

Contextual ELD: Has it worked? Preliminary Results

Presenters

- Jann Link-Jobe – Federal Programs Director
- Dr. Maria Dantas-Whitney – Western Oregon University professor
- Andy Kronser – Elementary ELD Coach
- Laura Zinck – District ELL Coordinator, Secondary ELD Coach
- Steve Tillery – Principal, Independence Elementary School
- Julia Heilman – Director of Special Programs

How we got started.....

- Student Performance
 - Dedicated teachers + District-wide practices did not equal acceptable progress
- Partnership with Western Oregon University
 - Contextual English Language Development (ELD) is conceptualized
- Planning
 - Series of meetings with all parties
 - Project Luisa grant participation
 - Ambitious professional development plan designed

Contextual ELD Professional Development

Partnership with Western Oregon University

- 4 Half Day trainings
- Trainings were both theory and practice.
- Teachers developed a scope and sequence for their classroom with a focus on form and function.
- <http://projectluisa.weebly.com/>

What to teach?

- Dutton “Forms and Functions”
- ELP Standards
- [CCSS ELA Literacy Standards](#)
- Progress Monitoring Data (ADEPT)
- At the end of training, there were still many unanswered questions

Coaching and Professional Development

- Inservice trainings
- iWalk software for feedback (Four Corners)
- Professional Development for Administrators
- Observations with WOU staff
- Introduction of “Dictado” as a supplement to CELD.
- Grade level team work focusing on CELD



Challenges

- Asking for help
- Fidelity
- Differentiation
- ELL student placement

Challenges from a building perspective

- District Model
- Classrooms with only a few ELL students
- Professional Development
- Planning Time
- Assessments – When, How?
- Observations

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Victories/Successes

- Less Transitional Time = More Instructional Time
- ELD Instruction is content specific
- Not singled out by subgroup
- All students benefit from ELD instruction
- Assessment Data that informs instruction

Secondary Contextual ELD

- **Tied to English Language Arts**
 - Only common class for a given grade level
 - Implementation schedule based on transitions from elementary to middle and middle to high schools

Secondary Implementation Schedule

- **Phasing in over two year time period**
 - **Phase 1** – Fall of 2013 - 8th graders at middle school & 9th graders at high school
 - **Phase 2** – Winter of 13-14 – add 6th grade and 10th grade – **DELAYED** due to change in personnel
 - **Phase 3** – Fall 2014 – 7th, 11th & 12th grades

Planning & Collaboration

- Monthly common planning days built into the schedule to facilitate co-planning of lessons
- Task analysis of forms and functions in Language Arts classes
- ELD lessons supported in Language Arts classes and vice-versa

What do “They” think?

- **Cons:**

- Teacher planning time
- Lack of curriculum
- Student discontent with “class period” model

- **Pros:**

- Teacher planning days
- Increased participation, performance and confidence in Language Arts classes



The Data

The Early Days

Factors to consider

- Only one school started mid-year 2012-13
- Closing of schools caused mass movement of teachers & students
- One consistent source of Language Proficiency data thus far
- ELPA data to be added at year's end

Data- What are we using?

