

Meeting the Needs of English Learners through the UIP Process *Opportunities for ELD Directors*

2015 LCE Academy
April 30, 2015

Topics

- **Introductions**
- **UIP Basics**
- **Tools and Resources**
 - EL Data Dig Tool
 - ELD Program Rubrics
 - Culturally and Linguistically Diverse Toolkit
- **Implications for local application**

Introductions

- Erin Loften, Improvement Planning
- Other CDE Staff
- **Fist to Five:**
 - What is your experience/familiarity with Unified Improvement Planning?
 - What is your current involvement in the UIP process?
 - What would you like it to be?

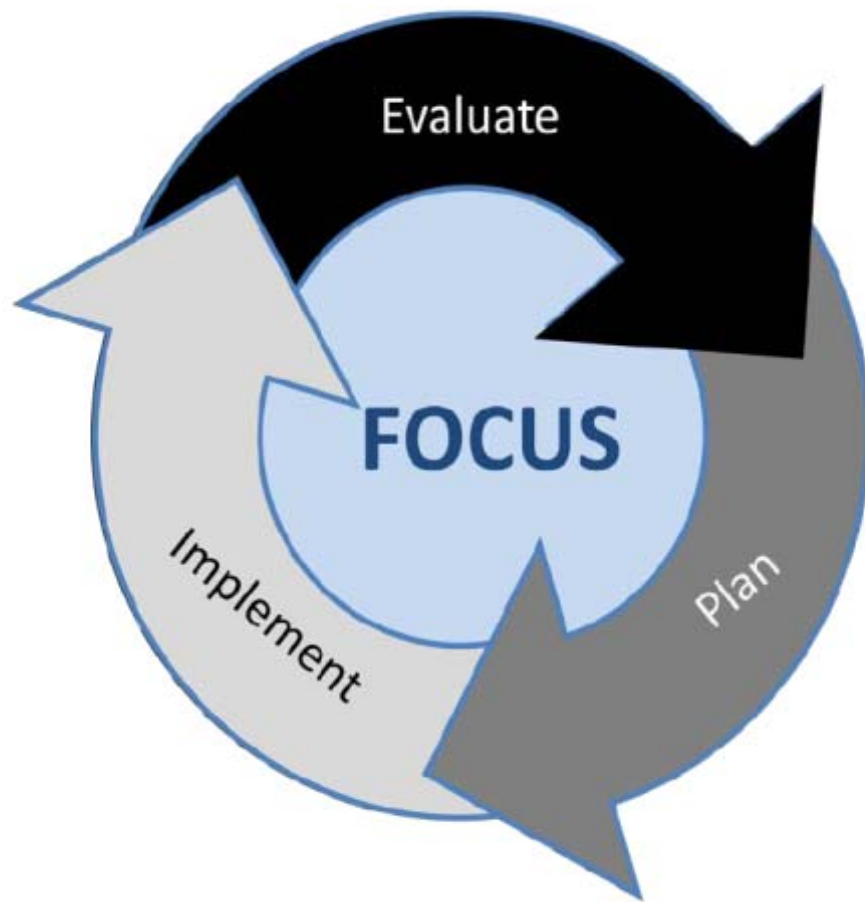
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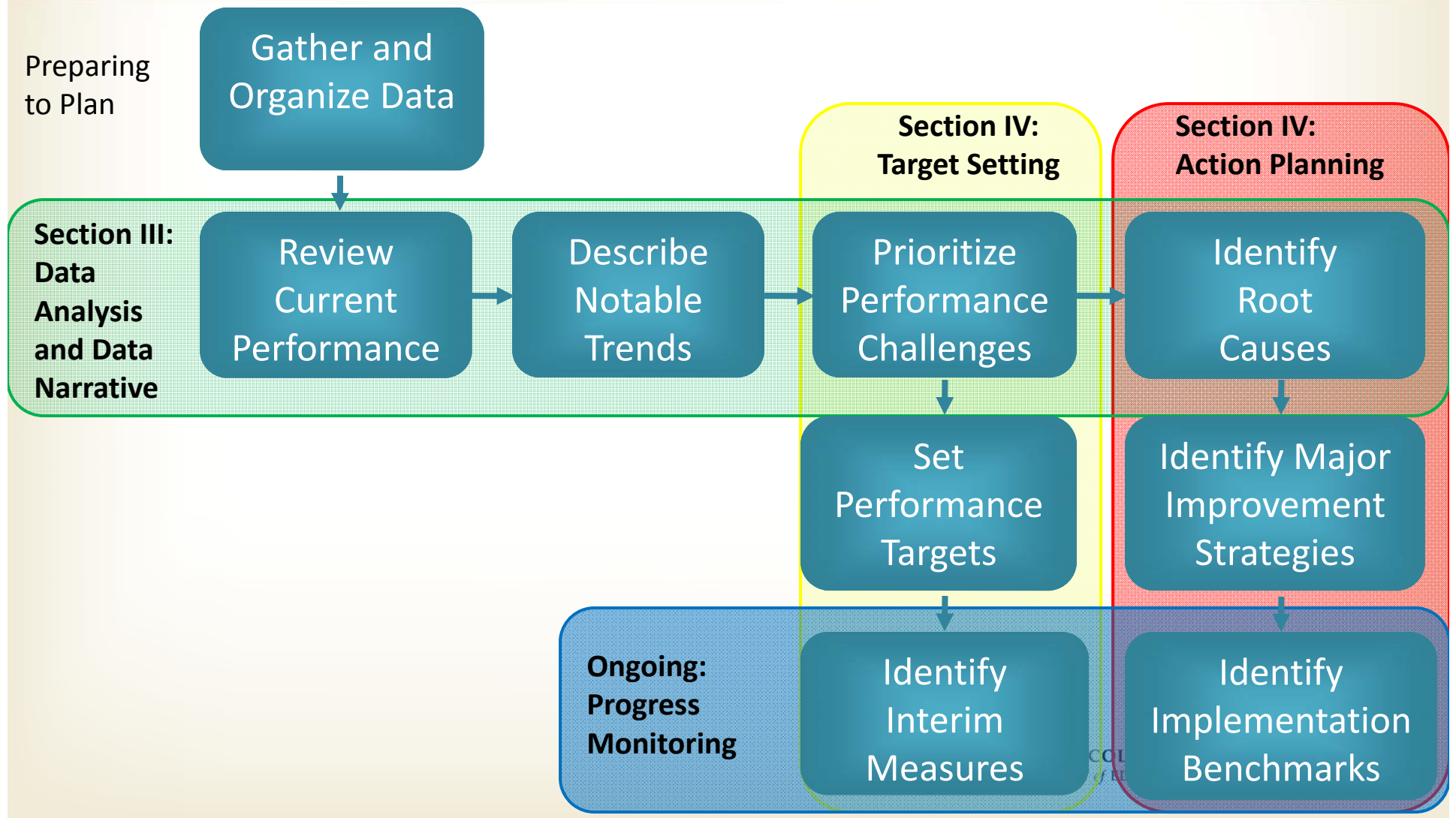
What is Unified Improvement Planning?

