



TITLE III LOCAL PLAN (2017-19)

PSD17J



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Title III Local Plan (2017-19)

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OREGON DEPARTMENT OF EDUCATION

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Signature Page

Submission Date: _____

District Name: _____

District Address: _____

City, State and Zip code: _____

District Phone Number: _____

District Superintendent: _____

(Printed Name)

Signature: _____

Date: _____

EL Coordinator Director: _____

(Printed Name)

Signature: _____

Date: _____

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Printed Name of Superintendent

Date: _____

Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

- | | |
|---|--|
| <ul style="list-style-type: none"> EL teachers EL program coordinators Building-level administrators Content teachers District-level administrators Special Education staff Fiscal staff | <ul style="list-style-type: none"> Charter school staff TAG staff Instructional assistants Bilingual educators Title I-A staff Parents Community members Etc., as appropriate for your districts |
|---|--|

Add rows if needed.

Name	Title/Position
Krista McGuyer	ELD Coordinator/TAG Coordinator/Director of Special Programs
Melissa Goff	Superintendent
Ruth Reyes	Parent
Marina Castilla-Morser	Bilingual Instructional Assistant
Nancy Thompson	ELD Teacher/ Classroom Teacher
Steve Bell	Principal
Susan Halliday	Principal/Title 1 Coordinator
Shelly Gruver	Special Education Teacher

Section 1: District Demographics

1. The size of the district, including number of schools

Number of schools: 5 public and 1 charter school

- Clemens Primary School (Kindergarten and 1st grade)
- Blodgett Elementary School (K – 4th)
- Philomath Elementary School (2nd – 5th)
- Philomath Middle School (6th – 8th)
- Philomath High School (9th – 12th)
- Kings Valley Charter School (K – 12th)

2. The enrollment of the district, please include the date (i.e., spring membership)

ODE Fall Membership – October 2017	
District	1,613
Blodgett Elementary	28
Clemens Primary School	177
Philomath Elementary	376
Philomath Middle School	353
Philomath High School	472
Kings Valley Charter School	207

3. The district's ethnic diversity (could be percent or number).

ODE Fall Membership – October 2017							
	BES	CPS	PES	PMS	PHS	KVCS	<i>Total</i>
American Indian/Alaskan Native			2	7	4	2	15 (<1%)
Asian (Non-Hispanic)			4	2	7	3	16 (<1%)
Native Hawaiian/Pacific Islander (Non-Hispanic)		1			1		2 (<1%)
Black/African American (Non-Hispanic)	1	1				2	4 (<1%)
Hispanic/Latino	1	14	28	21	43	13	120 (7%)
White (Non-Hispanic)	24	150	320	306	404	171	1375 (85%)
Multiracial (Non-Hispanic)	2	11	22	17	13	16	81 (5%)

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4. The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).

Language	# of Speakers
Spanish	47

5. The number and percentage of EL students enrolled in district (could include number per school).

School	Grade Level	# Active	% Active	# Monitored	# Former	#Waived Services
Blodgett Elementary	K-4	0	0%	0	0	0
Kings Valley Charter	K-12	2	<1%	0	0	0
Clemens Primary	K-1	1	<1%	0	0	0
Philomath Elementary	2-5	0	0%	7	0	0
Philomath Middle	6-8	2	<1%	5	0	0
Philomath High	9-12	6	<1%	2	17	1
Total	K-12	11	<1%	14	17	1

6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.

Primary Disability	School(s)	# Students
Communication Disability	Kings Valley	1
Intellectual Disability	PHS	1
Specific Learning Disability	PHS	2
504 Plan	PHS	1 (Former EL)
TAG	PHS	1 (Former EL)

7. The number of ELs enrolled in the Talented and Gifted program.

One Former EL in Talented and Gifted

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8. A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, **Alternative Programs, Charter schools, CTE, etc.** (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).

School Name	Designation
Blodgett Elementary School	Title 1A Targeted Assistance
Kings Valley Charter School	Charter
Clemens Primary School	Title 1A Targeted Assistance
Philomath Elementary School	Title 1A Targeted Assistance
Philomath Middle School	N/A
Philomath High School	N/A

District progress for ELs
(Districts can choose to put this information in a table)

9. The number and percentage of ELs showing growth on ELPA21 from **2015-16 to 2016-17** (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).

	Number	Percentage
All ELs	15	65%
ELs with Disabilities	3	75%
ELs identified 5 + years	6	46%

10. The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).

	Number	Percentage
All ELs	10	43%
ELs with Disabilities	1	4%

11.-14. The number of students in monitoring year 1 status through year 4 status.

Monitoring Year	Number
1	10
2	1
3	2
4	1

15. The number of former ELs (not in current EL or monitoring status).

14 Former ELs

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16. The number of students who have re-entered the ELD program after exiting for proficiency.

One student

17. The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).

Years of Monitoring		English Language Arts	Math
1	EL	2 (15%)	3 (23%)
	ELWD	1 (100%)	0
2	EL	2 (50%)	0
	ELWD	na	na
3	EL	1 (50%)	0
	ELWD	na	na
4	EL	0	0
	ELWD	na	na

18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

Number of Years in EL		Number	Percentage
5	ELs	0	0
	ELWD	0	0
6	EL	2	16%
	ELWD	0	0
7	EL	2	16%
	ELWD	0	0
8	EL	0	0
	ELWD	0	0
9	EL	1	8%
	ELWD	1	8%
10	EL	1	8%
	ELWD	1	8%
11	EL	3	25%
	ELWD	1	8%
Total # ELs not reaching proficiency in 5+ years		9	75%
Total # ELSWD not reaching proficiency in 5+ years		3	25%

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19. The number and percentage of the district ELs who have a waiver for ELD services.

One waiver (8%)

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

20. Describe the district’s educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. **This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.**

The Philomath School District utilizes an ELD pullout instructional approach to address the language acquisition needs of English Language Learners. Based on low numbers of students at each grade level, this model meets the needs for our English Language Development (ELD) program. In the regular classroom, trained classroom teachers use Sheltered Instruction Observation Protocol (SIOP) to support language development in regular content areas.

Program Model Description:

Grade Level	Approach for English Language Acquisition	Approach for acquiring Core Content
Grades: K – 5 th	Goal: Increase students’ English language proficiency. Description: ELD pullout with English Language Development curriculum focusing on developing English grammar, vocabulary, and oral and written communication skills. How: National Geographic REACH curriculum Supplemental: Moby Max By Whom: Certified ESOL endorsed teacher Duration: 30-40 minutes daily **An additional 30 minutes classroom support may be provided for recent arrivers, SIFE, and ELSWD.	Goal: Increase students’ academic achievement in core academic subjects and increase meaningful access and participation in academic and special programs. Description: Sheltered grade-level content-area instruction using SIOP and AVID strategies How: Whole class instruction and targeted small group interventions using research based core curriculum and instructional strategies By Whom: ESOL-endorsed classroom teacher whenever possible and/or teachers trained in appropriate strategies. Instructional Asst. support in regular classes.
Grades: 6 th -12 th	Goal: Increase students’ English language proficiency.	Goal: Increase students’ academic achievement in core academic subjects and increase

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<p>Description: ELD pullout with English Language Development curriculum focusing on developing English grammar, vocabulary, and oral and written communication skills.</p> <p>How: National Geographic Edge curriculum Supplemental: Moby Max</p> <p>By Whom: Certified ESOL endorsed teacher</p> <p>Duration: 1 class period daily (could be 2 out of 3 trimesters at HS) **An additional Newcomer Class period support may be provided for recent arrivers, SIFE, and ELSWD.</p>	<p>meaningful access and participation in academic and special programs.</p> <p>Description: Sheltered grade-level content-area instruction using SIOP and AVID strategies</p> <p>How: Whole class instruction using research based core curriculum and instructional strategies. Targeted grade level reading and writing instruction with high expectations.</p> <p>By Whom: Certified teachers trained in appropriate strategies.</p>
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21. Include the relevant research that supports **each of the** district’s educational approach(es) for educating ELs. (NOTE: only citation for research is needed).

Research regarding ELD:

According to English Language Learners: A Policy Brief. (2008). Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf>

- “Present ELLs with challenging curricular content. Curricula should be organized around “big questions,” involve authentic reading and writing experiences, and provide textual choices as well as meaningful content for students.”
- “Set high expectations for ELLs. ELLs will perform much better if placed according to academic achievement rather than language proficiency; placement in challenging classes with quality instruction will enable them to learn more.”
- “Teach ELLs in grades K–8 the basics of academic literacy. Focusing on content-specific and academic vocabulary, engaging students with class objectives, and encouraging them to write summaries of their learning, as recommended by models like Five Standards for Effective Pedagogy, Cognitive Academic Language Learning Approach (CALLA), and Sheltered Instruction Observation Protocol (SIOP), gives ELLs skills they can use in many academic subjects. In addition, helping ELLs make connections between academic content and their own funds of knowledge about home and community literacies can help students see these as resources for building academic literacy.”
- “Teach ELLs in secondary school, like their K–8 peers, to simultaneously develop their skill with academic English and learn content in a variety of disciplines. Contexts of

learning shift rapidly for ELLs in secondary school; on a daily basis, they encounter several different teaching styles, varying tasks, multiple expectations, and a range of interaction styles. ELLs' own socio-economic status, prior schooling, content knowledge, and immigration status also contribute to this variety.”

- “Delineate explicit expectations for ELLs. Successful programs require an explicit delineation of what students should be able to know and do in order to succeed at a given level. This means that state curriculum frameworks and/or content area standards need to address ELLs specifically so that their literacy strengths and challenges can be addressed.”
- “Provide research-based professional development for teachers of ELLs. Less than 13 percent of teachers have received professional development on teaching ELLs, and despite the growing numbers of ELLs, only three states have policies that require all teachers to have some expertise in teaching ELLs effectively. As a result, most ELLs find themselves in mainstream classrooms taught by teachers with little or no formal preparation for working with a linguistically diverse student population. Well-meaning teachers with inadequate training can sabotage their own efforts to create positive learning environments through hypercriticism of errors; not seeing native language usage as an appropriate scaffold; and/or ignoring language errors.”

Language Instruction Education Programs (LIEPs): A Review of the Foundational Literature. (2012, May).

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA), U.S. Department of Education.

Research regarding grade-level content area instruction:

Hamayan, E. (2006). How Should English Language Learners Be Grouped for Instruction? In *English language learners at school: A guide for administrators*. Philadelphia, PA: Caslon Pub.

- “As a general rule, districts should strive to group English language learners (ELLs) age-appropriately by grade level and organize their services in such a way that ELLs will have access to grade-appropriate content and language instruction.”
- “It is important that ELLs be placed with students who are academically and socially their peers. ELLs should never be placed in a lower grade simply because their English is limited.”

Research regarding sheltered instruction:

From the Education Alliance at Brown University:

“The success of sheltered English instruction depends largely on two integrated factors. First, the teacher must provide modified instruction in English without oversimplifying the content. All students, including ELLs, are held to the same high expectations of achievement and must demonstrate that they meet content standards. Second, to avoid fossilization of language skills at the conversation level, the teacher must engage the student in a constant, concerted effort to develop and enhance academic language. In other words, teachers must first simplify their

discourse to make class content comprehensible and then gradually make their language more complex, without sacrificing the quality of instruction or depth of comprehension in the process.

Research conducted in 1997-98 and again in 1998-99 showed that English language learners in classes with teachers who had been trained in sheltered instruction under the SIOP model outperformed similar students in control classes (Echevarria, Vogt, & Short, 2004).”

