



Division of Accountability and Research

‘English Language Acquisition’

2012 PROGRAM EVALUATION

Prepared October 2012



Introduction

The vision of Aurora Public Schools (APS) is to graduate all students with the choice to attend college without remediation. The ELA department aims to provide ELLs with high levels of English proficiency that allow them to function successfully in academic settings and, ultimately, to 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, 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.



Beginning with the 2012-13 school year, Colorado will use the WIDA-ACCESS Placement Test (W-APT) to identify students as ELLs. W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Once a student has been assessed using the placement test, a lead English Language Acquisition (ELA) teacher and other ELA staff review the 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.

Beginning in 2012-13, ELL students' progress in acquiring academic English will be monitored annually using the Assessing Comprehension and Communication in English State-to-State for



English Language Learners (ACCESS for ELLs). As with the W-APT screener, test items on the ACCESS assessment are written from the model performance indicators of WIDA's five ELP standards.

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 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 CELApro and WIDA-ACCESS results, CSAP/TCAP 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. Based on this body of evidence, teachers and staff 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 ELA 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 has met proficiency requirements on the WIDA-ACCESS 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 TCAP;
- 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 E.L. Achieve Institutes Systematic ELD Constructing Meaning Academies Constructing Meaning New teacher orientation and induction ELA teacher leader Monthly teacher leader meetings Coaching with ELA consultant Special Interest Cohorts	Co-planning and co-teaching with ELA teacher leader Building professional development Small group/teams Whole group

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 in 2008, APS has agreed to conduct comprehensive evaluations of ALP placement and ELA services every two years. APS has been preparing evaluation reports annually. The current report follows the model established by the evaluations conducted for OCR, and focuses on the 2011-12 school year. The report includes the following elements:

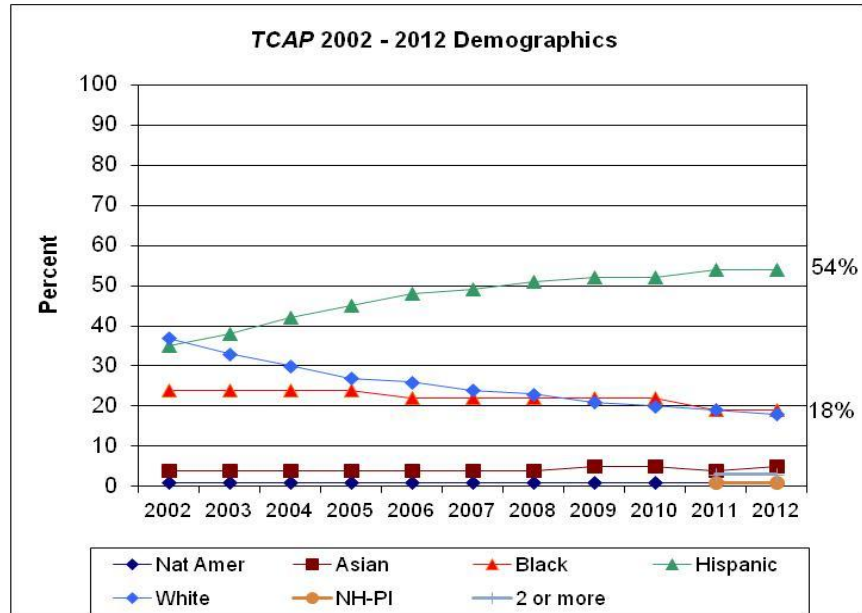
- An analysis of demographic shifts over the past decade to provide context for assessing the demand for ELA services.
- An assessment of the ALP placement and services for ELLs, including number of students served in the ALP program; type(s) of services offered; and the number of students who have waived service.
- An analysis of student achievement, including an assessment of proficiency gains as measured by Annual Measurable Achievement Objectives (AMAOs); analysis of CELApro and TCAP/CSAP growth scores; and a review of the number of students reaching the proficient or advanced level on CELApro.
- 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 11 years. Numbers are taken from the annual TCAP/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 five years they have been the majority (50%+).

