

# SFUSD MULTILINGUAL LEARNER PROGRESS MONITORING GUIDELINES

Understanding English Learner Typologies	1
Understanding How SFUSD Measures ML Progress	2
Designing Interventions for PLTMLs and LTMLs	3
MTSS Pyramid for TK-5	4
MTSS Pyramid for 6-12	5
Descriptions of Tier 2 Interventions	6

# **Understanding Multilingual Learner Typologies**

We recognize that there is no single ML profile and no one-size-fits-all approach that works for all MLs, programs, curricula, and instruction. Our schools must be responsive to the different ML students' needs, identities and experiences through the implementation of assets-based instructional programs. To help us understand who our multilingual learners are, we have identified several different ML Typologies.

- ML 0-3 years are enrolled in the ML program for 3 years or less, and born in the US.
- *ML 0-3 years (Newcomers)* are enrolled in the ML program for 0-3 years, <u>and</u> born outside of the US. These students' educational needs are different from those of other MLs. For example, they may need basic English language literacy support and curriculum that introduces them to life in the United States.
- ML 4-5 years Potential Long Term ML (PLTMLs) are ML students in 3rd through 12th grade who have been in the ML program for 4 or 5 years, and have not met the proficiency benchmarks on the Summative ELPAC and Smarter Balanced ELA.
- *ML 4+ years (On Track)* are ML students who have been in the ML program for four or more years who have met proficiency benchmarks on state assessments and have maintained or improved ELP
- Long-Term English Learners (LTMLs) are ML students in 6th through 12th grade who have completed 6 full years
  in U.S. Schools\* without meeting the criteria for reclassification. (\*to ensure accurate data, we use LEP date in lieu of
  US School Entry Date)
- Students with Limited or Interrupted Formal Education (SLIFE) SLIFE are English learners who (1) have not had the opportunity to participate in formal education previously or have experienced significant time periods when they were unable to attend school, (2) are at least two grade levels below their peers in subject area knowledge, (3) have low or no literacy and numeracy skills, and (4) are, with some exceptions, members of collectivistic cultures (Rothstein-Fisch, Trumball, & Garcia, 2009). SFUSD does not currently collect data or have uniform process for identifying students with interrupted education.

# **Understanding English Language Acquisition**

The general research consensus is that it takes an individual 4-7 years to develop to the advanced stage of academic language proficiency in a second language for people who have first language literacy skills. If a person does not have first language literacy skills, it may take seven to ten years. Research suggests that English learners in bilingual programs take longer, on average, to attain English proficiency. However, if we consistently monitor their progress and provide the academic support and interventions needed, they are ultimately more likely to be reclassified and will have stronger academic outcomes. (See references at the end of this document) SFUSD maintains a universal expectation of progress towards English proficiency, but recognizes that progress is not linear for many students and a diversity of variables impact the pace of language development.

Regardless of proficiency level, English learners should have access to grade-level content through intentional use of scaffolds, primary language supports, and other strategies that differentiate instruction in order to make content accessible. English learners are held to the same expectations of achievement as their non-ML English speaking and bilingual peers and as such grade expectations are a 2.5 or higher on standards-based report cards or a C or higher in grades 6-12.

English Learner Progress Expectations						
Years enrolled in U.S. Schools	1 (2-12 months) ML	2 (13-24 months) ML	3 (25-37 months) ML	4 (38-50 months) PLTML	5 (51-62 months) PLTML or RFEP	6 (63+ months) LTML or RFEP
ELPAC Levels based on ML Performance Indicator	1	low 2	high 2	low 3	high 3	4
Express (formative)	Beginning 1	Early Intermediate 2	Intermediate 3	High Intermediate 3	Early Advanced 4	Advanced 5
QIA, IPT, or ADEPT (formative)	Early Emerging	Emerging	Early Expanding	Expanding	Early Bridging	Bridging
	Academic Achievement					
F&P or RI Reading Score	Well below benchmark	Below benchmark	Below benchmark	Benchmark	Benchmark	Benchmark/ above benchmark
Star Reading (English)	1 - Not Yet Approaching Expectations	1 - Not Yet Approaching Expectations	2-Approaching Expectations	2-Approaching Expectations	3- Meeting expectations	3-Meeting expectations
SBAC ELA (beginning in 3rd grade)	NA	Standard not met	Standard not met	Standard nearly met	Standard met	Standard met

# **Understanding How SFUSD Measures ML Progress**

In SFUSD, we consider overall progress towards a goal of 4 on the ELPAC based on the six levels defined by the English learner Performance Indicator (ELPI) on the California Dashboard. ML students take the ELPAC annually to measure their progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels (based off of students' scale scores) to demonstrate student progress towards English language proficiency. To show progress toward English language proficiency, ML students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next. Students' ELPI level and whether or not they have shown growth in two years of ELPAC scores are identified on the ML Progress Monitoring Report 2023 in Illuminate.

