2022

English Language Learner Plan

Pendleton School District 16R

Updated 3/2023

Smith, Julie

PENDLETON SCHOOL DISTRICT

DIRECTOR OF SPECIAL PROGRAMS

Table of Contents

Section I: District Demographics

1, 2, 7, 8 Size of the School District, Total Enrollment & List of Schools

9 Schools	Grades	# Of stud.	# of ELs	EL %	Program Type	Title/ Designation
Hawthorne Alternative High School	9-12	46	0	0	Alternative	N/A
LTCT Homestead Youth Lodge	6-12	17	0	0	LTCT	N/A
McKay Creek Elementary School	1-5	237	6	2.5%	Normal	N/A
Nixya'awii Community School	9-12	88	0	0	Charter	N/A
Pendleton Early Learning Center	K	202	11	5%	Normal	Title I-A SWP No designation
Pendleton High School	9-12	815	10	1%	Normal	N/A
Sherwood Heights Elementary	1-5	437	43	10%	Normal	N/A
Sunridge Middle School	6-8	677	9	1%	Normal	N/A
Washington Elementary School	1-5	399	28	7%	Normal	N/A
District Totals	Pk-12	2918	107	4%		

Based on Fall Membership Report 2021-2022, 2021-2022 Fall LEP Report

3. Districts Ethnic Diversity

2021-2022 Fall Membership Report Ethnic Diversity

Group	Number	Percent
Total	2918	100
White	1824	63
Hispanic	443	15
American Indian/Alaskan Native	339	11.5
Asian	27	1
Multiracial	259	8
Black/African American	16	<1

Native Hawaiian/Pacific Islander	7	<1

4. Different Languages Represented in EL Population

2022 Fall LEP Report

Language	Language Code	Number of Speakers
Samoan	3870	*
Amharic	170	*
Hindi	1830	*
Panjabi	3580	*
ASL	4050	*
Punjabi	3710	*
Palauan	3540	*
Vietnamese	4800	*
Ichischkin	5705	*
Khmer	2300	*
Weyiiletpuu	5810	*
Chinese	860	*
Spanish	4260	84
English	1290	22

*fewer than 6 students, data is suppressed

5-7. LEP Enrollment, LEP and Special Education, & LEP and Talented and Gifted

Total Enrollment	Number of ELs	% of Student Enrollment	Number of ELSWDs	% of ELSWD	Number of ELs in TAG
2918	107	4%	7-Communication *-SLD *-Developmental Delay *-Intellectual Disability *-Autism *-Other Health Impairment 0-504	17% of all EL's Experience a Disability	0

Based on the 2020-2021 Fall Membership & Fall 2020 LEP Reports *fewer than 6 students

9-10, & 18 District Progress for ELs:

Item	All ELs	ELSWD	5 or more Years
9 OTELP	53.3%	36.4	46%
10 Exiting as Proficient	12%	7%	8%
18 EL's reaching Proficiency identified for 5 years or more:			
Year 5, 2017 Start Date	0%	0%	X
Year 6, 2016 Start Date	0%	0%	X
Year 7, 2015 Start Date	0%	0%	X
Year 8, 2014 Start Date	0%	0%	X
Year 9, 2013 Start Date	33%	50%	X
Year 10, 2012 Start Date	0%	0%	X
Year 11, 2011 Start Date	0%	0%	X
Year 12, 2010 Start Date	0%	0%	X
Year 15, 2007 Start Date	33%	100%	X

2021-2022 On Track to English Proficiency and Spring LEP Reports
*EL's and ELSWD's identified 5 or more years are a **very** small group meaning percentages fluctuate drastically from year to year

11-17, 19. District Progress for ELs:

21-22 Oregon State Assessment (OSA) Data

Subject	Group	Percent Met
ELA	Total	42
	English Learner	20
	Ever English Learner	25
Math	Total	25
	English Learner	12
	Ever English Learner	11
Science	Total	23
	English Learner	14
	Ever English Learner	13

OSA Data for Monitored and Former EL's

Subject	Group	18-19 Percent Met	20-21 Percent Met	21-22 Percent Met
ELA	Monitored	53	29	55
	Former	60	0	50
Math	Monitored	33	0	35
	Former	20	20	8
Science	Monitored	13	0	40
	Former	17	0	13

*2020-2021 Number & percentage of students meeting or exceeding state academic achievement standards, some students in grades not tested excluded from the count

Section II: School District Information on Program Goals

20-21 Instructional Approaches and Relevant Research

Elementary:
Teachers of ELs in grades Kindergarten through fifth provide ESL English Language Development instruction in a pullout portion of the school day with classroom instruction in English only. Teachers provide students with 30-45 minutes of instruction per day depending on the needs of the student. English requires systematic and explicit instruction in a dedicated course of study (Saunders, Foorman, & Carlson, 2006; Norris & Ortega, 2007; Coleman & Goldenberg, 2010). ESL/ELD pullout is generally used in elementary school settings where a designated ELD teacher works with small groups of children. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language.

Secondary:
Teachers of ELs grades 6-12 provide one period of ESL English Language Development instruction per day to students. Each period lasts 45 minutes. Teachers of content instruction teach in English only providing exposure to English throughout the school day. English requires systematic and explicit instruction in a dedicated course of study (Saunders, Foorman, & Carlson, 2006; Norris & Ortega, 2007; Coleman & Goldenberg, 2010). ELD class period is generally used in middle & high school settings. Academic achievement across the secondary curricula will only be accelerated when students are truly proficient in English.

References:
Saunders, W. M., Foorman, B. R., & Carlson, C. D. (2006). Is a Separate Block of Time for Oral English Language Development in Programs for English Learners Needed? *Elementary School Journal*, *107*(2), 181-198.

Norris, J. M., & Ortega, L. (2007). The Future of Research Synthesis in Applied Linguistics: Beyond Art or Science. *TESOL Quarterly*, *41*(4), 805-815.

Coleman, R., & Goldenberg, C. (2010). What Does Research Say about Effective Practices for English Learners? Part IV: Models for Schools and Districts. *Kappa Delta Pi Record*, *46*(4), 156-163.

Dutro, S., Levy, E., & Moore, D. W. (2011). Equipping Adolescent English Learners for Academic Achievement: An Interview with Susana Dutro and Ellen Levy. *Journal of Adolescent & Adult Literacy*, *55*(4), 339-342.

22-28 Educational Goals

Our overarching program goal for English Learners is competency in reading, writing, speaking, listening and understanding interpersonal and academic English in order to achieve academic competency in the essential skills of reading, writing, math and science through classroom instruction in English.

