



Division of Accountability and Research

‘English Language Acquisition’

2011 PROGRAM EVALUATION

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Introduction

The vision of Aurora Public Schools (APS) is to graduate all students with the choice to attend college without remediation. English Language Learners (ELLs) are expected to acquire high levels of English proficiency that allow them to function successfully in academic settings and, ultimately, achieve this vision.

Program History

Current ELA programming in APS has been developed in part, as a response to federal and state legislation regarding the education of ELLs. All schools are expected to meet federal requirements of Title III of the No Child Left Behind Act (NCLB), and state requirements of the Colorado English Language Proficiency Act (ELPA). In order to ensure that schools meet these requirements, the Colorado State Board of Education has established the Colorado English Language Proficiency (ELP) standards. The ELP standards mirror the World-Class Instruction Design and Assessment (WIDA) standards, which the state board voted to adopt on December 10, 2009. The WIDA standards exceed minimum requirements established by federal and state law, and are focused on ensuring that ELLs develop the English language skills they need to succeed in school.

In addition to conforming to federal and state requirements, APS has voluntarily entered into a Resolution Agreement with the federal Office for Civil Rights (OCR) to address educational program services for Limited English Proficient (LEP) students and communication services for LEP parents. The district entered into this agreement in 2008.

Identifying and Placing ELLs

Ensuring that ELLs achieve academic success begins with the enrollment process. As part of the process for registering a child for school, state law requires that parents complete a Home Language Survey. The survey is completed the first time a parent enrolls a child in a school district, and supports the district in determining if a language other than or in addition to English is spoken in the home. If any response on the survey indicates the use of a language other than English, then further investigation is done to determine the student's English language proficiency level.

The presence of a language other than English does not automatically signify that the student is not a competent and proficient English speaker. If a student's Home Language Survey indicates that a language other than English is spoken in the home, then state regulations require that the student complete an English language proficiency



screening test within 30 calendar days of enrollment. This testing is done by trained personnel at the school sites with the goal of making the assessment and placement process as convenient and timely for the family and child as possible.

The assessment used to determine initial English proficiency and placement is currently the CELA (Colorado English Language Assessment) placement test. This assessment helps to determine the level of a student's English language proficiency. Students receive scores in the domains of speaking, listening, reading, and writing, as well as an overall placement level. There are five placement levels: Beginner, Early Intermediate, Intermediate, Proficient, and Advanced. Once a student has been assessed, a lead English Language Acquisition (ELA) teacher and other ELA staff review the CELA placement results and other student records to make a placement decision. Students who are determined to be ELLs are given either a Non-English Proficient (NEP) or Limited-English Proficient (LEP) designation.

Once a child has been identified as an ELL, the district notifies parents/guardians of the program placement via the NCLB letter. This letter informs them of their child's placement results and language proficiency definition. It also informs them that their child is eligible to be enrolled in the Alternative Language Program and to receive ELA services. Parents/guardians do have the right to refuse ELA services.

The Alternative Language Program and ELA Services

Through the Alternative Language Program (ALP), the APS ELA department supports sites in providing instruction in language development, literacy, and standards-based content. ELA programming is designed to ensure that students develop English-language proficiency and build academic skills in other areas of the core curriculum. All ELA programming is required to contain the following core components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELLs
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support
- Structured experiences designed to develop multicultural proficiency and positive identity

Services provided through the ELA department include Systematic English Language Development (ELD) and sheltered instruction. Students receive ELD instruction during an allotted time each day. Sheltered Instruction may be provided in mainstream classes, through dedicated sheltered content classes, or both.



Systematic English Language Development

Systematic ELD provides instruction in English as its own subject of study. The goal of Systematic ELD is to develop a solid foundation in the English language and increase students' ability to communicate for a range of academic and social purposes. ELD instruction is focused on developing students' receptive and expressive language in the domains of listening, speaking, reading, and writing, which will allow students to engage in critical thinking and further their literacy development. In ELD, students gain practice with English forms, functions, and vocabulary while using a limited academic language. As they build toward fluency, they are expected to transfer the predictable patterns of this academic language to outside content areas. All teachers, including those outside of ELD, have a responsibility in supporting students with this language transfer.