Twice a year, we confer with students and families about their progress during parent-teacher conferences in grades K-8. This is an opportunity to reflect on the overall and annual progress students are making towards English language proficiency. In reviewing this report, please consider the guiding questions below:

Guiding Questions	Where to find the answer(s)
1. How long has the student been learning English?	See Years ML field of the ML Progress Monitoring Report.
2. Based on the years ML, what should the universal target level be for this student on the English learner progress indicator?	Review the chart above.
3. Is the student at risk of becoming a long term Multilingual learner (PTML) or are they a long term ML?	Review the typology field on the ML Progress Monitoring Report.
4. Does the student have an IEP? If so, what are the student's language goals?	Review the student's IEP.
5. Did the student make growth on the ELPAC from 2021 to 2022?	Review the Annual Growth field on the ML Progress Monitoring Report.
6. Based on the combination of variables, is the ML student making adequate progress or are more supports and interventions needed?	Review the MTSS supports described below.

**Descriptions of Report Fields** 

Years EL	Typology	SPED	Annual Growth (ELPI)	2023 ML Progress Indicator Level
This field shows the number of years the student has been identified as an Multilingual learner.	PTML label for students with 4-5 years ML status and LTML for students with 6+ years ML Status	YES for students who have an IEP	The level change (∓ 5) on the Multilingual learner performance indicator (ELPI) for students who have two consecutive years of ELPAC scores.	This is the ELPI level of the student in 2023 (based on grade level in 2023) The ELPI level is based on 6 not 4 levels of the ELPAC with levels 2 and 3 divided into 2 low, 2 high, 3 low, 3 high

# **Designing Interventions for PLTMLs and LTMLs**

Students not making adequate progress may need a <u>Coordinated Care Team (CCT)</u> to determine a referral is warranted to the <u>Student Success Team (SST)</u>. The goal of SST is to identify the most appropriate and supportive interventions for ML students found to not be making adequate progress in their English language development. A <u>ML Progress Planning Tool</u> is available to consider what supports are currently in place for a student and what next steps to consider. Below are RTI Frameworks for Supports to consider when designing interventions for MLs not making adequate progress.

## **MTSS Pyramid for TK-5**

#### Tier 3 Assessment

- Progress monitoring increases after 4-6 weeks of intervention
- If time-bound growth goals are not met, then a student may be referred to SPED testing.
- For ELLs who qualify for SPED, a modified reclassification procedure may be used.

#### Tier 3 Instruction

- If an ELL is identified as having a learning disability, the IEP must ensure all IEP goals and services that involve language are aligned to the student's current linguistic level in English based on language needs and current ELPAC/Alt ELPAC score. This includes goals that target reading, writing, speaking & listening.
- Intervention pull out or push in if site has staff to support both language and/or literacy.

#### Tier 2 Assessment

- Intervention assessments for phonics
- Analyze EL Snapshot to see strengths and areas of need
  - Define if it is a language or literacy problem

#### Tier 2 Instruction

- Small group instruction to support language development or content knowledge
- Tutoring before and after school
- Upper grade: EL Snapshot Student Activity

#### Tier 1 Assessment

- Evaluate students meeting langage/target objectives
- STAR Reading assessment in Spanish or English
- STAR Reading Literacy Assessment
  - Sessions to analyze students' work/results and next steps
- STAR Math
- Summative ELPAC
- 3-5 SBAC
- California Science Test (CAST)

### Tier 1 Instruction

- Standard Based instruction with grade level appropriate materials
- Instruction designed around deeper learning principles: Collaboration, Inquiry, Equitable Access and Demand, Assessment for Learning
- Designated ELD instruction in proficiency levels according to guidelines to interact in meaningful ways (collaborative, interpretive and productive) and explicit English language instruction.
- Primary language supports to access content
- Integrated ELD across the content areas using SFUSD's Seven Effective Strategies: Content-Language Objectives, daily formative assessment tasks, feedback on content and language, structures for collaboration and discourse routines, academic conversations, explicit language instruction at the text, sentence, word levels and access to complex, grade-level text.
- · Post language/ target objectives
- Universal Design for Learning

# MTSS Pyramid for 6-12

### Tier 3 Assessment

- Progress monitoring increases to weekly or twice weekly.
- Additional shorter/easier to administer assessments: Core MAZE, San Diego Quick, etc.
- If time-bound growth goals are not met, then a student may be referred to SPED testing.
- For ELLs who qualify for SPED, a modified reclassification procedure may be used.

