

English Learner Subgroup Self-Assessment

Data and Tool for Discussion and Evaluation

Roseville Joint Union High School District

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Introduction

The English Learner Subgroup Self-Assessment is a data report that is required to be prepared by Local Education Agencies under certain circumstances, usually a failure to make Adequate Yearly Progress. The California Department of Education (CDE) provides an Excel spreadsheet and a toolkit to assist districts in completing the report. It requires extensive data organization and analysis to prepare.

Background

The ELSSA template leads the preparer to create a series of data analysis tables, all of which appear in this report. It also provides a list of questions intended for groups of interested parties to discuss and answer.

Per CDE, the data used is from the 2008-2009 school year. It includes all English Learners and former English Learners (Redesignated Fluent English Proficient – RFEP) from the comprehensive high schools as well as Adelante High and Independence High. The results of the data study are aggregated and reported district-wide.

Report Presentation and Use

The CDE recommends using the ELSSA as a tool for discussion and self-assessment. Although both the Excel template and the toolkit are high quality and show tremendous improvement over the last few years, the instructions are sparse, the template has errors, and the toolkit is a draft version stamped “Do not distribute.” State support for preparing the report is minimal. The template is designed to be used as both a form for inputting data and a completed data analysis, ready for distribution and ready to be used as documentation for discussions on English Learner performance. One of the errors is a required data table for grades 2-11, yet the template only accepts grades 2-8, and is locked, preventing modification.

The original template includes a survey section and specific questions with blanks for responses. It is unfortunate that the errors render the form unworkable for district purposes. In order to comply with the spirit of the mandate, all pertinent sections of the template are reproduced in this report.

Questions and Data

The following tables provide the data needed to start discussions based on the questions provided.

Some questions also contain subjective survey questions. Use this rubric to evaluate each of the items. Find the total and the mean average on each page of survey questions.

1--Minimal level of implementation	Few = less than 50% of students	Rarely = less than 50% of the time
2--Partial level of implementation	Some = 50% of students	Inconsistently = 50% of the time
3--Substantial level of implementation	Most = 75% of students	Consistently = 75% of the time
4--Full level of implementation	All = 100% of students	Uniformly = 100% of the time

Question 1: Annual Progress in Learning English (title III, Annual Measurable Achievement Objective (AMAO))

1a: What percent of EL students in your LEA met AMAO 1? (Examine performance on AMAO 1 Since 2005-06.)

AMAO 1: Percent of EL Students Making Annual Progress in Learning English				
	2005-06	2006-07	2007-08	2008-09
Target	52.0%	48.7%	50.1%	51.6%
Percent Meeting Target	85.7%	63.8%	67.8%	64.9%
Was Target Met? (Y/N)	YES	YES	YES	YES

Briefly discuss the trends that you observe over time for your AMAO 1 results.

Based on the data in this table, identify one or more questions that you want to investigate further.

2a: What percent of EL students in your LEA met AMAO 1? (Examine performance on AMAO 1 Since 2005-06.)

AMAO 2: Percent of EL Students Attaining English Proficiency				
	2005-06	2006-07	2007-08	2008-09
Target	31.4%	27.2%	28.9%	30.6%
Percent Meeting Target	58.5%	41.4%	40.4%	37.0%
Was Target Met? (Y/N)	YES	YES	YES	YES

Briefly discuss the trends that you observe over time for your AMAO 2 results.

Based on the data in this table, identify one or more questions that you want to investigate further.

Question 3: Progress in Achieving Academic Standards (Title III AMAO 3 and Title I Adequate Yearly Progress for EL subgroup)

3a. Did the EL subgroup meet AMAO 3 targets for participation rate in English-language arts (E/LA)? In mathematics?

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Participant Rate								
	2005-06		2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation Rate Target	95%	95%	95%	95%	95%	95%	95%	95%
Actual Participation Rate	93%	95%	98%	99%	100%	100%	100%	99%
Was Target Met? (Y/N)	NO	YES	YES	YES	YES	YES	YES	YES

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If participation rate targets were not met, discuss the observations you have made about student participation.

