The Power of Systems for ELL’s Success

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E3 Alliance is a nonprofit 501-(c)(3) organization based in Central Texas providing proven, data-driven services to improve student outcomes across the state of Texas.
Session Objectives

• Discover a leadership tool developed collaboratively by educators and researchers in Central Texas.

• Gain understanding of how one campus aligned and built systems to improve the success of ELL’s on their campus based off the work from the collaborative.
E3 Alliance’s Theory of Change

- Convene Stakeholders
- Building Community
- Identify Data Insights
- Build Common Agenda
- Forge Collaboration
- Creating Commitment to Change
- Change Practices & Build Capacity
- Sustaining a Culture of High Performance

Objective Data-Driven Decision Making
Texas has 1,010,756 English Language Learner students. That's more students than 34 states each have in total student population!
Dramatic Student Population Increases

- Texas: 17%
- Central Texas: 32%
- CTX Low Income: 38%
- CTX Hispanic: 56%
- CTX Asian: 83%
- CTX ELL: 74%

Population Growth Grades EE-12 From 2006 to 2016
Percentage English Language Learner Enrollment, 2005-06

- 1% Thrall
- 1% Prairie Lea
- 2% Eanes
- 3% Dripping Springs
- 3% Smithville
- 4% Wimberley
- 4% Liberty Hill
- 4% Leander
- 4% Lake Travis
- 5% Blanco
- 5% Lockhart
- 6% Coupland
- 6% Lago Vista
- 7% Hutto
- 7% San Marcos
- 7% Johnson City
- 7% Round Rock
- 8% Georgetown
- 8% Granger
- 8% Florence
- 10% Taylor
- 10% Luling
- 11% Hays
- 11% Bastrop
- 12% Pflugerville
- 15% Jarrell
- 16% Elgin
- 17% McDade
- 24% Austin
- 24% Del Valle
- 25% Manor
Percentage English Language Learner Enrollment, 2015-16

- Eanes: 2%
- Thrall: 2%
- Coupland: 3%
- Prairie Lea: 3%
- Liberty Hill: 3%
- Dripping Springs: 5%
- Leander: 5%
- Johnson City: 6%
- Smithville: 6%
- Lago Vista: 6%
- Lake Travis: 6%
- Blanco: 7%
- Wimberley: 7%
- Round Rock: 9%
- San Marcos: 9%
- Granger: 10%
- Hutto: 10%
- Luling: 13%
- Georgetown: 14%
- Taylor: 14%
- Jarrell: 14%
- Hays: 16%
- Lockhart: 17%
- Florence: 21%
- Pflugerville: 22%
- McDade: 23%
- Elgin: 23%
- Bastrop: 24%
- Austin: 28%
- Del Valle: 35%
- Manor: 36%
E3 Alliance’s Theory of Change

1. Convene Stakeholders
2. Building Community
3. Identify Data Insights
4. Build Common Agenda
5. Forge Collaboration
6. Creating Commitment to Change
7. Change Practices & Build Capacity
8. Sustaining a Culture of High Performance
9. Objective Data-Driven Decision Making
Building Community

- Assemble ELL Collaborative
- 20 Regional Partners
E3 Alliance’s Theory of Change
Commitment to Change

- Identify ELL Practices Across Region
- Measure Academic Growth for ELLs & Non-ELLs
E3 Alliance’s Theory of Change
Systems Change

- Bright Spots Qualitative Study
- Apply ELL Best Practices at Scale
- Change Policies
Rubric on Highly Functioning Campuses for ELLs
• Principal is lynchpin for sustainable change
• Defining what “excellent” instructional leadership looks like for ELLs

• Make families with diverse cultures and languages feel like an integral part of the school
• Leverage the skills and talents these families bring to their schools and communities

• Creating a college going culture for ELLs
• ELLs feel like an integral part of the school with viable future opportunities

• Focus on increasing effective teaching for ELLs
• Building better support systems so that teachers can better support ELLs

Instructional Leadership  
Effective Teaching

Community Engagement  
Campus Culture
“You won’t close the implementation gap with another set of three ring binders or announcements about the latest initiative. Close the gap with immediate wins, visible recognition of what works, a focus on effectiveness and a direct appeal to the values that brought us to this profession in the first place.”

