

EL Task Force Update



**Downtown College
Prep**

**Roadmap for
English Learner
Success**

April 2021

Fall Recommendations:

- By September 26, the DLDS will record and share with teachers a webinar modeling how to access and interpret growth trends (longitudinal data) for English learners' language development and how to use the data to plan Designated and Integrated ELD.
- Sites will prioritize lesson planning for Designated and Integrated ELD by providing at least 30 minutes each month for collaborative planning during PD time.
- By December 1, members of the EL Task Force will interview at least 4 English learners from each site, including at least one student who is a newcomer and at least one student who is a long-term English learner, to learn about their experiences at DCP.

EL Task Force Update

December Focus:

1. EL/RFEP Monitoring Data
2. Dually-identified Students
3. Impact of PD
4. Parent Communication

So...?

Dually-Identified Students

- 1161 students - total
- 454 English learners (39.1% of all DCP students)
- 180 students have an IEP (15.5% of all students)
- 125 students are **dually-identified**
 - 10.8% of all DCP students
 - 27.5% of students identified as English learners

Recommendations to Senior Leadership

1. Sites will prioritize lesson planning for Designated and Integrated ELD by scheduling at least 30 minutes each month for collaborative planning during PD time. (repeat recommendation)
2. DCP Leadership will focus more on increasing student production of academic language (including overlap with AVID goals) during leadership meetings, org-wide PD, and site PD.
3. Director of Special Ed, in partnership with the Director of Learning Design & Systems and Site Administrators, will develop and train partners on a clear process for redesignating students who are dually identified and ensure that teachers understand why some students require alternate pathways.