Central School District 13J

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Program Plan for

English Language Learners

Prepared for Submission to the

Oregon Department of Education

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**Central School District 13J**

**Program Plan for Serving English Language Learners**

**Spring 2013**

**Introduction**

Central School District’s Program Plan for Serving English Language Learners (ELL) is a component of the Continuous Improvement Plan (CIP) and is prepared separately, as a CIP addendum, for three primary audiences. First, for all interested individuals – staff/parents/community at large - this document describes the philosophy, pedagogy and services that constitute the planned educational opportunities for this district’s population of English language learners. Second, this document is prepared and organized so that those by whose authority this plan will be approved and implemented (the Central School District Board of Directors and the Oregon Department of Education) may find described herein all of the components of a program not only compliant with state and federal regulations, but also a program plan that promotes research-based educational services of the highest quality for Central School District’s ELL students. For this purpose, the document is organized around the “Oregon Department of Education Title III: Local Plan Rubric 2013-15” structure. Third, and most pragmatic, this document is prepared as a “guidance manual” for district instructional staff. As such, this plan is intended to demonstrate the district’s expectations related to all aspects school-level and district-level services for the district’s English language learner population.

**Section 1: District Demographics**

**Question 1:**

Central School District 13J includes five schools:

* + Central High School,
	+ Talmadge Middle School,
	+ Ash Creek Elementary,
	+ Independence Elementary
	+ Monmouth Elementary

**Question 2:**

* District total enrollment as of May 22, 2013: 2,875

**Question 3:**

* Ethnic diversity:
	+ 2.363 White
	+ 44 Black
	+ 18 Native Hawaiian or other Pacific Islander
	+ 414 American Indian/Alaska Native
	+ 36 Asian

**Question 4:**

* Total District ELL as of May 2013: 567

**Question 5:**

* ELL in Special Education: 87 (15.34%)

**Question 6:**

* ELL in Talented and Gifted: 1 (0.002%)

**Question 7:**

* Two Title 1A Targeted Assisted Schools: Ash Creek Elementary, Monmouth Elementary
* One Title 1A School-Wide School: Independence Elementary

**Question 8:**

* In 2011-12, the number and percentage of English learners in the district showing progress towards proficiency (AMAO, Criteria 1): 228 (40.7025%)

**Question 9:**

* In 2011-12, the number and percentage of students in the district identified as English learners for five or more years exited from an ELD program (AMAO, Criteria 2A): 57 (9.5798%)

**Question 10:**

* In 2011-12, ELL students exited from a five-year program (AMAO, Criteria 2B): 24 (25.3886%)

**Question 11:**

* In 2011-12, ELL students on Year 1 Monitoring status: 64

**Question 12:**

* In 2011-12, ELL students on Year 2 Monitoring status: 62

**Question 13:**

* In 2011-12, monitored students who re-entered ELL program: 0 (0%)

**Question 14:**

* 2011-12 Oregon Statewide Assessment results for ELL sub-group (AMAO Criteria 3)

**Question 15:**

* English Language Arts: Did Not Meet
* Math: Did Not Meet

**Section 2: School District Information on Program Goals (OCR Step 1)**

**Question 16:**

There are three main threads to the district’s ELL programs: Contextual ELD, Early-Exit Spanish Literacy and Comprehensible Content instruction in core classes. Central School District’s Program Plan for English Language Learners is an early-exit transitional bilingual education approach for Spanish-speaking students in grades K-3. Late-exit transitional bilingual program services are available in the 7th and 8th grade for ELL students who arrive after their third grade year and/or who still need additional time when entering the middle school to be fully proficient in Spanish and English. Beginning in the 2013-14 school year, after the reconfiguration of Central’s schools is implemented, all three schools serving elementary level students with a kindergarten through grade five configuration will be using the early-exit approach. The expectation is that most ELL students who begin school in the district at K/1 will reach proficiency and exit ELD services by the end of 5th grade. The district’s professional development action plan contains steps to prepare staff for the instructional supports necessary to speed transition to English for ELL students who are continuously participants in the district K/1-3 early-exit transition program. Secondary-level ELL students who arrive with little or no English proficiency and K-12 ELL students whose primary language is not Spanish receive a structured immersion approach with sheltered English support.

**Philosophy**: Based on the research noted in the next section, Central School District’s ELL program - providing ELL students with opportunities for native language literacy development, full proficiency in English, and complete access to content instruction - is grounded in a philosophy that values and builds upon cultural appreciation and relevance. Central School District provides staff development and resources to enable staff to regularly use:

* Culturally responsive teaching methods,
* Cooperative learning,
* Reciprocal Teaching: Instructional conversations to build on background knowledge and encourage higher-level thinking,
* Constructed Meaning
* SIOP
* GLAD
* Contextual ELD
* Cognitively-guided instruction, and
* With careful attention to the purposes and appropriateness, technology enriched instruction is also used.

The philosophy upon which Central School District designs its program for ELL students also includes the recognition that English proficiency is essential for all students. Although stated as a goal of the program, part of the district’s ELL program philosophy includes a belief that it is the responsibility of the district to assure that each English language learner is afforded every opportunity to become fully proficient in English. The district’s philosophy also includes a value for bilingualism.