| | |
|----------------------|--|
| Alignment | A system to align improvement planning requirements for state and federal accountability into a “single” plan. |
| Documentation | A common format for schools and for districts to document improvement planning efforts. Schools/districts on accountability clock must demonstrate a coherent plan for dramatic change and adjustments over time. Reviews conducted by CDE and the State Review Panel. |
| Transparency | A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly. |
| Best Practice | A statewide strategy to promote improvement planning based on best-practice, including use of state and local data and engagement in a continuous improvement cycle. |
| Support | A mechanism for triggering additional supports through CDE (especially for schools/districts on accountability clock). |

Continuous Improvement



Improvement Planning Process



| UIP Data Use | Types of data (intersections) needed |
|--|---|
| Review current performance and prior year's targets | Performance data (intersected with demographic data) |
| Analyze data to identify significant trends | Performance data (intersected with demographic data) |
| Prioritize performance challenges | Performance data (intersected with demographic data) |
| Identify root causes of performance challenges | Process and perception data (intersected with demographic data) |
| Establish annual performance targets | Performance data (intersected with demographic data) and state and local expectations |
| Identify interim measures and monitor changes in student performance. | Performance data (intersected with demographic data) |
| Identify implementation benchmarks and monitor implementation of action steps. | Process and perception data (intersected with demographic data) |

UIP and Data

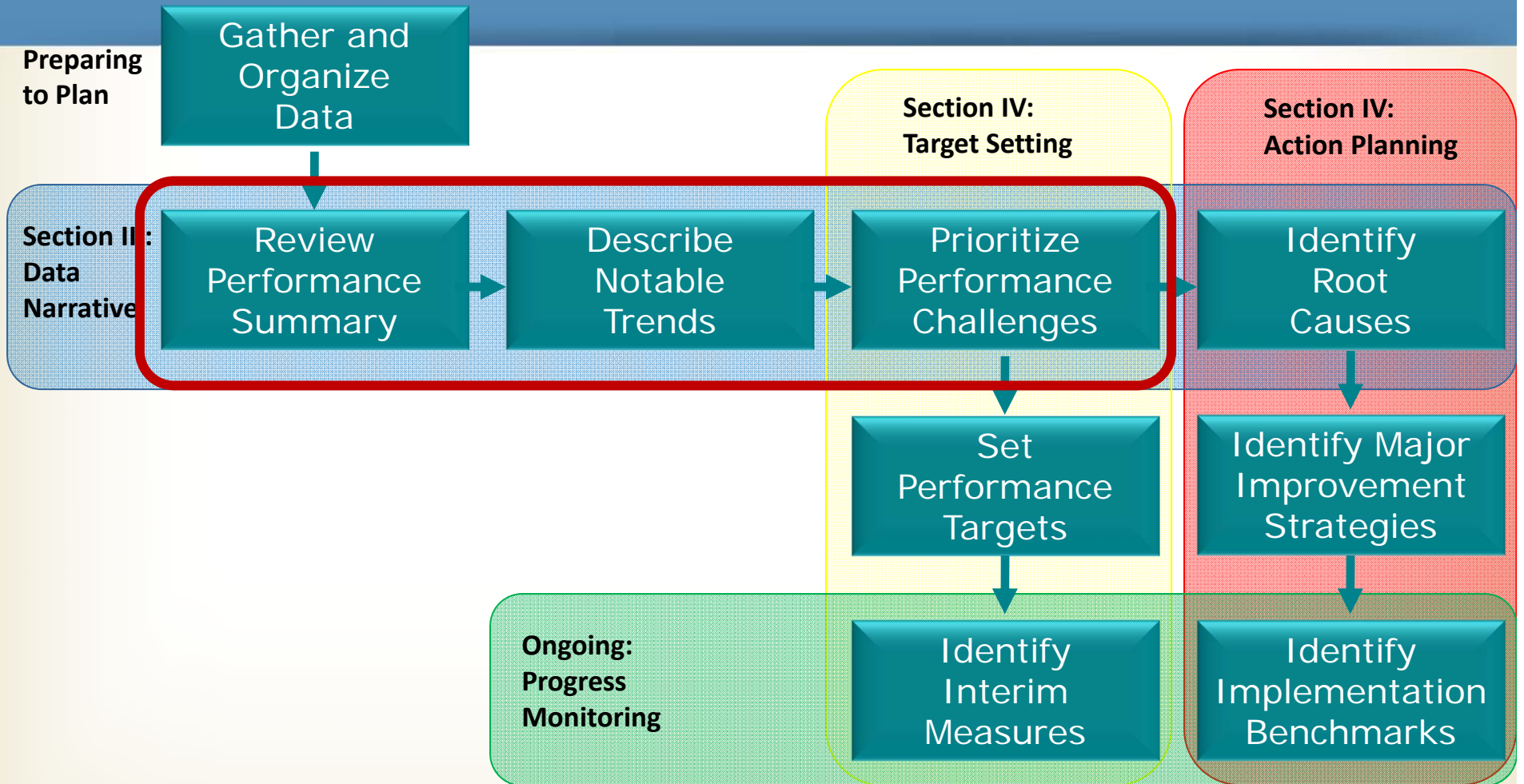
UIP: Trends, PPCs, Targets, Interim Measures