Based on the information on this survey, identify one or two questions you would like to investigate further.

3. Progress in Achieving Academic Standards (Title III AMAO 3 and Title I Adequate Yearly Progress for EL subgroup)

b. Did the EL subgroup meet the AMAO 3 targets for percent proficient in ELA? In mathematics?

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Percent Proficient								
	2005-06		2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	22.3%	20.9%	22.3%	20.9%	34.4%	32.2%	44.5%	43.5%
% Proficient or Above	46.9%	52.8%	32.7%	49.4%	35.3%	47.0%	40.0%	47.0%
Was Target Met? (Y/N)	YES	YES	YES	YES	YES	YES	NO	YES

Based on the data in this table, identify one or more questions that you want to investigate further.

Briefly discuss the trends that you observed over time for AMAO 3 for ELA and math.

PERFORMANCE ON THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

4. AMAO 1: How are EL students at each level of the CELDT meeting their growth target?

Prior Year CELDT Level	Number in Proficiency Level Prior Year	% in Proficiency Level Prior Year	Number Meeting Growth Target	% Meeting Growth Target	State Avg. Meeting Growth Target
Beginning	8	6.4%	2	25.0%	63.7%
Early Intermediate	13	10.4%	11	84.6%	62.1%
Intermediate	37	29.6%	18	48.6%	40.4%
Early Adv. / Advanced: Not English Proficient	53	42.4%	45	84.9%	51.4%
Early Adv. / Advanced: English Proficient	14	11.2%	14	100.0%	74.2%
Total	125	100.0%	90	72.0%	

What summary statements can be made about your data? At which CELDT proficiency levels do students make the most/least progress?

4. Survey Items: AMAO 1 -- CELDT Growth Targets by Proficiency Level

Rationale: English learners develop English language through an SBE adopted/approved core program in English language development (ELD) and Reading/Language Arts (R/LA). LEAs must ensure that students are appropriately placed, instructed and monitored in both subject areas.

ITEMS (Note: APS citations in parenthesis following items, <u>underlined</u> words are for emphasis, and words in italics are defined in the tools glossary.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
4.1 The LEA ensures that teachers utilize SBE adopted/approved materials for English language development. (1.1, 1.2, 1.3)	
4.2 The criteria for grouping ELs for ELD instruction in a <u>self-contained Classrooms</u> are clearly defined, implemented and monitored. (2.3)	
4.3 In secondary <u>departmentalized settings</u> , criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3)	
4.4 The criteria for providing ELD in a <u>mainstream English class</u> are clearly defined, implemented and monitored. (2.3, 2.4)	
4.5 <i>Formative assessments</i> are used on an ongoing basis to monitor the progress of ELs in ELD. (7.1)	
4.6 <i>Summative assessments</i> are used periodically to monitor the progress of ELs in ELD. (7.1)	
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (5.1)	
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and <i>Universal Access</i> materials to support English learners in R/LA. (1.1, 1.2, 1.3)	
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.4)	
4.10 <i>Formative assessments</i> are used on an ongoing basis to monitor the progress of ELs in R/LA. (7.1)	
4.11 <i>Summative assessments</i> are used periodically to monitor the progress of ELs in R/LA. (7.1)	
Total points: _____ divided by 11 items = _____ (mean)	

Based on the data in this table, identify one or more questions that you want to investigate further.

5.a. AMAO 2: How are EL students performing on CELDT based on the length of time they have been in U.S. schools?

Length of Time in U.S. Schools	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Inter-mediate	Early Inter-mediate	Beginning	Total (by Time)
6 or more years	n=	35	79	63	13	6	196
	%	18%	40%	32%	7%	3%	
5 years	n=	1	6	5	1	2	15
	%	7%	40%	33%	7%	13%	
4 years	n=	0	1	4	2	2	9
	%	0%	11%	44%	22%	22%	
3 years or less	n=	0	11	16	6	18	51
	%	0%	22%	31%	12%	35%	
Total (by ELD level)	n=	36	97	88	22	28	271
	%	13%	36%	32%	8%	10%	100%

Based on the data in this table, identify one or more questions that you want to investigate further.