Echevarria, J., Vogt, M., & Short, D.J. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston: Pearson.

Echevarria, J., Richards-Tutor, C., & Short, D. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363-380.

Echevarria, J., Richards-Tutor, C., Chinn, V., & Ratleff, P. (2011). Did they get it? the role of fidelity in teaching English language learners. *Journal of Adolescent and Adult Literacy* 54(6), 425-434.

Echevarria, J. & Short, D. (2011). The SIOP model: A professional development framework for a comprehensive school-wide intervention.

Echevarria, J., Short, D., & Vogt M. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston, MA: Pearson Education, Inc.

Research regarding English language development targeted instruction:

From Language and the Common Core State Standards. Leo van Lier and Aída Walqui “In a classroom context, an action-based perspective means that ELs engage in meaningful activities (projects, presentations, investigations) that engage their interest and that encourage language growth through perception, interaction, planning, research, discussion, and construction of academic products of various kinds. During such action-based work, language development occurs when it is carefully scaffolded by the teacher, as well as by the students working together. The goals and outcomes specify academic and linguistic criteria for success, and the road to success requires a range of focused cognitive and linguistic work, while at the same time allowing for individual and group choices and creativity (van Lier, 2007) . . . Looking at learning from a language-based perspective requires an active learner in an action based environment, in which challenging puzzles, explorations and projects are supported by carefully scaffolded activities and autonomy-supporting interactions (Allwright & Hanks, 2009; Deci & Flaste, 1995; Walqui & van Lier, 2010).”

Allwright, D. & Hanks, J. (2009). *The developing language learner: An introduction to exploratory practice*. London: Pgrave Macmillan Press.

Deci, E. & Flaste, (1995). *Why we do what we do: Understanding self-motivation*. New York: Putnam’s Sons Press.

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Van Lier, L. (2007). Action-based teaching, autonomy and identity. *Innovation in Language Learning and Teaching*, 1(1), 46-65.

Walqui, A. & van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. San Francisco: WestEd.

22. Describe the district's educational goal for English language proficiency. Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).

Program Goals Overall:

1. Increase acquisition of language to support EL student success in rigorous core content.
2. Increase students' academic achievement in core academic subjects.
3. Ensure that ELs graduate high school with a regular diploma at a rate equal to non-ELs.
4. Ensure ELs have equal access to research based grade level instruction in all academic programs.
5. Increase meaningful participation of ELs in all district programs.
6. Increase depth of knowledge, academic language, and vocabulary in core content.
7. Provide ongoing staff development and coaching designed to enhance teachers' understanding of language acquisition and cultural sensitivity.
8. Facilitate parent involvement and meaningful voice in the schools, community, and education of their children.
9. Honor the native language of our students through offering the Seal of Biliteracy.

Educational Smart Goals for English Language Proficiency:

1. Using ELD pull out and SIOP strategies, PSD will increase median reading growth percentile for current ELs from 48.0 to 55.0.
2. Using ELD pull out and SIOP strategies, PSD will increase median listening growth percentile for current ELs from 46.0 to 50.0.

23. Describe the district's educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.

Math Achievement:

- PSD will increase the percent of current ELs who meet the math achievement standards from <5% to 11%.
- PSD will increase the percent of former ELs who meet the math achievement standard from 27% to 34%.

Reading Achievement:

- PSD will increase the percent of current ELs who meet the ELA achievement standards from <5% to 12%.
- PSD will increase the percent of former ELs who meet the ELA achievement standard from 36% to 55%.

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.

PSD will use the ELPA 21 to measure English Language Proficiency. The growth percentiles are available on the ODE website in the Achievement Data Insight. District administrators, building principals, and ELD teachers will evaluate this data annually to determine if we have met the goal or if adjustments to the program are necessary. The ELD teacher will use the ADEPT, Gap Finder and REACH as progress monitoring tools for interim measures to determine progress toward language proficiency. These interim measures are used to assess growth and identify gaps in language skills to help guide ELD instruction. PSD will also use The ELPA 21 screener once it is available and after appropriate training.

25. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.

PSD will use SBA scores to measure growth in core content knowledge. The district will utilize EasyCBM data as an interim measure of general outcome toward grade level proficiency. Grade level teams use EasyCBM benchmark data to make adjustments to core curriculum and to identify the need for additional interventions. Students scoring below the 25% receive additional targeted interventions and more frequent progress monitoring. Grade level and ESL teacher teams will analyze the data three times a year to adjust sheltered instruction and scaffolding.

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26. Describe the frequency the district will progress monitor the established goals.

The ELD teacher and coordinator will analyze data from SBAs and ELPA 21 once per year after results are released. The ELD teacher, content teachers, and building administrators will analyze CBM and common assessment data 3 times per year as an interim measure of growth. A district level administrative team will review a summary of this data two times per year.

27. Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.

The goal for the Philomath School District is to graduate every student and transition each of them into a job, training, or college. The same rigorous goal applies to our EL students. However, our data reveals that our EL students still are not meeting grade level achievement standards at the same rate as non-EL peers. We need to intensify our language support for ELs in core content classes through embedding SIOP strategies, high expectations, and positive adult relationships into every learning environment.

28. Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.

By increasing the percent of current and former ELs that meet both the language proficiency standards and the academic standards, our EL students will be better prepared as they transition to job, training or college. Our EL graduation rate is very high, nearly 100% consistently. However, the data suggests that our ELs are not achieving the same levels of academic proficiency, thus are likely not college/career ready when they exit.

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

29. Describe the district's procedure which includes a step to administer the Language Use Survey to all students. **Include the school year the district will begin using the state-approved Language Use Survey.**

30. Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.

As stated in ESSA, the U.S. Department of Education defines "Limited English Proficient" as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the State's proficient level of achievement on State assessments
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

The Philomath School District uses this definition to identify EL students in the district. Students are identified for the program within 30 days at the beginning of the school year or within 10 days during the school year. The steps for identification are described below:

Initial Placement Process - LUS

- Beginning in fall of 2018 Philomath Schools will use the new Language Use Survey (LUS), developed collaboratively with multiple districts, stakeholders, and ODE.
- The Language Use Survey is included in enrollment materials provided by the school registrar as part of the district's enrollment process. The LUS, is available through TransACT, and will be provided in the family's native language whenever possible.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** School registrar.

LUS indicates Potential EL

- All Language Use Surveys with a language other than English, or indicate that the student is American Indian/Alaska Native, will be copied and given to the ELD teacher. The LUS is used to initiate the process for potential ELD eligibility.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** School registrar and ELD teacher.

Potential EL Cum File Review

- Upon receiving the LUS, indicating the student as a potential EL, the ELD teacher will review the cum file to check for previous ELD screening and/or identification from the student's former district(s). If former cum file is not available the ELD Specialist will contact the previous district and/or ODE to gather ELD history.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher

ELPA 21 Screening

Based on the LUS, students are given an initial identification assessment. Beginning in Fall 2018, PSD will use the ELPA 21 to screen students.

- Any students found to meet the criteria above, new to the US, new to Oregon, have a language other than English, or whom have not previously been assessed for ELD, will be given the ELPA21 screener to determine program eligibility.
 - **Timeline:** Immediately following file review, within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher

Newly Qualified Students

- ELPA21 Screener fluency scores will be required once they become available.
- Upon completion of the ELPA21 screener, students who qualify will:
 - Begin ELD services,
 - Parent notification letter indicating initial placement of ELD services is sent home in the parent's home language, when available.
 - A copy of the letter kept in the student's permanent cum file.
 - Notification of the student's EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in SIS, the district's Student Information System.
 - **Timeline:** Immediately following receipt of the ELPA21 screener results.
 - **Person Responsible:** ELD teacher

Initially Fluent Students

- Documentation of ELPA21 screener results for all students who are initially fluent, “Too High to Qualify,” for ELD services will be kept in the student’s permanent cum file.
- Parent notification will be sent home in the parent’s home language, when available.
 - **Timeline:** Immediately following receipt of the ELPA21 screener results.
 - **Person Responsible:** ELD teacher

Returning EL Students

- Any student served by the district's ELD Program during the previous school year, or enrolled with an active LEP flag from another Oregon district, will begin ELD services.
- A parent letter, indicating continuation of ELD services, will be sent home in the parent’s home language, when available, and kept in the student’s permanent cum file.
- Notification of the student’s EL status will be disseminated to district personnel including: ELD office, building administrator, school staff, and classroom teacher(s).
- In addition, the ELL flag will be activated in SIS.
- Students continue to be served until they meet exit requirements.
 - **Timeline:** Immediately following file review, within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher

Misidentified Students

- Schools, parents and students (age 18+) who believe a student may have been misidentified as an EL or non-EL may request that the EL identification process be reviewed.
- This process may be utilized for students who:
 - Have a language use survey with a language other than English or
 - Have a language use survey with English and are Native American/Alaska Native and
 - Are ELs or Non-ELs
 - **Timeline:** Parents, schools and adult students have 45 calendar days to submit a written request to review the results of the EL identification determination.
 - **Person Responsible:** A student’s parent/guardian, teacher (if the teacher’s request includes written consent from the parent or guardian), or a student of 18 years of age.
- Review of written request
 - **Timeline:** Within 10 school days, unless the student has IEP/504 in which case the special education team must be consulted and review completed within 20 school days.
 - **Person Responsible:** ELD specialist, ELD teacher and special education team, if applicable.
 - **Documents:** will be kept in the student’s permanent cum folder.

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- Process for reviewing initial identification:
 - School receives letter requesting review
 - School contacts ELD teacher, who notifies the district ELD specialist
 - ELD specialist reviews all documents:
 - Language Use Survey
 - Cum folder
 - Initial identification assessment – if given
 - Student work-samples in English
 - Student work-samples in home language, if appropriate

Students not on IEP/504 the ELD Coordinator will decide

- Was the student a potential EL and given the screener appropriately?
 - Yes, but the student was initially fluent.
 - If student work-samples and cum folder provide additional information that the student needs support in learning English then the student status is changed in Synergy and parents are notified.
 - Yes, student is initially an EL.
 - If student work-samples and cum folder provide additional information that the student demonstrates English proficiency the student status is changed in Synergy to 3-H initially fluent.
- If the student is a potential EL that was not given the EL screener, then the ELPA21 screener is administered and EL status follows screener results.
 - **Timeline:** Within 10 school days from receipt of written request.
 - **Person Responsible:** ELD coordinator, ELD teacher and ELD office assistant
 - **Documents:** will be kept in the student’s permanent cum folder.

Students with an IEP/504

- ELD teacher consults with special education team regarding whether the student has a disability or is suspected of having a disability that may affect his/her ability to read, write, speak or listen to English.
- A records review of the same documents is conducted.
 - **Timeline:** Within 20 school days from receipt of written request.
 - **Person Responsible:** The team of special education and EL staff decides how to proceed forward with the student.
 - **Documents:** will be kept in the student’s permanent cum folder.
- Monitoring
- Any student initially identified as an EL, but then determined to be fluent through final identification will be included in the district monitoring process.
- Follow-Up – Check In
- Within 3-6 months following each initial-final identification process a review of the steps taken and the student’s current academic/linguistic progress will be conducted.