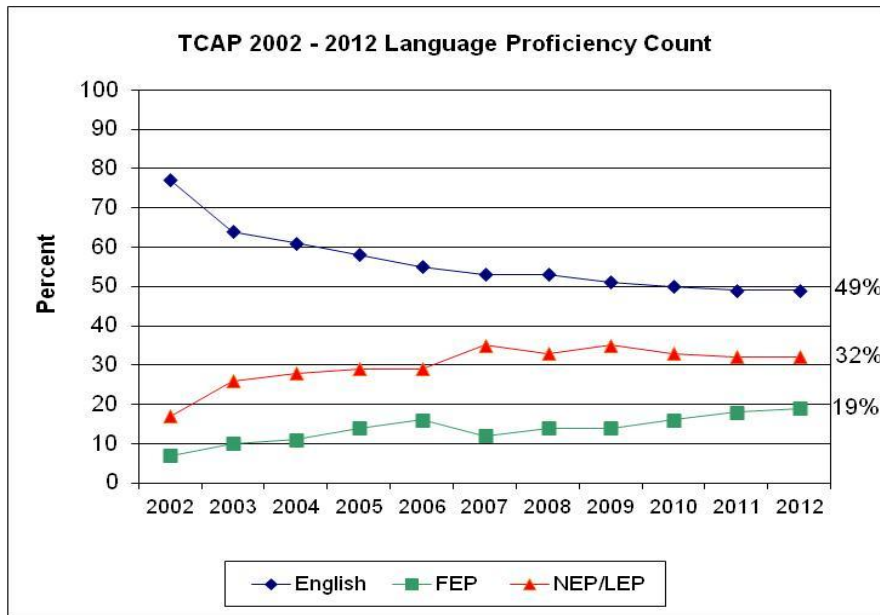


Figure 3. APS Demographics (2002-2012)



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 (2002-2012)





ALP Placement and ELA Services

Table 1, below, shows the number of ELL students at each grade level who were enrolled in APS as of the official 2011 October count, along with the number who were scheduled into a block of ELD instruction during the 2011-12 school year. The table includes additional data regarding ELLs at the high school level who are also eligible to receive special education services. Due to scheduling constraints, these students cannot always be provided with both ELD and special education language arts instruction.

In 2011-12, 93.1% of ELLs at traditional district schools received instruction in an ELD block. The rate for elementary and middle schools was approximately 97%. At the high school level it was 74.4%. The percentage of ELLs receiving ELD instruction at Charter schools was lower than the percentage for traditional schools. If Charter school students are added to the numbers, the rate of APS students who received ELD instruction was 88.7%.

The table includes columns showing the number of high school ELLs who were not scheduled into an ELD block but who were scheduled into a special education language arts block. Including these students in the calculations increases the overall rate of ELD participation to 94.3%.

Table 1. APS ELLs Grade with ELD Participation (2011-12)

Grade	NEP	LEP	ELL Total	# in ELD	% in ELD	# in SPED Lang Arts	% in ELD or SPED LA
KG	1,328	103	1,431	1,400	97.8%	-	97.8%
1	1,216	251	1,467	1,435	97.8%	-	97.8%
2	544	889	1,433	1,393	97.2%	-	97.2%
3	479	945	1,424	1,387	97.4%	-	97.4%
4	385	849	1,234	1,200	97.2%	-	97.2%
5	252	794	1,046	1,010	96.6%	-	96.6%
ES Total	4,204	3831	8,035	7,825	97.4%	-	97.4%
6	178	710	888	858	96.6%	-	94.9%
7	144	576	720	691	96.0%	-	93.9%
8	99	534	633	609	96.2%	-	94.2%
MS Total	421	1820	2,241	2,158	96.3%	-	96.3%
9	91	454	545	429	78.7%	40	86.1%
10	105	434	539	410	76.1%	42	83.9%
11	126	387	513	402	78.4%	34	85.0%
12	179	425	604	396	65.6%	24	69.5%
HS Total	501	1700	2,201	1,637	74.4%	140	80.7%
Total:	5,126	7,351	12,477	11,620	93.1%	140	94.3%
w/Charters	5,583	8,196	13,779	12,219	88.7%	140	89.7%



Table 2 lists number of students at each grade level whose parents officially waived ELD service for the 2011-12 school year. One-hundred sixty-seven students, about 1% of the district’s ELLs, had parents request that the ALP program requirement be waived.

Table 2. Number of Parents that Waived Services by Grade (2011-12)

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	Total
6	10	9	9	7	12	8	12	12	20	13	21	28	167

Student Progress & Achievement

AMAOs

In previous years, APS has reported on the district’s progress toward meeting the state’s Annual Measurable Achievement Objectives (AMAOs) for ELL instruction. With the ESEA Flexibility waiver, the Colorado Department of Education (CDE) has revised its AMAOs. The revised AMAOs still contain three objectives, which are outlined briefly below. A full explanation of the revised objectives can be found in CDE’s AMAO handbook for 2011-12.