English language proficiency goal:

Baseline Data for OTELP *(Percentage of students on track to attain English language proficiency)*:

Year	18-19	20-21*
Percentage All	64%	48%
Percentage Elementary	75%	50%
Percentage Secondary	43%	38%
Percentage ELSWD	50%	47%
SIFE	100%	N/A

*One-year gap in data due to COVID. 2020-2021 Data is incomplete as families could opt out of testing due to COVID

Our goal focuses on the On Track to English Proficiency percentage, as meeting these targets will lead to students exiting the program as proficient.
The percentage of On Track to English Proficiency will increase by 25% from the OTELP baseline data for Fall 2021 for elementary (50% to 75%) and secondary (36% to 60%) students by 2025, by focusing activities on Talent Development Indicator 2.2, Professional Learning and Stakeholder Engagement & Partnerships 3.1, Inclusiveness, Recruitment and Participation of the ORIS Framework.

Teachers will formatively assess this goal with in program assessments as progress monitoring tools a minimum of 3 times per year. Teachers will share data at Professional Learning Community meetings to adjust instruction to meet this goal. ELPA and the OTELP data collection will provide the summative data for this goal.

Core Content Knowledge Goal:

Baseline Data

2020-2021	All Students Percent Met	LEP Students Percent Met	Gap	Reduction Goal
Elementary ELA	38	11	27 percentage points	-10 Percentage Points
Elementary Math	31	0	31 percentage points	-10 Percentage Points
Middle ELA	43	11	32 percentage points	-10 Percentage Points
Middle Math	28	0	28 percentage points	-10 Percentage Points

ELD teachers and 3-8 grade level teachers will share common formative assessment data in reading, writing, math and English proficiency from unit assessments to monitor progress towards this goal. Universal Screening data completed 3 times per year for reading and math at grades K-8 will inform progress towards this goal. State assessment data will be the summative measure for this goal.

Comparing Goals for ELs and non-ELs

We have high academic achievement goals for all students. Therefore, focusing on the gap between the percentage of all students and LEP students raises achievement for all groups. These are aggressive growth targets as are those set for all students. We are focusing on meeting the needs of individual students in our strategic plan using a gap closure model. This includes our EL's, ELSWD's, Recent Arrivers, and SIFE populations.

Overall Educational Program, Graduation, and College and Career Readiness Standards

We have high standards for all students for academic achievement, graduating on time, and going on to college and/or careers with the skills necessary. Specifically, we are targeting increases in students pursuing post high school education or training, CTE completers, Advanced Coursework enrollment, on time graduation, percentage of students meeting or exceeding state academic standards, and regular attendance for all students and each subgroup. Our goals include this same level of rigor for ELs leading to attainment of the Essential Skills and an Oregon Diploma to demonstrate college and career readiness.

Section III Identification of Potential English Learners

29. Language Use Survey Procedure

Office personnel at each school give parents/guardians a registration packet that includes a Language Use Survey for completion before the student starts school. Packets are in English and Spanish as these are the two major language groups present in Pendleton. We use a phone-based service for other language groups to communicate with the person completing the registration packet. The ODE approved Language Use Survey is part of the Registration Packets.

30. Identification Process Timeline

English Learner Identification Steps	Person (s) Responsible	Timeline
Ensure completion of Language Use Survey (LUS)	School Office Personnel	Immediately upon registration

Assist in LUS completion	School Office Personnel	Immediately upon registration
Provide a copy of LUS to ELD teacher and place original in cumulative file	School Office Personnel	Immediately upon completion
Determine if an evaluation is needed based on answers on LUS using the ODE Rubric	ELD Teacher	Within three days of receiving LUS
Administer the ELPA Screener	ELD Teacher	Within 30 days of the beginning of the school year or 14 days of enrollment at any other time of year
Send Notification Letters with the option to opt out of services to the parent of all students who meet the entry criteria	ELD Teacher	Within 30 days of the beginning of the school year or 14 days of enrollment at any other time of year
Inform School Office Personnel, classroom teacher and District Data Manager of eligibility status for **all** students evaluated	ELD Teacher	Directly after sending notification letter home to parents
Place ELPA Screener scores and parent notification letters in a **separate EL file for ELs** and ELPA Screener scores in the **cumulative file for non-ELs**	ELD Teacher	Directly after sending notification letter home to parents

31. Identifying Native American students who may be ELs

The Pendleton School District engages in ongoing consultation with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR). We respect the sovereignty of the CTUIR in the school district decision making process while upholding state and federal law. We respect and support the efforts of Indigenous communities to revitalize and save languages on the brink of extinction due to extermination policies of the U. S. Government and public and parochial schools across our nation. This requires us to be thoughtful in our identification process for students whose families are part of the language revitalization efforts. We have identified the need to collaborate with families to ensure students are potential English learners prior to administering the ELPA Screener.

In consultation with the education department of the Confederated Tribes of the Umatilla Indian Reservation, the biggest consideration will be if there is another language speaker in the home and/or the student speaks another language. As part of registration, Native American parents/guardians complete the LUS. If the student is determined to be a "Potential EL" as indicated on the LUS, the ELD teachers call and consult with the family to gather information on languages spoken in the home and by the student. The ELD teachers thoroughly explain the process of identification and service delivery to families. Together they determine whether or not the student is a potential EL and needs to take the ELPA Screener.

We receive transfer students frequently from other Oregon district's who do not use this collaborative process for identifying Indigenous students. All students new to the Pendleton School District complete a Language Use Survey as part of the enrollment process. Some Native families fill out an English only response for all questions and later we receive records of EL identification from the previous district. In these cases, we engage in our collaborative process as described above to determine if they were erroneously identified in the previous district. Then we work with ODE to confirm erroneous identification and remove the EL designation if appropriate.

We employ a multi-disciplinary process regarding language development for all students including non-EL's. Any time there is a concern about language development, problem-solving teams meet to discuss response to instruction and adjust instruction to meet the needs of the student. ELD teachers are part of this multi-disciplinary team and may provide additional instruction if the team determines this is the appropriate support.

32. Identifying Potential ELSWD

When a student has an identified disability and is a potential EL, the district will look at accessibility supports needed to complete the ELPA Screener. ELD staff and Special Education Staff will complete additional assessments needed to determine language proficiency given the specific nature of the disability. For example, a student with a specific learning disability in reading scoring proficient in oral language with a much lower reading score may be found not eligible for ELD services if it is determined that the low score on the Screener can be attributed to the disability and not a lower level of English proficiency. A multi-disciplinary team will consider multiple measures when making an ELD program eligibility determination.

Erroneously Identified Students

The Pendleton School District works hard to honor families through the identification process for the ELD program. If a parent disagrees with the EL designation, we conduct an interview with the family, review current and previous Language Use Survey results, and review educational data including ELPA Screener and ELPA summative results, MTSS data, State Assessment Data, Classroom observations, special education records, etc.. A team convenes to review all relevant data and determine if the student was erroneously identified as an EL. The Director of Special Programs then submits a request with the relevant findings to the Oregon Department of Education Title III Contact for review and final determination. The District Data Specialist will update ODE data submissions with the EI code for future collections.

