

# Roadmap to Success

January 18, 2017

# English Learners - Improved and Increased Services

Use of iReady Universal Diagnostic Tool to determine placement and  
Reclassification criteria (K - 12)

Teacher Specialist - major responsibility is to monitor student progress of English  
proficiency and support EL instruction (ELD/ALD professional development)

EL Instructional Support for all content areas - LACOE, Ivannia Soto

Better understanding and support for Students with Disabilities and EL

Alternative CELDT testing for severe disabilities

Bilingual Instructional Aides for EL classes

# English Learners - Improved and Increased Services

Academic Intervention Monitoring - system created in Q to monitor all interventions and progress

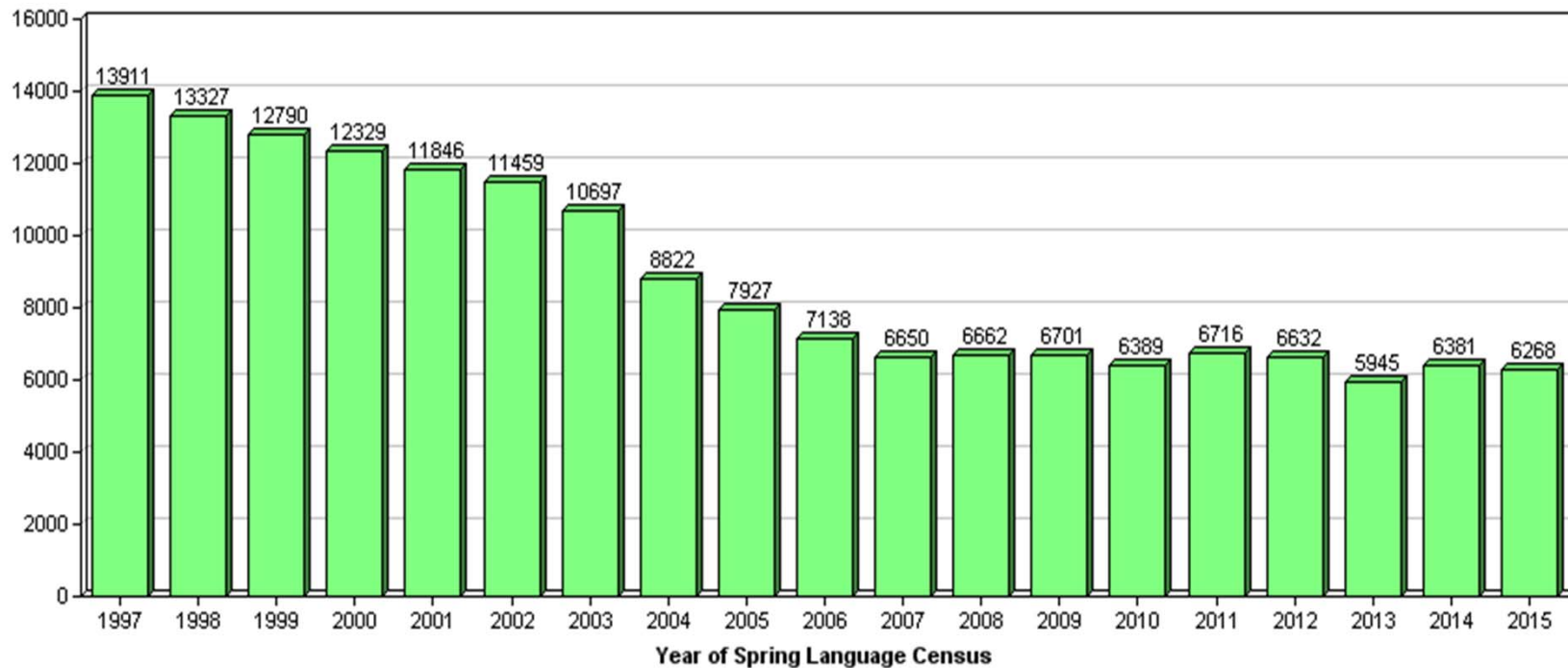
Better system of monitoring RFEP's to ensure success and increase graduation rates and college and/or career readiness

