

Section 3. Identification of Potential English Learners

In order to ensure that all students who are eligible for services are considered, the North Clackamas School District identifies students who have the influence of a language other than English or are of American Indian or Alaska Native heritage and qualify for specialized instructional services. Most initial identification occurs during registration.

A Home Language Survey embedded in the registration form is completed for every student in the district. If the survey indicates there is an influence of a language other than English, eligibility must be determined. Information regarding the influence of a language other than English may also come from conversations with the child and his/her parents, overhearing a child speaking another language with family or friends, information contained within the CUM File such as program information from a previous district, information about country of origin, language proficiency assessments, etc. Additionally, a student who is of American Indian or Alaska Native heritage may qualify for services based on an historical influence of another language if the student appears to struggle with English in reading, writing, speaking or listening.

Within 30 school days from the start of the school year, or within 14 calendar days after registration for those students entering mid-year, students with the influence of a language other than English must be assessed by the building ELD Specialist or other trained personnel to determine their eligibility to receive services. Additionally, a student who is of American Indian or Alaskan Native heritage may qualify for services based on an historical influence of another language if the student appears to struggle with English in reading, writing, speaking or listening and assesses as Limited English Proficient following the NCSD guidelines.

In the event of special circumstances where students do not readily demonstrate receptive or productive language, the ELD specialist collaborates with special education staff, interpreters, or other specialists to determine appropriate placement for these students, and may include consideration for exit for some dual identified Special Education/ELL students. Factors that may be considered for promotion/exit:

- **The student's English proficiency compared to other students with similar disabilities.** If it is determined that a student has reached a level of English proficiency similar to non-ELLs with like disabilities, the student may be considered for exit.
- **The length of time that the student has been receiving continuous ELD instruction.** If it is determined that a student has received continuous ELD instruction for a length of time that would normally lead to exit (at least 2 years more than the average length of time for students from the same cohort), yet due to disabilities has not reached the exiting criteria, the student may be considered for exit.

As with other exits, dual identified students will be considered individually for exit. The ELD and Special Education staff will coordinate all consideration for such exits within the IEP team process. The IEP team is made up of Special Education staff, ELD staff, parents, core content teachers, administrators, and specialists (such as school psychologists, autism specialists, or speech pathologists). The team will consider multiple factors, including those listed above, as well as teacher recommendations and comments, review of grades, and classroom work samples in order to determine whether the student's disability is impeding their ability to benefit from ELD instruction.

If there is overwhelming evidence of English proficiency (for example, exit from services in another district, meeting state standards on Oregon State Assessments, work samples showing grade-level reading/writing/speaking, and other evidence, along with an interview

with the student and his/her parents), a student may be determined to be ineligible for services. (See *Ineligible Form* in Appendix C)

If the evidence of English proficiency is mixed or lacking, the building ELD Specialist or other trained staff assesses the student in all domains of English with the state approved Woodcock-Muñoz Language Survey-Revised. If a student receives a Relative Proficiency Index (RPI) score below 82 in the Oral Language Total, Reading, or Writing clusters, he/she is considered eligible for Services for English-Learners. A score of 82 RPI or above in all 3 clusters indicates a student is ineligible.

Parents are notified of the services their child will receive using the *Parent Notification Form* (See Appendix C). Parents have the right to request a change of services or to refuse services by completing the *Request for Change in ESL/Bilingual Service Form* (See Appendix C) and returning it to the school. Notification is sent home in English as well as Spanish, Russian, and Vietnamese as needed.

Eligibility must be determined during or shortly after the time of registration. This timeliness ensures identified students will begin receiving the services they need promptly and, meets the district's legal obligations for providing them. Students will be placed in services only after the WMLS-R has been administered.

All 7 tests are administered by an officially trained English Language Development Specialist, and the results of these 7 tests are configured in clusters. Eligibility for services is determined by the scores on the following three clusters: "ORAL LANGUAGE-TOTAL", "READING", and "WRITING". Any student who scores lower than an 82 RPI, in any one of the ORAL LANGUAGE-TOTAL, READING, or WRITING clusters, is eligible for Services for English-Learners, including English Language Development and sheltered instruction. Any student with scores of 82 RPI or higher in all 3 clusters, is determined to be "ineligible for Services for English-Learners."

Elementary and middle school ELD staff send the hand-scored test records to the office of Services for English-Learners, where they are electronically scored, and the results entered into the student information system. Original test records, along with an electronically generated score report, are returned to the ELD Specialist once entered.

High school ELD Specialists enter the data from hand-scored test records into the WMLS-R electronic scoring system at their school site, and then send a copy of the score report to the office of Services for English-Learners to be entered into the student information system. All original WMLS-R test records and scored reports are filed in the Services for English-Learners purple folder inserts, which are kept in the student's CUM file. Scores are reported to parents via the Letter of Notification sent once a student qualifies to receive services. Teachers and administrators have access to the scores via the student information system database. ELD Specialists report composite scores to classroom or content area teachers.

