



Department of Accountability and Data Reporting

**Aurora Public Schools English Language Acquisition
2015-16 Program Implementation and Evaluation Report**

Prepared November 2016



1. Introduction

The focus for Aurora Public Schools (APS) is *to accelerate learning for every APS student, every day*. This focus provides the foundation for all activities in APS. As a part of this focus, the Division of Instruction was restructured into the Division of Equity in Learning (DEL). DEL focuses on three key areas in APS.

- *Excellence in Equity in Learning*
 - Instead of allowing a student's background and experience to predict success, practices are responsive to the unique strengths and needs of every student, resulting in the acceleration of learning.
- *Educator Effectiveness*
 - The engagement of an effective evaluation and professional learning systems for teachers and principals.
- *Clarity and Alignment of Standards, Curricular Resources and Assessments*
 - Ensuring that 'what' and 'how' we teach is clear and that we are confident in our implementation of instructional strategies.

The mission of the English Language Acquisition department is to provide all students with equitable and appropriate instructional support. The department is committed to promoting English language acquisition and ensuring academic achievement in inclusive schools that are culturally and linguistically diverse. This is accomplished through a strong collaborative process driven by the program's strategic plan and based on robust, current research sustained through evaluation, reflection, and revision to ensure growth for all students. The realignment of equity with student learning strengthens the APS ELA program.

ELA Program Implementation and Evaluation Report

Each year, the ELA program in Aurora Public Schools participates in a program evaluation. In the 2015-16 school-year, the district contracted with American Institutes of Research (AIR) to conduct the evaluation. The AIR evaluation concluded with three recommendations:

- 1) Describe the research and theory that support the ELA Achieve Systematic ALD approach, document its implementation, and evaluate its effectiveness.
- 2) Provide more training and support to general education teachers who are teaching ELLS.
- 3) Consider pilot testing dual language programming.

The current report describes the above and focuses on the 2015-16 school year. The report includes the following elements:

- A description of the ELA program's implementation and implementation of AIR's recommendations (Section 2 and the attachments)
- An analysis of demographic shifts over the past decade to provide context for assessing the demand for ELA services. (Section 3)



- An assessment of the ALP placement and services for ELLs, including number and percentages of students served in the ALP program by school and school type (elementary, K-8, middle school, high school, charter), and the number of students who have waived service. (Section 3)
- An analysis of the number of LDE endorsed or certified teachers who are teaching the ELA program. (Section 3)
- An analysis of student achievement, including an assessment of proficiency gains as measured by WIDA-ACCESS proficiency levels (Access growth data are not yet available and will be sent as an addendum to this report) and CMAS PARCC growth scores. (Section 3)
- An analysis of ELLs' ACT Scores versus native English speaking students (Section 3)
- An analysis of special education and gifted and talented referrals and placements to determine whether ELLs are statistically over-represented or under-represented. (Section 3)
- An analysis of results from the annual survey of both LDE-certificated/ endorsed teachers and those not yet certified to evaluate their knowledge of ELD skills and the effectiveness of professional learning opportunities. (Section 3)
- An analysis of the teacher 2015-16 School Climate survey. These results provide a snapshot of teachers' perceptions of school climate as it relates to ELLs.(Section 3)

2. English Language Acquisition (ELA) Program Implementation

Table 1. Implementation of the external report's recommendations (including what has been done and a timeline of what will be done), particularly in the following areas:

ELA Program Implication Consideration	Narrative	Resources
2.1 EL program model changes;	<p>Five sites in Aurora Public Schools have put forward action research proposals for providing dedicated English Language Development. <i>Attachment 2.1A</i></p> <p>Applications needed to meet the APS ELA base program requirements. Attached are the site specific action research proposals. <i>Attachment 2.1B</i></p> <p>The ELA Director and department will work to visit each action research site over the course of the 2016-17 school year in order to monitor progress towards the base requirements.</p> <p>Based on the work of the APS ELA Review team, revisions have been made to the Alternative Language Program construct. <i>Attachment 2.1C</i></p>	<p><i>Attachment 2.1A <u>ELA Review Work Plan</u></i></p> <p><i>Attachment 2.1B <u>Action Research Proposals</u></i></p> <p><i>Attachment 2.1C <u>Revised ALP - dedicated and embedded ELD</u></i></p>



ELA Program Implication Consideration	Narrative	Resources
<p>2.2 School administrator training on EL programming;</p>	<p>Dr. Nancy Commins, PhD is facilitating monthly professional learning for approximately 10 administrators who have self selected to participate. Overall outcomes include strengthening the knowledge and skills of building administrators and district level support staff regarding leadership of culturally and linguistically diverse schools.</p>	<p>Attachment 2.2A Nancy Commins Course Syllabus</p> <p>Attachment 2.2B Flyer</p>
<p>2.3 EL teachers being credentialed {with State endorsements or District EL certificates) to deliver direct English language development, that core teachers are trained in sheltering instruction for EL students, and that special education staff are trained to distinguish learning disabilities from language differences;</p>	<p>The APS Condition of Employment (COE) for Linguistically Diverse Educators (LDE) course options and requirements have been revised to reflect the needs of various educator groups. <i>Attachment 2.3A</i></p> <p>Here are current numbers of teachers enrolled in updated course options.</p> <p>2014-15 cohort with coursework pending: ELD = 94 teachers Content = 35 teachers SSP = 0</p> <p>2015-16 cohort with coursework pending: ELD = 234 teachers Content = 86 teachers SSP = 40 employees</p> <p>2016-17 cohort with coursework pending: ELD = 205 teachers Content = 156 teachers SSP = 31 employees</p> <p>Spring 2017 projections for Regis courses: Need Linguistics: 25 (2014-15) + 188 (2015-16) Need Strategies: 19 (2014-15) + 150 (2015-16) Need Assessment: 24 (2014-15) + 189 (2015-16)</p> <p>APS is currently working through a transparent process for referrals of ELLs within the MTSS and Special Education programs. Work groups will continue to revise and communicate this process so that it is more widely used at school sites. <i>Attachment 2.3.B</i></p>	<p>Attachment 2.3A LDE as COE revised</p> <p>Attachment 2.3B Referral Process for ELLs</p>
<p>2.4 An EL K-12 curriculum has been written and is ready for adoption and implementation, and ELD materials/ curricular resources</p>	<p>In the summer of 2016 the Division of Equity in Learning provided E.L.Achieve ELD units to seven elementary school sites. Below is a description of the E.L.Achieve Elementary curricular units.</p> <p>Along with the Support Kit, the Systematic ELD Instructional Units include virtually all materials needed to teach so that teachers can focus on refining lessons rather than on prepping materials. Books, posters, students sets</p>	<p>Attachment 2.4A Elementary ELD Units purchased for 2016-17</p>



<p>for ELD K-12 are obtained;</p>	<p>of picture and word cards, and other manipulatives are included to support large and small group instruction and practice.</p> <p>Instruction is backward mapped from weekly language goals and designed to teach high-leverage language that students need to develop English language proficiency. Daily, weekly and unit assessments are embedded throughout the curriculum. This ensures that teachers have the information they need to deliver effective dedicated ELD instruction.</p> <p>Dedicated ELD teacher at the middle and high school level continue to be trained in using E.L.Achieve systematic ELD resources and frameworks. Specifically at the middle school level, some sites have purchased specific curriculum for middle school ELD.</p>	
<p>2.5 Efforts for improving communication with LEP parents.</p>	<p>Updates to translation and interpretation services include the use of a telephonic interpretation resource that is all available to all schools as well as guidance regarding use of school budgets and translation needs. Attachment 2.5A</p>	<p><i>Attachment 2.5 A <u>Translation/interpretation memo</u></i></p>
<p>2.6 The number of credentialed EL teachers- the number providing direct ELD services to EL students, and detailing any shortages, by school.</p>	<p>Table 3 in the evaluation report lists the number of certified or endorsed teachers providing ELD services, by school site. APS continues to work on increasing the numbers of appropriately credentialed instructors for dedicated ELD.</p>	<p>See Table 3 in the Evaluation section of the report</p>