1. Objective one sets a target for the percentage of ELLs who demonstrate improvement in overall English proficiency as measured by the annual CELA assessment. Prior to the revisions, improvement was determined by looking at the percentage of students who increased at least one proficiency level from one year to the next. The revised objectives base improvement targets on student growth percentiles for the CELA assessment. Districts earn points toward the growth targets under the guidelines outlined in the state’s District Performance Frameworks, which function under the terms of the ESEA waiver as the state’s accreditation mechanism.
2. Objective two of the AMAOs was not revised. It sets a target for the number of students who score at the Advanced level on the annual CELA assessment. This target increases incrementally each year. The target for 2012 was 7%. In 2011, it was 6%, and in 2010 it was 5%.
3. Objective three of the AMAOs is concerned with ensuring that districts close the performance gap between ELLs and native English speakers in core content areas of reading, writing, and math. In the past, the state set a target for the percentage of ELL students who score at the proficient or advanced level in each subject area of the annual CSAP/TCAP assessment. The revised objectives base targets on student growth percentiles for ELLs on the CSAP/TCAP. They also look at graduation rates for ELLs. As with objective one, districts earn points toward the growth targets under the guidelines outlined in the state’s District Performance Frameworks.



The tables below provide a summary the district’s 2012 AMAO results. Tables 3 and 4 show that the district did meet AMAO targets one and two. Table 5 shows that the district did not meet target three, though was within two points of the target.

Table 3. AMAO 1- Progress in Attaining English (CELApro Growth)

	Median Growth Percentile (MGP)	Adequate Growth Percentile (AGP)	Points Earned	Points Possible	Percent of Points	Rating	Target	Target Met?
Elementary	47	41	1.5	2				
Middle	55	56	1.5	2				
High	54	73	1	2				
Overall			4	6	66.70	Meets	Meets or Exceeds	YES

Table 4. AMAO 2- English Attainment (CELApro Proficiency)

	Numerator	Denominator	Percent (with Upper Limit of the Confidence Interval)	Target	Met Target?
AMA0 2	924	13,375	7.35	7%	YES

Table 5. AMAO 3- Proficiency and Graduation Rate for ELs (TCAP Growth and Graduation Rate)

		Median Growth Percentile (MGP)	Adequate Growth Percentile (AGP)	Points Earned	Points Possible	% of Points	Rating	Target	Target Met?
Elementary	Read	50	57	2	4				
	Write	55	66	3	4				
	Math	54	71	2	4				
Middle	Read	51	58	2	4				
	Write	57	76	3	4				
	Math	53	85	2	4				
High	Read	55	58	3	4				
	Write	60	93	3	4				
	Math	55	99	3	4				
		Grad Rate	Grad Year Used	Points Earned	Points Possible	% of Points	Rating	Target	Target Met?
Graduation Rate		49.70	7	1	4				
Overall				24	40	60	Approaching	Meets or Exceeds	NO



ELA leaders have identified two causes for the district’s failure to meet AMAO three. The first cause is a need for acceleration of student growth in all content areas. The second cause relates to the gap in the number of English learners graduating high school within the state target. In order to address the first cause, the district has put into place multiple supports focused on effective instructional strategies for English learners in the content areas. The chart below outlines these supports and their intended outcomes.

Figure 3. Supports for Acceleration of Growth toward Academic Proficiency

Support Provided to Improve Content Instruction	Intended Outcome
<p>Constructing Meaning Institute www.elachieve.org</p> <p>These 3 day institutes are being offered 5 times throughout the 2012-13 school year, presented by APS ELAchieve Certified trainers. Three institutes for Secondary teachers, and two institutes for Elementary teachers. In addition, an elementary institute is being held at an Elementary school, specifically for that staff.</p> <p>Teachers are identified by Principals and ELA Consultants for this training.</p> <p>Follow up to these trainings include school learning walks, ongoing site based professional learning, and instructional coaching by ELA Consultants.</p>	<p>Constructing Meaning supports teachers in applying explicit language for content instruction including sheltering lesson design, academic language production and vocabulary instruction.</p> <p>The Constructing Meaning framework is designed to accelerate student academic proficiency by using specific strategies and techniques to explicitly teach academic language alongside grade level content.</p>
<p>ELA Teacher Leaders</p>	<p>Site based ELA teacher leaders provide content support through demonstration classrooms, co-planning, and co-teaching as appropriate. ELA teacher leaders facilitate site and district based professional learning. They are also members of Instruction Leadership Teams and Instructional Support Teams at individual school sites.</p>
<p>ELA Consultants</p>	<p>ELA Consultants provide expertise in content instruction for language learners. They support schools in identifying specific needs and plan for specific professional learning. ELA consultants conduct learning walks, facilitate professional learning, guide data teams, co-plan, co-teach, and access resources.</p>



Figure 3 continued. Supports for Acceleration of Growth toward Academic Proficiency