All elementary and middle school ELLs are assigned to a designated ELD block where they receive Systematic ELD instruction. In high school, students scoring at or below the Intermediate level on the CELA placement test are required to take both an ELD course and a sheltered literacy course. High school students whose scores placed them at the Proficient level or in the upper range of Intermediate receive ELD instruction as part of an English/ELD class.

Sheltered Instruction

The term sheltered instruction describes both pedagogical techniques and program designs that are intended to make content standards accessible and meaningful to ELLs. Under the sheltered instruction model, instruction is focused on both content and language objectives. Teachers explicitly define learning goals and new vocabulary and post these for ELL students to access. They also provide opportunities for student-centered, hands-on experiences that use graphic and visual supports.

Every classroom in the district is expected to use sheltering techniques, and teachers are expected to differentiate instruction and to teach language explicitly in order to ensure that all students have access to the same content standards. At the High School level, dedicated sheltered content classes are offered for Beginning, Early Intermediate, and Intermediate students in certain content areas. In content classrooms, ELLs receive grade-level core content courses taught in English using sheltered instruction techniques.

Redesignation and the Exit Process

The expected outcome for ELLs is that they develop proficiency in the English language and exit the ELA program. To ensure that students reach this outcome, state legislation



requires districts to establish objective redesignation criteria to ensure that ELLs are meeting the same high content area standards as their non-ELL peers before being exited from the ELA program. The federal OCR further requires that exit criteria be crafted in such a way as to ensure that former ELLs will not be placed into academic settings where they will not be able to function successfully without remedial assistance.

APS has established a process for monitoring the academic progress and language development of ELLs that entails an ongoing process of review. After a student enters the ELA program, ELA teachers and other staff regularly review records to track the course of his or her language development. The records they review include but are not limited to CELA results, CSAP scores, report card grades, enrollment history, and results of other reading and writing assessments. Taken together, these records form a body of evidence, which is intended to provide a comprehensive view of a student's language development. A body of evidence will be used to determine when a student has developed sufficient English language proficiency in comprehension, speaking, listening, reading, and writing to be redesignated and/or exited from the program.

Once a student is determined to have gained sufficient English proficiency, he or she is officially redesignated from LEP status to Fluent English Proficient (FEP) status. The student then moves to monitoring status for two years. During this time, the lead ELA teacher regularly consults with general education and content area teachers to check and document the progress of the monitored student.

After the two year monitoring period is over, a student is evaluated for formal exit from the ELA program. A decision to exit a student is made based on the following criteria:

- The student is meeting proficiency requirements on the CELA assessment
- The student is at or above the level of Partially Proficient on age- and grade-level academic standards for reading and writing as measured by CSAP
- The student is at or above the level of Proficient on age- and grade-level coursework and reading assessments for non-ELL peers
- The student has demonstrated satisfactory academic achievement during the two-year monitoring period

Professional Development

APS promotes Professional Learning opportunities within the district, through partnerships with universities and colleges in the surrounding area, and through online content providers. The ELA department supports the district's goals for professional learning through professional development initiatives undertaken at both the district and



the building levels. The figure below details the model for professional learning that has been put in place by the ELA department.

Figure 1. Professional Learning Opportunities

District	Building
LDE certification program	Co-planning and co-teaching with ELA teacher leader
E.L. Achieve Institutes	Building professional development
Systematic ELD	Small group/teams
Constructing Meaning Academies	Whole group
Constructing Meaning	
New teacher orientation and induction	
ELA teacher leader	
Monthly teacher leader meetings	
Coaching with ELA consultant	
Special Interest Cohorts	

LDE Certification Program

To ensure that teachers are capable of providing high quality instruction to ELLs, APS has developed the Linguistically Diverse Educator (LDE) certification program. Under this program, APS partners with Regis University and the University of Colorado at Denver to offer courses in assessment, linguistics, and teaching strategies that are oriented toward teaching second language learners. Teachers who successfully complete a course in each of these three content areas must submit a copy of their transcripts to the APS Human Resources department in order to receive an LDE certificate. Courses taken outside the LDE program may also qualify for credit toward the LDE certificate, subject to the approval of the Human Resources department. In such cases, the department will review a teacher’s transcripts to determine whether the outside courses meet the program criteria.