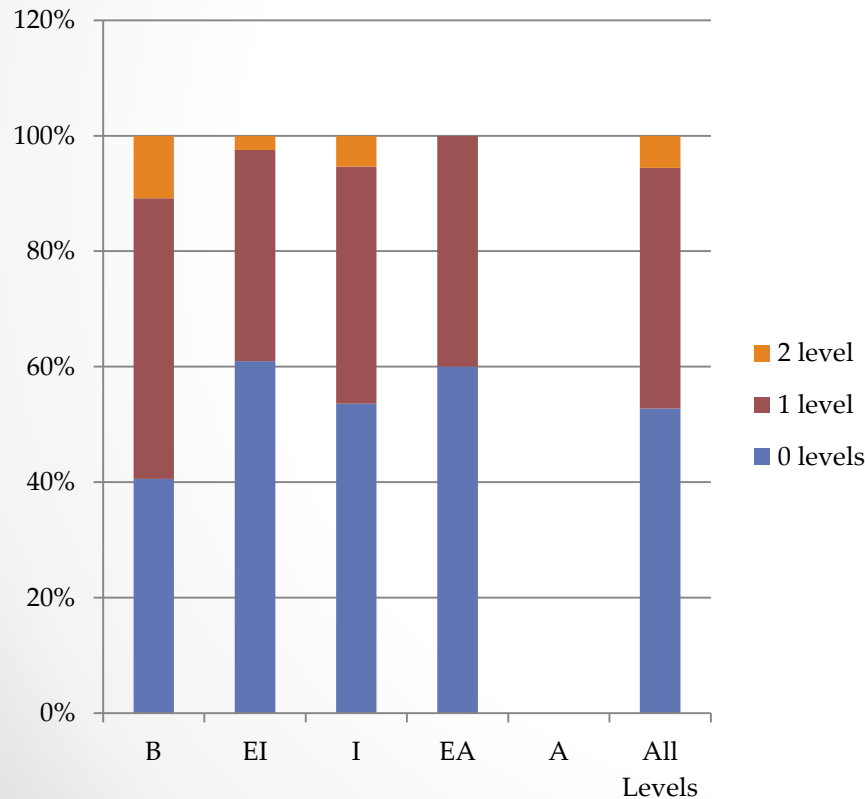
A Developmental English Proficiency Test (ADEPT) for 2 consecutive one-year spans:

- **Winter 2012 to Winter 2013** – Prior to starting Contextualized ELD
- **Winter 2013 to Winter 2014** – **First year of implementation for at least some students**
 - One full year for students from Independence Elementary
 - Half year for students at other elementary schools
 - Half year at secondary level

Levels gained on ADEPT:

All elementary students Winter 2012 to Winter 2013

By Proficiency Levels



By number of students

Proficiency level gains	B	EI	I	EA	A	All Levels
0 levels	15	25	30	6		76
1 level	18	15	23	4		60
2 level	4	1	3	0		8

By percentage of students

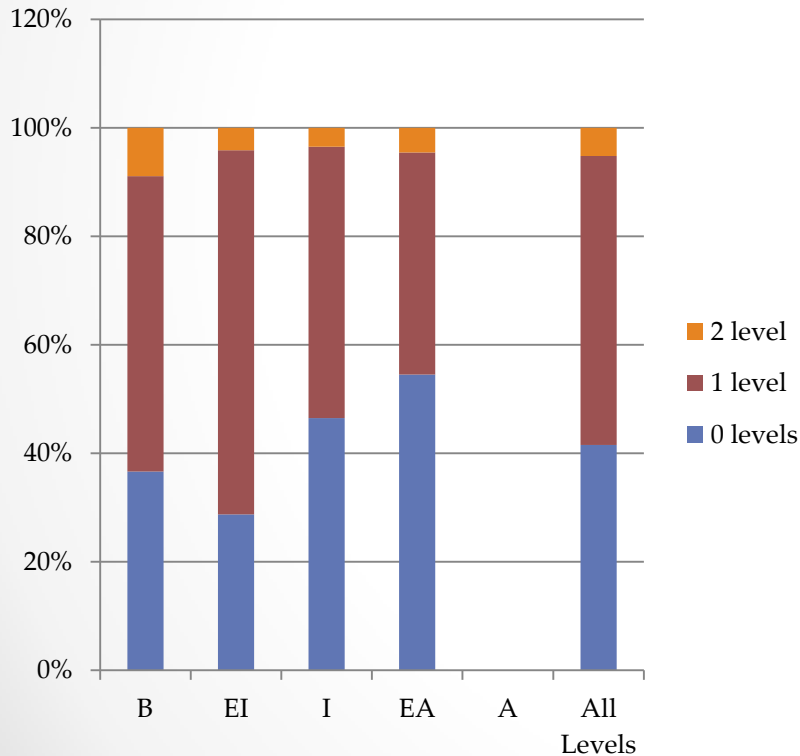
Proficiency level gains	B	EI	I	EA	A	All Levels
0 levels	41%	61%	54%	60%		53%
1 level	49%	37%	41%	40%		42%
2 level	11%	2%	5%	0%		6%