3. ELA Program Evaluation

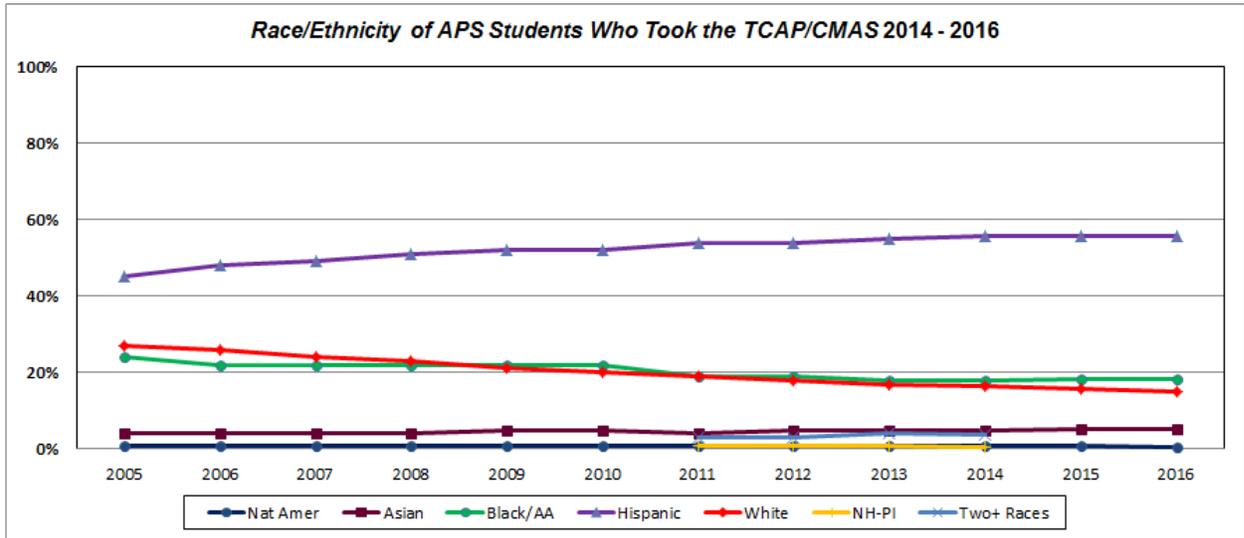
APS Demographics and Context

Demographically, the racial/ethnic profile of district students' over the past three years is stable (2008-2016 data are shown in Figures 1 and 2) with 56% Hispanic/Latino. Prior to that there was an increase in Hispanic/Latino students between 2005 and 2013 from 45% to 55% which created an increased need for ELD services at Aurora Public Schools. The percent of students who speak a language other than English as their first language is 36%. The percent of low income students, students who receive free or reduced fee lunch, was 74% for CMAS tested students in 2015-16. APS students speak over 130 different languages and have over 130 different countries of origin. There are 61 schools in the district: 4 preschools, 25 elementary schools, 6 P-8 / K-8 schools, 6 middle schools, 1 Grades 6-12 academy, 5 comprehensive high schools, 1 online high school, 4 Pilot schools, 1 vocational/technical college, 1 gifted and talented K-8 school, 6 charter schools and 1 home school support program.

In 2015-16 the APS Welcome Center was established. This is a service that provides family and student-level needs assessments and referrals for each immigrant or refugee student newly enrolled at APS. In their first year of service, the Welcome Center served 621 students in 2015-16 which was the initial year of implementation. A Welcome Center staff member conducts individual meetings with each new student and their family and provides information and referrals based on the needs assessment. After registration at Centralized Admission, the Aurora Public Schools Welcome Center provides newcomer students and parents with an orientation to the United States educational system and Aurora Public Schools. The APSWC also collects information of family background and students' educational history, and any relevant information that may impact student learning. This background information will enable teachers to support their newcomer students to their best ability.

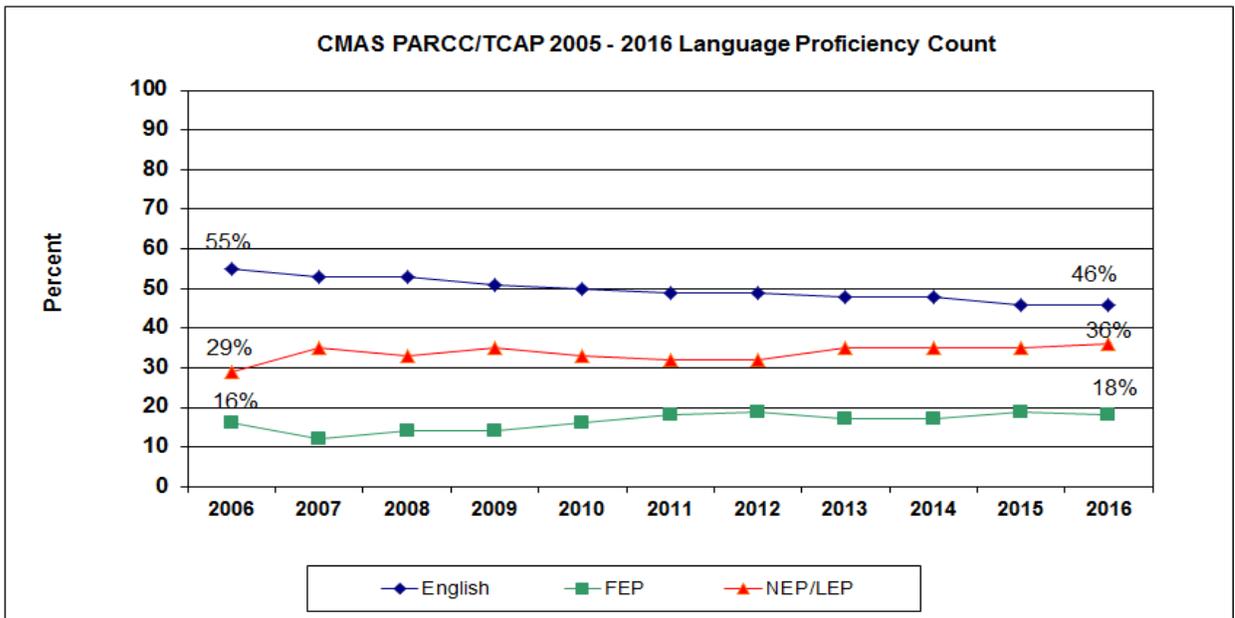


Figure 1. APS Student Race/Ethnicity changes over time (2005-2016)



*Data are from CMAS (for 2014-2016) or TCAP (for 2005-2013) data.

Figure 2. APS Language Proficiency changes over time (2005-2016)



*Data are from CMAS (for 2014-2016) or TCAP (for 2005-2013) data.

ELA Services Received by English Language Learners

Table 2a presents the number of NEP and LEP students by school, and the number and percent who participate in ELD programs in the district neighborhood schools (i.e., non-charter schools). The total percentage who participate across the district neighborhood schools is 91% overall, 96% in elementary schools, 94% in K-8 schools, 90% in middle schools. The proportion who participated at the high school level increased from 67% in 2014 to 75% last year and remained stable for middle schools. Table 2b presents ELD participation for Charter



Schools which was 93%. Table 2c shows the combined neighborhood and charter schools total ELD participation rate which was 91%



Table 2a. ELD Participation by English Language Learners 2015-16 - Neighborhood Schools.

Level	School Name	NEP	LEP	ELL Total	N in ELD	% in ELD
Elementary School	Altura ES	123	234	357	355	99.4%
	Arkansas ES	44	79	123	123	100.0%
	Century ES	29	50	79	78	98.7%
	Crawford ES	247	232	479	479	100.0%
	Dalton ES	21	53	74	72	97.3%
	Dartmouth ES	43	62	105	100	95.2%
	Elkhart ES	169	249	418	407	97.4%
	Fletcher	85	158	243	231	95.1%
	Fulton	109	177	286	286	100.0%
	Iowa ES	74	86	160	126	78.8%
	Jewell ES	51	107	158	156	98.7%
	Kenton ES	171	259	430	413	96.0%
	Lansing ES	78	86	164	161	98.2%
	Laredo ES	94	154	248	246	99.2%
	Lyn Knoll ES	63	97	160	160	100.0%
	Montview	98	171	269	226	84.0%
	Paris ES	141	150	291	290	99.7%
	Park Lane ES	77	86	163	151	92.6%
	Peoria ES	92	219	311	310	99.7%
	Sable ES	144	187	331	331	100.0%
	Side Creek ES	38	107	145	143	98.6%
	Sixth Ave ES	138	168	306	245	80.1%
	Tollgate	115	129	244	236	96.7%
	Vassar ES	61	88	149	144	96.6%
	Vaughn ES	91	185	276	240	87.0%
	Virginia Court ES	146	175	321	309	96.3%
	Wheeling ES	76	122	198	198	100.0%
Yale ES	70	69	139	133	95.7%	
Total		2,688	3,939	6,627	6,349	95.8%



Level	School Name	NEP	LEP	ELL Total	N in ELD	% in ELD
K-8	Aurora Frontier	25	62	87	61	70.1%
	Aurora Quest	4	11	15	10	66.7%
	Boston	78	167	245	244	99.6%
	Clyde Miller	54	156	210	210	100.0%
	Mosley	94	169	263	262	99.6%
	Murphy Creek	33	57	90	70	77.8%
	Vista Peak Exp	53	156	209	194	92.8%
	Total	341	778	1,119	1,051	93.9%
Middle School	Aurora Hills MS	47	253	300	285	95.0%
	Columbia MS	22	95	117	105	89.7%
	East MS	69	351	420	369	87.9%
	Mracheck MS	29	128	157	145	92.4%
	North MS	60	264	324	295	91.0%
	South MS	55	263	318	272	85.5%
	Total	282	1,354	1,636	1,471	89.9%
Aurora West	Aurora West	152	452	604	570	94.4%
	Total	152	452	604	570	94.4%
High School	APS Online	1	23	24	10	41.7%
	Aurora Central HS	289	635	924	737	79.8%
	Gateway HS	100	289	389	287	73.8%
	Hinkley HS	120	502	622	447	71.9%
	Rangeview HS	31	180	211	128	60.7%
	Vista Peak Prep	16	148	164	145	88.4%
	William Smith HS	0	62	62	12	19.4%
	Total	557	1,839	2,396	1,766	73.7%
Total without Charters		4,020	8,362	12,382	11,207	90.5%



Table 2b. ELD Participation by English Language Learners 2015-16-Charter Schools.