33-36 Initial Identification using the ELPA Screener

The ELD teachers assess using the ELPA Screener for all students identified as a potential EL. This happens in the first 30 days of school at the beginning of the school year and within 14 days of registering at all other times of the year. A multi-disciplinary team will review teacher referrals and an ELD teacher will assess within 14 days to determine whether they are an EL. Each year, all ELD teaching staff will attend a training, or training refresher if already trained, to administer the Screener. ELD teachers will use the recommended proficiency/fluency scores on the ELPA screener for identification.

Collecting and Sharing Information

The ELD teacher will notify the school secretary, program director and the district data manager of eligibility. ELD teachers, the program director and the data manager for the district use a secure shared file system to track Screener scores, progress monitoring data, and all information needed for state required data collections. The

school secretary marks the LEP flag in the student information system, which will then notify teachers with a yellow triangle of the students' eligibility status.

ELD teachers share assessment results and language support needs directly with teaching staff through PLC and individual meetings. ELD teachers meet with grade level teachers at the beginning of each year to discuss the instructional needs of current ELs, according to language levels, as part of the year start up. When new students enter mid-year, the ELD teacher shares student results and language needs immediately following the administration of the screener and parent notification.

37-39 Parent Notification

We use Transact Forms (loaded into our Student Information System) to ensure program eligibility notification in the home language. The majority of our ELs come from homes where Spanish is the primary language. We send notification letters in Spanish and English for these families. ELD teachers are responsible for filling out and sending these notifications in the language of the home using Transact forms. The timeline for sending notifications is within 30 days of the beginning of the school year and within 14 days at any other time of the school year.

An additional letter is included with the initial and continuation of services notifications that explains parents' right to refuse or waive services for those who do not want their child to receive language services. It is available in both English and Spanish. If parents sign and return this letter to the school, the EL teacher will contact the parent/guardian to answer any questions and ensure that the refusal/waiver is informed. The data manager at the district office will be notified that the student needs to be designated "Waived" in the district's student information system and the EL teacher will no longer provide language services. These students will be monitored twice yearly for academic progress, along with students who exited as proficient, and they participate in the annual ELPA Summative Assessment.

A separate EL file is created housing the LUS, Screener scores and a copy of the parent notification letter. The ELD teacher (or school registrar) marks the cumulative file that there is an additional EL file. All documents for students tested who initially score proficient or fluent (LUS and Screener Scores) go in the cumulative files.

Section IV Program of Service for English Learners

40, 41, 44 ELD Program of Services

Elementary Level:
English learners receive English Language Development (ELD) instruction in designated classrooms during ESL Pull-Out from an ESOL endorsed teacher. ELD teachers use Reach Higher by National Geographic Learning as the core instructional materials and the Systematic ELD Instructional Units published by E. L. Achieve as supplemental materials. The materials are state approved, research-based instructional materials that follow a scope and sequence of language skills focusing on the grammatical forms and language functions in all language domains and correlate to Oregon ELP Standards. Students receive 30-45 minutes of instruction per day (depending on their language needs) and are grouped according to proficiency level, with no more than two grade or proficiency levels represented in any group. Results from the ELPA Screener and the ADEPT determine the amount, type and level of ELD instruction which each student needs. We use the recommended fluency scales for the ELPA Screener to determine eligibility. We use ELPA results, in addition to other assessments, to adjust ELD services annually.

Secondary Level:
English learners receive English Language Development (ELD) instruction in designated classrooms during an ESL class period for elective credit from an ESOL endorsed teacher. Secondary ELD teachers use Impact

(grades 6-8) and Pathways (grades 9-12) by National Geographic Learning as core instructional materials during 45 minutes of ELD instruction per day. The materials are state approved, research-based instructional materials that follow a scope and sequence of language skills focusing on the grammatical forms and language functions in all language domains and correlate to Oregon ELP Standards. The number of periods available each day depends on the number of students and their language levels/needs. ELPA Screener fluency scores determine whether the student is an EL. We use ELPA results, in addition to other assessments, to annually adjust ELD services.

Our district holds the education contract for Homestead Youth Lodge Long Term Care and Treatment that serves students 7-12th grades. Occasionally there are one or two students enrolled in this program who are ELs. District ELD teachers use the same screening process outlined in section 3. ELD teachers provide services through consultation with certified high school teachers.

42 Meaningful Participation in Core Instruction and Special Programs

The District ELD Program provides instruction in English as well as academic support to students who have difficulty reading, writing, speaking, listening to, and comprehending English, enabling them to become academically successful in the classroom, the overall school environment, and the community at large. Homeroom and content teachers use English as the language of instruction, utilizing GLAD or SIOP strategies and providing support through front loading additional language as needed. English learners have access to all elective classes (i.e. choir, band, vocational ed., computer, art, etc.) and special programs (TAG, Special Education, Title 1A, content classes, etc.). Participation in or refusal of ELD services does not affect students' participation in special programs or elective classes. Special Education and ELD teachers team together to provide the specially designed instruction and English language instruction students need to become proficient English speakers.

43 Professional Development Support for Core Content Teachers & Administrators

Our strategic plan prioritizes pursuit of instructional excellence through professional development in order to meet the diverse needs of students including English Learners. The bulk of our professional development focuses on ensuring high quality core instruction for all students. We provide professional development on SWEL, GLAD and SIOP strategies, through partnership with IMESD, making content comprehensible and differentiating instruction to ensure EL's can access teacher instruction. IMESD partners to provide modules of professional development on EL specific strategies aligned to ELD standards for all staff across the region. Instructional Coaches through the ESD provide classroom coaching, observations, and additional support for teachers as well. The IMESD manages our Regional Educator Network and provides ongoing professional development for teachers and administrators. Each professional development offering has an evaluation component. Additionally, our academic outcomes for EL's are a strong indicator of whether our professional development is effective.

45 Language & Content for ELSWD's

Our programs provide intensive services for EL's who also experience a disability. Often this requires ELD teachers to work with students in smaller groups or individually. It also requires frequent consultation between special education teachers, general education teachers, and ELD teachers. ELD teachers help special and general education teachers understand the impact of English acquisition on learning and special education teachers help ELD teachers understand how the student's disability impacts learning, including learning English.

Instruction for EL's with significant cognitive disabilities includes a high reliance on visuals, functional routines, functional language (oral and written), and functional academics. The level of cognition dictates the level of instruction with the goal of growth from year to year. Overall, the goal is skills for independent living in the community (including the school community) to the extent possible. We do have a district level program for students who need a significantly different instructional program and setting due to significant cognitive, complex, or multiple disabilities. If an EL participates in this program, they continue to receive ELD instruction by a certified teacher at the building in conjunction with their other services.