| Performance Data | Demographic Data |
|---|---|
| <ul style="list-style-type: none">• Local (district) summative and interim assessment results• Student work samples• Classroom assessment results• K-3 reading assessment results (required by the READ Act) | <ul style="list-style-type: none">• School locale and size of student population• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity• Student mobility rates• Staff characteristics (e.g., experience, attendance, turnover) |

UIP: Root Cause, Action Planning Implementation Benchmarks

| Process Data | Perception Data |
|---|--|
| <ul style="list-style-type: none">• External school/district reviews• Curriculum documents• Instructional materials• Observations of Instructional Practice• Academic interventions available to students• Student attendance• Discipline referrals and suspension rates• Schedules and class sizes• Family/community involvement policies/practices• Professional development (structure, participation, focus)• Services and/or programs (e.g., Title | <ul style="list-style-type: none">• Teaching and learning conditions surveys (e.g., TELL Colorado)• Perception survey data (e.g., parents, students, teachers, community, school leaders)• Self-assessment results |

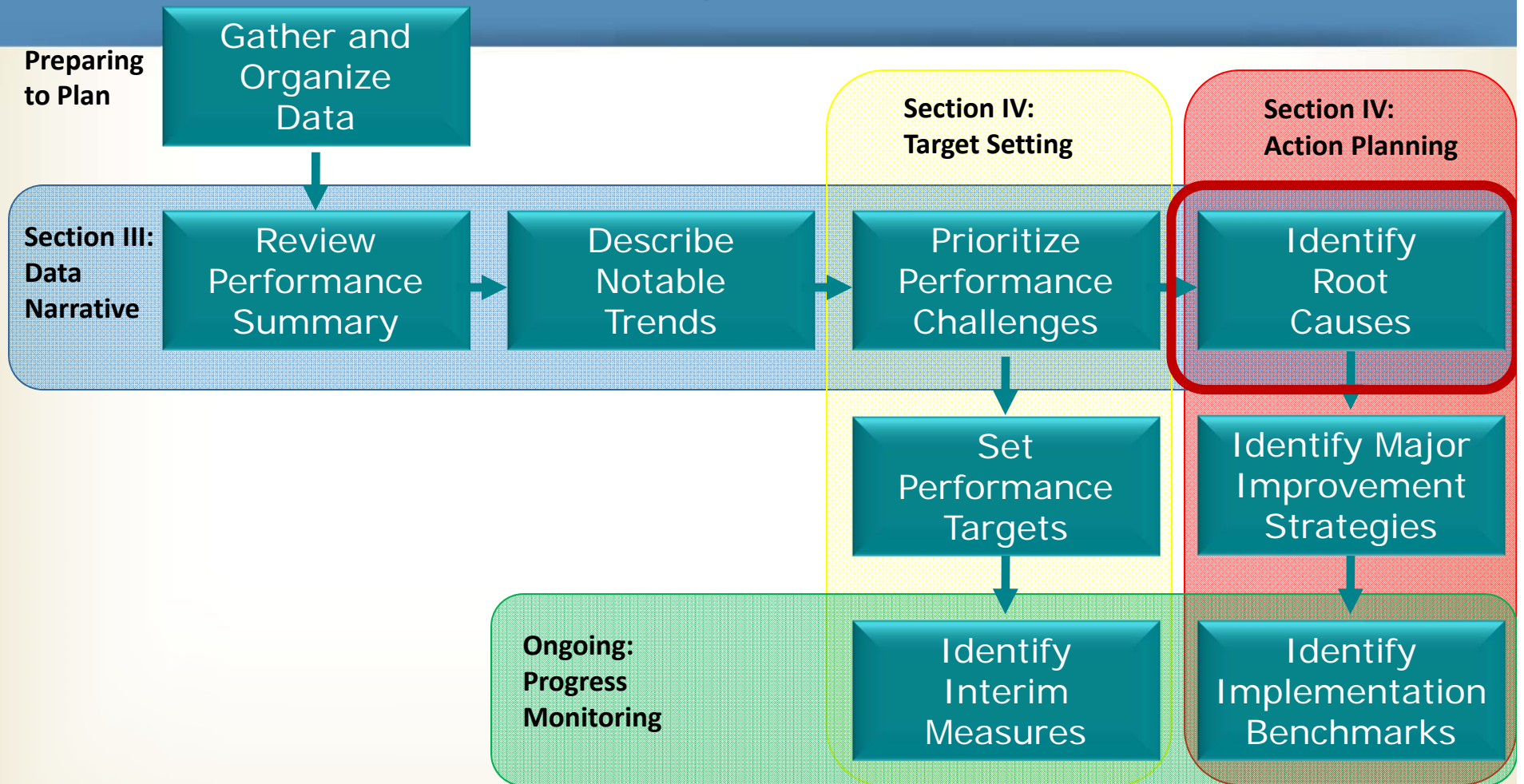
Unified Improvement Planning Processes



Data Analysis

- **Review Performance**
- **Identify Trends**
 - Appropriate assessments
 - Language Development
 - Content Specific
 - Disaggregations- EL's on IEP's, Gifted, Migrant, etc.
 - Appropriate and relevant trends
- **Priority Performance Challenges**
 - Magnitude of challenge
 - Overall school or district performance (e.g. Priority Improvement or Turnaround)
 - Percentage of student populations

