

Evaluation of the Program for English Learners

A Look in Retrospect for 2004 – 2005

Presented October, 2005

I. Goals of the Program for English Learners

The district's goals for English learners are:

1. Development of full proficiency in English, a gain of one level each year, measured by annual CELDT
2. Academic achievement in core subjects at grade level within a reasonable time as indicated in the district's catch-up plan.

II. District's Program for English Learners

To ensure that English learners receive equitable access to academic programs that enable them to achieve these goals, the district provides instructional services/programs that include Structured English Immersion (S.E.I.), ELD, SDAIE versions of content courses, English Mainstream placement, and when appropriate, Alternative Programs. The district's Master Plan describes the policy and procedures for student placement and program options.

III. Methodology

Data Sources and Collection Procedures

A. English Language Development

The California English Language Development Test (CELDT) is administered initially to determine English language proficiency of students whose primary language is other than English. Identified English learners based on the test results are then tested annually to measure progress in English language development. The test is also used as one of the assessment measurements for reclassification of English learners.

B. Academic Achievement

- a. Standardized Testing and Reporting (STAR) tests (SAT 9 and CAT 6) results for Reading, Language Arts and Math are collected for grades 2 – 11 through spring, 2005. Also, California Standards Test (CST) results for Language Arts and Math are included in the measurements for standards-based academic performance of students in grades 2 – 11. This data is analyzed at the district and site levels.
- b. GPAs and A-G results are collected at the end of each spring semester. GPAs are gathered for academic courses (i.e., English, Math, Science, and Social Science) and for all courses (cumulative GPAs), and for courses that meet the University of California's A-G course requirements. Academic GPAs are analyzed for students in grades 7-12 while A-G GPAs are analyzed for students in grades 9-12. That data is analyzed at the secondary school sites.
- c. Graduation data from the Eagle/AERIES data base are collected at the end of each school year. The number and percent of 12th grade students who graduate at the end of the school year including the summer school are determined, as well as the number and percent of 12th graders who graduate having met the University of California A – G course requirements. That data is analyzed at the secondary school sites.

Data Analysis

- a. Performance of English learners is evaluated in comparison to results from different language proficient groups as follows:
 1. English only students (EOs)
 2. English learners (ELs)
 3. Initially fluent speakers of English (I-FEPs)
 4. Reclassified students (R-FEPs)

- b. Performance of English learners is also evaluated in light of their time in district. 682 or 21.4% of English learners in grades K-12 were new to the district in the 2004-05 school year. Of the 3,182 English learners present at the 3/1/05 census count, 198 or approximately 6.2% have been in the district for five or more years.

As of September 2005, the number of EL students new to the district for the 2005-06 school year is 915 or 28% and the count of English learner students who have been in the district for more than 5 years is 339 or 10.4%.

- c. The census of English learners as of 3/2005 is appended to this report. (Appendix A)
A current count from our student database is found in chart d. on page 3.

IV. Findings

A. Profiles of English Learners

a. Major Language Groups

More than fifty languages were represented among the district's English learners in the 2004-05 school year. According to the March 1, 2005 R-30 Language Census, the number of identified English learners in the district were 3,182 or 12.7 % of the total enrollment (25,163). Of these English learners, 861 spoke Korean as their primary language comprising of 27.06% of the total English learners. Approximately 14.3% were Mandarin speakers (455), 13.26% Japanese (422), 9.81% Spanish (312), 8.96% Farsi (285), 6.25% Vietnamese (199) and other languages comprised 20.36% (648).

The major language groups continue to be Korean, Mandarin, Japanese and Spanish. The percentage represented by any single language group did not vary from the 2004 report by more than 2%.