Discuss the progress in English acquisition that your students are demonstrating based on the time in U.S. schools.

ITEMS (Note: APS citations in parenthesis following items and <u>underlined</u> word are for emphasis.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (2.1, 2.4, 7.1)	
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (2.3, 5.2, 6.1)	
5.a.3 The LEA <u>monitors</u> staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (4.1)	
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (7.1, 7.2, 8.1, 8.2)	
Total points: _____ divided by 4 items = _____ (mean)	

5.b. AMAO 2: How are EL students performing on CELDT based on the length of time they have been in your school district?

Not relevant to high school districts.

6. How are EL students at the Intermediate level on CELDT performing on the CST (ELA and mathematics) by grade level?

a. ELA CST Performance of District EL students at Intermediate level on CELDT

ELA CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	2	6	10	18
	%	3%	10%	16%	29%
Below Basic	n=	7	6	7	20
	%	11%	10%	11%	32%
Basic	n=	16	6	1	23
	%	25%	10%	2%	37%
Proficient	n=	1	0	0	1
	%	2%	0%	0%	2%
Advanced	n=	1	0	0	1
	%	2%	0%	0%	2%
Total (by grade)	n=	27	18	18	63
	%	43%	29%	29%	

Where do the majority of your Intermediate ELs score on the CST/ELA? What else do you want to know about these students? How will you get that information?

ITEMS (Note: APS citations in parenthesis following items and underlined word are for emphasis Consider This	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access <u>grade appropriate core curriculum</u> . (5.1)	
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (1.1, 5.1, 5.2)	
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.1, 1.2, 1.3)	
6.a.4 The R/LA and ELD program for English learners utilizes SBE adopted materials at grades K-8 including all ancillary materials and SBE approved, standards aligned materials at grades 9-12. (1.1, 1.2, 1.3)	
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3)	
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (1.2, 1.3, 2.2, 2.3, 2.4)	
Total points: _____ divided by 6 items = _____ (mean)	

Based on the data in Table 6a and Table 9 (CAHSEE) for high schools and the results of the survey items, identify questions to investigate further.

Where do the majority of your Intermediate ELs score on the CST/Math? What else do you want to know about these students? How will you get that information?

6.a. Survey Items: AMAO 3 -- CST ELA Performance for ELs

Rationale: Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach both English language proficiency and grade level proficiency in R/LA. It is important to consider the needs of newcomers as well as long-term ELs when determining their instructional services.

ITEMS (Note: APS citations in parenthesis following items and underlined word are for emphasis)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to <u>grade appropriate core curriculum</u> . (5.1)	
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (1.1, 5.1, 5.2)	
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.1, 1.2, 1.3)	
6.a.4 The R/LA and ELD program for English learners utilizes SBE adopted materials at grades K-8 including all ancillary materials and SBE approved, standards aligned materials at grades 9-12. (1.1, 1.2, 1.3)	

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<p>6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (1.1, 1.2, 1.3,1.4, 1.5, 1.6, 2.1, 2.3)</p>	
<p>6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (1.2, 1.3, 2.2, 2.3, 2.4)</p>	
<p>Total points: _____ divided by 6 items = _____ (mean)</p>	

Based on the data in Table 6a and Table 9 (CAHSEE) for high schools and the results of the survey items, identify questions to investigate further.

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6.b. Math CST Performance of District EL Students at Intermediate Level on CELDT

Math CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	4	3	5	12
	%	6%	5%	8%	19%
Below Basic	n=	11	6	5	22
	%	17%	10%	8%	35%
Basic	n=	7	4	1	12
	%	11%	6%	2%	19%
Proficient	n=	1	1	1	3
	%	2%	2%	2%	5%
Advanced	n=	2	0	2	4
	%	3%	0%	3%	6%
Total (by grade)	n=	25	14	14	53
	%	40%	22%	22%	84%

Where do the majority of your Intermediate ELs score on the CST/Math? What else do you want to know about these students? How will you get that information?