Instruction for EL's with emotional and behavioral disabilities includes a high level of predictability, focus on relationships, and visual/routine support. Safety and self-regulation skills are paramount for this group before any learning can occur. ELD staff receive professional development related to providing these supports. At times, the student is so vulnerable a consultative model is better rather than direct services. We do have a district level program for students who need a significantly different instructional program and setting due to significant cognitive, complex, or multiple disabilities. If an EL participates in this program, they continue to receive ELD instruction by a certified teacher at the building in conjunction with their other services.

Instruction for EL's who are deaf or hard of hearing depends on the communication modality. Some students have cochlear implants and continue to learn oral language. Other students are using some type of sign or symbolic language. Proficiency in their communication modality is a focus of their instructional program. This may mean learning English sign language as a second language. This requires specialized instruction at the building level and from our regional teachers of the deaf for both content and ELD instruction.

We coordinate with our ESD teachers of the visually impaired for instruction for EL's with vision impairments. Sometimes these students are using Braille for reading and writing and we would apply the principles of sound ELD instruction to learning Braille in English through consultation with the TVI specialist. This is the process for ELD and content instruction if/when a student is both an EL and has a vision impairment. We provide these services in the neighborhood school unless the IEP placement team places the student elsewhere.

We rarely have recent-arrivers. When we do, we use online courses in their language as much as possible to supplement core instruction so they can continue to learn content as they acquire English. We attempt to translate instructional materials into their first language whenever possible to aid in the learning process. We provide intensive ELD services during this time to accelerate English acquisition. We offer high school credit recovery options year round for those students with interrupted formal education. If we were to have a large group arrive, we would look at distributing our staff to support that group's ELD and content instruction or add staff if necessary.

Section V Staffing and Resources

46. Instructional Staff by Building and Type

4.25 FTE total	20-21 Schools (grades)/Assignment	Program Type
.3 Certified FTE w/ ESOL	McKay Creek Elementary (1-5)	ESL Pullout
.7 Certified FTE w/ ESOL	Washington Elementary (1-5)	ESL Pullout
1.0 Certified FTE w/ ESOL	Sherwood Heights Elementary (1-5)	ESL Pullout
.3 Certified FTE w/ ESOL	Sunridge Middle School (6-8)	ESL Class Period

.3 Certified FTE w/ ESOL	Pendleton High School (9-12)	ESL Class Period
.2 Certified FTE w/ ESOL 1.0 Classified FTE	Pendleton Early Learning Center (K)	ESL Pullout
.2 Certified FTE w/ESOL	Family Outreach and Staff Development	N/A
.25 Licensed Administrator	District Office K-12 Oversight	N/A

47-49 Staff Qualifications & Contingency Plans

All ELs are taught ELD by fully certified teachers with an ESOL endorsement to meet the requirements of the state. When there is an open position, we post the position requiring an Oregon TSPC license for the grade levels and requiring an ESOL endorsement. We recruit at job fairs, universities and colleges, and online for teachers.

If we are unable to hire teachers that meet these criteria, we hire licensed teachers at the grade levels who are willing to pursue an ESOL endorsement and pay for their required coursework and testing. We provide release time for the teacher to pursue the necessary credentials to meet the district and state criteria. We also provide the teacher a mentor who has an ESOL endorsement as a training support. The program director also provides support to teachers working outside of their licensure to ensure fidelity to program goals and delivery models.

We evaluate qualifications through college transcripts, TSPC licensure, job applications, resume, reference checks, and interviews with potential instructional staff prior to hiring.

49-52 Instructional Materials, Resources & Contingency Plan

The District adopts instructional materials according to the ODE recommended adoption cycle. We have retained previously adopted E. L. Achieve Instructional Units for grades K-5 as supplementary materials and adopted the following core materials from National Geographic Learning in 2022-23: Reach Higher (grades K-5), Impact (grades 6-8), and Pathways (grades 9-12).

Elementary ELD teachers meet regularly during the weekly one-hour late start set aside for Professional Learning Communities to discuss instruction and review instructional materials. Our ELD Department meets quarterly to discuss program progress, instructional materials, and student progress. Teachers meet with the program director in the spring and fall of each year to discuss upcoming needs for supplemental materials and professional development. Regular review of instructional materials happens following the ODE adoption cycle. We evaluate the effectiveness of our core instruction every year as part of the program evaluation.

Our district makes every attempt to purchase all necessary materials to provide high quality ELD instruction. In the event we are unable to purchase or find we have missing resources, we work with InterMountain ESD to share resources with our Title III consortium members. We also rely on the training and experience of our teachers to develop supplemental instructional materials that meet the needs of our students based on formative and summative data.

Section VI Transition from English Language Development Program

53, 55, 56, 57, 58 Procedures for Exiting

The program administrator provides teachers with an entry and exit checklist to ensure fidelity to the district procedures. The program administrator and district data manager also maintain a tracking spreadsheet of all

students included in the LEP collection in a secure shared district file that all ELD teachers have access to from their work computers.

ODE no longer allows retaining students in ELD Programs who have score proficient on the ELPA per Executive Memorandum 003-2017-18 Reclassification/Retention for English Learners.

ELD Teacher Responsibilities:
- Review ELPA scores:
    - An overall proficiency determination of Proficient on ELPA indicates English Proficiency.
    - This means a student scores either a Level 4 or Level 5 on each of the four areas of reading, writing, listening, and speaking.
- Signed exit letter detailing ELPA scores, proficiency level, and academic progress sent to parent(s) in home language (or explained via phone interpreter in home language).
- Copies of signed form placed in EL file and sent to program director
- Enter student exit information on tracking sheet in shared file
- Closely monitor student progress at the end of each semester for 4 years
- After four years note exit from monitoring status

ELD Program Administrator Responsibilities:
- Review all LEP student's ELPA scores with ELD teachers
- Review who is exiting the program at spring ELD program meeting
- Color code tracking sheet in shared file for ELPA proficient scores for exit, increasing one level from the prior year, staying the same level from the prior year, and decreasing a level from the prior year
- Share data with building principals and discuss implications for leadership
- Ensure all pertinent data is entered on the tracking sheet for LEP collection and shared with the data manager
- Verify LEP submission including exits
- Create new tracking sheet for the following school year noting historical ELPA data and monitor status of all ELs for teaching staff
- Share current lists at the beginning of each school year with teaching staff and building principals

54, 55, 56, 57 Procedures for Exiting EL's not scoring proficient

Exiting EL's who do not score proficient on the ELPA is no longer allowed by the Oregon Department of Education nor the U. S. Department of Education per ODE executive memorandum 004-2018-19 English Learner Exiting Policy Change.

53-57 Special Circumstances

ELs with Disabilities

We use uniform exiting procedures as directed by the Oregon Department of Education.