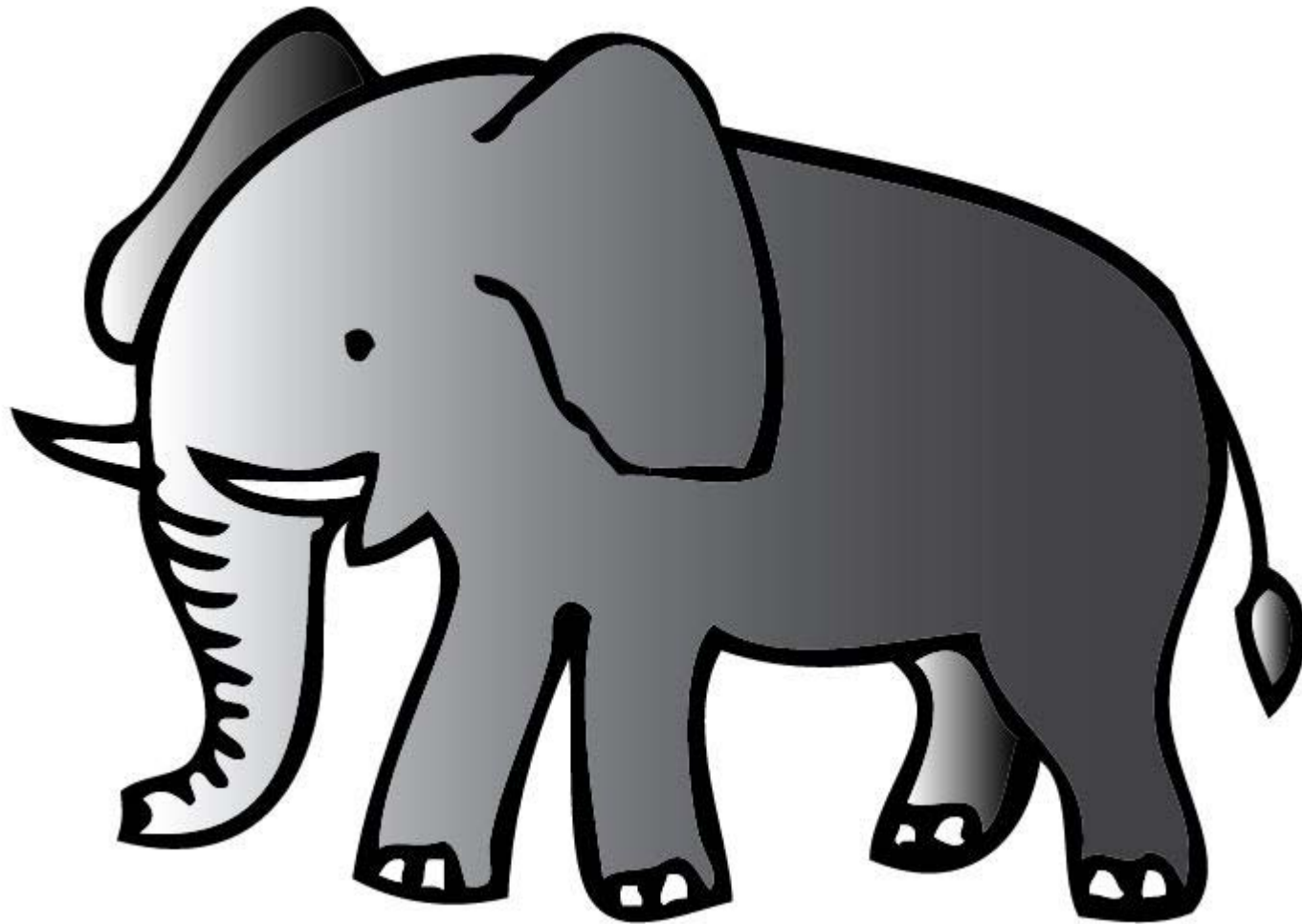
Unified Improvement Planning Processes



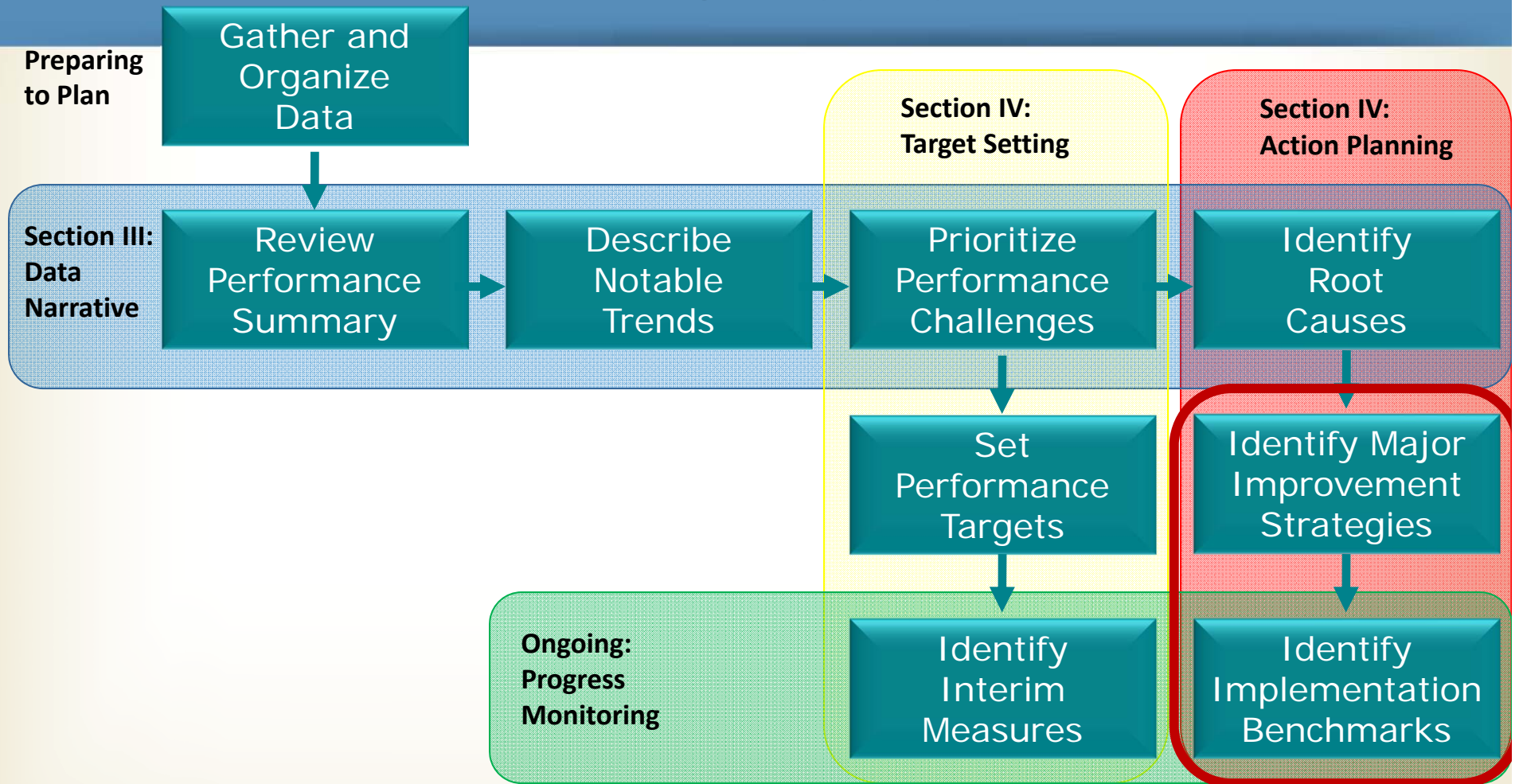
Root Cause Analysis

- **What do you know about the processes that support English Learners in your school or district?**
 - Program design-How are programs intentionally designed and implemented?
 - Interventions-For whom and how are interventions delivered?
 - Student experiences- How do students perceive their experiences?
- **What do you know about the needs of adults in the system to best meet the needs?**
 - **Rigor – How are expectations conveyed?**
 - **Skills-** What skills are needed?

Target Setting



Unified Improvement Planning Processes



Action Planning

Action Planning

- **Major Improvement Planning-** What needs to be considered to best meet the needs of the English Language Learners?
- **Key personnel-** Are the personnel involved to ensure effective implementation for English Learners?
- **Resources-** Are the appropriate resources allocated to ensure effective implementation?
- **Implementation Benchmarks-** Are they sufficient to identify that positive impact is occurring?