English Learners by Language, R-30, 2005

Language	2005 No. of ELs	2005 % of ELs	2004 No. of ELs	2004 % of ELs
Korean	861	27.1 %	783	25.6 %
Mandarin	455	14.3 %	485	15.8 %
Japanese	422	13.3 %	411	13.4 %
Spanish	312	9.8 %	331	10.8 %
Farsi	285	9.0 %	275	9.0 %
Vietnamese	199	6.3 %	194	6.3 %
Other	648	20.4 %	585	19.1 %
TOTAL:	3,182	100 %	3064	100 %

b. Instructional Services

According to the March 1, 2005 R-30 Language Census Report, 436 English learners were enrolled in the Structured English Immersion (Newcomer) setting with additional 2,746 enrolled in English Mainstream settings.

Instructional Setting/Services	No. of ELs	% of ELs
English Mainstream	2,590	81.40%
Structured English Immersion (Beginners)	436	13.70%
English Mainstream by Parent Request	156	4.90%
Other Instructional Services	0	0.00%
Total:	3182	100.00%

Data Source: R-30 census, 2005

c. Language Fluency

According to the district's database, the majority of students in the district were English Only (EO) during the 2004-05 school year. English learners comprised 12.7%, while initially identified fluent speakers (I-FEP) 17.8, and reclassified students (R-FEP) 5.9%.

Language Fluency	Number	%
Native Speakers of English EO	15,994	63.6%
Initial Fluent English Proficient IFEP	4,476	17.8%
Reclassified Fluent English Proficient RFEP	1,506	5.9%
English Learner EL	3,182	12.7%
TOTAL	25,158	100%

Source: Student Enrollment by English Language Fluency, R-30, 2005 and IUSD student database 3/1/05

d. Enrollment by Time in District

The distribution of English learners by time in the district (as of September, 2005) is shown below.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	As %
Number	338	318	321	430	277	237	194	197	186	213	194	175	161	3261	100 %
1 YEAR or less	331	72	66	61	58	52	50	54	48	51	33	25	14	915	28.06 %
2 YEARS or less	7	244	60	49	41	49	31	42	37	41	50	34	19	704	21.59 %
3 YEARS or less		18	181	68	30	40	33	27	30	37	23	36	30	553	16.96 %
4 YEARS or less		4	13	246	40	28	22	26	25	28	37	27	27	523	16.04 %
5 YEARS or less			1	5	97	23	12	15	12	17	15	11	19	227	6.96 %
> 5 YEARS				1	11	45	46	33	34	39	36	42	52	339	10.4 %

Source: EAGLE student database, September, 2005

B. Gains in English Language Proficiency

a. Reclassification to FEP Status

The district's reclassification rate for 2004-05 was 8.4 %.

Year	No. of R-FEPs	No. of ELs	Reclassification Rate	Or. County Rate	California Rate
2004-05	257	3,182	8.4% (257/3,064)	8.3%	9.0%
2003-4	288	3,064	9.0% (288/3,201)	9.0%	8.3%
2002-3	494	3,201	15.2% (494/3,255)	8.3%	7.7%

Source: March R-30, 2005, 2004 & 2003

a. Profile of R-FEPs

During the 2004-05 school year, 445 EL students were reclassified to proficient status.* Only 5.9% were in the district 6 years or more before being reclassified. The distribution of the R-FEPs who achieved full proficiency during 2003-04 by time in the district is shown in this chart:

Language	Mandarin	Korean	Japanese	Vietnamese	Farsi	Spanish	Other	Total	Total as percent
1 year or less	0	3	0	1	0	0	3	7	1.6%
> 1 year to 2 years	6	23	5	2	0	2	27	65	14.5%
> 2 years to 3 years	25	37	2	8	6	4	29	111	25.0%
> 3 years to 4 years	36	43	18	8	14	5	50	174	39.0%
> 4 years to 5 years	10	13	4	4	1	0	7	39	8.8%
> 5 years to 6 years	2	1	5	3	3	3	6	23	5.2%
< 6 years to 7 years	0	3	0	2	1	2	4	12	2.7%
More than 7 years	1	3	1	3	1	2	3	14	3.2%
TOTAL:	80	126	35	31	26	18	129	445	100%
Percent of 2004-05 RFEP ONLY	18.0%	28.3%	7.9%	7.0%	5.8%	4.0%	29.0%	100%	
Lang. as Percent of all 2004-05 LM	19.3%	22.2%	8.1%	9.0%	9.5%	9.0%	22.9%	100%	