(Reeves, 2009)
One Campuses Journey:

Smiley Middle School

Go Slugs!
ELL Rubric Concerns

2. Instruct for conceptual understanding using high-yield strategies for ELLs (e.g., mapping, visual support, vocabulary support; Gradual Increase of Student Responsibility; Monitoring Understanding; Spiraling & Applied Learning).²

3. Use sheltered instruction strategies in bilingual/dual language/ESL classrooms as well as monolingual/regular classrooms.

- Instruction does not target grade-level content or lacks of scaffolding for language acquisition goals.

- Faculty does not consistently incorporate sheltered instruction strategies during lessons.
Campus Goal

100% of instructional staff will be trained on each component of the Campus Instructional Playbook and will implement the Playbook in their classrooms to increase language acquisition for our ELL students, ensuring 70% of our ELL students will demonstrate a minimum of ONE year’s growth on this year’s TELPAS.
<table>
<thead>
<tr>
<th><strong>Action Steps</strong></th>
<th><strong>Person(s) Responsible</strong></th>
<th><strong>Evidence of Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create an instructional playbook</td>
<td>LLT, admin</td>
<td>completed instructional playbook</td>
</tr>
<tr>
<td>2. Staff learning the general idea of the instructional playbook at the end of the year</td>
<td>admin, whole instructional staff</td>
<td>feedback and evaluation data</td>
</tr>
<tr>
<td>3. Introduce the strategies contained in the instructional playbook at the beginning of the year staff development</td>
<td>whole instructional staff, instructional coach, LLT, admin</td>
<td>feedback and evaluation data</td>
</tr>
<tr>
<td>4. Deliver professional development and model strategies during collaboration time</td>
<td>instructional coach, Raise\textsuperscript{19} Texas team</td>
<td>PLC minutes, PLC agenda, feedback and evaluation data</td>
</tr>
<tr>
<td>5. Begin the implementation of the Instructional Playbook</td>
<td>whole instructional staff, instructional coach, admin</td>
<td>observation data</td>
</tr>
<tr>
<td>6. Monitor and support the implementation of the instructional playbook strategies via targeted walkthroughs</td>
<td>admin, instructional coach, Raise\textsuperscript{19} Texas team</td>
<td>observation data</td>
</tr>
<tr>
<td>7. Provide timely and specific feedback to practitioners</td>
<td>admin, instructional coach</td>
<td>feedback and evaluation data</td>
</tr>
</tbody>
</table>
30-60-90 Day Plan

**Learning**
- Perfect your “stump speech”
- Equip yourself with a succinct introduction of your targets.
- Schedule meetings with relevant team members.
- Clearly communicate the plan to all campus stakeholders.
- Provide opportunities for collaboration
- Begin forming professional relationships with coworkers.
- Learn about your students and colleagues
- Identify the accountability partner the principal will communicate progress
- Finally ensure you establish your key markers of success. This will be an important topic of review after 90 days.

**Leading**
- Conduct walk-throughs aligned to the targeted goals.
- Gather and analyze walk-through data to monitor and provide feedback.
- Provide specific, prescriptive feedback.
- Plan job-embedded professional development aligned to targeted goals.
- Celebrate successes.
- Schedule meetings with accountability partner to communicate progress.

**Transformation**
- Conduct a campus learning walk with teacher leaders to examine campus artifacts related to improvement targets.
- Share learning walk findings with staff.
- Protect targeted improvement efforts by retaining focus and avoiding additional initiatives.
- Analyze the progress toward targets.
- Dodge identified barriers.
- Celebrate success to build capacity.
- Schedule meetings with accountability partner to communicate progress.
Step 1: Create Instructional Playbook

- Create an Instructional Playbook

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Smiley Middle School Instructional Playbook is about providing a clear and consistent set of effective instructional practices that all teachers will use to ensure success for all students.

**Think, Pair, Share & QTPSR**
*Why:* Provide structure and accountability for student collaboration

*How:*
1. Ask a question or give a prompt
2. Give silent think time
3. Direct students to share for a specified amount of time
4. Use randomization to call on some students to share their response with the class

**Content Enhancement Routines**
*Why:* Ensure content is comprehensible and accessible / develop independent thinking skills

*How:*
1. Plan device ahead of time, including how to integrate student collaboration
2. Use CUE DO REVIEW process with LINKING steps.
3. Guide students to organize devices into notebook or folder

**Brain Breaks**
*Why:* Students need to change state the number of minutes per their age because research says they have stopped focusing after those set number of minutes.