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Activity

- **Three tools, three groups**
- **1- EL Data Dig**
- **2- EL Program Rubric**
- **3- CLD Toolkit**

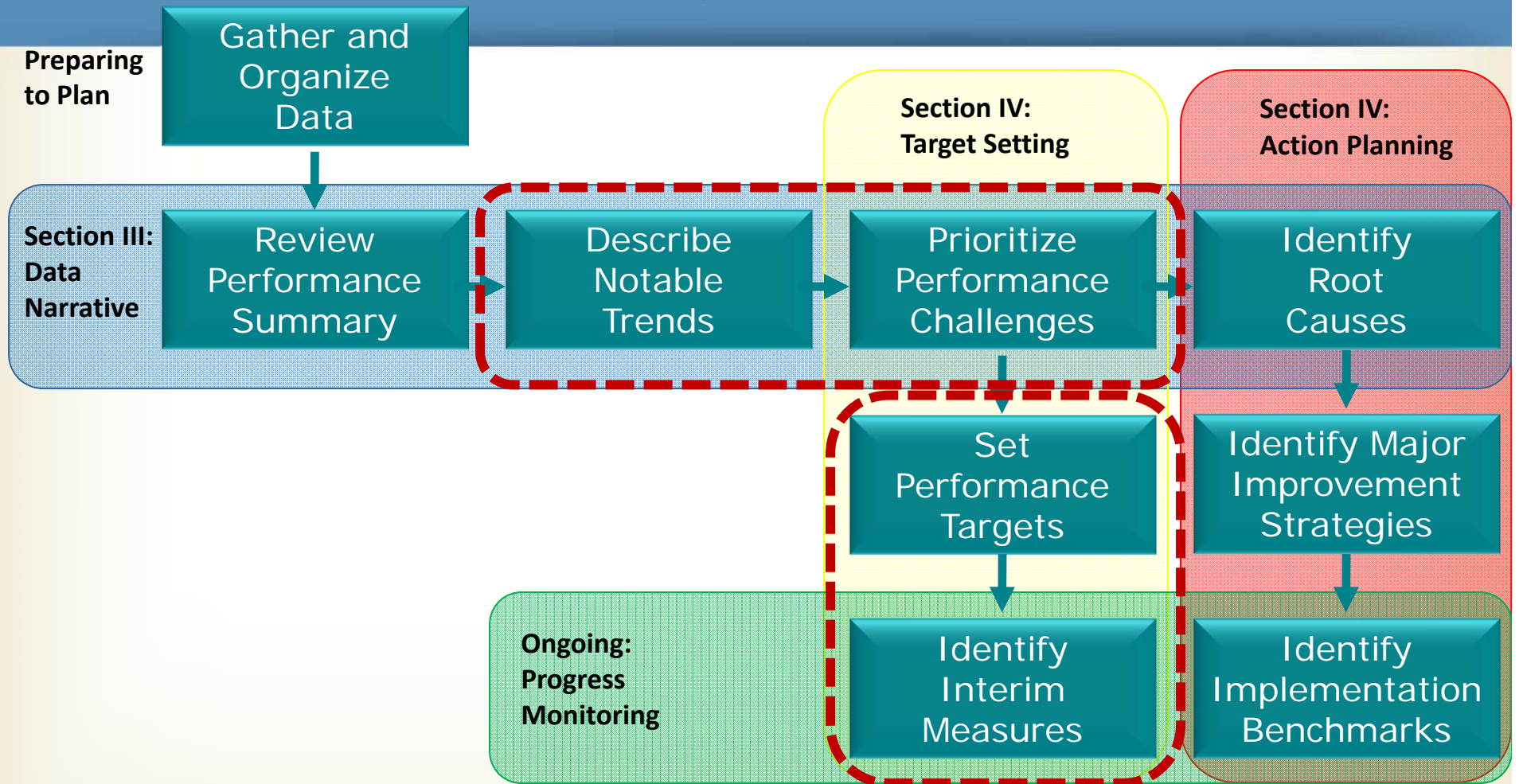
- **Review the tool. Identify and be prepared to share:**
 - 1) What stands out about this tool?
 - 2) What do you think the greatest value it can bring to your local system?

Group 1 EL Data Dig Tool

| Unsatisfactory | | | | | | | | | | | | |
|--|---------|-------|---------|---------|-------|---------|------|-------|---------|---------|-------|---------|
| Students who Scored UNSATISFACTORY on TCAP | | | | | | | | | | | | |
| | Reading | | | Writing | | | Math | | | Science | | |
| | N | Total | % | N | Total | % | N | Total | % | N | Total | % |
| All English Language Learners (ELL) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Not English Proficient (NEP) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Limited English Proficient (LEP) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Fluent English Proficient (FEP) - M1/M2 | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Fluent English Proficient (FEP) - Exited | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Partially-Proficient | | | | | | | | | | | | |
| Students who Scored PARTIALLY-PROFICIENT on TCAP | | | | | | | | | | | | |
| | Reading | | | Writing | | | Math | | | Science | | |
| | N | Total | % | N | Total | % | N | Total | % | N | Total | % |
| All English Language Learners (ELL) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Not English Proficient (NEP) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Limited English Proficient (LEP) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Fluent English Proficient (FEP) - M1/M2 | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Fluent English Proficient (FEP) - Exited | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Proficient | | | | | | | | | | | | |
| Students who Scored PROFICIENT on TCAP | | | | | | | | | | | | |
| | Reading | | | Writing | | | Math | | | Science | | |
| | N | Total | % | N | Total | % | N | Total | % | N | Total | % |
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| Fluent English Proficient (FEP) - Exited | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
| Advanced | | | | | | | | | | | | |
| Students who Scored ADVANCED on TCAP | | | | | | | | | | | | |
| | Reading | | | Writing | | | Math | | | Science | | |
| | N | Total | % | N | Total | % | N | Total | % | N | Total | % |
| All English Language Learners (ELL) | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! | | | #DIV/0! |
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Unified Improvement Planning Processes