**Question 17**

**Relevant Research**: Both James Cummins and Tove Skutnabb-Kangas provide theoretical support for a transitional bilingual educational approach building on native language skills. Researchers Virginia Collier and Wayne Thomas have demonstrated the advantage of sustained native language development as a means to higher academic outcomes for students. Linda Northcutt Gonzales, a prominent advocate for sheltered English teaching provides a basis for the sheltered English portion of the district’s ELL program, and the staff development used by the district to support sheltered instruction is based on material from Jana Echevarria, MaryEllen Vogt, and Deborah J. Short. The research-base for the district’s philosophy related to the importance of culturally responsive teaching is provided by Padriónand Waxman.The district’s decision to move towards Contextual ELD across the curriculum is based on a partnership with Western Oregon University’s College of Education and the works of the following researchers: C.L Brown, 2007, ELL and content reading; Michael A Lewis, 2005, lexical views of language; M. H. Long, 1997, task based language; A. Creese, 2010, content focused classrooms and ELD teachers; and L.C. Welsh & K. L. Newman, 2010, content ESL.

**Goals:** Central School District’s ELL program includes five measured goals. (See questions 18-22) Primary, or home language literacy, including the district’s efforts in providing an early-exit transitional bilingual learning environment for the Spanish-speaking ELL majority, facilitates the attainment of the ELL program goals.

**Question 18**

Goal 1: Our goals are consistent with the state’s AMAO targets. In 2013-14 a minimum of 66% of ELL students will move at least one proficiency level higher, a minimum of 21% of all ELL students receiving ELD services will exit and a minimum of 32% ofall ELL students who are receiving ELD services and have been in the program for 5 or more years will exit.

**Question 19**

Goal 2: The district’s ELL subgroup will Meet or Exceed the standards as measured by OAKS Reading and Math requirements.

**Question 20**

Goal 3: The district will use a myriad of data sources, including, but not limited to, ELPA, OAKS Reading and Math, ADEPT, Woodcock-Muñoz Revised Language Survey English, DRAs, Running Records, Gap Finder, high frequency words, and other formative and summative assessments. The expectations for measurable minimum achievement are meeting the AMAO requirements and consistent growth on ADEPT that reflects a minimum growth of one proficiency level per year. Students who are tested using the Woodcock-Muñoz for exiting purposes will attain an average score of an 80 RPI or above in the areas tested. The formative assessments such as DRAs, Running Records, etc. will reflect adequate growth for students at each grade level between testing periods when compared to proficient native English speaking students from their grade level.

**Question 21**

Goal 4: The measures used to determine the effectiveness of the core content goal are periodic and regular reviews of state assessment data, student achievement as reflected by grade and progress reports, Easy CBM for Reading and Math outcomes and local formative assessments. The expectations for measurable minimum achievement are OAKS scores consistent with the growth model provided by ODE, a minimum of one and a half year’s growth in academic areas for struggling and below grade level performing students and one year’s growth for students performing at grade level.

**Question 22**

Goal 5: The district monitors State Assessment data on a yearly basis for the ELL subgroup, as well as after each round of testing. Grade and report card data is monitored after each publication and reviewed for needed academic interventions. This information is used to make decisions such as number and types of support classes made available for the ELL students and/or need for further staff development in specific areas to mitigate any areas of weakness in ELL student performance.

**Questions 23**

While the district carries out a review of State Assessment data on both the yearly and post testing session time periods for all students, the grade and report card data monitoring is unique to the ELL sub-group. This reflects a much larger percentage of time and oversight spent in supporting improvement for the ELL students’ academic achievement.

**Question 24**

These goals reflect the state’s goals for overall educational programs and the college/career ready standards. In addition, our district goal of supporting school improvement so that all Central 13J schools will be in the top 10% of 4A schools in academic ranking by the end of this year will be achieved by rigorous adherence to the highly structured components of the district’s ELD program.

**Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

**Question 25**

**Procedures:** ELL students who enter Central School District follow the same procedures for enrollment as all other students. The identification of students with a Primary or Home Language Other Than English (PHLOTE) occurs as a standard part of the enrollment process.

**Question 26**

At the time of enrollment, all parents or guardians are provided the registration forms and a Home Language Survey (HLS) in both English and Spanish (see Addendum, Document 1).

**Question 27**

1. Parents or guardians are provided registration forms and a Home Language Survey (HLS) in both English and Spanish from the building secretary.
2. The Home Language Survey is maintained in each student’s cumulative file on a permanent basis. A copy of every HLS, **regardless of responses** marked on the form, is sent to the District ELL Specialist within two school days. The registration forms are reviewed by office personnel. If the parent or guardian has indicated a language other than English on any section numbers 3 through 8, the student is referred to the building ELL program team for assessment.

*The first three procedures apply to all students.*

*The following steps apply* ***only*** *to students of any race/ethnic group with a PHLOTE.*

1. Within five days of registration potential ELL students are assessed for meeting program requirements. The assessments include the Woodcock-Munoz English Language Survey Revised, along with a student interview. Other information collected includes previous bilingual instruction, writing samples and an informal assessment of basic skills.
2. The school ELL program team reviews registration documents, assessment and interview notes to determine qualification and type of program service.
3. Students qualify as ELL with a RPI score between 0 and 80 on the Oral Language TTL, Broad Reading TTL, Listening and Applied Language subtests on the Woodcock-Muñoz Language Survey. These students are then given the ADEPT for placement within the ELD program.
4. If a student qualifies, he or she receives appropriate educational services within ten days from date of registration.
5. At the start of the school year the initial assessment process, to the point of notifying the parent, takes place within 30 days. During the school year the same process takes place within 10 days.
6. Students with a PHLOTE who demonstrate proficiency in English are monitored by a staff member to ensure the student is successful in his/her academic achievement and that any academic difficulties are not related to language.