ITEMS (Note: APS citations in parenthesis following items and <u>underlined</u> word are for emphasis.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	
6.b.4 The mathematics program for ELs utilizes SBE adopted materials at grade K-8 and SBE approved, standards aligned materials at grades 9-12. (1.4)	
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaning access to <u>grade-appropriate core curriculum</u> in mathematics. For high school students this includes courses that meet graduation requirement and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	
6.b.7 Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners.(3.1)	
Total points: _____ divided by 7 items = _____ (mean)	

Based on the data in Table 6b and the results of the survey items, identify questions to investigate further?

7. How are EL students at the English Proficient level on the CELDT performing on the CST (ELA and mathematics) by grade level? What percent of students are in each of the following performance levels: far below basic, below basic, basic, proficient and advanced? a. ELA CST Performance of District EL Students at English Proficient level on CELDT

ELA CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	2	5	5	18
	%	3%	10%	16%	29%
Below Basic	n=	6	9	18	20
	%	11%	10%	11%	32%
Basic	n=	42	26	31	23
	%	25%	10%	2%	37%
Proficient	n=	33	8	12	1
	%	2%	0%	0%	2%
Advanced	n=	5	1	0	1
	%	2%	0%	0%	2%
Total (by grade)	n=	27	18	18	63
	%	43%	29%	29%	

Reflect on your reclassification criteria and discuss the results you note on this table.

7.a. Survey Items: AMAO 3 -- CST ELA Performance for ELs

Rationale: Many ELs reach the English proficient level on CELDT without attaining grade level academic proficiency in R/LA. These students may continue to need additional support, including interventions, to reach proficiency in R/LA. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.

ITEMS (Note: APS citations in parenthesis following survey items.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (7.1)	
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and interventi classes. (1.1, 1.2, 1.3, 7.1)	
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade le performance in R/LA. (3.1, 7.1, 8.1)	
Total points: _____ divided by 3 items = _____ (mean)	

Based on the data in Table 7a and the results of the survey items, identify questions to investigate further.

7.b. Math CST Performance of District EL Students at English Proficient Level on CELDT

Math CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	13	14	16	18
	%	3%	10%	16%	29%
Below Basic	n=	27	17	25	20
	%	11%	10%	11%	32%
Basic	n=	34	7	13	23
	%	25%	10%	2%	37%
Proficient	n=	13	6	8	1
	%	2%	0%	0%	2%
Advanced	n=	1	3	0	1
	%	2%	0%	0%	2%
Total (by grade)	n=	27	18	18	63
	%	43%	29%	29%	

Discuss what these data indicate regarding the access of ELs to grade level appropriate mathematics curriculum.

7.b. Survey Items: AMAO 3 -- CST Math Performance for ELs at the English Proficient Level on CELDT

Rationale: Many ELs reach the English proficient level on CELDT without attaining grade level academic proficiency in mathematics. These students may continue to need additional support, including interventions, to reach grade level proficiency in mathematics. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.

ITEMS (Note: APS citations in parenthesis following survey items.) <i>Consider This</i>	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
7.b.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions. (7.2)	
7.b.2 Mathematics intervention courses are available for ELs working below grade level per the recommendations of the CA Mathematics Framework and the Academic Program Survey (APS). (1.5, 1.6, 2.6, 2.7)	
7.b.3 SBE adopted/approved mathematics intervention materials are fully implemented for students who need intervention. (1.4, 1.5, 1.6, 2.6, 2.7)	
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (2.6, 2.7, 7.2)	
Total points: _____ divided by 4 items = _____ (mean)	

Based on the data in Table 7b and the results of the survey items, identify questions to investigate further.