Determining ELPA accommodations and/or accessibility support for each EL begins with a thorough assessment of each student's access needs, disability, EL proficiency, and present level of performance in relation to state standards. Guided by the Oregon Accessibility Manual and the district's ELPA Continuum of Assessment Options, the IEP/504 team also considers students' individual characteristics and preferences when selecting supports. If the team determines that accessibility supports are appropriate, students are given time to become familiar with and practice using accommodations and/or designated supports in the classroom setting prior to using them during ELPA administration. Accommodations are documented through a formal plan (IEP

or 504). Embedded designated supports and accommodations are noted on the **LEP ELPA Tracking document** (which is shared with building and district DTCs), assigned to students in TIDE in advance of ELPA testing, and then the appropriate column on the tracking document is checked to verify TIDE has been updated. The timeline for entering this information into TIDE is February 28th of each year.

When determining any domain exemptions, the IEP/504 team refers to ODE's Domain Exemptions on ELPA: Definitions and Examples. If the team determines that a student cannot access or meaningfully interact with or respond to items from a particular domain, even with the use of accommodations and the full range of accessibility supports available, a domain exemption is documented in the student's IEP/504 and noted on the 22-23 LEP ELPA Tracking document. This document is shared with building and district DTCs, the exemptions are assigned to students in TIDE in advance of ELPA Summative and Alt ELPA testing, and then the appropriate column on the tracking document is checked to verify TIDE has been updated. The timeline for entering this information into TIDE is February 28th of each year.

When determining which students will participate in the Oregon Alt ELPA assessment, the IEP/504 team refers to ODE's Alt ELPA Decision Making Resource as well as the Oregon Accessibility Manual. If the team determines that an EL student is unable to participate in the ELPA Summative even with accommodations (including domain exemptions) and is eligible to take the Oregon Extended Assessments because of cognitive disabilities that significantly impact their educational performance and ability to generalize learning from one setting to another, the Alt ELPA is documented in the student's IEP/504 and noted on the 22-23 LEP ELPA Tracking document. This document is shared with building and district DTCs, the Alt ELPA is assigned to students in TIDE in advance of the district testing window, and then the appropriate column on the tracking document is checked to verify it has been done. The timeline for entering this information into TIDE is February 28th of each year.

SIFE and Recent Arrivers

We use uniform exiting procedures as directed by the Oregon Department of Education.

Exiting EL's who do not score proficient on the ELPA is no longer allowed by the Oregon Department of Education nor the U. S. Department of Education per ODE executive memorandum 004-2018-19 English Learner Exiting Policy Change.

58-62 Monitoring, Waivers, Re-entry, & Communication

Monitoring of Exited Students

All students are monitored through our MTSS process of universal screening, progress monitoring, and formative assessment for academic and social emotional progress. ELD teachers participate in the MTSS process through our weekly PLC's. ELD teachers supplement the monitoring process for EL's in addition to the general education process twice a year.

ELD teachers are responsible for monitoring the progress of any student who has exited the ELD program within the past four years. ELD teachers request information from classroom/content teachers through a district form and gather relevant school level data at the end of each semester for every student in monitoring status. Those students who are making adequate grade level progress stay in monitoring status for the four years following exit. If students are not making progress, frequency of monitoring increases to four times per year and we collect other information to consider re-entry into the program. All data collection is kept in the students closed EL file.

Relevant Data Sources:
- Grades
- Teacher questionnaires
- Classroom Formative Assessment Data
- Classroom Summative Assessment Data
- iReady assessment data (K-8)
- State Assessment Data (3-8 & 11)
- Work Samples
- Formal Assessment Data

We provide additional academic support in the form of small group instruction or a study skills class when a monitored student is struggling academically. We also offer before/after school tutoring sessions. These groups/classes are run either by ELD teachers or assistants in consultation with ELD teachers. ELD teachers provide ideas for differentiating instruction and supporting academic growth for monitored students during PLC meetings and district professional development times.

Re-entry of Previously Exited Students

ODE no longer allows retaining students in ELD Programs who have score proficient on the ELPA per Executive Memorandum 003-2017-18 Reclassification/Retention for English Learners. Per the Oregon Department of Education English Learner Program Guide, we have the following process in place for monitoring exited EL students for possible re-entry.

ELD teachers take a closer look at students who appear to be making less than adequate academic progress to determine the impact of language in relation to student progress. The ELD teacher reviews records and all relevant data to determine whether the lack of success of any former EL is due to the student's previous EL status or other factors unrelated to the student's English language Proficiency. Through our MTSS system we provide additional interventions, small group supports, or tutoring sessions to determine long term student needs and/or boost academic and language skills. ELD teachers consult with classroom/content teachers to make sure the student has support necessary during content instruction before making a determination and monitors progress.

Relevant Data Sources:
- Grades
- Attendance
- Behavior/Discipline Incidents
- Parent interview regarding home life changes
- Teacher questionnaires
- Classroom Formative Assessment Data
- Classroom Summative Assessment Data
- iReady assessment data (K-8)
- State Assessment Data (3-8 & 11)
- Work Samples

If the ELD teacher suspects the student's previous EL status is the reason for lack of adequate progress they will convene a team which includes the student and the parent/guardian to review all available information, determine if additional information is needed, and determine if the student should be considered for reentry into the ELD program.

Criteria for Reentry:
- No Other Factors are the primary reason for lack of academic success

- Other, less intensive, academic interventions have not led to adequate progress
- Lack of academic success is primarily due to student's previous EL status

This is a very rare occurrence. The program director will consult with the team through the reentry determination process as a support. ELD teachers send the program placement notice after the team meeting with parents. Parents may opt out of services if a student is re-entered into the ELD program as they can at any other time.

Monitoring English Proficiency for Students with Waivers

Every student whose parents have waived ELD services participates in the annual ELPA assessment. We attempt to conduct the assessment early enough to have the information to share with parents/guardians at spring conferences. ELD teachers share ELPA results with all parents/guardians at spring conferences, if available. ELD teachers also request information from classroom/content teachers through a district form and gather relevant school level data at the end of each semester for every student with a waiver (following the same procedure as that of students being monitored after program exit). If a student is not making progress towards English proficiency, this information is shared with parents along with information regarding our ELD program so parents can make an informed choice.

Additionally, we screen all students K-8 three times a year for academic progress in reading and math to identify students needing additional support. These supports are provided to all students including ELs or potential ELs. Our middle school provides skill classes to any student lagging behind in academics as a support available for all students including ELs. Our high school offers tutoring and study hall to those students who lag behind academically as a support available for all students including ELs.

All grade level/content area teachers K-12 meet on a weekly basis to review common formative assessments in all academic areas. ELD teachers rotate through each grade level/content area PLC to collaborate regarding students receiving ELD services and those ELs who have waived services. At the middle school and high school, the ELD teachers hold a staffing at the end of each semester to discuss all ELs with content area teachers and provide suggestions for instructional supports.

Communication

Monitoring - ELD teachers send monitoring information home with report cards all four years of monitored status. The notice has the teacher contact information so parents can ask questions. Upon completion of the four years of monitoring, ELD teachers send a notice home to parents of completion of monitoring. Information is sent in the language requested by parents in registration packets.