- By percentage of students

Levels gained on ADEPT:

All elementary students Winter 2013 to Winter 2014

By Proficiency Levels



By number of students

Proficiency level gains	B	EI	I	EA	A	All Level s
0 levels	33	21	53	12	9	128
1 level	49	49	57	9		164
2 level	8	3	4	1		16

By percentage of students

Proficiency level gains	B	EI	I	EA	A	All Level s
0 levels	37%	29%	46%	55%		42%
1 level	54%	67%	50%	41%		53%
2 level	9%	4%	4%	5%		5%

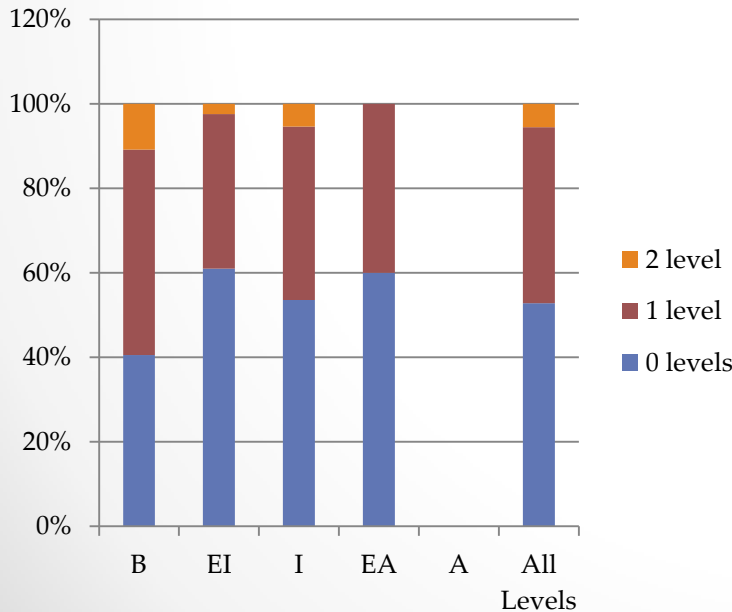
By percentage of students

Side by side comparison-

All Schools by Proficiency Level

Winter 2012-Winter 2013 Gain

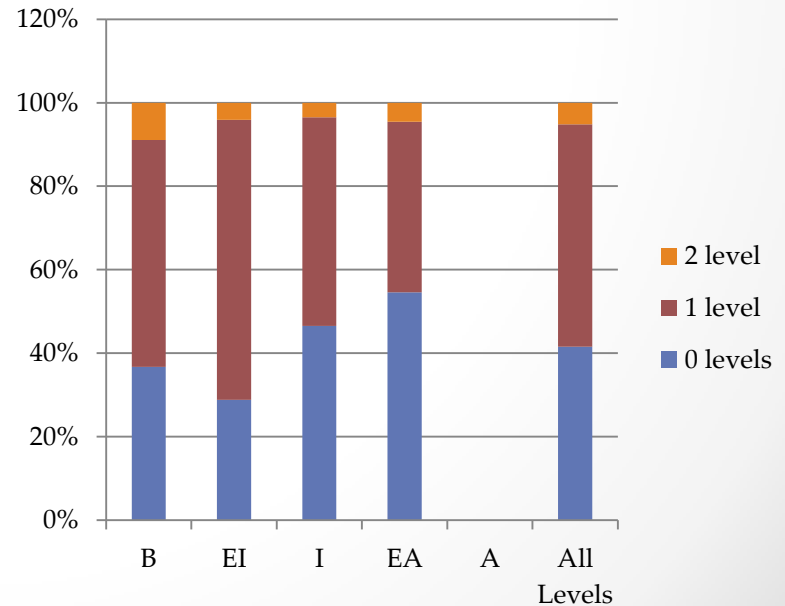
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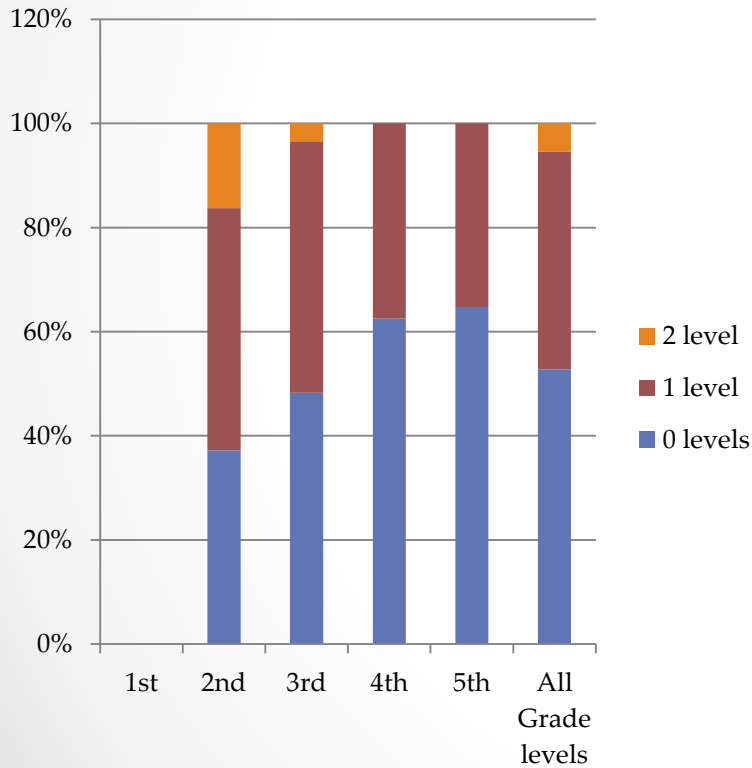