Refusal of Services

- Every effort is made to ensure that parents have the information they need to make a well-informed educational decision about the participation of their children in the district's ELD Program and other service options that may be available.
- Information is available for parents through:
 - A phone call or in-person meeting with the school's ELD teacher or ELD coordinator.
 - Interpreter in parent's home language will be provided, whenever available.
- Should parents decline ELD services for their child:
 - The ELD teacher notifies the ELD Coordinator of the parents' wishes.
 - The ELD teacher asks the parents to fill out a "Refusal of English Language Development Services" form.
 - Parents are informed that:
 - Their student will be given the ELPA21 each year, with scores sent home, until English proficiency is reached.
 - ELD services may be resumed at any time, per parent request.
- Process
 - **Timeline:** Immediately following receipt of the signed "Refusal of English Language Development Services" form.
 - **Person Responsible:** Parent, ELD teacher and ELD coordinator.
 - **Documents:** will be kept in the student's permanent cum folder.

Students not served by district programs ***are required*** to participate in all state-required assessments, including ELPA21, and are counted in the district's accountability requirements.

Students with a waiver for services are reported annually to the district's LEP Collection, and they are coded 4-N (waiver and participated in ELPA21); 4-O (waiver and not enrolled during the ELPA21 testing window); 4-P (waiver returned to EL status after exiting for proficiency). The State uses these codes to review trend data for ELs regardless of participation in a district's EL program.

31. Describe the district's procedure to include a process to identify Native American students who may be ELs.

Native American or Alaska Native students may have unique linguistic and cultural challenges and needs that can be supported or met through enrollment in the EL program. Additionally, a student who is of Native American or Alaskan Native heritage may qualify for services based on a historical influence of another language if the student appears to struggle with English in reading, writing, speaking or listening. According to federal law, these students are automatically considered for the EL program (NCLB, Title III, Subpart 1, Section 3112). If a student's Home Language Survey identifies him/her as Native American or Alaska Native, the EL teacher will inform the student's classroom teacher of their potential eligibility and discuss whether he/she has been making adequate academic progress. If the answer is yes and the student's academic records do not indicate any cause for concern, the student will be deemed "not eligible" for EL services. It may be necessary to review the student's academic records to determine eligibility. If the student is struggling academically, the RTI team will meet to determine whether there is

reason to believe that this is due to a linguistic or cultural challenge. At minimum, the RTI team must include a content-area teacher, an ELD teacher familiar with the student's language ability, and a school-level administrator. Additionally, parents may be contacted to go over aspects of the EL program and discuss whether a formal assessment for English language proficiency would be appropriate. To qualify for the program, Native American students must meet the same criteria as others. Native American and Alaska Native students can be considered for the program at any time if academic concerns arise beyond the initial ineligibility determination.

32. Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

PSD Guide to Evaluating English Language Learners for Special Education

Evaluating an English Language Learner (ELL) student for a disability can be quite complicated. Currently, there is no ideal testing procedure to distinguish between learning problems associated with learning to speak, read, and write in English; and an actual learning disability. Researchers and educators have come up with some evaluation practices they believe are effective in getting ELL students the academic help they need. The purpose of this technical assistance guide is to provide PSD school personnel with best practices for identifying and assessing ELL students suspected of having disabilities.

The dropout rate for ELLs is 15-20% higher than the overall rate for non-English language learners. This lack of academic success is also the cause for referrals of ELLs to special education. Research shows that ELLs are typically either over-represented or under-represented in district special education programs across the United States [P.L. 108-446 §601(c)(11)(B)]. Research demonstrates that ELLs with the least amount of language support are most likely to be referred to special education. ELLs receiving all of their instruction in English were almost three times as likely to be in special education as those receiving some native language support.

IDEA specifies that ELLs must not be placed in special education if their learning problems are primarily the result of language acquisition or environmental, cultural, or economic disadvantage [P.L. 108-446 §614(b)(5)(C)]. However, ELL students are not required to be in the United States for a set period of time, nor are they required to receive English-language instruction, before special education assessments can be provided. Interdisciplinary partnerships and classroom-based interventions using a multi-tiered system of supports can reduce inappropriate referrals for special education. However, if there is a clear suspicion of a disability, there must be no unnecessary delay in making the referral or providing appropriate services.

Three Categories of ELLs who Experience Academic Difficulty

There are three categories of ELL students who are typically referred for special education:

1. Those with deficiencies in their learning-teaching environment (lack of effective ELD support or tier 1 instruction and interventions)
2. Those experiencing academic difficulties not related to a disability (interrupted schooling, limited formal education, medical problems, low attendance, high transiency, etc)
3. True ELLs in need of special education due to a disability

Important Considerations about Language Acquisition

If a child's first language is adequately developed and there is no indication of developmental delays, the primary language can provide the basis for the transfer of what has been mastered in the first language (phonological rules, language structures, and vocabulary) to the second language. If the first language is not developed to the level of proficiency, it cannot support the second language. As a result, negative consequences in both cognitive and educational domains could occur.

If second language learners have few opportunities to use their first language, they may experience a loss in the proficiency of their first language. Children may then score low on formal tests in either language. The possibility of language loss should be considered when observing children who are having problems communicating in their native language.

Research suggests that it takes an individual student an average of two to three years to acquire what is referred to as social language, known as Basic Interpersonal Communication Skills (BICS). It takes an average of five to seven years for an individual to acquire language skills needed for academic success known as Cognitive Academic Language Proficiency (CALP). Educators often think that because the student is communicating with others, but does not experience academic success, the student may have a disability, and the child is often referred for testing. Students at greatest risk for being misdiagnosed are those who have received ELD instruction long enough to learn BICS but who need more time to develop CALPs.

General Principles for Teaching ELL Students

Four key principles for language acquisition can be applied to the regular education classroom and should be part of pre-referral strategies used prior to a special education referral.

Increase Comprehensibility

It is important to provide many nonverbal clues such as pictures, objects, demonstration, gestures, and intonation cues to early or intermediate language learners. As competency develops, other instructional strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

Increase Interaction

It is important to provide opportunities for students to use their language skills in direct communication in real-life situations. Strategies such as cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions can offer ELL students opportunities to use their new language.

Increase Thinking/Study Skills

Strategies to develop more advanced higher order thinking skills include explicitly teaching and reinforcing study skills and test-taking skills, modeling problem-solving strategies aloud, and asking higher order thinking questions. It is important that educators have high expectations for all students.

Use Native Language

It is important to remember that incorporating a student's native language into their instruction can be a successful teaching strategy. Use of the student's native language can provide a valuable support as well as giving validity to a minority language. Unless children with disabilities develop native language competence, they will most likely have problems learning a second language and will have trouble with cognitive development as well. ELLs learn best when learning activities that build on their home language and culture.

Pre-referral Strategies/Response to Intervention (RTI)

Most ELL students are successful in learning when provided with research based instruction and interventions. PSD uses a multi-tiered system of supports to address the needs of all students by providing varying degrees of intervention and progress monitoring. ELL students should receive interventions through the RtI process at the first sign of difficulty in the classroom.

Tier 1—General Screening and Instruction

All students are screened for English language proficiency if the home language survey indicates that English is not the primary language of the home. Instruction in the regular education classroom and/or the English Language Development (ELD) class begins. Data is collected by the regular education/ELL teacher when the ELL student's progress begins to lag behind his/her peer group. By putting high-quality instruction in place with frequent student progress monitoring, students' instructional needs are usually met.

The regular education classroom is usually the first setting in which students with academic and behavior problems are observed. When identifying ELL students with potential problems, the ELD teacher should monitor the student's progress in English and in their primary language and determine whether students are performing according to their appropriate language developmental levels. With appropriate instruction and/or intervention, students without disabilities will demonstrate increased English language proficiency. Students with disabilities will struggle despite the interventions.

Tier 2—Early Intervention

Before considering a student who is an ELL for special education, teachers should consult with other professionals and document the strategies used. Intervention strategies can include working with ELL students in smaller groups, providing tutoring, shortening assignments, peer tutoring, reading interventions, extended school day opportunities, and increased English language instruction. Observations of the ELL student's behavior and functioning should occur in multiple contexts. The teacher contacts the student's parents, using interpreters if needed.

Progress monitoring data is collected throughout the intervention process. If students are unresponsive to strategies and interventions, this data will be valuable to the evaluation team. There is no predetermined length of time for interventions to show significant improvement. Interventions must be provided on a consistent schedule for an adequate length of time with an appropriate data collection to determine if the student is responsive to the strategy. Consultation with an ELD professional is highly recommended throughout this process.

Tier 3—Increased Intensity Intervention

The purpose of a multi-tiered system of intervention is to eliminate factors such as teaching methodologies, class size, rate of instruction, and lack of previous instruction as being the reason a child is not progressing. Pre-referral activities could include one-on-one teaching, small group instruction, tutoring, and hands-on activities.

As teachers document that interventions have become more intensive, and the student is lagging further behind his/her peer group, a referral for special education testing may be initiated. After implementing appropriate interventions, if the student does not show progress, the classroom teacher may refer the student to the building RtI team, which includes an ELD teacher. The role of this team is to explore the possible causes and nature of a student's academic and/or behavioral problems and to recommend ways to resolve them. This team will examine differences in language, culture or experience that could affect learning. The RtI team must consider the student's family background, culture and language, acculturation level, sociolinguistic development, response to the school and classroom environment, and the English language development and primary language services, which have been provided. At this point, the RtI team may consider referring the student for a special education evaluation.

Referral for Special Education Evaluation

The RtI team will monitor the interventions for a designated period of time. If the student does not begin to show academic improvement, the RtI team may decide that the student should be referred for a special education evaluation. Teams can use a process based on the child's response to scientific, research-based intervention to determine the need for a special education evaluation. After determining that a child's disability is not a result of limited English proficiency, this RtI model will also assist assessment and identification for ELL students. To the extent possible, cultural and linguistic differences should be ruled out as primary causes prior to making a special education referral. In general, a referral to special education should take place only after the team has determined that regular education interventions have been

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exhausted and proven ineffective. As the team reviews an ELL student's academic progress the following factors will be considered when making a referral:

- Amount of formal education;
- If no previous formal education, sufficient academic instruction time to demonstrate progress;
- Whether a language other than English is used in the home;
- The student's language proficiency;
- Are the problems evident in the primary language;
- Education and life experience prior to his/her residence in the United States;
- Adequate length of time in the United States and the United States school system to allow the student to adjust to the new surroundings and culture;
- Academic history of placement and consistent attendance in an appropriate ELAP program provided by qualified staff;
- Progress in reading and math instruction in the primary language according to his/her normal age range and previous school history;
- Progress in academic areas that are less dependent on linguistic skills such as math computation;
- Progress in reading, math, and ELAP in relation to his/her siblings and other ELL peers who started at about the same level of English proficiency and have had comparable instruction;
- Strength of student's primary language skills and prior background knowledge;
- Interaction and communication with peers in informal settings, communication at home, and with school personnel (either in the primary language or English using verbal or nonverbal skills);
- Strengths, interests, and learning motivations, including family, cultural, or environmental factors that may affect learning.
- Does the data show that the student did not respond well to interventions;

This information, along with a description of the interventions and the progress monitoring data will be included with the formal referral paperwork. The referral must include specific information regarding the student's language proficiency.

After the building principal signs the referral, the referral and supporting documentation will be sent to the Director of Special Services. If the Director of Special Services agrees with the appropriateness of the referral, he/she will sign the referral and a special education case manager will be assigned. The special education case manager will send a Prior Written Notice to the parents, indicating that the student has been referred for a special education evaluation.