Course training for the LDE program is funded through the APS Professional Learning and grant offices. From 2006 through 2010, APS provided funding for 150 teachers to take courses each semester. Beginning in 2010-11 school year, APS increased the number of slots available to 250 each semester. The same year, the district made



completion of the LDE certification program a condition of continued employment for all new hires. Teachers hired prior to the 2009-2010 school year may also participate in the program through available district-funded slots.

Family and Community Involvement

APS values and encourages family and community involvement, and all staff members are committed to developing successful partnerships with students' families. All schools are eligible to apply for Title III funds to support outreach to families of ELLs. APS has adopted Epstein et al.'s *Keys to Successful School, Family and Community Partnerships* as a model for increasing family and community involvement. The model is detailed in the figure below:

Figure 2. Family and Community Involvement Model

**THE KEYS TO SUCCESSFUL SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS:
Epstein's Six Types of Involvement**

Type Parenting	1:	Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.
Type Communicating:	2:	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications
Type Volunteering	3:	Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.
Type Learning Home	4: at	Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions
Type 5: Decision Making		Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.
Type Collaborating With the Community	6:	Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Adapted from School, Family, and Community Partnerships, Third Edition, by J.L. Epstein et al. @ 2009 by Corwin Press. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.



In order to facilitate family and community involvement, APS has collaborated with parents to establish an ELA Parent Advisory Committee (EPAC). The EPAC meets quarterly to communicate with parents, schools, and district personnel. Feedback from all EPAC meetings is recorded and reviewed by the district ELA department to monitor parent concerns and satisfaction.

Evaluation

As part of the Resolution Agreement entered into with the OCR, APS has agreed to conduct comprehensive evaluations of ALP placement and ELA services every two years. The current report follows the model established by the evaluations conducted for OCR, and focuses on the 2010-11 school year. The report includes the following elements:

- An analysis of demographic shifts over the past decade to provide context for assessing the demand for ELA services.
- An assessment of the ALP placement and services for ELLs, including number of students served in the ALP program; type(s) of services offered; and the number of students who have waived service.
- An analysis of student achievement, including an assessment of proficiency gains as measured by Annual Measurable Achievement Objectives (AMAOs); analysis of CELA and CSAP growth scores; and a review of the number of redesignations.
- An analysis of graduation, dropout, and grade retention rates for ELLs as compared to their non-ELL peers.
- An analysis of special education and gifted and talented referrals and placements to determine whether ELLs are statistically over-represented or under-represented.
- An analysis of results from the annual survey of LDE-certificated or endorsed teachers to evaluate their knowledge of ELD skills and the effectiveness of professional learning opportunities.

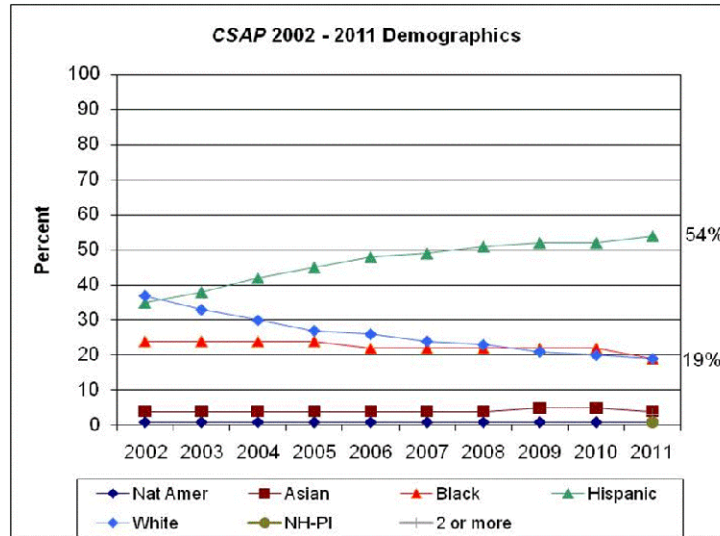
APS Demographics

Over the past decade, the communities that APS serves have experienced significant demographic changes. Awareness of these changes is crucial to understanding the need for ELA services. The graph below shows the size of different ethnic groups as a proportion of the total APS population over the past 10 years. Numbers are taken from the annual CSAP administration. The most significant growth is noted with the Hispanic



