

Continuous Improvement English Learners

May 3, 2023

Context:

What is Differentiated Assistance?

Differentiated Assistance: LEAs are eligible for technical assistance if the LEA "fails to improve pupil achievement across more than one state priority for one or more student groups."

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Orange	Orange	Orange	Green	Yellow
English Learners	Green	Orange	Red	Red	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Red	None	None	Yellow	Orange
Socioeconomically Disadvantaged	Green	Orange	Orange	Orange	Yellow	Yellow
Students with Disabilities	Yellow	Yellow	None	None	Yellow	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Orange	Orange	Orange	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	Yellow	Yellow	Blue	Green
Two or More Races	Green	Orange	None	None	Blue	Green

EL Performance Data

	2021-22 Tahoe-Truckee Unified	2020-21 Tahoe-Truckee Unified
All	59.24%	55.90%
Sped	21.86%	20.61%
EL	10.73%	7.49%
SES	36.06%	34.52%
Homeless	54.55%	

ELA CAASPP

	2021-22 Tahoe-Truckee Unified	2020-21 Tahoe-Truckee Unified
All	49.98%	44.22%
Sped	20.08%	14.73%
EL	11.15%	8.45%
SES	26.05%	22.80%
Homeless	36.36%	

Math CAASPP

Based on the data reviewed, TTUSD Area of Focus for improvement is English Learner Progress and Programs.

Clarity: Continuous Improvement Work facilitated by Placer County Office of Education (PCOE)



Kathryn Ferreira

Senior Director, Continuous Improvement and Support
Equity, Innovation and Support
kferreira@placercoe.org



Leslie Wriston

Coordinator, Continuous Improvement and Support
Equity, Innovation and Support
lwriston@placercoe.org

TTUSD Participants

- District Staff
 - TOSAs, C,I & A Coordinator, Ex Dir Stu Services, Asst Supe Ed Services
- Principals
- ELD Teachers

Clarity Continued: Improvement Work

- Monthly Meetings
 - Data Analysis
 - TTUSD EL Master Plan Review
 - CA State ELD Framework Study
 - Developing Common Understanding (Integrated vs Designated)
 - TTUSD System Review with Transcript Analysis
 - TTUSD EL Improvement Plan Creation