Re-entry - ELD teachers call parents and arrange for a team meeting (including parents) to consider re-entry. They share data, determine student needs, and set up a plan. See complete process above.

Section VII Equal Access to Other School District Programs

63-66 Additional Academic Needs & ELSWD

Multi-Tiered Systems of Support (pre-referral)

Elementary

Our district uses a multi-tiered system of support for academics and behavior K-5 to ensure high quality core instruction for all students as well as provide levels of support for students with additional academic and behavior instructional needs. Universal Screening for Reading, Math, and Behavior takes place for all three times per year at each elementary school. This data along with classroom data informs school leadership teams on the effectiveness of core instruction for all students and which students may need additional academic or

behavior instruction. Those students who need additional academic or behavior instruction receive intervention support through general education avenues in consultation with the ELD teacher for ELs. The school leadership team tracks and stores all data for review with grade level teams every six weeks. Students with the most extensive support needs not making adequate progress are discussed through an Individual Problem Solving Process that includes all instructional staff (ELD teacher included) and parents. When students continue to struggle either academically or behaviorally, this team may refer a student for a special education evaluation.

Middle School

Our district uses a multi-tiered system of support for academics 6-8 to ensure high quality core instruction for all students as well as provide levels of support for students with additional academic instructional needs. Proficiency based common summative assessments help teachers identify the percentage of students making adequate gains with core instruction. These assessments also identify those students who may need additional academic instruction through a skills class. Special education courses are part of the continuum of course offerings for students with disabilities. Content area Professional Learning Communities meet weekly to discuss student progress and adjust instruction in consultation with the ELD teacher. Every six weeks the academic progress report goes to the teachers and parents. The bulk of referrals for special education evaluations occur during elementary school but occasionally a student does not get identified early and a referral is necessary. When an EL or previous EL is referred for a special education evaluation, the ELD teacher consults with a multi-disciplinary team to ensure language acquisition is discussed in relation to the academic difficulties of the student.

High School

Our elementary and middle schools systems are highly developed ways to identify students who need additional support early and then provide it. However, students move in from other districts who have not had the same levels of support and some students need additional support all the way through school. Content area Professional Learning Communities meet weekly to discuss student progress and adjust instruction in consultation with the ELD teacher. Every six weeks the academic progress report goes to the teachers and parents. Our high school provides these through multiple offerings in core content differentiated for diverse learners. One example is expanding the algebra I & II curriculum over 6 semesters to provide additional practice and support as students' progress through the concepts. Another example is the provision of introductory courses where students continue to earn credits in core content on the most essential standards in depth expanded over two years instead of one. Special education courses are part of the continuum of course offerings for students with disabilities.

Special Education Referral, Evaluation, Identification, and Service

Teachers, parents, medical providers, and school teams may refer a child for a special education evaluation if they suspect a disability at any time. When a student from a culturally or linguistically diverse background is referred for an evaluation, evaluation teams invite personnel with expertise in this area. For linguistically diverse students the ELD teacher is part of the team as the language acquisition expert. All of our teams adhere to the Guidelines outlined in the Oregon Department of Education's "Special Education Assessment Process for Culturally and Linguistically Diverse Students". Each building principal, special education teacher, and ELD teacher has a copy of the guidelines and resources as a reference as well as training related to using it. A multi-disciplinary team that includes the parent plans special education evaluations based on the student's unique attributes, cultural heritage, linguistic background, and needs. ELD teachers play an integral role in the planning, evaluation, eligibility, and Individualized Education Plan development process to ensure the best ELD

educational program for ELSWD's. ELD teachers become part of the IEP team responsible for developing and coordinating appropriate services based on individual needs for ELs.

We use translated forms for special education documents through our student software and ODE provided forms. We have fluent Spanish translators on staff. For other languages we use phone interpreter services and translation software to ensure parents can participate fully in meetings and understand the documents provided.

67 Talented & Gifted

Child Development Specialists and School Counselors identify any student who may be Talented and Gifted through school wide screening data, state assessment data, teacher referrals, and parent referrals. Our TAG identification process follows state criteria for identification; identified students demonstrate the ability to perform at or above the 97th percentile in reading and/or mathematics on standardized tests of achievement or on tests of cognitive ability. We also collect information and observations from parents, classroom teachers, ELD teachers, special education teachers, school psychologists, and school administrators. A multi-disciplinary team including the parent meets to review current information and determine the most appropriate evaluation for TAG eligibility. Teams are careful to plan evaluations that are appropriate to culturally and linguistically diverse students.

The district uses a classroom-based approach as well as advanced course offerings at middle and high school for Talented and Gifted services. Teachers work with students and parents to develop TAG learning plans to fit the student's needs. The plan is reviewed and evaluated annually and upon request from a teacher or parent. ELD teachers are part of this team for all ELs to develop and coordinate appropriate services based on individual needs.

68 Equal Access to Core Instructional Programs

We provide access to all core instructional programs to all students including ELs. ELs learn alongside their English speaking peers in general education classrooms, general education intervention or additional academic support classes, and in special education classrooms. Teachers use sheltered English instructional strategies and differentiated small group instruction to support learning for all students including ELs.

In middle school and high school co-curricular opportunities such as athletics, clubs, and academic activities are open to all students including ELs. The district encourages all students including ELs to participate in co-curricular activities. Communication between home and school are critical to including all students.

Schools send communications home in both English and Spanish since the majority of our parents speak either of these two languages. We also use an on demand service for interpretation or translation into other languages as needed. Letters, fliers, and school notifications are sent in English and Spanish whenever possible. We use Transact for official school communications in other languages. Parent teacher conferences have a scheduled time for parents of ELs so that an interpreter is available for the conference. IEP and TAG meetings are scheduled when an interpreter is available for parents/guardians who speak a language other than English.

69 Title I-A Targeted Assisted Programs

There are no schools in the Pendleton School District receiving Targeted Assisted Title I-A. Our school identified as Title I School is School-wide and ELs have equal access to these supports through our multi-tier system of supports for all students.

70 Graduation

We provide support early and often to prevent the need to intervene so that students have the greatest chance to graduate on time college and career ready. At the high school level, we offer credit recovery, study skills classes, intro classes, tutoring, and independent study to support academic progress for Monitored and Former ELs, SIFE, and Recent Arrivers. Special education students receive accommodations or modifications based on their Individualized Education Plans in addition to specially designed instruction in special education classrooms. IEP's for students 16 years and older include post-secondary goals, services, and courses of study as well as outside agency supports as needed.

Section VIII Parent and Community Involvement

71 Placement Letters

The process utilized by the district to inform parents of their child's initial and continuing placement in the ELD program has already been discussed in this document regarding letter sent, the information included, and the languages of the notices. ELD teachers use TransAct forms to notify families of initial and continuing placement in the language understandable to the parent. They complete this task within 30 days from the beginning of the school year and within 14 at any other time of the school year.