Increase Advanced Placement (AP) enrollment and passing of exam for EL's

Increase A-G enrollment for EL's to be UC/CSU eligible

# Number of English Learners

Number of English Learners for Glendale Unified



## Enrollment by English Language Acquisition Status (ELAS) and Grade

	English Only (EO)	Initial Fluent (IFEP)	English Learner (EL)	Reclassified (RFEP)
GUSD	11,859 (45.4%)	1,352 (5.2%)	7,180 (27.5%)	5,726 (21.9%)
Los Angeles	750,653 (49.3%)	115,489 (7.6%)	346,469 (22.7%)	307,171 (20.2%)
State	3,547,978 (57%)	294,019 (4.7%)	1,373,724 (22.1%)	997,178 (16%)

# English Learner Progress

## Percentage of ELs Making Annual Progress in Learning English

Number of 2015-16 Annual CELDT Takers	4,623
Number with Required Prior CELDT Scores	4,620
Percentage with Required Prior CELDT Scores	99.9%
Number in Cohort Making Annual Progress	3,308
Percentage in Cohort Making Annual Progress	71.6%

# Attaining English Proficiency

## **Percentage of ELs Attaining the English Proficient Level on the CELDT**

### **Less than 5 Years Cohort**

Number of 2015-16 English Learners in Cohort	4,669
Number in Cohort Attaining the English Proficient Level	1,904
Percentage in Cohort Attaining the English Proficient Level	40.8%

### **5 Years or More Cohort**

Number of 2015-16 English Learners in Cohort	1,029
Number in Cohort Attaining the English Proficient Level	669
Percentage in Cohort Attaining the English Proficient Level	65.0%

**Glendale 2016 CAASPP Test Results - Overall  
Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# Enrolled	1,995	1,927	2,022	1,991	1,897	1,940	2,064	13,836
# Tested	1,952	1,881	1,990	1,970	1,873	1,911	1,987	13,564
# w/Scores	1,952	1,881	1,988	1,967	1,871	1,903	1,979	13,542
Standards Exceeded (4)	26%	22%	24%	27%	28%	31%	22%	26%
Standards Met (3)	34%	31%	21%	25%	24%	23%	26%	26%
Standards Nearly Met (2)	23%	31%	30%	29%	26%	22%	23%	26%
Standards Not Met (1)	17%	16%	25%	20%	22%	25%	28%	20%



## 2016 CAASPP Test Results - Overall Achievement English Learners

Standards Exceeded (4)	6%
Standards Met (3)	17%
Standards Nearly Met (2)	31%
Standards Not Met (1)	46%

# Low Income - Improved and Increased Services

Many of the Services are funded by Title I (Restricted) - supplement, not supplant

Title I - Low Income or Free/Reduced Lunch enrollment determines funding

Lack of student academic performance determines services or programs

“Close the Achievement Gap”

Schools use Supplemental Funds for a variety of services (Unrestricted)

Field Trips

Professional Development - music, arts, AP courses, etc.

Social Emotional Health - motivational assemblies, certificates, incentives

# English Language Arts SED 2016

	<b>All Students</b>	<b>Economically Disadvantaged</b>
<b>Exceeded Standards</b>	30%	19%
<b>Met Standards</b>	32%	31%
<b>Nearly Met Standards</b>	21%	25%
<b>Standards Not Met</b>	17%	25%

# Mathematics SED 2016

	<b>All Students</b>	<b>Economically Disadvantaged</b>
<b>Exceeded Standards</b>	26%	16%
<b>Met Standards</b>	26%	23%
<b>Nearly Met Standards</b>	26%	30%
<b>Standards Not Met</b>	22%	31%

## Next Steps

Better Utilize the English Language Arts/ English Language Development Framework and Standards

Review and Revise ELD Course Pathways to increase course access, UC/CSU eligibility, ensure graduation for late newcomers (11th - 12th graders)

Increase Parent Engagement - District English Language Advisory Committee (DELAC)

Establish K-12 ELD Course pathways and Articulation meetings to ensure proper placement from Elementary to Middle and Middle to High Schools

## Next steps continued

7 schools are piloting the new English Proficiency Test - English Language Proficiency Assessments for California (ELPAC)

Fall 2017 - CELDT (Initial Only)

Spring 2018 - ELPAC Summative

Fall and Spring 2018-19 - ELPAC Initial and ELPAC Summative