	NEP	LEP	ELL Total	N in ELD	% of ELLs in ELD
Aurora Academy	45	105	150	135	90.0%
AXL	23	84	107	94	87.9%
Global Village	130	297	427	405	94.8%
Lotus	52	299	351	317	90.3%
Vanguard East	15	114	129	120	93.0%
Vanguard West	31	108	139	138	99.3%
Total	296	1,007	1,303	1,209	92.8%

Table 2c. ELD Participation by English Language Learners 2015-16-All Schools.

	NEP	LEP	ELL Total	N in ELD	% of ELLs in ELD
Total without Charters	4,020	8,362	12,382	11,207	90.5%
Total -Charters	296	1,007	1,303	1,209	92.8%
District Total w/Charters	4,316	9,369	13,685	12,416	90.7%

Parents can waive ELD services. The number of students whose parents waived services is presented in Table 3. As shown, few parents waive services.

Table 3. Number of Students Whose Parents Waived Services by Grade (2015-16)

Grade													
KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	6	10	8	17	17	10	15	30	30	26	22	17	209

Table 4 summarizes APS's progress in placing LDE-certified or endorsed teachers in the ELD block by level and also details the number providing direct services to ELLs by school. The district has made significant progress with regard to the percentage of teachers who are certified and endorsed at the elementary, K-8, and middle school levels versus 2014. The percentage at the high school level has remained relatively stable and at charter schools has decreased. As can be seen in Table 4, a large number of teachers are in progress towards earning certificates or endorsements at all levels in the neighborhood schools. Based on this, APS expects to see these numbers increase at all levels, though charter schools remain a challenge.



Table 4. Summary of LDE Certified and Endorsed Teachers in APS ELD Program By School and Level Vs 2014

Level	School	Total N of ELD Teachers	N LDE Certified Or Endorsed Teachers	N Working Towards Certificate Or Endorsement	Avg. %LDE Certified or Endorsed	2014 % of Certified/Endorsed Teachers
Elementary	Altura	18	10	6	56%	*
	Arkansas	6	6	0	100%	*
	Century	12	4	4	33%	*
	Crawford	31	25	0	81%	*
	Dalton	11	9	2	82%	*
	Dartmouth	2	2	0	100%	*
	Elkhart	17	6	6	35%	*
	Fletcher	13	8	3	62%	*
	Fulton	15	11	3	73%	*
	Iowa	6	5	0	83%	*
	Jewell	6	4	1	67%	*
	Kenton	23	10	8	43%	*
	Lansing	9	7	2	78%	*
	Laredo	12	9	2	75%	*
	Lynn Knoll	12	11	1	92%	*
	Montview	12	6	1	50%	*
	Paris	15	3	9	20%	*
	Park Lane	8	5	3	63%	*
	Peoria	21	13	6	62%	*
	Sable	28	16	4	57%	*
	Sidecreek	6	5	1	83%	*
	Sixth Avenue	15	7	3	47%	*
	Tollgate	14	8	6	57%	*
Vassar	7	4	3	57%	*	
Vaughn	11	8	2	73%	*	
Virginia Court	14	12	0	86%	*	



	Wheeling	11	8	0	73%	*
	Yale	8	3	1	38%	*
	Elementary Total	363	225	77	62%	55%
K-8	Aurora Frontier P-8	7	5	2	71%	*
	Aurora Quest	1	1	0	100%	*
	Boston P-8	14	9	5	64%	*
	Cylde Miller	11	10	1	91%	*
	Mosely P-8	15	7	3	47%	*
	Murphy Creek K-8	3	3	0	100%	*
	Vista Peak Exploratory	4	4	0	100%	*
	K-8 Total	55	39	11	71%	48%
Middle School	Aurora Hills Middle School	3	3	0	100%	*
	Columbia	2	2	0	100%	*
	East MS	4	4	0	100%	*
	Mrachek	2	2	0	100%	*
	North	3	3	0	100%	*
	South Middle School	6	3	3	50%	*
	Middle School Total	20	17	3	85%	71%
AWCPA 6-12	AWCPA 6-12	7	7	0	100%	*
	6-12 Total	7	7	0	100%	*
High School	APS online	2	2	0	100%	*
	Aurora Central	16	6	3	38%	*
	Gateway	7	4	0	57%	*
	Hinkley	11	6	1	55%	*
	Rangeview	4	3	1	75%	*
	Vista Peak Prep	4	3	0	75%	*
	William Smith	1	0	1	0%	*
	High School Total	45	24	6	53%	55%



Charters	Aurora Academy	2	1	0	50%	*
	AXL	9	0	0	0%	*
	Global Village	18	3	1	17%	*
	Lotus	9	3	0	33%	*
	Vanguard East	8	1	2	13%	*
	Vanguard West	10	1	0	10%	*
	Charter Total	56	9	3	16%	30%

*Data are unavailable from 2014 for this disaggregation.

Student Academic Progress & Achievement

We report on student academic progress and achievement using the Access Proficiency Level results, and the CMAS PARCC Growth data for ELA and Math as well as ACT Scores. Our ability to report on academic progress is hindered for the 2015-16 evaluation because the State of Colorado’s Department of Education has not yet released Access Growth data due to concerns about the statewide growth model that are related to differences in methodology of the speaking test administration for the largest Colorado school district. As a result, the state has announced that they will not use growth calculations for accountability determinations (see Appendix A for full text of announcement) and will not release them until after the preliminary accountability determinations have been released, and they will be provided only for informational purposes. The state advised that they not be used for state-level comparisons.

Graduation, dropout, and completion rates are not yet available for the 2015-16 year so we are not able to include these in the current report.

Access Proficiency Levels

The ACCESS assessment is aligned to the Colorado English Language Proficiency (CELP) standards for ELL students. This assessment is given annually to measure students’ progress toward English acquisition and is used as a key factor in the body of evidence for ELL designations. Table 5 describes the Access Proficiency Levels



Table 5. Description of ACCESS Proficiency Levels.

Proficiency Level		Description of English Language Proficiency Level (from WIDA Access)
1	Entering	Knows and uses minimal social language and minimal academic language with visual support.
2	Beginning	Knows and uses some social English and general academic language with visual support.
3	Developing	Knows and uses social English and some specific academic language with visual support.
4	Expanding	Knows and uses social English and some technical academic language.
5	Bridging	Knows and uses social & academic language working at grade level.
6	Reaching	Knows and uses social and academic language at the highest level measured by this test.

Figure 3 presents the number and proportion of ELL students who scored at each proficiency level on the Access assessment overall composite score. A total of 3,265 (25%) of the 13,839 ELLs who completed the ACCESS assessment were at the top two proficiency levels (Bridging or Reaching) for the composite score. The percentage is stable from 2015, when 24% of ELLs tested scored at these top two levels.

Figure 3. Access Proficiency Levels for ELL Students: Overall Composite Score 2016 vs 2015

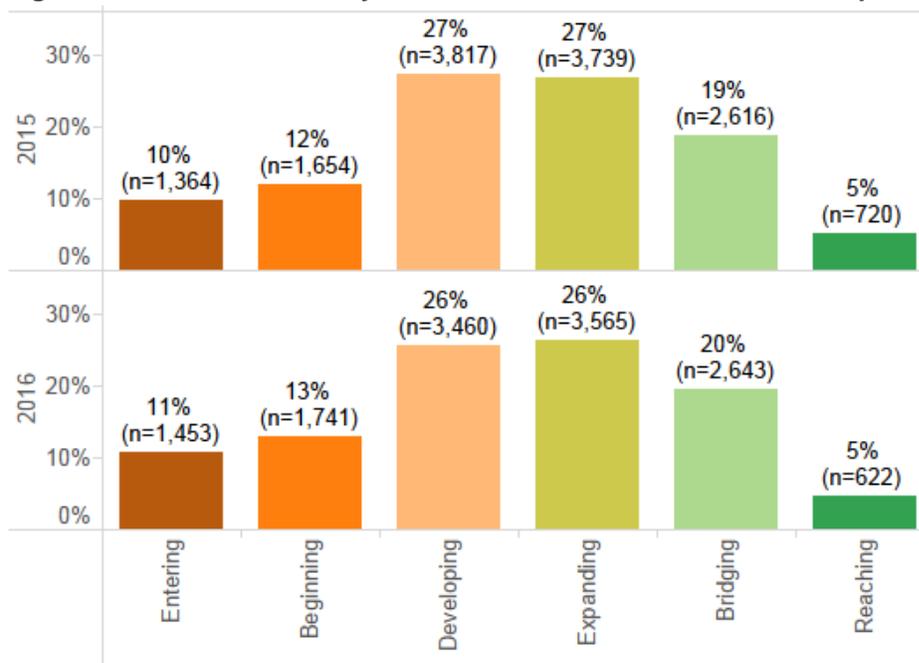


Table 6 presents the year over year change in proficiency levels (for individual students who completed the Access assessment in both 2015 and 2016. As can be seen, a total of 45% of



ELLs moved into a higher proficiency level over the one-year period on the “comprehension” domain; movement up is most common among those in the lower levels in 2015 (e.g.. Only 113 out of 1,233, or 9%, of ELLs who were in proficiency level 1 (“entering) did not move up to a higher proficiency level in 2016; 91% (see in final column, first row of table) moved to a higher proficiency level). For the listening domain, movement to a higher proficiency level in 2016 occurred among 42% of ELLs; the percentage for the oral, overall, reading, speaking, writing, and literacy domains were 42%, 51%, 50%, 43%, 50%, 42%, and 46% respectively.