Tahoe Truckee Driver Diagram



Example:
By __ EL / RFEP students will increase ELA CAASPP scores by XX

Strengthen Tier 1 Instruction

Support before, during, and after Reclassification

Increase internal program accountability and monitoring

Provide systematic intervention

Resources

Instructional practices

Regular feedback on instruction

Criteria

Increase staff and parent awareness

Tools to support students

Data

System

Tools

Criteria

Tier II and III Instruction

Curriculum

Resource inventory and evaluation

Purchase needed curriculum

Provide PL on integrated and designated ELD and EL support

Implement a set of best practices and non-negotiables

Develop a common walkthrough

Review and refine reclassification criteria

EL Shadowing

Empathy Interviews with EL and RFEP

Staff/Family ELPAC practice tests

Build capacity on reclassification

ILP for all ELs

Goal Setting

Develop a consistent data routine for all

Plan PDSA Cycles for EL

Sites analyze program effectiveness

Integrated accountability & monitoring system

CAASPP Interim

Align monitoring with assessment calendar

Valid and reliable screeners, formative assessments

Clear entrance and exit criteria

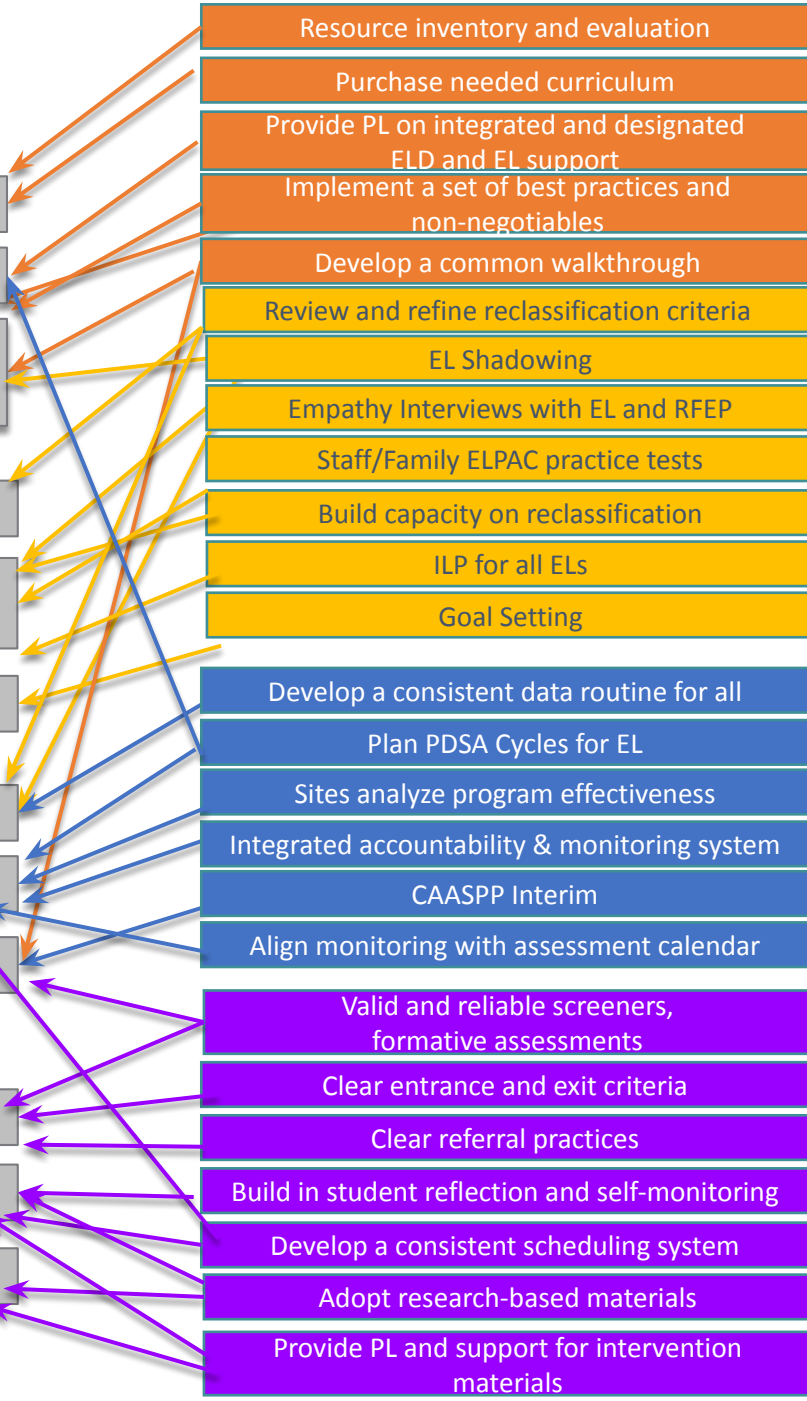
Clear referral practices

Build in student reflection and self-monitoring

Develop a consistent scheduling system

Adopt research-based materials

Provide PL and support for intervention materials



The Problem:

There is a significant achievement gap for English learners and our RFEP students are also struggling.

Our Improvement Project:

By__ EL / RFEP students will increase ELA CAASPP scores by XX

Theory of Action:

If we want to increase the academic success for our EL and RFEP students, then we need to strengthen Tier 1 Instruction by identifying best practices and non-negotiables, and one way to do that is to provide learning, expectations and using a monitoring tool.

Candor: TTUSD is no longer eligible for Differentiated Assistance in 2023-2024

Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Low	High	Medium	Very High	High	Medium
English Learners	Low	Very High	Medium	No Performance Level	Very Low	Low

To be eligible for assistance, the same student group must meet the criteria in two different priority areas

Pupil Achievement (Priority 4)

Pupil Engagement (Priority 5)



School Climate (Priority 6)

Re-engaging the CALLI work

CALLI: California Language and Learning Innovation Collaborations

Secondary participated in 2015-2018 and Elementary in 2019-pandemic.

This spring, Principals and EL Coordinators chose to focus on Academic Discourse Strategies in the classroom to support the group's theory of action: *If we want to increase the academic success for our EL and RFEP students, then we need to **strengthen Tier 1 Instruction** by identifying best practices for ELs and non-negotiables for sites, and one way to do that is to provide learning, expectations and using a monitoring tool.*

Certainty: Improvement work will continue next school year

Strategy A: Identifying best practices, curriculum and non-negotiables.

- ★ Team identified **Academic Discourse** as a best practice and district wide non-negotiable.

Strategy B: Provide professional learning to staff and set expectations.

- ★ All sites will show a slideshow focused on academic discourse strategies in the fall.
- ★ Ed. Services and site EL coordinators will provide ongoing support to the district wide agreements.

Certainty: Improvement work will continue next school year

Strategy C: Use a calibrated monitoring tool.

- ★ Depending on the academic discourse strategy(ies) chosen by site, instructional leaders/ staff will decide how they will measure the common classroom shift:
 - Structured opportunities for academic discourse around complex texts and tasks
 - For Students: Critical thinking through purposeful conversation
 - For Teachers: Intentional and well-planned listening and speaking instruction

Strategy D: Assess and continually improve current placement and program guidelines through mutual learning and then co-designing a coherent system.

- ★ Plan, Do, Study, Act cycles; Analyze the impact of the changes to discover what was effective and what was not.

Questions or Comments from the Board?