The percentage each language group of reclassified students during 2004-05 varies from each language group's representative percentage of all students (both EL and I-FEP and R-FEP) recorded in the 2004-05 school year in the district. If there is a greater than 1% difference between the percentages, one asks why? Do Farsi speakers and those who speak Spanish as a home language redesignate at a much lower rate than their EL peers who speak other languages? Is that lower rate significant? What barriers to achieving English proficiency exist uniquely for those two linguistic groups?

*The discrepancy between the R-30 Census Reclassification count and the count of students reclassified during 2004-05 school year is due to the fact that the 2005 R-30 counts reclassifications dated from 3/1/2004 to 2/28/05 and the 2004-05 school year counts reclassifications dated from 7/1/04 to 6/30/05.

This chart shows the time in EL status for all R-FEPs in the district during 2004-05 excluding those from the previous chart who were redesignated to proficient status during 2004-05.

Language	Mandarin	Korean	Japanese	Vietnamese	Farsi	Spanish	Other	Total	Total as percent
1 year or less	16	15	3	3	3	5	11	56	4.2%
> 1 year to 2 years	57	80	20	23	18	10	58	266	20.2%
> 2 years to 3 years	69	97	26	21	16	22	73	324	24.5%
> 3 years to 4 years	79	73	40	37	22	15	65	331	25.1%
> 4 years to 5 years	33	31	17	23	21	11	25	161	12.2%
> 5 years to 6 years	10	18	9	9	16	11	18	91	6.9%
< 6 years to 7 years	8	9	6	2	4	5	3	37	2.8%
More than 7 years	4	5	7	13	4	12	9	54	4.1%
TOTAL:	276	328	128	131	104	91	262	1320	100%
Percent of RFEP prior to 2003-04 ONLY	20.9%	24.8%	9.7%	7.9%	7.9%	6.9%	19.8%	100%	
Lang. as Percent of all 2003-04 LM	19.3%	22.2%	8.1%	9.0%	9.5%	9.0%	22.9%	100%	

74 % of all EL students who were Redesignated while in IUSD, (regardless of their stage of English proficiency upon entry,) achieved high standards of both English language proficiency (CELDT score of 4 or 5) and academic proficiency (CST – ELA score of 4 or 5) in four years’ time.

The percentage of language groups represented in the total reclassified prior to 2004-05 varies as compared to each language group’s representative percentage of all students (both EL and I-FEP and R-FEP) recorded in the 2004-05 school year in the district. Does it seem to “take longer” to achieve English language and Academic proficiency for some linguistic groups? What are the factors which may contribute to this? Are factors such as first language proficiency/literacy, socio-economic status more important? Further investigation is warranted.

c. Time to Redesignation of 2004-05 R’s compared to prior years.

	Redesignated Prior to 2004-05	Redesignated During 2004-05	Difference
1 Year or Less	4.2%	1.6%	- 2.6%
> 1 Year to 2 Years	20.2%	14.6%	- 5.6%
> 2 Years to 3 Years	24.5%	24.9%	+ 0.4%
> 3 Years to 3 Years	25.1%	39.2%	+ 14.1%
Sub Total	74.0%	80.3%	+6.3%
> 4 Years to 5 Years	12.2%	8.8%	- 3.4%
> 5 Years to 6 Years	6.9%	5.2%	- 1.7%
> 6 Years to 7 Years	2.8%	2.7%	- 0.1%
More than 7 Years	4.1%	3.1%	- 1.0%

From this chart, we can conclude that the time from entry to IUSD Redesignation for those redesignated in 2004-05 was less than it was for those Redesignated prior to 2004-05.

b. Annual CELDT Results (Appendix B)

The most recent administration of the annual CELDT examination for which we have results is the fall, 2004 administration. The fall 2004 table of results is appended to this report. Once the fall 2005 results are known (February 2006), an update of this report will be prepared and submitted.

c. NCLB AMAOs

No Child Left Behind regulations hold all public school districts accountable for meeting goals which are called Annual Measurable Achievement Objectives (AMAO). There are three objectives.