Table 6. Access for ELLs: Change in Proficiency Level from 2015 to 2016

Comprehension: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	113	9%	265	21%	378	31%	220	18%	257	21%	1,233	100%	91%
	2	64	6%	420	30%	332	31%	129	12%	122	11%	1,067	100%	55%
	3	27	1%	365	10%	892	40%	446	20%	535	24%	2,255	100%	44%
	4	9	1%	111	6%	508	28%	372	21%	791	44%	1,791	100%	44%
	5	4	0%	82	2%	382	12%	461	15%	2,183	70%	3,072	100%	37%
	6	1	0%	5	1%	64	8%	82	10%	841	81%	793	100%	0%
Total		218	2%	1,218	12%	2,556	25%	1,710	17%	4,509	44%	10,211	100%	45%

Reading: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	322	10%	343	21%	442	26%	329	20%	234	14%	1,670	100%	81%
	2	219	14%	580	37%	454	29%	108	7%	223	14%	1,584	100%	50%
	3	105	6%	516	25%	725	35%	234	11%	509	24%	2,089	100%	36%
	4	28	2%	172	14%	338	27%	173	14%	539	43%	1,260	100%	43%
	5	24	1%	192	8%	622	20%	318	10%	1,975	63%	3,131	100%	33%
	6	2	0%	18	3%	74	14%	52	10%	377	72%	523	100%	0%
Total		700	7%	1,821	18%	2,655	26%	1,214	12%	3,857	38%	10,247	100%	43%

Listening: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	84	14%	125	21%	179	30%	75	13%	127	22%	590	100%	88%
	2	35	5%	134	20%	247	37%	113	17%	142	21%	671	100%	75%
	3	20	2%	98	7%	399	30%	318	24%	485	37%	1,320	100%	61%
	4	21	1%	81	5%	383	21%	389	22%	919	51%	1,793	100%	51%
	5	7	0%	53	1%	408	10%	667	16%	2,936	72%	4,069	100%	39%
	6	5	0%	19	1%	163	9%	286	16%	1,337	74%	1,810	100%	0%
Total		172	2%	510	5%	1,777	17%	1,848	18%	5,946	58%	10,253	100%	42%

Speaking: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	193	28%	203	29%	99	14%	73	11%	125	18%	693	100%	72%
	2	139	8%	364	22%	291	17%	248	15%	649	38%	1,691	100%	70%
	3	142	5%	318	12%	326	13%	415	16%	1,385	54%	2,586	100%	70%
	4	68	4%	152	9%	190	11%	270	16%	982	59%	1,682	100%	59%
	5	40	3%	108	8%	123	9%	174	13%	856	66%	1,299	100%	51%
	6	49	2%	118	5%	174	8%	297	13%	1,588	71%	2,224	100%	0%
Total		631	8%	1,261	12%	1,203	12%	1,477	15%	5,583	55%	10,155	100%	50%

Oral: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	104	17%	179	29%	178	29%	72	12%	77	13%	610	100%	83%
	2	45	6%	151	18%	285	33%	188	21%	177	22%	808	100%	78%
	3	33	1%	182	7%	513	21%	579	24%	1,101	48%	2,388	100%	70%
	4	20	1%	95	4%	288	12%	558	23%	1,416	60%	2,373	100%	60%
	5	15	1%	54	2%	222	9%	501	20%	1,768	69%	2,560	100%	38%
	6	3	0%	14	1%	82	6%	192	14%	1,108	79%	1,399	100%	0%
Total		220	2%	655	6%	1,546	15%	2,068	20%	5,647	58%	10,138	100%	51%

Writing: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	318	24%	743	58%	218	16%	41	3%	4	0%	1,324	100%	78%
	2	74	4%	745	38%	814	39%	401	18%	58	3%	2,092	100%	61%
	3	32	1%	321	9%	1,582	44%	1,220	34%	423	12%	3,558	100%	46%
	4	9	0%	39	1%	801	29%	1,800	58%	302	11%	2,751	100%	11%
	5	4	1%	11	3%	45	10%	265	62%	105	24%	430	100%	0%
	6							4	36%	7	64%	11	100%	0%
Total		437	4%	1,859	18%	3,440	34%	3,531	35%	899	9%	10,186	100%	42%

Overall: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	109	10%	470	44%	380	35%	102	9%	13	1%	1,074	100%	90%
	2	51	4%	412	31%	619	47%	197	15%	40	3%	1,319	100%	65%
	3	10	0%	243	8%	1,242	39%	1,113	35%	615	19%	3,223	100%	54%
	4	5	0%	33	1%	527	17%	1,194	38%	1,384	44%	3,123	100%	44%
	5	4	0%	7	1%	108	8%	433	35%	704	58%	1,254	100%	11%
	6			2	3%	3	4%	12	16%	58	77%	75	100%	0%
Total		179	2%	1,167	12%	2,877	29%	3,051	30%	2,794	28%	10,068	100%	50%

Literacy: Year to Year Change

		2016										Total	% Ch	
		1		2		3		4		5/6				
		n	%	n	%	n	%	n	%	n	%			n
2015	1	231	17%	742	55%	291	22%	80	6%	8	0%	1,350	100%	83%
	2	100	6%	675	39%	710	41%	209	12%	32	2%	1,726	100%	55%
	3	17	0%	397	11%	1,508	41%	1,117	30%	661	18%	3,698	100%	48%
	4	7	0%	58	2%	705	26%	1,107	41%	620	30%	2,697	100%	30%
	5	3	0%	9	1%	100	16%	233	37%	281	45%	628	100%	7%
	6			1	2%	3	6%	13	25%	34	67%	51	100%	0%
Total		358	4%	1,882	19%	3,315	33%	2,759	27%	1,834	18%	10,148	100%	46%

Note: “1” denotes the “entering” (lowest) proficiency level. Levels 2-5 denote levels “beginning”, “developing”, “bridging”, and “reaching”, respectively.



Access Scale Scores

Table 7 displays year over year mean overall Access scores by grade when tested for students who were ELLs in both years. The WIDA Interpretive Guide for Access states that “[because they are reported on a consistent scale, [scale scores] allow stakeholder to compare scores across periods of time” within a given domain (WIDA, 2016). As shown, scale scores increased across years for grades 1-5, 9, and 12; remained stable for grades 6 and 11, and declined slightly for grades 7, 8, and 10.

Table 7. Year Over Year Mean Overall Access Scale Scores 2015 to 2016 by Grade When Tested

Grade When Tested	n ELLs 2015	n ELLs 2016	2015 Overall Scale Score	2016 Overall Scale Score	+/-
1	1,403	1,391	285	289	4
2	1,423	1,401	307	317	10
3	1,086	1,423	329	343	14
4	801	1,087	343	353	10
5	703	800	354	359	5
6	740	703	359	359	0
7	792	739	368	365	-3
8	633	793	375	374	-1
9	428	635	387	390	3
10	302	425	389	387	-2
11	227	302	389	389	0
12	86	312	376	385	9

Note: Data include students who were ELLs and therefore tested in both years; grade shown is from the year when tested.

