status

Which Districts Receive ELPI Data?

- 30 or more annual CELDT takers in both the current and prior years

- Next year, English Language Proficiency Assessment for California (ELPAC) will provide baseline scores for measuring English Learner progress

English Learner Demographics

	# of English Learners	% of English Learners
Elementary	2120	7.000%
Junior High	237	0.008%
High School	442	0.015%
District	**2799**	**10.000%**

Long Term English Learner Data

	At Risk of Becoming a Long Term EL	Long Term EL
Elementary School	14	165
Junior High School	4	61
High School	239	53
CVUSD	**257**	**279**

Reclassification Rate

	CVUSD	County	State
2016-2017	30.2% (1141)	13.0%	13.3%
2015-2016	13.8%	11.1%	11.2%

5x5 Placement Chart

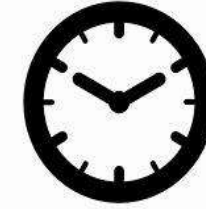**English Learner Progress Change (Change in Percent Progressing and Reclassified)**

Level	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

English Learner Progress Status (Percent Progressing Plus Reclassified)

English Learner Support

ELD Curriculum	Protected Time for ELD
• **ES:** New Wonders ELA/ELD Curriculum • **JHS:** ELA/ELD pilot in progress; System 44 • **HS:** ELD Edge Curriculum was updated for all HS ELD Course Teachers; System 44	• **ES:** 30-45 minutes of **Designated ELD** each day to ***all*** English Learners to increase language proficiency and access to academic content • **JH & HS:** DELD support in ELD school courses 1-5

English Learner Support

Staff Development and Site Support

Parent, School, Community Specialist and School Community Liaison

- Secondary ELD Instructional Coaches are providing **JHS and HS** teachers with staff development on IELD – Language Demands

- Staff development is available to all DELD teachers and at the secondary level ELD Course Teachers

- Title I Priority Site Support provides ELA/ELD support as needed

- Support to EL Parents through the EL Parent Academy, DELAC/ELAC, and other educational experiences

- Support to site administrators in implementation of ELAC and SSC to increase EL parent engagement and involvement

- Support to site school community liaisons with strategies for engaging and involving EL parents

QUESTIONS

ANSWERS