**Question 28**

All of the above procedural steps apply for students of all race/ethnic groups who may need language development. This includes Native American students whose home language may be English but whose language is not developed to a level of academic proficiency that would allow them to fully participate without further support in the main stream classrooms. If their home language is other than English the procedures in Question 27 would automatically apply.

**Question 29**

When the parent needs bilingual assistance in Spanish, arrangements are made for that assistance by a member of the school’s staff. Each school in the district employs individuals who are bilingual in English and Spanish who are trained to provide this type of assistance. When bilingual assistance is necessary in a language other than Spanish, arrangements are made for an interpreter by the principal and/or the ELL program coordinator. Western Oregon University typically assists in identifying resources for translation and interpretation when the languages are not represented by any staff member employed by the district. When assistance with translation requires assistance from outside the district, these services are routinely provided within 5 school days.

Students who have already been identified as qualified for Special Education, upon arrival in the district, are tested using the Woodcock-Muñoz, with consultation from the District Special Education Coordinator regarding the impact of their disability when interpreting those test results.

**Question 30**

Students are tested using the Woodcock-Muñoz Language Survey Revised English.Students qualify as ELL with an RPI score between 0 and 80 on the Oral Language TTL, Broad Reading TTL, Listening and Applied Language subtests on the Woodcock-Muñoz Language Survey.

**Question 31**

The District’s ELL Coordinator is a certified Woodcock-Muñoz trainer. All personnel who administer the test are certified teachers who have been properly trained by the district’s Coordinator. An annual review of test administration training is conducted at the beginning of each school year. Periodic review of testing practices by the district ELL Coordinator is also undertaken to ensure fidelity and accuracy of test results.

**Question 32**

The scores from administering the Woodcock-Muñoz are posted on a secure shared drive, with access granted to the building ELL teams and building administrators. Teachers are informed of the results of this testing for students who are in their class(es) by the building ELL team lead.

**Question 33**

The test protocols and results are placed in the student’s CUM folders. The overall score is posted by either the building ELL team lead or the District ELL Coordinator to a building spreadsheet that is maintained on a secured drive that also contains all other pertinent assessment data for the ELL students attending that building such as OAKS scores for Reading and Math, ADEPT test scores, etc.

**Question 34**

Notification of parents once eligibility has been determined takes place within 10 school days of enrollment. Parents are notified by the building administrator and are sent written notification. (See Transact form in the Appendix.)

**Questions 35**

The Transact Parent Notification of Placement forms are available in all the major languages. This translated form is sent, along with a copy in English, to all families upon identification.

**Section 4: Program of Service for English Language Learners (OCR Step 4)**

**Questions 36 & 37 –** All services are provided at the student’s home school.

**Elementary Schools**

All ELD Proficiency levels:

* Early-Exit Bilingual classrooms for Spanish speakers at all elementary schools through third grade by highly qualified bilingual classroom teachers
* Contextual ELD instruction at instructional proficiency level for all ELLs within their homeroom classrooms by highly qualified teachers who have received training in Contextual ELD
* Classroom placement with highly qualified classroom teachers trained in GLAD and other sheltered techniques for those ELLs not participating in the Bilingual strand in grades K-3 and for all ELL students in grades 4 and 5
* Support materials in Spanish for those students at a Beginning or Early Intermediate proficiency level at the upper grade levels in the core content areas of Reading, Math and Social Studies
* Bilingual Teachers and/or Instructional Assistants who can provide additional classroom support at the upper grade levels

**Middle School:**

Instructional Proficiency levels 1 & 2:

* + - Contextual ELD instruction is under development
		- Traditional ELD instruction for a single daily class period
		- Core Content instruction in Reading, Math and Social Studies in Spanish for Spanish speakers
		- Sheltered classroom for core content for non-Spanish speakers
		- Sheltered classroom instruction for all other content areas

Instructional Proficiency levels 3, 4 & 5:

* + - Contextual ELD instruction is under development: implementation is scheduled to take place one grade level at a time throughout the 2013-14 school year and will be a collaboration between the Language Arts teams and the ELD teacher. Students will continue to receive ELD instruction for a single daily class period.
		- Traditional ELD instruction for a single daily class period until the transition to Contextual ELD is complete
		- Sheltered classroom instruction for all content areas

**High School**:

Instructional Proficiency levels 1 & 2:

* + - ELD instruction at instructional proficiency level
		- Core Content instruction in Reading, Math, Science and Social Studies via online learning tools and/or Bilingual teachers

Instructional Proficiency levels 3, 4 & 5:

* + - Contextual ELD instruction is under development: implementation is scheduled to take place one grade level at a time throughout the 2013-14 school year and will be collaboration between the Language Arts team and the ELD teacher. Students will continue to receive ELD instruction for a single daily class period.
		- Traditional ELD instruction for a single daily class period until the transition to Contextual ELD is complete
		- Sheltered classroom instruction for all content areas
		- Academic Study Halls for struggling ELL students

**Question 38**

All secondary teachers in the core content areas have been trained in SIOP. Reciprocal Teaching training is in process with approximately one third of the core content teachers having been trained. Additional teachers will be trained as resources are located. At the elementary school level, a significant percentage of teachers have been trained in GLAD with more trainings planned. The direct purpose of this is to improve student access to core content. All teachers have received training in language acquisition theory.