Group 2 ELD Program Rubrics

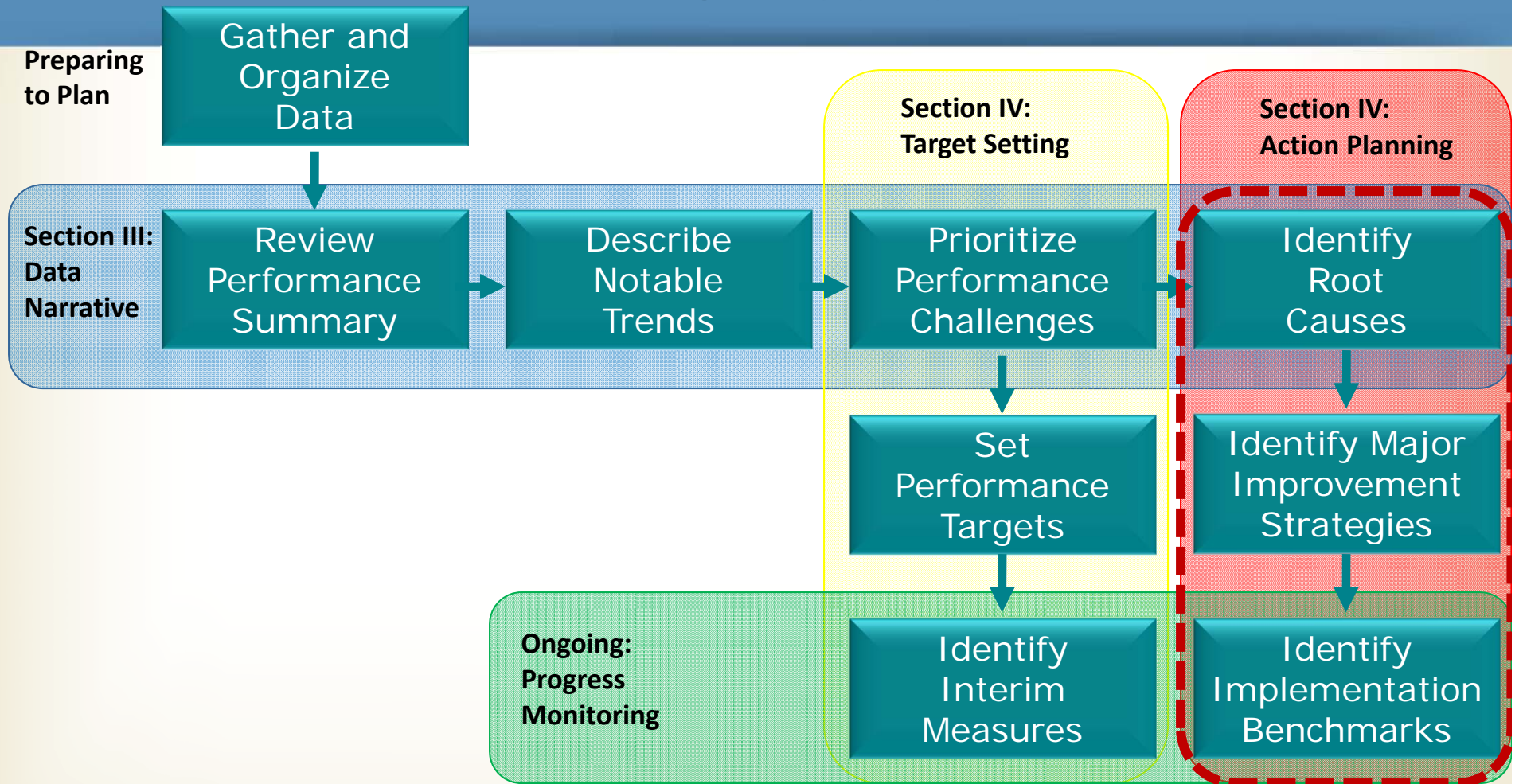
ELD Program Improvement Rubric DISTRICT-LEVEL

Scoring Summary:

Place an X along the continuum to indicate the District's current level of implementation of system-wide practices that are inclusive and supportive of English Learners (ELs). Include the date when you reviewed the rubric and use a different color for each date reviewed.

| Date | Emerging | Developing | Operationalizing | Optimizing |
|--|-----------|------------|------------------|------------|
| Systemic Processes and Procedures | ← → | | | |
| Human Resources | ← → | | | |
| Research Based ELD Program | ← → | | | |
| Collaborative Leadership | ← → | | | |
| Fiscal Resources | ← → | | | |
| Family and Community Partnering (Parent/Community Involvement) | ← → | | | |
| Ongoing Evaluation of ELD Program | ← → | | | |