8. How are Reclassified-Fluent English Proficient (RFEP) students performing on the CST (ELA and mathematics) by grade level?a. ELA CST Performance of District RFEP Students

ELA CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	1	2	8	11
	%	0%	0%	2%	2%
Below Basic	n=	6	11	20	37
	%	1%	2%	4%	7%
Basic	n=	42	48	59	149
	%	8%	9%	11%	29%
Proficient	n=	82	60	51	193
	%	2%	3%	13%	17%
Advanced	n=	55	36	33	124
	%	2%	3%	13%	17%
Total (by grade)	n=	186	157	171	514
	%	2%	3%	13%	

Consider your LEA's reclassification criteria and describe your observations about performance of RFEP students in English Language Arts.

8.a. Survey Items: AMAO 3 -- CST ELA Performance for RFEP Students

Rationale: Most ELs are reclassified fluent English Proficient (RFEP) before they reach proficient on the CST in English language arts. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in English language arts.

ITEMS (Note: APS citations in parenthesis following survey items unless otherwise specified.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	
8.a.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in English language arts (1.2, 1.3, 2.2, 2.4)	
Total points: _____ divided by 2 items = _____ (mean)	

Based on the data in this table and the results of the survey items, identify one or more questions that you want to investigate further.

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8.b. Math CST Performance of District RFEP Students

Math CST Performance	Number Percent	Grade	Grade	Grade	Total (by CST)
		9	10	11	
Far Below Basic	n=	16	28	25	69
	%	3%	6%	5%	14%
Below Basic	n=	40	47	61	148
	%	8%	9%	12%	29%
Basic	n=	68	47	44	159
	%	13%	9%	9%	32%
Proficient	n=	47	14	25	86
	%	9%	3%	5%	17%
Advanced	n=	16	13	13	42
	%	3%	3%	3%	8%
Total (by grade)	n=	187	149	168	504
	%	43%	29%	29%	

Consider your LEA's reclassification criteria and describe your observations about performance of RFEP students in mathematics.

8.b. Survey Items: AMAO 3 -- CST Math Performance for RFEP Students

Rationale: Most ELs are reclassified fluent English Proficient (RFEP) before they reach proficient on the CST in mathematics. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in mathematics.

ITEMS (Note: APS citations in parenthesis following survey items unless otherwise specified)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
8.b.1 RFEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 (Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (1.5, 1.6, 2.5, 2.5, 2.7)	
8.b.3. RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (1.5, 1.5, 2.7, 7.2)	
Total points: _____ divided by 3 items = _____ (mean)	

Based on the data in this table and the results of the survey items, identify one or more questions that you want to investigate further.

PERFORMANCE ON THE CALIFORNIA HIGH SCHOOL EXIT EXAM CAHSEE

9. How are EL students performing on the CAHSEE according to the length of time they have been in the U.S. schools?

Performance of EL Students on CAHSEE	Number Percent	Number of Years in U.S. Schools				Total ELs
		0 to 3 Years	4 to 5 Years	6 or more Years	Unknown Years	
Tested in ELA	n=	19	11	42	0	72
Passed ELA	n=	6	2	19	0	27
	%	32%	18%	45%	0%	38%
Proficient ELA	n=	0	1	2	0	3
	%	0%	9%	5%		4%
Tested in Math	n=	17	10	41	0	68
Passed Math	n=	12	6	19	0	37
	%	71%	60%	46%		54%
Proficient Math	n=	7	2	6	0	15
	%	41%	20%	15%		22%

9. Survey Items: AMAO 3 -- CAHSEE Mathematics and ELA Performance for ELs

Rationale: ELs are required to pass the California High School Exit Exam (CAHSEE) in order to be eligible to receive a high school diploma. Many ELs who have been in U.S. schools for more than 5 years do not pass the CAHSEE¹. LEAs must ensure that all ELs requiring support receive it in order to pass the CAHSEE as well as to meet the AYP performance standard. ¹ A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard.