PARCC Proficiency and Growth

In 2014-15, Colorado moved from the TCAP to the CMAS (Colorado Measures of Academic Success) PARCC for assessing English Language Arts/Literacy and Mathematics. The tests are administered to all students in grades 3-9. Tables 8 and 9 present Proficiency and Growth data for 2015-16 year for ELLs for English Language Arts and Mathematics, respectively. For proficiency levels, the percentage of ELL students at the Met or Exceeded Expectations level is shown--students at these levels are considered to be meeting grade level expectations. The median growth percentiles are also shown. The data in Table 7 indicate that APS FEP and LEP students in Grade 8 are outperforming their state peers in English Language Arts/Literacy and FEP students are outperforming state peers in grades 4,5, 7-9, and for the district overall. FEP growth remains higher than that of non-ELL students. The percentage of FEP students that meet or exceed grade level expectations is higher than for non-ELLs in all



grades tested. Math proficiency level and median growth percentiles data (Table 8) indicate that APS FEP students outperformed their peers at grades 5, 7, 9 and for FEP students across grades combined. The percentage of FEP students who meet or exceed expectations is higher than that for non-ELL students for each grade and for all grades combined. Although few LEP and NEP students were at the met or exceeded expectations proficiency levels, the year over year median growth percentiles for LEP students indicate that their growth exceeded non-ELLs in grade 9 and was similar to non-ELLs in grades 5, 8, 9 and for the combined grades (i.e., district Total).

Table 8. ELL’s CMAS Proficiency and Growth: English Language Arts

Grade	Non-ELL		NEP		LEP		FEP	
	%M/E	MGP	%M/E	MGP	%M/E	MGP	%M/E	MGP
03	25%		0%		9%		67%	
04	28%	46.0	0%	28.0	5%	43.0	45%	56.0
05	27%	44.5	1%	36.5	3%	43.0	35%	53.0
06	22%	41.5	1%	25.0	2%	39.0	28%	48.0
07	31%	53.0	1%	39.0	4%	44.0	43%	60.0
08	31%	53.0	1%	30.0	4%	52.0	42%	61.0
09	25%	43.0	0%	29.5	3%	43.0	42%	53.5
District Total	27%	47.0	0%	31.0	5%	44.0	40%	55.0

Note: %M/E=% Met or Exceeded Expectations; MGP=Median Growth Percentile

Table 9. ELL’s CMAS Proficiency and Growth: Math

Grade	Non-ELL		NEP		LEP		FEP	
	%M/E	MGP	%M/E	MGP	%M/E	MGP	%M/E	MGP
03	23%		0%		12%		62%	
04	19%	45.0	0%	38.0	4%	42.0	27%	48.0
05	17%	46.0	3%	36.0	3%	46.0	23%	53.5
06	16%	42.0	2%	28.5	1%	33.0	19%	48.0
07	16%	50.0	0%	31.0	1%	42.0	19%	52.0
08	22%	46.0	1%	36.0	3%	46.0	27%	49.0
09	15%	44.0	0%	33.0	2%	48.0	23%	61.0
District Total	18%	45.0	1%	34.0	5%	43.0	24%	51.0

Note: %M/E=% Met or Exceeded Expectations; MGP=Median Growth Percentile



Graduation, Dropout, and Retention Rates for ELLs

Graduation, dropout, and retention rates are not yet available for the 2015-16 school year; these will be available by mid-December and we will provide an addendum to this report with these and the Access Growth data when they are available.

ACT Composite Score Averages by Language Proficiency

Table 10 presents ACT Composite scores means for all APS and State of Colorado students. APS students perform lower than state students among all students, English speaking students, and NEP, LEP, and FEP students.

Table 10. ACT Composite Score Averages by Language Proficiency (2016)

2016	All Students	NEP	LEP	FEP	English Speakers
State	20.4	13.2	14.3	18.4	21.0
District	17.3	12.4	14.0	17.8	18.3

Special Education and Gifted and Talented Referrals

Table 11 presents the percentages of APS students enrolled in special education (SpED) or gifted and talented (AGATE) programs by language proficiency. A total of 18.8% of students identified as NEP and 11.4% of LEP receive special education services when compared to 12.3% of native English speakers and 11% of the district.

A lower percentage of NEP and LEP students were enrolled in the AGATE program than English speaking students, while a higher proportion of FEP students than native English speaking students are enrolled in AGATE.



Table 11. SPED/AGATE Enrollment by Language Proficiency *

Group	Total n	AGATE		SPED	
		%	n	%	n
NEP	4317	0.1%	3	18.8%	812
LEP	9371	0.5%	43	11.4%	1065
FEP	6287	9.6%	60 3	1.0%	66
FELL	31	0.0%	0	3.2%	1
English Speakers	22026	5.4%	11 86	12.3%	2700
PHLOTE	537	1.1%	6	3.9%	21
District	42569	4.3%	18 41	11.0%	4665

*Includes Charter Schools

APS Exceptional Student Services (ESS) provides specialized instruction to students with disabilities based on students' IEPs. When students are identified as ELLs and needing ESS services they participate in the ELD block when possible. ESS provides a lead district interpreter to ensure that ELLs receive equitable opportunities for assessment in their native languages when necessary. The ESS bilingual team (2 psychologists and 2 speech/language specialists) work with the ELA department to monitor the referral process. This interdepartmental collaboration is designed to improve APS' ability to provide high quality assessments to ELL students.

The district's ELA team continues to work more closely with AGATE leaders to address the underrepresentation of NEP/LEP students in AGATE. The district continues to take the following steps to address the issue:

1. Administering the non-verbal assessment (NAGLIERI) at 2nd grade for all students
2. Movement towards using an online non-verbal assessment (the COGAT) that is purported to be less biased against elementary level ELLs than the NAGLIERI NNAT (Lohman, 2008) —this is being piloted in 2016-17 with 2nd and 7th graders in the district in five district schools. The test measure learned reasoning abilities and focuses on specific areas of reasoning linked to school success.
2. Utilizing ACCESS growth as an indicator in AGATE identification
3. Identifying ELLs as “high potential” in a particular content area to monitor and further develop



4. Identifying an AGATE leader in each building who supports classroom teachers with strategies for working with gifted and high potential learners
5. Expanding AGATE definition from academic achievement to other areas of giftedness
6. Assigning an ELA consultant to Aurora Quest K-8, School for the Gifted.
7. Aurora Quest K-8 worked with ELA team to refine and revise identification and application process to be more inclusive of English learners at all proficiency levels. These new procedures were in place for the 2015-16 school year.

APS Teacher & Parent Surveys

As part of the ELA program evaluation, Aurora Public Schools conducts an annual survey of ELD teachers. In addition APS conducts a regular Climate Surveys of licensed teachers, and parents. We include results from these surveys to provide a more comprehensive view on perspectives of the ELA program from across the district.

APS Climate Surveys

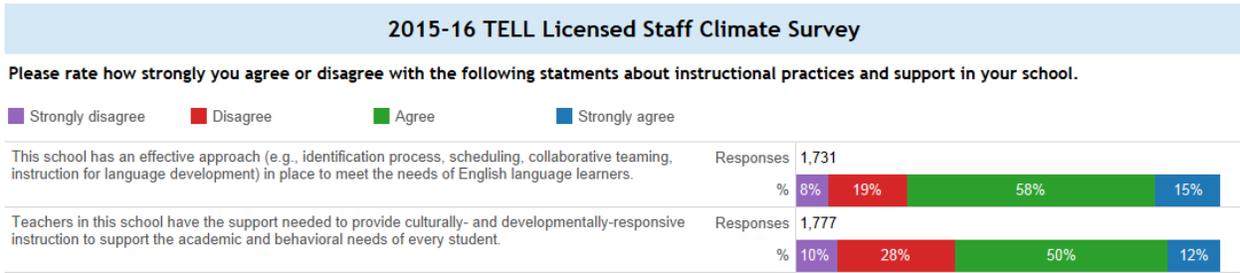
Aurora Public Schools conducts annual climate surveys to better understand challenges and strengths from multiple perspectives including surveys of parents, licensed teachers, classified staff, administrators, and students, to assess and inform continuous improvement and changes needed. School climate is associated with higher student achievement, better student and staff morale, lower dropout rates, reduced violence and stronger community relations (Council of Urban School Boards, 2006).

Licensed Staff Survey. The Colorado Department of Education's Teaching, Empowering, Leading and Learning (TELL) survey is administered statewide biennially on odd-numbered year. In March 2016 APS contracted with the New Teacher Center to administer the same version of the TELL survey to APS licensed staff. The TELL survey was conducted anonymously, and a total of 1,877 teachers completed the survey resulting in a response rate of 69%. Consistent with the U.S. Army Research Institute for the Behavioral and Social Sciences (Command Climate Survey Training Manual, US Army Research Institute for the Behavioral and Social Sciences), APS interprets ratings of 65% or higher as favorable.

The survey includes two questions relevant to the general climate for English Language Learners across ethnic/racial and cultural groups. Results are shown in Figure 4. A total of 73% of teachers agreed or strongly agreed that the school has an effective approach in place to meet the needs of ELLs and 62% responded that they agree or strongly agree that teachers in their school have the support needed to provide culturally- and developmentally-response instruction to support the academic and behavioral needs of all students.



Figure 4. 2015-16 Licensed Staff Climate Survey results: ELL Instructional Practices.



In addition, the survey includes two questions on Professional Development related to ELLs (see Figure 5). A total of 55% of respondents indicated that they received 10 or more hours of professional development regarding ELLs. Overall, 53% indicated they felt they needed such professional development, but among those who had received ELL-related professional development, only 39% indicated this need.