*How:*
1. Determine average age of students in your class
2. Plan for movement or student talk every set number of minutes
3. Increase variety of activities for breaks

**Randomization**
*Why:* Ensure all students are active participants in and feel accountable for academic discussions

*How:*
1. Set up a method (popsicle sticks, name picker app, etc.)
2. Ask a question
3. Provide wait time
4. Pull a name
5. Thank them for contributing

**Talk Read Talk Write**
*Why:* Provide structure for thoughtful reading and discussion about a passage—enhance the writing process

*How:*
1. Ask a question related to the reading
2. Direct students to discuss
3. Students read the selection
4. Restate the question
5. Direct students to discuss
6. Ask students to write about their answer

**So What????**
The Smiley Middle School Instructional Playbook will ensure all students have consistent access to effective learning environments across our campus.

**Extend:**
Practice these strategies in your class. Ask peers, coaches, or administrators for help and feedback with these strategies. Expect these strategies to be part of any observation or evaluation.

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Step 4-6: Implement and Monitor Playbook

Step 4: Professional Development
Step 5: Implement
Step 6: Monitor and Support
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### Think, Pair, Share & QTTPS

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Professional Learning:

- Randomization PD provided by instructional coaches during meetings
- Leadership Commitment to model Randomization at each subsequent PD/Faculty Meeting
Communicate:

- Principal at Faculty Meeting:
  - Why we chose Randomization
  - All classrooms will utilize this strategy
  - Admin and LT walkthroughs to provide feedback during the next 2 weeks
  - GOAL: 100% of classrooms utilizing Randomization

- Instructional Coaches follow up during Collaboration Meetings
Walkthroughs & Feedback:

- LT Coordinate walkthrough plan to optimize walkthroughs during the 2 weeks
- Administrators, Coaches & Teacher Leaders provide specific feedback on Randomization
  - Celebrate when observed
  - Support when not observed
- Ongoing dynamic PD/Communication
Collaborate on Next Learning:

- Administrators, Coaches & Teacher Leaders meet to share walkthrough data
- Did we meet our goal?
  - YES? Choose the next change cycle.
  - NO or Approaching? How will we respond/support?
Mid-September → October
Randomization (4 wks) Successful; coaching for the few teachers who needed further support

October → December
Think-Pair-Share (6 wks) Walkthrough data showed little improvement → maintain focus next cycle

January → February
QTPSR and TRTW Focused PD on Teacher Learning Day in January → met goal

March → April
Student Movement/Brain Breaks Some success but will continue focus through the end of the year
Smiley’s Outcomes

TELPAS

- 80% of ELL’s made more than 1 year’s growth

Growth Data

- Top 25% of the state in overall growth and ELL growth (3D Growth Data)

STAAR Math and Reading

- Double digit gains in performance
E3 ExcELL Schools Outcomes

**ELL Elementary School Pilot School Results 2014-2015**

- ELL Reading: 52.6
- Non-ELL Reading: 47.6
- ELL Math: 49.4
- Non-ELL Math: 44.2

**ELL Middle School Pilot School Results 2014-2015**

- ELL Reading: 52.0
- Non-ELL Reading: 44.6
- ELL Math: 57.5
- Non-ELL Math: 47.6

E3 Alliance
Education Equals Economics
E3 EXCELL

A three-day training for campus leadership teams and district staff

- Day 1: Needs Assessment & ELL Systems Evaluation
  - Data Analysis of ELL Performance & E3 ExcELL Tool Review
  - Identify Campus Target Priorities & Create Goals for Priorities
- Day 2: Action Planning
  - Action Plan Development & Peer Collaboration
- Day 3: Refine & Implement
  - School Culture Analysis & ELL Cultural Proficiency
  - 30-60-90 Plan & Staff Accountability
TEXAS EDUCATOR APPRECIATION HAPPY HOUR!

SISTER BAR
TODAY! 4-6pm
407 Central Ave NW
(5min walk from Conv. Center)

**Free Food & Drinks for Texas Educators**
E3 Alliance is a nonprofit 501-(c)(3) organization based in Central Texas providing proven, data-driven services to improve student outcomes across the state of Texas.

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