ITEMS (Note: APS citations in parenthesis following survey items.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
9.2. ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
Total points: _____ divided by 2 items = _____ (mean)	

Describe your observations about the performance of ELs on the CAHSEE overall and by years in U.S. schools.

10. How are RFEP students performing on the CAHSEE according to the length of time they have been in the U.S. schools?

Performance of RFEP Students on CAHSEE	Number Percent	Number of Years in U.S. School				Total RFEPs
		0 to 3 Years	4 to 5 Years	6 or more Years	Unknown Years	
Tested in ELA	n=	4	8	134	0	146
Passed ELA	n=	3	7	126	0	136
	%	75%	88%	94%		93%
Proficient ELA	n=	3	6	91	0	100
	%	75%	75%	68%		68%
Tested in Math	n=	4	8	135	0	147
Passed Math	n=	4	8	128	0	140
	%	100%	100%	95%		95%
Proficient Math	n=	2	8	103	0	113
	%	50%	100%	76%		77%

10. Survey Items: AMAO 3 -- CAHSEE Mathematics and ELA Performance for RFEPs

Rationale: Many ELs are reclassified RFEP before reaching proficiency in English language arts and mathematics. Some of these students are unable to pass or reach proficiency on the CAHSEE². The LEA must ensure that RFEPs requiring support received in order to pass the CAHSEE as well as to meet the AYP performance standard.² A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard.

ITEMS (Note: APS citations in parenthesis following survey items.)	
Rating scale: 1 to 4 (1 = low, 4 = high)	Rating
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
Total points: _____ divided by 2 items = _____ (mean)	

Based on the data in Tables 9 and 10 and the results of the survey items, identify questions to investigate further.

SURVEY RESULTS BY CATEGORY

Rationale:

The purpose of using survey items in the ELSSA is to assist LEA staff to rate and discuss the programs and practices that impact EL achievement. It is strongly recommended that the Academic Program Survey (APS) and the District Assistance Survey (DAS) be completed prior to the administration of the ELSSA. The ELSSA survey items build on the APS and DAS and require LEA staff to review their ELs' linguistic and academic outcomes and reflect on how their instructional programs and systems impact these outcomes for ELs. The goal of this analytic process is to guide staff to create an improvement plan that identifies evidence-based solutions to the specific challenges and underlying root causes each LEA identifies that are inhibiting achievement for ELs.

Each survey item is grouped near the data table to which it is most closely related. The corresponding APS objectives are indicated for each item. The survey items move from more general elements of the LEA's instructional programs and services to more specific elements. The data tables progress from a focus on the EL population as a whole to focus on specific subgroups of ELs. These subgroups include ELs at the Intermediate level where many stagnate ; ELs who have reached the English proficient level on CELDT but have not yet mastered grade-level proficiency on the CST or CAHSEE; and those former EL students who have been reclassified (RFEPs).

Each individual survey item has been categorized into one or more of the categories in the table below. Each item is listed and the rating it was given is displayed. The items are then averaged by category. This summary allows LEA staff to examine the broad categories of their instructional program and pinpoint those that present the greatest challenges to EL achievement. Once these are identified, LEA staff can also refer to the corresponding EPC(s) and specific APS objectives for further review and corroboration when writing their improvement plan.

Use this rubric to evaluate each of the items. Find the total and the mean average on each page of survey questions.

1		Few = less than 50% of	Rarely = less than 50%
CATEGORY			RATING
1. English Language Development (ELD) Aligns to EPCs 1, 2, 5, 7.			
Rating scale: 1 to 4 (1 = low, 4 = high)			
4.1 The LEA ensures that teachers utilize SBE adopted/approved materials for English language development. (1.1, 1.2, 1.3)	Implementation	All = 100% of students	Uniformly = 100% of the time
4.2 The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored. (2.3)	4 Full level of implementation		
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3)			
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4)			
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD. (7.1)			
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD. (7.1)			
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver			