Support Provided to Improve Content Instruction	Intended Outcome
<p>Purchase of new materials for a literacy course at the high school level, designed for Newcomer and Beginner students (ELD 1 Literacy)</p>	<p>The district purchased <u>Edge, Fundamentals level</u> and <u>Inside the USA; Newcomer Kit</u> for each high school to be used in the ELD 1 Literacy course.</p> <p>This course is designed to provide both direct language instruction and age-appropriate literacy skills focusing on strengthening the reading and writing skills of students.</p>
<p>Purchase of new materials for a literacy course at the high school level, designed for 9th grade long term English Learners (9th grade English/ELD)</p>	<p>The district purchased Constructing Meaning Instructional Units. There will be six theme based unit to be used throughout the year in these 9th grade English/ELD classes. www.elachieve.org</p> <p>English/ELD 9 focuses on strengthening the skills of English Language Learners (ELL) through a Readers/Writers Workshop approach. The Readers/Writers Workshop organizes instructional time and provides access to grade level content along with explicit English language instruction that includes language forms and functions. During this course, students are given time to learn, practice, and apply how the English language works to ensure that students have extensive opportunities for reading, writing, thinking, and talking about their learning.</p>



The district has put supports in place to increase graduation rates for ELLs. Figure 4 below outlines these supports.

Figure 4. Supports to Increase Graduation Rates for ELLs

Supports for Increasing Graduation Rates	Intended Outcome
Change in district policies	The district revised policies so that students were not being suspended for excessive absences.
Graduation Initiative specialists	These specialists are in place at each high school to support students through counseling. These specialists support students in identifying the specific courses students will need in order to graduate.
ED2020 Credit Recovery	This online program is available for select courses and allows students to receive credit for graduation.
ICAP (Individual Career and Academic Plan)	The ICAP is written for each student in grades 6-12. (The state of Colorado only requires students in 9-12 to have an ICAP.) These ICAPs are written with guidance counselors to supports students in identifying their career goals and set the academic path for meeting those goals.
Secondary Literacy Programming Guide for ELLs	Attachment_2a_Secondary Literacy Programming Guide for ELLs This document outlines the literacy and ELD course trajectory for English language learners grades 9-12.

CELA Growth

The CELA growth model developed by CDE is designed to provide an index of individual student growth across proficiency levels. CELA growth percentiles provide a measure of progress toward language proficiency. A percentile score is calculated for each student who has CELA scores for two consecutive years. For each student, the percentile score compares his or her performance to students in the same grade throughout the state who had similar scores on prior year CELA tests. 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.

At the middle and high school levels, APS median growth percentiles have been above the state median for the past three years. Over the same period, median growth percentiles for elementary students have been below the state median. In 2012, the median growth percentile for students in grades one through five was 47; for students in grades six through eight it was 55; and for students in grades nine through twelve, it was 54.



Table 6. CELA Median Growth Percentiles (2010 - 2012)

	2010		2011		2012	
	n	MGP	n	MGP	n	MGP
Grade 01	1332	43.0	1357	42.0	1405	42.0
Grade 02	1315	42.0	1397	41.0	1376	41.0
Grade 03	1229	53.0	1375	54.0	1374	52.0
Grade 04	1140	52.5	1079	47.0	1170	49.0
Grade 05	899	54.0	1001	53.0	1010	51.0
Elementary School Total	5919	48.0	6218	47.0	6335	47.0
Grade 06	714	52.0	711	58.0	845	55.0
Grade 07	681	54.0	629	56.0	619	55.0
Grade 08	577	54.0	611	56.0	565	57.0
Middle School Total	1968	54.0	1972	57.0	2029	55.0
Grade 09	460	56.0	466	60.0	458	54.0
Grade 10	364	54.0	466	55.0	435	58.0
Grade 11	319	58.0	326	53.5	384	49.0
Grade 12	239	55.0	279	52.0	282	55.0
High School Total	1382	56.0	1483	55.0	1559	54.0
District Total	9269	51.0	9697	50.0	9923	50.0

TCAP Proficiency & Growth

As with CELA, the CSAP/TCAP growth model provides a measure of individual student growth across proficiency levels. A student’s CSAP/TCAP growth percentile indicates how well he or she has progressed relative to other students with similar achievement backgrounds. The state uses the median growth percentile to summarize the growth percentiles for various student groupings (school, district, ethnicity, etc.).

The three tables below summarize the district’s 2012 TCAP results. Calculations for native English speakers (non-ELLs) are shown along with percentages for students classified as NEP, LEP, and FEP. The tables show the percentage of students in each group that scored proficient or advanced, along with the median growth percentiles for each group.

In reading, the percentage of NEP and LEP students who were proficient or advanced was smaller than the percentage for non-ELLs. FEP students were more likely than non-ELLs to be proficient or advanced. As a whole, 77% of FEP students were proficient or advanced on the 2012 reading TCAP, compared to 57% of non-ELL students, 21% of LEP students, and 1% of NEP students.