AMAO 1 (Appendix C) - takes into account the Annual Progress of the English Learners in learning English as measured by the state's CELDT test. This chart shows both the federal criteria for meeting the expected gain (the target) and IUSD's results for the 2003-04 and 2004-05 school years.

AMAO 2 (Appendix D) - This is the percent of IUSD EL students from a subset of EL students who, based on a prior CELDT score could reasonably be expected to reach English proficiency at a given point in time. EL students are counted when they earn an English proficient score (Level 4 or 5) on the CELDT exam.

Please note: This definition of English Proficiency is NOT the same as meeting criteria for being redesignated to Fluent English Proficient status. The decision to Redesignate to Fluent English Proficient must be based on a.) CELDT results measuring achievement of ELD standards, b.) CST scores showing proficient performance in core academic subject matter, plus c.) The classroom teacher's evaluation of the student's classroom performance at "proficient" levels.

C. Academic Achievement among English Learners

Academic gains of English Learners are measured annually by their performance level scores on the California Standards Tests (CST) in English Language Arts, Mathematics, Science and Social Science.

To Redesignate an English Learner to Fluent English Proficient, we use the information from the English Language Arts performance level score. We will also use that measure to check on the success of our program of English Language Development.

AMAO 3 (Appendix E) – is the NCLB goal for public school district which measures both the participation rate of English Learners in the "regular" standards-based academic achievement tests for English Language Arts and Math, the CST and the percent proficient of current and former (the group includes students Reclassified to Fluent English Proficient for three years past their reclassification date,) English Learners.

For the 2004-05 school year, IUSD met both the participation rate criteria and the proficient rate criteria set by NCLB.

D. Graduation Rates for EL and Other Students

	Non-Completers*			
	2001-02	2002-03	2003-04	2004-05
EO	182 (83.9%)	54 (58.7%)	26 (52.0%)	47 (61.0%)
I-FEP	11 (5.1%)	1 (1.1%)	7 (14.0%)	10 (13.0%)
EL	22 (10.1%)	23 (25.0%)	13 (26.0%)	16 (20.8%)
R-FEP	2 (0.9%)	14 (15.2%)	4 (8.0%)	4 (5.2%)
Totals:	217	92	50	77

* Includes “drop-outs,” expulsions and “age-outs” for all students gr. 9 – 12 each year.

E. Co-hort Study of Long-term English Learners

Approximately 14.3 % of the district’s English learners have been enrolled in the district for 5 years and longer. The following chart indicates academic performance in English Language Arts and in English language development (Reading) for English learners (grades 2 – 11) by time in the district as of fall, 2004. (*Years in district as of fall, 2005, not equivalent to March, 2005 R-30 census numbers.)

* Years in District	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs
CELDT (Reading) Fall, 2004 N = 1,533											
Beginning	26	20	17	9	2	0	0	1	0	1	7
Early Intermediate	64	61	32	15	7	1	1	1	0	0	1
Intermediate	83	156	126	44	17	9	4	4	1	1	0
Early Advanced	69	135	99	37	44	21	9	10	8	2	0
Advanced	51	82	105	46	40	21	13	13	8	9	0
TOTAL	<i>293</i>	<i>454</i>	<i>379</i>	<i>151</i>	<i>110</i>	<i>52</i>	<i>27</i>	<i>29</i>	<i>17</i>	<i>13</i>	<i>8</i>
CST English Language Arts May, 2005 N = 1,533											
Far Below Basic	23	30	20	5	3	4	2	2	0	4	1
Below Basic	48	58	41	22	20	7	6	11	3	3	3
Basic	111	137	121	57	46	27	13	14	11	4	4
Proficient	69	139	124	53	31	12	5	2	2	2	0
Advanced	42	90	73	14	10	2	1	0	1	0	0
TOTAL	<i>293</i>	<i>454</i>	<i>379</i>	<i>151</i>	<i>110</i>	<i>52</i>	<i>27</i>	<i>29</i>	<i>17</i>	<i>13</i>	<i>8</i>

The following chart illustrates the district’s catch-up plan.