Figure 5. 2015-16 Licensed Staff Climate Survey results: ELL-related Professional Development.



These Climate Survey results indicate that APS teachers view the existing strategy for addressing ELLs’ needs as a strength. Additional supports for providing culturally and developmentally specific instruction may be useful. Most teachers have received professional development related to ELLs, and an additional one in five indicated an interest and need for such development.

ELD Annual Teacher Survey

The ELD Annual Teacher Survey was conducted from August 31 to October 7, 2016. Of 467 potential respondents, 291 (62%) responded. However, of these, 16 respondents were “partial” respondents who only answered the first question (regarding when they started working for APS); resulting in a complete response rate of 59% (275 respondents). This compares favorably to the 2015-16 survey response rate of 30%. Each ELD block teacher received a unique link to the survey in their APS email account. The self-reported survey respondent characteristics are shown below in Tables 12 and 13. It is important to note that the survey reflects only the perspectives of the ELA teacher leaders and not school or district leadership or other teachers.

The respondent characteristics reflect the fact that there are a larger number of elementary teachers than teachers from other levels in the ELD program. A total of 77% of respondents



were elementary teachers, 14% middle school teachers, and 8% were high school teachers. Most (65%) of respondents were new to the district since 2009-10.

Table 12. Number of Respondents by Grade Level.

	%	N
K-5th	77.1%	212
6th-8th	13.8%	38
9th-12th	8.4%	23
Missing	0.7%	2
Total	100.0%	275

Table 13. Respondents by whether they taught in APS prior to the 2009-2010 school year.

	%	N
No	64.7%	178
Yes	35.3%	97
Total	100.0%	275

ELAchieve Participation Rates

A total of 83% of respondents have attended the 3-day systematic ELA Achieve ELD Institute. This was true of 85% of elementary teachers, 79% of middle school teachers, and 70% of high school teachers. The Institute plays a significant role in professional learning because it is designed to train teachers to provide systematic ELD and constructing meaning in the ELD block. Systematic ELD (an important foundation for the ELD block) essentially provides teachers with a road map to help ELLs build a solid footing in English to use in multiple academic and social settings.

Table 14. Attendance at 3-day systematic ELA Achieve ELD Institute by grade level.

	No		Yes	
	N	%	N	%
K-5th	31	15%	179	85%
6th-8th	8	21%	30	79%
9th-12th	7	30%	16	70%
Total	46	17%	225	83%



Co-Planning for ELD Instruction.

A key feature of ELD instruction is collaboration between teachers. Table 15 presents ELA teachers responses about how often and with whom they co-plan for ELD overall and by grade level taught. Respondents most commonly co-plan once a week rather than less frequently, and this was particularly true for secondary level teachers—more than 65% of them co-plan weekly. .

Teacher leaders are an important aspect of the ELD program and they provide program leadership at each school; they are resourced with a half-day of dedicated non-teaching time to address the ELA program. Their colleagues make ample use of them as a resource. Almost 60% of respondents overall co-plan for ELD with teacher leaders. At the elementary level, almost half of respondents co-plan with their grade level team; this was true of around 30% in the secondary level respondents who were more likely to co-plan with the language proficiency team.

Table 15b presents the percentage of any versus no co-planning for the respondents overall and by grade level. Only 16% of respondents reported no co-planning and the figure was similar for elementary and high school teachers; only 8% of middle school teachers did not co-plan.

Table 15a. Co-planning for ELD

<i>How often do you co-plan for ELD?</i>	Grade Level						Total	
	<i>K – 5th</i>		<i>6th – 8th</i>		<i>9th – 12th</i>		%	N
	%	N	%	N	%	N		
Never	17.5%	37	7.9%	3	17.4%	4	16.2%	44
Once a month	22.7%	48	7.9%	3	13.0%	3	19.9%	54
Every other week	28.0%	59	7.9%	3	4.3%	1	23.2%	63
Once a week	31.8%	67	76.3%	29	65.2%	15	40.8%	111
<i>I co-plan with...</i>								
Teacher leader	57.1%	121	73.7%	28	60.9%	14	59.7%	163
Language proficiency team	15.1%	32	44.7%	17	39.1%	9	21.2%	58
My grade level team	47.2%	100	31.6%	12	34.8%	8	44.0%	120
No one (I do not co-plan for ELD)	17.0%	36	8.0%	3	17.4%	4	16.0%	43



Table 15b. Co-planning by grade level

	<i>K – 5th</i> (<u>N</u> =212)	<i>6th – 8th</i> (<u>N</u> =38)	<i>9th – 12th</i> (<u>N</u> =22)	<i>ALL</i> (<u>N</u> =273)
Co-Plan	83%	92%	83%	84%
No one (I do not co-plan for ELD)	17%	8%	17%	16%

ELD Resources

The EL teachers reported that several of the ELA provided resources have been supportive (see Figure 6). This was particularly true for the ELAchieve Binder (75%), the ELAchieve units (70%) and ELD Planning Guide (70%). Over half (59%) found outside websites to be supportive. Almost one half found the ELAchieve website and the resources on the district’s shared network drive (“U” Drive) to be supportive. As teachers move towards newer technologies, such as use of the ELA website and a shared google drive, fewer teachers may be using the shared “U” drive.

Figure 6. ELD respondents’ perceptions of ELA provided support materials.

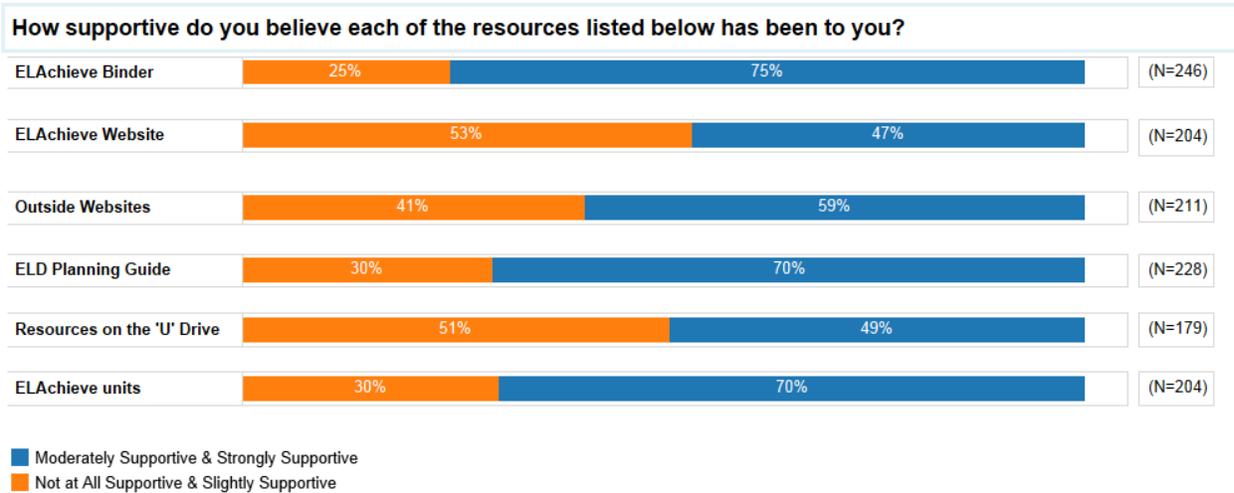
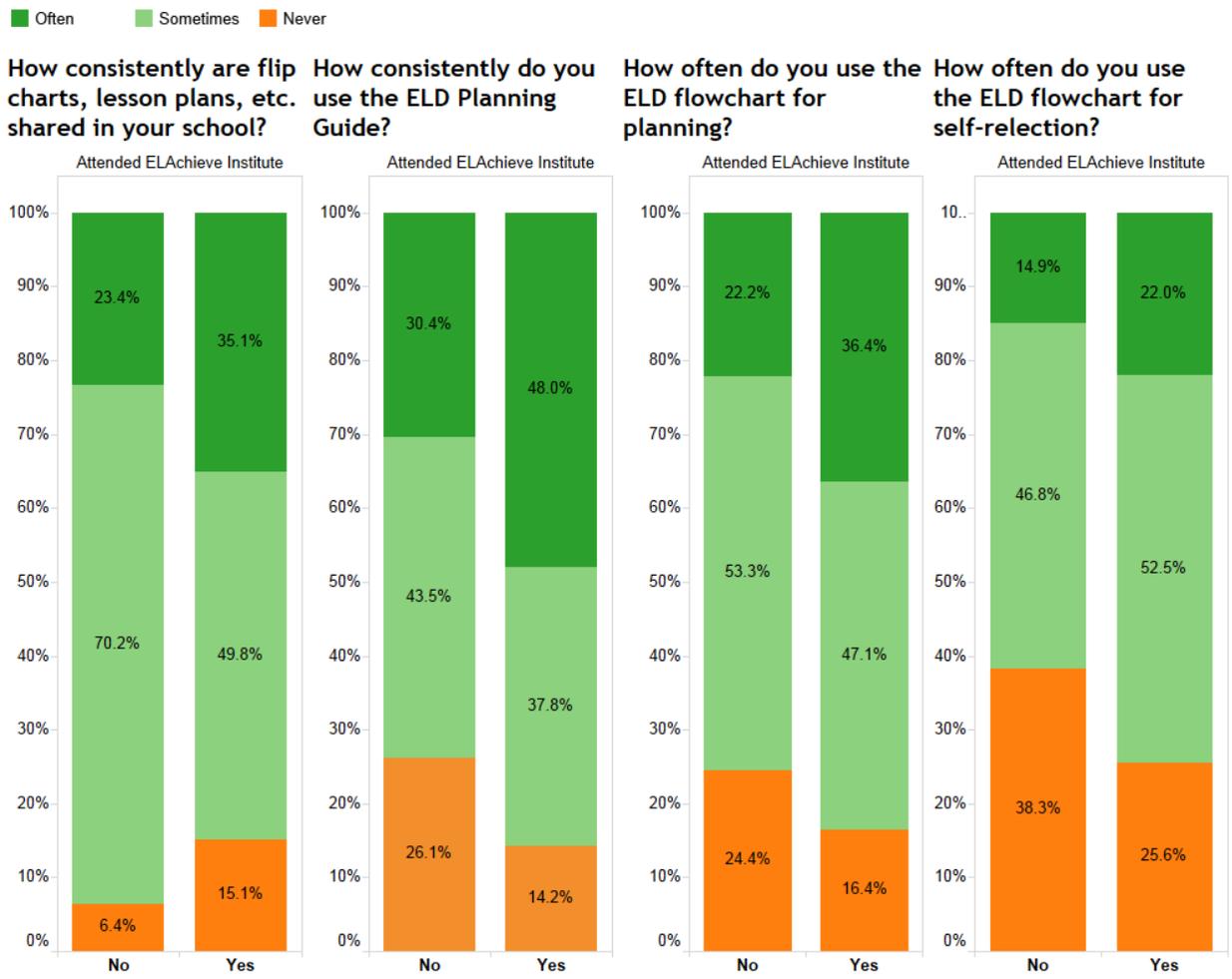