The WMLS-R 2008 NR is the current assessment being used by the district. A previous form, the Woodcock-Muñoz Language Survey (1993), was used by the North Clackamas School District from 1996 until the introduction of the WMLS-R in the fall of 2008. For students who entered the school district before October 2008, scores from both versions of the assessments are recorded in the student information system and stored in their CUM files.

The North Clackamas School District #12 intends to start using the ELPA21 screener for initial identification of students based on ODE guidance starting in the 2016-2017 school year.

Training

The full-day WMLS-R training is given in the fall of every school year to any ELD Specialist or Instructional Assistant who has not yet been trained. The full-day training includes substantial time to practice administration of each of the 7 WMLS-R tests under the guidance of a trainer. Newly trained staff is required to give several tests in tandem with a person experienced in administering the WMLS-R for quality assurance purposes, and to ensure scoring reliability before testing students on their own.

District Self-Assessment Notes and Improvement Steps

We have established a clear process and guidelines for identification, and have built-in checks to ensure schools are identifying all students appropriately.

District Self-Assessment Notes and Improvement Steps

Services for English Learner's TOSAs and administrators regularly audit schools to ensure students are appropriately identified, assessed and served. Identification is not based on the assessment results alone. An audit of home language surveys is completed at the start of each school year in September to ensure all home language surveys have been completed. Each month, an additional audit is done to ensure any newly enrolled student has a complete home language survey.

Notification to parents of the AMAOs

Each year, the North Clackamas Services for English Learners department sends home notification of the district's achievement towards the AMAOs. A report of the district's progress also includes the progress towards AMAOs for each child's school. The report is sent home in English, as well as Spanish, Russian Vietnamese, and Chinese. An electronic record of the letter sent to parents is kept by the district in the child's electronic ELD file that is maintained on our district server.

ELPA

Please see ELPA handbook chapter

The English Language Proficiency Assessment, or ELPA, is one of the required Oregon state assessments. The No Child Left Behind Act (NCLB) mandates that English-Learners in kindergarten through 12th grade are assessed annually to measure their level of English proficiency. The Oregon Department of Education developed the ELPA to meet this federal requirement and to provide a common assessment for all English-Learners in the state of Oregon.

The ELPA is administered in a web-based format to all students who qualify for services during the current school year, which begins July 1st. *This includes students who enroll in the district after the NCS D testing window closes through the last day of the state testing window.* Students who are ineligible do not need to take the ELPA. The eligible group includes:

- Students currently served.
- Students whose parents have refused services.
- Students who exited after September 19th of the current school year.

Students are placed into appropriate ELD classes or services based on their scores on the ELPA. Teachers examine scores at the beginning of the school year and make placements according to proficiency level. Scores are reported to parents on the annual Letter of Notification and ELD Specialists report composite scores to classroom or content area teachers at the beginning of the school year (and at each term in High Schools). Scale scores and sub-test scores are available for teachers to view at any time in the student information system.

Test Scores as a Measurement of Growth

Please see Woodcock-Muñoz handbook chapter

In addition to the annual English Language Proficiency Assessment (ELPA), the WMLS-R is administered to currently served English-Learners on a regular basis. All currently served North Clackamas School District English-Learners are assessed in Kindergarten, 1st, 3rd, 5th, and 8th grades. Alternating forms of the assessment are used in alternating years, but either Form A or Form B may be used for the initial assessment.

An English Learner's rate of growth in English proficiency as measured by the ELPA or WMLS-R is also a useful piece of data for educators when considering the appropriateness of other special services, such as Talented and Gifted, interventions, and Special Education.

Scores as a Guide to Planning Instruction

Because each section of the WMLS-R and ELPA measure different aspects of English language speaking, listening, reading or writing, the scores should be used to guide instructional planning for each English Learner.

For example, a student who scores high on the *WMLS-R Letter-Word Identification Test* but low on the *Passage Comprehension Test* and *Picture Vocabulary Test* would probably benefit from instruction focused on vocabulary building, which would contribute to improved reading comprehension. Likewise, students who score higher on the speaking portion of the ELPA and lower on the writing portion would benefit from focused writing instruction.

Scores on each assessment are included in team PLC discussions at each building. Teachers use the information to determine objectives for students and to set individual goals for improvement.

At the elementary level, scores of struggling students are discussed during Response To Intervention (RTI) meetings to determine if students are making adequate progress and to determine appropriate academic interventions. At the secondary level, district teams composed of ELD Specialists from each building meet regularly in PLCs and use assessment data to establish particular course objectives. Common assessments are administered and results are used to discuss instructional practices that contribute to increased student achievement.

District Self-Assessment Notes and Improvement Steps

We have established a clear process and guidelines for assessment, and have built-in checks to ensure schools are assessing all students appropriately. The district and the department continue to train teachers on effective use of assessment information to inform instruction. One of our district initiatives is developing and making use of PLCs in order to improve student achievement and strategic support (RTI) for students not making adequate progress. ELD Specialists will continue to include ELPA and WMLS-R information in their school RTI teams and PLCs. Services for English-Learners TOSAs and Administrators will be placed on key committees to ensure the specific needs of English-Learners are considered in district initiatives.