The median growth percentile in reading for NEP students was lower than the median for non-ELLs, while the medians for LEP and FEP students were higher. The median growth percentile for LEP students was 51, and for FEP students it was 57. Both groups demonstrated more



growth than Colorado students as a whole. The median growth percentile for LEP students was 34 and for non-ELLs it was 50.

Table 7. TCAP Proficiency & Growth: 2012 Reading

Grade	Non-ELL		NEP		LEP		FEP	
	%P/A	MGP	%P/A	MGP	%P/A	MGP	%P/A	MGP
Grade 3	62%	--	2%	--	46%	--	98%	--
Grade 4	55%	47.0	1%	27.0	24%	45.0	89%	58.0
Grade 5	58%	48.0	1%	33.5	18%	54.0	86%	61.0
Grade 6	59%	48.0	2%	36.0	16%	53.0	84%	51.0
Grade 7	58%	53.0	0%	37.0	9%	48.0	77%	63.0
Grade 8	54%	51.0	0%	43.5	5%	47.0	58%	41.0
Grade 9	58%	53.0	0%	43.0	8%	56.0	69%	51.0
Grade 10	55%	54.0	0%	38.5	17%	61.0	77%	57.0
Total	57%	50.0	1%	34.0	21%	51.0	77%	55.0

In writing, the percentage of NEP and LEP students who were proficient or advanced was also smaller than the percentage of non-ELLs. FEP students also performed better as a group in writing than non-ELL students. As a whole, 60% of FEP students were proficient or advanced on the 2012 writing TCAP, compared to 42% of non-ELL students, 14% of LEP students, and 0% of NEP students.

The median growth percentile in writing for NEP students was lower than the median for non-ELLs, while the medians for LEP and FEP students were higher. The median growth percentile for LEP students was 59 and for FEP students it was 58. Both groups demonstrated more growth than Colorado students as a whole. The median growth percentile for NEP students was 40, and for non-ELLs it was 50.

Table 8. TCAP Proficiency & Growth: 2012 Writing

Grade	Non-ELL		NEP		LEP		FEP	
	%P/A	MGP	%P/A	MGP	%P/A	MGP	%P/A	MGP
Grade 3	42%	--	1%	--	29%	--	87%	--
Grade 4	37%	45.0	0%	32.5	13%	52.0	75%	58.0
Grade 5	50%	52.0	0%	43.0	19%	61.0	77%	62.5
Grade 6	42%	51.0	1%	53.0	15%	66.0	70%	60.0
Grade 7	50%	47.0	0%	46.0	10%	59.0	73%	58.0
Grade 8	41%	49.0	0%	46.0	2%	51.5	47%	49.0
Grade 9	39%	52.0	0%	34.5	2%	63.0	45%	60.5
Grade 10	30%	50.0	0%	41.0	2%	61.0	38%	57.0
Total	42%	50.0	0%	40.0	14%	59.0	60%	58.0



In math, smaller percentages of NEP and LEP students were proficient or advanced than were non-ELLs. The proportion of FEP students who were proficient or advanced was larger than the proportion of non-ELLs. As a whole, 56% of FEP students were proficient or advanced on the 2012 math TCAP, compared to 43% of non-ELL students, 23% of LEP students, and 4% of NEP students.

The median growth percentiles for LEP and FEP students were higher than the median for non-ELLs in math. The median for NEP students was lower than the median for non-ELLs. The median growth percentile for FEP students was 57 and for LEP students it was 53. Both groups demonstrated more growth than Colorado students as a whole. The median growth percentile for LEP students was 37, and for non-ELLs it was 51.

Table 9. TCAP Proficiency & Growth: 2012 Math

Grade	Non-ELL		NEP		LEP		FEP	
	%P/A	MGP	%P/A	MGP	%P/A	MGP	%P/A	MGP
Grade 3	53%	--	7%	--	46%	--	91%	--
Grade 4	56%	50.0	5%	26.0	38%	49.0	90%	68.0
Grade 5	54%	54.0	3%	45.0	26%	59.0	81%	67.0
Grade 6	46%	51.0	6%	54.0	19%	59.0	71%	59.0
Grade 7	39%	44.0	0%	40.0	5%	44.0	50%	46.0
Grade 8	38%	53.0	0%	46.5	5%	56.0	48%	54.0
Grade 9	29%	57.0	0%	34.0	3%	59.0	34%	59.0
Grade 10	21%	48.0	0%	35.0	3%	50.0	26%	52.0
Total	43%	51.0	4%	37.0	23%	53.0	56%	57.0

ELL Progress toward Proficiency

The district has compiled longitudinal data on ELL students to track progress toward the goal of reaching the proficient or advanced level on the CELApro within five years of continuous enrollment. Table 13 contains data for grade-level cohorts who began in APS in the 2007-08 school year. All students were included in the district's official October count for the first time in 2007 with an English Proficiency designation of NEP or LEP, and have been included in each subsequent October count through 2011.