This ELL plan includes expectations regarding the accessibility for other district programs for ELL students, including but not limited to the following:

* Students have access to all regular and elective classes, with language support as needed. This includes such classes as Performing and Fine Arts, Technical/Career,
* Students are also eligible and encouraged to participate in any sports program or other extracurricular activities sponsored by the school as long as they meet the minimum academic requirements
* Library: A portion of the library collection in each school contains materials in Spanish. ELL students have access to the school library in the same manner as all other students in their respective schools. If a Spanish-speaking ELL students needs support in using the library, it is provided by an ELL teacher and/or Spanish-English bilingual assistant. All of the school libraries continue to stock and add titles in students’ languages as appropriate to the district’s ELL language groups.
* Advanced Placement Classes/Honors Classes**:** ELL students who are referred for Advanced Placement or Honors classes are considered for enrollment. AP instructors are trained in differentiated instruction and ELL students may also have a bilingual assistant available to assist them.
* Counseling Services: The district makes every effort to hire Spanish-English bilingual counselors. At a minimum, students receiving assistance from a school counselor are provided with an interpreter.
* Teen Parents: When an ELL student is also eligible to attend the teen parent program, appropriate ELD, and bilingual or sheltered English services are available to support the student in meeting graduation requirements.
* Alternative Schools: ELL students who are referred by a multi-disciplinary team or who request placement in one of the district’s alternative schools are assured access to appropriate ELD, and bilingual or sheltered English services.
* After School and Extended Year Programs: The district offers a variety of educational support programs that extend instructional time and vary learning opportunities. These services are open to ELL students on the same basis as they are available to all district students. To assure full access, all district extended time programs are staffed with Spanish-English bilingual individuals.
* Special Education: ELL students at all grades K-12 may be referred to special education and they are served when they qualify. The initial referral process begins with a multi-disciplinary team (MDT) meeting. Non-English and non-verbal instruments are used such as the Woodcock-MuñozProficiency Test in Spanish, the Spanish language version of the Woodcock Psycho-Educational Battery, *La Bateria,* portions of the Woodcock Johnson Test of Cognitive Abilities, andthe Universal Nonverbal Intelligence Test (UNIT). Directions for non-verbal tests are translated and/or interpreted for non-English speaking students by interpreters in the student’s home language.
* The placement of any student in Special Education is dependent on many components. The district uses a Minority Assessment Packet, including Collier’s Acculturation Checklist, Resiliency Checklist and Sociocultural Checklist, that is designed to assure a complete, well documented assessment. Included in the packet is a thorough student and family history interview form that is conducted by a trained bilingual person. The packet contains numerous steps and checkpoints to guide the team through the process. Students are placed in classrooms based on the multi-disciplinary team assessment and language proficiency in English. In a situation where an ELL special education student is being taught by a teacher who is not bilingual, the teacher is trained in sheltered English strategies and/or is provided with a bilingual assistant.
* Talented and Gifted (TAG): The district offers talented and gifted education in the regular classroom by the classroom teacher. The students are assessed in all content areas for rate and level of learning. The classroom teacher modifies and adapts the curriculum to meet the child’s assessed rate and level of learning. ELL Spanish speaking students who are referred are tested in both Spanish and English, as appropriate. ELL students with a non-English primary language other than Spanish are given non-verbal tests with an interpreter from that student’s home language.

Identification of TAG students uses a case-study process. The team makes use of teacher and parent aptitude checklists, standardized test data and/or Oregon Statewide Assessment, indicators of accelerated rates of learning and work samples that demonstrate acquisition of concepts and information regardless of the proficiency of language. An ELL student would not be given an English standardized test unless the student’s English proficiency level was a 3-4 or better in the language(s) tested.

If the information and data are inconclusive and the team still feels the student is gifted or talented but they are unable to document that in the usual ways, the student can be identified as in the “Potential to Perform” category and a portfolio is established to collect additional information. ELD and sheltered teachers provide appropriate modifications and adaptations for ELL-TAG students.

**Question 39**

* All of the district’s elementary teachers have received a minimum of 16 hours in a focused, systematic ELD approach to ensure they understand language acquisition.
* All of the district’s elementary teachers have received a minimum of 20 hours training in Contextual ELD through Western Oregon University’s College of Education.
* At the elementary level, classroom teachers who work with ELL students have been, or will be by June 2014, trained in Guided Language Acquisition Design. It is the expectation of the district that GLAD strategies be used on a regular and on-going basis and the fidelity of implementation is monitored and evaluated by elementary principals and the district-level supervisory staff.
* At the secondary level, teachers providing ELD are ESOL endorsed and have received 20 hours of training in a focused, systematic ELD approach.
* All secondary level ELD teachers and some Language Arts teachers have been trained in Contextual ELD. Further training of the remaining secondary Language Arts teachers will take place during the 2013-14 school year
* All secondary level ELL students are scheduled in content-area classes with the 90% of secondary-level sheltered content teachers who are trained and implementing SIOP strategies with fidelity as monitored and evaluated by the secondary principals and with district supervisory support.
* Twelve of the secondary content area teachers have been trained in Reciprocal Teaching, a literacy intervention program designed to support ELL and other struggling students in attaining academic literacy across the content areas. Additional teachers will be trained as funds become available.
* In addition to GLAD and SIOP (as well as woven into GLAD and SIOP) the district provides staff development opportunities to equip teachers to use strategies proven to work effectively with ELL students, including but not limited to:
* Helping students draw upon their home and previous life experiences and making a connection to the subject/content being taught.
* The use of a wide range of differentiated teaching strategies and varying the instruction to include all learning styles as these variations fit into the subject matter being taught.
* Encouraging students to learn about one another’s cultural heritages, expressing value for the cultural heritage(s) of each student, and drawing from their own cultural heritage to make connections with the content being covered and with the Independence-Monmouth community’s cultural diversity.
* Wherever it is appropriate to the ELL and the subject matter, technology enriched experiences are added.
* Cooperative learning techniques
* “Rich” intellectual conversations about topics being explored are encouraged in all content studies, and specific oral-language development is woven into the ELD curriculum.
* The use of meta-cognition strategies to encourage students to “think about their thinking”.