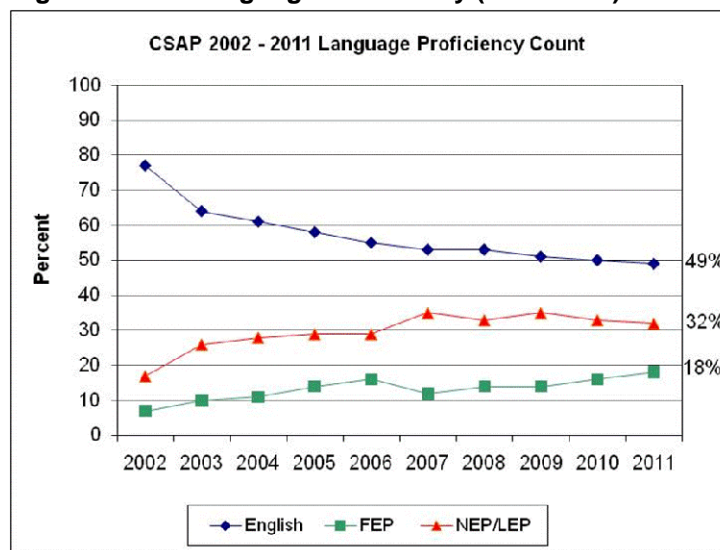
student population. While in 2002 Hispanics made up about 35% of the overall APS population, for the past four years they have been the majority (50%+).

Figure 3. APS Demographics (2002-2011)



In itself, the increase in the proportion of Hispanics served by the district has no direct implications for the demand for ELA services. However, the growth in the population of Hispanic students has been correlated with an increase in the proportion of students who speak English as a second language. The graph below shows that the percentage of native English speakers has decreased from just over 75% to just below 50% over the past decade. Together these graphs provide a clear sense of the increased demand for ELA services in APS.

Figure 4. APS Language Proficiency (2002-2011)





ALP Placement and ELA Services

In October 2010, information was gathered from Infinite Campus, the district student information system, to determine how many ELL students were enrolled in APS. At that time, 13,531 (38.4%) were identified as ELL. Of these, 91.4% were scheduled into an ELD block of instruction for the 2010-11 school year. This was similar to 2009-10, when 91% of ELLs were scheduled into an ELD block, and markedly higher than 2008-09, when it is estimated that no more than 30% of ELLs received direct ELD instruction.

Table 1 shows the number of ELL students enrolled in APS at each grade level for the 2010-11 school year. For each grade, it also shows the percentage enrolled in ELD. At the elementary school level, over 90% of ELLs received direct ELD instruction. At the middle and high school levels, the percent of students scheduled into an ELD block was slightly lower, ranging from 84.0% to 90.1% in grades six through eleven. Fifty-nine percent (58.8%) of 12th grade ELLs were enrolled in an ELD block.

Table 1. APS ELLs Grade with ELD Participation (2010-2011)

Grade	NEP	LEP	ELL Total	% in ELD	# in ELD
K	1,351	116	1,467	98.0%	1,437
1	1,235	222	1,457	97.0%	1,413
2	601	882	1,483	96.4%	1,429
3	497	964	1,461	95.4%	1,394
4	379	780	1,159	93.4%	1,083
5	292	805	1,097	94.0%	1,031
6	157	633	790	88.9%	702
7	127	583	710	90.1%	640
8	101	591	692	89.3%	618
9	94	475	569	87.7%	499
10	109	458	567	84.0%	476
11	88	333	421	85.0%	358
12	151	422	573	58.8%	337
Total:	5,182	7,264	12,446	91.7%	11,417
w/charters:	5,575	7,956	13,531	91.4%	12,362

Table 2 lists the number of students at each grade level whose parents had officially waived ELD service for the 2010-11 school year. One-hundred eighty-five students had parents request that the ALP program requirement be waived. This was equivalent to 1.4% of the district 2010-11 ELL enrollment, which is significantly lower than the rate for districts in Colorado with similar demographics to APS.