Figure 7 presents ELA teachers’ reports of consistent use of ELA Program Resources by whether they have ever attended the Systematic 3-day ELAchieve Institute. Most teachers reported consistently sharing flip charts, lesson plans and the like within their schools either sometimes or often; however those who attended the Institute were more likely to report that they did this often (35% versus 23% for those who did not attend the Institute). Almost half of those who attended the Institute used the ELD Planning Guide often compared to 30% of those who hadn’t attended. The ELD Flowchart was also more likely to be used often for planning and self-reflection by those attending than not attending. It may be that ELAchieve attendance was encouraging of use of these resources.



Figure 7. Use of ELA Program Resources by Attendance at ELAchieve Institute



Open-ended questions:

We also used open-ended questions in the survey to assess challenges and successes related to the implementation of ELD. The questions were:

1. What additional resources and/or supports do you need to successfully implement ELD Block??
2. Based on your experiences so far, what do you value most about the ELD program?
3. If you were in charge and could make one improvement for the ELD program, what would it be? How would the program be different if your improvement were incorporated into schools?

A total of 181 respondents provided answers to the open-ended questions about additional needs to implement ELD Block and strengths and challenges in the program. These were analyzed for key themes and comments about the program; results are shown in Table 15.



Table 15. Key issues raised by survey respondents in open-ended questions

Topic	Success	Challenge	Current Work to Meet Challenges
Curriculum	<p>ELAchieve Lesson plans/kits very helpful for preparing for ELD block, providing useful visuals etc.</p> <p>ELAchieve binder, Constructing Meaning Binder, and Content ELD binder are useful</p> <p>Finding the systematic curriculum helpful and effective.</p>	<p>ELAchieve Units desired at additional schools/for all teachers and for all grade levels.</p> <p>Need for comprehensive lesson plans, and other ready-made curriculum materials, flipcharts, visuals,(no mention of ELAchieve)</p> <p>Disagreement/disliking the ELD block or ELAchieve,(e.g., more integration/immersion of ELD instruction in general classroom, feeling it isn't engaging or differentiated, perceiving it as developmentally inappropriate for Kindergarten, concerns about repetitiveness/lack of interest for students in program for more than four years..</p> <p>Desire to have easy access to curriculum/materials that other teachers have created and found successful</p>	<p>Seven sites received elementary ELD units published by E.L.Achieve</p> <p>As per the ELA Review work plan, vetting curricular resources and recommendations is part of future work</p> <p>Continued professional development focused on improving belief systems and best instructional practices for ELLs via: Monthly teacher leader meetings LDE Condition of Employment classes LDL Leadership</p>
ELD Block	<p>Dedicated, protected time for modeling, practice, vocabulary is highly valued.</p> <p>ELD block is perceived as a "safe</p>	<p>Some teachers believe that ELD instruction should be incorporated into Core Classes in lieu of a separate ELD block; others who appreciate the ELD block also believe there should be more integration into general curriculum.</p>	<p>See revised ALP - noting the need for both dedicated and embedded ELD (<i>Attachment 2.1B</i>)</p>



	<p>environment” for ELLs to speak, practice speaking English with others at similar proficiency level; Structured Language Practice.</p> <p>Grouping of students into similar EL proficiency levels allows for differentiated instruction; safe environment.</p> <p>Some appreciated the small class size of their ELD block.</p>	<p>A small number of teachers reported having ELD class sizes that are too large (closer to 30) would like smaller sizes</p>	
<p>Co-Planning and Planning Time (N=27)</p>	<p>ELAchieve lesson plans and materials save planning time.</p> <p>Sharing plans and materials written by teachers saves others’ planning time.</p>	<p>Teachers indicated a need for more planning time for ELD blocks, particularly for creating flipcharts.</p> <p>Time to meet with other teachers, especially those in grade level both within school and across the district to share learning about effective materials, approaches.</p>	<p>School sites continue to organize time for co-planning</p>
<p>Professional Development (n=20)</p>	<p>Appreciation of training and PD opportunities in APS ELD program.</p> <p>Coaching and co-teaching from Consultants and Teacher</p>	<p>Need for differentiated PD; need for beginner-level PD for those new to teaching ELD.</p> <p>PD topics of interest for ELD Teachers: how to monitor students towards learning targets, video or examples or classroom</p>	<p>Feedback is gathered following professional development. This information is used to provide differentiation and relevant learning experiences for teachers.</p>



	Leaders (n=5).	<p>observation of ELD teaching at each level, SLPs with modeling, ELAchieve for ELD teachers who are newly using ELAchieve curriculum, how to teach grammar and structure; how to provide differentiated PD; how to incorporate reading and writing into ELD block, Promethean Board/whiteboard training, Colorado TESOL training; training on how to coach and support teachers, training for all teachers across school on EL acquisition.</p>	
Support	<p>Level of support from district ELD program is valued.</p> <p>Strong advocacy for ELLs by district team is valued.</p> <p>Support and collaboration with other teachers is appreciated.</p>	More support needed for newcomers.	Broader implementation of Welcome Center (serving newcomers) in second year of program.
Assessment		<p>Some expressed a desire for better methods to do ongoing monitoring/assessment of growth.</p> <p>Some teachers, particularly middle school teachers, perceive that some students are “stuck” in ELD and not re-designated but should be</p>	Teachers are being provided with additional monitoring and interim assessment tools and data through the APS Tableau system.



		<p>—either because of growth made after the Access assessment or because of poor grades or a literacy test other than Access.</p>	
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Key findings

Demographics

- The proportion of APS students who are Hispanic/Latino and the percentage who speak a language other than English have stabilized in the past few years.

Program Implementation

- A total of 91% of ELL students participate in the ELD program district-wide; participation was above 90% in all levels except high schools where participation was 75%. However, this rate has increased from the participation rate at high schools in 2014 (67%). Few families refused ELD services.
- APS has made progress since 2014 in placing LDE-certified or endorsed teachers teaching ELD at the elementary, K-8 and middle school levels. However the percentage at the high school level has remained fairly stable, and has decreased at charter schools (from 30% to 16%). Although some teachers without certification or endorsements are working towards them, these represent a minority.