**Question 40**

The standards and criteria used are based on recommendations from ODE, proficiency levels of students and research supported practices. (See earlier references to research based practices.) The process for selecting these standards and criteria involved a team based approach with input from district personnel, University professors, parents and community members. The district guarantees a minimum of 30 minutes per day of Contextual ELD for all ELL students at the elementary level (20 minutes daily for Kindergarten). At the secondary level ELL students receive one class period per day for levels 3-5. Levels 1 & 2 proficiency students vary between one and two class periods of ELD daily. In addition to a class period a day at the secondary level, struggling students (those who are failing one or more classes) are also enrolled in a Structured Academic Study Hall to ensure their continued access and support to the core content area.

**Section 5: Staffing and Resources (OCR section 5)**

**Question 41**

At the elementary level there are 55 classroom teachers who are trained in Contextual ELD. At the secondary level there are 3 ELD teachers and 4 Language Arts teachers who have been trained in Contextual ELD. An additional 12 Language Arts teachers will be trained in Contextual ELD during the 2013-14. There are 12 bilingual classroom teachers at the elementary level and two bilingual classroom teachers at the secondary level. There are 43 classroom teachers at the elementary level who have either been trained in GLAD and sheltered instructional techniques or will be trained during the 2013-14 school year. At the secondary level there are 41 teachers who have been trained in SIOP.

**Question 42**

Priority is given to ESOL endorsed teachers. All certified teachers in the language development program are required to have additional training in language acquisition and Contextual ELD. Teaching assistants in the program are encouraged to and reimbursed for participation in the Contextual ELD trainings. All instructional staff, including Instructional Assistants, meet OAR requirements. This is verified by the Human Resources Department.

**Question 43**

The Human Resources Department uses the criteria of Teachers Standards and Practice Commission, Oregon Administrative Rules and District Board Policy to determine qualifications of instructional staff assigned to language development programs. All teachers are highly qualified, with appropriate licensure and required endorsements.

**Question 44**

The district will only consider highly qualified applicants when filling vacancies in the language development program. Human Resources attends career fairs, collaborates with university teacher placement departments, at times recruits out of state, and encourages current staff to obtain pertinent endorsements via a tuition reimbursement program. Any new hire who is highly qualified, but who has not been trained in Contextual ELD will be trained within one month of their hire date.

**Question 45**

A planned course of study in English Language Development, appropriate to the age/grade of the ELL and the level of English proficiency of the learner is offered K-12. This course is aligned with state English Language Proficiency content standards. Instructional materials have been adopted to assist teachers in the delivery of the curriculum designed to meet the ELP standards. The district adopted materials, *Treasure Chest* (used in the elementary grades), *Highpoint* (used at middle level grades), and *Visions* (used grades 9 through 12) along with Summit as a supplementary material at the secondary level, are used to support our current transition to Contextual ELD. Teachers at all elementary schools and across all English proficiency levels provide instruction in ELD and are expected to implement the district’s standards-aligned curriculum with fidelity by tying it to familiar content they are teaching throughout the rest of the day. At the secondary level the ELD teachers will collaborate with the Language Arts teachers at each grade level to create and implement ELD instruction that is tied to the Language Arts curriculum in order to provide Contextualized ELD instruction. The ELP assessment tool, ADEPT, is currently used for formative assessment purposes (as well as for initial placement), and with the completion of staff development activities, ADEPT will also be used as one of the district’s ELP formative assessment tools. In addition, the district is using a rubric for assessing speaking and writing that was modified by the university professors who are in an ELD partnership with the district.

**Question 46**

In the 2013-14 adoption cycle, close attention will be paid to procuring materials that support the Contextual ELD and language acquisition programs. Thereafter, an annual review of the efficacy of those materials will take place at the end of each school year. When the next ELD adoption cycle takes place, materials will be reviewed for their applicability to the Contextual ELD model.

**Question 47**

Due to the nature of Contextual ELD, virtually any materials can be used to support English language acquisition. If the district were to find itself unable to afford a full adoption of new materials for ELD, it would ensure high quality language instruction through continued professional development of its staff, possible purchase of supplementary materials through used book sources, sharing with other districts and collaboration with the university.

**Section 6: Transition from English Language Development Program (OCR step 6)**

**Questions 48**

Central School District’s exit criteria and reclassification process applies to students in grades 4 through 12. Due to the district’s bilingual program model, ELL students in grades kindergarten through 3 would not, under typical circumstances, be considered for exit. Students who are not participating in the bilingual program at the elementary level may be considered for exit at earlier grades. Each school forms an ELL program exit team, and that team typically meets in the spring. However, an ELL exit team may be called together at any time an individual student is being considered for reclassification and movement out of the structured ELL program and into a two-year “monitoring” status.