#### Tier 3 Instruction

- If insufficient growth is occurring as a result of Tier 2 interventions, consider more intensive interventions and structures, including a 1:1 intervention based on identified needs and additional time
- If the student is identified as having a learning disability, ensure all IEP goals and services that involve language are aligned to the student's current linguistic level in English based on language needs and current ELPAC/Alt ELPAC score. This includes goals that target reading, writing, speaking & listening. The IEP must include clear goals for Designated and Integrated ELD.

#### Tier 2 Assessment

- SIPPS initial assessment and regular mastery tests
- Data review using EL Snapshot
- WIDA Model Assessment

#### Tier 2 Instruction

- Differentiated supports and scaffolds within the classroom
- EL Snapshot Student Activity
- Parent-Teacher Conference led by Student
- AVID classes in addition to Designated ELD
- Middle school AVID Excel Summer Enrichment Program
- Citywide Tutoring Program (for Latinx ELs)
- Acceleration course
- Math lab to supplement core math class

#### Tier 1 Assessment

- Star Reading or Reading Inventory (RI) with exception allowed for 1-year newcomers or students with mild to moderate learning disabilities.
- Interim Math Tasks
- Summative ELPAC
- California Science Test (CAST)
- Formal and summative assessments aligned to core curricula

#### Tier 1 Instruction

- Instruction designed around deeper learning principles: Collaboration, Inquiry, Equitable Access and Demand, Assessment for Learning
- Designated ELD: Students are grouped by EL proficiency level and students have opportunities to interact in meaningful ways and explicit language instruction supports access to grade level content.
- Integrated ELD across the content areas using SFUSD's Seven Effective Strategies: Content-Language Objectives, daily formative assessment tasks, feedback on content and language, structures for collaboration and discourse routines, academic conversations, explicit language instruction at the text, sentence, word levels and access to complex, grade-level text.
- Planned and 'just in time' scaffolds to support access to core curriculum: Graphic organizers, anchor charts, sentence frames, word walls
- Universal Design for Learning

# **Descriptions of Tier 2 Interventions**

ML Snapshot Student Activity	The ML Snapshot student activity is designed for students in middle and high school designated ELD classes designed for long term MLs. The activities involve students in examining and setting goals related to their ELPAC and academic assessment scores and their progress towards meeting reclassification criteria.
Parent-Teacher Conferences	Parent-teacher conferences for grades K-8 are held twice a year in November and March. All parents are invited to schedule conferences with their child's teachers. Special attention is made to outreach to parents whose children are not demonstrating adequate progress.
Student-led Conference in Middle Schools	Student Led Conference center around our students' voices, experiences, reflections and goals. They serve as a way to redesign a legacy structure (Parent / Teacher Conferences) to promote student agency and voice. Student Led Conferences have also been an on-ramp to drive towards deeper summative assessments (portfolios, exhibitions).
Citywide Tutoring Program	The Citywide Tutorial Program provides a safe, rigorous after school program to bridge the achievement gap for African American and Latino students enrolled in the SFUSD, grades K-12. Citywide Tutorial operates out of <a href="mailto:six">six</a> <a href="mailto:community-based sites">community-based sites</a> throughout San Francisco.
California State Library	The California State Library provides Free Online Homework Help for California K-12 students, available through public libraries. Through HelpNow, live real-time homework assistance is available 24 hours a day by laptop, tablet, or phone from qualified tutors using state curriculum and standards.
Middle School AVID Excel Summer Program	The AVID Excel Summer Program is a summer enrichment program for long term MLs in middle grades.
High School Summer School Credit Recovery	Summer school gives high schoolers, including rising 9th grade MLs, the opportunity to make up credits. The Summer School credit recovery program is 5 weeks long. Students can enroll in 2 courses and earn 10 credits.
High School Credit Recovery (evening school and online courses)	High School Credit Recovery provides an opportunity to retake courses or complete graduation requirements outside the regular school day.
Early College through Transitional Studies	Transitional Studies through the Community College of San Francisco is an opportunity for SFUSD students to enroll in CCSF non-credit transitional studies courses to make up high school courses and/or to earn credits to meet high school graduation requirements.
At-home enrichment activities	3-5: In Clever: Amira (reading app), Into Reading digital books 6-8: SFPL Teen Picks 9-12: The Mix at the SFPL, Book Clubs, Workshops, and free SAT Prep Classes including Gale Courses - Grammar, Writing, and College Readiness

References for this document
Carnock, Janie Tankard. Seeing Clearly: Five Lenses to Bring EL Data into Focus. New America, August, 2017.

Ford, Karen & Kristina Robertson. Language Acquisition: An Overview. <u>colorin colorado!</u>

Thompson, Karen, Rosh Rew, Martha Martinez, and Chelsea Clinton. <u>Understanding Outcomes for English Learners: The Importance of the 'Ever EL' Category</u>. Inside IES Research, June, 2017.

Umansky IM, Reardon SF. Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. American Educational Research Journal. 2014;51(5):879-912. doi:10.3102/0002831214545110