ELD Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
Timeline based on a student’s ELD level at initial entry to district	1 st Year →	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
		1 st Year →	2 nd Year	3 rd Year	4 th Year	5 th Year
		1 st year →	2 nd Year	3 rd Year	4 th Year	5 th Year
			1 st Year	2 nd Year	3 rd Year	4 th Year
			1 st Year	2 nd Year	3 rd Year	4 th Year
			1 st Year	2 nd Year	3 rd Year	
				1 st Year	2 nd Year	
CST English Language Arts	FBB	BB	BB	B	B	P/A
CST Math	FBB	BB	B	B	P	P/A
District benchmarks such as ILP’s OTR measure for grades K – 3, IOLA for English Language Arts, gr. 4 – 8.	To	Be	Determined			
District benchmarks such as IOLA for Mathematics, grades 4 - 8	To	Be	Determined			

V. Conclusion and Program Modification Plan for 2005-06, including summer, 2005.

The district’s goals for English learners are that they acquire full proficiency in English and achieve at grade level in 5 years program participation. While the district’s programs help the majority of English learners to meet that goal, we still have students who are not achieving redesignation to full English proficient status within that time frame. The district data demonstrates that 10.4% (339 of 3261) of English learners in grades 5 – 12 have been English learners for more than 5 years as of 9/1/2005. We must address the learning gaps of these students. The district will involve instructional staff in the examination of areas in which these English learners have not met the goals and improve instructional practice so that all English learners will achieve full proficiency within that time frame.

The following objectives have been established:

1. Staff will share this report with ELD Representative, Principals, ELAC members and the established 2005-6 committees of ELD Elementary and Secondary Curriculum writers to inform their decision making.
 - a. Further analysis of the histories (diagnosed learning needs, attendance rate, first language literacy, participation in established instructional interventions, etc.,) of the 339 students not meeting district’s goal will be conducted to determine if there is a common possible cause for the barrier to meeting the goal.

- b. That analysis with some suggestions for direct intervention supported by strategies to overcome the barriers to proficiency will be published and disseminated by January 1, 2006.
2. Staff will analyze the 2005-06 (and previous) programs of instruction offered to English Learners at the intermediate and early advanced level of proficiency in each school. Using this data, the staff will produce a report to be published by 6/30/2006 indicating:
 - a. the elements of ELD curriculum being employed in each school,
 - b. the certification of the staff members implementing ELD and SDAIE versions of the content areas,
 - c. The availability of additional supplemental (i.e. before and after school) services to English learners and their participation rates,
 - d. Co-hort analysis of the fall, 2004 to fall, 2005 CELDT data (available Feb., 2006),
 - e. An action plan for staff development activities designed to address EL students' needs.
3. The 2005-2006 Elementary committee will select an ELD text and/or supplemental materials and plan for staff training to incorporate them into the instruction of grades K – 6 EL students.
4. The results of the Summer ELD Curriculum committees' work, including the staff report of findings which provides the basis of their work will be shared with the District-level English Learner Advisory Committee by October 15, 2006.
5. By September 2006, staff will have selected, purchased and distributed ELD benchmark assessments for all EL students in all sites across the district. By October 1, 2006, EL site coordinators will have received training to use the ELD benchmark assessment. By January 1, 2007 they will administer, score and report the results to the Language Minority staff on a regular basis at least two times a year.
6. Language Minority staff will input and maintain the ELD benchmark data to the Eagle/Aeries student data base for use throughout the 2006-07 year and for summary reporting.