72 Notifying parents of available programs and services

The majority of students in our ELL programs have a primary or home language of Spanish. Student handbooks are provided in Spanish and English. Our registration forms are provided in Spanish and English. We make every attempt to provide an interpreter when needed to communicate with parents and translate important documents. The special programs director, ELD teacher, and building administrator determine which documents must be translated into the home language of the student according to state and federal guidelines. Building administrators are responsible for providing interpreter services during building events, team meetings, and parent teacher conferences. If the home language is not available, plain English is utilized to assist limited English proficiency or translation by children or other family members.

Parents and community members are provided the opportunity to have input into program decisions via parent surveys at school conferences and at special events planned specifically for parents of ELs. Additional input regarding program needs is solicited from community agencies serving families from culturally and linguistically diverse backgrounds. Consultation regarding language development needs of Native American students is also held with the education department/staff of the Confederated Tribes of the Umatilla Indian Reservation. In addition, communication is one of the strategic initiatives identified in the district strategic plan and includes enhanced communication with parents whose primary language is not English.

74-75 Private Schools

The Special Programs Director consults with private schools regarding students who need ELD services and information on Recent Arrivers. The same initial identification assessment is used along with the ADEPT for monitoring progress and determining English language proficiency. Private school staff are invited to professional development offerings in the district around serving students receiving ELD instruction. Services for private school students are negotiated in the fall of each school year based on the needs of the individuals enrolled there.

76 ODE Legislative Report

The special programs director shares the ODE report and district specific information at the September School Board meeting. The Director also places an announcement with the link on the district and school websites. We use Boardbook, an online system, for community members to access information shared at all board meetings.

77 Parent Leadership

Schools have site-based leadership groups that include parents. We offer this option up to all parents in the district including those of EL's. We make the information available in the language of the parents for each school. Principals make personal contacts to try and recruit diverse and representative parents for school leadership.

The district seeks parental participation in the form of online surveys, public forums, and stakeholder meetings from time to time. We publish notifications in English and Spanish, the two primary languages spoken in PSD. Spanish Interpreters are available to facilitate participation. ELD teachers often support recruiting efforts at both the building and district level.

Section IX Program Evaluation

78 Program Evaluation Process

Evaluation Team
- Special Programs Director
- Curriculum, Assessment, and Instruction Director
- District Data Manager
- Building Administrators from Elementary, Middle and High
- ELD teachers
- PLC Leaders

Data Sources
- File reviews
- Staff interviews
- Staff evaluation review
- On Track to English Proficiency data review
- Student information system reports
- ELD teacher schedules
- Materials Inventory
- State Data Collections for Discipline, Freshmen on Track, Graduation, OTELP
- ELPA and ADEPT data review
- State assessment data review
- Parent surveys
- Review of grievances/complaints

Procedures

The three ELD teachers meet with the program administrator at the beginning of the school year for a full day and three times a year for an hour. The program administrator meets once a month with elementary principals, once a month with secondary principals, and once a month with all building and district office administrators. The purpose of these meetings are for ongoing professional development, data analysis, and program evaluation. Each administrative meeting agenda has a standing item for ELD program information sharing.

Additionally, the program director holds a meeting once a year specifically for program evaluation and refinement with one elementary, middle and high school administrator, the curriculum director and all 3 ELD teachers. This team conducts a thorough analysis of all available and relevant data sources and makes recommendations for changes in practice for continuous improvement.

79-81 Initial Identification, Assessment, and Placement Timelines

Areas of strength
- Timely evaluation of potential ELs (within 30 days of the beginning of the year and 14 days of enrollment at any other time of year)
- Documentation of eligible test scores on ELPA Screener
- Accurate identification and placement of ELs in ELD program
- Placement letters to parents in home language
- Accurate files with all necessary documentation (LUS, Initial Assessment Report, Notification Letter, Progress Reporting, ELPA Scores, Exit Letters, etc.)
- Communication between ELD teachers and data manager for accurate and timely reporting
- Centrally stored data tracking for all program staff K-12
- Consultation and Collaboration with CTUIR
- Collaboratively developed process with CTUIR for identifying Native American students as potential or erroneously identified ELs.
- No complaints or grievances filed

Areas of Opportunity
- Lag between administration of LUS and notification to ELD teacher
- "English only" on LUS upon registration and then receiving information the student has been identified in another district as an EL
- Procedurally compliant Individualized Education Programs for English learners

Changes to Practice
- Refresher training for all secretarial staff regarding LUS administration procedures including placement of a copy given to the ELD teacher
- Reviewing records for transfer students who had "English only" on all LUS questionnaires
- Additional procedural guidance and training for special education staff on developing procedurally compliant IEP's for English learner

82 Adequate Staff and Materials Consistent with District Plan of Service

Areas of Strength
- Fully certified and ESOL endorsed teaching staff K-12 adequate for our number of ELs in the district
- Professional Learning Community time devoted to instructional alignment
- Adequate instructional resources
- Instructional grouping at the elementary by English proficiency levels
- Incorporation of technology to enhance English practice and acquisition

Areas of Opportunity
- Professional development for classroom and content teachers on supporting EL's
- Additional academic supports for acquiring written English
- Middle School instructional grouping
- Resources for content instruction at the high school level available in Spanish

Changes to Practice
- Training on differentiated instruction
- Training for teachers on translating instructional materials and having them proofread by a Spanish teacher for errors

83-84 Exiting/Re-entry and Monitoring Practices

Areas of Strength
- Consistent administration of the ELPA to all ELs in the district
- Systematic review of ELPA data with entire ELD teacher team
- Exit letters to parents and placed in files
- Following the criteria for exit set forth by the district and state
- Implementation of monitoring surveys with teachers
- Systematic process for reviewing monitoring data
- Seamless roll up to four year monitoring process
- Centrally stored data for access K-12

Areas of Opportunity
- Additional supports for monitored students not making progress

Changes to Practice
- Addition of study skills period at Middle and High School to support monitored students

85 Parent Participation and Leadership

Areas of Strength
- Focused parent nights
- Strong teacher and parent communication systems

Areas of Opportunity
- Low parent participation
- Lack of response to recruitment efforts
- Predominantly English speaking parents on leadership groups

Changes to Practice
- Move to a site based parent outreach for decision making at the school level
- Increased outreach in language of the parent
- Individual empathy interviews for willing parents
- Increased training on use of telephonic interpretation service for parent communication

86-91. Student English Acquisition Performance Evaluation

Evaluation Team
- Special Programs Director
- Curriculum, Assessment, and Instruction Director
- District Data Manager
- Building Administrators from Elementary, Middle and High ELD teachers

Data Sources
- File reviews
- Teacher Evaluation Student Growth Goals
- OTELP data review
- ELPA and ADEPT data review