Table 2. Number of Parents that Waived Services by Grade (2010-11)

Grade	KA	KP	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Count	0	0	5	11	7	10	13	11	8	7	11	10	29	20	43

Student Progress & Achievement

AMAOs

Each year the Colorado Department of Education (CDE) issues a report on the district's progress toward meeting Annual Measurable Achievement Objectives (AMAOs).

AMAOs are outlined under Title III of NCLB and have three elements:

- The first element is a progress target requiring that a certain percentage of ELLs improve one level in overall English proficiency as measured by the CELA. The target is scheduled to increase incrementally each year. The target for 2010 was 48%. For 2011, it was 50%.
- The second element is a target for the number of students being redesignated to Fully English Proficient. It requires that a certain percentage of ELLs who take the CELA test, score at the Advanced level. This target also increases incrementally each year. In 2010, it was 5%. In 2011, it was 6%.
- The third element is concerned with ensuring that ELL students are proficient in core content areas tested on the CSAP. In order to reach the third target, the district must meet AYP targets for ELL students in both reading and math at the each of the elementary, middle, and high school levels (6 targets).

Table 3 shows the summary of results for 2009-10 and 2010-11 AMAOs. In regard to the first AMAO target, APS had 47.5% of students move up proficiency levels in 2009-10 and 45.6% in 2010-11. This means that the number of students who made sufficient growth to move up a level on the CELA overall score was less than 1% from meeting the annual targets.

In regard to the second AMAO target, 7.3% of students scored at the Advanced level on CELA in 2010 and 8.2% did so in 2011. These percentages did meet the annual targets.

For the third AMAO target, the district did not make AYP for ELLs in 2010 and in 2011. In both years, the district met the participation targets for AYP in reading and math, but did not meet the proficiency or other targets in both subjects.



Table 3. Annual Measurable Academic Outcomes by Year (2010-2011)

Year	AMAO 1 (Making Progress)			AMAO 2 (Attaining Proficiency)			AMAO 3 (AYP-ELL)	Made Overall AMAO's
	Percent	Target	Met Target	Percent	Target	Met Target		
2010	47.5%	48%	No	7.3%	5%	Yes	No	No
2011	45.6%	50%	No	8.2%	6%	Yes	No	No

CELA Growth

CDE released the first set of CELA growth data to districts in September 2011. Like the CSAP growth model, the CELA growth model is designed to provide an index of individual student growth across proficiency levels.

CELA growth data is seen to provide a better measure of program effectiveness than AMAOs. The CELA growth data provides a measure of progress toward language proficiency rather than a change in a student's proficiency level (growth versus status). The CDE has not yet determined what 'adequate growth' for ELL students is and will be working with experts in the field in the next year on that determination.

For CELA growth, CDE calculated a percentile score for each student who had CELA scores for two consecutive years. This percentile score compares the student's performance to students in the same grade throughout the state who had similar scores on prior year CELA tests. CDE calculated median growth percentiles for three years of CELA administration: 2009, 2010, and 2011. These percentiles can be aggregated at the grade, school, and district levels by finding the median score for each group of students. Because the 50th percentile will always be the state median value, it is useful to look for substantial differences from 50 when trying to determine whether growth for a given group of students has been high or low.

Students that take the CELA test receive four subtest scores – Listening, Speaking, Reading and Writing – and an Overall score. The Overall score is a composite of the four subtest scores. Table 4 shows the median growth percentiles for students' Overall scores for each of the past three years. Median growth percentiles are shown for each grade level, for elementary, middle, and high school levels, and for the group as a whole. Only students who were enrolled in the district for one continuous year are included in the calculations.