Columns four and five show the percentages of students who scored proficient or advanced on the CELApro assessment in 2008 and 2012. The percentages for 2012 are cumulative, meaning they include all students who reached the proficient or advanced level at any time between 2008 and 2012. Overall, 9% of ELLs were proficient or advanced on the CELApro at the end of year one. At the end of year five, 73% were proficient. This includes 94% of LEP students and 69% of NEPs.



The table also shows the percentage of students who scored proficient or advanced on the CSAP/TCAP for 2008 and 2012. Overall, 22% of students in the cohort who were tested in 2008 were proficient or advanced in reading. In 2012, that increased to 39%. In 2008, 13% of the students in the cohort who were tested were proficient in writing. This increased to 29% in 2012. In math, 30% of students in the cohort who were tested in 2008 were proficient or advanced in math. In 2012, 42% of students in the cohort were proficient or advanced in math.

This data shows that students have gained in overall language proficiency, as measured by CELA. There is also an increase in proficiency in reading, writing, and math over 4 years, but the overall proficiency rates for NEPs and LEPs are still below state and district averages. In many cases, students are not maintaining academic proficiency as they get older.

Table 13. 2007-08 Cohort: Five-Year Progress

2007-08 Grade Level	2007-08 Lang Prof	# Stdts	2008 % P/A CELA Overall	2012 % P/A CELA Overall	2008 % P/A CSAP Reading	2012 % P/A CSAP Reading	2008 % P/A CSAP Writing	2012 % P/A CSAP Writing	2008 % P/A CSAP Math	2012 % P/A CSAP Math
KG	NEP	841	0%	68%	-	36%	-	25%	-	46%
	LEP	57	5%	93%	-	61%	-	53%	-	63%
	Total	898	0%	69%	-	38%	-	27%	-	47%
1st	NEP	86	8%	72%	-	38%	-	36%	-	45%
	LEP	10	40%	90%	-	70%	-	70%	-	70%
	Total	96	11%	74%	-	41%	-	40%	-	48%
2nd	NEP	61	13%	72%	-	35%	-	37%	-	38%
	LEP	17	53%	94%	-	69%	-	63%	-	56%
	Total	78	22%	77%	-	42%	-	42%	-	42%
3rd	NEP	43	12%	77%	13%	29%	3%	32%	16%	22%
	LEP	24	54%	92%	39%	67%	26%	71%	52%	33%
	Total	67	27%	82%	23%	43%	11%	46%	29%	26%
4th	NEP	34	9%	68%	0%	16%	0%	6%	16%	16%
	LEP	26	81%	100%	50%	33%	27%	33%	62%	29%
	Total	60	40%	82%	23%	24%	12%	18%	36%	22%
5th	NEP	29	14%	69%	4%	19%	4%	4%	22%	12%
	LEP	25	72%	96%	40%	40%	28%	24%	48%	8%
	Total	54	41%	81%	21%	29%	15%	14%	35%	10%
6th	NEP	23	13%	78%	5%	30%	5%	10%	18%	5%
	LEP	30	80%	93%	30%	50%	23%	18%	23%	14%
	Total	53	51%	87%	19%	42%	15%	15%	21%	10%
Total	NEP	1153	3%	69%	6%	35%	3%	26%	18%	42%
	LEP	254	49%	94%	39%	55%	26%	45%	45%	40%
	Total	1407	9%	73%	22%	38%	13%	29%	30%	42%



Graduation, Dropout, and Grade Retention

The most recent graduation and dropout statistics for the district that are available come from the 2010-11 school year. The table below compares graduation, completer, and dropout rates for ELLs and non-ELLs within the district and also show comparative rates for the state. In addition to the four-year (on-time) graduation and completer rates are rates for students who may require additional time to meet the graduation requirements of the district. The state uses these rates as part of their accountability system for schools and districts.

At the state level, the graduate rate for LEP students is 20 points lower than the rate for non-LEP students. In APS there is a gap of 24% between LEP and non-LEP graduated students. In general, LEP students need additional time to graduate. Graduation rates increase by 18% when students are given extra time to graduate, 7 year graduation rate.

