

Section 2 – School District Information on Program Goals

Our District Mission:

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

Our Strategic Plan for Education:

[Strategic Plan](#)

- **Student Achievement** – Each student will meet or exceed grade level standards and graduate.
- **Equity:** Create inclusive learning environments for each student.
- **Resources and Quality Programs** – Improve financial stability, leverage assets, and expand efficiencies throughout the system.

District and Department Goals

In line with this plan, the district has five goals specifically for Services for English-Learners. These goals are:

1. To provide effective English Language Development instruction.
2. To provide effective access to content area instruction while our students are learning academic English.
3. To work with other programs and departments to provide collaborative support for struggling students.
4. To effectively engage our bilingual community and bilingual parents.
5. To effectively meet, and effectively document our compliance to all state and federal regulations specific to the education of English-Learners.

Our efforts to meet these goals are framed by the philosophy that:

- Academic English is learned best with specific purposeful instruction.
- Teaching English to English-Learners is a shared responsibility of all teachers assigned to teach them.
- Teachers need to have specific training and support to be effective teachers of language and content for English-Learners.
- Students needing more than one service (Title I, Special Education for example), should receive coordinated support.
- Teachers need to work, designing instruction and assessment, and using data to share their expertise in support of struggling students.
- Students benefit from increasing the involvement of their parents.
- Efficient record keeping and data management supports teaching and learning.

Educational Approach

North Clackamas approaches the instruction of English-Learners by providing effective Academic English Language Development and effective access to content instruction while a student is still learning English. These approaches include the integration of content and language in both Content-Based English Language Development Instruction and Sheltered Content Instruction. We believe that explicit instruction from highly skilled English Language Development Specialists and sheltered academic content help English Learners succeed academically and overcome barriers that impede their academic success while building an equitable learning community that honors and values the cultural and linguistic heritage of every student.

The integration of language and content for both Content-Based ELD and Sheltered Instruction are supported by Stephen Krashen's concept of comprehensible input and is used in recognized models such as Systematic ELD (Susana Dutro), SIOP (Sheltered Instruction Observation Protocol, Echevarría

et al, 2000), SDAIE (Specially Designed Academic Instruction in English, California State Department of Education, 1994) and CALLA (the Cognitive Academic Language Learning Approach) (Chamat & O'Malley, 1994). Support for the integration of language and content is strong when the integration includes modifications that make instruction more comprehensible and meaningful (Brinton, Snow, and Weshe, 1993).

Educational Improvement Goals for the English Language Development Program:

Goal 1- AMAO 1:
 47% of English-Learners will show progress in English language proficiency by increasing one proficiency level as measured by the annual English Language Proficiency Assessment, ELPA, that will be administered in the spring of 2014.

AMAO 2A:
 9% of students will meet district proficiency standards as measured by the annual English Language Proficiency Assessment, ELPA, that will be administered in the spring of 2014, and will exit the program.

AMAO 2B:
 27% of Long Term English Learners, (those who have been identified for 6 or more years), will meet district proficiency standards measured by the annual English Language Proficiency Assessment, ELPA, that will be administered in the spring of 2014, and will exit the program.

AMAO 3:
 The student group of English-Learners will meet the AMO target set by the state at all levels in both math and reading as measured by the state reading and math assessment, OAKS/Smarter Balanced. For the 2013-2014, the subgroup is rated on the AMO growth model for reading/math and graduation rate.

North Clackamas has set achievement goals for students in accordance with the 2014-2015 Achievement Compact to ensure student progress is sufficient for college and career readiness. These goals also highlight the difference goals for non-Els and Els by subgroups:

	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr. Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	71.80%	64.80%	74.20%	66.10%	NA	NA	74.20%	66.10%	TBD	TBD
5-Year Completion Rate	83.90%	80.70%	NA	NA	84.80%	82.90%			TBD	TBD
3+ College Level Courses	NA	NA	NA	NA	NA	NA	43.90%	31.20%	TBD	TBD
Post-Secondary Enrollment	64.20%	53.50%	NA	NA	NA	NA	64.20%	53.50%	TBD	TBD

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kinder Assessment Participation	NA	NA	NA	NA	93.10%	93.20%	95.00%	95.00%	TBD	TBD
3rd Grade Reading Proficiency	73.00%	63.10%	69.00%	57.80%	69.40%	58.30%	69.40%	58.30%	TBD	TBD
5th Grade Math Proficiency	64.90%	54.30%	64.60%	51.90%	65.10%	53.10%	65.10%	53.10%	TBD	TBD
6th Grade Not Chronically Absent	84.50%	80.60%	85.90%	82.10%	89.80%	85.30%	90.50%	85.80%	TBD	TBD
8th Grade Math Proficiency	64.30%	50.40%	64.80%	50.20%	60.00%	46.30%	60.00%	46.30%	TBD	TBD
9th Grade On Track to Graduate	NA	NA	NA	NA	82.80%	75.50%	81.00%	72.50%	TBD	TBD
9th Grade Not Chronically Absent	86.20%	79.90%	86.50%	82.30%	94.70%	91.20%	95.30%	91.50%	TBD	TBD

Equity: Are students succeeding across all buildings and populations?

2008-09 Cohort

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	67.30%	63.30%	35.70%	60.00%	63.90%	50.00%	66.70%	87.80%	97.10%
5-Year Completion Rate	82.20%	73.00%	68.90%	75.00%	74.70%	60.00%	85.70%	94.90%	99.00%
3+ College Level Courses									
Post-Secondary Enrollment	55.50%	51.20%	26.20%	52.90%	48.50%	44.40%	57.10%	84.30%	89.00%

2011-12 Sub-group Outcomes

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	63.00%	54.10%	49.40%	44.00%	58.40%	75.00%	75.00%	82.70%	100.00%
5th Grade Math Proficiency	55.40%	48.10%	30.10%	29.40%	51.30%	50.00%	40.00%	81.30%	98.30%
6th Grade Not Chronically Absent	79.10%	82.90%	78.30%	83.30%	84.10%	60.00%	100.00%	97.10%	90.90%
8th Grade Math Proficiency	51.90%	35.20%	22.80%	60.00%	43.40%	75.00%	55.60%	81.80%	100.00%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	77.20%	85.80%	73.50%	85.00%	86.60%	87.50%	100.00%	97.90%	91.00%

District Self-Assessment Notes and Improvement Steps

The district closely monitors these goals and measures the goals yearly with the AMAO data provided by the state. The department goals and philosophy align closely with and support the district goals and mission, and are tied to student achievement needs. The needs of English-Learners were considered while the goals and mission were being developed. We plan to continue focusing on the unique needs of English-Learners as we further develop district achievement goals and establish benchmarks for success. The North Clackamas Title III Improvement Plan was approved by the State of Oregon in September, 2014.