All students being considered for exiting will have a portfolio review. This portfolio will include at least 2 writing samples that have not had teacher or peer editing or input, and examples of work from their core content areas. Each member of the school’s ELL exit team completes a “Teacher Recommendation for Exit” form (see Addendum, Document 2). Next, referring to anecdotal information and formative data noted on the Teacher Recommendation for Exit” form and an evaluation of their portfolio, the exit team discusses their individual assessments of how likely each student being considered for exit will be successful participating in the regular instructional program that would be available to the student without special assistance. Students who have been identified as qualifying for Special Education are reviewed with consideration given to their specific disability. Those students who meet the criteria other than that related to their specific disability are exited from the program.

Those students who received a 5 on ELPA who are considered not yet ready for exit by the exiting team will be retained in the ELD program the following school year. In this case their portfolio must demonstrate that they have clearly not met the criteria for exiting, despite their score of a 5 on ELPA. In order to be retained they must have a portfolio review by the exit team that includes the same components as those that are required for the students exiting with a 4 on ELPA. In this case their Woodcock-Muñoz score would be below the expected level listed in Question 49, their writing samples would clearly demonstrate consistent ELL grammatical errors, etc.. Instructional interventions will be put in place to address specific language deficits in their ELD classes. Those interventions may include additional ELD time, tutoring, and targeted placement in their content classes with teachers who are trained to support language acquisition in the content areas. Their progress will be closely monitored the following year, with consideration for exiting taking place mid-year, and if still retained, again at the end of the year after receiving their latest results on ELPA.

**Question 49**

Students in grades 4 through 12 who receive a 5 on ELPA, the state’s English Language Proficiency Assessment, are automatically considered for exiting. Students in lower grades who are not in the bilingual program may also be considered for exiting. However, the evidence that they are ready to exit must be compelling. Students who receive a 4 on ELPA may also be considered for exit if they are within two RIT points of a 5 for their grade level and there is sufficient evidence in their work portfolios. Another objective criteria related to English proficiency is added to professional perceptions. The Woodcock-Muñoz Language Survey, a nationally normed and widely accepted assessment tool, is used to assess the student’s English language skills in oral language, reading, writing and listening. A score considered appropriate for reclassification from ELL to English proficient/exit is an average minimum RIT score of 80 on the Oral Language TTL, Reading TTL, Listening and Applied Language TTL subtests.

Objective criteria, related to the student’s academic achievement in core subjects, is added. Oregon Statewide Assessment scores in English Language Arts are considered, but not used as required exit criteria. A minimum of 2 writing samples are also be used for the exit team’s consideration. Writing samples are evaluated using the speaking and writing scoring rubric developed by the professors from Western Oregon University’s College of Education that are involved in a partnership with the district. An average score of no less than 5.5 is expected for any student who is being considered for exiting.

When the array of criteria (the judgment of an instructional team based on a range of observable information), and the English proficiency scores indicate readiness, ELL students are determined to be proficient in English and are moved into a regular education program. For two years, each former ELL student’s academic progress is monitored. At the end of that two year period, assuming the student has continued to demonstrate success in the regular education program, the student is exited from all phases of the ELL program supports and services.

**Question 50**

The ELL Exit Team at the elementary level consists of the school’s ELL building coordinator, multi-disciplinary team which includes the sheltered classroom teacher or ELD teacher, counselor, principal and any specialist having contact with the student and the District ELL Coordinator. The ELL Exit Team at the secondary level includes the ELL building coordinator, sheltered English teachers, counselor, an administrator, the District ELL Coordinator and the student’s parent or guardian. (Note: If a parent is unable or unwilling to attend in person a phone interview may suffice.)

**Question 51**

Documentation of exiting decisions is recorded on the district Exiting form, signed by the building ELL exiting review team members and placed and maintained in their CUM folder by the building ELL team lead. The decision is then updated and maintained on the district Student Information System by the District ELL Coordinator.

**Question 52**

Former ELL students, once reclassified as English proficient and moved into the regular education program are monitored for two years to assure their continued academic success. A list of former ELL students in monitoring status is maintained at the district office and on a spreadsheet maintained on a secure district file available to each school where the student is currently attending. Every six weeks, at the issuance of report cards/progress reports, the performance of students being monitored is reviewed at the district level by supervisory staff responsible for ELL program oversight, including a building administrator, the District ELL Coordinator, SIOP/ELD coaches and the building’s ELL team lead. In addition, the ELL Building team reviews the progress of the monitored students as measured by their last report card/progress report. Anecdotal information is solicited from teachers as well as current grades, work habits, attendance information and behavior feedback. Documentation of this process is maintained on a spreadsheet located on a secure drive accessible to teachers in each building. This information is collected by the District ELL Coordinator.

**Question 53**

Criteria used for determining satisfactory progress vary with each level. At the elementary level, the report card must show satisfactory marks for core content subjects (i.e., language arts, social studies, science, and mathematics). At the middle school level, former ELL students must have a satisfactory “C” grade or higher in core content subjects. At the high school level, the exited student must maintain “C: or higher grades in all required classes necessary for credit accrual for graduation. The attendance for all monitor students is periodically reviewed as well.