Next, the team, including the special education case manager, school psychologist, ELD teacher, and other people as needed, will meet to review the existing data and determine what additional evaluation data is needed to determine whether the student has a disability. If additional evaluations are needed, the case manager will obtain informed consent from the parent for these evaluations. The case manager will complete the Consent for Evaluation form, along with a Prior Written Notice, to obtain parent consent. The team must ensure the parents fully understand the process and what they are consenting to, using interpreters/translators if needed.

Evaluation Procedures

Once parent consent is obtained, the school has 60 days to complete the entire evaluation, determine eligibility, and develop an Individualized Education Plan (IEP) if needed.

Each child should be assessed as an individual, creating a detailed picture of his/her learning challenges and strengths. Assessment information should be gathered from a variety of sources: regular education teacher, speech therapist, ELD teacher, parents, school psychologist, and others. Information should be collected through formal and informal assessments, school work and structured observations of the child in different settings at school. Assessments must be selected and administered so as not to be discriminatory on a racial or cultural basis.

Parents' knowledge of their child is essential to addressing learning problems. Parents and family should be involved in the referral and assessment process. A parent interview should be used to gain an understanding of

- Language use and development
- Language preference
- The level of proficiency in the primary language
- The student's sociological background
- Developmental and medical history
- Social and emotional functioning

The goal of the evaluation is to distinguish as accurately as possible which of a child's learning difficulties are the result of English-language learning, and which are due to a disability. If the student is suspected of having a disability, the disability must also be present in the student's primary language. The assessment team must include a credentialed person with second language expertise who is knowledgeable about second language acquisition and cultural competence.

Under IDEA, evaluators are required to conduct assessments in the child's native/dominant language [P.L. 108-446 §614(b)(3)(A)(ii)]. It is important to determine the language or languages in which the child is most proficient. It is essential to measure proficiency levels for all languages the student speaks. It is important to know how the student is able to use each language for social and academic purposes. Evaluators should gather evidence through interviews, student observation, and a review of background information in order to support their determination of the language(s) most likely to yield accurate information on what the student knows and can do. The use of an interpreter/translator who speaks the student's native/primary language should be used during all parts of the evaluation, including student testing, collecting communication samples, and communicating with the student's parents.

The use of standardized, norm-referenced tests with ELL students is extremely problematic, and should be avoided. To accurately measure a child's language and literacy skills, assessments should be culturally sensitive, reliable for use with ELL students, and administered by a qualified professional. Nonverbal assessments alone for students who are able to speak are not acceptable. When standardized assessments are used with ELL students, caution should be used in interpreting standard scores and grade level equivalencies. Any type of norm-referenced score

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must be considered in relation to the amount of time the student has received academic instruction in the language in which he/she is being tested. For example, if a third grade student has received English language academic instruction during all of his/her schooling, it is appropriate to compare that student with other third graders. On the other hand, if a third grade student has received only one year of English language education, a reading score in English at the first-to-second grade level would be expected.

Dynamic assessment is a supplemental approach to traditional standardized assessments for students who are ELLs. Some students who are ELLs may perform poorly on standardized tests due to unfamiliarity with the testing situation, cultural or linguistic differences, or language issues. The types of dynamic assessment techniques are testing limits, graduated prompting, and test-teach-retest. Of these, test-teach-retest is best suited for differentiating language differences from disorders.

Oral Language Assessment

An oral language assessment (in one or both languages, as appropriate for the student) evaluates skills such as:

- How well the student understands concepts;
- How well the student understands vocabulary;
- How well the student expresses himself in both conversational language and in the more formal language used to discuss school subjects;
- How well the student understands what he/she hears;

Spontaneous conversation samples should be used to determine how well a student understands and speaks the two languages with different people and in different settings and contexts.

Speech and Language Assessment

The ELL student's speech and language skills will first be tested in English. If difficulties are noted in English, a comprehensive speech and language evaluation is conducted in both English and the primary language. This evaluation is necessary to determine the relative strengths of both languages and to determine whether the existing language difficulties are due to a language learning disorder (present in both languages) or due to a second language acquisition difficulty (present only in English). This comprehensive evaluation should consider semantics, syntax, morphology, phonology, and pragmatics. Information regarding the relative strengths of the two languages is communicated to the other members of the assessment team so that testing may be done in the language most advantageous to the student.

Assessment of Achievement

Students who have received formal academic instruction in English, but not in their primary language should be assessed in English with a standardized measure using an interpreter/translator. Students who have received formal academic instruction in a language other than English should receive an academic evaluation in English and in their primary language with the use of an interpreter/translator. When students' academic skills are tested in

both English and their primary language, there is a greater likelihood of fairly estimating the degree of academic knowledge achieved. The results may be effectively compared when two versions of the same test are administered.

It is recommended that results of norm-referenced tests be supplemented with other types of performance-based assessments. When norm-referenced and performance-based assessments are compared, evaluators can more accurately determine a disability. The following types of performance-based assessments can be utilized:

- Informal tests such as criterion-referenced tests. These tests measure a student's skills rather than compare them to other students;
- Curriculum-based assessments (EasyCBM) assess a student's abilities, strengths and weaknesses, using the materials that are used to teach the student. They also measure a student's rate of improvement.
- Portfolios provide samples of a student's achievement and progress in different areas over time.
- Observation is very important during the assessment process. Students should be observed on a continual basis over multiple settings

A reading assessment can evaluate basic skills such as:

- Phonological skills (the ability to connect the sounds of language with letters or letter combinations)
- Phonemic awareness (the ability to identify each individual sound in a word he/she hears, in order)
- Decoding skills (the ability to read unfamiliar words by sounding them out)
- Reading single words (automatically, from memory)

If an ELL student has problems with these types of skills in both languages, evaluation teams will suspect a learning disability.

Assessment of Intelligence

Verbal measures of ability become measures of a student's proficiency in English. It is preferable to use nonverbal measures of intelligence over verbal measures. However, the nonverbal measures cannot predict how students will perform in the classroom and must be supported with additional information. If the examiner is not proficient in the primary language of the student, it will be necessary to use an interpreter/translator. To reduce the possibility of identifying a student who is an ELL as a child with a disability or determining a student does not have a disability when in reality they do, all correct responses in one or both languages should be accepted. In addition, all assessment results should be used as qualitative measures and interpreted with extreme caution. Standardized test scores may not be used in isolation and must be only one part of a multifaceted evaluation.

In addition, adaptive assessments should be used to augment the findings on the cognitive assessment.

Test Modifications

When administering standardized testing to ELL students, the following modifications can be considered:

- Bilingual administration. The examiner must always be aware of the possibility that the student may not understand the directions given. It is wise to have an interpreter available in case there is any question of the student's ability to understand instructions.
- Use extended instructions on sample items.
- Mediation of concepts to ensure comprehension before testing items.
- Repeating items to facilitate comprehension.
- Extend or eliminate time limits.
- Accept alternate responses (responses in another language, nonverbal gestures).
- Use a querying of responses.

Written Report

Reporting assessment results through test scores alone may not give a sufficient picture of the student's ability. Because of the lack of reliable and valid testing measures and the lack of standardized tests for ELL students, it is important that the evaluator's written report incorporate the following:

- All adaptations of testing instruments and procedures;
- Primary language spoken in the home;
- Ethnicity;
- Sociological information from family history;
- Health and medical history;
- Education history;
- General observations during testing;
- Any changes in test standardization (use of interpreter/translator, responses in another language/nonverbal responses);
- Language proficiency;
- Student's strengths and weaknesses on test measures;
- Summary and impressions;
- Recommendations;

If an assessment is not conducted under standard conditions, a description to the extent to which it varied from standard conditions (e.g. the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report [C.F.R. 300.532(c)(2)].

Special Education Eligibility Determination

When meeting as a team to determine eligibility, various factors should be considered. The following questions can help the team in establishing whether a child has a legally defined disability. A discussion of these questions can also assist in ruling out other sources of difficulty.

- Does the problem exist in different settings—regular education, ELD classes, at home?
- Are the problems evident in the student’s first language?
- Does the student have trouble following directions in the native language as well as English?
- Has the student learned to read in his native language?
- Is the student progressing in learning English at about the same level as the student’s ELL peers?
- Can any difficulties be explained by cross-cultural differences? (For example, lack of eye contact may be appropriate in the child’s native culture but be interpreted as defiance by a teacher.)

Eligibility committees should rely on performance-based assessment, observations, careful interpretation of test scores, and the collaborative expertise of ELD teachers, classroom teachers, and test administrators [Section 34 C.F.R. § 300.534(a)(1)]. Input from the ELD teacher or other personnel with expertise in the second language acquisition process at the eligibility meeting is necessary in order to place the student’s progress along the second language acquisition continuum. The evaluation process must gather comprehensive information, including functional, developmental, and academic information about the student and may not use any single measure or assessment as the sole criterion for determining whether the student is a child with a disability. The student’s response to appropriate and sustained, targeted interventions must be considered along with the results of any assessments administered. The assessments must demonstrate that the disability is evident in the dominant language OR rule out limited English proficiency as the cause of the learning difficulties. Descriptive data, not test scores, should decide if the student qualifies for special education.

Development of the Individualized Education Plan (IEP)

If the student is found eligible for special education, the IEP team, including an ELD representative, will meet to develop an IEP. IDEA states that schools must ensure that parents understand the proceedings of the IEP meeting by using an interpreter if their native language is not English. IDEA also contains a clause that states that the IEP team must “in the case of a child with limited English proficiency consider the language needs of the child as those needs relate to the child’s IEP”. [34 C.F.R. § 300.346(a)(2)(ii)]

33. Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.

Currently, PSD uses the Woodcock-Munoz Language Survey, English form, to determine the student's level of English proficiency. This language proficiency assessment must assess the student's academic English proficiency in all four language domains (reading, writing, speaking, and listening), and needs to be given by a trained administrator. Students who score a level 4 or below, on the Broad Total English score of The Woodcock-Munoz Language Survey are considered eligible for services. If the student's primary home language is Spanish, the student's Spanish proficiency level may be assessed using the Woodcock-Munoz Language Survey, Spanish form.

Beginning fall 2018, the district will use the ELPA21 screener and will follow the identification process outlined in the Executive Numbered Memo 005-2017-18 Identification of ELs under ESSA. We agree to use the state approved fluency scores at each grade level once established. ODE will provide technical guidance and training in the use of the ELPA21 screener.

Per ENM 005-2017-18, beginning in the 2018 school year, districts must use the state Language Use Survey, a state approved ELP screener, and the state's established fluent score for the selected screener. By 2019-20, if the state adopts a single ELP screener, districts must use this ELP screener, the state's established fluent score, and the state Language Use Survey.

34. Describe the district's plan for having students assessed by a trained assessor.

All staff administering the ELPA21 screener will participate in ODE approved training and will have documentation on file. The training will be provided annually or as needed. The ESD provides training. Test proctors will be recertified every 3 years.

35. Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.

Intake Assessment:

- Once ELPA21 Screener scores are received the results are:
 - Reviewed by the ELD teacher.
 - The ELD teacher will notify the school registrar and classroom teacher(s) of the results.
 - The ELD specialist and/or assistant will enter the screener results in SIS.
 - LEP Start Date and program code(s) for eligible students will be entered in SIS.
 - Scores and codes for initially fluent students will be entered in SIS.
 - A copy of ELPA21 screener results will be placed in the student's permanent cum file

ELPA21 Assessment:

- Once ELPA21 assessment scores are received the results are:
 - Reviewed by the ELD coordinator and ELD teacher.
 - In the spring, the ELD teacher will share the results with the student's current teacher(s).
 - In the fall, ELPA21 results and descriptors will be shared with student's new teacher(s).
 - The ELD specialist and/or assistant will update ELD Program codes in SIS.
 - A copy of ELPA21 results will be placed in the student's permanent cum file.