Table 4. CELA Median Growth Percentiles: (2009-2011)

Grade	2009		2010		2011	
	<i>N</i>	<i>Median</i>	<i>N</i>	<i>Median</i>	<i>N</i>	<i>Median</i>
1	1229	40	1279	42	1298	41.5
2	1183	38	1258	42	1339	40
3	1190	50	1166	53	1302	55
4	898	46	1098	53	1013	47
5	765	50	859	54	947	54
6	653	48	683	52	676	57
7	576	47.5	662	54	601	56
8	493	45	556	54	591	56
9	344	59.5	446	56	451	59
10	345	52	353	54	453	55
11	285	51	310	58	320	52.5
12	211	48	240	55	272	51.5
Elementary	5146	44	5520	48	5776	47
Middle	1641	48	1845	53	1874	57
High	1154	54	1325	56	1428	55
Total	8172	46	8910	51	9263	50

At the individual grade level, the median growth percentile for the Overall CELA score increased in 11 out of 12 grades over the past two years. The grade level that did not see an increase was grade 9, where the median growth percentile for the overall score is the highest (59th percentile).

At the elementary level, the median growth percentile for the Overall CELA score increased 3% over the past two years, from the 44th to the 47th percentile. At the middle school level, the median growth percentile increased 9% over the past two years, from the 48th to the 57th percentile. Of the 10 Colorado school districts with the largest ELL populations, APS had the highest median growth percentile for the Overall score at the middle school level. At the high school level, the median growth percentile for the Overall CELA score increased 1% over the past two years, from the 54th to the 55th percentile.

CSAP Growth

As discussed in the previous section, the CSAP growth model provides a measure of individual student growth across proficiency levels. A student's CSAP growth percentile indicates how well he or she has progressed relative to other students with similar achievement histories. The state uses the median growth percentile to summarize the



growth percentiles for various student groupings (school, district, ethnicity, etc.). Median growth percentiles can be compared to 50, which is always the median value for the state as a whole, to determine whether growth for a particular group of students has been high or low.

Tables 5 and 6 below show the median growth percentiles for ELLs and non-ELLs on the reading and writing portions of the CSAP for each of the past three years (medians greater than or equal to 50 are highlighted in green). A median growth percentile was calculated for each grade level. The calculations for ELLs include scores for all students who were coded as either NEP or LEP on the CSAP exam. The calculations for non-ELLs include scores for all students who were coded as FEP along with students who are native English speakers.

The results for 2011 indicate that ELLs in 5 of 7 grade levels achieved greater growth than non-ELLs on both the reading and writing segments of the CSAP exam. In both 2010 and 2009, ELLs had higher median growth percentiles than non-ELLs in four out of seven grade levels. In all grade levels for 2011 other than grade 4, the median growth percentile for ELL students exceeded the state average of 50. The better than average growth percentiles for ELLs provides an indication that instruction in APS is effective in helping ELLs move toward academic proficiency.

Table 5. CSAP Reading Growth Percentiles (2009-2011): ELLs vs. non-ELLs

Reading												
Grade	ELL						Non-ELL					
	2009		2010		2011		2009		2010		2011	
	<i>N</i>	<i>MGP</i>	<i>N</i>	<i>MGP</i>	<i>N</i>	<i>MGP</i>	<i>N</i>	<i>MGP</i>	<i>N</i>	<i>MGP</i>	<i>N</i>	<i>MGP</i>
4	880	40	1021	46	1017	39.0	1181	45	1436	49	1444	46
5	736	59	800	56	862	51	1338	52	1550	54	1632	49
6	642	53.5	647	51	636	53	1212	44	1539	48	1658	46.5
7	557	58	633	53	558	54	1329	54	1457	59	1628	50
8	473	56	505	61	477	54	1342	57	1570	58	1591	54
9	319	58	464	46	442	57	1334	61	1374	47	1515	55
10	328	54	362	45	418	57.5	1260	52	1455	40	1424	53
Total	3935	53	4432	51	4410	50	8996	53	10381	51	10892	50



Table 6. CSAP Writing Growth Percentiles (2009-2011): ELLs vs. non-ELLs

Writing												
Grade	ELL						Non-ELL					
	2009		2010		2011		2009		2010		2011	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	887	46	1025	46	1021	39	1185	53	1432	49	1447	47
5	738	64	803	61	857	53	1337	55	1554	56	1629	50
6	643	54	663	53	638	56	1213	47	1553	45	1658	50
7	558	52	634	49	566	50	1329	49	1458	49	1643	49
8	474	59	505	58	479	51	1344	55	1569	59	1593	49
9	317	48	468	54	447	59	1338	48	1379	50	1517	51
10	331	53	355	55	420	53	1255	48	1391	45	1427	53
Total	3948	54	4453	53	4428	50	9001	51	10336	51	10914	50

Redesignations

The district has set a goal of having ELL students reach proficiency within five years of enrolling in APS. To evaluate progress toward this goal, we examined the 2010 and 2011 CELA scores of students who, in 2005, were Kindergarteners designated as NEP. Of the initial cohort of 1,308 students, 819 or 63% of students were still enrolled in the district in the 2011 school year.