Unified Improvement Planning Processes



Group 3 CLD Toolkit



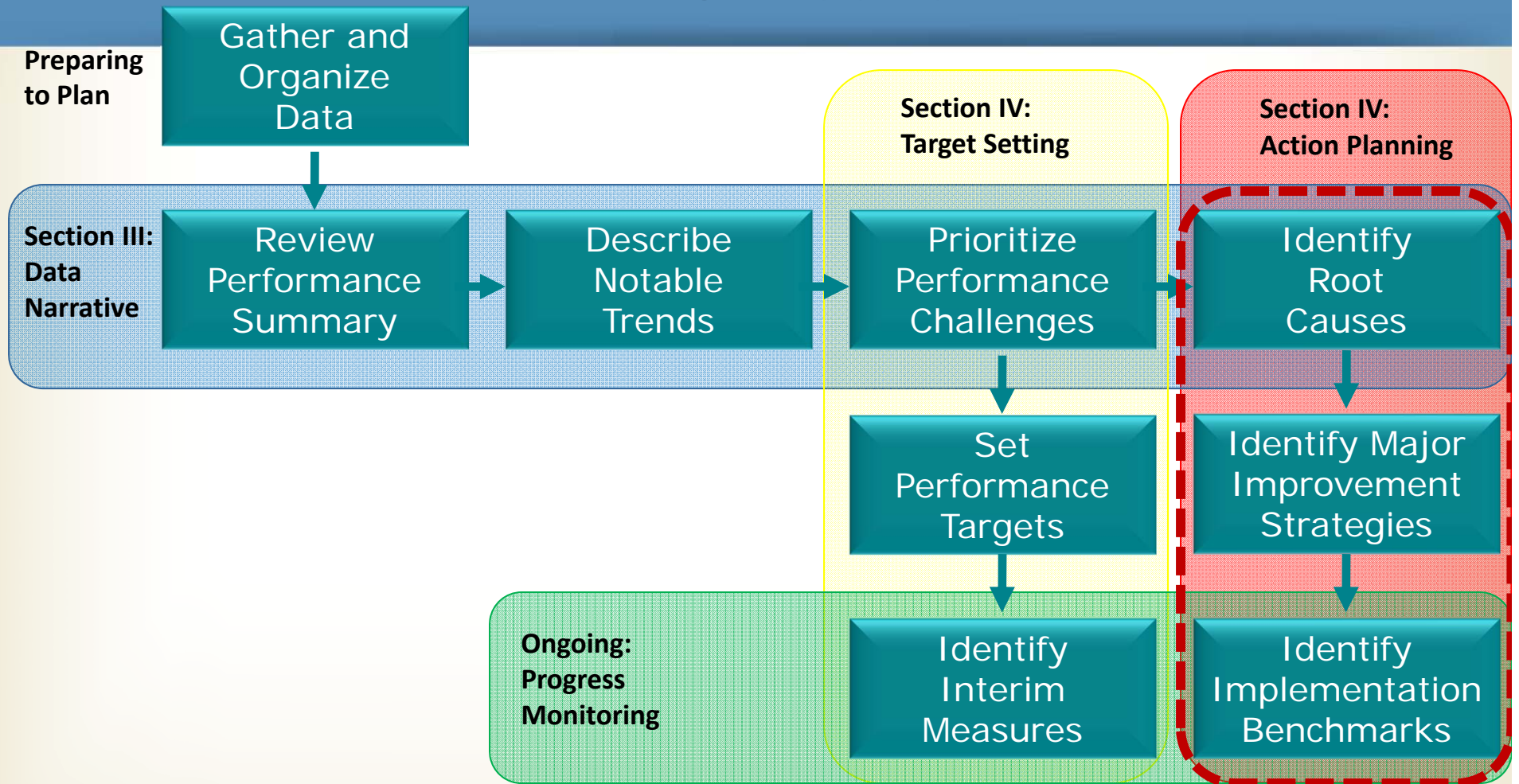
Culturally and Linguistically Diverse (CLD) Resource Toolkit

Overview

The CLD Resource Toolkit is full of versatile tools and resources for trainers that provide detailed information about how to responsibly serve CLD students who may have exceptional needs. The Toolkit is composed of six modules: Foundations, Language and Culture, Assessing and Monitoring Student Progress, Effective Instructional Practices, Parent and Family, and Behavior and CLD Students.

When you download the CLD Resource Toolkit you will find one main folder for each of the six modules, a folder containing trainer resources, and the Index. The Index is the key to navigating the Toolkit.

Unified Improvement Planning Processes



Key Ideas for UIP

Systems Look

Magnitude Conveyed

Logical Connections

Iterative Process

Collaborative Process

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Local Application

- **Have you used any of these resources?**
- **Which may be most useful in your context?**
- **What questions do you have about meeting the needs of English Learners through the UIP process?**

Additional Resources

- **Unified Improvement Planning Website**
 - UIP Handbook
 - UIP Online Self-Paced Tutorial
 - Templates and Addenda
 - All training presentations & resources
- **English Language Development Program Rubrics- Draft**
- **EL Data Dig Tool**
- **CLD Toolkit- Coming Fall 2015**