36. Describe the district's plan to include a description of where and how the assessment data will be stored.

The ELD teacher places copies of all ELPA21 screener and ELPA21 assessment scores in the student's permanent cum file.

37. Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students.

All students who qualify for ELD services must be placed in an appropriate level of service within 30 days at the beginning of the school year or within 10 days if enrolled during the school year.

Initial Placement Letter

- Timeline: Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.
- Person Responsible: ELD teacher.

Continuing Placement Letter

- Timeline: Within 14 calendar days of documented ELD program eligibility (ELPA21 scores, or information from previous district).
- Person Responsible: ELD teacher.

Initially Fluent Letter:

- Timeline: Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.
- Person Responsible: ELD teacher.

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38. Include the process for ensuring parent notification letters are provided in a language parents can understand.

PSD has a template for notification letters in Spanish and English. TransACT will be used if another language is needed. PSD provides notification in a language parents can understand.

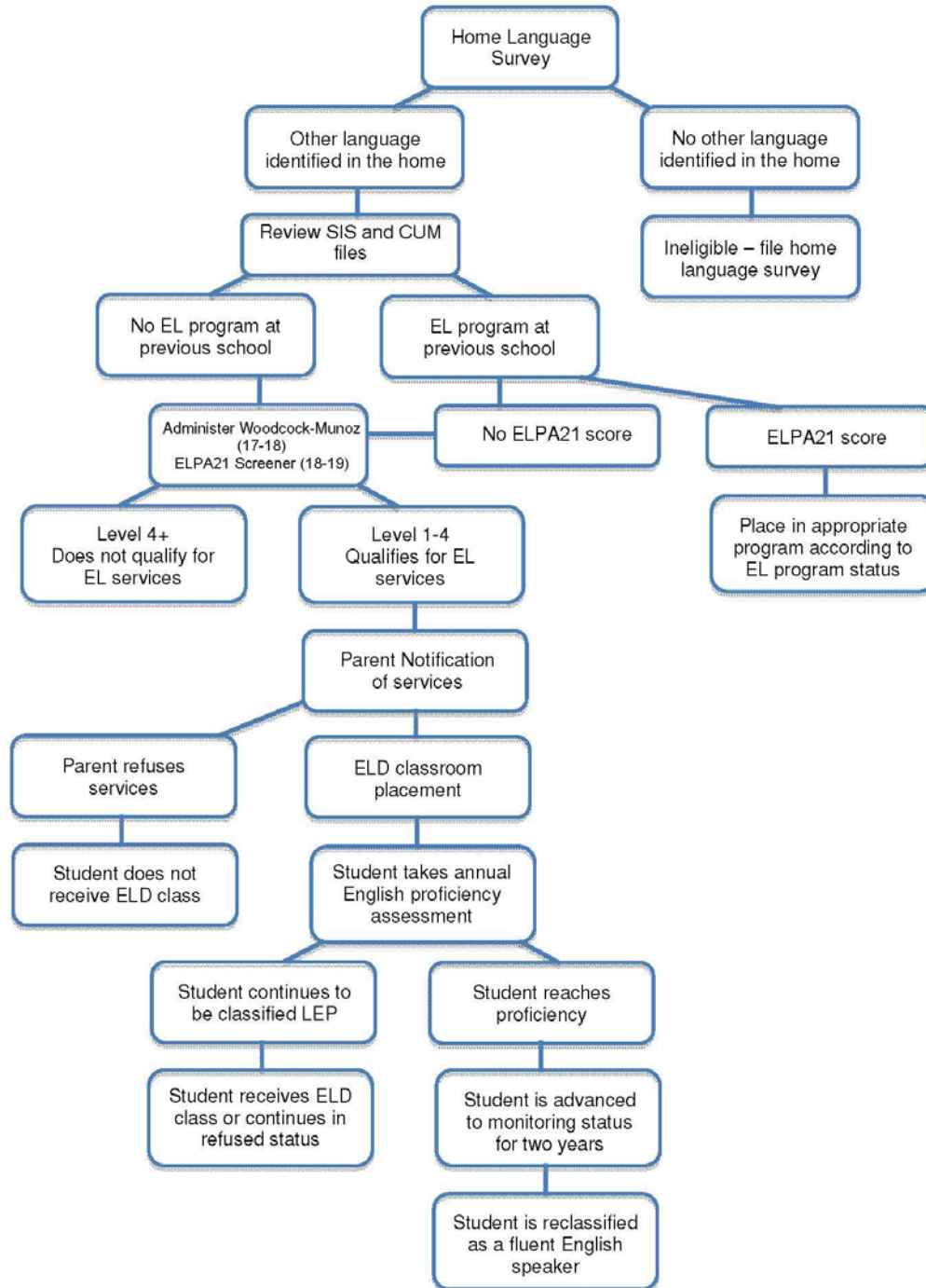
39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.

The following list of items must be maintained in the cumulative folder to be consistent with OAR 116-400-0060(10), (12), (26):

- Initial Language Use Survey (Home Language Survey)
- Initial identification screener results
- Initial EL program placement letter, if student qualifies for EL services
- “Initial fluent” letter, if student does not qualify for EL services
- “Waiver of service” letter, signed by parent/guardian
- Annual state English language proficiency assessment results
- “Exit-as-proficient” letter, when student has reached English proficiency
- “Completion of monitoring” letter, when student has been monitored for all four years.
- Re-entry into EL program during monitoring letter

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Procedures for Identification



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

40. Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. **Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).**

School	Grade Level	Person Responsible	Program Type	Frequency
Clemens Primary Philomath Elementary Blodgett	K-5	ESOL Endorsed Teacher	Pull-Out	30-45min - 3/5x wk* <i>*Based on Language Proficiency Level</i>
Clemens Primary Philomath Elementary Blodgett	K-5	ESOL Endorsed Teacher	Push-In	30-45 min - 3/5x week* <i>*Based on Language Proficiency Level</i>
Kings Valley Charter	K-12	ESOL Endorsed Teacher plans lessons, IA implements	Pull out	30 minutes daily (ELD teacher on site a minimum of once per week to monitor program effectiveness and make adjustments)
Philomath MS	6-8	ESOL Endorsed Teacher	Newcomer	45-50 minutes, 2x day
Philomath MS	6-8	ESOL Endorsed Teacher	ELD Class Period	1 class period a day
Philomath HS	9-12	ESOL Endorsed Teacher	Newcomer	2 class periods a day, 3 trimesters/year
Philomath HS	9-12	ESOL Endorsed Teacher	ELD Class Period	1 class period a day, 2 or 3 trimesters
All schools	K-12	ESOL Endorsed Teacher/SPED teacher	ELD/Specially designed instruction	To be determined by IEP team. ELD teacher is a member of the IEP team.

41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.

The Philomath School District utilizes an ELD pull-out or push in instructional approach to address the language acquisition needs of English Language Learners. Based on low numbers of students at each grade level, this model meets the needs for our English Language Development (ELD) program. In the regular classroom, trained classroom teachers use Sheltered Instruction Observation Protocol (SIOP) to support language development in regular content areas.

The ELD classes teach acquisition of English language skills so that ELs can meaningfully access and participate in academic English only mainstream classrooms. The ELD curriculum promotes academic vocabulary and language within an academically rich curriculum in order to increase student's skills of speaking, listening, reading, and writing. At the elementary level, the National Geographic/Cengage Reach curriculum is used as the text for grades K through 5. At the middle school level, the National Geographic/Cengage *Inside* curriculum is used as the text for grades 6-8. At the high school level, the National Geographic/Cengage *Edge* curriculum is used as the text for grades 9-12.

42. Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

English learners are not pulled from core content or special programs in order to receive ELD services. To ensure meaningful access to core instruction and special programs, the following measures are in place for every student qualifying for ELD (including SIFE, Recent Arrivers and ELSWD):

At the elementary level

- A school-wide master schedule is created which includes an intervention band, where no new instruction occurs in the general education classroom.
- ELD instruction takes place during the designated intervention times.
- All elementary EL students participate in school wide music, PE, library and computer classes.
- The ELD teacher works with the principal at each building to ensure ELs are not missing core and can participate in special programs.
- ELs are grouped in classrooms with ESOL endorsed general education teachers whenever possible
- ELD teacher provides training, coaching, and mentoring to ensure all teachers are using SIOP or other research based strategies.

At the secondary level

- The ELD teacher works with the counselors to ensure ELs are not missing core and can participate in special programs.
- ELD teacher provides training, coaching, and mentoring to ensure all teachers are using SIOP or other research based strategies

43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.

Philomath School District has invested in sheltered instruction protocol training of core instruction and special programs teachers. As a district, we are committed to strengthening staff understanding of complex vocabulary and language within content areas in order to ensure that ELs experience high cognitive engagement in core content learning throughout their day.

By prioritizing Title I and Title III consortium funding for EL staff development, Philomath School District encourages its existing staff to participate in continuing professional development leading to the ESOL endorsement and research based teaching strategies effective for EL's. Currently nine content teachers are ESOL certified. Priority is given during the hiring process to applicants that have an ESOL endorsement. During the 2018 school year, the title of the ELD teacher in the Philomath School District was changed to TOSA and expectations were added to the job description around providing training, coaching, and mentoring to general education teachers. Time is provided during the ELD TOSA's workday for these activities.

The district evaluates effectiveness of professional development through feedback surveys and evaluations of certified teachers. Evaluators use the Sheltered Instruction Observation Protocol as part of the observation process for ESOL, GLAD, or SIOP trained teachers. The results of these evaluations, along with annual staff needs assessment provide staff feedback for program evaluation and planning. Student progress data is another key component to the evaluation of Philomath's ELD Professional Development Program. On an annual basis, district administrators will review and summarize EL subgroup performance relevant to state and district-wide assessment results, English Language proficiency levels, an adequate yearly progress. An administrative committee and building principals evaluate the summarized data and prioritize goals and objectives for staff development based on that analysis each spring.

44. Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.

Philomath School District adheres to the ODE recommended guidelines as the initial determination of frequency of services. When adjustments need to be considered, the ELD teacher works with classroom teachers, administrators and other relevant specialists to determine whether the recommended services are appropriate. ELAP scores, curriculum based assessments, work samples and other data are reviewed to make individualized recommendations for amount and type of services.

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To measure effectiveness of services, the ELD teacher will annually review assessment data pertaining to EL students. This data will include information on students’ individual progress, school progress and total district progress using results of ELPA21, reflecting both the progress shown by EL students in the area of ELP and the exit rate from the program. The EL specialist will set targets, identify barriers and develop plans to address areas in need of improvement pertaining to English language development.

45. Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. **Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.**

Language and Content Needs by Subgroups					
		Language Needs	Content Needs	Teachers Responsible	Graduation Path
ELSWD Significant Cognitive Disability	Elementary	General Ed Class ELD Class Life Skills Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD SPED SLP	Targeted interventions to build pre-graduation skills
	Secondary	Content Area Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD SPED SLP	Determined annually by IEP team based off a transition assessment and focused on student’s transition goals. May include regular diploma, modified diploma, extended diploma or certificate of completion. Eligible for services through 21.
ELSWD Behavior or	Elementary	General Ed Class ELD Class Special Ed Class Speech Class Behavior Support Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i> <i>Behavior Support Plan</i> <i>Social emotional learning instruction</i>	Gen Ed ELD SPED SLP Behavior Specialist	Targeted interventions to build pre-graduation skills

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	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i> <i>Behavior Support Plan</i> <i>Social emotional learning instruction</i>	Gen Ed ELD SPED SLP Behavior Specialist	Determined annually by IEP team based off a transition assessment and focused on student's transition goals. May include regular diploma, modified diploma, extended diploma or certificate of completion. Eligible for services through 21.
ELSWD Deaf and Hard of Hearing	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class D/HH Class State Program for DHH	General Ed Class Special Ed Class <i>Content supported in ELD Class</i> Instruction in ASOL ASOL interpreter	Gen Ed ELD Title I SPED D/HH Specialist ASL Interpreter SLP	Targeted interventions to build pre-graduation skills
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class D/HH Class State Program for DHH	General Ed Class Special Ed Class <i>Content supported in ELD Class</i> Instruction in ASOL ASOL interpreter	Gen Ed ELD SPED D/HH Specialist ASL Interpreter SLP	Determined annually by IEP team based off a transition assessment and focused on student's transition goals. May include regular diploma, modified diploma, extended diploma or certificate of completion. Eligible for services through 21.
ELSWD Blind	Elementary	General Ed Class ELD Class Reading Intervention	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD Title I SPED	Targeted interventions to build pre-graduation skills

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		Special Ed Class Speech Class	Instruction in Braille	Vision Specialist SLP	
	Secondary	General Ed Class ELD Class Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i> Instruction in Braille	Gen Ed ELD SPED Vision Specialist SLP	Determined annually by IEP team based off a transition assessment and focused on student's transition goals. May include regular diploma, modified diploma, extended diploma or certificate of completion. Eligible for services through 21.
ELSWD – Recent Arrivers/SIFE	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD Title I SPED Bilingual IA SLP	Targeted interventions to build pre-graduation skills
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD SPED Bilingual IA SLP	Credit Recovery, curriculum compacting, credit for experience, summer school

Language Support for ELSWD

- **General Ed Class (Elementary):** Language objectives, visual supports for vocabulary, sentence frames, literacy
- **Content Classes (Secondary):** Language supports provided through sheltered instruction of core content areas.
- **ELD Class:** Direct instruction of ELP standards, utilizing research based instructional practices for language acquisition.
- **Special Ed Class:** Direct instruction targeting language goals per IEP (if applicable).
- **Speech Class:** Direct instruction targeting language/communication goals per IEP (if applicable).
- **D/HH Class:** Direct instruction targeting language/communication goals per IEP (if applicable).
- **State Program for Deaf/ Hard of Hearing:** Direct instruction targeting language/communication goals per IEP (if applicable).

Content Support for ELSWD

- **General Ed Class (Elementary):** Content objectives, visual aids to support content acquisition, sentence frames, and content vocabulary word wall/anchor charts.
- **Content Classes (Secondary):** Core content provided through sheltered instruction.
- **ELD Class:** Content focused instruction of ELP standards; utilizing research based instructional practices for language acquisition.
- **Special Ed Class:** Direct instruction targeting academic learning goals per IEP (if applicable).
- **Speech Class:** Direct instruction targeting language/communication goals per IEP (if applicable).
- **D/HH Class:** Direct instruction targeting academic learning goals per IEP (if applicable).

Section 5: Staffing and Resources (OCR Step 5)

46. Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

Philomath School District employees 1 full time ELD Teacher on Special Assignment to provide all the ELD instruction in the district. The Director of Special Programs supervises the ELD TOSA and is responsible for all the state reporting requirements. The district employees a .2 FTE bilingual instructional assistant to support in classes and provide translating and interpreting.

The district has nine ESOL endorsed regular education teacher. ELs are placed in these classrooms for core content instruction whenever possible.

47. Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.

The Philomath School District Human Resources Department closely reviews appropriate licensure, endorsements and training as part of the hiring process. The district actively recruits teachers who have obtained or are pursuing specialized endorsement to instruct EL's, are bilingual, and/or have had specialized training in strategies that integrate English language development with content area instruction. In addition, all certified and classified staff demonstrate ability to read, write and communicate clearly in English as required by ODE and must meet all general district requirements for their positions.

ELD teachers must demonstrate the ability to conduct academic instruction in both English and Sheltered English Instruction as evidenced by the ESOL endorsement requirements. All staff hired to provide bilingual services; including interpreting and translating for EL's and their families are required to complete oral and written demonstrations of fluency in both Spanish and English.

When advertising for ELD positions, the district specifies that Spanish/English fluency and/or prior training, experience or certification related to instruction for limited English Proficient and other students with special instructional needs is desirable.

48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

Philomath School District requires that ELD teachers are highly qualified in ESL by TSPC. During hiring of teachers and instructional assistants supporting the ELD program, we evaluate proficiency in written and spoken English, familiarity with language acquisition, equity lens, and work experience in advocating for the learning needs of ELs.

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49. Describe the contingency plan for addressing staffing issues for the EL program (**include all specialize programs supporting ELs**). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

In the event that an ESOL certified teacher is not available, the focus will be on finding the best interim solution. We have several ESOL endorsed substitutes that will be used for short term unmet needs. If an appropriate candidate cannot be found, a certified teacher will be used on a temporary assignment. PSD will work with TSPC to obtain appropriate emergency or contingency licensure. PSD will utilize ESD support to provide training to teachers with an emergency license.

PSD is increasing recruitment efforts by attending regional job fairs. Jobs will be posted as soon as a known vacancy exists, early in the spring in an effort to find the most qualified applicants. Our best recruitment tool is retention of teachers through strong professional development supports that lead to student success.

50. Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.

PSD uses the state adopted curriculum from National Geographic. REACH is used at the elementary level, Inside at the middle school and Edge at the high school.

51. Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. **Include all instructional materials for all programs supporting ELs.**

Ongoing review will follow the state's timeline for curriculum and textbook adoptions. ELD staff will participate in adoption and review of core content curriculum following the district adoption/review cycle. The district conducts a regular review of all instructional materials available to ELL students. This occurs through regular ELL PLCs that focus on any gaps in the materials and seeks to identify necessary supplementary materials to fill those gaps. If students are not making adequate progress, teachers, along with ELD coordinator, will work to determine instructional and resource/material needs in the classroom. Materials are also evaluated by annual curriculum meetings through Lane ESD.

52. Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.

The district utilizes partnerships with Lane ESD and LBL ESD when we are in need of additional resources to support our EL students. Through monthly meetings with LBL ESD, we are able to pursue such requests and collaboratively identify the plan for obtaining these in a timely manner to effectively support student learning.

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

53. Describe the district’s criteria used to determine that an EL is proficient. **Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.**

The program exit criteria must assess whether a child understands English well enough to profit from classes conducted in English. Accordingly, the exit criteria must be the student’s level of English language proficiency, rather than whether the student meets state academic content standards expectations.

Students in ELD programs, aligned to the ELP standards, are expected to advance through the proficiency levels at a rate that allows them to become proficient within a reasonable and appropriate period of time that takes into account the student’s English proficiency upon entry in the ELD program.

ELPA21

- This is the primary exit criteria used in Philomath School District
- If a student scores Proficient on the ELPA21, they **must** be exited
- If the student does not score proficient on the ELPA, a portfolio may be used to demonstrate English proficiency

Reclassification decisions

- Decision made by a school-level team that must, at minimum, include a content-area teacher *familiar with the student*, an ELD teacher familiar with the student’s language ability, a school-level administrator, and the student’s parent/guardian.
- In the event that a parent/guardian cannot attend the school-level meeting, parental input must be obtained and documented by the district prior to any decision making about the student’s reclassification from the ELD program.
- Parents must be provided with information about options for the student and informed about the school-level recommendation for the student. After discussion with the parent/guardian, an agreement should be reached and documentation of that decision must be provided to the parent.

ELs with Disabilities

- If the student has an IEP, a member of the school’s student services team must be added to the school-level team,
- The IEP must be reviewed as part of the reclassification process to update delivery of services and state assessments.
- Reclassification decisions should be made based on English language proficiency separate of any disability status, as students with IEPs should not be held in the ELD program solely due to that disability.

54. Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.

Students not scoring proficient on the ELPA21 or whom do not have a score for the ELPA21 may be exited based on a team review of portfolio evidence of English proficiency using the following procedures:

- Must include multiple pieces of evidence, at least one covering each of the four domains.
- A school-level team must consider multiple pieces of evidence demonstrating that the student has attained sufficient English proficiency to enable him/her to benefit fully from instruction in the regular education program without additional language support from the ELD program.
- *Must* not use attendance records, homework completion, and other measures not linked to the **state-adopted** ELP standards in reclassification decisions.
- Decision made by a school-level team that must, at minimum, include a content-area teacher *familiar with the student*, an ELD teacher familiar with the student's language ability, a school-level administrator, and the student's parent/guardian.

55. Describe the staff responsible and their role in the exiting process.

ELD teacher

- Facilitates the exit process.
- Reviews ELPA21 scores as soon as they are available beginning in Mid-May
- Collects academic achievement evidence for portfolio (SBAC results, EasyCBM, work samples)
- Schedules team meeting
- Provides appropriate notification to parents
- Updates student status in SIS
- Notifies teachers and ELD coordinator of exit decisions

Classroom teachers, building administrators and parents

- Attend reclassification meeting
- Provide input regarding student's language acquisition
- Assist with decision regarding appropriate services and supports

56. Describe how and where the documentation of the district's exiting procedures will be maintained, **and who is responsible for maintaining the documentation.**

The district's exiting procedures will be maintained by the ELD Coordinator in the Special Programs office as part of the district EL Plan. The ELD teacher and building principals will also have a copy of the exit procedures.

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57. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.

Parents must be included in the team that makes exiting decisions.

- In the event that a parent/guardian cannot attend the school-level meeting, parental input must be obtained and documented prior to any decision making about the student’s reclassification from the ELD program.
- Parents must be provided with information about options for the student and informed about the school-level recommendation for the student.
- After discussion with the parent/guardian, an agreement should be reached and documentation of that decision must be provided to the parent.

58. Describe the district’s monitoring plan **for each of the four years a student is in monitored status** (who is responsible, what is the frequency, **is the frequency different depending on the student’s academic progress or monitoring year**, what documentation is reviewed, how and where is the documentation collected and stored).

Monitor Year	responsible	frequency	data collection	criteria
Monitor years 1 & 2	ELD teacher	quarterly	EasyCBM Math Easy CBM Reading Teacher completions of monitoring checklist Attendance Report Cards	<ul style="list-style-type: none"> • above 25th percentile • C or better in core academics • 90%
		annually	SBAC	<ul style="list-style-type: none"> • meet or exceed • no decline
Monitor year 3+	ELD teacher	semester	EasyCBM Report Card Attendance Teacher completion of monitoring checklist	<ul style="list-style-type: none"> • above 25th percentile • C or better in core academics • 90%
		annually	SBAC	<ul style="list-style-type: none"> • meet or exceed • no decline

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Process for Monitored Students	
RTI Team	<ul style="list-style-type: none"> Review the above data to determine if the student is successful academically
ELL Teacher	<ul style="list-style-type: none"> Reviews student transcript/report card. SIS assessment report, easyCBM data, attendance. Compile information for team meeting
Team	<ul style="list-style-type: none"> If data suggests student is not meeting achievement standards, a team comprised of ELL teacher, classroom/content teacher, administrator and parent (and student when appropriate) will discuss and review student performance to determine if student would benefit from returning to the ELD class or whether they need help accessing the academic support programs listed above.
Team	<ul style="list-style-type: none"> Complete ELL Return to ELL Program Planning Form. Determination will be made by the team as to whether the student will participate in the ELL program or will remain exited Team review determines what other general education support should be implemented for student success. (see below)
ELL Teacher	<ul style="list-style-type: none"> Written documentation of the decision will be provided to parent. Written documentation will be provided to teachers of the student. Written documentation will be placed in ELL file. ELL database will be updated.