Student Achievement and Growth

- The percentage of ELLs who are at the top two Access Proficiency Levels has remained relatively stable since 2015—from 24% to 25%. (Access Growth data for 2016 are still to be released by the state; we will provide an addendum to this report after these data are available.)
- Half of ELLs who completed the Access assessment in the past two years have increased their proficiency level from 2015 to 2016 for the overall composite score, the reading, and the writing scores; for the oral, speaking and listening domains, the percentage was between 42% and 43%. Proficiency levels increased for 45% on the comprehension domain.
- Access overall composite scale scores increased from 2015 to 2016 among those of the same grade level in grades 1-5, 9, and 12; they decreased slightly for grades 7 and 8 and 10 and remained stable for grades 6 and 11.
- FEP students outperformed the in CMAS PARCC's ELA growth scores in grades 4,5, and 7 through 9.
- APS FEP and LEP students in Grade 8 are outperforming their state peers in English Language Arts/Literacy. FEP students are outperforming state peers in grades 4,5, 7-9, and for the district overall. FEP growth remains higher than that of non-ELL students. The median growth percentiles for NEP and LEP students across grades was 31 and 44, respectively.
- The percentage of FEP students that meet or exceed grade level expectations for CMAS PARCC ELA test is higher than for non-ELLs in all grades tested; rates were 0% and 5% respectively for NEP and LEP students.
- The median growth percentile in CMAS PARCC Math was 51 for FEP—higher than for non-ELLs (45); the percentile was similar for LEP students (43) as for non-ELLs. For NEP students, 34% performed better than similar peers in the state in Math growth.
- Graduation, dropout, and retention rates are not yet available for the 2015-16 school year; we will provide them as an addendum to this report after they are released.



- ACT composite scores for APS NEP and LEP, FEP and English Speaking students were lower than the state within these groups.

ELLs' Enrollment in Special Education and Gifted and Talented Programs

- Enrollment in the Gifted and Talented program (AGATE) remains low for ELL students but is higher among FEP than native English Speaking students.
- Enrollment in SPED among LEP students is lower than for native English speakers but higher among NEP students.

District-Wide Perceptions and Climate for ELA Program

- District-wide, almost 3 in 4 teachers perceive that there is an effective approach in place to meet ELLs' needs and almost two in three feel supported to provide culturally and developmentally responsive instruction to support all students' needs.
- Over half of teachers report that they have received 10 or more hours of professional development related to ELLs. On the other hand, over half of teachers indicated a need for more such training; this rate was lower among those who already had 10 or more hours.

ELA Program Implementation, Challenges and Strengths - ELA Teacher Survey

- The ELD survey response rate increased to 62% this year from 30% in 2015-16.
- More than 80% of ELA Teacher Survey respondents have attended the 3-day Systematic ELAchieve ELD Institute.
- More than 80% of ELA teachers surveyed co-plan either with the ELA Teacher Leader, the language proficiency team, or their grade level team. Co-planning most commonly occurs weekly or biweekly.
- Large majorities of ELA teachers perceive ELA program resources as supportive; this is particularly true for the ELAchieve Binder, ELD Planning Guide and ELAchieve Units.
- ELA teachers who attend the ELAchieve Institute are more likely to report that they are highly consistent in use of ELA Program resources.
- ELA teachers are generally positive about the ELD Block, perceiving it as a safe and protected time for modeling and student practice of English with other ELL students of similar English proficiency levels. Some teachers would like to see more integration of ELD instruction in the general classroom. A minority of teachers reported that the curriculum wasn't engaging enough, particularly for students who have been in the ELD program for many years who may find the materials repetitive.
- Teachers were highly positive about the ELAchieve Units which include lesson plans and other ELAchieve curriculum; they are viewed as very helpful for preparing for the ELD block and allow them to spend their planning time tailoring these lessons to their students. However, teachers at some schools reported that their schools had not funded the purchase of this curriculum.
- Preparing lesson plans and flipcharts for the ELD block is reported as very time-consuming; teachers desired ready-made materials (such as the ELAchieve Units if they did not already have them) or to have access to shared materials that other ELA teachers have developed.
- A major challenge for ELA teachers was the time required to prepare for ELD instruction; this is helped by having the ELAchieve units.
- Teachers viewed the professional development opportunities and coaching from consultants as a highly positive aspect of the program. Some perceived a need for



more differentiated professional development with beginner-level offerings for those newer to ELD.

- Teachers were positive about the level of support and advocacy from the District ELD program and the support and collaboration with other teachers.
- Some teachers requested more training or resources for monitoring ongoing growth of ELLs' between Access assessments.

Recommendations.

1. Conduct district-wide professional development training for school leaders and teachers to promote:
 - a. promote deeper understanding of ELL needs and evidence-based policies and programming
 - b. a greater understanding of the distinction between special education needs and ELL needs

2. Consistent with the recommendations from the AIR September 2015 report (page 21), conduct ongoing school and district level program monitoring and ELD program implementation. (Example: APS will support the development of ELA Tableau digital dashboard beginning in the 2017-18 school year.) This would be a tool for ELA leadership to monitor the ELD program across the district and would be visible to school leadership. As recommended in the AIR 2015 report, tracking could monitor whether the curriculum/program is "1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluate to determine whether they are effective". Potential measures could include:

- a) An inventory by school of the curriculum and materials (e.g., ELAchieve units, other resources) being used that is updated by ELA consultants and/or ELA Teacher Leaders each year (via a Google Form/Sheet)
- b) Participation in ELD block by ELLs
- c) Number of ELD program block teachers who are LDE Endorsement/Certification or Number who have met Condition of Employment Requirements of ELD program teachers by school
- d) Interim Assessments, Access Growth and CMAS/PARCC growth results.



References

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“WiDA Access for ELLs 2.0 Interpretive Guide for Score Reports Kindergarten - Grade 12 Spring 2016”, Version 1.2 Revised April 20, 2016. Board of Regents of the University of Wisconsin System, on behalf of WIDA. Accessed at <https://www.wida.us/get.aspx?id=25> on October 27, 2016.



Appendix A. Communication from Colorado State Department of Education Regarding Access Growth Scores for 2016

From: Brock-Nguyen, Doris [mailto:Brock-Nguyen_D@cde.state.co.us]
Sent: Thursday, September 22, 2016 2:34 PM
To: District ELA Coordinators
Cc: Cox, Morgan <Cox_M@cde.state.co.us>; Jorgensen, Dan <Jorgensen_D@cde.state.co.us>; Pearson, Alyssa <Pearson_A@cde.state.co.us>
Subject: ACCESS Growth Update

Good afternoon,

We know that the field has been awaiting the ACCESS growth results and have appreciated your patience as we've worked through technical issues with the data. This email serves as a summary and update on the issues we have been working through with the Technical Advisory Panel and the resulting decision concerning the calculations and use of ACCESS growth for 2016.

As you know, the WIDA ACCESS assessment changed in 2016 to ACCESS 2.0. With this change, the assessment was available as either a paper or online assessment. Paper results accounted for approximately 31% percent of the state's ACCESS results in grades 1-12 (Kindergarten was only offered in a paper format).

While WiDA worked to put the two versions of the test on the same scale, the results still show a difference in performance that appears to be influenced by form choice (i.e., paper or online). When the issue was raised with WiDA, they indicated that they believed the differences were due to more accurate scoring and increased precision with the online form. CDE reiterated its concern that there appeared to be additional factors at play. While deciding not to address the issue with the 2016 scores, WiDA indicated that they would move forward with standard setting on the online assessment as planned and would then evaluate the need for additional psychometric procedures to increase comparability between the forms in 2017.

Given that redesignation decisions are made based on a body of evidence and the differences between paper and online administrations appear mostly at the lower end of the scale, the most significant issue becomes use of the 2016 scores in our normative-based growth calculations and the resulting inclusion in the 2016 School and District Performance Frameworks.

CDE has been investigating the following possibilities for calculating growth given the differences in test mode.

1. Ignore test mode and calculate growth regardless
2. Run growth calculations separately for the paper tests and the online tests



3. Adjust the scale scores to ensure that comparable levels of language proficiency result in comparable scores, similar to the methodology used on the CMAS PARCC assessments (there are a few different methods CDE tried to do this).

Each of the options has drawbacks. The first leads to an artificial depression of schools and districts using the online forms. The second creates dual systems that are independently normed with no way to ensure comparability of the growth outcomes. The district with the largest English learner population in Colorado gave all paper assessments which skews the norming group for the paper results. Finally, since a new standard setting process is being conducted on ACCESS 2.0 and additional psychometric procedures may be applied consortium-wide next year, any adjustment made by CDE this year may be a single year solution that may only make it more difficult to interpret the data in the long term.

As a result, CDE will not be using any of the potential growth calculations for 2016 accountability determinations. Instead, the 2015 WiDA ACCESS growth results will be included for points in the 2016 school and district performance frameworks. Due to last year's accountability hold, the 2015 English Language Proficiency (ELP) growth results have not previously contributed to plan type determinations. However, if there are concerns about the inclusion of the 2015 ELP growth results for 2016, districts and schools may request to remove those results through the request to reconsider process.

CDE has decided to release results from the separate paper and online growth runs for local use. These results allow for comparisons within schools and districts taking the same test form (online or paper) but should not be used for cross form or state-level comparisons. We will share these calculations with districts for informational purposes, but will not use them for accountability determinations. Results will be available after the preliminary School and District Performance Framework release.

Again, we greatly appreciate your patience with this process. It was an issue the department was not expecting and was hoping to resolve differently.

For additional questions, please contact Dan Jorgensen, Ph.D. via e-mail at: Jorgensen_d@cde.state.co.us.

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