In cases where the report card/progress report suggests that a student is not making satisfactory progress, the reviewer reconvenes the multi-disciplinary team/exit committee. The regular program content/classroom teacher(s) join(s) the multi-disciplinary/exit team to discuss the student’s academic performance situation. When situations indicate, a licensed representative from the Special Education program joins the team, as needed. The expanded team is responsible for a thorough examination of the student’s performance, including anecdotal information provided by team participants, to determine if the unsatisfactory progress is likely due to the student’s English language proficiency. Unless factors unrelated to English proficiency are obviously affecting the student’s academic performance, additional English language proficiency testing is conducted in order to have more current data. If Oregon Statewide Assessment scores are available, updating the information about student progress toward the benchmarks/standards since the reclassification decision was made, an analysis of these data are included as well. The data are collected and consultations with other teachers, parents, and support staff occur.

**Question 54**

* If the review suggests the possibility of a learning disability, the student is referred to Special Education, and the district’s procedures in the Minority Assessment Packet are followed.
* If the unsatisfactory progress is determined to most likely be caused by reasons other than English language proficiency, the student remains in a monitoring status, and appropriate interventions are identified within the regular school service option range.
* If English language proficiency appears to be a factor in the student’s unsatisfactory progress, the student is re-entered into the ELL program.
* Current English language proficiency levels are noted in the student records database.
* The student’s schedule is adjusted so that the re-admitted ELL student is included in an ELD class, and content instruction is provided by a classroom teacher/content teachers trained in appropriate techniques for sheltering English instruction.
* Parents are notified in writing of the change in educational services, and the student’s current English proficiency level (even when they have been part of the team discussions).

**Section 7: Equal Access to Other School District Programs (OCR setp 7)**

**Question 55**

* Special Education: ELL students at all grades K-12 may be referred to special education and they are served when they qualify. The initial referral process begins with a multi-disciplinary team (MDT) meeting. Non-English and non-verbal instruments are used such as the Woodcock-MuñozProficiency Test in Spanish, the Spanish language version of the Woodcock Psycho-Educational Battery, *La Bateria,* portions of the Woodcock Johnson Test of Cognitive Abilities, andthe Universal Nonverbal Intelligence Test (UNIT). Directions for non-verbal tests are translated and/or interpreted for non-English speaking students by interpreters in the student’s home language.
* The placement of any student in Special Education is dependent on many components. The district uses a Minority Assessment Packet that is designed to assure a complete, well documented assessment. Included in the packet is a thorough student and family history interview form that is conducted by a trained bilingual person. The packet contains numerous steps and checkpoints to guide the team through the process. Students are placed in classrooms based on the multi-disciplinary team assessment and language proficiency in English. In a situation where an ELL special education student is being taught by a teacher who is not bilingual, the teacher is trained in sheltered English strategies and/or is provided with a bilingual assistant.

After appropriate classroom interventions, acculturation studies and subsequent interventions have taken place, the expected time line upon referral for Special Education evaluation to determine eligibility is no more than 60 school days. Classroom interventions can range from 6 weeks to over a year depending on student progress. After interventions have been implemented in the classroom and the student has not demonstrated progress, the teacher refers the student to the Student Study Team. At that point additional interventions would be implemented for a minimum of 6 weeks unless other health related issues require immediate referral to Special Education. For ELL students there is an additional step taken to ensure that culture and language are not a mitigating factor. The Catherine Collier Acculturation Checklist, Sociocultural Checklist and Resiliency Checklist are administered and appropriate interventions are selected. The expected duration for interventions based on acculturation results is a minimum of 6 weeks. After a 6 week period of consistent and documented interventions the results are reviewed by the SST team and a decision is made to either attempt different interventions or to continue on with a referral for evaluation for Special Education eligibility.

**Question 56**

Upon referral from parents, teachers, self referral and multiple other sources, ELL students are tested using the UNIT and selected subtests from the Woodcock Johnson and the Bateria. Students are evaluated based on the results of these tests, teacher input, parent input and a review of the Cumulative file, including state and district assessments. Alternative criteria are used for ELL students. The district processes evaluations under the 60 school day timeline. Persons responsible are the District TAG Coordinator and the District ELL Coordinator.

**Question 57**

The district plan to ensure all ELL students have equal access to core content is managed by building administrators, counselors and the District ELL Coordinator. Classroom/content area teachers are responsible for assuring ELL student access to core curriculum. They receive staff development and resources intended to ensure that they are equipped to:

1. Properly interpret Oregon Statewide Assessment Results.
2. Create, administer, and interpret results from a variety of formative assessments.
3. Use the analysis of these results to plan instruction that is sheltered appropriately, monitor the instructional plans, and use formative assessments to evaluate ongoing progress ensuring that each ELL student has the opportunity to master, at a minimum, the state content standards assessed for the purposes of measuring Annual Measurable Objectives.
4. Self-evaluate their own individual instructional strengths and weaknesses as they pertain to providing sheltered instruction to ELL students.

Building administrators and the District ELL Coordinator use observational procedures and interactions with staff to monitor the implementation of these expectations throughout the year.

**Question 58**

The same criteria are used for identification of ELLs for Title I assistance in both our Targeted Assisted and School-Wide Title I programs. If an ELL student is reading one or more grade levels below in their first language or in English if they are not in the Bilingual strand, they are eligible for Title IA intervention services. These interventions are offered in both English and Spanish. Multiple criteria are used to determine eligibility. Teachers use DRA, Running Records, high frequency words, CBM and other researched based assessments for determining the reading level of each student. Parents are contacted and advised of their student’s supplemental educational services. Student’s are periodically assessed for growth and are either maintained or released from this additional assistance.