59. Describe the district’s procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program **for the monitored students in each of the four years.**

When considering whether to return an ELD to ELD services, the district will use a data focused approach to help determine whether the lack of success is due to academic needs or language needs. A team will review all of the existing data to determine if the student would benefit from other supports outside of ELD services. An RtI approach will be utilized if the lack of success is determined to be based on academic needs. High quality, vocabulary rich core content instruction and targeted, research based interventions will be implemented and progress will be monitored. If the data suggests that the student is struggling with language, the team will recommend a return to ELD services.

60. Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. **This support addresses monitored student’s academic needs, not to determine to re-enter the student in the EL program.**

Philomath uses an MTSS model to provide additional academic or language support to all students. The same process will be used as a first step when monitored students are not succeeding in core instruction.

During the intervention process, strategies are discussed, interventions are implemented, and data is collected to assist students in being successful with the educational process. Screening by a specialist or teacher to determine appropriate instructional strategies for curriculum implementation may be performed without parent consent and is not considered an evaluation.

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MTSS is a model designed to address the needs of all students through a continuum of services, which include:

- High-quality instruction and tiered evidence-based intervention strategies aligned with individual student needs;
- Frequent monitoring of progress using a curriculum based measure to make results-based academic or behavioral decisions; and
- Application of child response data to important educational decisions (such as those regarding intervention, curriculum, and instructional goals and methodologies).

MTSS is designed to ensure that appropriate interventions have been utilized to help the student overcome his/her learning challenges before beginning a referral for special education services. Successful regular education intervention can negate the need for enrolling a child in a special education program,

61. Describe the district’s plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student’s progress and opportunities for support through the ELD program.

The process for monitoring students with a waiver for service is the same as for all other monitored students. Monitoring will consist of a quarterly review of the student’s academic progress in classes. Parents will be notified annually of their student’s progress, along with a description of the supports the ELD program can offer.

62. Describe the district’s communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.

The district will notify the parents of monitored ELs annually during the 4 years of monitor via a written notification. If the district notices concerns about the monitored ELs progress, those concerns will be shared with parents. Prior to any decision about re-entry to the EL program, a meeting will be held with the parents and a team of teachers to discuss the data and to make recommendations. If a monitor student needs academic support, the classroom teacher will notify the parent in the same manner as is done for any student receiving an intervention.

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

63. Describe the district’s procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.

A student who is suspected of having a disability that significantly affects his or her progress academically or behaviorally may be referred to the building evaluation team. The supporting data gathered during the pre-referral process is reviewed to determine the need for further evaluation. This process shall be applied for all students, including English Language Learners. The ELD teacher will be involved in all meetings and decisions. The team will use data available to determine that a student’s learning needs are the result of a learning disability and not related to language acquisition.

*If a disability is suspected at any point, the process of interventions may not impede, delay, or deny a timely evaluation for special education. Notify the Special Programs Director once a disability is suspected.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILTIY</i>	<i>TIMELINE</i>
1. Grade level/department teams meet regularly to address the needs of students based on universal screening data and progress monitoring data using a Standard Treatment Protocol Approach.		Grade Level / Department Teams	Frequent, ongoing throughout the year
2. A discrepancy in the student’s academic, social/emotional, behavioral, and or physical ability and his or her age may signal the need for additional academic or behavioral supports. Students begin receiving evidence-based interventions as soon as universal screening data indicate the student may be at risk. Interventions should be considered for any student scoring below the 25%ile.		General Education Teacher/ ELD teacher	As soon as concern arises
3. The general education classroom teacher communicates with the parents to inform them about the concern and subsequent intervention and regularly notifies the parent about the student’s progress during the intervention. The general education teacher does not discuss suspected diagnoses or make		General Education Teacher/ ELD teacher	As soon as concern arises; ongoing

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<p>recommendations regarding evaluations (either private or school-based).</p> <p>4. Progress monitoring data using a curriculum-based measure is collected for all students receiving interventions. Weekly progress monitoring is required for students performing below the 10%ile and twice-monthly progress monitoring is required for students performing below the 25%ile using district norms. The general education teacher may informally consult with special education teachers and/or related service providers as needed.</p>		<p>General Education Teacher/ ELD teacher</p>	<p>Weekly or bimonthly data collection. 6 to 8 weeks minimum</p>
<p>5. If the student does not show a response to the intervention, the teacher refers the student to the building support team and completes pre-referral forms, documenting the specific concern(s), the intervention(s) implemented, and the data showing response to the intervention. The building support team may include the building principal, school psychologist, counselor, classroom teacher, related service providers (when appropriate) and any other relevant members. The counselor prints the pre-referral packet in PowerSchool Special Education TieNet for the teacher to complete. The team will include ELD teacher for students receiving EL services</p>	<p>Pre-referral Packet</p>	<p>General Education Teacher, Counselor, ELD teacher</p>	<p>After at least 1 6-8 week intervention period</p>
<p>6. The building support team meets to identify specific intervention strategies based on progress monitoring and other data provided by the teacher. The building support team may consider including special education and related service providers depending on the specific concerns.</p>			
<p>7. At least two different research based interventions shall be attempted prior to making a special education referral. Each intervention should be a minimum of 6-8 weeks in length.</p>		<p>General Education Teacher, Building Support Team</p>	<p>At least 2 interventions, each 6 to 8 weeks in length for a</p>

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<p>8. A school staff member’s decision to request an initial referral for a special education evaluation for a student suspected of having a disability should be based on the student’s response to intensive interventions. Evidence of sufficient attempts at intensive intervention (at least 2 separate interventions) must be documented on the pre-referral paperwork. Only in those instances where a student makes little to no progress with these interventions shall a referral for a special education evaluation be considered. If the student does not show a response during the two intervention cycles, the data and documentation gained during the pre-referral intervention is used to make a formal referral for evaluation and consideration for other support services.</p>	<p>Add any new information to Pre-referral Forms</p>	<p>General Education Teacher, Building Support Team, Counselor, ELD teacher</p>	<p>minimum of at least 12 to 16 weeks</p>
<p>9. If the school team is considering referring a student for evaluation, schedule a team meeting to review the data. Invite the school psychologist and special education providers. If the school psychologist cannot attend, send the data to him/her to review. If, after the review of progress monitoring data, the team decides to continue with considering a referral, notify the Special Programs Director for approval. Consent for evaluation cannot be obtained until this approval. Once the Director approves, the Referral Packet will be unlocked in PowerSchool Special Education TieNet.</p>	<p>Pre-Referral packet</p>	<p>Student Support Team, ELD teacher</p>	

64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

ELD teachers are invited to all IEP meetings, including pre-referral and referral meetings. Special education teachers and ELD teachers meet at the beginning of each year to discuss schedules and supports for ELSWD including reviewing progress data.

65. Describe the process for determining the best ELD educational program is selected for each ELSWD.

DUAL SERVICE IN BILINGUAL AND SPECIAL EDUCATION PROGRAMS

Students identified eligible for both the English Language Learning (ELL) and Special Education programs will participate in the ELL program to the same degree and consideration given to every other child in ELL.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>
<p>The requirements for English Language Learner (ELL) students who also qualify for special education services:</p> <ol style="list-style-type: none"> 1. To properly evaluate a child who is limited English proficient (LEP), the student’s proficiency in English as well as in his or her native language should be assessed to distinguish language proficiency from disability needs. An accurate assessment of the child’s language proficiency should include objective assessment of reading, writing, speaking, and understanding. 2. In situations where it is clearly not feasible to provide and administer tests in the child’s native language or mode of communication for a child with limited English proficiency, the district must still obtain and consider accurate and reliable information that will enable them to make an informed decision as to: 	<p>Evaluation Summary</p>	<p>Evaluation Team, including ELL Specialist</p>	

66. Describe the district’s process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.

INTERPRETER REQUEST

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>
<p>Interpreter Request The district ensures that all IEP meetings are accessible for parents of ELs in a language they can understand.</p> <p>If an interpreter is needed and is not available through the school, the case manager will fill out the Interpreter Request Form two weeks prior to the meeting. The case manager will send the form to the ESD for an interpreter to be assigned. Once an interpreter is assigned, the IEP team will be notified.</p>	<p>LBL ESD Interpreter Request Form</p>	<p>Case Manager</p>	<p>At least 2 weeks prior to meeting</p>
<p>Translating IEP documents When the Special Programs Secretary receives the finalized IEP, she will send it to a bilingual assistant to translate into the native language of the parents. When a translator is not on staff, she will send it to the ESD. After the translation is complete, the secretary will mail the IEP home to the parents.</p>	<p>IEP and all Prior Written Notices</p>	<p>Special Programs Secretary/ Translator</p>	<p>Within 2 weeks after the meeting</p>

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67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.

The current TAG plan does not have specific procedures for identifying ELs as Talented and Gifted. We currently do not have any ELs identified for TAG. Our TAG referrals have been declining over the last several years and we have not had a consistent plan of service for TAG students. Currently, students are either identified based on a score at the 97thile or above on the SBAs or the RAVEN. This is not an effective way to identify underrepresented groups. The district is rewriting their TAG plan this year, and as part of this process, we will look at best practice in identifying ELs, including looking at the following indicators:

- Acquires a second language rapidly,
- Displays a mature sense of diverse cultures and languages;
- Code switches easily (think in both languages);
- Demonstrates an advanced awareness of American expressions;
- Translates at an advanced level;
- Navigates appropriate behaviors successfully within both cultures (Belin-Blank, pg 12).

68. Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

Philomath School District policy is that students are not pulled out of core academic instruction in language arts and math for ELD services. When scheduling ELD pull out, the ELD specialist coordinates with classroom teachers and building principals.

69. Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

All students in grades K-5, including ELs are served through Title I-A interventions based on need determined by assessment data and grade level or RtI teams. All students showing need receive equal support regardless of other designations.

70. Describe the district's plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability).

Historically, Philomath School District has had a high graduation rate for ELs, although that also includes graduating with a modified diploma. The district's graduation plan for ELs begins with looking at credits on track during freshman year. The ELD teacher and counselor will review credits on track for all 9th and 10th grade EL students, which includes also looking at meaningful credits. The counselor works with all students to create a graduation plan. The graduation plan for SIFE and Recent arrivers will focus on credit recovery and intensive interventions, along with building skills in the native language to the greatest extent possible. The ELD teacher and special education teacher will collaborate with the IEP team to make an individualized graduation plan for each student, as a required component of the IEP. This may include schooling through age 21 or getting a modified diploma, extended diploma, or certificate of completion.

Section 8: Parent and Community Involvement

71. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

The ELD teacher notifies parents in writing of the availability and types of service provided by the ELD program with a 'Notification of Placement' letter, which is available in English and Spanish (and via translation in other languages as needed by our families). The ELD teacher is responsible for sending this letter within 30 days of registering at the beginning of the year and within two weeks of registering once the school year has started. The letter outlines the reasons the student is eligible for ELD services, the services available and the methods of instruction used in the program. It also tells how the student will be evaluated. Assistance and translators are available for parents who might have trouble understanding the letter. In the spring, the district informs parents of their child's English acquisition progress in a written language they can understand. The ELPA21 results are mailed to parents in English or Spanish.