Table 14. Graduation & Dropout Rates (Class of 2011)

2011	Graduation Rates			Completer Rates			Dropout Rates		
	All Students	Non-LEP	LEP only	All Students	Non-LEP	LEP only	All Students	Non-LEP	LEP only
State On-Time	73.9%	75.9%	52.8%	76.8%	78.9%	54.0%	3.0%	2.8%	5.5%
District On-Time	48.5%	59.2%	31.2%	49.9%	61.3%	31.5%	6.4%	4.7%	10.5%
State 5-Year	77.1%	78.8%	58.8%	76.6%	78.1%	60.9%			
District 5-Year	56.1%	65.6%	40.4%	60.2%	71.4%	41.7%			
State 6-Year	76.2%	78.0%	58.5%	82.4%	84.5%	61.2%			
District 6-Year	55.9%	65.1%	41.6%	60.6%	71.8%	43.2%			
State 7-Year	75.7%	77.3%	58.7%	82.6%	84.5%	61.9%			
District 7-Year	58.4%	64.7%	49.7%	64.3%	73.0%	52.5%			

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 15).

Table 15. ACT Composite Score Averages by Language Proficiency (2012)

2012	All Students	NEP	LEP	FEP	English Speakers
State	20.0	12.8	13.9	17.6	20.7
District	16.7	12.0	13.8	17.6	17.8



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 16 shows the percentage of students who receive services through the Aurora Gifted and Talented Education program (AGATE) and through Exceptional Student Services (ESS). The data is disaggregated by language proficiency.

Both NEP and LEP students were underrepresented in the AGATE program in 2011-12, whereas FEP students were overrepresented. For the district as a whole, 5.6% of students were enrolled in the AGATE program. Less than one percent (0.1%) of NEP students and only 0.8% of LEP students were enrolled in the program. Approximately 13% of FEP students were in the AGATE program.

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% of students received special education services in 2011-12. Fourteen percent (14%) of NEP students and 8.7% of LEP students received services. Less than one percent (0.8%) of FEP students received special education services.

Table 16. SPED/AGATE Enrollment by Language Proficiency

Group	Total n	AGATE		ESS	
		n	%	n	%
NEP	5579	3	0.1%	779	14.0%
LEP	8189	66	0.8%	711	8.7%
FEP	4713	606	12.9%	40	0.8%
English Speaker	17816	1343	7.5%	2086	11.7%
District	36297	2018	5.6%	3616	10.0%

The district's ELA team is working with AGATE leaders to address the underrepresentation of ELLs in AGATE. The district has taken the following steps to address the issue:

- Administering the non-verbal assessment (NAGLIERI) at 2nd grade for all students
- Utilizing CELA growth as an indicator in AGATE identification
- Identifying ELLs as "high potential" in a particular content area to monitor and further develop
- Identifying an AGATE leader in each building who supports classroom teachers with strategies for working with gifted and high potential learners
- Expanding AGATE definition from academic achievement to other areas of giftedness
- Assigning an ELA consultant to Aurora Quest K-8, School for the Gifted



Teacher Survey Results

In the October 2012, APS conducted a survey of ELD teaching staff asking for their views on district supports for ELD instruction. A total of 191 teachers completed the survey. Of these, 167 had attended the district’s ELAchieve ELD institute, and 60 had completed the nine credit hours needed to earn LDE certification. Results from the survey are shown in tables 17 and 18 below.

In regard to ELD resources, the majority of teachers considered the ELAchieve binder (75.1%) and the ELD Planning Guide (71.1%) to be supportive of their work. Fewer teachers felt that websites were supportive. Fifty-eight percent (58.0%) felt that outside websites were supportive, and 33.9% felt that ELAchieve websites were supportive.

Table 17. How supportive have the ELD resources been?

Type of Resource	% Moderately / Strongly Supportive	Response Count
ELAchieve binder	75.1%	189
ELAchieve websites	33.9%	183
Outside websites	58.0%	186
ELD Planning Guide	71.1%	187

Teachers generally viewed ELA professional development initiatives to be supportive. Co-planning (73.6%) was seen to be the most beneficial, followed by support from teacher leaders (61.5%). About 55% of teachers thought that support from ELA consultants and school- and district-based professional development were supportive.

Table 18. How supportive has ELA Professional Development been?

Type of PD	% Moderately / Strongly Supportive	Response Count
TL Support	61.5%	187
Co-Planning Support	73.6%	190
ELA Consultant Support	54.8%	190
School-based Professional Learning	54.0%	189
District-based Professional Learning	56.1%	189

The annual staff climate survey also includes questions related to how teachers view instruction for ELLs. One question asks licensed staff 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 summarizes responses to these two questions from the 2011 and 2012 surveys. For both years, the majority of licensed staff members have indicated that they believe their schools and the district are effective in meeting the needs of ELLs. Rates of agreement to both questions were similar for 2011 and 2012. These rates are significantly higher than in 2009 and years prior, at which time the district had not yet developed an ALP program.