**Section 8: Parent and Community Involvement**

**Question 59**

At the beginning of each school year, the District ELL Coordinator gathers the required program placement, proficiency level of student, academic levels and description of program options and includes this information in individual and personalized letters to the parents of all ELL students. These letters are in both English and the parents’ home language when possible. These letters are distributed to the families within the first 30 days of the school year. Students entering after the start of the school year, receive the same letter within 10 days of enrollment. The building ELD team lead is responsible for the creation and distribution of any students who enroll after the first 30 days of school. Copies of these letters are kept in the student’s CUM folder as required by law. These are placed into the folders by either the building ELL team lead or other personnel as designated by the building administrator.

**Question 60**

The AMAO parent notification letters are created and distributed by the District ELL Coordinator within 30 days of release of the AMAO data whenever applicable. A copy of this letter is made and placed within the student’s CUM folder by either the building ELL team lead or other personnel as designated by the building administrator.

**Questions 61**

Information regarding available programs is contained within the student handbooks distributed by each school, shared at Parent Information nights, are posted on the district WEB site and placed on reader boards at the schools and throughout the community.

**Question 62**

Parent newsletters are in both English and Spanish at all schools except the High School. Translators are made available at all functions involving parents. The schools post bilingual Spanish announcements on their reader boards. Spanish language student handbooks are available at all levels and all schools. Translators are available for Parent-Teacher conferences as well as for any meetings involving Special Education or discipline issues.

**Question 63**

Each spring, usually in April, a meeting is held with the local private school regarding Title III services. Informational packets are given to private school personnel and thoroughly explained. Information includes description of language acquisition programs, the exiting and monitoring process and staff professional development related to student achievement and related language acquisition topics. This meeting is documented, with copies of the invitational letter, the documents given to the private school personnel and the acceptance or decline of Title III services to private school students. Even if private school personnel decline Title III services, they are cordially invited to attend professional development sessions offered by the district. The person responsible for this is the Director of Federal Programs.

**APPENDIX FOLLOWS:**

**Central School District 13J ELL Exiting Form**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_­­­\_\_­­ Exit \_\_\_\_ Maintain \_\_\_\_

**Exiting Considerations:**

Woodcock-Muñoz: Oral Lang TTL \_\_\_\_ Broad Eng. TTL \_\_\_\_ App. Lang. \_\_\_ Listen. \_\_\_\_

ELPA score: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

ELPA score: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

ADEPT score: Level \_\_\_\_\_ Score \_\_\_\_ Date: Winter \_\_\_\_

ADEPT score: Level \_\_\_\_\_ Score \_\_\_\_ Date: Spring \_\_\_\_

2 Unedited Writing Samples Level \_\_\_\_\_ Date: \_\_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Recommendation: \_\_\_\_\_\_\_\_\_\_\_ Name& Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Recommendation: \_\_\_\_\_\_\_\_\_\_\_ Name& Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Recommendation: \_\_\_\_\_\_\_\_\_\_\_ Name& Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Contact: \_\_\_\_ agrees \_\_\_\_ disagrees Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contacted: \_\_\_ by phone \_\_\_ in person

**ELD Review team member recommendations:**

\_\_\_\_\_\_ Exit \_\_\_\_\_ Maintain in program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name Title

\_\_\_\_\_\_ Exit \_\_\_\_\_ Maintain in program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name Title

\_\_\_\_\_\_ Exit \_\_\_\_\_ Maintain in program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name Title

\_\_\_\_\_\_ Exit \_\_\_\_\_ Maintain in program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name Title

\_\_\_\_\_\_ Exit \_\_\_\_\_ Maintain in program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name Title

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Teacher Recommendation for Exit

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above named student is being considered for exit from the ELL Program into full-time participation in mainstream instruction. Please check each of the following statements that accurately describes the student.

* The student consistently follows school and classroom rules, routines and protocols.
* The student can read and understand instructional materials in English that are similar in difficulty to materials used in mainstream classes at his/her grade level.
* The student consistently produces homework and in-class work that would be acceptable within mainstream classes at his/her grade level.
* The student’s continuing acquisition of English will be facilitated by fully mainstreaming rather than additional ELL program instruction without undue frustration.
* The student has stated that he/she would prefer not to continue to participate in ESL, bilingual and/or sheltered instruction.

**ELPA** Test Date: **2012-2013** Proficiency Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Woodcock/Munoz Language Survey in English**: Test Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

 Oral Language TTL \_\_\_\_\_\_\_\_\_ Broad English TTL \_\_\_\_\_\_

 Listening \_\_\_\_\_\_\_ Applied Language Proficiency \_\_\_\_\_\_

**Oregon Statewide Assessment(OAKS**): Test Date: \_\_\_\_\_\_\_\_\_\_

 Reading/Literature: RIT Score \_\_\_\_\_\_\_ D M E

 Writing Composite Score \_\_\_\_\_\_\_ D M E CM

Please offer other comments regarding the student’s readiness for exit based on your experience with him/her:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check One of the Following:**

* Based on the above, I **RECOMMEND** this student for exit.
* Based on the above, I **DO NOT RECOMMEND** this student for exit.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Classroom teacher
* ELD teacher
* ELA teacher