72. Describe the district's methods used to notify parents and students of available programs and services, **including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.**

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?

EL students in the Philomath School District have equal opportunity to participate in and benefit from all district programs such as athletics, music, after school programs, class trips, etc. All district staff have been notified of this policy during staff meetings at the beginning of each year. If an EL student wishes to participate in any district program, such as sports, clubs, or after school activities, school staff will make every attempt to facilitate participation. The district notifies parents of available programs and activities in their home language, whenever possible. All attempts are made to provide translation and interpretation to assist EL students to participate in these programs and activities.

We provide translators for registration, conferences, IEP meetings, parent meetings and as needed to make contact by phone, in person or in writing to keep parents updated on opportunities for their children. These translators are also bilingual school staff members who interpret at parent club meetings and parent information meetings.

The district translates student handbooks and the district handbook into Spanish. All registration documents, including the Home language survey, are translated into Spanish. The district also uses TransAct for federally required documents. Schools also request translations for

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newsletters and building specific communication. Documents that teachers request are also translated, such as field trip forms and other announcements.

Philomath School District has instituted a Spanish Help Line families can call when they need assistance. The line goes directly to bilingual staff. If staff is not available, the parent can leave a message and the bilingual staff will return the call. PSD has provided all families with this number. We also utilize Remind App to send messages to families in Spanish. Finally, we have monthly bilingual parent meetings. At each meeting one building level principal attends on a rotating basis to give information about events in that school. We provide updates of events throughout the district during these meetings.

At the beginning of the year, the ELD teacher finds out from each family their preferred language of communication. The ELD notifies the building principal and classroom teacher about any students that need an interpreter. The ELD teacher is responsible for scheduling and ensuring there is an interpreter for conferences and classroom meetings. The district has translated all standard forms into Spanish. Priority for translation goes to district wide communication. The ELD teacher, bilingual staff, and building principal work in partnership to make sure these materials are translated. Individual communications are the responsibility of each staff member to request translation, and are translated as time allows. When human translation is not an option, all staff members are trained to use google translate to convey the intent. Parents then know they can call the Spanish Help Line if they need clarification.

74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

75. Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.

In September of every year, the Director of Special Program meets with the Director of the private school to discuss private school participation in federal programs. This consultation includes a discussion on the needs of the enrolled private school ELs and funding to ensure the provision of equitable services under the law. The district uses the ODE provided form to document consultation with the private school. The consultation documentation is maintained in the Special Programs office for monitoring review.

76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.

The district posts the Oregon English Language Learner Report in English and Spanish on the district website. The Director of Special Programs shares this information annually during the September board meeting.

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77. Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.

The Philomath School District encourages all parents to participate in school leadership roles and provides interpretation whenever needed. The district hosts a monthly meeting for parents of ELs to help disseminate information. Building principals attend each of these meetings on a rotating basis to help facilitate communication and trust between school and parents. Building principals attempt to recruit at least one EL parent to be on their site advisory committee.

Section 9: Program implementation Evaluation

78. Describe the district's program evaluation process of the implementation of district's EL Plan.

- Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:
 - Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).
 - Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.

The district reviews the following items annually to evaluate the implementation of the district's EL Plan. The focus of the review is to identify improvements to better serve our EL students.

- ELD Teacher report of procedures followed and services provided
- Teacher surveys
- ELL file review
- Student progress data (AMAO data, graduation rates, SBAs, EasyCBM, ELPA21)
- Staff interview recommendations
- Parent focus group input
- Student focus group input
- Review by the ELL Committee
- Review of grievances or complaints regarding the implementation of the EL program or plan (0 complaints).

The ELL committee will review the above data each spring. The committee will consist of the ELD Coordinator, ELD Teacher, school administrators, teacher representatives, parent representatives and student representatives.

79. Include the evaluation of the district’s identification process. Did the district meet the timelines for each step of the district’s identification process?

We had two new registrars this year. The Philomath High School Registrar was new and the language survey did not get included with registration packets. As soon as we realized this, we sent a home language survey to every new student. This was the only procedural error in the district’s identification process.

Evidence

- The ELD specialist followed up on all identified home language surveys within one day and identified students received services immediately.

Recommendations for improvement

- We will be transitioning to Registrar for enrollment next year. We will need to train all registrars and office staff and to ensure the appropriate forms are in Registrar.
- We need to come up with a better system of training for new registrars and office staff.

80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?

During the last biennium, the district met all procedural requirements as indicated in the Plan for the student initial identification assessment process.

Evidence

- The ELD teacher assessed three kindergarten students with the Woodcock-Munoz at kindergarten rolling start prior to the beginning of the school year.
- There were no newly enrolled students with a home language other than English at the other grades.

Recommendations for improvement

- We will have a new ELD teacher this fall, so early communication and training will be important to ensure that we adhere to assessment timelines.

81. Include the evaluation of placement in EL program services to all students with identified language needs.

The district met all procedural requirements as indicated in the plan for the placement to all students with identified language needs in EL Program services.

Evidence

- No EL students were inappropriately placed in EL classes this year.

Recommendations for improvement

- The district has a high number of ELs identified for five or more years. The district will engage in a process to review the services for every student identified 5 or more years
- The district will continue to improve placement determinations for ELSWD.
- Continue to provide training and coaching to regular education teachers in the use of SIOP and other high impact strategies.

82. Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.

The level of staffing and materials is adequate for the current program. We have one full time ELD teacher for 10 active students. We also added a part time interpreter during this biennium. The ELD teacher has time during her day to provide training and coaching to colleagues, however we are still not seeing the impact in core content classes. We need to continue to strengthen the skills of all teachers in the district in the utilization of SIOP strategies.

Evidence

- Last year the district purchased an entire set of new curriculum K-12 that aligns with core adoption K-5
- The district purchased several new IPADs and computers for supplemental use
- The district purchased supplemental language materials.
- The ELD teacher has time in his/her schedule to provide additional push in support, as well as teacher training and coaching

Recommendations for improvement

- Continue to train more general education teachers in SIOP strategies and monitor for fidelity of implementation.

83. Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.

The district adhered to the exiting process for students transitioning from the EL program. One student was not exited, despite being proficient on the ELPA21. The parent and the teacher felt strongly that she was not ready and that the transition to middle school for the upcoming year would cause her to struggle. The team made the decision to keep her in through the first half of the year to support her transition to middle school.

Evidence

- Last year, over 40% of the ELs exited the program based on their ELPA21 scores.
- The district held a meeting with parents for each exited student.
- The district sent notification of the program change to each parent.

Recommendations

- The district will need to adhere to new ODE guidelines regarding mandatory exit based on ELPA21 scores.

84. Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program for each year of monitoring.

The district is following the monitoring practices in our current EL plan. However, due to the large number of students in monitor year 1, this new plan puts more rigorous monitoring requirements in year one and year two. In addition, successful monitoring relies on having a strong tiered system of supports that will support students at the first sign of academic difficulty. As a district, we are building and strengthening our RtI process, which is critical to successful monitoring.

85. Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

Parent involvement has been one of our greatest improvement over the last two years.

Evidence

- Our monthly parent meetings are very well attended. We typically have 20-25 parents at every meeting.
- At the parent meetings, we provide training on various topics and bring in outside agencies and resources at the request of the parents.
- We have done several trainings specific to high school students and had representatives from local colleges and community colleges to help with admissions, financial aid, etc.
- We have started offering Juntos for parents and students.
- We have interpreters available at all open house/parent info nights.
- We have EL parents on the building site councils.
- Parents report that they now feel included and valued as part of the district.
- We are including parents on the interview committee for the new ELD teacher.

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- We use Remind App to communicate with parents and to remind them of upcoming events.
- We created a Spanish Help Line so that families can access a Spanish speaker for any questions/concerns.

Recommendations

- Continue expanding and strengthening parent involvement in all aspects of the school.

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?

During the 16-17 school year, 43% of our students exited the ELD program with proficient English Language skills. We saw the greatest exit rate at the elementary school level, with 100% of our elementary students exiting last year. We had four long-term ELs exit last year. 75% of our current ELs have been identified five or more years, and only 46% of those showed growth on the ELPA21 last year.

87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

Our percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target (AMAO1) increased from 28.57% to 65.22%. 65% of our ELs showed growth on the ELPA21 and 75% of our ELs with Disabilities showed growth. We are still not seeing the growth we would like to see with our ELs identified five or more years. Only 46% of our long term ELs showed growth last year. We are meeting our goals in our overall population, however, our long term ELs continues to be our biggest challenge.

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards.

Less than 5% of current ELs met the math achievement standards, while only 27% of Former ELs met the math achievement standards. Similarly, less than 5% of current ELs met the ELA standards and 36% of former ELs met these standards. PSD is performing below the state average on all of these measures.

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.

Our ELs continue to struggle in academic coursework, particularly at the high school level. Our high school ELs have been in the program the longest, yet are experiencing the lowest outcomes. We are having a bigger impact with our elementary ELs; however, we still see that while our ELs are gaining English Language Proficiency, they still are not able to handle regular coursework without significant supports.

90. Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

Performance of monitored ELs is inconsistent due to our small number sizes. We do see that our monitored ELs are performing slightly higher than our current ELs; however, there is still a significant skill gap, especially in math. Only 23% of our monitored ELs are meeting math achievement standards.

91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

Only 36% of our Former ELs meet the ELA achievement standards, while only 27% meet the math achievement standards. This indicates that there is still a significant achievement gap between EL and non-EL students. However, we have a 100% 5-year graduation rate for our EL students.

Student Performance Evaluation – Academic Performance

92. Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

Our current ELs rate of language acquisition is better than their academic progress. The focused instruction they receive during ELD classes is supporting appropriate language development. However, the lack of structured supports in content classes does not allow for transference of learned skills. Our elementary students are seeing the greatest success, because they are placed in a classroom with an ESOL endorsed teacher. Our secondary students are not benefiting from the support of ESOL endorsed teachers and consequently are not making the academic gains necessary.

93. Describe how the **current EL**, **monitored EL**, and **former EL** students are doing, over time, as compared to the academic performance of all other students.

We see that there is an achievement gap between all populations of EL students when compared to all other students. EL students continually perform lower on state assessments. This is interesting because when comparing attendance rates, our ELs are attending school at a much higher rate than the general population. In addition, our EL graduation rate is higher than the general population.

94. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

A team at each school will yearly review all available data including, Smarter Balance, EasyCBM, ELPA21, formative and summative assessment, graduation rates, and other achievement data over time between EL students and all students to identify trends and develop instructional program plan improvements to enhance student learning.

Program Improvement/Modifications

- 95.** List any identified concern(s) based on this evaluation.
- 96.** Describe how the district will address the concern(s).

Concern	Corrective Action
ELs in the district are not achieving satisfactory academic achievement, although they are benefiting from English language instruction.	Provide professional development opportunities in SIOP or similar programs that support ELs in content classes
Collaboration between special education teachers and EL teachers needs to be strengthened to ensure that specially designed instruction includes components to support language acquisition.	Send a selection of special education teachers to regional training centered on identification and instruction of ELSWD Research appropriate resources to instruct ELSWD
Our Long Term ELs are not exiting at an appropriate rate and are not gaining the academic skills necessary to be successful in core content classes, particularly at the high school level.	Provide secondary teacher training on long term ELs. Continue to develop a data responsive RtI program that intervenes to provide academic support. Review data for each student identified 5 or more years to determine whether they benefit from continued ELD instruction.
We only have one (former) EL identified for TAG.	Review TAG Plan to address appropriate identification of ELs.