By percentage of students

Levels gained on ADEPT:

All elementary students Winter 2012 to Winter 2013

By Grade Levels



By number of students

Proficiency level gains	1st	2nd	3rd	4th	5th	All Grade levels
0 levels		16	14	25	22	77
1 level		20	14	15	12	61
2 level		7	1			8

By percentage of students

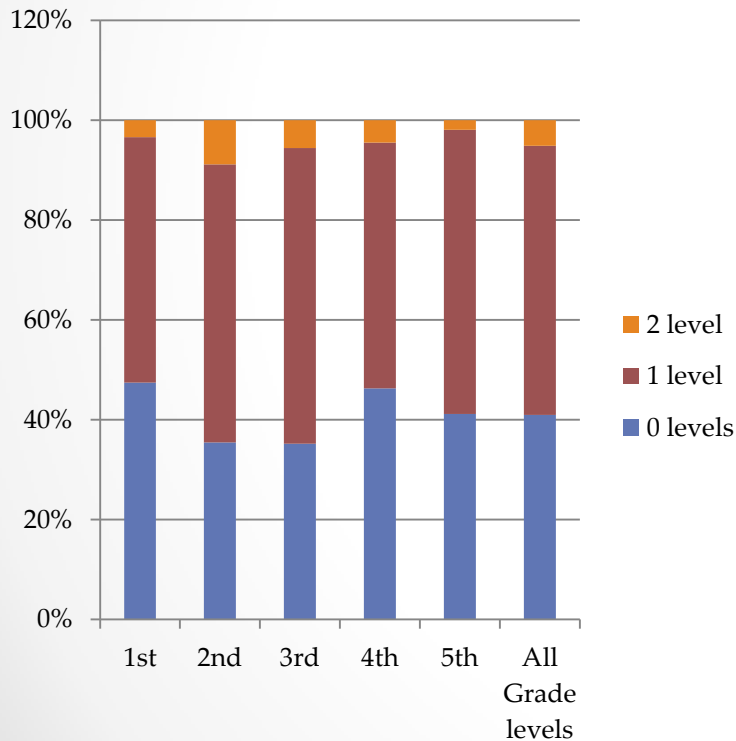
Proficiency gains	1st	2nd	3rd	4th	5th	All Grade levels
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1 level		47%	48%	38%	35%	42%
2 level		16%	3%	0%		5%

By percentage of students

Levels gained on ADEPT:

