

Ednovate – USC Hybrid High College Prep English Learner Intervention Plan



Background

SY 2015-2016, Ednovate – USC Hybrid High College Prep had the following:

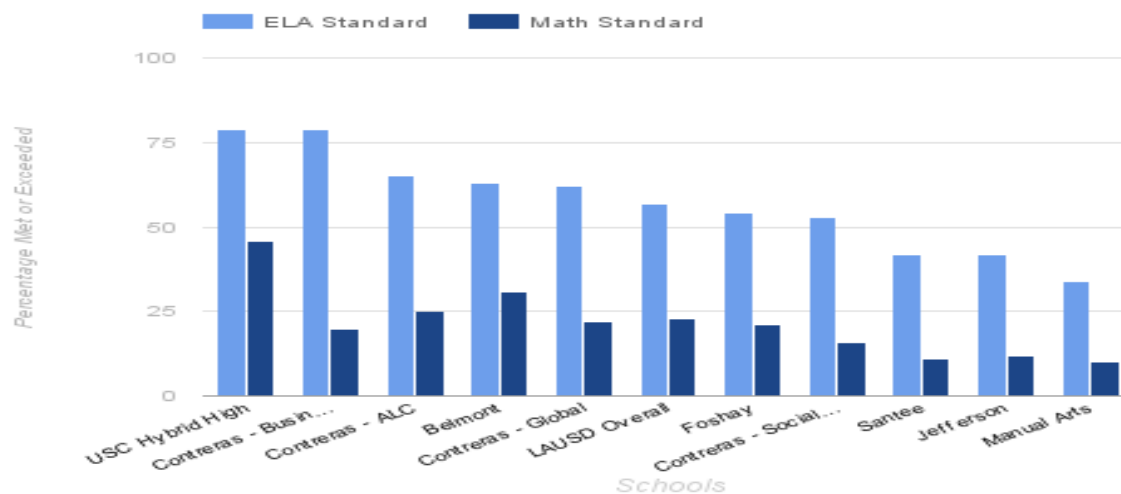
466 students, of which 25 were designated as English Language Learners, and 19 of the 25 were LT

50% of students were redesignated as Fluent-English-Proficient

58% of students grew at least one level on the CELDT exam

USC Hybrid High RFEF students outperformed₁ their peers' performance at comparison schools

Figure 1: 2016 CAASPP Results - RFEF Subgroup₂



USC Hybrid High tied one school's performance in ELA, but exceeded all other comparison schools' performance
Source: DataQuest

The Plan

- USC Hybrid High will use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
- Teachers will use formal and informal assessment data, including annual CELDT/ELPAC scores, internal interim assessments, pre/post assessments, the speaking and writing portions of performance tasks, CAASPP performance, and daily performance in coursework to monitor student progress and to modify instruction to meet students' needs.
- Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.
- If students are not meeting mastery toward ELD and Career and College Readiness standards, teachers will employ a cycle of instruction whereby teachers assess student progress, analyze patterns and trends pertaining to student mastery, and develop an action plan tailored to the student's personalized learning needs.
- Reclassified English Learners' progress will be monitored in the same way, excluding annual CELDT/ELPAC assessments. This process has resulted in strong rates of English Learner reclassification over time.

*Castañeda v. Pickard: "Programs for ELs must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time."

Implementation

- At the beginning of enrollment: USC Hybrid High School, every effort will be made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record, USC Hybrid High will access CALPADS data to determine the student's English Learner Status. USC Hybrid High will also utilize the Home Language Survey to confirm the student's status.
 - Within 30 days of enrollment: All students for whom USC Hybrid High has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT).
- Annually, students who have been CELDT/ ELPAC tested before will be assessed between July 1 and October 31 until a student is redesignated as Fluent English proficient.
- USC Hybrid High will use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
 - August and June pre/post assessments
 - Quarterly internal interim assessments
 - Quarterly performance tasks (including speaking and writing portions)
 - Quarterly, teachers will examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels
 - Annual CELDT/ELPAC scores
- The implementation of this system has led to reclassification rates that exceed the 20% goal:
 - 2014-2015: 34.5%
 - 2015-2016: 50%

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Evaluation

- USC Hybrid High aims to reclassify 100% of its ELs, LTELs included, over the course of their enrollment.
- To this end, the school will evaluate its EL programs through the following:
 - Regular subgroup analysis of its quarterly interim assessments and end-of-year assessment data, continuously monitoring any discrepancies in performance between English Learners, RFEP students, and their Fluent English peers.
 - Bi-weekly progress monitoring and subgroup analysis on performance of Ednovate’s six annual college readiness indicators
 - CELDT and CAASP data
 - Annual reclassification rates

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Conclusion

- USC Hybrid High believes English proficiency is critically important for all students and for ensuring their success in college and beyond.
 - USC Hybrid High strives to adequately support all English Learners with the goal of having 100% of English Learners reclassified to Fluent English Proficient by the time they graduate.
 - USC Hybrid High will continue to use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
 - This process led to a redesignation rate 2.5x greater than the board's goal of 20% and CAASP results where students outperformed their peers at comparison schools.
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