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn a. English Language Arts (ELA) Aligns to EPCs 1, 2, 5, 7	
Rating scale: 1 to 4 (1 = low, 4 = high)	
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and Universal Access materials to support English learners in R/LA. (1.1, 1.2, 1.3)	
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.4)	
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA. (7.1)	
4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (7.1)	
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (2.3, 5.2, 6.1)	
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (4.1)	
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum. (5.1)	
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.1, 1.2, 1.3)	
6.a.4 The R/LA and ELD program for English learners utilizes SBE adopted materials at grades K-8 including all ancillary materials and SBE approved, standards aligned materials at grades 9-12. (1.1, 1.2, 1.3)	
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3)	
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (1.2, 1.3, 2.2, 2.3, 2.4)	
Total points: _____ divided by 11 items = _____ (mean)	

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn b. Mathematics Aligns to EPCs 1, 2, 5, 7	
Rating scale: 1 to 4 (1 = low, 4 = high)	
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU	

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CATEGORY	RATING
2. Access to the Core and Opportunity to Learn c. Intervention Aligns to EPCs 1, 2	
Rating scale: 1 to 4 (1 = low, 4 = high)	
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (2.1, 2.4, 7.1)	
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (1.2, 1.3, 2.2, 2.3, 2.4)	
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes. (1.1, 1.2, 1.3, 7.1)	
7.b.2 Mathematics intervention courses are available for ELs working below grade level per the recommendations of the CA Mathematics Framework and the Academic Program Survey (APS). (1.5, 1.6, 2.6, 2.7)	
7.b.3 SBE adopted/approved mathematics intervention materials are fully implemented for students who need intervention. (1.4, 1.5, 1.6, 2.6, 2.7)	
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (2.6, 2.7, 7.2)	
8.a.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in English language arts (1.2, 1.3, 2.2, 2.4)	
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (1.5, 1.6, 2.5, 2.5, 2.7)	
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
9.2. ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
Total points: _____ divided by 13 items = _____ (mean)	

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn d. Placement Aligns to EPCs 4, 8	
Rating scale: 1 to 4 (1 = low, 4 = high)	
4.2 The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored. (2.3)	
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3)	
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4)	

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CATEGORY	RATING
3. Professional Development Aligns to EPCs 5, 8	
Rating scale: 1 to 4 (1 = low, 4 = high)	
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (2.3, 5.2, 6.1)	
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (7.1, 7.2, 8.1, 8.2)	
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum. (5.1)	
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (7.1)	
Total points: _____ divided by 4 items = _____ (mean)	

CATEGORY	RATING
4. Assessment Aligns to EPCs 4, 6	
Rating scale: 1 to 4 (1 = low, 4 = high)	
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD. (7.1)	
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD. (7.1)	
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (5.1)	
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA. (7.1)	
4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (7.1)	
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (7.1, 7.2, 8.1, 8.2)	
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (7.1)	
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes. (1.1, 1.2, 1.3, 7.1)	
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA. (3.1, 7.1, 8.1)	
7.b.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions. (7.2)	
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	
8.b.1 RFEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	

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CATEGORY	RATING
5. Accountability Aligns to EPC 8	
Rating scale: 1 to 4 (1 = low, 4 = high)	
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.4)	
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (4.1)	
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (1.1, 5.1, 5.2)	
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (1.1, 1.2, 1.3,1.4, 1.5, 1.6, 2.1, 2.3)	
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	
6.b.7 Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners.(3.1)	
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (7.1)	
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA. (3.1, 7.1, 8.1)	
7.b.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions. (7.2)	
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (2.6, 2.7, 7.2)	
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	
8.b.1 RFEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	
8.b.3. RFEPs are placed in Algebra or more advanced courses in 8 th grade. Those who require an algebra support class are placed in algebra and a support class. (1.5, 1.5, 2.7, 7.2)	
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
9.2. ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (Middle School: 1.3, 1.5, 1.6, 2.4, 2.6, 2.7; High School: 1.3, 1.5, 2.4, 2.6, 2.7)	
Total points: _____ divided by 18 items = _____ (mean)	