Table 19. Staff Climate Survey Results: Licensed Staff (2011 & 2012)

Question	2011 Dis/Str Disagree	2012 Dis/Str Disagree	2011 Neutral	2012 Neutral	2011 Agree/Str Agree	2012 Agree/Str Agree	Change 11 to 12
My school has effective plans in place to assist ELL s	12.2%	14.2%	16.8%	18.2%	71.0%	67.7%	-3.3%
I believe the district is becoming more effective in meeting the needs of ELLs	15.0%	13.9%	19.4%	20.0%	65.6%	66.1%	0.5%

ELA department leaders reviewed open-end responses from the ELD teacher survey to identify trends and patterns. Below is a summary of needs and the next steps the District is taking to address those needs.

Figure 5. Fall 2012 Teacher Survey Results and District Responses

Needs Indicated in Survey	District Response for 2012-13
<p>Access to Professional Learning Resources (these were highlighted in the feedback):</p> <ul style="list-style-type: none"> • Access to ELAchieve Website • APS ELD planning guide • APS training opportunities 	<p>While these resources are currently available to district employees, responses indicate that teachers need more explicit exposure to these resources and how to access them. The ELA department will increase communication and advertising of these options through:</p> <ul style="list-style-type: none"> • APS Principal meetings • APS Superintendents Bulletin • APS Division of Instruction Bulletin • Monthly teacher leader meetings • Site based professional development offered by ELA teacher leaders and ELA consultants • Currently ELD institutes are offered in fall and spring. For 2013-14 APS will offer an ELD Institute prior to teachers returning in August 2013 to address need that teachers want training earlier in the year. • Seek input from ELA teacher leaders regarding updates to the ELD planning guide • Provide additional opportunities for the refinement of



	<p>ELD instruction through an after school class to open to interested teachers</p>
<p>Need for ELD teaching resources</p> <ul style="list-style-type: none"> • Pictures, realia, lesson plans, etc... • training on technology supports (promethean boards, etc.) 	<ul style="list-style-type: none"> • The survey indicates a need for premade resources. Currently the ELA Department is supporting schools with identifying what materials are already available and how more effectively make use of them. • A list of ELAchieve premade materials (spinners, sentence strips, game boards, song books, etc...) will be shared with site administrators for purchase at their discretion. • Future conversations with the Division of Instruction will include the need for funding for schools to purchase additional materials. • Technology training is offered at each site and at the district level by the Educational Technology Department. Schools have access to Educational Technology Coaches as needed. Teachers can request this support through their principals. Access to technology is site based.
<p>Digital Storage and Sharing of resources</p>	<p>The Division of Instruction and ELA department is working with Educational Technology and Informational Technology to share teacher requests and needs and find out how to best house a central repository of resources.</p>
<p>Planning time</p>	<p>Planning time is directed by each school's administrator based on school priorities and needs. The ELA department supports schools and teacher leaders to provide co-planning and co-teaching opportunities. The ELA department provides substitutes to release teachers for professional learning and co-planning time. It is up to each building to make use of these substitutes. The ELA Department also provides planning templates, pacing/planning guides and sample lesson plans to support planning.</p> <p>The ELA Director reiterates during school site visits, principal meetings, instructional meetings how this co-planning structure can support teachers with more effective planning. Ultimately directed planning time is determined by the school principal within the framework of the Negotiated Teacher Agreement (contract).</p>
<p>Understanding the use standards based grading for English Language Learners</p>	<p>See Attachment 7C for the Standards Based Grading Guidelines</p> <p>The ELA department has developed Standards Based Grading Guidelines for English Language Learners. Next steps include professional development and dissemination of this information through:</p> <ul style="list-style-type: none"> • Monthly teacher leader meetings. • Principal meetings • Division of Instruction Leadership meetings



Conclusion

Key Findings

- Over 97% of elementary ELL students and 96% of middle school ELL students received ELD instruction during the 2011-12 school year. At the high school level, nearly three-quarters of ELLs received ELD instruction. .
- For 2011-12, the district met two of the three AMAOs that have been established by the state. The district was very close to meeting the third AMAO.
- At the middle and high school levels, APS median growth percentiles have been above the state median for the past three years. Over the same period, median growth percentiles for elementary students have been below the state median.
- On the 2012 TCAP, LEP students had higher median growth percentiles than non-ELLs in all three subject areas. Median growth percentiles for LEP students exceeded the state median at nearly every grade level in all three subject areas.
- By 2012, 73% of the 1,407 ELL students who began in APS in 2008 had reached the proficient or advanced level on the CELApro.
- Graduation rates for ELL students in APS are lower than statewide rates for ELL students and dropout rates are higher.
- A larger percentage of FEP students than of non-ELL students are identified for enrollment in the district's Gifted and Talented program.
- A larger percentage of NEP students than of non-ELL students are identified for special education services.
- Teachers tend to agree that their school has effective plans in place to help ELL students and that the district is becoming more effective in meeting ELL students' needs.