- Student historical ELPA data tracking sheet
- ODE LEP collection data

Data Representations

On Track to English Proficiency (OTELP) Total % on Track

	18-19	20-21	21-22
English Learner All	64.30	47.6	53.3
English Learner ES	75.00	50	56
English Learner MS	44.40	33.3	37.5
English Learner HS	40.00	42.9	44.4
EL SWD ALL	50.00	47.1	36.4
SIFE ALL	100.00	N/A	N/A

*We have small numbers of High School Students and ELSWD which can skew data represented as a percentage. No data available for the 19-20 School Year due to Pandemic Closures

Example of student data tracking sheet color coded for progress

Spring LEP Exit Data

Group	19-20	20-21	21-22
All Active & Waiver EL's	104	114	129
All Exit as Proficient	11%	6%	12%
ELSWD Exit as Proficient	0%	0%	7%
ELs identified 5 or more years	0%	0%	8%
ELSWD identified 5 or more years	0%	0%	15%

*Pandemic school closures started in March 2020
*EL's and ELSWD's identified 5 or more years is a VERY small number causing percentages to fluctuate

Elementary:

After an initial dip from the Pandemic school closures and forced Comprehensive Distance Learning, our rates for elementary students On Track to English Proficiency rose for all English Learners. English Learners who experience a disability achieving OTELP status in our district continue to decline post pandemic. Rates of exit are returning to pre-pandemic levels for all groups. These results mirror our formative assessments at the district level. Students with disabilities across our district, the state, and nation were one of the most impacted groups by the pandemic school closures. We renewed our focus on high quality special education and English language development instruction to serve this population of students. Our team continues to refine instruction to address ELP standards and increase the percentage of students On Track to English Proficiency.

Secondary:

This group represents a small proportion of our total EL population with scores for OTELP (20% in 18-19, 15% in 20-21, and 14% in 21-22). We are seeing an increase after a pandemic dip for our middle school students. High School students increased each year from 18-19 to present. As we improve our programs of service for EL's we are also improving our ability to identify EL's with disabilities. EL's with disabilities sometimes take longer to demonstrate proficiency in English due to learning barriers related to their disability. These students continue to receive ELD services into middle and high school as developed by their ELD and IEP team.

Overall, we are seeing an increase in OTELP after a pandemic dip. Additionally, we are seeing an increase of students exiting the program each year. Most of our students exit within 5 years of entering the program. Some continue to need an additional year or two. Very few students remain in the program longer than seven years. Academically there is growth in median growth percentiles for LEP students demonstrating that English acquisition is contributing to academic growth. This progress aligns to our plan goals for English acquisition and Academic progress. However, we continue to strive for improvement each year in students progressing towards English proficiency and exiting as proficient in English.

90-91 English Skills for Monitored Students and Former ELs

Our monitoring survey for teachers asks questions regarding English proficiency and its impact on coursework progress. Any time there is a concern, a multi-disciplinary team that includes the parent and ELD teacher meets to review all pertinent data sources and determine if further evaluation is warranted to consider the student for program re-entry. Reading, writing, speaking and listening are integral parts of the content standards at each level allowing for work analysis to determine English skills.

The program administrator reviews outcome data annually for evidence of academic progress as the first indicator of English proficiency for former ELs. Multi-disciplinary teams at each level responsible for evaluating all student progress investigate a student's former EL status when there are academic concerns indicating the possibility of lack of English proficiency to successfully handle coursework.

Data:

Subject	Group	18-19 Percent Met	20-21 Percent Met	21-22 Percent Met
ELA	Monitored	53	29	55
	Former	60	0	50

Math	Monitored	33	0	35
	Former	20	20	8
Science	Monitored	13	0	40
	Former	17	0	13

*Note the number of monitored and assessed students is VERY small (1-20 students total depending on the subject) causing high fluctuation when using percentages as a measure.

Upon review, we find a few students who are not making progress. With four years of monitoring, we are catching more students who would otherwise fall through the cracks. We also pay more attention to former EL's. This has led to the addition of study skills classes at the secondary level where this is a bigger issue. Additionally, we see a greater need for professional development for content teachers to ensure academic and English progress after exiting the program. We wrote this into our Title III budget carryover narratives for the region.

92-94. Student Academic Performance Evaluation

Data Sources
- OTELP data review
- ELPA and ADEPT data review
- Student historical ELPA data tracking sheet
- Historical OSAS data
- Graduation data
- State Report Cards

Data Representation

21-22 OSAS Data

Subject	Group	Percent Met
ELA	Total	42
	English Learner	20
	Ever English Learner	25
Math	Total	25
	English Learner	12

	Ever English Learner	11
Science	Total	23
	English Learner	14
	Ever English Learner	13

Graduation Data From ODE Achievement Data Insight

Cohort	Group	19-20	20-21	21-22
Four Year	All	80%	80%	76%
	EL's	100%	N/A	50%
	Ever EL's	62%	73%	67%
Five Year	All	82%	82%	82%
	EL's	50%	100%	N/A
	Ever EL's	67%	67%	73%

*EL Cohort sizes range from 1-3 students leading to dramatic fluctuations for measuring in percentages.
*Ever EL's Cohort Sizes range from 1-15 students leading to dramatic fluctuations for measuring in percentages.

Tracking Sheet for Monitored ELs

AttndSc	LglLNm	LglFNm	BirthDtTxt	GndrCd	SpEdFg	LEPPrgI	ELA	Math	Science
1051				M	N	60	N	N	
1052				F	N	60	N	N	N
1051				M	N	60	Y	Y	
1051				M	N	60	N	N	
1051				M	Y	60	N	N	
1051				M	Y	60	N	N	
1051				M	N	60	N	N	
1051				F	N	60	Y	N	N
1051				M	N	60	N	Y	N
1051				M	N	60	N	N	N
1049				M	N	60	N	Y	
1051				M	N	60	N	N	N
1052				F	N	60	N	N	Y
1048				F	N	60	N	Y	
1051				M	N	60	N	N	

Data Analysis

Active ELs

There is a significant opportunity gap between the academic performance of active ELs and all students. This gap persists over time. We are currently not meeting our goal of gap closure over time while maintaining high levels of achievement for all students.

Monitored & Former ELs

The opportunity gap persists through monitored status and beyond. We are not satisfied with these outcomes and have developed additional support and professional development to address them.

95-96. Program Improvements/Modifications

We improved our direct services for students in the ELD program. However, academic outcomes for current, monitored and former EL's are not meeting district expectations. We plan do implement the following as corrective actions:

- Implementation of our District Strategic Plan, Goal 2 Be responsive to the needs of all students
- Accessible content instruction for current, monitored and former EL's
- Additional supports for students before and after exit in the form of study skills/small group instruction
- Training for Building Administrators on culturally responsive instruction, instruction for EL's, instruction for ELSWD's
- Training for content/classroom teachers to systematically address the opportunity gap demonstrated in our data.
- Procedural and substantive compliance training for Special Education Teaching staff for ELSWD's