All elementary students Winter 2013 to Winter 2014

By Grade Levels



By percentage of students

By number of students

Proficiency level gains	1st	2nd	3rd	4th	5th	All Grade levels
0 levels	28	28	19	31	21	127
1 level	29	44	32	33	29	167
2 level	2	7	3	3	1	16

By percentage of students

Proficiency level gains	1st	2nd	3rd	4th	5th	All Grade levels
0 levels	47%	35%	35%	46%	41%	41%
1 level	49%	56%	59%	49%	57%	54%
2 level	3%	9%	6%	4%	2%	5%

Side by side comparison-

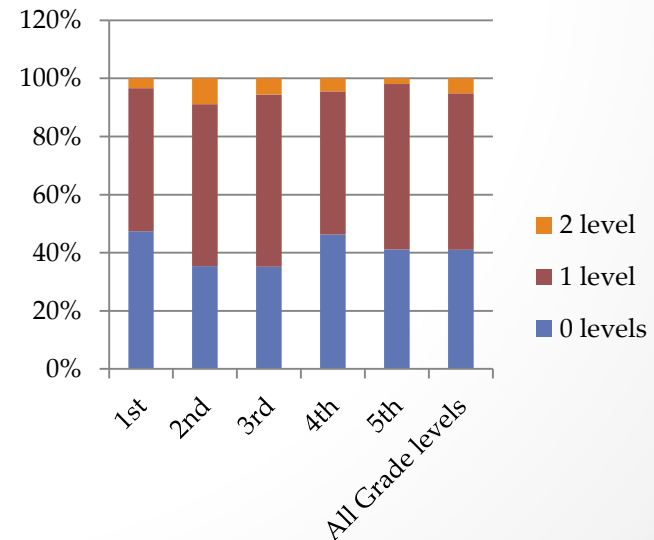
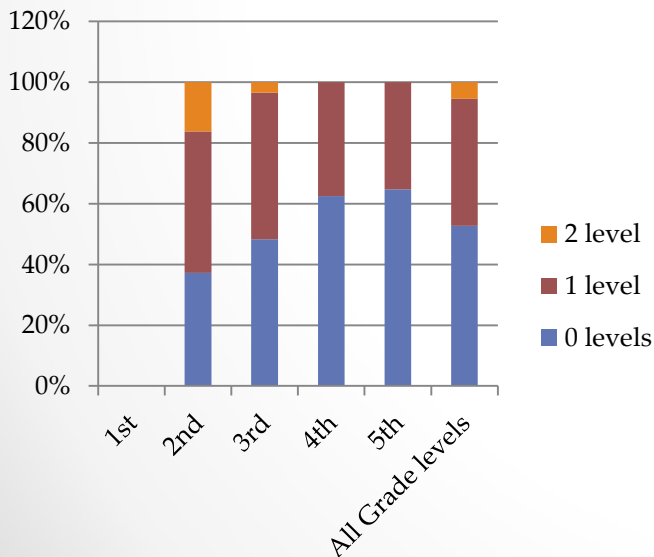
All Schools by Grade Level

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By percentage of students

By percentage of students

Growth comparisons by proficiency levels as measured by the ADEPT

- 32% more students at the Early Intermediate level
- 8 % more students at the Intermediate level
- 5 % more students at the Early Advanced level
- 12 % of all proficiency levels combined



Growth comparisons by grade levels as measured by the ADEPT

- 2nd grade increased by 2%
- 3rd grade increased by 13%
- 4th grade increased by 17%
- 5th grade increased by 24%
- All grades combined increased by 12%

What do we take from that?

- There appears to be a measurable difference in most areas at the elementary level.
- The biggest growth by proficiency levels is seen at the lower levels, especially at Early Intermediate level.
- All grade levels made some growth, with the most growth seen at the upper elementary levels.
- We are cautiously optimistic at this point.....



Looking to the future

- Data Analysis:
 - May ADEPT results
 - 2014 ELPA results compared to previous year's
 - OAKS Reading and Math performance by ELL sub-group
- Modify and adjust as needed
- Develop training plans for new hires
- Continue the roll-out at the secondary level

Questions?

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