Our analysis showed that approximately 56% of the 819 students from the 2005 Kindergarten cohort had scored at the Proficient or Advanced level by 2010 (5 years). By 2011, the number of Proficient and Advanced students increased to 73%. Table 7 shows the percentages that scored at each of the five levels on the 2010 and 2011 CELA tests.

Table 7. NEP Kindergarten Cohort (2005) with 2010/2011 ELL Redesignations

2005 NEP Kindergarteners	2010		2011	
	%	n	%	n
Beginner	3.9%	32	1.7%	14
Early Intermediate	11.8%	97	6.2%	51
Intermediate	28.0%	229	19.4%	159
Proficient	35.3%	289	42.6%	349
Advanced	21.0%	172	30.0%	246

Note. Includes KG students identified as NEP in the 2005 October count file and designated in either 2010 or 2011.



Graduation, Dropout, and Grade Retention

APS receives annual dropout and graduation data from CDE. The data is disaggregated by a number of categories, including language groups. Table 8 shows 2010 dropout and graduation rates for the state as a whole, for the district, and for ELLs (data for 2011 is not yet available). The table shows that the graduation rate for ELLs in APS is about 20% lower than the rate for the state. Thirty percent of ELLs who started in APS at grade nine were recorded as graduates four years later in 2010.

Table 8. Graduation and Dropout Rates (Class of 2010)

2010	Graduation Rates		Completer Rates		Dropout Rates	
	All Students	ELL Only	All Students	ELL Only	All Students	ELL Only
State	72.4%	49.2%	75.8%	50.4%	3.1%	6.0%
District	45.5%	30.2%	48.1%	30.6%	6.9%	11.6%

Composite scores on the Colorado ACT exam show that NEP, LEP and FEP students in the district are performing at a level similar to students across the state (Table 12).

Table 9. Colorado ACT Composite Scores (2010)

2010	All Students	NEP Only	LEP Only	FEP Only
State	19.4	11.6	13.8	18.0
District	15.2	11.9	13.7	17.7

Special Education and Gifted and Talented Referrals

Each year the district analyzes enrollment data to determine what proportions of ELLs have been identified as gifted and talented and as special needs. Table 10 shows ELL enrollment in the Aurora Gifted and Talented Education program (AGATE) and in the district Special Education program.

Table 10. SPED/AGATE Enrollment by Language Proficiency (2010)

Group	Total N	AGATE N	AGATE %	SPED N	SPED %
District	38847	2059	5.3%	3927	10.1%
NEP	5578	3	0.1%	745	13.4%
LEP	7959	90	1.1%	629	7.9%
FEP	4187	592	14.1%	37	0.9%



Both NEP and LEP students were underrepresented in the AGATE program, while FEP students exceeded the overall rate of enrollment. For the district as a whole, 5.3% of students were enrolled in the AGATE program. Less than one percent (0.1%) of NEP students and 1.1% of LEP students were enrolled in the program. Approximately nine percent (8.8%) of FEP students were identified AGATE.

The percentage of NEP students identified for special education was higher than the overall district rate, while the percentage of LEP and FEP students was lower. For the district as a whole, 10.1% of students received special education services in 2010-11. In the NEP category, just over thirteen percent (13.4%) of students were identified as SPED. Approximately eight percent (7.9%) of LEP students and less than one percent (0.9%) of FEP students received special education services.

Teacher Survey Results

In the second semester of the 2009-10 school year, APS conducted a survey of ELD teaching staff. The survey included questions related to how teachers viewed support for ELD instruction. A total of 155 teachers completed the survey. Of these, 89 had completed the nine credit hours needed to earn LDE certification. Results from the survey are shown in tables 11 and 12 below.

