

FRESNO COUNTY OFFICE OF EDUCATION

Final Seed Grant Report to the California Partnership for the San Joaquin Valley English Language Learner Leadership Academy

The purpose of the English Language Learner Leadership Academy is to provide districts and schools with research-based curriculum, instruction, and intervention strategies required to ensure equitable access and accelerated learning of English Learner students.

Components of the strategic action plan proposal include:

Goal 1 Increase the achievement level of students, schools, and school districts in the San Joaquin Valley.

Objective A Implement a school and school district support system through County Offices of Education.

Objective B Implement a curricular and instructional program to ensure all children are able to read at or above grade level.

Objective D Establish an executive leadership academy to train principals of low-performing schools in turn-around educational and management services.

http://www.sjvpartnership.org/uploaded_files/WG_doc/ELLLASchedule.pdf

Through the cooperative effort of eight county superintendents, the 2007-2008 English Learner Academy for Superintendents' Leadership Teams (Cohort I) was developed. 84 participants from 16 districts/schools were able to attend either a north or south Valley location. Academy participants were provided with instructional sessions that addressed research based best practices in the areas of systems development, culture, curriculum, assessment, instructional strategies, instructional programs, learning styles, and professional development. Additional excursion opportunities were available to support efforts to implement and monitor practices relevant to the challenges faced by Second language learners. Local school practitioners were invited to share their programs and strategies that have proven successful in accelerating EL student learning.

To incorporate the components of a Professional Learning Community, time was provided during each session for leadership teams to discuss and evaluate current practices in their schools. A coach from each of the eight County Offices of Education assisted teams during and between sessions to determine action, ensure fidelity of implementation of practices and programs, and monitor for effectiveness.

EVALUATION OF SESSIONS

At the end of each session, participants were asked to evaluate session's activity in relation to the information each provided or the discussion it prompted about English Learner students in their district or school. Results indicate a high level of participant satisfaction:

Rating scale ranged from 1 (*lowest*) to 5 (*highest*)

Average rating per session:

Session 1	Written responses	Session 5	4.5	Session 8	4.7
Session 2	4.3	Session 6	4.5	Session 9	4.0
Session 3	4.2	Session 7	4.6	Session 10	Written Responses
Session 4	McREL				

Average Rating 4.4 out of 5

DATA COLLECTION

Two forms of data have been collected and compiled for county offices, districts, and schools that attended the 2007-2008 EL Academy Cohort I--California Standards Test (CST) academic achievement data and participant survey information.

- CST data was compiled showing percent of growth for all students in grade levels 2-11 in Language Arts and Math, as well as for English Learner students in the same grades and content areas.
- Participant Survey information was collected from Academy participants. Participants were surveyed to determine the level to which attendance at the Academy influenced their thinking about Best Practices presented during Academy sessions. It also surveyed the level of implementation of those Best Practices. Results were compiled through Zoomerang.

NOTE: Student academic data is baseline data only and is not used to draw conclusions.

- 2008 academic assessments and participants survey information has provided baseline data as to how English Learners have progressed in the areas of Language Arts and Math, as well as the degree to which participants were influenced by information presented at the Academy. The Academy Director will continue to monitor future assessment results for EL students in participating schools.
- The EL Academy sessions concluded in September of 2008 and Cohort II began with different school leadership teams. Cohort I participants indicate they would favor future meetings and updates.
- No Child Left Behind mandates that English Learners make academic targets, yet many second language learners struggle to meet increasing performance goals. School leaders must continue to implement educational programs and practices that will ensure access, opportunity, rigor, and assessment growth for EL students. On-going opportunities, funding, and professional development is needed to continue the promising work begun with the district and school leadership teams of the 2007-2008 EL Academy.