Table 11. How supportive have the ELD resources been?

Type of Resource	% Moderately/Strongly Supportive	Total n*
ELAchieve binder	77.9%	154
ELAchieve websites	56.0%	141
Outside websites	76.4%	144

Table 12. How supportive has ELA Professional Development been?

Type of PD	% Moderately/Strongly Supportive	Total n*
TL Support	65.4%	136
Co-Planning Support	76.4%	148
ELA Consultant Support	55.1%	147
Professional Learning	64.9%	151

In regard to ELD resources, the majority of teachers considered the ELAchieve binder (77.9%) and outside websites (76.4%) to be moderately to strongly supportive of their work. Fewer teachers (56.0%) felt that ELAchieve websites were supportive. Teachers generally viewed ELA professional development initiatives to be supportive. Most thought that co-planning was the most beneficial.



The annual staff climate survey also includes questions related to how teachers view instruction for ELLs. One question asks teachers about their views of school plans to assist ELLs. Another asks them about their views of district efforts to meet the needs of ELLs. The table below shows responses from the 2010 and 2011 for licensed teachers only.

Table 13. Staff Climate Survey Results (2010 and 2011)

Question	2010 Dis./Str. Disagree	2011 Dis./Str. Disagree	2010 Neutral	2011 Neutral	2010 Agree/Str. Agree	2011 Agree/Str. Agree	Change 10 to 11
My school has effective plans in place to assist ELL s	14.3%	12.2%	18.5%	16.8%	67.2%	71.0%	3.8%
I believe the district is becoming more effective in meeting the needs of ELLs	16.2%	15.0%	18.8%	19.4%	65.0%	65.6%	0.6%

The majority of teachers believe that their schools and the district have been effective with the development of plans to meet the needs of ELLs. Rates of agreement were similar on the 2010 and 2011 surveys. It is noted that these agreement rates are much higher than in 2009 and previous years, which were prior to the development of the district’s current ALP program.



Conclusion

Key Findings

- The percentage of students enrolled in APS who are designated as English Language Learners (NEP/LEP) has more than doubled over the last decade.
- Since 2008-09, the percentage of students who have received direct ELD instruction has increased from approximately 30% to over 90%.
- At the elementary level approximately 95% of ELL students receive ELD instruction while the percentage of students at the secondary level is slightly lower.
- From 2009 to 2011, the overall CELA median growth percentile for all grade levels other than grade 9 increased. It should be noted, however, that the median growth percentiles in grade 9 for 2009 (MGP=59.5) and 2011 (MGP=59) were the highest among all grade levels in the district.
- In 2011, ELL students in grades 5 through 10 met or exceeded the state average for growth percentiles in CSAP reading and writing tests.
- 73% of the 819 ELL students identified as NEP students in Kindergarten during the 2005 school year and enrolled in APS for 2010 or 2011 reached the overall Proficient or Advanced levels on the CELA test.
- Graduation rates for ELL students in APS tend to be lower than ELL students across the state. Conversely, dropout rates for APS ELL students are higher than ELL students across the state.
- Compared to the overall district percentage (5.3%), a higher percentage of FEP students are identified for enrollment in the district's Gifted and Talented program (14.1%).
- Lower percentages of LEP (7.9%) and FEP (0.9%) students were identified for special education services in comparison to overall district percentages (10.1%), while NEP students are overrepresented (13.4%).
- Teachers tend to agree that their school has effective plans in place to help ELL students and the district is becoming more effective in meeting ELL students' needs.



Recommendations

- Develop a standard process for ELA school and district staff to provide annual feedback on curriculum and supports for the ELD program.
- Evaluate the need for additional supports and resources at highly impacted secondary schools to help ensure that all ELA students have ELD courses options.
- Continue to work on determining the need for revised hiring practices and additional professional development initiatives to ensure adequate personnel to provide effective ELD instruction (Condition of Employment).
- Take steps toward optimizing CELA growth data by developing additional school-level reports and support documents for principals and staff.
- Continue to explore, develop and implement best practices for meeting social and instructional needs of New Comer students and refugees.
- Streamline identification processes at all schools to ensure standardization and adherence to practice and policy.